

Languages Victoria

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VOTE

1

Nationally

Voting for LANGUAGES

1

The Party for Quality Languages
Education in Australia

2

3

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Modern Language Teachers' Association of Victoria, Inc.



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Languages in Victoria

MLTAV Conference: ‘Voting for Languages, Nationally’- Keynote Speech PowerPoint presentation by Maree Dellora

Maree Dellora is the Languages Unit Curriculum Manager, Victorian Curriculum and Assessment Authority and her Keynote Speech title was, ‘An overview of Languages in the Victorian Curriculum including approaches to planning and assessment’.



Languages in the new Victorian Curriculum

MLTAV Conference

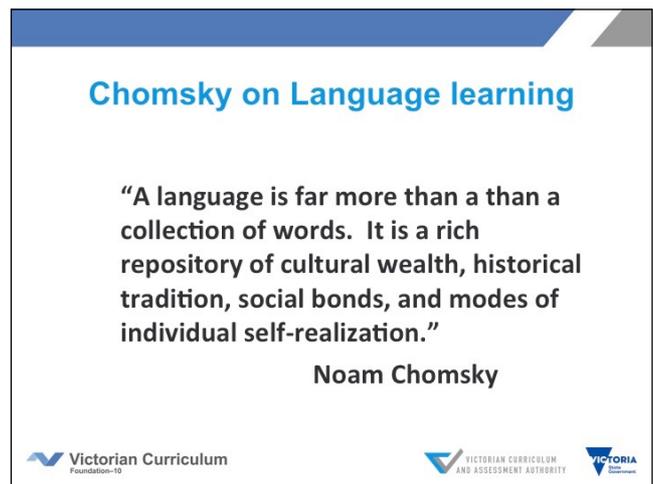
Friday 6 May 2016
Presenter: Maree Dellora



Victorian Curriculum Foundation-10

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

VICTORIA



Chomsky on Language learning

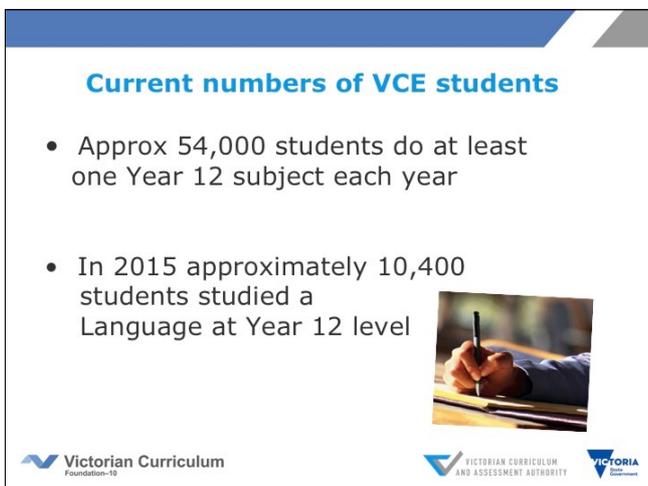
“A language is far more than a than a collection of words. It is a rich repository of cultural wealth, historical tradition, social bonds, and modes of individual self-realization.”

Noam Chomsky

Victorian Curriculum Foundation-10

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

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Current numbers of VCE students

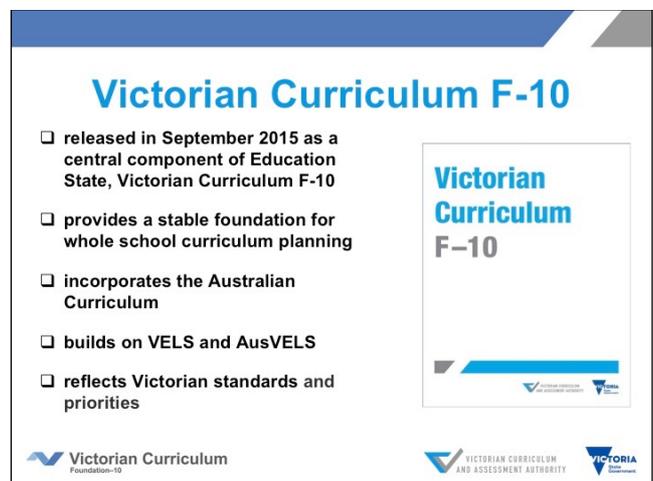
- Approx 54,000 students do at least one Year 12 subject each year
- In 2015 approximately 10,400 students studied a Language at Year 12 level



Victorian Curriculum Foundation-10

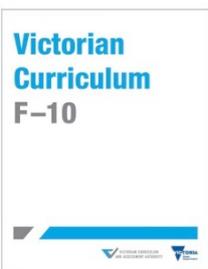
VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

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Victorian Curriculum F-10

- ❑ released in September 2015 as a central component of Education State, Victorian Curriculum F-10
- ❑ provides a stable foundation for whole school curriculum planning
- ❑ incorporates the Australian Curriculum
- ❑ builds on VELS and AusVELS
- ❑ reflects Victorian standards and priorities



Victorian Curriculum F-10

Victorian Curriculum Foundation-10

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

VICTORIA

Design and structure

The Victorian Curriculum is based on eight learning areas and four capabilities

Learning areas	Capabilities
English	Critical and creative thinking
Mathematics	Personal and social capability
Science	Intercultural capability
Health and physical education	Ethical capability
Humanities and social sciences (History, Geography, Civics and citizenship, Business and economics)	
Languages	
The Arts	
Technologies (Design and Digital Technologies)	

Key features

The Victorian curriculum includes 11 levels for English and Mathematics and 5 bands for all other learning areas and capabilities, including Languages

Capabilities are represented as sets of knowledge and skills that are distinct from any single learning area but that students develop and apply across the curriculum

Key features (cont'd)

- Cross-curriculum priorities - Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia, and Sustainability, are embedded in the learning areas and capabilities, not represented as separate components of the curriculum
- Four rather than seven capabilities are included in the curriculum. The additional three general capabilities in the Australian Curriculum are Literacy, Numeracy and ICT. These are incorporated in the learning areas.

Strengthened and new content

- References to phonics and phonemic awareness have been strengthened in the English curriculum.
- The Digital Technologies curriculum includes new learning for F-10 students, including computational thinking, developing and evaluating digital solutions and data collection. Learning about coding is included in both the Digital Technologies and Mathematics curriculum.



Strengthened and new content

- References to respectful relationships and safety in the home have been made more explicit.
- The Victorian Curriculum includes Learning about World Religions. While AusVELS makes numerous references to religion (*for example, Australia as a secular and multi-faith society*), what students should learn about world views and religions has not been specified before. Such content has now been developed, in consultation with key religious and secular stakeholders.

Locating information

Presentation

Digital website that provides easy horizontal and vertical navigation

The Victorian Curriculum: Languages

The Languages curriculum area focuses on both language and culture

Students

- ❖ learn to communicate across linguistic and cultural systems
- ❖ develop language awareness and intercultural skills and understandings
- ❖ develop openness to different experiences and perspectives
- ❖ develop skills in negotiating experiences and meanings across languages and cultures
- ❖ reflect on language use and language learning



Languages in the Victorian curriculum

- AusVELS provides curriculum templates for different types of languages
- The Victorian Curriculum provides language-specific curriculum documents for 16 languages



Language specific curricula

Language category	Language specific curricula	
Roman Alphabet Languages 8	French Indonesian Spanish Vietnamese	German Italian Turkish Generic - Roman Alphabet Languages
Non-Roman Alphabet Languages 5	Arabic Hindi Generic - Non-Roman Alphabet Languages	Modern Greek Korean Generic - Non-Roman Alphabet Languages
Character Languages 2	Chinese	Japanese
Classical Languages* 3	Classical Greek, Latin and Classical Framework	
Sign Language* 1	Australian Sign Language (Auslan)	
1 Aboriginal Languages and Torres Strait Islander Languages	Victorian Aboriginal Languages*	

* Still to be completed

The Victorian curriculum: Languages

Sequences

- an **F-10 sequence** for students who begin the study of the language in primary school
- a **7-10 sequence** for students who begin the study of the language at Year 7

Includes two **strands** and eight **sub-strands**

Provides

- **content elaborations** specific to each language developed
- **achievement standards at 5 levels: F-2, 3-4, 5-6, 7-8 and 9-10**

Structure of Victorian Curriculum: Languages

Two strands and eight sub-strands

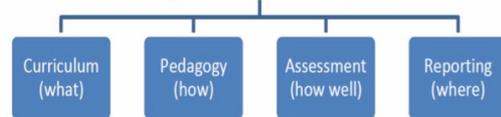
Strand	Communicating	Understanding	
Sub-strands	Socialising	Systems of language	
	Informing	Language variation and change	
	Creating	The role of language and culture	
	Translating		
	Reflecting		

Strands and sub-strands

Each sub-strand has a series of content descriptions, but they are not a checklist.

The aim is for the teaching and learning program to integrate the content descriptions into 'topics'/ units of work. A thematic approach across a range of learning areas will provide valuable contexts for student learning.

Student learning



Curriculum

- defines **what** it is that all students have the opportunity to learn
- is represented as a continuum defining increasingly complex knowledge, skills and concepts
- each school develops the teaching and learning program - **how** the curriculum is delivered

Achievement standards

The learning sequence undertaken by students will determine their progression through the achievement standards, as follows:

- **F-10 Sequence:** the first achievement standard for Languages is provided at Foundation-Level 2 and then at Levels 4, 6, 8 and 10.
- **7-10 Sequence:** the first achievement standard is provided at Level 8 and then at Level 10.

Assessment and reporting

- Achievement standards as a continuum of language learning, not an age-determined set of expectations
- Reporting in Victoria to be against the achievement standards but with measures set by individual schools
- Using assessment to adjust teaching

Assessment

".....performances on assessment tasks should be recorded using one or more task 'rubrics'."(Masters)

Rubrics:

- provide descriptions of observable characteristics of performance in an assessment task
- make explicit what is being looked for and valued as evidence of successful learning

Demonstrating achievement of the standards

- Rubrics or assessment criteria can be developed from the achievement standards
- Each level of the standards outlines expectations after two years of study
- Units of work may address a number of standards at the same time

Demonstrating achievement of standards

- The standards outline what the student is *able to do*
- Students *demonstrate* what they are able to do through the products they present for assessment



Assessing progress in the language

- Make assessment part of program design
- Have clear criteria (rubrics)
- Students discuss assessment criteria
- Collect evidence over term



Victorian curriculum

Challenge:

Turning these curriculum documents into teaching and learning programs for Languages that will engage and extend students learning

Could begin with an audit of the current school Languages curriculum to see which aspects of the Victorian curriculum are already covered

Importance of curriculum planning

By Unit / Lessons

Does the unit plan/sequence of lessons:

- specify the content descriptions addressed in each unit/sequence of lessons?
- specify the achievement standards addressed in each unit/sequence of lessons?
- include the resources and activities used to develop knowledge and skills?
- provide for a range of student abilities?
- specify the assessments used to monitor and progress student learning?
- provide guidance about the approximate time required for the unit/sequence of lessons?

<http://curriculumplanning.vcaa.vic.edu.au/sat/self-assessment-tool>

Importance of curriculum planning

By Curriculum Area

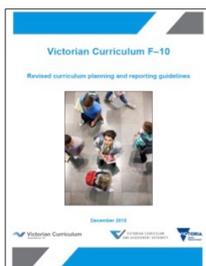
Does the teaching and learning program for each learning area and capability:

- provide an overview of the overarching concepts/ideas to be developed across the years of schooling?
- outline the contexts/topics that will be used for the development of the knowledge and skills?
- outline the sequencing of the key knowledge?
- outline the sequencing of the key skills?
- include the achievement standards?
- include the approximate time allocations for contexts/topics?

<http://curriculumplanning.vcaa.vic.edu.au/sat/self-assessment-tool>

Reporting

- Schools will not be constrained by a one-size-fits-all approach
- Schools have the flexibility to determine, in partnership with students, parents and the local community, the timing and format of their reports, in the context of the following requirements



Reporting Years F-10

- Schools report student progress in English and Mathematics against achievement standards every year from F- 10
- From Year 3 onward schools report student progress in English, Mathematics and Science against achievement standards every year
- From Year 3 Schools report on student achievement in Languages every two years

Years 3-10 (in two-year bands)

Schools report on student achievement in these curriculum areas every two years:

- The Arts (Years 9-10 can be Visual or Performing)
- Languages
- Humanities: including History, Geography, Economics and Business (from Year 5 or 6), and Civics and Citizenship (from Year 3 or 4)
- Technologies: including Design and Technologies and Digital Technologies
- Capabilities: Critical and Creative Thinking, Intercultural, Ethical, and Personal and Social Capability
- Health (and Physical Education)

Key messages

Use of English

- Students are encouraged to use the language being studied as much as possible for classroom routines, social interactions, structured learning tasks, and language experimentation and practice.
- Students will have opportunities to engage with members of the community who speak the language being studied, which in some cases will be facilitated via digital technologies.
- English is used, where appropriate, for discussion and reflection, enabling students to share complex ideas about language and culture.

Victorian Curriculum - Chinese Levels 7 and 8

Communicating Content description	Content elaborations
Socialising Correspond and collaborate with peers, relating aspects of their daily experiences and arranging sporting and leisure activities	<p>Socialising</p> <ul style="list-style-type: none"> • participating in posting on a shared blog and exchanging personal information (for example, name, age, nationality, school and year level) with students from sister schools, (for example, 你好, 我叫 Ann, 我是澳大利亚的学生) • responding to correspondence (such as emails, letters or postcards) by answering questions, clarifying meaning (for example, 你说你想来澳大利亚, 是吗?), seeking further information (for example, 你想一月份来吗?) and addressing requests, for example, 澳大利亚一月是夏天, 很热 • using supporting images in own writing, for example, using emoticons such as >_< to enhance meaning in digital communication • using digital media to produce a bilingual publicity flier for an upcoming cultural or sporting event (for example, 汉语角), to promote Chinese learning among school community members 

Achievement Standard: Extract from Year 7/8 Chinese

(Year 7-10 sequence) Second Language Learner Pathway

Communicating strand

By the end of Year 8, students use spoken and written Chinese to interact in a range of familiar contexts. They respond to instructions, questions and directions. They use known phrases to exchange personal information (for example, 我叫...; 我的爸爸是澳大利亚人), seek clarification (for example, 对不起, 我听 不懂, 你说什么?), and transact and make arrangements, for example, 你要来我家吗? They use the question particle 吗 and familiar question words (什么, 谁, 哪儿, 几). Students approximate tone, intonation and rhythm but meaning remains clear. They use gesture and some formulaic expressions to support oral interaction.....



Victorian Curriculum - French Levels 5 and 6

Understanding Content description	Content elaborations
Language variation and change Understand that the French language is constantly changing due to contact with other languages and to the impact of new technologies and knowledge	<p>Language variation and change</p> <ul style="list-style-type: none"> • investigating influences on the French language of major community languages in France such as Arabic (for example, <i>le toubib, le bled, kif-kif</i>), Italian (for example, <i>le fiasco, bravo, espresso</i>) or Chinese, (for example, <i>le ginseng, le tai-chi, le litchi</i>) • understanding that French, like all languages, is constantly expanding to include new words and expressions in response to changing technologies, digital media and intercultural experiences, for example, <i>skype, googliser, le courriel, photophoner</i> 

Achievement Standard: Extract from Levels 5/6 French

Understanding strand

By the end of Year 6, students recognise relationships between parts of words (suffixes, prefixes) and stems of words (*préparer, préparation; le marché, le supermarché, l'hypermarché*). Students make comparisons between French and their own language and culture, drawing from texts which relate to familiar routines and daily life (*la vie scolaire, la famille, les courses, les loisirs, la cuisine*). They explain to others French terms and expressions that reflect cultural practices (*bon appétit, bonne fête*). They reflect on their own cultural identity in light of their experience of learning French, noticing how their ideas and ways of communicating are influenced by their membership of cultural groups.



Victorian Curriculum - Italian Levels 7 and 8	
<p>Communicating Content description</p>	<p>Content elaborations</p> 
<p>Socialising Socialise with peers and adults to exchange greetings, good wishes, factual information and opinions about self, family and friends, routines, shared events, leisure activities, interests, likes and dislikes</p> 	<p>Socialising</p> <ul style="list-style-type: none"> greeting others, introducing themselves, expressing state of health and wellbeing, appreciation and good wishes, and leave-taking, using appropriate familiar or formal language, for example, <i>Mi chiamo ... e tu? Come ti chiami? Ho 12 anni. Sono Carla. Ciao Giorgio, come stai? (Sto) bene/ male, e tu? Mi dispiace. Ci vediamo domani. A domani. Buongiorno, ArrivederLa. Come si chiama? Buongiorno professoressa, come sta?</i> describing and comparing friends and family, for example, using [subject + verb + adjective]: <i>Il mio amico è simpatico</i> describing routines, events and leisure activities (for example, <i>Ogni weekend vado al cinema ... Mi piace/non mi piace + [infinitive verb], Gioco a/pratico il</i>), and comparing these to similar events for Italian peers

Achievement Standard: Extract from Levels 7/ 8 Italian
(7-10 sequence)

Communicating strand
By the end of Year 8, students engage in social interaction to exchange greetings and to share ideas and information related to their personal, social and school worlds. They use known phrases to exchange ideas and opinions, for example, *Non mi piace la pallacanestro*. They use language to interact and to respond to classroom instructions, questions and directions. They approximate Italian sound patterns such as consonant combinations, clear vowel sounds and unaspirated consonants. They use gesture and some formulaic expressions to support oral interaction. Students use well-rehearsed language related to their personal experiences (for example, stating preferences in sports, leisure activities and entertainment,.....)






Victorian Curriculum - Italian Levels 7 and 8	
<p>Understanding Content description</p>	<p>Content elaborations</p>
<p>Language variation and change Analyse and understand the dynamic nature of the Italian language, and of languages in general</p> 	<p>Language variation and change</p> <ul style="list-style-type: none"> exploring the influence of technological change on the Italian language, such as: <ul style="list-style-type: none"> the borrowing and adapting of technical terms, for example, <i>cliccare, il mouse, la password, chattare</i> observing the changes to language when used in abbreviated forms in multimedia communications, for example, <i>6 = sei, x = per, + = più, - = meno, TVTB = ti voglio tanto bene, ke = che</i> understanding the influence of other cultures on Italian, for example, the use of borrowed words such as <i>il make-up, il bébé, un tailleur, il wurstel, il krapfen</i> recognising that Italian is used in diverse communities and that it changes in response to local cultural contexts

Achievement Standard: Extract from Levels 7/ 8 Italian
7-10 sequence

Understanding strand
By the end of Year 8, students analyse the impact of technology and media on communication and language forms, the influence of Italian and English on one another, and the interrelationship of language and culture. They reflect on how they interpret and respond to aspects of Italian language and culture, and to intercultural experience, and identify how their response may be shaped by their own language(s) and culture(s).






Strategies to support thinking processes in the Languages classroom

- Work on topics that students are interested in
- Have them solve problems in groups
- Strike a balance between demands of problem – solving task and students’ linguistic skills
- When giving a thinking skills lesson in a Language class keep target language simple and cognitive demands higher






Intercultural capability – Values and Dispositions

The intercultural capability aims to cultivate in students:

• curiosity	respect
• responsibility	open-mindedness
• care	empathy
• reciprocity	critical mindedness

In the Victorian curriculum new emphasis is placed on the Intercultural capability. This is a vital capability in a globalised world that can be developed across the curriculum. There are opportunities for teachers of Languages to support other teachers to work in this area of the curriculum.





VCAA Curriculum Planning website

- The Curriculum Planning website offers a range of resources to support planning and documenting the curriculum.
- It includes a self-assessment tool and a suite of curriculum planning examples for both primary and secondary schools.





Curriculum planning website

Home By School By Curriculum Area By Year Level By Unit / Lessons Resources Contact Us

Curriculum Planning Resource



Introducing whole-school curriculum planning

The curriculum planning portal offers school leadership a range of resources to support planning and documenting a comprehensive school-wide curriculum.

Whole-school curriculum planning involves four interrelated layers:

- By School - a high-level summary of the coverage of all the curriculum areas, reflecting the school's goals, vision and any particular areas of specialisation or innovation
- By Curriculum Area - the sequencing of key knowledge and skills

In Victoria the school curriculum is set out in the Victorian Curriculum F-10, released in September 2015. The curriculum defines the common and





Timeline for Languages in the Victorian Curriculum

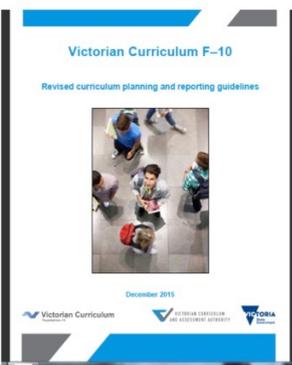
- The Victorian curriculum, based on the Australian Curriculum for Languages, is being progressively released.
- School curriculum plans and implementation in schools ready from the start of the 2017 school year



Timeline for Languages in the Victorian Curriculum

2015-16	From 2015
<ul style="list-style-type: none"> • AusVELS curriculum available • AusVELS website archived December 2016 	<ul style="list-style-type: none"> • Victorian Curriculum available • Full implementation from 2017

F-10 curriculum planning and reporting



<http://www.vcaa.vic.edu.au/>

Provides guidelines on teaching and learning within stages of schooling:

- Foundation (F-2)
- Breadth (Years 3 – 8)
- Pathways (Years 9 – 10)

Provides guidelines on reporting of student achievement against a whole-school teaching and learning plan.

A common language

“If English is the world’s *lingua franca*, how come there’s no word in English for *lingua franca*?”

Writer unknown

VCAA websites

Victorian Curriculum F-10 Resources and Support
<http://www.vcaa.vic.edu.au/Pages/foundation10/viccurriculum/viccurr-resources.aspx>

Victorian Curriculum F-10
<http://victoriancurriculum.vcaa.vic.edu.au>

Curriculum Planning Resources:
<http://curriculumplanning.vcaa.vic.edu.au/home>



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MLTAV Conference Report ‘Voting for Languages, Nationally’



by Heather Brown

MLTAV Annual Conference at Cliftons on Friday 6th May

Organising this conference was exciting. Many of our fantastic presenters offered their expertise and a large number of new presenters stepped forward. All presenters had great ideas and subjects that tempted a large number of delegates to attend - which they did.

Maree Dellora from the Victorian Curriculum and Assessment Authority presented the Keynote Speech entitled ‘*An Overview of Languages in the Victorian Curriculum, including approaches to Planning and Assessment*’ which set the tone for the day.

The overarching theme was teaching Languages through the Victorian Curriculum and many presentations incorporated this theme.

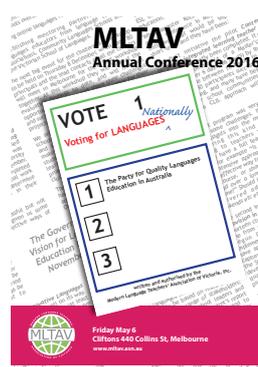
There were various streams in the program such as CLIL and VCE. We were fortunate to have an international presenter to guide many people through two CLIL presentations with additional presentations by highly-valued presenters. Sessions for the VCE about auditing and for new teachers to VCE were an important part of the program.

The new presenters offered an enormous range of ideas which were important to language teachers e.g. through Art Education, teaching Languages through humanities, giving feedback to students,

teaching Languages authentically, intercultural and metalinguistic awareness and a great range of IT ideas that enabled teachers to take back to their school and implement immediately.

The post-Conference online feedback survey and certificate of participation attached to that process, attracted over 120 responses. This was a significant sample, and enabled us to provide valuable and well-received anonymous delegates’ feedback to our presenters about their sessions, as well as to inform planning for future events. Some examples of the feedback captured by the online survey included:

- All the sessions I attended were informative and well presented;
- All of the sessions that I attended were really worthwhile. In particular, the sessions on Improving Student Writing and Giving Video feedback gave me fantastic strategies that I could take away and use immediately;
- Continue to offer hands-on activities in the sessions;
- Refreshing to catch up with other language teachers in Victoria;
- Bigger venue but still keep it in the CBD;
- Loved the diversity of presenters and topics available on the program;
- All the sessions I attended were excellent - hard to make a choice as so many good topics;
- I enjoyed the variety of sessions on offer and the very hands-on advice provided by the presenters;
- I liked most the Collaboration and Sharing of knowledge;
- The opportunity to talk with the presenters and other colleagues was very valuable (networking). Also the opportunity to see real classroom applications. That gave me some ideas that I have already put into practice in my classroom.



Heather Brown
MLTAV Vice-President and Conference Convenor

MLTAV Conference Session Samples

Conference session notes and handouts are now available for download from the MLTAV website www.mltav.asn.au, from the Professional Learning / Conferences - Workshops section via the main navigation area on the homepage.

We have selected a few of the session notes / handouts to showcase in this edition of Languages Victoria.

Teaching Languages Authentically in the Second Language

A dissemination workshop based upon the research in *Teaching Italian the 'Italian way'*. An International Specialised Skills Institute Fellowship sponsored by the Italian Services Institute of Australia

by Jenna Lo Bianco

What's the purpose of learning a foreign language? Pushing aside (for just a moment, if you will) the warm and fuzzy ideals about loving the culture and chasing your ancestral roots, the primary functional goal of language education is to teach communicative competence. Students don't sit in our classes for six years to walk away with only a culturally sound appreciation of fashion, food and the arts... Despite the picture Hollywood paints, very few of us will ever leave all we hold near and dear

The teachers 'move' their students into situations from which they cannot escape without attempting communication in the target language

to renovate a dilapidated villa in Tuscany, or sweat it out studying in the Parisian kitchens of Le Cordon Bleu.

Though the cultural facet of learning languages does make for more tolerant, open-minded and culturally sensitive young adults, it is not the driving force behind their ability to produce their own original language. In order to create such 'output' they must be exposed to a rich, varied and authentic 'input'. There are a few broader and more powerful players at work here, though.

The 2016 study *Teaching Italian the 'Italian way'* sponsored by the International Specialised Skills Institute and Italian Services Institute investigated best language teaching practice in Italy. The study revealed the pedagogical conditions that make for effective language acquisition in foreign students learning Italian in-situ in private Italian language schools. Although these outcomes were studied in the Italian language context, they are still valid within the realms of other language classrooms.

The Italian schools studied deliver their lessons to foreigners entirely in Italian without exception. Most of their students have little or no prior knowledge of the language. All activities, all communication, all interactions - everything is delivered in Italian. There are no opportunities for students to revert to their first language for clarification. The teachers 'move' their students into situations from which they cannot escape without attempting communication in the target language. By providing an Italian-only environment the teachers ensure maximum input and exposure to the language by way of the classroom setting. What this environment creates as a direct result of this language exposure is an uneasiness in the students - a drive to

'want to' be able to communicate. The students respond to the unnerving feeling through gesture, mime, pointing and drawing. The visual representation of the need to communicate by the students observed was interesting to analyse, as each attempted to negotiate their knowledge differently.

Naturally, one might wonder how less proficient students cope in such an environment. It's imperative to remember that oral language never stands alone. A significant element of human interaction and communication is non-verbal. As such, the use of gesture, sound and cognitive grammar strategies (kinesthetic input, visual input) are key in supporting students through the early stages of this language learning journey. The role of communicative language teaching, whereby the students' 'need to communicate' authentically and purposefully, drives the learning intention in these classrooms.

The schools in this study also equipped the classrooms with question posters written in the target language to assist learners in asking questions. One school in particular, Dilit International House in Rome, took this one step further. Dilit's practice involves not only using question posters in classrooms, but also providing the same series of posters in the native Languages of the majority of its students (English, German and Spanish). Students move between the posters via colour coding to determine the questions they would like to ask their peers and teachers.



What does this mean?

How do you pronounce this word?

How do you say...? etc.

In order to be able to facilitate a classroom in which use of the target language (in explanation, direction and content) is the primary mode of communication, it is imperative to prepare the students with the skills to negotiate the 'input' they receive. Similarly, speaking at a pace and level of sophistication appropriate to the year level and classroom context are also important to consider.

There's much to be learned from the teaching practice of these Italian schools in terms of providing students input via authentic texts. Keeping in mind of course that when one speaks of 'texts' it's important to think beyond the page and written word. Students present with all kinds of learning needs, preferred learning styles and strengths and challenges in cognitive processing. Therefore, it is critical that teachers provide them with a wide range of texts for study.

The following recommendations have been generated after having undertaken numerous lesson observations and interviewing teaching staff and students:

- Texts must be authentic and purposeful
- Texts may be multi-modal
- Teachers must provide a variety of text types
- Texts provided must employ a variety of writing styles and registers
- Texts for younger year levels shouldn't be over-simplified, as challenging texts provide scope for motivation
- Use key, purposeful snippets instead of the whole text
- Modify or alter texts, but keep them as authentic as possible
- Consider the context of the text and be ready to situate it
- Audio, song, film, film scene, advertising

- Image, photo, graph, illustration

In order to deliver a diverse and engaging learning experience, it's important to differ the interactions students have with the authentic texts presented in class.

Consider the following input-output approaches:

- movie scene dramatic interpretation analysis of register and tone (inference);
- movie scene reconstruction of the script analysis of grammar;
- song reconstruction of the lyrics analysis of grammar;
- image oral interpretation of the context presentation of accompanying text analysis of grammar;
- image oral description with a partner;
- TV advert oral interpretation of the context written description;
- photo oral interpretation of the context written task (creative) in response.

When engaging with the aforementioned texts in the classroom there are a few practical tips and hints to be learned from the Italian language schools. Dilit, for example, allows the students multiple listenings and readings of the text. The term 'multiple' however, does not simply mean two or three. The 'input' plays or re-reads are in essence limitless, depending on the need of the student or class. This shakes some Australian teachers to the core, as the party line in formal assessment is usually 2-3 listenings of an audio text. What is being offered here is an approach for everyday tasks and activities, rather than application in moments of formal assessment.

Dilit offers that after each listening or reading, unassisted by dictionaries or language support resources, students should pair and share their ideas and understanding of the input with a partner, in the target language. Through descriptions, justifications and 'unpacking' the words they have understood they are able to add depth and meaning to the input they are

working to interpret. Students use the 'help posters' and language cues learned by working within this communicative space to support their language production. Again, they return to the text, then pair and share. This process continues until the students are no longer able to extract new meaning or come to any new conclusions. The teacher at this point offers students the opportunity to clarify for meaning (both linguistic and contextual), before moving the class through a grammatical analysis of the language used in the text.



The process mentioned above fosters opportunities for differentiated and collaborative learning, but also permits the use of inductive grammar instruction in the classroom. Inductive grammar instruction departs from language used purposely in-context, which is studied and analysed by students in order to generate their own meaning and rules for use. Cognitively this is a very profound process and makes for longer retention of the content. The inductive approach uses the term 'noticing' when reflecting on the active position of the student. The student 'notices' patterns, special uses, exceptions or 'odd' matches in the language and seeks to generate their own grammar rule to explain the use. Not only does this approach actively involve the students in the process, but also allows them greater ownership of their learning.

Given the effective pairing of both the inductive grammar approach and the 'unpacking' of authentic texts as presented here, students are able to move at their own pace and deal with their own language needs. The students grow in communicative competence,

developing their own metalinguistic awareness and skills of reasoning and interpretation. In turn, the language students are able to generate is intrinsically connected to their own in-class experience that reflects their own growth and milestones.

For further information about the ideas presented in this reflection see the following link to the original research report, found on the International Specialised Skills Institute website:
<http://www.issinstitute.org.au/wp-content/media/2016/05/Lo-Bianco-FINAL-LowRes.pdf>



PASSIONATE PEOPLE. GREAT IDEAS.
A BETTER SKILLED AUSTRALIA.

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Biography Jenna Lo Bianco

Jenna is an educational author, Italian language education consultant and practising Italian teacher with experience teaching Italian in both Australia and the UK. She is currently studying a Doctor of Philosophy (Education) at Monash University in the field of Italian Second Language Education.

Lo Bianco's teaching practice is grounded in the application of inductive grammar instruction, used as a means of fostering independence in the experience of Italian language acquisition. When she is not teaching or writing, Lo Bianco works with schools and Italian language teachers, delivering practical hands-on PD workshops based upon her work in the field of inductive grammar instruction.

Video Feedback



by Catherine Spurrirt

I have been using my webcam to film myself giving feedback to my students for just over 3 years. It began as something of an experiment, together with a number of my colleagues, as part of a research project with the "Learning from New Media Research Group" at Monash University. Our focus was on how video feedback might enable us to create 'feed forward' for our students to use to improve their learning and future performance.

How it works

Using either QuickTime or PhotoBooth on my laptop, I capture a video of myself narrating the feedback for students. It allows me to speak to particular errors or misconceptions, giving detailed explanations of how the grammar functions in the target language. For oral tasks, I can articulate errors of pronunciation or phrasing.

Implications for practice

I no longer correct the students' work on the page, instead, I highlight points that are discussed during my video. These videos are then shared with students either via our online, continuous reporting system or are uploaded to Google Drive and shared with students. I then return the work to the students during our lesson and direct them to view the video, annotating their own work. They are then required to list 2-3 specific examples of 'What Went Well' in their work and how their work would be "Even Better If" they made changes. It is only then that they receive the numerical mark or grade that accompanies the task.

What the students say:

- Effective way of correcting errors of pronunciation in oral tasks;
- Provides more meaningful feedback from teacher;
- Videos can be revisited in preparation for future tasks - any device, any time;

- Personalised feedback emphasises the relationship between teacher and student;
- Facial expressions add a whole other layer of meaning;
- Students spend more time making sense of corrections given via video feedback.

Biography Catherine Spurrutt

Catherine is the Year 7 Coordinator and Senior French Teacher at Avila College. Previously, she was also Languages Curriculum Leader at the College. Catherine is passionate about empowering learners of a second language to notice the progress they are making in their learning, providing them with the language to talk about their capabilities and opportunities for critical self-reflection. She is currently undertaking a Masters of Educational Leadership ACU, with a particular focus on leading effective learning.

Why Languages are going to be more important, but in a different way

by John Tuckfield

It is widely understood that students currently coming up through our schools will be launched into a world that is different from the one with which their teachers and parents are familiar. Massive forces for change are altering the landscape of work in ways that have not been seen since the Industrial Revolution, and this is having a profound impact on the education students need to be receiving now:

Technology, demographic change and tectonic geopolitical shifts are reshaping employment trajectories, in ways that compel a rethink of the role of schooling in preparing young people for volatility,

uncertainty, complexity and ambiguity. (Walsh, 2016)

All subjects currently taught at school need to be evaluated in order to determine how necessary they are for these coming challenges, whether they deserve the place they have in a student's education, and in what format they should be taught. Languages are not immune from this inspection - in fact they have much to gain from it.

In this article, I will be looking at four specific phenomena that are facing our next cohorts of students, and that will have, I believe, profound implications for what we should expect from our language teaching:

- the changing nature of global English;
- globalisation;
- technological advances in computerised translation; and
- the new set of skills students will need for the future.

Language learning in Australia has at best been a patchy affair. From the earliest days of European settlement, Australian schools have followed their English forebears in deciding which Languages to teach, and how, but while in other countries with land borders with foreign speaking nations, language skills have been an imperative to trade and communication, Australia is not in this position. Moreover, for all of Australia's recent history, we have been lucky to have our national language as the world's de facto language, first through the power of the British Empire, then the rise of the dominance of the United States. For Australia, perhaps even more so than any other country, there have been few imperatives to drive language learning.

In the 1960s, 44% of Matriculation students studied a language - but it must be remembered that Languages were a requirement for university entrance, and the pool of matriculating students was far smaller than it is now. In 1968, the language requirement for university

entrance was removed, and language enrolments rapidly fell to approximately 10% of Year 12 students, where they have remained stubbornly ever since. This is mirrored in other English-speaking countries; in the English A Level, Board and Tinsley (2015) reported that “over the 18 years from 1996 to 2014, entries for French and German have declined by 60 per cent”, while “recent falls in French and German have been particularly severe: nine and ten per cent respectively between 2012 and 2013, followed by an eight per cent decline for French and a further two per cent decline for German between 2013 and 2014” (p. 30). In Scotland, which has a system more similar to the Australian model, approximately 10% of students studying “Highers” are learning Languages (Reynolds and Kemp, 2013). In New Zealand, of the 10,965 students sitting the “scholarship” testing in senior secondary, 928 were for Languages, or 8.46% (New Zealand Qualifications Authority, 2014). The picture that emerges is that in English-speaking countries Languages learning is often in decline rather than growth. By contrast, “for several decades it has been mandatory for most European children to learn at least one foreign language during their compulsory education” (European Commission, 2015).

“English is not enough”

Given the dominance of English over the past two hundred and more years, Australians might be forgiven for imagining that this state of affairs is normal, and perpetual. However, any glance at the history of the past two millennia will show that there are no such certainties, and more and more it has become apparent that in an economic sense, if not a cultural one, the hegemony of English may well be coming to an end. Already in 1997, David Graddol was identifying that English was in

transition, and that in a world that was on the brink of the enormous technological changes that would soon sweep the world. In 2006 he updated his findings:

The slogan ‘English is not enough’ applies as strongly to native speakers of English as for those who speak it as a second language. We are now nearing the end of the period where native speakers can bask in their privileged knowledge of the global lingua franca. (Graddol, 2006, p. 118)

While people in the English-speaking world have been slow to learn foreign Languages, people in the rest of the world have been quick to learn English. This, when combined with globalisation, puts monolingual English speakers at a double disadvantage:

David Graddol’s 2006 analysis of global language trends was a timely warning against complacency regarding the predominance of English worldwide

One consequence of the universal spread of the lingua franca would then be that Anglophones will face competition on their home labour

markets with everyone else in the world, while having no real access to those labour markets in which another language remains required. (Philippe Van Parijs, 2004, quoted in Graddol, 2006, p. 122).

The situation is summed up by the British Council:

There is no denying the importance of English as a common means of communication across the world, or its strength as the first foreign language of choice for most non-Anglophone countries. But David Graddol’s 2006 analysis of global language trends was a timely warning against complacency regarding the predominance of English worldwide. He predicted that the competitive advantage of English will ebb and that monolingual English speakers, unable to tap into the multilingual environments enjoyed by others, would

face a bleak economic future.
(British Council, 2013, p. 4)

However, the alarm bells have not started ringing in the Australian community. Curnow, Liddicoat, and Scarino (2007) noted that parents are well aware of the benefits of knowing a language, and generally supportive of these. What they are not convinced about is that knowing a language is a necessity:

However a strong distinction is made between a language being 'useful' and a language being 'necessary', and only 'necessary' subjects are studied at school; in a large-scale Scottish survey it was shown that students did consider that a language would have a long-term benefit in their lives (whether for travel, leisure, or their career), but that this was something they would think about studying in the future, after they had received their degree, or already got their job, and the same appears to be true in Australia.

This failure to convince the community of the necessity of learning Languages was brought up by the Australian Council of State School Organisations and the Australian Parents' Council in their response to the *National Statement for Languages Education in Australian Schools: National Plan for Languages Education in Australian Schools 2005-2008* (MCEETYA, 2005). Parents and teachers identified this one of the most pressing issues for language-education in Australia:

When asked for suggestions about how Languages could be strengthened in schools, many people commented that one of the first things to do was to convince parents and the general community of the benefits of languages education. (ACOSS, 2007, p. 83)

Australia has national campaigns to convince the public of the importance of

studying STEM - and I do not deny their importance for a second. But there is a similar importance for language and intercultural skills, and we are yet to see a commensurate campaign to shake Australia out of its monolingual complacency.

Globalisation

We are used to hearing about globalisation, but I suspect many of us think of it as something that is of relevance to only certain industries, like manufacturing. However, when I speak to former students, I am struck by how globalised their world has become, no matter what field they are in. They may well work in an office in Melbourne, but they will often be part of a team that is spread across the world. It used to be things like manufacturing that could be done more cheaply offshore, but now cognitive and creative work can be done offshore as well. For our current generation of students, a globalised workforce and market are going to be a given for their working lives.

Take the observation that by 2030, two-thirds of the world's middle class will live in Asia (Kharas, 2010). This can be both a threat and an opportunity to Australians. As a threat, there will be a massive number of people on our doorstep who are educated, aspirational and keen to do the work that we have traditionally done; as an opportunity, there is a massive market for our products and more importantly services.

Yet we are underprepared for this:

As organisations like the Asia Education Foundation have shown consistently, educational responses to the Asian century have been lacking - particularly in the area of Asian Languages, which have failed to grow and even declined

during the last 20 years.
(Walsh, 2016, p. 5)

To prepare for a globalised future, and one in which - as noted above - English alone may not be enough, our students need to have better skills in language and intercultural understanding. Business and industry get this: in the provocatively titled report by Price, Waterhouse, Coopers *Passing us By: Why Australian businesses are missing the Asian opportunity. And what they can do about it* (PWC, 2015) Australian schools' low output of students with the language skills needed by business was lamented:



Language is an important window into culture, but unfortunately Australians have relatively low Asian language capabilities. Of the approximately 70,000 students enrolled in the NSW Higher School Certificate in 2014, only 2.2 per cent studied Japanese, 1.3 per cent studied Chinese and 0.3 per cent studied Indonesian. This needs to be addressed in part by Government through our education system, and supported by business.

Our education sector also has a critical role to play in supporting the education needs of a growing Asian middle class. This is not just a business opportunity for the education sector, but also an important component of a national agenda. It would both improve our understanding of Asia through better education opportunities, and improve the talent pools available in Asian markets for Australian companies. (p. 16)

Of the eight “Fundamentals for success in Asia” listed by PWC, the second (as determined by a survey of over 1,000 Australian directors, executives and business owners) was “invest in learning the culture” - and this explicitly included

proficiency in Languages: one of the survey respondents was quoted as saying “We have focussed on getting recruitment right and look for staff who have multiple Asian Languages” (p. 23).

Online Translation as a Threat to Language Skills

But won't technology solve the whole foreign Languages thing anyway?

Indeed, programs such as Google Translate are very efficient at translating words or common phrases. You can type an expression into your phone, take a photo of a piece of text such as a sign or menu, or even speak into your phone's microphone, and it will translate instantly and fairly accurately. Wiktionary has an ever improving dictionary which is able to parse as well as provide meanings. Given this, why learn Languages?

My reaction used to be, because these programs aren't very good. They would make mistakes, have no sense of nuance and often produce garbage - like Graham Chapman writing “*Romanes eunt domus*” in that famous scene from Monty Python's *Life of Brian*: he had used a dictionary, but the all important endings were completely wrong, so he was left with - as John

Cleese said - “the people called the Romanes, they go the home?” However, these programmes have got better, and rapidly. When I reviewed some online dictionaries for an article a couple of years ago, I found them full of errors and gaps, but just six months later most of those had been remedied. Wiktionary relies, like Wikipedia, on the millions in the online community to make suggestions and corrections, and so it “learns” very quickly. It would be naive of us to think that online translation is not going to get much better. While computers may never be able to translate poetry, for example, they will soon be

While computers may never be able to translate poetry, for example, they will soon be able to translate texts such as newspapers more quickly and more accurately than a human being

able to translate texts such as newspapers more quickly and more accurately than a human being.

This has huge implications for the language teaching community. If we are justifying our teaching of Languages by the importance of translation, and if we are pitching our ultimate learning goals - as expressed in the VCE examinations - as being the ability to translate slabs of text, then we are leading our students up a blind alley: these skills rapidly face redundancy. The ability to translate a document will no longer be a marketable skill when everyone has the ability to do this on their phone. (Of course, language learning has been moving in this direction for a number of decades - but I am suggesting that we need to push even harder and faster now.)

Language teachers therefore need to look for new skills for their students - ones that cannot be made redundant by a computer, and the key to this is in the next of our four phenomena.

The New Work Order

The group Foundation for Young Australians (FYA) has been leading the way in arguing the case for a new set of skills to equip our students for their future. In *The New Basics: Big data reveals the skills young people need for the New Work Order* (2016), they point to the loss of lower skilled jobs over the past 25 years, especially in the categories of labourers, admin technicians and machinery operators. However, the Committee for Economic Development in Australia (CEDA) esteemed that 40% of current jobs are likely to be highly affected by automation in the next 10 to 15 years (CEDA, 2015). The first wave of automation hit mainly routine manual and cognitive workers; this next wave will move higher up the tree, and strike at what we might have regarded as jobs that were immune from automation. What is left, and where the growth will be, is in what FYA terms as jobs that require either

“high skills” or “high touch” jobs that require high interpersonal contact.

FYA calls these “enterprise skills”: the skills a person will need to thrive in the

What are “enterprise skills?”

Enterprise skills are **transferable skills** that enable young people to engage with a complex world and navigate the challenges they will inherit.

Enterprise skills are not just for entrepreneurs; they are skills that are required in many jobs. They have been found to be a powerful predictor of longterm job success.

Skills classified as enterprise skills include:

- Problem solving
- Communication skills
- Digital literacy
- Teamwork
- Presentation skills
- Critical thinking
- Creativity
- Financial literacy

The terms used to describe these skills vary across different contexts: sometimes called generic, soft, or 21st century skills. However, the meaning is clear: a set of skills and characteristics that enable young people to confront the challenges of change and navigate a complex future.

future:

(Infographic source: FYA, *The New Basics: Big data reveals the skills young people need for the New Work Order*, 2016, p. 4)

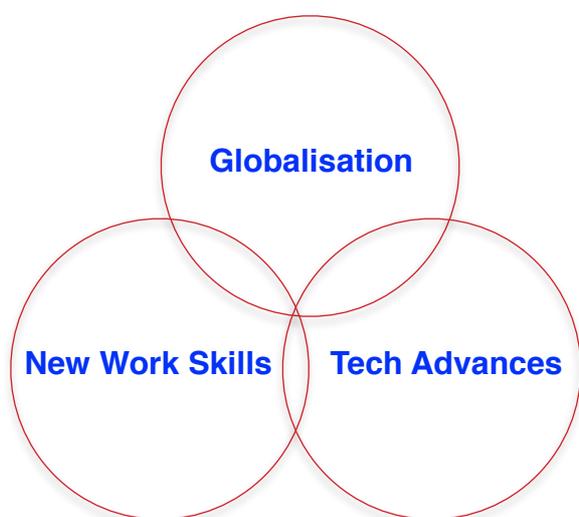
FYA’s skills overlap with those presented by many other organisations and researchers looking at these same issues, such as *Partnership for 21st Century Learning* (<http://www.p21.org/about-us/p21-framework/27-21st-century-assessment>). There are some technical skills, such as financial and digital literacy, but the majority of the skills are interpersonal ones: communication, collaboration/teamwork and presentations. Even skills such as problem-solving and creativity involve interpersonal skills, as it is envisaged that these skills will be enacted as part of a team. This shift from the technical to the interpersonal is perhaps one of the biggest shifts to take place in education in recent memory, and its impacts are yet to resonate fully in curricula.

FYA also mapped 30 enterprise skills according to the growth in the proportion of early career jobs in the last 3 years that request such skills. Of the 30, the greatest growth was in jobs that required digital literacy skills - but the second greatest was for jobs that required language skills.

These enterprise skills show us the way ahead for language learning. Rather than concentrating on translating text - which technology will soon be able to do more quickly than us - we should focus on the skills listed above, but in the target language: problem solving and creativity, thinking critically, communicating, working collaboratively in teams, making presentations. These are different skills from those taught in many language classrooms, but they are essential if language learning is to survive.

The Implications

We are therefore at an intersection of a number of powerful forces acting upon the future of language learning in Australia. Our economic future as a nation and as individuals is going to be increasingly globalised; at the same time, English will not be enough for this globalised future. Technology is making rapid advances in the technical aspects of translation from one language to another. And enterprise skills, with their emphasis on problem solving, communication, critical thinking and creativity, are becoming essential for gaining meaningful, and sustainable employment. The intersection of all of these phenomena is where language learning needs to position itself if it is to meet the needs of future students.



Far from being irrelevant, Languages are the key to enabling a student to combine

all of these forces to work for them, not against them. Imagine doing collaborative problem solving with a globalised team, where English is not enough. Without the language skills of interpersonal communication, it becomes impossible. The challenge is to use the new interpersonal skills with another culture, and even in another language: this is the reality many of our students will face.

One implication is that we need to move away from the mindset that Languages are a useful subject for the 10% who currently study Languages at senior secondary level, and rather that Languages need to become essential for the majority of students. Further, Languages must not be limited to primary school, where the majority of students do their language learning. Much as I value primary school language programs, especially for their ability to make Languages an essential part of a child's learning, on their own they are not enough to provide the high level language skills that will be required (especially as so many primary language programs are starved of adequate time and contact, but that is an issue for another paper). Students will need high level language and intercultural understanding skills, and these can only be gained from sustained study, with adequate resources of time and quality teaching programs, culminating at Year 12.

However, the focus of this study needs to change from what it currently is. Technical language skills are not enough, and should not be the focus of a course. Students who are learning Languages for tourist purposes will soon be better served by online apps. Instead, the enterprise skills identified by FYA should guide us in what focus the language skills should take: the interpersonal skills of communication, presentation, collaboration and discussion. None of these can be replaced by a machine. As technology becomes stronger, our response must be to prioritise the human dimension of what we do, not to try to

compete with technology on its own ground. Imagine all of the skills presented by FYA being done in a globalised environment - without understanding the language.

Hand-in-hand with the language skills are the intercultural skills that will enable our students to operate in a globalised environment - and as language teachers, we know that the best way to achieve this is through language learning. Grasping the unspoken concepts behind interactions in a different culture are crucial to equipping our students for the future. (Interestingly, there is a possibility that shift away from Languages for travel and tourism, to a more strategic purpose for languages, might mitigate against some of the adverse effects of negative news stories. Slaughter (2007) found that negative news stories about Indonesia had an impact on enrolments in the language, and if the selling point for the Languages is to enable students to visit Indonesia as tourists, then these dips are perfectly understandable. However, if the aim of the course is to increase students' ability to strategically understand and interact with Indonesians, then such incidents can serve as useful insights into the Indonesian psyche and politics, thus deepening the students' understanding.)

We are at a crucial time in language learning. Technology is making much of the technical side of translation obsolete - computers cannot yet translate as well as a human, but that is only a matter of time. Instead, the intersection of these major trends provides new urgency to the learning of Languages. Increases in globalisation mean that the students of today will be working in an environment that is deeply connected to the world outside our borders. Even if they work in Australia, it will increasingly be the norm that they will have to connect with people from a range of countries. At the

Increases in globalisation mean that the students of today will be working in an environment that is deeply connected to the world outside our borders

same time automation has taken, and will continue to take, many jobs that have relied on routine cognitive skills, and are advancing into more complex cognitive skills. The skills that will be in demand are the interpersonal skills: problem solving, communication, teamwork, creativity (Foundation for Young Australians, 2016). Where these trends intersect is the crucial spot that language education should be aiming for: equipping our students with the interpersonal language skills that will enable them to work and collaborate cross-culturally. This approach would strengthen language learning to face the threat of computerised language translation and position languages as a crucial, strategic skill for individuals and the state.

Action Plan

1. Change the national conversation

Business and industry want Australian schools to increase the language skills and intercultural understanding of their students; governments both state and federal want dramatic increases in student numbers in secondary language learning; as language professionals, we know the benefits of learning Languages. We have unanimity among the key stakeholders that languages need to be a national strategic priority.

We need to capitalise on this and change the national conversation around Languages, especially for parents and students shaking Australians from their "English is enough" complacency, and shifting languages from being considered "useful" to being considered "essential".

2. Change Chinese eligibility requirements

There is no denying the special place that Chinese needs to take in language learning in Australia, but any growth in

Chinese learning has been among background students (Orton, 2016). Large numbers of students learn Chinese at primary and early secondary students, but they drop the language too early. Orton has identified the fear of being unable to compete with background students as a prime factor in this. We need to ensure that eligibility requirements for Chinese at VCE do not put non-background students off. Western Australia has recently successfully changed their eligibility requirements; we should examine their example carefully and follow it if it will expand the reach of Chinese learning.

3. Change the focus of language courses, starting with assessment

We need to ensure that we are targeting those skills that are going to be necessary. This means a greater emphasis on oral and aural skills, with a focus on communicating, presenting and collaborating in the target language. Assessments that focus on translating written documents - whether for straight translation or comprehension - need to be examined. Our students will need the skills to enable them to negotiate with a client in Shanghai or Rouen, or work together with colleagues in Milan, Dusseldorf or Osaka to come up with a creative solution to a problem, and their courses should give them the skills to do these.

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Languages Roundtable: Strengthening Languages Education in Victorian Schools

The MLTAV welcomed the opportunity to contribute to the recent Languages Roundtable, “Strengthening Languages Education in Victorian Schools”, organised by the Hon. James Merlino, Minister for Education, Minister for Emergency Services and Deputy Premier. The Minister acknowledged the important role that MLTAV has played in bringing about this consultation, which we hope will lead to a revitalisation of the Victorian Government’s efforts to continue to expand provision, and improve the quality of our school Languages programs.

Seven ‘prompt questions’ guided the discussion at the Roundtable and we are pleased to share with our members the views put forward at the meeting on your behalf (see below). MLTAV internal consultation with regard to the questions consisted of gathering responses from our Committee members and the Presidents of Single Language Associations. We thank them for their invaluable input. Due to the very tight timeline, we were unfortunately not able to consult all members, but we welcome any feedback via info@mltav.asn.au.

Additionally, there are some important matters that were not covered during the Roundtable, and which we will be bringing to the Minister’s attention, as follows:

1. It is pleasing to note that the Government’s so-called ‘2025’ targets are still in place, as confirmed by the Minister at the Roundtable, but we need to see funding commitments to support initiatives to reach these targets. We note that the bipartisan support of these targets and associated initiatives (realised through lobbying by the MLTAV prior to the last State election), has been very important in maintaining momentum for improvement of Languages programs through continuity, and refinement of strategies from the previous government.
2. The recent ‘Education State’ document was very disappointingly mono-cultural, in that Languages Education was barely mentioned and the multicultural and multilingual nature of Victoria’s population was not referenced for its enormous potential in building intellectual capital, as well as social cohesion and prosperity. We would recommend a substantial reworking of the document. It is pleasing to note, though, that the Minister has indicated that work on the ‘Education State’ in 2016 will focus partly on Languages Education through the next budget.
3. Victoria does not currently have a Languages policy, other than statements made (partly implicitly) through the Victorian Curriculum, e.g. that all Languages are to be treated equally. At the Roundtable, the Minister declared himself a “passionate advocate” of Languages Education. MLTAV would like to see at least an official, public statement from the Minister or the Premier to reaffirm the Government’s commitment to supporting education in Languages and Cultures, in conjunction with a reaffirmation of the value of a multicultural and multilingual society in Victoria. We feel that this would provide an important message, in particular to the general public and school leaders. For teachers of Languages, such a message would be a strong boost to

morale and motivation for continuing our fine work.

Languages Roundtable - prompt questions

Question 1: Pathways

There has been a significant increase in the number of schools providing languages education and students learning a language in recent years. However, continuity of Languages provision, and in particular continuity in learning from primary to secondary school remains a challenge. How can we support schools to work together to provide appropriate language pathways for students from Prep to Year 12?

MLTAV Response:

- *This is a complex question, as there are many opportunities and challenges through 'continuity'.*
- *Continuity is not the 'be-all and end-all'. The reality is, and will continue to be, that for various reasons students may not be able to continue a Language from Primary to Secondary school. Nevertheless, through an engaging and challenging Primary program (refer Victorian Curriculum and International Baccalaureate - IB - Primary Years Program), they will take a broad range of transferable intercultural, language learning, literacy and thinking skills with them when starting a new Language.*
- *From experiences of various MLTAV Committee members and SLA Presidents who have taught in, and led Languages programs in schools, given the choice of continuing a Language from Primary school into an 'advanced' program or starting a new Language, a good proportion of any student cohort will take the opportunity to begin a new Language learning 'challenge' at Secondary level. This does not necessarily reflect negatively on the quality of the Primary program.*
- *The Victorian Curriculum caters for the above, by offering both F-10 and 7-10*

Sequences, recognising that in the latter instance, students starting a Language in Secondary school will engage with Language learning in a different way from beginner Primary students.

- *The particular Language(s) a student learns at school and/or through complementary providers (Victorian School of Languages - VSL, and Community Language Schools - CLS) may or may not be important for later personal and professional life. Ideally, students should leave school knowing how to engage positively with Languages and Cultures through learning experiences based on solid achievement in high quality Languages programs.*
- *Nevertheless, the MLTAV sees that there is value in clusters of schools planning pathways in their Languages programs together (note evaluation of the DET Innovative Language Provision in Clusters Initiative - ILPIC project <http://www.education.vic.gov.au/school/teachers/teachingresources/discipline/languages/Pages/research.aspx>), although MLTAV would warn against reduction of Language choice, especially through replacement of well-established, successful programs, for the sometimes limited benefit of continuity.*
- *The exploration of factors that lead to retention in Languages programs is emerging as an increasingly important field of research, including take-up/continuation into Tertiary. We would recommend Government support for collating/furthering research and, in particular, would recommend further exploration of certification of student achievement (also see comments in response to Question 4) and the role of school career development practitioners, as important influencers of student subject choice.*
- *The MLTAV also sees very strong value in exploring how pre-Primary Languages programs can be better linked with schools to further the agenda of life-*

long learning. Some admirable work is being done by various community groups and in kindergartens to maintain home Languages and/or teach additional Languages. We need to recognise this work more strongly when discussing pathways, i.e. that multilingualism can begin at birth. In particular, we would welcome initiatives to support networking with teachers in these settings.

Question 2: Workforce

How can we build a highly skilled Languages teacher workforce? What professional learning is necessary to support our current and future Languages teachers?

MLTAV Response:

- All teachers of Languages should be qualified, both as teachers and with suitable proficiency in the Target Language (TL).
- MLTAV firmly believes that better teaching will first and foremost lead to an improvement in the quality of programs (refer, in particular, to research done by Prof. John Hattie, University of Melbourne).
- Ongoing investment in PL for Languages teachers is critical. The profession needs both systemic (e.g. DET PL for Graduate and Returning Teachers, VCAA supporting the implementation of the Victorian Curriculum) and ground-roots PL, provided by Professional Teaching Associations (PTAs). The MLTAV and Single Language Associations (SLAs) have a proud history of providing quality PL. In particular, we can share hands-on expertise and respond in an agile manner to the needs of our members. The MLTAV recommends continuing support by the DET for us to provide PL.
- We note the detrimental effect of the recent current emphasis on in-house provision of PL by schools. The trend over many years is that it is increasingly difficult for teachers to gain permission to leave school to attend PL. This has resulted in PTAs often having to schedule PL on weekends or in school holidays, sometimes placing unreasonable demands on classroom teachers. This problem needs to be addressed. A component of PL funding which can be used to cover CRT for participants, whilst expensive, is sometimes critical to allow teachers to participate in PL during their working week.
- The MLTAV LanguagesHAT (Recognising Highly Accomplished Teachers) PL model has proven to be most effective over many years; experienced teachers undertake a long-term, Standards*-based action-research project, reflecting on and changing aspects of their practice, with the aim of improving student outcomes. This PL is credit-bearing with the University of Melbourne. We recommend funding be provided by DET to offer this PL, in particular, to more Languages teachers.
- Networking PL opportunities are also critical for teachers to share experiences and resources, also to tackle projects that are identified as important. Very successful models include the MLTAV Bilingual Schools Network and the Content and Language Integrated Learning (CLIL) Network. We recommend the continuation of DET support for these activities.
- Whilst building a highly skilled workforce is important, retention of new teachers in the profession is emerging as a serious problem. The MLTAV recognises the need for research in this area, e.g. investigating the proportion of Languages teachers employed on (multiple) short-term contracts compared with teachers of other Learning Areas; MLTAV has anecdotal evidence that employment conditions such as these are one of the main reasons why we are losing young teachers of Languages.
- The salary 'ceiling' for all teachers who wish to stay in the classroom is a well-recognised, general problem; career opportunities are very limited, often to

heavily administrative roles. The MLTAV recommends further exploration of ways to reward experienced classroom teachers.

- In relation to the above, we note the importance of mentoring Graduate teachers. The MLTAV Mentoring Project is providing invaluable support to teachers up to 5 years 'new' to the profession with generic and language-specific support. We recommend that DET funding for this project be increased, as demand outstrips our current capacity to cater for the need.
- The MLTAV believes that getting overseas-qualified, experienced teachers into the system quickly is potentially a strong strategy to meet future workforce needs. We recommend exploration of fast-tracking such teachers, e.g. through a Teach for Australia (TFA)-like model.
- VIT appears not to be keen on the above. Such teachers are entitled to Recognition of Prior Learning (RPL), however we are aware of teachers with very solid overseas teaching degrees having these rejected by VIT and being informed they require an Australian teaching degree. We recommend work with VIT to broaden the review system of determining which overseas teaching degrees are acceptable here. MLTAV recognises, though, the imperatives that all overseas teachers suitably qualified are provided with assistance to adapt to Australian classrooms.
- The MLTAV looks forward to the opportunities with regard to meeting workforce demands emerging through both through TFA and the Federal Teacher Education Ministerial Advisory Group (TEMAG) with the prioritisation of Languages in both programs. We would like to see DET strategies developed to make the most of, and/or augment these emerging programs.

*AFMLTA, 2009 Professional Standards Project: Languages. Australian Federation of Modern Language Teachers' Associations

Question 3: Access

All Victorian students, regardless of location, should have the opportunity to learn a language. How can we support schools in regional and rural areas to establish and implement high quality Languages programs?

MLTAV Response:

- MLTAV sees staffing of Languages programs as the critical issue for schools in regional and rural areas.
- Incentives may need to be considered to attract teachers.
- We recommend strategic planning through cluster models (refer, however, to cautionary comments in response to Qn. 1) and more strategic use of blended models and complementary providers (see also comments in response to Qn. 5).

Question 4: Quality

The quality of any education program, including Languages, is critical in engaging students and improving student outcomes. How can we improve the quality of Languages programs so that students are better engaged and their language learning experiences and outcomes are improved?

MLTAV Response:

- MLTAV firmly believes that better teaching will first and foremost lead to an improvement in the quality of programs (refer, in particular, to research done by Prof. John Hattie, University of Melbourne) - see also comments in response to Qn. 2 above for recommendation regarding MLTAV 'LanguagesHAT' PL which encourages teachers of Languages to reflect on and change aspects of their practice, with the aim of improving student outcomes.
- Within the LanguagesHAT PL model there is also a strong element of reflection on Program Standards, i.e. conditions under which the teacher is expected to work. Often teachers who have undertaken this PL have been empowered to influence the quality of the school's program through this

reflection. The MLTAV recommends funding be provided by DET to offer this PL to Languages teachers.

- The MLTAV sees accountability as critical to improving the quality of Languages programs. The MLTAV Audit Tool for Schools has proven very effective, providing feedback to school and Languages leaders about the quality of their program, as well as suggestions for improvement, through a facilitated online survey. The MLTAV recommends funding be provided by DET to offer this tool to all schools, thus improving accountability measures around the quality of Languages programs.
- SLAs are currently funded to provide activities for students, with both Language and motivational outcomes. These activities are often critical to engage students. The MLTAV recommends that such funding be continued.
- In relation to measuring ‘quality’, MLTAV recommends a shift from retention to Year 12 as an important marker of the success of a program. The experiences of various MLTAV Committee members and SLA Presidents clearly shows that students are influenced in their VCE subject choice by many factors. Often enthusiastic and capable Languages students are not able to fit a Language into their VCE timetable (noting that IB students must study at least one additional Language).
- MLTAV recommends that more ‘tangible’ incentives be offered to students for continuing Languages beyond the compulsory years apart from ‘bonus’ VCE points, e.g. Year 9/10 proficiency certificates.
- We note the success of the introduction of VET, in boosting retention through offering certification of competencies at Years 9/10 (typically Cert II Applied Language) and subsequent take-up of Cert III.
- The MLTAV recommends that DET commission more research into retention; some important work has

already been undertaken, but this needs to be expanded to investigate, in particular, why more students are picking up Languages in University following VCE/IB, having not studied a Language in Senior Secondary years, or through *ab initio* courses. We suspect that positive and rewarding experiences at school are leading more young adults to take up/continue Languages beyond school, in which case there would be evidence of the quality of Languages programs in schools. Research could tease out the factors that motivate students to pursue Languages education.

Question 5: Victorian School of Languages

The Victorian School of Languages (VSL) is a specialist government school that provides out-of-school-hours and distance education Languages programs to students who cannot access a language of their choice in their government or non-government school. How could the VSL support the delivery of language programs in mainstream schools?

MLTAV Response:

- MLTAV believes that VSL should continue with its present work as a complementary provider for mainstream schools.
- VSL programs should NOT replace a mainstream school program.
- We recommend that more opportunities be created for VSL to share its best practice in blended program delivery with mainstream schools, in particular to inform cluster planning.

Question 6: Community Language Schools

Approximately 170 community language schools receive government funding to support the provision of out-of-school-hours programs in some 40 Languages to 36,000 school-aged students. What is, or should be the role of Community Language Schools in our system?

MLTAV Response:

- *CLS play a very important role in complementing school-based programs. Their role should continue, i.e. to provide opportunities for students to learn Languages not available through mainstream schools with the VSL as a complementary provider (see comments in response to Qn. 5 above). In particular, CLS play a vital role in language maintenance.*
- *There is a perception amongst Languages professionals that CLS are currently receiving disproportionate attention by the Minister, particularly through public appearances, given that these schools represent only a very small proportion of overall enrolments, and that over the last 12 months the Victorian Government has neglected Languages Education in mainstream schools in the public arena.*
- *The MLTAV is disappointed that recent negotiations between CLS and the Minister have resulted in another significant increase in per capita funding, without wider discussion as to where monies could be strategically invested to improve the area most in need of attention, mainstream schools. This may be an issue of funding inequity.*
- *The main focus of the current discussions should be mainstream schools.*
- *MLTAV recognises the fine work done recently by CLS in up-skilling teachers and applying a Quality Assurance Process across programs.*
- *We would recommend better communication and cooperation between CLS and mainstream schools, especially in the reporting of student achievement and provision of PL.*

Question 7: Bilingual education

The benefits of bilingual education are now widely recognised by educators and parents are increasingly seeking bilingual education opportunities for their children. Victoria now has 15 funded bilingual programs. How can we provide bilingual learning opportunities to more students?

MLTAV Response:

- *We need to recognise that a bilingual model is NOT suitable for every school, in spite of the gains for students through this 'best practice' in Languages Education.*
- *The recent DET review of Bilingual Schools should provide findings around practicability; the MLTAV-facilitated Bilingual Teacher Network can also provide insights into this area and we recommend thorough consultation with this group and the Network of Principals of Bilingual Schools.*
- *Major issues facing schools wishing to introduce a bilingual model include establishing commitment across the whole school community and staffing (especially extra cost and continuity). The programs usually place very high demands on teachers and MLTAV is concerned that teachers in bilingual programs be given adequate preparation time, in particular.*
- *We recommend that the expansion of Bilingual Schools should be undertaken slowly and strategically.*
- *A CLIL approach is showing promise as much more practicable for many schools, with comparable learning outcomes and especially high motivational gains for teachers and students.*

Launch of Virtual English as an Additional Language (EAL) New Arrivals' Program

On Thursday 15 June 2016, Dr David Howes, Assistant Deputy Secretary, Schools, Department of Education and Training launched the Virtual EAL New Arrivals' Program, an initiative of the Department of Education and Training and the Victorian School of Languages.

Victoria welcomes thousands of new settlers every year and the Department of Education and Training has the responsibility of providing intensive English language instruction, mainly through the English Language Schools and Centres and EAL specialists that are generally based in the metropolitan area and regional centres.

However, there is an ever-increasing number of EAL students in geographically remote areas of Victoria where specialised EAL services are not available.

The Virtual EAL New Arrivals' Program has been set up to meet these growing needs, through the use of interactive technologies.

The launch began with an actual lesson via video conferencing and interactive software. The assembled guests were able to observe new arrival students from eight regional locations participate in a virtual lesson on parts of the human body. The students interacted with their teachers, accessed relevant visuals, answered verbal questions and sang a song.

Dr Howes explained that in 2014 discussions began with Victorian School of Languages about how the Department could realise an online Program using virtual technologies and EAL expertise, and these discussions resulted in a pilot, the first of its kind in Australia.

The pilot was evaluated by the Language Testing Research Centre at the University of Melbourne and the findings indicated that the Program had a number of positive impacts and these included improved student achievement against the EAL standards, development of student confidence and willingness to communicate.

Early in 2016, the Deputy Premier, Minister for Education, the Honourable James Merlino, approved the formal establishment of the Virtual EAL New Arrivals' Program.



Currently, there are 27 students from 17 schools receiving intensive English language support in a virtual environment. Students who have participated in the Program have been located in places such as Murrayville and Ouyen, in the far north-west of the State, Bundarra in the far south-west, Timboon and as far north as Mitta Mitta and Wodonga.

Dr Howes said: “What we witnessed here today and what we are here to celebrate...is a culmination of so many people working together over a number of years. The challenges of distance and lack of availability of specialist English language teachers, that were once a barrier to support, have now been overcome through the specialised and expert use of virtual and other technologies, so that no matter where an isolated newly-arrived student lives in Victoria, they will be able to access EAL provision... Special thank you also to the Principal and staff of the Victorian School of Languages for designing, trialling, implementing and managing the Program.”

Schools wishing to find out more about the program can contact the Victorian School of Languages on 9474 0500

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MLTAV / MIFF 2016 NextGen Program School Bookings and Free Teacher Webinars

65th Melbourne International Film Festival - 2016

SAVE THE DATES!
28 July - 14 August 2016

Looking for excursion options for your Languages students in 2016?
We have an excellent recommendation!

2016 will mark the occasion of the 65th MIFF, with another outstanding program of films in international Languages. The Next Gen program is designed specifically for secondary school students in Languages commonly taught from Years 7-10.

MLTAV is pleased to continue its support for the MIFF Next Gen program through an in-kind sponsorship. MLTAV member schools are offered discounted ticket prices, plus free attendance for one teacher per 10 students. The cost for MLTAV Member School Bookings to Next Gen screenings is \$9.50 per student ticket (GST free) - (1 teacher per 10 students attends for FREE).

We encourage our school members to take advantage of the discount tickets and plan ahead for an immersive,

distraction-free student excursion into language, culture and cinema!

In 2016 the Next Gen program, includes a **new exciting webinar collaboration between MIFF and MLTAV** offering **four FREE webinars for teachers**.

Purpose of the Webinars

MIFF, in partnership with MLTAV, hosted **four FREE webinars** for teachers this term. The webinars consisted of a 20-minute presentation by a Film Analysis Specialist, a 20-minute presentation by a Languages Specialist as well offered a question and answer component.

The webinars have been designed to provide information with regard to technical/artistic aspects of the films, as well as language/intercultural insights. The webinars also provide suggestions as to how teachers might work with the Next Gen films in the classroom before and after viewing them with their students at MIFF screenings.

The webinars were **FREE** for teachers who participated in the live webinars and also **FREE** for teachers to now engage with the **ARCHIVED VERSIONS, NOW AVAILABLE** throughout the year, via the MLTAV / MIFF websites for playback on demand. MLTAV have provided Certificates of Participation to all teachers who were involved with the live webinars, and will continue to provide

certificates of participation for engagement with the archived versions (for 1 hour of PL time). All you need to do is complete a very short post-webinar survey, providing MLTAV with information required to supply a certificate to you via email.



How to access the Archived Versions of the MIFF Next Gen Webinars

To access the archived versions of the webinars, you need to follow these two simple steps:

1. Ensure your computer / device is set up to participate in a webinar

The webinars will be run using the Adobe Connect facility. To ensure your computer or tablet is able to access the Adobe Connect facility, and therefore enable you to participate, you will need to check, prior to the webinar you wish to attend, that your set-up is as per the instructions. These instructions can be found via the MLTAV website homepage www.mltav.asn.au - click on the item titled 'MIFF 2016 Next Gen - FREE WEBINARS & Reduced ticket prices for MLTAV school member bookings' under the 'What's New in Languages Education'.



2. Choose the webinar you wish to watch and go to the appropriate link



Our Huff and Puff Journey Japanese Film

Banana Italian Film

What's in the Darkness Mandarin Film

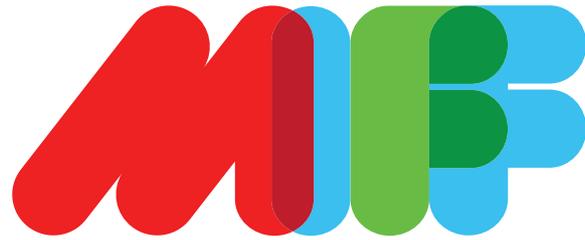
Miss Impossible French Film

Links to access the archived version of the webinars for each of these films are on the MLTAV website homepage www.mltav.asn.au - click on the item titled 'MIFF 2016 Next Gen - FREE WEBINARS & Reduced ticket prices for MLTAV school member bookings' under the 'What's New in Languages Education'.

How to obtain a certificate of participation

Once you have engaged with one of the webinars listed above, to obtain a certificate of participation for one hour of PL time, click on the item titled 'MIFF 2016 Next Gen - FREE WEBINARS & Reduced ticket prices for MLTAV school member bookings' under the 'What's New in Languages Education'. where you will find the link to access a brief post-webinar feedback survey in which to complete the details required by MLTAV to produce a customised certificate which will be subsequently emailed to you.

If you have any questions regarding the MLTAV / MIFF Next Gen school bookings or the NEW FREE Next Gen teacher webinars, please do not hesitate to contact: Kerry O'Connor, at the MLTAV Office - info@mltav.asn.au / 0437 130 976.



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MLTAV 3-year Strategic Planning

2015 - 2017 Strategic Plan

The Modern Language Teachers' Association of Victoria Inc. (MLTAV) has developed a Strategic Plan for the Association for a three-year period. This Strategic Plan details MLTAV's primary goals and proposed actions for key focus areas.

The document is a work-in-progress and will be updated on a bi-monthly basis.

Feedback to the document from MLTAV members is welcome and can be emailed to info@mltav.asn.au.

To download the MLTAV Strategic Plan 2015-17 document, go to the MLTAV website www.mltav.asn.au main navigation section on the homepage / About Us / Mission Vision and Strategy.

MLTAV, along with all other State MLTAs and Territories submit an Annual Report to the Australian Federation of Modern Language Teachers' Association Inc. (AFMLTA). These reports are produced annually for, and presented at, the AFMLTA Assembly (2016 Assembly will be held in Beijing).

Our report reflects the information within the MLTAV's current Strategic Plan and identifies strengths and challenges in the following five major areas:

- Member Services
- Leadership and Representation
- Research and Professional Practice
- Governance and Operations
- Advocacy

The sharing of Strengths and Challenges in this way provides State and Territories a unique opportunity to reflect on the work

of the Associations over a 12-month period and importantly, share thoughts, experiences and strategies.



MLTAV's Report to the AFMLTA 2016 Assembly has been included on pages 37 - 39 below for members' information and interest.

Should any member be interested in learning more about the operational side of the MLTAV Committee, please contact Kerry O'Connor at the MLTAV Office (info@mltav.asn.au - 0437 130 976) to express an interest in attending a Committee Meeting as an observer.

Members are also encouraged to attend the Annual General Meeting, scheduled for Tuesday 6 December at Graduate House, Carlton. Full details of the AGM will be included in the September edition of LanguagesConnect. This edition of MLTAV's electronic newsletter will also include a call for nominations to the 2017 Committee of Management.



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MLTAV Report to the AFMLTA National Assembly 2016

Member Services - including Communication with members & Professional Learning

Identified strengths – Communication with Members

- Very full suite of publications and other means of communication with MLTAV members:
 - **Languages Victoria** (part of membership, twice a year, hard-copy journal with a new online option to be launched in July this year – State, national and international sections; also note cooperation with MLTANSW to produce their journal)
 - **LanguagesConnect** (part of membership, maximum of six times a year, soft-copy newsletter – focus on Victorian issues and advertising of MLTAV events/PL)
 - **Languages e.Connect** (free weekly online newsletter, based on Twitter feeds – local and international themes <http://languageseconnect.mltav.asn.au>)
 - **MLTAV website** is regularly updated to include all MLTAV PL and other activities, especially Advocacy; a Members' section was launched in 2014, with access to special initiatives and offers by password – all membership functionalities now online
 - **Twitter @MLTAV** (with approx. 720 followers)
 - **Facebook (NEW)** <https://www.facebook.com/MLTAV2071> (with approx. 140 followers)

Identified challenges – Retaining Members and Promoting Membership

- In the current economic climate, in particular with shrinking school budgets, renewal of membership is perhaps not as 'secured' as in previous times. Our 2015 strategy of auto-invoicing membership renewals, has been successful. The approach of attracting new members through pre-service teacher advocacy, increased social media presence, encouraging word-of-mouth promotion as well as offering high quality PL opportunities, has also been effective. This is evidenced through increases in membership numbers, despite the aforementioned financial environment challenge. MLTAV has achieved its goal of 5% growth in membership from 2013-2014 to 2014-2015, with membership for 2016 likely to show a further % increase.
- MLTAV recognises a continual need to promote membership. Visits by pre-service teachers to the Statewide Resource Centre (SRC) and the Languages & Multicultural Education Resource Centre (LMERC), have continued to be a very good advocacy initiative, especially encouraging association membership and strengthening ties with tertiary teacher education. Now that MLTAV have moved from the SRC, and LMERC is scheduled to move from this facility by the end of September, the logistics for the future of this program are yet to be confirmed.

Identified strengths – Professional Learning

- Wide range of PL opportunities; MLTAV now facilitating on behalf of the Victorian Department of Education and Training (DET), with some Catholic and Independent sector buy-in:
 - **Strategic Partnerships Program** (SPP funding to support two 3-year action-research projects 2015-2017, through the DET): **Bilingual Schools Network** and **Mentoring for Beginning Teachers of Languages** – highly successful PL projects. The Bilingual project draws participants Australia-wide and the demand for the Mentoring project has continued to be strong, creating long-term professional and personal relationships between mentors, mentees (up to five years in the profession) and full cohort groups.
 - **CLIL Network**, supported through DET <http://clilanguageteachers.weebly.com> has been reinvigorated in 2016 with a new project manager, especially through PL opportunities. There are approx. 200 members on the communication distribution list for this network.

- **Language Leaders Networking dinners** (twice yearly events) – guest speakers following MLTAV Committee meetings; open to all members but specifically targeting school Language Leaders
- **Annual Conference** (supported through DET) and **One-off Workshops**, including **Graduate and Returnee Teachers Workshop** (supported through DET) and free PL **TeachMeets** (one per term)
- **Implementation of Australian Curriculum for Languages** (supported through DET).
- Extension of the existing **MLTAV / Melbourne International Film Festival (MIFF) in-kind sponsorship agreement** offering free webinars for Languages teachers relating to four of the films in the 2016 MIFF Next Gen film program – Chinese, French, Italian and Japanese
- Expansion of the existing **MLTAV / National Gallery of Victoria (NGV) Language Support Educators** collaboration to include the Gallery’s Permanent Exhibitions – 2016 open to class bookings for French, German, Italian, Japanese, Spanish and Turkish.
NB: **archived webinars** from 2013 and 2015 continuing to prove popular, for CLIL and also to support the DET eBook ‘ICT Tools and Resources for the Languages Classroom’.

Identified challenges – Professional Learning

- Reliance on small group of presenters at our Annual Conference was reported last year. However, for the 2016 Annual Conference we had several new presenters
- Juggling many small projects – a drain on Executive.

Leadership & Representation

Identified strengths

- MLTAV leading other Languages associations in Victoria through providing exemplary models of governance, communication and representation
- Representation through building strong personal relationships with key Languages personnel in sectors, as well as other strategic partners, e.g. CLA, ECCV, ESA, SLAs, VCAA, VSL, as well as NGV, MIFF and various cultural organisations
- MLTAV has been acknowledged by the Victorian Minister for Education as being the instigator of the May 2016 Roundtable ministerial advisory forum and further consultation ‘Strengthening Languages Education in Victorian Schools’, including multiple opportunities for feedback to current initiatives and suggestions as to how to best move forward to meet the 2025 targets.

Identified challenges

- Languages education not included as part of the initial ‘Education State’ policy (early-2015)
- Time required, particularly on the part of President, to maintain representations and relationships
- The Council of Professional Teaching Associations of Victoria (CPTAV) which has the dual role of representing PTAs and managing the building in which MLTAV had its office, continues to be ineffectual in both roles.

Research and Professional Practice - including strengths and challenges relating to teaching and learning of Languages in the state/territory

Identified strengths

- The Victorian government is implementing the Australian Curriculum for Languages, albeit in a Victorian iteration (The Victorian Curriculum) – note that all Languages taught in Victorian schools are catered for through generic Frameworks for those Languages not developed in the Australian Curriculum; MLTAV Position Paper and lobbying was successful in this area.
- MLTAV Audit Tool to rate the quality of a school Languages program – continued use in 2016.

Identified challenges

- Capacity/funding to commission research, although functioning as a coordinator of research, e.g. around retention, through Language Leaders Network Dinner
- Provision of advice to teachers and schools – increasing demand for consultancy services.

Governance & Operations - including committee & operational matters

Identified strengths

- Full and active Committee; we continue to attract several young teachers, significantly through their involvement in PL run by MLTAV
- Very strong Office Manager, who is increasingly taking on project management roles, working in a well-resourced, comfortable new office environment at the Victorian School of Languages.

Identified challenges

- Succession planning for Executive positions
- Budget projections and realisations.

Additional information

Advocacy

Identified strengths

- MLTAV Audit Tool to rate the **quality of a school Languages program** a ‘catch-all’ advocacy document, as gives examples of best practice and, in posing questions based on the *Standards*, raises a number of issues with teachers and school leaders
- Initiative in conjunction with the National Gallery of Victoria (NGV), to offer **retired and part-time, experienced teachers** the opportunity to volunteer as ‘Language Support Educators’, i.e. working with student groups and their teachers to deliver lectures/tours in target Language – program was delivered initially together with NGV educators, as pilot in 2015. See note above regarding 2016 developments.

Identified challenges

- Ongoing challenge to **keep Languages ‘on the agenda’ with the Victorian government**, especially when competing with prioritised areas of Literacy, Numeracy, STEM and coding, although Roundtable (see above) an opportunity for new impetus, with reaffirmation of 2025 targets.

Suggested ways that AFMLTA could support MLTAV

- Continued funding via national PL/Advocacy projects, which include elements of work undertaken by MLTAs in cooperation with AFMLTA – AC PL a successful model
- The development of a portal for and/or a range of Advocacy materials, e.g. around:
 - benefits of belonging to teacher professional associations
 - opportunities through becoming a teacher of Languages
- Updating/reworking of the *Standards*.

MLTAV Executive can be contacted via the Office Manager, Kerry O’Connor info@mltav.asn.au

President	Andrew Ferguson
Vice-Presidents	Heather Brown and Stanley Wang
Secretary	Catherine Spurrutt
Treasurer	Gabriella Bertolissi

Name of person writing report: Andrew Ferguson (President)

SPECIAL NOTE: MLTAV appreciates the recent role of AFMLTA in development of new PL opportunities (Australian Curriculum) and materials to support teachers with their registration and career development (mapping of language-specific Standards), also in developing relationships with the Federal government, i.e. positioning the national organisation as the ‘go-to’ partner in Languages Education. Our members have commented positively on these initiatives and, together with regular communication via NIB, the profile and role of AFMLTA has been highlighted in Victoria.

'MLTAV Languages TeachMeet

Free Face-to-Face Professional Learning

The MLTAV has been offering free professional learning opportunities in the format of a 'TeachMeet' for the past 2 years. At each Languages TeachMeet held thus far, I have been overwhelmed by the positive reception that this format has received. Collaborating with other teachers of Languages at these events always leaves me feeling energised and inspired.

Why attend a Languages TeachMeet?

Getting approval from your school to attend a full-day of professional learning can be a challenge, especially if there are high costs involved. TeachMeets are held after school, allowing you to do what you do what you love (teach Languages!) during the school day. With an open and enquiring mind, all of the ideas shared at a TeachMeet are relevant to all age groups and all language contexts. Plus, you will have the opportunity to network with other like-minded teachers of Languages across all school contexts.

differentiating content and skills, technology-based lessons and cross-curricular units of work. At the end of the presentations, we conclude with an informal opportunity to continue the conversations with our presenters.

How might you get involved with the TeachMeet movement?

I encourage you to consider attending a future MLTAV Languages TeachMeet. Or if there is not one planned for your area, please get in contact with me or Kerry in the MLTAV office to register your willingness to host a future event at your school. If you have never had the confidence or opportunity to present a conference workshop, why not start with a 7-minute presentation at a TeachMeet?

Catherine Spurr
MLTAV Secretary



Languages TeachMeet



Languages TeachMeet

The Modern Language Teachers' Association of Victoria, Inc. (MLTAV) is pleased to advertise a Term 3
FREE Professional Learning and Networking Opportunity

Teachers sharing ideas about teaching and learning with other teachers - this is what the TeachMeet movement is all about. New ideas, personal insights, examples of best practice... what more could you want in a professional learning activity?

DATE: Thursday 28 July, 2016

TIME: 4.30pm - 5.30pm + networking time immediately after

VENUE: Kardinia International College
29-31 Kardinia Drive, Bell Post Hill VIC 3215
Auditorium in the Cultural Centre (see map via the online registration link))

Presentations

TeachMeets rely on participants voluntarily sharing. Presentations can be about any resources and/or learning teaching approaches you would like to share e.g. class management, learning styles, teaching methods, tech tools, cool websites, global collaboration. You can volunteer to present either a 2- or 7- minute session or simply come along to see what all the fuss is about! These sessions are short and sharp and at the end of the last session, networking time provides an opportunity to speak informally with presenters and other colleagues.

Registrations

To register to attend (and express an interest in presenting if you wish to), please go to <http://tinyurl.com/mltavtmgeelong>

Bring Along ..

- Work colleagues
- A plate of food to share (optional) - tea and coffee will be provided
- Something on which to take notes / names / contacts / thoughts / ideas



Professional Learning Opportunity



Through this 18-month Mentoring project, Languages teachers will have the opportunity to:

PARTICIPATE

Participate in quality Professional Learning to update and extend their knowledge and skills of effective Languages teaching, including:

- a **full-day workshop on implementing the Victorian Curriculum: Languages to be held on Wednesday 17 August @ Graduate House, Carlton**
- attending the 2017 MLTAV Conference at **no charge**

NETWORK & COLLABORATE

Network and Collaborate with other teachers of Languages across Victoria on using the *Professional Standards for Accomplished Teaching and Learning of Languages*

CLASSROOM VISITS

Undertake collegiate classroom visits to observe their partner's teaching and seek feedback / guidance to support further development

REFLECT ON PROFESSIONAL KNOWLEDGE & DEVELOP SELF-EVALUATION SKILLS

Be stimulated by reflecting on professional knowledge and practice and to develop self-evaluation skills using a framework for effective mentoring and incorporating the effective use of ICT.

Mentoring for Beginning Teachers of Languages

The Modern Language Teachers' Association of Victoria (MLTAV) invites you to participate in this **Free**, dynamic Professional Learning opportunity which will match Beginning teachers of Languages in their first five years of teaching with Accomplished Languages teachers.

CRT funding is provided to cover attendance at the full-day workshop on Wednesday 17 August, 2016; a collegiate classroom visit in Term 4, 2016; as well as attendance at the MLTAV Conference on Friday 5 May, 2017.

Places in this project are limited!

To register your interest as either a **Mentor** or **Mentoree**, complete an online Expression of Interest submission by Friday 15 July via the following link: https://www.surveymonkey.com/r/L7LV29B_MLTAV_Mentoring_for_Beginning_Teachers_of_Languages_2016_Program

All participants in this project must be members of the MLTAV. You will be informed of the outcome of your Expression of Interest by Friday 5 August.

If you have any questions about this project, please email Kylie Farmer, MLTAV Mentoring Project Manager: PL@mltav.asn.au

THIS PROJECT IS SUPPORTED BY THE VICTORIAN DEPARTMENT OF EDUCATION AND TRAINING

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FOR TEACHERS OF GERMAN

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2-3
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2016
Bayview Eden
Melbourne

CALL FOR PAPERS

We invite all educators to submit papers for consideration that relate to their research, experiences and strategies for learning, teaching and the promotion of the German language. Consider offering a session, sharing a presentation, or encouraging a colleague to contribute. Submit papers via the form on our website.

REGISTRATION PACKAGES

FULL PACKAGE

2 Day Conference and Dinner

Full fee \$ 415.00

**Members of German
Teachers' Associations
and Networks \$ 265.00**

DINNER \$ 95.00

See website for full terms
and conditions.

SINGLE DAY

Excluding Conference Dinner

Full fee \$ 185.00

**Members of German
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and Networks \$ 110.00**

Students and
PAD Assistants \$ 75.00

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Trial of an e-Version of Languages Victoria

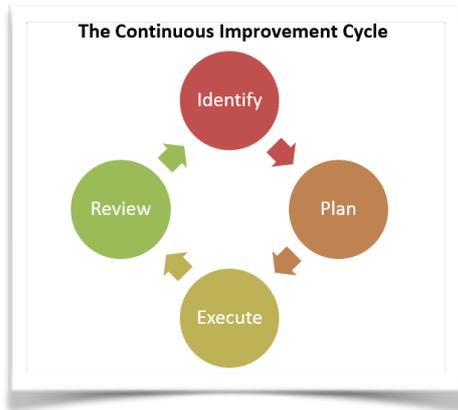


Image Source: <http://www.allex-software.com/en/2015/05/08/idea-generation-as-a-part-of-the-continual-improvement-process-cip/>

e-Version Languages Victoria (LV) Trial Scheduled for launch along with this Edition of LV

The MLTAV Committee is continually looking for ways to improve and streamline processes in accordance with best practice. Along these lines, it has been decided to trial an e-Version of LV in July 2016. For the trial, all current 2016 members have received this hard-copy of LV. In addition to this method of distribution, Individual members and the Primary Contact for all School and Commercial memberships will receive a link (via email) with details on how to access an interactive e-Version of this edition. Following the distribution of both mediums of this edition of LV, members will be asked for their feedback on the e-Version via an online survey. This survey will also provide an opportunity for members to opt-in to the e-Version medium of delivery into the future. Member feedback is critical to this process to ensure changes do not negatively impact upon member satisfaction and loyalty. This is of utmost importance to the Committee. The vertical table on the right highlights some of the major benefits of moving to an e-Version of Languages Victoria.

1

PRINT & E-VERSION

Launched with Edition!
All members will receive both hard and e-Version copies of LV.

2

SURVEY

Following distribution of both versions, members will be asked to complete a feedback survey.

3

OPT-IN

The survey will ask members to indicate if they prefer hard-copy or e-Version in the future.

Environmentally Responsible
Significant reduction in the use of paper for LV printing

Interactive
Immediate access to links, websites, media online

Time-saving

Searching for specific titles / content, made easy and fast!



School Language Leaders

Networking Dinner

Tuesday 16 August

Graduate House, 220 Leicester Street, Carlton

Language Leaders Networking Dinners are about bringing together School Language Leaders, Principals / Vice-Principals from across all sectors in an informal, relaxed setting to network and engage with guest speakers with expertise in leadership.

Guest Speaker Speech Title:

Leading Languages and Language for Leading

Language learning is one of the cornerstones of true intercultural understanding yet how do we generate the passion for language learning at all levels in contemporary Australian schools?

Guest Speaker - Annette Rome

Deputy Principal, Lauriston Girls' School
Immediate Past President, Australian College of Educators (Vic)

Prior roles include Director of Staff Learning and Acting Vice Principal at Methodist Ladies' College, Director of the Wesley College Institute for Innovation and a range of other educational leadership positions. She has been the Coordinator of the CSE International Education, and CSE Indigenous Education Focus Group and adjunct lecturer at the Melbourne Graduate School of Education. Previous positions include the Science Teachers' Association Council, Orca Corporate Affairs, Director of The Australian College of Educators and 'The Songroom' Charity. Awards include the IB Jeff Thompson Research Award and National Fellowships of ACE and ACEL. She has authored science and education resources and organised a large number of educational events, including the 2010 Global Language Convention. She is an active member of the James Maccready-Bryan Foundation for young people with acquired brain injury. Her passion in education is for the development of young people so that they may become the best they can be - true citizens of the world.

Cost: \$85.00 (inc. GST) per person

Includes: guest speaker; two-course meal; non-alcoholic drinks, (bar drinks available at own expense); Q & A opportunity; unique informal networking opportunity.

TO REGISTER:

Please email Kerry O'Connor to register - info@mltav.asn.au

REGISTRATIONS CLOSE – Monday 8 August



MLTAV CLIL NETWORK NEWS



Are you looking for support to implement your CLIL program?

Have you participated in the Bastow CLIL course?

Are you wanting to connect with colleagues to re-invigorate your CLIL journey?

Are you interested in finding out more about CLIL and the positive impact it can have in your Languages program for both student engagement and language learning?

The MLTAV is pleased to announce that DET funding has been provided to support the CLIL Network in 2016.

Email clil@mltav.asn.au to ensure you are on the MLTAV CLIL email list and are kept up to date with information about workshops (1st workshop scheduled for term 2!) and other opportunities planned for the CLIL Network!

Information will also be posted to the MLTAV CLIL Network website: clillanguageteachers.weebly.com

CLIL



Network

CLIL Network contact details:

Kylie Farmer,
CLIL Network Facilitator
clillanguageteachers.weebly.com

clil@mltav.asn.au

Content and Language Integrated Learning (CLIL) programs combine teaching content from a curriculum area with the explicit teaching of the target language.

There is a focus on the vocabulary and structures required for the additional curriculum area. Content may include all or part of one or more curriculum areas.

The MLTAV CLIL Network is supported by the Victorian Government

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Modern Language Teachers' Association of Victoria, Inc. ✓
@MLTAV2071

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Modern Language Teachers' Association of Victoria, Inc.
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SBS Australia: What are the benefits of bilingualism?
<https://t.co/6R9WzBCK6l>

Settlement Guide: benefits of bilingualism
Australia's diverse population speaks over 300 languages – making it one of the most multilingual countries in the world. Yet experts warn we could...
T.CO

Modern Language Teachers' Association of Victoria, Inc.
Published by Hootsuite [?] · 7 hrs · 🌐

SBS Australia: The entries for the National Languages Competition are still open! More info here: <https://t.co/8zwHei4Dsx> <https://t.co/ZrvkohWltu>

ABOUT

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0437 130 976

<http://www.mltav.asn.au/> **Promote Website**

Impressum [?]

Languages on the National Scene

Why teach about Australia's first languages?

ABC Splash Website



<http://splash.abc.net.au>

Article posted by First Languages Australia, Tuesday 17 May 2016/

REPRINTED WITH PERMISSION FROM ABC Splash

NOTE (from MLTAV): Whilst ABC Splash does not actually have many Languages resources (it is not one of the areas they focus on), they do however, publish an increasing number of Indigenous language resources (and have just joined with First Languages

ARTICLE

Australia is situated in one of the world's linguistic hot spots and Australia's First Languages are a precious resource. They are treasures of international significance and a bridge to rich and valuable information.

There are hundreds of Aboriginal and Torres Strait languages, and a wealth of cultural knowledge is held within each one.

When a language is lost that deep body of knowledge is lost with it.

Discussions about Australia's First Languages can help create a society that knows and respects the history and cultures of this land. Awareness is paramount to building a healthy nation: awareness of ourselves and awareness of the cultures that flourish through the vast expanse of our continent.

To help teachers facilitate these discussions, First Languages Australia has developed cross-curriculum linked activities for use in the classroom, whether or not you have an existing relationship with your local community.

First Languages Australia

First Languages Australia is a not-for-profit organisation working to ensure the wishes of Aboriginal and Torres Strait Islander community members are voiced in key decision-making processes that impact on the current and future management of their languages; thus supporting the survival of Australia's traditional languages into the future

<http://www.firstlanguages.org.au>



Follow MLTAV on Twitter

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@MLTAV

MLTAV: not-for-profit professional association supporting teachers and learners of Languages in VIC; the umbrella org. for 22 Single Language Associations

📍 Carlton, Victoria
🌐 mltav.asn.au
📅 Joined April 2012

📷 112 Photos and videos

Tweets Tweets & replies Media

MLTAV Retweeted

Teacher ACER @teacherACER · 24h
Meaningful cross-curricular integration actually makes the job of teaching easier. edu.acer.ac/29kCNF8 #teachermag #aussieED



Implementing a cross-curricular approach
The phrase 'cross-curricular' is often referred to in schools. David Roy, a Lecturer in Education and Creative Arts explores why it's important and ho...

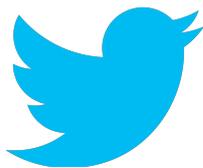
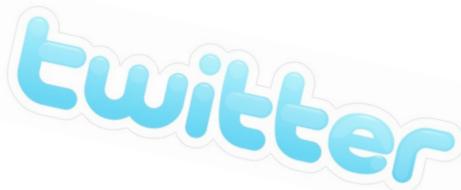
MLTAV Retweeted

Language on the Move @Lg_on_the_Move · 11h
RT @OUPAcademic: Why is it so hard for adult #migrants to learn the #language of their new country?



The challenge of adult language learning | OUPblog
Adult migrants often struggle to learn the language of their new country. In receiving societies, this is widely seen as evidence that migrants are lazy, ... blog.oup.com

👤 🔄 2 ❤️ ⋮



Saying ‘Yes’ to Languages Study in Years 11 and 12

AEF Leadership Blog

REPRINTED WITH PERMISSION FROM AEF

by Kurt Mullane, Executive Director,
Asia Education Foundation

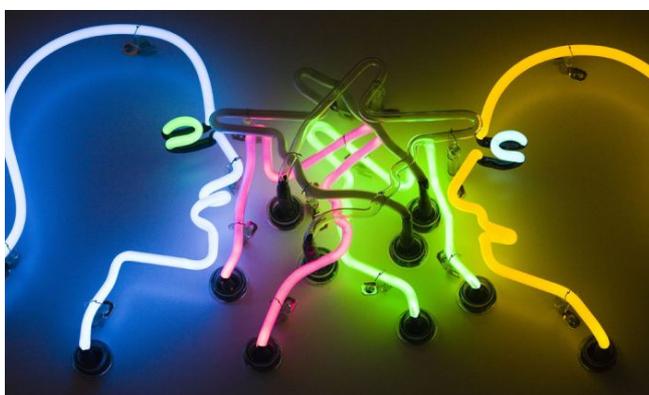


Image: *Languages* by Thomas Hawk

Followers of AEF’s leadership blog will be familiar with our view that speaking more than one language is vital to young Australians’ future life and work prospects in a globally connected world. It’s therefore of pressing concern that Languages have the lowest enrolments of any senior secondary years subject in Australia, with a scant 11 per cent of students at this level studying a language other than English. It’s a national failing that hasn’t shifted for 20 years.

Close to 100 per cent of students exit schooling with a strong grounding in more than one language in the high-performing school education systems we measure our performance against. These systems mandate language learning across year levels. In Australia, mandating languages in Foundation to Year 10 is rare.

Providing students with a wide diversity of subject choice underpins our senior secondary certification models. Languages however, is the first subject most likely to be omitted when our students choose their Year 11 and 12 subjects. We need to better understand what attracts or deters students from studying Languages in Years 11 and 12 and the dynamics behind senior student subject choice more broadly.

Why do some students choose languages in Years 11 and 12?

Recent research commissioned by the Federal Government and undertaken by AEF offers a window into the complexities inherent in a student’s senior secondary subject choice process and their decision to continue or discontinue Languages study.

We began our research by asking students why they continued or discontinued language study in their senior years. They cited a combination of deeply personal and strategic and pragmatic reasons.

For those who *do* choose to study Languages, personal reasons include a keen interest, enjoyment and success in learning Languages. Students rarely continue Languages without this high level of personal engagement. Reasons based on language utility, including getting a good ATAR score and future work, study and travel plans, are also taken into consideration by these students.

A major reason students do *not* choose to study a language in senior secondary is simply due to a lack of direct access to their preferred language in their school. Many of these students are interested in continuing language study but identify program provision by distance learning as a disincentive. Where access to a student’s preferred language *is* available, a combination of mainly strategic reasons concerned with quality of teaching, language utility and subject choice priorities conspire to influence a decision to not study a language.

Interestingly, while parents influence students' language study choices in the earlier years of schooling, they do not appear to have a strong influence in the senior secondary years.

What action is required to boost senior secondary languages enrolments?

The report explores potential interventions to reverse the pattern of low enrolments in senior secondary Languages in Australia. It acknowledges that whilst approaches to boost Languages enrolments to date appear to have stabilised enrolment numbers at current low levels, a turn-around strategy is required. Only new and sustained national action at school, system, tertiary and community levels will increase the number of our young people continuing with Languages study.

The report notes the necessity to expand student access to high-quality Languages learning in the Early Years to Year 10 to build a greater 'pipeline' of Languages students for the senior years. Our current pipeline to Year 10 is not strong, with language learning commonly an elective subject after Year 8. It makes sense that keeping more students learning Languages in Years 9 and 10 is vital to ensuring more students are in a position to choose Languages for Years 11 and 12.

However, building a stronger pipeline of Languages students alone is unlikely to guarantee increased enrolments in the senior years. Our research identifies four inter-dependent interventions requiring concurrent action to build and sustain student demand for senior secondary Languages:

1. **Expand opportunities to study Languages in senior secondary certification structures:** expand the number of subjects required for senior secondary certification to six and provide incentives for students to choose a language; provide multiple pathways for students to gain Languages

certification including Beginners courses, senior secondary accreditation of community-based language programmes and more VET courses.

2. **Provide access to high quality Languages programmes:** undertake research on using technologies and language immersion programmes to improve language teaching quality and provision; partner with business to co-invest in technology enabled Languages learning; expand language hubs to share Languages teaching expertise; improve access in initial teacher education to language specific pedagogies.
3. **Engage all stakeholders in promoting the value and utility of Languages:** commit to a nationally agreed set of messages to build demand for Languages that speak directly to the interests of senior secondary students; engage school leaders to promote Languages; recognise student progress at various stages of learning leading to the senior years and provide students with more attractive post secondary language pathways in universities and VET.
4. **Collaborate nationally to support Languages planning and implementation:** undertake national collaborative work to boost Languages enrolments; agree to nationally consistent Languages data collection and reporting framework; share evidence of system and school policies and strategies that boost student enrolment numbers; collaborate on research in the national interest including the use of new technologies to teach Languages and expanding the student pipeline from Early Years to Year 10.

This research was undertaken for the Australian Government Department of Education and Training in partnership with ACER, University of South Australia and Monash University (to view the full report, go to:

http://www.asiaeducation.edu.au/docs/default-source/research-and-policy-pdfs/senior_secondary_languages_education_research_project_final.pdf



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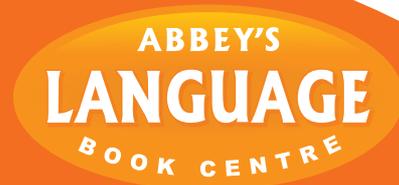
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Indigenous Language Song

ABC Splash Website
splash.abc.net.au

Article posted by First Languages Australia, Tuesday 17 May 2016/

REPRINTED WITH PERMISSION FROM ABC Splash

Sing a song in your local Indigenous language for a chance to have your performance professionally filmed. [This competition](#) is a fantastic opportunity to build a relationship with your local Indigenous community. Find out how!

First Languages Australia has developed [Marrin Gamu](#), a song for Primary school children and teachers, to promote the diversity and beauty of Australia's Aboriginal and Torres Strait Islander languages.

The Marrin Gamu song is designed for translation into local Aboriginal and Torres Strait Islander languages across Australia. Australia has hundreds of first languages, and to celebrate National Reconciliation Week (27 May and 3 June), ABC Splash is

collaborating with First Languages Australia to see Marrin Gamu sung in as many of these languages as possible.

We're inviting students and teachers to learn the English words to this short song and engage with their local Indigenous community to translate them into the first language of their area.

Once students have mastered a local version of the song, they make a recording, then share and upload the video to the [Splash competition page](#).

All entries will go in the running to receive the major prize: a visit from a professional video production team to film the students performing the song!

This competition will run until 10 August 2016, so that all schools have time to develop the necessary relationships and participate in the project.

Visit the [Marrin Gamu website](#) for an example to help get you started. There's also a range of curriculum-linked classroom activities developed around the project.

Find out about Marrin Gamu and the curriculum-linked classroom activities on the [Marrin Gamu website](#) or visit ABC Splash to enter the [Indigenous Language Song Competition](#) - <http://splash.abc.net.au/home#!/competition/2277558/marrin-gamu-competition>



Image (left) - credit given to First Languages Australia

Languages Infographic

Teacher Magazine

Australian Council of Educational Research (ACER)

Reprinted with Permission from ACER (Teacher Magazine) Competition

Students' reasons for studying a language in Years 11 and 12

The Senior Secondary Languages Education Research Project asked Australian Year 11 and 12 students their reasons for studying a language. Here are the results.



'I thought learning a language might be useful in my daily life (e.g. in communicating with friends, watching movies, travelling, or researching hobbies).'

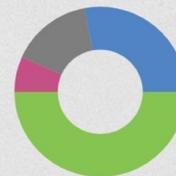
Number of respondents: 104



Not at all (10%) Minor extent (32%)
Moderate extent (26%) Major extent (33%)

'I thought learning a language would help me get the skills to understand people from different backgrounds.'

Number of respondents: 104



Not at all (7%) Minor extent (15%)
Moderate extent (28%) Major extent (50%)

'It was important for my parents that I studied a language at school'

Number of respondents: 144



Not at all (55%) Minor extent (24%)
Moderate extent (13%) Major extent (8%)

'My decision to study a language at school was influenced by career plans.'

Number of respondents: 144



Not at all (38%) Minor extent (24%)
Moderate extent (21%) Major extent (17%)

'I was inspired to study a language because of a multilingual person I admire.'

Number of respondents: 144



Not at all (39%) Minor extent (33%)
Moderate extent (15%) Major extent (13%)

'If a person can speak more than one language, they will, on average, be more effective thinkers.'

Number of respondents: 104



Not at all (2%) Minor extent (13%)
Moderate extent (46%) Major extent (38%)

'I chose to study a language in Year 12 because the language bonus would help my ATAR/OP score.'

Number of respondents: 40



Not at all (45%) Minor extent (30%)
Moderate extent (13%) Major extent (13%)

'Many of my friends were in my language classes.'

Number of respondents: 144



Not at all (23%) Minor extent (39%)
Moderate extent (28%) Major extent (10%)

SOURCE: Asia Education Foundation, Kohler, M., Curnow, T., Australian Council for Educational Research, Spence-Brown, R., & Wardlaw, C. (2014). Senior secondary languages education research project: Final report. Retrieved from Australian Government, Department of Education and Training website: <https://docs.education.gov.au/documents/senior-secondary-languages-education-research-project-final-report>



Building Chinese Language Capacity in Australia



Report by Dr. Jane Orton

Commissioned by the Australia-China Relations Institute (ACRI)

Executive Summary

FINDINGS

Provision

- Since 2008 the number of students learning Chinese in Australian schools has doubled to 172,832, which is 4.7 percent of total school student numbers; expansion has occurred nationally, although not uniformly; half of all students of Chinese live in Victoria; there is generally widespread minimum provision everywhere, with gaps being filled by government and community weekend classes and courses offered in distance mode; there is an adequate supply of trained teachers except in remote areas, where technology is often used to provide lessons.
- The expansion is largely the result of funding through the Federal Government National Asian Languages and Studies in Schools Program (NALSSP) from 2009 to 2011, which supported the introduction of new primary and secondary Asian language programs in all jurisdictions [Government, Catholic and independent] in Western Australia, Northern Territory, Tasmania and the ACT and the expansion of existing programs in the other states; expansion has also been assisted by the mandating of language study from F to Year 10 in

Victoria in 2012, which has doubled the number of primary learners of Chinese there in the last two years. This growth accounts for 25 percent of the total increase in Chinese learners nationally since 2008.

- Much support to teaching and learning has been added in the way of resources, especially online material and extracurricular activities; virtually all students have the opportunity to travel to China and be embedded in Chinese society, receive Chinese students in their own school and home and maintain links with sister school buddies electronically.
- In 2015 the United States President, Barack Obama, established the goal of one million young Chinese speakers in American schools;¹ achieving this goal is the task of the 100,000 Strong Foundation, a bipartisan non-profit organisation that has been endorsed by the US and Chinese Governments; to this end they have set up hundreds of well-supported bilingual programs and plan hundreds more; Australia has only five poorly-supported programs of this type.
- Thus, noticeably missing in provision in Australia is any path for those who would develop superior competence at school as the essential preparation for becoming a specialist Sinologist.

Teachers and Administration

- Teachers of Chinese as a Second Language (L2) receive generic language teacher training but remain largely untrained in teaching the specific challenges of the language; teachers of Chinese as a First Language (L1) to home speakers and international students are not trained for their task at all; the lack of solid teacher training has a strong negative impact on the quality of teaching and learning outcomes.
- Retention once the language is no longer compulsory is a major problem in almost all programs and especially at

¹ <http://www.washingtonexaminer.com/obama-wants-1-million-americans-learning-chinese-by-2020/article/2572865>

the transition points between primary and secondary and Years 9 and 10. There is little or no accountability within school systems or individual schools for the poor retention of students.

- Most school sector staff who recommend and implement decisions about the teaching of Chinese in schools know little of what needs to be considered if their actions are to lead to success; the proposals for action by expert speakers of Chinese in universities and public office are generally based on linguistic knowledge and experience teaching the language in tertiary settings; most offer little in the way of contemporary learning theories to support their proposals or appropriate educational theories in which to frame them.

Students

- Year 12 numbers taking Chinese vary from state to state and year to year, with a rise in L1 students by only a small rise in the total number of local students of any kind taking the subject and an overall drop over the past eighty years of some 20 percent in the number of classroom learners taking L2 Chinese to around just 400; senior classes in some long-running L2 Chinese programs have been decimated; this is largely due to the presence of crushing numbers of home speaker learners being assessed as L2, who fill the high score quotas.
- Students who speak Chinese at home usually enrol in the lowest level in order to get high marks; this does little to develop their accurate but often limited language skills and does nothing to assist them in constructing a rich and stable bilingual, bicultural identity.
- Students who want to learn Chinese often have great difficulty being able to continue an appropriate course of study without interruption (for example, not being placed with beginners when they move to a secondary school after some years of Chinese language at primary school) and in finding it an intellectually satisfying, well-taught experience.

The Future

- To create deep and lasting relationships at all levels of Australian and Chinese society and for better mutual co-existence, Australia needs many more people with Chinese language skills than it currently has.
- To reap the benefits of the recent expansion in terms of building language competence at various levels across the workforce, the task now is to consolidate efforts and ensure more students continue with the language through to the end of their schooling and reach a higher standard than has so far been the norm. To achieve this, some serious weaknesses in the administration and teaching of Chinese need to be addressed.

Administrative Weaknesses

- There is no consensus on the preeminent importance of developing Chinese competence across the country and no national project to assist this development.
- There is wide evidence of programs and initiatives begun with little or no understanding of the critical factors involved in the teaching and learning of Chinese; as a result, funds are not always spent as fruitfully as they might be and initiatives are often not nearly as productive as they might be while many programs simply peter out.
- There is little integration of initiatives in Chinese language learning even within individual states, let alone nationally.
- There needs to be greater active encouragement for schools to establish more productive programs providing intensive learning opportunities in terms of frequency per week (three to five one-hour lessons) and immersion style (mostly no English).

Teaching Weaknesses

- Most teachers of Chinese in Australia grew up in an education system very different from the one in which they now teach. Not surprisingly, many have

difficulties in adapting to local norms in pedagogy and classroom management.

- Difficulties due to the different educational culture the teachers were raised in are compounded by factors such as the common insensitivity of teachers when teaching their own language, the lack of research and research-informed resources to tackle the challenges of Chinese, and the lack of training available in teaching the special features of Chinese.
- Many of these matters are outside the control of individual teachers, but certain very common pedagogical practices and professional attitudes among L1-speaking teachers of Chinese are matters within their powers to change and need to change in line with Australian professional standards if Australian students of the language are to progress. Key among these are the lack of reflective practices which consolidate learning and lead students to a deeper intellectual appreciation of the nature of language and the meaning of their own growing bilingual competence, and in primary programs, the presentation of vocabulary-laden chunks of language (colours, numbers, domestic animals, school subjects, song lyrics) with little development of language control.
- Resources are not tailored to the Australian context and are often in contradiction to the principles of the Australian Curriculum for Languages.

Recommendations²

1. Improve retention and quality for learners in all streams:

-Create an acceptable form of wording that will make Chinese as a Second Language in Years 11 and 12 legally accessible only to classroom learners, thus allowing them the potential to achieve a high score in Year 12 assessment by competing only with genuine L2 learners;

-Provide L1 and home speaker learners with quality courses to develop their Chinese for the benefit of themselves and the country.

2. Develop a cohort of local high school graduates from among home speakers and classroom learners who are super-proficient in Chinese to serve national security and development needs:

-Establish a small, national network of bilingual primary and secondary programs;

-Set up a small, appropriately expert Chinese Language Education Centre to provide professional support to the bilingual network, largely online.

3. Improve the quality of teachers and the number of L2-speaking teachers:

-In conjunction with university Faculties of Education, test all Chinese language teacher candidates in English and Chinese and offer an incentive to non-background speakers with sufficient proficiency to train as teachers of the language;

-Provide pre- and post-service teachers with dedicated training in Chinese language teaching - a first and second stage certificate, taught nationally online;

-Introduce a teacher training certificate for those teaching L1 and home speaker levels.

4. Establish publicly what can be achieved by students at each level:

-Introduce a national test for students created in alignment with the Australian Curriculum for Chinese to provide a national benchmark which will permit teachers and students, school leaders and parents to see what can be done, and what their program achieves in comparison to what can be

² Costs for the proposed initiatives are provided in Chapter 6

- done.
5. Create language learning resources appropriate to Australian schools:
 - Develop new resources aligned with the perspectives of the Australian Curriculum, which teach not only
 6. linguistic items but also develop students' intellectual capability, bilingual perspective and capacity to mediate between two Languages.
 7. Monitor the progress of Chinese learning nationally.

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SLA Feature Article

Spotlight on the Japanese Language Teachers' Association of Victoria (JLTAV)

by Nathan Lane, President, JLTAV

2016 Nihongo Roadshow

The Japan Foundation, Sydney, supported by the Japanese Language Teachers' Association of Victoria Inc. (JLTAV) brought their highly successful *Nihongo Roadshow* to metropolitan Melbourne (Essendon) and regional Victoria (Sale) in June. The *Nihongo Roadshow* concept has successfully worked in Western Australia and Tasmania and we greatly appreciate the team from Sydney bringing the event to Victoria.

The language consultant and coordinators from The Japan Foundation, Sydney, devised a comprehensive program for the two days which involved separate sessions for both primary and secondary students, as well as workshops for teachers and parents. The roadshow offered an opportunity for students to experience Japanese culture through a variety of fun activities. These activities included participating in a quiz session with groups formed from students from

different schools, cultural games and learning how to do the Taiso from the anime *Yokai Watch*. These activities provided an opportunity for students who are learning Japanese at different schools to work together and learn from each other.

The *Nihongo Roadshow* comes on the back of the Australian Curriculum's aim to improve Asia literacy, in which Japanese is recognised as a priority language by the Australian Government. It supports this aim by stimulating students' interest in Japanese culture using games, quizzes and films, and encouraging them to continue studying Japanese language as an elective throughout their school years.

The Japan Foundation, Sydney Language Consultant Mayumi Mitsuya commented that, 'Some students find Japanese challenging to learn and give up after several years of study. The Roadshow shows them that a whole world of fun exists alongside language education by immersing them in Japanese culture and raising awareness of VIC-Japanese connections'.

The Japan Foundation, Sydney's Director Yoshihiro Wada observed that, 'The high number of students registered for this program shows that there is a real interest and need for initiatives like this in Victoria, and it's likely that other regions of Australia will benefit from similar grassroots workshops. We are proud to support Japanese learners and teachers continue pursuing their passion'.



After the primary and secondary student sessions, the language consultant presented a highly engaging professional learning workshop to Japanese teachers on current trends in Japan. This was followed by an advocacy session for parents and the screening of the Japanese film, Summer Wars. Parents and students were invited to attend an advocacy session where the importance of studying Japanese was outlined and support tips for studying Japanese provided. Attendees were then entertained by the film. A family atmosphere was created for the film session and hampers of food were brought along by some to enjoy while watching the film.

The event was strongly supported by teachers in both metropolitan Melbourne and regional Victoria, and we sincerely thank the team from The Japan Foundation, Sydney, for bringing this highly successful event to Victoria in 2016. It is hoped that the sessions have inspired students to continue their Japanese studies and stimulated conversations at home about the importance of studying Japanese.

Nathan Lane
President
JLTAV Inc. (Reg. No. A0024691U)

www.jltav.org.au

About JLTAV

The Japanese Language Teachers Association of Victoria, Inc. (JLTAV) is a professional association for Japanese language teachers in Victoria. Membership of the Association provides access to high quality teacher professional learning, and student events that engage students in Japanese language studies.

The JLTAV Committee is made up entirely of volunteer teachers who work for the promotion and improvement of Japanese language teaching in Victoria. It does this by providing professional development for teachers and learning opportunities for students.

Interested teachers are also invited to join the Committee if they wish to contribute to our work. Together, we can make language teaching better for us all.



Languages on the International Scene

When languages die, we lose part of who we are

Published on [THE CONVERSATION](#) website on December 9, 2015

Author: Anouschka Foltz, Lecturer in Psycholinguistics, Bangor University

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The 2015 Paris Climate Conference (COP21) is in full gear and climate-change is again on everyone's mind. It conjures up images of melting glaciers, rising sea levels, droughts, flooding, threatened habitats, endangered species, and displaced people. We know it threatens biodiversity, but what about linguistic diversity?

Humans are the only species on the planet whose communication system exhibits [enormous diversity](#). And linguistic diversity is crucial for understanding our capacity for language. An increase in climate-change related natural disasters may affect linguistic diversity. A [good example is Vanuatu](#), an island state in the Pacific, with quite a dramatic recent rise in sea levels.



Image above: Vanatuans live in one of the world's most diverse linguistic environments. WHL Travel, CC BY-NC

There are over 7,000 Languages spoken in the world today. These Languages exhibit enormous diversity, from the number of distinctive sounds (there are languages with as few as 11 different sounds and as many as 118) to the vast range of possible word orders, structures and concepts that languages use to convey meaning. Every absolute that linguists have posited has been challenged, and linguists are busy debating if there is anything at all that is common to all Languages in the world or anything at all that does not exist in the Languages of the world. Sign Languages show us that languages do not even need to be spoken. This diversity is evidence of the enormous flexibility and plasticity of the human brain and its capacity for communication.

Studying diverse languages gives us invaluable insights into [human cognition](#).

But language diversity is at risk. Languages are dying every year. Often a language's death is recorded when the last known speaker dies, and about 35% of Languages in the world are currently losing speakers or are more seriously endangered. Most of these have never been recorded and so would be lost forever. [Linguists estimate](#) that about 50%

of the Languages spoken today will disappear in the next 100 years. Some even argue that up to 90% of today's Languages will have disappeared by 2115.

Why Languages die

There are many reasons why Languages die. The reasons are often political, economic or cultural in nature. Speakers of a minority language may, for example, decide that it is better for their children's future to teach them a language that is tied to economic success. For example, the [vast majority](#) of second-generation immigrants to the United States do not speak their parents' Languages fluently. It is economically and culturally more beneficial to speak English.

Migration also plays a large role in language change and language death. When speakers of Proto-Indo-European migrated to most of Europe and large parts of Asia between 6,000 and 8,000 years ago, they probably brought about massive [language change and language death](#). In Western Europe, Basque could possibly be the only modern language that survived the influx of the Indo-Europeans. In the coming centuries, we may experience an increase in climate-related migration. It is already clear that climate change influences modern migration patterns. Climate-related disasters displaced an estimated [20m people in 2008](#).

Vanuatu and diversity

The areas affected by climate-related disasters are often ones that exhibit great linguistic diversity and include Languages with small numbers of speakers, which are especially vulnerable. The threat facing islanders in Vanuatu is not just due to rising sea levels.

Recent tectonic movements have also caused parts of some islands to sink. As a result, a whole coastal village had to be relocated further inland from 2002 to 2004. This prompted a 2005 [United Nations Environment Programme press release](#) to call these villagers the world's first climate change refugees. These climate change refugees happen to be living in a country that has one of the

highest levels of linguistic diversity in the world.

[Vanuatu](#) is the third most linguistically diverse country in the world, as measured by the Greenberg index. The index shows the likelihood that two randomly selected speakers in a country have different native Languages. Vanuatu's Greenberg index is a staggering 97.3%. Vanuatu has 110 Indigenous Languages spoken in an area of about 15,000 square kilometres (about 6,000 square miles) - that's about one language for every 136 square kilometres. Half of the Languages spoken on Vanuatu have 700 speakers or less.

Losing Languages to natural disasters

Some of the countries affected by the earthquake and tsunami that killed about 230,000 people in 2004 are also very linguistically diverse. [India](#) has 447 indigenous languages and a Greenberg diversity index of 91.4% and [Indonesia](#) has 706 Indigenous Languages and a Greenberg diversity index of 81.6%.

Researchers had just discovered the [Dusner language](#), which had only a handful of remaining speakers, when flooding in 2010 devastated the Papua region of Indonesia, where the Dusner village is located. Luckily, some of the speakers had survived, and the language could be documented.

Often, we do not know precisely what effect natural disasters have on the Languages spoken in affected areas. What we do know though is that environmental pressures increase mobility and migration and that migration affects language change and death. A further increase in climate-related disasters may further accelerate the disappearance of Languages. This would be a tragic loss not just for the people and cultures involved, but for cognitive science as well.

Language Skills, Culture and Communication

by Captain Frederick Bethry



About the Author:

Captain Frederick Bethry is both a French Language Teacher and an airline pilot. In France he specialised in Literature, French as a Second Language and ESL, before migrating to Melbourne in 1987 where he taught French in state and private schools. He has been a VCAA Assessor for French VCE since 1987, and an International Baccalaureate Assessor-Moderator for French since 1994.

While maintaining his interest in Education, he changed careers to become an Airline Pilot. In 1994 he moved to Northern Alabama, working there for 4 years before taking up duties in a company specialising in Medical Evacuations worldwide, based in the Grand Duchy of Luxembourg, EU.

Since 2006, he has worked as an International Airline Pilot for a Britannic-American company (NETJETS EUROPE) and flies as a Captain in the European sector.

Proficiency in a language is, one would think, the basis of communication. When I learnt German and English at school some 40 years ago, the only thing that seemed to matter was the correct conjugation of verbs, use of prepositions and grammatical accuracy. As a teacher once said to me "if you are going to make mistakes when you talk, shut up". I followed his advice and did not turn up for the oral of my Baccalaureate in German, fearing gaffes. So much for encouraging communication skills.

Things have changed a bit since then. Proficiency in a language was a primary goal may have been the case centuries ago, when people did not travel as much (for obvious economic reasons) but today things are different. With modern means of communication, everything goes fast: we can travel around the world in less

than 48 hours, we can communicate with the other side of the world at the click of a mouse, so just being proficient in a language may no longer be sufficient.

Let's face it, in the XIX century who travelled beside the rich and the powerful, the diplomats (they were often the same) and the convicts sent to Cayenne or Port Arthur?

Linguistic skills, knowledge of culture and communication were not a priority!

Effective communication is not confined to language skills but also understanding the person you are addressing. If you want your words to have an impact and be correctly interpreted you must remember where the other person is from, their background, education, upbringing etc...

A few years ago, one crew in my former company was performing a medical evacuation from Sri Lanka to the UK with a stop-over in Bandar Abbas, Southern Iran. The sick patient necessitated a very quick turn-around. The crew was composed of a German Captain and a female Dutch First Officer. The captain found nothing better for her to do than to send her to organise the aircraft refuelling and pay the handling fees.

What was supposed to be a 25-minute affair became a 90 minute ordeal.....

When I heard about the issue I simply could not believe that the experienced Captain had made such a basic mistake. How could he expect a fast turn-around after sending this 30 year-old, red haired female pilot (with her hair flying loose in the wind) to organise the refuelling in a country where women are covered from head to toe, stay at home and raise children have no status in society?

I was flabbergasted but the German Captain was not convinced as "in his country" as he put it, a woman could become a pilot and be responsible for such tasks as the one he had assigned to her!

The following week he repeated his mistake in Amman, Jordan. This time I was part of the crew so I convinced the

female F/O to cover her head, neck and hair if she wanted to stand a chance in this male-dominated world. She followed my suggestion and performed her tasks quickly, and had an almost normal interaction with the local male workers.

Le Baron de La Brède et de Montesquieu (French writer and Philosopher 1689-1755) made a great description of the importance of knowing other cultures in *Les Lettres Persanes* (1721). A Persian Philosopher, Uzbek left his hometown of Isfahan to travel across Europe to Paris. He wrote letters to his friends back in Persia in which he described customs and living conditions of French Society in the XVIII century. Of course it is only the superficial reading of this magnificent book that Montesquieu used to criticise his own people (countrymen?), local customs, institutions and of course the French Government. What is interesting in this book is the "Cultural Relativism" pointed out through this new "foreign perception" concept often used by writers in the XVIII century.

Up to the middle of the 20th century, scrutiny, analysis and comparative studies of the world's cultures were largely matters for academics or the Elite. Some knowledge of the subject was helpful in our travels abroad or when welcoming foreign visitors to our shores.

Closer to us, globalisation of world business in the last fifty years has heralded in an era when cultural differences have become vitally important to leaders, managers in the world's international and multinational companies. The complexities of merging corporate cultures, issues of leadership, planning, decision-making, recruitment and task assignment are all compromised by the national traits of the people involved. What sort of allowances must be made when outlining organisational culture?

The Lewis Model, developed in the 1990s, is the latest model exemplar/ prototype/ to gain world-wide recognition. Lewis, visited 135 countries and worked in more than 20 of them, and came to the conclusion that humans could be divided into 3 clear categories, based

not on nationality or religion but on BEHAVIOUR. He named his typologies *Linear-active*, *Multi-active* and *Reactive*.

The *Linear-active* group is easy to identify: the English-speaking world - North America, Britain, Australia and New Zealand, and Northern Europe, including Scandinavia and Germanic countries.

The *Reactive* group is located in all major countries in Asia, except the Indian sub-continent, which is hybrid.

The *Multi-actives* are more scattered: Southern Europe, Mediterranean countries, South America, sub-Saharan Africa, Arab and other cultures in the Middle East, India and Pakistan and most of the Slavs.

Though these cultures are wildly diverse, geographically and in their religions, beliefs and values, they can be categorised as a group, as **behaviourally** they follow the same pattern with the following traits and commonalities: emotion, talkativeness, rhetoric, drama, eloquence, persuasion, expressive body language, importance of religion or creed, primacy of family bonds, low trust societies, unpunctuality, variable work ethic, volatility, inadequate planning, capacity for compassion, collectivism, relationship-orientation, situational truth, dislike of officialdom, tactility, sociability, nepotism, excitability, changeability, sense of history, unease with strict discipline.

The battle is no longer about which language is the most important in the world and which one should be learnt/taught at school. The French would argue French is still the language for diplomacy, the Chinese and the Spaniards that in number theirs are pretty much at the top of the pyramid. Let's face it! Esperanto has lost the battle and English is the most widely used language for communication! Get over it!

The battle is more on the grounds described by Lewis: Behaviour, where Culture and Communication skills (verbal and non-verbal) play a large role.

In fact it is not important how well or badly you master the language of Shakespeare or any other language for that matter, your aim should be to avoid "faux pas" and cultural blunders in order to communicate efficiently. Know the person you are addressing and act or react accordingly.

Don't take it for granted your interlocutor should understand you and your culture - a mistake often made by the masses of tourists crisscrossing the world in quest of adventure. Instead, try to understand what they expect from you.

I remember a business flight I was captaining with a South-Korean businesswoman on board. The flight was delayed as we had an airway capacity slot imposed by Air Traffic Control. As I was busy preparing the flight, I asked my co-pilot to go and meet the passenger and her delegation. When he came back to the cockpit, he was apparently upset and told me the passenger hardly spoke, could probably barely speak English and was in a way quite unfriendly, as she did not shake hands when he met her in the passengers' lounge. He was therefore on the defensive and this put an end to the First Class Customer Service he was supposed to provide! "You are the captain, could you deal with her", he said jokingly. I pointed out the possible cultural differences between him, Italian-born and bred and these Asian passengers but my colleague's mind was set, "she was probably just the difficult kind". Not a great way to start my day ...

A few minutes later I proceeded to the lounge to assess the situation and rectify any potential Customer Service disaster. When passengers choose to fly on a private jet, they deserve the best of services, before, during and after the flight.

As I thought, this businesswoman was anything but difficult. Not that my Korean language skills helped me out but when I came into the passenger's lounge I knew I had to anticipate someone on the defensive, polite but with subtle body language, and who would not interrupt, confront or impose her views and for whom a statement is a promise"... in

short the Lewis definition of a reactive model.

My poor Italian co-pilot being the typical multi-active model responded to different rules: "emotional, displaying feelings, confronting people emotionally, interrupting easily, impatient, putting feelings before facts and with unlimited body language".

We had the perfect mix for disaster, misunderstanding if not total failure in communication. The best Korean or English language skills on both sides would not have been enough to save the situation!

French-born but having lived in Anglo-Saxon countries for many years, I would describe myself as half way between the multi-active (like my co-pilot) and the linear-active type being "polite but direct, partly concealing feelings, sticking to facts, sometimes impatient, respecting officialdom and preferring truth to diplomacy".

The only thing I had to do was to "tune in" and adapt to the cultural background of my passenger. Within seconds it was a virtual win-win situation. The knowledge of the only 5 Korean words I had learnt turning out to be a minor plus....and giving them the opportunity to giggle at my expense, head down in order not to offend me!

If only such simple notions were followed by all it would probably make life easier and the experience more enjoyable for everybody...autochthons and visitors!

As language teachers we must be fully aware of these cultural differences and we should include them in the pedagogical experience. We are not talking about "clichés" one might have about a country or any other but rather the way people act, react, interact in their own culture and understand why they do so.

In my international company with crews of 25 different nationalities, since the Lewis Model was presented, many, whose primary language is not English have had the opportunity to improve their overall

cultural communication skills. In turn this contributed to making our product one cut above competitors and made our job as international airline pilots more enjoyable and culturally rewarding.

Captain Frederick Bethry
French Language Teacher and airline pilot

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The MLTAV is a professional association for teachers of Languages, and the umbrella organisation for approximately twenty Single Language Associations (SLAs) in Victoria.

In cooperation with its member associations, the MLTAV supports teachers and learners of Languages other than English throughout Victoria by providing quality services, including Professional Learning opportunities, advocacy and consultancy. The MLTAV aims to encourage and promote the learning of Languages as an essential part of the school curriculum.

The MLTAV is an association of Languages educators in primary, secondary, and tertiary institutions, from all sectors - Catholic, Government and Independent. The MLTAV has representation on the peak bodies: the Victorian Ministerial Advisory Council for Multilingual and Multicultural Victoria (MAC-MMV) and the Languages Forum.

MLTAV is also an active member of the Council of Professional Teaching Associations of Victoria (CPTAV).

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