

Languages Victoria

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VOTE

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For **LANGUAGES**
MLTAV Advocacy

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The Party for Quality Languages
Education in Victoria

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written and authorised by the
Modern Language Teachers' Association of Victoria, Inc.



www.mltav.asn.au

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Editorial

The MLTAV continues to take a determined position on languages on political, educational and social levels. On 29 November the Victorian State Election takes place – have **you** engaged with your local politician to advocate on the importance of language in schools? See pages 3 – 6 for pre-election statements from the three major political parties. MLTAV invites all members to attend the 2014 AGM on Tuesday 2 December, see pages 7 and 8.

Save the dates in your calendar in 2015 for the MLTAV Annual Conference (1 May) as well as the AFMLTA Biennial Conference (9 – 12 July). See pages 10, 11 and 13 for a sample of some professional learning opportunities organised by MLTAV in 2014. Please also consider applying for the very successful LanguagesHAT Program in 2015, see p.21.

In 2015, Government school Prep children learning Chinese, French, German, Greek, Indonesian, Italian, Japanese and Spanish will be excited to receive a special passport-style achievement booklet (an innovative resources students can take with them to Year 3) from the Department, to support a flying start to their languages journey.

The MLTAV encourage you to apply for, or encourage others to, nominate for the 2015 MLTAV Committee. Being on the MLTAV Committee is a wonderful opportunity to have a say in the future direction of the Association and expand your personal and professional networks with passionate languages advocating colleagues.

Have you read about the US initiative, **STARTALK** (= start talking) where speakers of languages such as Arabic, Chinese, Dari, Hindi, Persian, Portuguese, Russian, Swahili, Turkish, Urdu and Korean are viewed as an invaluable resource?, (see p. 69 – 73). There is a ground swell towards a greater appreciation of languages – are **you** contributing?

It is essential to express the MLTAV's thanks to those who allow their articles to be reprinted free of charge, (such as the British Academy Review and SBS) and then to express our sincere gratitude to the Publication Team who always continue to give of their best – Adrienne Horrigan, Paulene Webster, Andrew Ferguson, Kerry O'Connor, Gwenda Thomas and Maria Dikaiou. By Adrienne Horrigan (Editor) and Kerry O'Connor (Managing Editor)

Languages in Victoria

State Pre-Election Major Political Party Statements

In the lead up to the Victorian election, scheduled for 29 November 2014, the Modern Language Teachers' Association of Victoria, Inc. (MLTAV) contacted the three major political parties to request a statement on their Languages education policies and election commitments and the following information was received:

Information from the Hon. Martin Dixon MP, Minister for Education



Minister for Education

Andrew Ferguson
MLTAV President
info@mltav.asn.au

2 Treasury Place
East Melbourne, Victoria 3002
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Facsimile: +61 3 9637 2680

GPO Box 4367
Melbourne, Victoria 3001

Dear Mr Ferguson,

10 NOV 2014

Thank you for your letter seeking information on the Coalition Government's commitment to languages education in Victoria, both currently and if re-elected.

The value and importance of teaching languages in Victorian government schools is well understood and supported by the Coalition.

The Coalition Government has made a long-term commitment to revolutionise languages education in Victorian schools, which includes a commitment to introduce compulsory languages education for all government school students from Prep to Year 10 by 2025, starting with Prep students next year. Prep students will receive a 'language passport' from next year.

Passports in the eight most widely taught languages – Italian, Indonesian, French, Chinese, Japanese, German, Spanish and Greek – will be distributed to all government primary schools offering a Prep language, and will be used by students and teachers to record students' language learning milestones from Prep to Grade 3.

I launched the Coalition's *Vision for Languages Education* with the then Minister for Multicultural Affairs and Citizenship on Monday 7 November, 2011. A document outlining the implementation of this plan for languages can be found here: <http://www.education.vic.gov.au/Documents/about/department/languagesvisionpln.pdf>

I am delighted that a re-elected Coalition Government will increase the community language schools per-student funding rate from \$190 to \$210, for the roughly 36,000 community language students in Victoria. A re-elected Coalition Government will also, for the first time, extend funding to 4-year olds who wish to start learning a second language at a community language school before they start school.

In 2014, three quarters of government primary schools were already offering languages, with many more programs expected to start in 2015.

A re-elected Coalition Government will provide grants of between \$10,000 and \$50,000 to up to 400 government schools and school clusters, to support the establishment of new languages programs in Prep to Year 3 and the expansion of existing programs. This additional \$6 million investment further underlines the Coalition Government's commitment to languages education in Victorian government schools.



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The Coalition Government's reforms with respect to languages to date have reversed the 30 per cent decline in languages education which occurred under the previous Labor State Government. Under Labor, the number of primary schools offering a second language fell from 97 per cent in 1999 to just 69 per cent in 2010.

Languages education is also a key feature of the Coalition's recently released policy document *Connecting to the World: A Plan to Internationalise Schooling*, which includes scholarships to meet demand for languages teachers, language start-up grants, the \$13 million dollar Young Leaders To China Program and \$370,000 to expand overseas sister school relationships. This document is available at: <http://www.education.vic.gov.au/about/programs/learningdev/Pages/connected.aspx>

The Coalition has also signed a Memorandum of Understanding with Italy's ambassador to Australia, His Excellency Pier Francesco Zazo, to strengthen Italian language education in Victorian schools. Victoria has a community of over 300,000 people of Italian heritage, and this Memorandum will be a step forward to providing more opportunities for students to learn Italian.

Further, the Coalition Government has supported Auburn High School in their development of a French bi-national program.

With 27 per cent of Victorians born overseas, maintaining or learning a language other than English builds on the comparative strength of Victoria's multicultural community, to which the Coalition is fully committed.

Yours sincerely

The Hon. Martin Dixon, MP
Minister for Education



This original has been printed in black and white on recycled paper to reduce cost and environmental impact.



Media Release

Monday 10 November 2014

Victorian State Election 2014

\$6 million kick-start to languages education from 2015

- **\$6 million language start-up grants to support school languages programs**
- **Funding will ensure all primary schools can participate in languages from 2015**
- **Napthine Government building a better education system for Victorian families**

All Victorian Prep students will learn a foreign language from next year until at least year 10, under a re-elected Napthine Government's further \$6 million commitment for languages education.

Minister for Education Martin Dixon today joined Liberal candidate for Ringwood Dee Ryall and Indonesian language students at Ringwood North Primary School to make the announcement.

"Next year's Preps will be the first group to benefit from at least 11 years of quality, compulsory languages education, and our \$6 million election commitment will support Victorian government schools to deliver languages programs," Mr Dixon said.

"Grants of between \$10,000 and \$50,000 will be provided to up to 400 government schools and school clusters to support the establishment of new languages programs in Prep to Year 3 or extend programs across additional year levels.

"In 2014, three-quarters of government primary schools were already offering languages, with many more expected to start programs for the first time in 2015.

"Our reforms have reversed the 30 per cent decline in languages education under the former Labor Government, which oversaw a drop from 97 per cent to 69 per cent in 2010 in the number of primary schools offering a second language," Mr Dixon said.

Ms Ryall said Ringwood North Primary School had an excellent Indonesian language program already in place, which was popular with both students and parents.

"Students at Ringwood North Primary School, who are participating in languages education, are improving their first language, and becoming more confident students and citizens of our local and global community," Ms Ryall said.

"In addition, a re-elected Napthine Government has committed \$5.4 million to increase community language schools' per student funding from \$190 to \$210 and for the first time expand community languages to four-year-olds, to ensure all students get the best start to their schooling.

"Only a re-elected Napthine Government will give Victorian students the best chance to take advantage of the opportunities that lie ahead in our increasingly globalised and competitive world."

The Napthine Government has already delivered \$6 million in scholarships to meet demand for languages teachers, \$1 million in start-up grants, as well as the \$13 million Young Leaders to China Program, and \$370,000 in overseas sister schools.

Media inquiries: (03) 9652 3601 media@vic.liberal.org.au

Information from James Merlino MP, Shadow Minister for Education



JAMES MERLINO MP
STATE MEMBER FOR MONBULK

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Our Ref: 141022:AB

Andrew Ferguson
President
Modern Language Teachers Association of Victoria
150 Palmerston Street
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Attention Kerry info@mltav.asn.au



Dear Andrew,

Further to your request, a week or two ago, for us to provide some information for your upcoming November bulletin I respectfully submit the following.

At the last state election, the Liberal and National Coalition promised to make our schools the best in Australia. Instead, the Napthine Government has cut hundreds of millions of dollars from our education system, placing enormous pressure on school budgets.

The Coalition also promised to “revolutionise” language education in Victoria however it has proven difficult to quarantine this important part of the curriculum from the impact of cuts to the entire system. Language education in our schools is just another example of the Napthine Government failing to understand that with dwindling resources, schools are less able than ever to deliver a broad curriculum, including languages.

While the government has just announced that all schools must provide language education for all preps from next year onwards, Labor is concerned that without additional resources this is just a ‘nice idea’ that won’t deliver improved outcomes, and is instead an arrogant demand of the government that schools deliver more programs with less money.

Labor understands the importance of investing in our children’s education and believes that quality languages education is a core part of the curriculum. Language education is important in a students’ education not only for its intellectual value but also in expanding a child’s cultural awareness and helping them thrive in Victoria’s richly diverse and multicultural society.

Over the past four years, Labor has consulted with parents, students, educators and other key stakeholders to identify priorities in education. We’ve listened to people who are passionate about language education and if elected we will build on work that has already been done to increase participation in languages education in Victorian schools. We understand the importance of stability in this policy area and while we will stop Denis Napthine’s cuts and reinvest in education, Labor won’t seek to radically change direction in the language education policy area.

We also understand the strong support for the Australian Curriculum for languages and will work to implement it in Victorian schools, in consultation with relevant parties. Labor will work with the Victorian Curriculum and Assessment Authority to develop frameworks for the diverse range of languages that are taught in Victoria’s schools. This may take some time but Labor is committed to ensuring that we maintain the great range of languages available to Victoria’s students.

A strong language teaching workforce is the key to more vibrant language education here in Victoria and Labor will work with teacher training institutions to explore ways to boost the number of qualified language teachers. We’ll also explore ways to better utilise Information Technology to deliver quality language education to students in remote or small school settings.

Most importantly, Labor will invest in our education system overall, ensuring that students, families and schools get the support they need and deserve. We’ll put an end to the Napthine Government’s cuts. We’ll also fight Tony Abbott’s planned cuts to schools.

Labor proudly supports our wonderful multicultural community and understands the role that language education plays in building a better society and giving our children a great start in life.

Kind Regards,

22.10.14

James Merlino MP

Member for Monbulk

Deputy Leader of the Opposition | Shadow Minister for Education

Information from Sue Pennicuik MLC, Member of the Legislative Council



SUE PENNICUIK MLC

Member of the Legislative Council
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3 November 2014

Andrew Ferguson
MLTAV President
State wide Resources Centre
150 Palmerston Street

Dear Andrew,

Thank you for writing to me requesting information on the Greens' language education policies, for publication in the next edition of your journal: *Languages Victoria*.

I am pleased to provide you with the following information on behalf of the Victorian Greens, which is similar to information previously provided to MLTAV for your conference.

The Greens are strong advocates for greater investment in education across the board and we have comprehensive national and state policies on education which cover early childhood, primary and secondary schooling, TAFE and universities.

The Greens support the current Victorian Strategy: 'Languages Vision and Implementation Plan Languages: expanding your world', but understand that its implementation will require increased investment in schools and teacher education to ensure that quality programs are delivered.

All students, wherever they live and whatever the income of their families, deserve access to high quality educational facilities and a comprehensive curriculum that offers a broad education to all students, covering languages, maths, sciences, humanities, arts and physical education.

The Greens recognise the need for increased resources for the teaching of community languages in primary and secondary schools. It is essential that all Victorian students have the opportunity to learn community and other languages at school, so it is concerning that the DEECD reported in 2013 that participation in languages in primary schools fell by almost 20% in the past fifteen years, with hundreds of schools discontinuing their language programs.

Interestingly, the government has recently announced that 'children starting Prep in Victorian government schools next year will learn a foreign language until at least year 10 ... with all Preps to receive a special passport-style achievement booklet for the language they will learn at school' .. and that 'Preps will be the first group to benefit from at least 11 years of quality, compulsory languages education'.

The announcement also claimed that 'the 30 per cent decline in languages education has been reversed', and that 'in 2014, three-quarters of government primary schools were offering languages, with many more expected to start programs for the first time in 2015'.

It will be interesting to see, in the light of the announcement, whether the immediate target of 100% of government schools providing foundation level languages programs by next year, will be reached.

A concerted effort to support schools and teachers will be needed to achieve the other targets of 100% of government schools providing a languages program and awarding the new Certificate of Language Proficiency at Year 10, and 25% of all students including a language in addition to English in their senior secondary program of study in ten years.

If Victoria is to reach the targets outlined in the strategy, then adequate resources need to be allocated to it, especially over the next ten years, but also ongoing resources will need to be allocated to teaching languages as a core part of the curriculum. It is important that the strategy is seen as establishing (where needed) and consolidating the teaching of languages in all schools into the future.

The Greens are committed to working with the MLTAV during the next parliamentary term to achieve these goals.

Please do not hesitate to contact me should you need further information or clarification.

Yours faithfully,

Sue Pennicuik MLC
Spokesperson for Arts, Education, Justice and Industry

MLTAV 2014 Annual General Meeting and Special Resolution

The following information was emailed to all members on 6 November as a Formal Notice of the 2014 Annual General Meeting (AGM) of the Modern Language Teachers' Association of Victoria, Inc. (MLTAV) to be held on Tuesday 2 December.

The MLTAV cordially invites you to attend this 2014 AGM.

Date: Tuesday, 2 December 2014

Time: 5pm - 7pm (drinks and finger food from 4.30pm)

Venue: The Graduate House, 220 Leicester Street, Carlton

Agenda:

- Welcome, Present and Apologies;
- Guest speaker **to be confirmed**;
- Confirmation Minutes of the 2013 Annual General Meeting;
- Reports from the President, Treasurer and Sub-Committees on the activities of the Association during the preceding financial year;
- Member vote on a special resolution to add a paragraph to the MLTAV Working Rules (for full details of the proposed wording change, **refer to p.8 of this Journal** or the MLTAV website, www.mltav.asn.au, under 'About Us' - 'Constitution / Rules');
- Election of the 2015 Committee of Management;
- Collection of names of the incoming Single Language Representatives (where finalised), in accordance with Rule 51.5 of the MLTAV 'Rules';
- Drawing of the winner of the MLTAV 'Introduce-a-Colleague' Competition.



You are invited to join the MLTAV Committee, if you are interested in contributing to the organisation in this way. The Committee nomination form and a proxy for voting at the AGM are available from the MLTAV website under the 'What's New' Section.

Immediately following the AGM will be an MLTAV LanguagesHAT 2014 Project Awards Celebration dinner. All members are welcome to attend this two-course dinner event (**at own expense - \$55**).

If you plan to attend the AGM / Awards Celebration Dinner, please RSVP to the MLTAV Office, info@mltav.asn.au, by 21 November for catering purposes.
(Please detail any special dietary requirements)

BACKGROUND TO PROPOSED CHANGE TO MLTAV WORKING RULES

The MLTAV Committee has discussed at length developments with regard to the membership fee (also known as 'Capitation') that MLTAV pays to the Australian Federation of Modern Language Teachers' Associations (AFMLTA). The amount of the fee is determined at the annual AFMLTA Assembly meeting of all State/Territory MLTAs.

At this year's Assembly, proposals were debated with regard to changing the way that the fee is set to reflect the number of teachers represented through MLTAs' membership more accurately. Currently MLTAs pay an indexed flat rate per membership, regardless of the type of membership and the number of teachers represented through a School membership. The proposed new way of calculating fees will involve a higher Capitation rate for School memberships, based on a multiplier of the individual membership rate.

Over the last several years the MLTAV has paid approximately 20% of total membership income to AFMLTA under Capitation arrangements. We are very keen to continue this support of the important national representational and advocacy work undertaken by our umbrella organisation. A recent survey of our members indicates that this work, and the publication of *Babel*, are both widely supported by our membership.

The MLTAV Committee is, though, very concerned about the implications of one model being proposed to increase Capitation, which could see an expectation of up to 33% of total membership income being paid to AFMLTA. Such a rate would greatly limit the capacity of the Association to provide services to our members.

We are, therefore, proposing the addition of the following paragraph to the MLTAV Working Rules, to safeguard the financial viability of our organisation into the future:

Wording of current Working Rules:

PART 1 – PRELIMINARY

2 Purposes

The purposes of the Association are: In cooperation with Single Language Associations, the Australian Federation of Modern Language Teacher Associations Inc (AFMLTA) and other partner organisations, MLTAV supports teachers and learners of Languages 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.

Proposed additional paragraph, to be inserted into Rule 68 'Management of funds', following subrule (2):

Where cooperation with any organisation, as outlined in Rule 2, involves a membership levy, e.g. capitation fees paid to the AFMLTA, cooperation shall be dependent upon the extent of any such levies being no more than a total of 25% of annual MLTAV membership income.

PROCESS TO CHANGE MLTAV WORKING RULES

In conjunction with the notice of the date of the MLTAV Annual General Meeting, the background information above is provided to invite comment before the AGM. Please email me at info@mltav.asn.au before 30 November.

All comments will be taken into consideration before a proposal to change the Working Rules is put to the vote at the AGM on 2 December.

Andrew Ferguson
MLTAV President

2014 MIFF Next Gen Program

Melbourne International Film Festival - NEXT GEN 2014

Next Gen

Presented by Screen Education magazine



This year's **Next Gen** program was the most successful to date. Established in 2007, the program is an enriching suite of films accessible to younger viewers and appealing to audiences of all ages. Selected for their ability to stimulate discussion and social awareness, the films in 2014 were intelligent, diverse and entertaining for the young and the young at heart. A highlight this year was the world premiere of Robert Connolly's *Paper Planes*, as part of our first ever Kids' Gala (complete with a professional paper plane-throwing competition!). MIFF also welcomed guest Yasuhiro Yoshura to Melbourne, with his film *Patema Inverted*, and screened the latest film from cult French auteur Jean-Pierre Jeunet.

Statistics show:

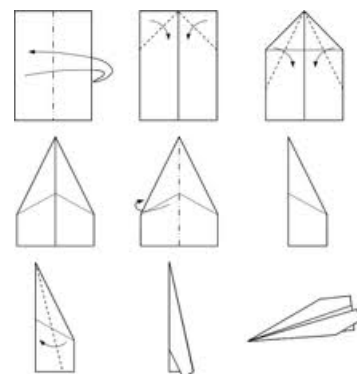
- 38% attendance increase overall from 2013
- 61% increase in the number of schools attending from 2013
- 83% increase in the number of students and teachers attending from 2013
- 25% increase in the number of people from the general public attending from 2013

This year's most popular films for schools were *The Nightingale* (Mandarin language), *Clara and the Secret of the Bears* (German language) and *School of Babel* (French language). MIFF believes that the focus on LOTE films for the school screenings was a success and will attempt to do the same for 2015. Once again, MIFF will attempt to program at least one film in German, French, Mandarin and Japanese. Suitable films in Italian, Indonesian, Spanish and Greek will also be sought for next year's program.

The Next Gen program was supported by the Modern Language Teachers' Association of Victoria, Australian Teachers of Media, the Victorian Association for the Teaching of English and the Department of Education and Early Childhood Development.



Paper Planes, dir. Robert Connolly



NGV / MLTAV PL - 24 October 2014

Living Languages at the National Gallery of Victoria

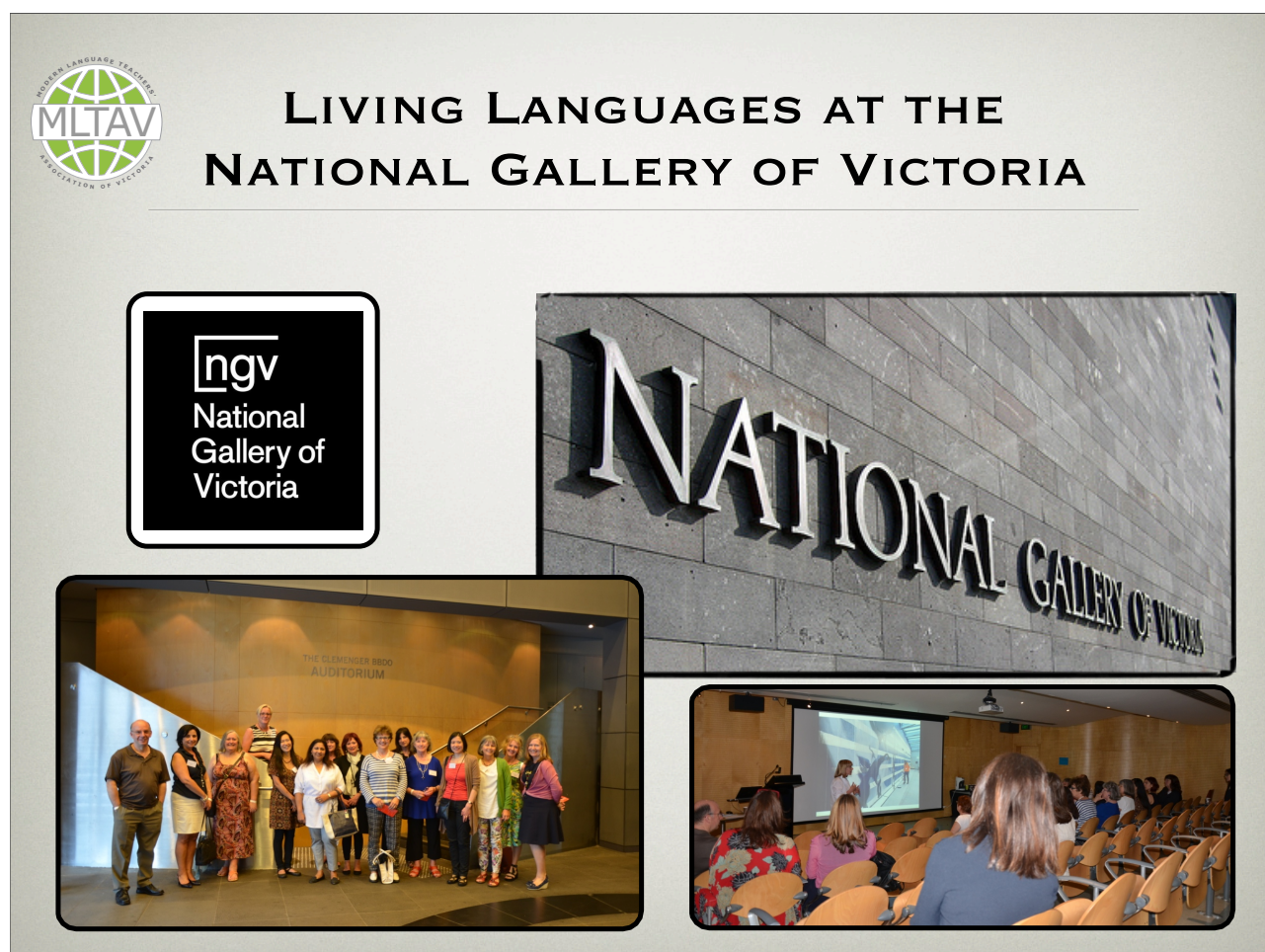
The National Gallery of Victoria (NGV) and the Modern Language Teachers' Association of Victoria, Inc. (MLTAV) were pleased to offer a joint Professional Learning (PL) opportunity on 24 October, at NGV.

PL Session - Living Languages at the National Gallery of Victoria

28 Language teachers from across Victoria attended the afternoon PL session which was tailored to suit teachers of all Languages and provided participants with valuable information about the National Gallery's current resources and programs for Languages students and teachers (with some Language-specific examples).

Whilst some teachers at this PL event were already familiar with the NGV and student opportunities, a new and exciting concept was showcased that certainly caught everyone's attention. Languages teachers are encouraged to work with NGV staff to customise and tailor experiential visits to the NGV for their students - Primary and Secondary. Student excursions to any museum or art gallery are obviously enhanced when there is a clear and relevant purpose. Therefore, empowering teachers through a collaborative approach between themselves and the NGV staff in developing custom student programs / workshops / visits, can greatly improve student outcomes.

Combining the emotional, aesthetic and interactive experience with Language-related art works fosters in students an intrinsic connection and love affair between Art, Language and Culture, promoting understanding between people from different cultural backgrounds which with ever-shrinking global borders, is fundamental to a thriving and respectful society.



NGV and MLTAV are currently exploring the possibility of working together to identify and train a pool of multilingual volunteers (with Language and pedagogy backgrounds) to facilitate target-language guided sessions for students introducing them to works of art related to the target language culture(s).

The MLTAV would like to thank Susie May, NGV, for an excellent and enthusiastic presentation that certainly left us with food for thought and opportunities to be embraced.

Illustrated Gaultier Exhibition Lecture and Evening Exhibition Entry

Rebecca Hicks, NGV, provided a detailed and insightful background into the man behind the Gaultier fashion empire - John Paul Gaultier. This presentation was fun and flamboyant and was followed by a tour of the breath-taking, and sometimes risqué pieces currently on display at the NGV as part of the Gaultier Exhibition. Without giving too much away, it was simply spectacular and a must-see for anyone interested in Haute Couture fashion! Thank you NGV for bringing such extraordinary Exhibitions to our shore! As teachers of Languages we look forward to further Professional Learning opportunities and other cooperative projects.

Kerry O'Connor
Office Manager, MLTAV



Photo: Installation view of the exhibition *The Fashion World of Jean Paul Gaultier: From the Sidewalk to the Catwalk*, NGV International.

The European Union after 2014: A New Vitality, or Missed Opportunities?



Summer school for secondary school teachers 20 – 22 January 2015, at the Immigration Museum, Melbourne, Australia

2014 is a year of remarkable change for the EU. It has a new Parliament, it will have new Presidents of the European Council and of the European Commission, it will have a new Commission (even if some of the faces are the same), and a new High Representative. It has commenced a new budget period and is on the verge of having a Banking Union - of sorts... What does this mean for Europeans? What does it mean for us, and for the Asian region?

A three-day intensive program for teachers of:

- History
- Global/international politics
- Social and cultural studies
- Economics
- European languages

The 2015 European Studies Summer School offers a unique opportunity to engage with diverse expert speakers on topics that complement secondary school curricula.

Day 1 Welcome to the EU, 2015 onwards!

Day 2 Opportunities in specific fields

Day 3 Europe and Australasia: encounters and engagement

Participation is **free for all teachers** from Australian and New Zealand secondary schools.

Themes covered

- A crash course in European institutions: the who, what and where of how the EU operates
- What does the EU stand for in the new world?
- Does the EU still matter, can it overcome its democratic deficit?
- Do Australia and New Zealand want closer ties with the EU?

The program features interactive sessions with senior academics and practitioners, interdisciplinary approach, and multiple case studies with potential for incorporation into the classroom setting.

Detailed program available late 2014.

Partners

- European Union Centre at RMIT
- European Union Centres Network, New Zealand
- ANU Centre for European Studies
- EU Centre for Shared Complex Challenges, University of Melbourne

With support from the European Commission.

Limited travel and accommodation bursaries are available for interstate or country travel.

**For more information, or to register your interest, contact:
European Union Centre at RMIT**

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E eucentre@rmit.edu.au
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Issues in Content Language Integrated Learning (CLIL) Methodology in Italy

by Graziano Serragiotto, Università “Ca’ Foscari” di Venezia, serragiotto@unive.it, www.grazianoserragiotto.it

1. Institutional aspects

In Italy, in most recent years, there has been great interest in teaching a nonlinguistic subject using a foreign language. Today this represents a methodological challenge to glottodidactics, yet this approach has been successful in certain bilingual countries such as Canada, and also in some European countries.

In provision number 126 of the Maastricht Treaty of 1992, the European Commission sets as one of its primary objectives for Europe, the knowledge of three community languages (one's mother tongue, plus another two languages, one being implicitly English). Both the European Commission and the European Council pointed out the need to potentiate the learning of European languages at different stages and levels of the educational and working life of the European citizen.

In the *Livre blanc sur l'éducation et la formation*, a strategic plan for the European Union designed by Delors and approved in 1995, this language learning objective is enforced. Additionally, there is the recommendation to use foreign languages to teach certain subjects different from the teaching of the same foreign language.

Also within the Common European Framework, designed in 2001 by the Council for Cultural Cooperation to establish a nomenclature for common language levels and teaching objectives for all teachers of foreign languages across Europe, it is recommended to reduce the formal teaching of a first foreign language in order to use it regularly or occasionally for the teaching of another subject.

In Italy, on the heels of the 1999 Law regarding school autonomy (Article 4, Provision 3), starting from primary school, it has been possible to set up several projects within specific schools.

Another institutional stepping stone, linking the use of a foreign language to the teaching of nonlinguistic subjects, can be traced back to *Progetto Lingue 2000*, designed by the Ministry of Public Education to innovate the teaching and learning of foreign languages, and at the same time promote specific communicative skills.

In most recent years, new school requirements have taken shape, such as having students write directly in a foreign language one or more papers for their School Leaving Certificate. This skill should be therefore developed in their course of studies.

When thinking of the juridical and institutional conditions of teaching in CLIL, a fundamental role is played by some specific projects funded by the European Union, for example *Socrates* and *Leonardo*, in which more and more schools are participating. In fact, in these environments, it is quintessential to communicate in a foreign language, both for carrying out day-to-day operations, and also for elaborating and learning the contents of different subjects.

With the purpose of innovating the curricula of high schools, the latest public school reform designed by the Ministry of Education has introduced for the last year of high school the teaching of a nonlinguistic subject using a foreign language. For the *Licei Linguistici* (high schools specialising in languages), this CLIL approach has been applied to the third year of high school, while the last year features another subject taught in another foreign language.

By using CLIL, learning is facilitated as the student is exposed to a foreign language, while attention is shifted from form to content of subject matter; this is why we can speak about learning content through language and at the same time learning language through content. CLIL establishes a balance between the learning of subject matter and a foreign language. This approach can be applied to school or working environments.

Teaching in CLIL is definitely revolutionary and innovative and has the objective of plurilingualism; it allows for curricular integration and calls for a variety of teaching methods, where teachers can design a flexible teaching plan, choose the most appropriate and effective teaching techniques for each class, and can modify, adjust or re-tune the teaching plan.

2. The teacher in CLIL

There are different kinds of teachers in a CLIL environment:

- a. *the same subject teacher*: it is the case of those teachers who are certified for teaching both a foreign language and a subject matter; they are in a position of holding lessons alone, both at middle school and high school, yet these teachers are very rare. This problem tends not to occur in elementary schools as the teacher can cover both fields;
- b. *two different teachers: CLIL with priority to language*, where the foreign language teacher carries out exercises on the subject matter that has already been learnt, yet now needs to be acquired in the foreign language;
- c. *two teachers together in the class: CLIL with priority to subject matter*, where the foreign language teacher is called upon to create an easily comprehensible language platform so that the contents of the subject matter may be learnt with virtually no impediment from the foreign language;
- d. *exchange of teachers*: a teacher of a subject matter goes abroad and teaches his subject in that country in his own language, while a teacher from that country comes to the country of origin of the first teacher and teaches again in his own language; any set of teachers would do: for example, an Italian chemistry teacher goes to France to a school where Italian is taught and teaches chemistry in Italian, while a French chemistry teacher comes to Italy to a school where French is taught to teach chemistry in French;
- e. *setting up lesson plans on the Internet in groups*: another possibility is offered by setting up a chat room or forum on the Internet, where, for example, a biology teacher from Great Britain interacts with students from another country studying English by using experiments and writing reports in the foreign language;
- f. *personal resources of teachers*: there may be teachers of a subject matter, who know a foreign language very well and are able to set up independent lesson plans with the help of a language teacher; there may also be language teachers who are well versed in a subject matter and can teach with the help and advice of the teacher of that same subject matter.

The most common settings in Italy for CLIL were in situations B and C, for which we had two teachers, a language teacher and a subject matter teacher, who designed lessons on specific topics together.

Now when teachers of subject matter must deal with a CLIL setting with only the help of foreign language teachers, there is a need for an institutional overview guaranteeing the quality, efficiency, and

standardisation of both CLIL teachers and plans across the country. The major overhaul of the Italian school system has just started so it will take some time before all measures are fully implemented.

It is important to point out how the two teachers involved in a CLIL setting still operate from two distinct and separate areas of knowledge, yet there is a new twist for the subject matter teacher. If, in fact, on the one hand, the language teacher teaches the language needed for that subject matter and students acquire the language skills and start learning how to use the language, on the other hand, the subject matter teacher, unlike in the case of traditional lessons, triggers the use of the foreign language and has students use their language knowledge and skills to do something with the language itself, i.e. learn the subject matter.

The two teachers will need to work closely together when planning the lessons or when needing to adjust the lesson plans along the way because of problems or difficulties the class or the teachers themselves come by.

Both teachers will have to make precise choices, namely:

- a. identify and select the main nuclei of their own subject;
- b. establish the objectives of their lesson plans;
- c. allow for changes and flexibility in the course of their lesson plans;
- d. share each other's working plan, according to their own role and skills;
- e. take into account difficulties en route, and the possibility of mistakes.

3. Features to be considered teaching in CLIL

The most important features to be considered teaching in CLIL are the design of the CLIL, its materials and evaluation.

3.1 The design

When designing a CLIL, different parameters and variables will have to be kept in mind so that the design may be as effective as possible; decisions will have to be made at different levels both before the course and during the course so that the effectiveness of the CLIL can be monitored.

The initial push towards a successful CLIL should come from a *strong and specific motivation* which will generally lead to shared lesson planning.

It will also be necessary to take into account the *context* where the project is carried out, both with reference to the school, which will be called the *internal environment*, and with reference to what is

beyond the school, which will be called the *external environment*.

The *external environment* is represented by a) the socio-cultural context involving the school, meaning the interest of the families, the level of education of the school community, and the cultural level of the general population; b) the socio-linguistic dimension, meaning considering if there is more than one language used in the community, either indigenous or imported; and c) the socio-economic dimension, which takes into consideration which languages ought to be taught in relation to the labour market and the needs represented by industry.

As to the *internal environment*, meaning the school community itself, some specific factors connected to the school will need to be taken into consideration, such as who first thought of setting up the CLIL project, if the headmaster or principal supports the project, if the body of teachers shows support and interest for the initiative, if there are already other CLIL experiences under way, if the school belongs to European projects or participates in exchanges between schools, which foreign languages are taught at the school, if any mother tongue language tutor is present in the staff of teachers, and if there are any foreign students attending the school.

Some operational decisions will be needed with regard to the *structure*, the *methodology*, and *syllabus* of the project.

As to decisions concerning the *structure* of the project, it is important to understand which portion of the school population is involved: usually, when starting with these kinds of initiatives, quite rarely is the entire school concerned; in fact, specific classes will need to be selected and made eligible for the project, keeping in mind both their course curricula and also the sensitivity and availability of teachers.

An important decision to be made will concern the length of the project. It could in fact be a long, medium, or short-term project. If the project should involve the entire educational cycle of the student, meaning a long-term plan, we would be looking at a complex project, where variables of time, cyclical planning, and evaluation over time step into the picture.

The experiment of introducing CLIL could be carried out even at one level of school only, for example at high school, or within a portion of it, for example the last three years of high school, or within a single school year, for example, the second last year of high school, or even within a semester or just some weeks of school, for example through teaching units amounting to only a certain amount of hours during the school year.

It is equally important to decide what kind of *content* will be chosen for the CLIL. If the content chosen is curricular, it will be important to select a specific portion of content that will be stimulating and appealing for the students; if the content for the course, on the other hand, is non-curricular, it will be essential to understand what connections can be established between the transversal objectives and the curricular objectives.

Another variable to be taken into consideration is the *teachers*, making a decision as to whether only one teacher will carry out the project, or perhaps two teachers, of which one is a mother tongue. Of course, according to the decisions taken, it will be possible to plan different project setups with implications both on the organisation of the course and the methodologies employed.

There are also other aspects concerning the organisation and the methodology of the project needing to be addressed.

In fact, as to the teaching structure of the course, it will be essential to choose the most appropriate teaching setup:

- a. *cooperative lesson planning*, where the teacher of the subject matter and the language teacher work together in planning and designing the teaching units;
- b. *the presence of both teachers in class*;
- c. *independent teaching*.

It will also be necessary to decide whether the group of students forming a class will follow the criterion of age or rather the level of language proficiency, or whether lessons will be organised according to specific topics or rather specific teaching units.

It will also be necessary to take into consideration how the *teaching will be carried out*, either through lectures, group work, pair work, individual work, *cooperative learning*, or through other strategies so that the teaching may be particularly effective.

A decision must be also taken as to a) how language shifts from one language to the other occur both for teachers and students; b) in case both teachers are present in class, whether one teacher speaks Italian and the other speaks in the foreign language, or whether they are supposed to be interchangeable; and c) in case the two teachers are not simultaneously in class, whether the shift in teachers follows their work timetable or is rather subordinated to the topics dealt with, whether the shift in languages follows the shift of the teachers for which the foreign language will always be used with the language teacher and the mother tongue language will always be used with the subject matter teacher, or whether even this can be mixed.

3.2 The teaching materials

The materials to be used in a CLIL project might represent a problem, as there are no textbooks available on the market at present for this kind of teaching.

It becomes therefore necessary for CLIL teachers to choose authentic materials in the foreign language according to the contents wanted by the subject matter and also according to the language level of the class. These texts then will have to be adapted through a series of didactic activities to facilitate the understanding of the *input*.

It has also been suggested choosing materials from textbooks in a foreign language used in a certain country, for example, materials from a textbook in German for physics that is used in Germany, but this operation cannot be done without bringing changes to the text itself: textbooks used in other countries might feature different methodological structures and points of view, and might cover different syllabuses. Furthermore, these textbooks are generally written for students who are studying that subject matter using their own mother tongue, therefore, they are not designed keeping in mind language difficulties.

Therefore, teachers either use these textbooks from a foreign country and make the contents linguistically accessible, or they need to select authentic materials, which need to be remodelled and engineered before being offered in class to students.

This is not easy because this requires a lot of time and asks for a very careful selection of the contents and of the related teaching activities. According to the subject matter, it will be necessary to think about using also extralinguistic means of communication to make the content more understandable, such as images, graphs, diagrams, cognitive maps, etc.

The material will have to be designed, first of all, according to what content needs to be communicated and what language is being used. It will be useful to repeat concepts over and over by taking a different angle at the concept every time, and by integrating the learning objectives of the foreign language with the learning objectives of the subject matter taught through that same language.

In the workup to the CLIL, it will be necessary to take into consideration which pre-requirements are necessary for the preliminary understanding of both content and language, what the specific objectives of the CLIL are, what teaching equipment is needed for the project, what graphic features should be present in the texts for the students, which activities and exercises will effectively support the learning process, how the texts should be adapted so that they are easily understandable, which concepts should be often refurbished and remembered in

class, and which topics should be further elaborated upon.

3.3 Evaluation

The topic of evaluation has always been a complicated and sensitive issue, requiring clear and professional thinking. Mostly in CLIL, the objectives teachers have in mind must be stated very clearly. To reach this, it is important to employ the most appropriate and effective means in order to gather useful and comparable data so that the results of the project may be measured.

It is therefore fundamental to make both an *evaluation of the product*, meaning measuring the skills and the results of the students through standardised and purposely designed tests, and also an *evaluation of the process*, so that it is possible to observe and analyse how the project leads to certain results through a net of relations and meanings, resulting in specific emotional and cognitive reactions, and connecting students to their everyday experience.

It is important to point out that the evaluation will consider both the contents of the subject matter and the formal correctness and consistency of the foreign language; the different weighting being assigned to these two areas will have to be decided beforehand, and shared with the students. Again, it will be necessary to share the objectives of the project with the students, and also establish a clear relationship between the objectives of the course and the items of the evaluation test or tests.

The evaluation papers will have to be designed so that it will be possible to understand the strengths and weaknesses of the student, both in terms of the foreign language and the subject matter.

It will furthermore be beneficial for the student to understand the progress he has made from the point of view of both the language and the content.

In this case, we are dealing with evaluation on two fronts; it is therefore crucial to be aware of how much the evaluation of the students may be affected by difficulties in understanding the foreign language or the content of the subject matter itself.

In case there are negative results in tests, it will be necessary to establish if they are due to poor language competence or to contents poorly assimilated, or to both.

As to testing, a) instructions will need to be clearly stated and made understandable in the foreign language; b) the expectations put on the language can be adjusted according to the objectives outlined in the design of the project; c) different means of evaluation can be used, such as oral and written;

and d) different kinds of tests can be used to cross-check on both language proficiency and content knowledge.

The duality of learning in CLIL leads to the question of a) how to evaluate the two different types of learning, the linguistic and the content matter; and b) whether the language should be evaluated through the content, or the content through the language, or separately.

By using separate scores for the language and the content, students themselves will be able to self-assess how they are doing in the language or the content. Evaluation will have to take place at subsequent stages of the learning process so that action can be taken in the case of single students underperforming or underachieving in one field or the other or both.

In Italy, up to now, evaluation in CLIL has not seen any form of standardisation yet. In fact, some language teachers use standard language tests to evaluate the language in a CLIL, other teachers use traditional subject-matter tests to evaluate the content. Yet, neither of these typologies will be adequate, as they were originally designed to respond to objectives different from those of a CLIL, and therefore lose effectiveness when used in that context.

Other teachers administered examinations, partly in the foreign language, partly in Italian; others gave more importance to the content of the subject matter compared to language accuracy. This shows how, in fact, there is no defined approach to evaluating in CLIL, rather a sort of hit-and-miss strategy, which nevertheless demonstrates a great deal of thought by teachers.

Following the principle for which teaching in CLIL requires integrating language and content, which is far from being just the sum of what the subject matter teacher and the language teacher deliver in their lessons, it becomes necessary to design an *integrated system of evaluation* of both language and content.

These considerations highlight the fact that the objectives of a CLIL target both language and content; this requires a new set of tools for evaluation based on the point that:

- a. the evaluation of the language should be at one with the evaluation of the content; this implies that it will be best to have a *format for evaluation* that is able to test both the language and the content at the same time; it should anyhow be possible, if needed, to have separate evaluation grids to measure language elements distinguished from content elements so that the two areas may be analysed separately;

- b. in case both content and language are being evaluated, a decision must be taken as to what score is assigned to the language; this will depend on the objectives of the CLIL and the general purpose of the school curriculum, and will need an evaluation grid purposely designed to appreciate language and content as being closely connected;
- c. an assessment methodology is needed, capable of distinguishing the language aspect from the content matter, and at the same time, allowing students to consider and appreciate the two-fold nature of the CLIL entity, and self-assess how they are doing within the CLIL environment, becoming therefore aware of their learning process. It will ultimately be necessary to find a proper balance within the evaluation of the CLIL so that the intrinsic double nature of the CLIL is totally respected.

4. The learners' points of view

In any methodology, it is important to consider the point of view of the learners. In fact, our research took into consideration data (Serragiotto, 2006) from questionnaires to students, logbooks from students, and interviews to teachers from the *Progetto Apprendo in Lingua 2* (the *Learning in a Second Language Project*) carried out in cooperation with the *Ufficio Scolastico Regionale Veneto* (the Veneto Region School District) and the *Laboratorio CLIL* (the CLIL Laboratory) at the Department of Language Sciences of *Ca' Foscari University* in Venice.

From student questionnaires', it shows that one of the main difficulties students came across was the language: many had problems in understanding the material being offered, mostly if it was oral; some other students pointed out that they had difficulties in using the foreign language even within working groups. Nevertheless, in answering the question concerning what they found most interesting and involving, besides some specific contents of the subject matter, they found it attractive to be able to speak in a foreign language about topics of the subject matter; some particularly appreciated group work, the working method adopted in class, and also having learnt from their schoolmates while working in groups. For some students it was challenging and interesting to actively use the foreign language in problem-solving activities or laboratory activities. Also other traits of the lessons were considered particularly attractive: the use of the internet and of codes different from the language code such as charts, drawings, pictures, etc.

The reversal of roles of the teachers involved in the CLILs here considered, for which the English teacher spoke about chemistry and the chemistry teacher spoke in a foreign language, resulted being a great

motivational booster for the students: in fact, the students felt more at ease as even the chemistry teacher would make some language mistakes, so possible emotional barriers towards the subject itself could be lowered as students felt more comfortable and spontaneous in this new teaching and learning environment. A motivational boost was again noticed in those students from high schools specialising in languages. These students, in fact, were eager to learn non-linguistic subject materials in a foreign language, especially mathematics, physics, and chemistry, as these subjects had often been considered somewhat imposed upon them.

It was also noticed in vocational schools that students, having studied subjects in a foreign language, showed more motivation in wanting to learn the foreign language as it was being learnt to be used for a specific purpose, while often they had felt that it was being imposed upon them.

It is worth noting from the questionnaires that students were aware it was more difficult to face subjects in a foreign language rather than in their mother tongue, yet being able to use the foreign language as an authentic communicative tool was considered positive and rewarding; it gave them the feeling of being an active part in their own learning.

Through the study of the different points of view of both students and teachers, we noticed that mostly at the beginning of the CLIL project, students could feel puzzled and critical as they become aware of how the CLIL requires more effort compared to traditional teaching: they are in fact scared of being subject to more work, and of reaching lower grades when tested.

5. The training of CLIL teachers

We must keep in mind, that in all likelihood there is no ideal CLIL teacher with all the competences required already in place, therefore, it is important for us to understand the kind of training needed. Let us also distinguish between the current situation of CLIL teachers from the possible future situation, and also distinguish between the kind of training needed in the first moment from the training that should take place once the CLIL teacher is working.

5.1 The current training of CLIL teachers

At the moment, there is no nationwide certification for CLIL teachers. This can be seen, in fact, from two different angles: on the upside, this shows how CLIL methodology is flexible and not imposed upon

teachers; on the downside, it also shows how there is a lack of standardisation and framework in place to guarantee quality.

From a positive perspective, CLIL methodology has most of the times worked well as it is not perceived as imposed upon teachers or students from above, and is generally carried out in contexts featuring a fertile breeding ground with teachers willing to work in CLIL and families supporting the project, resulting in a *bottom-up* process rather than *top-down* coming from government. The main trait of CLILs so far has been flexibility, thanks to the fact that there is no model to replicate or clone, rather a model to be invented, and it is never quite the same due to the several variables stepping into the picture.

As mentioned before, the downside in the training of CLIL teachers, in the past, was the lack of guidelines from the Ministry of Education. However now, according to the new School Reform for high schools, it is a requirement to have a subject matter taught in English in the last year of high school, and

The main trait of CLILs so far has been flexibility, thanks to the fact that there is no model to replicate or clone, rather a model to be invented, and it is never quite the same due to the several variables stepping into the picture.

specifically for the *licei linguistici* (high schools specialising in languages), to have another subject matter in a foreign language already in the third year. It therefore seems necessary to set up a national framework in order to guarantee quality in establishing and implementing the teaching of CLILs. It is also equally necessary to organise training courses for teachers in

order to upgrade and finely tune both methodology and language expertise. That is why methodological courses have been introduced by the Ministry of Education in order to give competences to future CLIL teachers.

Apart from these courses certification for CLIL could give credit and added value to the teacher capable of teaching a subject matter not only in Italian, but also in a foreign language, something that makes even more sense now that the Ministry of Education is favourably looking at implementing CLIL methodology through subject matter teachers. It will, furthermore, be possible for the teacher to build up or perfect the competence of teaching in CLIL through on-the-job training, allowing to become an even more competent professional in the field of education. It is clear that CLIL training has to become part of the curriculum for the new post-graduate courses in Italy for future teachers.

There are now two certifications for CLIL teachers gaining status: the TKT CLIL organised by the University of Cambridge, and the CeCLIL organised by Ca' Foscari University of Venice.

The TKT CLIL is an examination for English teachers and also teachers of subject matter using English as a means for teaching. The examination is made up of multiple-choice questions concerning CLIL methodology.

The CeCLIL certifies not only theoretic knowledge for CLIL, but also the ability of the candidate to design, plan, and set up CLIL teaching units and engineer materials. Language proficiency is considered a prerequisite, and is measured through a specific questionnaire on CLIL methodology applied to the foreign language, and also through a panel of language teachers assessing language competence while the candidate is holding a mock CLIL lesson.

The exam is structured in such a way as to point out what the competences of the CLIL teacher should be: know how to design effective CLIL teaching units according to the students of the course; know how to choose, adapt, adjust, and exploit authentic materials, keeping in mind both the contents to be elaborated, and the language level; know how to engineer materials and texts of different typologies so that they become teaching material; and, know how to explain to students, and possibly other teachers, the rationale behind the choices in the teaching. The exam requires candidates to be recorded on film while carrying out their CLIL lessons.

Please Note: Professor Serragiotto provided MLTAV with a copy of his PowerPoint presentation from the MLTAV CLIL workshop he ran in Melbourne, Australia on 5 June 2014. The full PowerPoint presentation is available from the MLTAV CLIL Weebly - clillanguageteachers.weebly.com, under 'Links'.

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<http://clillanguageteachers.weebly.com>

CLIL Language Teachers' Network

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LanguagesHAT Program 2015

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by Grace Alessandrini, Senior Project Officer, Languages Unit, Priority Cohorts Branch, Department of Education and Early Childhood Development (DEECD)



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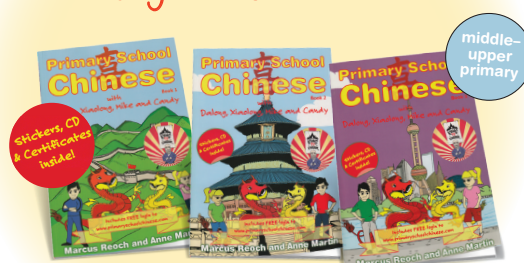


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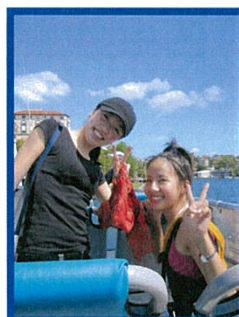
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New French Education Kits

Based on Current Immigration Museum Exhibits

Article by Eva Anderson, Laurence Brottes and Adrienne Horrigan, members of the AFTV and MLTAV

Vers de Nouveaux Rivages and *Question d'identité* are now available on the AFTV website for teachers and students of French (www.aftv.vic.edu.au)

The French program *Vers de Nouveaux Rivages*, based on the Immigration Museum permanent exhibition, offers French students from levels 5 to 10, the opportunity to explore the Museum collection about early settlers in Victoria. All the texts in this exhibition are in English but the activities have been adapted for use by students of French. Topics covered in the kit are related to the history of early French settlers and 'la francophonie'. There are museum and classroom-based activities for all topics and an audio file. The kit focuses on the early French and Mauritian settlers and reveals just whose idea it was to establish the Alliance Française in Melbourne. The gift presented to the Mayor of Melbourne by the French Community in 1890 is on show in the State Library of Victoria.



Students of Toorak Primary School were the first to trial the French museum-based activities and were thoroughly engaged.



Photographer: E. Anderson -
Source: IM Melbourne

The French program *Question d'identité* for VCE students is based on the Immigration Museum permanent exhibition 'Identity: Yours, mine, ours'.

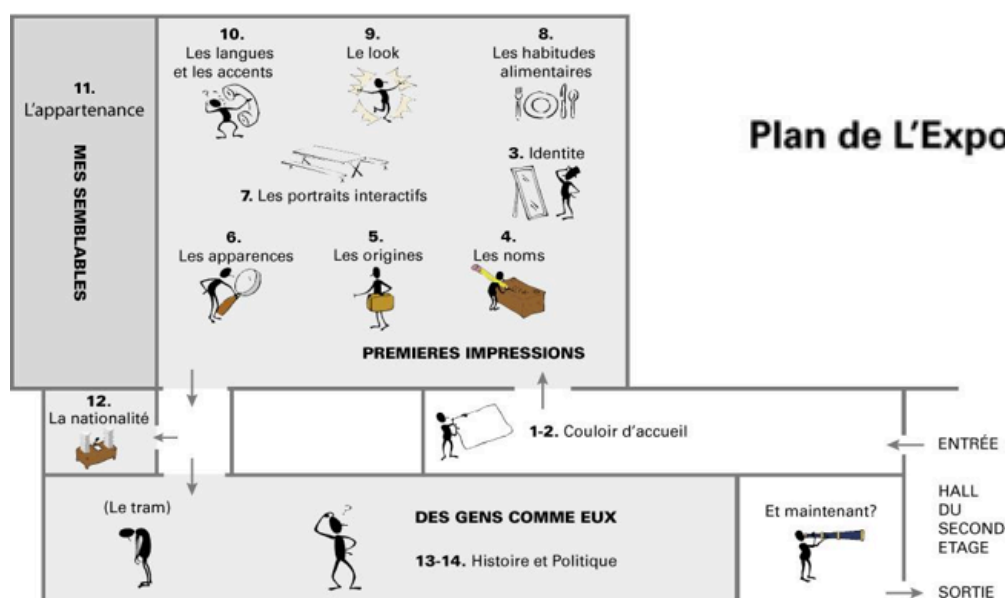
Students of French can explore the cultural diversity of Australian society at the Immigration Museum.

This permanent exhibition, located on the 2nd floor, raises the issues concerning identity in relation to ethnicity, ancestry, spirituality, language and citizenship.

The exhibition texts are in English but the activities have been adapted for use by students of French from Years 10 – 12.

The program draws extensively on the information within the Immigration Museum and provides links for further investigation into related topics, e.g. first impressions, personal identity, belong and discrimination, reasons for immigration, migrant struggles and contributions to society, policies and migration.

The Teachers' notes contain references to the VCE Study Design.



ACU Student Essay

Why should the learning of Languages be part of the school curriculum?

by Tanya Lancefield, Student of Graduate Diploma in Education (Secondary)

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A wide range of Languages is presently taught in Australian schools including Aboriginal and Torres Strait Islander Languages and Auslan, a Sign Language used by Australia's hearing-impaired community, as well as Languages which originate from many countries of the world and classical Languages (Australian Curriculum, Assessment and Reporting Authority [ACARA], 2011). However, we really need to increase the extent to which these Languages are taught - currently Australia-wide only 12% of students study a Language at Year 12 level (Ellis, Gogolin & Clyne, 2010). There are important benefits to be obtained from teaching Languages to Australian students – both to them as individuals and to our nation as a whole. These benefits include the enhancement of students' first Language literacy and the strengthening of their cognitive abilities, social and community benefits, and national economic and political advantages.

The President of the New South Wales Board of Studies, Tom Alegounarias, recently stated that "as the world globalises, you don't need another language" (McNeilage & Tovey, 2013). This point of view stems from a common misconception – that English is spoken globally. However, 85% of the world's population does not currently speak English as a first or second Language (Tochon, 2009). Further, for the citizens of many nations, multilingualism is the norm (Scarino & Liddicoat, 2009). For example, the European Union has a policy that requires member states to teach school students two Languages in addition to their mother tongue (Lo Bianco, 2009). Asia (Tsui & Tollefson, as cited in Tochon, 2009) and Africa (Maurais & Morris, as cited in Tochon, 2009) are multilingual continents and 52.7% of Europeans are fluent in a second Language (Trimnell, as cited in Tochon, 2009). As a nation, we are fortunate that we have an enormous wealth of Language resources already existing in our

community as a result of Australia's historic and ongoing influx of immigrants from a wide range of nations. We need to capitalise on this resource by ensuring that both community and a range of other Languages are taught extensively in Australian schools.

There are wide-ranging benefits to individual students through language learning. These include the enhancement of literacy in the student's first Language as well as an impressively broad range of other cognitive benefits.

There is a current concern that the new Australian Curriculum, which includes Languages as a learning area, is overcrowded. Primary school principals (Knott, 2014a), supported by the National Catholic Education Commission (Knott, 2014b) have stated that the extensive nature of the proposed Australian Curriculum, and therefore by implication, the inclusion of Languages in that curriculum, would detract from Primary schools' key role - the teaching of the fundamentals of literacy and numeracy. This stance has been echoed by Dr Kevin Donnelly (2012), who stated: "The language we speak, listen to and read is English and before children are made to learn an Asian language it might be a good idea, firstly, to ensure that they have mastered their native tongue."

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This argument ignores the view stated by Johann Wolfgang von Goethe that "Those who know nothing of foreign languages know nothing of their own." (as cited in Tochon, 2009, p.653). Students of Languages become aware of the structure, nuances and significance of language in general and are able to transfer

what they have learned to enhance their literacy in other Languages. This was demonstrated at a school in Charlotte, North Carolina in the United States of America where children commenced a Language immersion program in kindergarten but did not begin to learn English grammar, vocabulary or spelling until the third grade. A study of these students found that by third grade 94% of them were at the reading standard expected for students of their level of schooling and this increased to 100% by fifth grade (Roberts, as cited in Stewart, 2005). Students who speak a Language other than English at home are also able to benefit by learning a third Language at school – they should not be excluded from Language programs in order to focus solely on improving their English language literacy, as this will in fact be enhanced by their Language studies.

This awareness of the structure and functions of language is also of vital importance to our future

teachers of English as an Additional Language. Teachers who have had the experience of learning a second Language themselves will be able to empathise with their immigrant students as they learn English, and those teachers' awareness of how Languages are learnt will assist them in their ability to teach those students (Ellis, Gogolin & Clyne, 2010).

Numerous studies have been conducted which demonstrate less direct, but equally valuable, benefits to students deriving from Language acquisition. Attributes that have been found to be present in students who learn a Language include enhanced cognitive abilities, creative thinking and problem-solving skills, adaptability (Stewart, 2005), intellectual and analytical capabilities (ACARA, 2011), persistence (Lo Bianco, 2009) and ability to block out distractions (Sparks, 2010). These qualities can be used by students to assist them in all areas of learning. Bilingual children who are competent in both of their Languages demonstrate strong divergent thinking skills – they are able to switch readily between problem-solving techniques when their first approach is not successful. This mirrors their ability to swap between Languages in order to express themselves better (Clyne, 2005). The importance of cultivating these wide-ranging abilities is promoted by the humanistic philosophies that underpin Australia's education system. These philosophies advocate that education should aid the formation of students as a whole and not just strive to attain academic goals through the completion of set curricula (Duchesne, McMaugh, Bochner & Krause, 2013). In addition, Languages are one of the few subjects taught cumulatively in schools (Lo Bianco, 2009). The ability to build on prior knowledge and reach a degree of competency after several years of effort and persistence provides Australian students with a rich and rewarding learning experience. Further, the interactive, communicative teaching style in which Languages are taught is one which many students find enjoyable.

Australia is already a multilingual nation and, beyond its borders, is part of a world where modern methods of communicating and conducting business are increasing global connections at a rapid rate. This context provides enhanced employment opportunities for multilingual citizens both in Australia and overseas.

There are also important community and social reasons that support the teaching of Languages in Australian schools.

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Since white settlement of Australia in 1788, 100 Aboriginal Languages have died (Dixon, as cited in Clyne 1991) and only 20 Aboriginal and Torres Strait Islander Languages are predicted to survive the next few decades (Australian Institute of Aboriginal and Torres Strait Islander Studies, as cited in Ellis, Gogolin & Clyne, 2010). An effective way to promote the survival of these Languages, and the cultures which are ensconced within them, is to teach them to school students. The teaching of these Languages is also important to enhance the identity of Aboriginal students and encourage their understanding of their own background and culture (ACACA, 2011). Indeed, the right of an Indigenous community to learn its own Language is specifically stated in the 2007 United Nations Declaration of the Rights of Indigenous People (ACARA, 2011).

Teaching Aboriginal and Torres Strait Islander Languages to children of these backgrounds will also assist in improving their literacy in English and enhancing their cognitive skills. There are also benefits to be obtained through teaching Aboriginal and Torres Strait Islander Languages to students without such a heritage. This assists the process of national reconciliation by giving all Australians a deep insight into Aboriginal and Torres Strait Islander culture and Australia's history (ACARA, 2011).

It is not sufficient to rely solely on the English Language abilities of migrants to Australia - Australian schools need to be champions of the linguistic diversity that exists in our community. In Australia, at the time of the 2011 Census, there were more than 260 Languages spoken (Department of Immigration and Citizenship, Australian Government [DIAC], 2011). The teaching of Languages to children who have an ethnic link to a country where the relevant Language is spoken is vitally important. These Languages are known as background Languages. They may or may not be the student's first Language and may be spoken only by some, but not all, members of their family. This latter situation frequently occurs when a child's parents are of differing ethnic backgrounds. Teaching these children their background Language(s) means that they are able to understand the language difficulties that their parents, or other family members, may be facing and assists family members to communicate more effectively (Clyne, 2005). Children whose families speak a Language other than English at home have a unique advantage, however it is important for them to realise this advantage fully by formally studying their background Language in an educational context. This will enable them to strengthen their linguistic skills and learn to communicate in contexts other than a domestic environment (ACARA, 2011). Australia has a real need for multilingual professionals to assist migrants

in complex areas of life such as medical and legal domains. For professionally qualified background Language speakers who are able to hone their Language skills to a high degree of competency, this represents a significant advantage for them in the employment market.

There are also significant non-linguistic reasons to support the teaching of background Languages to students of those backgrounds. Due to the inter-relationship between language and culture, the learning of a Language by children with a connection to it, means that their families are more readily able to pass on their heritage to their children (Marcos, as cited in Tochon, 2009). Rubio (as cited in Tochon, 2009) found that the ability of bilingual children to switch between Languages gave them confidence and increased their self-esteem. Further, for these children, the ability to study their background Language is of great importance to their development. Skutnabb-Kangas (as cited in Tochon, 2009) reported that, without the ability to do so, students were at risk of becoming deficient in both their first and second Languages which could lead to future problems such as unemployment and depression (Tochon, 2009). Additionally, for background Language speaking children, the enhanced respect for cultural differences and broadening of perspectives that accompany an intercultural approach to Language teaching are of profound significance as they give validity to those students' own backgrounds. Without this recognition, a student's heritage is at risk of being demoted in favour of the dominant culture.

The teaching of Languages to students who have no previous exposure to a Language other than English is also vitally important for Australia's social prosperity.

By gaining an understanding of a Language, students move beyond ego centralism and gain an appreciation that their perspective of the world is not the only possible view. This is because language is tied to identity and reflects the traditions, values and ideas of its speakers, particularly important in an Australian context where our population comprises people of multiple ethnicities who speak a wide variety of Languages. The Melbourne Declaration on Educational Goals for Young Australians (Ministerial Council on Education, Employment, Training and Youth Affairs, 2008) referred to the "need to nurture an appreciation of and respect for social, cultural and religious diversity, and a sense of global citizenship." (p. 4). This was echoed by the inclusion of intercultural

understanding in the Australian Curriculum as a general capability. The teaching of Languages will assist in the development of this respect and understanding in Australian students and therefore, in time, in our population as a whole, assisting us to move towards a more harmonious society in which all members feel respected and valued. As these attitudes of respect and understanding are not Language-specific, there does not need to be a correlation between the Language learnt by students and that spoken by those of different ethnicities with whom they come into contact for them to positively influence relations between Australian citizens.

Australia's need for this respect for diversity to be cultivated was demonstrated by the results of the 2011 Census of Population and Housing. Although the 2011 Census found that nearly 87% of Australians thought it was a good thing for society to be made up of different cultures (DIAC, 2011), this statistic also reveals that 13% of Australians were not in favour of a multicultural society. The reality is that Australia is multicultural and it is in the interest of Australia's national cohesion that we are all respectful of and receptive towards, people with backgrounds that are different from our own.

Language learning also enhances intercultural communications – and not just through an understanding of the words spoken by another person. Selmier II and Oh (2012, p.120) wrote that "Culture and language are difficult to separate in international business. Language is the vehicle for culture; cultural values are reflected in the language spoken." These comments apply equally to all intercultural communications, not just those that occur in a business context. By learning a Language, students become sensitive to nuances of communication and appropriate forms of behaviour in intercultural contexts. For example, to speakers of Japanese, silence in a conversation indicates deep reflection and as such is received favourably (Crick, 1999). This would not be known to a Western monolingual speaker of English, who may interpret silence as rudeness or form the view that the interlocuter has nothing of significance to contribute to the discussion.

There are also social reasons that support the teaching of Auslan to non-hearing impaired students. By learning their Language, these students will gain an appreciation of the culture and perspectives of Australia's Auslan-speaking community. This may provide them with future opportunities in jobs that assist Australia's hearing-

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impaired community as well as strengthen their ability to connect with that community's members.

As well as individual and socially-based reasons for supporting the teaching of Languages in Australian schools, there are strong national imperatives for doing so. The development of Australia's linguistic capabilities stands to deliver key economic benefits as well as to enhance Australia's diplomatic relations. Ignoring these benefits would place Australia at an international disadvantage in comparison with other nations which are multilingual or in situations where English is not the *lingua franca*.

Multilingualism has an important role to play in enhancing Australia's potential for foreign trade success and ability to attract foreign investment. In an era characterised by a decline in Australian manufacturing and increasing global trade competitiveness, it is important to Australia's economic well-being that we boost our foreign trade revenue. A significant way of doing this is to enhance Australia's Language capabilities. This is particularly so in the case of Asian Languages because of the attractiveness of the Asian region as a market for Australian exports due to its geographic proximity. Asian countries already comprise seven of Australia's top ten export markets (Department of Foreign Affairs and Trade, 2013) and, with relevant Language skills, Australian businesses can use these existing ties to build on our export opportunities.

The manner in which a multilingual capability is able to increase the success of businesses operating in a global environment has been demonstrated by several studies. Oh, Selmier & Lien (2011) found that where trading partners did not speak the same Language, transaction costs increased. These costs could be represented by fees paid to translators and costs incurred through misunderstandings and time delays caused by the need to translate communications. The study also found that the need to be able to communicate in the potential trade partner's Language increased as the products to be traded become more sophisticated and specific and less able to be substituted with other products. This will particularly be the case as the number of potential trade partners decreases and the nature of the products to be traded means more complex communications are required. A common second or subsequent Language, known as a *lingua franca*, could also be used in these situations. The benefits of multilingualism were clearly demonstrated in the results of the 1987 Australian Export Awards where the finalists were four times more likely to employ fluent multilinguists than non-finalists (Stanley, Ingram & Chittick, as cited in Clyne, 2005).

In an international arena, Australia cannot merely rely on its English language skills. Not all companies may wish to conduct business in English (Crick, 1999). Further, relying on translators or the trading partner to speak English, places a business at a disadvantage. This is because, while business may be able to be conducted at a relatively satisfactory level in English, or the proceedings simultaneously translated, representatives of the Australian company will invariably miss the subtleties, finer technical aspects and unspoken content of their counterpart's communications. In the context of business negotiations, there may even be two dialogues being conducted in the room simultaneously – one to which all present are party and the other, which contains the real essence of the proceedings, to which only the non-English speakers are party. Relying on a trade counterpart to speak English gives them control, as the content of communications is by necessity defined by what they are able to convey in English (Clyne, 2005). Clearly, this can result in Australian businesses being disadvantaged through their lack of linguistic skills and provides strong support for the argument to teach Languages in Australian schools.

Similar to the situation with foreign trade, if representatives of foreign businesses are able to deal with Australian government officials, suppliers and clients in a Language in which they are comfortable, they will be more likely to consider Australia as a favourable business investment destination. This investment can lead to the injection of funds into the Australian economy from overseas as well as provide local employment opportunities for Australians.

A further consequence of the decline in Australia's traditional sources of revenue is the need to develop our tertiary industries, such as tourism. Australia is uniquely placed to benefit from this industry as a result of its natural attractions which draw visitors from around the world. Australia's attractiveness to these visitors, and therefore the revenue able to be obtained from the tourist industry, will be enhanced by tourists' ability to access local operators with whom they can communicate effectively. To date, Australia has not capitalised on this as effectively as it might – for example, many Japanese speakers in the tourist industry are not Australian nationals (Clyne, 2005). Multilingual capabilities are not only required at the welcoming face of the tourism industry but also in tourism businesses' marketing materials (Leslie & Russell, 2006). This is especially the case now that reliance on traditional travel agents has decreased, as a result of the availability of internet booking services for travel and accommodation. Similar to the situation with immigrants, more Australians need to be able to speak the Languages of our tourists in order to assist

them with problems that they may encounter while in Australia such as medical concerns or unforeseen difficulties with travel arrangements. In these complex situations tourists' needs for accurate communication, which they may not be able to achieve when speaking their second Language, are high (Leslie & Russell, 2006).

The cultural sensitivity Australian students will obtain through learning a Language will also assist in enhancing the experiences of tourists in Australia and thus the attractiveness of Australia as a tourist destination. For example, it is likely that with an increased number of Language learners in Australia, there will be a decrease in the number of incidents where intolerance is expressed towards people from other countries such as that which occurred towards a tourist speaking French on a Melbourne bus in 2013 (Australian Associated Press, 2013).

There are also political benefits that can be secured for Australia as a result of teaching Languages in Australian schools. Australia's international political relationships are enhanced if communications are able to be conducted, at least partially, in the Language of the other nation. The importance of this was recognised by Australia's former Prime Minister, Kevin Rudd, a fluent speaker of Mandarin, who used his Language skills on numerous occasions during diplomatic and trade visits with Chinese government officials (Conway, 2007). Using another nation's Language immediately conveys a sense of wanting to empathise with, and understand, that nation's perspective, thus enhancing Australia's relations with it. The benefits of being able to be fully part of, and maintain some control over, communications as discussed above in the context of international business are also relevant in the case of international relations.

Languages need to form a major part of the curriculum in Australian schools and be taught under supportive program conditions. For Language learning to occur on more than a superficial level, students need the opportunity to attend Language classes on a regular and frequent basis. One class a week is not sufficient. A high level of contact with their Language teacher enables students to reinforce what they have learnt, build on existing knowledge and progress with their learning. This form of teaching will be the most satisfying for students. This is because, without frequent Language classes, students are likely to forget what they have previously learnt, requiring Language teachers to spend a disproportionate amount of each class refreshing or reteaching content that has already

been covered rather than moving ahead to interesting new content and ways of being able to use Languages. In situations where this occurs, there is a real risk that students will not obtain an appropriate degree of linguistic competence and feel the sense of accomplishment which comes with being able to communicate effectively in another Language. Even more detrimentally, students may become disengaged from the Language learning process. A tokenistic or half-hearted implementation of a Languages program in schools may not result in the individual cognitive, and national social, economic and political benefits which have been outlined above being realised.

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Australia has a long history of immigration and is part of an increasingly interconnected world. Accordingly, we need to be able to communicate in Languages other than English both within Australia and in our dealings with other nations. This mandates giving Languages a key role in the Australian curriculum. Doing so will deliver

an array of benefits to individual Language learners as well as to Australia as a whole in social, political and economic domains. In a world where multilingualism is the norm (Scarino & Liddicoat, 2009), we ignore the significance of Language learning at our peril.

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Deakin University Student Essay

Knowing your students: Why language matters

by Larry Kempel, third and penultimate year of an Arts/Teaching double Bachelor's degree (with English and TESOL as his chosen teaching methods).

Deakin University, Melbourne

Student / Author Bio: *My interest in this path of study was a result of my exposure to a variety of cultural and linguistic experiences in my formative years which grew into a love of language, combined with a passion for teaching and learning.*

This is an edited version of an assessment piece for which I was required to reflect upon my experiences as a cultural and language learner, as well as analyse the underlying relevant pedagogy. I found this an enjoyable piece to write, as it required me to consider the factors which shaped my acquisition of language in a more conscious and investigative manner than I had ever previously done. I believe this insight will be highly useful to me in the coming years as an English teacher.

ESSAY

If I had been asked six months ago to discuss my experiences as a language learner, along with the social and cultural factors that contributed to these experiences, I would have considered these to have been largely uninteresting and one-dimensional. I would have failed to recognise much of what transpired 'beneath the surface', and the way historical and cultural influences had shaped these experiences. As my cultural background and history generally exist only on the periphery of my everyday life, these factors are not something I have usually made a concerted effort to acknowledge. However, after reflection upon my situation, I can honestly say I am a little taken aback at the vast number of intertwining factors which have helped shape me as a language learner.

My family originally hails from a small town named Mol within a region of modern-day Serbia known as the Autonomous Province of Vojvodina. The precise

geographical history of much of the Balkans is complicated and often confusing, owing to the almost constant war that the region has been engulfed in (in one form or another) for the majority of the last century. Until 1918, Vojvodina actually existed within the Austro-Hungarian Empire, when its defeat in World War I triggered the dissolution of the State. Austria-Hungary ceded much of its territory, with Vojvodina being ceded to what became the Kingdom of Serbia. In 1929, after more conflict, Vojvodina became a constituent of the Kingdom of Yugoslavia until 1941, when the invasion of the Axis Powers during World War II meant that Vojvodina was again divided, with the north (where Mol lies) annexed by Hungary. After a second defeat at war, Vojvodina was restored to Serbia and for the following fifty years oscillated between Serbian and Yugoslavian political control. Clearly this is an extremely simple and abridged version of the history of the region, but it serves to illustrate the cultural confusion and identity issues my parents and grandparents would have experienced.

Due to this environment, my parents grew up fluent in both Hungarian and Serbo-Croatian, until my father's family sought asylum and fled due to ethnic tensions, poverty and the constant threat of war and violence. En route to Australia, they were temporarily settled in Italy for over a year where, my father already being bilingual, became well-versed in Italian and began learning English. Once reaching Australia, he became fluent in English, and maintained his previously acquired languages as well as learning French, German and Spanish throughout the course of his education.

Baker (2011) recognises that "political factors are ... crucial in understanding bilingualism" (p. 93), and this was certainly the case for my parents as language and identity were always very strongly linked ideas – with proficiency in two heritage languages meaning belonging to two separate

communities: the Hungarian community and the Serbian/Yugoslavian community.

The social and cultural factors at play in relation to my father's language learning are numerous. While I did not have any *direct* experience with much of this, many of these influences on my parents have flowed on to me, leaving me with what I consider to be three distinctly different language learning experiences. I was brought up in a household speaking only Hungarian until I began primary school, at which point I needed to learn English in order to integrate and be able to function in the classroom and in society in general. From what I can gather I was fluent in English by the time I had reached grade two, and once I had reached high school I took on Italian as a LOTE subject and began

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learning it in the typical LOTE classroom environment.

My experience of language learning is fairly typical of what Baker would label 'sequential childhood bilingualism', whereby a child will learn one language in the home, and then go to learn another outside of the home, for example in a school or nursery setting (pp. 93-94). My learning of Hungarian was an entirely organic, instinctive and natural process. I learned it purely from exposure to it from my parents. My first words were in Hungarian and from all reports when I spoke it prior to learning English there was not a single trace of cross-linguistic interference – 'pure and model Hungarian' is how my parents described it.

Italian was, however, completely different. Exposed to it only in the classroom setting, we were required to memorise long vocabulary lists, various verb conjugations and sentence structures. Listening and comprehension activities were common, particularly for assessment purposes and creative writing tasks where we utilised our verb, vocabulary and sentence construction knowledge. To perfect our pronunciation, we practised conversational Italian amongst ourselves, as well as spending quite some time listening to and imitating CDs and our native Italian-speaking teacher.

Put simply, it was all quite a textbook high school LOTE experience. Methods described by Harmer (2007) as Grammar-translation, Direct method and Audiolingualism (pp. 63-64) were all used almost daily, as was the Lexical approach, which focused on "multi-word prefabricated chunks", "lexical phrases" and "fixed and semi-fixed phrases which form ... an important part of the language" (p. 74) during our conversational activities.

I would situate my English learning experience somewhere between the two opposites of my Hungarian and Italian experiences. While a good deal of the learning I did would have been an organic process (similar to the way I had originally acquired Hungarian), a large portion also involved structured learning of English syntax and vocabulary, both at school and at home. I believe I can attribute what I now consider to be my high-level written and spoken English skills to this method of acquiring the language, at least in part. The necessity of specifically learning the ways in which sentences are formed in English, along with explicitly addressing rules of grammar and punctuation, has left me with a much more thorough understanding of English in comparison to native speakers who may only be afforded a more cursory engagement with these features of the language. In my experience, teachers often take for granted their

native English-speaking students' knowledge and control of the English language and the rules which support it.

Motivation is undoubtedly also a key factor in the process of language learning in most circumstances, as it was in mine. While perhaps not playing such an integral role in my learning that was simply via exposure, the other kind I undertook – the structured and disciplined side of it – was clearly influenced by what is widely known as 'integrative motivation'. This was learning that was required in order for me to be able to communicate and make friends, a process whereby, in Baker's words, "learners wish to join in and identify with the minority or majority language's cultural activities, and consequently find their roots of form friendships" (p. 128).

However, I strongly believe that it was not only motivation which played a role, but that prior knowledge of another language assisted in my acquisition of English. I believe that my knowledge

of a foreign language system helped me to learn Italian with greater proficiency than many of my peers – I could use my knowledge of the Hungarian language as a frame of reference in which I could place my grapplings with Italian. O'Neill and Gish (2008) refer to this phenomenon, asserting that there are benefits for children growing

up in a bilingual environment, such as tendencies towards "hav[ing] greater awareness of language and its use" and "be[ing] more confident in cross-cultural communication" (pp. 73-74) – tendencies which I strongly believe applied to me and assisted me in my further language learning.

It is clear that there are many factors which will influence language learning, many of which I have first-hand experience with. After reflection upon these influences, I realise the importance of recognising these very same types of experiences and influences that my students would bring with them into my classrooms. Harmer states that not only is it important to "foster good relationships with the groups in front of us" (p. 107), but it is also important to be culturally aware when building these relationships. Particularly as an EAL teacher, it is important to be mindful of the way cultures may respond differently to different teaching methodologies and dynamics. For example, Harmer discusses the fact that a teaching style which encourages students to take more responsibility for their own learning may be culturally biased, and acknowledges that there are some situations where "both the teachers and learners (and society in general) may feel more comfortable with a more autocratic leadership style" (p. 107). O'Neill, Gish, Lightbown and Spada all recognise the general

*To perfect our
pronunciation, we
practised conversational
Italian amongst
ourselves ...*

importance of simply getting to know one's students and the way in which they learn best.

I do not believe there is any one overriding consideration to draw on as an EAL teacher, but that the most crucial thing is to just get to know my students: their backgrounds, their learning styles, what motivates them, and what kind of pre-existing language skills they bring with them into the classroom.

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RMIT Student Award

Academic Excellence throughout the Language Teaching Methodology course

Emilie O'Brien was the recipient of the Language Teaching Methodology Award presented at the RMIT Student Award Ceremony on Wednesday 29th October.

Emilie has completed the Post Graduate Diploma in Secondary Education and will graduate in December. She will be a fabulous teacher of French. It gives us great pleasure to welcome her to the language teaching profession.

One piece of work that Emile completed at a very high level was the creation of a French resource called "The French Quarter".

Her resource was designed to support students to gradually sustain more talk time in French, starting with 15 minute blocks of time. It includes a variety of prompt cards for questioning and useful vocabulary lists. Two underlying principles of The French Quarter are the use of visual stimulus and a Q & A format to generate ideas and opinions around visuals. This communicative activity builds class time to focus on gradually building up oral fluency.



The award was presented for academic excellence throughout the language teaching methodology course. Emilie received a framed certificate and a one year individual membership to MLTAV for 2015.



Photo: Emilie O'Brien, award recipient, pictured centre; Naomi Wilks-Smith, RMIT School of Education, Language Teaching Methodology Course Coordinator & Lecturer, pictured left; Professor Rob Strathdee, RMIT School of Education, Head of School, pictured right



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MLTAV Dinner Guest Speaker Networking Evening

*The MLTAV hosted this event on Tuesday 4 March, 2014. The Guest Speakers, **Dr. Ruth Arber and Dr. Michiko Weinmann**, Co-Directors, Centre for Teaching and Learning Languages, Faculty of Arts and Education, Deakin University spoke on 'Language, identity and community: Supporting and encouraging languages education in Victorian schools' and have generously provided speaker notes from the presentation for publication in this journal.*

Speaker Notes

Dr Ruth Arber and Dr Michiko Weinmann: Introducing the Centre for Teaching and Learning Languages (CTaLL):

At the beginning of 2014, the Deakin University Faculty of Arts and Education reconfirmed its commitment to languages education with the badging of the Centre for Teaching and Learning Languages (CTaLL) as a vehicle for supporting language teacher education and supply. This move has as its focus: knowledge about, and the support and encouragement of, languages and languages education. The Centre's vision captures the Victorian Government's recent initiatives into languages education and the Faculty's long contribution to language teaching courses. It begins from the premise that languages education should play a central role in the curriculum of Australian schools.

The Centre for Teaching and Learning Languages is devoted to encourage language teaching and learning in Australia, building effective partnerships in order to encourage and support language learning, increase teacher supply and enhance the

quality of languages education. It will capture and combine the key priorities of the federal policy *The People of Australia - Australia's Multicultural Policy* (2011), *The Victorian Government's Vision for Language Education* (2013) and *The New Colombo Plan* (2013). It will integrate Deakin University's expertise in the provision of language learning and language teacher education programs.

Our Mission is to continue to encourage and support language teaching and learning. We aim to increase the supply of quality teachers and their professional support in teaching languages and cultures including Indigenous, community, European and the languages of our Asian neighbours, and TESOL/EAL (<http://www.deakin.edu.au/arts-ed/asian-languages-cultures/centre/index.php>).

This paper is concerned with the dilemmas that mediate that commitment and that of the teachers and the stakeholders we speak to in our courses, communities and in schools. Too often language education for Australian school students is described as unnecessary, or worse, as counterproductive. The role of language within students' day-to-day lives, particularly in the globalised local contexts in which we teach and work, too often remains unaccounted for. This paper interrogates these propositions and explores how they might be dismantled. It considers the work of teacher education as a way to work with those presuppositions.

The Co-Directors of the Centre for Teaching and Learning Languages (CTaLL), Dr. Michiko Weinmann and Dr. Ruth Arber, came to our work within the Centre in very different ways.

The Centre for Teaching and Learning Languages is devoted to encourage language teaching and learning in Australia, building effective partnerships in order to encourage and support language learning, increase teacher supply and enhance the quality of languages education.

Michiko Weinmann entered the teaching profession to pursue her passion for language teaching and learning, after the completion of an Arts degree and a brief sojourn in international broadcast journalism. Michiko has taught in Germany and Australia for over 12 years, and has experience in various teaching contexts, including secondary schools, primary immersion, adult and tertiary education, VSL and community language schools. Having grown up in a bilingual (German-Japanese) family, languages have played a key role in Michiko's life from an early age. Further language study in school and university (Latin, Classical Greek, Italian, Spanish and some Yiddish) provided unique and fascinating portals to new ways of thinking about and making sense the world. Since the completion of her PhD in Education, Michiko has worked as a research fellow and lecturer in languages education at Deakin

University. She is excited about the rebadging of the Centre for Teaching and Learning Languages, which provides a platform for the continuation of research about and support of languages education in Victoria and Australia.

Dr. Ruth Arber was a secondary school teacher in English, EAL and Languages education for over 20 years and then came to Deakin University as part of the EAL team. She teaches TESOL and Languages pedagogy and practice at Deakin University and co-directs the Centre for Teaching and Learning Languages (CTaLL) and is Director of the Deakin University Masters of Education TESOL program. This work made her aware of the difficult task that teachers and communities face when introducing and maintaining languages and EAL programs within schools. Ruth's computer is littered with documents arguing the case for languages education to school principals, communities and colleagues. Similar battles within the School of Education have provided more pleasing results. Far-sighted Deans and Heads of Schools have provided support for language teacher education and for languages in schools. With the rebadging of the Centre for Teaching and Learning Languages (CTaLL) and the recent employment of Co-Director Michiko Weinmann to head the languages education program. We are in a good position to encourage language learning and teaching in an Australian context.

Dr. Ruth Arber: Common Issues we face as languages teachers in Australian schools

Our experiences in schools and universities echo common responses languages teachers report when they introduce languages programs in Australian schools. Languages education, they tell us, is understood as elitist: something that only 'clever' students can do, or that should only be provided in exclusive schools. The majority of students are better served learning English literacy and mathematics.

Languages education is understood as one thing too many in an already crowded curriculum. Languages education is described as too difficult for students already under pressure because they are speaking English as a second, third or fourth language or because they find school work difficult. Languages education, it is argued, interferes with a student's ability to speak and write, particularly when they 'can't even speak or write in English yet'. Language teachers are asked 'why do we need to speak 'other languages anyway': when 'we' live so far away and when 'everyone else speaks English anyway'. Other questioners describe the scope of language teaching and learning as very small. Students only need to learn the 'basics'. They only need to understand the culture of other communities, and basic vocabularies such as 'hello' and 'good-bye' and 'thank you'.

Language politics and the politics of difference are ideological.

Applied linguistics and educational literatures emphasise that language learning has an important place in school curriculum for all school students (Baker 2011, Cummins 1996). Language learning is strategically important to the Australian community as it develops links with diverse trading partners, including South East Asia and the Middle East (DEECD 2011, DFAT 2014). As well as providing linguistic skills, language learning provides students with the cross-cultural skills they require to become competent global citizens (ACARA 2013). A troubling trend within some literatures describes language learning as important only in those terms (Lo Bianco 2009). These documents depict some languages as 'strategic' and of economic worth and others as less important. The rationale for language learning needs to be broadened to include the social justice and cross-cultural demands of a multicultural society. Languages learning supports strong interpersonal links between communities in Australia and overseas and is integral to the ways Australian community members negotiate their cultural identities. Far from holding students back in their language and literacy learning, working plurilingually within and between languages provides more flexible skills and knowledges required to work in the complex world of the 21st century (Lo Bianco 2009).

The discoursed relation between language, culture and identity frames the ways that language education is spoken about. Language can be described from different viewpoints: It depicts the symbols and patterns we use to speak about and understand the world even as it frames the ways we understand and behave within that sphere. Language is reflexive. It

describes the everyday context in which we work and think even as it mediates the ways that relate and interact within that world. The larger ways of thinking contained in language and discourse frame the ways we understand our own identities

and the identities of others, and set out the terms and conditions of those relationships. Language politics and the politics of difference are ideological. They are played out in ambivalent relation to other notions: language and pride of language; national identity, multiculturalism, racism and intercultural relationships; dominant languages and strategic priorities; principles and practices of pedagogy and curriculum. There are different competing and unequally empowered discourses available within any language, historical and geographical context. Nevertheless in providing the frame for our thinking it is often difficult to work from outside of the frame of a particular language or culture. One can be literally bereft of words. (Gee & Green 1998, Kramsch 1998, Lemke 1995).

The language and cultural discourses which frame conversations about language learning become more complex in today's globally interconnected local contexts. A plethora of interacting languages communities (e.g. nationalist, diasporic ethnic, religious groups) define themselves and others, and these conversations have diverse impacts on attitudes to language learning. Languages communities are often understood as 'not from here' and 'as somewhere else'. Such understanding, always reductive, needs to be understood in a more complex manner in the 21st century. In globally interconnected local contexts people make their home in one place and then another. They interact in person but also digitally, through the media and cultural exchange. Plurilingual language communities are proximal and one-of-us, even as they identify with languages and cultural notions which are diverse and changing. Notions of cultural identity, belonging and home are negotiated between the ways one identifies and is identified within the cultural and linguistic notions of numbers of contexts. In a globalised and digitalised world notions of 'over here' and 'over there' are intertwined within the complexity which underpins notions of memory and place, the sacred and the symbolic (Arber 2008, Arber 2011, Rizvi 2009, Vertovec 2009).

Dr. Michiko Weinmann: What does ('The') [insert language] community actually mean?

Over the last few years, a number of research projects have generated innovative findings about the role that community links play in fostering positive cross-cultural attitudes through languages education, as well as other curriculum areas. According to research findings of two large-scale surveys of cross-cultural attitudes among Year 10 students in Brisbane, Australia and Akita Prefecture, Japan (Ingram, Kono, O'Neill & Sasaki 2008), 'language learning per se does not change cross-cultural attitudes and, in fact, an effect is as likely to be negative or positive, depending on the nature of the language learning experience' (p. 154). However, the study emphasises that 'interaction with speakers of the target language seems to be an essential feature of programmes intended to positively influence cross-cultural attitudes' (p. 154). These findings support Ingram's longstanding advocacy for schools to consider 'the opportunity to engage in "community involvement"... as a central element of language teaching methodology and course design' (Ingram, 1980a; 1980b; Ingram et al. 2008, p. 32). The research findings in report 'Asia literacy and the Australian teaching workforce' (Halse, Dyer,

Over the last few years, a number of research projects have generated innovative findings about the role that community links play in fostering positive cross-cultural attitudes through languages education, as well as other curriculum areas.

Kostogriz, Toe & Weinmann 2013) highlight a widely accepted understanding of teachers and principals that community links are an important contributing factor for authentic cultural learning experiences about Asia. Notwithstanding these research findings and the widespread acknowledgement of the significance of community engagement in policy and education, the articulation of this engagement remains equivocal (Weinmann, forthcoming).

The concept of 'community' continues to remain vaguely defined as a geographically and culturally distinct entity from the point of view of a 'white Australian imaginary' (Ang, Chalmers, Law & Thomas 2000). Current discourses of languages and communities are 'limited' and 'horizontal' (Anderson 1991, p. 7), because they rely largely on notions of an Australia/the Other dichotomy (Pan 2013) and of the Other 'as a homogenous mass' (Rizvi 2013).

Connecting with community: Toward a re-theorisation of 'community' and engagement

The issues outlined above underscore the importance of re-thinking space relationally. What lies at the core of a relational rethinking of space is that 'space' is a 'dimension of multiplicity, of the more-than-one' (Massey 2004, p. 14). Massey's (2004) theorisation of space is fundamentally relational; not just in the simplistic sense of the relations that are presumed to exist between the binary opposites of Australia and its Asian other but truly relational within a complex and multiplicity of individuals and groups forming and reforming their relationships within increasingly interconnected spaces. A reconceptualisation of communities as both spatial and social geographical worlds recognises that cultural exchanges take place in an interplay of social relations that are 'hybrid, heterogeneous, extraordinarily differentiated, and unmonolithic. In short, because all cultures are involved in one another' (Said 1993, p. xxix), communities have become networks of relationships that form through interconnections. The intellectual challenges of reconceptualising community in ways that represent the spatial and social complexities of our times offer a dynamic space in which community can be re-imagined as a relationship in which we engage and construct identities 'contrapuntally' (Said 1993) with others.

Such rethinking will raise questions about what sort of knowledge, understanding and skills are encompassed by innovative language teaching and learning. Therein lies an opportunity to challenge and redefine the notions of language, culture, community and identity so that they become

conceptualised and understood as a mutual process. This discussion will require first and foremost an understanding of how the self and others are positioned within the complex framework of globalised societies. A productive starting point of such re-theorising lies in connecting with the hybrid world in which today's students find themselves. Starting with a world that is permeated by global culture, we can use this space as the foundation for teaching and learning about the Other that is already embedded in our everyday experience, traversing dichotomies, and capturing a community of many spaces that reach beyond spatial, cultural and conceptual binaries and boundaries, and towards a dynamic capability of teachers and students to situate themselves in a varied 'geography of identities, peoples and cultures' (Said 1993). This advocates understanding of languages, culture and communities that assist students and teachers to engage with their own and others' cultures, building their sense of belonging and their capacity to move between their world and the worlds of others (Kalantzis & Cope 2005), and recognising the attitudes and structures that shape their personal identities and narratives (ACARA 2013).

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Languages on the National Scene

ACARA Australian Curriculum: Languages Update



Australian Curriculum: Languages update – November 2014

Australian Sign Language (Auslan), Classical Languages, Hindi and Turkish

ACARA has begun development of Australian Curriculum: Languages for Australian Sign Language (Auslan), classical languages, Hindi and Turkish.

Supported by the Australian Government, these curricula will contribute to the government's objective of improving the take-up of foreign languages in Australian schools.

ACARA began the development process by calling for expressions of interest from writers and language experts via the [ACARA website](http://acara.edu.au) and through key stakeholder groups and professional associations. ACARA was delighted with the response, receiving applications from all across the country.

Writing of the curriculum for Hindi and Turkish will begin next month and Auslan and classical languages early next year.

Further updates will be posted on ACARA's website throughout the curriculum development process at:

www.acara.edu.au/curriculum/learning_areas/language_s.html

You can also subscribe to ACARA's monthly newsletter for regular updates at:

www.acara.edu.au/news_media/subscribe.html

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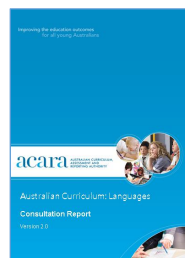
Validation versions of the remaining seven Stage 2 languages curricula are now available to view on the [ACARA website](http://acara.edu.au). These represent the draft curricula at the time of the validation of achievement standards and are **not** the final versions.

Final checks are being undertaken on the seven language-specific curricula before being considered by the Education Council. If approved or noted, these will join Chinese, French, Indonesian and Italian on the Australian Curriculum website at:

www.australiancurriculum.edu.au/languages/preamble



Reports and documents available



The final *Australian Curriculum: Languages – Consultation Report (version 2.0)* is now available on the ACARA website. It provides the findings from public consultation on all 11 subject-specific curricula, which took place from December 2012 to July 2013.

A revised version of the *Australian Curriculum: Languages Foundation – Year 10 Curriculum Design* paper will soon be published on the ACARA website. It describes the context and conceptual framing of the curriculum design. It also provides detail on the organisation, structure and sequences of learning from Foundation to Year 10, and the system of strands and sub-strands used to specify and elaborate curriculum content.

While developed to guide the writing teams at ACARA, this paper will be a useful resource to all teachers and curriculum experts engaging with the Australian Curriculum: Languages.

Aboriginal Languages and Torres Strait Islander Languages



Darwin consultation forum

The *Consultation Report* on the draft *Framework for Aboriginal Languages and Torres Strait Islander Languages* will soon be available on the [ACARA website](http://acara.edu.au). It details feedback from public and community consultation held last year.

ACARA is continuing to revise the draft *Framework* in line with the key directions emerging from this feedback.

For further information on the Australian Curriculum: Languages, please contact:

info@acara.edu.au



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The following page from the ACARA website, 'Statements in Relation to Languages' has been printed with permission from ARACA -

http://www.acara.edu.au/verve/_resources/20140721_testimonials_-_languages_curricula_release.pdf



STATEMENTS IN RELATION TO LANGUAGES

Joseph Lo Bianco

Professor of Language and Literacy Education
Melbourne Graduate School of Education
University of Melbourne

This is an important moment for language education in Australia. The extent and depth of consultation has been impressive and the result represents an important milestone in normalising language education for all Australian children, struggling and well-off, rural and urban, boys and girls, and for those who have English at home just as much as for those who encounter English at school. There are many purposes for learning languages which the Australian Curriculum admirably recognises by offering a rich and broad range to motivate student interest and benefit our country.

Angela Scarino

Associate Professor of Applied Linguistics
School of Communication, International Studies & Languages
Director, Research Centre for Languages & Cultures
University of South Australia

I am delighted to see the Australian Government's and ACARA's commitment to developing curricula in specific languages as part of the Australian Curriculum. It represents important support for linguistic and cultural diversity. These curricula will provide teachers with clearer indications about expectations in terms of the content of language learning and student achievements in the diverse languages offered in Australian schools than the generic frameworks that they have been using to date. This means that they will be able to work more effectively to support students' experiences of using languages in a range of contexts and to extend students' communicative repertoires as an integral part of their learning.

The contemporary intercultural orientation of these curricula for specific languages will change the way that students engage with language learning. There is a much greater emphasis on the experience of communication in the context of diversity, understanding ways of communicating in intercultural exchange and the importance and value of reflecting on the process of communication, on the self and on others in intercultural exchange. It is in this way that students develop the capability for sophisticated communication which is so necessary in contemporary times.

Australian Federation of Modern Language Teachers Associations (AFMLTA)

The diversity of Australia's population and its engagement in both local and global contexts where multiple languages are essential are compelling reasons for all Australian students to have access to quality languages curricula. Not only will learning a language assist students in the future, but, as is clear from the research, it will have a direct positive impact on their wider cognitive skills and success as a student.

AFMLTA News In Brief



Australian Federation of Modern Language Teachers Associations
www.afmlta.asn.au

AFMLTA

News In Brief - November 2014

The AFMLTA provides vision, leadership, representation, advocacy and support for quality teaching and learning of languages. To guide the important work of the Association, the AFMLTA has developed a strategic plan, identifying goals in 4 key areas. In this edition of News In Brief we provide a snapshot of some of the work that has been happening across Australia in each of these areas in recent months.

Research and Professional Practice



The 20th National AFMLTA Languages Conference will bring together presentations by inspiring innovators in the languages education field, including Joe Lo Bianco, Diane Larsen-Freeman, leaders in Australian education including Stephen Dinham and teachers sharing Pedagogies for a Plurilingual Australia!

Register now to take advantage of Early Bird Rates and keep up to date with all conference information at [AFMLTA 2015](http://AFMLTA2015) and conference2015.afmlta.asn.au

AFMLTA Professional Standards

Chinese and Indonesian versions of the AFMLTA- AITSL Standards alignment document are currently available on the ESA Language Learning Space. The Japanese version will be available on the same website late term 4, 2014.

The AFMLTA Professional Standards are an invaluable tool for guiding the professional practice of teachers of all Languages throughout their careers.

Babel

Volume 49 (1) of Babel was recently sent to all 2014 members in term 3. This edition included papers on the language learner experience, challenges for learners of Chinese as a second language and ideas for teachers of Vietnamese working with the Australian Curriculum. Volume 49 (2) will be mailed to members in term 4, 2014.

Leadership & Representation

Australian Curriculum: Languages Update

* Chinese, French, Indonesian and Italian curriculum documents are now available on the Australian Curriculum website.

Leadership & Representation

Australian Curriculum: Languages Update cont.

* Draft versions of the F-10 Curriculum for Arabic, German, Japanese, Korean, Modern Greek, Spanish and Vietnamese are now available on the ACARA website. AFMLTA has written to ACARA to request further details about when finalised versions will be published on the Australian Curriculum website.

* ACARA has recently advertised for Expressions of Interest from experts and writers to assist with the development of curricula for Hindi, Turkish, Australian Sign Language and Classical Languages.

Representation

AFMLTA seeks to maintain a high profile as the peak Professional Teaching Association for teachers of Languages in Australia and in this capacity was invited to be involved in the stakeholder consultation as part of the review of the work of Asia Education Foundation (AEF). KPMG was engaged by the AEF and the Commonwealth Department of Education to undertake an evaluation of the AEF to review its overall impact and provide recommendations for its future strategic direction.

Member Services

Membership

AFMLTA represents over 3000 teachers of Languages nationally through our member associations in each state and territory:

ACT	mltaact.asn.au
NSW	mltansw.asn.au
NT	http://ltant.wikispaces.com/
Qld	mltaq.asn.au
SA	mltasa.asn.au
Tas	https://sites.google.com/site/mltatasmania/
Vic	mltav.asn.au
WA	mltawa.asn.au

Communication

AFMLTA provides timely information to members via:

Website	afmlta.asn.au
Facebook	www.facebook.com/afmlta
Twitter	@afmlta
Email list	Subscribe to the national email list here

Governance & Operations

AFMLTA Executive 2015 - 2016

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Immediate Past President:	Matthew Absalom (Vic)
Vice President:	Andrew Scrimgeour (SA)
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Babel Editor:	Anne-Marie Morgan (NSW)
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World Congress of Modern Languages

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www.caslt.org/WCML-CMLV-2015



International Federation of
Language Teacher Associations
Fédération internationale des
professeurs de langues vivantes



Canadian Association of
Second Language Teachers
Association canadienne des
professeurs de langues secondes



Ontario Modern Language
Teachers' Association
Association ontarienne des
professeurs de langues vivantes

Pre-schoolers encouraged to learn a second language

by Emma Hannigan



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from SBS**

Forty preschools will be chosen to participate in the Federal Government's one-year language trial, under a new initiative to get Australian children speaking another tongue.

Olga Lucia Ramirez has been teaching Spanish to the kids at her kindy for the past two years and they love it.

Originally from Colombia, she uses a Spanish language app to help the children learn.

"One of the benefits is that they learn about other cultures and they learn the concept that not everyone is the same and we don't all speak the same language even though we all live in the same country," she says. "We have a beautiful response from the children and from the parents."

The technology used in a new, one-year trial will allow pre-school students to gain foreign language skills through playing educational games on a tablet.

Many parents are concerned that learning a second language will cause confusion.

However, numerous reports prove that students who study a foreign language perform much better than their monolingual peers on many standardised tests.

Research shows that children as young as three are ready to learn new languages.

Childcare centre manager, Shivaji Naidoo, has already applied to participate.

"Children benefit from learning a second language from exposure to different rhymes and songs. It also allows them the opportunity to further develop their language skills and sets the foundation for future learning," she says.

The trial will see children learning French, Arabic, Mandarin, Japanese and Indonesian.

The initiative was launched by Sussan Ley, assistant minister for education.

"As an island nation participating in a global economy, being able to communicate freely across multiple languages is also becoming more and more of a valuable asset for Australians and, frankly, a necessity for our future economic success," she said.

With studies showing numerous benefits to the multilingual brain - educational specialists will be watching this trial closely.

UPDATE

Media Release 08/11/14 - The Hon Sussan Ley MP, Assistant Minister for Education

This Media Release announces the forty pre-schools across Australia that have been selected to take part in the trial, from 1,118 applications.

Ms Ley said the strong response to the trial ... ensured a diverse representation of pre-schools involving every state and territory. For the full Media Release, go to:

<https://ministers.education.gov.au/ley/preschools-set-tone-language-trials>



Department of Education and Early Childhood Development

Australian Government
Australian Research Council

An Australian Research Council funded project investigating the effectiveness of teacher education for early career teachers in diverse settings.

Forum: Debating Teacher Education

DEAKIN UNIVERSITY
12 September 2104

(NOTE: The format of this report has been altered to fit in with the style of this Journal).

Compiled by the Studying the Effectiveness of Teacher Education project team:

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and partners

Queensland College of Teachers
Victorian Institute of Teaching
Queensland Department of Education, Training and Employment
Victorian Department of Education and Early Childhood Development

The *Studying the Effectiveness of Teacher Education* research was supported under Australian Research Council's *Linkage Projects* funding scheme (project LP110100003).

For more information about the SETE project visit: www.setearc.com.au

REPORT

Issues of teacher quality and effective teacher education are high on Australia's policy agendas both at state and federal levels. We are in the midst of yet another national review of teacher education and various states and territories are also examining issues of teacher quality, particularly beginning teacher quality and initial teacher education.

Within this context, a team of researchers from Deakin University, Griffith University, Victoria University and Monash University has worked together to investigate the effectiveness of initial teacher education. This 'Studying the Effectiveness of Teacher Education (SETE)' project has been a four-year longitudinal study following 2010 and 2011 graduates from teacher education programs in Queensland and Victoria into their early years of teaching from 2012 to 2014. The project has been funded by the Australian Research Council and Industry partners including the Queensland College of Teachers (QCT), the Victorian Institute of Teaching (VIT), the Queensland Department of Education Training and Employment (QDETE) and the Victorian Department of Education and Early Childhood Development (DEECD).

Debating Teacher Education was an invitation only forum held on Friday September 12, 2014, in Melbourne to discuss and debate teacher education policy and practice in Australia. The forum was hosted by the 'Studying the Effectiveness of Teacher Education (SETE)' project and comprised 90 participants including government representatives, teacher educators, teachers, early career teachers, principals, pre-service teachers, unions and parent groups.

The purpose of the day was to debate issues associated with effective teacher education and to arrive at some suggestions for teacher education policy and practice in the future that would be shared amongst attendees and other stakeholders. This report summarises the discussions that took place during the forum. Named presenters were

given the opportunity to review the interpretation of their contributions prior to publication.

Findings emanating from the SETE project alone will be available from www.setearc.com.au late in 2014.

Session 1: Effective teacher education: The research

The intent of Session 1 was to provide input for discussions during the day. A synopsis of each of the three presentations is provided below, followed by responses to the presentations from forum participants.

Professor Diane Mayer (Victoria University): 'Studying the Effectiveness of Teacher Education' (SETE) project

The Studying the Effectiveness of Teacher Education (SETE) project is a longitudinal study investigating graduate teachers' perception of the effectiveness of teacher education in preparing teachers for the variety of school settings in which they begin their teaching careers (2011-2014). It used an iterative mixed method design (case studies and surveys) to track 2010 and 2011 graduate teachers in Victoria and Queensland during their first three to four years of teaching. The project aims to provide an evidentiary basis for policy decisions regarding teacher education and beginning teaching.

The following broad research questions framed the project:

- How well equipped are teacher education graduates to meet the requirements of the diverse settings in which they are employed?
- What characteristics of teacher education programs are most effective in preparing teachers to work in a variety of school settings?
- How does the teacher education course attended impact on graduate employment destination, pathways and retention within the profession?

The research involving approximately 5,000 graduate teachers and 1,000 principals has found that graduate teachers perceive themselves to be both effective and prepared for the diverse contexts in which they begin teaching, but that they regard themselves as more effective than prepared.

Perceptions of preparedness

Overall, graduate teachers see themselves as prepared across all nine key areas of teaching. See themselves as more prepared:

- Pedagogy
- Professional ethics
- Engagement with ongoing professional learning

See themselves as less prepared:

- Teaching culturally, linguistically and socio-economically diverse learners
- Assessment and the provision of feedback and reporting on student learning
- Classroom management
- Professional engagement with parents/carers and the community

Perceptions of effectiveness

Overall graduate teachers see themselves as effective across all nine areas. See themselves as more effective:

- Professional ethics
- Engagement with ongoing professional learning

See themselves as less effective:

- Teaching culturally, linguistically and socio-economically diverse learners
- Design and implementation of the curriculum
- Assessment and the provision of feedback and reporting on student learning
- Pedagogy

Principals and school leaders rated the graduate teachers as more effective than they rated themselves.

SETE research identifies the major limitations on this preparedness and effectiveness:

- Employment constraints
- The impact of the enduring and entrenched separation of schools and teacher education
- Curriculum that does not allocate enough space to developing understanding about issues of student diversity.

In each survey round, approximately 75 per cent of graduate teachers said they would recommend their teacher education program to others and from Oct 2012 - March 2014 over 90 per cent of all survey respondents either agree or strongly agree that they were successful in influencing student learning.

Overall, over 80 per cent of the graduate teachers were employed as teachers, many of whom shifted from contract employment to permanent positions during the study. Graduate teachers who participated in the fourth survey, disseminated in March 2014, reported seeing themselves employed as teachers and school leaders in three years' time at a higher rate than graduate teachers not currently employed as teachers (77% compared to 32%). Graduate teachers not currently employed as teachers could see themselves working outside of education at a much higher frequency than those employed as teachers (28% compared to 5%).

When asked about key challenges faced in their first years of teaching (for 2010 graduates, could be second year), the graduate teachers and principals both identified *classroom management* and *catering for diverse learners* as the most challenging, although teachers rated these areas as more of a challenge for themselves than principals thought were a challenge for them. Teachers rated *assessment and reporting* and *planning* as far greater challenges than principals thought they were, while principals rated *pedagogy* as a far greater challenge for new teachers than the teachers themselves saw it.

Analysis of responses by teacher education program characteristics revealed:

- Graduate teachers with Master's or Bachelor's degrees felt more effective than those with Graduate Diplomas
- Skills developed during the practicum were important (95% agreement at the beginning of each survey year)
- Practicum prepared them for their current teaching context (approximately 90% agreement) irrespective of the ways in which it was structured – days per week or blocks of time in schools
- Regardless of the way the practicum was structured, graduates felt successful in influencing student learning as beginning teachers
- Internship participants felt slightly better prepared but not more effective
- In all data collections, graduate teachers and principals stressed the importance of time in schools.

Right now, the glass may be half full or half empty and thus by not privileging excellence and impact we allow others to choose the fill of the glass

Graduate teachers called for more:

- Time in schools
- Practical hands-on pedagogy
- Engagement with school curriculum and content Including senior secondary curriculum
- University lecturers and staff with recent school experience
- Practical assessment
- Feedback on assignments (and fewer group assessments)
- Focus on 'behaviour management'
- Hands-on direct learning of ICT
- Course time – programs of 18 months or less duration were regarded as too short

Strengths of initial teacher education (ITE) identified by graduate teachers (longitudinal cohort):

- High quality university teaching staff
- Practicum experiences

- Small classes
- Opportunity for practical application in assessments and class activities
- Theory-practice links
- Working with fellow classmates

Professor John Hattie (University of Melbourne): Effective Teacher Education

Teacher education is the "the Dodge city of the education world. Like the fabled Wild west town, it is unruly and disordered" – Arthur Wise (NCATE)

Hattie noted in that "There is success in teacher education out there. But it is not all successful" and highlighted in relation to student achievement "Nearly everything works" with the distribution of effects revealing 95% are positive. Based on recent meta-analyses there is a) a lack of studies on the effectiveness of teacher education and b) what little there shows the effect is very low ($d=.12$). We need to improve the evidence about our impact and move away from anecdotes and individual case studies – otherwise other opinions and case studies will counter and create another review of teacher education – and do unto us as their opinions specify. We must become an evidence-based profession of teacher education effectiveness.

Right now, the glass may be half full or half empty and thus by not privileging excellence and impact we allow others to choose the fill of the glass. We have 48 institutions with 450+

programs; we have 30,000+ students who commence in teacher education each year, with 16,000+ graduates – half do not make it (which may be a feature!); the average ATAR of all tertiary students in Oz is 79, and it is 73 for ITE; 50% of students considered their training helpful or very helpful; 20-40% of principals claimed graduates were well or very well prepared, and we are below world average in % teachers claiming preparedness. Only 50% of graduates are employed FT in schools in the year after graduation (another 20% are in PT school employment) and 30% do not enter schools.

He noted the various accreditation models: horse and buggy, the years and years model, horses and courses model, gradating standards model and the program impact model. Australia was somewhere between the horses and courses and graduating standards and may need to also move to the program impact model. He outlined the new CAEP (USA) program impact standards as exemplars of this direction. One desirable feature of CAEP is that there four levels of accreditation: denial,

probationary, full and exemplary accreditation. Again, drive teacher education by excellence.

Building a research basis of effectiveness of teacher education programs

Hattie argued for an *International Centre for Teacher Education Research* to pool resources and expertise relating to research on teacher education effectiveness. There is very limited evidence of teacher education research that explores the effects of teacher education on learning outcomes of the students of teacher candidates. He noted that there was a very high probability that here in Australia among the 500+ teacher education programs there is excellence - teacher education stakeholders were encouraged to stop looking at Finland or Asia for answers – success may be all around us; a sentiment which was echoed by all presenters in this session. Do we have the courage to seek, esteem and understand excellence and use this to invite all to become part of excellence?

Mission Aim of the proposed centre: To undertake world class research on the effectiveness of teacher education programs – with a specialisation in longitudinal, large-scale, mixed methods. The broad framing questions are: Who should teach? Who should teach teachers? When? Where?

How? What is the impact of teacher education programs on the students of teacher candidates? The purpose is to shape debate, inform policy, celebrate excellence, and inform the practice of ITE - design, structure and content:

Ask not how do we best reproduce to meet the needs of schools but how we work together to transform teaching.

Ask not whether teacher education prepares great teachers but ask whether they prepare teacher candidates that have high impact on their students.

Suggested components of the research program: Longitudinal analysis of the value add effectiveness of teacher education programs; Selection into teacher education; Progression/ different pathways; Graduating standards; TPA alignment with how teachers are judged/decisions are made at critical junctures in the teaching career; Evaluation of AITLS Standards – re. teacher education programs and early years; Clearing house function; Knowledge base for teaching– Subject matter / Pedagogical knowledge; scaling up successful programs.

Ask not how do we best reproduce to meet the needs of schools but how we work together to transform teaching

This research is to be underpinned with evidence of impact involving a progress evaluation of teacher education featuring: teacher Selection; Program Logic; Progress Testing – Value add; Follow through into the profession – no transition shock; Relate later success back into teacher education logic; Reporting engine back to students, teachers, universities

Hattie described the SETE research (Mayer et al. 2014) as a breakthrough and a beginning in building an evidence base; requesting that the data be made available to everyone. He also emphasised that there is not one answer when it comes to meeting the needs of students and stressed that if we don't take a leadership role in this space we run the risk of ending up with a one size fits all approach to teacher education.

The message was there can be a bright future, if we capture the moment to harness the evidence, define the excellence, allow the excellence to drive the system and invite all into this level of impact. Our only insurance from yet again another Review of Teacher Education in a year or so time is to own the evidence.

Professor John Loughran (Monash University): Myths of Teacher Education Loughran began, like Hattie, by emphasising that we spend too much time in Australia looking elsewhere for solutions.

Loughran argued that the questions that we need to examine are Where does evidence lie? and What do we with it?

We can start to investigate these once we debunk prevailing myths about teacher education:

Myth 1: Teaching looks easy

- Despite all that we know about teaching and learning, 'teaching as telling' and 'learning as listening' still pervades public perceptions of practice.
- It is far too easy to assume that a teaching routine is all that is needed to *do teaching*. A routine may be founded on a skill base, but expertise is much more than skills alone and it is expertise in teaching that is crucial to enhancing student learning.
- Expertise requires an ability to frame practice, it is not just having a range of 'activities that work' on hand.

Myth 2: Teacher Education is just teaching in a different context

- When teaching is understood as problematic, the complex nature of practice is uncovered.
- If teaching is complex business, teaching teaching must be at least as complex.
- pedagogy of teacher education encompasses knowledge and practice of teaching *and* learning about teaching.
- Understanding teaching as a discipline reinforces the importance of moving beyond simplistic views of teaching and superficial views of teacher education.

Myth 3: Theory resides in the ivory tower, practice exists in the swampy lowlands

- Donald Schön illustrated the place of reflection (in and on practice), the importance of knowledge of practice and how framing and reframing influence the development of knowledge, understanding and expertise.
- Just as there is a crucial symbiotic relationship in teaching and learning so too there is with theory and practice.
- Practice informs theory informs practice

It was suggested that Vice Chancellors want to lead this nation forward through education and that this contributes to a confluence of dimensions that might take us beyond the binary.

Myth 4: The 'practicum' is where you learn to teach

- Professional experience matters but requires:
 - Genuine partnerships that build on the opportunities available through the different educational environments
 - Challenging the status quo
 - Support in learning about teaching through risk-taking
 - Formative assessment should be well in advance of summative judgment
 - Creating conditions for learning

Myth 5: Teacher Education should produce teachers who are 'ready to teach'

- Principals/schools naturally want teaching ready graduates, how that might be achieved is not as simple as many would like
- Learning to teach is more than just being familiar with the requirements of a given curriculum
- Learning to teach does not stop at the end of the course (such things as mentoring, support, collaboration & researching practice shape and inform the nature of the beginning teaching experience)

- Professional development serves a purpose, professional learning creates a vision for growth

Audience comments, questions and notes from table discussions:

The factors that influence the perceptions of effectiveness and preparedness were discussed. It was noted that the SETE project did not come up with any list, but instead asks what might effectiveness and preparedness look like if we get beyond the binaries and start thinking about 'learning teaching' rather than 'learning to teach'. In moving away from the binary it was suggested that we might be able to identify what it is that makes early career teachers feel effective and prepared. Central to this approach is a need for collective actions beyond partnerships.

The notion of practicum was problematised in that it can be narrowly conceived as simply about getting students into schools and 'knocking over the number of days that need to be done'. Speakers emphasised that Professional Experience has to be central to the entire teacher education program. Thinking about 'mutual benefit' was identified as a way forward that might assist with thinking about a continuum of development that involves multiple stakeholders.

It was noted that the notion of mutual benefit or 'buy in' can work on a small scale, but questions arose as to how true partnerships can be established and sustained on a large scale.

The role of Vice Chancellors in the teacher education debate was also discussed. It was suggested that Vice Chancellors want to lead this nation forward through education and that this contributes to a confluence of dimensions that might take us beyond the binary.

In general discussion there appeared to be agreement that the notion of 'evidence' is contested and that all stakeholders need to work together more closely to transform teaching so our future teachers can have a high impact on students. The shared desire to work toward a world class research objective that incorporates a reporting engine to communicate research findings back to students, the profession, employers and universities was apparent.

The importance of communicating teacher education's many success stories with education

stakeholders, including parents, was also seen as critical if the prevailing myths and perceptions of teachers are to be dispelled.

Session 2: Effective teacher education:

Comments from the field

A. Policy implication of findings from SETE for State and Territory jurisdictions

Dr Jim Tangas (Victorian Department of Education and Early Childhood Development)

DEECD objectives

- Attracting quality candidates into teaching
- Lifting the standards of initial teacher education
- Raising the status and perception of the teaching profession
- Developing stronger induction and career plans for new entrants
- Providing more diverse pathways into teaching for people with the skills and attributes of a successful teacher

(From *New Directions to Action: World class teaching and school leadership*, 2013)

The levers for achieving these objectives are: attraction and selection, initial teacher education, registration, recruitment, induction and mentoring, and retention.

Near-term New Directions actions:

- Review the quality of Victorian teacher education courses
- Develop expertise-based VIT Council, as per 2008 King Review
- Pursue ways to attract high achievers into teaching
- Increase the Victorian cohort of Teach for Australia
- Improve responsiveness of ITE programs to feedback from principals and teachers
- Assess and publish information to make it easier to tell how well different providers prepare teachers
- Establish 12 Teaching Academies of Professional Practice

Medium to long-term Victorian priorities:

- Develop a Talent Strategy, including a graduate program for high achievers
- Make entry to teaching easier for strong candidates from diverse backgrounds

Possible future areas of focus:

- Literacy and numeracy assessments as a mandatory requirement for graduation, and early support for pre-service teachers at risk

- Rural, regional, hard-to-staff or high needs practicum experiences for all students
- Deepened subject-matter coursework and pedagogical preparation for specialisations
- Stronger preparation for meeting individual learning needs
- Increased focus on school-provider partnerships
- More effective induction and mentoring in early years.

Gary Francis (Queensland Department of Education, Training and Employment)

The Queensland context has a focus on structural reform to empower schools and their communities to play a stronger role in decision-making, boosting school and student performance, enhancing teaching quality and ensuring teacher supply meets school demand. In light of these considerations QDETE has introduced a range of policy initiatives:

Great teachers = Great results

- Over \$550M over 4 years
- Actions include:
 - a focus on high performance
 - a focus on early support for beginning teachers
 - scholarships for teachers and school leaders
 - new Master Teacher positions
 - greater school autonomy

A Fresh Start

Focusing on the preparation and quality of teachers for Queensland schools:

- innovative pathways into teaching
- professional experience partnership agreements
- explicit teacher employer expectations of graduates
- common professional experience reporting framework
- feedback to institutions regarding programs
- professional development opportunities for teachers and schools leaders
- Talent Management Framework

Queensland Audit Office performance audit

- Overall supply currently meets demand
- Shortage of secondary mathematics, science and industrial design and technology teachers
- Oversupply of primary teachers and secondary physical education and music, drama and dance teachers
- Actions include:
 - Professional development for teachers working 'out of field'
 - Improved workforce planning
 - Improved systems and data
 - Improved forecasting

- Secondary attraction plan

Audience comments and questions:

Standards were identified by some stakeholders as a good base to build from. In Victoria, standards have been in play for a long period and from an employer perspective, there was interest in whether the standards are fine-grained enough. Others were more concerned about whether or not standards adequately capture what we want beginning teachers to know and do and asked questions about how standards should be used, in particular, the sort of assessment that can happen at the end of teacher education preferably in a school context that enables a graduate teacher to demonstrate these standards. The use of proxies to gauge teacher candidates' effectiveness (i.e. graduated from accredited program, practicum reports, etc) was problematised and there was a call to recognise professional acumen in addition to the standards.

B. Facilitated Q&A

The second part of Session 2, the panel Q&A, was facilitated by Professor Nan Bahr and encouraged the representatives of various stakeholder groups to debate the issues raised. Responses to various questions from the panel and audience are summarised.

Panel participants:

- Ms. Ruth Newton (VIT, SETE Industry Partner)
- Ms. Petrina Rosser (QCT, SETE Industry Partner)
- Dr Jim Tangas (Vic DEECD, SETE Industry Partner)
- Mr. Gary Francis (Qld DETE, SETE Industry Partner)
- Mr. Marino D'Ortenzio (AEU)
- Mr. Simon Pryor (Council of Professional Teaching Associations of Victoria)
- Professor Simone White (ATEA)
- Ms. Gail McHardy (Parents Victoria)
- Associate Professor Mary Dixon (SETe CI)
- Mr. Allistair Smith (Early career teacher)
- Ms. Trudi East (Early career teacher)
- Ms. Cobie Canny (Preservice teacher)
- Ms. Ela Dale (Preservice teacher)

Questions to the panel:

How well prepared are teacher education graduates for the diverse settings in which they are employed?

Allistair Smith: Personally, felt very well prepared. He completed an internship at the school where he is employed; not everyone else has the same experience. The internship was described as a

fantastic experience; taking on responsibilities, having a reduced teaching load by myself, having a mentor but teaching by myself.

Ruth Newton: Suggested that beginning teachers cannot be prepared for all the diverse settings and reemphasised learning teaching as a continuum. She suggested teacher education is about people having a 'generic' set of skills and knowledge that enables them to operate independently but with support.

Gail McHardy: From parent perspective, it was argued, there is an assumption that teachers in schools are registered and qualified. Responsibility for ensuring that teachers are heavily inducted was seen to rest with employers.

Trudi East: Trudi completed a one-year graduate diploma, and is now working in a small rural school. She noted that mentoring was critical to her success in the first year. Life experience also helped, she claimed 'It is what you bring to the school over and above the course that you have completed'.

Mary Dixon: Mary indicated that the SETe data shows that the internal context – mentoring, employment issues, diversity within the school, and the particular teacher and who they are – shapes perception's effectiveness. She noted context is more complex than demographics.

Petrina Rosser: Consistent with earlier discussion, Petrina regarded preparation as being about being ready to develop in the profession. Collective actions were identified as important, including close relationships between providers and schools.

Simone White: Simone indicated that it is possible to make connections between the areas in which the graduates are less prepared and partnerships – community teacher education partnerships. Simone highlighted parents can have a greater role in the helping with the preparation of graduates.

What are the challenges for Teacher Educators if they have to talk with schools and individual principals rather than central bureaucracy?

Jim Tangas: In Victoria universities approach schools directly to organise practicum. Jim claimed the work is there for the universities to strike up the relationships. The government is not washing its hands and is encouraging and stimulating partnerships such as the School Centres for Teaching Excellence. However provision of sustainable resources to support such partnerships at system scale is still an issue to be resolved. Jim

also pointed out that if teacher education is to be more school-based then the resources need to follow.

Gary Francis: Greater autonomy in decision-making for schools begins by determining what is best decided at the school level, then how the broader system can support the school to achieve its objectives. Whilst providers are encouraged to engage closely with local schools, there remains a strong central role for the department to liaise on behalf of all schools on broader matters such as closer alignment of teacher supply with system demand.

Marino D’Ortenzio: There is a real concern that the funding needed to support the partnership models of teacher education that are being put forward will not be made available. Marino identified the need for a stronger alliance if the outcomes being discussed are to be achieved.

He also stressed that school level ‘autonomy’ is problematic as it allows system-wide initiatives to be deflected. The AEU has lobbied for increased mentoring support, and that mentoring support has long been recognised as essential to assisting graduate teacher effectiveness but it is costly.

Gail McHardy: Gail noted that parents want schools to be staffed by graduate and experienced teachers, claiming the money is sometimes not there to enable this mix.

Simone White: Simone concluded the panel’s response to this question by indicating that we have a long way to grow together in order to become a unified profession. She noted we still find it difficult to think about professional learning, rather than professional development and that professional associations have a greater role to play with universities (eg: content). The diversity of association membership is valuable (new teachers, experienced teachers; teacher educators etc).

What do you feel about the role of standards?

Nan Bahr: Nan indicated that Queensland teachers did not appear to have a good understanding of standards, specifically the differences between requirements for graduate and proficient levels, and that teachers needed support to inform them of the evidence that they could bring to assist graduates to move from graduate to proficient levels of the standards. Ruth, representing the Victorian Institute of Teaching, disagreed.

Ela Dale: Speaking as a pre-service teacher, Ela explained that there is not one place to go and understand the standards; there is no national forum. This can be overwhelming for a new teacher and though graduates have access to lots of supports it is important to remember that they don’t necessarily know where to go.

Cobie Canny: Cobie shared how as a pre-service teacher she had used the AITSL standards in her final assignment (Fourth-year B.Ed Primary). This helped her to identify areas of teaching requiring further attention and helped her set goals for placement.

Allistair Smith: Allistair recalled completing one unit related to developing a portfolio which was linked to the standards. Portfolios were taken to interviews.

She noted we still find it difficult to think about professional learning, rather than professional development and that professional associations have a greater role to play with universities (eg: content).

What is going to happen to the large casualization in schools and how they are being mentored?

Jim Tangas: Jim raised the point that there are different perspectives on what is meant by casualisation. He explained that in Victoria the system could

not function without casual teachers who replace teachers who are sick, on leave or undertaking professional development. They are included in the professional development/career development process but he conceded that this is an area where more needs to be done.

Allistair Smith: According to Allistair, casualisation is having a big impact on new educators. He started first year in a permanent position and has found that this doesn’t seem to happen now. As Head of Department he was told that support of new teachers (non-permanent) cannot be funded. He has been required to limit professional development spending to permanent staff.

Gary Francis: There is no policy in Queensland to increase casualisation – in fact there is a strong push for increased permanency for teachers. However there has been an increase in schools using temporary appointments as initial ‘pathways to permanency’, as there is a process in Queensland where individuals employed over the longer term (three years) in temporary positions are offered permanent employment opportunities. Anecdotally, a number of principals have indicated their preference for such an approach; wanting to ‘try before they buy’.

Mary Dixon: SETE research suggests graduates are suffering from 'employment anxiety'. They are constantly applying for positions, and many have little job security.

Trudi East: Trudi offered another perspective, she explained that because there are so few ongoing positions she feels restricted in terms of having other experiences to ensure growth.

Marino D'Ortenzio: Employers need to push back against try before you buy; that is what probation is about. Employers should not hold contracts over graduate teachers' heads. There are over 10,000 relief teachers in Victoria. Support for them is severely lacking. The AEU provides some PD, but it is not the AEU's role. The longer it takes for graduate teachers to get permanency, the more removed the graduates are from teaching.

Ruth Newton: If graduate teachers have limited opportunities to be employed it becomes difficult for the graduates to demonstrate the standards over time. If long term they are unable to access the opportunities then demonstrating proficiency becomes increasingly difficult. If we are talking about a continuum, we have an issue if graduates do not have an opportunity to grow into a proficient teacher.

Session 3: Debating effective teacher education - Group discussions

Forum attendees were separated into groups and asked to consider three questions:

1. What do we know about effective Teacher Education?
2. What needs to happen in Teacher Education and beginning teaching?
3. What other research should be done?

Each group produced summary dot points for each question and reported back on the most important item stemming from discussion. The key points are as follows:

What do we know about effective Teacher Education?

- Graduate teachers and their principals feel generally they are effective. They can identify areas where they are more effective or less effective and we have an idea of what is effective in particular contexts. We know that graduate teachers come prepared with curriculum knowledge but this varies from institution to institution – primary/secondary. They also have a tool kit of pedagogical skills, some classroom management skills, awareness

that they are expected to work in teams, and effective communication skills.

- As stakeholders, we do not have a common understanding of what constitutes effectiveness. As such, we don't have the basis to discriminate between programs (teaching skills they should have). To address this gap we may need a set of strong reliable, valid common measures to assess effectiveness. This needs to pick up on 'tacit' knowledges/skills and dispositions and habits of mind.
- Becoming an effective teacher is continuous, ongoing and needs to be supported by university and school culture – it takes a profession to raise a teacher. To achieve this teacher education needs to be supported by schools and universities and be influenced by school and university culture. There needs to be better communication between schools and preservice teachers about expectations associated with pedagogical models and behaviour management. A common understanding /agreement between school and university and employer and association and profession about approach and expectations is required in relation to:
 - Assessment and reporting
 - Classroom management
 - Parent engagement
 - Selection process – who, how and how many
 - Diversity?
 - Diverse learners
 - Practicum - payment

What needs to happen in Teacher Education and beginning teaching?

- Teachers and teacher educators need to be on the same page when it comes to "what counts as evidence" and our conceptualisation of what teaching is. There are different 'narratives'/ different expectations so we need common language and a commitment to engagement with each other.
- Teacher education should be characterised by:
 - core subjects of literacy and numeracy (and summative assessment of numeracy and literacy before first-year enrolment)
 - preference for pedagogy over curriculum subjects
 - effective filtering to select people into the profession
 - focus on differentiation and assessment
 - community-based components to equip new teachers with adaptive skills, for learning how to grow cultural capital

- opportunities to use initiative and ‘practise’ skill acquisition; to make mistakes, take risks to help preservice teachers identify what they don’t know
- practice spread across four semesters or two-years with more exposure to in-field experience and opportunities to share their experiences
- The pressure from universities for schools to take on more pre-service teachers needs to be addressed and practicum experiences in a range of contexts need to be better resourced.
- Provision of quality training and support of mentors for beginning teachers and supervisors of preservice teachers is necessary. Mentor and supervising teachers need greater support encouraged through the introduction of defined mentoring programs with explicit enforceable accountability requirements. Preservice teachers should be matched with quality supervising teachers during practicum and graduate teachers need mentor teachers who are not their line managers. We need to ensure high quality mentor teacher programs have uniform application.
- Teacher regulators can bridge the space between initial teacher education provider and school – all teachers are provisionally registered and we can use this to develop the approach to the continuum of professional learning.

What other research should be done?

- We don’t know much about the impact on student learning so we need to conduct a stocktake of what research we have done and put this into a public place so that it can be shared, possibly a national repository of information – evidence gathering – accessible for everyone. Involvement of the important stakeholders and restricting competition amongst us to develop this resource is important and will ensure we have energy as one body to work forward.
- We need to seek a conceptualisation about teacher education which connects with the professionalism of teachers. We need to ask ‘What does success look like in teacher education?’ ‘What are the questions we are not asking?’ We need large-scale conclusive longitudinal studies focused around key questions.
- There are already measures in place that potentially allow for the tracking of pre-service and in-service teachers and linking their impact to student learning. If we are to go down the path of large-scale tracking then, and there was no consensus suggesting we should, the significant limitations of value-added measures need to be taken into account and consideration given to how student impact can be ‘assessed’

in holistic and meaningful ways, sensitive to school and community contexts, and associated with creation of relevant support structures for teachers and schools. The current framing simply feeds into the poor quality rhetoric. We must also think about how teacher educators and policy makers can be held to account in similar ways to teachers.

- Topics for further investigation include:
 - What pre-service teachers need to know/be able to do
 - How more effective can we be in Australian Teacher Education?
 - Evidence against the graduating standards
 - What culture enable new educators to flourish and enjoy a great career?
 - What is it that makes a successful beginning teacher. Can this be captured?
 - If there is a relationship between ATAR entry score and teacher effectiveness
 - The factors influencing teacher attrition in the early years
 - The sort of learning that occurs in schools, community and university
 - What added value do mature-age entrants bring to teaching?
 - How can we find out if a person is suited to teaching before they begin their degree?
 - What does success look like in teacher education?
 - What is the purpose of teaching?
 - How different are the current courses and what is the impact of ITE on student learning?
 - Can current teacher ‘attributes’/standards substitute for student impact?
 - How do we distinguish work of individual versus collective teachers?
 - How well does ITE put graduates on the path of professional learning?
 - How do we visualise the progression to professional standards?
 - What is the impact of placement/ internship experiences and what does it take to do this well?
 - What is best learnt in ITE versus what is best learnt in context?
 - Does ITE equip graduates with the skills to assess their impact on student learning?
 - How much does student difference impact on the effectiveness of ITE? – and if it matters a lot, do we need “streamed” ITE for different contexts?
 - What is the impact of selection versus ITE versus school context?

Session 4: Where to from here for teacher education practice and teacher education research?

Professor Field Rickards (TEMAG) - What should teacher education look like?

- Suggested that the effect size of teacher education on student achievement is negligible (effect size of 0.1) and that the way forward is to look at other graduate (training) professions (i.e. medical, engineering, pathologists) with an effect size higher than 0.4 to help in the mapping of what teacher education should look like in the future.
- These other (successful?) professions were seen to have in common
 - Selection of candidates
 - Clear body of knowledge that underpins the practice
 - Clear standards of practice or guidelines for practice (rather than idiosyncrasies)
 - Coherence in the programs
 - Knowledge of what 'trainees' know when they enter the professional experience (ie: supervisors have a good idea of what they know now; developmental progression; understand the analytic thinking that needs to be developed; rigorous training; clinical diagnosis)
 - Clinical programs
 - Rigorous training
 - Graduation of candidates who are not experts but who have a robust understanding that gives them a good standing for further learning.
 - In reference to SETE research: it flags an overarching question – Do we want the practice that is common in school, or do we want teacher education to be a catalyst for lifting the bar? We need coherence through the entire program. We need a clear understanding of what we want our graduates to be able to do. What evidence do we have to collect to come to this understanding?
 - We need mutual respect between universities and schools. We need to do something about partnerships. Coherence and shared understanding – enables us to build a clear bridge between the school and university.

It was stressed that what was presented were not TEMAG recommendations – The TEMAG final report is coming soon.

Professor Tania Aspland (President Elect, ACDE)

- Our students learn much outside of schools and schools need to remain competitive with alternative learning organisations. We need to

rethink the nature of teachers' work and schools as organisations, especially in the primary and early childhood sectors.

- We could allow teacher education to be reshaped by Standards. We collectively have to claim that we are the experts. Until we do that we will allow other forces to say what teacher education should look like. The limitations appear to be funding and disjuncture.
- We need to think about the nature of the 'student' in our education system and reconceptualise what we mean by teachers' work. We are still thinking about a unitary notion of one teacher in a classroom, in a school. We must also reconceptualise the nature of teacher education work to talk up the multiplicities and complexities of education for young people and adopt a far more flexible approach to learning and teaching.
- Why haven't we moved into the scholarship of teacher formation? Mapping teacher formation is important. Formation as a teacher is a personal journey (wary that coherence does not re-constitute itself into 'sameness').
- Offering flexibility (pathways) and opportunity for pre-service teachers is important. We need different entry points for teachers to benefit the learners that they will teach. Referred to her publication: *Differentiate or Die* – this is becoming more real as the years progress. The UK is a good example. We do need to differentiate our practice or we will be overtaken by something else.
- We perhaps need a national research agenda or collective – not an institute. So we can agree to disagree but we can pursue big teacher education questions – common, funded, commissioned? Diaspora of teacher educators across the nation, can come together as collective to engage in research.
- What's the action from today? What are the first steps?

Mr. Richard Bolt (Secretary, Vic DEECD) - Education in focus

- Success in modern work and life increasing require higher order skills. Future generations will need to be able to process greater amounts of information and are likely to have careers spanning a range of different sectors. To do this successfully, they will need strong academic foundations, a high capacity for abstract thinking and the ability to apply these skills in the real world. At school this means they will need to develop cognitive skills to enable them to understand concepts thoroughly and to apply these concepts using the latest technology. This will require an understanding

of how technology works in order to be able to optimise its use.

- To do all this, teaching needs to be a collaborative and peer-supported activity.
- Teaching has many of the challenges of a mass production system, yet it needs to be individualised to meet the needs of each student. This is demanding – it takes skill and resources. We have many excellent examples of this across Victoria – we need to find ways to spread good practice more widely.
- Teachers should:
 - understand the needs of individual students and the best way to teach them, and be effective in the diverse school settings that they will work in
 - have expert subject knowledge when required, at both primary and secondary school levels
 - engage with parents and businesses to understand what students need; and
 - connect with other professions - e.g. the health profession and community services.
- To equip our teachers, we need a strategic approach to teacher education including attraction, selection, preparation and support during the early years of employment. We should encourage school leavers to see teaching as their first choice and make it accessible for career changers with the right skills, knowledge and experience later in life.
- Universities, employers and registration authorities should work together to maximise the relevance of teacher education to the needs of schools, for example by:
 - improving the quality of practicum
 - better incorporating schools' feedback on undergraduates' performance
 - educating teachers in working with other disciplines (e.g. health professionals), and increasing specialisation, for example in key areas such as mathematics and science and languages.

Professor Diane Mayer (SETe CI)

- Differences and binaries have surfaced today – the next step is to investigate further and work towards collective action, responsibility, mutual respect.
- We need to develop a better understanding of the learning teaching continuum – Where do preparation, ongoing learning, employment, teacher registration, initial registration etc. happen?
- We now have some rich data in terms of evidence of the effectiveness of teacher education but we don't have the evidence of what this means in terms of impact on student

learning. How are we determining the impact on student learning of people who are learning teaching over time?

- Schools need to be understood as learning places for teachers (as well as students)
- We could consider further who are teacher educators. How are they prepared for their role? Where's the space for that? When does this occur? What does teacher education look like?
- We need more longitudinal research starting at pre-service education, to track learning over time
- We might start by looking at education for the 'professions' – glean and bring learnings from these
- Greater consideration to be given to what is to be considered evidence of impact on student learning
- We need to think carefully about the notion of a teacher education research 'centre' ('thing' vs framework)
- SETe website – open for all to use these various resources, with permission
- What is the next set of research questions moving forward? Where is this all going? We have to do something. We all have to take responsibility for working now both within and with the domain. Maybe what we do as a community is to get together on a regular basis?

Audience comments:

Audience comments indicated an understanding that the use of evidence is broader than a teacher education 'problem' and suggested that it is not fair for teacher education to be seen as either the problem or the solution when it comes to preparing teachers for diverse settings; it is instead part of the larger picture.

Suggestions for teacher education – ways forward?

Now that the SETe project is nearing completion, the SETe researchers were keen to share findings and invite various stakeholders to come together to debate initial teacher education and beginning teaching with the intent of producing a set of recommendations for teacher education policy and practice.

The recommendations or suggestions emerging from the forum were numerous, covering the full range of dimensions of teacher education and learning teaching.

There is a desire for longitudinal research that tracks pre- and in- service teachers for extended periods of time, including longitudinal research that examines impacts on student learning. It is this type of research that provides an evidence base of the scope and scale that teacher education

requires to evaluate impact and that policy makers can draw on when taking decisions about the direction of education in Australia.

We have also identified a need to develop a teacher education research repository that connects high quality nuanced and small-scale studies to build a substantial evidence base may be one way of giving weight to the research many of us are doing. This would bring together the wealth of evidence we already have about graduate teachers transitions and effectiveness.

To conduct large-scale, longitudinal research we need adequate funding OR providers need to commit to working as an ITE collective to conduct this research within existing budgets and as part of our evaluation activities. This could be as simple as committing to the introduction or refinement of comparable ITE entry and exit surveys, sharing aspects of our annual program reviews, using some standardised questions within our various research projects, and/or reporting against agreed, shared research questions. Development of sets of standard questions enabling comparisons that can be used across various projects, as well as coordination of research endeavours to reduce the survey burden borne by schools and assist with securing higher response rates may be additional roles of the ITE collective.

We invite institutions to self-nominate to be part of a 10-year study that requires commitment to:

- Biannual interviews with pre-service (and then in-service) teachers and stakeholders for each ITE program offered
- Dissemination and analysis of entry and exit surveys for a selection of initial teacher education students, and follow-up annual surveys with these teachers once they graduate. The numbers can be small at the individual program level. It is suggested that the surveys to be developed in consultation with a broad reference group including psychometricians and institution specific analyses be conducted

We invite ATEA and/or AARE to provide a platform for sharing the research proposed above, in particular the comparative analyses and changes over time. It is suggested that either professional association commit to hosting an annual pre-conference event or symposium to showcase progress.

It is envisaged that there will be a rotating chair enabling a number of providers to take responsibility for delivering the findings. Other professional associations are recognised as potential contributors to a Teacher Education Collective.

Employers are invited to introduce student and parents' satisfaction surveys, developed in consultation with the ITE collective, which can be matched to teachers, providing another view from which to consider teachers' effectiveness.

In mapping all Australian teacher education programs as part of the SETE project it became apparent that what is available to researchers and potential ITE applicants varies between providers and programs. This shortfall was also voiced during session three. It is suggested that information about *key dimensions* of teacher education programs be collated to make it possible to examine the connections between ITE and graduate teachers' preparedness and effectiveness. This will assist with identification of consistent elements across programs. Teacher Regulatory Authorities may be best positioned to drive this work?

If this research is to be useful it requires buy-in from teachers (pre- and in- service). As such it must meet an articulated need and be conducted with their interests and the interests of their students at heart. It must also recognise learning teaching as a continuum and be informed by the discussions we have held and overseen by a selection of stakeholders, including those represented at the forum.



internally with guidance from the reference group. Comparative work to be potentially undertaken by tender, with the emphasis to focus on settings/context and students; this is not about league tables.

Indonesian Language and Culture Centre for Victoria and Tasmania

SPEECH by Tata Survi at the Balai Bahasa dan Budaya Indonesia Victoria dan Tasmania Inc. (BBBIVT) Launch - 7 August, 2014



Photo left: Pak Tata Survi, President, Balai Bahasa dan Budaya Indonesia Victoria-Tasmania

Bapak Prof. Ronny Rachman Noor, Education and Cultural Attaché, Embassy of the Republic of Indonesia in Canberra, Ibu Ita Puspitasari Acting Consul General, Consulate General of RI, Bapak Vitronaldi, Vice Consul of Information and Social and Cultural Affairs, Dr. Barbara Hatley, Mr. John Richardson, State Director, DFAT and honourable guests. Good evening and welcome to the launch of BBBIVT, Indonesian Language and Cultural Centre of Victoria and Tasmania.

The idea of forming and establishing BBBIVT started about two years ago, initiated by a group of people who care about Indonesia and who think about the importance of uniting different Indonesian or Indonesian-Australian groups in Victoria and Tasmania.

Against all odds, this tireless, fearless group has been working hand in hand to promote the idea of uniting different Indonesian and Indonesian-Australian groups and a better knowledge and understanding about Indonesia and the Indonesians.

Cultivating unity and cooperation is very important to support the concept of re-introducing Indonesia to its next door neighbour, Australia. I do not need to explain elaborately, but occasionally, the Indonesian - Australian relationship, with its highs and lows, is not in balance with an effort to understand and to acknowledge each other.

It is not an uncommon situation. Almost every Indonesian knows the saying "Tidak kenal, tidak sayang" - if you don't know it, you can't love it. But is it enough to just know it? Is it enough to just know the meaning of 'selamat pagi', 'apa kabar' or 'terima kasih'? before you can say that you know Indonesian?

Shallow knowledge can lead us astray

Knowledge is not the synonym of understanding. It is true that an understanding starts with knowledge, but a knowledge should be developed into complete understanding.

As a language teacher, I often tell my students that it is not sufficient to learn a new set of vocabulary without using it and applying it in different contexts. Learning about Indonesia and the Indonesians is not enough without understanding what Indonesia is and who the Indonesians are.

BBBIVT wants to help present diverse Indonesia as one multifaceted integrated concept and to open up others to its diverse culture.

As next door neighbours, Indonesia and Australia do not actually know and understand each other well. They both think that 'to know' is 'to understand'.

BBBIVT is not an umbrella organisation

BBBIVT is a non-profit organisation set up by a group of volunteers whose initiatives include promoting a positive multifaceted image of Indonesia to Australia, providing access to instruction of Bahasa Indonesia, Indonesian culture and society and to enhance multinational cultural and educational cooperation, to strengthen the position of Indonesian language. It aims to provide access to knowledge, information, and understanding about Indonesia and to present Indonesia's cultural phenomena, position, and experience and to represent an open, modern and democratic Indonesia by building bridges that cross cultural, ideological and political borders. BBBIVT cannot work all alone and needs your support to establish the ideals.



Photo above: Atase Pendidikan KBRI Canberra, Prof Ronny Rahman Noor menyerahkan tumpeng kepada John Richardson dari DFAT. (Photo: Sastra Wijaya)

Where there is a will, there is a way.

**Tata Survi
Chairman
BBIVT**

SLA Feature Article

Spotlight: The Greek Language Immersion Day



by Maria Dikaiou

Modern Greek Teachers' Association of Victoria, Inc. (MGTA-V)

The inaugural Greek Language Immersion Day for primary school students learning Greek was held on Saturday 1 November, 2014 within the beautiful grounds of the Holy Monastery of "Panagia Kamariani" at Red Hill.



Students and teachers were engaged in a variety of language and cultural activities and used their Greek language skills outside the classroom, in a non-school setting, in the beautiful grounds of the Holy Monastery of "Panagia Kamariani" at Red Hill. The Greek Language Immersion Day was a great opportunity for teachers and students to meet and interact with others learning and teaching Greek from all the school sectors and after hours providers.

The theme of the day was "Olives and Oil" and all workshops, cultural activities, art, craft, drama, cooking and entertainment were centered on the theme. The activities gave students an intense experience of Greek language learning as well as an appreciation of the significance of olive trees, olives and oil as reflected in Greek history, culture, and lifestyles.

The Immersion Day commenced at 10.00 a.m. and ended at 4.00 p.m.



Parents and families were able to join the teachers and students at 2.30 p.m. for afternoon tea to collect their child / children.

Students had made their own way to the Monastery with their families or alternatively in school groups with their teachers.

The heavily subsidized cost per student was \$20 which included lunch and a show bag of goods to commemorate the day.

The day was officially opened by Mrs. Simantiraki, Consul General of the Hellenic Republic in Melbourne and by Mr. Ghokhas, Consul for Education.

Workshops centered around the significance of the olive tree and oil in Ancient Greece, Greek Mythology. Students experiences included an olive and spoon race, information sessions by olive oil producers and details of the Mediterranean diet. Students took home all their creations of the day, which included a young potted olive tree, which they promised to nurture and grow and small bottles of olive oil donated by local olive oil producers. There were 10 rotating groups of students and teachers involved in activities spread throughout the very busy, fun day. Surprise appearances were made by George Colambaris who made Greek doughnuts with his team from *Hellenic Republic* with all the groups, as well as Helen Kapalos who spoke of her experiences of growing up as a Greek in Melbourne. Both delighted the children and were wonderful Greek language Ambassadors.



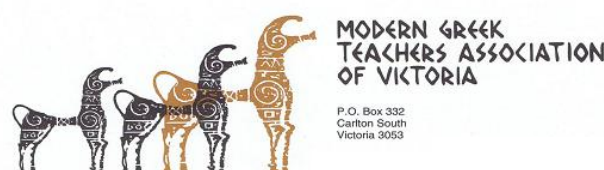
Lunch time music entertainment was provided and students could listen to, play, dance or sing along to traditional songs whilst enjoying lunch. In conjunction with the Greek Language Day, all students learning Greek, primary and secondary, could enter an Art Design Contest.

Students who wanted to participate in the Art Design Contest had to design a placemat and matching coaster based on the theme of the Immersion Day, "Olives and Oil." There were three categories of entry – Prep to 3, Years 4 to 6 and Years 7 to 12. One prize was awarded for each category. All students who submitted an entry received a Certificate of Participation.

In order to commemorate the inaugural Greek Language Immersion Day, an olive tree was planted and a plaque was unveiled in the grounds of the Monastery as a reminder of the significance of the day for the learning and teaching of Greek in Melbourne.

The inaugural Greek Language Immersion Day was proudly sponsored by The Department of Education and Early Childhood Development (DEECD), the Greek Orthodox Archdiocese of Melbourne and Victoria, the Consulate of the Hellenic Republic in Melbourne, the Greek Orthodox Community of Melbourne and Victoria (GOCMV), the Thessaloniki Association (as part of the 30-year Melbourne / Thessaloniki sister city celebrations), and the Modern Greek Teachers' Association of Victoria (MGTAV).

Congratulations to all involved in the organisation of the day, from sponsors, to teachers who planned the activities, and to all students and families who attended. It was an outstanding success and we are looking forward to more such days!



Maria Dikaiou
General Committee MLTAV
and General Committee Member MGTAV



Photo: An ancient olive tree

Languages on the International Scene

Lack of languages stifles Brits and Americans

by Harriet Swain

PUBLISHED in The Guardian on Tuesday 8 July 2014

REPRINTED WITH PERMISSION from The Guardian

Why learn a second language if everyone speaks English? To better understand a culture, or boost your employability in the global economy, finds a Guardian roundtable

Club football managers talk to players in it, scientific researchers email each other in it, global businesses negotiate in it. When even the European Central Bank chooses English as its main language, despite the UK being outside the euro, why should British or American school kids bother learning anything else?

That was the question put to a recent roundtable discussion hosted by the Guardian and British Academy in association with the American Academy of Arts and Sciences. The discussion brought together leading policymakers, academics and industry representatives from both sides of the Atlantic to address the language-learning deficit in English-speaking countries and try to work out what to do about it.

The British Academy's report, *Languages: the State of the Nation*, published in February 2013, discovered

"strong evidence of a growing deficit in foreign language skills at a time when globally the demand for languages is expanding" in the UK. A follow up report, *Lost for Words*, published last November, found deficits in foreign language skills within the government threatened the UK's future security and capacity for global influence.

In America, academics produced a report last year, *Across the Atlantic, Languages for All?: The Anglophone Challenge White Paper*, that found demand for languages other than English had increased so dramatically that the US education system was now "failing to provide a critical skill to the majority of this country's youth".

Languages at all levels

Nigel Vincent, the British Academy's vice-president for research and higher education policy, told the roundtable employers were now looking for languages from all levels of employee, from top executives to people who answered the telephone. "By sitting on our linguistic laurels we disadvantage the United Kingdom – and it's exactly the same argument in the US," he said. Young people from other countries could now offer fluency in English, plus their native language. "They are ahead of the game."

When even the European Central Bank chooses English as its main language, despite the UK being outside the euro, why should British or American school kids bother learning anything else?

"Increasingly, overseas companies are where it's all at," said Sir Michael Arthur, founding partner of The Ambassador Partnership, an international corporate diplomacy consultancy, adding that young people in the UK would have a better chance of finding a job, and keeping it, if they had at least a smattering of the languages used by potential employers. Many were also likely to work overseas at some point in their careers.

While it was fine for a company to have English as its internal language, said Diane Wood, chief judge at the United States Court of Appeals for the 7th Circuit, companies often had to reach out into the society where they were doing business, and for that they needed languages.

Bill Rivers, executive director of the Joint National Committee for Languages, which promotes language learning in the US, suggested it was a myth that everyone was proficient in English – and that there was no guarantee English would be a global *lingua franca* forever.

The roundtable agreed that knowledge of a country's language promoted empathy and understanding, even if discussions were held in English. "Language isn't just a bridge between cultures," said Pauline Yu, president of the American Council of Learned Societies. "It's a gateway into a culture."

This had important implications for politics and security as well as business, delegates noted. "Criticism that we charge into countries without understanding the history or the culture or with any serious plans as to how to address the problems of those countries is another input into the need for taking language seriously," said Sir Adam Roberts, senior research fellow in international relations at Oxford University.

The roundtable also stressed the cognitive benefits of language learning, citing evidence that schoolchildren who spoke more than one language tended to perform better than their peers across all subjects.

And Hunter Rawlings, president of the Association of American Universities, put the case for pleasure, arguing that speaking another language was enjoyable for its own sake.

The priority, many felt, was removing barriers. Vincent said that while he welcomed moves to make studying another language at primary school in the UK compulsory, there was a shortage of primary school teachers able to deliver it. Then there was the narrowness of the A-level programme – studying only three subjects meant languages were often pushed out.

Stephen Parker, chair of the panel for modern and ancient languages on the A-level Content Advisory Board, due to report this summer, said while changes to the A-level modern languages curriculum over the past ten years had aimed to make it more relevant, recycling topics about family life or fashion could be uninspiring. Students were no longer required to read a book in the foreign language, and the emphasis was often on rote learning rather than on engaging with a different society and culture, which, he felt, was "like learning a language in a padded cell". The panel's report will recommend encouraging literacy and thinking about countries'

histories, as well as engaging with issues such as immigration and social media.

Dan Davidson, president of the American Councils for International Education, said the US had recently gone through a similar re-evaluation of language standards connected to university admissions – and ten new languages were now recognised for admission to American universities. Previously, the list of six was comprised exclusively of heritage languages – those spoken by the descendants of immigrants to a country. It gave these languages more esteem, while opening up the higher education system to people who otherwise may not have considered it.

Engaging all classes

Social inequality issues in the UK, where private schools continue to dominate language teaching, caused several delegates concern. Clive Holes, professor for the study of the contemporary Arab world at the University of Oxford, said while the mainly middle-class students he taught at Oxford studied Arabic "university style", people at the other end of the social scale with more useable language skills were

not using them, in spite of many employers looking for Arabic speakers. "They are an incredibly valuable national resource that we are failing totally to use," he said.

Delegates acknowledged that one problem was the lack of credit available for speaking these languages. Thirty years ago, native speakers of Urdu in the UK could get a qualification that recognised their skills, for example, but this is no longer the case.

More of a concern in the US, according to Richard Brecht, director of language policy initiatives at the University of Maryland, is the lack of support for language learning at federal level. He said there was no language education policy in the US and was never likely to be. "Language education in the US has been seen mostly as a national security issue not an education issue," he said. Helen Wallace, foreign secretary at the British Academy, said languages discussions in the UK were often linked to "toxic" debates about immigration. "Clearly, the universities have failed by not having held up their end in this discussion and being a bit too caught in traditions," she said. "Everybody is underperforming."

Suggested solutions included giving more recognition to heritage languages, improving lobbying for languages in the way that has recently proved successful for science subjects, using technology better to support language teaching, identifying role models, and getting employers on

The roundtable also stressed the cognitive benefits of language learning, citing evidence that schoolchildren who spoke more than one language tended to perform better than their peers across all subjects

board. They agreed that a fundamental change in attitudes was also needed.

Vincent recalled a recent news story in the UK about a school in Peterborough that was reported to be the first in the UK in which no child was a native speaker of English. "The right thing to say would have been that it is the first school in England where every child is bilingual," he said. "That would be the positive way to look at it."

Key discussion points

In a globalised world, speaking only one language is no longer enough, delegates to the roundtable agreed. They argued strongly that more young people in Britain and America must be persuaded to become multilingual, for the sake of their nations' economic competitiveness, political success and security, not to mention personal educational benefit. But they acknowledged that when everyone seems to speak English it is not always an easy case to make, and that even British and Americans who do speak other languages because of a family background overseas sometimes fail to recognise the value their skill.

At the table

Will Hutton (Chair) Principal of Hertford College – University of Oxford

Martha G Abbott Executive director, American Council on the Teaching of Foreign Languages (ACTFL)

Christine Adamson Language and culture training policy officer, Ministry of Defence, Defence Academy

Michael Arthur Founding partner, The Ambassador Partnership

Richard D Brecht

Director of language policy initiatives, University of Maryland

Eva Caldera Assistant chair for partnership and strategic initiatives, National Endowment for the Humanities

Dan E Davidson President, American Councils for International Education

Helen Wallace FBA Foreign secretary, British Academy

Hans Fenstermacher Chief executive, The Globalization and Localization Association (GALA)

Raquel Fernández-Sánchez Teaching associate in Spanish School of Languages and Social Sciences, Aston University

Clive Holes FBA Professor for the study of the contemporary Arab world, University of Oxford

Stephen Kidd Executive director, National Humanities Alliance

Aditi Lahiri FBA Professor of linguistics, University of Oxford

Ros Mitchell Emeritus professor of language education, University of Southampton

Rita Oleksak President, National Network for Early Language Learning (NNELL)

Stephen Parker Chair, panel for modern and ancient languages, A-level Content Advisory Board (ALCAB)

Anne Pauwels Dean of Languages and Cultures and Director of London Confucius Institute, SOAS

Hunter R Rawlings III President, Association of American Universities

Bill Rivers Executive director, Joint National Committee for Languages

Adam Roberts FBA Senior research fellow in international relations Oxford University

Nigel Vincent FBA Vice-president for research and higher education policy, British Academy

Diane P Wood Chief judge, United States Court of Appeals for the 7th Circuit

Pauline Yu President, American Council of Learned Societies

In a globalised world, speaking only one language is no longer enough, delegates to the roundtable agreed. They argued strongly that more young people in Britain and America must be persuaded to become multilingual, for the sake of their nations' economic competitiveness, political success and security, not to mention personal educational benefit.

This article was amended on 16 July 2014. An earlier version stated: "The right thing to say would have been that it is the first school in the United Kingdom where every child is bilingual." This has been corrected.

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Why English isn't enough: Debating language education and policy

by Nigel Vincent

PUBLISHED in British Academy Review,
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Review

Professor Nigel Vincent FBA has just completed his term as the British Academy's vice-President for research and Higher Education Policy. A major aspect of his four years of office has been the development of a programme targeting deficits in both Languages and quantitative Skills in UK education and research.

On 24 June 2014, there was a British Academy/Guardian roundtable on 'Is English Still Enough for Anglophone Countries? An International Debate on Language Education and Policy'. The following article is an edited version of remarks made by Professor Vincent on that occasion, providing an overview of both the issues and the Academy's initiatives.

There was an item in the press a few months ago about a school in Peterborough. From a linguistic point of view Peterborough, almost exactly in the middle of England, is an interesting place. It is right on the edge of a large agricultural area – East Anglia and Lincolnshire – into which a large number of people have migrated in recent waves from Eastern Europe, speaking languages like Romanian, Polish and Latvian. It also has a significant community from an earlier phase of immigration into this country from India and Pakistan, whose languages include Punjabi and Gujarati.

It was reported that this school was the first school in England where nobody was a native speaker of

English. This tells you something about our mental attitude. Surely, the right thing to say about that school would be that it is the first school in England where every child is bilingual. It is a primary school, so that even if some pupils are not great at English when they enter the school, perhaps because they have been looked after by a grandparent who has spoken to them only in Polish or Punjabi, by the time they come out they will be perfectly fluent in English and as good as anybody else. This would be the positive and constructive way to look at this situation.

That story reveals a problem that we currently have in the United Kingdom: the issue of the command of languages has become identified, to some extent, with the issue of the sense of national identity and with issues

Earlier, in February 2013, the British Academy had published another report entitled *Languages: The State of the Nation*, which sought to survey what the needs are in the UK – which languages? and at what levels? What emerged was that there was a great need both for languages that have not traditionally figured in the British secondary curriculum – such as Arabic, Chinese and Japanese – and also for the languages on our doorstep – the classic ones that were taught when I was at school. These latter include Spanish, French and German, where there has been a notable decline; the decline in German is particularly noticeable. And these needs exist within all kinds of business and industry – complementary to the need within the government, public service and security sectors – and at all levels. Languages skills are required at every professional level from top executives right the way through to people who answer the telephone – a conclusion which agrees with the findings of the Confederation of British Industry.

The question is often asked: Why should young British people worry about learning other languages if everyone else in the world places such an emphasis on the importance of developing a perfect command of English? But I think that is exactly the point. My wife is Danish and I spend a lot of time over there. I find it very difficult to learn Danish because they never let me speak! It's not just that they speak a bit of English; they by and large speak it almost perfectly – certainly well enough to conduct their professional business with clarity and precision, and without hesitation or confusion. The same goes for many other countries, not just in Europe but in the emerging economies. The issue then becomes: Why would an international business hire a monolingual English speaker when it can hire a bilingual, trilingual or quadrilingual German, Swede, Korean or Chinese? When it comes to international employment, by sitting on our linguistic laurels we disadvantage the United Kingdom. So I would turn the argument on its head: the fact that we have English *only*, whereas others have very good English *plus* ..., means that they are ahead of the game, and we need to catch up.

In short, we know what the problem is. The need now is for solutions. That is the aim of our current project – ‘Born Global: Rethinking Language Policy for 21st Century Britain’ – chaired by Richard Hardie (non- executive Chair of UBS Ltd).

Educational policy

When we turn to national educational policy, there are tensions that need to be explored, and concerns about the content of the school syllabus and the way in which that feeds through into both higher education and employment. For example, the recent move towards the development of the so-called English Baccalaureate has restored languages to their rightful place as one of the core subjects within the academic curriculum, and thus as a good stepping stone towards university admission. There is however a downside in that languages have tended to retrench back into the private sector of education, with the attendant risk of social stratification between those people who have a command of languages and those who do not. Some means of ensuring proper recognition for advanced qualifications in the many languages spoken in that school in Peterborough would certainly help to rebalance things.

One thing that militates against widening the curriculum is the British tradition of moving from eight, nine or ten GCSEs to only three A-levels in the last two years of secondary school. This is very unusual in the international context. Most educational systems require a broader spread of subjects, and have school-leaving examinations that are more like the International Baccalaureate – requiring a balanced portfolio in which there is room to continue languages together with other essential subjects such as maths, natural sciences, arts and humanities. In sum, we not only need languages to have a place at the heart of the curriculum, but we must find a way to ensure it is possible to continue to study them (and their associated cultures) throughout the school years.

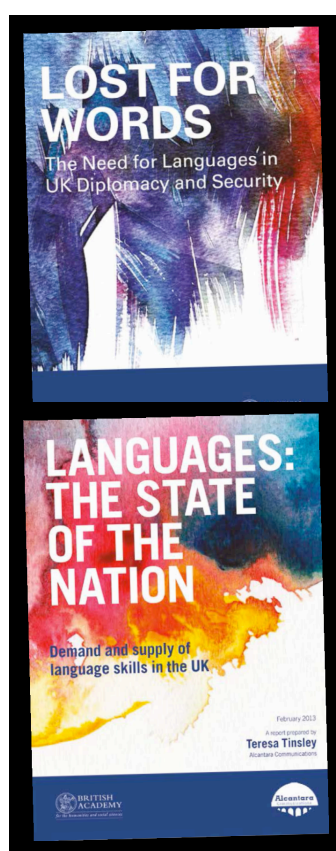
Asset languages

In Britain we have large numbers of different communities who speak a whole range of languages. I have worked for many years in Manchester, where somewhere between 150 and 200 languages are spoken by long-term residents of the city. And even a much smaller place like Peterborough runs to

over 100. Moreover, many of these languages are, like Kurdish and regional varieties of Arabic, on the list of languages identified in *Lost for Words* as of strategic importance to the UK. Yet we have no developed system for accrediting this knowledge. There was until recently a qualification available under the rubric Asset Languages, so that, if you were a native speaker of say Urdu or Turkish, you could get a qualification outside of the national exam system and have something that you could build on in future work. Yet this has now been discontinued.

I raise this issue not only because it is an important one in the national context, but also because public responses here evince an interesting paradox. It is taken for granted that everybody who leaves school at the age of 16 must take a GCSE exam in English. It is, rightly, deemed unthinkable that school-leavers should not have a qualification in their native language. And yet one hears it said that we should not give people qualifications if they are, say, native speakers of Turkish or Bengali on the grounds that ‘It would be too easy for them, because they already speak it.’ Well, we already speak English but we still take an exam in it! What is important in developing qualifications for the huge variety of languages that fall under this heading – sometimes called ‘heritage languages’ – is that attention is paid to the local language contexts. I was recently reading an article by my fellow Italianist, Christina Tortora, who teaches at the City University of New York, in which she makes the very good point that people who are labelled heritage speakers of Italian are often in fact speakers of Sicilian, Venetian, Genoese or whatever regional dialect their parents spoke. Understanding the relation between the standard language and regionally or socially determined varieties should therefore be a key part of language education.

Let me conclude by underscoring the fact that all the issues I have mentioned here as being central to the national needs of the UK – the value of languages in business, diplomacy and security; the importance of giving languages a central place in the school curriculum; the need to ensure continuity of language learning from primary to secondary to tertiary education; the inseparability of studying language and culture – find their direct equivalents in the USA, as the recent report *Languages For All?* demonstrates. If the Anglophone countries do not find ways to meet these challenges, they risk falling further and further behind in the global race for excellence.



Welcome to STARTALK!

by Adrienne Horrigan, Secretary, MLTAV



The significance of the **STARTALK** language program struck me after Dr Michele Aoki invited me to attend the closing ceremony at the University of Washington on 15 August 2014. The name **STARTALK** was really about "**Start talking**," in other words, doing something to get Americans to start talking in critical languages. Most of the programs were oriented to beginning language learners but the University of Washington program was a little unusual, as it focused on heritage language learners.

The origin of the STARTALK programs

STARTALK was launched as a new component in the programs of the National Security Language Initiative (NSLI) announced by former President Bush in January of 2006. The initiative seeks to expand and improve the teaching and learning of strategically important world languages that are not now widely taught in the US. This language education program was created at the University of Maryland, under the National Security Language Initiative. Languages taught under the **STARTALK** program include Arabic, Chinese, Dari, Hindi, Persian, Portuguese, Russian, Swahili, Turkish, Urdu and recently Korean.

Since then, **STARTALK** has received widespread praise from the national language teaching community, students, parents, and members of Congress. The classrooms provide an environment where students and teachers can bond across linguistic, cultural, and ethnic boundaries. Conclusions on foreign language instruction, assessment, and blended learning have resulted and have been the catalyst for a revolutionary change in foreign language instruction in the U.S. educational system and promise to be a critical component in strengthening language capabilities across the nation.

STARTALK 2014 - University of Washington, Seattle

Twenty-two students were selected to participate in the 2014 four-week intensive **STARTALK** Russian training course, delivered by staff from the University of Washington. At the closing ceremony all proceedings were in Russian except the welcome address in English given by Dr Paul Aoki. Professor Valentina Zaitseva and a representative from the Russian Consulate addressed the students and handed out the program completion certificates, offering students either five university credits or four high school credits. <https://depts.washington.edu/startalk/gallery.php>

The staff and instructors were federally funded but the four-week program required funds, time and a passionate commitment to Russian. Some Russian community volunteers helped as experts by sharing professional experience, evaluating student work or visiting classes to discuss their experiences with Science, Technology, Engineering, and Mathematics (STEM). Apart from language study, students had the choice of one of three stimulating elective projects.

University of Washington - the Academic Staff and Students of the STARTALK 2014 Program



The **STARTALK** Russian Teacher and Student Programs are now in their fourth year at the University of Washington, Seattle, refer to 2012 Russian Student Program. A splendid team of academics coordinated the 2014 **STARTALK** event:

Dr. Paul Aoki, Principal Investigator

Dr. Paul Aoki, Director of the University of Washington Language Learning Center, works collaboratively with more than fifty language programs offered at the UW. His PhD is in theoretical linguistics and has allowed him to study half a dozen languages including German, Japanese, French, and Russian. He feels very fortunate to work with an exceptionally talented and collaborative team for the fourth summer **STARTALK** Russian programs for teachers and students at the UW.

Dr. Michele Aoki - Startalk Program Consultant on Integration and Innovation

Dr. Michele Anciaux Aoki, International Education Administrator in Seattle Public Schools, is responsible for developing the district's 10 international schools, which offer dual immersion programs in Spanish, Japanese, and Mandarin and work to prepare students to develop global competence and 21st century skills. Dr. Aoki also serves as Director of the Confucius Institute of the State of Washington Education Center.

In 2009, Dr. Aoki worked with the ACE **STARTALK** project on teacher preparation for planning and implementing curricula aligned to **STARTALK** goals in Arabic, Persian, and Urdu. In 2011, she was the Program Director for the UW Russian **STARTALK** Teacher and Student Programs and in 2012-2014, Program Director for the Teacher Program.

Veronika Egorova - Teacher and Student Programs Director

Veronika recently obtained a doctorate from the UW Slavic Department. A Russian native speaker, she has experience teaching Russian in both the US and Russia, working with different age groups and levels. She has taught a number of Russian and Slavic linguistics courses, coordinated an intensive summer program at UW, as well as at Smolny College in St. Petersburg, Russia. Veronika participated in all the UW **STARTALK** programs from 2011-2014. In 2013-2014 she was Program Director for the UW Russian **STARTALK** Teacher Program. Veronika has just been promoted as an instructor at Harvard.

Vinton Eberly - Teacher Program Lead Instructor

Vinton Eberly's Russian teaching experience includes both high school and adult classes. He previously taught in a distance learning center with students from Alaska to Arizona. He holds a B.A. in Russian Language and Linguistics from the University of Washington and a Masters in Education in Curriculum and Instruction. Vinton has participated in several exchange programs for American Russian teachers in Russia, and in 2010 as a member of the Fulbright-Hays Group Project Abroad.

Svetlana Abramova - Student Program Lead Instructor

A native speaker of Russian, Svetlana Abramova received her Ph.D. in Russian Language and Methodology from the Moscow State Pedagogical University. She has taught Russian to both native and non-native Russian students in Russia and the US. For more than ten years she has worked as a teacher with high school students specializing in physics and mathematics, which sets high requirements on students' competence in a wide range of social registers of Russian, including the academic style. Her teaching practice, as well as her

research interests are specifically oriented to learner-centered pedagogical techniques, such as research projects in Russian language, the main subject of her Ph.D. thesis.

In 2011, Svetlana had the unique opportunity of becoming a student in the **STARTALK** Teacher Program, "Preparing Russian Teachers for the 21st Century" at the University of Washington. This program gave her a chance to apply her teaching experience, as she taught most of the **STARTALK** Student Program lessons related to STEM (Science, Technology, Engineering, and Math). In 2012, she was the Lead Instructor of the **STARTALK** Student Program and almost single-handedly redesigned the program to focus on STEM and Russian culture.

Marina Zamarashkina - Math Instructor

A native speaker of Russian, Marina Zamarashkina is a professional astronomer. Her Ph.D. is in Math/Physics from Saint Petersburg State University.



For more than twenty years she has been working at the Institute of Applied Astronomy in Saint Petersburg. Her research is related to the problems of computational celestial mechanics. Her teaching interests are focused on STEM programs. She has considerable knowledge of Space Exploration, Space Flight, Satellite Dynamics and Planet Science. Moreover, she is a specialist in modern Math and programming. Her knowledge and experience contribute significantly to the **STARTALK** Student Program.

Anatoliy Klots

Anatoliy Klots holds an MA in Slavic Languages and Literatures from the UW and is currently a doctoral student. A native speaker of Russian he has studied Polish, Hebrew, and French and has broad experience with web-design, multimedia and online learning systems. Anatoliy developed, implemented and worked as a technology instructor in the elective, *Russian History and Culture Project* of the 2014 **STARTALK** Student Program.

The Three Winning Elective Presentations

***Historical Project "Russia in the 20th Century"* Lesson Plans**

The Bolshevik Revolution and Civil War, NEP and the Rise of Stalin, Soviet Union in the Late 1930's and Beginning of WWII

The Caribbean Missile Crisis - Dmitry Basov

My work was dedicated to the Caribbean Crisis from the Soviet point of view which was one of the key events of the Cold War. It is closely tied to

an extreme situation of a potential nuclear war. The current work overviews significant mistakes of



the Soviet Union and the U.S. that almost started the nuclear war. My project consists of three sections.

The first is an introduction. It covers the Caribbean Missile Crisis in general and some basic background information of the main countries involved.

The second section considers four mistakes that could have led to a nuclear war.

- *The first mistake was the U.S. placing its nuclear weapons in Turkey, which is relatively close to the Soviet Union.*
- *The second mistake was U.S. blocking Cuba - not letting anything get out or in there.*
- *The third mistake dealt with U.S. having way too many weapons.*
- *And the last mistake was U.S. going over the line and spying on Soviet Union and Cuba while the blockade was still on.*

Putting this all together, there was a big probability of a nuclear war starting. It is a miracle that the conflict ended relatively peacefully.

The last section of the work explains why events listed in the second section were mistakes, and what they could have led to.

Overall, the project reflected the critical importance of the Caribbean Missile Crisis in the history of the Soviet Union and the U.S. It also clearly showed the way this global event from the Soviet or Russian perspective, had started and all the extreme dangers that were existent at some of the points of the crisis.

Lego Robotics Project

Lesson Plans

Main Ideas of Robotic Software, Creating LEGO Robot to Solve Target Goal of Team Project, Studying EV3 Software for LEGO Rover Control, Building a Mars Rover, Communication Warm-Up: What Makes a Good Essay, Writing an Essay about Mars Exploration, Communication Warm-Up: How to Read a Graph, STEM: Evolution of Stars, Communication Warm-Up: How to Introduce Yourself and Others, STEM: Model of the Solar System in Scale, STEM: Evolution of Ideas of the Universe Structure.

The students had two field trips to the Museum of Flight to participate in the Voyage to Mars simulation in the Challenger Learning Center and Aviator for a Day in the Aviation Learning Center.

Lego Robotics Project David Pesin / Yael Goldin

We spent 4 weeks building, programming, and testing our LEGO robot so that it would successfully travel a planned route on the model of the surface of Mars, collecting representations of water. Along with the robot, we also created a presentation in which we researched previous Mars Rovers and how the U.S. has already attempted to search for water. The reason for our work is that Earth is running out of drinking water, and eventually we need to find another source. Since Mars is the closest planet to Earth, it would make the most sense to try first to find water there. We knew that because Mars is further from Earth than the Sun, all of the water there would be frozen.

Our goal in our research was to figure out not only if there is a possibility for water on the planet, which we know is true because of the polar ice caps, but also whether or not there was potable water for humans to live on Mars. After viewing a series of satellite images, we observed that there were trails left by water eroding the surface of craters. Using the sensors provided to us by the LEGO EV3 kit, we were able to have the robot locate water by its color using the color sensor, detect fluctuation in distance so the robot wouldn't fall using the ultrasound sensor, and level the robot out using the gyroscope. If a non-LEGO version of this robot were to be sent to Mars, there would be many scientific discoveries to come, such as finally answering the question: is there life on Mars? If we find potable water and there isn't any life, it'll be easier for us to live there.

Linguistic Project

Example Lesson Plans

Dictionaries as a Research Tool: Russian and English Online Dictionaries, Field Trip to the UW

Library, National Corpora of Russian Language as a Linguistic Tool.

Linguistic Project - Kate Belokrylova

The word “samizdat” has a particularly interesting story to tell, for it is one of the few English words that have been loaned from the Russian language. There are two definitions of the word “samizdat” (Russian: **самиздат**): a system by which government-suppressed literature is clandestinely printed and distributed, and this same literature has helped to bring about the term “samizdat”.

Historically, the word was first used in Russian informal conversation during the time of the Soviet Union. The USSR government was highly interested in keeping all opposing political and ideological thought in check; therefore, they issued a great censorship on all literature and recordings. Printing without state approval became highly punishable. Still some people dared to over-step this rule. Their works became known as “samizdat,” the actual term coined by famous Russian poet Nikolai Glazkov, which he used to name his illegally printed works. The term is a combination of two words: “sam” which in Russian means “self” and “izdatel'stvo” which means “publishing,” thus it literally translates as self-publication. It is a parody on other literature category names like “gosizdat” (gos- government, government-publication).

Though there is evidence that the word was used as early as the 1940's, because of its direct linkage to crime, “samizdat” was never officially part of the Russian dictionary until much later. This secrecy also led to the fact that “samizdat” became part of the English language around the 1960's, twenty years after its first use.

Transferring from one language to another “samizdat” didn't undergo a drastic change besides a few grammar, spelling and pronunciation alterations. All of the definitions are mutually accepted in both languages; however, English dictionaries tend to define the historical context of the word's origins and that it is illegal literature. Russian dictionaries tend to give a more general definition of an illegally self-publishing system. The phenomenon of this is that “samizdat” in the context of English texts usually refers to the favored Russian definition, and the opposite is true for Russian context.

“Samizdat” is an incredibly unique word, not only because of its rare use, history and cultural significance, but also because, out of the some two hundred Russian words utilized in the English language today, like “babushka” and “matryoshka,” it is one of the only words most commonly used outside a Russian context. Languages usually borrow words from one another to explain an object or idea only found in a foreign culture, but “samizdat” has transcended this barrier and become versatile for all expression in the two countries on opposite sides of the globe.

In conclusion, I would like to thank Dr Michele Aoki for giving me this opportunity to gain an insight into **STARTALK**. I am indebted to Mr Anatoliy Klots, who obtained an English summary of the presentations of three winning candidates and for his suggestions for this article. Judging by the ambience in the lecture theatre that afternoon, I have no doubt that these students benefitted immensely from their experience and profited through the social interaction with the academic staff and each other, increasing their awareness of their cultural heritage and how languages may be strategically important to the United States.

STARTALK
2014
UNIVERSITY of WASHINGTON

STARTALK 2014

UNIVERSITY of WASHINGTON



Paul Aoki isno8@u.washington.edu
Principal Investigator

Paul Aoki is a native of Seattle and is Director of the University of Washington Language Learning Center which works collaboratively with more than fifty language programs that are offered at the UW. His PhD is in theoretical linguistics and has been able to study a half-dozen languages from around the world including German, Japanese, French, and Russian. Before coming to work at the UW in 1988, he worked for the federal government on a variety of joint agency projects focused on language pedagogy, assessment, maintenance, and technology. Over the past 25 years at the UW, he has been Principal Investigator on over a dozen grants and contracts ranging from Bangla to Farsi to Russian totaling over \$1.5M. He considers himself very fortunate to work with an exceptionally talented and collaborative team of experts for the third summer Startalk Russian programs for teachers and students at the UW.



Michele Aoki michele.aoki@kl2.wa.us
Startalk Program Consultant on Integration and Innovation

Dr. Michele Anciaux Aoki, World Languages Program Supervisor for the State of Washington, has a Ph.D. in Slavic Linguistics and taught Russian at the University of Washington for a number of years. For the past dozen years she has been actively involved in the planning, implementing, and evaluating of K-12 language immersion programs since 2008, she has served as World Languages Program Supervisor at the Washington State Office of Public Instruction, where she provides world language support to 295 public school districts and professional development for world language teachers across the state. During that time she has worked with the Professional Educator Standards Board on the implementation of new state tests for teachers to earn world language endorsements, and with the State Board of Education and Washington State School Directors Association on developing and implementing a model policy and procedure for Competency-Based Credits to award high school credits to students with demonstrated language proficiency. In 2009, Dr. Michele Aoki worked with the ACE STARTALK project on teacher preparation for planning and implementing curricula aligned to STARTALK goals in Arabic, Persian, and Urdu. In 2011, she was the Program Director for the UW Russian STARTALK Teacher and Student Programs and in 2012, Program Director for the Teacher Program.



Veronika Egorova nikaspb@uw.edu
Teacher and Student Programs Director

Veronika has recently graduated from the UW Slavic Department with a Ph.D. in Slavic Linguistics. In addition to her Ph.D. she was one of the first graduate students to earn Graduate Certificate in Second and Foreign Teaching. A Russian native speaker, she is an experienced teacher who has taught Russian in both the US and Russia. She has worked with different age groups and program intensity levels. She taught a number of Russian and Slavic linguistics courses, coordinated an intensive summer program at UW, as well as taught at Smolny College in St. Petersburg, Russia.

Veronika's excellent organizational skills allow her to juggle multiple commitments while making each one a priority. She is easily accessible and willing to listen to any concerns. In the Sochi, Russia, Exploration seminar, she was both teaching Russian and dealing with administrative tasks. In 2012, she participated in the Heritage Language Research Institute at UCLA. That year she also helped to lead 'STEM and Heritage Speakers' workshop in the WAFLT conference in the fall 2012 and was accepted to present at 2013 ACTFL conference on how to build a successful language program with a strong STEM component through collaboration with community resources and museums. Veronika also participated in all three UW STARTALK programs in 2011, 2012 and 2013. During STARTALK 2012, she was a participant of the Teacher Program as well as taught the use of technology in Teacher and Student Programs. In 2013, she was the Program Director for the UW Russian STARTALK Teacher Program.



Vinton Eberly veberly@cvsd.org
Teacher Program Lead Instructor

Vinton Eberly has taught Russian in a number of settings, and currently teaches Russian at Central Valley High School in Spokane Valley, WA. He also teaches English Language Development classes to immigrant students and serves as an ELD specialist for the district. His Russian teaching experience includes both high school and adult interest evening classes in Russian. He previously taught in a distance learning via satellite setting, with students ranging from Alaska to Arizona. He holds a B.A. in Russian Language and Linguistics from the University of Washington and a Masters in Education in Curriculum and Instruction from Lesley University.

Vinton also teaches an ELL methodology class as an adjunct instructor for Whitworth University in Spokane, WA. He served on the committees that developed Washington State's new West E exams for Designated World Languages and Bilingual ELL endorsements. He has served on numerous ELD committees at the state level and has presented on a number of ELD topics at state conferences.

Vinton has participated in several exchange programs for American Russian teachers in Russia, most recently in 2010 as a member of the Fulbright-Hays Group Project Abroad through the CREES program at the University of Michigan. He was a participant of the 2012 teacher program of the University of Washington's Russian STARTALK Program



Svetlana Abramova svetlana.v.abramova@gmail.com
Student Program Lead Instructor

A native speaker of Russian, Svetlana Abramova received her Ph.D. in Russian Language and Methodology from the Moscow State Pedagogical University. She is an experienced teacher, who has taught Russian to both native and non-native Russian students in Russia and the USA. For more than ten years she has worked as a teacher with high school students specializing in physics and mathematics, which sets high requirements on students' competence in wide range of social registers of Russian, including the academic style. Her teaching practice, as well as her research interests, are specifically oriented to learner-centered pedagogical techniques, such as research projects in Russian language, which are the main subject of her Ph.D. thesis and a monograph, published by the major Russian educational publishing house "Prosveshchenie". Constantly interested in her professional development, she has been participating in many conferences, seminars, and trainings. In 2011, Svetlana had a unique opportunity of becoming a student in the STARTALK Teacher Program, "Preparing Russian Teachers for the 21st Century" at the University of Washington. This program gave her a chance to apply her teaching experience, as she successfully taught most of the STARTALK Student Program lessons related to STEM (Science, Technology, Engineering, and Math). In 2012, she was the Lead Instructor of the STARTALK Student Program, which she almost single-handedly redesigned to focus on STEM (Science, Technology, Engineering, and Math) and Russian culture.



Marina Zamarashkina marina.zamar@gmail.com
Math Instructor

A native speaker of Russian, Marina Zamarashkina is a professional astronomer. She got her Ph.D. in Math/Physics from Saint-Petersburg State University (Russia), Department of Mathematics and Mechanics. For more than twenty years she has been working in one of the most famous astronomical institutions in Russia – Institute of Applied Astronomy (Saint-Petersburg). Her research is related to the problems of computational celestial mechanics. Her teaching interests are focused on STEM programs. She has extensive experience in public speaking and participation in a large number of scientific conferences. The list of her scientific articles consists of more than thirty items in Russian and English languages. She has considerable knowledge of Space Exploration, Space Flight, Satellite Dynamics and Planet Science. Moreover, she is a specialist in modern Math and programming. Her knowledge and experience are a great addition to the STARTALK Student Program. In 2013, Marina completed the STARTALK Teacher Program and taught daily in the STARTALK Student Program. Her knowledge and experience are a great addition to the STARTALK Student Program.

Global Student Tours

School Tours to CHINA, FRANCE GERMANY, GREECE, ITALY, IRELAND, JAPAN, NEW CALEDONIA, TURKEY, the UK and the USA for AUSTRALIAN schools to enjoy language, cultural, historical and sporting experiences has been Global Student Tours' primary business for 24 years.

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Modern Language Teachers' Association of Victoria, Inc.

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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