



Australian Council
of State School
Organisations Inc.



Australian Parents Council Inc

Directory of Resources

IN

LANGUAGES EDUCATION

Assembled and Edited

by

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for

Australian Council of State School Organisations (ACSSO)

Australian Parents Council (APC)

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This document can be accessed electronically on the ACSSO/APC Languages Education in Australia Website at: <http://www.languageseducation.com>

Introduction

This revised edition of our *Directory of Resources in Languages Education* has been developed in response to requests from parents and other stakeholders for a compilation of links to readily available information and resources in this important learning area.

The format broadly follows that successfully adopted for our previous such publication “Directory of Family Resources on Literacy (and Numeracy)”. Because it is well established that languages learning contributes to literacy skills development in English, this can be seen as a complementary resource to that previous publication (which is at <http://www.acsso.org.au.dirfamres.pdf>)

In preparing this edition of the Languages Education Directory, we have tried to make it widely accessible to a range of potential audiences which can include: parents and families; languages teachers and other educators; principals, and other community members. The material assembled here includes:

- General information about languages education and the reasons why this is such an important area of learning, produced by education agencies at Federal, State and Territory levels, government and non-government, in Australia and overseas.
- Information and contact details in respect of organisations providing languages education or support for languages professionals in Australia and overseas
- Information on entities producing languages learning resources and products
- Reviews and inquiries in relation to languages learning
- A range of current research and discussion papers

The Australian Council of State School Organisations (ACSSO) and the Australian Parents Council (APC) have had a strong interest in languages education for many years, and actively contributed to the processes which developed the “*National Statement and Plan for Languages Education in Australian Schools 2005-2008*”

This can be accessed at: http://www.mceetya.edu.au/verve/resources/languageeducation_file.pdf

In adopting the Statement and Plan, the Ministers of Education jointly “*committed to the vision of quality languages education for all students in all schools in all parts of the country. We believe that through learning languages our students and the broader Australian community gain important benefits. Learning languages:*

- *Enriches our learners intellectually, educationally and culturally*
- *Enables our learners to communicate across cultures*
- *Contributes to social cohesiveness through better communication and understanding*
- *Further develops the existing linguistic and cultural resources in our community*
- *Contributes to our strategic, economic and international development*
- *Enhances employment and career prospects for students”*

While much of the material referenced in this Directory has been written from or for the perspective of a school student first-time learner of a language other than English, there is a remarkable diversity of language learning evident across the Australian landscape. Families from different linguistic background raising their children bi-lingually; community language learners; indigenous language learners, etc. Where we have found relevant information, we have attempted to reflect those perspectives in this collection.

We have also circulated this widely among stakeholders and invited suggestions to enhance the range and usefulness of this publication. We gratefully acknowledge with thanks the time, effort, and knowledge which so many organisations and individuals contributed to identifying and forwarding a variety of valuable information that is now included in this second edition. Any further suggestions received will be included in the next edition.

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1 Policy Documents and Reports

1.1 Federal Government

Ministerial Council of Education, Employment, Training and Youth Affairs (MCEETYA)

- **National Statement and Plan for Languages Education in Australian Schools 2005-2008**

This document progresses the 1989 and 1999 National Goals for Schooling, where languages other than English was identified as one of the eight key learning areas, in which all learners are expected to attain high standards of knowledge, skills and understanding. It provides an overarching framework for State, Territory and Commonwealth government activities, affirms the place of languages education in the school curriculum, and describes the purpose and nature of learning languages.

<http://www.mceetya.edu.au/mceetya/default.asp?id=11912>

Department of Education, Science and Training

- **Maximising the Opportunity: A Report on the National Seminar on Languages Education October 2006**

This National Seminar was funded under the School Languages Program bringing together a range of stakeholders, to consider the implications and opportunities of the Statement and Plan for local State and Territory contexts and priorities and to plan strategies that could be taken forward from the seminar. The Report can be downloaded at:

http://www.asiaeducation.edu.au/public_html/reports.htm

- **National Statement for engaging Young Australians with Asia in Australian Schools (2006)**

Engaging Young Australians with Asia is a national policy statement which supports *The Adelaide Declaration on National Goals for Schooling in the Twenty-First Century*. These goals promote understanding of the value of cultural and linguistic diversity, and possessing the knowledge, skills and understanding to contribute to, and benefit from, such diversity in the Australian community and internationally.

http://www.asiaeducation.edu.au/pdf/engaging_statement.pdf

- **Review of the Commonwealth Languages Other Than English (LOTE) Programme (December 2002)**

This review investigated: the current provision of languages programmes in schools and in after-hours ethnic schools; issues related to the successful implementation of languages programmes; and, work on languages education being undertaken through the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA). The review comprised three elements – a literature review, consultation with key stakeholders, and an analysis of public submissions. Findings indicate that the LOTE programme has not been as successful as anticipated. Although languages are fully integrated into high school curricula, the geographic and demographic nature of many Australian primary schools significantly challenges their capacity to deliver effective, ongoing second language programmes.

http://www.dest.gov.au/sectors/school_education/publications_resources/profiles/review_lo te.htm

- **“Working Together on Languages Education: A National Seminar” (May 2002)**

This national Seminar was convened by the federal Minister for Education, bringing together key people from the NALSAS Task Force, Australian Federation of Modern Languages Teachers Associations (AFMLTA), Australian Primary Principals’ Association (APPA) and the Australian Secondary Principals’ Association, together with a range of other key stakeholder groups, to explore the issues affecting languages education and to identify the key strategic directions forward.

<http://www1.curriculum.edu.au/nalsas/pdf/seminar.pdf>

- **Language Teachers: The Pivot of Policy – The Supply and Quality of Teachers of Languages Other than English (1996)**

This review was intended to provide advice on policy and implementation, in relation to the diversity of language learning needs in Australia and the fundamental importance of the quality of outcomes of the programs with a particular emphasis on proficiency. The Report “placed the blame upon successive policies of Commonwealth, State and Territory governments. The worst approach is the contemporary practice of setting extravagant and unachievable targets of students studying a language while failing to put in place strategies to ensure that there are sufficient qualified and proficient teachers to reach those target enrolments. It blames policy makers who fail to mandate proficiency as an outcome of language education. And it blames those who have failed to make the hard decisions to ensure that the school environment is wholly supportive of effective language education.”

Access the full Report at: http://www.dest.gov.au/NR/rdonlyres/2D0678CB-53D9-4616-B992-F45043FCCE62/3968/96_21.pdf

Standing Committee on Aboriginal and Torres Strait Islander Affairs

- **Language and culture: A matter of survival – Report of the inquiry into Aboriginal and Torres Strait Islander language maintenance**

Terms of reference of the inquiry were to investigate and report on:

- the nature and extent of Aboriginal and Torres Strait Islander language loss
- the means by which remaining Aboriginal languages can be maintained and recorded
- the funding of Aboriginal language programs
- what work is already under way in Australia in both recording and maintenance of language.

Following a suggestion from the Deputy Chairman Dr M. Wooldridge M.P., the Committee requested the Minister for Aboriginal Affairs, the Hon. R. Tickner, MP to refer to the committee an inquiry into Aboriginal Language Maintenance. In referring the inquiry on 22 May 1990, the Minister said 'that there had been a disturbing decline in the number of languages with only about 20 in a healthy state. The task of Aboriginal language maintenance is an urgent one and is important for this country that the languages and culture of the Aboriginal people be protected and retained'.

<http://www.austlii.edu.au/au/special/rsjproject/rsjlibrary/parliamentary/language>

NALSAS

- **Language Teacher Proficiency Or Teacher Language Proficiency? An Environmental Scan Of Information Relating To The Competencies/Qualities/Knowledges Required To Be An Effective Language Teacher**

This environmental scan was commissioned in response to a NALSAS Report which recognised the need for an Asian languages teacher supply strategy, to meet their goal in promoting the study of Chinese, Japanese, Indonesian and Korean amongst Australian Yr 3 – 10 students. This report provides information about:

- What Australian systems are currently doing to assess language teacher proficiency
- What other related work is being conducted in the area of Asian language teacher proficiency
- A netsearch for any relevant work being conducted in this area overseas

<http://www.curriculum.edu.au/nalsas/pdf/language.pdf>

1.2 State Governments

SA Department of Education and Children's Services

- **The Languages Plan 2000-2007**

This website outlines the Department's approach to languages education, milestones that have been reached, and support available for schools. The site also links to the 2000-2007 plan (see reference below).

<http://www.decs.sa.gov.au/curric/pages/languages/plan/>

- **Language Plan**

An 8 page document outlines the goals the government aims to reach by 2007, and how it will go about achieving those goals.

http://www.decs.sa.gov.au/curric/files/links/Lang_Plan.pdf

- **Future of the Languages Plan 2005 – 2010**

This document is in draft format and outlines the departments plan to take language learning into the future. It discusses policy goals, underpinning principles, core priorities and strategies, languages and the SACSA framework, and languages in the national and international context.

<http://www.decs.sa.gov.au/curric/files/links/May4DraftLangPolicy.doc>

Queensland Board of Teacher Registration

- **Teaching of Languages Other Than English (LOTE): Implications for Teacher Education and Teacher Registration. Conference Proceedings (1991)**

The purpose of the workshop conference reported in this publication was to provide: recommendations on developments in preservice teacher education and professional development for teachers of languages other than English (LOTE), advice to the Board of Teacher Registration and universities on issues related to the preparation and registration of LOTE teachers, and a forum for discussion on the nature and content of a minimum skills package for LOTE teachers which would set levels of language proficiency and assure competence in current teaching methods. The conference was opened by Robin Sullivan, Director of Studies in the Queensland Department of Education, who emphasized the need to ensure adequate preparation and inservice education for LOTE teachers. Presentations by

three keynote speakers followed: "Lote in Australia: A Personal Perspective" (Barry Leal); "Planning for a Minimum Skills 'Package'" (Nancy Viviani); and "Specifying and Assessing Skills for Language Teachers" (David Ingram). Other presentations included "LOTE Minimum Skills 'Package'" (Laura Commins and Penny Mackay); and "Teachers' Reactions to the Notion of a LOTE Minimum Skills 'Package'" (Val Staermose). A report of workshop group discussions and recommendations regarding a LOTE minimum skills and assessment are included. Appendixes contain references to three conference background readings and lists of the conference subcommittee members and conference participants.

http://www.eric.ed.gov/ERICDocs/data/ericdocs2/content_storage_01/0000000b/80/22/f1/34.pdf (1625K)

NT Department of Employment, Education and Training

- **Indigenous Languages and Culture in Northern Territory Schools Report 2004-2005**

This report was written in response to the *Learning Lessons* report, which recommended that Indigenous perspectives should be strengthened in all Northern Territory schools. The report describes the range of Indigenous languages and culture program in NT schools, and considers resources and funding; canvasses opinions of DEET and school staff regarding access to, and appropriateness of resources; provides findings and recommendations regarding future directions for both the range of Indigenous languages and culture programs in NT schools and the for the Two Way Learning program; and develops a draft NT government policy to guide the development and delivery of Indigenous languages and culture initiatives and programs in all NT schools.

http://www.deet.nt.gov.au/education/indigenous_education/previous_publications/indigenous_languages_culture_report/indigenous_languages_culture_report.pdf

- **Connecting Cultures: Report of the Review of Languages Learning in the Northern Territory 2003**

Not available online.

VIC Department of Education and Training

- **Languages for Victoria's Future: an analysis of languages in government schools**

This report examined policy directions for languages education, including accounting mechanisms, choice, access and equity for students and enhanced delivery of language programs. An issues paper was prepared, with submissions taken and public consultations held. A key issue uncovered through the analysis was that the important economic, social and community benefits gained from learning languages are not widely understood both in schools and the wider community, particularly the benefits for literacy development in English and the development of cognitive skills. Recommendations for the future are included in the report.

http://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/lem/language_report.pdf

WA Department of Education and Training

- **LOTE beyond 2000**

This documents sets out to provide direction for LOTE as part of the curriculum for all students in government schools in WA. It describes the targets, resources and professional development necessary to support teachers in meeting new curriculum needs and in providing quality embedded programs for students in the priority languages.

<http://www.det.wa.edu.au/education/lote/about/lote.pdf>

1.3 Overseas

CILT, The National Centre for Languages (UK)

- **Languages for all: Languages for Life: A Strategy for England**

This document sets out the UK Government strategy to transform the country's capability in languages. It outlines the initiatives that will achieve a step change in foreign language competence for this country and how to create an appetite for learning. It also outlines plans to broaden and enrich the opportunities for language learning at school and beyond.

<http://www.cilt.org.uk/nls/index.htm>

European Commission, Education and Training (EU)

- **Education Policies Website**

A strong emphasis is placed on language learning by the European Commission, as evidenced by its' policy that every European should know at least two languages in addition to their mother tongue. This website covers a number of key areas, including: policy issues and action plans; funding opportunities provided by the EU; awareness raising activities undertaken by the EU, including the 2001 European Year of Languages, and the European Day of Languages; and information about regional and minority languages, language teaching and language learning. There are also links to key documents, including research and legislation.

http://ec.europa.eu/education/policies/lang/languages_en.html

- **Action Plan for Language Learning and Linguistic Diversity**

On 13 December 2001, at the end of the European Year of Languages, the European Parliament adopted a Resolution recommending measures to promote linguistic diversity and language learning. Check out the following link to find out more.

http://ec.europa.eu/education/policies/lang/policy/index_en.html

- The **action plan** itself can be found at:

http://ec.europa.eu/education/doc/official/keydoc/actlang/act_lang_en.pdf

The Nuffield Foundation (UK)

- **Languages: The Next Generation**

The Nuffield Languages Inquiry (1998-2000) was established to review the UK's capability in languages. It was asked to consider the following questions and to make recommendations:

- What capability in languages will the UK need in the next twenty years if it is to fulfil its economic, strategic, social and cultural aims and responsibilities, and the aspirations of its citizens?
- To what extent do present policies and arrangements meet these needs?
- What strategic planning and initiatives will be required in the light of the present position?

<http://languages.nuffieldfoundation.org/languages/inquiry/in0000000555.asp>

- **Languages – The Next Generation: The Final Report and Recommendations of the Nuffield Enquiry (UK, 2000)**

The mandate of this landmark UK enquiry was to look broadly at the UK's capability in languages across the country, and what needs to be done to improve this at a time of rapidly increasing globalization, the breaking down of traditional international barriers, and the premium that must now be placed upon effective intercultural and international communication. Their conclusions included the finding that the apparent growing importance of English as a de-facto international language to some extent obscures a critical need for an enhanced national proficiency in international languages, across a greater range and to a greater depth, for the future of the UK. Progress is evident, but it is very patchy, and there is a need to ensure a consistent national forward momentum in this area. Their recommendations were far-reaching and designed to develop and implement a coherent national strategy for languages.

http://languages.nuffieldfoundation.org/filelibrary/pdf/languages_finalreport.pdf

Royal Society of Edinburgh Conference Proceedings (UK)

- **Languages in Scotland – What's the Problem**

This is the report of a Conference held by the Royal Society of Edinburgh in March 2006. In recent times, far more resources have been invested in Scotland than in England in languages education, but the results show that the numbers of students completing languages as a subject in higher level examinations is falling, and some 50% less boys than girls are presenting themselves as candidates in these examinations. There is also a significant decline in the numbers of students who are completing studies in more than one foreign language. This is necessarily a matter of national concern at a time of increasing globalization in all its variety of forms and implications for the future. The focusing questions, therefore are: is there a problem in terms of the teaching of foreign languages; if so, what is it and what can be done to resolve it? The findings show there is no one problem and no one solution, but a range of challenges and opportunities...

http://www.royalsoced.org.uk/events/reports/2005-2006/languages_in_scotland.pdf

Royal Irish Academy (UK)

- **Language Planning and Language Policy in Ireland**

This is the Report of a Conference with a focus on language planning and policy, convened by the Royal Irish Academy for Modern Language, Literature and Cultural Studies held in February 2006. This considered policy, planning and implementation issues not only in relation to modern foreign languages, but also to some extent the relative position of the Irish language in respect of standing policies to foster bilingualism in both English and Irish for students in the Irish Republic. The Conference framed a range of recommendations to further the discussion and to promote effective language policies and practice for the future. http://www.ria.ie/committees/pdfs/modlang/language_policy&planning.pdf

Ministry of Education, NZ

- **Pasifika Early Childhood Education (NZ)**

This scoping report was commissioned with the inter-relationship between children's language acquisition, their cognitive development, and quality teaching in immersion and bilingual settings as the broad topic area for investigation. The report is comprised of three components: the first compiles of a profile of immersion and bilingual Pasifika early childhood education in 2001; the second reports on a consultation exercise with key stakeholders; and lastly an essay on bilingualism and second language acquisition in early childhood.

<http://www.minedu.govt.nz/index.cfm?layout=document&documentid=8075&data=1>

1.4 Universities

The Centre for International Understanding, University of North Carolina (US)

- **North Carolina in the World: A Plan to Increase Students Knowledge and Skills About the World**

This is a statewide collaborative effort to strengthen K-12 international education. At the request of the Governor's Office, the University of North Carolina's Center for International Understanding coordinates this effort. The plan calls for the inclusion of an international dimension in all subject areas – maths, science, technology, social studies and language arts. Includes an action plan which contains learning languages other than English.

http://ciu.northcarolina.edu/content.php/docs/NCWorld_ActionPlan.pdf

Group of Eight Universities, Australia

- **Languages in Crisis: A Rescue Plan for Australia (2007)**

This report argues that Australia no longer has a proud reputation in Languages Other Than English (LOTE), and urgent action is required if Australia is to avoid the serious educational, national security and economic consequences of becoming monolingual. Decades of policy neglect and inaction mean Australian school students now spend less time learning a second language than students in all other OECD countries. The percentage of Year 12 students graduating with a second language has fallen dramatically from 40 per cent in the 1960s to 13 per cent today.

<http://www.go8.edu.au/policy/papers/2007/Go8%20Languages%20in%20Crisis%20Discussion%20Paper.pdf>

- **From Language Policy to Language Planning: An Overview of Languages Other Than English in Australian Education**

Pauline Djité (1994)

Based on an Australian study creating sociolinguistic profiles of nine languages other than English (LOTE) commonly used in Australia, the report examines implications for public language policy and planning. The languages are: Arabic; Chinese; French; German; Modern Greek; Indonesian/Malay; Italian; Japanese; and Spanish. The report begins by giving an overview of the history of commonwealth language policy and outlining state and territory language policy initiatives. It then describes the current state of LOTE and English language policy and offers some background on the theory of language planning. A chapter is devoted to language policy in the context of business and trade. Explanations of trade patterns with the countries represented by the nine languages are offered here. The final chapter explains the project in which the sociolinguistic profiles were created and summarizes them, focusing on three aspects: the individual languages' role in relation to migration and Australian society; quantitative data resulting from the study; and qualitative data emerging from the study. Results of a student attitude survey are also summarized. http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/13/c6/e5.pdf (3.39MB)

1.5 Professional Associations

Australian Principals Associations Professional Development Council

- **Working Together on Languages Education**

A report of a National Seminar held in 2002 with school leaders, language teachers and representatives of education authorities. The seminar arose from approaches made to the Commonwealth Minister and to the former NALSAS Taskforce by the Australian Federation of Modern Language Teachers Association (AFMLTA), Australian Primary Principals Association (APPA) and the Australian Secondary Principals Association (ASPA) regarding critical concerns about the implementation of languages programmes in Australian schools.

<http://www.curriculum.edu.au/nalsas/pdf/seminar.pdf>

2 Research

2.1 Australia

- **“Attitudes Towards the Study of Languages in Australian Schools” (2007)**

The final Report, published July 2007, of the ACSSO-APC national research project to explore the attitudes of parents, students, teachers, principals and other key stakeholders to Languages Education.. At: <http://www.languageseducation.com/>

- **“Lifting Practice: Teachers as Researchers in the Language Classroom”**

Edited by Louise Jansen and Anthony Liddicoat (1998)

The collection of essays on classroom research for second language teachers includes: "Teachers as Researchers in the Language Classroom: An Overview" (Anthony J. Liddicoat, Louise M. Jansen); "A Visit to the Art Gallery: An Oral Exercise in a Second Language" (Meri Dragicevic); "Encouraging Class Cohesiveness in the LOTE Classroom" (Corine Cordes); "Can Card Games Promote the Sustained Use of LOTE Between Students?" (Therese Dupe); "Evaluating Information Gap Activities for Profiling Oral Interaction Skills" (Fiona Arthur); "What Factors Have Inhibited Second Language Development for an 'Unsuccessful' Language Student?" (Barbara Cairns); "Second Language Acquisition and Its Implications for Teaching: Teaching Word Order in Indonesian" (Melissa Gould); "Students' Approaches to Reading Comprehension" (Mary Nicolson); "Reading Activities in Early Childhood Classes" (Melanie Hobbs); "Introducing a Reading Strategy to ESL Students" (Lorna Fleetwood); and "Teaching Students to Communicate: An Examination of the Discourse Forms Modelled in Current Texts" (Livia Tigwell).

http://www.eric.ed.gov/ERICDocs/data/ericdocs2/content_storage_01/0000000b/80/10/6a/3a.pdf (2337K)

- **“Parent Involvement and Participation at Glen Kathryn Primary School, Victoria, Australia: A Case Study”**

Barbara J Fraser (1994)

This paper presents findings of a case study that examined parent participation at Glen Katherine Primary School (Victoria, Australia). It focuses on parent participation in and attitudes toward the Language Other Than English (LOTE)-Italian program. A cooperative-research committee composed of a school administrator, LOTE program staff, parents, and a researcher explored the satisfaction levels of parents, students, and teachers. A parent questionnaire was sent to 158 families, and 61 surveys were returned. Findings indicate that although the majority of parents expressed reasonable satisfaction with the program, a sizable minority reported a variety of criticisms. The findings also indicated a low level of parent participation in the program. Concerns about the degree of objectivity reached by a self-evaluating group are discussed.

http://www.eric.ed.gov/ERICDocs/data/ericdocs2/content_storage_01/0000000b/80/24/dd/ce.pdf (386K)

2.2 Overseas

Ministry of Education, NZ

- **Teaching of International Languages in New Zealand Schools in Years 7 and 8: An Evaluation Study**

The Ministry of Education provides support to teachers and students of International Languages Education in years 7 and 8 through: - regional advisers of International Languages - International Languages Series (ILS) Curriculum Materials - the Second Language Learning Proposals Pool, years 7-10. This research looks at the extent to which this support meets the languages learning needs of teachers, students and schools. It also provides a literature review of effective delivery characteristics for international languages and recommends ways that Ministry support can be strengthened.

<http://www.minedu.govt.nz/index.cfm?layout=document&documentid=8546&data=1>

- **Interventions for Refugee Children in New Zealand Schools: Models, Methods, and Best Practice (NZ)**

This review looks at different models, methods and best practice for intervening with refugee children in New Zealand schools. It examines the literature on refugee trauma, loss and grief and second language concerns, resilience, issues of migration, school and teacher effects, and conceptual and policy issues. It also discusses a range of best practices for refugee children within schools.

<http://www.minedu.govt.nz/index.cfm?layout=document&documentid=6042&data=1>

- **Language Acquisition Research**

This research report is a compilation of papers presented at the Language Acquisition Forum held in 2003. The papers were written and presented by educationalists who have had wide experience in both research and teaching in the field of language acquisition and bilingual development. The report provides the NZ Ministry of Education with possible strategies to support schools and teachers who offer bilingual and immersion education, and the children and whanau who participate in these programmes.

Summary at:

http://www.minedu.govt.nz/index.cfm?layout=document&documentid=10215&data=1#P24_2505

The **full text of the Report** in PDF format can be accessed and downloaded at:

http://www.minedu.govt.nz/web/downloadable/dl10215_v1/language-acquisition.pdf

- **A Case for Foreign Languages: The Glastonbury Language Program (US)**

Christine Brown

The second language education program of Glastonbury, Connecticut, considered to be an exemplary program in a model community, is profiled and discussed. Since the 1950s in this system, all students study at least one foreign language, beginning in elementary school. Factors contributing to the program's success are examined, including the climate in the language teaching profession in the 1950s and beyond, federal policy concerning language education, the long sequence of study extending from elementary through secondary school, program oversight by an interdisciplinary team, teacher qualifications, careful and open program articulation from elementary through secondary grades, a communication-oriented curriculum, and student participation in challenging exchange programs. Strong community commitment and parent participation are also noted.

http://eric.ed.gov/ERICWebPortal/Home.portal?_nfpb=true&_pageLabel=RecordDetails&ERICExtSearch_SearchValue_0=ED384247&ERICExtSearch_SearchType_0=eric_accno&objectId=0900000b801462ca

Counterpoint - the British Council Cultural Relations Think-Tank (UK)

- **Living the Intercultural Narrative: Intercultural Beings, Language Educators and Spaces in Between**

Luis Mendes & Gillian Moreira

This research & discussion paper considers the growing emphasis on the political and ethical dimensions of language education, and the relationship between language learning, citizenship and intercultural communication. It explores cross-cultural communication in action and considers how this can inform language teachers' understanding of their role and the ways in which they contribute to citizenship awareness and intercultural awareness.

<http://www.counterpoint-online.org/download/261/Living-the-intercultural-narrative-by-Mendes-and-Moreira.pdf>

British Council 2006

- **English Now**

David Graddol

The growth of English as the world's primary language for international communication has been continuing for decades, but there are signs that its global predominance may fade in the foreseeable future. Complex international, technological and cultural changes could diminish the leading position of English. This research study should end complacency among those who see the position of English as unassailable and feel young English speakers will not need any additional language capabilities. David Graddol concludes that monoglot English graduates face a bleak economic future as qualified multilingual youngsters from other countries prove to have a competitive advantage in global companies and organizations: while demand grows in other languages such as Spanish, Arabic or Mandarin, and international business outsources in other languages such as French, German and Japanese. Clearly, those who thrive in a changing future, must start to prepare for it!

<http://www.britishcouncil.org/files/documents/learning-research-english-next.pdf>

The Brookings Institute

- **Early Child Development and Experience-based Brain Development – The Scientific Underpinning of the Importance of Early Child Development in a Globalised World**

J. F. Mustard

This paper begins with a brief overview of the evolution of the human species from the beginning of the hunter-gatherer groups 200,000 years ago through to the civilizations we started to create 10,000 years ago. The competence and quality of populations is an increasingly important issue in a world with exponential growths in knowledge and technologies, population growth and changes in the age of populations and globalization. There is considerable evidence that the human brain has evolved in this period with effects on health, learning, innovation and behaviour.

<http://www.brookings.edu/views/papers/200602mustard.pdf>

- **Seventeen Values of Foreign Language Study**

Alan C. Frantz

What values have people assigned to foreign language (FL) study over the years? How do current FL professionals in higher education view those values? For a study on the role of FL in general education, Alan Frantz developed a questionnaire that included a list of fifteen values culled from the recent books and articles published in the United States on FL education (see app. and selected bibliography).

<http://www.ade.org/adfl/bulletin/v28n1/281044.htm>

Education Gazette New Zealand

- **Learning in Context**

This article looks at a trial professional development scheme helping primary teachers gain confidence and competence in language teaching. German and Spanish are escaping from language lessons and into other parts of the curriculum such as art and PE, thanks to a pilot programme involving teachers in Auckland and Northland.

<http://www.edgazette.govt.nz/articles.php?action=view&id=6966>

- **Individualised Learning and the Communicative Approach in the LOTE Classroom**

Madeleine Strong Cincotta

A number of second language class activities are presented that stimulate interpersonal interaction and develop communication skills. The exercises are also designed to accommodate learners' different learning styles, pacing needs, skill levels, and course content. They include: a questionnaire activity in which students must discover facts about classmates; descriptions of drawings; picture completion using pairs or trios of students; and "matchmaking." Using individualized lesson plans and offering students a number of activity options from which to choose are also suggested. An individualized lesson plan form is appended.

http://www.eric.ed.gov/ERICDocs/data/ericdocs2/content_storage_01/0000000b/80/26/f3/13.pdf (201K)

- **Brain Research: Implications for Second Language Learning (US)**

Fred Genesee

There has been a longstanding interest among second and foreign language educators in research on language and the brain. Language learning is a natural phenomenon; it occurs even without intervention. By understanding how the brain learns naturally, language teachers may be better able to enhance their effectiveness in the classroom.

<http://www.ericdigests.org/2001-3/brain.htm>

3 LOTE in the news

3.1 Australia

The Australian

- **Summit reveals Chinese languages on the rise**

13 June 2007

The findings were presented by University of Western Australia at a national languages summit in Canberra in early June.

http://theaustralian.news.com.au/story/0,20867,21895203-12332,00.html?from=public_rss

The Age (AUS)

- **Boost language skills: business**

27 April 2007

The Australian Chamber of Commerce and Industry argues that all students should learn a foreign language from at least the age of seven.

<http://www.theage.com.au/news/national/boost-language-skills-business/2007/04/26/1177459878480.html>

- **Languages languish in schools: report**

17 April 2007

A report commissioned by the Australian Council of State School Organisations has found that foreign language teaching in schools has been neglected over the past decade as Federal Government rhetoric about Australian values and the "downgrading of multiculturalism" have turned the nation more inward.

<http://www.theage.com.au/news/national/languages-languish-in-schools-report/2007/04/16/1176696758103.html>

- **Towards a bilingual nation**

20 February 2006

Margaret Cook speaks with Michael Clyne about Australia's wasted language potential.

<http://www.theage.com.au/news/education-news/towards-a-bilingual-nation/2006/02/18/1140151820165.html>

- **The Language Barrier**

This article discusses Victoria's premier position as Australia's leading teacher of foreign languages, but asks why this is leading to so few secondary students taking them up.

<http://www.theage.com.au/news/Education-News/The-language-barrier/2005/03/11/1110417678968.html>

- **Go8 releases a plan to rescue foreign language education**

1 June 2007

The Group of Eight today released its plan to halt the decline in foreign language education in Australia. The Go8 policy paper entitled “Languages in Crisis” aims to put this important issue on the political agenda and promote its solutions for discussion.

<http://www.go8.edu.au/news/2007/Go8%20on%20Languages%20Education%201.6.07.pdf>

- **Learning languages in Australia: too much like hard work?**

Fiona Mueller

This article addresses the perspectives and attitudes of many Australians towards the issue of language learning.

<http://cmslive.curriculum.edu.au/leader/default.asp?issueID=9691&id=4711>

3.2 Overseas

BBC News (UK)

- **Languages made degree requirement**

This article looks at a decision made by University College London to introduce a language requirement for all degree courses from 2012.

<http://news.bbc.co.uk/1/hi/education/6173219.stm>

- **Being Bilingual ‘Protects’ Brain**

Looks at the effect on the brain of being bilingual.

<http://news.bbc.co.uk/2/hi/health/3794479.stm>

WebMD.com (US)

- **Being Bilingual Boosts Brain Power (US)**

Looks at how being bilingual increases the grey matter within the brain.

<http://www.webmd.com/content/article/95/103242.htm?lastselectedguid={5FE84E90-BC77-4056-A91C-9531713CA348}>

Washington Post (US)

- **Bilingualism’s Brain Benefits**

Discusses how bilingual people are better able to deal with distractions, and are likely to experience less age-related decline in mental performance.

<http://www.washingtonpost.com/wp-dyn/articles/A39338-2004Jun13.html>

Newswise.com

- **Learning a Second Language May Not be as Laborious as Believed**

Researchers following college students learning first-year French have found that the students' brain activity was clearly discriminating between real and pseudo-French words after only 14 hours of instruction. But the students only performed at 50-50 levels when asked to consciously choose whether or not the words were real.

<http://www.newswise.com/articles/view/505540/>

4 LOTE in schools

4.1 Government

ACT Department of Education and Training

- **What is LOTE?**

This is a five page document outlining the LOTE program in ACT schools. It covers topics including: What is LOTE? Why learn LOTE? The LOTE program in ACT schools; LOTE's relationship to literacy and numeracy learning; a description of the 5 strands of the LOTE curriculum, as well as LOTE learning by age groups.

<http://www.decs.act.gov.au/publicat/pdf/plote.pdf>

QLD Department of Education, Training and the Arts

- **Languages other than English**

This is the Department of Education's main page for LOTE, and is a departure point for general information about LOTE, the curriculum, programs, support for schools and support for teachers. It also includes latest information about LOTE, including links to information about intercultural language learning, online resources, and the latest opportunities for teacher professional development.

<http://education.qld.gov.au/curriculum/area/lotte/index.html>

VIC Department of Education and Training

- **Languages at school**

This page of the DET site gives parents a brief overview of languages in the school curriculum.

<http://www.education.vic.gov.au/aboutschool/curriculum/languages.htm>

- **Languages other than English: Victorian Essential Learning Standards**

This webpage explores the scope of language learning in Victorian schools, and covers the following: introduction to LOTE; learning pathways for students; learning focus; standards; dimensions of LOTE and transition strategies for students who change their choice of language studies.

<http://vels.vcaa.vic.edu.au/essential/discipline/lotte/index.html>

WA Department of Education and Training

- **What is LOTE all about?**

This is the home page for LOTE on the WA DET website, and is a departure point for further information about LOTE in WA schools. It links to a discussion of Why LOTE? and which LOTEs are available in WA schools. This page also links to information about Community Languages, and to information and resources for teachers.

<http://www.det.wa.edu.au/education/lotte/about/index.htm>

4.2 Non-government

Association of Independent Schools of NSW

- **Languages Home Page**

This site is designed to provide information and resources for teachers of Languages K-12.

<http://www.aisnsw.edu.au/languages/Home/tabid/551/Default.aspx>

Association of Independent Schools of Victoria

- **About LOTE in Victorian Independent schools**

<http://www.ais.vic.edu.au/schools/gov-programs/languages.htm>

Association of Independent Schools of South Australia

- **LOTE resources available for schools**

http://www.ais.sa.edu.au/html/tp_esl_2.asp

Independent Schools Queensland School Languages

- **For resources, brochure and poster**

<http://www.aisq.qld.edu.au>

Catholic Education Commission of Victoria Ltd

- **Languages other than English**

Policy statement for CECV

<http://www.cecv.melb.catholic.edu.au/policies/Pols/pol119.htm>

Catholic Education SA

<http://www.adelaide.catholic.org.au/sites/CatholicEducationOfficesSA/learning-and-student-wellbeing/languages>

5 Indigenous languages

SA Department of Education and Children's Services

- **Australian Indigenous Languages**

This site covers topics such as the South Australian government's role in indigenous language learning, and the achievements of providing a SACSA framework for Australian indigenous languages. The site also links to several related pages, including program types, languages available in particular South Australian schools, resources such as dictionaries, books, biographies and audio/visual materials, and Aboriginal language information.

<http://www.decs.sa.gov.au/curric/pages/languages/indigenous/>

Curriculum Leadership

- **Permission to speak – Jan 2003 *Maree Dellora***

In October 2003, the Victorian Qualifications Authority and the Victorian Curriculum and Assessment Authority accredited the first study of Victorian Indigenous languages in the Victorian Certificate of Education (VCE). The Indigenous Languages of Victoria: Revival and Reclamation study will incorporate Victorian Indigenous languages within the senior secondary curriculum. This article reviews the development process, the response of Victoria's Indigenous people, and looks at course content, assessment and implementation.

<http://cmslive.curriculum.edu.au/leader/default.asp?issueID=9691&id=4620>

National Aboriginal and Torres Strait Islander Education Website (NATSIEW)

- **Teaching Aboriginal Languages: A Resource Guide**

Development of the NATSIEW site was funded by the (then) SA Dept of Education, Training and Youth Affairs, and overseen by a reference group comprising a majority of Indigenous people. Topics covered on this page include: role and rationale; support and advice; lesson/unit plans; resource lists; organisations; teaching frameworks in state jurisdictions; and, commentaries and assessments.

<http://www.natsiew.nexus.edu.au/lens/teachingablang/index.html>

Aboriginal Languages of Australia

This site provides annotated links to 224 resources for about 70 indigenous languages. Some 33% of these resources are produced or published by indigenous groups. For ease of reference, resources accessible through this site are categorised by

- Type or nature of the resource or issue
- Language
- State or Territory which has developed and maintains the resource.

This site was created and is maintained by David Nathan, Endangered Languages Project, School of Oriental and African Studies, University of London (formerly of University of Sydney) and was fully updated as at May 2005.

<http://www.dnathan.com/VL/austLang.htm>

6 Community languages

NSW Department of Education and Training

- **Community Languages Program K-6**

The Community Languages Program K-6 gives students the opportunity of maintaining, acquiring and developing their background language in the course of the normal school day. Thirty-one languages are taught in 151 primary schools to approximately 46 000 students.

<http://www.curriculumsupport.education.nsw.gov.au/primary/languages/community/index.htm>

- **Saturday School of Community Languages (SSCL)**

The Saturday School of Community Languages gives students the opportunity to study their family background language, if a course in that language is not offered at their own school or college. Saturday School students follow Board of Studies 7-12 syllabuses in 24 languages at 16 different sites.

<http://www.curriculumsupport.education.nsw.gov.au/secondary/languages/sscl/>

- **NSW Community Languages Schools Program**

The NSW Community Languages Schools Program funds community organisations to operate language classes for school-aged children on weekends and evenings with the aim of helping communities maintain and develop their background or heritage languages. Students can study one or more of the 50 languages offered. Community languages schools are being enhanced through teacher credentialing, syllabus development and courses on the management of community languages schools for administrators.

<http://www.det.nsw.edu.au/eas/commlang/index.htm>

- **Victorian School of Languages (VSL)**

The VSL is a government school that provides language programs for students in Years 1-12 who do not have access to the study of those languages in their mainstream schools. Classes are taught either face to face or by distance education, and cater for students across all education sectors, as well as some adults and overseas students.

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

- **CILT, The National Centre for Languages (UK)**

Positively Plurilingual: The Contribution of Community Languages to UK Education and Society

This booklet presents some key findings from the 2005 survey of community languages in Britain. It aims to show how developing this asset is consistent with a wide range of existing social and educational policies, and the intention is to inform the work of policy-makers throughout the UK.

http://www.cilt.org.uk/pdf/pubs/positively_plurilingual.pdf

7 Resources

NALSAS

- **Linking languages and vocational education: information for schools and vocational education training providers**

This brochure considers the importance and benefits of linking language learning with vocational education, and outlines seven strategies for how to go about this.

<http://www.curriculum.edu.au/nalsas/pdf/vet.pdf>

- **Using the LOTE Planning Framework: A package to assist schools in the design, development and sustainability of their LOTE programmes**

The function of this package is to provide information and assistance for those working towards the development of effective and sustainable Languages Other Than English (LOTE) programmes in schools. The package offers advice with regard to the processes of planning, implementing and evaluating LOTE programmes. It also provides support through the use of case study examples and vignettes.

<http://www.curriculum.edu.au/nalsas/pdf/package.pdf>

Asia Education Foundation

- **Teaching Languages in the Primary School: Examples from Current Practice**

This book is designed to help primary languages teachers, class teachers, school leaders and curriculum advisers plan and implement effective and sustainable languages programs in Australian primary schools. It provides examples and practical ideas drawn from current practice to address issues that affect primary languages programs.

<http://www.asiaeducation.edu.au/pdf/teachinglanguages.pdf>

Centre for Learning Innovation (CLI) NSW

- **Language Learning Materials.**

The NSW DET Centre for Learning Innovation develops and publishes learning materials on line including school materials. Most of its school products are only available to NSW government schools, but some, including products for Languages, are available for sale nationally. Catalogues of products for sale are available on the website.

<http://www.cli.edu.au>

Darwin Languages Centre

The Darwin Languages Centre is one of the schools of open learning. It has been established to provide professional support to government and non-government primary and secondary schools in order to ensure that - over time - all Northern Territory students will have access to the learning of an Aboriginal, Asian or European language within quality programs.

<http://www.schools.nt.edu.au/ntsol/index.htm>

Alice Springs Language Centre

The Alice Springs Language Centre is a Northern Territory Government school providing a range of services to schools and the community in Alice Springs.

<http://www.schools.nt.edu.au/aslc/>

QLD Department of Education, Training and the Arts

- **LOTE**

This is a print brochure (not available online) which outlines topics such as: how LOTE helps children learn; how LOTE affects children's learning of English; how parents can help their children succeed in LOTE; and learning about other cultures.

- **LOTE: Be part of a connected world**

This print brochure is formatted similarly to the brochure above (and similarly not available online) and discusses the skills that students gain through learning LOTE, LOTE at school, and opportunities beyond school.

- **LOTE: Immersion**

This print brochure (not available online) outlines what an immersion program is and how it works. The brochure lists important considerations to be made when electing to do an immersion program as well as the benefits. The brochure offers advice to parents on how to support their child.

European Commission, Education and Training (EU)

- **50 Ways to Motivate Language Learners**

This 60 page brochure presents 50 examples of projects, methods and events that have encouraged people either to learn a new language or to make practical use of their existing linguistic skills. The examples are drawn from across Europe, ranging in size from small local initiatives to large-scale programmes at regional, national or European level. Between them, they cover dozens of different languages and cater to all age groups, social strata and levels of ability.

http://ec.europa.eu/education/policies/lang/doc/lingo_en.pdf

- **How to learn foreign languages**

There are many ways to learn a language. This page lists just a few of them.

http://ec.europa.eu/education/policies/lang/learn/ways_en.html

- **European Year of Languages 2001**

The European Year of Languages 2001 was organised by the European Union and the Council of Europe. Forty-five European countries participated. This page outlines some fast facts and has links for further reading.

http://ec.europa.eu/education/policies/lang/awareness/year2001_en.html

ACTFL, The American Council for Teaching Foreign Languages

- **2005 Year of Languages**

An account of the aims and objectives of the Year of Languages, processes used, and results identified in a powerpoint presentation. Includes materials to promote languages learning.

<http://www.yearoflanguages.org/i4a/pages/index.cfm?pageid=3591>

7.1 Curriculum documents

ACT Department of Education and Training

- **Languages other than English Curriculum Framework**

This document sets out the LOTE Curriculum in detail, and covers areas such as: LOTE as an area of learning; outcomes of LOTE; scope of the LOTE curriculum; learning and teaching strategies; and, evaluating programs (43pp).

<http://www.decs.act.gov.au/publicat/pdf/loe.pdf>

NSW Department of Education and Training

- **Curriculum Support for Primary and Secondary teachers: The Languages Unit-Curriculum K-12 Directorate**

The unit has responsibility for state wide leadership and policy advice for languages in mainstream schools K-12, for the Community Languages Program K-6 and for the operations of the Saturday School of Community Languages. It also has responsibility for Aboriginal Languages in NSW schools.

<http://www.curriculumsupport.education.nsw.gov.au/secondary/languages/index.htm>

<http://www.curriculumsupport.education.nsw.gov.au/primary/languages/index.htm>

NSW Board of Studies (BOS)

- **Languages**

The Board of Studies in NSW has the responsibility for the development of and Languages curriculum and curriculum support documents for K-12 for all government non-government schools. It also has the responsibility for the development and conduct of Languages examinations leading to the award of the Higher School Certificate. It currently has 17 Board-developed K-10 Languages syllabuses, including a *K-10 Aboriginal Languages Syllabus* and 59 Board-developed Languages courses in 34 Languages. The Board of Studies works collaboratively with other state and territory agencies to support small community languages through Collaborative Curriculum and Assessment Framework for Languages program.

<http://www.boardofstudies.nsw.edu.au>

Queensland Studies Authority

The Queensland Studies Authority provides a wide range of resource materials for and information about LOTE on their website, as follows:

Years 1 to 10

- **LOTE Years 1 to 10 Syllabuses**

<http://www.qsa.qld.edu.au/yrs1to10/kla/lofe/syllabus.html>

- **Support materials for Years 1 to 10**

<http://www.qsa.qld.edu.au/yrs1to10/kla/lofe/support.html>

- **Frequently asked questions**

<http://www.qsa.qld.edu.au/yrs1to10/kla/lote/faqs.html>

- **LOTE Publications**

<http://www.qsa.qld.edu.au/yrs1to10/kla/lote/publications.html>

Years 11 to 12

- **LOTE Years 11 and 12 Syllabuses**

http://www.qsa.qld.edu.au/yrs11_12/subjects/index.html

7.2 Practice

QLD Department of Education, Training and the Arts

- **LOTE Online Professional Community**

LOTE Online is a professional community for teacher of LOTE in Queensland and anyone interested in the teaching of LOTE. It has been established by the Queensland LOTE Centre as a growing store of resources, human and material, to help in the process of designing and implementing course of study in LOTE. The site links to policy, syllabuses, libraries and resources for teachers. Special projects and sub-communities for immersion, distance education, literacy and beginning teachers are also hosted on the site.

http://www.learningplace.com.au/default_suborg.asp?orgid=26&suborgid=174

VIC Department of Education and Training

- **Languages other than English**

This site provides a wealth of materials for those interested in LOTE. It provides: details of LOTE project officers in each region of Victoria to support LOTE in schools; information to teachers who may wish to retrain in LOTE; curriculum materials for schools and teachers; details of other language providers such as community language schools and the Victorian School of Languages; LOTE reports which contain data about LOTE programs in government schools based on information from the annual LOTE survey conducted in August; “Lotelinx” – resources for each of the 23 languages taught in Victorian schools; information about the Bilingual Schools Project; and LOTE analysis, which includes a link to the report outlined above, and information about funding initiatives which have taken place as a result of the report.

<http://www.sofweb.vic.edu.au/lem/lote/index.htm>

TAS Department of Education

- **Languages other than English website**

This is a resource for teachers of LOTE working with the Tasmanian Curriculum and languages syllabuses in Tasmania. This page provides examples of classroom practice related to intercultural language learning and links with literacy.

<http://www.education.tas.gov.au/lote/Default.htm>

Australian Federation of Modern Language Teachers Associations

- **Professional standards for accomplished teaching of languages and cultures**

This document was funded by the Australian Government Department of Education Science & Training under the National Asian Languages & Studies in Australian Schools (NALSAS) Strategy.

<http://www.afmlta.asn.au/afmlta/Standards%20for%20teachers.pdf>

ACTFL, The American Council for Teaching Foreign Languages (US)

- **Standards for Language Education**

The American Standards are based on underlying principles and three key assumptions about language and culture, learners of language and culture, and language and culture education.

<http://www.actfl.org/i4a/pages/index.cfm?pageid=3652>

Opening the Door to Language Learning (UK)

The Opening the Door to Language Learning (OdLL) Project aimed to encourage organisations delivering language learning (universities, colleges, schools, publishers, businesses) to develop initiatives whereby their materials and expertise could be made available to a wider and different set of learners.

<http://www.opendoor2languages.net/en.html>

ICT in Education Victoria

- **“Lier les langues” – Linking languages: Connecting ICT, LOTE and the VELS curriculum for P-6**

This article discusses an innovative content-based LOTE program at Ruyton Girls’ Junior School, where topics for ICT projects were taken from across the VELS curriculum, assisting students to consolidate knowledge and skills in a variety of domains whilst introducing them to a wide body of language structures in a meaningful context. This paper:

explores the benefits of both content-based language teaching and the choice of ICT as the object of study

provides examples of ICT activities using Microworlds, Inspiration, Powerpoint and Publisher for a range of learner-age groups from P-6 which incorporate combinations of outcomes from a variety of VELS Domains in addition to LOTE and ICT.

http://www.ictev.vic.edu.au/event/2006_Conf_Notes_Papers/2006_Conf_Lier_les_langues.pdf

Subject Centre for Languages, Linguistics and Area Studies (UK)

- **Good Practice Guides** at <http://www.llas.ac.uk/resources/guidecontents.aspx>
- **Materials Bank** – Links to a wide range of teaching and learning materials – at: <http://www.llas.ac.uk/resources/bankcontents.aspx>

7.3 Advocacy

TAS Department of Education

- **Advocacy and promotion of the benefits of learning a language**

This page has links to both the MLTAV and MLTASA websites, as well as international sites.

<http://wwwfp.education.tas.gov.au/lote/resources/benefits.htm>

WA Department of Education and Training

- **Benefits of LOTE Learning**

This page outlines the benefits of learning a language other than English, and includes: communication, better understanding of English, social development, seeing the world from a different point of view, learning about other cultures, self esteem, enjoyment and enrichment, developing skills for the future, and enhanced vocational prospects.

<http://www.det.wa.edu.au/education/lote/teachers/cont1.htm>

Modern Language Teaching Association Victoria (MLTAV)

- **Promoting Languages in Victorian Schools: Why Learn Languages?**

This powerpoint presentation addresses the question: why learn languages, and discusses: the opportunities that language learning can bring to students; the advantages that language learning has for literacy learning; brain research that suggests that learning a language increases “grey matter”; research about work and career opportunities; the benefits of mastering not only one additional language, but several; and finally, maintaining cultural diversity and identity.

<http://www.mltav.asn.au/advocacy/Documents/Promoting%20Languages%20in%20Victorian%20Schools%20-%20MLTAV.ppt>

Modern Language Teaching Association South Australia (MLTASA)

- **A Rationale for Language Learning in the Twenty-First Century**

Why language learning is important in the modern context and benefits for students. Topics include the changing nature of the learning environment, learning languages and cultures, benefits of learning languages and languages enabling students to engage and interact with their world.

<http://www.mltasa.asn.au/rationale.htm>

Research Unit for Multilingualism and Cross-Cultural Communication (RUMACCC), University of Melbourne

- **Some common fallacies about multilingualism and second language education**

Rebuts some common fallacies including the “crowded curriculum”; that community languages undermine literacy in English; and “unfair competition” coming from students with a background in community languages.

http://www.rumaccc.unimelb.edu.au/schools/fallacies_colour.pdf

- **Catering for Linguistic Diversity and Utilising Community Resources in Language Programs**

Describes some of the various backgrounds that students are likely to have in a language, specific challenges this raises and some suggestions for catering for diversity.

http://www.rumaccc.unimelb.edu.au/schools/diversity_colour.pdf

- **More Languages, More Benefits**

Outlines the benefits of learning a third language, arguing that third language acquisition aids and is aided by second language acquisition.

http://www.rumaccc.unimelb.edu.au/schools/benefits_colour.pdf

Goethe Institut Australien

- **10 Reasons to Learn German**

Illustrates the occupational and personal benefits of learning German

<http://www.goethe.de/ins/au/lp/prj/bri/dle/enindex.htm>

Alliance Francaise Sydney

- **Why Learn French, or French: the Most Practical Foreign Language**

Reasons why people should learn French as a foreign language. The article was adapted from "French: The Most Practical Foreign Language" © 2006 by Richard Shryock of the Virginia Polytechnic Institute and State University (Virginia Tech)

<http://www.fl.vt.edu/french/whyfrench.html>

http://www.afsydney.com.au/content/tabID_3838/Topics_of_Interest/Why_Learn_French/French_the_most_practical_foreign_language.aspx

Subject Centre for Languages, Linguistics and Area Studies (UK)

- **700 Reasons to Study Languages.**

New research by the Subject Centre has identified more than 700 reasons to study languages. This research will be particularly useful for marketing languages and should help educators to promote language study and design. For example, if you want to know what sixth formers, language undergraduates and IWLP students have to say about studying languages, try searches for "**sixth former**", "**language undergraduate**" and "**IWLP**". At:

<http://www.llas.ac.uk/700reasons/700reasons.aspx>

- **Why Study Languages?**

Promotional Materials at: <http://www.llas.ac.uk/whystudylanguages/index.aspx>

Languages Work, CILT (UK)

- **The Value of Languages in the Workplace and Beyond**

This is an online information portal designed to show the value of languages in the workplace and beyond, and is aimed at four key groups, from young students to adults. It has a specific focus on how second language acquisition can broaden and enhance career opportunities.

<http://www.languageswork.org.uk/index.htm>

ACTFL, The American Council for Teaching Foreign Languages (US)

- **Foreign Language Advocacy**

Practical advice on how to become a foreign language advocate in your community

<http://www.actfl.org/i4a/pages/index.cfm?pageid=3656>

- **Discover Languages, Discover the World**

A national campaign that builds on the momentum begun during the 2005 Year of Languages. This is part of a long-term effort to raise public awareness about the importance of learning languages and understanding cultures for all Americans.

<http://www.discoverlanguages.org/i4a/pages/index.cfm?pageid=4216>

National Council of State Supervisors of Foreign Languages (US)

- **A Rationale for Foreign Language Education**

A position statement by the NCSFL, this document lists reasons why foreign language learning should be part of every student's basic education and the myriad of benefits for both the individual and society as a whole.

<http://www.ncssfl.org/papers/index.php?rationale>

Oklahoma Foreign Language Teachers' Association (US)

- **Benefits of Language Learning (US)**

A brief outline of the benefits of language learning, with bibliography.

<http://www.learnalanguage.org/oflta/Benefits.htm>

Modern Language Association of America (US)

- **Language study in the age of globalisation**

The brochure is directed primarily to college students. It argues that knowing other languages enriches students personal lives, expands their range of professional opportunities, and increases their power to act as citizens of the world.

http://www.mla.org/kol_brochure

- **Knowing other languages brings opportunities**

The brochure is directed primarily to high school students.

http://www.mla.org/kol_brochure

University of Michigan, Languages Resource Centre (US)

- **Ever wonder *why* there's a language requirement?**

This site firmly establishes five rationales and thirty powerful and compelling reasons why "Second language learning is one of the cornerstones of a liberal education":

The American Council on Education have called on American educators “to make foreign language competence an integral part of a college education,” and arguing that “every baccalaureate holder should be competent in a second language.” The Association of American Colleges and Universities echoes this call by including the ability to communicate effectively in a second language as one of the four fundamental skills that define “empowered learners.”

<http://www.umich.edu/~langres/langsite/aboutlang.htm>

University of Tennessee

- **Foreign Languages: An Essential Core Experience**

This paper reviews the benefits of languages study from early years through to tertiary levels and reviews a range of background reviews, reports and policy statements in this area.

<http://www.utm.edu/departments/french/flsat.html>

Centre for Applied Linguistics (US)

- **Why, how and when should my child learn a second language?**

This brochure discusses the benefits of learning a language at an early for fluency, what options are available (in American schools), and what parents can do to help. It also provides references and further reading for interested parents and others.

http://www.cal.org/resources/pubs/whyhowwhen_brochure.pdf

- **Second Language Learning: Everyone Can Benefit (NZ)**

An article by Kathleen Marcos outlining the personal, cognitive, academic and societal benefits of language learning. It also looks at the role of language learning with regard to children with special needs.

http://www.newbeginnings.co.nz/Story?Action=View&Story_id=1139

7.4 Materials

The Learning Federation

- **Languages Project**

The purpose of the TLF Languages project is to make available high-quality, interactive, digital learning resources and online tools to support teachers and help students in years P-10 learn another language. Currently TLF makes content available for Chinese, French, German, Greek, Indonesian, Italian and Japanese.

<http://www.thelearningfederation.edu.au/node78>

VIC Department of Education and Training

- **Languages Online**

This website is a resource for students and teachers of Indonesian, German, French and Italian.

<http://www.eduweb.vic.gov.au/languagesonline/>

BBC (UK)

- ***Languages Resources Sites***

A fantastic site with many resources available to learn a language simply, and in your own time. And if you thought you couldn't learn a language for one reason or another, check out <http://www.bbc.co.uk/languages/better/>.
<http://www.bbc.co.uk/languages/>

Languages Online (UK)

- **Languages Online Website**

Languages Online is an interactive resource for students. It was initially produced for the classroom students of the site's creators, and extended when they discovered that it was a very popular resource with them. This site is probably most useful for teachers, as it is assumed that pupils should have been taught the material covered prior to attempting a unit. Exercises are available in French, Spanish, German and Italian
<http://atschool.eduweb.co.uk/rgshiwyc/school/curric/HotPotatoes/>

7.5 Professional Associations

Australian Federation of Modern Language Teachers Associations

The Australian Federation of Modern Language Teachers Associations (AFMLTA) is the national professional body representing teachers of all languages in Australia.
<http://www.afmlta.asn.au/>

Modern Language Teaching Association Victoria (MLTAV)

<http://www.mltav.asn.au>

Modern Language Teaching Association South Australia (MLTASA)

<http://www.mltasa.asn.au/>

Modern Language Teaching Association Tasmania (MLTAT)

<http://wwwfp.education.tas.gov.au/lote/linkscontacts/mltat.htm>

Language Teachers' Association of the Northern Territory

<http://www.schools.nt.edu.au/ltant/index.htm>

Modern Language Teachers' Association of Queensland

<http://www.mltaq.asn.au/>

Modern Language Teachers' Association of Western Australia

<http://www.apea.asn.au/~mltawa/page6.html>

Modern Language Teachers' Association of New South Wales

<http://www.mltansw.asn.au/>

Modern Language Teachers' Association of the ACT

<http://www.mltaact.asn.au>

The Japanese Teachers' Association of NSW (JTAN)

JTAN aims to provide mutual support and professional development for teachers of Japanese in NSW.

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

Chinese Language Teachers Federation of Australia (CLTFA)

The Chinese Language Teachers' Federation of Australia (Inc.) is the national body of teachers of Chinese throughout Australia. It was set up in 1994 by the three local organisations then existing: the Chinese Language Teachers' Association of Victoria, the Chinese Language Teachers' Association of South Australia and the Chinese Language Teachers' Association of Western Australia (Inc). It has since been joined by the Chinese Language Teachers' Association of Queensland, the Chinese Language Teachers' Association of NSW (Inc.) and the Canberra Chinese Language Teachers' Society. The Federation was incorporated in Western Australia in 1999. It has observer status with the Australian Federation of Modern Language Teachers' Associations (AFMLTA).

<http://www.cltfa.asn.au>

The Chinese Language Teachers' Association of NSW inc. (CLTA of NSW Inc.)

The CLTA supports teachers of Chinese in day schools, primary and secondary, both private and public systems. The CLTA of NSW inc. is affiliated with the Chinese Language Teachers' Federation of Australia (CLTFA).

<http://www.cltfa.asn.au/frameset.htm>

New South Wales Association of French Teachers (NAFT)

NAFT provides continuous support to its teacher members through organising: immersion day, immersion weekends, Trial Papers for the HSC. It is starting to provide help to Primary teachers. It also hosts conferences where new technologies and pedagogies are explored and discussed.

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

Dante Alighieri Society

The Dante Alighieri Society, founded in Rome in 1889 by Nobel prize-winning poet Giosuè Carducci, promotes the appreciation and understanding of Italian language and culture worldwide. The Dante Alighieri Society offers a range of language and culture courses. They also present music and cultural evenings for lovers of things Italian.

<http://www.dantealighieri.com.au/index.html>

Association for Language Learning (UK)

This is the UK's major subject association for teachers of foreign languages.

<http://www.all-languages.org.uk/>

- Links to a wide range of languages associations organisations throughout the UK can be found at
 - http://www.all-languages.org.uk/links_associations_organisations.asp
- and also to a range of languages resource sites at
 - http://www.all-languages.org.uk/links_languages.asp

National Council of Less Commonly Taught Languages (US)

The CouncilNet website is the hub of CouncilNet, the World Wide Web-based network for organizations representing the less commonly taught languages (LCTLs) in the United States. More specifically, this website is designed to address the communication and information needs of the members of the National Council of Less Commonly Taught Languages (the Council), as well as those of other organizations, institutions, and individuals interested in the teaching and learning of the LCTLs in the United States.

<http://www.councilnet.org/home.htm>

The Council comprises 18 member language teaching associations that represent individual languages or geographically defined language groups. Below is a list of these member organisations:

- ***American Association of Teachers of Arabic*** <http://www.wm.edu/aata/>
- ***American Association of Teachers of Korean***
<http://www.aatk.org/>
- ***American Association of Teachers of Slavic and East European Languages*** <http://aatseel.org/>
- ***American Association of Teachers of Turkic Languages***
<http://www.princeton.edu/~turkish/aatt/>
- ***American Council of Teachers of Russian***
<http://www.americancouncils.org/>

- ***African Languages Teachers Association***
<http://lang.nalrc.wisc.edu/alta/mission.htm>
- ***Alliance of Association of Teachers of Japanese***
<http://www.colorado.edu/ealld/atj/alliance/>
- ***Cantonese Language Association***
<http://asiane.byu.edu/cla/>
- ***Chinese Language Association for Secondary-Elementary Schools***
<http://www.classk12.org/>
- ***Chinese Language Teachers Association***
<http://clta.osu.edu/>
- ***Council of Teachers of Southeast Asia Languages***
<http://www.cotseal.org/>
- ***North American Association for Celtic Language Teachers***
<http://www.naaclt.org/>
- ***International Association of Teachers of Czech***
<http://www.language.brown.edu/IATC/index.html>
- ***National Association of Professors of Hebrew***
<http://polyglot.lss.wisc.edu/naph/hs.html>
- ***National Association of Self-Instructional Language Programs***
<http://www.nasilp.org/home.html>
- ***National Council of Japanese Language Teachers***
<http://www.ncjlt.org/>
- ***South Asian Language Teachers Association***
<http://ccat.sas.upenn.edu/salta/>
- ***National Federation of Modern Language Teachers Associations (US)***

This organisation publishes the Modern Language Journal, and has a membership of eighteen associations representing those engaged in the teaching of modern languages. Those with active links are listed below.

<http://polyglot.lss.wisc.edu/mlj/nfmlta.htm>

- ***American Association of Applied Linguistics***
<http://www.aaal.org/>

- **American Association of Teachers of French**
<http://www.frenchteachers.org/>
- **American Association of Teachers of German**
<http://www.aatg.org/>
- **American Association of Teachers of Italian**
<http://www.aati-online.org/>
- **American Association of Teachers of Slavic and East European Languages** <http://aatseel.org/>
- **American Association of Teachers of Spanish and Portuguese**
<http://www.aatsp.org/scriptcontent/index.cfm>
- **Central States Conference of the Teaching of Foreign Languages**
<http://www.centralstates.cc/>
- **New York State Association of Foreign Language Teachers**
<http://www.nysaflt.org/>
- **South Central Modern Language Association**
<http://www.ou.edu/scmla/>

- **New Zealand Association of Language Teachers (NZ)**

New Zealand's professional association of over 550 teachers of languages (other than English or Maori) from the primary, secondary and tertiary sectors.

<http://www.nzalt.org.nz>

- **New Zealand Association of Japanese Language Teachers (NZ)**

A website for the promotion of Japanese language, and revision, extension and enrichment for New Zealand students.

<http://www.japanese.ac.nz>

- **Applied Linguistics Association New Zealand (NZ)**

A network of individuals interested and active in applied linguistics research; occasional research seminars are held and an annual research symposium. ALANZ also provides an outlet for publications in applied linguistics through the journal *New Zealand Studies in Applied Linguistics*. Areas of research which are of interest to ALANZ members include foreign and second language education, Maori language, cross-cultural pragmatics, speech and language disorders, language planning, and community languages.

<http://www.vuw.ac.nz/lals/about/alanz/alanz.html>

- ***New Zealand Sign Language Teachers Association (NZ)***

New Zealand Sign Language Teachers Association (NZSLTA), founded in 1992, is a national professional organisation for New Zealand Sign Language (NZSL) Tutors and Teachers throughout New Zealand.

<http://www.nzslta.org.nz>

- ***Canadian Association of Second Language Teachers (CANADA)***

The Canadian Association of Second Language Teachers promotes the advancement of second language teaching throughout Canada by creating opportunities for professional development, by encouraging research and by facilitating the sharing of information and the exchange of ideas among second language educators.

<http://www.caslt.org/>

7.6 Language Institutes

- ***Goethe Institut Australien***

<http://www.goethe.de/ins/au/syd/enindex.htm>

- ***Alliance Francaise Sydney***

<http://www.alliancefrancaise.com.au/>

- ***Australian Society for French Studies (ASFS)***

ASFS links head of French programmes at all Australian Universities. It organises national conferences to present new methodologies and pedagogies. It sponsors teacher attendance at its conferences.

<http://www.arts.usyd.edu.au/associations/asfs/default.shtml>

- ***Korean Studies Association Australasia (KSAA)***

The Korean Studies Association of Australasia is a non-political, academic organisation affiliated to the Asian Studies Association of Australia for contact, communication and scholarly activities among scholars concerned with the study of Korea.

<http://www.ksaa.net>

- ***Korean Education Centre (KEC)***

This Korean Education Centre in Sydney has established this website for the use of all teachers and students of Korean language and culture throughout Australia. Korean language teachers are especially dedicated to the teaching of Korean and often source and create ideas and materials on their own for use in the schoolroom.

<http://www.auskec.org>

- ***The Italian School Committee***

The Italian School Committee was established on the Sunshine Coast in 1985 with an aim to foster community awareness and appreciation of the Italian Language and Culture through social and educational programs and events. The Italian School Committee has worked in partnership with Education Queensland on the Sunshine Coast since 1985 to achieve these aims. This positive and close knit partnership has allowed the committee to establish and maintain a high quality Italian Language classes within schools throughout the Sunshine Coast.

<http://www.thinkingitalian.net/index.htm>

- ***Confucius Institute***

Aimed at promoting friendly relationship with other countries and enhancing the understanding of the Chinese language and culture among world Chinese learners as well as providing good learning conditions for them, the National Office for Teaching Chinese as a Foreign Language is to set up "Confucius Institute" in the world, whose major activities includes Chinese teaching in countries that have the needs and conditions. At the same time, the "Confucius Institute Headquarter" will be established in Beijing". The first international Confucius Institute was established in Portugal, now in many more countries..

<http://english.hanban.edu.cn/market/HanBanE/412360.htm>

- ***Association for Learning Mandarin in Australia***

ALMA was founded in 1984, when it was known as the Chinese Australian Schools Association (CASA). It was set up by a group of parents who wanted to run a childcare centre which teaches a language other than English. ALMA continues to operate this bilingual (Mandarin/English) centre in southern Canberra today.

ALMA acts as an advocate for the expansion and development of Mandarin programs in the school system. It has worked particularly closely in the ACT with Mawson Primary School, which is adjacent to ALMA's bilingual childcare centre, and the nearby Melrose High School to help these schools develop their Mandarin programs. ALMA also promotes wider discussion and debate about the learning and teaching of languages other than English in Australia.

<http://alma.anu.edu.au>

- ***The Japan Foundation***

The Japan Foundation provides support for Japanese language learning around the world through a variety of centres and programs. In Australia it does this through a major centre of language and culture, the Japan Foundation. This is located in Sydney at: Level 1, Chifley Plaza, 2 Chifley Square Sydney NSW 2000 Tel: (02) 8239 0081

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

- ***Ethnic Schools Association of Victoria***

<http://www.communitylanguages.org.au/index.php>

- ***Ethnic Schools Association of Queensland***

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

- ***Ethnic Schools Association of South Australia Inc***

<http://www.decs.sa.gov.au/ethnic/>

Community Languages Australia (Australian Federation of Ethnic Schools Associations)

This organisation is an umbrella body designed to unite the ethnic schools of Australia, and the state-based bodies which serve as their administrators, consolidating them beneath a single, organizational banner, and in the process carrying out a number of crucial roles in the creation, maintenance, and profile of Australia's 1400 community language schools.

<http://www.communitylanguagesaustralia.org.au/MainPage.html>

- ***Victorian Aboriginal Corporation for Languages***

The Victorian Aboriginal Corporation for Languages was established in 1994 to address the issues of language loss and is the state body responsible for coordinating Community Language Programs throughout Victoria. These programs are run through local Indigenous Organisations that report regularly back to VACL. The Corporation is focused on retrieving, recording and researching Aboriginal languages and providing a central resource on Victorian Aboriginal Languages with programs now looking at educational tools to teach the Indigenous community about language.

<http://www.vaclang.org.au/index.aspx>

- ***FATSIL (Federation of Aboriginal & Torres Strait Islander Languages)***

The Federation of Aboriginal and Torres Strait Islander Languages is the national body for community based Indigenous language programs in Australia. The organisation was established in 1991 in response to the Australian Language and Literacy Policy, to promote the maintenance, retrieval and revival of Indigenous languages, through the support of community based language programs.

<http://www.fatsil.org/index.htm>

- ***Auslan (Australian Sign Language)***

Deafness Forum of Australia : “Auslan as a Language other than English”

This is a policy statement of the role of Auslan as a LOTE. It looks at achievements to date in Australia, Auslan teacher qualifications, empirical research, standardisation of Auslan, the National LOTE curriculum and the need for a dedicated research centre.

<http://www.deafnessforum.org.au/policy3auslan.htm>

- ***American Sign Language Teachers Association (US)***

The American Sign Language Teachers Association - ASLTA is a national organisation dedicated to the improvement and expansion of the teaching of ASL and Deaf Studies at all levels of instruction in America. ASLTA is an individual membership organization of more than 1,000 ASL and Deaf Studies educators from elementary through graduate education as well as agencies.

<http://www.aslta.org/index.html>

7.7 Universities and research institutes

Research Unit for Multilingualism and Cross-Cultural Communication (RUMACCC), University of Melbourne

www.rumaccc.unimelb.edu.au/

Research Centre for Languages and Cultures Education, University of SA

The research centre focuses on three broad domains: languages, cultures and education the way these come into play in interaction in social and professional life. The site has links to current and past projects, and publications, mostly available through academic journals.

<http://www.unisa.edu.au/rcfce/default.asp>

Subject Centre for Languages, Linguistics and Area Studies (UK)

This organisation is a publicly funded service, providing UK-wide support and services for higher education in Languages, Linguistics and Area Studies. It is one of 24 subject centres that make up **The Higher Education Academy**. <http://www.llas.ac.uk/index.aspx>

University Council of Modern Languages (UK)

The University Council of Modern Languages (UCML) was established in 1993 when representatives of universities, scholarly and professional associations and other organisations concerned with the study and teaching of modern languages agreed that there was a need for a broad national body which could speak with a single voice and effectively represent the interests of modern languages in higher education. <http://www.ucml.org.uk/>

CILT, The National Centre for Languages (UK)

CILT, the National Centre for Languages is the Government's recognised centre of expertise on languages. The organisation's mission is to promote a greater capability in languages amongst all sectors of the UK population. The site also provides access to a wide range of information, teaching and learning resources, including a range of free ideas and information resources for teachers of languages. <http://www.cilt.org.uk/index.htm>

Australian Alliance for Languages

- **Statement of Needs and Priorities for Language Policy for Australia**

The Alliance was created at a conference held from 20-21 July 2001 at Victoria University in Melbourne to discuss the role of community and indigenous languages within Australian society. It was decided to set up an Alliance of professional and community organisations and interested individuals with two aims: (1) to lobby politicians in the framework of the 2001 Federal election campaign with a view to making language issues (including both indigenous and immigrant origin community languages) a central priority in federal language policy and planning; and (2) to work towards the development of comprehensive language policies at state and federal level based on the principles set out in the document.

<http://www.arts.usyd.edu.au/departs/langcent/alaa/langalliance.rtf>

University of Toronto (CANADA)

- **Why Study Languages** provides a range of underlying motivations and justifications for the study of languages in terms of personal development and opening up new perspectives and opportunities.
- **Year of Languages 2006-2007.** The University took on the challenge to co-ordinate activities linked to the declaration of 2006-2007 as a focusing Year of Languages for their region. This site provides a range of information about events they are organizing in connection with this Year, which provide a variety of ideas and possible models for others seeking to develop celebratory events around languages learning.

<http://www.artsci.utoronto.ca/languages>

7.8 Journals

- **Language, Society and Culture**

Language, Society and Culture is a refereed international internet journal publishing articles and reports dealing with theoretical as well as practical issues focusing on the link between language, society and culture within a socio-cultural context or beyond its boundary.

<http://www.educ.utas.edu.au/users/tle/JOURNAL/JournalF.html>

- **Journal of Southeast Asian Language Teaching**

A refereed journal of the Council of Teachers of Southeast Asian Languages, the *Journal of Southeast Asian Language Teaching (JSEALT)* publishes refereed articles, review articles, book reviews, multimedia reviews, bibliographies, reports, and information on events and activities of particular interest to professionals in the field of Southeast Asian language teaching and applied linguistics.

<http://www.seasite.niu.edu/jsealt/>

- **VOX: The Journal of the Australian Advisory Council on Languages and Multicultural Education (AACLAME), 1989-1991**

Edited by Joseph Lo Bianco

This document consists of the three issues of the serial "VOX" published in 1989-1991. Major articles in these issues include: "The Original Languages of Australia"; "UNESCO and Universal Literacy"; "Language Shift and Maintenance in Torres Strait"; "Maintaining and Developing Italian in Australia"; "Literature and Language Learning"; "The Interview Test of English as a Second Language"; "Trends and Factors in Language Shift in Australia"; "Banishing Fear from Assessing LOTE Learning"; "Some Thoughts on Gender, Inequality and Language Reform"; "The Languages of Spain: A Causerie"; "Language Retention by Ancestry and Generation"; "Language and Economy in their Cultural Envelope"; "A Hard-Nosed Multiculturalism: Revitalising Multicultural Education?"; "Asian Studies in Australia and Some Overseas Comparisons"; "Languages for the Professions: Linguistic and Cultural Presuppositions"; "Plain English: Simple or Simplistic"; "The Role of Mother Tongue Literacy in Third Language Learning"; "Maori Bilingual Education and Language Revitalization"; "World Trends and Issues in Adult Literacy"; "The Samoan Language in the

New Zealand Educational Context"; "Student Opinions of a French Language Immersion Program"; "Pijin Long Melanisa Tede--Melanesian Pidgin Today"; "Bilingual Education and the Eastern South Pacific: Fact or Myth?"; Toward Communication-Oriented English Teaching in Japan: The Introduction of Native Assistant English Teachers"; "Aboriginal English: An Introduction"; "Ethnic Minority Pupils in the Netherlands"; "Australian English"; "Language Planning in Africa"; "Voices of the Generations to Come: What Future for Minority Immigrant Languages?"; "The Role of English in the Development of a National Identity in a Multilingual Setting: The Singapore Dilemma"; "Early German at Ridley"; "Teaching Cognitive Skills in the Foreign Language Classroom: Reading and Thought"; and "Estimating Sydney's Language Resource: Preliminary Findings of Four Years of College Selection Tests."

http://www.eric.ed.gov/ERICDocs/data/ericdocs2/content_storage_01/0000000b/80/26/00/c4.pdf (8696K)

8 Topics in LOTE

8.1 Intercultural Language Learning

NALSAS

- **Report on Intercultural Language Learning**

This report addresses the interrelationship of languages and cultures in the learning, teaching, assessment, and evaluation of languages in Australian schools. That language cannot be separated from its social and cultural contexts of use is a critical dimension of understanding language in use. In this report the importance of this understanding is recognised. At the same time, intercultural language learning is highlighted as a goal since 'inter'-cultural implies engagement with, or back-and-forth movement across languages and cultures.

<http://www.curriculum.edu.au/nalsas/pdf/intercultural.pdf>

Asia Education Foundation

- **Getting Started with Intercultural Language Learning: A Resource for Schools**

The purpose of this resource for schools is to bring the theory of intercultural language learning and the practice of it together so that teachers can see the impact of applying the principles of IcLL in the classroom and across the school. The experiences of teachers and schools involved in the *Asian Languages Professional Learning Project (ALPLP)* form the basis of this resource. The ALPLP was an initiative of the Australian Government Department of Education, Science and Training, funded through the Quality Teacher Programme.

<http://www.asiaeducation.edu.au/alplp/pdf/alplp.pdf>

Intercultural Language Teaching and Learning in Practice

The **Intercultural Language Teaching and Learning in Practice Project** is funded by the Australian Government Department of Education, Science and Training through its Australian Government Quality Teacher Programme. It is a major, national professional learning initiative to support languages education and aims to develop collective understanding and work with intercultural language teaching and learning.

<http://www.iltlp.unisa.edu.au>

8.2 Links between languages and literacy

NALSAS

- **Linking languages and literacy: Information for parents and teachers**

This brochure addresses some questions and perceptions that may erroneously be held by members of the community, and addresses issues such as the relationship between language learning and English literacy, the idea that language learning should only be for the academically able, and reasons why it is important to know a language in addition to English. http://www.curriculum.edu.au/nalsas/pdf/link_lang_lit.pdf

- **Learning a language, learning about language, and learning to be literate**

This article by Anthony Liddicoat considers the relationship between language learning and the development of literacy in English. It dispels some of the common myths about learning a second language, and highlights the cognitive and linguistic benefits of language learning. <http://www.camberwellps.vic.edu.au/language.htm>

8.3 Bilingualism

VIC Department of Education and Training

- **Bilingual Schools Project**

The Bilingual Schools Project involves 12 primary schools and 3 secondary colleges where students learn aspects of the curriculum through both English and a language other than English. This page has links to school profiles, evaluation and accountability, and professional development.

<http://www.sofweb.vic.edu.au/lem/lote/lbil.htm>

Bilingual Families Perth

This not-for-profit organisation has set up this site to encourage families who have parents that speak more than one language to raise their children learning both languages. They provide information, resources and links to raising children bilingually.

<http://www.bilingualfamilies.net/>

University of Melbourne

- **Growing up with English Plus (DVD)**

This 45 minute DVD presentation was developed from Monash University's research and public workshops for parents and prospective parents on raising children bilingually. It presents a number of ways of raising children bilingually, especially if one of the parents is a monolingual English speaker. It answers questions and dispels myths through the presentation of typical family situations in Australia and experiences related by members of bilingual families. Available through University of Melbourne Bookshop by online mail order (or visit their bookshop on campus).

ISBN 1 875578 90 0 \$33 <http://www.bookshop.unimelb.edu.au>

The American Council for Teaching Foreign Languages (US)

- **Benefits of Being Bilingual**

Sets out eight well established benefits of learning a second language from an early age. <http://www.actfl.org/i4a/pages/index.cfm?pageid=3651>

Raising Children Network: the Australian parenting website (AUS)

- **Two languages spoken here**

This article discusses the reality of many families where parents speak more than one language, and dispels some of the myths associated with children's learning of two languages simultaneously.

http://raisingchildren.net.au/articles/two_languages_spoken_here.html

Deutsche Schule Melbourne (AUS)

- **What parents want to know about raising their children bilingually**

Dr Döpke has 15 years experience advising and supporting parents to raise their children bilingually. In this one page document, she addresses some of the most common questions that parents and families have asked.

<http://www.dsm.org.au/downloads/Bilingual-info.pdf>

Curriculum Leadership

- **Diaspora, hybridity and growing up bilingual in a globalised world**

This article by Criss Jones Diaz argues that the dominance of English threatens linguistic diversity, and is particularly apparent in ethnic or diaspora communities, where parents often encourage their children to speak English to gain social or economic advantages. The author argues that educators need to be sensitive to the complexity of bilingual children's experiences in shaping their identity across two or more cultural or linguistic contexts.

<http://cmslive.curriculum.edu.au/leader/default.asp?id=58#art17039>

8.4 Languages and special needs students

Two Languages Too: Second Language Learning and Children with Special Needs - Hogan, J and Norris, L (1999), *Education Department of Western Australia*.

This kit was produced as part of a research project to investigate how second language learning programs have been implemented and developed for students with special needs. The kit includes 2 videos, for educators and parents, case study material, a literature review and implementation guidelines

For more information about this project, see “**Second language for special students**”
<http://wwwcomm.murdoch.edu.au/synergy/0303/lote.html>

8.5 Early language learning

The American Council for Teaching Foreign Languages (US)

- **Research in Support of Elementary School Programs**

A bibliography of research that shows the benefits of early language learning. Includes source and a brief description of what the research found.

<http://www.actfl.org/i4a/pages/index.cfm?pageid=3653>

National Network for Early Language Learning (US)

- **Resources in Early Language Education**

The mission of the National Network for Early Language Learning is to provide leadership in support of successful early language learning and teaching. Since its founding in 1987, NNELL continues to be an invaluable resource for educators, parents and policymakers advocating for K-8 programs of excellence in second language education. This organisation recognises the importance of parent involvement in successful language learning, and has a link on the home page called “Home/School Connections”. This resource is basically the form of a letter that can be sent home to parents by schools. <http://nnell.org/index.php>

- ***“International Education and the Early Language Classroom”***

This article was written by Vivien Stewart and Heather Singmaster and included in the NNELL’s journal Learning Languages. It discusses the relationship between the early language classroom and the international knowledge and skills that will be required in the 21st century. It also looks the grassroots level of interest shown by many schools in international education, and provides examples of schools that have already integrating this into their curriculum, including: Glastonbury Public Schools; Chinese American International School; John Stanford International School; and Glendover Global Studies Academy.

http://nnell.org/journal/spring_2006/International%20Ed.pdf

Further information about the programs mentioned above can be found at:

- **Glastonbury Foreign Languages** - <http://www.foreignlanguage.org/index.htm>
- **Chinese American International School** - <http://www.cais.org/>
- **John Stanford International School** - <http://www.jsisweb.com/jsis/index.asp>

L'envoi: Yesterday, Today and the Future

Down the ages the study of languages has been rightly seen as an integral part of a complete and balanced education.

Not only or necessarily from the evident practical benefits of unlocking an ever expanding range of employment and business opportunities and gaining a strategic competitive edge in the market place at local, national, regional and global levels

But also in terms of its contribution to intellectual growth, reach and grasp; to the development of personal identity and fulfilment; and to an informed understanding of the world around us and the ways in which we belong, interconnect and link with the rest of community and society in our locality, our country and across the world.

Languages learning has been described as the bridging link to all disciplines and fields of knowledge – and a resource for all seasons and all times.

This point was well made in an article which strongly argued the need for languages learning as a keystone of learning in the early twentieth century:

“Ever since the birth of institutions of learning the study of foreign languages has always held an important place in the general educational scheme of all civilised nations of the globe.

To eliminate this important discipline from the curricula of our schools in order to make room for some of the so-called “practical” disciplines... would mean to slight deliberately the best interests of the commonwealth by weakening the fabric of both education and of citizenship.

To be sure, the voice of the people is not to be ignored, for, after all, the foremost duty of every institution of learning is to serve the needs of the community, but the danger lies in the possibility of placing purely local interests above those of the nation. Opponents to foreign language study will be found to be coming, for the most part, from the ranks of the misinformed and the inexperienced.

The study of foreign languages must be considered indispensable in all schemes of popular education.”

C. M Purin. *The Modern Language Journal*, Vol. 4, No. 7 (Apr., 1920), pp. 325-330

Now, at the beginning of a new century, the needs, imperatives and central importance of languages learning are not less than they were then. These are, if anything, far greater and more insistent in their implications for all nations of the world.

These needs and opportunities resonate most strongly for a country like Australia, whose future is closely linked with the countries of our region, and also with those in all other parts of the world. In that world our successful future, and that of all our young people, will be driven by their intellectual capital and leading skills training – plus their mastery of language skills and intercultural understanding, which has been described as the currency of this new world order.

Here we in Australia should surely have a resource of vast potential. Our country has a strong, rich and vibrant languages heritage in the currently active 70 of the 200 original indigenous languages, plus a further 200 community languages spoken extensively in families and communities across the country. Properly developed these are resources which can provide us with the most extraordinary potential for the future, and for the future of every young Australian.

A Rationale for Language Learning in the 21st Century

- **changed learning environment**

Learning in the 21st century is complex, more socially interactive, more culturally diverse and more community engaged. In the past ten years, learning for our students has become:

- more community based and networked
- less bound by time and location
- more individual/group, and less whole-class based,
- transformed by access to information and communication technologies
- global as well as local
- focused on knowledge creation and application.

Our students live in a globally oriented and highly interconnected world, a world that is technology and information rich and characterised by increasing linguistic and cultural diversity and the growing interdependence of people, communities, and nations. Learning languages develops particular capabilities in cognition, cultural understanding and communication that support students today and into the future.

The reasons for learning languages reflect this changed environment.

- **Learning languages and cultures**

Learning to communicate in additional languages means being able to use language resourcefully to exchange meaning. A knowledge of, and engagement with, systems of culture are fundamental to being able to communicate successfully and provide a basis for the ways in which speakers of a language establish shared meaning, exchange shared concepts, and ways of seeing the world.

Learning to communicate requires *interaction* that focuses on

- learners as *interactants* whose engagement in any interaction shapes and is shaped by the cultural setting in which the interaction is situated
- learners recognising that their success in interaction is determined not only by what they do, but what they are understood to do by members of the ‘other’ culture, whose perceptions are culturally distinct from their own
- learners understanding how to act with members of ‘other’ cultures and managing their interactions in response to the expectations of members of the ‘other’ culture
- learners using language with awareness of the deliberate choices made to achieve particular effects and meanings
- learners decentring from their own cultural perspective to engage with others.

These interactions, accompanied by reflection, are central to *intercultural language learning*.

- **Benefits of learning languages**

Intercultural language learning develops the following benefits

Communicative benefit

Proficiency in additional languages extends learners' capability to communicate. Learning a language also develops their understanding of a language in addition to their own.

Intercultural benefit

Learning additional languages enables learners to engage with people of diverse cultures in ways that recognise differences and create connections. Language is inseparable from ways of knowing the world. Knowing additional languages and cultures involves connecting, engaging, and interacting with others and negotiating boundaries based on diverse ways of understanding the world.

Linguistic benefit

Learning additional languages develops an understanding of how languages are structured and how they work to create meaning, thereby extending language awareness.

Cognitive benefit

Learning additional languages extends an individual's capacity to think and to use knowledge and information in interaction with others, using a range of technologies. Research has reinforced the belief that language learning uses and develops intelligence and particular conceptualisation and metacognitive skills.

Languages enable our students to engage and interact with their world

Learning additional languages increases the personal, social, and economic capacities of both individuals and communities. It also assists learners in shaping, engaging with, and making meaning from these new learning environments.

Learners with knowledge of additional languages and cultures will be more able to shape and navigate their own environments. Knowing additional languages and cultures increases our students' capabilities to:

- communicate
- interact successfully with others
- access and use information
- respond creatively to change and emerging global possibilities.

Through learning languages and cultures, as an integral part of school education, students will develop:

- a capability to use an additional language
- intercultural sensitivity
- an understanding of the nature of language (of both their first language and at least one additional language)
- a linguistic awareness that enables them to perceive the power of language
- an understanding of the cultures embedded in these languages, including the skills and sensitivity to recognise the centrality of culture to 'meaning making' and the exchange of meaning through communication
- an understanding of themselves and their own identities

- a multilingual and intercultural awareness as citizens who will continue to develop their understanding of and engagement with diversity.

Students leaving school with knowledge and skills in languages and cultures will contribute to the cultural and linguistic richness of our society, to personal fulfilment, mutual understanding, economic growth and global citizenship.

Modern Language Teachers Association of South Australia (MLTASA) -
<http://www.mltasa.asn.au/rationale.htm#1>