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Achieving Success



It is often said....

that languages are failing to achieve the levels of success that policy makers would hope for ...

- when data on year 12 enrolments is one of the few reference points available,
- where curriculum standards are higher than what is deemed possible in the time allocated to language learning.

If these 'external forces' are hindering our sense of success, what can we do

- to realign our work, and
- to establish realistic expectations of ***what learners can achieve and why these matter***
- in the limited time in which they do ***engage*** in language learning?

What are Languages Programs achieving .. in the short term?

In a context of

- Low intensity, compulsory programs
- High attrition rates at early 'exit points' (Year 6, 7, 8, 9)

What initiatives are needed to ensure learners

- connect with learning *within & beyond* the language classroom?
- feel *rewarded for effort = a sense of SUCCESS*
AND
- exit with a clear *appreciation of the personal value* of that learning experience?

What is *the value proposition* for young second language learners who do *not* intend to ...

- *commit* to learning Language beyond the compulsory years
- use the language in their own life-world

What should our short term – educational - goals ((SUCCESS criteria) be for learners exiting at early points - by the end of year 6, 8, 10?

Why do we have a problem with engagement and success?

The monolingual mindset

- only one language matters in the community
- L2 learning involves the L2 only – inside the classroom

Curriculum pathways

- single trajectory, little variability, few entry points

Textbooks

- “homogenous learner group – English monolinguals
- Standardised pedagogic language for L2 learners
 - de-natured and de-cultured
- Single pathway to achievement using routine, everyday content
- The target L&C is “other-ised” – and so are learners...

Why do we have a problem with engagement and success?

Teacher expectations & experiences

- Teach the language, not develop the learners
- Little time or resources to diversify or enrich the curriculum
- Top-down influence of Senior Secondary eligibility criteria and assessment standards – teach toward the test

Community perceptions ... the media ...

AUSTRALIA'S 'SPECTACULAR' FAILURE IN LANGUAGES

2017

Despite living in an increasingly interconnected world, the proportion of Australia's Year 12 students taking a language has plummeted to just 10 per cent

By *Tim Mayfield*, ¹

Learning a second language is both an end in itself but also an effective proxy for the kind of intercultural understanding that will be essential if Australia is to continue to thrive in its diversity. Assistant Professor Ruth Fielding [argued recently](#) that Australia's multilingual diversity is being stifled by a monolingual culture and approach to curriculum in schools.

By engaging with an unfamiliar language, students are also engaging with the culture and history that comes with it. In doing so, they gain perspective into a world beyond their immediate experience, greater insight into their own communities and curiosity to broaden their horizons.

This latter point is crucial when it comes to preparing the students of today for the jobs of tomorrow. Simply put, we must change our collective mind-set around the importance of languages to our continued wealth and prosperity.

LEARNING & TEACHING

Featured



Tim Mayfield
Executive Director, Asia
Education Foundation, University
of Melbourne

The latest Australian [census data](#) is in an particular note, 72 per cent of residents : down from nearly 77 per cent in 2011. M colonisation, most of the Australians wh rather than Europe.

So what to make of these shifts?

On the face of it, the data indicates that society with greater links into our imme numbers don't tell the full story.

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[Media and republication](#)

<https://pursuit.unimelb.edu.au/articles/australia-s-spectacular-failure-in-languages>

Some data on “the problem”

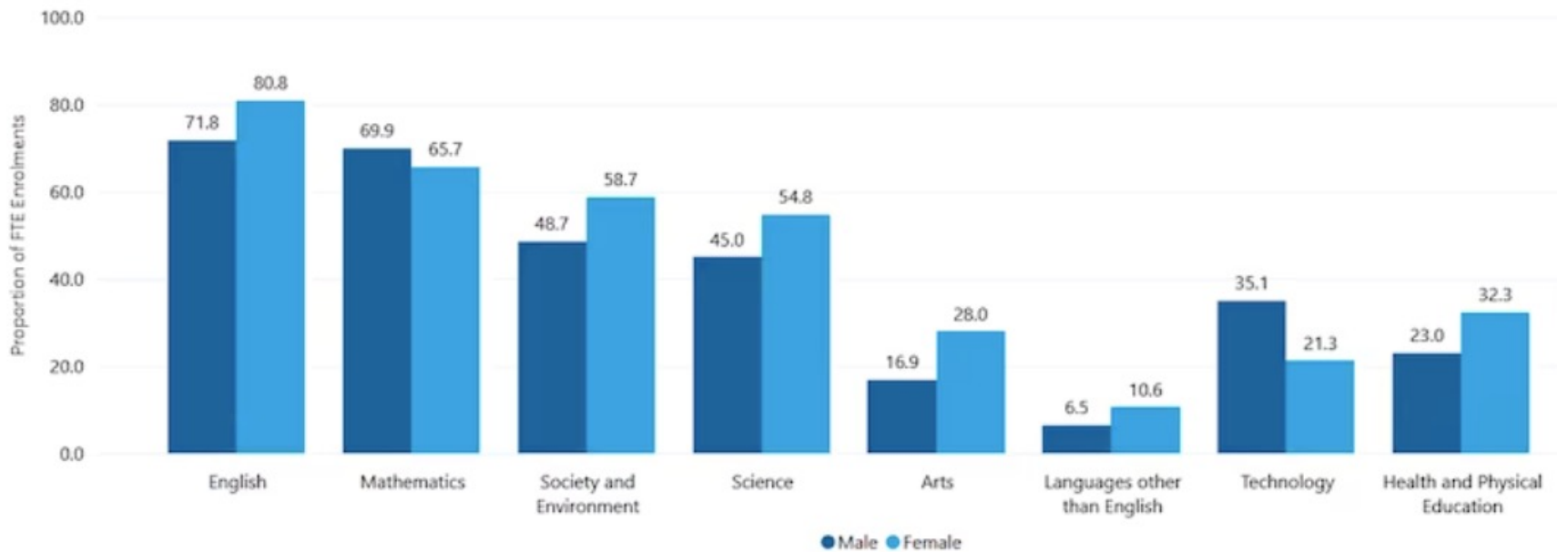
Percentage of Year 12 enrolments by learning area and sex, 2021

Learning Area	Male	Female	All
English	71.8%	80.8%	76.4%
Mathematics	69.9%	65.7%	67.7%
Society and Environment	48.7%	58.7%	53.8%
Science	45.0%	54.8%	50.0%
Arts	16.9%	28.0%	22.6%
Languages other than English	6.5%	10.6%	8.6%
Technology	35.1%	21.3%	28.0%
Health and Physical Education	23.0%	32.3%	27.8%
Cross-disciplinary	9.0%	8.6%	8.8%

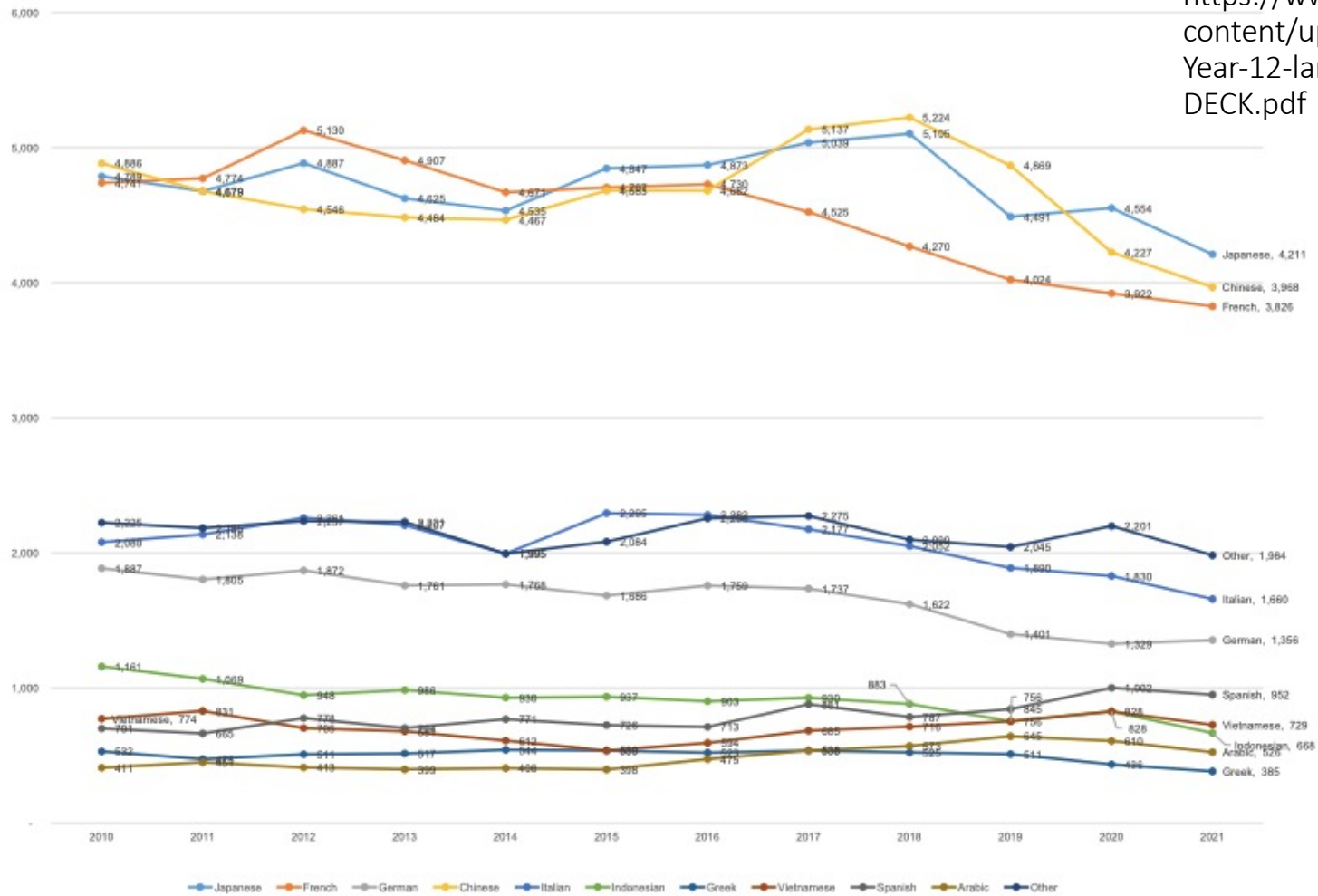
234,316
Year 12 students

120,380
Year 12 female students

113,936
Year 12 male students

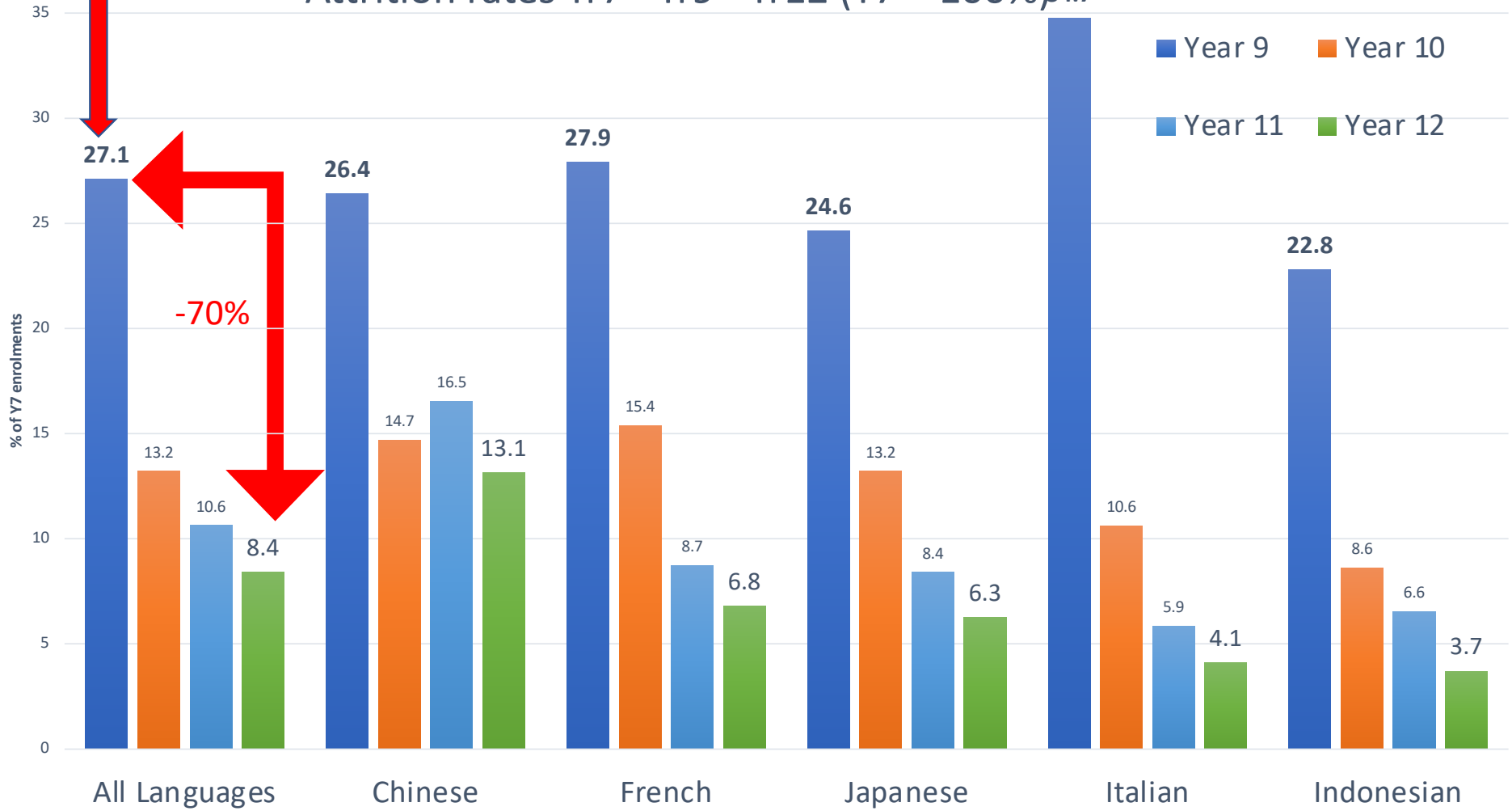


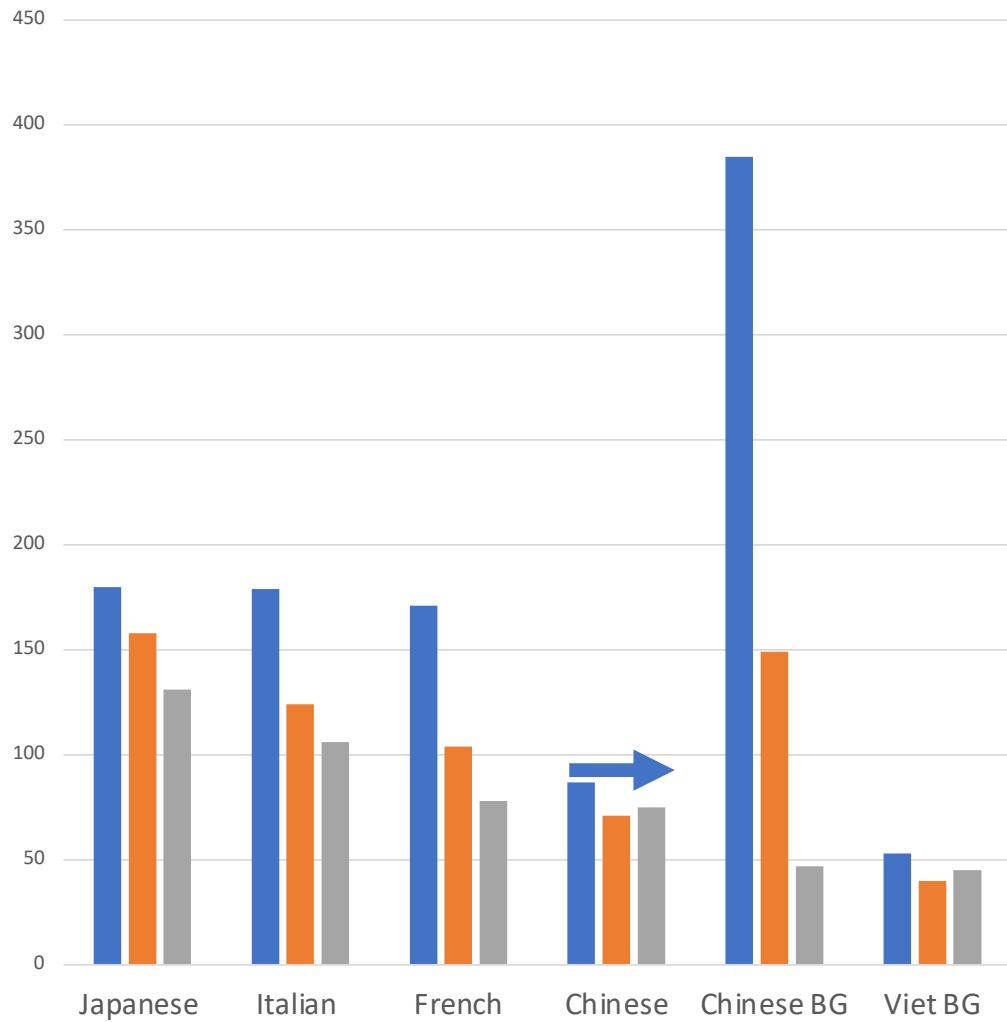
Year 12 tertiary-recognised language enrolments by language, Australia, 2010-2021



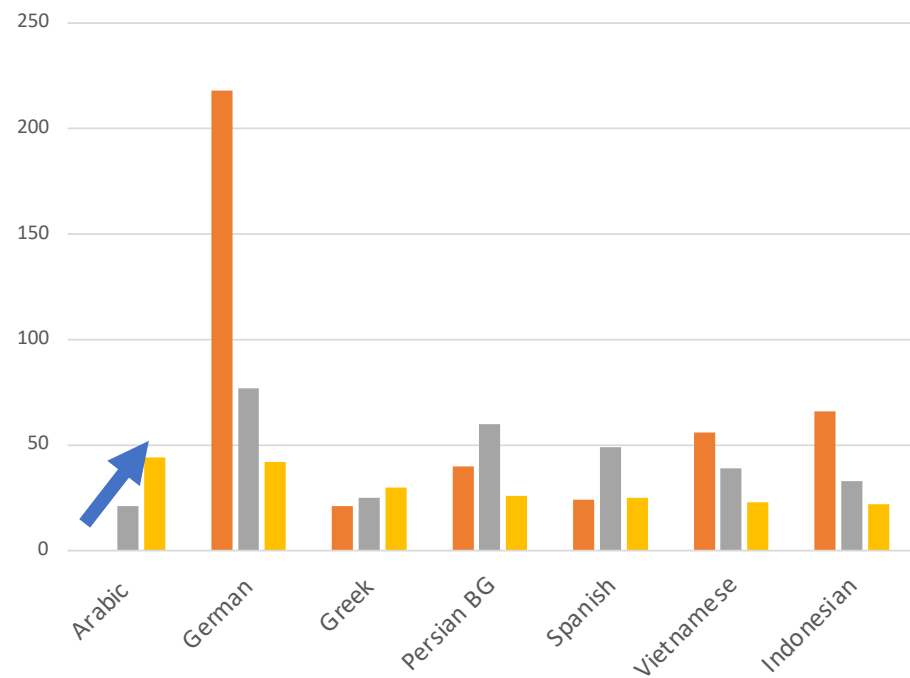
https://www.acicis.edu.au/wp-content/uploads/2023/01/20230110_ACARA-Year-12-language-stats_2010-2021_BRIEF-DECK.pdf

NLPS data 2021 – Government Schools
 Attrition rates Yr7 - Yr9 - Yr12 (Y7 = 100%)





SACE Languages 2008-2016-2022



2018

Now reading: Language teaching in SA schools a "failing" system



Jump to comments

ADELAIDE
Monday
February 19, 2018

Language teaching in SA schools a "failing" system

NEWS

SPECIAL REPORT | The proportion of South Australian students choosing to study a language in Year 12 has fallen by more than half in the past 10 years, prompting a new strategy and a staffing overhaul of the Education Department's languages team.



Stephanie Richards

@stephrichards



<https://indaily.com.au/news/2018/02/19/language-teaching-in-sa-schools-a-failing-system/>

2016

Home / News / Education

The Sydney Morning Herald

JUNE 12 2016

SAVE PRINT LICENSE ARTICLE

Why students are turning away from learning foreign languages

Kelsey Munro

<http://www.smh.com.au/national/education/why-students-are-turning-away-from-learning-foreign-languages-20160610-gpg6ek.html>



Foreign language learning in Australia is in serious decline, as we are well into the second decade of the so-called Asian Century.

The article explains this sad state of affairs in a number of ways:

- Australians think knowing only English is just fine and everyone is learning English anyway
- There is a lack of continuity in language programs
- Language teaching in schools is tokenistic
- Minimum class requirements of 15 students work against languages
- The small number of required HSC subjects works against choosing a language

Education

Jun 15, 2016

How to solve Australia's language learning crisis

With the "moribund" state of language learning in Australia in the spotlight, **Ingrid Piller** busts some myths, arguing that it does not have to be this way and that something can be done about it.

2016

No, it clearly does not, as a comparison with Finland shows. The Finnish education system is widely regarded as one of the best internationally, and regularly [outperforms Australia in the Program for International Student Assessment \(PISA\) rankings on numeracy, sciences and reading scores. In Finland, all students take two compulsory foreign languages throughout schooling: 44% of Finnish school students even study a third foreign language and 31% a fourth.](#) In fact, all countries that outperform Australia on PISA – which measures numeracy, sciences and reading – and most countries that perform more or less the same, have at least one compulsory foreign language in their school system.

Axing Asian language courses from schools and universities may leave Australia underprepared for the future

By [Oliver Lees](#), [Sastra Wijaya](#), and [Erwin Renaldi](#)

Posted Sat 5 Dec 2020 at 5:59am



2020

When Mailie Ross enrolled in the Hindi language program at La Trobe University, she was hoping to connect with her partner's Indian heritage and help pass that culture on to her 15-month-old daughter.

But following the university's proposal to scrap their Hindi, Indonesian and Greek language programs in the face of [a tightening budget for humanities courses](#), Ms Ross may be running out of options to pursue her dream.

"I would be really disappointed if they didn't maintain something for us," she said.

"The program at La Trobe University was really all there was available to me as an adult to learn Hindi, I don't think I have any other options."

Key points:

- Enrolments have been down in some Asian language courses in the past few years
- Cutting them from universities goes against Australia best interests, academics say
- Students, academics, experts and officials have all voiced their support for Asian language courses

The rationale – the (national) future

OPINION

Learning a language helps students better understand others in an increasingly diverse Australia

By Stanley Wang

Posted 28 Aug 2023, updated 5 Sep 2023

2023 “Intercultural Capabilities”

A contemporary argument for language learning

Any bilingual would attest to the fact that language is key to accessing the deep and invisible layers of culture, such as beliefs, values, approaches, attitudes and perspectives.

According to the [Asia Education Foundation](#), breaking out of one's comfort zone and learning about how the roots of other cultures may be similar or different to one's own is key to developing empathy, resolution and respect, and it's the path to challenging assumptions, stereotypes and prejudices.

With Census 2021 showing that [Australia has become more culturally diverse than ever](#), and with global political tensions growing by the day, it has become more important for students to be able to engage with people from different cultures — for peace and harmony, both nationally and internationally.

So rather than focusing solely on language proficiency, school-based language learning can serve as a direct means for developing intercultural capabilities and understanding.

This creates an opportunity for language learning in schools.

Studying languages develops intercultural capabilities

Should learning a second language be compulsory in Australian schools?

Children in 40 preschools around the country will next year be taught a second language as part of a trial aimed at boosting language studies. But with the number of students taking up languages at a staggering low, does it go far enough?

Kathleen Kirby argues the benefits of language studies go beyond being able to speak another language.

"Young people who have the opportunity to learn languages will not only be able to communicate better with people across the world, they have deeper inter cultural understanding and cultural intelligence," she said.

Research from the Victorian government also suggests that learning another language helps boost children's literacy skills and comprehension of English.

Neil Broad argues that a motivation for Australians should be around understanding the country's history and preserving Indigenous languages, many of which

"Language is not simply about learning about grammar and vocabulary and a sound system, it's also about gaining an appreciation for the cultural context in which that language is spoken and where it belongs," he says.

Starting young

2014

Linking language to 'Place'
– another place – not here

Is it time to reframe the rationale & rethink our goals? To focus less on proficiency and more on 'global citizenship'?

China crisis? Hardly – it doesn't matter most Aussie kids don't speak fluent Mandarin

Published: July 8, 2019 6.08am AEST

The number of students studying Mandarin in Australian schools nearly doubled between 2008 and 2015. from shutterstock.com

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Just before the May federal election, then shadow treasurer Chris Bowen gave a speech in which he lamented the low levels of Year 12 students studying Mandarin in Australia. The speech was at a [launch for Labor's plan](#) to deepen Australia's engagement with Asia.

According to the [launch's media release](#), Labor's strategy would include "improving Asian literacy and cultural understanding through school curriculums".

Bowen mentioned that only about 130 Australians of non-Chinese heritage can speak Chinese to a level good enough to do business with China. In recent weeks, [experts confirmed](#) this

Author



Warren Midgley
Honorary Associate Professor of Applied Linguistics, University of Southern Queensland

Disclosure statement

Warren Midgley does not work for, consult, own shares in or receive funding from any company or organisation that would benefit from this article, and has disclosed no relevant affiliations beyond their academic appointment.

Partners

Evidence suggests there are multiple benefits from learning a second language beyond achieving native-like mastery of the language itself. These include improvements in cognitive flexibility, decision-making, and intercultural competency.

None of these benefits requires the learner to be able to speak, read or write that second language as well as a native speaker.

Some of the questions we should be asking are:

- are our children making progress in learning the language?
- are they engaged with the lessons and the materials?
- are they demonstrating interest in other cultures and ideas?
- are they exploring new ways of seeing the world and solving problems?
- are they reaching out to others in the community who have different language and cultural backgrounds?

The first two of these are regularly measured, or at least noted, by classroom teachers. But the others are often overlooked. It is difficult to know how successful our programs have been without measuring these things too.

Language-specific “strategies” A focus on ‘country-literacy’

2020-21

Politicisation of teaching Chinese language in Australian classrooms today

By Michiko Weinmann, Rod Neilsen and Sophia Slavich

In a year dominated by the COVID-19 pandemic, the Asia-Pacific region is increasingly embroiled in an atmosphere of China scepticism. Diplomatic tensions between Australia and China have arisen in the past largely due to political and trade disagreements, but the provision of Chinese language programs in Australian schools has also ignited controversy.

Australia's [education agendas](#) for the 21st century have focused on supporting Australian school students to become future global citizens with the skills and capabilities to live, work and engage in the international community, particularly with Australia's neighbours. Proficiency in an Asian language has been seen as a key skill to achieve this goal. However, while policy promotes the study of Chinese as a 'language for the future', such motives are readily cast aside in times of diplomatic crisis when the 'enigma' of China and speakers of the Chinese language are [seen as a threat](#).



Australia's changing and challenging relationship with China needs for more – not less – China literacy in our schools.

The past two years has been a difficult time to see Chinese people and Australians of Chinese heritage in Australia made to feel uncomfortable and marginalised. Last year, during Senate hearings, Chinese-Australians were [challenged over their loyalty](#) to Australia and enquiries were called into Confucius Institutes which support Chinese language learning in Australia. The pandemic has accelerated a major breakdown in diplomatic and trade relations between Australia and China. Our current defence alliances confirm that our preferred relationships lie

Indonesian ...

Call for more Australian high school students to learn Bahasa Indonesia

By [Mariah Papadopoulos](#)

Posted Sat 30 Oct 2021 at 4:24am, updated Sat 30 Oct 2021 at 12:10pm

Tom is among a shrinking cohort of Australian students choosing to learn Indonesian at high school — year 12 enrolments have declined by 50 per cent in one school generation, according to the Asia Education Foundation (AEF).

That's why the AEF, at the University of Melbourne, this week renewed calls for a national push to get more high school students learning Indonesian.

The AEF launched a new policy paper 'Rationale for Indonesian Language and Studies in Australian Education', which highlights four reasons why studying Indonesian is important in Australian schools: proximity, language literacy, creativity and sustainability.

AEF executive director Hamish Curry said Australians would struggle to navigate their relationship with one of Asia's key players without Indonesian language and culture skills.

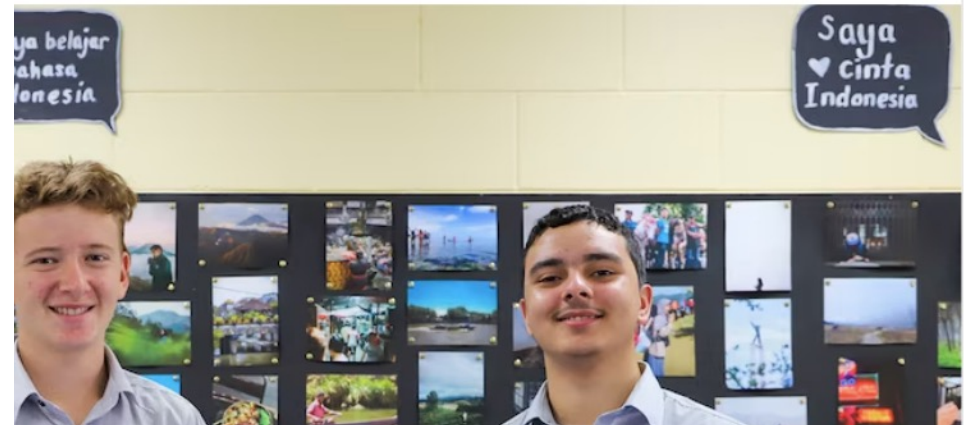
"Our ongoing connection and relationship with Indonesia happens

Universities cut Asia literacy as COVID bites



Australia's universities are cutting back on Asia specific programs in the wake of the pandemic, threatening the nation's ability to understand, engage and do business with the region, experts say.

[Read more](#) →



A strategy?

- <https://www.asiaeducation.edu.au/docs/default-source/why-indonesia-matters-in-our-schools/rationale---why-indonesia-matters-in-our-schools---2021.pdf?sfvrsn=2>



2021

OUR LEARNING OUR LANGUAGE

Building Australia's friendship with Indonesia starts at school.

The [Alice Springs \(Mparntwe\) Declaration](#) says that young Australians must learn to "engage in the global community, particularly with our neighbours in the Indo-Pacific region."

Imagine the potential. Students in two schools, one in Sulawesi, Indonesia, and one in South Australia taking part in the [Australia-Indonesia BRIDGE School Partnerships Program](#), collaborate on a major science investigation of their local river. They communicate in Indonesian and English. They collect the same data on the rivers to compare results. They face a similar challenge: the rivers are polluted. What solutions can they take action on? Real-time virtual exchange like this is the dynamic starting point for our digitally connected students to collaborate and make friends with our neighbours.

Since the 1950s Australia has been a world leader in teaching Indonesian. It's part of

negative perceptions of Indonesia in the Australian community. We need to re-think what we teach our young people about Indonesia.

The Australian Curriculum provides multiple opportunities for students to develop knowledge and understanding of Indonesia through many learning areas and three cross-curriculum priorities of '[Asia and Australia's Engagement with Asia](#)', '[Sustainability](#)' and '[Aboriginal and Torres Strait Islander Histories and Cultures](#)'.

Indonesia's history has shaped the world and is important to study. Demand for cloves, nutmeg, pepper and cinnamon changed the course of history as nations battled for over 2,000 years to control trade of these precious commodities. From the First Century BCE spices were carried by outrigger canoes to East Africa, and by camels along the Silk Road from China. The spice trade led to the rise of powerful kingdoms in the Indonesian archipelago and colonial empires.

BICARA (SPEAK)

Indonesian is an accessible language for English speakers. It uses the Roman alphabet and has a systematic grammar structure with a strong letter-sound relationship – just see it and say it. There are many borrowed words from English, Arabic, Chinese, Dutch, Sanskrit and Portuguese reflecting Indonesia's role as a meeting place of the world in Southeast Asia.

“

Young Australians must learn to engage in the global community,

How much of this IS about Language????

Since the 1950s Australia has been a world leader in teaching Indonesian. It's part of *who* we are and essential to *where* we are in the Indo-Pacific. In the United States, Spanish is the most taught language because it's spoken by the neighbours. In the UK it's French. For Australia, Indonesian – the national language of our neighbour – is a logical choice.

Indonesian has stable uptake in Australian primary schools. But these days, most students don't continue with the language when they enter secondary school, often because it's no longer available. In Year 12, Indonesian enrolments have declined by 50% in just one school generation.

Today, Indonesian is an 'at risk' language in Australia with [fewer than 760 Year 12 students](#) studying it.

Of most concern, the [latest research](#) on the state of Indonesian in our schools points to student drop-off as a result of xenophobia, stemming from limited understanding and

kingdoms in the Indonesian archipelago and colonial empires.

For students of geography and science Indonesia's rich biodiversity means it is a '[megadiverse](#)' country, home to 17% of the world's bird species and 16% of its reptiles. Indonesia has the largest rainforest area in the world after the Amazon and the Congo, and it's located on the Pacific Ring of Fire, making it a hotspot for volcanoes and earthquakes.

For a dynamic Arts curriculum students can study [Eko Nugroho](#) who is taking the global art world by storm. His pop-culture multimedia works combine a comic book aesthetic with traditional Javanese motifs from batik textiles, *wayang kulit* shadow puppets and other storytelling traditions.

The opportunity to know Indonesia's diversity, understand Indonesia's global significance and grow Australia-Indonesia engagement is part of the Australian Curriculum.

So???

What can we do to establish

- realistic expectations of
 - *what learners can achieve and*
 - *why these matter*
 - meaningful SUCCESS criteria
 - in the limited time in which they do *engage* in language learning?
- How does curriculum help or hinder our 'success' ???

The AC:L

Communicating:

using language for communicative purposes

interpreting, creating & exchanging meaning

Understanding Language:

understand language, culture, & learning & their relationship,
developing an ***intercultural capability*** in communication

- What are the purposes of the AC: Languages ?
- How do teachers of [Language] use it?
- How well does it relate to [Language] classroom realities (esp time on task)
 - Do the outcomes of [Language] programs align with the expectations of the AC:C?
- What role does the AC:L play in ***leading us forward*** at this point in time?
- ...

The OLD AC:L - Communicating & Understanding

Sub-strand	Description
Socialising	Interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; participating in planning, negotiating, deciding & taking action.
Informing	Obtaining, processing, interpreting and conveying information through a range of texts; developing and applying knowledge.
Creating	Engaging with imaginative experience by participating in, responding to and creating a range of texts, such as stories, songs, drama and music.
Translating	Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others.
Reflecting	Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity.

Systems of language	Understanding language as a system, including <i>sound, writing, grammatical and textual</i> conventions.
Language variation & change	Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place.
role of language & culture	Analysing and understanding the role of language and culture in the exchange of meaning.

Sub-Strands and Threads

COMMUNICATING STRAND	
SOCIALISING	Socialising & interacting Taking action & transacting Building classroom language
INFORMING	Obtaining & using information Conveying & presenting information
CREATING	Participating in & responding to imaginative experience Creating & expressing imaginative experience
TRANSLATING	Translating & interpreting Creating & using bilingual resources
REFLECTING	Reflecting on <ul style="list-style-type: none"> • experience of intercultural communication • identity & intercultural communication

UNDERSTANDING STRAND	
SYSTEMS OF LANGUAGE	<ul style="list-style-type: none"> • Sound and letter knowledge • Grammatical & vocabulary knowledge • Text structure & organisation
LANGUAGE VARIATION AND CHANGE	Language variation in practice Language change The nature, function & power of language
ROLE OF LANGUAGE AND CULTURE	Language, culture and communication

The “NEW” AC:L --- So how has the AC:C changed?

‘The “*de-cluttered*” Australian Curriculum’ ... ‘*by teachers, for teachers*’

Strand: Communicating meaning- involves students learning to use language for communicative purposes in **interpreting, creating & exchanging meaning.**

1) **Interacting**

- Exchanging ideas, opinions, experiences, thoughts and feelings ***in non-verbal, spoken and written interactions***;
- participating in planning, negotiating, deciding and taking action.

2) **Mediating meaning in and between languages**

- - Obtaining, processing, interpreting and conveying information through ***a range of spoken, written and multimodal texts***;
- moving between languages and cultures ***non-verbally, orally and in writing***, recognising different interpretations.

3) **Creating text**

- Creating a range of ***spoken, written and multimodal texts*** for specific contexts, purposes and audiences.

NEW Strand: Understanding language and culture

- involves students learning to analyse and understand language and culture as resources for interpreting and shaping meaning in intercultural exchange.
- 2 sub-strands.
 - 1) Understanding systems of language**
 - Understanding the linguistic features of Chinese,
 - including *sound, writing, grammatical and textual* conventions.
 - 2) Understanding the interrelationship of language and culture**
 - Analysing and reflecting on the role of language and culture in shaping meaning and identity.

(THEN....) By the end of Year 8, students...

- share factual information and opinions about their personal and immediate worlds,
 - including personal details, family, pets, friends, pastimes, school and neighbourhood.
- interact with others orally and in writing, asking and responding to questions
 - using *Siapa, Apakah, Berapa, Bagaimana, Apa, Di/Ke/Dari mana...?*, and
- expressing preferences
 - using *saya suka, kurang/tidak suka, mau/tidak mau*.
- **pronounce the vowels and consonants**
 - such as *c (ch)* and *r (trilled)* and combined sounds such as *ng, au*.
- use formulaic expressions to sustain interactions.
 - for example, *saya tidak tahu, maaf, saya tidak mengerti, sekali lagi*
- describe qualities of appearance, colour, character and condition
 - (such as *tinggi, merah muda, lucu, panas*), and
- identify quantities using numbers and fractions.
- respond to and create texts to describe real and imagined events and characters.
- create personal, informative and imaginative texts incorporating textual features such as salutations and using cohesive devices such as conjunctions
 - for example, *dan, tetapi, karena* and *untuk*.

By the end of Year 8, students...

- form sentences with subject-verb-object construction
 - for example, *Saya mau bermain sepak bola*, typically using
 - simple base words (for example, *makan, minum, naik, bangun*),
 - *ber-* verbs (for example, *bermain, belajar, berenang, berdansa, berlari*) and
 - formulaic *me-* verbs (for example, *menonton, mendengarkan*).
- refer to others using pronouns
 - such as *saya, kamu, dia, mereka, Bu/Pak*,
- and use these in possessive form,
 - including using *-nya* (for example, *sepatunya trendi*).
- refer to events in time and place using the prepositions *pada, di* and *ke* as well as time markers
 - such as *sebelum/sesudah, yang lalu, and depan*.
- predict meaning based on knowledge of their first language, text features and key words, including loan words from English.
- translate texts, identifying culture-specific language such as vocabulary related to ..
 - cultural artefacts (for example, *gayung, becak, warung*), environment (for example, *sawah, desa, cicak*), and practices (for example, *Idul Fitri*).
- describe their experiences of using Indonesian and views about how it fits with their sense of self.

By the end of Year 8, students...

- know that Indonesian is a language used by millions of Indonesians in daily life and that it is constantly changing.
- know that Indonesian uses a base word and affix system
- use metalanguage to describe and compare features and rules of sentence construction
 - including the use of possessives and adjectives.
- identify textual features
 - such as salutations, conversation markers and sequencing devices.
- know that spoken and written forms of Indonesian can vary,
 - for example, the elision of pronouns and some verbs in speech.
- identify when language changes according to people and their relationships, such as
 - informal language with friends (for example, *kamu, nggak, hebat*) and
 - formal language with teachers and adults (for example, *Anda, tidak, baik sekali*).
- make connections between aspects of their own language and culture, and compare these with Indonesian language and culture.
 - such as particular expressions or practices,

NOW!! - By the end of year 8 ... students (V9..)

- use Indonesian language to interact and collaborate with others, and to share information and plan activities **in familiar** contexts.
- respond to others' contributions, and recognise **familiar** gestures, questions and instructions in exchanges.
- **recognise relationships between spoken and written forms.**
- locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning.
- respond in Indonesian or English, and demonstrate understanding of context, purpose and audience in texts.
- use **familiar** language, and **modelled** sentence and grammatical structures to create texts.

By the end of year 8 ... students (V9..)

- approximate pronunciation and intonation in spoken Indonesian.
 - demonstrate understanding that Indonesian has conventions and rules for non-verbal, spoken and written communication.
 - comment on aspects of Indonesian and English language structures and features, using metalanguage.
 - demonstrate awareness that the Indonesian language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity.
-
- That's all folks

Learning beyond THE language

<https://v9.australiancurriculum.edu.au/f-10-curriculum/f-10-curriculum-overview/general-capabilities>

The 7 general capabilities in the Australian Curriculum are:

- Critical and Creative Thinking
- Digital Literacy
- Ethical Understanding
- Intercultural Understanding
- Literacy
- Numeracy
- Personal and Social capability.

In the Australian Curriculum, general capabilities are addressed through the content of the learning areas; they are not separate learning areas, subjects or isolated skills. The teaching of learning area content will be strengthened by the application of relevant general capabilities, as will the development of the general capabilities through appropriate learning area contexts.

Language learning in the 21st C - in the USA

– its all about UTILITY

- Learning other languages and understanding the culture of the people who speak them is a 21st Century skill that is vital to success in the global environment in which our students will live and work.
- “To confront the twenty-first century challenges to our economy and national security, our education system must be strengthened to increase the foreign language skills and cultural awareness of our students.
- America’s continued global leadership will depend on our students’ abilities to interact with the world community both inside and outside our borders.”
- For college and career readiness, our students need to be proficient in other languages, regardless of whether they choose to transition directly to the workforce or to post-secondary education. (2006)

5 Cs



WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

The five “C” goal areas (Communication, Cultures, Connections, Comparisons, and Communities) stress the application of learning a language beyond the instructional setting. The goal is to prepare learners to apply the skills and understandings measured by the Standards, to bring a global competence to their future careers and experiences.

GOAL AREAS	STANDARDS		
COMMUNICATION Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes	Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
CULTURES Interact with cultural competence and understanding	Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.	Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.	
CONNECTIONS Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations	Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.	Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.	
COMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence	Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.	Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.	
COMMUNITIES Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world	School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.	Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.	

Introduction

Increasingly global economies, a heightened need for national security, and changing demographics in the U.S. have increased attention to our country's lack of language capability. Every call to action to prepare our students for the 21st Century includes offering them the opportunity to learn languages other than English and increase their knowledge of other cultures. Yet the latest enrollment figures indicate that in 2007-08 only 18.5% of students in U.S. public schools K-12 were enrolled in a language class.

Clearly, language education is critical to our students' success in the world of the future: a world that will insist upon their need to interact effectively with others who do not speak English. It is critically important that schools, elementary through post-secondary, offer our students that opportunity to develop those skills.

* Language proficiency in a Latin program emphasizes the ability to interpret written Latin but uses the aural/oral skills to promote the interpretive ability. For American Sign Language classes, communicative competence focuses on signed communication ability.

LANGUAGES

Language education not only contributes to students' career and college readiness, it also helps develop the individual as language learners take on a new and more invigorating view of the world. They come to understand the world better because of their knowledge of speakers of another language – of people who share many of the same hopes and dreams for their future. While perspectives may differ among speakers of different languages, more similarities exist than we might imagine. However, it is only through knowing the language of others that we can truly understand how they view the world. And this is what makes the language student a 21st Century skilled learner!

Then and Now

The language classroom in the U.S. has been transformed in the last 20 years to reflect an increasing emphasis on developing students' communicative competence. Unlike the classroom of yesteryear that required students to know a great deal of information about the language but did not have an expectation of language use, today's classroom is about teaching languages so that students use them to communicate with native speakers of the language. This is what prepares them to use their language learning as a 21st Century Skill. Following is a chart comparing how language classrooms looked in the past compared to today.

IN THE PAST

TODAY

Students learned about the language (grammar)	Students learn to use the language
Teacher-centered class	Learner-centered with teacher as facilitator/collaborator
Focused on isolated skills (listening, speaking, reading, and writing)	Focus on the three modes: interpersonal, interpretive, and presentational
Coverage of a textbook	Backward design focusing on the end goal
Using the textbook as the curriculum	Use of thematic units and authentic resources
Emphasis on teacher as presenter/lecturer	Emphasis on learner as "doer" and "creator"
Isolated cultural "factoids"	Emphasis on the relationship among the perspectives, practices, and products of the culture
Use of technology as a "cool tool"	Integrating technology into instruction to enhance learning
Only teaching language	Using language as the vehicle to teach academic content
Same instruction for all students	Differentiating instruction to meet individual needs
Synthetic situations from textbook	Personalized real world tasks
Confining language learning to the classroom	Seeking opportunities for learners to use language beyond the classroom
Testing to find out what students don't know	Assessing to find out what students can do
Only the teacher knows criteria for grading	Students know and understand criteria on how they will be assessed by reviewing the task rubric
Students "turn in" work only for the teacher	Learners create to "share and publish" to audiences more than just the teacher.



INTERDISCIPLINARY THEMES

Global Awareness. Language education and cultural understanding are at the heart of developing global awareness for students. In order to understand and address global issues, it is important to understand the perspectives on the world that speakers of other languages bring to the table. By learning other languages, students develop respect and openness to those whose culture, religion, and views on the world may be different. Language students are able to interact with students from the target language in order to discuss issues and reach solutions.



Financial, Economic, Business and Entrepreneurial Literacy.

Students in language classes learn about financial and economic issues in the target language culture(s) and are able to compare and contrast with those of the United States. According to the Committee for Economic Development (CED), "...cultural competence and foreign language skills can prove invaluable when working on global business teams or negotiating with overseas clients." In addition, the changing demographics in the U.S. make language capability a requisite for interacting with non-English speaking communities domestically as well as internationally. Those who are able to communicate with others in their native language will naturally feel more empowered to negotiate with those around the world as they engage in entrepreneurial activities.



Civic Literacy. Language learners become aware of the judicial, legislative and government functions of the target language country(ies) and are able to compare and contrast those with the civil liberties and responsibilities in the U.S. Because they can communicate in the target language, they are able to engage in discussions with other students and participate in activities in which they discuss civic life in their respective countries.



Health Literacy. Language learners are engaged in a value-added activity as they can address global health and environmental issues in the target language and understand materials that were written for native speakers of that language. They have access to information because they can understand the language and can thus engage in global discussions on health, environmental, and public safety issues, and can prepare for careers in these fields.



MODES OF COMMUNICATION

Interpersonal mode.

Interpersonal mode is active oral or written communication in which the participants negotiate meaning to make sure that their message is understood.

Interpretive mode.

Interpretive mode is the ability to listen to or read a text and interpret the meaning.

Presentational mode.

Presentational mode is written or oral communication in which the presenter must take into account the impact on the audience since this is one-way communication with limited opportunity for feedback.

The OTHER learning in the USA

What's missing??

Council of Europe Language Policy Portal



The Council of Europe is committed to the preservation and promotion of Europe's linguistic and cultural diversity as a precondition for peaceful, cohesive and democratic societies.

Since the early 1960s, the Council has played a key role in bringing about positive change in the field of language education across Europe and beyond, broadening the

early aims from a focus on modern foreign languages to the more holistic concept of [plurilingual and intercultural education](#).

Plurilingual and intercultural education values all the languages and cultures that learners bring with them (including sign, minority and migrant languages and cultures), recognises the importance of the languages of schooling for educational success and considers [language support for migrants](#) as key to their integration and full participation in democratic societies. The need to provide further support for the implementation of plurilingual and intercultural education to ensure it fulfils its role in supporting the Council's three pillars of human rights, democracy and the rule of law, was recently reaffirmed in [Recommendation \(CM/Rec\(2022\)1\) on the Importance of Plurilingual and Intercultural Education for Democratic Culture](#).

Central to this concept is the notion of communicative purpose and of the individual learner as a social agent with rights and responsibilities as demonstrated in one of the Council's major achievements – the [Common European Framework of Reference for Languages \(CEFR\)](#) and more recently, the CEFR Companion Volume.

Over 70 years of successful cooperation with member states, individual experts and INGOs have resulted in a vast array of resources ranging from [policy guides to hands-on classroom materials](#) developed in response to evolving needs. If you would like to know more about [key milestones in the history of language policy](#) at the Council of Europe and explore the rich resources, please use the tabs at the top of this page. The icons below will take you to ongoing developments.

The [Language Policy Programme](#) is related to the work of the [Education Department](#) which is part of the Directorate of Democratic Participation within the [Directorate General of Democracy and Human Dignity](#) ("DGII") of the Council of Europe.



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CM/REC (2022)1

THE IMPORTANCE OF PLURILINGUAL
AND INTERCULTURAL EDUCATION
FOR DEMOCRATIC CULTURE



Plurilingualism and pluriculturalism

The CEFR distinguishes between plurilingualism and multilingualism. In the same way it distinguishes between multiculturalism and pluriculturalism. This distinction aims to facilitate understanding of two very different views of linguistic and cultural diversity. Multilingualism/multiculturalism considers languages and cultures as separate and somehow static entities that co-exist in societies or individuals.

Plurilingualism and pluriculturalism aim to capture the holistic nature of individual language users/learners linguistic and cultural repertoires. In this view, learners/users seen as social agents draw upon all sorts of resources in their linguistic and cultural repertoires and further develop these resources in their trajectories. Plurilingualism/pluriculturalism stresses the dynamic use of multiple languages/varieties and cultural knowledge, awareness and/or experience in social situations.

Both plurilingualism and pluriculturalism focus on interconnectedness of different languages and cultures rather than on their differences and stress the importance of evolving profiles that value even the most partial competences in and awareness of languages and cultures.

[Ideas for implementation >>](#)

So???

what can we do to establish

- realistic expectations of
 - *what learners can achieve and*
 - *why these matter*
- meaningful SUCCESS criteria
- in the limited time in which they do *engage* in language learning?

- How does curriculum help or hinder our 'success' ???

The Learner and the motivation – to engage ...

- The desire to learn a language. ... THIS language ...
- In this school context
 - to accept the 'contract' to learn the language for a set number of years
 - to engage in the activity set of language learning
 - to belong to this community of learners
-
- How do they understand the purpose and nature of the language learning 'contract' in years 3-4/ 5-6/ 7-8/ 9-10 ??
- What are THEIR success criteria??

What motivational tools do we have available

The impact of the ***instructional context***

- *To establish clear success criteria*
- *To enhance motivation to participate in this learning opportunity*
- to encourage a sense of intellectual stimulation, self accomplishment,
- To engage in activity that is self-initiated and sustained by *inherent enjoyment*

Setting clear goals and SUCCESS criteria

what is it the teacher wants me to do? as a learning challenge

Motivation ***imposed*** from the outside

- ‘external’ values accepted and adopted
- A decision to ***accept*** activity as relevant and meaningful

=> introjected regulation ‘buying’ into external ‘pressure’

=> a ***task orientation*** to motivation

Do I find this motivating and interesting – worthwhile here and now
– to my identity as a learner / as a user of my L&C repertoire ?

Motivation IS Dynamic

Dispositions change over time

- Changes / decline in motivation over time is not unusual
- Changes often from intrinsic (this is interesting) to extrinsic motivation (oh well I better ...)

The L2 motivational self (Dornyei)

- The actual self (here and now) – WHY am I Here???
- The language learning experience (immediate)
 - – the challenge is meaningful – the task enjoyable
- The ideal L2 self (aspirational) - this helps me understand WHO I AM
- The ought to L2 self (please others) – I get good feedback from my teacher for my contributions

Creating & encouraging awareness of and the desire to close the gap between **actual** and **ideal** self

The reality is often - Demotivation

Perceptions of

- **No** sense of why studying the L2
 - A lack of engaging experiences
 - a lack of autonomy – ability to take ownership of the task
 - overt **control** by teachers – waiting to be told what to do next
- => lower **intrinsic** motivation => higher demotivation
- => expressions of resentment to language learning

the “success”-ful learner?

- Developing an positive orientation toward otherness
 - overcoming ego- ethno- lingua- centrism
 - willing to engage with others(ness)
 - expressing an interest in LINGUISTIC and cultural difference
 - willing to explore possible alternative futures
 - an identified and expressed interest in exploring (previously unforeseen) alternative futures / open doors
- = a vision of a PLURI-lingual, locally connected, globally aware **FUTURE** self

OUR task – for success - recognising and responding to the needs of learners – individually & collectively

- ***What are they experiencing?***

- Seeing teaching ***‘through the eyes of the learners’***

- Understanding ***learner’s life worlds***

- language use, language learning, cultural affiliations etc
- experiences, motivations, aspirations
- the nature of their relationship with the ‘other’ languages

- **valuing their FUNDS OF KNOWLEDGE in the classroom**

- Building on their experiences, building motivation, extending aspirations

Some basic principles for learner-centred teaching

- Eliciting (understand) their ‘funds of knowledge’
- Respecting who they are (find out more)
- Valuing and building on what they have/ who they are
- Showing them how to take control of their learning
- Focusing on the bilingual experience – both / all L&C matter!
- Helping them move between & expand their horizons
- Bringing the learners together - Establishing a common identity built around the diversity of knowledges skills & experiences and the commonalities that exist between them

Conclusion: Engagement ⇔ SUCCESS

- The association between motivation and behaviour and L2 learning success is **RECIPROCAL** not causal.
- Motivation nurtures SUCCESS which boosts motivation
- There are many **reciprocal** influences that fuel and sustain the behaviours and desires needed to be successful in the Languages classroom.

What are students thinking at the outset // upon exit

- Why am I here
- What am I going to learn?
- What does this L2 mean – to me
- What does this have to do with my future?
-
- What did I achieve?
- What impact did it have on ME?
- How will I use this knowledge?
- What do I NOW see as my ideal future self ?
- ...

Conclusion

What can we do to establish

- realistic expectations of
 - *what learners can achieve and*
 - *why these matter*
- meaningful SUCCESS criteria
- in the limited time in which they do *engage* in language learning?

