Learning through Languages

Review of Languages Education in NSW

Reference Paper
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**Abbreviations**

ACACA  Australasian Curriculum, Assessment and Certification Authorities  
ACARA  Australian Curriculum, Assessment and Reporting Authority  
AECG  Aboriginal Education Consultative Group  
ATAR  Australian Tertiary Admission Rank  
CCAFL  Collaborative Curriculum and Assessment Framework for Languages  
CLIL  Content and language integrated learning  
CLSP  Community Languages Schools Program  
DEC  Department of Education and Communities  
HSC  Higher School Certificate  
KLA  Key learning area  
OTEN  Open Training and Education Network  
RoSA  Record of School Achievement  
SSCL  Saturday School of Community Languages
Executive summary

Introduction

Thirteen years into the 21st century, Australia is increasingly multicultural and multilingual. Yet despite the diverse nature of our society and various government reviews and initiatives over the decades regarding languages education, participation in school language learning remains low; in NSW, only about 10% of students undertake a language course for their Higher School Certificate. Further, NSW does not currently have a language policy for schools.

Background to the Review of Languages Education in NSW

In 2012, the Minister for Education, the Hon. Adrian Piccoli MP, asked the Board to undertake a review into languages education in NSW. Guided by the terms of reference, the Board conducted preliminary conversations with key NSW languages education stakeholders. Board officers examined past language policies and initiatives and conducted a stocktake of current language provision in and out of school settings in NSW. An extensive analysis of recent developments and best practice in Australia and internationally regarding languages education was also undertaken.

Following the work undertaken, the Board developed six initial proposals for consultation outlined in the Learning through Languages consultation paper and reference paper. The initial proposals for consultation provide the foundation for a broader and more inclusive languages education for all NSW students.
Current languages education landscape in NSW

- Languages are not currently compulsory in K–6. Between 30% and 40% of NSW primary schools have a language program, with the majority situated in the Sydney metropolitan area.
- Where languages are taught, lessons are typically 30–40 minutes once a week from a specialist primary language teacher who uses one of the Board’s K–10 syllabuses, which are available in 17 languages.
- In Years 7–10, students are required to undertake 100 hours of continuous languages learning, preferably in Years 7–8 (Stage 4). The Board’s K–10 syllabuses in 17 languages are used to deliver this mandatory requirement for the Record of School Achievement. If undertaken in Stage 4, students might go on to study a language as an elective in Years 9 and 10 (Stage 5).
- Only about 10% of students undertake a language course for their HSC. There are many reasons for this, including the perceived difficulty and lack of relevance of languages, the low parental and community value placed on languages, the lack of continuity between primary and secondary school, and staffing and resource issues.
- Currently there are 63 senior secondary language courses. Some languages have differentiated courses – Beginners, Continuers, Extension, Heritage and Background Speakers. Not all languages have all of these courses, and entry is governed by the Board’s eligibility criteria.
- Languages education is not solely the domain of schools: in NSW, more than 30,000 students attend a community language school after school and/or on the weekend for at least two hours a week. Attending these schools is seen as important for language maintenance, intercultural awareness and improved social cohesion.

What is happening in Aboriginal Languages?

NSW was the first state to implement an Aboriginal Languages K–10 syllabus. Since that time, the Board has undertaken extensive work with communities in developing materials. In 2012, 2389 students undertook Aboriginal languages in NSW government primary schools.

What about the Australian curriculum developments?

The Australian Curriculum, Assessment and Reporting Authority (ACARA) is developing F–10 syllabuses in Arabic, Chinese, French, German, Indonesian, Italian, Japanese, Korean, Modern Greek, Spanish and Vietnamese, and a Framework for Aboriginal Languages and Torres Strait Islander Languages. ACARA will undertake further work to determine the process and timelines for developing the Australian curriculum in additional languages beyond those listed.

The Board has yet to determine the timeline for implementation of the Australian curriculum regarding languages and will continue to provide advice to ACARA on the development of the Australian Curriculum: Languages.
Initial proposals for consultation

The Board has developed six initial proposals that lay the foundation for a broader, more inclusive languages education for all NSW students.

PROPOSAL 1: A new K–10 Languages curriculum framework

- Developing a new K–10 Languages curriculum framework including teaching modules and other support materials for teachers.
- Creating a key learning area (KLA) for Languages in primary school.
- Delivering the 100 mandatory hours of language learning in Stage 4 (Years 7–8) with increased flexibility, such as delivering more English literacy to students who already have a second language.

PROPOSAL 2: A new approach to post-compulsory languages education

- Reviewing the HSC pattern of study requirements to acknowledge the difficulty of language courses (particularly the time on task required to learn scripted languages).
- Considering alternative nomenclatures for the Stage 6 differentiated language courses.
- Considering alternative approaches to the current eligibility criteria for Stage 6 differentiated language courses and adopting an approach that addresses the need for transparent, consistent and fair decisions and the public policy objectives of languages education.
- Working collaboratively with other education stakeholders to encourage the establishment of a uniform ATAR Languages Bonus Points Scheme in NSW.
- Supporting the incorporation of elective units of competency in Asian and other languages into relevant Board VET courses.

PROPOSAL 3: Broader recognition of language proficiency

- Developing a Languages Proficiency Framework to enable language achievement to be assessed, irrespective of where the language learning takes place, e.g. at a community languages school or at school.
- Providing quality assurance guidance to teachers in schools and other venues, to ensure consistent application of the framework.
- Establishing a K–12 Languages Passport to record and transport proficiency levels.

PROPOSAL 4: Strengthening and supporting the provision of Aboriginal languages

- Developing targeted programming support materials for the *Aboriginal Languages K–10 Syllabus*.
- Establishing, together with the Aboriginal Education Consultative Group (AECG), an online compendium of Aboriginal Languages resources.
- Allowing more than one Aboriginal language to be taught during the mandatory 100 hours.
- Developing a language reclamation and revitalisation module for delivery within the HSC Aboriginal Studies course.
- Developing a Stage 6 syllabus framework for Aboriginal Languages.
PROPOSAL 5: Raising the profile and supporting the delivery of languages education

- Establishing a NSW Languages Advisory Panel to report to the Minister for Education through the Schools Advisory Council. The panel will identify opportunities and establish synergies in provision and practice within and across the school sectors and into tertiary pathways.

- Establishing a Curriculum Reference Group on Languages that will liaise with industry, business and the wider community and report to the Board. The group will assist the Board in identifying how the language curriculum may be extended to preschool education, and how innovations, including new technologies, can be better used to provide languages education in NSW.

PROPOSAL 6: Further national contributions to languages education

- Advocating to the Commonwealth for funding and reform that work towards future coherence and sustainability of languages education in NSW.

The Board is seeking your views on the initial proposals in Learning through Languages.

You can have your say by completing our online survey at <www.boardofstudies.nsw.edu.au/languagesreview/survey.html>.
1 Current languages education and provision in NSW

This section outlines the current provision of languages education in NSW. It also highlights the key issues that have emerged during preliminary discussions with the NSW languages education community.

1.1 School language learning

PRIMARY SCHOOL

Stages 1–3 (Kindergarten – Year 6)

Section 8 of the Education Act 1990 [NSW] mandates the curriculum outcomes for primary school education in six key learning areas (KLAs). ‘Languages’ is not currently a KLA but may be included as part of the Human Society and Its Environment (HSIE) KLA or during the 20% of primary school curriculum time available for ‘Additional Activities’.

It is estimated that between 30% and 40% of NSW primary schools have a language program (Collins 2007), with the majority situated in the Sydney metropolitan area (BOS 2013).

In delivering languages education, NSW schools use the Board’s K–10 syllabuses available in 17 languages. Since 2003, these syllabuses have included outcomes related to making linguistic connections and the relationship between language and culture.
While there are no aggregated statistics across all sectors, the most commonly taught languages in NSW government primary schools in 2012 were:

<table>
<thead>
<tr>
<th>Language</th>
<th>Student numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Chinese (Mandarin)</td>
<td>18 771</td>
</tr>
<tr>
<td>2 Italian</td>
<td>14 193</td>
</tr>
<tr>
<td>3 Arabic</td>
<td>9 220</td>
</tr>
<tr>
<td>4 French</td>
<td>7 445</td>
</tr>
<tr>
<td>5 Vietnamese</td>
<td>6 191</td>
</tr>
<tr>
<td>6 Japanese</td>
<td>4 592</td>
</tr>
<tr>
<td>7 Greek</td>
<td>4 195</td>
</tr>
<tr>
<td>8 Indonesian</td>
<td>3 472</td>
</tr>
<tr>
<td>9 Aboriginal languages*</td>
<td>2 389</td>
</tr>
<tr>
<td>10 Spanish</td>
<td>1 539</td>
</tr>
</tbody>
</table>

* Combined numbers for Bundjalung, Dhanggati, Gamilaraay, Githabul, Gumbaynggirr, Paakantyi, Wadi Wadi, Wiradjuri (statistics provided by DEC in January 2013).

The most commonly taught languages in NSW independent primary schools in 2012 (AIS 2013) were:

<table>
<thead>
<tr>
<th>Language</th>
<th>Student numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 French</td>
<td>11 649</td>
</tr>
<tr>
<td>2 Japanese</td>
<td>4 928</td>
</tr>
<tr>
<td>3 Chinese (Mandarin)</td>
<td>4 496</td>
</tr>
<tr>
<td>4 Arabic</td>
<td>4 460</td>
</tr>
<tr>
<td>5 Italian</td>
<td>2 740</td>
</tr>
<tr>
<td>6 Indonesian</td>
<td>2 338</td>
</tr>
<tr>
<td>7 Spanish</td>
<td>2 335</td>
</tr>
<tr>
<td>8 German</td>
<td>2 114</td>
</tr>
<tr>
<td>9 Greek</td>
<td>1 061</td>
</tr>
<tr>
<td>10 Aboriginal languages</td>
<td>22</td>
</tr>
</tbody>
</table>
Existing language programs

Examples of existing language programs in NSW primary schools are described below. The examples illustrate the diversity of programs currently operating, with some being large-scale programs receiving secure ongoing funding and others operating in only a few schools and being dependent on specific grants.

Community Languages in Schools Program

This program began in 1981 in 37 government schools. In 2012, it was delivered in 144 government schools in 30 community languages to approximately 46,851 students (DEC 2013).

The languages currently offered are: Arabic, Assyrian, Auslan, Bengali, Chinese (Mandarin), Dari, Farsi, French, German, Greek, Hebrew, Hindi, Italian, Japanese, Khmer, Korean, Lao, Macedonian, Persian, Portuguese, Punjabi, Russian, Samoan, Serbian, Spanish, Tamil, Tongan, Turkish, Urdu and Vietnamese.

In schools where the program operates, the community language is delivered for two hours a week by a specialist language teacher who is funded annually by the Department; in 2012, there were 243.8 full-time equivalent teachers employed. Sometimes the language is integrated into other KLA lessons.

Bilingual Schools Program

This program delivers K–2 bilingual education in the priority Asian languages in four government primary schools. It was established in 2008 with a $2.25 million investment by the NSW Government. The schools are: Campsie (Korean), Murray Farm (Japanese), Rouse Hill (Chinese), and Scotts Head (Indonesian) primary schools.

Expanding Horizons Asia Program

This program operates in a number of government primary schools across the Sydney region. The program is aimed at developing student and teacher understandings about China and India as well as supporting the take-up of Asian languages, particularly Mandarin and Hindi. Initiatives include:

- sister schools links (with 35 partnerships now formed between schools in the Sydney region and schools in China)
- online Tasting China project, delivered through Connected Classroom technologies
- reciprocal visits by teachers, principals and students to China and Sydney
- the establishment of three Confucius Classrooms in Sydney as ‘hubs’ for other schools
- combined performances with sister schools in China at major performing arts venues in Sydney and China (such as the Sydney Opera House and the World Expo in Shanghai).

Becoming Asia Literate: Grants to Schools (BALGS)

BALGS grants were a major initiative of the National Asian Languages and Studies in School Program (NALSSP) 2008–2012 and were managed by the Asia Education Foundation on behalf of the Department of Education, Employment and Workplace Relations (DEEWR). Primary and secondary schools in all NSW school sectors were recipients of the grants, which were aimed at promoting Studies of Asia content and Asian languages in schools. In order to obtain a grant, schools submitted applications based on their local needs. For example, a cluster of primary schools in the Catholic schools system received a grant to engage with Indonesian language, culture, history, geography, religion and arts. The destination secondary school for these students also received a grant which was used to continue Indonesian languages education into Years 7–8.
**Authentic Access Program**

This program is coordinated by the Association of Independent Schools of NSW and seeks to provide students with the opportunity to experience language and culture in an authentic context. It also seeks to support the development of activities and resources relevant to the language program and assists in the maintenance of teacher proficiency in the target language. All independent schools with an existing Asian language program were invited to apply for the grant, with priority given to schools where no teacher of the targeted language was a native speaker. As at 2012, approximately 20% of schools with an existing Asian language program are participating in the Authentic Access Program. Of the 26 schools currently in the program, 14 are from non-metropolitan areas.

**What we were told**

- The ‘typical’ language program in a NSW primary school involves a 30–40 minute lesson once a week delivered during relief from face-to-face teaching time.
- The language teacher is either a specialist primary school language teacher or a teaching assistant.
- As there are currently no KLA requirements or mandatory hours for languages in primary school, often the impetus to establish and maintain a language program rests with the primary school principal or ardent parents.
- There is often over-reliance on individual teachers for provision and continuation of a language program in primary schools. If the teacher leaves or retires, the language program may cease or a different language may be substituted according to teacher availability.
- Primary schools cannot assure parents that students will be able to continue study of the same language(s) in secondary school.
- Some primary school teachers believe there is too much to teach within the available instructional time in primary school (Morgan et al. 2012), and areas such as languages, which are not nationally tested, are not given priority.
- Some teachers and parents argue that proficiency in English literacy should be established before second and subsequent languages are introduced.
- There are many NSW teachers who speak a language other than English but are not currently teaching that language. There is therefore an untapped resource which could potentially be harnessed.
- There is no aggregated data available at either the NSW or Commonwealth level for languages education across school sectors prior to Year 8, in particular for the language(s) students are studying, for how long, the mode of teaching (face-to-face/ICT/blended model) and to what level of proficiency (Clyne et al. 2004; Lo Bianco & Slaughter 2009).
- School systems in each jurisdiction provide data to DEEWR for the annual *National Report on Schooling*, and the Board of Studies NSW collects student data from Stage 5 onwards for the Record of School Achievement (RoSA) and Higher School Certificate (HSC) accreditation.

**JUNIOR SECONDARY**

**Stage 4 (Years 7–8)**

It is a requirement for the Record of School Achievement (RoSA) that students receive 100 hours instruction in one language over a continuous 12-month period between Years 7–10, but preferably in Stage 4. The Board’s languages syllabuses in 17 languages are used to deliver the mandatory 100 hours in schools across NSW.
Stage 5 (Years 9–10)

In Stage 5 there is a significant drop in the number of students studying languages. In 2013, there were a total of 11 040 enrolments across all of the language courses in Stage 5 (BOS 2013).

What we were told

- In most cases, the mandatory 100 hours of languages education are delivered in classrooms of students of varying experience, skills and motivation. This may result in behavioural issues as the curriculum is not differentiated.
- Some ‘language tasters’ are offered in Year 7, whereby students are exposed to, for example, a term of Japanese, a term of Spanish, a term of French and a term of Latin.
- There is provision for schools to seek Board endorsement for School Developed courses in languages where there is no Board Developed syllabus. This flexibility may assist in meeting community needs and maximising available resources.
- Schools often regard smaller language elective classes as too expensive and not viable to deliver.
- Reasons for students not continuing languages into Stage 5 include:
  - negative language learning experiences in primary school and Stage 4
  - low parental and community value placed on language learning
  - the perception that language study is ‘too hard’ and/or ‘only for more able students’
  - the wide range of other subjects (including vocational education) available which are perceived as more vocationally relevant.
- Where a language is not offered, students may be able to enrol with another provider such as the Saturday School of Community Languages, the Open High School or other distance languages education providers.
- Stage 5 language classes are often small and involve ‘blended’ teaching, which may entail reduced face-to-face time, videoconferencing and/or different year groups taught together. This type of learning requires more independence and self-direction, creating a potential disincentive for some students and the perception that languages are ‘harder’.
- Students who do continue their languages education into Stage 5 may have the opportunity to go abroad at the end of Year 10. These in-country experiences are invaluable for students’ language proficiency and confidence, and often contribute to the decision to continue languages, or take up a new language, in Stage 6.

SENIOR SECONDARY

Stage 6 (Years 11–12)

Only around 10% of students undertake a language in Stage 6 (BOS 2013). There is a range of Preliminary and HSC (Stage 6) languages courses available, including Beginners, Continuers, Extension, Heritage and Background Speakers. However, not all courses are available in all languages.

In total, there are 63 language syllabuses available to Stage 6 students, with the widest range of courses available in Chinese, Indonesian, Japanese and Korean. In 2012, the Heritage language courses in these four languages were examined in the HSC for the first time.

The range of Stage 6 differentiated language courses is reviewed annually as part of a syllabus evaluation process undertaken by the Board. Where funding is available, the Board will develop courses to cater for changing demand, which is generated by migration, settlement patterns and other factors.
Since the early 1990s, small candidature community languages have been supported by an inter-jurisdiction collaboration of senior secondary curriculum and assessment authorities known as CCAFL (Collaborative Curriculum and Assessment Framework for Languages). The curriculum and assessment authorities share responsibility for syllabus development, and for the production and marking of Year 12 examination papers.

In Stage 6, specific ‘eligibility criteria’ govern entry into the differentiated language courses. The Board’s eligibility criteria seek to ensure that students undertake courses that are educationally appropriate for them and where they can maximise improvement in linguistic proficiency. A student’s eligibility for a particular course is determined by the school principal, based on the Board’s criteria.

The Board’s eligibility criteria are intended to assist in the achievement of public policy objectives. One of these objectives is that languages education is intended to encourage the acquisition of a second language by students, not merely enabling greater proficiency by students in their existing language(s). A second objective is that the Board intends that students learn and develop additional knowledge and skills as a result of undertaking HSC courses over a period of two years.

### 2012 HSC language enrolments

- In 2012, HSC language enrolments reveal that the most popular subjects were:
  - French (1894 over three courses)
  - Japanese (1654 over five courses)
  - Chinese (967 over five courses)
  - Italian (774 over three courses).
- In 2012, HSC language enrolments reveal that the most popular courses were:
  - French Continuers (921 enrolments)
  - Chinese Background Speakers (826 enrolments)
  - French Beginners (754 enrolments)
  - Japanese Continuers (722 enrolments).
- The total number of candidates enrolled in the 2012 HSC was 76,174.
- There are significant geographical differences in language study. In 2012, an HSC student in the eastern part of Sydney was more than twice as likely to be studying a language as a student from the western parts of Sydney, and around four times more likely than a student from a rural area in NSW (BOS 2012). This geographical disparity may be due to a mix of both supply (eg availability of language teachers) and demand (eg student background) factors. Concentration of students in metropolitan areas is consistent with the 2011 Census which found that 82% of the overseas-born population live in capital cities (ABS 2012a).

### What we were told

- There are many reasons why a small minority of students undertake languages in senior secondary school, including:
  - entrenched perceptions that languages courses are ‘too hard’ and/or ‘only for the more able students’. Students widely believe that, for the same level of effort, they can do comparatively better in other subjects, and therefore obtain a higher Australian Tertiary Admission Rank (ATAR)
  - low parental and community value placed on language learning
  - a large number of other Stage 6 courses are regarded as more vocationally relevant
  - in Stage 6, language classes are small and often taught in atypical circumstances (eg outside of the regular timetable), requiring students to have more self-direction.
There are differing views about the need for and efficacy of the Board’s eligibility criteria. Some consider that eligibility criteria ensure a level playing field, allowing students to learn with students who have had a similar exposure to the language and encouraging students who are second language learners to undertake study in language(s). Others believe that the criteria place unfair restrictions on students who have some experience of the language. This is particularly the case with the criteria for Continuers courses in languages where Heritage and Background Speakers courses exist.

The Board should bring greater clarity, openness and transparency into decision-making processes relating to eligibility criteria, and continue to help school principals achieve greater consistency in their decisions.

The course terminology ‘Beginners’, ‘Continuers’, ‘Heritage’ and ‘Background Speakers’ may potentially stigmatise students. The Board should consider using terms that are more descriptive of the level of complexity in the course, such as the nomenclature currently used in other subjects (e.g. Standard and Advanced in English). Further, the Board may wish to adopt the notion of ‘multiple entry points’ into language courses, rather than ‘eligibility criteria’.

**The place of Aboriginal languages**

The introduction of the Board’s *Aboriginal Languages K–10 Syllabus* in 2005 was a major development. Nowadays, Aboriginal languages are widely taught in primary schools (government and Catholic) in regional and remote NSW. In 2012, 2389 students undertook Aboriginal languages in government schools (DEC 2013). Classes are often delivered by community members who are casually employed as teaching assistants, working alongside the classroom teacher.

Several Aboriginal languages – Wiradjuri, Dhurga, Gamilaraay, Bundjalung, Paakantyi and Gumbaynggirr – are currently taught in secondary schools as the mandatory 100 hours language study requirement in Stages 4–5.

Aboriginal Languages is offered as an elective subject at Stage 5; however, uptake is limited (in 2012, enrolments were 47 and the majority of these were in Life Skills courses).

Currently, there is no Stage 6 Aboriginal Languages syllabus framework. Work has previously been undertaken in this area by NSW on behalf of the Australasian Curriculum, Assessment and Certification Authorities (ACACA). The Australian Curriculum, Assessment and Reporting Authority (ACARA) is also currently developing an Aboriginal and Torres Strait Islander Languages framework for Foundation to Year 12.

### 1.2 Complementary providers

NSW has a long tradition of language provision by complementary providers. These providers give students the opportunity for language maintenance, intercultural awareness and improved social cohesion, enabling students to study a language that is not offered by the ‘home school’. Complementary providers therefore ‘fill a gap’ in the mainstream schools system.

Some complementary providers are government schools where learning can contribute towards attainment of a Board credential, others where learning has traditionally been ‘informal’.
Department of Education and Communities providers

- Saturday School of Community Languages (SSCL) is a government school that operates in 16 locations across NSW (see Attachment H – Saturday School of Community Languages centres). SSCL offers students in Years 7–12 from government and non-government schools the opportunity to study 26 languages up to and including Stage 6. The SSCL is for students who wish to study a community language not offered by their home school and have a background in the language. All teachers are government accredited and use Board of Studies syllabuses, and students must enrol through their home school.

- The Open High School (OHS) is a government secondary distance education school offering courses in 13 languages to students in Years 9–12. Currently, there is a $400 fee for government school students and an $800 fee for students from non-government schools to undertake a language course at the Open High School.

- The Distance High Schools are government schools across NSW that cater for students who require flexible learning programs, such as students who are geographically isolated, have a medical condition, or have significant support needs.

- TAFE also offers Stage 6 language courses via its distance provider, the Open Training and Education Network (OTEN). Currently there are Preliminary courses in French Beginners, German Beginners, Italian Beginners and Spanish Beginners, and the HSC course in Spanish Beginners.

What we were told

- Schools do not always promote languages education with external providers due to potential consequent reductions in the staffing establishment in the school. There is also significant administration (‘paperwork’) for the home school when a student undertakes a language subject with SSCL or OHS.

Outside tutors

Outside tutors may be engaged privately by students for instruction in the Board’s Language syllabuses where the student wishes their languages education to receive accreditation and contribute towards achievement of a certification (eg the Higher School Certificate).

The outside tutor must present their program, units of work, assessment schedule and their qualifications to the principal of the school the student attends, and the principal must be satisfied that the Board’s requirements for the HSC program of study will be met. Outside tutors provide tuition in languages that are not available at their school, the Open High School or other distance education providers.

Community Languages Schools Program

Community languages schools, previously known as ‘ethnic languages schools’, are out-of-hours language schools for K–12 students in government and non-government schools.

The CLSP is administered on a grants basis by the Department of Education and Communities. To receive a grant, CLSP schools must be incorporated organisations and have education as an objective. The NSW and Commonwealth governments co-fund each CLSP student $120 per year. In addition, there is a one-off $2500 establishment grant.

In NSW there are currently 250 incorporated organisations that operate 277 CLSP schools in more than 439 locations, with 2353 teachers and more than 30 000 students.

As part of the current NSW funding guidelines, CLSP schools are required to use the Board’s language syllabuses or develop and teach curriculum based on the Board’s K–10 languages framework and to provide a minimum of two hours of languages instruction per week.
What we were told

- CLSP enhances cultural maintenance, tolerance and diversity.
- CLSP students are a feeder for the Saturday School of Community Languages.
- The majority of CLSP schools operate in government schools on a gratis rent arrangement but may not have access to schools’ ICT equipment. Others operate in community centres, independent schools, church halls, and people’s homes.
- Many CLSP teachers work on a voluntary basis.
- CLSP teachers may undertake professional development in languages teaching. In 2012, 205 CLSP teachers successfully completed the Certificate in Languages Teaching (60-hour course) provided by the University of Sydney.
- CLSP would welcome a voluntary common reporting framework.
- Historically, some criticism has been levelled at CLSP schools, including:
  - lack of rigour because there is no mandated curriculum or assessment
  - lack of formal qualifications among some teachers
  - undue focus on culture and/or religion.
- There are a number of community schools, which may or may not teach language, that operate outside the Department-administered CLSP system. These schools may receive support from foreign governments and foreign government organisations.

1.3 Post-school language learning

TAFE

Since early 2011, language courses at the TAFE institutes across NSW have operated on a commercial basis. Over that time, enrolments have fallen – although there have been increases at individual institutes. The TAFE NSW – Sydney Institute at Ultimo has the largest language program in NSW. Most of the students are mature age professionals who take classes in the evenings or on Saturdays. Languages taught are: Japanese, Chinese (Mandarin), Korean and Indonesian in Asian languages, and French, Spanish, Italian and Russian in European languages. Arabic is also taught. TAFE NSW – Sydney Institute uses language syllabuses developed by the Canberra Institute of Technology to deliver their courses.

University

Over the past decade, the number of languages offered in Australian universities has dropped from 66 to 29 (Group of Eight 2007). Over half of all Australian universities with language programs are involved in collaborative languages education arrangements, including sharing resources and facilities (White & Baldauf 2006).

Private colleges

Private colleges offer accredited courses across a wide range of learning areas, including languages. Private colleges increasingly provide pathways to higher education.
Community colleges

Community colleges are not-for-profit, community-owned providers of adult and youth education, training and learning in a local environment. They commonly use local language resources and are, therefore, often able to readily cater to changing patterns of demand.

What we were told

- Post-school languages education has traditionally been the domain of higher education. Enrolments in vocational education are increasing (during and post school) and, accordingly, further thought should be given to delivery of languages and intercultural courses (especially for business, hospitality and retail) at TAFE and other post-school providers.

- Previously (such as in the lead up to the Sydney Olympics) there were Applied Languages courses at TAFE institutes; however, these have been discontinued.

- TAFE NSW – Sydney Institute students are now undertaking overseas study and internships as part of the Going Global program. For example, 10 advertising students went to Singapore in late 2012.

- Where students are on the university pathway, there are two types of bonus points programs that encourage the study of languages at senior secondary school level:
  - automatic ATAR bonus: available to students who successfully complete a language course at senior secondary level. The scheme is operational in Victoria and other selected Australian universities. The bonus points can be used for entry to any degree program.
  - course-based bonus: available to students who wish to gain entry into particular language-affiliated courses. The bonus points are usually administered by the university (including all Group of Eight universities), and the number of bonus points depends on the student’s attainment in the course at senior secondary level.

- Universities with bonus points schemes do not have comprehensive data about how many undergraduates make use of the bonus points programs or what courses they undertake once at university, ie whether or not they are language-related.

- University courses that involve an in-country experience are very popular. Increasingly, these experiences are year-long and contribute significantly to students’ language proficiency and cultural exposure in their target language. The programs also expose students to vocational opportunities in other countries using their language skills.
2 Best practice and recent developments in languages education

This section offers analysis of best practice in teaching pedagogies and language learning styles (focusing on primary school) and recent developments on the languages education landscape in NSW, Australia, and around the world.

2.1 Languages education programs

Languages education programs can be segmented into four main categories, from language awareness through to bilingual programs. A common feature of the programs is that intercultural skills and capabilities are included as a means of exploring the link between language and culture. The current K–10 Board of Studies Language syllabuses explore this through the ‘Moving between cultures’ outcomes.

(a) Language awareness programs

• Language awareness programs are generally found in the early years of primary schooling and may be taught by generalist primary teachers who need only minimal knowledge of second and subsequent languages.
• Language awareness programs involve reflecting on how language is learned, on the similarities and differences between languages (alphabet, sentence structure, orthography/script, sounds/accents) and the conventions of language.
• In most cases, these programs result in ‘[t]he awakening to languages [which] takes us away from the area of teaching/learning a particular language (only so we can return better equipped) and leads us firmly into the area of general language education’ (Candelier 2004).
• Language awareness programs may improve overall literacy skills as students are able to extend their knowledge about how languages are related and how they are structured (Boyd & Rozendal 2003).
• Research on language awareness programs in the United Kingdom indicates an increased awareness of the importance of world languages, a greater sense of inclusion and confidence in students from non-English-speaking backgrounds and an acceptance of other cultures (Boyd & Rozendal 2003).
• Language awareness programs may also provide better preparation for language learning at secondary level through the transfer of knowledge of alphabet, sentence structure, orthography and script, and sounds and accents to learning a new language.

• Language awareness modules are often integrated into or run alongside language competency programs and complement the work of primary school teachers in the student’s first language.

(b) Language sensitisation or language encounter programs

• Like language awareness programs, language sensitisation or language encounter programs are generally found in the early years of primary schooling, tend to be delivered by generalist primary classroom teachers with some training in languages, and can also be taught collaboratively with a native speaker or a community support teacher.

• Language sensitisation programs involve presenting students with ‘tasters’ of the language(s) to foster linguistic and intercultural awareness. These tasters include learning common words and phrases in the target language(s).

• This program model aims to capture the student’s interest and curiosity in the language(s) and the culture of the target language(s). Like language awareness programs, sensitisation programs are often followed by language competency programs in the upper primary years.

• A sensitisation approach is appropriate for classrooms where there are students from linguistically and culturally diverse backgrounds, and has the potential to raise student self-esteem.

(c) Language acquisition (competence) programs

• Language acquisition (competence) programs involve students acquiring a second language, often to a defined level of proficiency. This type of language program emphasises progression and requires concentrated study of the language as a subject in its own right.

• Teachers of this program require linguistic and pedagogical proficiency. Accordingly, most teachers of primary language competency programs are specialist language teachers.

• The primary school language competency program is seen as the beginning of the language learning process as a whole and is important in laying solid linguistic foundations which can be built on in secondary school. Advanced proficiency in the language is dependent on the opportunity to continue study of the language at secondary level, and for the student’s prior learning to be taken into account and further developed.

(d) Immersion, partial-immersion programs

• The concept of immersion language teaching refers to teaching the curriculum through the medium of the second language, ie the second language is used by the teacher and students as the language of communication and work. Immersion enables students to develop language acquisition competencies and subject-specific knowledge simultaneously (Haataja 2009).

• The extent of the immersion often depends on the availability of resources, particularly qualified language staff.

• Some programs use ‘partial immersion’, delivering one or two KLAs in a target language. One such methodology is content and language integrated learning (CLIL):
  - CLIL programs enable actual use of the language, ensuring substantial language learning is taking place
  - CLIL teachers need a high level of linguistic proficiency in both the pedagogies of languages and curriculum content
  - most teachers of primary CLIL programs are retrained bilingual generalist primary teachers, or generalist primary teachers supported by a specialist language teacher or native speaker/community support teacher
  - Australian research confirms that CLIL programs have the potential to develop cognitive flexibility and creativity (Eckstein 1986)
CLIL programs have been implemented in selected schools in China, Korea, Japan, Thailand, Malaysia, and in many countries throughout Europe. In these countries, the target language of the CLIL program is English.

Spain also has burgeoning CLIL programs in Basque and Catalan, and increasingly in English.

there are some CLIL programs in NSW schools; however, these are mainly delivered in specialist language schools.

Canada is also a site of bilingual, immersion and partial immersion (including CLIL) programs where research indicates that properly implemented and sustained CLIL programs are a very effective method for learning a second language as well as for developing literacy and academic skills in the first language (Krashen 1984; Genesee 1978).

2.2 The optimal age to begin language programs

In some countries, second language acquisition begins in preschool, whereas in other countries it is introduced in the upper primary years.

There is a general trend, however, towards an earlier start (Martin 2000). For example, the United Kingdom recently announced that second language education will be compulsory from age 7 in 2014.

Research about the optimal age for languages education to begin is conflicting, and the diverse nature of languages education programs means that it is very difficult to make meaningful comparisons. The fundamental difference between younger and older learners is that younger learners rely much more on intuition and an innate ability for language learning which allows them to apply grammar structures (Joup 2005). Older learners, however, rely more on their general cognition and the knowledge gained from their first language (Fernandez 2007).

For much of the past 40 years, the ‘critical age’ hypothesis has predominated. The hypothesis is based on three rationales.

(a) Cognitive/nativist

Early exposure to a second language is advantageous because it capitalises on the innate language learning ability that younger learners have (Singleton 1989). Within this school of thought, there is general consensus that younger learners are more likely to attain and retain native-like pronunciation and patterns of intonation than older learners. It is argued that motor patterns are entrenched in the first language and difficult to alter after a certain age because of the nature of the neurophysiological mechanisms involved (McLaughlin 1992). The same may be applied to formation of identity: intercultural awareness and capabilities are more easily fostered from a young age as students’ notions of their own identity and culture are more malleable, and the younger they are, the more likely they will develop and adopt a multilingual and multicultural identity or disposition (Carpenter & Torney 1973; Rosenbuch 1995).

(b) Neurophysiological

A younger learner’s optimal period is thought to coincide with a critical period of neurological development during which the brain demonstrates maximum plasticity (Doidge 2007). More specifically, the optimal period for language learning is thought to occur at the same time as the development of differential hemispheric specialisation, in particular as it relates to language functions. It is believed that complete cerebral lateralisation is achieved by about age 13, or around puberty. Accordingly, it is argued that completion of cerebral lateralisation signals the beginning of the end of an optimal period for language learning. This thesis implies that it becomes increasingly difficult to learn a language in adolescence, or later, as the parts of the brain which are responsible for language learning become fixed at puberty (Genesee 1978).
(c) The ‘affective’ argument

It is generally thought that younger learners are more receptive to language learning because they have fewer affective predispositions that may interfere with their learning experience. Younger students are more intuitive, open and inquisitive, and are therefore more likely to experiment and take risks in another language(s) as they have less anxiety and psychological closure than older learners. Learning languages earlier also complements later analytical processes, allowing for the additional language to become more deeply embedded. This enables younger learners to easily form a multilingual and intercultural identity and develop a global outlook (Johnstone 2002). Older students, however, may have had experiences or formed an identity or particular attitudes which jeopardise their learning in relation to languages.

- In addition to the above, an early start to languages education has further potential benefits, including:
  - enhanced cognitive development, especially in relation to patterns and recognition
  - improved confidence
  - productive links between first and additional languages which may greatly benefit language awareness and literacy skills as it provides opportunities to compare and contrast (McKay 2000; Curtain & Pesola 1994).

- Other research suggests that older language learners are ‘better’ because they are more efficient (Scarcella & Higa 1982). This efficiency is attributed to the fact that older language learners have greater cognitive maturity, including metalinguistic awareness, more highly developed literacy skills, learning style capabilities as well as general knowledge of and exposure to other cultures (Genesee 1978).

- It is also observed that mature learners are additionally motivated and deliberate in their learning approach which may affect their ability to acquire proficiency (Rost 2002). Further, trials have revealed that under certain conditions, the attainment of a native-like accent is possible in older learners (Moyer 1999), suggesting that accent may be influenced by multiple factors, such as identity and motivation.

The research on both sides about the optimal age to begin languages education highlights that the quality of the program and teaching and time spent on task, not the age of the learner, are the ultimate determinants of language proficiency.

2.3 Time and intensity in language programs

The factors which are critically important to second language proficiency are:

- the overall amount of language learning time available during a student’s education
- the distribution of language learning time within a week
- the amount of time actually spent on learning
- the opportunities for using the language outside the classroom.

This is particularly important where there is little exposure to the language(s) outside of class time.

- Research indicates that there is a minimum allocation of time and intensity below which any languages study, no matter how early it is introduced, will not be beneficial (Curtain 2000).

- Time allocation and distribution in primary schools vary greatly. In many education systems a slow start to second languages education in an early grade is followed by a more intensive program as students get older.

- Teaching time varies from as little as 10 minutes per week to 120 minutes per week or more in immersion–bilingual programs. Some schools offer a short daily session, while others offer one lengthy session per week.
Frequent short bursts seem particularly suitable for younger learners (Radnai 1996). In countries where second language study is mandatory, there is usually a recommendation of between one and three hours per week (Liddicoat et al. 2007).

2.4 Languages education continuity

The Board of Studies K–10 language syllabuses can facilitate progression from primary to secondary school. However, there is frequently a disconnection between primary and secondary languages teaching and pedagogies. Further, given that most students in NSW change schools between primary school and secondary school, language continuity has eluded many systems and schools.

- While many secondary schools are provided with information about a student’s literacy and numeracy proficiency (e.g. NAPLAN results), such information is not regularly provided about a student’s language(s) experience during primary school.
- Typically, secondary school language teachers employ a ‘clean slate’ approach when teaching Stage 4 (Years 7–8) language students. Teachers do not generally modify their teaching styles to take into account individual students’ prior experience and skills in languages; rather, the class is taught as one homogenous cohort.
- An exception to this exists in some K–12 schools across NSW, where existing students are ‘streamed’ separately from the new students. The ‘streamed’ approach is, however, not generally sustainable beyond Stage 4, as language elective numbers become very small.
- Between 1999 and 2002, the then Department of Education and Training ran the Languages Continuity Initiative (Steigler-Peters et al. 2003). The initiative made funding available for primary and secondary schools who wished to form a ‘language cluster’ – each cluster to develop a formal implementation plan. The initiative was successful in assisting continuity as well as achieving other outcomes. However, the funding ceased and nowadays only one cluster remains where the primary school has a dedicated language teacher (DEC 2012).
- In 2011, the Victorian Government provided funding for the establishment of 14 language clusters to foster continuity in the transition from primary to secondary school. The self-nominated language clusters, which incorporate 102 schools, are situated in every region across the state. The Victorian language clusters received between $30 000 – $200 000 depending on local needs; however, to receive the funding, the cluster had to demonstrate it could be financially sustainable beyond the funding period.

The middle school approach to deal with continuity issues

- In some education circles, there is mounting impetus to institute a ‘middle school’ approach to teaching and learning in Australia. This approach, widespread in the United States and other parts of the OECD, focuses on students aged between 10 to 14 (Years 5–8), a time during which the development needs of students are physically, cognitively, socially and emotionally demanding.
- In primary school, teaching and learning often involves music, games, role-play, rhymes, and stories delivered by a single teacher to a single class. This mode of teaching and learning promotes collaborative and engaging learning among classmates with natural and enjoyable opportunities for younger students to gain familiarity with new and complex concepts such as other languages.
- In primary school language programs there is emphasis on everyday words and phrases that are used for simple greetings and classroom instructions (Martin 2000).
- Once students arrive in secondary school, there is a significant shift: learning becomes less collaborative and languages become one of many discrete subjects, each with a different teacher, different class cohort, different classroom and different textbook.
- Secondary school teaching and learning is often centred around a textbook instead of being task-based. This learning pedagogy does not invite the same collegiality or enjoyable opportunities to learn, and it requires more discipline to be exercised by the individual student (Edelenbos & Johnstone 1996).
• The divergence in teaching and learning between primary and junior secondary school in education is the subject of much academic literature on ‘transition’ (DET 2005; McGee et al. 2003).

• It has been noted that students in Year 7 are ‘faced with a larger, more impersonal, more competitive, more academically oriented environment; a greater diversity of teachers and peers; and more choices to make about curricular and co-curricular activities …’ (Potter et al. 2001).

• In order for students to remain engaged and motivated in languages education, more consideration needs to be given to an approach to teaching which helps students to navigate the transition phase from primary to secondary school (Dobson et al. 1996) without losing their motivation to continue their languages education.

2.5 Languages proficiency frameworks

Languages proficiency frameworks are used as a tool to ensure that language learners have a tangible structure on which they can progress to language proficiency. Proficiency frameworks have become increasingly important with increased integration across regions and internationally. Examples include:

• the Common European Languages Framework which provides a ‘basis for elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, and so on’ (Council of Europe 2001) not just in Europe, but worldwide. The framework has six levels of proficiency – A1 for beginners up to C2 for those who have mastered a language

• the Chinese Proficiency Test (known widely as HSK) is a standardised international test. It is for non-native speakers and aims to develop Chinese language proficiency for higher education and professional purposes, as well as for life. The new HSK, launched in 2009, consists of a writing test and a speaking test, which are independent of each other.

2.6 ICT in languages education

In all areas of school education, there are many existing and emerging teaching methods that are aided by information and communications technologies. This is especially so in the domain of languages education, where significant inroads have already been made.

NSW Connected Classrooms Program

• In 2007, the NSW Government announced $158 million over four years for the Connected Classrooms Program, including the Interactive Classrooms Project.

• The Interactive Classrooms Project has equipped NSW Government schools with interactive whiteboards, videoconferencing facilities and data collaboration technology.

• Interactive classrooms are frequently used for languages education.
Language learning centres – Digital Education Revolution

- In 2010, 43 language learning centres (LLCs) were opened in NSW public schools as part of the Commonwealth Government’s Digital Education Revolution.
- The LLC facilities include interactive whiteboards, videoconferencing facilities, breakout rooms and wiring for computers.

What we were told

- ICT in languages education is not a panacea to teacher supply issues in regional and remote areas as videoconferencing requires the presence of teachers in classrooms at both ends. Further, the classroom teacher must support the students during and between their lessons, even if not proficient in the language being delivered.
- Teachers require training not only in the use of ICT but also in teaching pedagogy using technology, which is markedly different from face-to-face classroom teaching.
- Using ICT in languages education can provide more authentic and better opportunities for students to practise their language skills. Examples include online language learning programs, emailing with ‘key-pals’, videoconferencing and using the web to access content in language.
- The Commonwealth Government located the majority of the Digital Education Revolution LLCs in low-SES schools, rather than necessarily where language programs were strong or where there was impetus to strengthen existing programs.
- There are some very good examples of LLCs, including at Glen Innes High School in the New England region. Students at the Glen Innes LLC converse with fellow language learners in classrooms across NSW via the DEC Get Connected program and across the world.

2.7 Language teachers

- Arguably, the most important feature affecting the coherence and sustainability of languages education in NSW is the availability of qualified language teachers.
- The significant issues regarding language teachers in NSW include:
  - part-time or casual employment with little real presence or support in schools
  - marginalisation in schools from mainstream curriculum areas
  - lack of a career path in languages education
  - lack of qualified teachers, especially at primary school level
  - poor retention of qualified teachers in language teaching.
- Few primary school teacher university degrees provide opportunities for students to develop language proficiency, with the result that graduates are unlikely to be able to teach a language other than English to a level of proficiency necessary for teaching.

2.8 International Baccalaureate

The International Baccalaureate (IB) Primary Years Program, Middle Years Program and Diploma Program (IBDP) are delivered in approximately 30 independent schools in NSW (not all schools deliver all programs, with the Diploma Program being the most popular). Study of language(s) other than English is a mandatory component of all IB programs (and award of the IB Diploma at the senior secondary level).
2.9 **Australian curriculum**

- ‘Aboriginal and Torres Strait Islander histories and cultures’ and ‘Asia and Australia’s engagement with Asia’ are embedded as cross-curriculum priorities in all learning areas of the Australian curriculum. The Aboriginal and Torres Strait Islander priority provides opportunities for all learners to deepen their knowledge of Australia by engaging with the world’s oldest continuous living cultures. This knowledge and understanding will enrich students’ ability to participate positively in the ongoing development of Australia, while the Asia and Australia’s engagement with Asia priority ensures that students learn about and recognise the diversity within and between the countries of the Asia region. Students will develop knowledge and understanding of Asian societies, cultures, beliefs and environments, and the connections between the peoples of Asia, Australia, and the rest of the world.

- ‘Intercultural understanding’, ‘Ethical understanding’ and ‘Personal and social capability’ are embedded across all learning areas of the Australian curriculum as general capabilities. General capabilities encompass the knowledge, skills, behaviours and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the 21st century.

- The *Australian Curriculum: Languages* is being developed by ACARA. The Board has yet to determine the timeline for implementation of the Australian curriculum regarding languages and will continue to provide advice to ACARA on the development of the *Australian Curriculum: Languages*.

- The *Australian Curriculum: Languages Shape Paper*, released in November 2011, is premised on a number of assumptions including:
  - all students will learn languages across the Foundation (Kindergarten) to Year 8 span
  - an indicative 350 hours of language learning from Foundation to Year 6 (the assumption of indicative hours is made for the purposes of curriculum development and is not designed to establish time allocations for teaching and learning in schools).

- In the *Australian Curriculum: Languages Shape Paper*, ACARA acknowledges it does not have a mandate to prescribe how the curriculum will be implemented and that it is the responsibility of each jurisdiction’s educational authority and schools to implement the *Australian Curriculum: Languages*.

- Consultation on the draft F–10 *Australian Curriculum: Languages for Chinese and Italian* concluded in April 2013. It is anticipated that the curriculum will be published by the end of 2013.

- Consultation on the draft *Framework for Aboriginal Languages and Torres Strait Islander Languages and Australian Curriculum: Languages for Arabic, French, German, Indonesian, Japanese, Korean, Modern Greek, Spanish and Vietnamese* concluded in July 2013. It is anticipated that the curriculum will be published in 2014.

- ACARA will undertake further work to determine the process and timelines for developing the Australian curriculum in additional languages beyond those listed above (in the first instance, for Auslan, classical languages, Hindi and Turkish).
2.10 *Australia in the Asian Century: Australian Government White Paper*

- The Australian Government’s *Australia in the Asian Century* White Paper was released on 28 October 2012 (DPM&C 2012). Chapter 6, entitled ‘Building capabilities’, discusses the need to build ‘Asia-relevant’ capabilities that are both specialised and broad based. It outlines the skills and education systems that will play a fundamental role in developing these capabilities.
- The national objectives 10 and 11 are specifically relevant to broader languages education:

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<th>National objective</th>
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<td><strong>10.</strong> Every Australian student will have significant exposure to studies of Asia across the curriculum to increase their cultural knowledge and skills and enable them to be active in the region.</td>
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<tr>
<td>- All schools will engage with at least one school in Asia to support the teaching of a priority Asian language, including through increased use of the National Broadband Network.</td>
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<td><strong>11.</strong> All Australian students will have the opportunity, and be encouraged, to undertake a continuous course of study in an Asian language throughout their years of schooling.</td>
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<tr>
<td>- All students will have access to at least one priority Asian language; these will be Chinese (Mandarin), Hindi, Indonesian and Japanese.</td>
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At the time of release, the White Paper did not include any specific details about funding or implementation. It is expected that further information will emerge through the National Plan for School Improvement and other initiatives and programs.

One such program is the AsiaBound Program. On 19 December 2012, Senator Chris Evans, the Minister for Tertiary Education, announced that as part of the White Paper initiatives, a draft bill for consultation would be released early in 2013 to increase the amount the government will lend to students travelling to Asia for study. Through the AsiaBound program, more than 10 000 students will have access to grants enabling them to take up study in Asia. The government will work with Universities Australia to establish the AsiaBound guidelines, based on best practice already used by universities across Australia. The Universities Australia working group will also be responsible for creating a three-year promotional campaign to inform students about the opportunities and benefits of studying in Asia (Emerson et al. 2012).
2.11 The Federal Coalition’s languages plan

In *Policy for Schools: Students First* (LP 2013), the Federal Coalition outlined a target that 40% of Year 12 students will study a language within a decade. There is no explicit specification about which language is to be studied. The plan does not prioritise any languages.
3 The way forward: a broader, more inclusive languages education for NSW

Languages education is highly valued in many countries around the world. In those countries, second language skills are cultivated from a young age in formal school settings. For example, in most European countries, students learn their native tongue plus two additional languages during primary school.

Formal languages education is, however, less of a priority in English-speaking countries such as Australia, even though Australia is a multicultural and multilingual society. Complacency regarding languages education is due to a multitude of factors – including, but not limited to, the ascendency of English as the world’s lingua franca. This is demonstrated by the fact that much of the non-English-speaking world, especially among the OECD countries, now learns English during their formal schooling. While the value placed on languages education may be different among non-English-speaking communities in Australia, 81% of the total population aged 5 years and over speak only English at home.

The marginalisation of languages education reflects that policy in the area has been piecemeal, contested and, at times, inconsistent. Further, there are perennial issues regarding the provision of language acquisition programs, most specifically the availability of qualified teachers, which means that school sectors and schools struggle to provide coherent and sustainable programs. Furthermore, students do not easily make the link between a broad, inclusive languages education and career opportunities early enough. Instead, they may opt for other courses that they perceive as more vocationally relevant.

Yet, contemporary Australian society is multilingual and a site of multiculturalism due to our historical migration policies and pervasive globalisation. There is an ever-increasing need, therefore, for students to harness their language experience where it already exists, or to acquire the skills, knowledge and understanding within a broader, more inclusive languages education where it does not.

NSW education must provide students with optimal opportunities to develop as well-rounded individuals in order to participate in society as informed and engaged citizens, locally and globally, and to contribute to our economic development. Through an explicit broadening of the scope of languages education from a focus on acquisition to the development of intercultural capabilities and language
awareness, community attitudes to language learning and the perpetual provision issues can start to be addressed. This is especially important for Australia at the dawn of what has been termed the ‘Asian century’.

The impetus for introducing a broader, more inclusive languages education in NSW can be distilled into three rationales, which affect individual citizens and society as a whole.

(a) Cognitive learning and development

A broader, more inclusive languages education will assist NSW students in developing an understanding of how languages work. This will facilitate metalinguistic awareness (the ability to reflect on the use of language), which can be used to enhance a student’s cognitive and communication skills (reading, writing, listening and speaking). The student’s learning and development will therefore advance, especially in relation to problem solving (patterns), divergent thinking processes, and more efficient use of brain functions. These skills and capabilities are transferable, so that what is learned in one language may be applied to the learning of other languages.

(b) Intercultural skills and capabilities

A broader, more inclusive languages education will provide students with the opportunity to learn about Australia and other cultures. For students, this will foster insights into identity and society and thereby assist with their ability to develop an understanding of themselves in relation to other people, other groups, other cultures and the world at large.

A broader, more inclusive languages education has the capacity to strengthen the diversity of contemporary Australian society and promote social cohesion, as well as assist with cultural maintenance for immigrants and their descendants.

For Aboriginal Australians, a broader, more inclusive languages education will play a vital role in sustaining, and in some cases revitalising, their cultural identity. It is also central to the language revitalisation and reclamation effort, which is fundamental to achieving social justice and reconciliation, and contributing to improved social cohesion between Aboriginal and non-Aboriginal Australians. A broader languages education will also enable elements such as art, music and dance to be taught during the K–10 curriculum framework.

(c) International engagement, especially in the Asia-Pacific region

A broader, more inclusive languages education will lay the foundations for a more effective international social, economic and cultural engagement in the future. Native and background speakers of languages other than English will be championed as the brokers of intercultural capabilities and understandings, as well as language acquisition – all of which are central to Australia’s future success internationally on social, cultural and economic levels. These innate skills must be better harnessed and used within the mainstream education system, with new value placed on these skills by Australian society in order to advance our relationships with strategically important neighbours and the wider world.
3.1 **Learning through Languages: initial proposals**

*Learning through Languages* provides the foundations for a broader, more inclusive languages education for all students in NSW. They offer enhanced learning opportunities for the spectrum of students – recognising those students who arrive at school with language skills and experiences, as well as those without prior exposure to languages other than English. Taken together, the proposals will assist in preparing NSW students to participate as effective citizens in multilingual and multicultural Australia and the world, as well as lay the foundation for a coherent and sustainable languages policy for NSW.

**PROPOSAL 1: A new K–10 Languages curriculum framework**

The Board proposes a reconceptualisation of the current curriculum framework of language learning. The proposed framework would be sufficiently flexible to support and extend existing language programs and current practices, while also presenting feasible pathways for primary schools across all sectors to engage in languages education for the first time. The curriculum framework articulates into Stage 4 and then into subsequent revisions of the Stage 5 and Stage 6 curriculums.

(a) **Creating a new Languages key learning area in primary school**

An initial step in the new proposed K–10 compulsory curriculum framework is the creation of a new Languages KLA in primary school. This will signal to the education and wider communities the value placed on languages education by the NSW Government and is in line with the Commonwealth imperatives outlined in the *Australia in the Asian Century* White Paper.

The new K–10 curriculum will present a framework of knowledge, understanding and skills in languages education in three broad strands.

**Strand I: Language awareness (related to the current ‘Making linguistic connections’)**

Students develop knowledge and understanding of how their first language and other languages work.

**Strand II: Intercultural understanding (related to the current ‘Moving between cultures’)**

Students develop the capacity to negotiate meanings across languages and cultures.

**Strand III: Language learning (related to the current ‘Using language’)**

Students learn to communicate in another language.

Students will be required to engage in at least two out of the three strands across primary school, with Strand III outcomes encouraged where resources are available. Provision of languages education should be sustained at least at the current levels.
(b) Delivering the mandatory 100 hours of languages education in Stage 4

In Stage 4, it will be mandatory for schools to deliver 100 hours of Strand III outcomes. Strands I and II will also be incorporated.

Schools will have the flexibility to choose whether to begin the study of a new language or continue the language taught in primary school for the 100 hours, or to teach more than one language.

It is also proposed that, for the first time, the language studied for the mandatory 100 hours will be specified on the RoSA. That is, under Mandatory Requirements, the RoSA will note, for example, ‘Languages – French’ or ‘Languages – Aboriginal Languages – Wiradjuri’.

Also, where a student has recently arrived in Australia, the school may deliver the mandatory 100 hours of language in English as a Second Language (ESL). This will be noted on the student’s RoSA.

(c) Developing K–10 exemplar modules and other support materials to support languages education

The Board will support the continuum of languages education by developing K–10 exemplar modules and other support materials that are cross-curricular, modular and task-based (see below). This will enable maximum flexibility for schools to maintain and strengthen their existing language program and introduce new outcomes that will prepare students for local and global citizenship.

The proposed materials recognise:

• that students come to school with a range of knowledge, understanding and skills in language(s) and, specifically, that their first language may or may not be English
• that there is a shortage of specialist primary language teachers. Therefore, materials for the mandatory outcomes will be developed to capitalise on the existing language resources of the classroom and the community. This will enable the delivery of mandatory outcomes in both English and other languages
• the danger of overcrowding the primary curriculum. Therefore, materials will be written to support flexible delivery so that the language outcomes may be integrated with other KLAS
• that knowledge, understanding and skills developed through all three strands can be applied to subsequent language learning in Stages 5 and 6, and beyond.

The proposed materials could also be used in the delivery of CLSP schools. The Board will liaise with the Community Languages Schools Board to determine how to best support this work.

What is cross-curricular?

The outcomes for Strand III – Using Language will be developed so that they can be achieved while engaging with learning in KLAS such as PDHPE, Creative Arts and others. This will address concerns about the ‘crowded curriculum’ and encourage languages education in meaningful contexts.

What is modular?

In order to allow for the greatest possible flexibility and to accommodate multiple entry and exit points, the proposed mandatory outcomes will be housed in a series of modules that can be delivered independently or as part of a sequence. Each module will include the relevant outcome(s), the prior learning required, task(s) and extension material.
What is task-based?

The materials will link outcomes to tasks that focus on authentic language use. Such tasks could include learning and participating in a PE activity, making and describing artworks, or learning and singing a song.
PROPOSAL 2: A new approach to post-compulsory languages education

The Board recognises that language electives experience a low rate of flow-through and participation in the senior secondary years. To encourage languages education beyond the K–8 provision, the Board will consider:

- reviewing the HSC pattern of study requirements to acknowledge the difficulty of language courses (particularly the time on task required to learn scripted languages)
- considering alternative nomenclatures for the Stage 6 differentiated language courses that use numerical or similar structure, e.g., Japanese 1, Japanese 2, etc., rather than the current descriptor
- considering alternative approaches to the current eligibility criteria for Stage 6 differential language courses and adopting an approach that addresses the need for transparent, consistent and fair decisions and the public policy objectives of languages education
- working collaboratively with other education stakeholders to encourage the establishment of a uniform ATAR Languages Bonus Points Scheme in NSW
- supporting the incorporation of elective units of competency in Asian and other languages into relevant Board VET courses, e.g., Business Services, Hospitality, Retail Services, and Tourism and Events.

PROPOSAL 3: Broader recognition of language proficiency

This proposal endeavours to give greater recognition to the language achievement of students in a variety of school and non-school contexts.

Developing a Languages Proficiency Framework and Passport for K–12

The proposed Languages Proficiency Framework will have a series of levels that indicate and describe students’ achievement as they progress along the language-learning continuum.

The proposed framework will provide a common standard for language competency across NSW in formal and informal education settings. This will:

- enable teachers in schools (including CLSP teachers) to indicate the level of language proficiency and achievement of a student, using the Languages Proficiency Framework. Support materials will also be developed that will provide teachers with quality assurance guidance to ensure consistent application of the framework
- enable students to ‘carry’ their level of language proficiency to different schools and/or across school systems, including the transition from primary to secondary school via a Languages Passport
- enable students to record their achievement in school and community languages schools and/or the proficiency level attained on the Board’s ‘Up2Now’ extracurricular tool and include it in their RoSA package.
PROPOSAL 4: Strengthening and supporting the provision of Aboriginal languages

This proposal recognises the importance of support for the development, reclamation and revitalisation of Aboriginal languages.

Developing an Aboriginal Languages curriculum framework and consolidating and extending support for teaching Aboriginal languages

This proposal will develop curriculum and support for Aboriginal languages, and may include:

- developing targeted programming support materials for the K–10 Aboriginal Languages syllabus. The materials will provide support to Aboriginal community languages teachers to implement the syllabus in primary and secondary schools throughout NSW
- establishing, together with the AECG, an online compendium of Aboriginal Languages resources. The resources will be available on terms determined by the AECG, in consultation with the communities and the Board
- allowing more than one Aboriginal language to be taught during the mandatory 100 hours, as the location of some schools is on the boundaries of Aboriginal groups and more than one Aboriginal language is used
- developing a language reclamation and revitalisation module for delivery within the HSC Aboriginal Studies course. This module would teach language reclamation and revitalisation from a social science perspective
- developing a Stage 6 syllabus framework for Aboriginal Languages. As a framework, the syllabus could have national application and be developed in collaboration and cooperation with other jurisdictions (as occurs for some community languages).

In strengthening and extending Aboriginal languages education in NSW, Aboriginal custodianship will be acknowledged.

PROPOSAL 5: Raising the profile and supporting the delivery of languages education

A significant challenge is educating the community about the cognitive, social, and cultural benefits of languages education. To achieve this, the profile of a broader, more inclusive languages education must be raised.

The Board proposes that a NSW Advisory Panel on Languages and a Board Curriculum Reference Group on Languages be established. These groups will provide appropriate forums to assist in raising the profile of languages education in NSW, as well as support and expand its current delivery.

(a) Establishing a NSW languages advisory panel

It is proposed that a languages advisory panel, reporting to the Minister for Education through the NSW Schools Advisory Council, be established. The panel will be comprised of key stakeholders from the NSW education community, complementary languages education providers, and post-secondary languages education groups.

The remit for the panel will be to identify and establish synergies in provision and practice within and across the school sectors and tertiary pathways in five broad areas:

i. Establishing languages education clusters whereby a group of schools coordinates and provides the same languages or related programs. These schools may be geographically co-located or geographically disparate.

ii. Establishing mechanisms for comprehensive data collection, analysis and evaluation in relation to languages education in NSW, across all school sectors and out of school.
iii. Identifying further opportunities to harness the expertise and opportunities offered by background language speakers, especially community language providers. Develop resources to provide guidance and careers advice about the opportunities that can arise from a broader, more inclusive languages education.

iv. Extending and/or sourcing business-funded internships and scholarships and/or community partnerships for students in school and university to have in-country experiences. This will demonstrate career pathways to which a broader, more inclusive languages education may contribute.

v. Investigating how technology can further enhance languages education through providing meaningful 'real time' language experiences with other language learners in partner schools around NSW, Australia and internationally. This is especially valuable for rural and remote schools.

(b) Establishing a Languages curriculum reference group

In the same manner as other Board reference groups, the newly established Curriculum Reference Group on Languages will liaise with industry, business and the wider community and will report to the Board. The remit of the reference group will be to assist the Board with three initial initiatives:

i. Extending the languages pathway by investigating how the Languages curriculum may be extended to preschool education.

ii. Consulting and making recommendations to the Board about the development of clear principles and procedures in relation to eligibility criteria, noting that the criteria exist to assist in the achievement of public policy objectives. The nomenclature of Stage 6 differentiated language courses should also be considered.

iii. Advising the Board of innovations and recent developments in languages education, including how technology may be better used to provide languages education.

PROPOSAL 6: Further national contributions to languages education

Advocating to the Commonwealth reforms that work towards the future coherence and sustainability of languages education in NSW

The Commonwealth has a long history of making policy statements and contributions to languages education policy, the most recent of which is the Australia in the Asian Century White Paper.

Through the Standing Council on School Education and Early Childhood and other national forums, NSW may wish to advocate for the following Commonwealth contributions:

• further explanation of how the objectives outlined in the Australia in the Asian Century White Paper will be funded and implemented
• supporting the development of a Stage 5 framework for community languages, enabling students to continue their community languages education begun during the primary school years. The framework could be developed through CCAFL, if endorsed by ACACA
• full and partial scholarships for university students who wish to undertake primary and secondary school education degrees and specialise in languages education
• funding for innovation in languages education, such as trialling language clusters and/or partial immersion trials.
The Board may also advocate for the following Commonwealth assistance for current language teachers:

- ongoing provision of scholarships for in-country experiences
- funding and cooperation for the establishment of postgraduate qualifications:
  - in using ICT pedagogy for language teaching
  - for primary generalist teachers with a language background to deliver CLIL or immersion programs
  - for secondary language teachers in specialist teaching modes such as CLIL or immersion programs
- funding for community language school teachers attaining formal language teaching qualifications.

The Board now seeks your views on the *Learning through Languages* initial proposals.

You can have your say by completing our online survey at <www.boardofstudies.nsw.edu.au/languagesreview/survey.html>. 
List of attachments

Attachment A: NSW Languages Education Review – terms of reference
Attachment B: Highlights of Commonwealth and NSW languages education policies and statements
Attachment C: Timeline of Commonwealth and NSW languages education policies and statements
Attachment D: Map of current provision of languages in NSW by DEC schools and other providers
Attachment E: NSW languages eligibility criteria
Attachment G: 2012 HSC language course enrolments
Attachment H: Saturday School of Community Languages centres
Attachment I: 2012 Years 10, 11 and HSC students studying languages
Attachment J: Percentage of students entered for language courses in each region, 2012
Attachment K: Australia’s top 10 two-way trading partners, 2012
Attachment L: List of stakeholders involved in initial discussions for languages education review
ATTACHMENT A

NSW Languages Education Review – terms of reference

The President, Board of Studies NSW, will undertake a review of languages education in NSW schools to develop recommendations from the Board of Studies for consideration by the Minister for Education. The Languages Education Review will be conducted in consultation with the Association of Independent Schools NSW, the NSW Catholic Education Commission, the NSW Department of Education and Communities, the NSW Institute of Teachers, the Community Relations Commission, NSW and other stakeholders as appropriate.

The review will provide advice and recommendations to the Minister on:

• changing demand for languages education, including with regard to Asian languages
• coherent and sustainable frameworks for languages curriculum from preschool to the end of Year 12
• opportunities for more effective languages education in rural and regional NSW
• possible approaches to improving the supply of language teaching resources
• possible approaches to assuring consistency of languages education opportunities from preschool to Year 12 and in transitions between levels of schooling
• opportunities for more effective languages curriculum provision generally, including with regard to:
  – national cooperation
  – cross-sectoral cooperation
  – use of community-based providers and other resources
  – online support.

In conducting the review, the reviewer will have regard to:

• the community’s interests in sustainable languages education in NSW
• national and international developments since the mandatory requirements were introduced
• all regulatory frameworks relevant to these terms of reference and to national languages education developments.
ATTACHMENT B

Highlights of Commonwealth and NSW languages education policies and statements

A large number of Commonwealth and state policy documents and statements have shaped the languages education landscape in NSW. These policies and statements reflect changing educational, cultural, political and economic imperatives.

- NSW schools have taught ‘classical languages’ – Latin and Greek – since the mid-19th century, reflecting Australia’s prevailing notion of itself as a British outpost.
- Other ‘foreign’ languages were also taught from early on, most commonly European languages, including French, Italian and German (with the latter declining around both world wars).
- Reflecting the changes in world migration patterns and changes in Australia’s immigration policy, from the late 1960s ‘community languages’, ie the languages of immigrant groups, were introduced into schools. The rationale for their introduction was recognition of ‘ethnic rights’ and giving people from non-English-speaking backgrounds a greater sense of ‘place’ in the mainstream education system. Before this time, immigrants had mainly been encouraged to learn English, often relegating their own languages to the home or immediate community. Community languages serve to facilitate cultural maintenance and identity formation between and across generations.
- From the late 1970s and into the 1980s, the Commonwealth Multicultural Education Program required that all language learners (ie people from English and non-English-speaking backgrounds) be taught in mainstream classes to overcome divisiveness and promote educational equality and cultural diversity.
- In 1985, the National Assessment Framework for Languages at Senior Secondary Level (NAFLaSSL) Project commenced. The NAFLaSSL Project initially involved an agreement between NSW, Victoria and South Australia to develop national curriculum and external assessments for 19 small candidature (‘community’) languages, and later focused on large candidature languages.
- In 1987, the first National Policy on Languages Education in Australia was articulated. It was written by Victorian languages academic, Joseph Lo Bianco. In this policy, the parochial terms ‘foreign’ and ‘community’ languages were superseded by the acronym ‘LOTE’ (for Languages Other Than English). Around this time, there was a push for some Asian languages – Indonesian and Japanese specifically.
- In 1989, Excellence and Equity, the NSW Curriculum Reform Report, outlined a goal that ‘every student have access to two years mandatory languages education in the junior secondary school and for a substantially greater number of students than at present to pursue in-depth specialist study of priority languages throughout their whole secondary schooling over the Years 7–10’.

An implementation phase was introduced whereby students received 12 months of continuous languages education in one language. The rationale for introducing the policy was related to the increasingly international world and Australia’s survival in a competitive environment as well as recognition of the diverse cultural and linguistic heritage of the population.

In 1991, a White Paper on languages education was released entitled ‘Australia’s Language: Australian Language and Literacy Policy’ (ALLP). This paper encouraged a movement away from the term ‘LOTE’ towards the more generic ‘Languages’.

In October 1992, after seven years of development, approximately 1000 students in Victoria, South Australia, Western Australia and Tasmania sat the first NAFLaSSL Project examinations for small candidature language subjects (NSW students began studying syllabuses in 1992 in Year 11, but did not sit examinations until 1993).
On 22 November 1994, the Board of Studies NSW ‘confirmed’ its basic commitment to 100 hours of mandatory LOTE study in a single language over a continuous 12-month period, somewhere between Years 7–10, beginning with the 1996, Year 7 cohort’ (Ministry of Education and Youth Affairs 1989). The original goal had been for two years’ languages education.

Between 1994–2002, the National Asian Languages Studies in Australian Schools (NALSAS) Program supplemented the ALLP. The impetus came from a COAG report which suggested that Australia’s economic future lay in Asia. NALSAS provided $200 million in targeted funding to the states and territories for four Asian languages – Indonesian, Korean, Japanese and Chinese (Mandarin).

Much of the funding was allocated to retraining teachers. Proficiency targets were set and student uptake and retention improved; however, this reversed as the funding was non-recurrent.

In 1999, a review of NAFLaSSL occurred and a new title was adopted: the Collaborative Curriculum and Assessment Framework for Languages (CCAFL). The aim of CCAFL was to encompass all languages, not just those with small candidatures; however, it became evident that curriculum and assessment development was not possible for languages with the largest cohorts. The ‘broad’ and ‘narrow’ interpretations of the framework were developed allowing maximum flexibility and benchmarking.

In 2005, the Aboriginal Languages K–10 Syllabus was implemented by the Board of Studies NSW.

In 2007, a report into language teachers was released. It identified and detailed issues regarding language teacher resources, including availability, retraining and lack of incentives.

In 2008–2009 and 2010–2011, the National Asian Languages and Studies in Schools Program (NALSSP) provided $62.15 million in targeted funding to the states and territories for four Asian languages – Indonesian, Korean, Japanese and Chinese (Mandarin). An aspirational target was set and in NSW, the Department of Education and Training (DET) used funding for teacher retraining in the four languages. The Board of Studies NSW led a national project to develop Heritage Languages syllabuses in the four target languages with NALSSP funding. Currently, the Heritage Languages syllabuses are taught in NSW only; however, Western Australia uses the Heritage Languages examinations and may implement the syllabuses from 2013.

In January 2011, ACARA released the draft Shape of the Australian Curriculum: Languages, with the final shape paper released in November 2011.

In early 2012, the ACARA Board endorsed work on Chinese and Italian curriculum as well as a framework for Aboriginal and Torres Strait Islander Languages. Consultation on the draft Chinese and Italian curriculum concluded in April 2013. It is anticipated that the curriculum will be published by the end of 2013. Consultation on the draft Framework for Aboriginal Languages and Torres Strait Islander Languages and Australian Curriculum: Languages for Arabic, French, German, Indonesian, Japanese, Korean, Modern Greek, Spanish and Vietnamese concluded in July 2013. It is anticipated that the curriculum will be published in 2014. ACARA will undertake further work to determine the process and timelines for developing the Australian curriculum in additional languages beyond those listed above (in the first instance, for Auslan, classical languages, Hindi and Turkish). The Board has not agreed to implementation of the Phase 2 Australian curriculum and will continue to provide advice to ACARA on the development of the Australian Curriculum: Languages. While NSW is cooperating with consultation, no commitment has been made about implementation of the Australian Curriculum: Languages.

On 28 October 2012, the Commonwealth Government released the Australia in the Asian Century White Paper. Chapter 6, entitled ‘Building capabilities’, discusses the need to build ‘Asia-relevant’ capabilities that are both specialised and broad based. A significant role for Australia’s education systems, in particular schools, is carved out in the paper. National objectives 10 and 11 are specifically relevant to broader languages education.
On 29 August 2013, the Federal Coalition released its *Policy for Schools: Students First* (LP 2013). The document outlined a target that 40% of Year 12 students will study a language within a decade. There is no explicit specification about which language is to be studied. The plan does not prioritise any languages.

To achieve this, *Policy for Schools: Students First* outlined a number of initiatives including:

- improve the take-up of foreign languages with initiatives targeted at foreign language teaching recruitment and teacher training courses
- trial online language programs from preschool to Years 11 and 12
- continue to prioritise the development of the ACARA Languages curriculum for 13 languages
- work with states to aim to make at least one foreign language compulsory from Year 5 to Year 10 within a decade
- use the Teach for Australia program to recruit specialist language teachers
- add specialist language teachers to the Skilled Occupation List
- improve teacher training to improve focus on languages.
### ATTACHMENT C

**Timeline of Commonwealth and NSW languages education policies and statements**

<table>
<thead>
<tr>
<th>Year</th>
<th>Policy</th>
<th>Rationale</th>
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<tbody>
<tr>
<td>1978</td>
<td>Report on Post-arrival Programs and Services for Migrants Commonwealth (Galbally)</td>
<td>The report signalled acceptance of multiculturalism. Following the report, the Australian Federation of Modern Language Teachers Associations, the Applied Linguistics Association of Australia and others (Federation of Ethnic Communities’ Councils of Australia), began agitating for the development of a national policy on languages. Eventually, the question of ‘The Development and Implementation of a Coordinated Language Policy for Australia’ was referred to the Senate Standing Committee on Education and the Arts.</td>
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<tr>
<td>1981</td>
<td>Ethnic Schools Program Commonwealth</td>
<td>Rationale for the program was to supplement community efforts to maintain relevant languages and cultures of migrants from non-English-speaking backgrounds as well as increasing awareness and understanding of the different community languages and cultures in Australia.</td>
</tr>
<tr>
<td>1985</td>
<td>National Assessment Framework for Languages at Senior Secondary Level</td>
<td>In 1985, the National Assessment Framework for Languages at Senior Secondary Level (NAFLaSSL) Project commenced involving initially NSW, Victoria and South Australia. It was hoped a national curriculum and assessments would be developed and implemented for 19 small candidature languages.</td>
</tr>
</tbody>
</table>
| 1987 | National Policy on Languages (NPL) Commonwealth (Lo Bianco)             | The National Policy on Languages was a watershed national policy. Australia was the first English-speaking country to have such a policy and the first in the world to have a multilingual languages policy. The policy responded to the changing composition of the Australian population. There were four guiding principles:  
  i. English for All – English Language and Learning Project  
  ii. support for Australian and Torres Strait Islander languages  
  iii. a Language Other Than English (LOTE) for all  
  iv. equitable and widespread languages services.  
  The rationale for the NPL was maintaining and/or developing bilingualism based on a balance of social equity, cultural enrichment and economic strategies.  
  Commonwealth funds were allocated to learning languages, including Arabic, Chinese, French, German, Modern Greek, Indonesian, Italian, Japanese, Spanish. |
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<tr>
<th>Year</th>
<th>Policy</th>
<th>Rationale</th>
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<tr>
<td>1989</td>
<td><em>Excellence and Equity, NSW Curriculum Reform</em> NSW</td>
<td>The <em>Excellence and Equity</em> document (Ministry of Education and Youth Affairs 1989) outlined that: ‘every student to have access to two years mandatory languages education in the junior secondary school and for a substantially greater number of students than at present to pursue in-depth specialist study of priority languages throughout their whole secondary schooling over the Years 7–10.’ An implementation phase-in, to allow for adequate teacher resources, occurred whereby students received 12 months of continuous languages education in one language.</td>
</tr>
<tr>
<td>1989</td>
<td>The Hobart Declaration on Schooling MCEETYA</td>
<td>Agreed national schooling principles, including that students should encounter language other than English and all learners are expected to attain high standards of knowledge, skills and understanding.</td>
</tr>
<tr>
<td>1991</td>
<td><em>Australia’s Language: Australian Language and Literacy Policy</em> (ALLP) (White Paper) Commonwealth (Dawkins)</td>
<td>The ALLP, written by John Dawkins (previously Minister for Employment, Education and Training), was widely seen as restricting scope of 1987 NPL. The economic rationale for learning languages, specifically Asian ones, was emphasised. ALLP provided that eight of 14 languages could be chosen by each Commonwealth (Dawkins) state for instruction in schools. Languages were, however, no longer ‘foreign’ languages, now referred to as LOTE.</td>
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<tr>
<td>1994–2002</td>
<td>National Asian Languages Studies in Australian Schools (NALSSAS) COAG</td>
<td>NALSSAS did not supersede the ALLP, but supplemented it. Based on the recommendations of a report commissioned by COAG in December 1992: <em>Asian Languages and Australia’s Economic Future</em> 1994. Targeted Chinese (Mandarin), Indonesian, Korean and Japanese for $200m in Commonwealth funding administered by state/territory school systems. Set proficiency targets in schools; however, by 2006, numbers declined with the change of government and the fact that funding for the program was not renewed.</td>
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<tr>
<td>1996</td>
<td>NSW Aboriginal Education Policy</td>
<td>The policy advocated that ‘Aboriginal languages be maintained, revived and reclaimed’. This was followed by the 1997 <em>NSW Government Statement of Commitment to Aboriginal People</em>.</td>
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<td>1999</td>
<td>The Adelaide Declaration on National Goals for Schooling in the Twenty-first Century MCEETYA</td>
<td>The Adelaide Declaration retained Languages as a key learning area.</td>
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<td>1999</td>
<td>NAFLaSSL review – CCAFL created</td>
<td>In 1999, after four years of NAFLaSSL examinations, a review was conducted. One of the recommendations involved adoption of a new title: Collaborative, Curriculum and Assessment Framework for Languages (CCAFL).</td>
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<td>Year</td>
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<tr>
<td>2003</td>
<td><strong>Review of Languages Education in Australian Schools</strong>&lt;br&gt;MCEETYA</td>
<td>The review found there were 146 languages being taught in both mainstream and non-mainstream school settings:</td>
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<td>• 103, including 68 Australian Aboriginal Languages, taught in government, Catholic and independent schools</td>
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<td>• 69 taught through after-hours community/ethnic languages schools.</td>
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<td>The six languages most commonly taught were, in order of enrolment numbers: Japanese, Italian, Indonesian, French, German and Chinese.</td>
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<td>2003</td>
<td><strong>Aboriginal Languages K–10 Syllabus in NSW</strong></td>
<td>Developed by the Board of Studies NSW and implemented in NSW schools, particularly in rural and remote areas.</td>
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<tr>
<td>2004</td>
<td><strong>NSW Aboriginal Languages Policy</strong></td>
<td>Instituted by the Department of Aboriginal Affairs in close collaboration with the former NSW Department of Education and Training and the Office of the Board of Studies NSW as well as the Aboriginal and Torres Strait Islander Commission (ATSIC) and the Aboriginal Education Consultative Group (AECG).</td>
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<td>Policy objectives included:</td>
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<td>• Aboriginal students in NSW have an increased opportunity to learn their Aboriginal language of origin or another language, as determined by the local Aboriginal community</td>
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<td>• the NSW population have an understanding and appreciation of Aboriginal languages as an integral part of Aboriginal culture and the Australian heritage.</td>
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<td>2005–</td>
<td><strong>National Statement for Languages Education in Australian Schools</strong>&lt;br&gt;<strong>the National Plan for Languages Education in Australian Schools</strong>&lt;br&gt;MCEETYA</td>
<td>In the National Statement and National Plan, the state, territory and federal Ministers for Education committed to the vision of quality languages education for all students, in all schools, across Australia. The National Statement and Plan were to further the 1989 Hobart Goals. Noted Aboriginal languages as the nation’s first languages, as well as the importance of the languages brought by migrants.</td>
</tr>
<tr>
<td>2005</td>
<td><strong>Languages Education Working Group</strong>&lt;br&gt;MCEETYA</td>
<td>Languages Education Working Group established as a MCEETYA working group to:</td>
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<td>• gather data, share information and strategy</td>
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<td>• reach agreement on processes and structures for monitoring and evaluating the effectiveness of the National Plan</td>
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<td>• provide advice on projects of national significance, from those identified in the National Plan.</td>
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<td>Members include all states and territories plus the National Catholic Education Commission, the Independent Schools Council of Australia, and the Australian Council of Assessment and Curriculum Authorities.</td>
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<td>Endeavoured to develop a national plan. It was drafted but never released.</td>
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<tr>
<td>2007</td>
<td><strong>The Review of Teacher Education for Languages Teachers</strong>&lt;br&gt;DEEWR</td>
<td>Outlines the various issues regarding provision, including training, retraining of language teachers; availability of teachers; lack of incentives; insufficient funding; interaction with state curriculum and syllabus documents.</td>
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<tr>
<td>Year</td>
<td>Policy</td>
<td>Rationale</td>
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<tr>
<td>2008</td>
<td>Melbourne Declaration on Educational Goals for Young Australians MCEETYA</td>
<td>Languages retained as a key learning area, ‘especially Asian languages’. Terminology ‘Language Other Than English’ no longer used, instead ‘Languages’ is adopted.</td>
</tr>
<tr>
<td>2008–2009</td>
<td>National Asian Languages and Studies in Schools Program (NALSSP)</td>
<td>562.15 million over four years. Four target Asian languages: Chinese (Mandarin), Indonesian, Japanese and Korean. An aspirational target was set that by 2020, at least 12% of students will exit Year 12 with fluency in one of target languages. Aimed to increase opportunities for school students to become familiar with the languages and cultures of Australia’s regional neighbours. It involves: • funding for state and territory government and non-government education authorities • Strategic Collaboration and Partnership Fund available to organisations, including universities, higher education providers, businesses and Asian communities • Becoming Asia Literate: Grants to Schools – a direct outreach program of grants to schools run by the Asia Education Foundation • Australian Government National Projects.</td>
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<tr>
<td>2010–2011</td>
<td>Languages Education Working Party, new national plan being developed</td>
<td>Provides broad directions for the development of languages curriculum. In 2012, writing of languages curriculum will start with F–10 Chinese (second language learner) and Italian (second language learner) pathways and a framework for Aboriginal languages and Torres Strait Islander languages. The National Plan 2011–2014 was never released and is currently being redrafted by Victoria in consultation with the Commonwealth Government, on behalf of the Languages Education Working Party. Victoria will take the plan to the Standing Council on School Education and Early Childhood when it is completed; there is no timeline on completion.</td>
</tr>
<tr>
<td>2012</td>
<td>Budget Reply Speech Coalition</td>
<td>In the 2012 Budget Reply Speech, the Hon. Tony Abbott MP, Leader of the Opposition, outlined that if elected, it will work urgently with the states to ensure that at least 40% of Year 12 students are once more taking a language other than English within a decade. The program has not been costed; however, preliminary estimates suggest it would cost $100 million over 10 years. Chapter 6 ‘Building capabilities’ discusses the need to build ‘Asia-relevant’ capabilities that are both specialised and broad based. A significant role for Australia’s education systems, in particular schools, is carved out in the paper. National objectives 10 and 11 are specifically relevant to broader languages education. It is expected that the National Plan for School Improvement will provide implementation information (including funding) regarding the national objectives.</td>
</tr>
<tr>
<td>2013</td>
<td>Coalition’s Policy for Schools: Students First</td>
<td>In the Federal Coalition’s Policy for Schools: Students First, a target of 40% of Year 12 students studying a language within a decade is outlined.</td>
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## ATTACHMENT D

### Map of current provision of languages in NSW by DEC schools and other providers

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<tr>
<th></th>
<th>K – Year 2</th>
<th>Years 3–4</th>
<th>Years 5–6</th>
<th>Years 7–8</th>
<th>Years 9–10</th>
<th>Years 11–12 Preliminary and HSC Stage 6</th>
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</thead>
<tbody>
<tr>
<td><strong>NSW school sectors</strong></td>
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<tr>
<td>DEC</td>
<td>In Stages 1–3, Languages education is taught within HSIE curriculum or during Additional Time, which varies according to sector. Schools may use BOS K–10 syllabus or Board Endorsed Course.</td>
<td>Mandatory 100 consecutive hours in one language over 12 months. Must be delivered between Years 7–10, preferably 7–8. Languages may be offered as an elective in Stage 5.</td>
<td>Differentiated courses: Beginners, Continuers, Extension, Heritage and Background.</td>
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<tr>
<td>Catholic</td>
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<tr>
<td>Independent</td>
<td>The Community Languages Program is delivered in some DEC schools.</td>
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</table>

### DEC providers

| Saturday School of Community Languages | Offers students in Stages 4–6 from all school sectors the opportunity to study a community language when it is not available at their school. At Stage 6, may use CCAFL (BOS) syllabus. |
| Open High School | Offers students in Stages 5–6 13 languages where they are not available at their home school. |
| Distance High Schools | Each Distance High School offers different languages/range of languages at different stages. |

### Other providers

| OTEN (Distance TAFE) | Offers Stage 6 languages students a small number of courses via Distance TAFE. |
| Outside tutors | For Stage 6, outside tutors are required to present their program, units of work, assessment schedule and qualification(s) to the principal who must be satisfied that the BOS requirements for the program of study will be met. |
| Community Languages Schools | Currently there are 227 CLS in more than 439 locations, with 2352 teachers and more than 30 000 students, 58 languages are taught and approximately 5–6 added each year. |
## ATTACHMENT E

### NSW languages eligibility criteria

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<thead>
<tr>
<th>Courses</th>
<th>Eligibility criteria</th>
<th>Target candidature</th>
</tr>
</thead>
</table>
| Beginners | • Students have had no more than 100 hours’ study of the language at the secondary level (or the equivalent).  
• Students have little or no previous knowledge of the language. For exchange students, a significant in-country experience (involving experiences such as homestay and attendance at school) of more than three months renders a student ineligible. | Students are learning the language as a second (or subsequent) language. Students either have no prior spoken or written knowledge or experience of the language, or their experience is derived solely from, or is equivalent to, study of the language for 100 hours or less in Stage 4 or Stage 5. |
| Continuers | • Students have had no more than one year’s formal education from the first year of primary education (Year 1) in a school where the language is the medium of instruction.  
• Students have no more than three years residency in the past 10 years in a country where the language is the medium of communication.  
• Students do not use the language for sustained communication outside the classroom with someone with a background in using the language. | Students are learning the language as a second (or subsequent) language. Students typically have studied the language for 200–400 hours at the commencement of Stage 6.  
(In languages where Extension courses are offered, the Extension courses are available to HSC Continuers course candidates only.)                                                   |
| Background | • Students speak the language in their home but have had no formal education in the language.                                                                                                                                                                                                                                                                                                                                                                                                                                      | Students have a cultural and linguistic background in the language.                                                                                                                                                                   |
| Heritage  | • Students have had no formal education in a school where the language is the medium of instruction beyond the year in which the student turns 10 years of age (typically Year 4 or 5 of primary education).                                                                                                                                                                                                                                                                                                                                                     | Students typically have been brought up in a home where the language is used, and they have a connection to that culture. These students have some degree of understanding and knowledge of the language. They have received all or most of their formal education in schools where English (or another language different from the language of the course) is the medium of instruction. Students may have undertaken some study of the language in a community, primary and/or secondary school in Australia. Students may have had formal education in a school where the language is the medium of instruction up to the age of 10. |
ATTACHMENT F

HSC language course enrolments and HSC candidature, 2003–2012

Source: Board of Studies NSW, internal statistics
## ATTACHMENT G

### 2012 HSC language course enrolments

<table>
<thead>
<tr>
<th>Language course</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic Beginners</td>
<td>1</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Arabic Continuers</td>
<td>84</td>
<td>124</td>
<td>208</td>
</tr>
<tr>
<td>Arabic Extension</td>
<td>27</td>
<td>42</td>
<td>69</td>
</tr>
<tr>
<td>Armenian Continuers</td>
<td>10</td>
<td>28</td>
<td>38</td>
</tr>
<tr>
<td>Chinese Background Speakers</td>
<td>366</td>
<td>378</td>
<td>744</td>
</tr>
<tr>
<td>Chinese Beginners</td>
<td>13</td>
<td>28</td>
<td>41</td>
</tr>
<tr>
<td>Chinese Continuers</td>
<td>37</td>
<td>25</td>
<td>62</td>
</tr>
<tr>
<td>Chinese Extension</td>
<td>8</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>Classical Greek Continuers</td>
<td>6</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Classical Greek Extension</td>
<td>3</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Classical Hebrew Continuers</td>
<td>19</td>
<td>18</td>
<td>37</td>
</tr>
<tr>
<td>Classical Hebrew Extension</td>
<td>14</td>
<td>10</td>
<td>24</td>
</tr>
<tr>
<td>Croatian Continuers</td>
<td>6</td>
<td>11</td>
<td>17</td>
</tr>
<tr>
<td>Dutch Continuers</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Filipino Continuers</td>
<td>6</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>French Beginners</td>
<td>132</td>
<td>566</td>
<td>698</td>
</tr>
<tr>
<td>French Continuers</td>
<td>261</td>
<td>626</td>
<td>887</td>
</tr>
<tr>
<td>French Extension</td>
<td>75</td>
<td>129</td>
<td>204</td>
</tr>
<tr>
<td>German Beginners</td>
<td>36</td>
<td>93</td>
<td>129</td>
</tr>
<tr>
<td>German Continuers</td>
<td>110</td>
<td>181</td>
<td>291</td>
</tr>
<tr>
<td>German Extension</td>
<td>29</td>
<td>58</td>
<td>87</td>
</tr>
<tr>
<td>Heritage Chinese (Mandarin)</td>
<td>38</td>
<td>49</td>
<td>87</td>
</tr>
<tr>
<td>Heritage Japanese</td>
<td>7</td>
<td>8</td>
<td>15</td>
</tr>
<tr>
<td>Heritage Korean</td>
<td>9</td>
<td>24</td>
<td>33</td>
</tr>
<tr>
<td>Hindi Continuers</td>
<td>7</td>
<td>10</td>
<td>17</td>
</tr>
<tr>
<td>Hungarian Continuers</td>
<td>6</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Indonesian Background Speakers</td>
<td>49</td>
<td>46</td>
<td>95</td>
</tr>
<tr>
<td>Indonesian Beginners</td>
<td>12</td>
<td>27</td>
<td>39</td>
</tr>
<tr>
<td>Indonesian Continuers</td>
<td>21</td>
<td>44</td>
<td>65</td>
</tr>
<tr>
<td>Language course</td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>------</td>
<td>--------</td>
<td>-------</td>
</tr>
<tr>
<td>Indonesian Extension</td>
<td>5</td>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td>Italian Beginners</td>
<td>94</td>
<td>275</td>
<td>369</td>
</tr>
<tr>
<td>Italian Continuers</td>
<td>79</td>
<td>219</td>
<td>298</td>
</tr>
<tr>
<td>Italian Extension</td>
<td>17</td>
<td>53</td>
<td>70</td>
</tr>
<tr>
<td>Japanese Background Speakers</td>
<td>7</td>
<td>15</td>
<td>22</td>
</tr>
<tr>
<td>Japanese Beginners</td>
<td>249</td>
<td>370</td>
<td>619</td>
</tr>
<tr>
<td>Japanese Continuers</td>
<td>228</td>
<td>464</td>
<td>692</td>
</tr>
<tr>
<td>Japanese Extension</td>
<td>62</td>
<td>129</td>
<td>191</td>
</tr>
<tr>
<td>Khmer Continuers</td>
<td>16</td>
<td>9</td>
<td>25</td>
</tr>
<tr>
<td>Korean Background Speakers</td>
<td>25</td>
<td>46</td>
<td>71</td>
</tr>
<tr>
<td>Korean Continuers</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Latin Continuers</td>
<td>80</td>
<td>93</td>
<td>173</td>
</tr>
<tr>
<td>Latin Extension</td>
<td>47</td>
<td>52</td>
<td>99</td>
</tr>
<tr>
<td>Macedonian Continuers</td>
<td>11</td>
<td>18</td>
<td>29</td>
</tr>
<tr>
<td>Malay Background Speakers</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Modern Greek Beginners</td>
<td>24</td>
<td>36</td>
<td>60</td>
</tr>
<tr>
<td>Modern Greek Continuers</td>
<td>35</td>
<td>56</td>
<td>91</td>
</tr>
<tr>
<td>Modern Greek Extension</td>
<td>14</td>
<td>16</td>
<td>30</td>
</tr>
<tr>
<td>Modern Hebrew Continuers</td>
<td>15</td>
<td>38</td>
<td>53</td>
</tr>
<tr>
<td>Persian Background Speakers</td>
<td>11</td>
<td>20</td>
<td>31</td>
</tr>
<tr>
<td>Polish Continuers</td>
<td>11</td>
<td>16</td>
<td>27</td>
</tr>
<tr>
<td>Portuguese Continuers</td>
<td>5</td>
<td>15</td>
<td>20</td>
</tr>
<tr>
<td>Russian Background Speakers</td>
<td>12</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td>Serbian Continuers</td>
<td>7</td>
<td>12</td>
<td>19</td>
</tr>
<tr>
<td>Spanish Beginners</td>
<td>48</td>
<td>140</td>
<td>188</td>
</tr>
<tr>
<td>Spanish Continuers</td>
<td>77</td>
<td>121</td>
<td>198</td>
</tr>
<tr>
<td>Spanish Extension</td>
<td>26</td>
<td>42</td>
<td>68</td>
</tr>
<tr>
<td>Swedish Continuers</td>
<td>4</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Tamil Continuers</td>
<td>19</td>
<td>23</td>
<td>42</td>
</tr>
<tr>
<td>Turkish Continuers</td>
<td>11</td>
<td>28</td>
<td>39</td>
</tr>
<tr>
<td>Ukrainian Continuers</td>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Vietnamese Continuers</td>
<td>75</td>
<td>80</td>
<td>155</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>2713</strong></td>
<td><strong>4960</strong></td>
<td><strong>7673</strong></td>
</tr>
</tbody>
</table>


Note: in 2012, there were no HSC enrolments in the Maltese Continuers or Indonesian (Heritage) courses.
## ATTACHMENT H

### Saturday School of Community Languages centres

<table>
<thead>
<tr>
<th>Centre</th>
<th>Language classes in 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chatswood High School</td>
<td>Armenian, Chinese, Dutch, Japanese, Korean, Modern Greek, Polish, Spanish</td>
</tr>
<tr>
<td>Kogarah High School</td>
<td>Chinese, Croatian, Macedonian, Spanish</td>
</tr>
<tr>
<td>The Hills Sports High School</td>
<td>Chinese, Hindi, Korean, Maltese, Modern Greek, Polish, Spanish, Turkish</td>
</tr>
<tr>
<td>Strathfield Girls High School</td>
<td>Chinese, Croatian, Hindi, Italian, Korean, Ukrainian</td>
</tr>
<tr>
<td>Liverpool Boys High School</td>
<td>Arabic, Chinese, Croatian, Turkish, Vietnamese</td>
</tr>
<tr>
<td>Arthur Phillip High School</td>
<td>Arabic, Croatian, Modern Greek, Persian, Turkish</td>
</tr>
<tr>
<td>Liverpool Girls High School</td>
<td>Bengali, Hindi, Khmer, Polish, Serbian, Spanish</td>
</tr>
<tr>
<td>Ashfield Boys High School</td>
<td>Chinese, Modern Greek, Polish, Spanish</td>
</tr>
<tr>
<td>Smiths Hill High School</td>
<td>Arabic, Chinese, Macedonian, Serbian, Spanish, Turkish</td>
</tr>
<tr>
<td>Birrong Boys High School</td>
<td>Chinese, Vietnamese</td>
</tr>
<tr>
<td>Dulwich</td>
<td>Arabic, Bengali, Korean, Portuguese, Turkish, Vietnamese</td>
</tr>
<tr>
<td>Bankstown Girls High School</td>
<td>Filipino, Hungarian, Macedonian, Modern Greek</td>
</tr>
<tr>
<td>St George Girls High School</td>
<td>Arabic, Modern Greek</td>
</tr>
<tr>
<td>Randwick</td>
<td>Chinese, Polish, Serbian, Spanish</td>
</tr>
<tr>
<td>Birrong Girls High School</td>
<td>Arabic</td>
</tr>
<tr>
<td>Merewether High School</td>
<td>Chinese, Modern Greek, Spanish</td>
</tr>
</tbody>
</table>

Source: Saturday School of Community Languages, <www.sscl.schools.nsw.edu.au/our-centres>  
(as at 30 June 2012)
### ATTACHMENT I

**2012 Years 10, 11 and HSC students studying languages**

Table 1: Year 10 (Stage 5) students entered for languages, 2012

<table>
<thead>
<tr>
<th>Board of Studies Liaison Officer region</th>
<th>Year 10 students studying languages</th>
<th>Total Year 10 students</th>
<th>% studying languages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hunter</td>
<td>589</td>
<td>10 079</td>
<td>5.3</td>
</tr>
<tr>
<td>Metropolitan East</td>
<td>3021</td>
<td>11 151</td>
<td>27.1</td>
</tr>
<tr>
<td>Metropolitan North</td>
<td>2927</td>
<td>11 368</td>
<td>25.7</td>
</tr>
<tr>
<td>Metropolitan North West</td>
<td>1472</td>
<td>12 378</td>
<td>11.9</td>
</tr>
<tr>
<td>Metropolitan South West</td>
<td>1212</td>
<td>14 020</td>
<td>8.6</td>
</tr>
<tr>
<td>North Coast</td>
<td>465</td>
<td>7617</td>
<td>6.1</td>
</tr>
<tr>
<td>North West</td>
<td>250</td>
<td>3040</td>
<td>8.2</td>
</tr>
<tr>
<td>Riverina</td>
<td>304</td>
<td>4772</td>
<td>6.4</td>
</tr>
<tr>
<td>South Coast</td>
<td>1034</td>
<td>8974</td>
<td>11.5</td>
</tr>
<tr>
<td>Western</td>
<td>319</td>
<td>4666</td>
<td>6.8</td>
</tr>
<tr>
<td><strong>All regions</strong></td>
<td><strong>11 593</strong></td>
<td><strong>89 065</strong></td>
<td><strong>13.0</strong></td>
</tr>
</tbody>
</table>

*Source: Board of Studies NSW, internal statistics*
### Table 2: Year 11 (Preliminary) students entered for languages, 2012

<table>
<thead>
<tr>
<th>Board of Studies Liaison Officer region</th>
<th>Year 11 students studying languages</th>
<th>Total Year 11 students</th>
<th>% studying languages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hunter</td>
<td>502</td>
<td>10 162</td>
<td>2.9</td>
</tr>
<tr>
<td>Metropolitan East</td>
<td>2425</td>
<td>11 834</td>
<td>14.8</td>
</tr>
<tr>
<td>Metropolitan North</td>
<td>1911</td>
<td>11 497</td>
<td>13.6</td>
</tr>
<tr>
<td>Metropolitan North West</td>
<td>1051</td>
<td>11 633</td>
<td>7.2</td>
</tr>
<tr>
<td>Metropolitan South West</td>
<td>911</td>
<td>12 991</td>
<td>5.3</td>
</tr>
<tr>
<td>North Coast</td>
<td>443</td>
<td>6808</td>
<td>4.2</td>
</tr>
<tr>
<td>North West</td>
<td>95</td>
<td>2722</td>
<td>2.1</td>
</tr>
<tr>
<td>Riverina</td>
<td>130</td>
<td>4269</td>
<td>2.7</td>
</tr>
<tr>
<td>South Coast</td>
<td>479</td>
<td>8436</td>
<td>5.4</td>
</tr>
<tr>
<td>Western</td>
<td>192</td>
<td>3976</td>
<td>3.3</td>
</tr>
<tr>
<td><strong>All regions</strong></td>
<td><strong>8139</strong></td>
<td><strong>84 328</strong></td>
<td><strong>9.7</strong></td>
</tr>
</tbody>
</table>

*Source: Board of Studies NSW, internal statistics*

### Table 3: Year 12 (HSC) students entered for languages, 2012

<table>
<thead>
<tr>
<th>Board of Studies Liaison Officer region</th>
<th>HSC students studying languages</th>
<th>Total Year 12 students</th>
<th>% studying languages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hunter</td>
<td>299</td>
<td>8074</td>
<td>3.7</td>
</tr>
<tr>
<td>Metropolitan East</td>
<td>1757</td>
<td>10 570</td>
<td>16.6</td>
</tr>
<tr>
<td>Metropolitan North</td>
<td>1560</td>
<td>10 799</td>
<td>14.4</td>
</tr>
<tr>
<td>Metropolitan North West</td>
<td>838</td>
<td>9763</td>
<td>8.6</td>
</tr>
<tr>
<td>Metropolitan South West</td>
<td>685</td>
<td>11 334</td>
<td>6.0</td>
</tr>
<tr>
<td>North Coast</td>
<td>283</td>
<td>5526</td>
<td>5.1</td>
</tr>
<tr>
<td>North West</td>
<td>56</td>
<td>2112</td>
<td>2.7</td>
</tr>
<tr>
<td>Riverina</td>
<td>114</td>
<td>3464</td>
<td>3.3</td>
</tr>
<tr>
<td>South Coast</td>
<td>454</td>
<td>7314</td>
<td>6.2</td>
</tr>
<tr>
<td>Western</td>
<td>132</td>
<td>3220</td>
<td>4.1</td>
</tr>
<tr>
<td><strong>All regions</strong></td>
<td><strong>6178</strong></td>
<td><strong>72 176</strong></td>
<td><strong>8.6</strong></td>
</tr>
</tbody>
</table>

*Source: Board of Studies NSW, internal statistics*
Percentage of students entered for language courses in each region, 2012

Source: Board of Studies NSW, internal statistics
### ATTACHMENT K

**Australia’s top 10 two-way trading partners, 2012**

<table>
<thead>
<tr>
<th>Rank</th>
<th>Country</th>
<th>% of trade volume</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>China</td>
<td>19.9</td>
</tr>
<tr>
<td>2</td>
<td>Japan</td>
<td>11.9</td>
</tr>
<tr>
<td>3</td>
<td>United States</td>
<td>8.9</td>
</tr>
<tr>
<td>4</td>
<td>Republic of Korea</td>
<td>5.4</td>
</tr>
<tr>
<td>5</td>
<td>Singapore</td>
<td>4.6</td>
</tr>
<tr>
<td>6</td>
<td>United Kingdom</td>
<td>3.8</td>
</tr>
<tr>
<td>7</td>
<td>New Zealand</td>
<td>3.5</td>
</tr>
<tr>
<td>8</td>
<td>India</td>
<td>3.3</td>
</tr>
<tr>
<td>9</td>
<td>Thailand</td>
<td>3.0</td>
</tr>
<tr>
<td>10</td>
<td>Malaysia</td>
<td>2.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

ATTACHMENT L

List of stakeholders involved in initial discussions for languages education review

Peak bodies
Department of Education and Communities
NSW Primary Principals’ Association
NSW Secondary Principals’ Council
Aboriginal Education Consultative Group
Catholic Secondary Schools Association
Association of Catholic School Principals
Australian Heads of Independent Schools Association
Christian Education National
Christian Schools Australia

Teachers’ groups
Modern Language Teachers’ Association of New South Wales Inc.
NSW Community Languages Schools Board

Parents’ groups
NSW Parents’ Council
Council of Catholic School Parents

Other stakeholders
Community Relations Council of NSW
The Ethnic Communities’ Council of NSW
Anti-Discrimination Board NSW
The Open High School
Department of Education and Communities, Director-General’s Advisory Group on Multicultural Education and Training
Department of Education and Communities, Aboriginal Languages Forum
NSW Multicultural Business Advisory Panel, Department Trade and Investment, Regional Services and Infrastructure
References

ABS – see Australian Bureau of Statistics.


AIS – see Association of Independent Schools.


Association of Independent Schools 2013, internal statistics.


Australian Council of State School Organisations 2007, Attitudes Towards the Study of Languages in Australian Schools: The National Statement and Plan – making a difference or another decade of indifference?, ACSSO, Canberra.


Board of Studies NSW 2012, internal statistics.

—— 2013, internal statistics.

BOS – see Board of Studies NSW.


Cardona, B, Noble, G & Di Biase, B 2008, Community Languages Matter! Challenges and Opportunities Facing the Community Languages Program in New South Wales, funded by NSW Community Languages Schools Program, NSW Federation of Community Languages Schools and University of Western Sydney, UWS Print Services, Penrith.


Clyne, M, Rossi Hunt, C, Liem, I, Isaakidis, T & Yousef, G 2004, ‘Community Languages in Secondary Schools’, research project, Research Unit for Multilingualism and Cross-Cultural Communication, School of Languages and Linguistics, University of Melbourne, in partnership with the Department of Education, Employment and Training, the Catholic Education Commission, and the Victorian Multicultural Foundation, with funding (SPIRT Grant) from the Australian Research Council.


DEC – see Department of Education and Communities.


—— 2013, internal statistics.


—— 2004, NSW Aboriginal Languages Policy, DET, Sydney.


Department of School Education 1996, NSW Aboriginal Education Policy, Aboriginal Education Unit, Department of School Education, Sydney.

DET – see Department of Education and Training.


DPM&C – see Department of Prime Minister and Cabinet.


Independent Schools Council of Australia 2012, *Australia in the Asian Century*, submission to the Australia in the Asian Century Task Force, ISCA, Deakin, ACT.


LP – see Liberal Party of Australia.


.......

Learning through Languages - reference paper

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