

## 1: Primary school | TIWA (formerly ETI)

*A momentous change in the education curriculum will see all Year 3 students learning a language from , which educators say will make it easier for children to retain information and improve.*

Why is Australia condemning language education to insignificance? By Katharina Bense Languages are not considered important in Australia. This general attitude towards language learning is not only evident in the uptake of foreign languages by students in schools and the provision of foreign languages as outlined in current curriculum policies, but is also noticeable in the everyday teaching and learning in Australian language classrooms. It is a great step forward to have a national curriculum for foreign language education. The time and importance allocated to language learning within the Australian curriculum are just not good enough. We compare badly to other countries. For instance, the national curriculum is designed as a Foundation to Year 10 program. In contrast, students in other OECD countries continue to study one or more foreign languages for another two years until to the end of Year 10. Also, the time assigned to languages in relation to the total teaching time per year is still substantially less than in other countries. Students in Australia will spend only half as much time on language learning as most students in other OECD countries. Finally, time allocations for languages within the Australian curriculum are only given as indications. So despite suggestions to make the study of a foreign language mandatory for all Australian students, the subject is “contrary to many other countries” still only optional. Ultimately, uptake and continuation of a foreign language is left to the students themselves. Over the years several reports have found a number of other problems in language education policy in Australia. For instance there is a lack of specific language teacher courses at universities. As a result there is a massive shortage of qualified language teachers. To go with this is a lack of professional development programs and network opportunities and overall an insufficient level of funding for languages in Australian schools. So it is no surprise Australian tertiary education students feel discouraged to train as language teachers. Where is the career path? Why choose to be a language teacher when they have such a low status within our schools? I believe it is the general attitude towards languages in the Australian public that is really the biggest challenge for language education. Language proficiency and multilingualism are simply not regarded as significant in Australia. The rest of the world is busy learning English so why should we bother with other languages? It is only natural, that this perception filters down to the students and influences their behaviour towards the subject. The jury is well and truly out. We should be giving these benefits to our children. I discovered some interesting insights into teaching and learning in Australian language classrooms in a recent study I carried out involving German migrant language teachers. The study was focused on the experiences of German migrant teachers in the Australian education system. However, it also provides some cross-cultural observations and new perspectives on how current language education policies and practices and the widespread attitude towards languages in society are impacting on the daily teaching and learning of languages in schools. The German migrant teachers in the study were qualified and experienced teachers of modern foreign languages in Germany before they immigrated to Australia. When they started teaching German language in schools in Australia they were astonished to discover how low foreign languages as a subject area rates within the Australian curriculum. The teachers described how this different sense of worth affected their classroom management, teacher status at school and work conditions. Despite its shortcomings the existence of our new national curriculum in languages is giving me hope. I am hoping it will spark more interest in language education within the wider Australian community and that the attitude of Australians towards multilingualism will change for the better. Try thinking about this for a start: How important is it for the future of Australia for Australians to be able to communicate in more than one language? In her research she focusses on issues of international teacher mobility and diversity in teaching. She is a qualified teacher from Germany with teaching experience in German language education in various Secondary and Tertiary institutions in Western Australia.

## 2: Schools in Australia

*At the International School of Western Australia, we recognise that learning another language is an important part of developing a deeper understanding of the world. We view languages as one of the core elements of our international community.*

Learning languages in Australia - too much like hard work? Fiona Mueller Fiona Mueller has 18 years experience as a teacher of German, French and Italian in government and non-government secondary schools, including six years as a department head. Currently, she is undertaking research towards a PhD in Education. Since the release of the National Policy on Languages, dozens of Commonwealth and State reports and policy statements have emphasised the importance of foreign language studies for all young Australians. However, this rhetoric has not translated into any increase in the number of students committing themselves to long-term and therefore meaningful language programs. In some States over 30 languages are offered at Year 12 level, although it is obvious that most of these courses were introduced for political rather than pedagogical reasons. The last decade has seen a dramatic increase in the number of primary school language programs, mainly due to dedicated Commonwealth funding, but a national evaluation of school-based language programs in concluded that Although The States and Territories vary enormously in terms of the value placed on language learning in the compulsory years of schooling. In New South Wales, for example, all schools are required to provide hours of study of one language in one month period in order to allow students to meet the minimum requirements of the School Certificate. The study of a language is not a core element of the primary curriculum, but appears as an optional component of the Human Society and Its Environment K-6 Syllabus. In the other States and Territories, the provision of language study varies widely, particularly between government and non-government systems, with the general expectation being that students will participate in a language course at some stage during the compulsory years of schooling. There are no compulsory programs in the Northern Territory. In the ACT most primary schools offer language courses and most students in Year 7 are required to study a language at government schools. Language programs also depend on the whims and wishes of schools and teachers. Some students are lucky enough to be part of well-staffed, well-resourced language learning environments. Thousands are bewildered members of classes that depend entirely upon the goodwill of the current principal towards languages, the ability of the school to retain suitable teachers, the political realities of the particular area, or some equally complex issue. Until roughly the middle of the twentieth century, the acquisition of a foreign language was regarded as an essential element of a good education in Western, English-speaking schools. Language study encouraged higher order thinking skills, enabled a general appreciation of languages as systems and underpinned the development of literacy. The study of the history and culture of ancient and modern civilisations was believed to be necessary to support an understanding of the linguistic and cultural heritage of the English-speaking world. It is an extraordinary irony that as educators and policy makers around Australia struggle to design programs that will raise academic standards, encourage critical thinking and analytical skills, as well as address deep concerns about literacy, the one subject area that can achieve all of those goals is rejected and disregarded in the rush to come up with new initiatives. My own work as a teacher and researcher has brought me into contact with hundreds of language teachers who battle each day to convince students, other staff and principals that the benefits of their subject area have been appreciated for centuries. However, these same dedicated people also recognise that other subjects that demand little or no intellectual effort, have next to no homework and are entertaining or rewarding in an immediate sense, now dominate the curriculum. Language teachers can all cite the frequent comments from their students along the lines of: It is my firm belief that a well-qualified Australian language teacher has a better understanding of language and is a better model of good English usage than any other teacher in the system. Yet they are rarely, if ever, consulted on any matters outside their own foreign language field. Considerable research clearly shows that the higher-order linguistic skills acquired in effective language

programs have a direct benefit for student literacy in the first language. Learning a language enhances listening and speaking skills and develops the ability to analyse and categorise, to find patterns and to express and defend opinions. The sustained, cumulative nature of language learning means the development of sound study habits and a better understanding of how to learn. Foreign language learners do better at cognitive and problem-solving tasks and their results in verbal assessments are higher than those of their monolingual counterparts. Perhaps the best-known and most succinct statement about the value of language learning comes from a publication: In the United Kingdom, the Nuffield Languages Inquiry made recommendations that can be applied directly to Australia: We need to equip the next generation with the skills to move about the world and take an active role in shaping their relationships with others on a world stage. Given the global prevalence of English, it might be tempting to believe that it alone will be sufficient, but evidence indicates that the UK will not thrive with a single language - even English. Much that is essential to our society, its health and its interests - including effective choice in policy, realization of citizenship, effective overseas links and openness to the inventions of other cultures - will not be achieved in one language alone. This imperative envisions a future in which all students will develop and maintain proficiency in English and at least one other language, modern or classical. The inability or unwillingness to become at least reasonably proficient in another language cedes power to those who are bilingual or multilingual. It means that Australians must always rely on others to be willing and able to speak English. Most importantly, it gives the impression of linguistic and cultural arrogance, which is an unhelpful reputation for any nation to have. The diversity of language programs in primary schools and the complex nature of languages education at secondary level currently prevent the introduction of continuous, sequenced, high quality courses. Rather than starting from the premise that all languages should be represented in the curriculum, future policy development must begin by addressing the ways in which effective language programs can best be delivered. I propose that the following criteria apply in all States and Territories: All students should be required to study at least one language, as well as English, regardless of their linguistic heritage. A maximum of five or six languages should be offered in Australian schools, reflecting the capacity of each State or Territory to provide teachers and resources. Schools and systems must be able to demonstrate the capacity to provide sequenced, continuous courses in Years that enable progress from primary to secondary school within the State or Territory. A mix of Asian and European including classical languages may be offered. Students wishing to obtain the Year 10 credential should undertake a minimum of four years of full-time study of one of the stipulated languages. Syllabuses must be explicit in terms of what students should know and be able to do at each stage of learning. They must be practical documents, designed for regular and effective use by teachers. All students should be able to reach an equivalent level of achievement, regardless of the language being studied or the location of the program. Any school or system wishing to introduce the study of languages not already identified, perhaps at the specific request of a community or other group, could do so on a case by case basis and only if the criteria described in paragraph 2 are met. This would apply only to schools where there is a desire to have the language recognised for the Year 10 credential. All other language programs would be provided by and for particular communities, outside the purview of school systems. Students applying for university entrance should be required to complete the study of a language in Years 11 and 12. Throughout the rest of the world the study of other languages not only English! Why do we insist on being different?

## 3: Should learning a second language be compulsory in Australian schools? | SBS News

*The Western Australian Curriculum and Assessment Outline lays out the Kindergarten to Year 10 curriculum for all children in Western Australia. It provides teachers and supporting staff with information to help plan and assess learning programs, and report those outcomes.*

Pre-primary to Year 10 requires schools to report on the languages taught in their school from Pre-primary to Year 10. There is currently a decline in the percentage of students studying a language in Western Australian public primary schools. This decline has been partly attributed to the pressure on schools to improve literacy and numeracy. By selecting a different learning area for a specialist teacher, e.g. Science, additional time is released to focus on literacy and numeracy. Another reason included the difficulty of enhancing and achieving ongoing development of language skills in one session per week, which is typically 40 to 60 minutes. It was supplemented by a Korean immersion program funded by a short-term languages grant in 2015. Senior students have also been provided the opportunity to participate in an after-hours Korean and Japanese languages program at Mount Lawley Senior High School this year. However, this term the Year 5 and 6 students are participating in a leadership program instead of French. Our local high school, Mount Lawley Senior High School, currently offers students the following languages: Chinese, French, Italian, Japanese and Korean. In recent years there have been a number of teachers delivering the LOTE French program at the school. They learn and practise how to organise their ideas, to select appropriate words and tone, to look and listen to the response and to express their ideas and feelings. Better understanding of English Learning a LOTE helps students focus on the patterns and rules in grammar, spelling and usage. It helps students build their confidence in dealing with unfamiliar words, develop improved word awareness and word attack skills in both English and the LOTE as they practise applying spelling and grammar rules. Social development Language programs emphasise social interactions such as introductions. LOTE often involve students working with a partner or in small groups with opportunities to learn and practise relationship skills e.g. Seeing the world from a different point of view. Students use language as a tool to learn about the world and learning a second language is like upgrading and extending their collection of tools. Learning about other cultures. Students learning a LOTE also learn about the culture embedded in that language including the different behaviours for greeting others which is integral to successful communication. Students who learn about another culture are more likely to value other ways of thinking and behaving and are developing their imagination, sensitivity and understanding. Self esteem Success breeds success. These positive attitudes can lead to the students engaging more in the learning process. Enjoyment and enrichment Modern methods of teaching LOTE include a range of activities including role-plays, games, songs and stories that engage students in using the language, providing a stimulating learning environment which focuses on their interest and success. Developing skills for the future Learning LOTE promotes effective learning across all subject areas by providing students with the skills to analyse and use language better. They learn to experiment with different ways of thinking and expressing their thoughts, and they are more likely to try a variety of solutions when solving problems. The skills in learning a language last a lifetime and can be applied to any other language they may choose to learn e.g. Enhanced vocational prospects Students can expect to have several job changes in their lifetime. Many businesses require employees with knowledge of the languages and cultures of their customers, e.g. Employers are also interested in workers who demonstrate positive attitudes and work ethics such as team work skills, tolerance and awareness of cultural values, all developed in language studies.

### 4: Languages Other Than English [LOTE] - Aussie Educator

*Choosing the right school for our children is very important and ISWA has proven to be the right fit for our family. We are impressed by the caring and knowledgeable homeroom teachers our children have had so far, as well as the connection ISWA has with Language One, to keep up with our Dutch language education.*

It is for children turning four years old by 30 June of the year in which they start. A year of part-time Kindergarten is available either at a local school or Community Kindergarten. They work closely with parents to ensure each child thrives at school. In primary school, students have the same teacher for most of the day. Some schools may also have specialist teachers for subjects such as music, art, physical education and languages other than English. Class sizes are generally between 25 to 32 children, depending on the type of school and its location. Classes may also consist of split year levels, with students from different year levels in the same class. Pre-primary is for children turning five years old by 30 June of the year they start Pre-primary. Year 1 is for children turning six years old by 30 June of the year they start Year 1. Year 2 is for children turning seven years old by 30 June of the year they start Year 2. Year 3 is for children turning eight years old by 30 June of the year they start Year 3. Year 4 is for children turning nine years old by 30 June of the year they start Year 4. Year 5 is for children turning 10 years old by 30 June of the year they start Year 5. Year 6 is for children turning 11 years old by 30 June of the year they start Year 6. In some schools, designs have been changed to meet special needs and enable more flexible arrangement of classes and activities. Students from Kindergarten to Year 2 often have large purpose designed spaces equipped with their own toilets, sinks and sheltered play areas. Older students may have activity areas close to their classrooms. Many schools have purpose designed music and art rooms and large undercover areas for assemblies and school performances. The Australian Curriculum is progressively being implemented. It also includes the curriculum, guiding principles for teaching, learning and assessment and support for teachers in their assessment and reporting of student achievement. Fees and charges Find out more about fees and charges in the tuition fees for school students section. The need for specialist disability provision or support is determined on a case by case basis by the Department of Education prior to placement.

## 5: Why is Australia condemning language education to insignificance? | EduResearch Matters

*This is a list of schools in the city of Perth, Western Australia. www.enganchecubano.com Western Australian education system traditionally consists of primary schools, which accommodate students from kindergarten to Year 6, and high schools, which accommodate students from Years 7 to*

Add to study guide School education in Australia includes preschool, preparatory or kindergarten , primary school, secondary school or high school and senior secondary school or college. Schooling lasts for 13 years, from preparatory to senior secondary. School is compulsory until at least the age of 15. Types of schools include government schools, non-government schools including faith-based schools such as Catholic or Islamic schools and schools based on educational philosophies such as Montessori and Steiner. All schools must be registered with the state or territory education department and are subject to government requirements in terms of infrastructure and teacher registration. Australian schools do more than just educate students. Schools offer a broad curriculum in the key learning areas – English, mathematics, studies of society and the environment, science, arts, Languages Other Than English (LOTE) , technology, health and physical education. They also believe strongly in the benefits of a rounded education – including the teamwork, self-expression and personal development that happen outside the classroom. In Australia, students will enjoy a diverse learning environment that is as personally enriching as it is educational, and develop the skills and qualities needed in a changing world. A higher standard of learning Australian schools are among the finest in the world. See for yourself what makes an Australian education so valuable: Small class sizes a maximum of 30 students in a class. University-trained and qualified teachers and specialist teachers in subject areas. Facilities of a high standard – including a high level of technology, with all schools having computers and internet access. Individual learning programs for students who require additional learning support. Quality assurance frameworks where schools must meet required standards. Producing thought leaders The Australian school curriculum prepares you for your future. Our schools aim to develop students into independent and successful learners, confident and creative individuals, and active and informed citizens – with the view to giving them all the skills, knowledge and capabilities to thrive in a globalised world. From Kindergarten to Year 12, Australian schools focus on providing equity for every student, and striving for excellence in all areas of education. Teaching styles and assessment methods A variety of teaching methods are used, including: A variety of assessment methods are used to assess student outcomes. These may include individual research projects, group assignments, oral and visual presentations, the use of technology including PowerPoint, podcast or vodcast presentations, as well as the more traditional class tests and assignments. National and state testing programs ensure standards are met and maintained. School qualifications After completion of senior secondary school Years 11 and 12 students sit for exams and receive an official certificate of qualification.

Tuesday, 1 October

### 6: List of schools in Perth metropolitan area - Wikipedia

*For the purposes of Languages education in Western Australia: the Authority will provide syllabuses for second language learners in six Languages: Chinese, Japanese, Indonesian, French, German and Italian.*

It is the best Chinese School in Perth. This school provides a fun and nurturing environment for kids through an activities based program. My kids love it. However he does struggle as the teacher goes quite fast and it is only 3 hours every week concentration starts to fall off in the last hour!! Neither myself or my husband speak Mandarin - well I do a little but not enough to really help! So we have found Diane 08 She runs her own school a specially built classroom in her back garden, with waiting room for the parents and takes 8 students a class. My son loves them singing, games - a much more fun way to learn I am hoping once my son gets into the swing of things Leeming will be enough for him to be able to keep up with it until Yr 12 without any extra tuition but we will see. More high schools need to offer Mandarin as a subject! Check out their www. I did not have much of an expectation before coming to ACCS but I was pleasantly surprised at how much I have enjoyed the lessons each week. ACCS has also surprised me at how much I am able to learn and absorb in such a short amount of time. I really appreciate the resources that ACCS has also provided with the workbook and sound recordings of the conversations that we listen to in class. Worth checking them out at <http://www.accs.edu.au> Let us know how you go with them. One on one classes online with teachers from mainland China. It is flexible, affordable and certainly worth a look at. They offer even after school classes for children during weekdays. I think they are good. The teaching is methodical and focuses on reading, writing and speaking and everything from Chinese culture to business to food are also discussed. Luckily we met Heidi , [www.heidi.com.au](http://www.heidi.com.au). We had a trial lesson on Saturday morning and the result was not bad at all. The class is small kids but pretty fun and joyful, the teacher speaks both Chinese and English fluently to teach and communicate, on and off the class. I could see my girl is "engaged" in the class, getting sufficient attention from the teacher and she was playing with other kids during the class while learning. The result is quite obvious after 10 lessons - she can now count 1 to 10, sing a few nursery songs and even can have simple dialogues with us, all in Chinese!!! We are currently living in Beijing and our family will move back to Perth in two years time. Our children 4 and 6 are basic Mandarin speakers both parents are English and will be going in two months time to a bilingual school also in Beijing. We will end up living North of the River Mid I was wondering what current or potential bilingual options may be out there? We will go back and forth to China as our business is based here. My 2 children goes to this school and enjoy it very much.

### 7: Early Learning Languages Australia | Department of Education and Training

*In Western Australia, children can start their education in Kindergarten, however compulsory schooling starts the following year in Pre-primary.*

### 8: Where's the Best Place to Learn Chinese in Perth? - Perth

*There are several languages taught in Western Australian public primary schools including Indonesian, Italian, Japanese, French, Australian Indigenous Languages, Chinese, German, Auslan and Spanish. There is currently a decline in the percentage of students studying a language in Western Australian public primary schools.*

### 9: Languages Other Than English (LOTE) Information - North Perth Primary School

*This general attitude towards language learning is not only evident in the uptake of foreign languages by students in schools and the provision of foreign languages as outlined in current curriculum policies, but is also noticeable in the*

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*everyday teaching and learning in Australian language classrooms.*

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