

8 Focus on languages other than English

8.1 Access and participation

States again reported a strong commitment during 1997 to the teaching of languages other than English (LOTE), in both primary and secondary schools and across all schooling sectors.

The great majority of primary students undertook studies in LOTE in 1997, with participation by all students at this level a commonly stated short/medium term goal. Examples of the levels of LOTE participation at the primary level in 1997 included:

- in New South Wales, 59 per cent of primary schools offered LOTE programs, with two-thirds of students in those schools undertaking a LOTE program;
- LOTE programs were offered in 97 per cent of Victoria's government primary schools, with programs actually undertaken by a total of 84.4 per cent of students in those schools, a major increase from the 72.8 per cent participation in 1996;
- the participation in LOTE in Queensland government primary schools increased markedly from the early primary years, where participation was less than ten per cent, to the final two years, where participation was 97 per cent and 96 per cent respectively for years 11 and 12;
- in South Australia, 86.5 per cent of government primary schools offered at least one LOTE, and 85 per cent of all primary students in government schools studied a LOTE;
- Western Australia reported significant progress towards the aim of having all students in years 3 to 7 studying at least one LOTE by 2000, noting a 20 per cent increase in the number of LOTE students at year 3, 22 per cent at year 5 and 18 per cent at year 7;
- in the Australian Capital Territory, 68 per cent of government students and 70 per cent of non-government students studied a LOTE; and
- nationally, almost all independent schools offered at least one LOTE to students at primary level.

LOTE participation was much higher across each of the sectors at junior secondary, where the study of a LOTE was often compulsory, than was the case at senior secondary. Only 2.9 per cent of year 12 enrolments in tertiary

accredited subjects in 1997 were from the LOTE Key Learning Area (KLA). In achieving that national level of subject enrolment, the reported rates of participation by students in LOTE at year 12 in 1997 varied significantly between the States and sectors. For example:

- twelve per cent of year 12 students in New South Wales government schools were enrolled in a LOTE, while 14 per cent of year 12 students in independent schools were enrolled in LOTE programs;
- independent schools in Victoria reported a range from eight to 14 per cent of year 12 students studying a LOTE; and
- nine per cent of year 12 students in Queensland government schools studied a LOTE, while 11 per cent of year 12 students in Catholic schools and 20 per cent of those in independent schools were LOTE students.

Students enrolled in the LOTE KLA undertook studies in a range of languages. A perspective on the relative levels of enrolments in the various languages in 1997 is provided in Table 8A, which shows trends in the relative proportions of year 12 enrolments in the most popular languages in Australian schools between 1992 and 1997.

In terms of the actual numbers of year 12 students, LOTE was the least popular KLA of the eight offering tertiary accredited subjects in 1997, attracting only 2.9 per cent of subject enrolments. Table 8B indicates the percentage of year 12 students undertaking each of the most popular languages.

Table 8A. Relative enrolment levels in the ten most popular languages, year 12 students, Australia, 1992–1997 (per cent)

<i>Language</i>	<i>1992</i>	<i>1993</i>	<i>1994</i>	<i>1995</i>	<i>1996</i>	<i>1997</i>
Japanese	18	19	20	21	22	21
French	20	19	17	18	17	16
German	12	11	10	11	11	11
Chinese	11	10	11	10	10	10
Italian	10	9	9	9	9	9
Indonesian	5	5	5	6	7	8
Greek	8	7	7	6	5	5
Vietnamese	4	5	5	5	4	4
Spanish	3	3	4	3	3	3
Arabic	2	2	3	2	2	2
Other	7	10	9	9	10	11
Total	100	100	100	100	100	100

Note: Since figures have been rounded, discrepancies may occur between the sums of component items and totals

Source: Commonwealth DEETYA, derived from data supplied by State accreditation authorities

Table 8B. Year 12 students taking tertiary-accredited courses in the ten most popular languages, Australia, 1997 (per cent)

<i>Language</i>	<i>Per cent</i>	<i>Language</i>	<i>Per cent</i>
Japanese	3.1	Greek	0.8
French	2.3	Vietnamese	0.5
German	1.6	Spanish	0.4
Chinese	1.4	Arabic	0.3
Italian	1.2	Other	1.7
Indonesian	1.2		

Source: Commonwealth DEETYA, derived from data supplied by State accreditation authorities; ABS Cat. No. 4221.0 *Schools, Australia, 1997*.

Information on participation by gender was not always collected at the primary level. At the secondary level, State reporting indicated that LOTE was an option chosen more frequently by girls than by boys. Examples quoted indicated that 50.8 per cent of LOTE students in Victorian government secondary schools were girls, as were 54.9 per cent of LOTE students in Victorian Catholic secondary schools. Similarly, 56 per cent of LOTE students in South Australian government secondary schools were girls.

In the Australian Capital Territory 52 per cent of government and 53 per cent of non-government junior secondary school LOTE enrolments were by girls. However, at the senior secondary level the discrepancy between rates of participation in LOTE by boys and girls was more significant, with 66 per cent of government and 55 per cent of non-government enrolments by girls.

This discrepancy at senior secondary level was apparent in other States. For example, in Queensland 13 per cent of girls at year 12 in government schools studied a LOTE, compared with four per cent of boys. In Queensland's

Catholic schools, the rates were 16 per cent of girls and seven per cent of boys, while in independent schools 25 per cent of year 12 girls studied a LOTE, compared with 15 per cent of boys.

In New South Wales, 56.7 per cent of LOTE students in year 10 were girls, while at year 12 girls comprised 66.2 per cent of LOTE students. A higher percentage of boys in independent schools studied LOTE than was the case in either government or Catholic schools in New South Wales.

The provision of access to LOTE was more challenging for schools serving remote and isolated student populations. However, while it was not always possible to provide suitably trained staff to teach LOTE programs on a face-to-face basis, the provision of LOTE programs through a range of distance education strategies, supplemented in many instances by visits from specialist LOTE teachers, enabled the provision of LOTE to isolated students.

As part of its commitment to helping increase the level of student participation in LOTE programs, the Commonwealth funds three major elements in its school languages program: the National Asian Languages and Studies in Australian Schools (NALSAS) strategy, Priority languages and Community languages. Further details of Commonwealth input in these areas are provided in the Commonwealth chapter. Specific reporting on the progress of the NALSAS Strategy is provided in Section 8.3 of this *National Overview*.

Numbers of students funded under the Priority languages element fell marginally from 13,968 in 1996 to 13,739 in 1997, a drop of 1.6 per cent (Table 8C), reflecting slightly increased year 12 completions in French, German and Italian and a falling away in Arabic, modern Greek, Vietnamese and Russian.

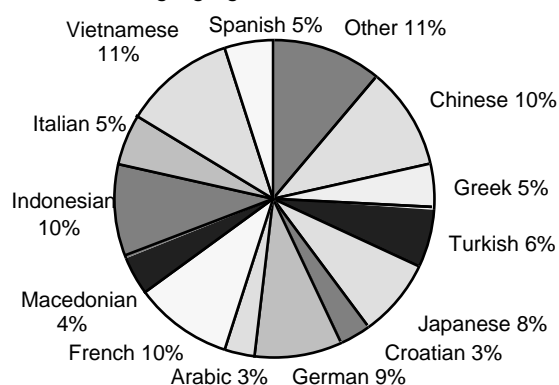
Table 8C. Students attracting Commonwealth Priority Languages funds, by State and language, 1997 (a)

<i>Language</i>	<i>NSW</i>	<i>Vic.</i>	<i>Qld</i>	<i>SA</i>	<i>WA</i>	<i>Tas.</i>	<i>NT</i>	<i>ACT</i>	<i>Australia</i>
Aboriginal languages	—	1	—	—	—	—	—	—	1
Arabic	379	149	—	7	3	1	—	—	539
French	1,670	1,071	703	252	442	214	4	206	4,562
German	762	628	678	310	165	99	2	113	2,757
Italian	685	841	79	242	318	71	3	70	2,309
Modern Greek	406	886	12	113	5	9	16	3	1,450
Russian	43	77	5	6	—	—	2	—	133
Spanish	380	185	3	122	—	18	—	60	768
Thai	11	—	—	—	3	3	1	1	19
Vietnamese	378	597	33	191	—	2	—	—	1,201
Total	4,714	4,435	1,513	1,243	936	417	28	453	13,739

(a) Numbers of students who attracted funding for 1997 calculated according to year 12 completions in 1995.

Source: Commonwealth DEETYA

Figure 8A. Successful completion of VCE Unit 4 LOTE, by language, government schools, Victoria, 1997



Source: Department of Education, Victoria

8.2 Student achievement in LOTE

Achievement in LOTE was monitored in a variety of ways by different States and sectors making it difficult to compare outcomes data.

Where results were reported by gender it seemed that generally girls continued to obtain slightly higher grades.

In 1997, 3,963 government students successfully completed a Unit 4 LOTE of the Victorian Certificate of Education (VCE). Results by major language appear in Figure 8A. Among year 12 students attending Victoria's Catholic schools, a total of 1,670 students (71 per cent girls) gained a satisfactory result in a LOTE subject at VCE level in 1997. The most popular languages were Italian (536 students), French (241 students), Modern Greek (158 students) and Japanese (137 students).

Information from Queensland reveals that the achievement level at year 12 across all sectors in languages other than English in 1997 was 3.9 (on a scale of 1–5). This was substantially higher than in any other key learning area. The variations in achievement between students at remote and non-remote schools, at disadvantaged compared with non-disadvantaged schools, and between boys and girls were reported to be significantly smaller than in any other key learning area.

In Western Australia, Monitoring Standards in Education (MSE) tests in Indonesian and Italian were administered to selected year 7 classes, whose students had been learning either language for at least four years. Preliminary analysis confirmed the effectiveness of the testing instruments, which are expected to provide key data to inform the learning area.

At the year 12 level, Table 8D indicates the level of participation and mean scale scores of students undertaking Tertiary Entrance Examinations in Western Australia in 1997.

Tasmania reported achievement details for years 11 and 12 students undertaking LOTE in government schools. Table 8E indicates that 97.3 per cent of students studying a European LOTE were successful, compared with 95.0 per cent of those studying an Asian LOTE.

Table 8D. Candidates and mean scaled marks in LOTE, Tertiary Entrance Examinations, all schools, Western Australia, 1997

	Students		Mean scaled mark		
	Males	Females	Males	Females	Total
Chinese Adv.	53	48	41.02	46.57	43.66
Chinese Sec Lang	8	12	48.72	54.19	52.00
French	90	326	65.03	64.31	64.47
German	38	88	66.64	63.57	64.50
Indonesian Adv.	114	127	46.41	54.05	50.44
Indonesian Sec Lang	44	41	59.59	57.29	58.48
Italian	50	211	53.45	54.32	54.15
Japanese	90	282	63.49	60.72	61.39
Modern Greek	7	8	43.68	59.76	52.26
Total	494	1,143			

Source: Curriculum Council of Western Australia

Table 8E. Participation and success in LOTE, years 11–12, government schools, Tasmania, 1997

Language	Total students	No. successful
Dutch	6	6
French	173	169
German	216	209
Italian	40	40
Greek	6	6
Polish	5	5
Russian	5	4
Serbo/Croatian	9	8
Spanish	20	20
Chinese	58	43
Indonesian	123	122
Japanese	278	271
Total	939	903

Source: Department of Education, Cultural and Community Development, Tasmania

Table 8F. Achievement in LOTE, Stages 1 & 2 (years 11 & 12), by gender, Northern Territory, 1997

	<i>No.</i>	<i>Grade</i>					
		<i>A*</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>
<i>Stage 1</i>	<i>students</i>						
Female	245	1.2	27.8	32.2	20.4	6.1	12.2
Male	120	3.3	26.7	35.0	20.0	1.7	13.3
Total	365	1.9	27.4	33.2	20	4.7	12.6
<i>Stage 2</i>							
Female	90	3.3	20.0	42.2	20.0	11.1	3.3
Male	67	1.5	13.4	37.3	37.3	9.0	1.5
Total	157	2.5	17.2	40.1	27.4	10.2	2.5

Source: Department of Education, Northern Territory

In the Tasmanian Catholic sector, LOTE students in secondary schools used TASSAB curricula in years 9–12, with appropriate introductory courses developed for years 7 and 8. All years 9–12 students gained a TASSAB credential.

The Northern Territory also provided details of achievement of students undertaking study in languages in the final two years of school, summarised across all schooling sectors.

While figures in Table 8F show a higher representation of girls among those studying LOTE, it is harder to identify a clear performance difference between boys and girls. In Stage 1 LOTE subjects, a slightly lower proportion of girls than boys were among those scoring C or better. However, they were also less well represented among those scoring an E grade. At Stage 2, girls were better represented in the group scoring B or better, as well as in the group scoring D or E.

Table 8G. Achievement in LOTE, year 12 students, all schools, Australian Capital Territory, 1997

	<i>No.</i>	<i>Grade (per cent)</i>				
		<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>
<i>Government</i>	<i>enrolments</i>					
Female	351	40.2	33.1	25.6	1.1	0.0
Male	150	30.0	28.7	35.3	6.0	0.0
Total	501	37.1	31.8	28.5	2.6	0.0
<i>Non-government</i>						
Female	144	47.2	36.1	15.3	1.4	0.0
Male	66	37.9	48.5	10.6	3.0	0.0
Total	210	44.3	40.0	13.8	1.9	0.0

Source: ACT Department of Education and Training

The Australian Capital Territory provided the results of public examinations of year 12 students studying languages in both the government and non-government sectors. Those outcome results are shown in Table 8G.

8.3 NALSAS – collaborative projects

Collaborative projects are a critical aspect of the NALSAS strategy. They involve all States and the Commonwealth in projects that are closely related to the objectives of the strategy and its targets. The MCEETYA NALSAS Taskforce recommended the projects on the basis of their national focus. The projects were managed by the Commonwealth Department of Employment, Education, Training and Youth Affairs (DEETYA), with the assistance of the MCEETYA Taskforce.

Commonwealth funding for collaborative projects under the Strategy began in 1995. In that year the Commonwealth's National Priority (Reserve) Fund was also a major source of funding for collaborative projects on teachers' professional development in three of the NALSAS languages: Japanese, Indonesian and Korean. In addition, the Strategy built on the collaborative work in Studies of Asia undertaken by the Asia Education Foundation which has received core-grant funding from the Commonwealth since its inception in 1992. In 1997, the Commonwealth allocated over \$1.4m to fund specific collaborative projects, this sum being around five per cent of the Commonwealth's funding contribution for the Strategy during 1997.

The major collaborative projects fall into four broad areas which reflect the thrust of the Strategy. Those projects are outlined below, with those completed by the end of 1997 marked with an asterisk.

Professional development in the NALSAS languages and studies of Asia

- Developing accredited professional development training for teachers in the four NALSAS languages: Japanese*, Chinese, Korean and Indonesian*. All four courses are at the Graduate Certificate/Diploma level and are to be available in distance mode.
- Developing professional development modules in the Studies of Asia, to be at the Graduate Certificate level.

Proficiency outcomes and descriptors

- Development of students' language proficiency outcomes and descriptors in Japanese*.
- Development of Studies of Asia Curriculum Planning Support Document.

Curriculum materials

- Development of interactive CD-ROMs on Indonesian and Chinese.
- Development and production of curriculum materials on studies of Asia for primary and secondary students in English, studies of society and the environment and the arts.

Research

- LOTE curriculum survey and audit.
- Factors influencing the uptake of Chinese and Korean at primary and secondary schools.
- Pathways to higher levels of Asian languages proficiency.
- A study exploring students' and teachers' access to electronic information and communication that supports studies of Asia in Australian schools.

Professional development

States reported on staff development activities in the LOTE area. The ACT, for example, supported Asian language teaching through its Access Asia program, a major focus of which is professional development of teachers. Teachers from government and non-government schools in the ACT participated. These schools offer Asia awareness units across all subjects, with assistance provided by the Australian National University. Around 60 per cent of government schools participated. Teachers are also eligible to participate in Asia Education Foundation study tours to Indonesia, Japan, China, Vietnam, Japan, India, Thailand and Laos. Teachers participating in 1997 included seven from government schools, four from Catholic schools and one from an independent school.

South Australia provided a range of professional development programs for teachers involving the government schools sector, the Asia Education Foundation, the University of Adelaide, Flinders University, the Catholic Education Office and the independent schools sector.

Asian studies

States varied in approach and emphasis in their reporting on the provision of Asian studies.

In Victoria, 456 primary schools (35 per cent) and 189 secondary colleges (61.2 per cent) identified studies of Asia across the curriculum as a curriculum focus. Of the primary schools providing studies of Asia, 85 per cent identified studies of Asia as a curriculum focus in the studies of society and the environment (SOSE) KLA, 56 per cent in LOTE, 44 per cent in the arts and 27 per cent in English. In secondary colleges, 91 per cent of schools identified SOSE, 48 per cent identified LOTE, 19 per cent identified the arts and 12 per cent identified English as a focus for Asian studies.

Other State approaches to the implementation of Asian Studies included:

- in Queensland, major progress in the Asian Studies area flowed from the significant Asian language program in schools;
- in Tasmania, the Asia Education Foundation had a total of 393 contact people who promoted Studies of Asia in their schools; and
- in the ACT, most Catholic primary schools aimed to incorporate an Asian perspective across the KLAs. Many schools have updated their SOSE documents to include a Studies of Asia program.

Targeted Asian languages

There was an apparent increase in enrolments in most targeted Asian languages. Korean still proved the most difficult of the languages to introduce and it was not available in many systems. Some States and sectors also reported difficulties with resourcing Chinese.

The mode of teaching languages was generally face-to-face. South Australia, however, reported that 885 students in government primary schools and 172 in independent schools received instruction in targeted Asian languages via an alternative mode.

Table 8H gives an indication of the overall level of primary and secondary enrolments in NALSAS targeted languages in government schools across the nation. It shows clearly the pre-eminence of Japanese and Indonesian among those Asian languages.

Table 8H. Enrolments in NALSAS targeted languages, by level of education, government schools, by State, 1997

	<i>NSW</i>	<i>Vic.</i>	<i>Qld</i>	<i>SA</i>	<i>WA</i>	<i>Tas.</i>	<i>NT</i>	<i>ACT</i>
<i>Primary students</i>								
Indonesian	36,719	73,131	8,120	15,621	11,797	4,062	8,134	3,939
Japanese	48,767	56,652	29,724	23,778	9,654	1,579	106	5,844
Chinese	10,492	5,954	9,761	5,741	711	—	15	926
Korean	1,141	251	—	—	—	—	—	—
Total	97,119	135,988	47,605	45,140	22,162	5,641	8,255	10,709
<i>Secondary students</i>								
Indonesian	6,817	25,808	4,067	2,300	3,855	4,054	1,291	1,121
Japanese	28,297	21,158	15,718	4,525	5,692	3,452	362	2,532
Chinese	3,408	3,489	3,186	1,401	376	78	94	440
Korean	1,093	397	—	—	—	—	—	9
Total	39,615	50,852	22,971	8,226	9,923	7,584	1,747	4,102
Total all students	136,734	186,840	70,576	53,366	32,085	13,225	10,002	14,811

Source: State departments of education

8.4 NALSAS – reports from the States

The States provided a range of information in reporting on the teaching of the four NALSAS targeted languages.

New South Wales

Each of the four languages targeted under the NALSAS Strategy were taught in government schools in 1997. A total of 77,064 students attending 292 primary schools, 220 high schools and 18 combined schools were learning Japanese, the most popular of the NALSAS languages. In addition, a total of 13,900 students in 59 primary schools, 27 high schools and one combined school studied Chinese and 43,536 students attending 247 primary schools, 72 high schools and 25 combined schools studied Indonesian. Korean was chosen by 2,234 students in 15 government primary schools and 17 high schools.

The introduction of an Asian perspective across the curriculum and studies of Asia continued to be a focus for the State's Catholic schools in 1997. The NALSAS strategy was a significant support to these initiatives. At its most fundamental level, the identification of target languages encouraged many schools to take the initial step to introduce an Asian language (usually Japanese or Indonesian).

Victoria

In 1997, 742 government primary schools, or 57 per cent of those offering LOTE, taught one of the four Asian languages targeted by the NALSAS Strategy. This represented an increase from the 578 schools, or 53 per

cent, in 1996. In 1997, 265 secondary colleges, or 85.8 per cent of those offering LOTE, taught one of the NALSAS targeted languages, compared with 258 colleges or 81.5 per cent in 1996.

The number of primary students learning the four targeted Asian languages increased from 111,892 or 51 per cent of all primary students learning languages in 1996, to 135,988 students or 53.4 per cent of primary language students in 1997. The number of secondary students learning these languages increased from 50,744 or 45.5 per cent in 1996 to 50,852 students in 1997 or 40.9 per cent of all secondary students learning languages.

In the independent sector, Korean, Japanese, Indonesian and Chinese were offered, as part of an extensive range of languages other than English.

Queensland

Current provision in the targeted priority Asian languages in Queensland government schools is 1.5 hours tuition per week per class, delivered by specialist LOTE teachers across the years 6 and 7. In addition, approximately 33 per cent of year 5 students have access to a program related to the NALSAS strategy.

The overall 1997 target in terms of participation remains 60 per cent of years 6 and 7 students and 20 per cent of year 5 students studying Chinese, Japanese, Indonesian or Korean.

South Australia

In the government sector, a total of 53,366 primary and secondary students in government schools studied one or

more of the targeted Asian languages. Of the total number of primary and secondary students studying a LOTE, 44 per cent were studying Chinese, Indonesian or Japanese. In secondary schools, approximately 55 per cent of students studying one of the Asian languages were female while 45 per cent were male. Face-to-face teaching is the major mode of delivery for Asian language programs.

In Catholic schools, a total of 1,164 students studied Chinese, 2,983 students studied Japanese and 2,106 studied Indonesian.

In independent schools, 5,980 primary students and 3,178 secondary students were learning Indonesian, Chinese or Japanese.

Western Australia

In the Western Australian government schools sector, NALSAS languages were classified as priority languages and formed part of LOTE 2000. Provisions for learning Indonesian and Japanese have expanded but less progress has been made in Chinese. It is not planned to introduce Korean until the other three NALSAS languages are embedded in the curriculum and until sufficient qualified teachers and quality materials are available for this language.

Tasmania

In Tasmania, 41 schools were involved in the language component of NALSAS. Student outcomes were reported against the national profile levels for students in grades 3 and 4 (Table 8I).

Targets in the Catholic primary sector of 1,200 students in Indonesian and 1,350 students in Japanese were exceeded in 1997, with 4.6 per cent above target in Indonesian and 11.55 per cent in Japanese. The number of secondary students studying Indonesian was above the projected target of 35, but student numbers in Japanese were slightly under the target figure of 1,100.

Table 8I. Student outcomes in LOTE against national profiles, years 3 and 4, all schools, Tasmania, 1997 (per cent)

	<i>Year 3</i>	<i>Year 4</i>
Level 1	53	14
Level 2	41	68
Level 3	6	18

Source: Department of Education, Cultural and Community Development, Tasmania

Northern Territory

NALSAS activities were incorporated within three priority areas in 1997: professional development for teachers of languages and studies of Asia, advisory and resource provision and the establishment of after-hours language classes for students. These activities were available to schools in all sectors.

Two Asian languages were taught in Catholic and independent schools—Indonesian and Japanese. In all, 2,070 primary students and 893 secondary students in non-government schools studied these languages.

Australian Capital Territory

Japanese and Indonesian were among the three most studied languages in government schools. Together with French, they accounted for 81 per cent of all language enrolments in that sector. Japanese accounted for 34 per cent of enrolments and Indonesian for 21 per cent.

In non-government schools, the most frequently-studied languages were Italian, French and Japanese, which together accounted for 76 per cent of all language enrolments. Chinese accounted for 0.55 per cent of total LOTE enrolments, Indonesian for nine per cent and Japanese for 20 per cent.

Across government and non-government schools, Korean accounted for only 0.02 per cent of enrolments.

8.5 Significant issues and initiatives in LOTE

Issues

The most commonly raised issue for education in LOTE was that of providing language teachers. Many developments and initiatives arose from efforts to improve this situation. LOTE teacher training and retraining programs were often mentioned either as new initiatives or extensions of existing programs. This issue clearly relates to the interest in and use of information technology for delivery of language teaching and professional development. Further discussion of this issue is contained in Section 8.9.

Some concerns appeared to be specific to individual States, and each was developing its own response. Among the notable examples were:

- A significant number of government schools in New South Wales were supported to plan and implement

continuous and sequenced languages programs from primary to high school.

- In Western Australia, relatively few schools plan to introduce Chinese or German studies. To improve the take-up rate for these languages, stake-holder groups were formed in 1997 to devise strategies to promote them in the wider school community.
- The development of LOTE in vocational education and training courses is an issue being addressed by South Australian schools. The challenge for schools in creating additional pathways for students of languages is the provision of courses which have the capacity to target differing student needs. Clustering or centralising courses through the South Australian Secondary School of Languages is being investigated, as are alternative modes of delivery.

Staff development initiatives

Staff development initiatives reported included languages methodology programs in New South Wales that provided specialist methodology training for current teachers. Catholic sector teachers took part in 'in-country' language courses and cultural tours and were released to attend system professional development meetings.

In Victoria, a 'Train-the-Trainer' LOTE professional development kit, *LOTE in Practice* was developed.

In South Australia, the Languages Retraining Program, which was expanded to increase the pool of appropriately qualified teachers of languages to teach in country and northern metropolitan schools, led to a total of 59 teachers participating in retraining programs in French, German, Indonesian, Kaurna and Spanish.

In Western Australia, professional development scholarships were offered to teachers: 18 from the government schools sector participated in courses in France, Indonesia, Italy and China and 11 from the Catholic sector visited Japan and Indonesia.

Links with tertiary institutions and other agencies were developed and maintained.

As part of the LOTE Training and Retraining program teacher needs were matched with credit bearing courses negotiated at Victorian universities.

In South Australia, a number of partnerships were continued or established to support professional development and to strengthen languages education. Partners included the Senior Secondary Assessment Board of South Australia, the

Department of Education Training and Employment, the Independent Schools Board, Languages Teachers Associations, the Italian Didactic Centre and the Italian Government, and Language Australia.

In the Australian Capital Territory, links with the Australian National University Department of Modern European Languages, Linguistics and Asian Studies were maintained to provide professional development activities and inservice training for teachers in government and non-government schools in a range of forums.

LOTE teaching and technology

A range of benefits stemmed from the initiatives taken in New South Wales in 1997 to use technology to support the teaching and learning of languages. Initiatives included workshops to encourage the use of computer technology in languages classrooms, the development of satellite broadcasts in French and Japanese for senior secondary students and teachers and the expansion of the Access to Languages via Satellite (ALS) programs in Chinese and Japanese for primary students.

Not surprisingly, the lack of specialist language teachers appears to have encouraged initiatives in information technology, especially for rural areas. The Victorian Primary and Secondary Access to Languages via Satellite (PALS and SALS) Project was one well-known example. This project assisted schools to provide LOTE, particularly in country areas, which had difficulties in staffing LOTE programs. In 1997, twice-weekly PALS interactive television broadcasts, together with accompanying print and support materials, were available for French, German, Indonesian, Italian and Greek, for beginner and continuing learners in years 3–6. In addition, the SALS project provided enrichment support for students (years 7–12) in Japanese, French, Indonesian and Italian.

The availability of technological support was a special help to smaller systems and sectors. For instance, the relatively small Tasmanian Catholic sector utilised interactive satellite programs from interstate to supplement face-to-face work done in the schools.

Efficiency considerations also led to an increasing use of information technology. Some States reported the development of materials using CD-ROM and use of the Internet. One such major project is Education Queensland's development of CD-ROM materials to support the primary LOTE program. The programs support a full year of work (in excess of 200 language learning activities) and will be available in three stages (A, B and C) and six languages.

In addition to the student-centred CD-ROM, curriculum development for LOTE in Queensland will also be CD based. The syllabus and support materials will be available initially on a CD and later through the World Wide Web. The materials will allow teachers to easily navigate within sections of the materials to move from outcomes to principles to tasks and to resources. Teachers will be able to download the resources and worksheets and then manipulate them to suit their own requirements before printing them out. As well, teachers will be able to listen to dialogues and examples of teacher language which could be used to introduce and carry out the tasks. A further advantage of the CD-ROM format is that links can be established to relevant websites in the target language.

Indigenous languages

Developments and initiatives reported in the teaching of Indigenous languages included significant growth in the number of Indigenous languages taught in South Australian schools where the Aboriginal Languages Standing Committee was established to monitor and advise on the development and delivery of Indigenous languages.

In the Northern Territory, one independent school introduced an accredited course in Indigenous languages at year 11, while three Catholic schools worked towards introducing such an accredited course in the near future.

Other developments

Some major developments were reported. For instance, the Northern Territory School of Languages has been established as an operational unit to work in partnership with schools to support the goals of enhancement and expansion of language programs. The major aims of the school are to develop and deliver a range of professional development programs for teachers and to conduct after-hours language classes for school-age students.

8.6 Uptake of the national LOTE statement and profile

In 1997, the Australian Council for Educational Research (ACER) published *Describing Learning: Implementation of Curriculum Profiles in Australian Schools 1986–1996*. The core of this report was a study commissioned by the Commonwealth into the processes used by States to implement the curriculum profiles in schools. The purpose of the study was to ‘research, analyse and report on the effective use of the curriculum profiles for Australian

schools and their role in classroom assessment and reporting of student learning outcomes to teachers, parents and employers’. It presented a national picture of the state of play as at the beginning of 1997, outlining the different responses in States and Territories to the implementation of the LOTE profile.

ACER conducted a survey of teachers based on an Australia-wide sample of schools. Of those teachers who had seen the LOTE profile document, 68 per cent rated the document as very or moderately useful. This was the lowest rate of approval among the eight learning areas.

The variety of response was clearly illustrated in the Catholic and independent sectors. The use of the curriculum statement and profile in developing LOTE programs ranged from minimal through to identifying them as fundamental. Responses varied widely both within States and between them. Nor did the independent and Catholic sectors necessarily adopt the same approach as each other, or as their local government school sectors.

In South Australia, government schools are using the LOTE statement and profile as the curriculum framework within which programming and assessment are carried out. Accordingly, approximately 500 teachers participated in professional development activities on using student achievement information, assessment and reporting, catering for learner differences, using visual texts, using the language-specific National Curriculum Guidelines and literacy development in languages. In addition, materials were developed to support the uptake of the LOTE statement and profile including programming guides in 14 languages and language-specific print, audio, visual and on-line support materials.

Some States accepted the statement and profile in a more limited way. For example, the Queensland School Curriculum Council endorsed the nationally agreed statement and profile as major reference points for the development of comprehensive syllabuses for courses of study in subjects within the key learning areas. In relation to the LOTE statement and profile, the expanded descriptions of the different levels had elements that were perceived as useful, but there was concern that the summative descriptors were too simplistic and did not reflect the complexity of the learning area.

In the Tasmanian government sector, the DECCD LOTE Policy states that LOTE will be taught to standards of language proficiency consistent with the LOTE statement and profile and teachers have undertaken professional development in the use of the statement and profile.

However in the non-government sector, the statement and profile were used in the writing of course outlines to varying degrees as schools in all sectors developed their curriculums.

Other systems made modifications. For example, in New South Wales, the K–6 languages syllabuses incorporate outcomes in stages as recommended by the Eltis Report. The outcomes are similar to the national statements but have been adapted according to State needs and priorities.

In Victoria, the Board of Studies adapted the national LOTE statement and profile to develop the LOTE Curriculum and Standards Framework (CSF) and the Department of Education produced LOTE Course Advice to support teachers in implementing the LOTE CSF.

The Australian Capital Territory used the national LOTE statement and profile as a base for the LOTE Curriculum Framework. Schools were encouraged to build their programs around these documents. An additional socio-cultural strand and a 'Language as a System' strand were included in the framework to reflect school programs.

In the Western Australian independent sector, the national LOTE statement and profile were seen as underpinning or confirming programs already developed. However, 1997 was a year of consultation on the development of LOTE as a key learning area and there was some hesitancy about moving further until the impact of the final Curriculum Framework document was clear.

The Northern Territory developed its own Outcomes Profile for Languages based on the national profile and the ESL Scales. It uses the same three strands: Oral Interaction (Listening and Speaking in the Northern Territory profile); Reading and Responding; and Writing. It is based on second language acquisition theory and draws in particular on the model of language use developed by Bachman and Palmer (1993).

8.7 Allocation of curriculum time to the LOTE KLA

In government schools, study of a LOTE at primary level was reported to be compulsory, advised, or in accordance with curriculum policies. It was also a common requirement in independent schools that secondary students study a LOTE, at least in the first few years.

Across the nation, primary students spent from 30 minutes a week to more than three hours in LOTE study. In secondary schools, the time allocated was generally from

one hour to more than three hours. Some systems suggested that more time would be allocated to languages in the future. State examples which follow exemplify the varied approaches taken to allocating curriculum time to LOTE study.

Some 15 per cent of LOTE students in New South Wales government primary schools spent two hours or more per week studying LOTE, but at secondary level more than 30 per cent of LOTE students spent that amount of time studying LOTE. The increased time allocation at secondary level was underpinned by the Board of Studies requirement that all students study a language for 100 hours in a continuous 12 month period between year 7 and year 10. In Catholic secondary schools, students completed their mandatory 100 hours of LOTE study in years 6–7, some then electing to continue beyond year 7. Some Catholic primary schools offered community language programs for approximately one hour per week and allocated similar time to Asian languages.

Table 8J shows the number of LOTE students in Victoria studying each of a comprehensive range of languages in government schools, the percentage of LOTE students for whom study of LOTE is compulsory, and the average weekly time commitment for the study of LOTE. It can be seen that the highest number of students studied Indonesian and for most of them it was compulsory.

Table 8J. Students undertaking LOTE and average time allocated to the study of LOTE, government schools, Victoria, 1997

<i>Language</i>	<i>Total students</i>	<i>Per cent compulsory</i>	<i>Av Hours per week</i>
Arabic	1,322	88	2.6
Auslan	1,726	99	2.4
Chinese (Mandarin)	9,443	92	2.4
Croatian	92	100	2.6
French	38,691	92	2.1
German	41,162	93	2.2
Modern Greek	4,356	93	2.4
Hebrew	43	100	2.3
Indonesian	98,939	98	2.1
Italian	96,003	97	2.3
Japanese	77,810	95	2.2
Khmer	86	87	2.8
Koorie	124	100	1.3
Korean	648	92	2.8
Latin	302	86	2.9
Macedonian (Slavonic)	1,079	82	2.6
Russian	22	0	3.1
Spanish	3,049	97	2.4
Turkish	1,249	93	3.2
Vietnamese	3,087	83	2.4
Total	379,233	96	2.3

Source: Department of Education, Victoria

Data on the average weekly amount of time committed to the study of LOTE in Victorian Catholic schools, provides a useful comparison. Throughout the primary years an average of slightly less than one hour per week was spent by each student in the study of LOTE. Significantly more time was spent by secondary LOTE students, with the average rising from 130 minutes per week at year 7 to 213 minutes per week at year 12. The secondary average was 160 minutes per week.

The Queensland School Curriculum Council has endorsed indicative time allocations that syllabus developers will follow as they frame new syllabuses. Those indicative time allocations make no provision for learning LOTE in years 1–3, but allocate a total of 240 hours across years 4–7 and 180 hours in total across years 8–10. In terms of current practice in Queensland schools, however, the following should be noted:

- in government schools, time allocated to LOTE is likely to be close to the required standard allocations, under which 90 minutes per week of LOTE study is mandatory in years 6–7 and advised in year 8, 150 hours is the minimum across years 9–10 and 55 hours per semester is the minimum requirement for those studying LOTE in years 11–12;
- in Queensland's Catholic schools, time allocations vary according to available funds, expertise and local

priority, varying in primary from 0.5 to 1.5 hours per week, while in secondary two hours per week is normal at junior secondary, with three hours per week being the norm at senior secondary; and

- curriculum time allocation in the independent sector tended to parallel that in the other two education sectors.

In South Australian primary schools, LOTE is a key learning area with students studying a LOTE for an average of one and a half hours per week. In secondary schools, the curriculum time allocated varies from approximately two to over three hours per week. Table 8K indicates the total numbers of primary and secondary students studying each LOTE and the percentages of students in each LOTE at primary and secondary level classified by hours of instruction received.

In Western Australia, an allocation of 60 minutes per week is suggested for primary students in both government and Catholic sectors, with both sectors moving towards a weekly allocation of 90 minutes. In government schools the recommended allocation then becomes 120 minutes per week for years 8–10 and 240 minutes for years 11–12, with time allocations in Catholic secondary schools ranging from 90 minutes per week in year 8 to 200 minutes per week in year 12.

Table 8K. Time allocated per week to the study of a LOTE, by level of education, government schools, South Australia, 1997 (per cent)

<i>Language</i>	<i>Primary</i>			<i>Total No. primary students</i>	<i>Secondary</i>			<i>Total No. secondary students</i>
	<i><2 hrs</i>	<i>2–3 hrs</i>	<i>>3 hrs</i>		<i><2 hrs</i>	<i>2–3 hrs</i>	<i>>3 hrs</i>	
Aboriginal languages	96.2	1.0	2.8	2,121	71.4	0.0	28.6	189
Chinese (Mandarin)	96.6	3.4	0.0	5,741	0.0	8.8	91.2	1,401
French	98.6	0.6	0.8	12,586	0.2	1.7	98.1	3,792
German	95.8	3.2	1.0	15,775	2.2	8.5	89.2	4,688
Indonesian	97.6	2.1	0.3	15,621	2.0	29.4	68.6	2,300
Italian	99.4	0.6	0.0	12,345	0.1	1.4	98.5	1,607
Japanese	100.0	0.0	0.0	23,778	0.2	8.2	91.6	4,525
Khmer	100.0	0.0	0.0	642	0.0	0.0	100.0	73
Latin	0.0	0.0	0.0	0.0	0.0	0.0	100.0	32
Modern Greek	97.0	3.0	0.0	3,786	0.0	13.6	86.4	829
Persian	100.0	0.0	0.0	25	0.0	0.0	0.0	0
Polish	94.9	0.0	5.1	315	0.0	0.0	0.0	0
Russian	100.0	0.0	0.0	20	0.0	0.0	0.0	0
Serbian	100.0	0.0	0.0	46	0.0	0.0	0.0	0
Serbo/Croatian	100.0	0.0	0.0	30	50.0	0.0	50.0	2
Spanish	97.3	2.4	0.3	6,131	4.5	18.2	77.3	1,740
Turkish	100.0	0.0	0.0	3	0.0	0.0	0.0	0
Vietnamese	92.4	7.6	0.0	1,559	0.0	6.2	93.8	257
Total	98.0	1.6	0.4	100,524	1.8	9.8	88.4	21,435

Source: Department of Education, Training and Employment, South Australia

Time allocation for LOTE in government primary schools in Tasmania varied from 30 to 60 minutes per week and the length of programs varied from half a year to a full year. More time was spent in the 26 per cent of primary schools which were centrally supported, while NALSAS-supported schools spent two hours per week on LOTE. In government secondary schools students in years 7–8 spent one to 1½ hours per week studying LOTE, while those in years 9–12 taking TASSAB courses spent 100–150 hours per year. In Catholic schools, time allocation grew from 30–60 minutes per week in primary, to 80–120 minutes per week in years 7–8, 120–150 minutes per week in years 9–10 and 150 hours per year in years 11–12.

Northern Territory schools in all sectors followed the Board of Studies curriculum, with its associated time allocations for LOTE study. A discussion paper distributed by the Board of Studies established the equality of status and importance of languages with the other learning areas and provided guidelines for time allocation for languages study across the levels of schooling. Up to year 3 it recommended some teaching focus from each of the eight learning areas each week, in years 4–7 it recommended at least two hours per week for languages. A total of 280 hours over years 8–10 was also recommended, with the emphasis on continuity of learning over consecutive terms.

In the Australian Capital Territory time commitment to LOTE ranged from 30 to 150 minutes per week in primary schools and averages 150 minutes per week in secondary schools. LOTE programs were mandatory for years 3–6, but the majority of primary schools offer LOTE for years 2–6. Most secondary schools require students to study LOTE in years 7–8, with year 9 and above being elective, although some schools mandate LOTE learning for years 7–10.

8.8 Involving parents and the community in the teaching and learning of LOTE

Most States produced pamphlets and other materials to inform communities of their language programs and cultural studies. Primary schools in particular established and maintained links with the community, other organisations and schools to support LOTE programs. Such links varied from Japanese cultural/language courses for parents to sister-school relationships with overseas schools to bring in native speakers to the school.

Non-government schools detailed varied linkages with parents and community groups and other education providers in the area, including exchange schemes, inter-school networks and sharing of resources, and liaison with tertiary institutions and embassies/high commissions based in Canberra.

Many examples were provided of initiatives taken around the nation in this area.

Within the New South Wales government sector parent-caregiver broadcasts introducing the satellite-delivered Chinese and Japanese programs for years 3–6 were produced as part of the Access to Languages via Satellite program. Involvement of parents and the community was also a focus of Asian language programs in Catholic and independent schools, particularly through links with local religious, business and other community groups.

In Victoria, initiatives developed to involve parents and the community in the teaching and learning of LOTE included production of *The LOTE Companion*, which provides information and advice to teachers and schools to assist in implementing LOTE programs and promoting them in their school and the wider community.

In Western Australia, consultation meetings involving parents, principals and teachers occurred on a regular basis as LOTE 2000 was introduced in government schools. A LOTE 2000 Forum was established to provide a means of achieving input to the implementation process for professional organisations, the Catholic Education Office and the universities. The Ethnic Schools Association Steering Committee enabled representatives of various community languages to discuss issues related to the provision of these languages.

Tasmanian government sector schools involved parents and the community in the selection of the LOTE to be included in the curriculum through the school Parents and Friends Association or through the School Council.

There was a languages promotional stand at the annual Northern Territory's Careers Expo while the Catholic sector had language as a focus in 'Sharing our Cultures' week held in urban Catholic schools. Catholic schools also reported extensive use of adults from the community in Indigenous language programs.

8.9 LOTE teacher training and availability

Most States identified the supply of specialist teachers as an important issue and some commented on particular

difficulties for non-metropolitan schools and small systems and in the areas of Japanese and Indonesian. In one case, modification of programs was reported. A variety of strategies have been implemented to address this problem.

Most employing authorities have developed close relationships with the teacher training organisations, with some formal steps in place to coordinate both the training of LOTE teachers and the establishment of an agreed standard for that training.

The New South Wales Department of Education and Training implemented a coordinated languages program for teachers at both primary and secondary level, supported by a wide range of training and development programs. These programs gave direct assistance to some 550 teachers. Vacation study awards, scholarships and exchanges provided additional support to 126 teachers. In addition, particular efforts were made towards the induction of overseas-trained teachers appointed to the department in 1997; programs were put in place to meet the needs of teachers with competency in a language other than English, but with no language teaching methodology and there were special initiatives to help develop the expertise of teachers of Korean.

Catholic and independent schools in New South Wales reported that LOTE was an area in which there were difficulties with teacher supply. The shortage of teachers of Asian languages such as Indonesian, Japanese and Mandarin proved particularly difficult. The Catholic sector identified particular concerns over the shortage of qualified LOTE teachers for geographically isolated secondary schools, leading to a range of initiatives in teacher training and development, the use of technology to extend LOTE teaching capabilities and the extension of support services and language teaching workshops.

Victoria had 1,240 primary teachers of LOTE and 1,263 secondary teachers. The LOTE Training and Retraining Program was provided to ensure an adequate supply of qualified LOTE teachers to enable schools to meet the targets of the LOTE Strategy Plan, by allowing teachers to upgrade the language and language teaching skills. A range of credit-bearing LOTE training and retraining courses was negotiated with universities in 1997.

Some 1,000 specialist LOTE teachers work in the Queensland government sector across the years 1–12. Of those, 50 per cent were working in the primary sector years 1–7 in 1997. Teacher numbers per language reflected the relative student participation levels, with the largest

numbers of teachers being qualified to teach Japanese and German. In addition, Queensland introduced a minimum language proficiency standard for all LOTE teachers, to be applied to new LOTE teacher applicants.

In the South Australian government sector, eight practising teachers of languages received scholarships to take part in the Graduate Certificate in Languages Education courses and 58 teachers received support in the retraining program. Teachers also participated in the Teaching Languages at Primary Level course, statement and profile mini courses, proficiency courses, in-country scholarships, workshops, seminars, hub groups and conferences focussing on literacy development, socio-cultural understandings, using student achievement information, and the use of information and communication technology. In the South Australian Catholic sector, release time was provided for teachers to upgrade their skills.

Scholarships were provided for teachers from independent schools to undertake approved courses either in-country or within Australia to upgrade their language proficiency and their skills and knowledge in language pedagogy. Teachers also participated in the Teaching Languages at Primary Level course, other proficiency courses, workshops and seminars.

In Western Australia, training programs continued to be an important feature of LOTE 2000. Intensive language courses at a variety of levels catered to the needs of government school teachers of French, Indonesian, Italian and Japanese, and about 60 teachers took part in methodology courses. The professional development of LOTE teachers was given particular attention and courses were provided by the Asia Education Foundation, Access Asia Program, Japanese Language Foundation and LOTE 2000. More teachers of Indonesian are needed, and a number of LOTE teachers undertook further studies to meet the demand.

In Tasmania, 61 teachers completed modules of the new Graduate Certificate of Education (LOTE Teaching). This has been a major step in meeting the demand for qualified teachers of Indonesian and Japanese. Further, a number of other teachers have indicated their willingness to undertake specialist LOTE training.

Northern Territory teachers had specialist training courses at tertiary institutions at undergraduate level. Given the small population base, priorities need to be identified and choices made. The extensive support for Indonesian, availability of pre-service training at the Northern

Territory University and post-graduate travel and further study opportunities, have resulted in Indonesian being the most widely taught language. In addition, 32 teachers studied Linguistics at the Graduate Diploma, Bachelor or Masters levels at the Northern Territory University.

In the Australian Capital Territory, practising LOTE teachers had access to a range of professional development activities. Specific programs to support teachers new to teaching LOTE (for example, the Stepping Forwards in LOTE Teaching program and the ACTLOTE Certificated Course) were held as well as specialised language programs. The Australian National University LIFT course provided teachers with cutting-edge developments in LOTE learning and teaching. The Modern Language Teachers' Association also received funding to run inservice training programs.

8.10 Current research into the teaching and learning of LOTE

The following research activities were reported from the States as occurring during 1997.

In Victoria, planning is underway for a review of LOTE programs in government primary schools, which will be undertaken in 1998. The results will contribute to the monitoring of the implementation of the current targets of the *LOTE Strategy Plan*.

The feasibility of the development of the Victorian Vocational Education and Training (VET) programs in schools which link LOTE skills with vocational skills in industries such as hospitality and retail is being examined.

Inter-systemic research is currently being undertaken in Queensland within the framework of the development of the new LOTE syllabuses and source materials.

In the development of the Queensland School Curriculum Council's LOTE Design Brief, the writers completed a search of current national, State and international documents related to LOTE education, reviewed current literature on second language acquisition, learning research and theory of language syllabus design and consulted with professionals responsible for LOTE education in the range of systems and sectors in Queensland.

The South Australian Department of Education, Training and Employment partly funded the establishment of the Language Australia Research Centre for Languages and Cultures Education in Schools. The research projects undertaken by the Centre in collaboration with the Department included pedagogy for the training and retraining of teachers; support for long-term programming in schools; the development of socio-cultural understandings and tracking student progress in learning languages.

In the South Australian Catholic sector, final reports were written on two semi-immersion programs and the findings have informed professional development work with teachers and discussions with principals interested in alternative programs.

A Tasmanian government schools sector initiative was action research and case study research that considered the existence and nature of links between LOTE and literacy and LOTE and technology.

A Commonwealth-funded program, Documentation of Teaching Pedagogy in First-Language, was conducted in the East Arnhem region of the Northern Territory. This project examined the number of people who had completed or were undertaking post-graduate study at the Northern Territory University in the areas of the teaching and learning of languages. Findings from this kind of research were available to the system and to individuals.