



LABURNUM PRIMARY SCHOOL

Integrity • Respect • Responsibility • Passion & Optimism

Languages Consultation Paper - August 2016

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for the School Council

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1 Why Review?

Given the resignation of Mr Daniel Giovannini, the School Council has decided that it is timely to consult the school community around the Language program (formerly known as Language Other Than English (LOTE) program) in preparation for the school's four yearly review, next due in 2017. As part of the consultation process, the Council is reviewing the choice of language offered at Laburnum Primary School (LPS) during the 30 fifty minute sessions that are currently provided to each student annually.

To support the school council with decision making around Languages provision at Laburnum Primary School (LPS) a Languages Consultation Working party was formed in association with the education subcommittee.

This document aims to assist in the decision making process by providing information to the school council and school community about what type of Language program LPS can offer and the languages available. This document provides information regarding government primary and secondary school trends, recent research findings as well as teacher availability statistics. It highlights evidence around continuity of language learning from primary to secondary school. It also discusses external language schools and highlights the potential for LPS to offer an out of hours' language program to supplement the Languages program.

The 'Why Learn' facts sheets and website links aim to help the community understand each language better.

2 World Languages

There are approximately 7,000 languages currently spoken around the world, the majority of which have only a small number of speakers. Around 60 per cent of the world's population speak one of only 21 languages as their native tongue. These languages are outlined in Appendix 1.

The top five world languages in terms of the number of native speakers are Mandarin, Spanish, English, Arabic and Hindi. These languages account for around a third of the world's population. Other than English, the mostly widely spoken languages in terms of the number of countries that recognise the language as an official or national language are in order: French; Arabic, and Spanish.

3 Brief History of Languages in Australia and England

3.1 Australia

- Historically, the learning of languages began with the elite looking for intellectual stimulation.
- When Australian schooling was made compulsory in the late 1800's some schools offered foreign language lessons after school for an extra fee.
- During the war years, it was recognized that proficiency in other languages was advantageous.
- The 1950s and 60s saw a wave of European immigration and with it, the desire of these peoples to teach their children their native languages. These were generally taught on the weekends in schools set up by volunteers with no teacher training.
- In the 1980s the government funded language education programs as they identified these programs as an important tool for encouraging social cohesion, racial tolerance and maintaining cultural identity. Asian languages in Australia were introduced at this time.
- By the 1990s, many private schools and some government schools taught languages in conjunction with increasing numbers of community language schools.
- By 2010, with the LOTE program established, the Victorian government pledged that second language teaching will be compulsory for all students from Prep to Year 10 in government schools by 2025.

3.2 England

- The teaching of languages other than the national one has long been established in many European countries.
- In England in 2002, it was estimated that 20-25% of primary schools taught foreign languages.
- In response to what was seen as a crisis in foreign language study at all levels of education, a series of research papers and surveys subsequently took place culminating in compulsory primary languages programs from September 2014.
- The results of a national languages survey 2013-14 (in which 20% of all schools responded) showed 75% of government primary schools provided French, 20% provided Spanish and much smaller numbers taught German (6%), Chinese (3%), Italian, Latin and Japanese in decreasing order. Some schools offered an additional out of hours language program and others, only an extracurricular program.
- In government secondary schools, the three main languages offered were French, Spanish and German with Arabic, Italian, Japanese, Chinese, Russian, Urdu, Latin and Ancient Greek offered at smaller rates and often as an extracurricular subject. 33% of government schools and 90% of independent schools have provision for individuals to study more than one foreign language at high school concurrently.
- Victorian data aligns most with that found in England than with other European countries.

Laburnum Primary School offered its first language program in the 1980s – offering German as an after school program funded by parents.

In the mid 1980s LPS offered Italian to limited grades. In 1999, Italian was rolled out across the whole school. Since then Italian has been offered as a 50-minute program firstly on a 7-day timetable and more recently weekly on a 5-day timetable (over three terms).

Key Sources:

Board and Tinsley, *Language trends 2013/14 – The state of language learning in primary and secondary schools in England*, British Council Survey, 2014.

Hanewald, *Adult and Continuing Education: Concepts, methodologies, Tools and Professional Development with and for Emerging technologies*, Chapter 57, 2014.

Pachler, Evans, Redondo, Fisher. *Learning to Teach Foreign Languages in the secondary School: A Companion to School Experience*, 4th edition, 2014.

4 The Importance of Learning a Second Language

The value of learning a second language has been acknowledged by both government and academics. This has led to the compulsory teaching of languages in schools around Australia. The benefits found are:

- The development of additional communication skills;
- Increasing cultural understanding, appreciating differences and fostering tolerance within our communities and extending globally;
- Maintaining cultural identities;
- Creating vocational opportunities;
- Supplying a valuable asset to domestic and international business circles;
- Increasing our ability to tackle global issues efficiently;
- Increasing overall literacy proficiency in the first language (English), and
- The development of problem solving skills.

Source: Australian Teacher, *Why Learning a Second Language is Vital to Our Global Future*, February, 2016.

There is evidence to suggest that even learning a second language for only one hour a week improves the ability of monolingual children to learn to read in English. One study found that after only six months learning Italian for one hour a week, Prep children performed better with learning to read in English than those not learning a language.

<http://www.education.vic.gov.au/school/principals/curriculum/Pages/languagepromotion.aspx>

5 What Laburnum Primary School Can Offer

It is well known that the more time you spend studying a language the more likely you are to become proficient. In 2015, Victorian government primary schools offered language programs with an average teaching time of 57 minutes per week. The recommendation by government is 150 minutes per week at primary school level, which most schools do not currently achieve.

Continuing to offer a language program at LPS with 30 fifty minute sessions provided to each student annually, ensures that other specialist programs such as Art, Music, Library and Physical Education can also still continue to be offered to all students. It is important for parents to understand the type of program that can be offered under the current timetabling model and that it is not expected that students will speak the language fluently given the limited time available in the curriculum.

Students generally will experience a range of activities relating to speaking, reading, listening and responding and writing in the chosen language. There will be continued emphasis on activities which encourage communication in real life situations. This method meets the needs of both upper and lower primary students from varying backgrounds, language abilities and experience. It is expected that the language program would also encompass aspects of inter-cultural awareness, diversity and respect.

The option of a purely cultural studies program is not being considered by the school council as this would not be consistent with the Victorian Curriculum implementation requirements. In some cultural studies programs, the students are exposed to a different language each year. Research shows that it does not provide the same cognitive benefits as learning one language consistently.

In addition to the Languages program, the LPS school council can consider a parent funded external language program. A program of this type would be run out of hours by a community language school. There are examples of local schools that have adopted this model whereby the Languages program offered in the school is different to the language offered by an external school. Some examples of schools using this model are:

School	Languages Program	Weekend School
Pascoe Vale South Primary School	Italian	Greek
Beverley Hill Primary School	Mandarin	Mandarin and Arabic
Weeden Heights Primary School	French	Greek

More information about external language schools is found in section 9.

It also should be noted that there are a number of organisations that support and in some circumstances provide funding to language programs in schools such as education and welfare organisations, embassies and other community or government organisations.

6 About the Languages

The Victorian Curriculum and Assessment Authority (VCAA) have grouped the languages included in the Victorian Curriculum into six categories. It is useful to understand the differences of the languages on offer as seen below:

Category	Description	Language
Roman Alphabet Languages	These are languages whose writing system, or means of being visually recorded, is Roman alphabetic, and whose reading demands on learners are similar to those of English.	French, German, Indonesian, Italian, Spanish, Turkish, Vietnamese
Non-Roman Alphabet Languages	These are languages whose writing system is alphabetic but non-Roman, and for which a learner needs to acquire a new alphabet.	Arabic, Modern Greek, Hindi, Korean
Character Languages	These are languages whose writing system is either syllabic, ideographic, or a combination of syllables and ideograms, involving different reading processes from alphabet reading, and the learning of the new script.	Chinese, Japanese
Classical Languages*	These are ancient languages which are no longer used as a means of everyday communication by a contemporary community.	Classical Greek, Latin
Sign Language*	This is a language of the Australian Deaf community. For most learners this will also involve reading in English. Sign language dates back about 200 years. It is one around 130 different sign languages worldwide and was recognised by the Australian Government as an official language in 1991. There are estimated to be around 20 000 native users and its sentence structures resemble those of Chinese and French more than English.	Australian Sign Language (Auslan)
Aboriginal Languages*	Each Aboriginal and Torres Strait Islander language is unique. It gives voice to the landscapes, thoughts and ways of seeing and interpreting the world. When the language of the Land is spoken, it brings together all of the elements of the landscape and its people. It encompasses the relationships of these people with one another and with the landscape, past, present and future. Traditionally the Australian indigenous language does not have a written script. Recently the Latin alphabet has been used to create written scripts. A number of schools in Victorian have introduced the learning of indigenous languages as part of their curriculum in recent years.	

*Note: Curriculum being finalised by the Authority.

Each language has its complexities and the number of hours required to reach proficiency differs according to language. The list below was created by the United States Foreign Service Institute (FSI) to show the approximate time you need to learn a specific language as an English speaker.

Language Difficulty Ranking, US Foreign Service Institute (FSI)

Category	Languages
Category I: 23-24 weeks (575-600 hours) <i>Languages closely related to English</i>	Afrikaans, Danish, Dutch, French, Italian, Norwegian, Portuguese, Romanian, Spanish, Swedish
Category II: 30 weeks (750 hours) <i>Languages similar to English</i>	German
Category III: 36 weeks (900 hours) <i>Languages with linguistic and/or cultural differences from English</i>	Indonesian, Malaysian, Swahili
Category IV: 44 weeks (1,100 hours) <i>Languages with significant linguistic and/or cultural differences from English</i>	Albanian, Amharic, Armenian, Azerbaijani, Bengali, Bosnian, Bulgarian, Burmese, Croatian, Czech, *Estonian, *Finnish, *Georgian, Greek, Hebrew, Hindi, *Hungarian, Icelandic, Khmer, Lao, Latvian, Lithuanian, Macedonian, *Mongolian, Nepali, Pashto, Persian, Polish, Russian, Serbian, Sinhala, Slovak, Slovenian, Tagalog, *Thai, Turkish, Ukrainian, Urdu, Uzbek, *Vietnamese, Xhosa, Zulu
Category V: 88 weeks (2,200 hours) <i>Languages which are exceptionally difficult for native English speakers</i>	Arabic, Cantonese (Chinese), Mandarin (Chinese), *Japanese, Korean

* Languages preceded by asterisks are usually more difficult for native English speakers to learn than other languages in the same category.

Source: <http://www.effektivlanguagelearning.com/language-guide/language-difficulty>

7 Victorian Government Schools – Current State of Languages

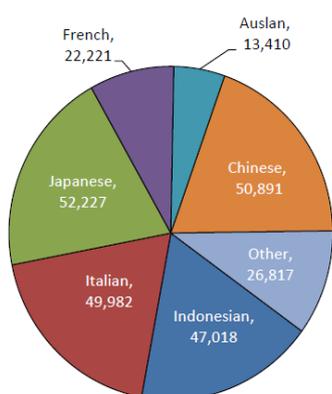
The Victorian Department of Education and Training publish a report annually providing an overview of the current state of Languages in Victorian schools. This report highlights the differing patterns in the study of languages at the primary and secondary levels. The following information has been sourced from the 2015 report.

<http://www.education.vic.gov.au/Documents/school/teachers/teachingresources/discipline/languages/Languages%20Provision%20report%202015.pdf>

7.1 Primary Schools

In 2015, 92.1% of Victorian government primary schools provided a language program and there were 21 different languages offered. 77% of Victorian government primary school students studied a language.

Figure 1: Primary level enrolments by language, Victoria 2015

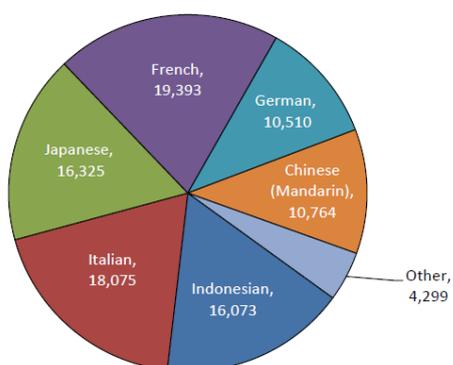


Source: Department of Education and Training, *Languages Provision in Victorian Government Schools*, 2015.

7.2 Secondary Schools

In 2015, 87.9% of Victorian government secondary schools provided a language program at one or more year levels. Of note, only 42.2% of these offered continuous language sequence from Year 7 to Year 12.

Figure 2: Government secondary school enrolments by language, Victoria 2015



Source: Department of Education and Training, *Languages Provision in Victorian Government Schools*, 2015.

Table 1 outlines the number of student enrolments in a language program in VCE in 2015 accounted for only 6% of the all secondary school language enrolments (Years 7 to 12).

Table 1: Student enrolments (students eligible to graduate from VCE), by language, 2009-15 (based on VCE Unit 4 enrolments)

Language	Number of students						
	2009	2010	2011	2012	2013	2014	2015
Arabic	87	67	80	69	70	74	85
Chinese (Mandarin)	1,191	1,364	1,452	1,334	1,419	1,415	1,483
French	535	549	548	589	603	628	562
German	360	331	352	333	316	286	305
Greek	134	132	124	105	120	135	127
Indonesian	351	376	325	276	293	300	248
Italian	220	235	230	254	234	229	242
Japanese	588	530	526	530	495	481	492
Korean	91	90	91	63	71	65	80
Persian	136	129	102	102	100	96	78
Vietnamese	400	371	422	368	336	307	320
Other	551	559	530	585	575	531	499
Total	4,644	4,733	4,782	4,608	4,632	4,547	4,521

Source: Department of Education and Training, *Languages Provision in Victorian Government Schools*, 2015.

Of all the languages studied at VCE level in Victoria in 2015, approximately one third were students enrolled in Chinese (Mandarin).

A recent report commissioned by the Australia-China Relations Institute (ACRI) found that although there has been a doubling of the number of students learning Chinese in Australian schools since 2008, there has been an overall drop in the past eight years of some 20% in the number of non-background classrooms learners taking Chinese in Year 12 to around just 400 students across Australia. By Year 12 only 0.1% of the total student cohort are still studying Chinese, and more than half of those who begin Chinese in primary school do not continue it in secondary school if they have a choice to opt out.

<http://www.australiachinarelations.org/content/building-chinese-language-capacity-australia>

Key Source: Australian-China Relations Institute (ACRI), *Building Chinese Language Capacity in Australia*, NSW, 2016.

7.3 Language Continuity from Primary to Secondary School

Research has consistently shown that the number of hours spent learning a language is proportional to proficiency in that language. It therefore follows that time children spend in compulsory education is one way to exploit this. Ideally a Languages program would begin in preschool or prep and continue all the way through to Year 12, with students adding to their knowledge and skills with every subsequent year, resulting in second language competency.

Despite government effort to align primary and high schools in funded language “clusters”, these groups are still in the minority. Many more primary schools have established language programs that do not align to the local high schools. This makes it difficult for the high schools as they cannot offer the diverse range of language programs that each Year 7 cohort may have undertaken in the feeder primaries.

The vast majority of government high schools do not make allowances for any primary language learning through vertical streaming of Year 7 students. They also are unable to cater to the diverse range of language programs that each Year 7 cohort may have undertaken in the feeder primaries, to provide all students with same language continuity. However, as most primary schools are not offering the minimum suggested lesson times for language proficiency (150 minutes per week), the skills acquired at the end of Year 6 are limited and are likely to be rapidly made up by students new to that language in Year 7.

One study has shown that even if the language studied in primary school changed on reaching high school, those who studied any language were more likely to choose a language once it became optional and tended to do better in their chosen language than those students who were not exposed to primary-level language programs. This adds support to the value of all primary languages learning.

It is important to note that the Victorian School of Languages (VSL), Community Language Schools (CLS) and other private language tuition provide the opportunity to learn a language continuously and incrementally from kinder to Year 12 over several hours each week.

The International Baccalaureate Diploma Programme (IB DP) is a two-year pre-university curriculum for secondary school students. This has been introduced in 31 private schools throughout Victoria. In addition, 22 government primary schools have introduced the IB Primary Years Program (PYP). A key focus of the IB programme is that learning to communicate in a variety of ways in more than one language is fundamental to the development of intercultural understanding. All IB programmes require students to learn another language through to completion. Students have the option to undertake a standard level language course (that is, for students who have little or no previous experience of learning the language they have chosen) – in most cases Spanish is the language offered – or to undertake a course at a higher level or standard level in a language in which they have some previous experience of learning.

A second study by the Australian Academy of the Humanities on tertiary languages (Nettelbeck, Byron, Clyne, Hajek, Levy, Lo Bianco, McLaren & Wigglesworth, 2007) showed that enrolments have stagnated, so that fewer than 10% of enrolled university students study languages. However, this figure conceals high attrition, such that less than a quarter of beginning students complete three full years of study, and a third discontinue after the first year.

Extrapolating from these figures it appears that fewer than 5% of students exit university with at least a minor study in a language other than English. The picture is complicated by the significant increases in Arabic, French, German, Korean, Russian and Spanish; and by the decrease in Chinese (Mandarin), Indonesian, Italian and Japanese between 2005 and 2007. Overall enrolments in European languages grew by 12% (80% of these were in Spanish) while Asian language numbers declined by 9%.

Key Sources:

Australian Teacher, *Why Learning a Second Language is Vital to Our Global Future*, February, 2016.

Nettelbeck, C., Byron, J., Clyne, M., Hajek, J., Levy, M., Lo Bianco, J., McLaren, A., & Wigglesworth, G. (2007). *Beginners' LOTE in Australian universities: An audit survey and analysis*. Canberra, ACT: The Council of the Australian Academy of the Humanities.

Pachler, Evans, Redondo, Fisher. *Learning to Teach Foreign Languages in the Secondary School: A Companion to School Experience*, 4th edition, 2014.

Victorian Department of Education and Training, *Languages for the Future*, 2002.

Victorian Department of Education and Training, *Languages Provision in Victorian Government Schools*, 2015.

8 The Shape of the Australian Curriculum – Languages

The Australian Curriculum, Assessment and Reporting Authority (ACARA) are making decisions about the languages for which curriculum will be developed. The staging of this development will involve consideration of:

- Coverage of the maximum number of students
- Australian Government priorities for language learning, notably the current priority on four Asian languages
- Community support, particularly from ethnic and community schools
- Languages of global importance
- Immigration and international students

Further discussions will occur with state and territory curriculum authorities on the languages for which F-10 curriculum will be developed. These discussions will focus on the following languages: Arabic, Auslan, Chinese, Classical languages, French, German, Hindi, Indonesian, Italian, Japanese, Korean, Modern Greek, Spanish, Turkish and Vietnamese.

The development of a framework for Aboriginal languages and Torres Strait Islander languages will be included in the first stage of development. It will elaborate on the diverse program types, content, and achievement standards related to each, as well as the protocols that must be followed in decision-making in learning and teaching Aboriginal languages and Torres Strait Islander languages.

http://www.acara.edu.au/resources/Languages - Shape of the Australian Curriculum_new.pdf

8.1 Other Factors to Consider

Other factors for the school council to consider include:

- The languages most widely spoken by particular communities in Australia.
- Economic significance – according to 2016 Australian Trade statistics published online, our top three trading partners are China, Japan and the United States in that order.

9 Teacher Availability in Victoria

The availability of language teachers is a key consideration in developing or changing a specialist language program. The 2015 statistics include:

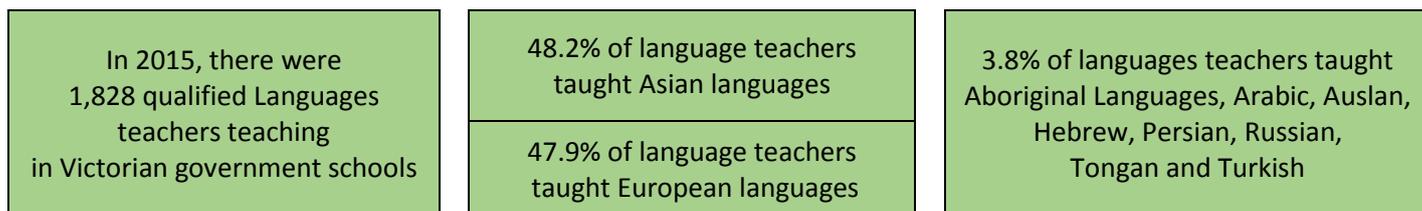


Table 2: Language Teachers, by Language 2015

Language	Qualified (Languages method)	Qualified (no Languages method)	Total
Italian	282	84	366
Indonesian	274	44	318
Japanese	265	44	309
French	234	47	281
Chinese (Mandarin)	195	35	230
German	130	22	152
Auslan	42	11	53
Spanish	34	7	41
Greek	19	3	22
Vietnamese	15	3	18
Other	24	14	38
Total	1,514	314	1,828

Source: Department of Education and Training, *Languages Provision in Victorian Government Schools, 2015*.

10 Language Schools in Victoria

External language schools offer programs for students who cannot access the language of their choice in their mainstream school. The two main schools in Victoria are:

Victorian School of Languages (VSL)

VSL is a government school which provides out-of-school hours language programs.

Students are provided with approximately three hours per week of instruction, mainly on Saturday mornings.

In 2015,

- there were 41 VSL centres in Victoria
- 50 languages were offered
- Total of 8,382 Primary students
- Total of 8,754 Secondary students
- 68% of students from government schools

Community Language School (CLS)

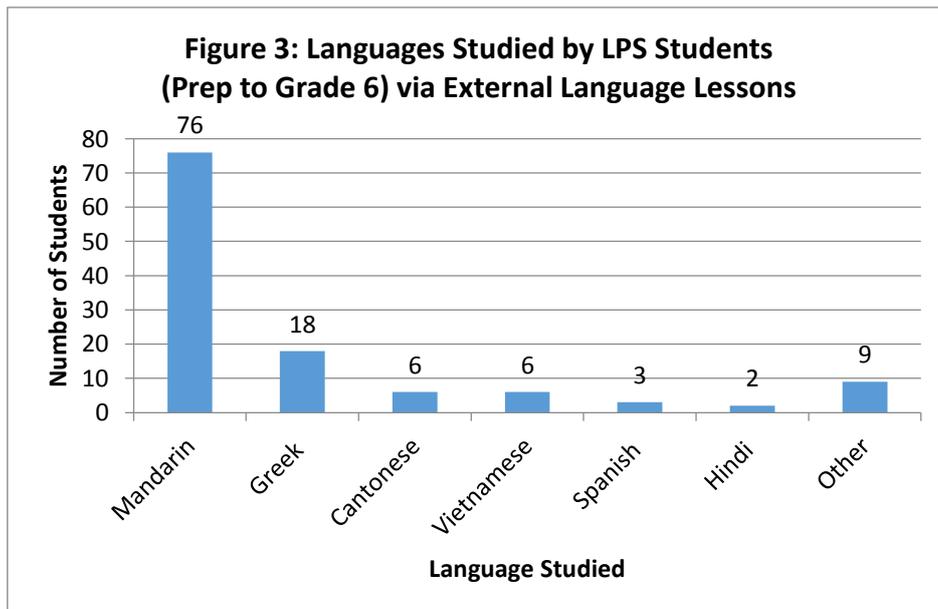
CLS programs are community based, not-for-profit organisations, which have accredited government funding. They provide language education programs that are complementary to those provided by mainstream schools and the VSL.

Programs are provided to students from Foundation to Year 12 (depending on the language) after school or on weekends.

In 2015,

- there were 170 accredited CLS in Victoria
- 41 languages offered
- Total of 35,154 students
- Top languages were Chinese (Mandarin, Greek and Arabic)

An informal survey conducted by LPS teachers found that approximately 120 children (~16% of the school population) currently attended a formal language program outside of school hours. The results are displayed below in Figure 3.



11 'Why Learn' Fact Sheets

The Victorian Department of Education have produced a number of 'Why Learn' fact sheets providing information about different languages. The following table provides factsheets for the main languages provided in Victorian mainstream schools.

Language (in alphabetical order)	Click below for more information regarding these languages
Chinese (Mandarin)	http://www.education.vic.gov.au/Documents/school/teachers/teachingresources/discipline/languages/whylearnchinese.pdf
French	http://www.aftv.vic.edu.au/images/2014/whylearnfrench.pdf
German	http://www.education.vic.gov.au/Documents/school/teachers/teachingresources/discipline/languages/whylearngerman.pdf
Indonesian	http://www.education.vic.gov.au/Documents/school/teachers/teachingresources/discipline/languages/whylearnindonesian.pdf
Italian	http://www.education.vic.gov.au/Documents/school/teachers/teachingresources/discipline/languages/whylearnitalian.pdf
Japanese	http://www.education.vic.gov.au/Documents/school/teachers/teachingresources/discipline/languages/whylearnjapanese.pdf
Spanish	http://www.education.vic.gov.au/Documents/school/teachers/teachingresources/discipline/languages/whylearnspanish.pdf

<http://www.education.vic.gov.au/school/principals/curriculum/Pages/languagepromotion.aspx>

12 Where to from here?

School council will be considering this consultation paper plus the views of the students, parents, teachers and the broader school community in reaching its decision around the Languages program at LPS as part of the school review process.

If you would like to have input please complete this short online survey.

Click [HERE](#) to access the survey.

Please see below for appendices, acronyms and references.

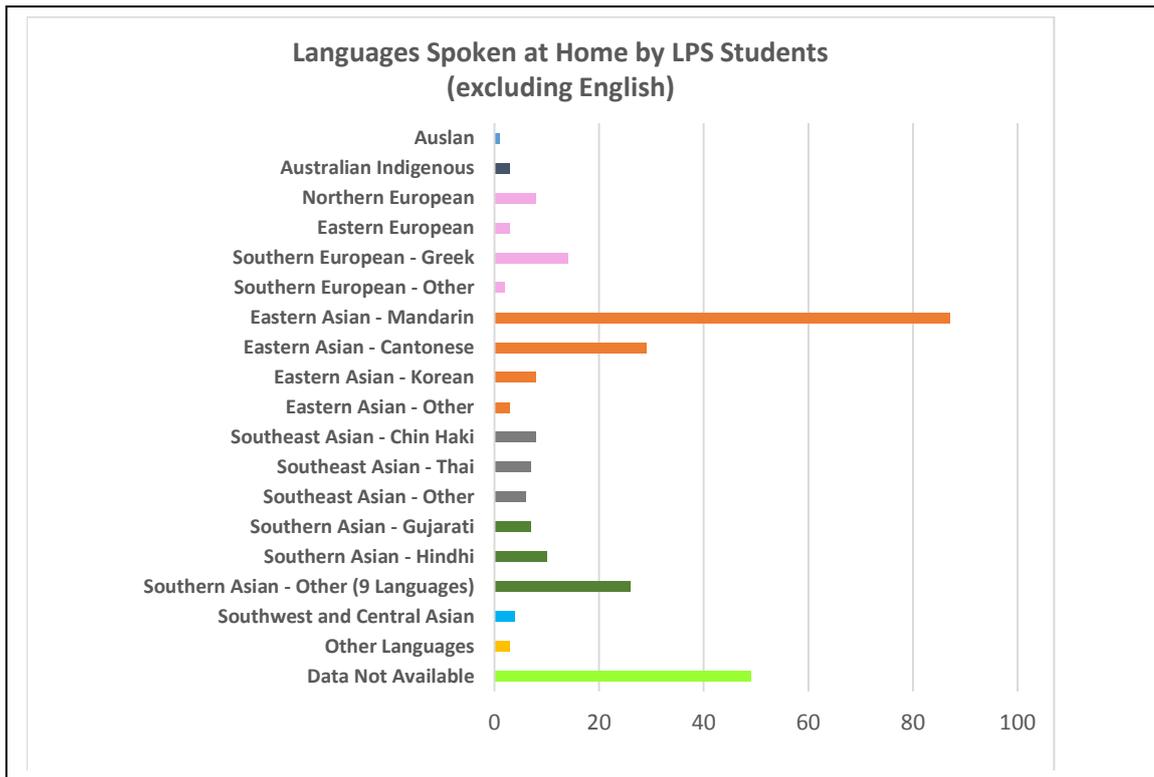
Appendix 1: World Languages: Approximate number of first language speakers and countries in which the language is an official or national language

Language	Approximate number of First Language Speakers*	Countries in which it is an Official or National Language#
Mandarin	897 million	People's Republic of China, Republic of China (Taiwan), Singapore
Spanish	427 million	Argentina, Bolivia, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Equatorial Guinea, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Spain, United States (New Mexico), Puerto Rico, Uruguay, Venezuela
English	339 million	Antigua and Barbuda, Australia, The Bahamas, Bangladesh, Barbados, Belize, Botswana, Brunei, Cameroon, Canada, Dominica, Ethiopia, Eritrea, Fiji, The Gambia, Ghana, Grenada, Guyana, Hong Kong (People's Republic of China), India, Ireland, Jamaica, Kenya, Kiribati, Lesotho, Liberia, Malawi, Maldives, Malta, Marshall Islands, Mauritius, Micronesia, Namibia, Nauru, New Zealand, Nigeria, Pakistan, Palau, Papua New Guinea, Philippines, Rwanda, Saint Kitts and Nevis, Saint Lucia, Saint Vincent and the Grenadines, Samoa, Seychelles, Sierra Leone, Singapore, Solomon Islands, Somalia, South Africa, Sri Lanka, Swaziland, Tanzania, Tonga, Trinidad and Tobago, Tuvalu, Uganda, United Kingdom, United States, Vanuatu, Zambia, Zimbabwe.
Arabic	267 million	Modern Standard Arabic: Algeria, Bahrain, Chad, Comoros, Djibouti, Egypt, Eritrea, Iraq, Israel, Jordan, Kuwait, Lebanon, Libya, Mali, Morocco, Niger, Oman, Palestinian Territories, Qatar, Saudi Arabia, Somalia, Sudan, Syria, Tunisia, United Arab Emirates, Western Sahara, Yemen, Hasaniya Arabic: Mauritania, Senegal
Hindi	260 million	India, Fiji
Portuguese	202 million	Angola, Brazil, Cape Verde, East Timor, Guinea-Bissau, Macau (People's Republic of China), Mozambique, Portugal, São Tomé e Príncipe.
Bengali	189 million	Bangladesh, India (Tripura, West Bengal)
Russian	171 million	Abkhazia (part of Georgia), Belarus, Kazakhstan, Kyrgyzstan, Russia, Transnistria (part of Moldova).
Japanese	128 million	Japan, Palau
Lahnda (Punjabi)	117 million	Pakistan
Javanese	84 million	Indonesia
Korean	77 million	North Korea, South Korea
German	77 million	Austria, Belgium, Germany, Italy (South Tyrol), Liechtenstein, Luxembourg, Poland, Switzerland
French	76 million	Belgium, Benin, Burkina Faso, Burundi, Cameroon, Canada, Central African Republic, Chad, Comoros, Congo-Brazzaville, Congo-Kinshasa, Cote d'Ivoire, Djibouti, Equatorial Guinea, France, French Polynesia, Gabon, Guernsey, Guinea, Haiti, India (Karikal, Pondicherry), Italy, Jersey, Lebanon, Luxembourg, Madagascar, Mali, Martinique, Mauritius, Mayotte, Monaco, New Caledonia, Niger, Rwanda, Senegal, Seychelles, Switzerland, Togo, United States (Louisiana), Vanuatu.
Telugu	74 million	India (Andhra Pradesh)
Marathi	72 million	India (Daman and Diu, Goa, Maharashtra)
Turkish	71 million	Bulgaria (Kurdzhali Province and areas of South and East Bulgaria), Cyprus, Turkish Republic of Northern Cyprus, Turkey
Urdu	69 million	India (Jammu and Kashmir), Pakistan.
Vietnamese	68 million	Vietnam
Tamil	68 million	India (Tamil Nadu), Singapore, Sri Lanka
Italian	61 million	Croatia (Istria Country), Italy, San Marino, Slovenia, Switzerland

* Lewis, M. Paul, Gary F. Simons, and Charles D. Fennig (eds). 2016, *Ethnologue: Languages of the World, Nineteenth edition*, Dallas, Texas: SIL International. Online version: <http://www.ethnologue.com>

Ethnologue: Languages of the World, 15th ed. (2005). http://www.vistawide.com/languages/top_30_languages.htm

Appendix 2: LPS Statistics – Main Language Spoken at Home (other than English)



Notes:

- Data sourced from student enrolment forms;
- Data sourced from 751 students;
- 473 of these students spoke English at home (excluded from above graph);
- Language categories were derived from the Australian Bureau of Statistics;
- Where more than 8 students spoke a language, the language was specified;
- This did not take into account those students who said they spoke English at home but had both parents/carers speaking another language at home.

Appendix 3: Selected eastern suburbs government and non-government schools and languages provided in 2015 and number of students transitioning from LPS in 2016

	No. of students transitioning from LPS in 2016	Mandarin	Japanese	Italian	Indonesian	French	German	Other
GOVERNMENT SCHOOLS								
Balwyn High School	1	✓				✓		Greek
Bayswater Secondary College	0						✓	
Blackburn High School	9					✓	✓	
Boronia K-12 College (2014)	0						✓	
Box Hill High School	59	✓					✓	
Camberwell High School	0	✓				✓		
Canterbury Girls Secondary College	4		✓			✓		
Doncaster Secondary College	0	✓		✓	✓	✓		
East Doncaster Secondary College	0	✓		✓				
Forest Hill College	0	✓				✓		Auslan
Kew High School	0	✓	✓			✓		Vietnamese
Koonung Secondary College	3	✓	✓			✓		
Melba Secondary College	1		✓				✓	
Mt Waverly Secondary College	1		✓				✓	
Ringwood Secondary College	1				✓	✓		
University High School	1					✓	✓	Latin
Templestowe College	2			✓				
Vermont Secondary College	2				✓	✓	✓	
Warrandyte High School	1			✓				
NON GOVERNMENT SCHOOLS								
Camberwell Grammar School	1	✓			✓	✓		Latin
Carey Baptist Grammar School	1	✓			✓	✓	✓	
Caulfield Grammar School	1	✓					✓	
Donvale Christian College	1						✓	
Emmaus College	2			✓	✓		✓	
Fintona Girls School	2		✓			✓		Latin
Our Lady Of Sion College	5	✓		✓		✓		
Presbyterian Ladies College	4	✓	✓		✓	✓	✓	Latin
Strathcona Baptist Girls Grammar School	1	✓		✓		✓		
Wesley College	4	✓	✓			✓	✓	
Whitefriars College	5	✓		✓	✓			
Yarra Valley Grammar School	4	✓			✓	✓		

Acronyms

ACARA	Australian Curriculum, Assessment and Reporting Authority
DEECD	Department of Education and Early Childhood Development
DET	Department of Education and Training
EAL	English as an Additional Language
ESL	English as a second language
LBOTE	Language Background Other Than English
LOTE	languages Other Than English
LPS	Laburnum Primary School
VCAA	Victorian Curriculum and Assessment Authority
VCE	Victorian Certificate of Education

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