



Faculty of Arts Language Curriculum Reform

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Group of Eight

AUSTRALIA'S LEADING UNIVERSITIES

Languages in Crisis



A rescue plan for Australia



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Go8 universities increase languages education



A recent survey by the Go8 found that the number of Languages Other Than English (LOTE) taught at Go8 universities has increased from 29 to 35 in the past two years.

In further good news the number of students learning Korean is also on the rise.

The University of Western Australia (UWA) has just introduced Korean language into its undergraduate program, with 100 students beginning first year Korean language studies on 1 August. A total of six Go8 universities now teach Korean languages and studies.

Dean of Arts at UWA, Professor Krishna Sen, attributes the rise in enrolments in Korean to "the Korean wave in pop culture, which swept through China, Japan and Southeast Asia about the middle of the first decade of this century" as well as to funding support from the Korean Government.

Go8 universities play a vital role in the delivery and support of languages education in Australia, recognising that learning to speak a Language Other Than English is increasingly important for effective participation in a globalised world.

In addition to teaching all 35 languages available at the tertiary level in Australia, a wide range of LOTE incentives are available both for entry to and while enrolled in programs of study at Go8 universities.

The languages offered by Go8 universities are: Arabic, Aramaic, Cantonese, Egyptian, French, German, Greek (Ancient and Modern), Hebrew (Classical and Modern), Hindi, Indonesian, Italian, Japanese, Javanese, Korean, Latin, Lao, Malay, Mandarin, Pacific Pidgins, Pali, Persian, Portuguese, Russian, Sanskrit, Spanish, Syriac, Tetum, Thai, Turkish, Ukrainian, Urdu, Vietnamese and Yiddish.

Further information available at www.go8.edu.au/university-staff/agreements/go8-lote-incentive-schemes

Go8 LOTE Incentive Schemes

August 2011



Learning to speak a Language Other Than English (LOTE) is increasingly important for effective participation in a globalised world.

Group of Eight (Go8) universities play a vital role in the delivery and support of languages education in Australia. All 35 languages currently available at tertiary level in Australia are offered at Go8 universities.

In addition, a wide range of LOTE incentives are available both for entry to and while enrolled in programs of study at Go8 universities (see below).

In 2007, the Go8 released a discussion paper, *Languages in Crisis*, which proposed co-operative action between Commonwealth, state and territory governments to



achieve a consistent national approach to language education at all levels of the education system.

www.go8.edu.au/university-staff/agreements/go8-lote-incentive-schemes

The Go8 welcomes the opportunity to work with government, schools and other higher education institutions to promote and encourage the study of Languages Other Than English.

Incentive scheme/s	Languages taught	
The University of Western Australia		
<ul style="list-style-type: none">The University of Western Australia has introduced a Bonus Points Scheme for Year 12 students who successfully complete language study in senior school. The scheme will operate for entry from 2012 onwards.	French German Greek (Ancient) Indonesian Italian	Japanese Korean Latin Mandarin
The Australian National University		
ANU teaches over twenty Languages Other Than English (LOTE).	Arabic Cantonese French German Greek (Ancient) Hindi Indonesian Italian Japanese Javanese Korean Latin Lao	Malay Mandarin Pacific Pidgins Persian Russian Sanskrit Spanish Tetum Thai Turkish Urdu Vietnamese
School leavers who have successfully completed a LOTE in Year 11 and 12 will be eligible for between two and five bonus points for the following degrees:		
<ul style="list-style-type: none">Bachelor of ArtsBachelor of Asia-Pacific StudiesBachelor of LanguagesBachelor of Security AnalysisBachelor of International Business (does not apply if eligible for any other ANU bonus point scheme)		
A LOTE is compulsory for all students in the following degrees:		
<ul style="list-style-type: none">Bachelor of Asia-Pacific StudiesBachelor of Classical StudiesBachelor of European StudiesBachelor of Latin American StudiesBachelor of Middle Eastern and Central Asian StudiesBachelor of International BusinessBachelor of LanguagesBachelor of Security Analysis		
For further details on degree requirements please visit studyat.anu.edu.au		
The University of Adelaide		
<ul style="list-style-type: none">Year 12 students automatically receive bonus points for entry to The University of Adelaide if they successfully complete a LOTE in senior school. The scheme is administered by the South Australian Tertiary Admissions Centre on behalf of the university. www.adelaide.edu.au/student/admission/year12	French German Greek (Ancient and Modern) Indonesian	Italian Japanese Latin Mandarin Spanish

Go8 LOTE Incentive Schemes



Incentive scheme/s	Languages taught	
The University of Melbourne <ul style="list-style-type: none">Year 12 students automatically receive bonus points for entry to The University of Melbourne if they successfully complete a LOTE in senior school. The scheme is administered by the Victorian Tertiary Admissions Centre. www.vtac.edu.au	Arabic French German Greek (Modern and Ancient) Hebrew (Modern) Indonesian	Italian Japanese Latin Mandarin Russian Spanish
Monash University <ul style="list-style-type: none">Year 12 students automatically receive bonus points for entry to Monash University if they successfully complete a LOTE in Year 12. The scheme is administered by the Victorian Tertiary Admissions Centre. www.vtac.edu.auThe university provides attractive study abroad opportunities for language students, including a study abroad grant of up to \$2,500 for all students, and a range of other scholarships.The Faculty of Business and Economics encourages its students to undertake a language major.The BA (Languages) enables graduates to highlight their specialisation in languages.The Diploma in Languages encourages undergraduates in faculties other than Arts to undertake the equivalent of a language major.The Postgraduate Diploma in Languages offers a pathway for language-only study after completion of an undergraduate degree.	Arabic Egyptian (Ancient) French German Greek (Modern and Ancient) Indonesian Italian	Japanese Korean Latin Mandarin Spanish Ukrainian Yiddish
The University of New South Wales <ul style="list-style-type: none">The University of New South Wales is introducing bonus points for LOTE study in senior school for entry to all Faculty of Arts and Social Sciences programs. Study of LOTE is compulsory for Bachelor of International Studies students, who complete one year of their studies at a partner institution overseas. The scheme applies for the first time to 2008 Year 10 students.	French German Greek (Modern) Indonesian Italian	Japanese Korean Mandarin Spanish
The University of Queensland <ul style="list-style-type: none">Year 12 students will be awarded two bonus points for entry to The University of Queensland if they have successfully completed a LOTE in senior school. www.uq.edu.au/study/index.html?page=86632The Diploma in Languages encourages undergraduates in all faculties to undertake the equivalent of a language major in addition to their degree studies.The Bachelor of International Studies includes two majors, one of which must be a LOTE. Students must also undertake units in intercultural communication prior to completing one semester abroad.	French German Greek (Ancient) Indonesian Japanese Korean	Latin Mandarin Portuguese Russian Spanish
The University of Sydney <ul style="list-style-type: none">The University of Sydney offers a Flexible Entry Scheme allowing superior performance in Year 12 courses closely related to subjects in students' chosen degrees to be taken into account for admission. www.usyd.edu.au/fstudent/undergrad/apply/flexible.shtmlStudents undertaking the Bachelor of Arts (Languages) program are required to complete one semester abroad.A LOTE is compulsory for students in the Bachelor of Liberal Studies. www.arts.usyd.edu.au/future_students/undergrad/liberal.shtmlThe Bachelor of Arts (Asian Studies) includes two majors, at least one of which must be a language.Indigenous language studies are also available at The University of Sydney.	Arabic Aramaic French German Greek (Modern) Hebrew (Classical and Modern) Indonesian	Italian Japanese Korean Mandarin Pali Sanskrit Spanish Syriac



Perceived Problem

- High attrition at beginners' level
- Not enough students reaching proficiency levels
- Limited 'cultural understanding'

Faculty hired an external specialist:
Prof. Heidi Byrnes
(German and Applied Linguistics,
Georgetown)

The Byrnes Report:

- Abandon the 'Institute'
- Replace streams with Proficiency Levels (test in and out)
- Integration Lge/Cult: content-driven, task-based, genre-sensitive

Curriculum Reform
Institution

- Institution

In considering phenomena that are central to L2 advancedness and learners' development toward them, I have turned to **systemic functional linguistics** as developed by M. A. K. Halliday as an advantageous theoretical framework. Its fundamental concern with oral and written texts that are embedded in contexts of culture and contexts of situation and realized in culture-specific genres provides the intellectual environment for most of my recent professional work. But I have also been influenced by **sociocultural theory** and the work of Vygotsky and Bakhtin.

In the German Department my interest in advanced literacies has enabled me to be instrumental in the creation of a **four-year integrated content-oriented, genre- and task-based curriculum** that has gained national and international recognition since its development from 1997 to 2000.

See <http://explore.georgetown.edu> for extensive information on this collaborative project, entitled "Developing Multiple Literacies."



Unity and diversity

- Agreement to build consensus across languages
- One size does not fit all
 - Student demographics
 - Specific linguistic differences
 - Need to adapt pedagogy to suit needs of individual languages

Institutional setting

- Melbourne Model
 - Language as Breadth
 - Structural limitations
- Languages across 2 (3) schools
- Faculty funding, generous but not unconditional



- Current Students
 - Future Students
 - Administration
 - Teaching staff
 - Academic community
 - Wider community
- Letter to all language students
 - Plain-language explanation of changes
 - Subject conversion tables
 - LCR website
 - Briefings, presentations
 - Workshops
 - Tutor training scheme
 - Merging of planning and implementation teams (Reference Group + admin)
 - Cover story in UOM's *The Voice*
 - Public statements by Senior Management



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...2009	2010	2011	2012	2013
Extensive consultation	Extensive discussion of:	Planning	Implementation	Review of results
Reading groups	Integration language/cult	Workshops	Workshops and tutor training	
Byrnes report	Placement testing	Placement tests (2 languages)	Placements tests (all)	Evaluation and review of PTs
	Performance Levels	Evaluation plans	Ongoing evaluation	Ongoing evaluation
	Subject changes (core)	Subject changes (advanced)		
		New syllabi (core)	New syllabi (advanced)	Review of syllabi
		Communication	Communication	



- Integrated language/culture curriculum
- Improved student cohort experience
- Focus on performance progression
- Improved approach to student placement
- Improved retention and progression towards PG and RHD options
- Enhanced cooperation across language disciplines
- Strengthened link teaching–research
- Institutional attention to and investment on languages
- Solid basis for future growth of language disciplines

What is Language Curriculum Reform?

The School of Languages and Linguistics and the Asia Institute in the Faculty of Arts took the bold decision to reform the language curriculum in order to readily face the professional, global and cultural challenges of the new millennium.

The curriculum is based on international best practice models.



Language Curriculum Reform – Integration of Language and Culture

The change to the language curriculum aims to offer a range of integrated language and culture subjects. Cultural and linguistic content is the object of a task-based, hands-on methodology that allows students to actively engage with the learning process. The language subjects have been reworked to provide students with a rigorous and intense learning which fosters a stimulating and challenging cohort experience.



Proficiency-based Language Progression

The language curriculum is based on a sequential progression of proficiency levels. Each semester constitutes one step in the sequence of subjects. Students can enter the sequence at different points, depending on their language proficiency. The new language curriculum caters for the needs of a wide range of students from total beginners to post-VCE students and others, as well as students with an advanced (native or near-native) command of the language. All language programs start at proficiency level 1 and depending on the language usually go up to levels 7, however this does vary with each program, Chinese for example has up to level 10.

Language Testing

Starting in 2012, new placement tools will help each student enrol in the appropriate

level of the chosen language. Placement tools in Arabic and French will be available

in 2012. Placement tools in other languages will be available in 2013.

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Language Study Areas

There are 12 Language areas of study in the Bachelor of Arts, however only 9 languages are affected by the changes and these programs are within the Asia Institute and the School of Languages and Linguistics.

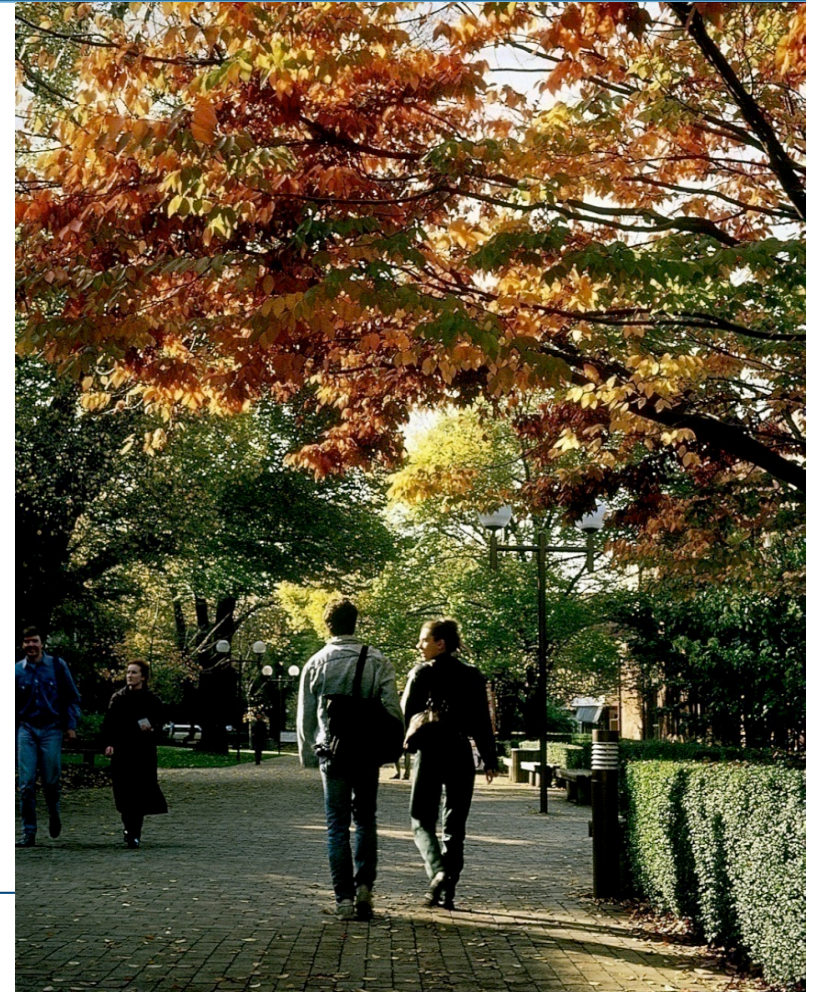
Arabic
Chinese
French
German

Italian
Japanese
Russian
Spanish

Latin*
Hebrew*
Ancient
Greek*

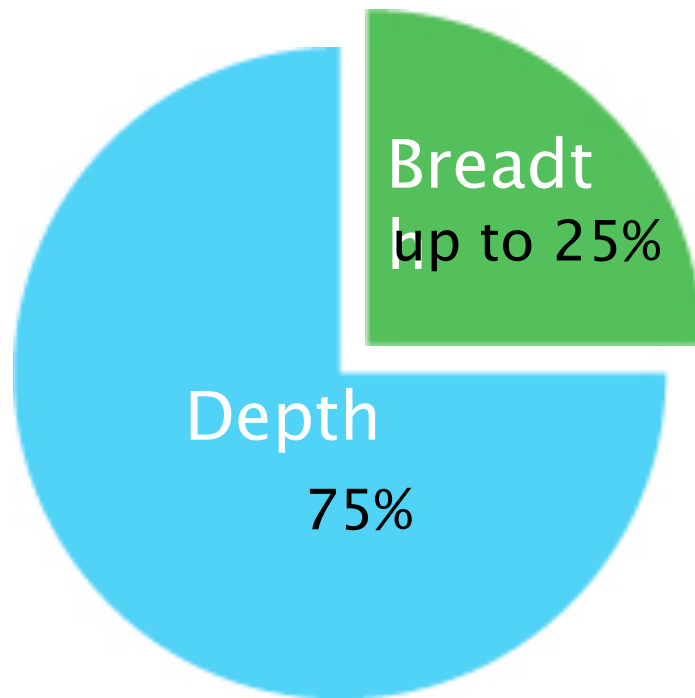
Indonesian

* *signifies no changes for 2012*



How do the changes affect Non-Arts Students?

Breadth studies



Breadth studies

Are selected from outside your core program.
Minimum 4, Maximum 6 subjects.

Comprise up to 75 points (typically six subjects) of each new generation degree

Offer the opportunity to **extend skills you already have or learn new skills, meet and share learning experiences with students** from other parts of the University and **learn about something you're interested in from outside the core disciplines** of your degree

See what Breadth is available in the Online Handbook: <http://handbook.unimelb.edu.au>



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How will it affect current students taking breadth?

Semester 2 2011

SPAN10002 Spanish
Beginners Language &
Culture B

SPAN10004 Spanish
Intermediate Language/
Culture B

SPAN20003 Spanish
Intermediate Language/
Culture B

SPAN20019 Spanish
Post-Intermediate 2B

Semester 1 2012

Spanish 3

Spanish 5

Spanish 5

Spanish 7

Semester 2 2012

Spanish 4

Spanish 6

Spanish 6

Contemporary
Hispanic Studies
SPAN30001



Proficiency Model

Japanese Proficiency 1/2 was Beginners		Japanese Proficiency 3/4 was Post Beginners		Japanese 5/6 was Intermediate		Japanese 7/8 was Advanced	
Japanese 1 JAPN10001	Japanese 2 JAPN10002	Semester 1 Semester 2					
Japanese 3 JAPN20007	Japanese 4 JAPN20008	Japanese 3 JAPN10007	Japanese 4 JAPN10008	Semester 1 Semester 2			
Japanese 5 JAPN30007	Japanese 6 JAPN30008	Japanese 5 JAPN20013	Japanese 6 JAPN20014	Japanese 5 JAPN10003	Japanese 6 JAPN10004	Semester 1 Semester 2	
		Japanese 7 JAPN30005	Japanese 8 JAPN30008	Japanese 7 JAPN20003	Japanese 8 JAPN20004	Japanese 7 JAPN10005	Japanese 8 JAPN10006



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Breadth/Tracks

Subject Code	Subject Name	Prerequisites	Level
GERM10004	German 1	None	1
GERM10005	German 2	German 1	1
GERM20004	German 3	German 2	2

Subject Code	Subject Name	Prerequisites	
GERM10006	German 5	German 4	1
GERM20002	German Language and Culture B*	German 5	2
GERM30002	German Cultural Studies 3	25 points of German	3

Subject Code	Subject Name	Prerequisites	Level
GERM10004	German 1	None	1
GERM10005	German 2	German 1	1
GERM20004	German 3	German 2	2
GERM20004	German 4	German 3	2
GERM20004	German 5	German 4	3
GERM20004	German 6	German 5	3

Subject Code	Subject Name	Prerequisites	Level
GERM20001	German Language and Culture 2A	German 4 (or equivalent)	1
GERM30006	German 6	German 1	3
EURO30002	Memory and Memoirs of 20 th Century Europe	None	3

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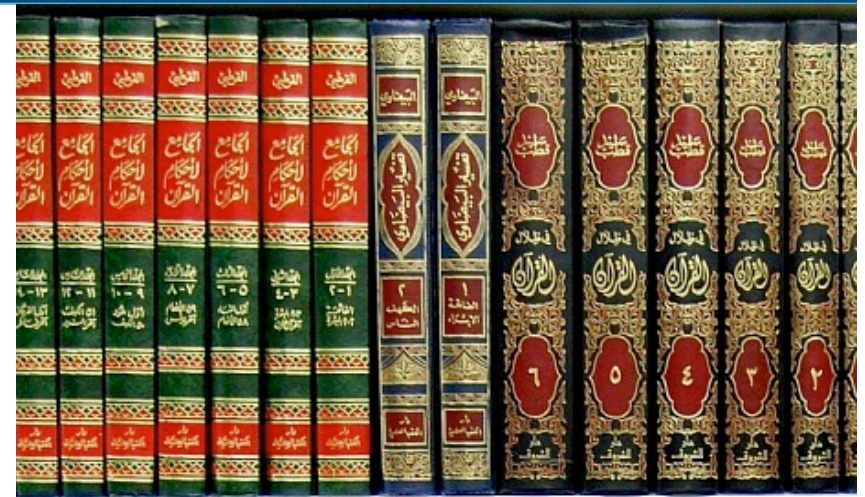
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Diploma in Languages

Students can study a language concurrently through their Bachelor degree through the **Diploma in Languages (Dip Lang)**. The following languages are available:

Arabic
Chinese
French
German
Hebrew
Indonesian

Italian
Japanese
Russian
Spanish



Diploma in Language Structure

There is no structural change to the Diploma in Language (100 points, 8 x 12.50 points) consisting of:

Level 1

25 points

Level 2

37.50 points

Level 3

37.50 points



Translation tables for current students

<http://arts.unimelb.edu.au/lcr/>

Semester 2 2011

INDO10006 Indonesian 1B
INDO20011 Indonesian 1B

INDO10002 Indonesian 2B
INDO20007 Indonesian 2B

INDO10004 Indonesian 3B
INDO20009 Indonesian 3B

INDO10008 Indonesian 4B
INDO20003 Indonesian 4B

Semester 1 2012

INDO20006 Indonesian 3
INDO30014 Indonesian 2A

INDO20008 Indonesian 5
INDO30006 Indonesian 6

INDO20003 Indonesian 4A
INDO30009 Indonesian 4A

INDO20012 Indonesian 5A
INDO30004 Indonesian 5A

Semester 2 2012

INDO20007 Indonesian 4
INDO30015 Indonesian 2B

INDO20009 Indonesian 6
INDO30007 Indonesian 6

INDO20004 Indonesian 4B
INDO30010 Indonesian 4A

INDO20013 Indonesian 5A
INDO30005 Indonesian 5B

Student Experience

Added Value

Language students at The University of Melbourne have access to unparalleled learning opportunities, including exchange programs, mobility scholarships, language clubs, exciting cultural events, world class facilities and highly experienced, internationally focussed academic staff.



Summary of Language Changes for 2012

- New subject content;
- New subject titles;
- Subjects available at multiple levels;
- Language Placements (pilot in 2012, rolling out in 2013)
- No changes to points and or course structures



Staff to contact in Student Centre

Translation tables are available on the Faculty of Arts Website

<http://arts.unimelb.edu.au/lcr/>

The Student Centre will also have staff on hand to assist students with queries relating to changes to the language curriculum:

Anthony Koesasi akoesasi@unimelb.edu.au

Syliva De Luca sdl@unimelb.edu.au

Rita Castania castania@unimelb.edu.au





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QUESTIONS?



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