Transformational Change for Primary Years' Foreign Language Programs

Developing Oral Language Skills for Spoken Interaction in the Classroom

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ABSTRACT

The Autonomous Language Learners (ALL) Approach was developed as a comprehensive, transformational change strategy to address a number of factors impeding oral language learning outcomes in primary years' foreign language programs offering minimal contact time. It is an innovative, multi-faceted approach comprised of 8 key strategies, designed to ensure Languages program structures support learning and encourage self-regulation of language use by learners. It has been the object of an intensive professional learning program, delivered to 89 Catholic schools in Victoria in 4 cohorts, between 2016 and 2020. A mixed-methods evaluation study was undertaken to investigate the outcomes to date. Pawson's Realist Evaluation Model was used to investigate which combinations of contextual factors and uptake levels of the 8 key strategies led to the greatest change in language acquisition and use. The results highlight that while changes in classroom pedagogy alone lead to positive improvements, frequency of exposure to, and opportunity for use of the target language are critical for optimising learning outcomes. In order to achieve this, changes are required at multiple levels; program structure, curriculum and pedagogy, and the culture of the learning communities in which Languages programs are situated. Case studies representing the growing number of schools meeting this challenge successfully are presented, demonstrating a new model for Primary Years' Foreign Language Education which is both successful and scalable. The results in these schools provide rich data which policy planners, curriculum developers and educational leadership should use to develop a

new future for Primary Years' Foreign Language Education, in which policy and implementation come together to meet learning objectives and expectations.

DECLARATION

This thesis contains no material which has been accepted for the award of any other degree or diploma at any university or equivalent institution and that, to the best of my knowledge and belief, this thesis contains no material previously published or written by another person, except where due reference is made in the text of the thesis.

Signature: ……

Print Name: Kathryn Alison Macfarlane

Date: …….

PRESENTATIONS DURING ENROLMENT

Macfarlane, Kathryn (2018, July 4-6). *Assessing Oral Language for Socialising and Creating* [Work in progress presentation]. Language Testing Research Colloquium, Auckland.

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The Autonomous Language Learners Professional Learning (ALL PL) Program which is one of the foci of this research has been funded and co-developed with Catholic Education Melbourne (CEM). In particular, Jennifer Brown-Omichi (Languages Project Lead, CEM) has been instrumental in its co-design. The CEM Languages coaching team (Catherine Spurritt, Kylie Farmer, Linton Roe, Amy Collins, and Elissa Gault) have all contributed to the design of the ALL PL Program and provided extensive ongoing coaching support to participants, assisting them with the implementation of their learning. Without the work of this committed team, there would have been no outcomes to evaluate.

The leaders and teachers in schools which have embraced the ALL Approach and committed to transformational change of their learning community, in order to include Languages as a key feature of identity and practice, are the real heroes of this story. May their passion for embracing a new identity, a new understanding of interculturality and a new way of both learning and being, serve as inspiration to readers.

As a remote student, I have been incredibly fortunate to have the support of Monash University's School of Languages, Literatures, Cultures and Linguistics. In

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LIST OF ABBREVIATIONS

ACARA	Australian Curriculum, Assessment and Reporting Authority
AIM	Accelerative Integrated Method
AITSL	Australian Institute for Teaching and School Leadership
The ALL Approach	The Autonomous Language Learners Approach
ALL Project	Australian Language Levels Project (led by Angela Scarino in the late 1980's)
APPA	Australian Primary Principals Association
ASLw	Average Sentence Length (in words)
CALL	Computer Assisted Language Learning
CEFR	Common European Framework of Reference
CECV	Catholic Education Commission of Victoria
CEM	Catholic Education Melbourne
CLIL	Content and Language Integrated Learning
CMOc and CSOc	Context – Mechanism – Outcome configurations (a component of Pawson's Realist Evaluation Model). Redefined as 'Context - Strategy - Outcome configurations' for this study
DEECD	Department of Education and Early Childhood Development
DET	Department of Education and Training
EAL	English as an Additional Language
EFL	English as a Foreign Language
FL	Foreign Language

FTE	Full-Time Equivalent (e.g. If a teacher's load is 0.2FTE, they work the equivalent of 1 day per week)
ICT	Information and Communication Technologies (a key learning area under the VELS curriculum)
TL	Target Language
OCM	Organisational Change Management
OLI	Official Language of Instruction
L1	First language
L2	Second language
ISLA	Instructed Second Language Acquisition
ITG	Intentional Teaching Gestures
NKP	Number of Key Points
NWT	Number of Word Types
OECD	Organisation for Economic Cooperation and Development
VCAA	Victorian Curriculum and Assessment Authority
VELS	Victorian Essential Learning Standards (a previous Victorian curriculum)
VIT	Victorian Institute of Teaching
VRQA	Victorian Registration and Qualifications Authority

INTRODUCTION

The state of Victoria, Australia has followed an international trend in recent decades, lowering the starting age for mandatory introduction of foreign language[1] learning to the commencement of the primary years' learning cycle. While strong learning outcomes are achieved in Victoria's 12 designated bilingual primary schools[2] (Lo Bianco, 2009), the expected benefits of this early start remain largely unrealised in mainstream[3] Languages programs. The reasons for this failure are multiple and complex; to address them, transformational change is required at multiple levels (Liddicoat et al., 2007). This project is an evaluation study of the Autonomous Language Learners (ALL) Approach— a collection of 8 key strategies designed to foster such change—and the professional learning (PL) program which has supported Victorian Catholic schools to use the ALL Approach to transform the Languages experience within their learning communities.

As such, the project follows the theory-based program evaluation process outlined by Carol Weiss (Weiss, 1998; Weiss, 1974; Weiss, 1997b; Weiss, 1997a). As a project carried out by the facilitator-as-researcher, assisting practitioners to

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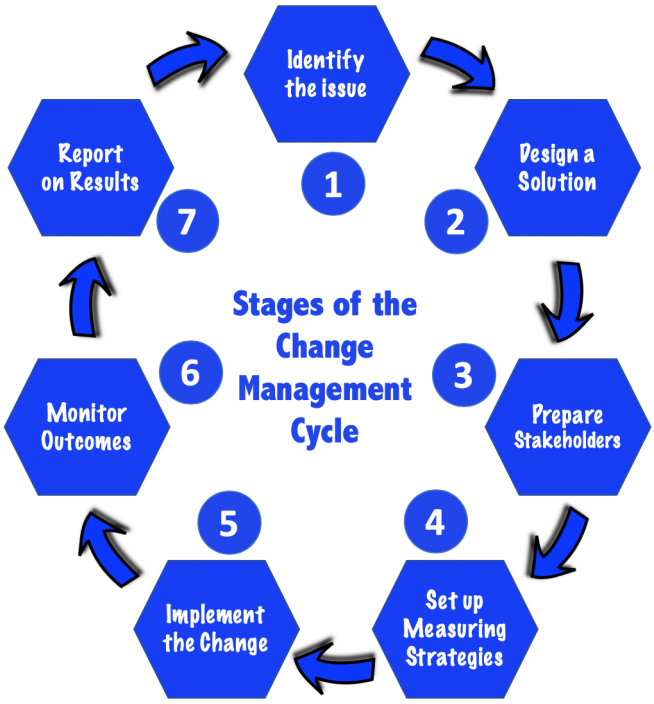
1. See definition of 'foreign language' in Appendix F - Key Concepts for clarification regarding the use of this terminology in this thesis (p. 415).
2. To achieve 'designated bilingual school' status and receive the associated funding, Victorian government schools must deliver a minimum of 2 key learning areas (other than the target language itself) through the target language, to all students in the school, for a minimum of 450 minutes per week (DET 2019).
3. 'Mainstream' Languages programs in Victoria typically offer between 30-60 minutes in a single weekly lesson.

engage in action research, it also falls into the long-standing tradition of reflective practice in education (Department of Education and Training, 2019e; Nivette, 1969; Office, 2012) , in a praxis-oriented collaboration (East, 2020) described by Leung (2020) as "indispensable". Finally, as an example of transformational change, the project evolved through the stages of the change management cycle, and could be equally well situated within the field of Organisational Change Management.

All three frameworks (program evaluation, reflective teaching cycle, and the change management cycle) share essential features in common; identification of an issue, design of a solution, preparation of stakeholders, setting up of measurement strategies, implementation, monitoring of outcomes, and reporting on results in order to inform future planning.

Figure 1

The Change Management Cycle



Adopting this change management cycle as the chapter structure for this thesis allows these 7 project stages to be presented in their chronological sequence as part of a single, cohesive narrative of change. Therefore, the chapter headings do not correspond to the usual elements expected in a PhD (Background, Literature Review, Methodology etc). However, these elements are nevertheless embedded within this narrative of change. Chapter 1 (Identify the Issue) explores the current state of primary years' foreign Languages education and some of the reasons for its ongoing failure to meet community and curriculum expectations, through a review of relevant reports.

Chapter 2 (Design a Solution) describes the Autonomous Language Learners (ALL) Approach in detail, including its development from a precursor program in a single, independent school in the 2000's to its current format and wider implementation in Victorian Catholic primary schools since 2016. The 8 key strategies which make up the ALL Approach are taken from the fields of Organisational Change Management, Instructed Second Language Acquisition and Learner Autonomy. Together, they are designed to ensure school structures and cultures support quality Languages learning. None of the 8 key strategies are new; within their various fields, they have been the object of discussion for many years and key elements of these discussions are included in Chapter 2. The innovative aspect of the ALL Approach is in the drawing together of these 8 strategies from 3 diverse fields. The ALL Approach includes some elements of current developments in Languages pedagogy, but equal emphasis is given to engaging school leadership,

redesign of program structure, and promotion of learner autonomy through modified assessment and reporting practices.

Just as the design of the ALL Approach represents significant innovation for primary years' foreign language education, the ALL Professional Learning (PL) Program delivered by Catholic Education Melbourne (CEM) likewise represents significant innovation in professional learning for Languages educators. Its design aims to address the common issue of professional learning not translating into sustainable changes in practice, and is described in Chapter 3 (Prepare Stakeholders). Relevant literature exploring professional learning and development is also presented in this chapter.

Chapter 4 (Set Up Measuring Strategies) presents the methodology used to measure uptake of the 8 key strategies of the ALL Approach by participants in the CEM ALL PL Program. It also describes the ways in which teachers were encouraged to monitor and measure impacts of implementation of the ALL Approach on student learning outcomes in their schools. Pawson's Realist Evaluation Model was chosen as the conceptual framework through which the results of both key strategy uptake and changes in learning outcomes would be analysed (Pawson & Tilley, 2001; Pawson, 2002a; Pawson, 2006; Pawson & Manzano-Santaella, 2012). A detailed description of this framework and the reasons why it was selected is also provided in Chapter 4.

From the outset, 2 research questions have driven the need for this evaluation, and therefore frame the exploration of results;

1) How did the CEM ALL PL Program impact on Languages provision in schools?

2) How did the ALL Approach (as implemented in schools by participating teachers) impact on learners' acquisition and use of the target language?

Chapter 5 (Implement the Change) opens the presentation of results by describing the differences in uptake of the 8 key strategies amongst participating schools, and the contextual features which appear to have most influenced these variations. These changes represent the ways in which the CEM ALL PL Program has influenced Languages provision in schools (research question #1).

Chapter 6 (Monitor Outcomes) addresses research question #2, reviewing the evidence provided by teachers of changes in language learning outcomes during (and where available, after) their participation in the CEM ALL PL Program. Learning outcomes did not correlate directly to the overall level of key strategy uptake, indicating some key strategies played a greater role than others in determining learning outcomes. Pawson's Realist Evaluation Framework is used to explore the different configurations of key strategy uptake and learning outcomes, in order to achieve Carol Weiss's (1997a) enduring goal for program evaluation; to identify what worked and what didn't work, and in which contexts.

Chapter 7 (Report on Results) presents detailed case-studies of the 2 schools in which the most significant improvements in learning outcomes were documented. These case studies provide deeper insights into the experiences of staff and students under an innovative Languages program model which strongly addresses

the 8 key strategies of the ALL Approach, in which classroom teachers become co-learners of language.

Chapter 8 (Teachers as Co-Learners) discusses the increasing adoption over the past 4 years of this new model for Languages provision in Catholic primary schools; a model which has arisen from the experiences of the 2 case-study schools and their sharing of the transformation achieved with their peers through professional networks. An overview of variations in the model as applied to the additional 32 schools to have adopted this model so far is provided, along with a discussion of what the model is, and what it is not. The role of translanguaging (Otheguy et al., 2015) as a both a pedagogical and language-learning strategy is discussed, making links with current research in this area.

Chapter 9 (Conclusions) summarises the findings in relation to the research questions, and suggests modifications to the ALL Approach and the supporting CEM ALL PL Program which could lead to further improvements in key strategy uptake and learning outcomes. The relevance for Languages program structure and pedagogy, Languages policy and Languages curriculum are discussed. This complex project has thrown up a multitude of areas for further research; some of these are suggested in the closing statements.

Finally, the Appendices contain a range of supporting material which is referred to, but not included in, the main body of the thesis, as well as some explanatory notes regarding key concepts in relation to this evaluation study.

One further note is necessary regarding the presentation of the thesis. Norris (2016) highlights the unrealised potential for program evaluation to contribute to

Languages education;

> *To date... program evaluation largely has been ignored by the mainstream of applied linguistics, and as a result the capacity of evaluation to transform how we inquire, reason, and act in relation to language programs is yet to be realized.*

Developments in research methodology and data reporting over recent decades point to a desire to make academic work more impactful - for it to have greater influence, leading to evidence-based policy and practice (Pawson, 2006). Benson (in Phakiti et al. 2018) points out that Applied Linguistics research often fails to make an impact on one of its primary audiences — language teachers — proposing narrative inquiry methodology as 'both accessible and convincing'. In the field of Education, case narratives have been gaining popularity as a way of inciting analytical reflection on professional practice for pre-service teachers (Sato & Rogers, 2010). Vicars et al. (2015) attest to the 'power of story', recognising that in professional communities of case writing practice, 'it is the narrative and the emotive meaning that case writers remember long after the case writing conversations have ceased'.

Ryan (2018) declares that ‘data stories are becoming the next script for how we share information’. She provides compelling examples of the difference in impact of traditional ways of presenting data and recent developments in data storytelling.

> *With today’s technology, fueled by today’s innovation, we’ve moved beyond the mentality of gathering, analyzing, and reporting data to collecting, exploring, and sharing information... we are focused on using these mechanisms to engage, communicate, inspire, and make data*

> *memorable… The ability to stir emotion is the secret ingredient of visual data storytelling… When a story imprints on our memory, it requires emotion plus a willingness to act on that emotion.*

While these emerging research trends change the way research is done, they also fundamentally change the way results are presented. Perhaps there are lessons here which could suggest how to make evaluations (and academic research in general) more impactful. With the aim of imprinting the stories behind this research on readers' memories, and generating a 'willingness to act', some narrative sections are included alongside the more traditional academic prose. In order to clearly differentiate these narrative sections, a different font style is used:

Example of a Narrative Section

This is a narrative section using Times italic dark grey font with both left and right indented margins.

Chapter 1 (Identify the Issue) opens with such a narrative section, designed to highlight, from a learner's perspective, the disappointment with the unfulfilled promises of school-based language learning. The chapter then explores the problem from a more traditionally academic perspective in order to firmly establish the urgent need for change.

CHAPTER 1
IDENTIFY THE ISSUE

The Reluctant Language Learner

In 1973, a group of first grade students from a government primary school visit a nearby school for deaf children in Melbourne's Eastern suburbs. Two young girls strike up a friendship; one only communicates in English, the other only using Auslan, but they manage to understand each other enough to enjoy interacting. Multiple play-dates follow, but the friendship is short-lived due to an interstate move by the family of the deaf girl. Nevertheless, a life-long fascination with language and different modes of communication is born for the English-speaking friend who is left behind. The youngest of four siblings, she watches with growing jealousy as her older sisters and brother learn French, German and Indonesian at secondary school; this is well before the introduction of mandatory foreign language education in Victorian primary schools, so she must wait another five years for her turn.

In the summer of 1978-79, she has fun learning 'Arp' with friends; a made-up language with a single, simple rule of inserting 'arp' before every vowel sound in a word. She speaks 'Arp' fluently within two weeks and starts Year 7 French in February 1979, full of confidence in her language learning ability. Three years later, she is disillusioned with school-based language learning, having attempted both French and German with little success. It is fair to say that she's disillusioned with school in general and that the usual teenage hormones, along with a good dose of peer influence, are no doubt playing a part in her deteriorating attitude towards Languages. A change of school in 1982 breathes new life into her engagement with education, but alas not with Languages. During the enrolment interview, both her

mother and her new Principal attempt to convince her to continue with French. In response, she declares "I hate French; I'm never going to France, I'll never need to speak French. I'm not learning anything; it's a waste of time. I'll take touch-typing instead."

She has not entirely lost her passion for language; for the next 3 years she single-mindedly—and successfully—pursues her goal of gaining entrance to tertiary studies in Speech Pathology. But her flame of desire to learn foreign languages at school has been well and truly extinguished, and along with it, her curiosity about the people who speak them.

The above narrative describes the beginning of my own language learning journey. Unfortunately, my experience was not unique. More unfortunately still, reports every decade since reveal that not much has changed, despite Victorian students now learning a language from the first year of primary school. This chapter summarises these findings and investigates some of the reasons for the ongoing failure of mainstream primary years' foreign language programs to deliver satisfying learning outcomes.

1.1 The Issue - Language Learning Outcomes

The rationale for mandatory early-start Languages education is often based upon the benefits associated with being bilingual, such as cognitive flexibility, enhanced metalinguistic awareness and development of intercultural communication skills and global citizenship (Australian Council of State School Organisations & Australian Parents Council, 2007; Department for Education and Skills, 2002; Department of Education and Early Childhood Development, 2013; Lo Bianco, 1987;

Lo Bianco, 2009; Ministerial Council on Education, Employment, Training and Youth Affairs, 2005; Tedesco, 2006). Yet by the end of the mandatory years of school-based Language learning, the language acquisition demonstrated by students of foreign languages in mainstream programs is usually far from a level which can be described as 'bilingual'. There is little research providing evidence that the claimed benefits are actually being achieved in these programs which offer minimal input. On the contrary, Liddicoat et al. (2007) asserts that the Languages provision model adopted by the majority of Australian primary schools "has been particularly detrimental for the effectiveness and the perception of languages education".

The Australian context does include some promising contextual conditions for Languages learning. Australia was the first monolingual English-speaking nation to adopt a multilingual Language policy (Lo Bianco, 1987). In the state of Victoria, school registration is contingent upon providing "a curriculum plan showing how the learning areas will be substantially addressed" (Victorian Registration and Qualifications Authority, 2019), including Languages. Nevertheless, educational institutions nation-wide are still firmly entrenched in the 'monolingual mindset' described by Clyne (2008). An investigation at a national level conducted jointly by the Education Department of Western Australia and the Commonwealth Department of Education, Training and Youth Affairs (1998) found that primary years' foreign language programs tended to lead to frustration rather than successful language acquisition;

> *In the primary context early and mid-childhood years, LOTE learning focuses on games, songs, superficial expressions of culture and on single item vocabulary learning… for students exposed to this ap-*

proach for a number of years there is a sense of frustration. They are unable to use their language knowledge meaningfully and have little sense of progress or achievement ... Older primary school LOTE learners say they want more from their study of LOTE. They want the teacher to use the target language, to really be able to use the target language themselves.

These findings were repeated again in the report *Attitudes Towards the Study of Languages in Australian Schools: The National Statement and Plan - making a difference or another decade of indifference*? (Australian Council of State School Organisations & Australian Parents Council, 2007) which indicated an ongoing and generalised community dissatisfaction with the compulsory years of Language education (particularly at levels F[1]-6), based on the perception that they are ineffective in developing students' ability to 'speak' the language. Australia's leading universities published *Languages in crisis : a rescue plan for Australia* (Group of Eight, 2007), highlighting the decline of Languages education in Australia's schools and tertiary institutions, and calling for a 'new attitude' on the part of communities and governments. Liddicoat et al. (2007) highlighted the variable nature of the learning experience for primary years' Languages students; his summary of mainstream programs suggests that the vast majority are designed to meet the regulatory requirements of provision rather than to deliver rigorous learning outcomes. Lo Bianco (2009, p. 47) reports that "Levels of competency are rather limited as a result of the dispersal of time as much as the low number of hours

1. F - Foundation, the first year of primary school in Victoria.

devoted to teaching in the language".

A later research project which sought to uncover the actual learning outcomes (rather than perceptions and attitudes) attained by diverse learners of Asian languages in Australian schools was the *Student Achievements in Asian Languages Education* (SAALE) project led by Angela Scarino (2011). Raters found the average attainment level for oral language at the end of the primary years' cycle for second language learners (as opposed to background or first language learners) was characterised by the ability to respond to questions in known formats using single words and rehearsed, formulaic[1] phrases; "the ability to manipulate linguistic forms or deal with unfamiliar sentence structures or topic areas [was] limited". "Discourse" (interactive communication) was found to be "not apparent at this level" (p. 7). This finding echoed my own classroom-based action research (Macfarlane, 2009)[2]. Prior to implementing the structural changes in this precursor program (which laid the foundations for what was to become the ALL Approach), the most advanced group of Year 6 students could only participate in verbal exchanges comprised of formulaic greetings (hello, how are you?), were unable to respond to classroom instructions delivered in French and had a vocabulary of less than 50 words, limited mainly to colours, numbers, days of the week and some animals.

Developing the ability to communicate spontaneously with others is the fundamental expectation of Language learning. It is also hard to justify that students develop an understanding of systems of language, language variation and change, and the role of language and culture in the exchange of meaning—all sub-strands of

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1. For a discussion on formulaic language, see Appendix F - Key Concepts.
2. See Appendix A.

the Victorian Curriculum - Languages (Victorian Curriculum and Assessment Authority, 2017) when language acquisition itself is so limited. It is this gap between expectations and outcomes which leads to frustration and criticism. In the current era of the overcrowded primary curriculum, this situation has triggered calls for foreign language programs in primary years to no longer be mandatory (Australian Primary Principals Association, 2014). It is the acquisition of this core skill of spontaneous, unscripted interaction which must be addressed if Languages are to retain their place as a mandatory key learning area in the future.

This problem is not limited to Australia, nor even to Anglophone countries. a year after the implementation of *Languages for All: Languages for Life – a Strategy for England* (Department for Education and Skills, 2002), Tinsley and Board (2016) found that the majority of primary schools were providing less than 45 minutes per week of instruction and secondary teachers expressed concerns regarding the quality of instruction provided in these programs. Larson-Hall (2008) reports multiple studies (Burstall, 1977; García Mayo and García Lecumberri, 2003; Cenoz, 2003; García Lecumberri and Gallardo, 2003; García Mayo, 2003; Lasagabaster and Doiz, 2003) finding little to no benefit of learning a foreign language from a young age in contexts with minimal input. Efthymiou (2012) found that Greek primary school students of English as a Foreign Language felt least confident in their oral skills. A report by the European Commission (2014) found that in 7 countries, less than 33% of students aged 15 years (the end of mandatory first L2 learning) had achieved a level of B1 (intermediate) in the Common European Framework of Reference (CEFR), and of these, 5 had "a significant challenge on the competence achieved in the first foreign language." Gonzalez, Humanez and Arias (2009) open their paper by

stating that oral interaction is one of the most difficult competences to develop when learning a foreign language, and that "oral interaction skills are often neglected in classroom environments".

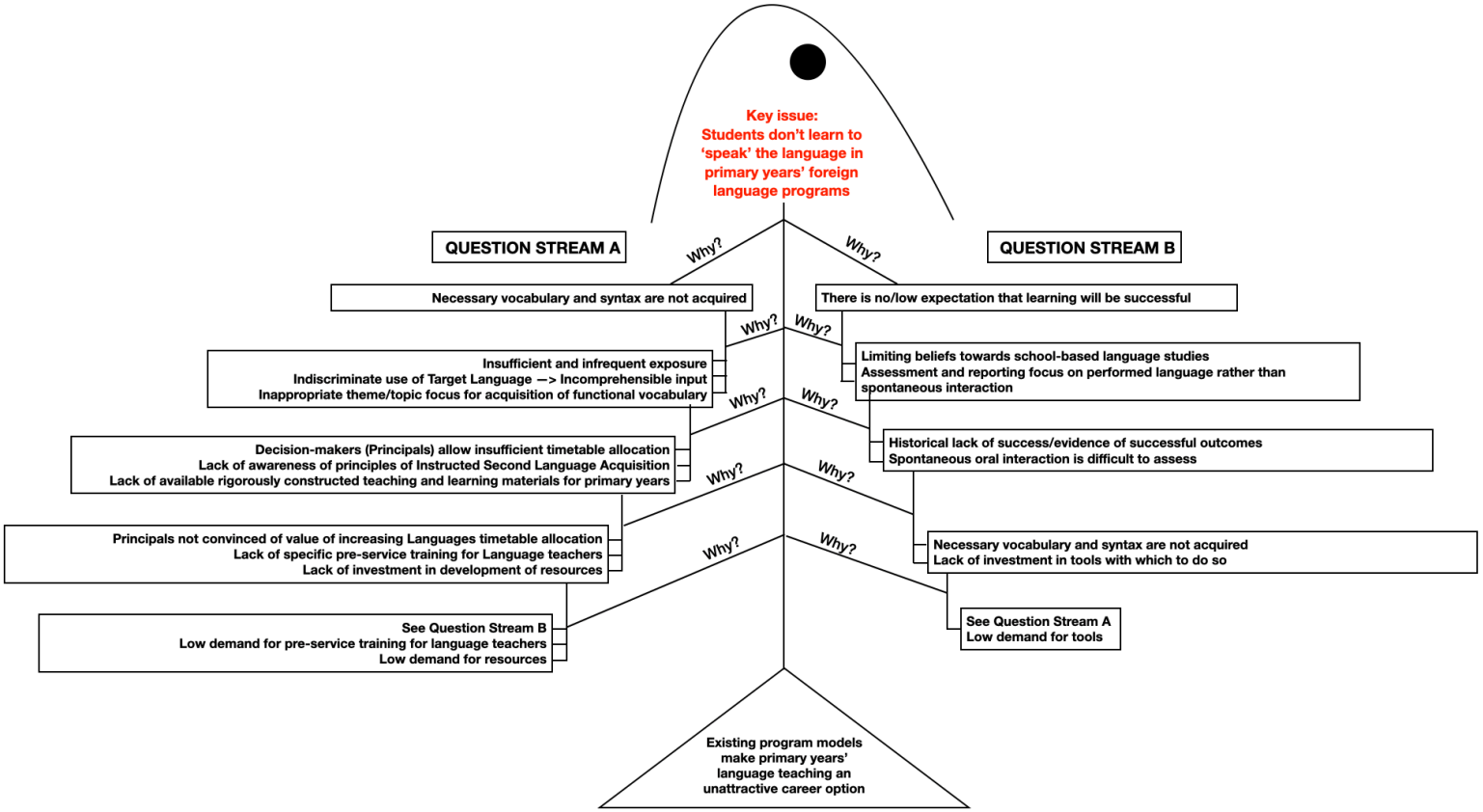
This is therefore an internationally significant challenge, to which Instructed Second Language Acquisition (ISLA) research has not yet been able to propose a scalable solution. In order to formulate such a solution, if indeed one exists, a root-cause analysis is first required.

1.2 Underlying Causes

While not an exhaustive list, the following five-why analysis depicted using a fishbone diagram (Bulsuk, 2009) was elaborated based on my experiences as a language learner, teacher, teacher educator and researcher, as well as on previous research literature in ISLA. It is a starting point from which to explore some of the underlying causes of this disappointing state of learning outcomes with regard to oral language development for unscripted, spontaneous interaction. It also shows the circular nature of the issues, and why transformational change is necessary to disrupt a cycle which has become self-perpetuating.

Figure 2

Root-cause analysis



In the diagram above, the 2 root causes of students failing to use the foreign language they are learning for spoken interaction are identified as firstly, their lack of vocabulary and syntax acquisition and secondly, low expectations that they will do so. However, further questioning reveals that the issues underlying these 2 problems are multiple and complex, requiring change at all levels: Languages curriculum; assessment and reporting; program structure, content, and delivery; and the very culture of the learning communities in which all of these elements are embedded. The following sub-sections examine these requirements in more detail.

1.2.1 Languages Curriculum

Languages teachers should be able to rely upon official curriculum documentation to inform their planning for program content. The creation of the new Australian curriculum in 2015 (and the subsequent Victorian Curriculum, based on the national document) were an opportunity to address the previous lack of rigour in content planning of primary years' foreign language programs and provide teachers with an essential and useful tool. However, both national and state curricula remain hampered by the inherent problem of Achievement Standards which were written based on aspirational time allocations which actually exist in less than 2% of schools. With no studies available to indicate the learning outcomes being achieved in those that do offer the recommended time allocation and frequency, the evidence base on which the curricula were written is not transparent.

Interpretation of the curriculum documents by Languages teachers is further complicated by the level of detail they contain, while failing to give adequate

emphasis to the core skill of oral language for interaction. 'Interacting orally' is mentioned only once in the 8 different sub-strands of the Victorian Curriculum - Languages (Victorian Curriculum and Assessment Authority, 2017) and is included (along with written language) under 'Socialising'. This key aspect of language development is easily overshadowed by the multitude of other elements to be covered:

Figure 3

Structure of the Victorian Curriculum - Languages

Strand	Communicating	Understanding
	Using language for communicative purposes in interpreting, creating and exchanging meaning.	Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.
Sub-strands	**Socialising** Interacting orally and in writing to exchange ideas, opinions, experiences, thoughts and feelings, and participating in planning, negotiating, deciding and taking action.	**Systems of language** Understanding language as a system that includes sound, writing, grammatical and textual conventions.
	Informing Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts, developing and applying knowledge.	**Language variation and change** Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place.
	Creating Engaging with imaginative experience by participating in, responding to and creating a range of texts, such as stories, songs, drama and music.	**The role of language and culture** Analysing and understanding the role of language and culture in the exchange of meaning.
	Translating Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others.	
	Reflecting Participating in intercultural exchange, questioning reactions and assumptions, and considering how interaction shapes communication and identity.	

This curriculum structure contrasts with the Australian Curriculum document,

which separates the 'Socialising' sub-strand into 3 threads, 'Socialising and Interacting'; 'Taking Action'; and 'Building Language for Classroom Interaction'. Although the content descriptors of these 3 individual threads are combined into the single sub-strand of 'Socialising' in the Victorian Curriculum, the state document lacks the detailed elaborations of the national document. These elaborations provide indications of the expected level of vocabulary acquisition and language use (still with no evidence of achievement in mainstream programs). In lieu of the elaborations in the national document, the Victorian Curriculum - French, for example, states "Students are encouraged to use French as much as possible for classroom routines, social interactions, structured learning tasks, and language experimentation and practice.", but specifies that "English is used for discussion, explanation and reflection". The interpretation of 'as much as possible' is subjective and in the classroom, is often limited to language practice tasks (such as scripted, rehearsed role-plays).

A further complication of the Victorian Curriculum is that specific curricula are presented for 16 different languages, with additional generic curricula to cover other roman alphabet, non-roman alphabet, classical and aboriginal languages. While this is often cited as a strength of the Victorian Languages education context, it actually adds further complication. Each curriculum was drafted by language-specific teams, resulting in differences in the interpretation of writing instructions, in turn leading to differences in the number and phrasing of content descriptors produced. Table 1 highlights differences in the content descriptors relating to oral language for interaction at Level 5-6 (the end of the Victorian primary years' learning cycle) across the languages taught by schools included in this evaluation project.

Table 1

Differences in level 5-6 Content Descriptors

Language	Content Descriptors			
French	Interact using descriptive and expressive language to share ideas, relate experiences and express feelings such as concern or sympathy (VCFRC037)	Participate in guided tasks such as organising displays, developing projects or budgeting for events (VCFRC038)	Use questions, statements and responses to participate in learning activities, to indicate understanding and to monitor learning (VCFRC039)	
Italian	Interact to share interests, leisure activities, feelings, opinions and preferences (VCITC039)	Take action, make shared decisions and organise shared experiences (VCITC040)	Participate in simple transactions such as purchasing and ordering goods and services (VCITC041)	Interact in classroom activities and create shared class routines (VCITC042)
Indonesian	Interact with peers to describe aspects of daily life, school, friends and pastimes (VCIDC035)	Collaborate with peers to plan and conduct a shared event or activity such as hosting a class guest or working with a buddy class (VCIDC036)	Participate in classroom interactions and structured tasks by asking and responding to questions, seeking permission and expressing preferences (VCIDC037)	
Japanese	Interact with peers and the teacher to describe aspects of daily life such as routines and pastimes, or celebrations and special days; to express preferences; and to show interest in and respect for others			
Mandarin (2nd Language)	Initiate interactions with peers and known adults to plan and organise social activities (VCZHC033)			

The differences are not limited to the Content Descriptors; they are just as apparent in the Achievement Standards, as highlighted by examining the French and Japanese curricula. The French Achievement Standard is more focussed on form, while the Japanese Achievement Standard is more focussed on function. The two

documents also convey differences in expectations, with the French Achievement Standard suggesting a level of competence in spontaneous, original oral language construction while the Japanese Achievement Standard begins with a reference to the use of 'formulaic and modelled language', although this statement seems somewhat contradictory with regards to the large number of pragmatic language descriptors which follow.

Table 2

Victorian Curriculum (French and Japanese): Achievement Standards, Level 6 (modified for relevance to oral language):

French: Achievement Standard, Level 6 (modified for relevance to oral language)
By the end of Level 6, students use spoken French for classroom interactions and transactions, and to exchange personal ideas, experiences and feelings. They ask and answer questions in complete sentences in familiar contexts (Est-ce que je peux … ? Tu peux…… ?), using appropriate pronunciation, intonation and non-verbal communication strategies. They recognise appropriate forms of address for different audiences, using tu forms with friends and family members, and using vous for teachers and other adults or when more than one person is involved... Students use present tense verb forms, conjunctions and connectives (et, mais, parce que, plus tard, maintenant), positive and negative statements (j'ai trois amis, je n'ai plus d'amis), and adverbs such as (très, aussi, beaucoup, un peu and lentement). They recognise and use with support verb forms such as le futur proche (je vais + l'infinitif) and le passé composé (j'ai + regular forms of past participle) as set phrases. They recognise l'imparfait when reading (c'était, il était) but do not yet use it in their own speech... They use possessive pronouns and adjectives with modelling and support, and prepositions to mark time and place (avant, après, devant, derrière).
Japanese: Achievement Standard, Level 6 (modified for relevance to oral language):
By the end of Level 6, students use formulaic and modelled language in classroom interactions to carry out transactions and to share or convey information about daily routines, activities and events, using time expressions such as まい日、ときどき. They ask and respond to questions in familiar contexts using complete sentences and appropriate pronunciation, rhythm and intonation. They ask for clarification and assistance, negotiate turn-taking and follow instructions. They extend their answers by using conjunctions such as そして、それから. They show concern for and interest in others by making enquiries such as だいじょうぶ?, and apologise and express thanks using appropriate gestures... They express reactions to imaginative texts, such as by describing qualities of characters, for example, やさしい人です。... They structure うえ sentences using particles, for example, へ、で、を、が and prepositions, for example, の上に, ... They describe and recount events and experiences in time, for example, adjective です。noun です/でした。 and み present/past/negative verb forms, for example, のみます、たべます、見ました、いきません. They use counter classifiers in response to questions such as いくらですか。なんびき?なんこ?... Students identify behaviours and values associated with Japanese society and incorporate these into their own language use, such as ways of deflecting praise, for example, しょうずですね。いいえ。.

Regardless of these differences across languages, the full range of Achievement Standards is considered unattainable in all languages due to the minimal timetable allocation provided by the vast majority of schools. This gap between documented and implemented curriculum has been recognised in the numerous Australian studies cited above, but is also an international problem. In her investigation of the implementation of communicative language teaching strategies by Japanese secondary English teachers, Sakui (2004) recognises this gap between

an idealised or documented curriculum and a ‘realized version, which emerges from curriculum implementation in actual classrooms’ due to teachers’ beliefs, interpretation and specific school context.

1.2.2 Assessment and Reporting

The challenges posed by the curriculum documentation lead to further issues with assessment and reporting. Transparent assessment and reporting of learning outcomes in Australian Languages education has long been problematic, resulting in reports which fail to acknowledge that the Achievement Standards are not being met. A 2007 report published by the Australian Council of State School Organisations (2007) found that:

> *the place of assessment in language curricula is problematic and needs to be further developed... Although assessment appears to be the driving force in curriculum design, this focus on assessment has tended not to be based on, nor to have produced descriptions of, typical levels of student learning in languages.*

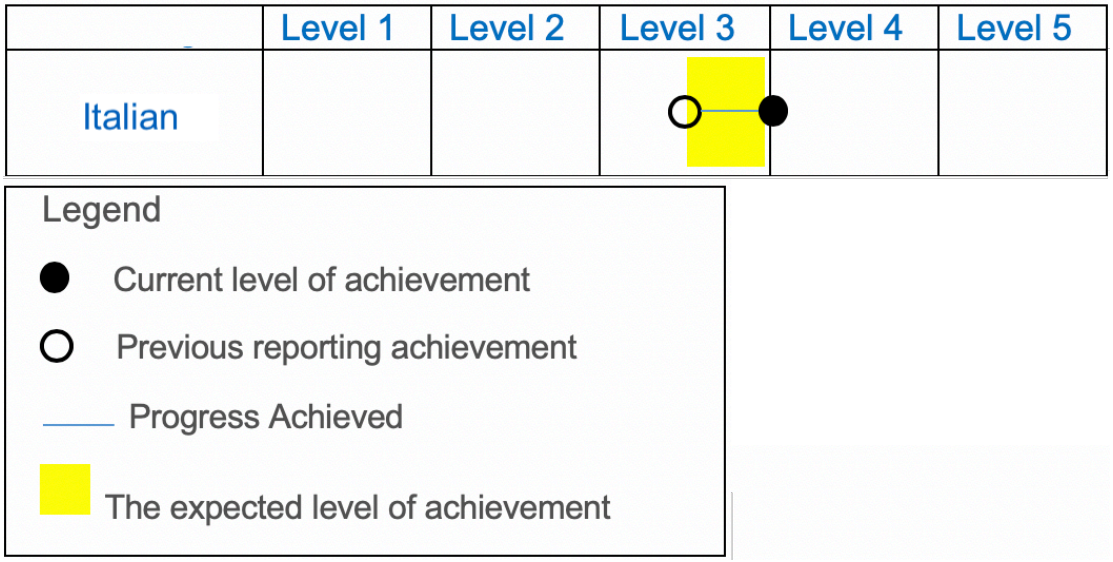
The new Australian and Victorian curricula have not addressed this need for descriptions of 'typical levels' of student achievement, instead retaining descriptions of what might be expected if the idealised curriculum were able to be implemented. Advice from the Victorian Curriculum and Assessment Authority (M. Dellora, personal communication, October 6, 2016) is for schools to focus their reporting on areas which are relevant and achievable for their context, making it clear which areas of the Achievement Standards have been selected.

Contrary to this advice, reporting software used by schools requires teachers

to give students a single rating of below, at or above standard, without identifying the strand(s) or sub-strand(s) to which the rating refers. Figure 3 depicts an example of such a report, adapted from Department of Education and Training teaching resources (Department of Education and Training, 2019a).

Figure 4

Example of Progress Displayed by a Software-Generated Languages Report



This style of reporting allows for very little accountability and provides low transparency in terms of which aspects of the Achievement Standards have been met, and to what level. The intended audience for the Victorian Curriculum and its Achievement Standards are teachers; parents (and to an even greater degree learners) are unaware of their content. Yet it is parents and learners who receive these software-formatted reports, and it is according to these reports that the recipients judge the effectiveness of Language programs. When the majority of students are rated as performing ‘at expected level’ at the end of the primary years' learning cycle, yet very few are able to sustain a spontaneous conversation beyond

a few formulaic greetings, the obvious conclusion is that the expected level is very low. The lack of transparent assessment and reporting practices thus contributes to learner and community frustration with primary years' foreign language learning.

As was demonstrated in Figure 3: Structure of the Victorian Curriculum - Languages (page 39), interacting orally is only a small component of the Victorian Curriculum - Languages. Whether the other skills included in the curriculum are actually developed to any greater degree than oral interaction is also a matter of debate; assessment and reporting is no more transparent in these areas than it is for spontaneous oral interaction. More importantly, when the fundamental expectation of learning to speak the language is not perceived as being achieved, the other rationale for Languages learning (understanding systems of language, language variation and change and the role of language and culture; acquisition of metalinguistic skills and knowledge) are deemed by many to be insufficient justification for the ongoing inclusion of Languages in the mandatory curriculum.

Again, this lack of transparent evidence relating to the development of oral interaction skills in foreign language programs is limited to neither Australia, nor to other officially monolingual English-speaking countries. Although some international studies have attempted to assess language acquisition (Brumen, Cagran, B., Rixon, S., 2009; European Commission, 2012; European Commission, 2014; Ministère Education Nationale Jeunesse Vie Associative, 2012; Organisation for Economic Cooperation and Development (France), 2015), these have all focussed on reading, writing and listening comprehension. The lack of available standardised, large-scale assessment instruments for oral interaction is cited as the reason for the exclusion of this aspect of language development from these reports. The Council of Europe has

produced the European Language Portfolio (Little, 2009) as a means of allowing individuals to track their progress over time, but this does not provide a tool for wide-scale comparative assessment. Schröter and Molander Danielsson (2016) described early foreign language education in Sweden as something of a black box, finding that researchers ‘know very little about the realities of English for Young Learners (EYL) instruction at Swedish primary schools’.

East (2020) describes curriculum reforms in New Zealand designed to align practices to a recent move toward learning oriented assessment (assessment for learning). The previous external oral examination was initially replaced with a teacher-rated assessment of an Achievement Standard for 'Conversation', which nevertheless remained an example of a pre-prepared, rote-learnt presentation in response to set questions. This has been phased out and replaced by the current achievement Standard of 'Interact', which requires students to record spontaneous conversations at various times throughout the year, and select a small range of short excerpts for final submission. However, the requirement for teachers to give notice of when these 'Interact' assessments would occur and on what topics continued to hamper the intended spontaneity of the language produced. East reports that the teacher in his study nevertheless used the new Achievement Standard to effectively promote spontaneous interaction among his students by circumventing the official instruction of prior notice and allowing them to record additional, unscheduled 'Interact' sessions, at any time, on any topic of their choosing. Two points in East's account are particularly pertinent for this project; firstly, the Year 13 students described never having participated in target language interactions in their previous years of study. Secondly, their reluctance to use the target language for interaction

stemmed from a fear of being judged, of 'getting it wrong', of not being good enough—all in relation to "an expectation for students to move into a register of speech that would simply not be used in the more genuinely spontaneous and natural interactions of impromptu conversations". These findings highlight the long-standing tradition of oral examinations in foreign languages, which constitutes an example of neither conversation nor interaction, but of performance. Anecdotally, a perfect example of this was provided by a non-Languages staff member during a school visit conducted during the present study; more than 20 years after the event, he proudly recited verbatim the entire pre-prepared speech delivered for his Year 12 French oral examination, then declared himself lacking in confidence to hold any 'real conversations'.

Applying rules of formal register to the assessment of spontaneous oral interaction is both common and inappropriate. In his critique of the findings of Bourdages and Vignola (2009) regarding the differences in oral production by students learning with Intentional Teaching Gestures[1] versus those learning without them, Cummins (2014) points out that the authors base their analysis on the presence of grammatical errors (similar for both groups), rather than on the amount of oral language produced or the ability to maintain the conversation in the target language without reverting to English (students learning through gesture significantly out-performed the other group in both respects). New criteria are urgently needed to inform Achievement Standards which promote, rather than discourage, the development of fluency in oral interaction.

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1. See section 2.3.2 - **The ALL Approach Key Strategy #4 - Intentional Use of Gesture**

However, both the lack of clarity in curricula documentation, and the lack of transparency in assessment and reporting of oral language outcomes, are not the only reasons behind the lack of oral language development. They are, perhaps, consequences (as much as causes) of this failure of Languages programs to deliver on expected outcomes. It is difficult to describe, assess or report on something which is not occurring. The primary reason for this failure, identified in multiple reports across multiple decades, relates to Languages program structure.

1.2.3 Program Structure

The Department of Education and Early Childhood Development (2013) recognised the many challenges which continue to impact on outcomes of Victorian primary years' foreign language programs including; declining rates of participation by students in post-compulsory years, lack of differentiation in learning content, lack of continuity of language choice in secondary schools, lack of qualified, skilled teachers and low time allocation for Languages. However, while all these are certainly challenges, not all can be deemed causes of students' failure to acquire oral language skills for classroom interaction by the end of the primary years cycle. Lack of participation by students in post-compulsory years, for example, is a symptom rather than a cause of failed language learning outcomes at primary years' level. Even where qualified, skilled teachers invest their considerable expertise in attempting to deliver high-quality programs for their students, learning outcomes in mainstream programs remain disappointing. The clearest, most widely acknowledged cause of failure relating to primary years' Languages learning outcomes is low time allocation and frequency.

Despite Victorian policy for quality Languages programs in mandatory years

having recommended the allocation of 150 minutes spread evenly over the week for at least 2 decades, every annual report for the provision of Languages in government schools over this period indicates roughly 96% of Victorian government primary schools offer a single lesson of less than 60 minutes per week. The average allocation in 2018 was 54.7 minutes per week (Department of Education and Training, 2019d), a statistic which has been fairly consistent since annual reporting began in 1999.

With such little time and low frequency allocated, Languages teachers have long argued that expecting students to learn to speak is unrealistic. Liddicoat et al. (2007, p. 117) reports on the frustrations of primary years' Languages teachers, forced to work across multiple schools, seeing hundreds of students for less than an hour once per week, often with no allocated workspace within the school;

> *I feel like I'm there on sufferance. They don't really want me and I'm just a nuisance because I want to be able to teach like everyone else does and do it well. You can't do that if you're a sort of homeless person with no rights and no place to go.*

Spence-Brown (2014) has highlighted this issue, arguing that the issue of low time allocation is a symptom of the structural nature of primary school programs, where time allocation for Languages is linked to classroom teacher release time, and any increase in time allocation to Languages would require extra budget which is not provided. Spence-Brown suggests that without 'fundamental structural reforms, other efforts will only result in marginal improvements'. The 'intractable problem' of teaching conditions in Languages education which Liddicoat et al. (2007, p. 118) described has not evolved since. A stalemate status-quo has become entrenched in

Languages education; one in which policy recommendations are not implemented, making implementation of the intended curriculum impossible, leading to low expectations that students will acquire the language structures and skills which would enable them to use the target language for spontaneous, sustained classroom interaction. This in turn leads to student learning behaviours and dispositions which impede the development of this skill (e.g. reliance on English for classroom communication), which reinforces teacher beliefs that it is a skill which cannot be developed in their specific school context. A self-perpetuating cycle is created in which progress is neither expected nor achieved.

It might seem intuitively so obvious as to not need justification, but if Languages educators are to advocate for increased frequency and quantity of contact time, strong explanations are required to demonstrate how such changes (which represent substantial transformational change for schools) would improve Language learning outcomes, contribute to general capabilities, and not impact on other key learning areas. In lay terms, Language students talk about 'forgetting' everything they are taught from one week to the next. We must seek, therefore, to understand how quantity and frequency of exposure is related to language retention.

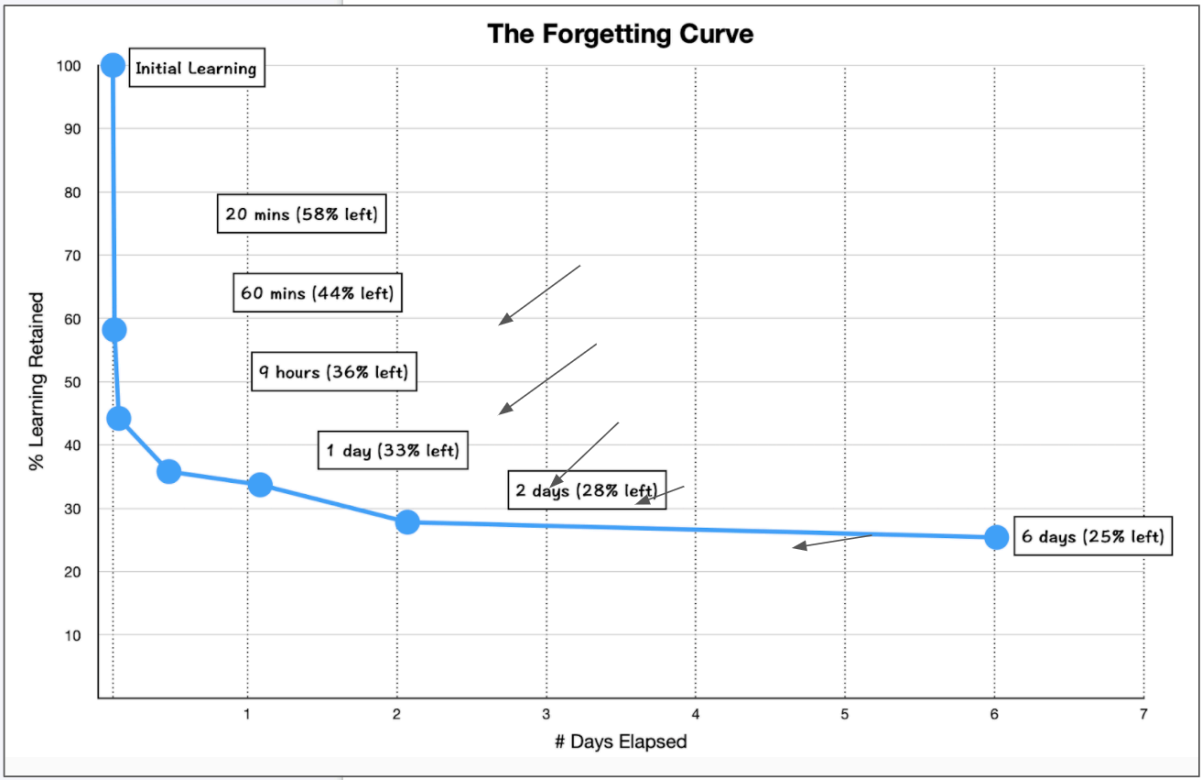
Frequency. The field of Memory research was pioneered by Ebbinghaus (1913) with an investigation of the effect of spaced repetition on his own ability to retain a sequence of nonsense syllables. This work gave rise to the notions of short-term and long-term memory as dichotomous brain functions, as well as forming the basis of the 'Forgetting Curve' which continues to inform computer-assisted language learning (CALL) applications today. Items which are successfully retrieved

by the learner can be presented at increasing intervals, which is presumed to assist with transfer from short-term to long-term memory. In their double-blind experimental study, Chukharev-Hudilainen and Klepikova (2016) found that learners using a CALL spaced repetition application for only 3 minutes per day on average showed vocabulary retention 3 times greater than learners whose learning was not supplemented by this application.

Figure 5: The Forgetting Curve (below) shows that the greatest decay of information stored in memory occurs within the first 24 hours, and that in the absence of any further learning, the information initially rehearsed is almost entirely lost in less than 1 week. It also shows the impact of daily revision on information loss; more information is retained with each additional instance of rehearsal. This research strongly supports the argument for daily contact in Languages learning.

Figure 5

The Forgetting Curve



(Based on {Ebbinghaus, 1913, #19534})

Quantity. Memory studies highlight the importance of frequency of exposure for successful language acquisition, but they do not necessarily provide insight into the quantity of exposure required. Daily contact is clearly necessary for retention, but how much time should be spent on Languages each day? The Victorian government criteria for a designated bilingual program is that a minimum of 450 minutes per week of instruction is delivered in the target language. The positive results of these programs strongly suggest that this quantity and frequency of exposure does allow the development of oral language skills for spontaneous interaction. But over a 30-year period, only 12 government primary schools in Victoria have established this type of bilingual program; it is not a scalable solution in the current context.

Content and Language Integrated Learning (CLIL) is often promoted in Victoria as a more viable alternative to the designated bilingual schools model. Programs labelled as 'CLIL' have increased in number following professional learning offerings for Languages teachers in the last decade. There are some successful examples, particularly at the secondary years' level. However, many of these 'CLIL' programs at primary years' level are limited to borrowing topics from other key learning areas (which are primarily taught by classroom teachers) and including them in Languages units of work, still delivered within a single weekly lesson of less than 60 minutes. This type of program does not deliver one of the key benefits of a bilingual approach to Languages teaching; increased quantity and frequency of exposure to the language. Additional time allocation to cover the learning requirements of the content area is not provided, let alone time for planning and creating resources for a new curriculum. Learning outcomes in the content area are often not addressed, and are even less frequently reported against by the Languages teacher (this is done by the classroom teacher). A rigorous analysis of the language required to cover the required content learning outcomes does not underpin the planning for many of these 'CLIL' programs. There is little evidence of successful language acquisition in such programs (Pladevall-Ballester & Vallbona, 2016).

As there is no documented middle ground in Australian primary years' programs between a single weekly lesson of 30 - 60 minutes per week and the bilingual programs offering 450 minutes per week, it is difficult to say whether the recommended 150 minutes per week would result in the desired learning outcomes, and even less so whether a reduced amount of time, still distributed across daily

sessions, would be sufficient. However, the Canadian Core French model does include 150 minutes per week, spread over daily 30-minute lessons. Cummins (2014) found these programs to be largely ineffective. The CLIL program I had implemented in the 2000's which became the precursor to the design of the ALL Approach (see Chapter 2 and Appendix A) offered 105 minutes per week spread over either 4 or 5 days (4 x 15 minutes, 1 x 20 mins and 1 x 40 mins). While this was insufficient to address 2 curricula (French and ICT[1]) in their entirety, it did allow the development of oral language skills for spontaneous interaction. However, in this precursor program, it was not only the quantity and frequency of time allocated which changed. Simply doing more of what is already being done, more frequently, is not likely to lead to transformational change in learning outcomes. The following sub-sections explore the ways in which the content and pedagogy of Languages programs also need to be adjusted.

1.2.4 Program Content

As discussed in Section 1.1, primary years' foreign language vocabulary retained by learners is often minimal and generally consists of colours, numbers and days of the week, plus some formulaic salutations. This type of topic-based learning (which has been common in Australian primary years' foreign Language programs) does not allow learners to form sentences for the purpose of spontaneous, unscripted interaction. Memorising more numbers and more colours would not help. An analysis of the functional language requirements of the context in which learners are expected to use the language for communicative purposes is essential when

1. Information and Communications Technology, the chosen content area of the precursor CLIL program.

planning a language program. Unfortunately, very few resources designed using these principles exist for primary years' foreign language programs.

Even those resources purportedly designed using the 'communicative' method feature topic-based themes with minimal focus on actual classroom language. Learning to discuss food, family, hobbies, weather and animals does not prepare students to use the target language for functional classroom interaction. Nor does it result in cumulative language acquisition, as students memorise vocabulary for each topic then replace it with subsequent vocabulary sets. Often, the vocabulary sets derived from these 'communicative' topics are comprised predominantly of nouns and adjectives. There is a clear need for age-appropriate resources and materials designed to develop the functional language of classroom interaction for primary years' foreign languages learners.

One of the benefits of CLIL pedagogy is that the focus on a specific content area defines the functional vocabulary requirements (provided a rigorous linguistic analysis is conducted). Once again, there is a lack of available resources, meaning teachers of Languages and the chosen content area in CLIL programs must design and develop their own materials. Liddicoat et al. (2007) pointed out that pre-service teacher training does little to prepare Languages teachers for their conditions of working. Neither does it prepare them for the type of linguistic analysis and planning which is required to develop rigorous program content. The Victorian Curriculum does not provide this level of detail; even the Australian Curriculum content description elaborations do not provide sufficient detail for most Languages teachers to use as a basis for developing effective program content. There is a gap in professional learning offered to both pre-service and in-service Languages teachers

which needs to be addressed if they are to develop the skills necessary for researching and planning scaffolded sequences of Languages units which support cumulative vocabulary acquisition.

Together, the above sub-sections have highlighted the structural and content issues which must be addressed in order to improve oral language acquisition for classroom interaction. They demonstrate why the provision of one-off professional learning which introduces teachers to new ideas for language classroom activities will not, in isolation, result in the desired changes. Nevertheless, there are key features of Languages pedagogy which must also be addressed if change is to be successful. The following sub-section highlights some of these considerations.

1.2.5 Pedagogy

Offering effective learning activities is certainly a necessary part of providing opportunities for learners to use the target language. Long's Interaction Theory (Long, 1981; Long, 1990) and Swain's Output Hypothesis (Swain, 1985) both emphasise the need for students to have opportunities to negotiate meaning through interaction with others - both fluent (teachers) and emerging (peers) speakers. This need for interaction has also given rise to Task-Based Language Teaching (Ellis, 2003) which Ortega (2015) describes as having both distinct differences and features in common with CLIL. An effective language learning task is described as one which "is focused on meaning, has a clear goal or outcome and fosters authentic language use" Mayo (2015, p. 1). Task design is therefore an important skill for teachers to acquire, and tasks which require authentic language use are necessary for students to develop oral language skills for interaction.

However, teachers also need to be aware of the ways in which their own

language use to describe and facilitate tasks impacts learners' acquisition and production. Classrooms have historically been teacher-centred environments, with teacher talk dominating the majority of the lesson duration (Mohr & Mohr, 2007). Gonzalez Humanez and Arias (2009) found that the predominant type of classroom interaction in which students in an 8th grade Colombian English as a Foreign Language (EFL) classroom participated in was the 'IRF (Initiation, Response, Feedback) exchange model' which limits student language production to a single turn in response to a question (usually posed by the teacher), often using a single word answer. In a study of teachers' use of formative assessment methods in EFL in Italian primary years' classrooms, Gattullo (2000) found that teachers' use of questioning techniques did not provide the most beneficial opportunities for learning. She provides classroom language transcripts which indicate single word answers using topic-focussed vocabulary, and recourse to use of the official language of instruction (Italian) when communication broke down (or in anticipation of it breaking down).

Here then, is a conflicting dichotomy; classroom interaction represents the immediate opportunity for foreign language learners to use and develop their emerging language skills, yet the style of interactions which typically occur in classrooms are not conducive to this goal. It is clear that use of the target language by both the teacher and learners needs to be modified in order to promote oral language acquisition. But what type of modifications are needed? Horst (2010, p. 162) calls attention to the need for repetitive exposure to, and use of, language structures for long-term retention to occur, citing findings by Brown et al. (2008, p. 18) that "in order for knowledge acquired through comprehension-focused listening

to be lasting, learners may need to hear new words as many as 30 times or more". Combined with the Memory studies investigating the impacts of spaced repetition which indicate that the greatest loss occurs within the first hour after presentation of new vocabulary (see Figure 5: The Forgetting Curve (p. 52), this finding suggests that the amount of vocabulary introduced and used in a given lesson should be restricted for young, beginner learners, with frequent repetition of focus words. These findings provide support for Krashen's earlier Comprehensible Input hypothesis (Krashen, 1982), in which he describes optimal input as 'comprehensible', consisting of known vocabulary items plus a small amount of new language through which learners' acquisition is gradually extended. Krashen summarises strategies for making input comprehensible; slow and clear articulation, use of high-frequency vocabulary, and use of short, simple sentences. He describes these characteristics as being "more or less common" to teacher talk, suggesting "we make these adjustments automatically when we focus on trying to make ourselves understood" (p.65). However, the findings cited above regarding classroom interaction combined with the lack of oral language development in primary years' foreign language students suggest that these types of modifications are not occurring automatically occurring in classrooms, and that a focus on doing so for these young, beginner learners is required. Effectively modifying input to ensure it is comprehensible while providing sufficient context for the introduction of new vocabulary requires conscious planning and execution by teachers' of their own language use in the classroom.

Foreign language teachers who are themselves fluent speakers often find it challenging to simplify their target language use to a level which provides this

repetitive, comprehensible input for learners in the early stages of acquisition. It is one of the reasons why foreign language classroom interaction reverts to the official language of instruction, particularly for classroom management purposes. Yet teacher talk is frequently managerial in nature (Cummins, 1994 in {Mohr and Mohr, 2007, #68746}). Instances of this classroom management language are therefore an opportunity to introduce and provide frequent repetition of high-frequency, functional language. This suggestion is not an attempt to take a position in the debate juxtaposing exclusive use of target language with judicious use of the official language of instruction in the foreign language classroom (Levine, 2011). Rather, it is a question of recognising that classroom management discourse presents an ideal opportunity to effectively scaffold high-frequency, functional vocabulary to promote cumulative language acquisition in a foreign language.

The elements of Language program structure, content and pedagogy outlined so far in this chapter involve complex change for primary years' programs, representing significant challenges. In order to overcome these challenges and successfully transform language learning outcomes, the culture of the learning communities in which these programs are provided must also undergo substantial change. The final sub-section in this chapter discusses this requirement.

1.2.6 Learning Community Culture

Lotherington's work on bilingual education (Lotherington, 2000) identified additional contextual features beyond quantity and frequency of exposure and opportunity for target language use which she deems necessary for successful language acquisition. She emphasises the importance of target language acquisition being valued by the dominant linguistic community. As described above in sub-

section 1.2.3, the program structures currently in place convey value for neither the teaching of foreign languages nor their acquisition by primary years' students.

Many primary years' Languages teachers work in isolation, having little interaction with colleagues and even less with school leaders. Languages are rarely part of the school's Strategic Plan. Very few principals have a Languages teaching background; while they do have input to the enactment of the curriculum for other learning areas in their school (with which they are more familiar), they tend to leave planning and pedagogy of the Languages program to the specialist teacher. Primary years' Languages teachers rarely hold positions of responsibility, so are not members of curriculum leadership teams and do not participate in the reflective teaching discussions through which these teams seek continuous improvement. As the only Languages teacher in their school, specialists often have no mentor with whom they can have such discussions (Liddicoat et al., 2007).

If a group of professional teachers is undervalued in these ways, it is difficult to assert that the curriculum area for which they are responsible is valued by their learning community. In my role as Languages advisor to schools, the most frequently-raised objection to the segmentation of the existing time allotment for Languages into shorter, more frequent lessons is that this would reduce the release time available for classroom teachers. This objection conveys a message that the key purpose of the Languages program in a school is the planning time it provides for more highly valued curriculum areas. The lack of transparency in assessment and reporting of Languages (see sub-section 1.2.2 - Assessment and Reporting) also contributes to the perception of its low status within the school community.

Regardless of their actual or stated beliefs about the value of learning a

language, the attitudes which are conveyed by the discourse and decisions of parents, teachers and school leadership cannot help but influence students' perceptions of the value of Languages, and their own attitudes towards learning. As highlighted by Lo Bianco and Aliani (2013, p. 128), students' perceptions and "the level of their commitment need to be taken seriously". The structural, content and pedagogical changes needed to address the challenges outlined in the earlier sub-sections of this chapter would, if implemented, go a long way toward conveying a greater value for Languages on the part of the school community. However, in order for those changes to be agreed, the value of learning Languages must first be recognised. We arrive once again at the circular nature of the issue, highlighting why disruptive, transformational change is required.

1.3 Chapter Summary

This chapter has clearly identified the issue underpinning this thesis; students of primary years' foreign language programs are failing to learn to 'speak' the target language. The community associates 'speaking' a language with the ability to interact in spontaneous, unscripted conversations for genuine purposes. Performing role-plays (even role-plays depicting hypothetical interactions) and delivering presentations is a different skill, and does not meet learner or community expectations of 'speaking'. The skill of spontaneous, unscripted interaction is neglected in teaching, assessment and reporting.

This chapter has also highlighted the extent of the issue; it is an international phenomenon which broadly impacts primary years' Languages programs offering minimal contact time. Underlying root causes were identified; lack of transparency in curriculum design, assessment and reporting; lack of quantity and frequency of

exposure; minimal opportunity for language use; pedagogy which does not support this type of language acquisition; and the low status of foreign language learning conveyed by the school community. Other causes suggested in the literature were acknowledged (e.g. lack of supply of suitably skilled teachers), but it was shown that even high-quality teachers are unable to combat the negative effects of current structures and learning community cultures on language learning. The circular nature of the cause and effect cycle was illustrated, demonstrating the need for disruptive, transformational change.

Chapter 2 (Design a Solution) introduces the Autonomous Language Learners' (ALL) Approach, designed to provide schools with considerations to address in order to implement such change. The 8 key strategies of the ALL Approach are presented in detail, along with relevant additional elements of literature review to support the underlying logic of the design.

CHAPTER 2
DESIGN A SOLUTION

The Reluctant Language Teacher

Fast-forward a decade and the reluctant language learner has met a Frenchman, married and moved to France (her mother has the grace not to say "I told you so!"). Having deferred her studies in Speech Pathology (there seems little point in finishing now, given that she doesn't speak French), she begins teaching English for Professional Purposes with the local Chambre de Commerce, while switching to a Licence d'anglais in the French University system.

Meanwhile, she is acquiring French at a rate which would have exceeded her wildest expectations at school. Less than five years later, she is fluent enough to be mistaken for a native speaker. She works in translation and conference interpreting and completes an 80,000-word thesis in French for her Diplôme d'Etudes Approfondies, investigating bilingualism and bilingual education, for which she receives a 'Mention très bien' following the defence (in French) before a panel of French academic experts. Finally, her passion for Languages has been rewarded.

Watching her three young sons develop a perfectly balanced English-French bilingual repertoire brings home the ease with which this type of language acquisition can occur, given the right circumstances. A decade after her arrival in France, the place she never intended to even visit, the family moves back to Melbourne. Foreign languages are now a mandatory learning area in primary years. As soon as possible, she enrolls her children in the local bilingual French school. Despite her renewed passion for Languages, she declares she will never become a French teacher in Australia, still convinced by her own experiences that school-based Languages education in mainstream Australian programs is a waste of time.

Having decided to avoid a role in primary years' foreign language education, she initially uses her business skills and experience in designing and delivering adult training to develop assessment centers for customer service recruitment purposes, based on role descriptions and learning needs analyses. This approach of first considering the key requirements of a role, then the skills needed to perform it and finally designing learning and assessment programs to promote and assess those skills stand her in good stead when ultimately, her passion for language and education sees her return to the Education sector.

She secures her first teaching role in Australia as a generalist Prep classroom teacher. This allows her to exercise her passion for Languages in nurturing the emerging English literacy skills of young learners. It seems a reasonable compromise that she would agree to also take both Prep[1] classes for French, given that the French teacher was overloaded with remaining classes due to the school's 2 x 40 minute per week allocation in the program.

French is embedded in her own classroom throughout the day, every day; it is an interesting opportunity to provide foreign language instruction in a non-bilingual school using a non-traditional approach. More reluctantly, she also accepts to take the Year 1 students for French following the school's 2 x 40-minute structure, while her Prep students are away at other specialist lessons. On the plus side, this arrangement does allow her to maintain her relationship with her 'Preppies' the following year. Alas! Her comfortable Prep role is short-lived due to the resignation of the incumbent French teacher the following year. The Principal turns to her, 'requesting' that she take on that role.

Horror! This is exactly the role she had been determined to avoid! "Don't do it," advises a colleague; "it's a career-limiting move." Six months of negotiation result in an agreement that she will take the role on a one-year trial basis, provided that certain structural changes are made to the program. That agreement would be

1. Previous name for Foundation, the first year of primary years' education in Victoria.

re-assessed at the end of the year, at which time she would have the option of requesting a return to her generalist Prep classroom teacher role; an option she fully intends to exercise. Despite agreeing to the trial period, she remains convinced that mainstream primary years' foreign language education is, and could only ever be, 'a waste of time'.

This chapter begins to tell the story of how I changed my mind.

The structural and pedagogical changes I had been able to negotiate in this Languages program which became the precursor to the ALL Approach included;

1. The 2 x 40 minutes time allocation (already generous by comparison to other Victorian schools) was segmented into 3 x 15 minutes and 1 x 40 minute lessons, spread over 4 days.
2. CLIL pedagogy was introduced, teaching Information and Communications Technology (ICT) through French.
3. Bi-annual reporting against the Achievement Standards for both French and ICT were provided to parents.
4. A modified version of the Accelerative Integrated Method (AIM) was introduced, using Intentional Teaching Gestures to support acquisition and retention of ICT-related vocabulary and syntax.
5. A French Take-Home Reader program was instigated across all primary year levels, with senior French students acting as cross-age tutors, leading small ability-based groups during a 20-minute session once per week.

These changes led to substantial improvements in learning outcomes for students, which ultimately saw me continue in that role for 7 years. Students went from minimal vocabulary acquisition with no ability to engage in spontaneous, unscripted conversation, to a vocabulary range of over 400 words and both initiation of, and participation in, sustained, unscripted, multi-turn conversations in the classroom (see Appendix A). It was enough to convince me that mainstream primary years' Language programs didn't have to be a waste of time, but it wasn't enough to initiate wide-scale change. No other school adopted the same changes, despite multiple conference presentations and publications in teaching newsletters at both state and national level. When I left the school, the program format was partially retained, but key elements were lost. It was an isolated example of successful change which was dependent on a single key person, and hence, ultimately unsustainable.

It is not this program which forms the object of this thesis, although it was an important precursor to the project which does. Many elements of program structure and pedagogy from this experience are reflected in the ALL Approach. As such, at various points throughout this thesis, this early program is referred to as 'the precursor program'.

It wasn't until an invitation in 2015 to develop and deliver a Languages professional learning program for Catholic Education Melbourne (CEM) that the necessary contextual circumstances came together to allow transformation to occur on a broader scale, using the precursor program model as the basis for a more comprehensive, structured approach to change. After a 6-month pilot program, the Catholic Education Melbourne Autonomous Language Learners Professional

Learning (CEM ALL PL) Program was launched in October 2016. Eighty-nine schools have participated in 4 successive iterations of what became an 18-month program, with Cohort 4 currently in progress. This research project is an evaluation study of this complex attempt at wide-scale, transformational change in primary years' foreign language education in Victorian Catholic schools.

Having outlined the complex web of contributing factors which have been impacting learning outcomes in primary years' foreign language programs in Chapter 1, this chapter presents a response developed to address the need for transformational change. The ALL Approach is a complex solution to this complex set of issues, drawing its 8 key strategies not only from the field of Instructed Second Language Acquisition, but also from the fields of Organisational Change Management and Learner Autonomy. Together, the 8 key strategies are designed to ensure program structure, content and pedagogy, as well as school culture, are all optimised to support learning outcomes for spontaneous oral interaction in the target language.

Targeting such a specific language skill does not in any way suggest that others (presenting, performing, writing, reading, listening, translating) are not important. Nor is the lack of reference to the metalinguistic, metacognitive or cultural understanding benefits of language learning intended to overlook these aspects of language acquisition, and their inter-relatedness to oral language development. The initial emphasis on oral language is required in order to disrupt the current and historical lack of attention given to this area. The aim of the ALL Approach is to assist schools to establish sustainable practices which allow students to achieve oral language learning outcomes as quickly as possible, before expanding their focus to

include a more comprehensive approach to Language acquisition. Nor does the ALL Approach does not preclude schools from continuing to include a more comprehensive approach during implementation; it simply focusses attention on the prioritised changes and encourages a realistic reflection on what it is possible to cover in the time made available.

The following section presents an overview of the Autonomous Language Learners Approach as a whole, before expanding on each of the 8 key strategies in further detail.

2.1 The Autonomous Language Learners Approach

The first change required for transformational change is structural, rather than classroom-based. Language teachers are not empowered to make and enact such organisational decisions within their educational settings. The first field which must be called upon is neither Linguistics nor Education, but Organisational Change Management (key strategies #1 and #2). Only once structures are in place which support language acquisition can attention then be turned to successfully modifying classroom practices based on findings from Instructed Second Language Acquisition (key strategies #3 - #5). Finally, the cultural changes required impact not only the staff and families which make up the school communities, but the students themselves. Theories of Learner Autonomy therefore inform the final group of key strategies (#6 - #8).

The input of these 3 fields, and the key strategies which have been drawn from them, are as follows;

Organisational Change Management

1. **Diagnostic Monitoring**: Spontaneous, unscripted use of oral language becomes a focus of data collection. Baseline data is used to convey the urgent need for change, and decisions regarding Language program transformation and review are made by a Languages Leadership Team based on ongoing gathering of evidence (see sub-section 2.2.1).
2. **Leadership Support for Change**: A guiding coalition is formed including the principal, language expert and lead teacher(s). The principal delivers the key messages of a new vision for Languages to all stakeholders; the school community, families and learners themselves. They facilitate the structural and administrative changes required; inclusion of Languages in the school's strategic improvement plan with a focus on evidence-based planning, increased frequency and modified reporting focus and practices (see sub-section 2.2.2).

Instructed Second Language Acquisition

3. **Frequency**: Contact with and opportunities to use the target language are officially scheduled on a daily basis (see sub-section 2.3.1). Although the official recommendation of 150 minutes per week is raised, a deliberate focus on frequency rather than quantity is taken as this is the key to transforming Language program structures (in practice, in schools where this is achieved, increased quantity has tended to occur organically - see Chapter 7).
4. **Gesture**: Intentional Teaching Gestures are used to systematically allow choral, teacher-led expression, increasing the student:teacher talk ratio and

supporting comprehension, acquisition and retention (see sub-section 2.3.2).

5. **High-Frequency, Functional Vocabulary**: A scope and sequence focussing on cumulative acquisition of high-frequency, functional vocabulary and language structures is planned, in order to facilitate unscripted classroom interaction (see sub-section 2.3.3).

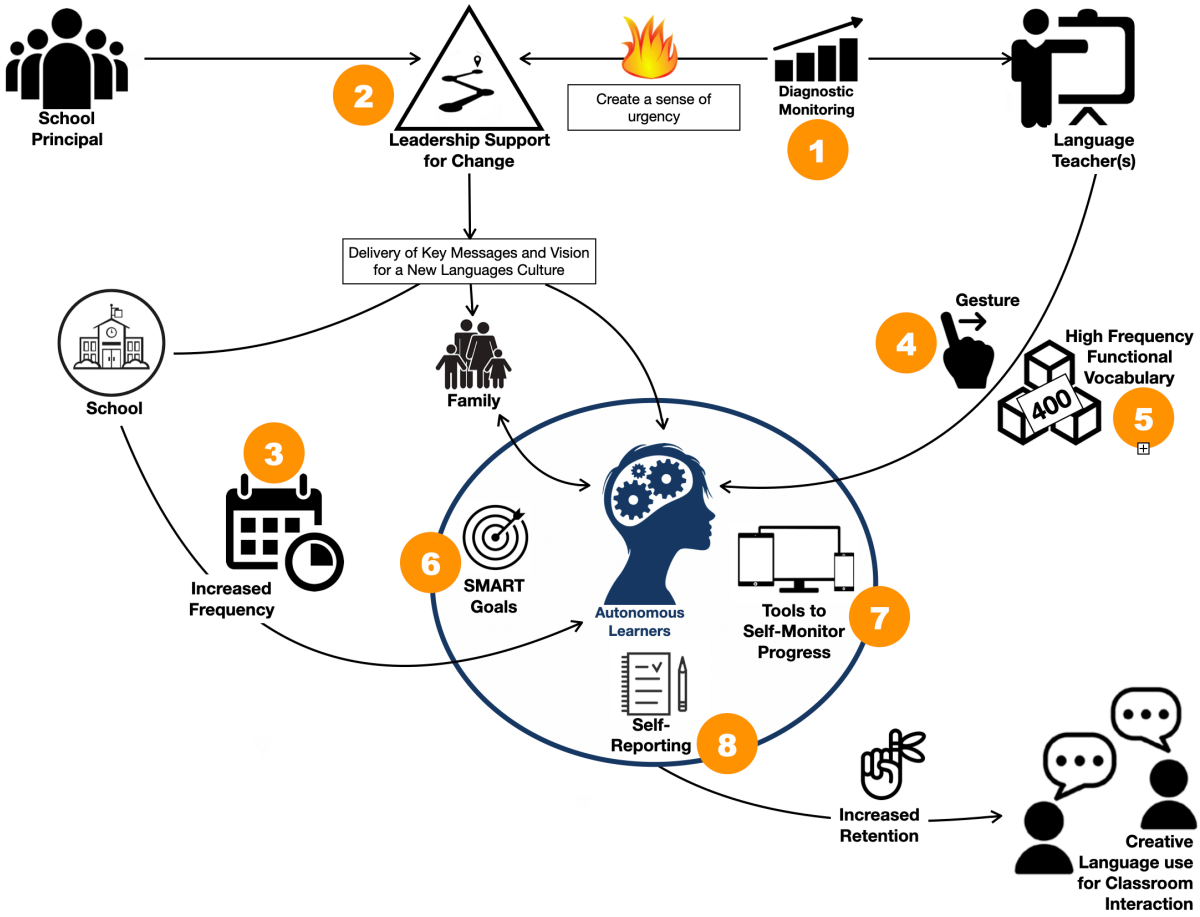
Learner Autonomy

6. **SMART Learning Goals**: Learners are supported to set SMART personal learning goals related to oral language acquisition and use (see sub-section 2.4.1).
7. **Self-Monitoring of Progress**: Learners are provided with tools with which to self-monitor progress toward their goals. Goal-monitoring and learning strategy selection are a regular topic of classroom discussion (see sub-section 2.4.2).
8. **Self-Reporting**: Reporting focusses on progress made in the use of oral language for classroom interaction. Teachers take an advisory role, assisting learners to draft their own Languages learning reflection, which replaces the bi-annual official report provided to caregivers and gives ownership of the learning process and its outcomes to students (see sub-section 2.4.3).

These 8 key strategies of the ALL Approach can be schematically represented as follows:

Figure 6

The ALL Approach - Schematic Diagram



The following sub-sections explore the contribution of each of these fields, and the 8 key strategies, in more detail.

2.2 Organisational Change Management

Primary years' Language teachers are not decision-makers in their schools; they have neither responsibility for, nor authority to change, the structure of Languages program provision. Research and theory in Organisational Change Management suggests transformation is only possible when a coalition is formed with those who have the authority to agree to and lead the change. If Languages

education requires change at structural and cultural levels before changes at a pedagogical level can be effective, this is where we must begin.

Organisational Change Management (OCM) is generally regarded as having emerged in the corporate business sector in the late 1940's with Coch and French Jr (1948) on overcoming resistance to change. One reason OCM has gained such prominence as a discipline in its own right (separate from Project Management) is that attempts at implementing change (in particular wide-scale, transformational change) frequently fall short of desired outcomes. Sometimes, the failure is both spectacular and costly. Business leaders have been eager to invest in more successful, more economical ways to manage change, leading to a proliferation of change management models.

In the 1950's, Lewin and Schein developed a three-stage process for managing change in organisations; unfreeze existing practices, move to new practices, re-freeze new behaviours (Schein, 1996). During the 1960's and 1970's, Rogers (1962) introduced notions of different rates of adoption, leading to a five-stage model which still underpins many change management practices today; Awareness, Interest, Evaluation, Trial, and Adoption. The most widely recognised model for change management in the corporate sector today is John Kotter's eight-step model (Kotter, 1995), which includes;

1. Create a sense of urgency
2. Build a guiding coalition
3. Form a strategic vision and initiatives
4. Enlist a volunteer army
5. Enable action by removing barriers

6. Generate short term wins
7. Sustain acceleration
8. Institute change

The first step in the transformation of primary years' Languages programs is therefore to create a sense of urgency with both the Languages specialist and school leadership. In the ALL Approach, this is accomplished by having teachers gather and share baseline data, explicitly demonstrating how much language students have (or have not) acquired to date, and how (in)effectively they use it for spontaneous, unscripted language production in the classroom context. This diagnostic monitoring and discussion of program outcomes is not only encouraged at the outset of the change process, but as part of an ongoing reflective teaching cycle focussing on program improvement. It represents a significant shift in most schools, due to the historical lack of rigour in assessment and reporting of this skill as discussed in Chapter 1. In the ALL Approach, this process is referred to as 'Diagnostic Monitoring'.

2.2.1 The ALL Approach Key Strategy #1 - Diagnostic Monitoring

Over the past decade, teaching in Australia has become increasingly regulated, with the formation of the Australian Institute for Teaching and School Leadership [AITSL] and their publication of the *National Professional Standards for Teachers* (Australian Institute for Teaching and School Leadership, 2011)). Responsibility for monitoring the adherence to these national standards falls to state and territory bodies; in Victoria, the Victorian Institute of Teaching [VIT] manages

accreditation via submission of portfolios and evidence of ongoing professional learning. The national standards require teachers to critically monitor student learning outcomes in order to identify teaching strategies which meet student needs and lead to the greatest gains.

This 'professionalisation' of teaching has been the subject of some criticism, for example Ryan and Bourke (2013), who argue that this policy-driven trend suggests a teacher identity of non-experts needing to be told what to do and how to do it. Ryan and Bourke contend that the language of the standards encourages reflection at a superficial level, and suggest that, rather than reflective teachers, what is needed is reflexive teachers. They define "reflexive" teachers as professionals who reflect on their practices at a deep, "transformative" level. Leung (2020, p. 103) defines reflexive teachers as those with "the capacity to think about one’s own teaching from different points of views".

Without engaging in this debate regarding the adequacy or failings of the national standards as guidance for teachers' practices, the ALL Approach promotes the process of teachers reflecting at a transformational level. Teachers are asked not only to reconsider their lesson planning and delivery in light of student learning outcomes. They are also asked to reflect on their own behaviours, dispositions and beliefs, and the ways in which this holistic view of their teaching practice, in the context of their school community's linguistic and learning culture, impacts students' use of the target language for classroom interaction.

This key strategy of Diagnostic Monitoring responds to both the National Professional Standards for teachers, and to Ryan and Bourke's call for transformative, reflexive practices. It is a call for Language teachers to focus this

reflection on the outcome of learners using the target language for spontaneous, unscripted classroom interaction. Although it responds to requirements from the field of Education in this way, in the ALL Approach, Diagnostic Monitoring is derived from the field of Change Management, in that it is used as the driving force behind transformation. It challenges pre-existing, limiting beliefs by making a base assumption that this outcome is possible to achieve, and that together, teachers and schools have the agency to identify and act on the changes required for this to occur.

The key statement here is that teachers and schools must act together; as identified in Chapter 1, Languages teachers acting in isolation do not have the required agency to make the structural changes which data clearly indicates are required. In order to identify and act on these required changes, a guiding coalition must be formed with school leadership, with whom the results of diagnostic monitoring are shared in order to create a sense of urgency for change.

2.2.2 The ALL Approach Key Strategy #2 - Leadership Support for Change in Languages

The second key strategy of the ALL Approach is therefore to build a guiding coalition between school leadership and Language educators, forming a strategic vision and plan for achieving improved learning outcomes. Using this partnership, the ALL Approach adopts Fullan's (2016a) action-oriented strategy, mediating top-down and bottom-up change.

> *Top-down change doesn't work because it fails to garner ownership of, commitment to, or even clarity about the nature of the reforms. Bottom-up change ... does not produce success on any scale. ... The strategies*

that are needed have a "bias for action" and pursue this by reconciling and combining top-down and bottom-up forces for change.

From the original first edition of *The Meaning of Educational Change* in 1982 to the current fifth edition (Fullan, 2016b), Michael Fullan's work has been seminal in introducing change management principles to the education sector. However, both Fullan (2016a) and Menchaca et al. (2004) reveal that change efforts are, on the whole, no more successful in the education sector than in the corporate business sector:

Experience to date has demonstrated that piecemeal change efforts in educational organizations have not produced desired outcomes; the result has been an increasing call for systemic change.

The reasons for failure of change initiatives, the rate of failure and the best way(s) to ensure success all remain contentious issues (Burke, 2018; Burnes, 2011; Hughes, 2011; Jick & Sturtevant, 2017). Nevertheless, there are also some points of agreement to be found; many change initiatives do fail, lack of leadership support is a key reason for failure and collaborative leadership using open communication is a contextual feature common to all successful change initiatives (Lawrence & White, 2013; Moore, 2018).

Anderson and Anderson (2010, p. 9) define three types of change; developmental (improving existing ways of operating), transitional (moving from one way of operating to another in a controlled manner) and transformational, which they describe as being "so significant that they require the organization, in addition to changing its operations significantly, to shift its culture and people's behavior and mindsets to implement the transformation successfully and sustain it over time." The

authors emphasise that the right strategy must be selected depending on the type of change required.

Efforts at improving primary years' foreign languages education in Victoria to date have taken a developmental (teacher professional learning) or transitional approach, for example with the implementation of localised, minimalistic CLIL initiatives. Shifting to a bilingual program delivery model is an example of transformational change, but there is no suggestion that this is a model which is scalable in the current Victorian context.

Shifting student behaviour from being passive language learners to active language users requires complex change. A significant behavioural and cultural shift is required, not just from students and Language teachers, but from the whole school community. For students to become active language users, schools must progress from being institutionally monolingual settings to becoming environments which include and celebrate multilingualism as one of their key identifying features. It is this strategic vision which the guiding coalition between Languages specialists and school leadership must articulate and deliver to the school community.

It is important to point out that the the ALL Approach is not, of itself, a professional learning program, intended to dictate to schools how the 8 key strategies must be implemented. The purpose of the ALL Approach is to identify contextual features which need to be in place in order for transformational change in Languages education to result in successful and sustainable oral language learning outcomes. Establishing diagnostic monitoring practices and securing leadership support are the first of these essential contextual features. However, both diagnostic monitoring and leadership support must be informed in order to be effective. Those

responsible for leading languages learning need to be aware of theories and research in Instructed Second Language Acquisition, relating to foreign language instruction in school settings. The following sub-section explores findings from this field which contributed to the identification of key strategies #3 - #5 of the ALL Approach.

2.3 Instructed Second Language Acquisition

My own experience of pre-service teacher training was both somewhat unique[1] and indicative of Languages teacher training both at the time and in today's Victorian context. There were few Language-specific units of study; those that were included were designed to develop curriculum knowledge and lesson planning skills, rather than a deep understanding of language acquisition per se. Rather than exploring how to teach Language, the focus was on what to teach, which in any case was prescribed by the curriculum and (in secondary years) the text book chosen by the Head of Languages department. Any knowledge I had of language acquisition and development had been obtained not from my teacher training, but via previous studies in Speech Pathology and my research in Applied Linguistics in the fields of bilingualism and bilingual education.

Few Languages teachers have benefited from the same educational pathways in Linguistics; school leaders even less so. Key strategies #3 - #5 of the ALL Approach aim to address this gap by introducing theories and new practices grounded in Instructed Second Language Acquisition, specifically relating to the

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1. The double Bachelor's degree in Primary (generalist) & Secondary Education with methods in French and English I completed was not common, although the content of each component was similar to that offered by most universities.

development of oral language skills for classroom interaction.

2.3.1 The ALL Approach Key Strategy #3 - Frequency

As pointed out in Chapter 1, the quantity and frequency of timetabling of Languages has hampered learning outcomes in Australian primary schools for decades. The need to address this issue is one of the key reasons for needing leadership support for change. Liddicoat et al. (2007) reports findings suggesting that frequency is possibly more crucial than quantity;

> *There is evidence to suggest that such concentrated time during a week is less effective for language learning than the same amount of time spread over the school week in shorter lessons (Rosenbusch, 1991; Swender & Duncan, 1998). Rosenbusch (1991) argues that an effective language programme should be taught at least every second day, while Swender and Duncan (1998) argue for daily lessons of 30 minutes.*

Gaining school leadership support for an increase in frequency has (in my experience) been a more achievable initial step than attempting to negotiate for increased quantity. Both are necessary, but the ALL Approach focusses on increasing frequency first, and results show that once this is achieved, an increase in quantity tends to occur organically (see Chapter 7).

On the basis of the results obtained in the precursor program (See Appendix A) which offered 105 minutes per week over 4 or 5 days, the Victorian state government's long-standing recommendation of a minimum of 150 minutes, spread

evenly across the week (i.e. ideally 5 x 30 minutes) would appear to be well-founded, particularly when this is viewed (as intended) as a minimum requirement rather than an aspirational one. However, this distribution mirrors exactly the Canadian Core French program structure. It was in response to the low level of learning outcomes achieved in these programs that anglophone parents advocated for improved French programs for their children, leading to the French bilingual program experiment at St Lambert's School (Lambert et al., 1973). While the Canadian bilingual programs have achieved international renown for their successful learning outcomes, they cater for a very small minority of students, as do the bilingual programs in Australia. Cummins (2014) reports that for the vast majority of Canadian students who continue to learn in Core French programs, 'results... have been disappointing', underlining the point made in Chapter 1, that doing more of the same thing, more frequently, does not lead to enhanced learning outcomes. Program content and pedagogy must change alongside structural changes, in order for transformation to be successful.

Cummins does highlight an example of successful change in content and pedagogy within the Core French program structure (30 - 40 minutes daily); he reports that students learning via an innovative method combining multimodal learning with a Content (Performing Arts) and Language (French) Integrated Learning approach, show a significant increase in fluency of spontaneous oral communication. This innovative program (the Accelerative Integrated Method [AIM]), developed by Wendy Maxwell (2001), uses intentional teaching gestures to reinforce acquisition and retention of vocabulary and syntax. The following sub-section explores the use of intentional teaching gestures in more detail.

2.3.2 The ALL Approach Key Strategy #4 - Intentional Use of Gesture

There is a growing body of research which provides evidence of the effectiveness of intentional teaching gestures (Wilks-Smith, 2019). The benefits of multimodal teaching and learning approaches which incorporate kinaesthetic strategies alongside aural, oral and visual input began to be documented by Krashen (1982), who referred to the use of visual aids and the Total Physical Response (TPR) method which was growing in popularity at the time as a means of supporting comprehensible input. Subsequently, variations on TPR have been developed based on the use of gesture to support comprehension, acquisition and retention. Cook et al. (2010) reported greater recall of vocabulary by adult subjects when it was learnt with accompanying gestures. Mavilidi et al. (2015) found similar results with pre-school age children learning foreign language in an instructed setting, with physical exercise (similar to the TPR method) achieving even greater vocabulary retention than gesture alone. While physical exercise may be appropriate to accompany the presentation of many verb forms, not all vocabulary is action-based.

Maxwell (2001) reported on her design and implementation of the Accelerative Integrated Method (AIM), finding that the systematic use of intentionally designed gestures to support the teaching of a carefully selected lexicon of approximately 700 vocabulary items (the ‘Pared Down Language’) led to increased oral interaction fluency when combined with a content-integrated approach teaching drama, song and dance in French. In the AIM, the delivery of the Performing Arts content is preceded by the introduction of a base of functional vocabulary which facilitates interaction for classroom routines (approximately 300 lexical items). In the Canadian Core French program context which offers daily sessions of 30 minutes, (150

minutes per week in total), this basic functional vocabulary is introduced rapidly within 2-3 weeks (300 - 450 minutes' worth of lessons). The daily contact, careful scaffolding through recycling of vocabulary in the scripted lesson plans, and the systematic use of gesture allow learners to acquire and retain this vocabulary at an accelerated rate. This rapid acquisition is a key feature of the method.

The AIM is distinctive as an intentional gesture teaching method in that it not only uses 1:1 correspondance between words and gestures[1]; grammatical morphemes are also gestured. For example, the words 'marcher', 'marchez' and 'marché' — '*to walk*', '*walk*' [2nd p. pl.] and '*walked*' — (all pronounced 'maʁʃe') are each gestured with 2 actions; the first (base action) depicting the action of walking using the index and middle fingers, and a second, marking the grammatical suffix morpheme. The second gesture is either a letter 'r' formed using the index finger (which is consistently used in the AIM to depict the infinitive form for all verbs), a 'Z' slash using the index finger (which is consistently used to depict the second person polite/plural verb form) or an 'e' with acute accent drawn over the shoulder (which is consistently used to depict past tense forms of all regular 'ER' verbs). In this way, orthographic conventions of homophonic verb forms are emphasised, leading to increased accuracy in written production once writing tasks are introduced.

Use of 1:1 gesture-word correspondence has the effect of making word boundaries more apparent, and seems to facilitate acquisition of individual lexical items for subsequent use as building blocks in spontaneous syntactical construction (as opposed to reproduction of formulaic phrases as a single unit). It also has the

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1. There are some exceptions to the 1:1 gesture-word technique in the AIM, for example 'est-ce que' is performed using a single gesture.

effect of slowing down teacher-talk, one type of modification identified by Long (1981) in his Interaction Theory as useful in facilitating comprehension.

Perhaps more importantly, intentional gesturing also has the potential to address another key concern regarding classroom interaction; the predominance of 'teacher-talk' and the lack of opportunity for students to produce and practice oral language. When used systematically, 1:1 gesture-word association allows 'teacher-talk' to be transformed into the 'Teacher-Led Expression' activity described in the AIM[1], in which students are able to speak chorally 'with' the teacher in real time, drawing on the word-gesture associations embedded in their long-term memory. While the language produced is teacher-led and cannot therefore be described as creative/active student use of language to communicate their own meaning, it does achieve the desirable goal of dramatically increasing student production of oral language using recall of one half of each gesture-word pair. This technique of teacher-led expression is used systematically for revision of vocabulary items and phrases (termed 'pleasant repetition' by Maxwell), reinforcement of grammatical structures and delivery of instructions for activities (students choral the instructions as they are delivered by the teacher). The individual, pair and group work activities included in the AIM also provide students with ample opportunities for spontaneous, unscripted interaction.

I had implemented AIM in the precursor program from the second year onwards, taking the Pared Down Language and the associated gestures to continue teaching the Information and Communication Technology (ICT) content area through

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1. see https://www.youtube.com/watch?v=2b4OKoEXkf0 for examples of teacher-led expression using AIM in action.

French, rather than switching to Performing Arts. While students' receptive comprehension had increased substantially in the first year, their spontaneous productive output did not increase until the introduction of these gestures and teacher-led choral expression activities. The technique had a noticeable 'leveling' effect; there were still students who thrived more obviously than others, but all students' productive output increased, including those students with special learning needs.

A review of memory studies beyond those relating to the benefits of spaced repetition (referenced in Chapter 1) provides potential reasons for the effectiveness of this method. Spontaneous interaction using oral language relies on the active retrieval of vocabulary and syntax from long-term memory. However, the dichotomous model of memory is too simplistic to explain how newly-introduced vocabulary items are transferred from short-term memory (STM), which has a capacity of 5 - 9 items for a duration of seconds in the absence of a refreshed stimulus (Miller, 1956) to long term memory (LTM). It was countered by Melton (1963), who proposed the existence of an 'intermediate' memory, suggesting that information storage occurs on a continuum, rather than as 2 distinct, separate processes. Baddeley and Hitch (1974) also countered the notion of short-term memory as a single unit, proposing the 'Working Memory' model, which initially included 3 components; the phonological loop, the visuo-spatial sketchpad and the central executive.

In Baddeley's Working Memory model, the phonological loop is further divided into 2 sub-components; a short-term store (STS) and a sub-vocal rehearsal system, which serves to maintain items in the STS (preventing decay), as well as to convert

visual input (text) into phonological representations. Baddeley et al. (1998) later argued that the evolutionary function of the phonological loop was not to enable short-term retention of familiar words, but rather to mediate 'the long-term phonological learning involved in acquiring new vocabulary items'.

The role of the phonological loop is not limited to first language acquisition. Service (1992) found that higher phonological loop functioning (measured by repetition and delayed copying tasks using both Finnish and English-sounding pseudowords) was a strong predictor of success in elementary learning of English as a Foreign Language (EFL) by young Finnish students, and was also correlated with strong performance on syntactic comparison tasks. Ellis (1996) confirms this finding in relation to foreign language learning, suggesting that 'ability to represent the novel sound sequence of a new word in phonological STM [Short Term Memory] has a role in its longer term consolidation both for later articulation and as an entity with which meaning can be associated'. He also presents a variety of evidence supporting the view that STM functioning is strongly correlated with syntax acquisition in both first and foreign languages.

The second component of Baddeley's Working Memory model, the visuo-spatial sketchpad, acts in a similar way to the phonological loop, aiding in the retention of physical and relative location characteristics of objects. These two memory components are supposed to function independently, but are both governed by the third component of the Working Memory model, the central executive, which works to create links with items stored in long-term memory, and thus aide in the transfer of newly-acquired items from short-term to long-term storage. In 2000, Baddeley added the 'episodic buffer' to his model of working memory through which

items stored in long-term memory are recalled into working memory to assist with coding and processing of new information.

Baddeley's revised schema (2017) is represented in Figure 7 (below).

Figure 7

Revised Elaboration of the Baddeley and Hitch Model of Working Memory

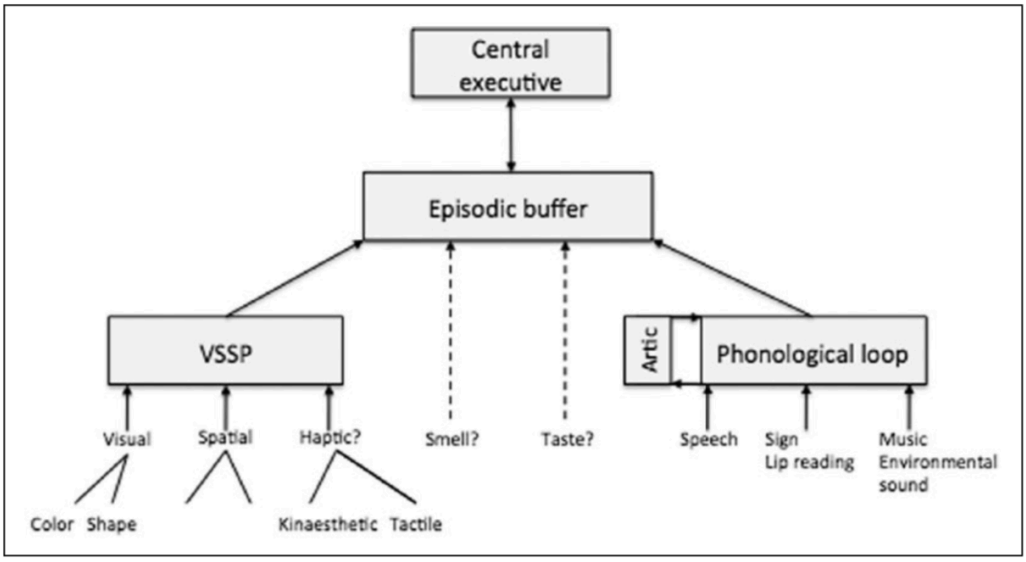

Figure 2. The current elaboration of the original Baddeley and Hitch model.
Note. VSSP = Visuo-spatial Sketchpad.

The inclusion of additional sensory inputs into the Visuo-Spatial Sketchpad (VSSP) and the episodic buffer and Baddeley's earlier findings regarding the phonological loop and sub-vocal rehearsal system, together with recent research on attention and language acquisition, help explain why the use of intentional teaching gestures is so effective. The active recall by students of vocabulary associated with gestures performed by the teacher calls on the central executive to return this language to the episodic buffer. The overt vocalisation of this vocabulary by students in simultaneous combination with performance of the associated gestures combines the phonological loop with the visuo-spatial sketchpad, using both auditory and

kinaesthetic input and output. Learning outcome results of Maxwell's Accelerative Integrated Method (AIM) suggest that the links made in the episodic buffer by concurrent use of both short-term storage systems (phonological and visuo-spatial) facilitate both the creation of long-term memory traces, and provide additional pathways through which these traces can be accessed by the episodic buffer for future manipulation using the central executive.

However, there is more to the AIM than gestures, regardless of how effective these may be. Inherent in the method is also the Pared Down Language (PDL), i.e. a focus on cumulative acquisition of high-frequency, functional vocabulary and structures. The following sub-section explores additional research supporting this pedagogical approach.

2.3.3 Key Strategy #5 - High-Frequency, Functional Language Focus

In the current era of communicative language teaching, a focus on acquisition of individual lexical items is not necessarily 'in vogue'. Nevertheless, Milton and Alexiou (2009) decried the removal of specific vocabulary range targets from the CEFR, suggesting they were useful for both teachers and learners. In the earliest stages of elementary foreign language acquisition, it is essential that learners grow their vocabulary Service (1992, p. 43);

> *Looking closer at the contents of initial language learning in school, it appears that the most important aspect is vocabulary acquisition... Building up a basic vocabulary is, therefore, one of the fundamental aspects of elementary foreign-language teaching.*

David et al. (2009), cite Locke (1997) who argues that a ‘critical mass’ of

active vocabulary must be acquired before L1 learners can move from one-word to creative multi-word utterances ‘other than frozen or formulaic phrases’. These authors also cite Benedict (1979), who indicated that this critical mass could involve approximately 50 words being acquired into active vocabulary. This finding is interesting when compared to the baseline data results of the precursor program to the ALL Approach (see Appendix A) and the baseline data results of this study (see Chapter 6); no student had acquired a vocabulary range of more than 50 items and the only phrases they were able to formulate were formulaic in nature.

However, as pointed out in Chapter 1, it is not simply the quantity, but also the type of words students learn which hinders their language use. A vocabulary range made up of colours, numbers and animals does not permit learners to communicate for functional classroom purposes. As part of the changes made which led to improved learning outcomes in the precursor program, I conducted an analysis of the vocabulary and syntax requirements of my chosen content area (Information and Communications Technology) using the online Lextutor software developed by Cobb and Horst (2004). Twelve hours of lessons over a one-week period were recorded, in which I used the Pared Down Language and gestures of the AIM to deliver my French ICT CLIL program. This produced a corpus of oral language of approximately 10,000 words which was transcribed. In addition, the text of the complete set of 100 take-home readers used in the school's French literacy program was transcribed, providing an additional corpus of age-relevant written language of approximately 30,000 words. The analysis of these 2 corpora revealed a number of important features of the analysed language:

- 80% coverage of required functional language was achieved with only 100

word families, and 95% coverage (instructional level[1]) was achieved with just over 400 word families

- The most frequently used lexical items were pronouns, verbs, prepositions and conjunctions (nouns and adjectives were much lower in the frequency count)

- The most frequent 100 words were very similar for both oral and written language samples.

- In order to achieve 95% coverage of the written language sample (taken from the reading program texts), 1692 word families were required.

These findings confirmed that it was possible for classroom communication to occur using a restricted vocabulary range of approximately 400 word families. The majority of students in the precursor program were able to actively use most of this vocabulary range by the end of Year 3 (representing 4 years of learning). Cumulative acquisition of 100 vocabulary items per year represents less than 5 new words per week. The identification of an achievable target such as this is an important step toward implementing transformational change. It is critical in combatting the pre-existing, limiting beliefs of teachers and school communities (often based on their own school-based language learning experiences) that it is not possible to acquire the necessary vocabulary for speaking a foreign language through school-based learning. It allows the discussion to move away from 'it can't be done' to 'how can it be done?'.

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1. 'Instructional level' is defined by Clay (1993) and Cobb and Horst (2004) as the level at which learners will determine (and potentially acquire) the meaning of unknown words from the context of predominantly known input. Input comprised of 95% of known words is considered as providing 'instructional level'.

Assuming that the necessary language acquisition does in fact occur, the choice of which language code to use for classroom interaction ultimately rests with individual students. It is not only teachers' limiting beliefs which need to be addressed; if students are to change their behaviour from passive learners to active users, exercising self-regulation of language choice, their own beliefs and habits also need to shift. The remaining key strategies address this need for behavioural change in learners, drawing from the field from which the ALL Approach derives its name; Learner Autonomy.

2.4 Learner autonomy

Learners' own attitudes, behaviours and dispositions are key attributes of the context and conditions in which their learning occurs. In order for learning transformation to occur, learners themselves need to be involved as conscious agents of change. However, the term ‘learner autonomy’ (particularly in the context of the title 'Autonomous Language Learners') requires some definition. It was first introduced in association with language learning by Holec (1981) to describe principles involved in self-access language learning centres being set up for tertiary students at the Centre de Recherches et d'Applications Pédagogiques en Langues (CRAPEL) at the Université de Nancy in France. Language Learner Autonomy has developed strongly as a field in its own right with a proliferation of academic studies in both tertiary and secondary settings (Bajrami, 2015; Benson, 2007; Chik et al., 2018; Lee, 2017; Najeeb, 2013; Nguyen, 2012; Yagcioglu, 2015). The concept of Learner Autonomy developed in parallel more broadly in the field of education; also most closely associated with self-access and self-directed learning in secondary and tertiary contexts (Brookfield, 1985; Hiemstra, 1994).

As primary classrooms in western education have moved away from teacher directed classrooms to more learner-centred pedagogies, developing autonomy has also become a focus with these younger learners. However, a revised definition has been necessary, beyond the original notions of self-access and self-directed learning. In particular, the role of the primary years' teacher in promoting learner autonomy has needed clarification. Young primary years' students are not often asked to self-direct or self-access learning. Inquiry units of work (Murdoch, 2006; Wilson & Murdoch, 2009) require students to conduct investigations, but these are still guided by teachers. In primary years' Languages, various self-access online tools are available and are sometimes used, but these are not recommended as a replacement for a qualified specialist teacher. Some reported examples exist, such as Flexible, Learner-led, In-time, Personalised (FLIP) Learning (Heart, 2010) in which students identify their own learning needs and select from a pre-determined range of activities and strategies within a given lesson to achieve their self-formulated, related learning goal. However, these types of classrooms are rare in mainstream primary years' foreign language programs.

Little (2009, p. 223) provides a useful distinction; "autonomous learners always do things for themselves, but they may or may not do things on their own". Lee (2017) describes the concept of learner autonomy as having progressed from a focus on learners taking charge of their language learning to a focus on learners taking charge of their language use. Curry et al. (2017, p. 19) cite Wong and Nunan (2011), linking passive, teacher-centred learning styles with less successful outcomes, describing 'more successful language learners' as those who 'not only develop autonomy but also realize that autonomy comes from using language for

communicative purposes'. This focus on autonomy of language use resonates with the focus of the ALL Approach - the goal of learners being able to actively generate spontaneous, non-formulaic language for classroom interaction, without relying on aural or visual prompts, and self-regulating their behaviours by choosing to use the target language rather than the official language of instruction.

There is some research investigating autonomy in young language learners, but the majority continues to focus on teenage or adult learners. Leung (2020, p. 88) remarks that even in academic discourse describing learning oriented assessment (LOA), there is an underlying assumption that "learning is largely, if not exclusively, a consequence of teaching" - an assumption which precludes the promotion of learner autonomy. Leung (p. 89) cites 3 conditions which enable students to gain learning benefits from assessment, observed by Sadler (1989, p.121);

the learner has to (a) possess a concept of the standard (or goal, or reference level) being aimed for, (b) compare the actual (or current) level of performance with the standard, and (c) engage in appropriate action which leads to some closure of the gap.

In order for these conditions to be met, measures of linguistic gain related to spontaneous oral language production are required which young learners can conceptually grasp in order to set goals, monitor progress and take action aimed at 'closure of the gap'. Three key strategies were included in the ALL Approach, aimed at helping primary years' students make this shift; goal-setting, self-monitoring of progress, and self-reporting. The remaining sub-sections explore these 3 key strategies.

2.4.1 Key Strategy #6 - Setting SMART Goals

Madden (1997) provides evidence that students are more motivated to achieve personal goals rather than goals set by teachers based on academic standards, specifying that goals must display 3 characteristics; specificity, difficulty level and proximity. This is reminiscent of the well-known SMART goal format (Doran, 1981) which suggests goals should be Specific/Significant, Measurable/ Motivating, Achievable/Action-based, Realistic/Relevant and Time-bound. Ames and Archer (1988) found that students are more likely to be motivated by mastery-oriented goals (which value developing new skills and the process of learning) rather than performance-oriented goals (which value 'ability and normatively high outcomes'). Macayan et al. (2018) discuss differences in learner orientation, suggesting that mastery-oriented learners are more intrinsically motivated, whereas performance-oriented learners are more extrinsically motivated. Given that learner autonomy (as defined by both Little and Lee, see p. 92) relies on self-regulated behaviour, intrinsic or mastery-oriented goals are more likely to be effective for this purpose.

Mastery goals which are specific, achievable and time-bound are not reflected in student voice terminology in the Victorian Curriculum - Languages Achievement Standards. Statements such as "students use written and spoken French for classroom interactions and transactions, and to exchange personal ideas, experiences and feelings" (extract from Level 6 French Achievement Standard, Victorian Curriculum) are not specific, and are measured by performance (if indeed, they are measured at all). The Achievement Standards were drafted for a teacher audience; most students are unaware of both their existence and their content.

Mastery-oriented learning goals, formulated in age-appropriate student voice for young learners, which are far more specific and measurable are required. The CEFR[1] Self-Assessment Grids (Council of Europe, 2020) are more aligned to this purpose, but are designed for such a wide range of learners and learning contexts that they are not entirely relevant for primary years, beginner learners either.

Given that the focus of the ALL Approach is on developing students' ability to use the target language for unscripted classroom interaction, relevant learning goal statements must include measures of active oral language acquisition and use which are specific, measurable, achievable, realistic and time-bound. Measures commonly used to evaluate L1 development in young children (which could be transformed into relevant SMART learning goals for foreign language learning) include vocabulary range, measured as number of word types (NWT) and sentence complexity, often measured using Mean Length of Utterance (MLU) (Yip & Matthews, 2006). MLU is generally measured in morphemes; a construct too complex for young learners themselves to use for goal-setting. An alternative is to measure Average Sentence Length in words (ASLw). It could be justifiably argued that sentence length is a measure of written language, not oral language. However, if the task output through which sentence length is measured is a student self-edited transcription of their own spontaneously produced oral language, sentence length can be regarded as a reasonable compromise between accurately measuring oral language complexity and choice of a measure which is relevant and accessible to young students.

Based on the language analysis performed for the precursor program (see sub-section 2.3.3), the ALL Approach recommends a program goal of achieving an

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1. Common European Framework of Reference

active vocabulary range of 400 high-frequency, functional items by the end of Year 6 (with a suggestion of aiming for 100 items in Foundation - Year 2, and 100 items each following year). Based on this overall program goal, students are able to set shorter-term personal learning goals for vocabulary acquisition. The assumption behind this recommended goal is that its achievement would provide students with the vocabulary and structures required to use the TL for the majority of classroom interaction - an assumption which will need to be tested over time.

Creating sentences of unlimited length is not helpful for communicative purposes; teachers are encouraged to help students analyse their average sentence length in English language production in both oral and written formats, and to reflect on how sentence length helps or hinders oral communication. Students are then encouraged to set relevant personal learning goals for increasing their average sentence length in the TL, within the constraints of effective communication strategies. In this way, students are engaged in activities which help them understand systems of language and develop cross-curricular literacy skills.

However, quantifiable mastery measures such as vocabulary range (NWT) and sentence complexity (ASLw) can only be measured through responses to a specific task. They do not reflect the extent of students' ongoing self-regulation of language choice for spontaneous classroom interaction. It is important that these quantifiable goals are supplemented by behavioural goals which relate to relevant strategies and dispositions. For example, goals could be related to proactive initiation of exchanges with teachers and peers in the target language, ability to convey and comprehend the range of meanings required for classroom interaction, number of turns the learner is able to sustain in a conversation and use of strategies

to maintain communication in the target language when comprehension breaks down. Incorporating these behaviours into a rubric with progress descriptors representing a 5-point developmental continuum is one way of enabling learners to set SMART goals in relation to strategies and dispositions for language use. Such a rubric was co-constructed with teachers participating in the CEM ALL PL Program (see Appendix C).

Like all key strategies in the ALL Approach, decisions regarding implementation of goal-setting in schools should be reached collaboratively by a Languages Leadership Team. It may be that in some school community contexts, goals other than those suggested here are deemed more relevant. For example, once students have reached a level of language acquisition beyond beginner, (e.g. with an active vocabulary in excess of 400 words), vocabulary range may cease to be a useful or pragmatic measure of progress. Many different goals can relate to oral language use for unscripted interaction and any of these could be used, provided they are specific, measurable and achievable within a specified timeframe.

Once goals have been set, it is essential to follow through with monitoring progress. Little (2009, p. 224) argues that the teacher's role in developing learner autonomy in the context of second/foreign language learning is to 'involve learners fully in planning, monitoring and evaluating their own learning', and to 'help learners to reflect continuously on the process and content of their learning and to engage in regular self-assessment'. The following sub-section explores key strategy #7 of the ALL Approach; self-monitoring of progress.

2.4.2 Key Strategy #7 - Self-Monitoring of Progress

Having identified potential goals (NWT and ASLw) which meet the criteria of being student-friendly and specific, measurable, achievable, relevant and time-bound, the next step is to identify ways in which progress toward these goals will be measured. As discussed in Chapter 1, assessment has been problematic in primary years' foreign language learning for some time, in particular with regard to the use of oral language for spontaneous, unscripted classroom interaction. Assessment tasks should involve activities which are familiar to learners, and in the case of language assessment, should involve language with which they are familiar (Bailey, 2017). For young language learners, assessment tools which involve natural classroom settings as much as possible are preferred (Hasselgren, 2005). The types of tasks students are required to perform in the target language and the ways in which these are assessed also play a major role in the creation of a secure emotional environment, identified as necessary for language acquisition in Krashen's Affective Filter Theory (1982).

Many foreign-language teachers indicate their assessment of students' oral language skills consists of scoring rehearsed presentations or role-plays for fluency and accuracy; a highly performance-oriented assessment approach. Assessment criteria drive student behaviour; if accuracy is the indicator of success, students will focus on accurate memorisation of whole-language sequences. If the success criteria is to creatively communicate meaning, we must make this explicit in assessment practices.

Assessment of students' spontaneous use of target language for classroom interaction would ideally involve analysis of transcribed recordings or observations in the natural classroom setting of collaborative language-based tasks which

necessitate interaction, with students working in pairs or small groups. However, it is not practical for primary years' Language teachers within current program structures to observe and note utterances made by up to 30 students over an extended period of time, nor to transcribe and analyse this quantity of recorded data on an ongoing basis.

Having teachers conduct assessments (regardless of whether this is assessment of learning or assessment for learning) also does not change the paradigm of ownership of progress; a key element of promoting learner autonomy. Under key strategy #7 - Self-Monitoring of Progress, teachers are encouraged to provide learners with self-assessment tools and strategies, allowing them to monitor their own progress toward their personal learning goals for unscripted oral language use. Such tools can also provide essential data for teachers' diagnostic monitoring purposes. Bajrami (2015, p. 425) specifically highlights self-assessment as "One element which is important to learner autonomy", suggesting that 'someone qualifies as an autonomous learner when he independently chooses aims and purposes and sets goals... and chooses criteria for evaluation'. Bailey (2017, p. 337) proposes that "children as young as 7 years are able to self-assess with the appropriate scaffolds to notice features of their own language productions". Self-assessment for young learners should nevertheless meet the requirements for best practice according to system guidelines, so a review of current recommendations is appropriate.

The trend toward favouring formative assessment over summative assessment is reflected in the Australian Council for Educational Research (ACER) publication '*Reforming Educational Assessment: Imperatives, principles and challenges*' (Masters, 2013). Five design principals for a learning assessment

system are identified (pp. 7-8);

1. *Assessments should be guided by, and address, an empirically based understanding of the relevant learning domain.*
2. *Assessment methods should be selected for their ability to provide useful information about where students are in their learning within the domain.*
3. *Responses to, or performances on, assessment tasks should be recorded using one or more task 'rubrics'*
4. *Available assessment evidence should be used to draw a conclusion about where learners are in their progress within the learning domain.*
5. *Feedback and reports of assessments should show where learners are in their learning at the time of assessment and, ideally, what progress they have made over time.*

As discussed in the previous sub-section (page 97), using rubrics with behavioural descriptors in the form of "I do" statements representing a 5-point developmental continuum is one way to enable learners to reflect on their ongoing language use and choices[1]. For the more quantifiable measures (NWT and ASLw), analysis of a specific episode of spontaneous speech is required. Two activity types cited in the literature as being used to measure these variables for research purposes include story-retelling and picture narration (Frost et al., 2012; Hsieh &

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1. Rather than the "Can do" statements of the CEFR which imply ability but not necessarily behavioural choice, rubrics for schools implementing the ALL Approach have been drafted with "I do" statements, making explicit to learners that the criteria is what they actually do, rather than what they deem the can do.

Wang, 2017; Yip & Matthews, 2006). Both of these activities are (at least to some degree) familiar to Australian primary students. Story-retelling is part of a literacy interview designed to evaluate reading ability in English and commonly used in early years (Foundation - Year 2, approximate ages 5 - 7). Picture narration is a question item on the National Assessment Program – Literacy and Numeracy (NAPLAN) conducted with students in Years 3, 5, 7 and 9 since 2008 (i.e. approximately age 8 - 14 years). In both tasks, the number of key points (NKP) included by students in their responses is another common assessment criteria in addition to number of words and sentence complexity. How could either of these tasks be transformed into self-assessment tasks, providing immediate feedback to learners?

Voice recognition has progressed considerably in recent years, and continues to do so at a rapid rate. Various online writing tools offer dictation functionality and provide detailed statistics; for example www.wordcounter.net allows the user to select from a range of metrics including total words (number of word tokens), unique words (number of word types), average sentence length and longest sentence length. Using such tools allows students to monitor their vocabulary range and sentence complexity in real time, as they produce their response to a story-retell or picture-narration task.

In a similar shift to the European Language Portfolio (Little, 2009), digital portfolios are also gaining prominence in Australian primary schools as a means of sharing student work on platforms such as Seesaw. The European Languages Portfolio (ELP) comprises 3 parts; the Language Passport, the Language Biography and The Dossier. It is closely linked to the Common European Framework of Reference (CEFR), in which spoken interaction is one of five skills (listening, reading

and writing, as well as spoken production which is contrasted with spoken interaction). However, care must be taken not to allow the historical lack of rigour in assessment to persist in the transition to student self-assessment practices. For example, the ELP suggested goal-setting and self-assessment templates for primary students ask for judgements based on enjoyment level rather than mastery level.

Once again, this key strategy of the ALL Approach does not dictate to schools the format or schedule which should be applied to self-assessment. Languages Leadership Teams within individual schools are best placed to determine, within their unique context, exactly how and at what intervals to enable students to self-monitor their own progress toward personal learning goals using relevant and rigorous criteria.

In most educational settings, assessment is only one half of a process which culminates in reporting. Reporting to caregivers can take many formats. However, in most Australian schools, informal reporting via portfolios is still supplemented by an 'official' biannual report, which is used to provide indications of student performance against Achievement Standards. In both informal and official reporting, the content and process convey implicit value messages. The following sub-section explores how the final key strategy of the ALL Approach recommends that both content and process of reporting practices be modified to convey the value attributed to both learner autonomy and the spontaneous use of oral language for classroom interaction.

2.4.3 Key Strategy #8 - Modified Reporting Focus and Practices

Since becoming mandatory in Victoria, reporting for primary years' foreign

languages has been as problematic as assessment. Under the various reporting software packages as they are commonly used, criteria for assessment are not transparent (see Figure 4 - Example of Progress Displayed by a Software-Generated Languages Report on page 45) and comments (if included at all) are frequently generic, relating to topics covered by the class rather than individual achievement. Such formats do not meet the purpose of reporting for informing students and their care-givers of progress on a learning continuum. As a minimum, reporting should relate to the specific learning goals agreed with students; if these goals focus on using oral language for spontaneous, unscripted classroom interaction, this should be clearly stated on the report and the overall assessment provided should correspond to the individual student's progress in this area.

This shift in content focus would be a helpful in conveying expectations to students and families regarding the use of target language for interaction, but it is possible to use the reporting process itself to promote learner autonomy in even more powerful ways. Nearly 30 years after introducing the concept of Language Learner Autonomy, Holec (2009) discussed the diversity of pedagogical concepts grouped under the terminology of 'autonomous' by different academics and educators, describing 'weak' models and 'strong' models. He summarises the difference as relating to the degree of autonomy afforded to learners; the extent to which they are given opportunities to make decisions about their own learning. Under the 'strong' model, teachers become coaches; facilitating rather than directing learning.

The drafting of official reporting provided to caregivers is both a symbolic and concrete representation of power in an educational setting. The person who decides

on the content and makes judgements about the progress made by the student is the ultimate 'owner' of the learning process. To complete the transition to the type of learning coach/facilitator identified by Holec in strong autonomy models, teachers could relinquish this role and enable students to 'own' their learning outcomes. In this scenario, teachers become coaches, guiding students to reflect on their goals and achievements in order to draft their own evaluative reports and set future goals. The input of the teacher is to help students moderate their self-assessment, and to provide indications of next steps in learning which could help the student achieve their future goals.

This represents a significant paradigm shift for teachers; a shift which they, in turn, need coaching support to adopt. The transfer of both symbolic and concrete power to learners which can be achieved by allowing them to draft their own reports, moderated with teachers through one:one coaching conferences, effectively completes the learning autonomy loop of goal-setting, progress monitoring and reflective review. A suggested template for student self-reporting was co-constructed with teachers participating in the CEM ALL PL Program and is provided in Appendix C.

2.5 Chapter Summary

This chapter has presented the research and theory-based reasoning behind the selection and combination of the 8 key strategies of the Autonomous Language Learners Approach, into a single, complex framework to guide transformational change in primary years' foreign languages education:

1. **Diagnostic Monitoring**: Spontaneous, unscripted use of oral language

becomes a focus of data collection. Baseline data is used to convey the urgent need for change, and decisions regarding Language program transformation and review are informed by reflective practice based on ongoing gathering of evidence.

2. **Leadership Support for Change**: A guiding coalition is formed including the principal, language expert and lead teacher(s). The principal delivers the key messages of a new vision for Languages to all stakeholders; the school community, families and learners themselves. They facilitate the structural and administrative changes required; inclusion of Languages in the school's strategic improvement plan with a focus on evidence-based planning, increased frequency, and modified reporting focus and practices.
3. **Frequency**: Contact with and opportunities to use the target language are officially scheduled on a daily basis.
4. **Gesture**: Intentional Teaching Gestures are used to systematically facilitate choral, teacher-led expression, increasing the student:teacher talk ratio and supporting comprehension, acquisition and retention.
5. **High-Frequency, Functional Vocabulary**: A scope and sequence focussing on cumulative acquisition of high-frequency, functional vocabulary and language structures is planned, to facilitate unscripted classroom interaction.
6. **SMART Learning Goals**: Learners are supported to set SMART personal learning goals related to oral language acquisition and use.
7. **Self-Monitoring of Progress**: Learners are provided with tools with which to self-monitor progress toward their goals. Goal-monitoring and learning

strategy selection are a regular topic of classroom discussion.

1. **Self-Reporting**: Reporting focusses on progress made in use of oral language for classroom interaction. Teachers take an advisory role, assisting learners to draft their own Languages learning reflection, which replaces the bi-annual official report provided to caregivers and gives ownership of the learning process and its outcomes to students.

This combination of 8 key strategies, derived from the fields of Organisational Change Management, Instructed Second Language Acquisition and Learner Autonomy, makes the ALL Approach far more than an attempt to enhance pedagogy within the Languages classroom. It is, fundamentally, an attempt to change the educational systems in which Languages classrooms exist.

It is not claimed that these are the only issues which need to be addressed in foreign Languages education, nor that this combination of strategies is designed to address any areas of language acquisition other than oral language development for unscripted classroom interaction purposes. However, the literature suggests that each of these strategies should have a positive impact on Language learning outcomes, and that in combination, they could prove a powerful catalyst for change. It is also likely that in addressing the fundamental issue of developing the capacity to speak the language, other curriculum areas will, in fact, be addressed.

As an on-paper theory, the ALL Approach can have no concrete impact. It is only when it is shared with the stakeholders who are prepared to implement the key strategies that its potential can be realised. The degree to which it will succeed will be dependent not only on the integrity of the logic underpinning the ALL Approach,

but also on the degree to which stakeholders are supported to implement it. Ultimately, it is school communities, teachers and students themselves who will 'make a difference' by enacting the change. The following chapter describes an extensive effort by Catholic Education Melbourne in the form of a sustained, 18-month professional learning program, designed to assist school communities to use the ALL Approach as a catalyst for the transformation of their Language programs and learning outcomes.

CHAPTER 3
PREPARE STAKEHOLDERS

Ensuring that stakeholders have the skills and knowledge required, and are committed to the change, is an essential component of implementing and successfully embedding transformational change. It was therefore critical that careful consideration be given to how schools would be supported to implement the ALL Approach. Chapter 3 describes the design and delivery of the CEM ALL Professional Learning Program; the vehicle through which the ALL Approach was communicated, and support provided for its implementation in schools. It commences with a note on the Catholic Education Commission of Victoria; essential contextual information for those unfamiliar with the 3 components of the Australian education system.

3.1 Catholic Education Commission of Victoria

The context for this research project is primary schools within the Victorian Catholic education system. This context has some important unique features. In each state of Australia, there are 3 educational systems[1]; government (public); Catholic; plus a range of independent schools (regrouping all non-government, non-Catholic schools, including both faith-based and non faith-based), represented by peak body associations in each state (e.g. Independent Schools Victoria). The distribution of students in Victorian schools is as follows:

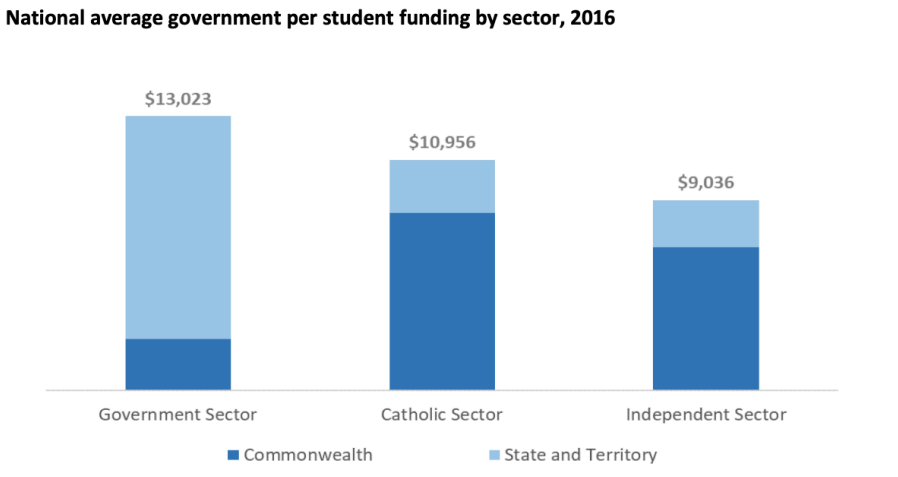
1. The Independent sector is not, strictly speaking, an educational system.

- Government: 631,453 students in 1539 schools
- Catholic: 209,970 students in 496 schools
- Independent: 147,012 students in 219 schools

While there has been a national curriculum since 2015, Australian states and territories are responsible for schooling in their jurisdiction. This includes school registration, curriculum, assessment and reporting. State governments are the major sources of funding for government schools, while the federal government is the major source of funding for non-government schools (see Figure 8 - below);

Figure 8

National Average Government Per Student Funding by Sector, 2016



Source: Australian Curriculum, Assessment and Reporting Authority (ACARA) (2018). My School Finance Data Collection, as published on ACARA's National Report on Schooling in Australia: Data Portal

(Department of Education, Skills and Employment, 2020b)

In all Victorian schools, principals have autonomy over their budget expenditure, but the way in which this funding is received differs. Government and independent schools receive government funding directly. The government funding for Victorian Catholic schools is received by the Catholic Education Commission of

Victoria (CECV), which then re-allocates funding to schools through its own needs-based formula with the aim of ensuring equitable and effective distribution.

The Australian Education Act 2013 (Department of Education, Skills and Employment, 2020a) requires systems to make 'publicly available and transparent' the funding model by which government funds are reallocated to schools. CECV's response is detailed in their publication *Allocating Government Grants to Catholic Schools in Victoria* (Catholic Education Commission of Victoria, 2019). This guide indicates the majority of funds are re-allocated directly back to Catholic schools as 'untied' funding, with school principals having autonomy on this budget expenditure as do their counterparts in government and independent schools. However, within the Catholic system, a portion of government funding is allocated for 'Targeted Programs', including Languages. CECV retains some of this funding to run professional learning and provide support for specific 'Targeted Programs' (e.g. Literacy and Numeracy, English as an Additional Language, Students With Disabilities, Languages). The remainder of this 'Targeted Programs' funding is also re-distributed to schools, but Principals are accountable for using these funds for the purpose for which they were provided (e.g. developing their Languages program).

Due to this unique Targeted Programs funding model, CECV is able to provide resources to support innovation in Languages education. Three consecutive CECV Languages Strategies (*Finding Your Voice, 2014-16*; *Speak Up!, 2017-19;* and *Now We're Talking, 2020-22*) have identified key initiatives designed to meet the goals of carefully chosen drivers for improved outcomes. The CEM ALL PL Program is one of the key initiatives identified in each of these 3 CECV Languages Strategies.

3.2 Design of the CEM ALL PL Program

Mercer et al. (2016, p. 214) suggest that in the emerging field of Language Learning Psychology, "teachers have been somewhat neglected and it may be time for a little more of a teacher-centered approach in the field… research shows the importance of teacher psychology not only for the teachers themselves but also for their learners". Mercer lists numerous factors impacting on language teacher self-efficacy, many of which are relevant to the Victorian context. These include working and contract conditions, frequent curriculum and policy changes, increasing demands in relation to planning, preparation and program documentation, lack of agency, autonomy and control over program structure, degree of fluency in and confidence with use of the target language, teacher beliefs regarding the possible outcomes (and usefulness) of their teaching and challenges in establishing rapport and relationships with both students and colleagues.

Clearly, language teachers (in particular those working in primary years' contexts) have specific needs and these need to be incorporated into the design of professional learning in order for it to be successful both for teacher and student learning outcomes. The Department of Education and Training (2005) has published *Professional Learning in Effective Schools*, providing 7 principles, grounded in research, to guide professional learning design.

Figure 9

Principles of Effective Professional Learning (DET 2005, p18)

These principles state that effective professional learning must be focused on impacts for student learning and must be grounded in classroom teaching practices. In addition, it should consider current research findings and should be evidence-based and data-driven. The paper (p. 4) recommends ongoing and supported professional learning over one-off events;

> *Effective professional learning runs at odds with traditional professional development programs in the form of one-off seminars, conferences and workshops. Research shows that one-off events usually do not appreciably enhance the learning of teachers or their students.*

As part of the successive CECV Languages strategies since 2008, Catholic Education Melbourne (CEM) has been designing and delivering innovative professional learning programs for teachers and school leaders in the Languages learning area. Ongoing review of these programs has found that those which are most successful in leading to long-term, sustainable changes in teaching practices

and learning outcomes are those which are of extended duration and include coaching support. After a 6-month pilot program in early 2016, a design for the CEM ALL Professional Learning (PL) Program was drafted and included in the 2017-19 CEM Languages Strategy, 'Speak Up!'. The timing and duration of the ALL PL Program (along with its content and delivery modes) make it an innovative professional learning offering.

3.2.1 Timing and Duration

One of the early considerations for the CEM ALL PL program was when to offer it and over what duration. The pilot program had commenced in March 2016, with a duration of six months. While the results had been promising, it was clear that commencing the PL program prior to the implementation year would be preferable, allowing teachers to start a new school year with a new approach, rather than changing mid-year. Given the complex changes involved in implementing the ALL Approach, extensive preparation and planning time is required. Commencing the ALL PL program in October (the beginning of Term 4 of the Australian school year) allowed participants time to plan and prepare for implementation at the beginning of the following year.

Similarly, it was also clear that extensive implementation support would be needed, particularly in the area of securing leadership support for change. Years of working in isolation, with the learning outcomes of their program not given serious attention, meant that few primary years' Languages teachers felt equipped to engage with leadership and negotiate for transformational change. Teachers also needed multiple, repeated opportunities to learn about and practice new techniques such as the use of gestures, the focus on high-frequency functional language and the

facilitation of student goal-setting and self-assessment. In order to effectively gauge the impacts of implementing the ALL Approach on student learning outcomes, monitoring would need to occur across a full school year. It was decided that the program would extend into first term of the following year, to provide participants with time for reflection and future planning, and to continue monitoring language retention after the long summer break during December-January. Overall, this resulted in a total PL Program duration of 18 months.

At the end of the first year of implementation, many schools feel that they are still only partially implementing the 8 key strategies of the ALL Approach. It seems unlikely that the changes involved could be embedded into sustainable practices with a PL program of shorter duration. However, in each cohort there has also been a noticeable drop-off in attendance at workshops and webinars during the final 6 months of the program. Seals (2017, p. 72) states that "Longitudinal studies ask a great deal of participants in terms of their time and extended commitment. Therefore, it is not uncommon for participants to electively end their participation in the study early." The same could be said of extended PL programs; a certain degree of participant attrition is to be expected. The following sub-sections outline how the delivery modes and content have evolved over the 4 cohorts as a result of considering whether enhancements in these areas could help address this attrition and/or improve professional learning outcomes.

3.2.2 Delivery Modes

Given the increasing availability of online courses; the difficulties for teachers to be released from their school for professional learning on multiple occasions each year; and the travel involved for participants outside of the Melbourne metropolitan

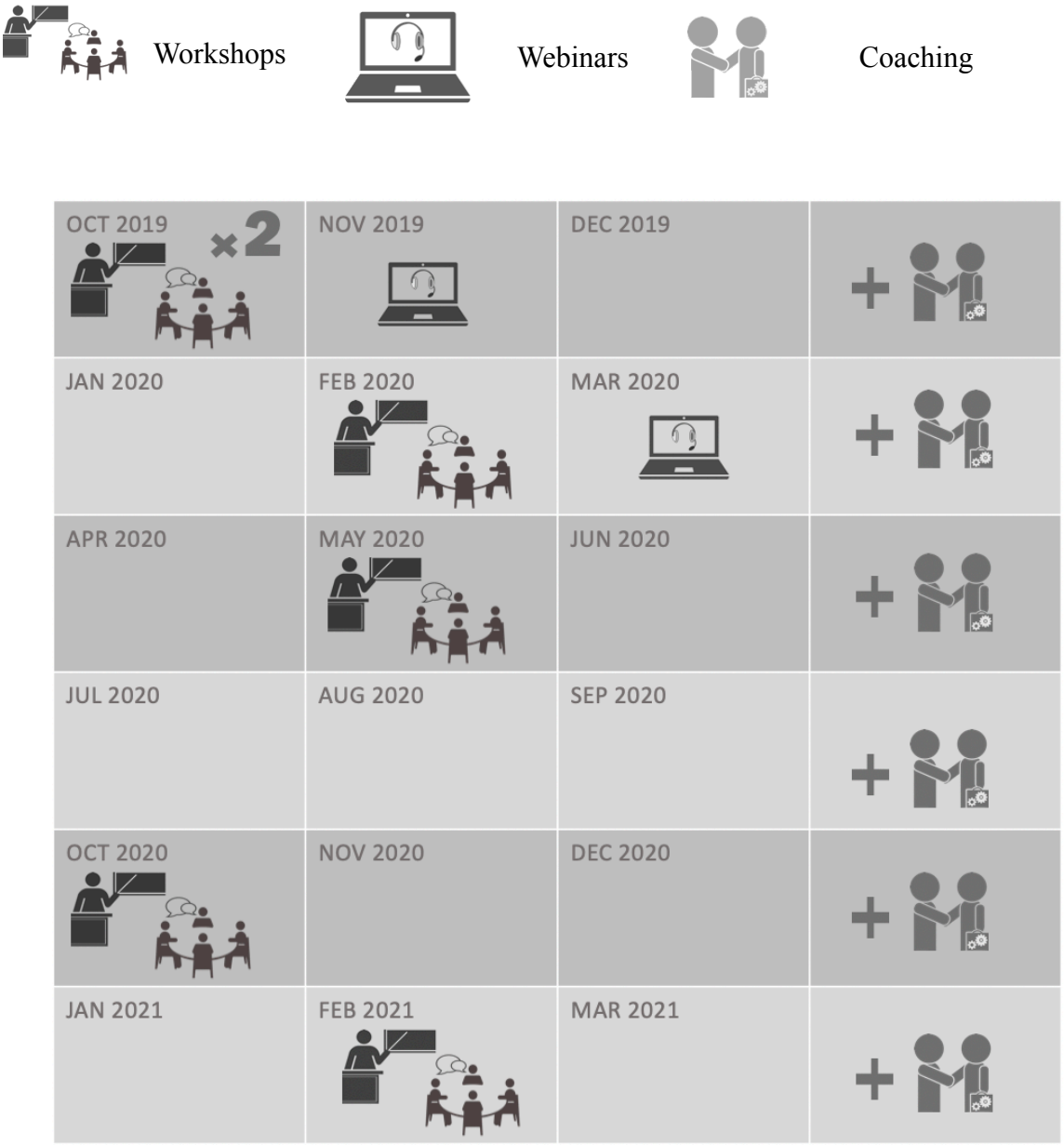
area, consideration was given to delivering the course predominantly through online channels. However, the CEM Languages coaching team felt strongly that their audience favoured face-to-face workshops and that it would be difficult to secure engagement with, and commitment to, the changes without offering this more personalised experience. The CEM ALL PL Program design for Cohort 1 therefore included a combination of four face-to-face workshops at regular intervals throughout the 18-month period and nine online webinars. In-school coaching support was offered each term, and coaches were available to answer questions via email and participate in online meetings with schools on request at any stage during the program. Face-to-face support was thus evenly distributed across the 18-month period, with webinars concentrated in the earlier half of the PL Program, tapering off in the second half.

Over the subsequent cohorts, it became clear that webinars were not a favoured delivery mode for the majority of participants. By Cohort 4, the number of webinars were reduced to 2 (both still scheduled in the first 6 months of the program), with 2 additional workshop days added and an increased emphasis on ensuring all participants engaged with coaching support. However, due to the unforeseen constraints of COVID-19 during 2020, the May workshop was postponed to July, and both this and the October workshops were conducted online.

Figure 10

Delivery modes, duration and timing for Cohort 4

Legend:



Workshops

Overall, the workshop days were well-attended. Participant feedback identified them as the key element of the ALL PL program which enabled them to acquire new knowledge, develop new skills through opportunities for practice and build supportive peer-learning relationships. Content for the introductory workshop for Cohort #1 covered an overview of the ALL Approach, followed by a focus on high-

frequency vocabulary, intentional use of gesture and modifying assessment and reporting processes. The final afternoon session was devoted to introducing participants to the online platforms for the webinars (Zoom) and for gathering baseline data in the form of student language samples using a picture narration task (Speak Up!).

In order to identify the high-frequency, functional classroom vocabulary in each language, participants were asked to list a broad range of phrases in their target language which students would need for classroom communication. Once they had listed all the language they could think of representing student interaction with peers and the teacher, they listed their own common instructions, questions and comments as teachers.

It was interesting that teachers found it much easier to think of language they would use, but many found it difficult to think of language their students would use. Even when asked to think of things students needed to say regularly in English (and then translate these utterances into their target language), teachers initially identified very limited examples. As discussed in Chapter 1, this highlighted that spontaneous student language use in the target language was limited, and that teacher-speak in these classrooms was likely to be the dominant mode of interaction.

This list of functional phrases was created by participants in a word frequency counter, allowing teachers to monitor the cumulative number of unique words their transcript included as they progressed. Teachers were encouraged to simplify the language used to formulate these utterances, being as economical as possible with the number of word types (unique words) used. From the word list generated, they identified the focus vocabulary required for their students. Working in language

groups, they reviewed their lists and agreed on 100 key vocabulary items which together would enable the maximum communicative potential. This vocabulary was then used to plan a scope and sequence for the first year of implementation.

Overall, participants found that the exercise was valuable in helping them grasp the importance of providing comprehensible input through a high-frequency vocabulary focus. They reported it raised their awareness of the amount of communication possible with a limited range of vocabulary, and of their role in addressing the lack of spontaneous interaction occurring in their classrooms. Participants were then asked to work in language groups during November-December to plan and record gestures for each of these vocabulary items, and to draft a sequence for the introduction of the first 25 of these vocabulary items for the first term of 2017.

It was immediately apparent that despite the post-workshop time available in Term 4, the single day was insufficient as an introduction to the program and to achieve these goals. This led to a revised plan for a 2-day introductory workshop for Cohort 2. It was decided that the time saved by sharing the previously created vocabulary lists with new participants outweighed the benefits Cohort 1 participants had reported of going through the vocabulary identification exercise themselves. Sharing the same high-frequency lists for each target language was also a way of ensuring some consistency across schools, and as a means of facilitating the development of gestures and gesture-based supporting resources.

The content for subsequent workshops for both cohorts was developed based on participant feedback and coaching reports. Participants consistently identified task-design as a challenge, asking for more demonstrations of practical classroom

activities which both reinforced the target vocabulary and required learners to use it. Practising the use of gesture was also rated highly in participants' priorities.

This focus appears to have been effective for the uptake of these two key strategies; however, lower uptake of the remaining mechanisms occurred (see Chapter 5), suggesting that workshop content needed to be amended to focus more evenly on all aspects of the ALL Approach. In particular, securing leadership support and negotiating a solution to deliver increased frequency of scheduled contact with the language received less attention during workshops. As CEM was already running another Languages PL Program (the Leading Languages Professional Learning Program [LLPLP]) for which Principals' attendance is mandatory, these messages were delivered to the leadership audience primarily using this platform. It was felt that adding a requirement of leadership attendance to the ALL PL Program would overlap the existing LLPLP offering. Instead, a coaching goal of engaging with the Principal during school visits was preferred.

Planning for workshop sessions was also an opportunity to mirror the pedagogical practices advocated in the ALL Approach. Participants were asked to engage in diagnostic monitoring in order to identify their baseline level of key strategy uptake using the ALL PL Program Participant Self-Evaluation Rubric (See Appendix B). This tool was also used by participants at regular intervals to set goals and monitor their own progress in key strategy uptake throughout the program. Elective workshop streams were incorporated into each workshop day, giving participants ownership of selecting the most appropriate stream for their current goal focus. As much as possible, participants were encouraged to share stories and examples of their programs in action, and of student language samples, as a means

of promoting learning through collaboration.

In this respect, the ALL PL Program was structured as a collaborative professional learning experience, rather than a professional development experience which Martin et al. (2014) define as being "based on the assumption that teachers need direct instruction about how to improve their skills and master new strategies". However, for most participants, a functional, high-frequency vocabulary focus and the use of intentional teaching gestures were indeed new skills, and the workshop sessions relating to these key strategies did follow Showers' (1987) suggested format for effective professional development (presentation of theory, expert demonstration of strategy or skill, and opportunities for practice with immediate feedback, all supported by on-site coaching).

This 'staff development' model has been criticised by advocates of professional learning[1] (Little, 2009; Martin et al., 2014; Smith, Kathleen, 2017), who argue that workshop instruction focussing on skills development is divorced from classroom realities and that expecting teachers to implement new skills with no regard to their context or circumstances is ineffective. However, this argument ignores Showers' recommendation that professional development should be supported by on-site coaching. While we can only agree with the call in recent years for building greater autonomy into professional learning for educators, the key here is coaching. It is through the follow-up to workshops with on-site coaching that the initial instruction is able to be tailored to, and embedded in, participants' specific contexts in ways which are relevant, appropriate and sustainable. Rather than being simply recommended, onsite coaching should be a mandatory component of

1. In contrast to 'professional development'.

professional development/learning. Due to the complex nature of the the ALL Approach, a mixed delivery-mode design incorporating instruction, autonomous peer-based learning and on-site coaching is required. This is reflected in the design of the CEM ALL PL Program.

Coaching

Alongside its development in the corporate sector, there has been a recent rise of coaching as a professional learning approach in education (Knight, 2009). The Victorian Department of Education and Early Childhood Development (Department of Education and Early Childhood Development, 2010, p. 2) described the appointment between 2007 and 2009 of 260 coaches to support professional development for teachers in the areas of Literacy and Numeracy, describing coaching as "a highly effective form of professional learning". Through their Targeted Programs, Catholic Education Melbourne provides coaching to schools not just for Literacy and Numeracy, but also for Languages.

In each cohort of the CEM ALL PL Program, each school was allocated a coach who would support them for the duration of their participation. This allocation was important for building a relationship of trust between the coach, the teacher(s) and school leadership. Transformational change is often perceived as threatening (Rock & Ancona, 2011); for some teachers, suggesting that there are ‘better’ ways to teach is perceived as suggesting they have been doing a poor job to date. The coach’s role was to influence rather than tell; to guide participants through implementation of the ALL Approach key strategies by encouraging goal-setting and self-monitoring, providing observation feedback and engaging in joint reflection. Coaching visits were also an opportunity to gather individual feedback from

participants. This feedback contributed to decisions regarding the content to include in subsequent workshops and webinars.

Not all on-site coaching visits included classroom observations. In the case of one group of Italian teachers from 3 different schools in Cohort 1, their preference was to use the funding provided with the PL Program to negotiate release time so that they could meet as a trio (along with their coach) for group planning. This peer learning support was invaluable to these teachers, who rated it as one of the strongest elements of the program for them. However, it had the disadvantage of not allowing for modelling of teaching strategies, or observation and feedback.

Coaching visits for Cohorts 1 and 2 did not include a meeting with the principal in all schools; this was a missed opportunity, in particular given that coaching had been identified as the key delivery mode through which securing leadership support would be achieved. The relatively low impact of the ALL PL Program on teachers' self-ratings for leadership support of change (see Chapter 5) suggested that this was an area which required more focus. For Cohorts 3 and 4, a more uniform approach was promoted through additional workshop days designed specifically for coaches. For these more recent cohorts, all coaches attempted to secure at least one meeting with each school principal as part of their school visits. Additional elements were identified for streamlining of coaching; for example, having participants systematically set goals and a focus for observation feedback prior to the visit.

All participants described the coaching support received during the ALL PL Program as being the most valuable mode of delivery. They felt the in-school visits were essential in assisting them to implement the transformational changes

represented by the 8 key strategies, and to secure the support of their whole school community. Coaching was clearly identified by participants as being the most critically essential delivery mode. Without it, it is likely the workshop days alone would have had minimal impact. This finding supports the literature reviewed above, suggesting that in-school coaching is an essential component of change, regardless of whether the support provided is described as professional development or professional learning.

Webinars

Webinars lasted 45-60 minutes and were conducted using Zoom video-teleconferencing. This platform was preferred over the in-house video-teleconferencing facilities available in some schools, as it provided equitable access for all participants regardless of their location and facilities. Some participants who were not familiar with videoconferencing tools initially had some difficulty with the user interface, in particular accessing sound. In addition to the facilitator, one coach was always available to assist with trouble-shooting and monitoring/responding to the chat window. This support appears to have been effective; technical difficulties were not reported as a key issue by participants. Video recordings of the webinar, the presentation slides used and a transcript of the chat window were all made available in shared Google drive folders for participants to view after the webinars.

The inclusion of webinars in the delivery modes was designed to refresh focus on key strategy uptake as well as to keep learners connected with the ALL PL Program and each other during the long breaks between workshop sessions. The intention was to make the webinars as interactive as possible (rather than a lecture-style presentation), very much in the style of peer-based learning through sharing of

progress. In the reminder emails, participants were informed of the data/stories they would need to bring to the webinar to share. However, a tendency for passive rather than active participation meant the sessions ended up being more facilitator-led than was desired. The most lively part of the webinars was often during the minutes before the presentation commenced, when participants would log in early and use the time to catch up in a more social manner.

For Cohorts 2 and 3, participants were divided into 3 sub-groups (primary specialist Languages teachers, secondary specialist Languages teachers and generalist teachers acting as co-learners of language). Each webinar was offered under a slightly tailored format for each sub-group. However, some participants continued to provide feedback that they got little value from the webinars and would prefer individual contact with their coach. Consideration was given to differentiating webinars based on progress with uptake of the key strategies, for example offering a webinar focussed on high-frequency, functional language and another focussed on student self-assessment. But it was felt that some of the key strategies did not lend themselves to content delivered remotely (for example leadership, frequency, gestures). With poor attendance continuing despite many attempts to change and refine the format, the number of scheduled webinars was reduced from 9 for Cohort 1, to 2 for Cohort 4.

A possible avenue for investigating ways to increase the perceived value of webinars by participants (not explored in the context of this professional learning program) is to acknowledge the types of animated conversations which do occur. As pointed out above, these take place predominantly in the 15 minutes of socialising, when the virtual room is opened prior to the webinar proper commencing. During

these discussions, there is some social chatter, but also discussion regarding different strategies being employed by teachers in schools to address common issues. Teachers appear to feel at ease during this unofficial time and are eager to share experiences, where they would not necessarily volunteer or agree to officially present a session on the same topic. Keeping webinars more social in nature, rather than following a presentation mode, would fit more closely with the emphasis on professional learning rather than professional development and may lead to greater engagement.

3.2.3 Resources

In line with CEM support of Google Apps For Education (GAFE) platforms, a shared folder was created for the CEM ALL PL Program. These folders contained a number of resources including various templates, webinar and workshop materials, and resources created and shared by teachers. Those teachers who accessed the resources found them useful; however, uptake varied considerably across both cohorts.

Managing sharing permissions and folder content was a substantial administrative task. Providing teachers with direct links to individual documents resulted in a long list in their 'Shared with me' folder, making it difficult for them to find those documents again in the future. Consistently sharing only the main folder URL and training teachers in how to set it as a favourite, then navigate the sub-folder structure to find resources, did streamline the process somewhat. But it was apparent that this was not the ideal platform for sharing resources across such a wide group of participants. A dedicated website or page with a Learning Management System would be preferable; development of a dedicated web page for

Languages under the CEM site (housing resources more broadly than just for the ALL PL Program) has commenced in 2020.

Aside from the shared Google Drive folders, two key resources developed by CEM were video clips of gestured language for Indonesian and Italian, and a web application allowing students to self-assess their spontaneous oral language skills through a picture narration task. Both of these represented a substantial investment of resources by CEM, and were critical in supporting participants.

Gesture Resources for Italian and Indonesian

The systematic development of intentional teaching gestures designed to facilitate teaching and learning of additional languages is a time consuming, labour-intensive task which requires a deep understanding of both the target language and the techniques and benefits of gesture-based language teaching. Forward planning is necessary, to ensure gestures developed for vocabulary introduced early do not create confusion with gestures for language to be introduced later in the sequence. A balance must be maintained between making the gestures easy enough to perform and remember, and specific enough to convey meaning and, where appropriate, grammatical inflection. Consistency of 1:1 gesture-word association is necessary to facilitate gesture-led choral language.

The intention during Cohort 1 of the CEM ALL PL Program was for teachers to jointly devise gestures for their target language and divide the effort of creating video clips and resources amongst the members of their language group. It quickly became apparent that not all teachers had the technology skills to do this and more fundamentally, lacked the required knowledge and expertise in gesture-based language teaching. Schools were provided with funding as part of their PL Program

participation which could be used to purchase AIM materials (for French, Japanese and Mandarin) and CEM Languages coaches worked to develop gestures and video resources for Italian and Indonesian.The resources available limited the creation of CEM resources to these 2 languages languages; however, coaches with specialised gesture expertise assisted schools teaching Dinka and Te Reo Māori to develop their own gestures.

The creation of resources to assist all schools to implement diagnostic monitoring, and goal-setting and self-assessment by students, was considered essential. This led to the development by CEM of the web application 'Speak Up!' in late 2016, which now has 90 schools registered as users.

Speak Up!

Spontaneous production of oral language has historically been overlooked in classroom assessment practices in Australian Languages programs. This lack of focus on spontaneous oral language use contributes to a cycle in which very little spontaneous oral language use occurs (see Chapter 1). Given that this skill is the primary focus of the ALL Approach, it was essential to develop sustainable assessment practices in order to break this cycle. Initially, during the pilot ALL PL Program in 2016, www.wordcounter.net was used as an online tool for gathering student responses to a picture narration task. However, the user interface of this tool is designed for adults and was found to be too complex for young learners, and no other suitable product was found. It was to fill this gap that the Speak Up! web application was developed by CEM.

Requirements for the original version of Speak Up! included;

1. Allowing students to set personal learning goals for number of unique

words (word types), average sentence length and longest sentence length

2. Use of voice-to-text functionality to allow automated transcription of students' oral picture narration response, with possibility of editing to correct transcription errors
3. In-time updating of student performance against goals as the response is dictated
4. A student-friendly user interface design
5. A teacher reporting page allowing review of student responses
6. Results linked to student Google accounts (in line with the CEM policy of supporting schools' use of Google Apps For Education - GAFE)
7. Student privacy and confidentiality requirements respected in user access permissions and protocols

Students in the pilot group of schools responded well to this application. The ability to view the running word count tallies in comparison to their goals, in real time as they created their language sample, was particularly motivating. The speech to text functionality allowed students to create language sample transcripts well beyond their writing ability level; some students commented that their spelling and writing ability improved as a result of reviewing the transcripts created in this way. They also commented that seeing transcription helped them identify the word boundaries contained in phrases learnt formulaically, of which they had previously been unaware.

However, there were also a number of challenges. The Speak Up! web application uses Google's speech engine, which means that some languages (e.g.

Te Reo Māori) are unavailable. Mandarin and Japanese are transcribed by the web application in characters, without spaces between words. Primary years' teachers of these languages are mainly using Pinyin, rōmaji or hiragana for literacy development. This means that students of these languages are unable to read the text as it is transcribed, and there are no word boundaries available for the calculation of automated feedback. Some teachers addressed this by having students type their responses using Pinyin, rōmaji or hiragana. This issue remains unresolved.

Another challenge which has affected learners of all languages is the accuracy of voice-to-text transcriptions. At best, this technology is only partially accurate. Transcription accuracy is further impacted by many factors, including; rate and clarity of speech, background noise, accuracy of pronunciation and grammar (the speech engine will attempt to 'make sense' of dictated phrases, not just dictated words), wifi speed, and the number of speakers contributing to the speech engine database for the selected language. Accuracy is noticeably best for English, and Italian and French are more accurate than Indonesian. While most of the technical issues cannot currently be resolved, the technology is constantly improving. In addition, CEM coaches work to manage teacher and learner expectations. Emphasising the 'Edit' screen of the Speak Up! web application as an opportunity to correct transcription errors has helped minimise frustrations (and develop literacy skills), as has having students focus on fluent delivery during recording (ignoring any transcription errors), rather than attempting to fix them during dictation mode through pauses and repetitions.

Another challenge has been that the calculation of sentence length requires

full stops to be accurately placed in the transcribed text during editing mode. Students have been quite poor at performing this editing. This is partly due to time constraints, but also requires more modelling and communication of expectations by facilitating teachers. Recently, using peer-checking of editing has also begun to be implemented in some schools.

Speak Up! has gone through many iterations of development, with numerous additional enhancements since the initial version. By 2020, additional functionality added across various versions included;

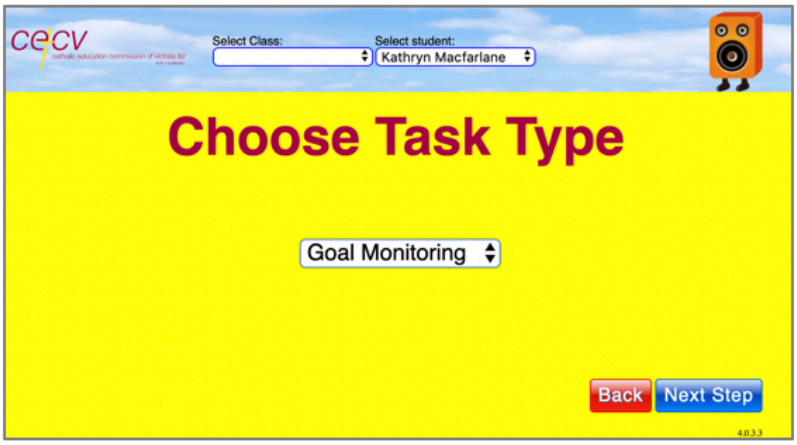
- Separation of steps involved to 1 per screen
- Creating a 'Practice' task type in addition to the 'Goal Monitoring' task type
- In Practice Mode, ability to paste text and have computer read selected text (to help students practice pronunciation)
- Display of results achieved in previous Goal Monitoring session when setting new goals
- Inclusion of words per minute (rate of speech) in goal-setting mode
- Incorporation of sets of image prompts into the application to provide consistent stimulus and allow comparison of centralised data
- Inclusion of Planning time (limited to 2 minutes)
- Time limit for the response recording (7 minutes)
- Creation of an audio recording as well as the transcribed text
- An edit screen requiring students to make at least 1 edit to the text before progressing
- A review screen asking students to reflect on their achievements in comparison to their goals, then select a focus goal for their next session

- Display of a learning tip (randomly selected from a bank of categorised tips, according to the future focus goal selected)
- Enhanced reporting features (e.g. graph display of progress, export capability of selected results)
- Enhanced administration module to facilitate creation of user accounts

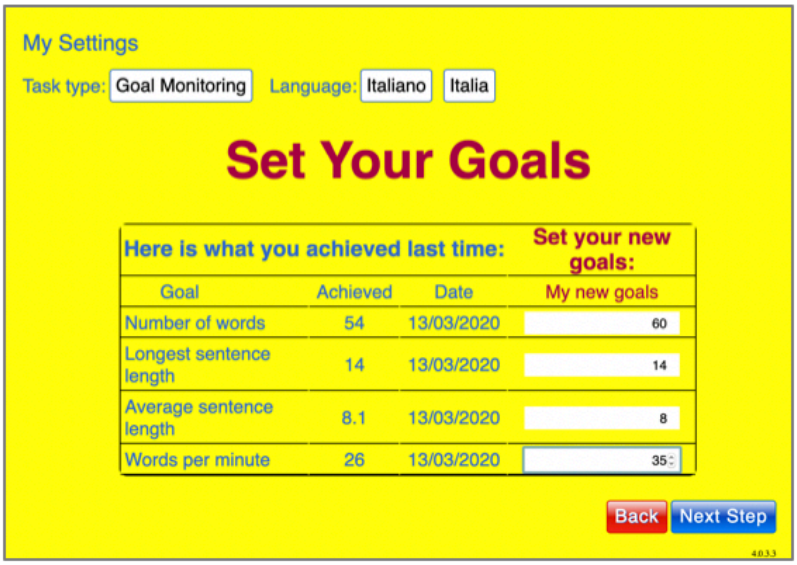
Figure 11

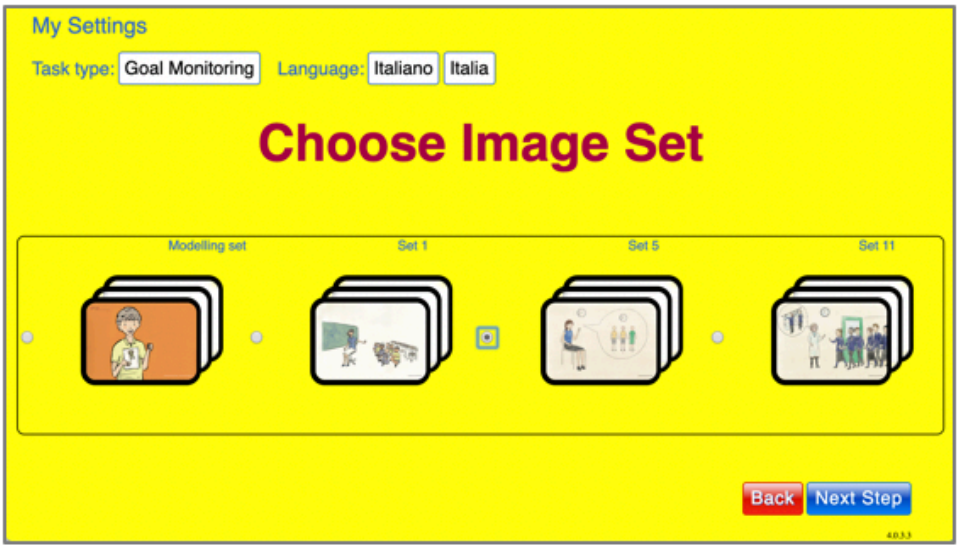
Speak Up! User Interface and Screen Navigation Sequence

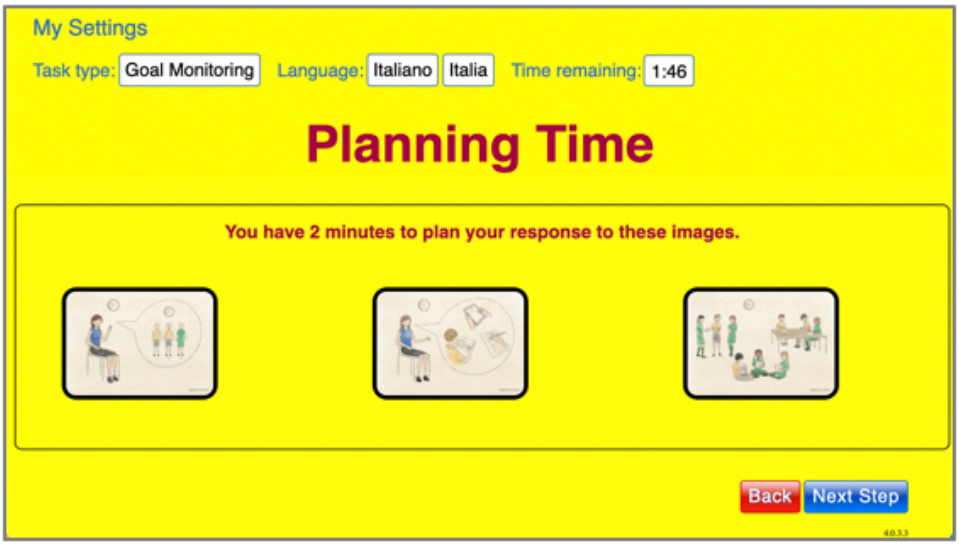
(*Images used with permission of the CECV*.)


Select Class:
Select student:
Kathryn Macfarlane
Choose Task Type
Goal Monitoring
Back
Next Step

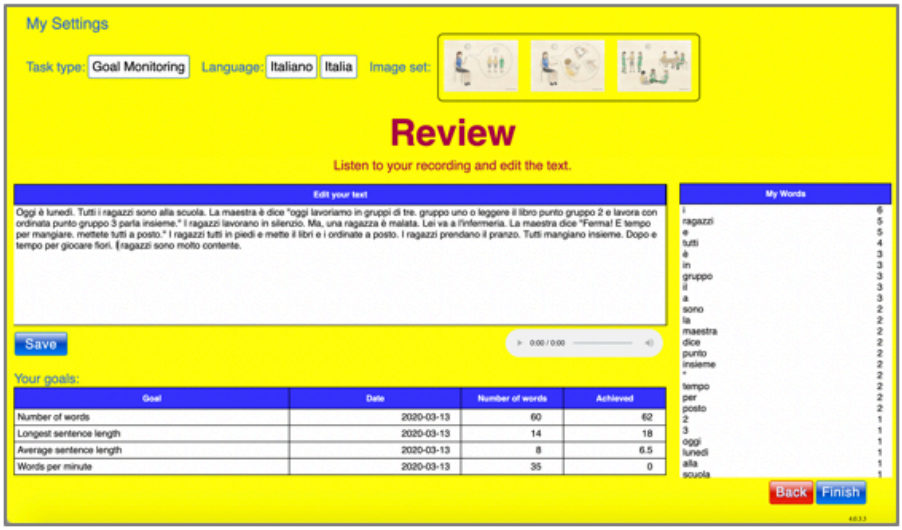

Student: Kathryn Macfarlane
My Settings
Task type:
Goal Monitoring
Choose Language
Italiano
Italia
Back
Next Step

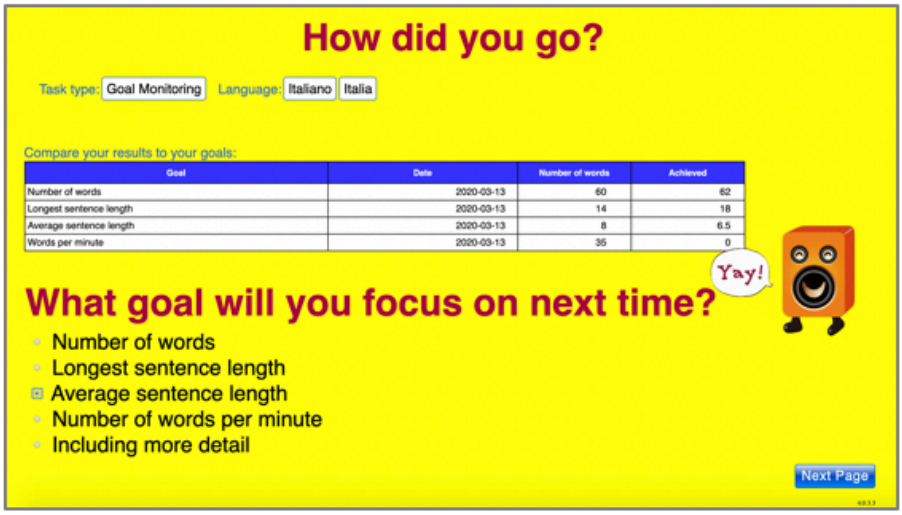

My Settings
Task type:
Goal Monitoring
Language:
Italiano
Italia
Set Your Goals
Here is what you achieved last time:
Set your new goals:
Goal
Achieved
Date
My new goals
Number of words
54
13/03/2020
60
Longest sentence length
14
13/03/2020
14
Average sentence length
8.1
13/03/2020
8
Words per minute
26
13/03/2020
35
Back
Next Step

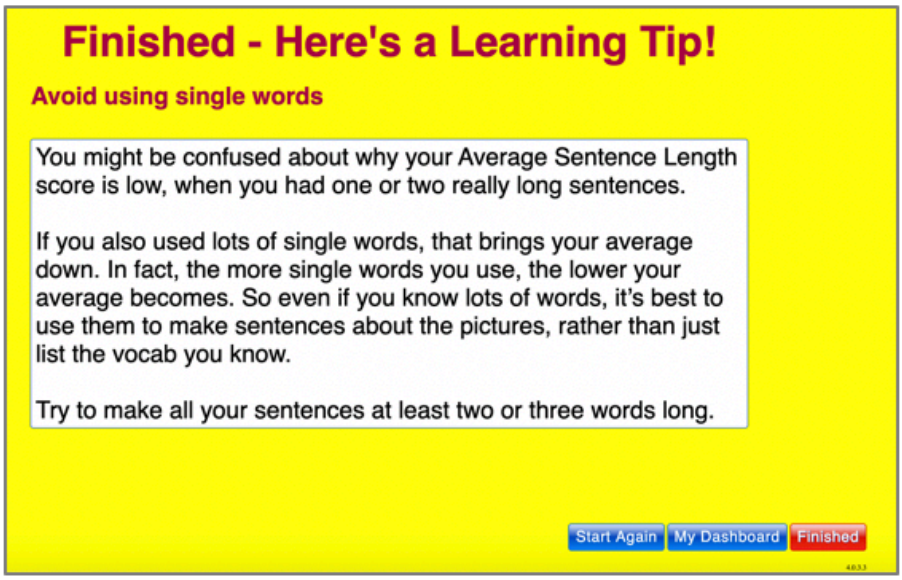

My Settings
Task type: Goal Monitoring
Language: Italiano Italia
Choose Image Set
Modelling set
Set 1
Set 5
Set 11
Back
Next Step


My Settings
Task type: Goal Monitoring
Language: Italiano Italia
Time remaining: 1:46
Planning Time
You have 2 minutes to plan your response to these images.
Back
Next Step


My Settings
Task type: Goal Monitoring
Language: Italiano Italia
Time remaining: 3:08
Record Your Response
Click on the microphone and start speaking. You have 7 minutes.
press the microphone icon to add to your recording again
Oggi è lunedì quanto i ragazzi sono alla scuola. La maestra è dice oggi lavoriamo in gruppi di tre. gruppo uno o leggere il libro punto gruppo 2 e lavora con ordinata punto gruppo 3 parla insieme. i ragazzi lavorano in silenzio mahina ragazza è malata con lei va alla zia Maria la maestra dice se ama punto e tempo per mangiare. mettete tutti a posto. i ragazzi tutti in piedi e mette te il libri è a posto. i ragazzi cantano la pranzo Tutti mangiano insieme punto troppo e tempo per giocare fiori.in ragazzi sono molto contente.
Save
Start again
My Words
ragazzi 5
è 4
i 4
in 4
punto 4
e 4
la 3
gruppo 3
tutti 3
oggi 2
sono 2
alla 2
maestra 2
dice 2
il 2
con 2
insieme 2
tempo 2
per 2
a 2
Back
Next Step







While these enhancements have been well received and resulted in a much

improved formative learning experience, they have also lengthened the time required to complete the task. Originally conceived as a task which could be completed by a whole class in 30 minutes, this now takes 60 minutes when editing, peer checking and class discussion of learning tips are included. This has implications for specialist Language teachers still working in a traditional structure of a single weekly lesson, often of less than 60 minutes.

While it has been designed to be user-friendly, the interface and screen navigation sequence are too complex for Foundation students, and possibly also for students in Years 1 and 2 depending on their level of English reading skills and familiarity with the device provided. New functionality was developed to allow teachers to log into their own account, then select students from their class and navigate the screens for them during a 1:1 interview. This is more time consuming that independent self-assessment; some schools have accepted it as a necessary alternative for early years' students, while others have chosen to only use Speak Up! with Years 3 and beyond.

Further functionality enhancements are currently being considered, including inclusion of an additional story retell task (particularly for students in Foundation - Year 2).

Together, the preceding sub-sections outlining the timing, duration, delivery modes and resources describe the design of the CEM ALL PL Program. The following section outlines its delivery; including the venue, facilitators and audience.

3.3 Delivery of the CEM ALL PL Program

The delivery of the CEM ALL PL Program has evolved over time; partly in response to the findings of this evaluation project as it unfolded and partly in response to participant feedback and the reflective practices of the CEM coaching team. Some aspects have remained unchanged, while others have undergone substantial revision.

3.3.1 Venue

The venue is one aspect of delivery which has not changed. Workshops are delivered in the purpose-designed rooms at the Catholic Leadership Centre in East Melbourne, the venue of choice for professional learning for Catholic schools in Victoria. With multiple rooms of varying size and format (all furnished with multimedia equipment), and on-site accomodation for regional participants wishing to stay overnight, this venue is a state-of-the-art conference centre. While the centralised location is not necessarily ideal for some participants from regional areas, the peer learning which occurs when large groups gather is a benefit not achieved by delivering the program to multiple, smaller audiences in different locations.

3.3.2 Facilitators

The CEM ALL PL Program was originally co-designed by the author and the CEM Languages Lead, Jennifer Brown-Omichi. Members of the CEM Languages coaching team also provided considerable input into design adjustments over the 4 cohorts. Importantly, Jennifer had already been working closely with schools and school leadership in the Catholic sector for a number of years. Her in-depth

knowledge of the baseline context was invaluable in ensuring the ALL PL Program design would meet the needs of its audience.

The PL Program was mainly facilitated by the author, with the assistance of Jennifer Brown-Omichi and the Language coaches. All facilitators have considerable experience in both languages education and delivery of professional learning for Languages teachers. Three of the facilitators had held leadership roles in languages education within schools, 2 had extensive experience in the use of intentional gesture with a focus on high-frequency, functional language and 3 had been involved in the design and delivery of Content and Language Integrated Learning (CLIL) programs. The combined experience of the team ensured they were well-qualified to deliver the CEM ALL PL Program.

3.3.3 Audience

As the ALL PL Program was funded by CEM, the audience has been comprised entirely of Catholic schools. Length of teaching service of participants ranged from 1st year graduates to teachers nearing retirement. Teachers' fluency in the school's target language ranged from native speakers to beginner learners, depending on the participants' roles (specialist Language teacher, school leader, generalist or specialist teacher of a key learning area other than Languages). Languages taught include French, Italian, Indonesian, Japanese, Mandarin, Dinka and Te Reo Māori. The period for which the language had been taught at the school varied from 0 (new language introduced simultaneously with the ALL Approach) to 35 years.

The ALL Approach was originally intended for primary schools; however, the focus on developing spontaneous oral language skills for interaction is equally

relevant to early secondary years. A number of applications from secondary schools were received for each cohort. Rather than decline these, the decision was taken to include them and attempt to provide differentiated workshop streams, offering some sessions specifically for secondary teachers.

Secondary language programs face challenges which are not always the same as primary programs; students generally have more frequent contact and total allocated time. Secondary teachers are more likely to use a text book as the basis for their course planning and often work as part of a department team which requires consistency of approach. This can make it more difficult for individual teachers to innovate with new/additional content and material. Retention beyond compulsory years is a key issue for secondary teachers which is not faced by primary teachers, and together, all teachers face the challenge of primary-secondary transition for language learners (which is currently poorly addressed). This evaluation focussed on the impacts of the ALL Approach in relation to the purpose for which it was designed; increasing spontaneous, unscripted oral language use in primary years' classrooms. As such, investigating the impacts of implementation by these participating secondary teachers was not within the scope of the project.

Fifteen teachers representing 16 different schools participated in Cohort 1 (1 school sent 2 teachers and some teachers worked at more than 1 school). A second cohort commenced in October 2017, including not only schools from the Melbourne Diocese but also some from the Diocese of Sale (regional Victoria, to the east of the Melbourne metropolitan area). Additional teachers and schools joined the cohort in early 2018 after a series of ‘catch-up’ workshops, resulting in a total participant group of 67 teachers from 34 schools. Four of these schools were repeat participants,

sending additional teachers. Because of the large number of participants, this cohort was sub-divided into three smaller groups for many of the sessions; primary schools with a single, specialist language teacher delivering a traditional program with a single weekly lesson, secondary schools, and primary schools adopting an innovative approach to delivering language daily, using classroom teachers as co-learners (see Chapters 7 and 8).

Cohort 3 commenced in October 2018, with 65 participants from 26 schools. This cohort completed in February 2020. Cohort 4 commenced in October 2019 with 68 participants from 29 schools and is due to complete in February 2021. There was again repeat participation (with new teachers) from schools in both cohorts. The elective workshop sessions for Cohorts 3 and 4 continued to be divided into the 3 sub-groups. A fifth Cohort is planned to commence in October 2020. A number of schools have participated in multiple cohorts; 89 different schools have participated in the program in total.

Table 3

Participating audience in ALL PL Program Cohorts

COHORT	PRIMARY (TRADITIONAL)	PRIMARY (TEACHERS AS CO-LEARNERS)	SECONDARY	TOTAL
1	9 / 11	3 / 2	3 / 3	15 / 16
2	21 / 14	38 / 13	8 / 7	67 / 34
3	25 / 15	25 / 8	15 / 3	65 / 26
4	11 / 9	47 / 14	10 / 6	68 / 29

Note: Numbers represent # Participants / # Schools*, e.g. 9 teachers* representing 11 primary schools (all delivering traditional programs) participated in Cohort 1.

The number of participating primary (traditional) and secondary schools has fluctuated somewhat across the cohorts, but within fairly small margins. However, after Cohort 1, there was a sharp increase in the overall number of participants, reflecting the strong interest the program has generated. CEM has placed an upper limit of 70 participants and 30 schools on enrolments, in order to ensure adequate coaching support can be provided with the available team resources.

Another key trend in the participating audience has been the increasing number of primary schools offering Language on a daily basis through classroom teachers acting as co-learners (see Chapters 7 and 8). Even in primary schools offering traditional programs with a single weekly lesson, there was a noticeable rise in the number of attendees from each of these schools for Cohorts 2 and 3, reflecting that the Language teachers in these schools were no longer working in isolation. Colleagues were beginning to take an interest in supporting the Languages program, even if the school had not yet committed to formally adopting the teachers as co-learners approach.

3.4 Chapter Summary

This chapter has outlined the design and delivery of the CEM ALL PL Program, and its evolution over time. It has highlighted that the issue of developing oral language skills for spontaneous interaction is common to both primary and early secondary settings, and is one which generates keen interest. It has also highlighted the essential contribution of on-site coaching to ensuring professional learning translates into sustainable practices. Most importantly, it has introduced the most critical development amongst schools to date; the removal of the traditional isolation of primary years' Languages teachers, with an increasing number of schools

overcoming the timetabling barrier to offer Language on a daily basis, using classroom teachers as co-learners.

Chapter 4 identifies the ways in which CEM measured the changes in Language program delivery in schools as a result of participation in the ALL PL Program, and the ways in which schools were asked to monitor the impact of those changes on student learning outcomes. The chapter also presents the ways in which these 2 data sets were analysed for the purposes of this evaluation project.

CHAPTER 4
SET UP MEASURING STRATEGIES

Before implementing any change strategy, it is essential to determine what the success criteria are, and how they will be measured. Success criteria should be clearly linked to the goals of the change intervention (Kusek & Rist, 2004). In the case of the CEM ALL PL Program and the ALL Approach, the goals are;

1. to influence the structure and delivery of primary years' foreign language programs
2. to achieve increased spontaneous use of the target language by learners

Success criteria should therefore relate to changes in program structure and delivery, and changes in spontaneous use of the target language by learners. In order to achieve stakeholder commitment to the changes and ensure new behaviours and practices are sustainably embedded, these success criteria should be monitored by the participants themselves, rather than an external party (such as a coach, consultant or researcher). The change process supported by the CEM ALL PL Program should model the promotion of learner autonomy for teacher participants, in the same way that the ALL Approach advocates promoting learner autonomy for students.

In order to monitor the impact of their participation on their school's program structure and delivery, teachers were asked to complete a self-evaluation rubric for

each of the 8 key strategies of the ALL Approach upon commencement, during and at completion of the CEM ALL PL Program (see Appendix B). They moderated their self-assessed ratings in collaboration with their allocated coach. In addition, anecdotal records were collected through workshop and webinar participation, coaching observations and conversations and email exchanges.

As described in Chapter 3, the Speak Up! web application was developed to gather oral language produced spontaneously in a picture narration task, with functionality allowing learners to set goals relating to vocabulary range and sentence length, and automated, in-time display of results against these criteria. For the purpose of assessing ongoing use of the target language for classroom interaction, a student self-assessment rubric was created (see Appendix C). Once again, these self-assessment tools were supplemented by anecdotal records collected each term through teacher and coaching observations, relayed during workshop participation, coaching conversations and email exchanges.

Ethics approval for this study was sought and obtained from Monash University, Catholic Education Melbourne and the Catholic Education Office, Sale Diocese. It was a constraint of ethics approval for this evaluation study that participants (both teachers and students) would not be asked to participate in additional tasks for the purposes of the research, beyond those which they would normally perform as part of classroom and/or professional learning participation. This evaluation project therefore used the data collected by learners, teachers and coaches (as described above), analysing it in specific ways in order to respond to the research questions. In addition, observations, reflective facilitation notes, webinar recordings and coaching records were all used to supplement the data collected by

participants. The following sections present the participants for whom consent was obtained and the methodology used for this evaluation project.

4.1 Participants

Of the 89 schools which have participated in the CEM ALL PL Program, consent to use data for the purposes of this research was sought and obtained from 16 of the primary schools in Cohorts 1 and 2. As the focus of the ALL Approach and this evaluation study is on primary years' foreign language, secondary schools were not included. Due to time constraints of data gathering, the original intention was not to include any schools from Cohorts 3 or 4 in the study. However, one school from Cohort 3 did provide consent (bringing the total number of participating schools to 17 over 3 consecutive Cohorts), and their data is included in order to illustrate the changes in impact of the CEM ALL PL Program over subsequent Cohorts.

Schools A to H were participants in Cohort 1, with Schools G to P participating in Cohort 2, with new teachers from Schools G and H returning for participation in Cohort 2. Cohort 3 participant schools included additional teachers from Schools A and H, and teachers from School Q. The teacher from School K joined the CEM Coaching team for 1 day per week in 2019, so was also closely involved with the CEM ALL PL Program during this period, while retaining her teaching role in School K 4 days per week. Schools N and Q also recommenced participation in Cohort #4 in October, 2019. This distribution of participating schools is represented in Table 5 below:

Table 4

Distribution of Participating Schools by Cohort

SCHOOL	PILOT	COHORT #1	COHORT #2	COHORT #3	COHORT #4
A	X	X		X	
B	X	X			
C		X			
D		X			
E		X			
F		X			
G		X	X		
H		X	X	X	
I			X		
J	X		X		
K			X	COACH	
L			X		
M			X		
N			X		X
O			X		
P			X		
Q				X	X

The locations of the schools were mainly in the Melbourne Diocese (n=14), with a smaller number from the Diocese of Sale (n=3). Languages taught in these schools include Italian, French, Japanese, and Indonesian.

The Languages program delivery model in place prior to implementation of the ALL Approach was mainly Language as a stand-alone content area, delivered by a specialist language teacher in a single weekly lesson of 60 minutes or less. In School F, the Languages teacher (FTE[1] = 0.2) was also a classroom teacher (FTE = 0.8) who used the target language extensively with her students throughout the

1. FTE - full time equivalence (0.2 = 1 day per week).

week. Schools G and H had already introduced innovative models of delivering language on a daily basis, and School K had introduced a CLIL program delivering both visual and performing arts through the target language 3 days per week. In all 3 of these schools, classroom and/or specialist teachers (of key learning areas other than Languages) acted as co-learners, provided strong modelling of language learning strategies for students (see Chapters 7 and 8). The principals of each of these schools had previously participated in the CEM Leading Languages Professional Learning Program (LLPLP), as had the principals of 8 other participating schools. Together, these contextual features of modelling of language learning and participation in the LLPLP proved to be closely linked to outcomes (see Chapter 6).

4.2 Evaluation Methodology and Data Analysis

A mixed-methods approach (Creswell, 2009) was selected for this evaluation, including analysis of the quantitative data collected by the 17 schools having provided consent for their data to be used, along with rich qualitative data in the form of 2 case studies (Duff & Anderson, 2015) of the schools demonstrating the greatest level of key strategy uptake and increase in learning outcomes (see Chapter 7).

The purpose of this evaluation study is to evaluate the impact of the CEM ALL PL Program on program structure and delivery in schools, and the impact of these changes on student oral language use. It is important to emphasise that direct causal links cannot be established. The ALL Approach and supporting CEM ALL PL Program cannot be divorced from the broader context of professional learning and support for Languages offered by CEM; the ALL PL Program is only one of their many initiatives. Most of the schools participating in the ALL PL Program have

received additional support and participated in other CEM professional learning. For these reasons, quantitative data alone cannot begin to tell the full story; much richer insights are achieved by situating qualitative accounts of the ALL Approach and its implementation within this broader context.

The scope of this evaluation did not allow for a deep investigation of all 17 participating schools. The data obtained from teacher and learner self-evaluations was therefore used to explore connections between uptake of the 8 key strategies and changes in learning outcomes, and to identify schools in which the strongest learning outcomes were achieved for more detailed analysis. The quantitative data set (consisting of key strategy uptake, responses to the picture narration task and teacher summaries of student self-evaluation of classroom language use) created a complex web of factors to analyse. The initial intention had been to use inferential statistics (multiple linear regression) to determine whether progress made during the year of implementing the ALL Approach could be deemed significant, and whether uptake of particular key strategies correlated more strongly with progress than others. However, the data was collected by students and teachers in uncontrolled situations, with some variation in collection methods between schools. In addition, there were a multitude of variations in contextual conditions between schools (e.g. target language offered by the school, teachers' use of target language, types of learning activities included in the program). For these reasons, attempting to draw such conclusions could have been misleading. Descriptive statistics were chosen instead to group results in a variety of ways which illustrate the qualitative findings.

Key Strategy Uptake. The ALL Approach Self-Evaluation Rubric created a 5-

point progression continuum for each of the 8 key strategies. The difference between the median starting score and the median end score for each key strategy across all 17 schools was used to determine the overall impact of the CEM ALL PL Program on Language program delivery in each of these 8 areas. Uptake of each key strategy across participating schools was then analysed in more detail. In addition, the overall level of uptake in each school was calculated by adding the scores (out of 5) for each of the 8 key strategies, with a resulting maximum possible score of 40.

Responses to the Picture Narration Task . Baseline data was collected in all schools using the picture narration task in the Speak Up! web application. Where individual students had created multiple responses to the task, only the response with the highest number of word types (NWT) was used in the analysis. Language samples were scanned, and any which contained English were removed. Any samples which clearly did not include the punctuation required to delimit sentences (either full stops or returns) were excluded from the average sentence length (ASL) analysis. All teachers reported that all students' reaction to the images at baseline data stage was 'I can't say anything about them'. The language students did produce at baseline data collection was in response to an additional prompt ('What else do you remember how to say?') rather than to the images, so the baseline number of key points (NKP) was taken as 0 for all students. To minimise the impact of outlying results, the median score (rather than the mean) for NWT and ASL were used in each school.

Schools were asked to establish the picture narration task in 'Speak Up!' as a regular self-assessment task each term. Not all schools did so, resulting in

incomplete data sets. In addition, as students' vocabulary increased and language samples became longer, it was frequent for students to omit the punctuation necessary to delimit sentences, rendering the average sentence length (ASL) scores meaningless. For these reasons, the following procedures were adopted for the analysis of language samples collected after baseline data;

- Any students for whom baseline data was not gathered were removed from the analysis (as progression could not be determined)
- When any individual student had created multiple responses in the same term, the response with the highest NWT score was used
- If less than 5 students completed the task in a term, no result was recorded for the school
- Any responses which were not in the target language were removed
- In responses which were predominantly in the target language, any individual English words included were removed

The median number of word types (NWT) was calculated each term after this data cleansing for the full range of student language samples available. Due to the significant manual review required, only 3 students from each school were selected for analysis of average sentence length (ASL) and number of key points (NKP). The selection criteria used was to choose 3 students who scored lowest, highest, and closest to the median score respectively for number of word types (NWT) at baseline data, and for whom language samples were collected in each of the subsequent terms so that progress could be determined. This criteria was used to ensure the full

range of achievement was represented, despite the low number of language samples analysed. While personal information was not collected for participating students (and it is known that in some schools, there were some background speakers in some classes), the background of these 3 selected students from each schools was verified with teachers to ensure background speakers were not included. Where necessary, punctuation was added to the language samples of these 3 students, in order to provide a meaningful average sentence length (ASL) score. As only 3 students were selected, the mean (rather than the median) increase in ASL and NKP across these 3 students was used to represent the mean increase score for each school for each of these measures.

Student Self-Evaluation of Language Use . The Student Self-Evaluation of Langauge Use rubric (see Appendix C) also gave rise to a 5-point scale for each of the behaviours. Teachers were asked to review their students' responses and, combining these with their own observations, provide an overall rating for students in their school at commencement, during and upon completion of the ALL PL Program. The scores from the 'Language Use' Column of these overall teacher ratings were used as the school's score for spontaneous use of the target language. Some schools continued to provide this data over multiple years, while others only provided it at the beginning and end of their year of participation in the CEM ALL PL Program. While it must be acknowledged that the ratings are highly subjective on the part of both students and teachers, coaching observations and moderation feedback confirms that the general trends indicated in the results were observed.

Data Analysis using Pawson's Realist Evaluation Framework. Full data sets were only available from 9 schools, with school A providing all data sets except for number of key points in the picture narration task at the end of the first year (language samples were provided, but not the eliciting stimulus, so it was not possible to determine NKP). In order to investigate the contribution of the 8 key strategies to progress in language learning outcomes, each of these schools was allocated to the categories ‘Emerging’, ‘Developing’ or ‘Flourishing’ on the basis of their scores for overall uptake, and for median growth in each of the 4 learning progress measures (spontaneous use, number of word types, average sentence length and number of key points). Where a school provided scores across multiple years for Overall Spontaneous Use, their final score was used to allocate the rating of Emerging/Developing/Flourishing:

Table 5

Criteria for Grouping of Results

Measure	Emerging	Developing	Flourishing
Overall Uptake of 8 key Strategies (Max score of 8 x 5 = 40)	< 24/40	25 - 29/40	> 30/40
Overall Spontaneous Use Estimate (5-point continuum)	2	3	4
Median Number of Word types	< 20	21 - 50	> 50
Median Average Sentence Length	< 2	2 - 4	> 4
Mean Number of Key Points	< 5	6 - 10	> 10

This analysis resulted in a matrix of key strategy uptake and language learning outcomes across 4 different measures (see Table 12). Pawson's Realist Evaluation Model (Pawson & Tilley, 2001; Pawson, 2002a; Pawson, 2002b; Pawson, 2006) was then used to identify configurations which resulted in the most advanced learning outcomes (see Figures 34 - 41). While this model has been described as

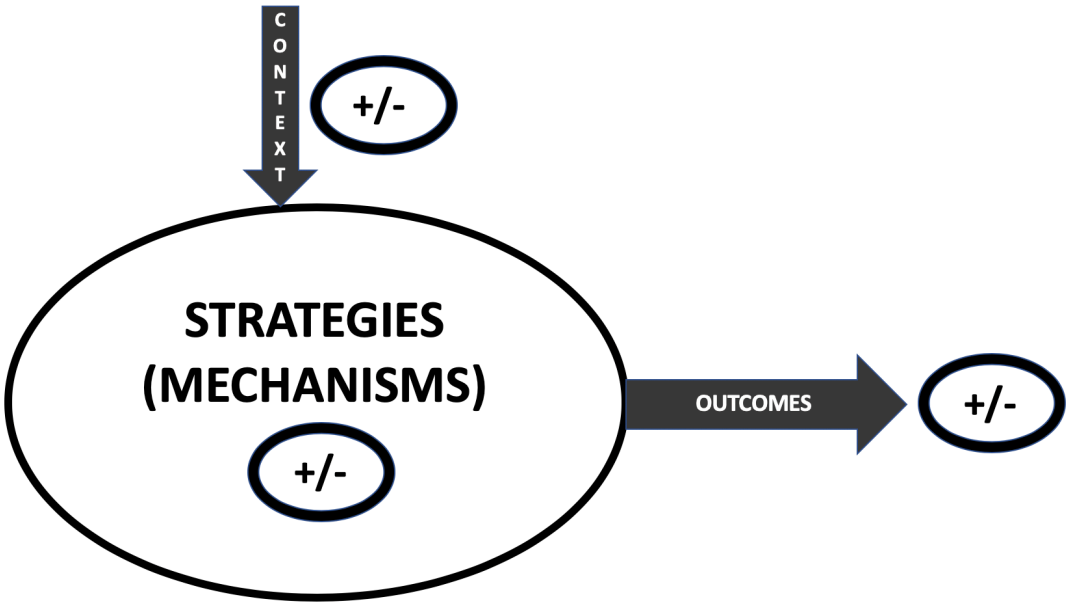
belonging to the theory-based/logic program evaluation family, it does have some unique characteristics which set it apart. There is an explicit recognition that even the most successful interventions will not work for every participant, in every situation. Every participant will come to the intervention with a different set of contextual features, which will render them more (or less) predisposed to adopt the new, proposed strategies. These new strategies are viewed as the mechanisms by which the intervention aims to effect change. Different levels of strategy/mechanism adoption will lead to different outcomes, which are more (or less) aligned to the objectives of the intervention. This model closely mirrors the scenarios found both in participating schools and in the results, making it the most appropriate evaluation model for this project.

The 3 key components of the Realist Evaluation Model are therefore Context (C) which either predisposes participants positively (+) or negatively (-) to the intervention, Strategies[1] (S) which are either adopted (+) or not adopted (-) as intended and Outcomes (O) which are either as desired (+) or not (-);

Figure 12

Basic components of realist causal explanation

1. Strategies are described by Pawson as Mechanisms



(Adapted from Pawson, 2006, p. 7 of Ch. 2)

In complex initiatives such as the ALL Approach, the context of each participating school contains multiple elements. Each of the 8 key strategies was implemented to varying degrees in different schools. The myriad combinations of different contextual features and key strategy uptake levels results in a wide range of possible outcomes, or Context-Strategy-Outcome configurations (C-S-Oc) patterns.

Pawson (2002b, p. 342) promotes the idea that effective evaluation must look at both the audiences and contexts for whom a program does work, as well as those for whom the same program does not work. Rather than attempting to prove a causal relationship solely between the intervention as a whole and the resulting outcomes, he seeks instead to identify consistent C-S-Oc patterns in order to replicate scenarios which lead to positive outcomes and avoid those which do not.

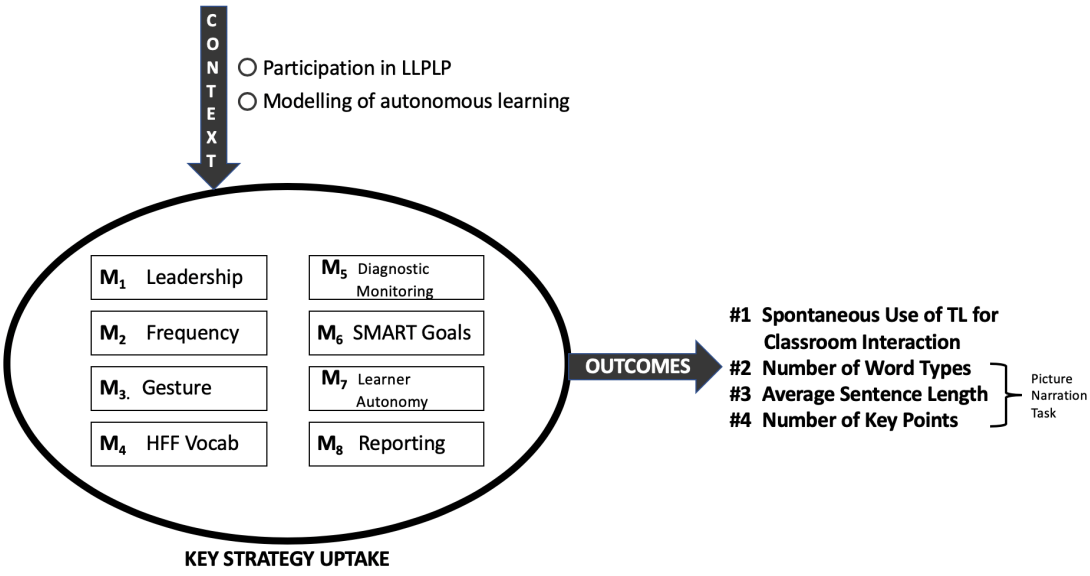
> *According to this perspective it is not 'programmes' that work: rather it is the underlying reasons or resources that they offer subjects that generate change. Causation is also reckoned to be contingent. Whether*

the choices or capacities on offer in an initiative are acted upon depends on the nature of their subjects and the circumstances of the initiative.

The contextual features which appeared to have a relationship to key strategy uptake and learning outcomes were; participation in the CEM Leading Languages Professional Learning Program (LLPLP), and the degree of modelling of language learning by the school community. These 2 features, in combination with the 8 key strategies, led to a reformulation of Pawson's C-S-Oc diagram for this evaluation as follows:

Figure 13

Pawson's Realist Evaluation Framework applied to this evaluation



The analysis using Pawson's model revealed that 2 schools in particular had achieved results at the 'Flourishing' level for both key strategy uptake and language learning outcomes. Case studies of these 2 schools were drafted, including

narrative-style accounts (Barkhuizen & Wette, 2008; Barkhuizen, 2014; Wells, 2011) of teacher-student interaction, using coaching observations and input by staff during workshop and webinar sessions. Participating staff from each school reviewed and contributed to these case studies (see Chapter 7).

4.3 Chapter Summary

This chapter has highlighted the ways in which participating schools were encouraged to gather data to measure the success of their attempts at transformational change. The ethics constraint of data for this evaluation being limited to that gathered by schools themselves was discussed, along with the limitations in the data provided by schools. Finally, the ways in which the available data was analysed was presented, including the selection of Pawson's Realist Evaluation Model to identify which aspects of the ALL Approach worked for which participants, in which circumstances. Through this quantitative analysis, Language program delivery and learning outcomes were found to be flourishing most strongly in 2 schools. The use of narrative accounts and detailed case-studies to present qualitative data for these 2 schools was outlined.

Following on from this presentation of measuring strategies and methodology, Chapter 5 seeks to respond to the first research question, 'How did the CEM ALL Professional Learning Program impact on Languages provision in schools?' by looking at the uptake of the 8 key strategies of the ALL Approach, differences in Language program delivery models and changes in these results between the 2 cohorts of the CEM ALL PL Program.

CHAPTER 5
IMPLEMENT THE CHANGE

Schools are given autonomy to implement the 8 key strategies of the ALL Approach in ways which are best suited to their unique context, at a pace which they set. In addition to the resulting wide range of implementation variations of the ALL Approach, there are also numerous pre-existing Languages program delivery models in place in these schools. The program model in most schools prior to commencing the CEM ALL PL Program was the traditional, single weekly lesson (of between 30 - 60 minutes), delivered by a specialist Language teacher. However, 3 schools were also implementing Content and Languages Integrated Learning programs (CLIL); 2 of these incorporated topics from a content area (Science and History respectively) within the single weekly Language lesson, delivered by a specialist Language teacher. One school had a Performing Arts and a Visual Arts lesson each week, in addition to an Indonesian lesson. This was achieved through co-teaching by English-speaking Performing and Visual Arts teachers, supported by a native-speaker Language Assistant. Two other schools had adopted an innovative approach, with classroom teachers incorporating Language focus sessions into their daily planning (3 days per week in one school, 5 days per week in the other - see Chapter 7). In 1 other school, the specialist Language teacher was also a classroom teacher 4 days per week, using the target language extensively with her class on these days in addition to during the weekly Italian lesson. Across the multitude of unique contexts

created by these different program delivery models and different uptake levels of the 8 key strategies of the ALL Approach, learning outcomes also varied.

This evaluation study is designed to identify the impacts of the CEM ALL PL Program on Language program provision in schools, and resulting changes in student use of oral language in the classroom. This chapter will investigate the first of these research questions; 'How did participation in the CEM ALL PL Program impact on Language program provision in schools?'. Chapter 6 will then go on to investigate the resulting changes in student language use.

5.1 Impact of the CEM ALL PL Program on Language Program Delivery in Schools

The ALL Approach attempts to influence Language program delivery in schools in specific ways, through the 8 key strategies. Other aspects of program delivery are not addressed and therefore were not measured in this evaluation. For example, the language taught, and number of years for which the language had been taught in the school are all contextual features which were not found to impact on results, and are therefore not addressed.

The 8 key strategies were not implemented by all schools with equal emphasis. While adjustments have been made to the delivery of the CEM ALL PL Program to address this, they have not yet led to high uptake across all key strategies, indicating further adjustments should be considered.

Uptake of the 8 key strategies was recorded by participants and verified by coaches using the ALL PL Program Participant Self-Evaluation Rubric (See Appendix B) at the commencement of the CEM ALL PL Program, during participation and at its conclusion. Some schools participated in both Cohort 1 and 2, and some Cohort 1

schools provided data again in Term 4, 2019, providing indications of how sustainable the changes were over time.

Although there was wide variation amongst schools in the level of uptake of each strategy, there are nevertheless some clear trends. Before looking at the uptake of each key strategy in individual schools, these trends can best be seen by presenting an overview of the median self-rating scores for each strategy across all 17 schools. The figures in the '∆' column (representing the difference between the 'After' and 'Before' median scores) is an indication of how participation in the CEM ALL PL Program influenced the uptake of each strategy by the end of the first year of implementation. The figures in the final column represent the median score for each strategy across the schools which provided longer-term data (beyond the first year of implementation) (n=9).

Table 6

Median Uptake of The ALL Approach 8 Key Strategies

KEY STRATEGY	BEFORE	AFTER	∆	LONG-TERM
DIAGNOSTIC MONITORING	1	3	2	4
LEADERSHIP	3	4	1	3
FREQUENCY	1	3	2	4
GESTURE	1	4	3	5
HFF VOCAB FOCUS	1	4	3	4
SMART GOALS	1	3	2	3
SELF-MONITORING OF PROGRESS	1	3	2	3
MODIFIED REPORTING	1	3	2	3

The only strategy for which there was any substantial prior level of uptake before commencing the ALL PL Program was Key Strategy #2 - Leadership Support for Change in Languages (which scored a baseline average of 3). Although the median score is 1 for Key Strategies #1 (Diagnostic Monitoring), #3 (Frequency), #4

(Gesture), and #5 (High-Frequency, Functional Vocabulary Focus), some schools had implemented each of these to some degree prior to implementation (but not enough to raise the median score). No school had implemented Key Strategies #6 - #8 at all before commencing the CEM ALL PL Program. Although the level of uptake for Leadership is low (1), the end score is equal highest across all strategies (4). However, this score was not maintained in the longer term, regressing to a median score of 3, giving no long-term net gain. This is reflective of normal shifts in focus for whole-school improvement; it is not realistic to expect that Languages will always remain the key agenda item. It is all the more critical therefore, to ensure that while leadership support is strongly present, sustainable support for a quality Languages program is firmly embedded in school practices.

Key Strategy #4 (Intentional Gesture-Based Language Teaching) and Key Strategy #5 (Focus on High-Frequency, Functional Language) were the 2 strategies with the strongest, most consistent uptake across all schools. Only 4 schools had been using gesture to any degree (low to moderate) prior to participating in the CEM ALL PL Program, and only 1 school had included any focus on High-Frequency, Functional Language (moderate). All participants rated medium to very high on these 2 key strategies by completion of the CEM ALL PL Program, indicating that it had been successful in supporting teachers to implement these pedagogical changes within their classrooms. The long-term use of gesture increased, and the focus on high-frequency, functional vocabulary was maintained, indicating these changes had been sustainably embedded in the Language programs of these schools.

A key reason for this relatively high level of uptake is that these are both strategies which are entirely under the personal control of individual primary years'

Language teachers. They do not rely on securing leadership support, structural changes or access to technology. They are concerned with pedagogical changes only; changes which are nevertheless significant and, due to the enhanced learning outcomes they immediately produce (quick wins in Kotter's 8-step change management model; see Chapter 2), highly motivating.

Uptake of the remaining 5 strategies was moderate, but maintained or increased over time, also suggesting changes were sustainably embedded. The following sub-sections expand this high-level analysis with more detailed data for the uptake of each key strategy.

5.1.1 Diagnostic Monitoring

Although the median baseline score for this strategy was 1, 6 schools did report some degree of prior implementation. These were all schools in Cohort 1; the schools in Cohort 2 all reported no prior implementation. With the exception of School G, all teachers responding to the self-evaluation survey in Cohort 1 were specialist Language teachers, whereas most teachers responding during Cohort 2 were classroom teachers engaging with Languages as co-learners. This factor may partially account for the difference in baseline self-rating scores; Languages teachers felt they were already engaged in diagnostic monitoring, whereas classroom teachers had not previously been doing so for Languages.

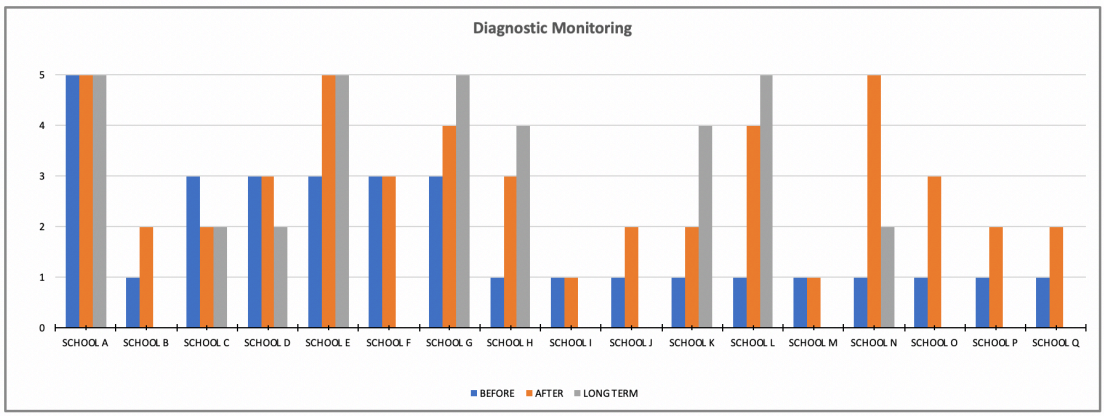
However, during Cohort 1 it became evident that this was one of the key strategies for which there was the least initial shared understanding. 'Evaluate and improve teaching programs' is one of the core competencies for a practicing teacher in the Professional Standards issued by the Australian Institute for Teaching and School Leadership (Australian Institute for Teaching and School Leadership, 2011).

Teachers at the proficient level are expected to "evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning."

When asked if they engaged in reflective teaching practices, every teacher in Cohort 1 responded positively. However, when asked to provide an example of a change they had made to their teaching practice or program planning in light of evicence they had gathered prior to commencing the CEM ALL PL Program, many participants could not do so. The initial self-rating scores for Cohort 1 are therefore possibly a little inflated in some schools. The median final score for participants' self-rating of this strategy upon completion of the CEM ALL PL Program (3), by which stage shared understanding of the strategy was more developed, is equal lowest of all strategies. The median uptake (difference between before and after scores) was 2, although this did continue to increase over time, with long-term self-assessment ratings leading to a median of 4.

Figure 14

Uptake of ALL Approach Strategy #1 - Diagnostic Monitoring



Gathering data for diagnostic monitoring is something which all teachers are

able to do, without leadership support. However, Languages teachers are not trained in how to use this data to make decisions regarding their program content or delivery. As discussed in Chapter 1, nor do they have access to the collaborative discussions with colleagues which are how diagnostic monitoring is typically carried out in schools. While they have autonomy to change the content and pedagogical approach used in their classrooms, they are unable to decide on the fundamental changes to their program structure which the data suggests is necessary. According to the AITSL standards, diagnostic monitoring is a core responsibility of every practicing teacher. Yet the results clearly indicate that it is not a well-developed practice amongst many Languages teachers, echoing Fullan's (2016a) observation that 'standards represent a weak mechanism for causing system change'.

As gathering rigorous evidence of language acquisition and use is new for all schools, it is fair to say that both leaders and teachers alike are still learning how to use this data to effectively inform both strategic planning for Languages and program content development. Diagnostic Monitoring for Languages is a strategy which must be included in the negotiation of leadership support for change, at least until such time as rigorous, sustainable structures and practices are embedded within the school community.

5.1.2 Leadership Support for Change in Languages

Leadership support for change in Languages (key strategy #2) is an area in which there was initially very little change as a result of participation in the ALL PL Program. The median uptake score (measured by the difference between the average 'before' and 'after' scores) did not change during Cohort 1. This was recognised as a critical need to address; consequently, more emphasis was placed

on securing leadership support during Cohort 2 through in-school coaching meetings, and through workshops providing teachers with tools and skills to engage with leadership themselves. The median uptake for Cohort 2 schools (excluding those in which leadership support was already rated at 5) was 1, bringing the median across both cohorts to 1. This is the lowest change score of all 8 key strategies, suggesting that the increased emphasis on securing leadership support in Cohort 2 was only partially effective.

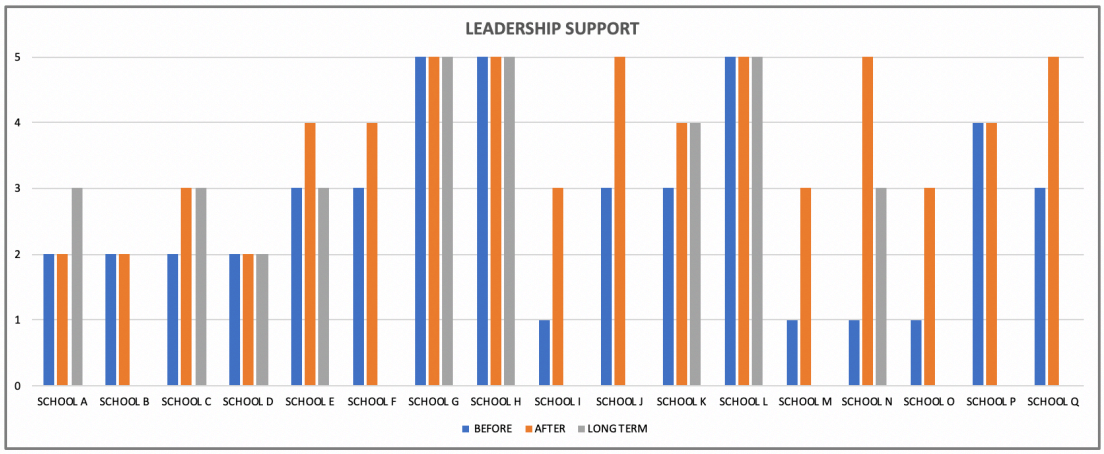
In contrast, there is a clear link between increased leadership support and recent (or concurrent) participation in the CEM Leading Languages Professional Learning Program (LLPLP). Leadership support was rated highly in schools which had participated in the LLPLP. However, the timing of this participation (well prior, immediately prior, or concurrently with the ALL PL Program) impacted on the overall uptake of the 8 key strategies, as well as on student learning outcomes. Participation in the LLPLP immediately prior to implementing the ALL Approach appears to have led to the most effective increase in leadership support for change in Languages. As can be seen in figure 13 (below), leadership support was not sustained in the long term in 2 schools; in 1 of these, participation in LLPLP was well prior to participation in the ALL PL Program, and in the other, the school has not yet participated in the LLPLP.

The initial (before) median score of 3 is also reflective of the substantial engagement with school leadership undertaken by the Languages coaching team at CEM prior to and since the commencement of the ALL PL Program. This mid-level score is considerably higher than would be expected based on the findings of the various reports cited in Chapter 1. This is an important contextual feature; this prior

focus on engaging decision-makers created a rich, fertile context in which the ALL Approach could be implemented with the greatest chance of success.

Figure 15

Uptake of Key Strategy #2 - Leadership Support for Change in Languages



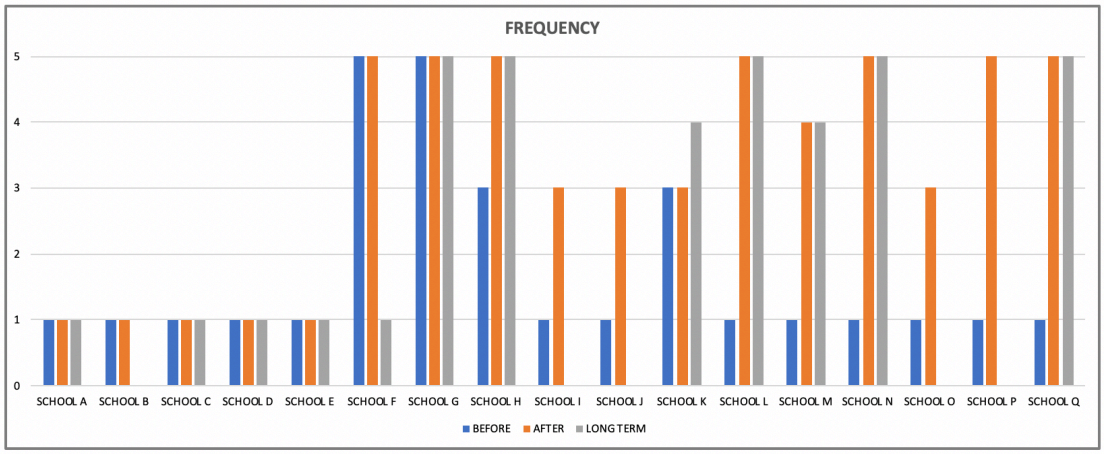
5.1.3 Frequency

In 6 of the 17 schools, frequency of scheduled contact remained at 1 day per week, following the traditional specialist primary years' program delivery model. In School F, increased frequency was only in place for Year 6, the year level for which the Language teacher was also a classroom teacher. All other year levels received Language once per week. The language achievement data provided from School F is for students at Year 6 level. Therefore, for the purposes of this evaluation study, they are recorded as offering daily language despite, strictly speaking, being a traditional model offering a single weekly lesson across the rest of the school. Subsequently, the teacher moved levels for her classroom role from Year 6 to Year 2; Figure 16 (below) reflects that Year 6 students did not continue to receive Language 5 days per week, highlighting the variable nature of this Languages provision model.

At Schools G, H and K, the pre-existing models of 3 - 5 days per week were maintained or increased across the whole school. In the 9 remaining schools, there was an increase from 1 to either 3, 4 or 5 days per week during the first year of implementation. This data means that while no school in Cohort 1 showed any increase in scheduled frequency, every school in Cohort 2 did so, and in most cases these changes were substantial. The uptake continued to increase over time, with the long-term median score increasing to 4.

Figure 16

Uptake of ALL Approach Key Strategy #3 - Frequency



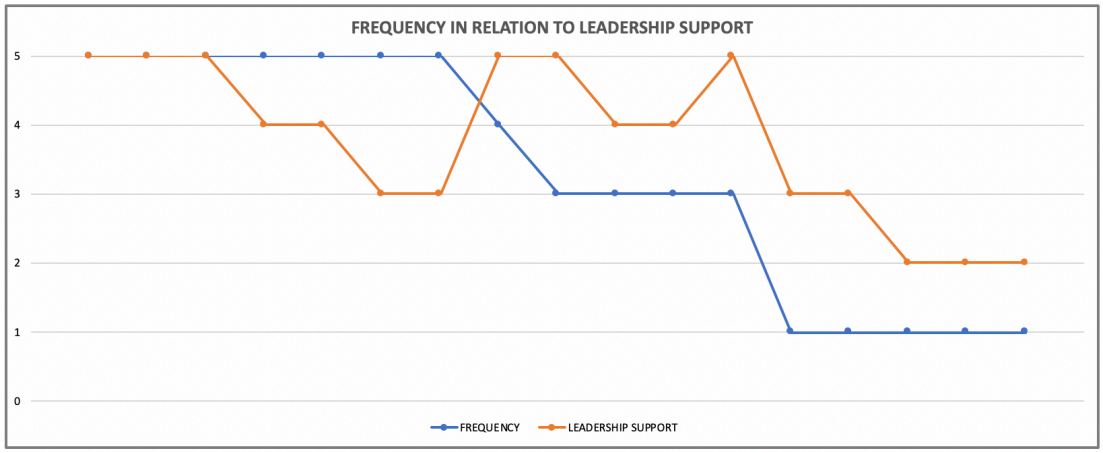
By the end of their participation in the CEM ALL PL Program, 6 of these 17 schools were offering scheduled contact 5 days per week across the whole school, 1 school was offering 4 days per week, and 4 schools were offering 3 days per week (with a view to further increases to 5 days per week), for all students, across all year levels. Schools A and E were working towards increasing to daily contact through participation of classroom teachers, but had not yet managed to secure full staff support for this. Increased contact was occurring for some year levels on an ad-hoc

basis, but not others. In School F, the Language teacher's own class continued to receive 5 days per week, with all other students in the school receiving 1.

There was a clear link between strong leadership support for change in Languages and increases in scheduled frequency. All 6 schools offering daily scheduled contact for the whole school reported high to very high levels of leadership support. Schools offering 3 or 4 days per week reported medium to high levels of leadership support, while schools with the lowest level of leadership support continued to offer a single weekly lesson. Schools with medium to high levels of leadership support but still offering only a single weekly lesson were all working towards increased frequency.

Figure 17

Uptake of Frequency in Relation to Leadership Support



The ways in which the 11 schools offering 3 - 5 days per week across the whole school achieved the increase in scheduled frequency varied. As previously discussed, 1 school (K) had implemented a CLIL program delivering Performing and Visual Arts in Indonesian. Schools G and H had implemented an innovative

approach, in which classroom teachers included Language focus sessions in their daily planning, taking on the role of co-learners of the language. The classroom teachers in these 2 schools also attempted to use the target language incidentally throughout the day for classroom interaction, outside of the Language focus session. It was this model which was adopted by Schools I, J, L, M, N, O, P and Q (all participants in Cohort 2), with some variations in the way it was implemented.

Given the historical challenges of achieving any increase in the frequency of delivery of Languages in Australian primary schools (as outlined in Chapter 1), this is one of the most unique and significant results of the CEM ALL PL Program. However, it cannot be attributed to the ALL PL Program alone; the leadership support necessary to achieve this change was secured through participation in the LLPLP. The ways in which this increased frequency was achieved are further explored in Chapters 7 and 8.

5.1.4 Intentional Teaching Gestures

Uptake of intentional teaching gestures was reported as the equal highest of the 8 key strategies for both the final score (4) and average uptake score (3). Uptake was equally as strong across both cohorts, and long-term data shows the median score continued to increase over time. In Cohort 1, some specialist teachers' perception of the ALL Approach as a whole was so closely linked to this key strategy that they referred to their overall learning as "the gesture program", rather than 'the ALL Approach'. All participants reported the use of gesture dramatically improved learners' understanding of new vocabulary and their ability to retain it;

> *Student outcomes exceeded my expectation and I was extremely impressed with the rate of learning that was occurring. Students were re-*

taining language and were not just reiterating phrases that I had given them but were manipulating the target language for their own use. I wish I was shown this way of teaching language 20 years ago because when students leave primary school after 7 years of language learning and say all they can do is count and name colours in the target language it was very disillusioning. I believe the [current] juniors ... when they are in year 6 will have a very, very different result in their language learning.

Specialist Language Teacher, School D, Final Project Report

When I reflect on my teaching professionalism, I can confidently say that the Language classes were not meeting the learning needs of all students. Students were required to be active listeners but not active learners. The gesture strategy has allowed students to actively participate in the Language program and engage in active conversational based activities, making language learning more alive and purposeful.

Specialist Language Teacher, School F, Final Project Report

The gestures definitely help - I find that if I, or a student, can't remember a word, you just have to do the gesture and then the word comes back to you.

Classroom teacher, School G, Coaching visit 2018

These comments were also supported by student feedback;

I think the gesture program is great because it helps little and big kids speak the language and now you can start to hear the language being used in the school.

Student, School F, Year 6

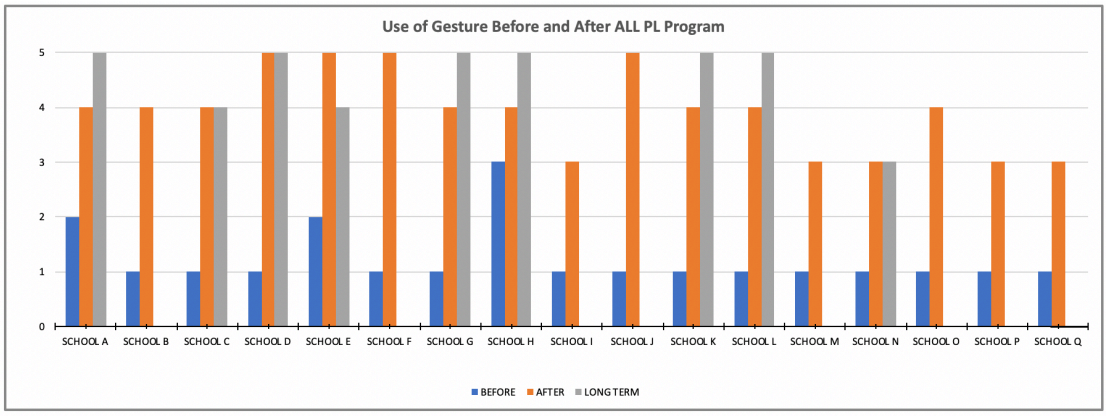
I think that the gesture program really helps people remember the phrases and words as I have noticed teachers using more Language in classrooms and around the school.

Student, School F, Year 6

These results confirm those of the studies mentioned in 'Chapter 2 - Design a Solution', supporting the use of intentional teaching gestures as a pedagogical approach for foreign language instruction.

Figure 18

Uptake of ALL Approach Key Strategy #4 - Gesture

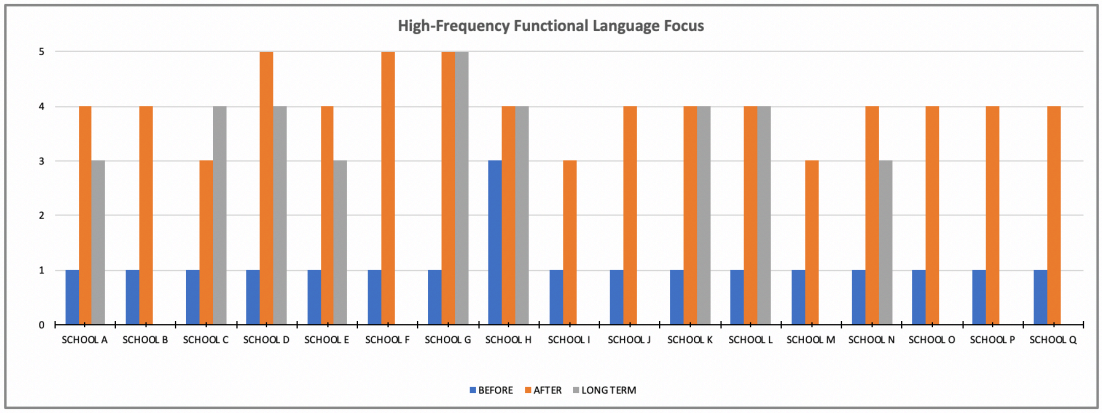


5.1.5 Focus on High-Frequency, Functional Language for Classroom Interaction

The other key strategy for which the greatest uptake was reported was a shift in focus from topic-based vocabulary (resulting in the acquisition of colours, numbers, animals, hobbies etc.) to high-frequency, functional vocabulary which supports classroom interaction. As for the intentional use of gesture, this key strategy was strongly implemented by both cohorts (median final score = 4), and for most schools, represented a substantial change for schools from their previous program (median uptake score = 3). The long-term median uptake score remained at this level. Although some schools reported that uptake decreased over the long-term, this did not represent a return to topic-based vocabulary, but rather a recognition that vocabulary acquisition had slowed and was not retained after the first year of implementation in schools where the Language program delivery model of a single weekly lesson was retained (Schools A, D and E), or where leadership support and whole-school engagement with the new program model was not maintained (School N).

Figure 19

Uptake of ALL Approach Strategy #5 - Focus on High-Frequency, Functional Language for Classroom Interaction



There were also significant shifts in the way this strategy was discussed and presented across the different cohorts of the CEM ALL PL Program. The initial focus during the first year was on the acquisition of 100 high-frequency, functional words. In Cohort 1, in combination with a focus on goal-setting in relation to number of word types (NWT) used in the picture narration task, this led to memorisation of lists of individual items (albeit more functional in nature than vocabulary previously introduced in the Language program) rather than progress in acquisition of language structures. Rather than using the vocabulary acquired to respond to images by creating a narrative, students listed any words they could recall during the picture narration task. Schools also focussed on the 'magical number' of 100 as an end goal, rather than seeing it as a first step. In subsequent cohorts, the discussions were broadened to encompass high-frequency, functional 'language', rather than referring to 'vocabulary', and to highlight that the aim was to increase functional vocabulary by approximately 100 words each year. The challenge then became to avoid this leading to memorisation of formulaic phrases. Schools were encouraged to focus on acquisition of both vocabulary and syntax structures of each target language, and use this knowledge to practice generating as many creative utterances as possible.

As a next step beyond full formulaic phrases, learning to use individual vocabulary items combined with small formulaic chunks as building blocks enabled learners to creatively formulate utterances for spontaneous classroom interaction.

This was also a key strategy which met with strong engagement on the part of both primary teachers and students, and was one which, along with gesture, could be implemented in isolation regardless of the uptake of other key strategies. Anecdotally, secondary teachers (who were not included in this research project) were more reserved in their uptake of this strategy, finding it difficult to move away from text-book centred planning and assessment. For both primary and secondary teachers, the key concern relating to this key strategy was task design; they found it difficult to create activities through which the high-frequency, functional language could be meaningfully recycled. This was the most frequently requested type of workshop session, and was rated as the most useful in participant feedback.

The remaining 3 strategies (those most closely aligned with Learner Autonomy) all scored moderate to average final scores on the teacher self-rating surveys (3), and moderate average uptake level (2). The following sub-sections explore these 3 strategies in more detail.

5.1.6 SMART Learning Goals

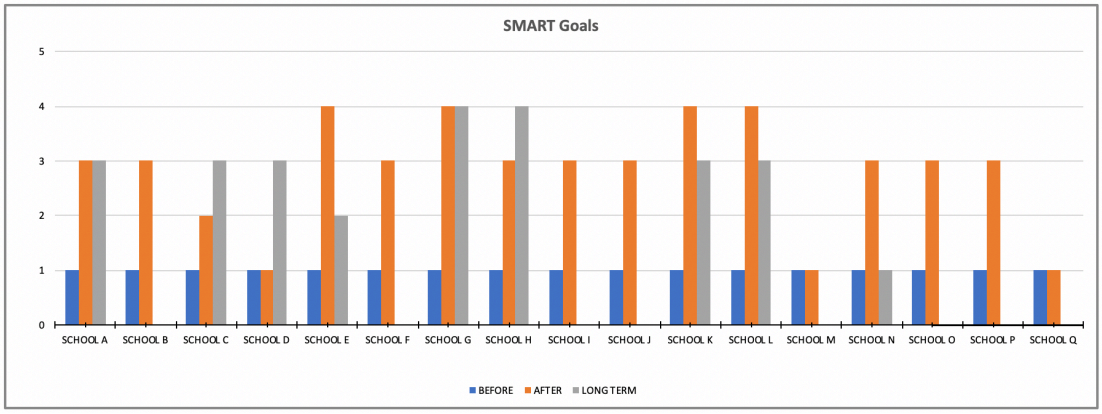
Despite learning intentions and goal-setting being a regular feature of lessons in other curriculum areas in some participating schools, no school reported these discussions occurring in Languages lessons with students prior to participation in the CEM ALL PL Program. At the introductory workshops for each cohort, feedback from teachers when this strategy was presented for the first time was that it 'made sense', given that it was becoming commonplace in other learning areas, and that it was

something they felt able to implement. Their greatest challenge was lack of experience in doing so, which led them to feel uncertain about what sort of goals to ask students to set. They also felt unsure of how to have discussions about what might be realistic and achievable in terms of language acquisition, while still aiming for stretch outcomes.

The context was therefore favourable to the ALL PL Program having a strong impact on uptake of this Key Strategy. Figure 20 (below) shows that this potential has been partially realised, but there is still room for much progress to be made. Overall, the long-term median uptake remained stable; however, there were differences between schools, with some continuing to progress, while in others the change has been less sustainable.

Figure 20

Uptake of ALL Approach Key Strategy #6 - SMART Learning Goals



Two of the major obstacles to achieving stronger implementation appear to be habit and time. For specialist teachers with a single weekly lesson, meta-cognitive discussions are rarely 'fitted in' to their lesson planning. For classroom teachers facilitating short daily Language focus sessions with their class, the 15-minute

structure also makes it challenging to 'fit in' these meta-cognitive discussions.

Habit (or lack of it) could be considered an even greater obstacle than time. Teachers have not been routinely facilitating these discussions in relation to Languages learning in the past. Even when implemented, it is not something which is a focus of every Language lesson (as opposed to the use of gesture and a focus on functional language); it happens in some Language lessons, but not all. Because these goal-setting discussions happen relatively infrequently, they are easy for teachers to 'forget' to do.

Students are also not in the habit of setting personal learning goals for Languages. Classroom observations revealed that initially, many students lacked awareness of how to set realistic, but challenging goals. Because goal-setting was something teachers rushed to 'fit in' to their lessons, the supportive discussions which were needed to scaffold students' capacity to do so, often did not occur.

Perhaps the greatest challenge to establishing goal-setting in Languages is the lack of measures and tools through which learners can monitor their own progress. Setting goals and then failing to measure progress towards them quickly diminishes motivation not only for learning, but for the practice of goal-setting in the first place. The following sub-section explores this key strategy of the ALL Approach relating to uptake of self-monitoring tools.

5.1.7 Self-Monitoring of Progress

Providing learners with tools with which to monitor their own progress in development of spontaneous oral language skills was a key focus in the development of The ALL Approach for Catholic Education Melbourne. The web

application 'Speak Up!' was designed for this purpose. Numerous challenges were encountered (see 'Speak Up!', p. 127) which have impacted on some schools' ability to implement its use with students.

One of the limitations of 'Speak Up!' is that it is designed as a self-assessment task; a point-in-time capture of learners' ability to formulate a narrative response to visual images within a limited timeframe (currently 2 minutes planning time and 7 minutes for the dictated response). It does not capture learners' changing patterns of language use for classroom interaction on a regular, ongoing basis, which is the key goal of the ALL Approach. In light of both the implementation issues and this limitation of 'Speak Up!', additional monitoring strategies including self-rating rubric tools and peer observation templates were developed in collaboration with participants in the ALL PL Program (see Appendix C).

Self-monitoring of progress in Languages by learners was not something any school had implemented in any way prior to the ALL PL Program. Participation has had some impact on adoption of this key strategy; as evidenced by the overall median 'After' score of 3 (a difference of 2). This is one of the few key strategies for which adoption was stronger in Cohort 1 than in Cohort 2. However, this adoption rate by Cohort 1 participants was not maintained over time. Despite the long-term median score remaining stable, there is a clear regression in uptake of this strategy in a number of schools. In addition, in 4 of the 8 schools which did not provide long-term data, Speak Up! records indicated no use by students after the year of implementation of the ALL Approach. While these schools may have implemented alternative self-monitoring strategies, it is likely that there was also a decrease in these schools in the long term, indicating an even more substantial regression in

self-assessment practices, suggesting that this has not yet been successfully embedded as a sustainable change.

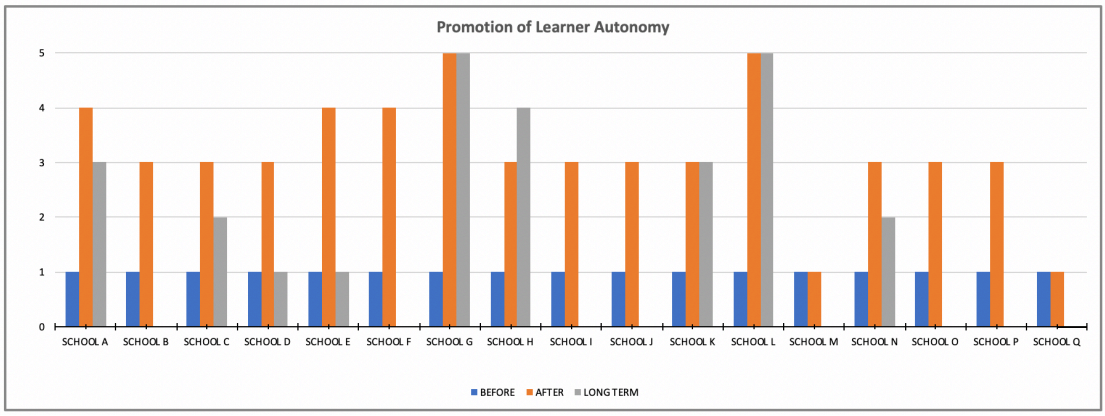
This can be partly attributed to a number of limitations experienced in relation to the 'Speak Up!' web application during Cohort 2;

1. The functionality is limited for character-based languages
2. Additional functionality introduced was tested outside of school networks; when deployed it was found to be incompatible with some network settings in some schools, leading to user frustration

Functionality for character-based languages (as well as other languages such as Te Reo Māori and Dinka) continues to be an issue due to the limitations of the Google speech recognition engine. The network incompatibility issues have been diagnosed and largely resolved, and use of Speak Up! is once again increasing in Cohorts 3 and 4. Only 2 specialist Language teachers proactively proposed alternative/additional tools themselves. There is a clear need for educational systems to provide reliable, easy-to-use tools in order to facilitate the adoption of self-assessment in school Language programs.

Figure 21

Uptake of ALL Approach Key Strategy #7 - Self-Monitoring of Progress



5.1.8 Modified Reporting Process and Practices

After low adoption by Cohort 1, greater emphasis was placed across the last 3 key strategies, including modifications to reporting processes and practices with Cohorts 2, 3 and 4. To date, this has resulted in small increases in uptake in some schools. Many schools have found ways to share student self-reporting with parents via channels other than the official bi-annual report; at parent-teacher conferences, and in particular via sharing of work samples and self-assessments uploaded to online platforms such as Seesaw.

However, almost all schools fall short of fully implementing a student self-reporting format as the official bi-annual report distributed to parents. The median final score for Cohort 2 has not increased in comparison to Cohort 1; nor has the long-term median score increased (3 for both cohorts, as well as in the long term). Initially, a key reason cited for this included a belief that student self-drafted reports, confirmed through teacher-student conferencing, would not meet reporting requirements. These beliefs were countered through workshop sessions in the ALL PL Program delivering a strong message that this is not the case, by both CEM and

the Victorian Curriculum and Assessment Authority (VCAA) Curriculum Manager for Languages.

Having overcome the perceived obstacle of administrative reporting requirements, schools then highlighted the obstacle of reporting software limitations. In schools with low levels of leadership support for Languages, teachers felt unable to negotiate a change in reporting process and format with their principal, stating that Languages reports had to 'look the same as other subject areas'. Even where high levels of leadership support existed, and these discussions did occur, the formatting limitations of the reporting software used by the school was cited by the principal as a key reason for being unable to fully adopt this strategy (despite a willingness to do so).

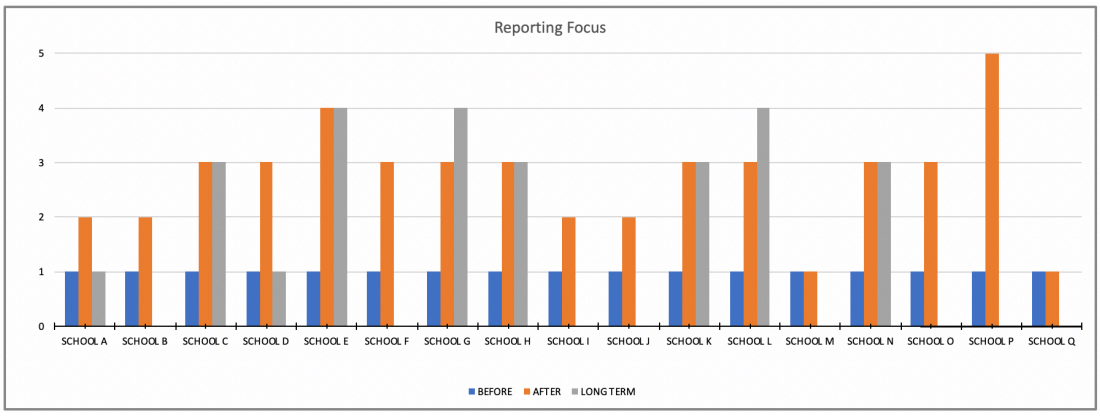
One underlying reason behind the slow uptake of this final key strategy is possibly a lack of awareness or recognition of its role in promoting learner autonomy. Participants readily agreed to the importance of learners engaging in personal goal-setting, and also saw the benefit of self-monitoring of progress. Use of oral language for classroom interaction becoming a key feature of Languages reporting was, in principal, recognised as important, by linking reporting to the goals and progress made. However, less value was attached to students themselves being responsible for 'official' reporting. Participants felt that the alternative, unofficial sharing channels such as Seesaw provided adequate opportunities for self-reporting. Some participants felt that some parents placed more importance on these channels than on official reports. However, others recognised that some parents did not access the content-sharing platforms at all.

In either case, it seems likely that there is a certain weight attached to 'official'

reporting and that making students responsible for this process would change the teacher-student power relationship in ways which could only be beneficial to learner autonomy, and ultimately to learning outcomes. No data has been made available from the schools which have implemented substantial changes in reporting, and samples of the reports used in School P were not provided; further investigation is required in this area. Teachers participating in Cohorts 3 and 4 are being encouraged to conduct action research involving surveying students and parents to gain perceptions of changed reporting processes and formats.

Figure 22

Uptake of ALL Approach Key Strategy 8 - Modified Reporting Processes and Practices



5.1.9 Analysis of Uptake Levels

When the ratings of 1 - 5 from the ALL PL Program Self-Evaluation Rubric for the uptake of the 8 key strategies are combined, the maximum possible total for each school is 40. All schools were in an emerging state of uptake prior to participation in the CEM ALL PL Program (maximum uptake score = 18/40). At the end of the first year of implementation, schools were grouped into emerging,

developing and flourishing levels of uptake according to their overall total score out of 40. The median overall uptake score was 27/40, so all schools with an 'After' score below 27 were defined as 'Emerging level uptake'. Developing level of uptake was defined as a total 'After' score of between 27/40 and 29/40. Flourishing level of uptake was defined as an 'After' total score of 30/40 or more.

Figures 23 - 25 (below) group participating schools by total uptake score, presenting the key strategy uptake patterns in each group.

Figure 23

Emerging Level Key Strategy Uptake Patterns

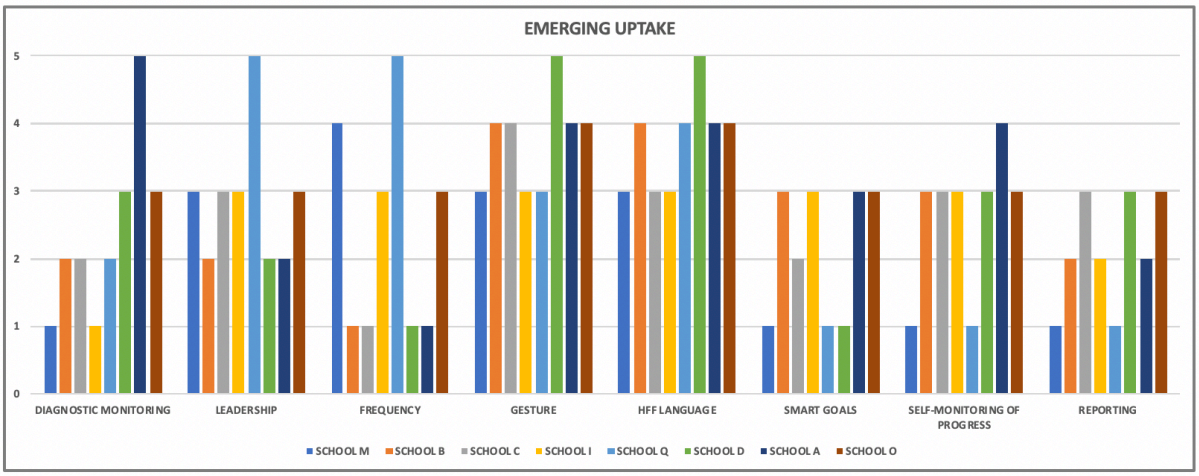


Figure 24

Developing Level Key Strategy Uptake Patterns

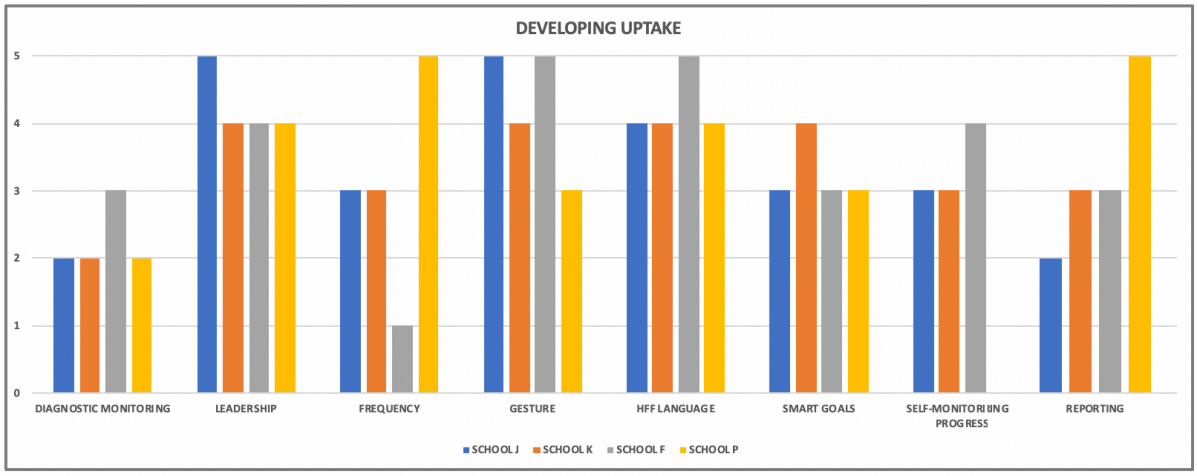
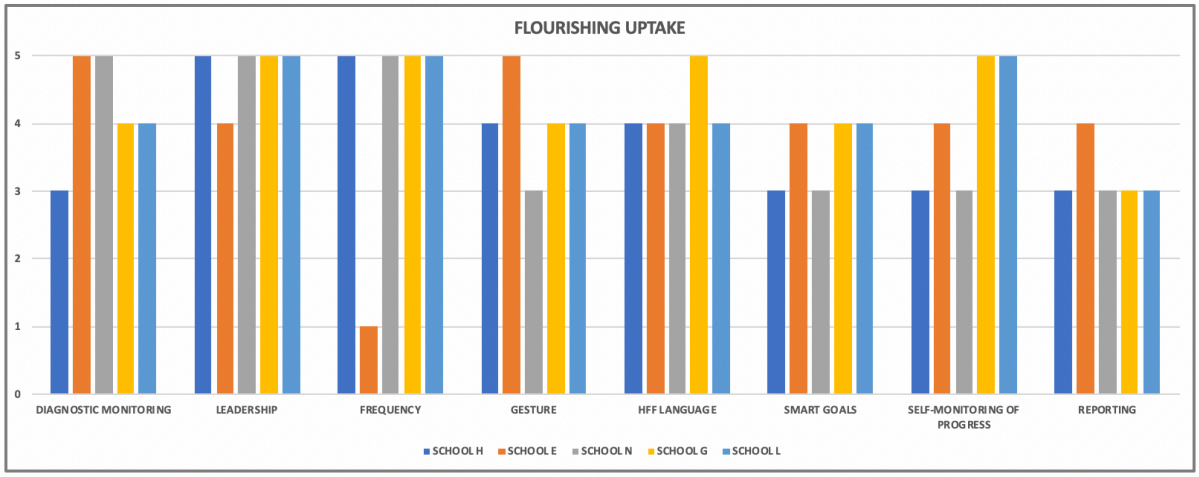


Figure 25

Flourishing Level KeyStrategy Uptake Patterns



From these 3 graphs, it is clear that it was uptake of Diagnostic Monitoring, Leadership and Frequency which differentiated schools with a flourishing level of uptake from emerging or developing level schools, combined with at least a moderate level of uptake of all other strategies. The exception was School E, in which scheduled frequency remained at 1 day per week but strong uptake of all other strategies led to a flourishing level total score.

In reviewing the longer term data which was available for 9 schools, a number of additional trends became apparent. In schools where uptake had flourished and strong leadership support was maintained, strategy uptake continued to increase. In schools where uptake had initially flourished but leadership support decreased, overall strategy uptake also decreased. In most schools where uptake was initially emerging or developing, uptake did not progress further. Beyond the first year of implementation, median uptake of Frequency, Gesture and Diagnostic Monitoring continued to increase, while other strategies (other than Leadership) remained stable, indicating that the partial implementation of these changes was at least sustainably embedded.

5.2 Chapter Summary

This chapter has responded to the first research question, showing clear evidence that participation in the CEM ALL PL Program has had an impact on Language program delivery in schools in the areas relating to the 8 key strategies, although there is still much room for improvement. For all key strategies other than Leadership, the median uptake score remained stable or increased over time, despite some regression for some strategies in individual schools. Again, this suggests that overall, the impacts of the CEM ALL PL Program were sustainable. When combined with the impact of the LLPLP and broader support offered by the CEM Languages Coaching team, the impact is even more substantial.

Uptake of key strategies varied both across schools and within schools. A clear pattern emerged that Diagnostic Monitoring, Leadership Support and Frequency were differentiating factors in the delivery of Language programs. Using Pawson's Realist Evaluation Framework to explore the relationship of uptake

patterns to learning outcomes, Chapter 6 explores the second research question; 'How did the ALL Approach (as implemented by participating schools) impact on student acquisition and use of the target language?'

CHAPTER 6
MONITOR OUTCOMES

Chapter 5 presented the ways in which participation in the CEM ALL PL Program led to changes in Languages program structure and pedagogy in participating schools. It also highlighted that these changes cannot be attributed to participation in the ALL PL Program alone, as most schools had also participated in the CEM Leading Languages Professional Learning Program (LLPLP), and that this was found to have greater impact on securing leadership support for change in Languages. Having addressed the first research question, this chapter now presents learning outcome results in order to respond to the second research question; 'How did the ALL Approach (as implemented in schools by participating teachers) impact on learners' acquisition and use of the target language?'

As discussed in Chapter 4, data for this project was collected by teachers and learners (in self-assessment tasks) rather than by the researcher. Teachers and learners monitored changes in learning outcomes and language-use behaviours using both quantitative and qualitative measures. The monitoring tools selected and the ways in which they were used varied between schools, between cohorts and changed over time, making tracking of data for the purposes of this evaluation project complex and difficult. However, it has still been possible to use the four measures originally identified to summarise results;

1. Increase in spontaneous use of the target language for classroom interaction
2. Increase in active vocabulary measured using number of word types (NWT) in a picture narration response
3. Increase in average sentence length (ASL) in a picture narration response
4. Increase in number of key points (NKP) in a picture narration response

6.1 Baseline data

All teachers reported that students were not using the target language for spontaneous classroom interaction prior to implementation of the ALL Approach. The only reported instances of target language use prior to implementation was for greetings, and was generally in response to teacher-initiated interaction. Vocabulary and sentence structures were limited, including equivalents for 'hello', 'goodbye', 'How are you?, and 'I'm fine thank you, and you?'. Conversations were limited to 2 turns, and only for these greetings. The only reported student-initiated spontaneous language use was the phrase 'Can I go to the toilet please?' which had been learned as a formulaic request in some classes. These teacher reports were confirmed by classroom observations.

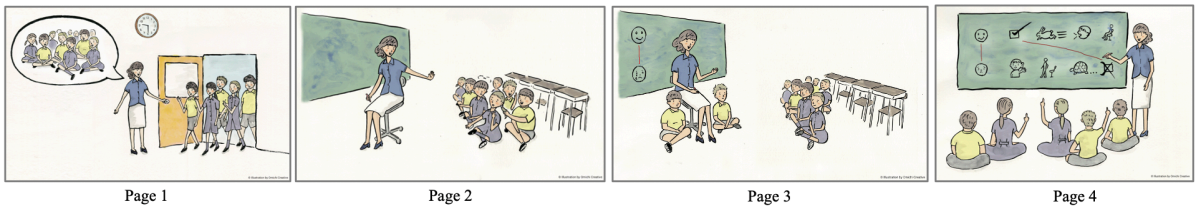
Quantitative baseline data was gathered in the form of responses to a picture narration task in the 'Speak Up!' web application as early as possible in the first term of implementation of The ALL Approach. This data was analysed for number of word types (NWT), average sentence length (ASL) and number of key points (NKP) according to the method described in Section 4. 2). The median baseline score for NWT ranged across schools from 2 to 32. There was no apparent correlation between the length of prior learning of the language and either the NWT or ASL.

Background data relating to students was not collected; however, in classes in which higher baseline NWT scores were recorded, there were known background speakers of the target language. It is possible that the higher baseline NWT scores in these classes were linked to this factor, but this cannot be verified.

The image set used to gather baseline data is shown in Figure 26 below.

Figure 26

Baseline data image set



Teachers reported that students were unable to include any key points in response to the above images during collection of baseline data. They therefore instructed students to record 'anything they could remember'. Review of these language samples revealed that students had essentially produced vocabulary lists; numbers, colours, days of the week, food types, some greetings and formulaic exchanges. Some students had memorised some phrases commonly used by their teacher. This confirmed teachers' summaries and coaching observations, and supported the root cause analysis underpinning the design of the ALL Approach - students had not acquired the functional classroom vocabulary and structures necessary to use the target language spontaneously themselves.

Table 7

Baseline Data

Outcome	Baseline result
Spontaneous Use for Classroom Interaction	Minimal – limited to greetings and formulaic requests
NWT	School median ranged from 2 > 32
ASL	School median ranged from 0 > 2.8
NKP	0 – no response to images recorded

An example of a median-level student baseline data response is included below:

"uno. due. tre. quattro. tutti. tutti seduti. tutti ferma. tutti qua. tutti in piedi. signora. come stai. felice. arrivederci. ciao. buongiorno. grazie. silenzio. nove. otto. cinque. sei. sette. si. presente. per favore. venti. no. grazie mille."

[one. two, three. four. everyone. everyone sit. everyone stop. everyone here. everyone stand up. mrs. how are you. happy. goodbye. bye. hello. thank you. be quiet. nine. eight. five. six. seven. yes. I'm here. please. twenty. no. thanks a lot.] (my translation).

6.2 Outcomes After Implementation of The ALL Approach

Availability of data varied across schools. In some schools, only a report for baseline data and the end of the first year of implementation was made available. In other schools, data was collected each term, and where there was subsequent engagement with the CEM ALL PL Program, data is available for additional years. These challenges in obtaining quantitative data resulted in large gaps in the data set.

While the extensive variation in data availability was not desirable for the purposes of evaluating changes in learning outcomes, it is nevertheless part of the

results. A key aim of the ALL Approach is to help schools identify and implement sustainable self-assessment tools and processes for learners, and data-gathering practices for teachers to inform diagnostic monitoring. In some schools, this was successful, while (for various reasons) in others (as discussed in Chapter 5), sustainable data gathering has not yet been established.

6.2.1 Spontaneous Use of the Target Language for Classroom Interaction

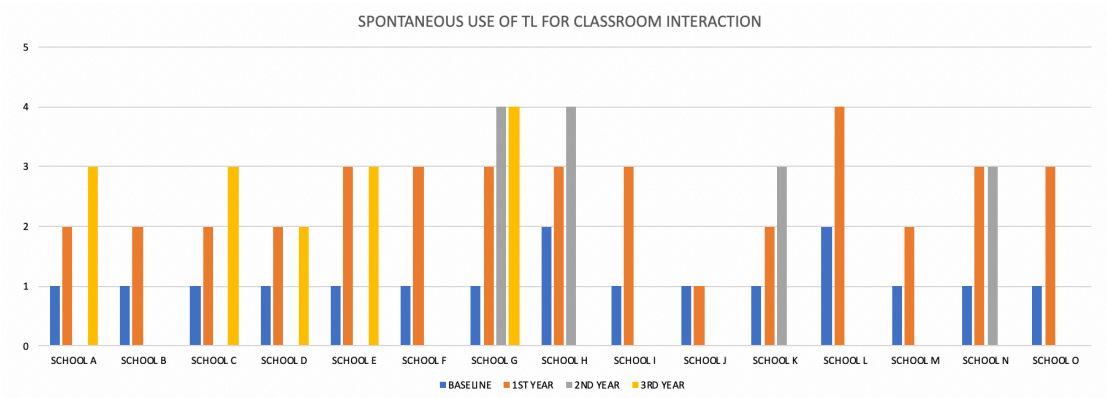
Teachers in all participating schools reported an increase in students' spontaneous use of target language for classroom interaction on a rubric representing a 5-point scale (see Appendix B). However, this was slow to develop. By the end of the first year of implementation, students were beginning to use additional formulaic requests and chunks for specific purposes, but usually only with the teacher (e.g. 'Can I drink?', 'Can I go outside?'). Interaction with peers in the classroom continued in English. In the second and third year of implementing the ALL Approach, some schools reported that students began using the target language more creatively in a variety of classroom situations, both with their teacher and with their peers.

Schools G, H, and L reported the highest level of spontaneous use of the target language by students for classroom interaction. In Schools G and H, this was achieved with classroom teachers taking responsibility for including a Language focus in their daily planning (with no sessions delivered by a Language specialist). Students and teachers began using the target language during these programmed structured sessions, but also throughout the day for some aspects of general classroom interaction. In School L, a native-speaking Language Assistant ran daily

Language focus sessions with structured activities, during which students were able to use their acquired vocabulary for specific tasks. Classroom teachers were in attendance for all of these sessions, with an expectation that they would actively participate in learning. However, teacher engagement varied across the school. Use of the target language by teachers and students outside of the Language focus sessions was limited.

Figure 27

Spontaneous Use of the Target Language for Classroom Interaction



6.2.2 Number of Word Types (NWT)

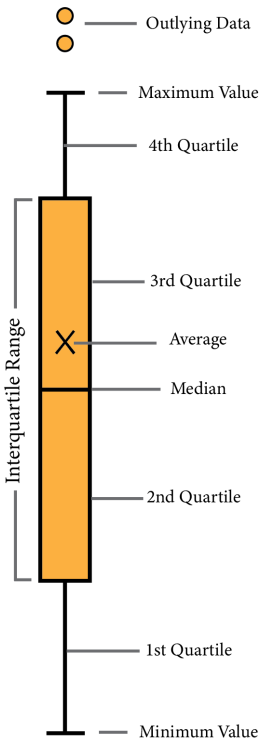
Baseline data was taken in Term 1 of the first school year of implementation by 13 of the 17 participating schools. Some schools continued to use 'Speak Up!' to gather data each term, while others were more sporadic. Final data was collected in Term 4 of the first year of implementation by 14 of the 17 participating schools. However, some schools which collected final data were not the same schools in which baseline data had been collected, meaning that a set of both baseline (Term 1) and final (Term 4) data is only available for 10 of the 17 participating schools. Ongoing data is available for a small number of schools, showing that vocabulary

acquisition continued to increase over time. A temporary dip occurs in Term 1 of each school year with some loss of vocabulary over the long summer break. However, the baseline data for each new school year is still higher than the baseline data of the preceding year, demonstrating cumulative vocabulary acquisition.

The data is most easily interpreted using visual box and whisker plots as shown in Figure 32 - Learning Outcomes in NWT. This type of chart has the advantage of showing not only the range (lowest - highest) and median, but also the quartile distribution and outlying data, as shown in Figure 28 below:

Figure 28

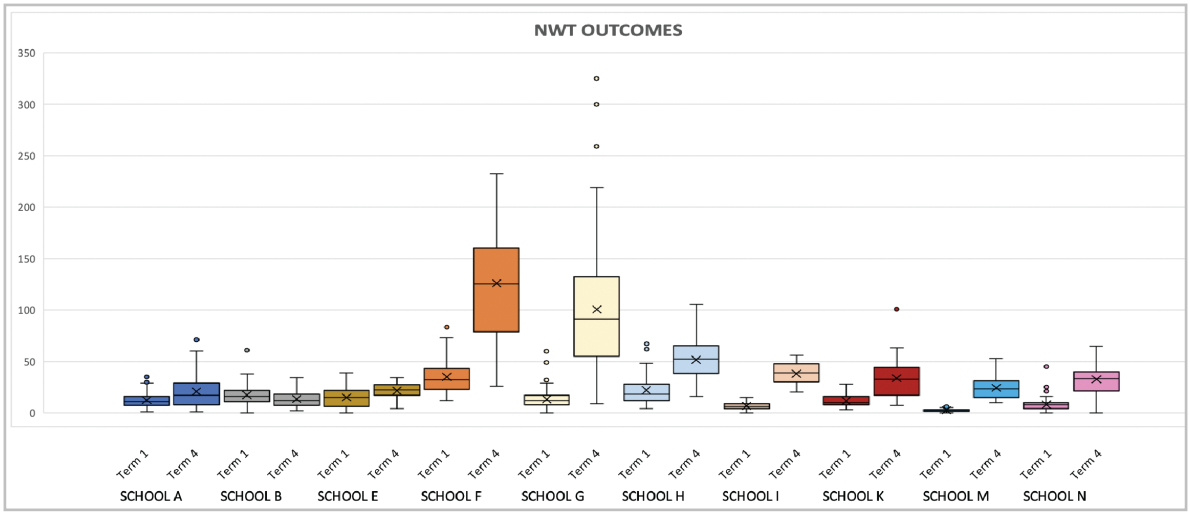
Interpretation of a Box and Whisker Plot Chart



This type of chart is used in Figure 29 (below) to depict the full range of vocabulary acquisition in each school.

Figure 29

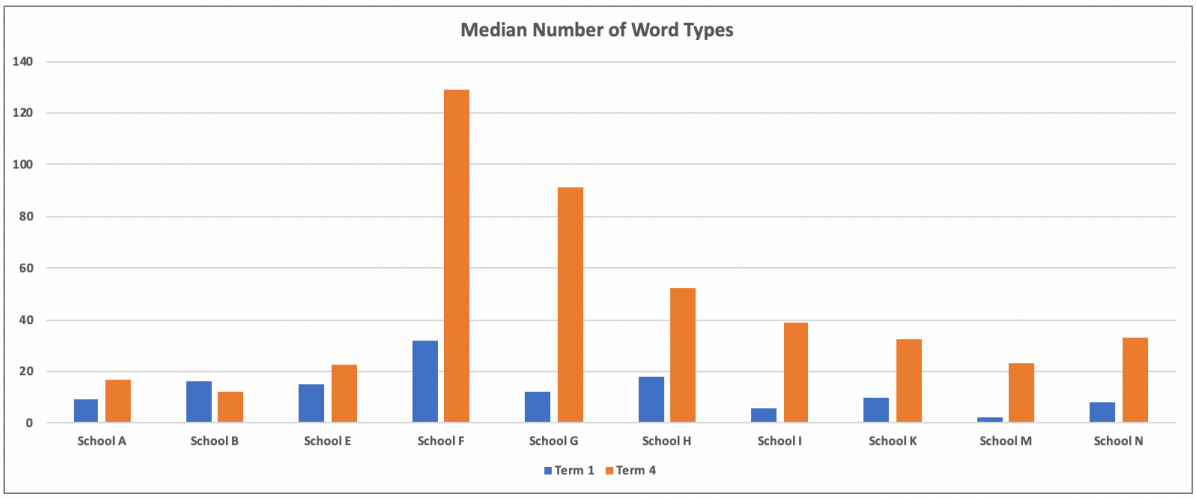
Number of Word Types (NWT) in a picture narration task



When the median scores only are depicted (rather than the full range), as in figure 30 (below), the differences are even more evident.

Figure 30

Median Scores for Number of Word Types



A comparison of results between Languages program designs within the present data set is telling. Schools A, B and E retained a model of a single weekly Language lesson and recorded a median NWT increase between Term 1 and Term 4

of less than 10 (between -4 and 8). Schools F, G, H, I, K, M and N all moved to a model delivering Language 3 - 5 days per week, and recorded a median NWT increase of over 20 (between 22 and 97). The relationship between frequency of Language program delivery and vocabulary acquisition is clear. Vocabulary acquisition and retention was the learning outcome to shift most rapidly, but only in schools which delivered Languages at least 3 days per week, and was most noticeable in schools which scheduled 5 days per week with incidental use throughout the day.

These results are roughly comparable to previous studies using picture narration as an eliciting task to assess spontaneous oral language production, although the conditions and eliciting methodology differs from study to study. Using the TOEFL Junior® speaking task, Hsieh and Wang (2017) assessed the oral output of learners of English as a Foreign Language in response to a series of 6 images. Students received 60 seconds preparation time, and had 60 seconds in which to record their response (both shorter than the 2-minute preparation time and 7-minute response time used in the Speak Up! picture narration task). The students in Hsieh and Wang's study were aged 11+ years. Those at Level 1 (defined as being below Level A2 on the CEFR, roughly equivalent to the level of the students in the present study) used a mean of 33.48 word types (and 66.22 word tokens) in their response. The median number of word types used across all schools in Term 4 in figure 29 - Number of Word Types (NWT) in a picture narration task (above) was 33, with children aged between 5 - 11 years (all younger than those in Hsieh and Wang's study).

In a study of the impacts of using intentional teaching gestures (ITG) with

Foundation - Year 4 learners in a Melbourne school offering Japanese as a foreign language 3 days per week, Wilks-Smith (2019) found classes produced a maximum mean of 48 word tokens in a picture narration task, with performance differences mainly related to age. Word types were not measured, and the data was collected by Wilks-Smith in controlled conditions. In order to gauge a comparison with the results of this study, the number of word tokens used in the median-level language samples selected for manual scoring of number of key points was calculated, showing a range of between 30 - 215 word tokens. The present study replicated neither the methodology nor the analysis techniques of either of these previous studies; these comparisons can only be deemed as indicative.

6.2.3 Average Sentence Length

The calculation of average sentence length (ASL) by the 'Speak Up!' web application relies on the placement of full stops (or returns) in appropriate locations in the text. As the picture narration task is designed to be a self-assessment activity, students were asked to edit their transcribed speech sample to include this punctuation. They were also able to use dictation voice prompts in the target language (e.g. "punto" [full stop] in Italian) if they wished, and some teachers included this lexical item in their planned high-frequency vocabulary.

Editing of the language sample was generally poorly performed by students. For baseline data, teachers manually edited the language samples of their students using the teachers' report page features of 'Speak Up!' in order to ensure the result for ASL was accurate. However, as the language samples grew in size and complexity, this became more time-consuming, and was ultimately unsustainable for teachers. The data obtained through the web application's automated calculation

was therefore unusable for the purposes of analysing outcomes in ASL for this evaluation project. It was not possible to manually adjust the quantity of data involved for the purposes of this evaluation study, so for ASL, a small sample was chosen from each school, including 3 students who had scored the lowest, the highest, and the closest to the median NWT scores respectively. Where multiple students scored the median value, one was randomly chosen from this group.

In most schools, the students selected for analysis at all three levels of NWT (low, median and high) made progress in ASL between Term 1 and Term 4, represented by the 'Δ' column in Table 8 - ASL Scores of Individual Students (below) in the first Year of implementation of the ALL Approach. Increase in NWT was not always related to high ASL scores; for example in School K, the lowest NWT-scoring student achieved higher for ASL than both the median and high NWT-scoring students in the same school. The average increase in ASL across all 4 schools participating in Cohort 1 only was 1.1, whereas the average increase in ASL across the 6 schools with participants in Cohort 2 was somewhat higher, at 1.8. This may (at least partly) reflect the shift in emphasis in the delivery of the CEM ALL PL Program during 2018, encouraging teachers to include a focus on goals relating to language use, rather than focussing solely on vocabulary acquisition. School G scored the highest average increase, with schools B, K and M (and to a lesser degree School H) scoring more moderate average increases. The remaining schools scored the lowest average increases in ASL. In Table 8 (below), The Term 1 and Term 4 scores of the 3 selected students from each school are indicated in grey, with the difference representing progress throughout the year for each student represented in the 'Δ' column. The average (mean) 'Δ' for the school is calculated in the final column using

the scores of these 3 selected students.

Table 8

ASL Scores of Selected Students in 1st Year of the ALL Approach Implementation

	LOW-SCORING NWT STUDENT			MEDIAN-SCORING NWT STUDENT			HIGH-SCORING NWT STUDENT			AVE Δ
SCHOOL	TERM 1	TERM 4	Δ	TERM 1	TERM 4	Δ	TERM 1	TERM 4	Δ	
A	1	1	0	1	1	0	1.1	3.3	2.2	0.7
B	0	2	2	1.1	3.8	2.7	1	4.6	3.6	2.8
E	1	1	0	1.1	1.2	0.1	1.2	1.5	0.3	0.1
F	1.4	3.5	2.1	1.4	2	0.6	1.6	1.5	-0.1	0.9
G	0	2.7	2.7	1.6	10.5	8.9	2.8	4.1	1.3	4.3
H	1.3	2	0.7	1.5	3.4	1.9	1.8	3.8	2	1.5
I	0	1.7	1.7	2.5	2.6	0.1	2.1	2.1	0	0.6
K	1.7	6	4.3	2.5	2.3	-0.2	1.1	4	2.9	2.3
M	0	2.2	2.2	1	1.9	0.9	1.6	5.3	3.7	2.3
N	0	0	0	3	2.4	-0.6	1.4	1.3	-0.1	-0.2

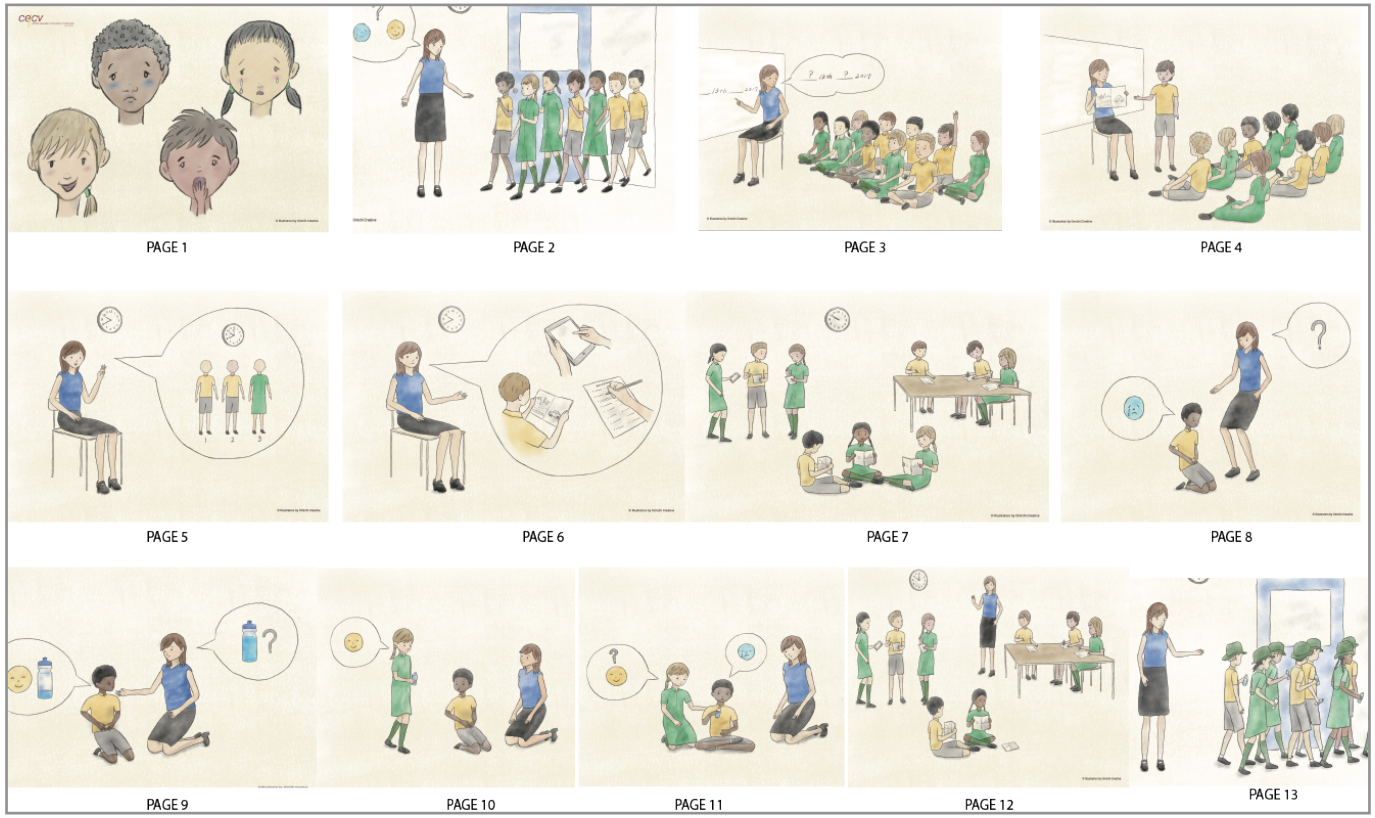
The mean of all ASL results for the selected students in Term 4 is 3.11; similar to those Level 1 students in Hsieh and Wang's study (see above) of young EFL learners, and slightly less than those in Wilks-Smith's study of young Australian learners of Japanese as a foreign language. Once again, the students in schools offering language 3 - 5 days per week out-performed students in schools retaining the traditional single language lesson per week delivered by a specialist teacher.

6.2.4 Number of Key Points

The images in Figure 29 (see following page) were provided for teachers to use for the picture narration self-assessment task in Term 4, 2017.

Figure 31

Images for Picture Narration Task, Term 4, 2017 (Cohort 1)



For each element of a student's response with obvious relevance to the image prompts in the picture narration task, one key point was allocated (regardless of whether the language was a single word, a list of numbers or a more extended phrase), for example;

Table 9

Allocation of Key Points in Picture Narration Task

Language in Response	NKP	Relation to Prompt Images
"bleu" [blue]	1	describing the colour of the teacher's shirt while pointing to it in the image on Page 2
"ichi, ni, san, yon, go, roku, nana, hachi, kyuu, juu, juu-ichi, juu-ni" [1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12]	1	counting while pointing to the image of each student in the image on Page 7
"triste e bene e molto bene" [sad and good and very good]	1	describing the emotions of the characters on Page 1

Where the language included did not appear to have any relevance to the image prompts, but was more suggestive of the student listing any known language, no point was allocated, for example; *"Aujourd'hui il fait froid. Je porte un bonnet, un chapeau un bottes et un pantaloon.*" [Today is cold. I'm wearing a beanie, a hat a boots and pants] (my translation) represents information not depicted in the images, so no key point was allocated.

The following table provides examples of NKP ratings for student language samples.

Table 10

Examples of NKP Ratings for Student Language Samples

# NKP	Response	Translation
0	"Aujourd'hui il fait froid. Je porte un bonnet, un chapeau un bottes et un pantaloon."	Today it is cold. I'm wearing a beanie, a hat and boots and pants.
3	"douzo, hai mizu, sayounara"	here you are, cup water, goodbye
7	"triste. contento. come ti senti? Oggi e venerdi. blu. devo disegnare. in fila. Ho una domanda."	sad. happy. How do you feel? Today is Friday. Blue. I must draw. In a line. I have a question.
13	"io vedo i capelli verde. io vedo uno. due. tre. quattro. cinque. sei. sette. otto. nove. dieci. undici. dodici. io vedo i scarpe nero. io vedo la maestra con capelli marrone. perche' banchi marrone. io vedo il vestiti verde. lavorate in gruppi! io vedo la maestra dice perche triste? la maestra dice uno due tre. perche. perche la ragazzo i libri? io vedo il ragazzo. buongiorno. io vedo io contento e stanca e triste. io vedo il ragazza capelli biondi. io vedo il ragazzo nero. io vedo il calzini bianchi. posso prendere da bere? io vedo andare in fila per favore. io sono contento. metti il vestiti viola."	I see green hair. i see one. two. three. four. five. six. seven. eight. nine. ten. eleven. twelve. I see black shoes. I see the teacher with brown hair. why brown benches. I see the green clothes. work in groups! I see the teacher says why sad? the teacher says one two three. why'. why the boy the books? I see the boy. good morning. I see myself happy and tired and sad. I see the blonde hair girl. I see the black boy. I see the white socks. can i have a drink? I see you queuing please. I'm happy. put on your purple clothes.

Rating the NKP of a language sample always involves a degree of subjectivity. Every effort was made to be consistent in the rating across language samples. In the final example of the table above, the rationale for the 13 key points awarded is as follows:

1. Hair colour
2. Counting numbers on the clock in the image on page 6

3. Colour of clothing
4. Question #1 - why brown chairs
5. Teacher instruction #1 - work in groups
6. Reported question - teacher says why sad
7. Teacher instruction #2 - teacher says 1, 2, 3
8. Question #2 - why the boys the books?
9. Pointing out characters in the images
10. Greetings
11. Emotions
12. Asking permission - can I have a drink
13. Teacher instruction #3 - line up

One teacher from Cohort 1 had embarked on alternative data collection methods by the end of 2017. Although the language samples collected were provided, the images used were not. These results are therefore omitted from the NKP analysis, leaving results of 9 schools for analysis.

Feedback from teachers in Cohort 1 identified that the activity was time consuming due to the large number of images, so from mid 2018 onwards, 3 sets (each including 3 images) were provided. Teachers in Cohort 2 (and teachers from Cohort 1 who continued to use Speak Up! as a self-assessment tool) were asked to select one set per term to which all students would respond.

Figure 32

Image sets provided for Term 4, 2018

IMAGE SET #1

IMAGE SET #2

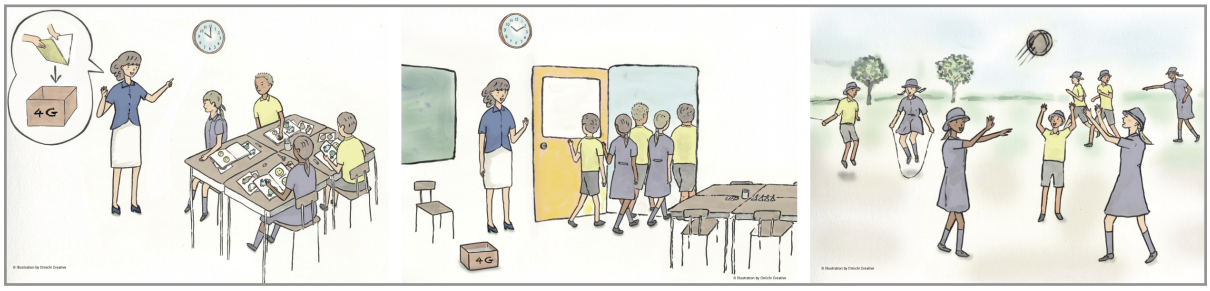
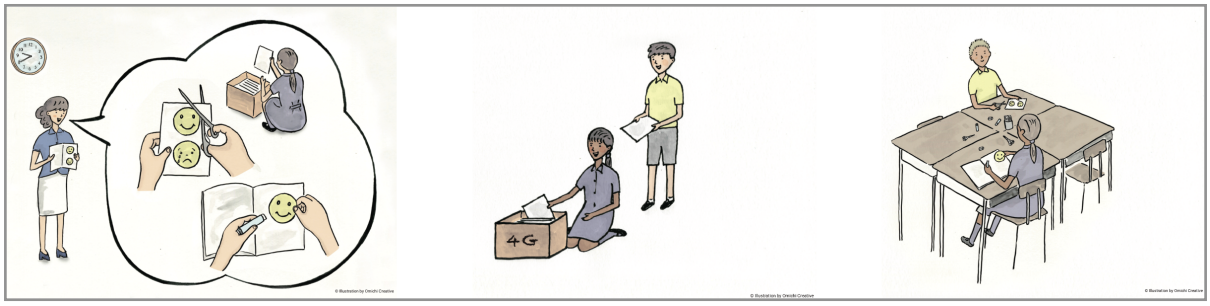


IMAGE SET #3



One school in Cohort 2 created their own images related to their Performing Arts CLIL program, as the high-frequency, functional vocabulary they had planned and introduced related directly to language needed for this purpose.

Figure 33

Images created specifically for a Performing Arts CLIL program

Teachers were encouraged to envisage the task as contributing to the development of cross-curricular literacy skills (rather than simply a demonstration of foreign language acquisition). Some teachers embraced this perspective, introducing vocabulary necessary for students to use thinking routines such as 'I see - I think - I wonder' in formulating their responses.

In all schools, students at all levels made progress in their ability to respond to a series of image prompts using their acquired vocabulary and language structures. The students with the highest vocabulary range (NWT scores) did not necessarily produce the most complex, relevant responses (NKP score), just as they had not necessarily produced the most complex sentence structures (ASL score). In 4 of the 9 schools, the high-scoring NWT student scored lower for NKP than the median-scoring NWT student, and in 1 school, the high-scoring NWT student also scored lower for NKP than the low-scoring NWT student. The language samples of students

with low NKP scores appear more focussed on demonstrating the full range of their active vocabulary than on responding to the images. Their responses included many instances of single words and phrases which were unrelated to the images, for example verb conjugations or describing weather which was not depicted.

Table 11 (below) shows the number of key points (NKP) included in the responses of the 3 selected students for each school, at the end of the first year of implementation of The ALL Approach. The 3 students selected were the same as those chosen for the ASL score. Students in Schools G, H and I demonstrated the highest average increase in the number of key points (NKP) included in their response to visual prompts in the picture narration task, with scores at School H highest across all 3 NWT-scoring levels.

Table 11

Number of Key Points (NKP) After Implementation of The ALL Approach

SCHOOL ID	NKP OF LOW-SCORING NWT STUDENT	NKP OF MEDIAN-SCORING NWT STUDENT	NKP OF HIGH-SCORING NWT STUDENT	MEAN NKP
B	1	2	6	3
E	3	6	7	5
F	3	6	5	5
G	3	6	9	6
H	5	13	18	12
I	4	7	6	6
K	1	7	5	4
M	3	6	4	4
N	0	4	4	3

It seems likely that multiple factors influenced these varied NKP results.

Firstly, of the 3 quantitative data sets analysed (NWT, ASL and NKP), NKP is the only one which is not automatically calculated by 'Speak Up!'. It is a measure chosen for this research project, rather than a measure suggested to participating teachers in Cohorts 1 and 2 as a means of assessing the complexity of student responses. In this respect, these teachers were largely unaware that the language samples would be analysed in this way and students did not set goals in relation to this measure. While some teachers adhered to the instructions provided in the ALL PL Program workshop sessions (to instruct students to focus on responding to the images when creating their response), others varied their instructions in ways which revealed a focus on the assessment criteria which were known to teachers (NWT and ASL).

In schools where students' language samples continued to represent a list of known words rather than a structured response to a stimulus (low NKP scores), teachers reported that the activity was demoralising for students. They felt it was 'too hard', the images were too restrictive, and that the increased emphasis on only including language which responded to images provided (rather than listing all known language) led to frustration. Conversely, in schools where progress was made in NKP scores, teachers reported adhering more closely to the requested focus on responding to the images, and being pleasantly surprised at students' developing ability to do so.

It seems likely that the results are influenced by a combination of lack of scaffolding, and teachers' own limiting beliefs. Teachers who judged the activity too difficult did not make picture narration tasks a regular activity in Language sessions, either as a whole class, small group or individual activity. This meant that students never had a chance to become familiar with the task, a key consideration when

assessing young learners (Bailey, 2017) In addition, the negative expectation created by the limiting belief is inevitably transmitted to students. Conversely, teachers who familiarised students with the task using appropriate scaffolding methods from early years' literacy techniques (modelled text construction, shared text construction, guided text construction) created the expectation that students would be able to perform the task, gave more specific instructions and focussed goal-setting on using language for a literacy-related purpose, rather than as a demonstration of foreign language vocabulary acquisition alone. These results have informed further adjustments to the CEM ALL PL Program (see Chapter 3), which are being implemented for Cohorts 4 and 5.

Schools had previously been grouped into categories of 'Emerging', 'Developing' or 'Flourishing' according to their overall uptake of the 8 key strategies of the ALL Approach (see Figures 23-25). Maintaining a consistent approach to data analysis, schools were again grouped into 'Emerging', 'Developing' or 'Flourishing' according to their final scores for each of the 4 learning outcomes. It should be noted that all schools recorded enhanced learning outcomes; students in 'Emerging' schools still progressed in their language use and skills, and teachers reported that this progress was greater than had been achieved prior to implementation of the ALL Approach. The progress was only 'Emerging' in relation to students in 'Developing' and 'Flourishing' schools, not in relation to progress made in prior years.

Table 12 (below) summarises the 4 learning outcome measurements across the 10 participating schools for which full data sets are available (other than NKP for School A), in addition to the level of key strategy uptake.

Table 12

Summary of Learning Outcomes in Participating Schools

SCHOOL	KEY STRATEGY UPTAKE	SPONTANEOUS USE	NUMBER OF WORD TYPES	AVERAGE SENTENCE LENGTH	NUMBER OF KEY POINTS
A	Emerging	Emerging	Emerging	Emerging	N/A
B	Emerging	Emerging	Emerging	Developing	Emerging
E	Flourishing	Developing	Emerging	Emerging	Developing
F	Developing	Developing	Flourishing	Emerging	Developing
G	Flourishing	Flourishing	Flourishing	Flourishing	Developing
H	Flourishing	Flourishing	Flourishing	Developing	Flourishing
I	Emerging	Developing	Developing	Emerging	Developing
K	Developing	Developing	Developing	Developing	Emerging
M	Emerging	Developing	Emerging	Developing	Emerging
N	Flourishing	Emerging	Developing	Emerging	Emerging

Summarised in this way, School G and H stand out as having achieved 'Flourishing' for key strategy uptake, as well as for most learning outcomes, with 'Developing' for one outcome each and no 'Emerging' scores. Schools F, and K both scored 'Developing' for key strategy uptake, and only one 'Emerging' score for learning outcomes; School I likewise scored only 1 'Emerging' score for learning outcomes, but was also at 'Emerging' level for key strategy uptake. The remaining 5 schools all scoring 'Emerging' on 2 or more learning outcomes. Of these, 3 (Schools A, B and M) were also at Emerging level for key strategy Uptake, but 2 (Schools E and N) were at a 'Flourishing' level.

The learning outcomes achieved could therefore not be linked solely to the overall level of uptake of the 8 key strategies. This indicates that it is a combination of contextual factors, along with the configurations of key strategy uptake which led

to the greatest improvements in learning outcomes. These context-key strategy uptake configurations must be reviewed (using Pawson's Realist Evaluation Model, as discussed in Chapter 4) in order to gain insights into how the ALL Approach can be most effectively implemented to promote desired results. The following section presents this analysis.

6.2.5 Context - Strategy - Outcome Configurations

As described in Table 6 - Median Uptake of The ALL Approach 8 Key Strategies (p.158), a developing to flourishing level of uptake was demonstrated by all schools for key strategies #4 (intentional teaching gestures) and #5 (focus on high-frequency, functional language for classroom interaction purposes). Likewise, there was generally only a developing level of uptake across schools for strategies #6 (SMART Learning Goals), #7 (Self-Monitoring of Progress) and #8 (Modified Reporting Format and Process). The key difference between emerging and flourishing overall uptake of the 8 key strategies was therefore in relation to Key Strategy #1 (Diagnostic Monitoring), #2 (Leadership for Change in Languages) and #3 (Frequency). As discussed in Section 5.1.2, participation in the CEM Leading Languages Professional Learning Program (LLPLP) immediately prior to the ALL PL Program had a clear impact on uptake of #2 and #3. Participation in the LLPLP is therefore a key contextual feature to consider in the Context - Strategy - Outcome configuration analysis.

Another key contextual feature which distinguished schools was the degree to which Languages shifted from being a specialist curriculum area only (the traditional model), to becoming a core feature of the school's identity and culture, with staff who

were initially non-speakers of the target language co-learning alongside students. This strategy was initially implemented by 2 schools in early 2017, and there has been rapidly expanding adoption since.

Initially, the strategy was devised to address the need to increase frequency. An additional but important benefit (outside the uptake of key strategies of the ALL Approach) is that it provides opportunities for classroom teachers to model effective learning strategies and dispositions. It creates an environment in which teachers' own meta-learning reflections can be voiced aloud with students; this in turn is conducive to rich, shared discussions. The Context-Strategy-Outcome configuration analysis will show that, like participation in the LLPLP, this opportunity for effective modelling of language learning is a contextual feature which is closely linked to learning outcomes.

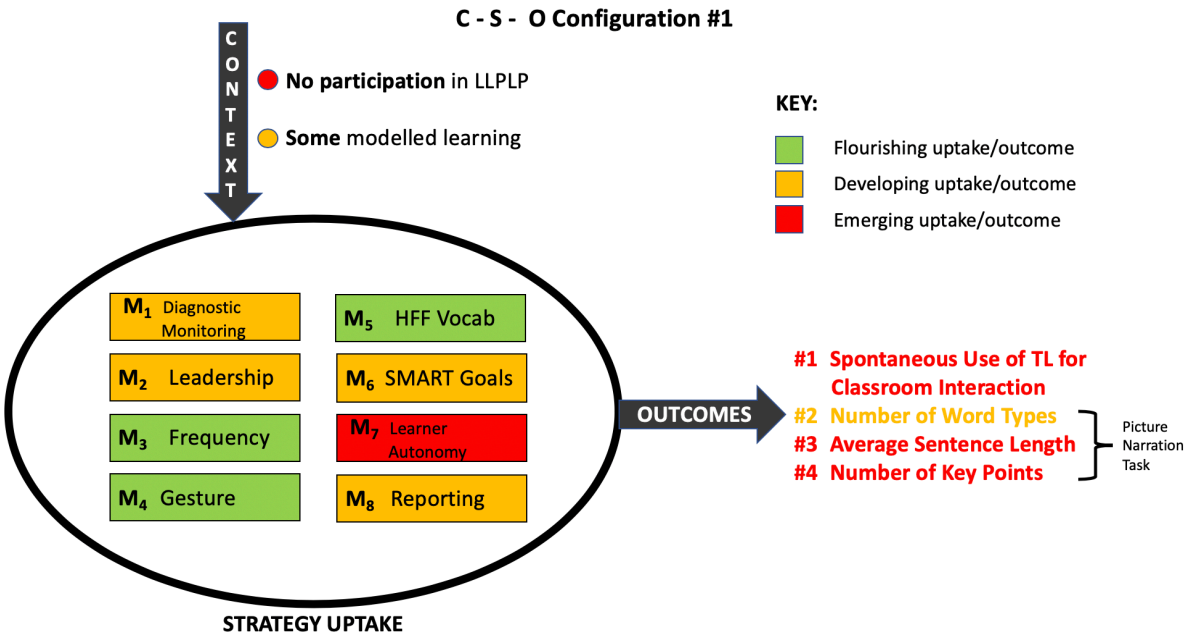
This background, combined with key strategy uptake and the learning outcome results, can be depicted using Pawson's Context - Strategy - Outcome configuration (C-S-Oc) model. Figures 34 - 41 show the C-S-O configurations of schools recording emerging, developing and flourishing progress in learning outcomes, and are grouped under these headings.

C-S-0 Configurations of Emerging Learning Outcome Schools. C-S-O Configuration #1 (Figure 34) demonstrates that without strong and informed leadership supporting change in Languages, learning outcomes are not optimised even when frequency is increased to 5 days per week. A whole school approach is needed not only to increase the frequency of contact, but also to ensure effective

support measures are in place for the remaining key strategies to be addressed.

Figure 34

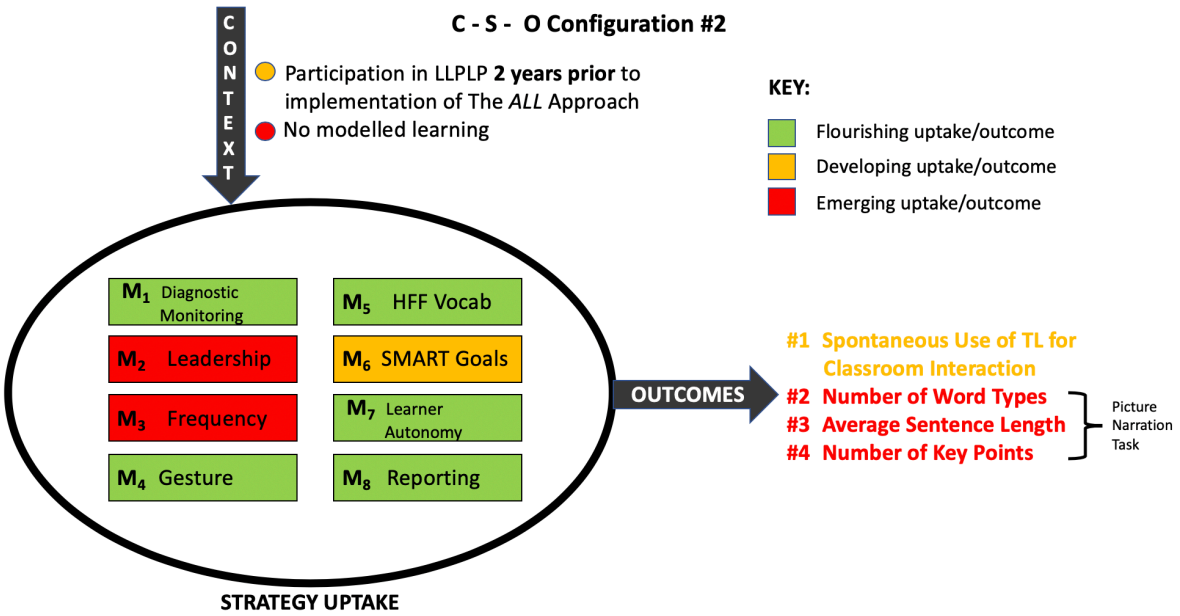
C-S-O Configuration #1



C-S-O Configuration #2 (Figure 35) shows that despite strong uptake of the remaining 6 key strategies, the model of a single weekly Language lesson does not enable students to achieve strong learning outcomes.

Figure 35

C - S - O Configuration #2

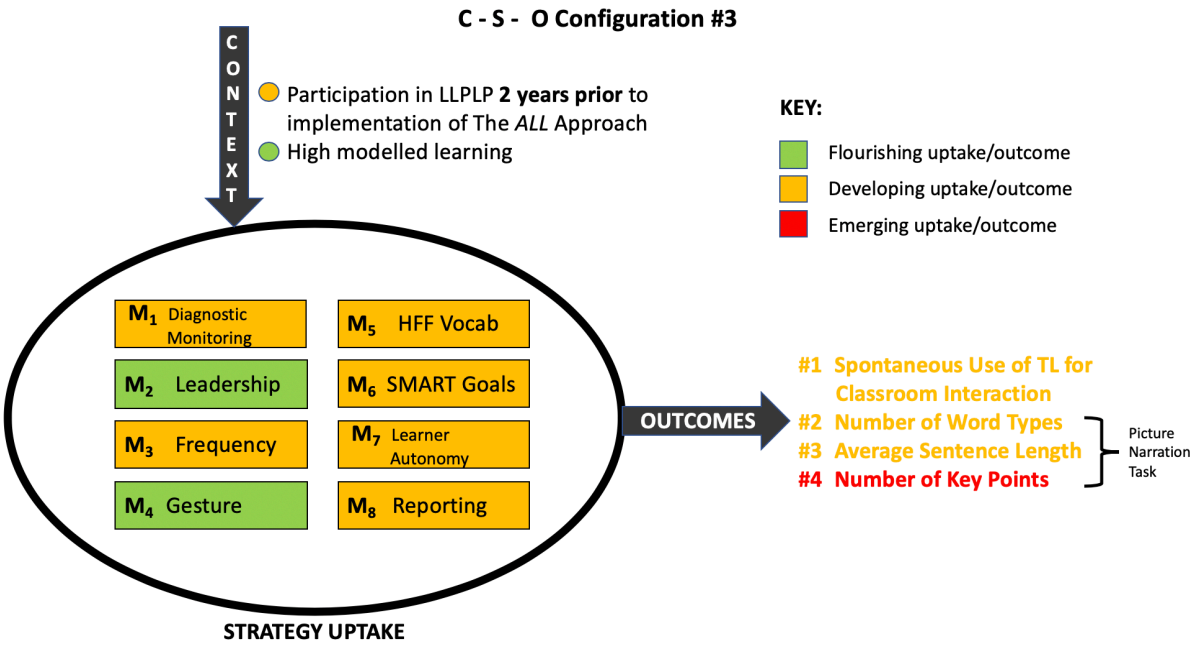


C-S-O Configuration 3 (Figure 36) depicts a situation in which leadership had previously participated in the LLPLP (albeit more than 2 years prior) and was considered to be highly supportive of Languages. There was also high modelling of learning, but mainly by specialist teachers delivering the CLIL program and therefore with moderate frequency (3 days per week). Modelling of learning by classroom teachers and daily opportunities for students to use the target language incidentally throughout the day depended on individual teachers. The principal had effectively led significant change to introduce the CLIL program over the preceding 2 years. By the time the school participated in the ALL PL Program, the school improvement focus had shifted elsewhere. Without combining the explicit focus on achieving daily frequency at the time when leadership support for change was optimised, this critical key strategy was not able to be fully achieved. There was moderate adoption of the remaining key strategies. Figure 34 shows that this scenario also did not result in optimised learning outcomes, although they were stronger than in C-S-O

Configurations #1 and #2.

Figure 36

C-S-O Configuration #3



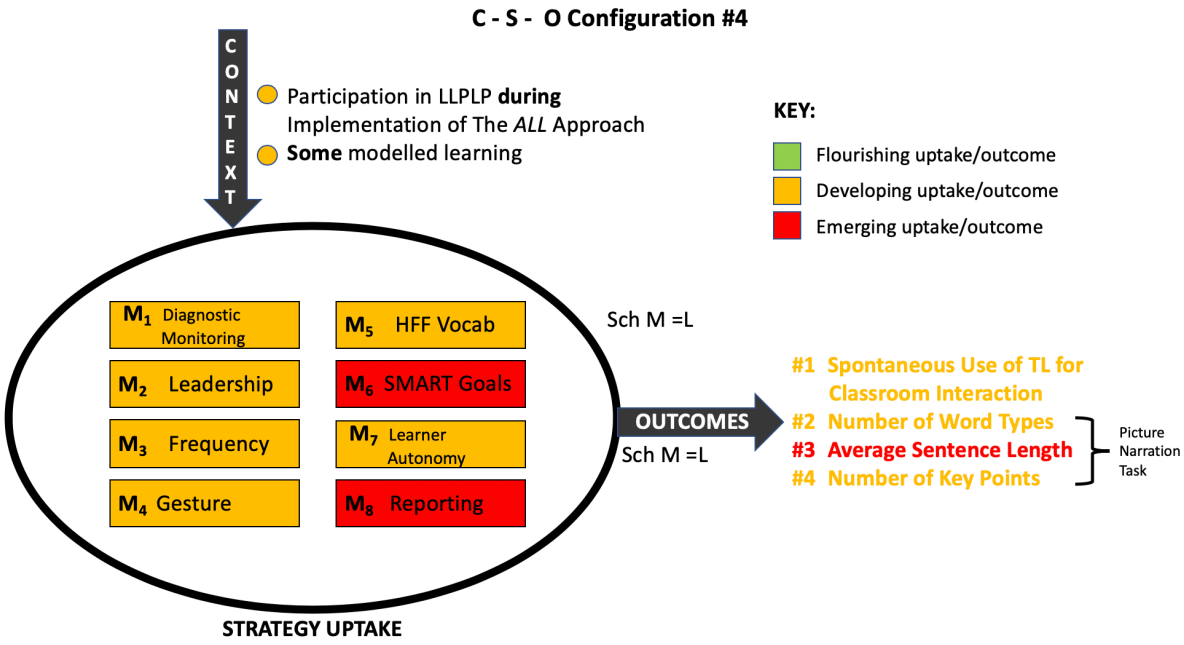
These results of schools with Emerging level learning outcomes show that where both context and uptake of key strategies are not optimised, learning outcomes increase only marginally.

C-S-0 Configurations of Developing Learning Outcome Schools. C-S-O Configuration #4 (Figure 37) shows that participation in the CEM LLPLP during the year of implementing the ALL Approach also failed to create the conditions necessary for high adoption of the 8 key strategies. This may be due to the timing of the 2 programs; the ALL PL Program commences in October of the year prior to implementation, to allow schools time to plan for a revised program delivery model

commencing the following year. The LLPLP commences in July, half way through the Australian school year. Unless leadership is already engaged and actively involved in planning the change at the commencement of the ALL PL Program, this engagement comes too late for effective support measures to be put in place during the first year of implementation.

Figure 37

C - S - O Configuration #4

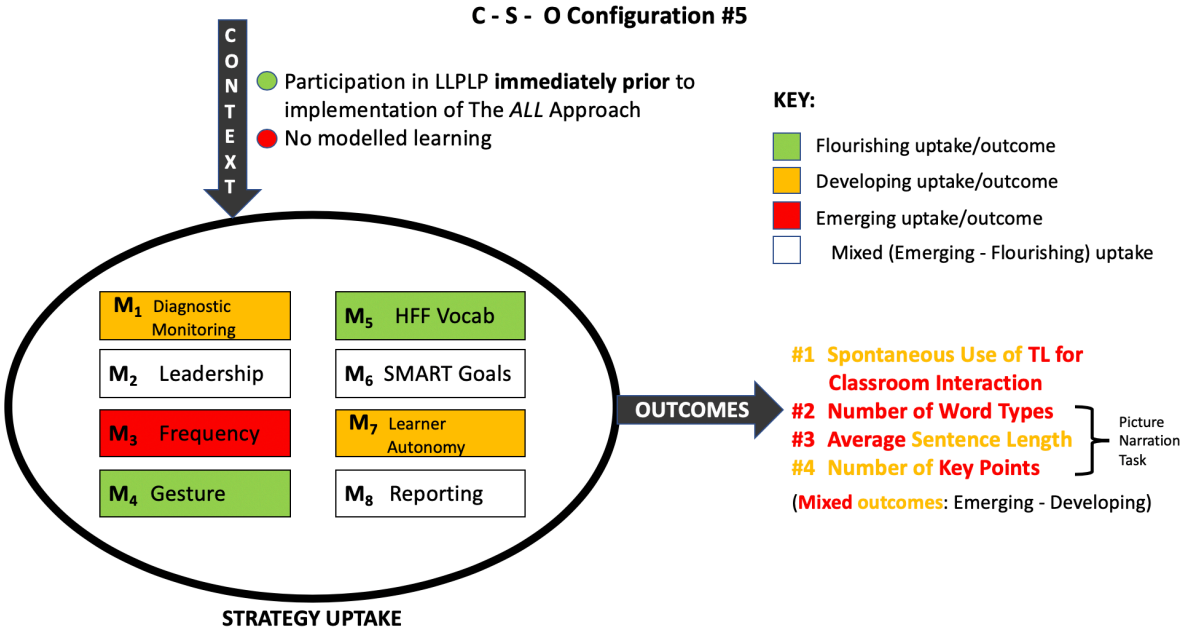


C-S-O Configuration #5 (Figure 38) depicts scenarios where the school participated in LLPLP in the year immediately prior to implementation of the ALL Approach and where key strategy #4 (gesture) and key strategy #5 (high-frequency, functional language) were strongly implemented. Diagnostic monitoring and use of tools to enable self-monitoring of progress by students was implemented to a moderate level. Frequency remained at a single weekly lesson delivered by a

specialist Language teacher. Regardless of whether leadership, SMART Goal-Setting and modified reporting were strongly adopted or not, learning outcomes remained at a moderate level.

Figure 38

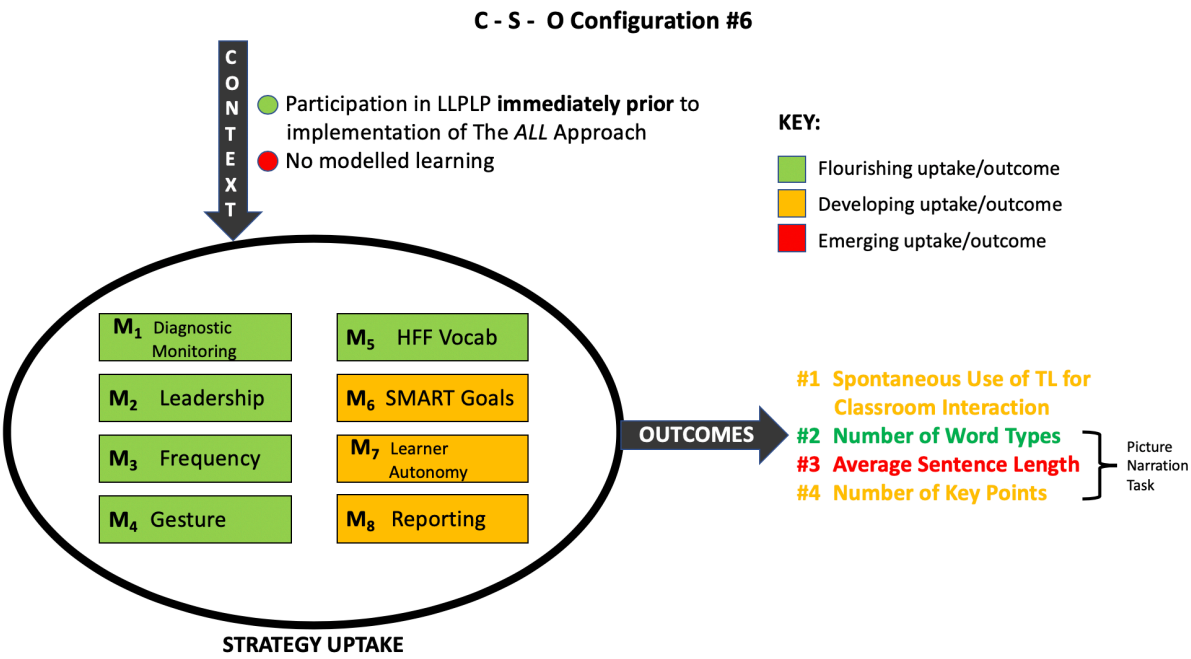
C-S-O Configuration #5



C-S-O Configuration #6 (Figure 39) also depicts a scenario of participation in the CECV LLPLP immediately prior to implementing The ALL Approach. However, in this case, frequency is increased to 4 days per week (still delivered by a specialist teacher, with limited modelled learning by classroom teachers). Learning outcomes in this scenario were at the higher end of the medium group, but still not optimal.

Figure 39

C-S-O Configuration #6



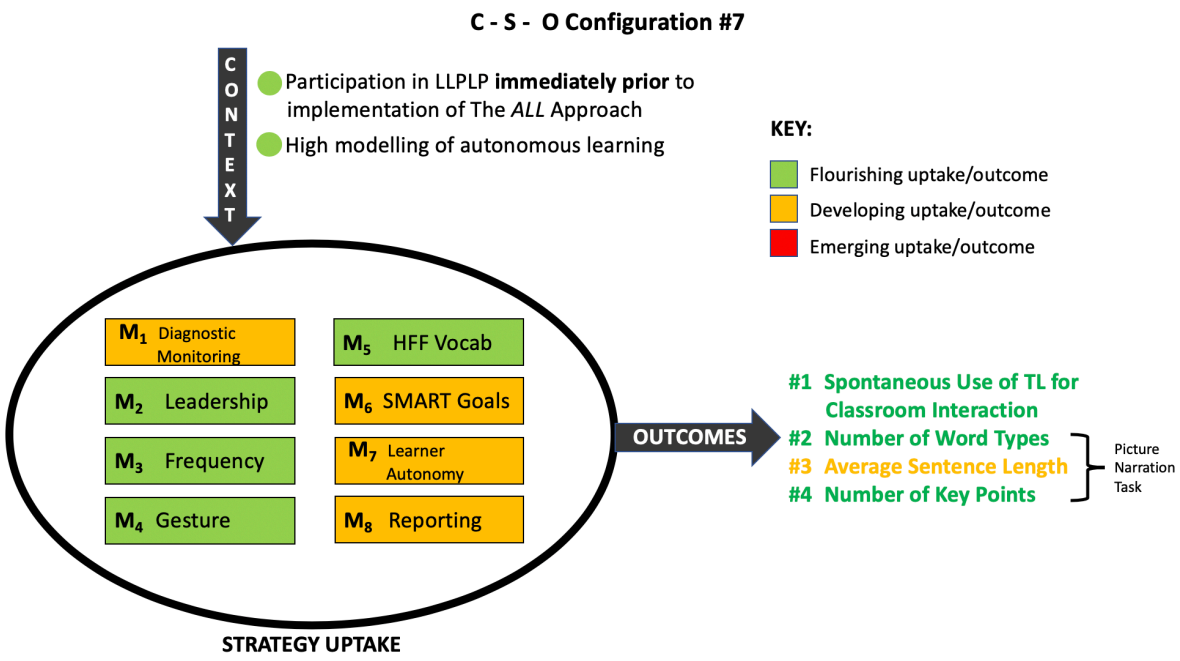
C-S-0 Configurations of Flourishing Learning Outcome Schools. Figures 40 and 41 show 2 C-S-O configurations in which flourishing learning outcomes were achieved. In both cases, the schools participated in the CEM LLPLP in the year immediately prior to implementing the ALL Approach. School leaders actively led planning for change in a highly collaborative manner. Language was delivered 5 days per week through the adoption of a whole-school approach, with classroom teachers and non-Language specialist teachers co-learning alongside students, modelling highly effective language learning strategies and dispositions. There were frequent instances of incidental use of the target language throughout the day by classroom teachers, other specialist teachers, administration staff and students alike. Language acquisition was strongly supported by systematic use of intentional teaching gestures and vocabulary introduced was limited to high-frequency,

functional language which enabled classroom interaction. Diagnostic monitoring was initially adopted to a moderate degree in both schools (but has continued to develop since). In both schools, there was a strong increase in spontaneous use of the target language for classroom interaction.

Despite only scoring developing uptake of key strategies #1 and #6 - #8, the positive contextual features and the flourishing uptake of key strategies #2 - #5 led to strong learning outcomes in School H, depicted in C-S-O Configuration #7 (Figure 40). The median NKP score was the highest of all schools.

Figure 40

C-S-O Configuration #7

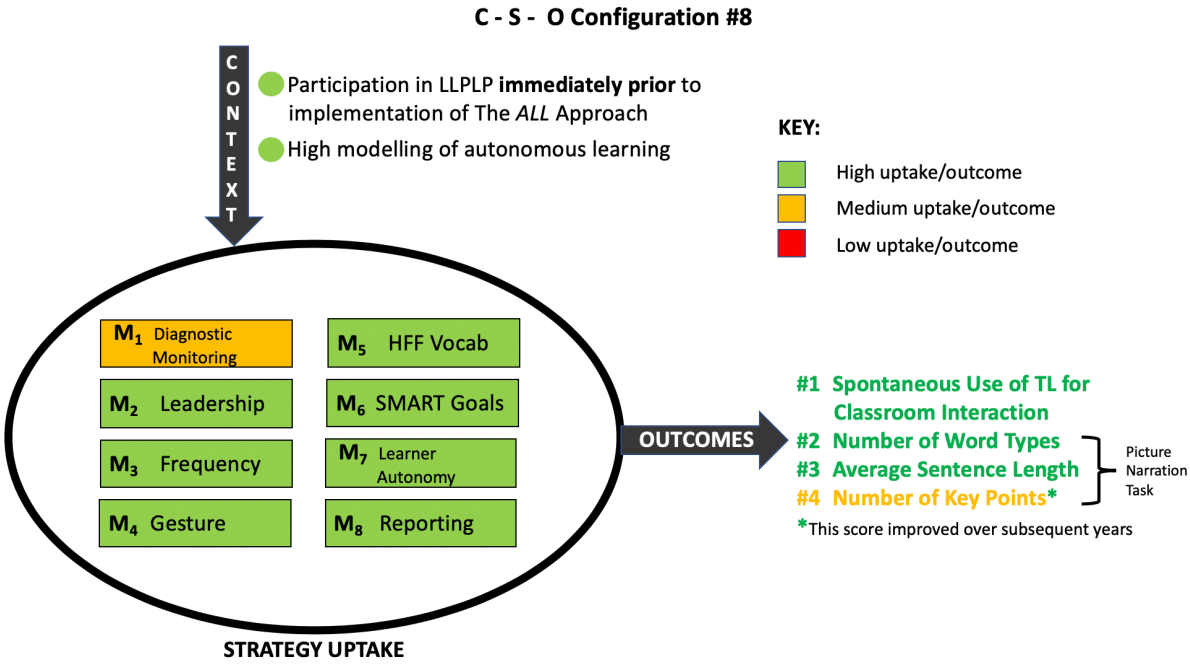


The contextual features in School G (depicted in Figure 41 - C-S-O configuration #8) helped lay the foundation for the strongest key strategy uptake of all schools. In this school, the NWT and ASL scores were higher than School H (C-S-

O Configuration #7), but the NKP score was lower. School G did continue implementing student self-assessment using Speak Up! each term, and this ongoing data shows that NKP scores have since improved (surpassing School H), making the learning outcomes in this school the strongest over time.

Figure 41

C-S-O Configuration #8



These 2 C-S-O configurations suggest that strong leadership (achieved through recent participation in the CEM LLPLP) leads to strong uptake of the 8 key strategies which, when combined with highly effective modelling of learning, creates the best possible conditions for learning outcomes to flourish.

6.3 Chapter Summary

This chapter has provided results in response to the second research question; 'How did the ALL Approach (as implemented in schools by participating teachers) impact on learners' acquisition and use of the target language?'. The baseline data results confirm the issue and at least 2 of the underlying causes identified in Chapter 1; Australian primary school students are not developing oral language skills for interaction, partly because they are not acquiring the language required to do so, due to both a lack of frequent contact with the language, and a lack of focus on vocabulary and structures which facilitate interaction. When contextual features are favourable and the ALL Approach is strongly implemented, learning outcomes can and do flourish.

A more detailed examination of the 2 schools in which flourishing results were achieved is warranted, and is presented in Chapter 7.

CHAPTER 7
REPORT ON RESULTS
(CASE STUDIES)

Chapter 6 highlighted the 2 schools in which flourishing learning outcomes were achieved (Schools G and H), and the contextual features and key strategy uptake patterns which seemed to facilitate these results. This chapter explores the implementation of the ALL Approach in these 2 schools in greater detail. In both schools, there was a higher overall uptake of the 8 key strategies, and in particular of increased frequency, which was achieved by classroom teachers modelling language learning and providing daily opportunities for language use. This whole-school approach to daily language use was only implemented in schools in which there was strong leadership support for change in Languages. It is important to share these case studies because the quantitative data alone does not tell the full story. The case studies which follow are designed to bring to life the lived experiences of learners in these 2 schools, providing deeper insights into how the optimised learning outcomes were achieved.

7.1 Organising Framework

In their presentation of case studies of quality teaching of Chinese in Australian schools, Moloney (2018) acknowledges that in order “To claim that examples of practice represent quality teaching, we need to consider them in relation to an established theoretical model of quality teaching and learning.” For their study, they used the New South Wales (NSW) Quality Teaching Framework (Department of Education and Training, 2003) as that theoretical model. The NSW framework shares some aspects in common with the Victorian Framework for Improving Student Outcomes (Department of Education and Training, 2019c), for example setting high expectations and ensuring student engagement. However, neither model specifically addresses the criteria required to improve Languages education. From this perspective, the ALL Approach and its 8 key strategies is the most relevant choice as an organising framework for the following case studies.

It should be noted that no school has fully implemented all 8 key strategies of the ALL Approach. This is reflective of the complexity of the change involved (see Chapter 9). In the 2 schools which are described in the following case-studies, most key strategies have been implemented to a high degree, and others at least to a moderate degree. The reporting processes and format have been modified to some degree at both schools to emphasise the use of the target language for classroom interaction as a key measure of progress, but neither school has yet progressed to implementing student self-reporting as the official report format. The names of schools, suburbs and individuals have been changed to maintain anonymity.

7.2 Sacred Thought Primary School, Distant Creek

Sacred Thought Catholic Primary School (School H in the results presented in Chapters 5 and 6) is located in Distant Creek, north-east of Melbourne. As the population of Melbourne expands, farmland on its fringes which was once considered rural is being sub-divided and converted into new housing estates, providing young families with a more affordable housing option than living closer to the Central Business District. Distant Creek is an example of these satellite suburbs, and is home to a population of diverse ethnic and linguistic groups.

Sacred Thought is a new primary school which opened in 2015. The vision of the Leadership Team from the beginning has been to create an innovative and inclusive learning environment which engages students and promotes learner autonomy; not only in the Languages program but throughout the curriculum. The design of the school buildings reflects this vision; it includes open-plan areas rather than individual classrooms, along with small break-out rooms for the provision of learning support to small groups and individual learners. The school focusses on embedding a Culture of Thinking, working closely with Ron Richard and the Harvard Project Zero team. Staff contribution is seen as key to establishing this culture; Fabian (the Principal) sums this up by saying “staff here model a culture of life-long learning, showing students how to think, not what to think”.

The majority of students in the school fall into the middle quarters of the Index of Community Socio- Educational Advantage (ICSEA), with a school ICSEA value of

1068[1], placing it in the 76th percentile. The student population is split evenly between boys and girls, with low reported minority backgrounds; 2% indigenous, 10% Language other than English spoken at home (Australian Curriculum Assessment and Reporting Authority, 2020b). However, the school reports that the student population is more multicultural than these figures suggest. Initial enrolments of 56 students at opening in 2015 resulted in the school being organised with 2 x Junior (Foundation - Year 2) and 1 x Senior (Years 3 - 6) cross-age grouped classes. Enrolments have risen steadily to 342 students in 2020, creating the need for expanded staffing (from 6.4 FTE[2] staff in 2015 to 29.65 FTE in 2020) and infrastructure. In 2020, students are divided mainly into composite classes as follows:

- 3 x Foundation (60 students)
- 6 x Junior (Years 1 & 2 - 136 students)
- 4 x Middle (Years 3 & 4 - 121 students)
- 2 x Senior (Years 5 & 6 - 68 students)

During 2015, the school leadership team participated in the CEM Leading Languages Professional Learning Program (LLPLP) and began planning for implementing a quality language learning experience. Fabian was actively involved in all LLPLP workshop days, along with the Deputy Principal and the Junior Years' Team Leader (Nina) who also became the Language Team Leader. As a previous Italian teacher who had been frustrated with traditional primary years' program structures, Nina knew their program would need to look different, but was unsure of

1. The Australian average ICSEA score is 1000.
2. Full-Time Equivalent

the format it would take. This Leadership Team began by surveying their community regarding the selection of a target language. The 2 languages which were identified as most significant for the school community were Italian and Auslan.

Fabian originally asked Nina if she would teach Italian across the school. Unwilling to take on the traditional role of a specialist Language teacher, Nina recommended they instead consider options which would provide learners with daily contact with Italian. The solution she identified was to ask classroom teachers to incorporate Italian into their daily lesson planning, commencing with morning routines of taking the roll and discussing the weather. In 2015, approximately half the teaching staff had some background in Italian and were able to support their colleagues who had no knowledge of the language. More language would gradually be added to the planning, but Nina was very aware of initially making the demands placed upon the anglophone classroom teachers achievable.

At the end of its opening year in 2015, the school began to offer an Italian program, using Auslan gestures to support learning. An Italian Language Assistant was appointed as a Learning Support Officer (LSO) to support teachers and together with Nina, helped plan the sequence of Italian language introduction. Weekly planning included identifying the focus language to be introduced; the gestures to be used for each vocabulary item; and activities through which this vocabulary could be reinforced. Nina and the Italian LSO would prepare the planning, then present it to a pair of teachers (selected so that one background speaker was paired with a non-speaker), who would be responsible for disseminating it to other teachers at one of the weekly staff meetings. Teacher-pairs rotated through this role.

Beyond the daily morning routine Italian focus, 2 x 30-minute Italian sessions per week were scheduled with the Italian LSO supporting teachers to introduce new vocabulary and run Italian-focussed activities. The LSO's role was very much in the background; the sessions were entirely classroom teacher-led. Teachers looked to the LSO for pronunciation assistance, to remind them of gestures, and to answer student questions about the language to which they could not respond themselves.

A parent information session was held in early 2016, explaining the structure of the program. Subsequent information sessions have included updates on the Language program and have been an opportunity to gather feedback on parents' perceptions of student learning.

Nina also enrolled in the first cohort of the ALL PL Program, commencing in October 2016. Her participation after the introductory workshop was sporadic; she explained this was due mainly to workload constraints in the school's early start-up phase but also because at the time, the program offered little for her in the way of peer support. There was a large contingent of primary Italian specialist teachers amongst the participants, and language-based group discussions were often focussed on the needs of these teachers working in traditional timetable structures. At that stage in October 2016, no other school had implemented a whole-school model of classroom teachers facilitating the learning of a single target language across the school. Nevertheless, some key strategies of the ALL Approach were evident in the planning of the Italian program at Sacred Thought. The Language program at Sacred Thought continued to develop during 2016 and early 2017 with little input from CEM.

Nina did re-engage with the opportunity for coaching in mid-2017. During that first visit, Nina recognised that the Auslan gestures they had been using for the past 2 years had not always been suitable for the purpose of teaching Italian. Italian had taken the 'front seat' in the Language program at Sacred Thought; she felt the school was ready to embrace it as the sole target language moving forward. As the school had grown, additional teaching staff had been appointed, increasing the ratio of anglophone teachers to background speakers. The program had shifted from being delivered at least partially by staff with some Italian background to being delivered mainly by teachers who themselves were learning Italian as they went.

We discussed the CEM ALL PL Program; I was able to inform her of enhanced opportunities for peer learning should she wish to re-engage with the program. One other school from Cohort 1 was returning in Cohort 2, also having implemented a program delivery model using Teachers as Co-Learners Language in 2017 (see the following case study - Our Lady of Collaboration Primary School, Bellbird North, p.260), and 4 other enrolled schools had indicated intentions to do so in 2018. Nina felt the program at Sacred Thought primary school was at a point where this peer learning would be beneficial and nominated a further 2 staff (both classroom teachers) to participate in Cohort 2 of the CEM ALL PL Program, commencing in October 2017.

I was curious to see what language learning under this model would look like. My initial reaction was open-minded, but with some reservations; the Victorian Department of Education has consistently recommended that programs be staffed by qualified, fluent teachers of the language (Department of Education and Training, 2019g). Nina meets this criteria, but by the time of my visit in 2017, many of the

classroom teachers did not. On the other hand, the program delivery model meets other crucial recommendations for quality Language programs; the frequency across the week; the value in relation to other content areas; and support of the whole school community. In addition, while these anglophone teachers may not have Italian qualifications or fluency, the are nevertheless primary-trained, high-quality teachers.

Observing a class led by some of these teachers during that first visit to Sacred Thought dispelled any doubts I may have still been harbouring; these anglophone staff members were not attempting to teach Italian. Rather, they were actively showing students how to learn and use the language...

Show Me How To Learn

Enthusiasm shines through the eyes of the young teacher as she addresses her Year 1/2 class. Smiling, she begins with a greeting which, although formulaic, is clearly full of heartfelt affection for her charges. "Buongiorno ragazzi, e Dio vi benedica."

"Buongiorno," they respond in a well-practiced routine, "et Dio ti benedica, Signora." Small hands gesture rapidly as they speak, both for the greeting and then the sign of the cross. Signora offers praise for their effort — "Bravissima!" — before asking them to greet the Italian LSO who is sitting discretely to the side.

Signora proceeds to explain that she is learning Italian just like the children; they are all lucky to have an expert to help them. She admits to making lots of mistakes herself, but points out that good learners keep trying. The students chorus their agreement enthusiastically — "Sì!".

Their engagement remains high as the session progresses. The Italian LSO is almost invisible; Signora leads the class in revision of vocabulary using gestures which allow them to speak in unison. Again, small hands confidently

perform the gestures as words are vocalised. This is not parrot-like repetition; the students are speaking ***at the same time*** *as Signora, prompted by the gestures. The evidence of vocabulary associated with gestures, with both actions and words embedded in long-term memory, is clear.*

"Il cappello, la sciarpa, la sciarpa, i guanti, il calzini" they rehearse together. Signora repeats a word when she sees any student struggling, to give them a chance to join in the repetition successfully. She stops herself, as she has noticed in her peripheral vision the Italian LSO signalling a mistake she has made.

"I keep saying 'il' but it's 'i calzini'... let's try that again."

The point of the lesson is not to learn a list of clothing items; these are the object of statements which are frequently repeated throughout the day. This session is designed to allow Signora to replace 'Take your hats' with 'Prendi i cappelli' as the new 'normal' way of directing her students before they go outside. With the clothing vocabulary revised, she moves into a game of asking a student to 'prendi' a flashcard from the board.

The students all complete the task, clearly displaying their comprehension. Then it is Signora's turn. The students delight in giving her instructions; she makes a point of thinking carefully, using gesture to repeat their instructions to herself as she surveys the options available. On one occasion, she selects the wrong object (I strongly suspect a deliberate display of making an error). The children are quick to correct her; the opportunity to be teachers themselves reinforces their confidence. They giggle with her as she laughs at herself... 'Sono confusa!' [I'm confused!].

Finally Signora asks the students to stand up and practice with a partner. No English is heard; they have the language they need to perform this task using only Italian and the preceding activities have helped ensure it is strongly embedded. When Signora calls them to attention a few minutes later —

'Ferma, guarda, ascolta!' — [Stop, look, listen] they clearly know the instruction, even if, in their enthusiasm, a few pairs ignore it to sneak in one more turn.

The whole session has taken 15 minutes. I have not seen a single one of the 20-odd students waver in their riveted attention at any point. The focus language was targeted and functional. The duration was highly suitable for these young learners; they are now 'pumped' from their success and ready to move on to the next stage of the morning's agenda, an English literacy session.

As I move through the open plan learning spaces to my next observation with the Italian expert, I hear Signora continuing to use Italian; 'tutti in piedi, e ***prendi*** *i quaderni' [everyone stand, and* ***get*** *your exercise books]. With the focus vocabulary still fresh in her mind, she is maximising the opportunity to insert it into regular classroom communication. Across the large space, I can hear another teacher; 'uno due tre, occhi a me'. [one, two, three, eyes to me]. Her class choruses the response; 'quattro cinque sei, occhi a te!' [four, five, six, eyes to you!]. In Italian it rhymes and sounds much better...*

We move across to the Senior building; as we approach a group of students, one jumps to her feet and runs to embrace my guide. 'Buongiorno, Signora!' she gushes. 'Buongiorno a te,' laughs the Italian LSO, detaching the small arms from around her waist. 'Come stai?'

'Sto molto, molto, molto stanca' pouts the young student. [I'm very, very, very tired]

'Oh! Perche?' [why?]

'Perche my baby sorella cries all notte!' [Because my baby sister cries all night] exclaims the young bilingual, who does indeed appear to have bags under her eyes. As I wonder how she will concentrate on her lessons today, I reflect that this young student of Sri Lankan appearance is indeed functioning as a bilingual, using her full linguistic repertoire. Nina later confirms that the

girls' parents are both Sri Lankan migrants; the Italian language acquisition is solely the result of Sacred Thought's school-based program.

Sacred Thought's Language Team found their participation in Cohort 2 of the CECV ALL PL Program to be highly beneficial. Two more classroom teachers and the (new) Italian LSO (Valentina) were enrolled in Cohort 3, commencing in October 2018. Between them, these 5 staff fully participated in the second and third cohorts, taking lead roles in some workshop session presentations. Nina also joined them on some occasions for workshop days and webinars. She feels that the opportunity to send additional staff to Languages professional learning each year has been key in building capacity across the whole school. In addition, Nina took a key role during 2018 in helping develop revised gestures for Italian gesture-based resources for CEM — in doing so, she furthered her understanding of the benefits and techniques of intentional gesture-based language teaching. Fabian has also continued to demonstrate his commitment to Languages, through his participation in the CEM Languages Expert Advisory Committee (LEAC). This selected group of principals meets regularly each year, with each member committing to actions designed to promote quality Languages program delivery through their school leadership networks.

Each year, Sacred Thought Primary School has faced the challenge of needing to appoint new staff due to enrolment growth and staff movement. The interview process for new staff strongly identifies willingness to actively engage in the Teachers as Co-Learners of Italian program as a key selection criteria. Valentina’s timetable has been modified to provide extra support for new staff

through weekly lunch-time Italian lessons. The Language planning and its dissemination takes into account the needs of staff with less Italian acquisition, scaffolding their integration into the program. One new teacher commented to me during a staff room conversation that despite being of Italian background, she had never really embraced her heritage and remembered very little of the language from her childhood. Being involved in the Italian program at Sacred Thought had inspired her to reconnect with her Nonna in Italian, who was delighted at her grand-daughter's newfound interest.

Fabian feels that this Languages program strategy fits well with the school's ethos of visible thinking and an integrated approach to learning;

> *[Using] the approach with teachers as co-learners of Italian... we've been able to incorporate the Language program as part of our literacy, which is brilliant, it's still there, it's Language, it's part of, you know... any language is literacy anyway... maybe with the other principals, it's shifting their understanding of what Literacy is, or language is…*
>
> *Fabian , Principal Sacred Thought Primary School, February 2019*

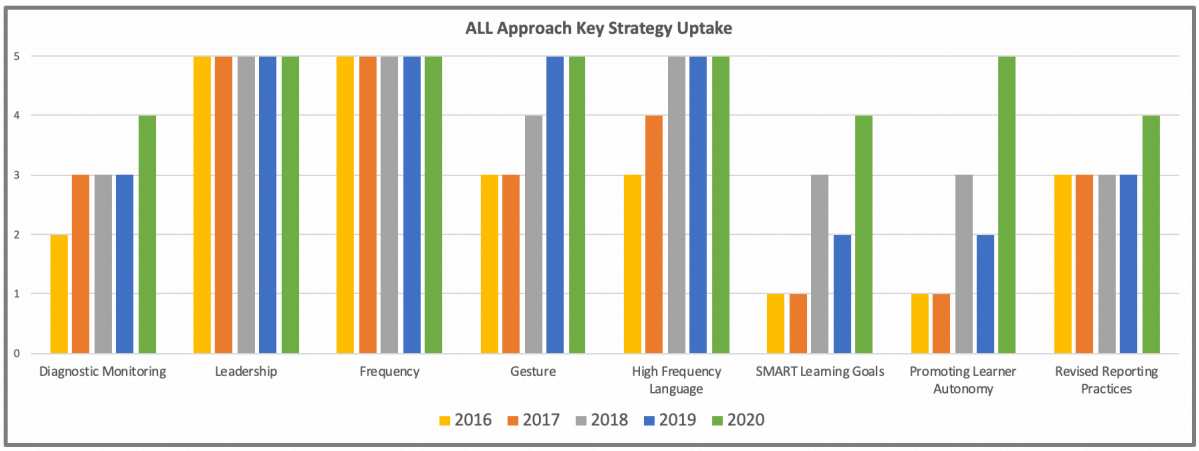
At the beginning of 2020, an additional Italian LSO was appointed. With the extra support available, Fabian hopes to establish an extension opportunity for advanced students and those with Italian family backgrounds. Fabian, Nina and Valentina are exploring the possibility of creating a Content and Language Integrated Learning (CLIL) stream for these students, using Italian as the vehicle for the teaching of either Mathematics, Science or Technology. For the Italian program as a whole, the focus for 2020 is on collecting and using data to inform program planning,

to promote learner autonomy through regular goal-setting and self-assessment and to extend Italian language skills through the regular introduction of literacy tasks.

The extensive participation of Sacred Thought School in The ALL PL Program has allowed data regarding Key Strategy uptake to be gathered over a 4-year period, showing the consistent strengths of the school's leadership and frequent offering of Italian, as well as the gradual uptake of the remaining key strategies of the ALL Approach over time. The figure below represents a record compiled collaboratively by the 6 participating teachers and the CEM Language Coach, using the Participant Self-Rating Scale (see Appendix B).

Figure 42

Key Strategy Uptake at Sacred Thought Primary School



The following sections explore implementation of each of the 8 Key Strategies at Sacred Thought Primary School in further detail.

7.2.1 Diagnostic Monitoring

During 2016, data was not recorded for diagnostic monitoring purposes. Nina and the Italian LSO deliberately noticed Italian use as they circulated throughout the

open-plan learning spaces of the school, using these observations to plan and revise the sequencing of Italian vocabulary and the activities used to support its acquisition. In 2017, some anecdotal records were collected; however, gathering evidence was still not a strong focus of the program. With their increased participation in the CEM ALL PL Program in 2018 and 2019, teachers became more aware of the need to engage in rigorous reflective teaching cycles for Italian, as they do in other learning areas.

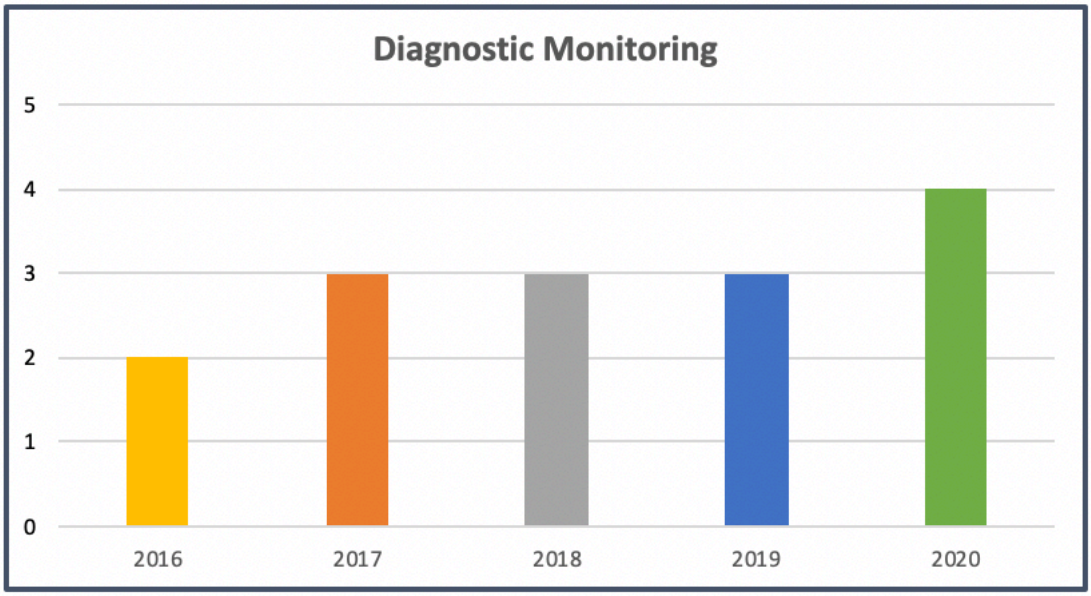
During Term 4 2019, the ALL Approach Self-Evaluation rubric (see Appendix B) helped the team identify that Diagnostic Monitoring was one of the key strategies on which they should focus their improvement for 2020. With coaching support, an observation template was created for Valentina to assist in the weekly identification of language foci for future planning. This information will then feed back into planning with Nina to inform the identification and design of activities for the bi-weekly focus sessions.

The final workshop for Cohort 3 in February 2020 focussed on helping participants, including those from Sacred Thought Primary School, identify ways in which the data gathered through student self-assessment and peer-assessment activities could be used for Diagnostic Monitoring. This focus had been selected by the CEM Coaching team as we conducted our own reflective cycle, using participants' self-evaluations to identify that this was one of the key strategies for which participation in the ALL PL Program had resulted in the lowest impact. By making this reasoning process explicit, the CEM Coaching team aimed to model this key strategy in action.

Nina and her team have actively embraced this professional learning, launching into 2020 with renewed commitment to this key strategy. By March, data had been gathered across Years 3 - 6 which the Italian team had reviewed and used to inform planning for April and beyond. Significantly, these processes had been embedded into the whole-school assessment cycle, rather than being seen as a task which only Nina and the participants in the ALL PL Program needed to complete. This shift suggests that Diagnostic Monitoring will now become a sustainable, regular feature of planning for the Italian program, in the same way as it is for other curriculum areas at Sacred Thought Primary School.

Figure 43

Uptake of Diagnostic Monitoring at Sacred Thought Primary School



7.2.2 Leadership for Change in Languages

There is a strong desire to engage the whole community in decision-making at

Sacred Thought Primary School. A parent team is involved in the co-design of learning experiences and parents are regularly surveyed and questioned regarding their priorities and opinions as the school grows and changes. The commitment of the Leadership Team is to build a cohesive school community which provides a quality learning experience for students, encompassing all areas of the curriculum, including Languages;

> *One of the key challenges is to engage the community in the conversation... we invite parents into the learning. We have our school level information night and the focus will be, "These are our approaches, this is our thinking culture, the way we go with parent engagement, our Languages culture." So you know, it's education... it's reassuring the parents. I remember the parents said "Fabian, we trust you, we put our faith in you and the team that we didn't even know, and we will be the foundation families." ... This is like a family, the focus… we are overawed by the way our children speak and think."*
>
> *Fabian, Principal Sacred Thought Primary School, February 2019*

The school's strong culture of creating an innovative and integrated learning community translates into a willingness to adopt new ideas and practices, in particular with regard to flexibility in timetabling. The open-plan learning spaces and close collaboration between staff makes it possible to re-arrange schedules to suit learning needs, rather than to have learning driven by administrative needs. This is evident in many ways; for example, during school coaching visits, staff were always provided with release to meet for Language planning sessions. The open-plan learning spaces also provide confirmation that Italian is being used throughout the

day; teachers hear each other using it with their students, which provides a reminder for everyone to do so. It also allows Nina and Valentina to listen for Italian language use as they circulate throughout the school.

> *With the open-plan flexible learning spaces, when I was conducting my Italian focus session yesterday Angela [a new teacher] could see, and hear [me] and then it was the same when she was having her lesson. I noticed a change, a change in how she was delivering it from the week before, in terms of choralling. So if we'd been each inside four walls, she wouldn't have had that opportunity. Not that I'm perfect at it, because we're all co-learners, but… it was an opportunity for her.*
>
> *Nina, Italian and Junior Team Leader, February 2019*

Sacred Thought is Fabian's third school as Principal in which Italian has been taught; the previous 2 schools offered a traditional, single weekly lesson. Fabian describes the attitudes of students in these schools toward Italian as being 'borderline racist'; he describes their disengagement with a program which was failing to deliver on learning outcomes and the resulting impacts on their view of the language itself and, by association, the culture which it represented. This rejection of 'other' language and culture helped maintain these schools as strictly monolingual, English-speaking environments. In contrast, Fabian reports noticing a distinctly higher level of enthusiasm for Italian specifically and multiculturalism in general on the part of students at Sacred Thought Primary School. He reports that during a recent school review, Sacred Thought students were asked by the external reviewers what they liked the most about their school experience. The Italian program was

frequently cited in student responses.

The strong leadership support for Languages at Sacred Thought Primary School pre-dates their participation in both the CEM ALL PL Program and the CEM LLPLP. Fabian's participation in the LLPLP was motivated by a desire to make Languages learning matter; to seize the opportunity offered by a newly-opened school to re-think the way Languages could be offered. The learning achieved through the LLPLP helped Fabian and his team imagine a different program structure and translate their advocacy into action. This support has remained constant and is strongly focussed on collaboration.

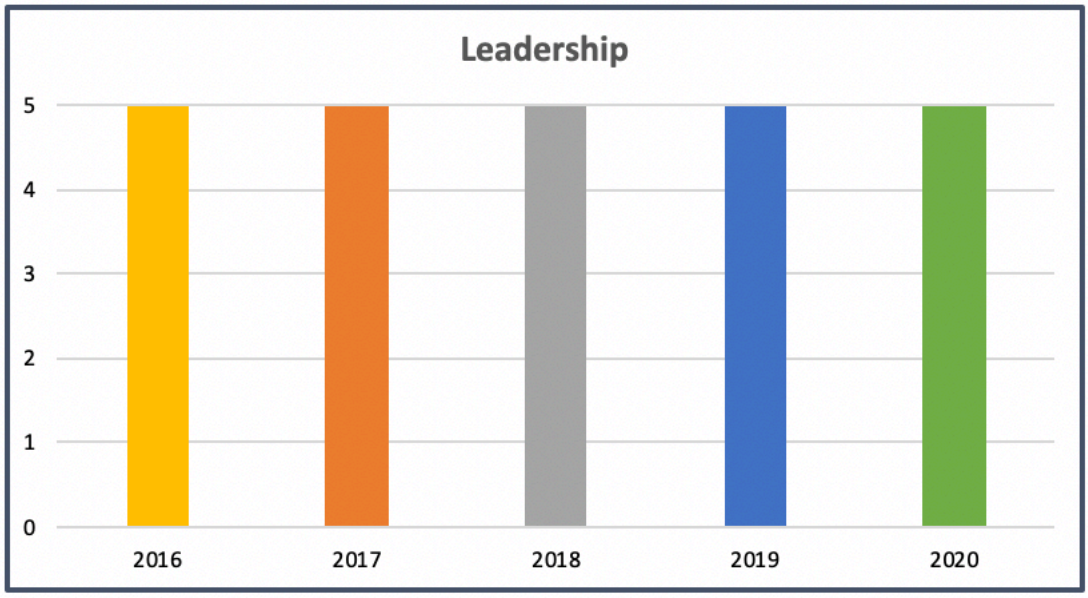
> *It's vitally important in our induction programs, for new staff but also for current staff that they're brought up to speed with that. To make sure... that Nina is well supported, as a Leader, but also to make sure that those other staff engage in high-quality professional learning, ... so there's no-one standing alone... I think the leader as enabler, is vital... I say we have a collective wisdom so… anything we decide collectively, to enhance student learning and well-being, that's what we should go for... It would be very, very rare that I would give a directive, you know, especially curriculum-wise, because I'm surrounded by practitioners who know a lot more, so you know… so it's a matter of harnessing them, but also empowering them.*
>
> *Fabian, Principal Sacred Thought Primary School, February 2019*

This support for Languages displayed by school leadership is mirrored in all staff at Sacred Thought Primary School; the structure of Teachers as Co-Learners of

Italian is the accepted way Language is integrated into learning at this school. On numerous occasions, I have heard staff comment that they enjoy the opportunity to learn Italian themselves, and wish they could have learnt language this way when they were at school. The Italian program plays a significant role in the school community's identity; it is a firmly established feature which seems unlikely to change.

Figure 44

Uptake of Leadership for Languages at Sacred Thought Primary School



7.2.3 Frequency

Nina was determined that from the outset, their Language program would involve daily contact with Italian, rather than the traditional primary years' model of a single weekly lesson delivered by a specialist. Initially, this was mainly achieved during the morning routine, covering the date, the weather and expressing feelings.

As classroom teachers' confidence with Italian has increased, its use has gradually been extended throughout the day, using a translanguaging approach. Common classroom instructions are generally delivered in Italian and students will frequently use the Italian words and phrases they know in relevant communication contexts. Rotational Literacy activities now include an Italian activity, which all students complete at least once during the week. The Italian LSO also teaches cooking once per week and makes extensive use of Italian with learners in this environment, as well as when she is providing general academic support (Italian is a 0.4 FTE component of her full-time LSO role). In the staffroom, translanguaged conversations occur between staff, providing critical opportunities for these adult learners to experiment with their own expanding language skills.

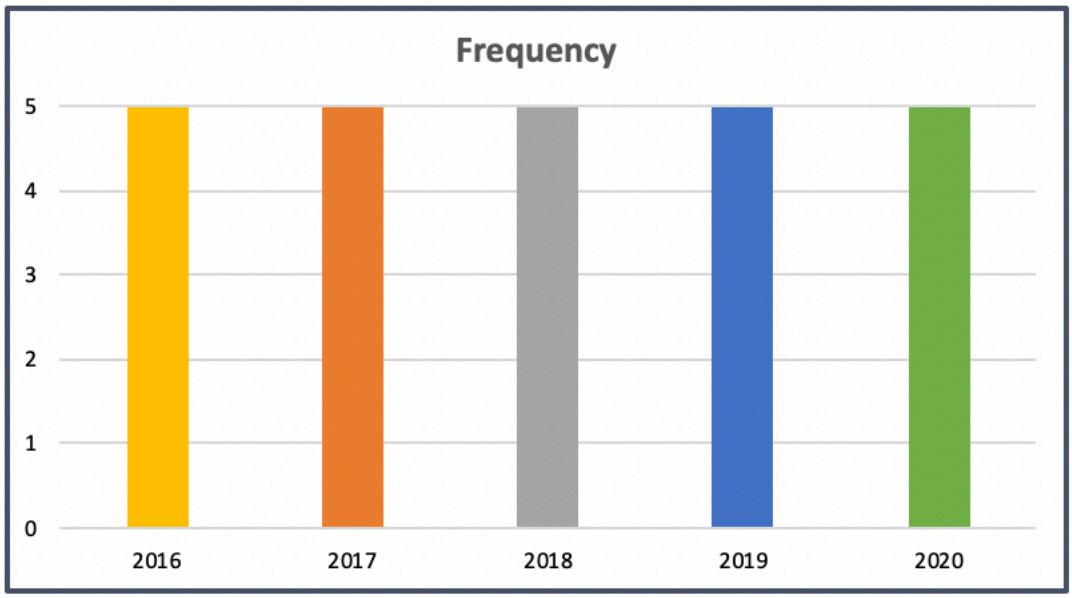
It would be unusual to visit classrooms for more than an hour at any stage during the day without hearing any Italian spoken. Italian has become a 'normal' part of the school community's pattern of language use. Loud-speaker announcements commence with 'Attenzione per favore' and Italian is a regular feature in school assemblies. This is more than simply 'doing' an Italian session once each day for 10-15 minutes; the language is integrated throughout the day, both within and beyond the school boundaries. Pre-school aged siblings accompanying older brothers and sisters to school drop-off and pick-up will cheerfully call out greetings in Italian from their prams to the traffic supervisor or the teacher on gate duty. Parents report that siblings use Italian words and phrases when speaking with each other at home. Parents are learning key Italian words and phrases from their children.

Identity is closely linked to language (Auer, 1998; Edwards, 2009). The changing patterns of language use at Sacred Thought School have been

instrumental in creating a school identity which is inclusive of Italian. It is not seen by the community as ‘other’ or ‘foreign’, but as part of ‘us’. It is one of numerous commonalities the school's learning culture creates, uniting members of its community, regardless of their personal ethnic backgrounds. This collective identity influences individual learner identities (of both children and adults). The implications for the development of intercultural capability extend well beyond a surface comparison of food and customs, as is often the concrete expression of intercultural studies in schools. Through the exploration and expansion of their concept of 'self', these students are developing intercultural capability in ways which more closely matches the aims of the Victorian Curriculum (Victorian Curriculum and Assessment Authority, 2017), for students to 'demonstrate an awareness of and respect for cultural diversity within the community, reflect on how intercultural experiences influence attitudes, values and beliefs and recognise the importance of acceptance and appreciation of cultural diversity for a cohesive community'.

Figure 45

Uptake of Frequency at Sacred Thought Primary School



7.2.4 Intentional Use of Gesture

The school's identification of Auslan as a key language in their community meant that they embraced gesture-based teaching from the outset. However, during 2017, it became apparent that Auslan is not a suitable gesture method to support the learning of foreign languages other than English. As a language in its own right, Auslan has a different grammatical structure to both English and Italian. There is no 1:1 correspondence between English words and the way phrases are gestured in Auslan, so it is not possible to achieve gesture-led, choral language revision. With this realisation, the Languages Team made the decision to to shift the focus of the program solely to Italian, while continuing to use gesture (based as much as possible on Auslan) to support language acquisition. The need to extend their expertise in intentional teaching gestures was a key factor in their increased participation in Cohorts 2 and 3 of the CEM ALL PL Program.

Switching to the standardised set of Italian gestures developed by CEM (with Nina's assistance) meant that some of the Auslan gestures previously used by the school needed to be replaced with gestures developed specifically for the purpose of teaching Italian as a foreign language. Again, the school culture of a flexible approach to learning allowed teachers to trial these changes, and in doing so discovered that students quickly adapted to the revised format. At Sacred Thought School, the gestured video clips produced by CEM are not shown to students; they are used by Nina and the Italian LSO each week to learn the gestures prior to introducing them to other staff, and ultimately to have teachers introduce them to students in class.

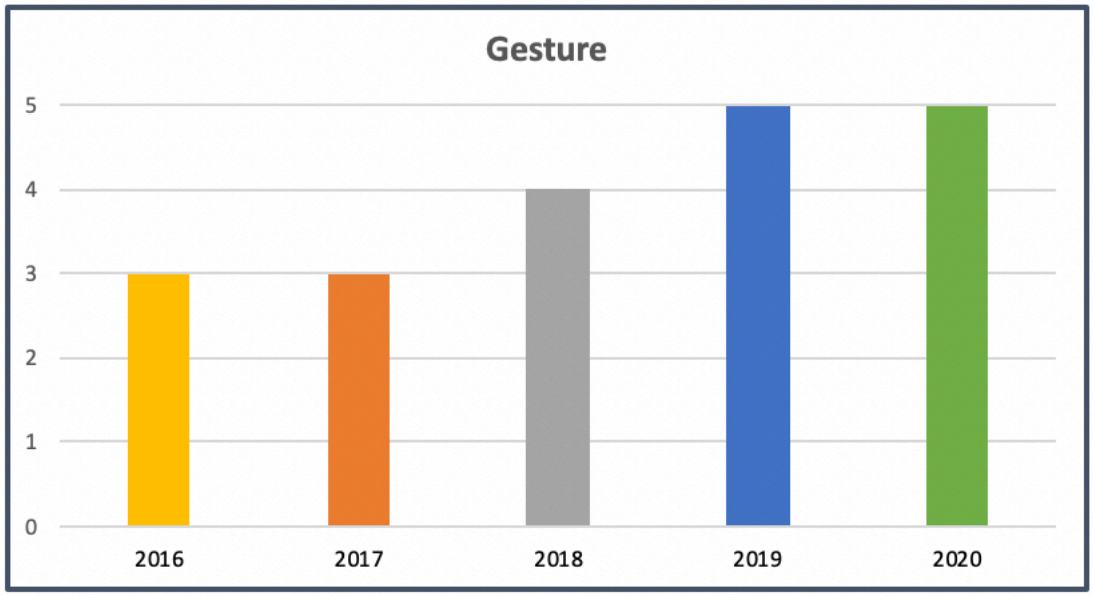
The ongoing, systematic implementation of gesture-based teaching has supported teachers to feel confident in the use of this approach. Although it has been a feature of the Language program from the outset, it was initially often being used in a ‘repeat after me’ pattern of interaction ('parroting'), drawing only on short-term memory. Feedback during school coaching visits and gesture sessions included in workshop days helped provide greater theoretical understanding of the approach and was instrumental in helping teachers to develop more effective techniques. Observations reveal gesture is now being used effectively to achieve ‘choralling’ rather than ‘parroting’ during whole-class Italian sessions, requiring learners to retrieve the vocabulary associated with each gesture from long-term memory; or in Baddeley's revised model (2017), from the central executive via the episodic buffer, using the visuo-spatial sketchpad (see earlier discussion regarding gesture and memory - p.87) . Gesture is also visible as a technique used by learners (both teachers and children) to prompt language recall, both for themselves and others, in

both whole-class and individual communication contexts.

Having developed strong confidence during 2018, the Sacred Thought primary school teachers participating in Cohorts 2 and 3 of the CEM ALL PL Program took lead roles in some of the workshop sessions, guiding Italian gesture practice with other teachers despite not being fluent Italian speakers themselves.

Figure 46

Uptake of Gesture at Sacred Thought Primary School



7.2.5 Focus on High-Frequency, Functional Language

In 2016-17, the language included in the scope and sequence and shared with learners reflected the routines and moments of the day when Italian was incorporated. This was generally as part of the morning roll-calling or 'tuning in' activities. English language used in these routines had included greetings (Hello,

How are you?), identifying the date and weather, and talking about feelings. This language was replaced with Italian; as a consequence, student language acquisition was focussed on these topics, as well as on teachers' instructional language (e.g. "*Ferma, Guarda, Ascolta*" [Stop, Look, Listen]). Language produced was either in the form of formulaic phrases ("*Come stai? Sto bene, grazie e tu? Molto bene.*" [How are you? Well thank you, and you? Very well]), or formulaic chunks with key word replacement (e.g. "*Oggi fa freddo/caldo*" [Today is cold/hot]).

In 2018, the language targeted by the scope and sequence expanded, as the use of Italian was increasingly incorporated throughout the day. Nina's involvement in drafting the scripts for the revised and extended CEM Italian Gesture video clips helped inform her own planning. Students began to show evidence of an awareness of Italian grammar and syntax, with utterances increasing in complexity due to the incorporation of prepositions, conjunctions and modal verbs. The following phrases are taken from student language samples collected during 2018:

- "*Vieni in bagno con me per favore?*" [Come to the bathroom with me please?]
- "*Devo fare il mio lavoro*." [I must do my work.]
- "*Posso andare a casa perché voi non mi piace*" [Can I go home, because you don't like me]
- "*Non lo so posso*" [I don't know [if] I can]

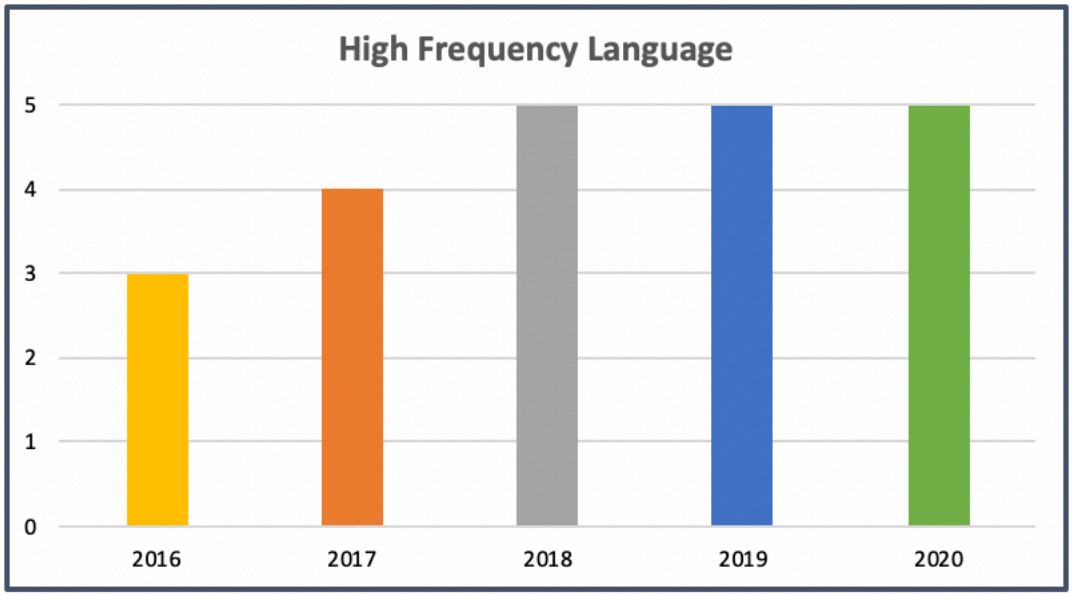
None of these phrases have been rote-learnt. The examples demonstrate that although students' utterances are not always grammatically correct, they are beginning to creatively use the vocabulary they have retained to convey meaning in

original phrases of increasing complexity.

In 2019, the scope and sequence planning was again further extended. Activities during the bi-weekly 30-minute focus sessions became more open-ended, as students' ability to produce original language expanded. The three-year planning documentation now includes over 200 high-frequency functional vocabulary items, of which the Languages Leadership Team estimates approximately 55% has been retained in long-term memory and is being actively used, and a further 43% is still being consolidated. A small number of vocabulary items have been introduced, but have fallen out of use through lack of revision. The focus for 2020 is to reinforce all of the language already introduced and ensure it is being used frequently throughout the day, in all areas of the school. In parallel, Nina will continue to assist CEM with scripting the next set of Italian Gesture clips and the language identified will be introduced at Sacred Thought Primary School. It is expected that students in Years 3-6 will have been introduced to over 300 high-frequency vocabulary items by the end of 2020.

Figure 47

Uptake of High-Frequency Language Focus at Sacred Thought Primary School



7.2.6 SMART Learning Goals

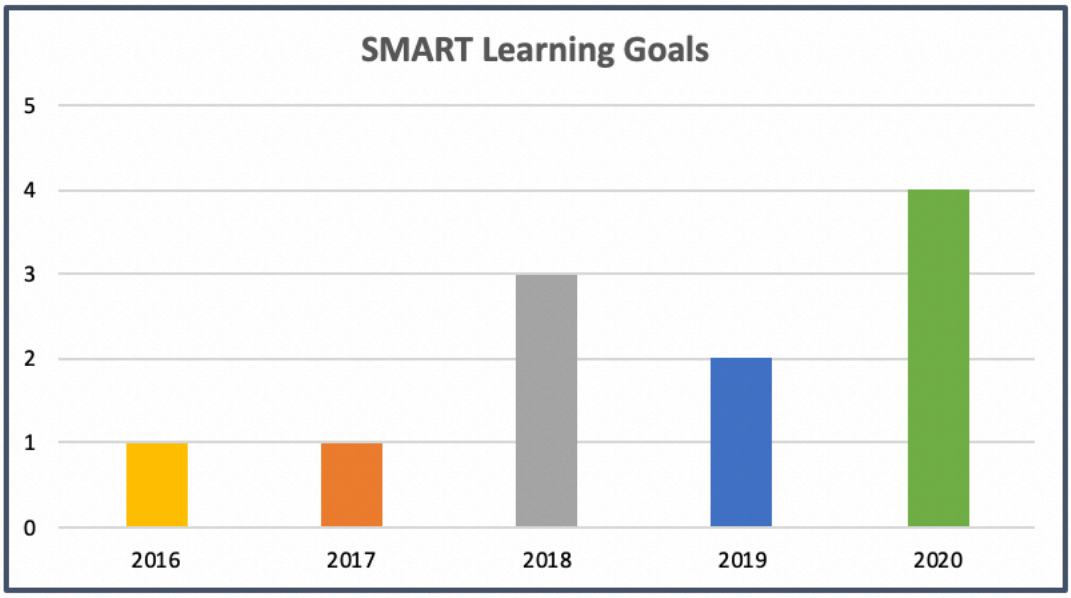
Interestingly, despite the Principal's positioning of the school as embracing a 'culture of thinking', SMART goal-setting was the ALL Approach key strategy for which the team rated themselves lowest on their self-evaluation. Goal-setting for Italian did not occur in 2016-17. With the team's re-engagement in the ALL PL Program during 2018, discussions occurred more frequently with students of participating teachers. However, this was not adopted as a whole-school focus and the practice lost momentum again in 2019.

Rather than enrolling additional teachers in Cohort 4, the focus at Sacred Thought Primary School in early 2020 is to disseminate the professional learning already acquired by participating teachers across the whole school. Fabian has voiced his support for 'pushing learners outside their comfort zone' by having learners set stretch goals, recognising that it is only in this space that learning occurs. As a demonstration of his commitment, he joined learners in Years 3-4,

setting his own Italian learning goals and recording his own picture narration response.

Figure 48

Uptake of SMART Goal Setting at Sacred Thought Primary School



7.2.7 Tools for Self-Monitoring of Progress

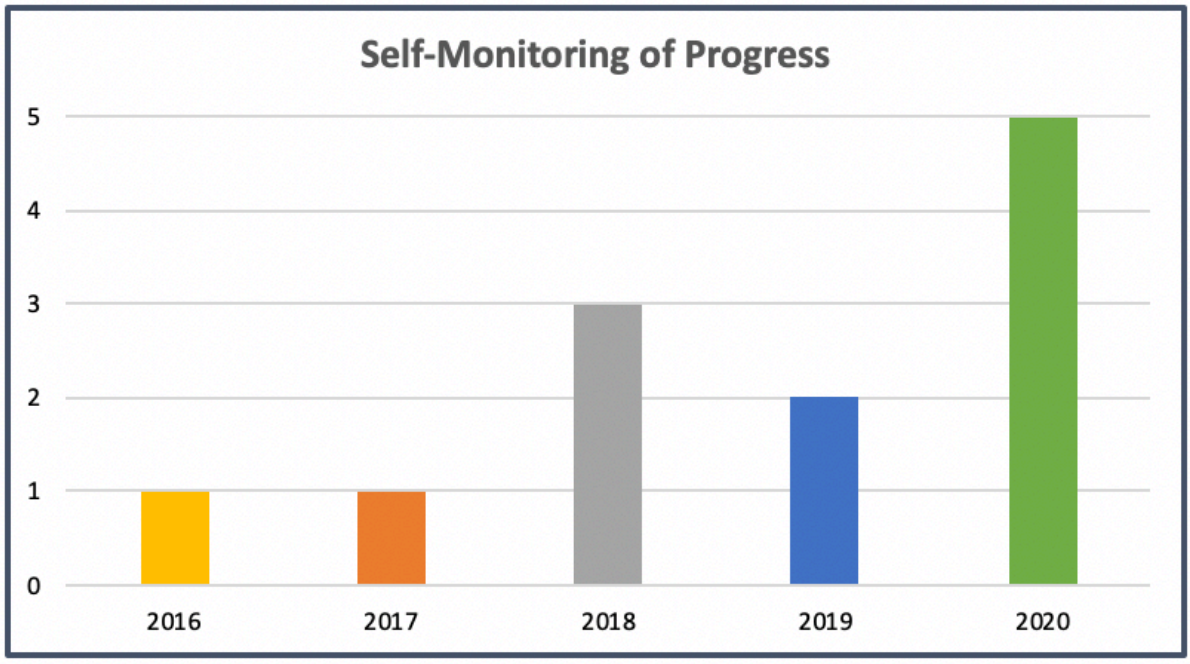
Use of the Speak Up! web application was introduced in 2018 by the 2 teachers participating in the CEM ALL PL Program (a Year 1-2 class and a Year 5-6 class). During Term 1, the school's Information Technology Coordinator assisted, by ensuring all students in these classes were able to access their accounts. For the remainder of 2018, Speak Up! continued to be used by these 2 teachers each term. This strong engagement with self-assessment did appear to have an impact on student language development during this 12-month period, as students' picture narration responses show increasing vocabulary range, sentence construction and ability to respond to the prompt images.

The 2 teachers participating in Cohort 3 (a Year 3-4 class and a different Year 5-6 class), as well as the Year 5-6 teacher from Cohort 2, also used 'Speak Up!' during 2019 to allow students to self-assess their progress. However, a combination of technical challenges (including the incompatibility of the new voice-recording functionality with the school network settings, plus a change in student email address configuration) led to 'Speak Up!' only being used once, in Term 2. This inconsistent use of the web application means that there are very few students for whom longitudinal data is available across the 3 years from 2018 - 2020. However, within the limited data set, there is a noticeable plateau in language development after 2018, suggesting that task familiarity and a regular focus on progress self-monitoring may both be necessary contextual conditions for continuous, cumulative language acquisition.

Additional goal-monitoring strategies (through both self and peer-assessment) were introduced during coaching visits in Term 4 2019 (vocabulary audits, language use assessment rubrics, peer observations of language use - see Appendix C). Implementation of these strategies across the whole school has been identified as a key focus for 2020.

Figure 49

Uptake of Self-Monitoring of Progress at Sacred Thought Primary School



7.2.8 Modified Reporting Format and Processes

At Sacred Thought Primary School, Informa software is used to generate reports which are printed in hard copy and sent home to parents. Reports for Languages were not provided in 2016 or 2017. In 2018, reports were provided but deliberately did not include the ‘dot in a box’ graphic (see Figure 4 - Example of Progress Displayed by a Software-Generated Languages Report, p.45) which indicates below/at/above expected standard. Reasons for this included a recognition by leadership that this reporting format fails to provide useful information to learners and parents, and a lack of familiarity with the Victorian Curriculum - Languages standards amongst classroom teachers. Instead, report templates were drafted by the Languages Team, including 4 behaviour-based statements describing learners’ use of Italian at school. Three of the 4 statements were assessed based on teachers'

observations of classroom behaviour, while rating of the third statement (which related to writing) was informed by written activities included in class, or by the picture narration task produced in 'Speak Up!'. These statements were rated by teachers for each learner in their class using a scale of building, achieving at standard, or exceeding standard.

Figure 50

Example of an End of Year Report, 2018, Median Level Achievement

Italian

Italian		Score
Italian	Interacting with others using familiar words and phrases	Achieving at Standard
	Using modelled examples to help express ideas, eg, mi piace, non mi piace.	Achieving at Standard
	Writing two or three sequenced sentences on familiar topics.	Achieving at Standard
	Giving and following oral instructions to participate in games such as UNO.	Building

In addition, learners were asked to complete the Learner Self-Assessment Template (see Appendix C). These self-assessments were used to inform teachers' report ratings, but were not shared with parents. They were kept on file with the intention of using them with students again in subsequent reporting semesters, to allow them to view their progress over time.

In 2019, the reporting format and process for both semester 1 and 2 changed slightly. Statements were differentiated by year levels, and their content reflected the increasing language skills being developed by learners.

Figure 51

Example of Year 5-6 median level report, 2019.

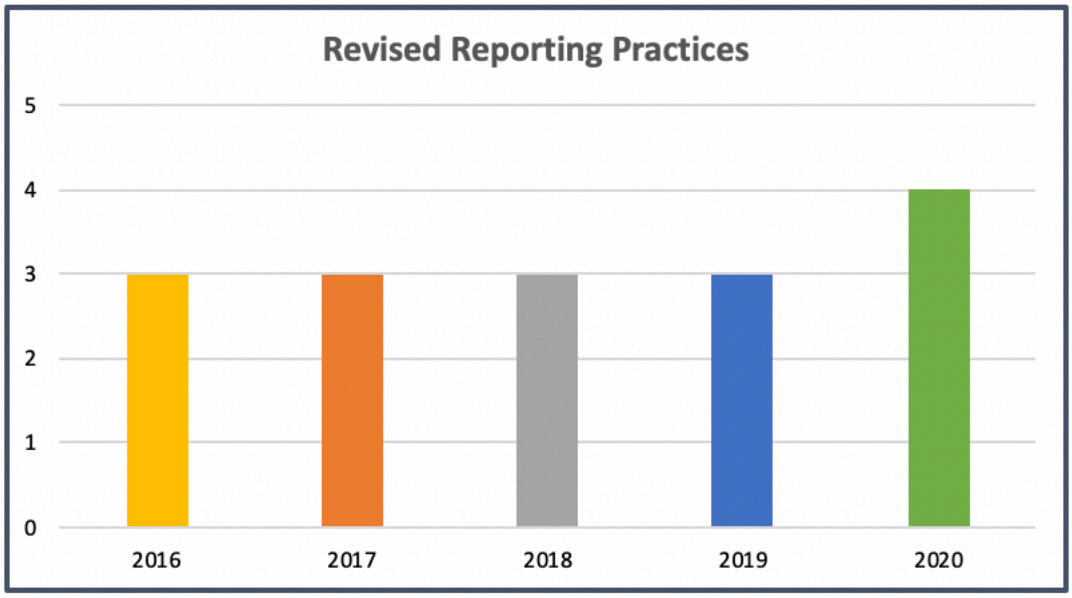
Italian

Italian		Score
Italian	Formulating and responding to questions and requests. Eg Posso avere la mattita?	Achieving at Standar
	Constructing simple sentences using the present tense of regular verbs.	Achieving at Standar
	Conjugating regular 'are' and 'ere' verbs.	Achieving at Standar
	Matching verb endings with personal pronouns.	Achieving at Standar
	Translating words, phrases or sentences within a short text.	Building

Sacred Thought Primary School is one of the few schools in which use of the target language for classroom interaction has always been visibly included as a key measure of progress. In 2020, the Italian team is keen to explore ways to increase students' input into the reporting process.

Figure 52

Uptake of Revised Reporting Practices at Sacred Thought Primary School



7.2.9 Student Learning Outcomes

Data collection at Sacred Thought Primary School took place in a unique context in comparison to other participating schools. The Italian program commenced in 2016, but data collection did not occur until 2018, after 2 school years of learning in a context delivering daily contact with functional language. As such, the type of learning these students were exposed to prior to baseline data collection differed to learning in other schools. Across all 3 measures (NWT ASL NKP), students at Sacred Thought had more advanced language acquisition at baseline data collection, except for School F in which the (native speaking) Language teacher was also the classroom teacher for the students whose results were provided.

Teacher Evaluation of Shifts in Student Language Use

Teachers at Sacred Thought Primary School were amongst a select few that indicated any spontaneous use of the target language by students prior to implementing the ALL Approach (they gave a median rating for the whole school of 2 on a 5-point scale). They also reported significant shifts in language use during 2018 in their project summary document, indicating students had progressed to a median rating of 4 by the end of the year, with further improvement resulting in a reported median rating of 5 by the end of 2019. Coaching observations confirm that students were consistently using Italian in class in scenarios for which there was a clear expectation they should do so, such as certain requests and during morning tuning-in routines (e.g. "*Posso andare al bagno per favore*" [Can I go to the toilet please], "*Posso giocare fuori per favore*" [Can I play outside please], "*sono contenta perche oggi fa caldo*" [I am happy because today is hot]). Teachers were also consistently

using Italian for certain instructions (e.g. "*ferma, guarda, ascolta*" [stop, look, listen], "*tutti seduti*" [everyone sit], "*venite qua*" [come here] "*mettete i libri a posto*" [put the books away]). There was some incidental use of Italian (mainly in mixed-language utterances) in a variety of other situations including more general conversation. The Italian Leadership team at Sacred Thought Primary School recognises that more extensive use of Italian throughout the day is still a work in progress, both because a great deal of language has been introduced and acquired which is not being used, and because there remains a quantity of functional vocabulary still to be introduced in order to facilitate classroom communication.

This suggests that the reported score of 5/5 for spontaneous use of the language may be somewhat inflated and highlights limitations of both expectations and the research design. The rubric descriptors for spontaneous language use provided to teachers in the CEM ALL PL Program were originally drafted with traditional, specialist language program delivery models in mind. The document was a rough draft, intended to give teachers an indication of a rubric-style self-assessment which they could negotiate with their students in order to create a set of statements which were relevant to their context. However, most schools used the draft without alteration. The draft statements were neither sufficiently differentiated, nor specifically worded enough to give clear indicators for performance levels in a teacher as co-learner context, when the target language is being used together with English throughout the day.

This compounded the fact that rating of spontaneous language use is subjective, being strongly influenced by teachers' perceptions of the success of their

program. It is also limited by perceptions and experiences of what 'success' looks like; when students attain a level beyond that previously experienced, and when they are using the target language in all scenarios for which they are expected to do so, a rating at the highest end of the scale is logical. Without experiencing what progress beyond this level looks and sounds like, staff in schools do not have a more extended point of reference; expectations and language use reach a ceiling. Standardised competency descriptors such as the 'Can do' statements for spoken interaction developed by the Council of Europe (2020) provide a more objective set of statements. However, these statements describe what learners are able to do with the language they have acquired, but do not include statements about the choices learners make to self-regulate their language use of the target language versus the official language of instruction. In addition, the range of A1 - C2 is too extensive for learners in Australian primary years foreign language learning contexts. In the absence of standardised descriptors for this purpose and context, the self-assessment rubric presented in Appendix C was an attempt to develop a focus on self-monitoring of this language behaviours. Despite the methodological limitations of the rubric, it does seem to be a reasonable basis for tentative comparisons; spontaneous use of the target language was observed more frequently at Sacred Thought than at most other schools.

Figure 51 (below) shows the progress according to teachers' ratings of overall student language use at Sacred Thought Primary School between the end of 2017 and early 2020.

Figure 53

Shifts in Spontaneous Student Language Use at Sacred Thought Primary School

	End 2017	End 2018	End 2019	Early 2020
	Being Proactive	**Making meaning**	**Communicating**	**Using Language for a Purpose**
Brand new	I am trying to learn and I listen to other people speaking Italian	I join in when we practise words and sentences		
Just starting	I speak Italian when someone reminds me to	I can use single words and some memorised phrases to answer questions	I can ask some questions that I've memorised such as "Can I go to the toilet?" and "How are you?"	I can label some things on a picture of a classroom
Gaining confidence	I am beginning to speak Italian without being reminded.	I can put some chunks together to make new sentences (e.g. "[*Can I go*] to the office?", "[*Can I go*] outside?")	I can contribute one or two turns in an unscripted conversation	I can describe 1 or 2 things about a picture of a classroom with some words (e.g. "Teacher angry boy stop")
Showing progress	I often try to use Italian before English in class	I can use the vocabulary I know to make quite a lot of different questions and sentences	I can contribute three or four turns to an unscripted conversation and check understanding with my partner	I can describe 3 or 4 things about a picture of a classroom using words and sentences
Look at me now!	I always try to use Italian rather than English in class	I can say most things I need to in the classroom using Italian	I can keep a conversation going and find different ways of saying things to make sure my partner and I understand each other	I can make up a story about a picture of a classroom using more than 5 sentences.

The Picture Narration Task Using 'Speak Up!'

The quantitative results reported for Sacred Thought (School H) in Chapter 6 place students in the 'Flourishing' group for NWT and NKP, and the 'Developing' group for ASL. However, these comparisons between schools do not give a true idea of the progress achieved. Providing the actual responses of one median-level student over time provides a much richer understanding of the language acquisition of these young learners. The following data traces the language development for one student, Ann[1].

1. The student's name has been altered to maintain anonymity.

Ann was chosen as her baseline results were close to the median for the school and she participated in data collection each term during 2018, making it possible to view progress. The following language samples were taken when she was in Year 1 (age approximately 6 years), during 2018. For such young students, navigating the 'Speak Up!' web application independently is challenging; Ann's classroom teacher (a background Italian speaker) conducted individual interviews with her class, transcribing the students' responses. Due to this process, despite the addition of voice recording functionality in late 2018, no audio recordings are available. Although Ann's vocabulary range appears to reach a plateau toward the end of the year, her ability to use language to develop a response to image prompts develops quite dramatically.

Table 13

Language Progression in the Picture Narration Task - Ann

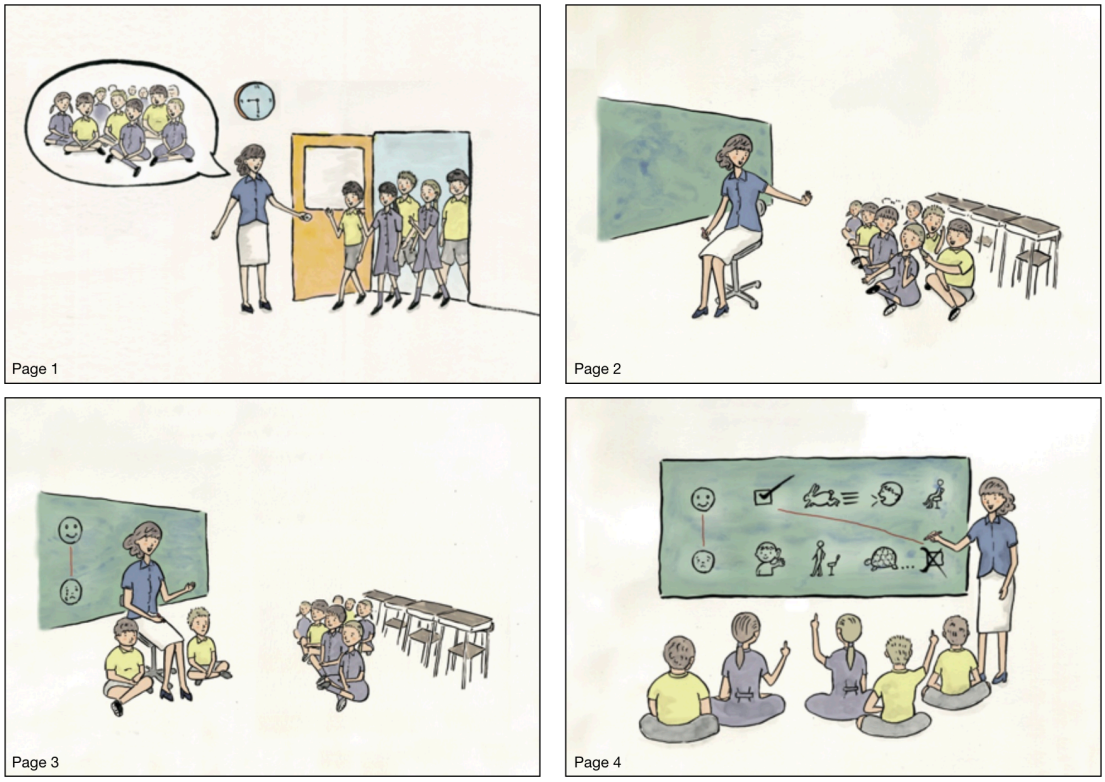
	NWT	**ASL**	**NKP**
TERM 1, 2018 (BASELINE DATA)	19	2	0
TERM 2, 2018	27	1.5	3
TERM 3, 2018	58	3.7	7
TERM 4, 2018	53	3.4	12

Baseline data (March 2018). This is Ann's first attempt at an unfamiliar task. She initially declares she cannot say anything about the pictures. Then, when prompted to say anything she can remember in Italian, she produces a variety of words and phrases. Despite learning Italian in Foundation (age 5) on a daily basis for 12 months in 2017, upon resuming school after the long summer break over

December-January, Ann's vocabulary is limited.

Table 14

Term 1, 2018 (12 months of learning Italian, age approximately 6 years)

Prompt Images:	
	
Transcription: NWT: 19 ASL: 2 NKP: 0	"*Ferma, guarda, ascolta. sì. la scarpa. calzini. cappotto. maglione. prendi. ecco. mio. mercoledi. lunedi.grazie. posso andare in bagno.*"
Translation:	[Stop, look, listen. Yes. The shoe. Socks. Coat. Jumper. Take. Here is. My. Wednesday. Monday. Thank you. Can I go to the bathroom.]

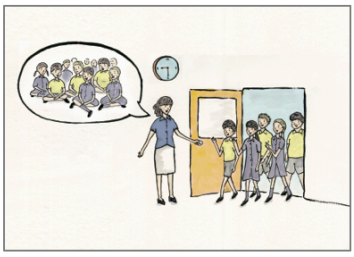
Term 2, 2018 (16 months of learning Italian, age approximately 6.25 years). Although Ann's vocabulary is expanding, her response still mainly includes a list of vocabulary items and lines from a song which she hears and uses in her own

context rather than being a narrative construction in response to the prompt images. She does point to some aspects of the images as she attempts to make relevant comments ("tutti seduti" [everyone sit], "i vestititi" [the clothes], "sono triste" [I am sad]). The language she uses in between these utterances appears to serve the purpose of filling time while she thinks, and displaying any language she can remember.

Table 15

Term 2, 2018

Prompt Images:



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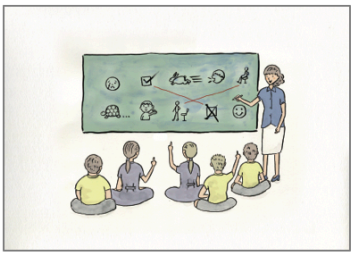

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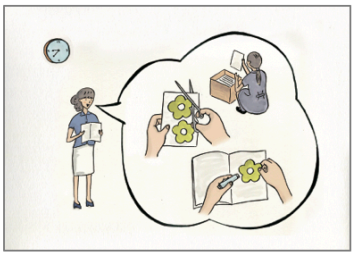

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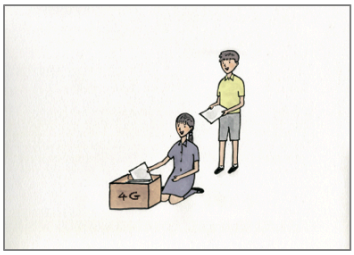

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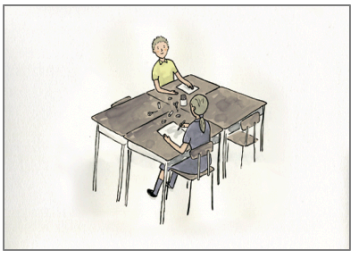

Page 5

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Transcription: NWT: 27 ASL: 1.5 NKP: 3	*"contenta. verde. occhi. bocca. naso. spalla. testa. tutti seduti. mi chiamo. sono contenta. ferma. i vestiti. mi metto i pantaloncini e il cappotto. sono triste. rosa. rosso. arrabiata. testa. spalle. ginocchia. piedi."*

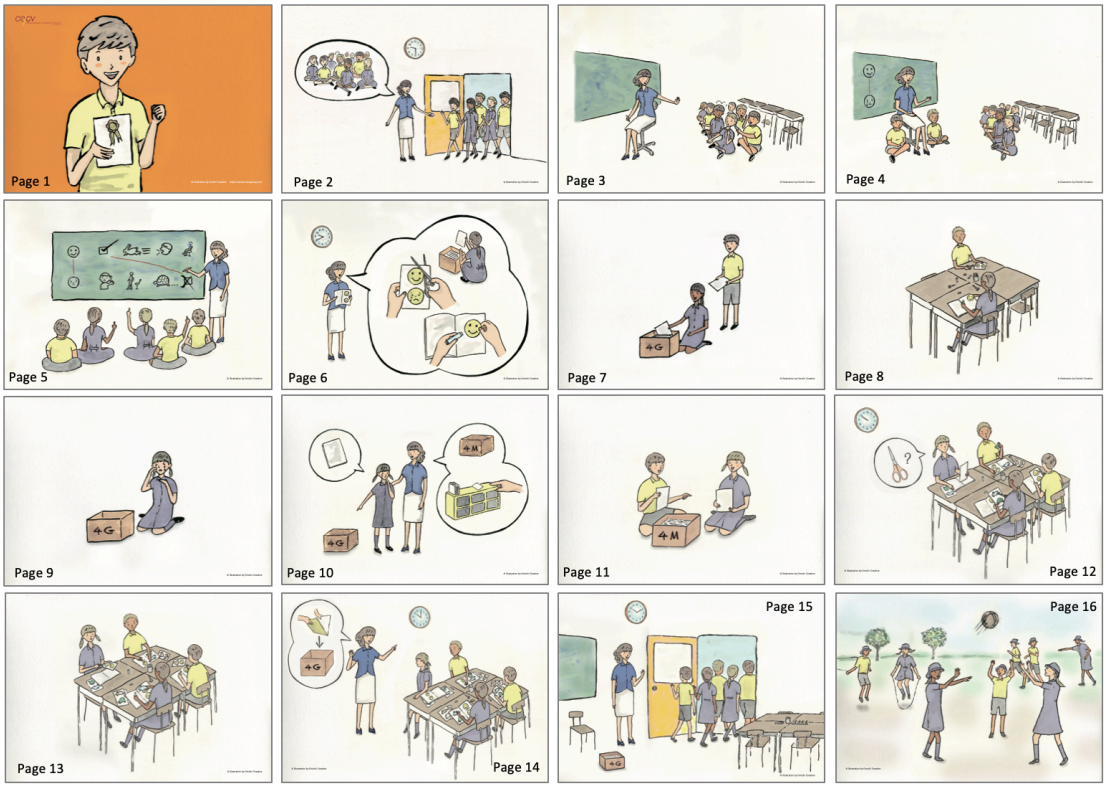
Translation:	[Happy. Green. Eyes. Mouth. Nose. Shoulder. Head. Everyone be seated. My name is. I am happy. Stop. The clothes. I am wearing shorts and the coat. I am sad. Pink. Red. Angry. Head. Shoulders. Knees. Toes]

Term 3, 2018 (18 months of learning Italian, age approximately 6.5). Ann's vocabulary has expanded considerably. She is now able to respond to the images using the 'I see' component of the 'I see, I think, I wonder' thinking routine. As she creates her response, she points to relevant parts of the images. As she counts to 12, she is pointing to the numbers on the clock. Almost everything Ann says is related to the images. She jumps from one image forwards and backward sometimes, rather than carefully following the sequence, and at the end of her response she changes her mind about the weather. But her description is constructed very much in response to what she can see, rather than being a list of all her known vocabulary.

Table 16

Term 3, 2018

Prompt Images:



Transcription: NWT: 58 ASL: 3.7 NKP: 7	"*io vedo blu e verdi e bianco e grigio e marrone. i capelli corti. io vedo ragazzi. io vedo le scarpe. io vedo il vestiti. io vedo capelli lunghi biondi. io vedo uno due tre quattro cinque sei sette otto nove dieci undici dodici. io vedo i banchi. io vedo giallo. io vedo celeste. io vedo lavorate. io vedo la maestra. io vedo occhi. io vedo capelli. io vedo blu. io vedo giallo. io vedo celeste. io vedo orecchie. io vedo naso e bocca. ciao. il capotto. io vedo i libri. io vedo ragazzo. io vedo nero. penso che. come ti senti. tira vento. fa freddo. fa bel tempo. e' nuvoloso.*"
Translation:	[I see blue and green and white and grey and brown. Short hair. I see children. I see the shoes. I see the clothes. I see long blond hair. I see one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve. I see seats. I see yellow. I see light blue. I see ears. I see nose and mouth. Goodbye. The coat. I see the books. I see boy. I see black. I think that. How are you feeling. It's windy. It's cold. It's fine. It's cloudy.]

Term 4, 2018 (21 months of learning Italian, age approximately 6.75 years). The range of vocabulary Ann uses begins to decrease as she focuses her response more closely on responding to the images. Her ability to construct sentences from phrase chunks is increasing and she is beginning to use conjunctions "*e*" [and] and prepositions "*con*" [with]. Although her gender agreement between nouns and adjectives is not always accurate, she is developing an awareness that this is a feature of Italian language. Her use of the 'I see, I think, I wonder' thinking routine has expanded to include "*perché*" [why]. Ann has come a long way from listing vocabulary; she is now able to include complex descriptions and reported speech in her response. She is beginning to think about the underlying narrative which could be created from the images.

Table 17

Term 4, 2018

Prompt Images: 	
Transcription: NWT: 53 ASL: 3.4 NKP: 12	"*io vedo i capelli verde. io vedo uno. due. tre. quattro. cinque. sei. sette. otto. nove. dieci. undici. dodici. io verde i scarpe nero. io vedo la maestra con capelli marrone. perché banchi marrone. io vedo il vestiti verde. lavorate in gruppi! io vedo la maestra dice perché triste? la maestra dice uno due tre. perche'. perche' la ragazzo i libri? io vedo il ragazzo. buongiorno. io vedo io contento e stanca e triste. io vedo il ragazza capelli biondi. io vedo il ragazzo nero. io vedo il calzini bianchi. posso prendere da bere? io vedo andare in fila per favore. io sono contento. metti il vestiti viola.*"
Translation:	[I see green hats. I see one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve. I see black shoes. I see the teacher with brown hair. Why brown chairs. I see the green dresses. Work in groups! I see the teacher say why sad? The teacher says one two three. Why. Why the boy the books? I see the boy. Hello. I see I am happy and tired and sad. I see the girl with blond hair. I see the black boy. I see the white socks. Can I get a drink? I see make a line please. I am happy. Put the purple clothes.]

At this term 4 data collection, Ann was a median-level student for number of word types (NWT), although she was at the high end of the range at Sacred Thought

for the number of key points (NKP) included in her narrative. The ability to use oral language spontaneously to this level by the end of Year 1 (age approximately 6.75 years) has not yet been reported in any participating primary school offering a single weekly lesson delivered by a specialist Language teacher. This type of language acquisition is, on the other hand, visible in many of the schools adopting the Teachers as Co-Learners of Languages model. Unfortunately, as data collection dropped off at Sacred Thought in 2019 and has only proceeded with students in Years 3 - 6, it has not been possible to follow Ann's progress after 2018.

The following section presents the second case-study of this chapter, focussing on Our Lady of Collaboration Primary School (School G in the results presented in Chapter 6), where extensive data collection allowed the progress of multiple students to be tracked over a 3-year period. Our Lady of Collaboration is another early-adopter school, where the Teachers as Co-Learners model was launched in 2017. Their program delivery model shares some similarities with Sacred Thought Primary School, but also includes some unique differences, highlighting the flexibility of the model. Once again, names have been changed to protect anonymity.

7.3 Our Lady of Collaboration Primary School, Bellbird North

Our Lady of Collaboration Catholic Primary School opened in 1945 with 21 students. It is one of 6 primary schools located in Bellbird North, which was one of the first suburbs to develop around Melbourne's Central Business District in the post World War II period. The local government secondary school, Bellbird High School,

is extremely sought-after, leading to high real-estate property prices in the school's catchment area[1]. There are also numerous highly-ranked independent schools in close proximity. The relatively affluent nature of the suburb is reflected in the school's Index of Community Socio-Educational Advantage (ICSEA) score of 1142, placing it in the 94th percentile. The student population of just under 300 students is split evenly between boys and girls, with 13% of families reporting a language other than English being spoken at home (Australian Curriculum Assessment and Reporting Authority, 2020b). The school employs 22 teaching staff (19.2 FTE) and 12 non-teaching staff (6.6 FTE), with students divided into classes as follows in 2020:

- Foundation x 2 classes
- Year 1/2 x 3 classes
- Year 3/4 x 4 classes
- Year 5/6 x 3 classes

In 2015, the school's Italian teacher announced her intention to retire, leading the principal (Alison) to contact the Languages team at Catholic Education Melbourne, enquiring about new developments in Languages education and ways in which their program could be modified and enhanced. Alison reports that students had enjoyed the Italian program and that the teacher was well-liked, but she was aware that language acquisition was limited and wondered how this could be improved. A deliberate decision was reached to not replace the Italian program

1. In Victoria, government schools have 'catchment areas'; students are guaranteed a place according to their residential address. Enrolment at a school outside from an address outside the catchment area is dependent upon the school having available places and agreeing to enrol the student.

immediately in 2016, but rather to take the year to carefully design a new, quality Languages program to be implemented the following year.

In order to remain compliant with the regulatory requirement to offer a Languages program during this year of planning in 2016, each classroom teacher was asked to integrate Language learning into daily classroom practices with their students, selecting a language of their choice which they felt confident enough to teach. Classroom teachers based their selection on their own prior language background and/or personal interests. The Languages selected included Italian, Auslan and French. Although not asked to do so, a specialist teacher also attempted to include Gaelic. In addition, one Year 5/6 teacher (who self-identified as strictly monolingual) developed an inquiry unit of work, allowing her students to self-access online resources to investigate a language of their own choice. Classroom teachers were asked to include a 10-15 minute focus session on their chosen language in their program each day, as well as to incorporate the use of the language in general classroom interaction as much as possible.

While this interim Languages program was unfolding, a team of 5 participants (3 from the Leadership team and 2 classroom teachers) enrolled in the 2016 CEM Leading Languages Professional Learning Program (LLPLP). Through this professional learning, they continued to explore and plan for a sustainable model for 2017 and beyond. In October 2016, three of these staff enrolled in Cohort 1 of the CEM ALL PL Program. A follow-up coaching visit was scheduled after the introductory workshop, which allowed all 5 members of the Languages Leadership Team to discuss the future of their Languages program with expert support. Based on their professional learning and the results of their interim Languages experiment,

the team felt that making Languages a daily occurrence yielded far greater vocabulary acquisition and retention than the previous structure of a single weekly specialist lesson taught in isolation;

> *The way we used to teach language, where we had one hour a week, where we hardly focused on the language really, we focused on culture… [we've gone from that] to saying 'No; how can we actually become real speakers of the language?'*
>
> *Alison (Principal), October 2016*

I approached the coaching visit feeling optimistic about the possibilities, knowing that this level of support from leadership already existed. But the way the conversation unfolded was not at all what I had expected...

A Leap of Faith

I am instantly drawn in by the enthusiasm of the group around the table. Rarely have I met a group of non-linguists who are this excited about Languages education. Also noticeable is the camaraderie between staff members of all levels, from the Prep teacher to the principal. I sense that this will be a fun group to work with - I imagine that learning at this school is probably fun for children, too.

The group are seeking assistance as they make decisions about the year to come. Their experiment has gone well, but they express the view that selecting one language for the whole school is probably needed for continuity going forward. Their dilemma is how to achieve that, while still integrating Language throughout each day rather than returning to the old model of a specialist teacher with a single lesson per week. I launch into a description of the precursor program structure I had established years earlier, anticipating

that this might finally be an opportunity to see another school fully implement the model. Around the table, eyebrows raise at the vision of a teacher moving from room to room every 15 minutes; they sense it is a big ask. Finding a Language teacher willing to take on such a routine would be difficult, and they worry that the program's continuity would depend entirely on having the right person in the role. I sense that Alison has reservations, having just been through the experience of losing a much-loved Italian teacher.

Sensing that I need to 'sell' the benefits of the model, we move on to discussing the student learning outcomes. I describe the classroom action research I had conducted, highlighting that the relatively small number (approximately 400) of words needed to facilitate classroom communication. I provide examples of student language production using this vocabulary, expecting that it will be convincing evidence.

"Oh," says Alison. "If that's all we need to learn, our staff could do that, and continue the way we have this year, with classroom teachers integrating language into their daily routines!" I do a double-take; this wasn't what I had in mind at all. My instant (thankfully unvoiced) reaction is to reject the idea; in the back of my mind is the preconceived notion (openly stated in government guidelines) that Languages should be taught by native, or at least fluent speakers. I know Sacred Thought Primary School has done something similar, having spoken to Nina at the ALL PL Program introductory workshop, but they have a number of classroom teachers who are fluent speakers of Italian, able to support those who aren't. At Our Lady of Collaboration, the ratio of classroom teachers who are background speakers is much lower. How would it work here?

As I look around the table at heads nodding, I bite my tongue. These teachers are willing to try — the last thing I want to, or should do, is to curb their willing passion to be part of, and contribute to learning. Besides, who knows?

These are passionate, high-quality teachers; maybe it could work...

The discussion then turned to the choice of language, and the advantages and disadvantages of choosing Italian (the language taught previously and with the most background speakers amongst staff), or another language.

Again, the final decision was a collaborative one. A parent focus group was formed with the aim of both informing, and gaining feedback from, the parent community. All staff were surveyed and given the opportunity to participate in discussions. Having staff buy-in for the new Language program model would be critical to its success. Feedback suggested the preference was for a roman-alphabet language; one which would not give any staff member an advantage based on prior knowledge and would provide a 'fresh start' to learning (this ruled out Italian). Additional considerations included a preference for a spoken language rather than Auslan; whether the language was offered at local secondary schools; and the support and resources available. Towards the end of 2016, French was selected as the language which would be offered going forward - definitely a leap of faith, with no background speakers and only 1 staff member having a beginner level of French language knowledge.

Staff at Our Lady of Collaboration had previously participated in a professional learning program aimed at developing collaborative working practices. Alison reports that they had struggled to embed this culture as a result of the professional learning program, and that the exploration and decision-making regarding the new Langauges program provided a new opportunity to put their learning into practice.

Collaboration — both at a leadership level and amongst staff —is now a prominent hallmark trait of this school;

> *We had had a focus on collaboration... and it was really difficult... almost not successful... We created angst for people. We didn't mean to; we were trying to do the reverse! And then the French came along. And here was an opportunity to put in place these collaborative skills that we had been learning about, trialling. And so we forgot about trialling collaboration; we actually just used the collaboration to do something else. So that was really timely too. I would say that's part of the success.*
>
> *Alison (Principal), October 2017*

The feasibility of classroom teachers leading the learning of a Language with which they were not familiar was explored with staff. The role of the classroom teacher as a Language co-learner (rather than a Language teacher) was clarified, leading to the requirement for someone to teach the teachers, and the creation of a position for a French Assistant (initially 0.8FTE, then as a full-time position). The appointment of an assistant rather than a qualified teacher was a deliberate choice; it was feared specialist Language teachers' pre-conceived notions of best-practice pedagogy (much like my own initial reaction) may interfere with the innovative program design which was taking shape. Staff needed the experience to be different from their own school-based language learning, which had involved being rated on accuracy in both written and performed oral language tasks. They needed to develop confidence in attempting to use French spontaneously, with errors being an accepted

part of the learning process. 'Having a go' was emphasised over 'getting it right'.

> *We interviewed three people, two of them were teachers of French… and then Amélie, who we ended up employing, was a native speaker of French and ... had a psychology degree but not a teaching background degree… But we employed her, and we didn't know, what that was going to look like. We wanted her to be around to help us with the development of the language. We didn't want her to 'teach' the children… but we weren't sure how it was all beginning. And so... she'd say "I'm not sure what I should be doing" and I'd say "That's okay Amélie, because we're not sure either!" [laughs]*
>
> *Alison (Principal), October 2017*

In addition to support for their own French learning, further needs were identified by staff; the term-based scope and sequence for introduction of vocabulary and language structures; the weekly plan including designated learning activities; and associated resources would all need to be prepared and provided. A Leadership role was created for French which was awarded to one of the Languages Leadership Team members - Jane, a Foundation teacher and background Italian speaker. Amélie, Alison, Jane and the Lead Teacher for Learning and Teaching, (Louise, the Year 3/4 teacher who had been studying French herself) made up the French Leadership Team in 2017. At the same time, Catholic Education Melbourne sourced a new Language coach; a trained practitioner in the Accelerative Integrated Method (see section 2.3.2, p. 81) and teacher of secondary French, who worked extensively with this French Leadership Team to develop the planning documentation and

resources necessary for classroom teachers to embrace the new culture of shared French learning.

> *"That's probably the most important part — I feel — of the whole program. If our staff feel supported, then the program will be okay; it will flourish."*
>
> *Jane, Languages Leader, October 2017*

This French Leadership Team was actively involved in Cohort 1 of the ALL PL Program for its full 18-month duration. They shared their learning with colleagues at school and the CEM Languages Coach supported not just these participants, but all teachers, with modelling of teaching techniques, classroom observations and feedback sessions. Alison continued to attend some professional learning sessions at both the LLPLP and ALL PL Program workshop days. Additional staff were enrolled in the 2017, 2018 and 2019 Cohorts of the LLPLP, and in Cohort 2 of the ALL PL Program, spreading learning across as many staff as possible and demonstrating the commitment of the whole school to integrating French into daily classroom learning.

My first visit to see the new French program in action in October 2017 (9 months after commencement) was a powerful experience of the potential of this delivery model. Classroom teachers who had no prior knowledge of French were integrating it into their daily communication with students. The children were responding in kind; French was actively being used and the range of vocabulary already acquired was impressive.

French is Our New 'Normal'

Tout le monde, say 'Bonjour Madame Macfarlane!'

'Bonjour Madame Macfarlane, comment ça va?' chorus 24 enthusiastic young voices, as their hands fly, performing gestures in synchronised unison.

'Ça va très bien, merci. Je peux m'assoir ici avec tout le monde, s'il vous plaît?' [Very well, thank you. Can I sit here with everyone, please?]

'Oui!' they give their permission for me to join them.

Putting myself on the floor next to two girls, I try to experience the lesson which is unfolding from their perspective. Their teacher is using gesture to revise vocabulary; this is familiar territory for me and I am able to join in and follow along. The class reminds me of my own students many years ago; all students are following confidently. What surprises me is the confidence of the teacher; it is one thing for me, a fluent speaker of French, to have adopted gesture-based teaching and to have used it with my students. It's another thing entirely for a non-speaker of the language to have learnt both the vocabulary and gestures and be prepared to facilitate a learning focus session with their students.

Monsieur is not infallible though; he slips up on 'chercher' [to get/look for], hesitating on the gesture and getting it wrong. I see his eyes glance towards the French Assistant who is standing off to the side, but before he can ask for assistance, 24 voices chorus 'Non, Monsieur! Ça c'est "regarder" [that's "look AT"] and proceed to repeat 'chercher' with the correct gesture. Monsieur laughs at himself; 'tout le monde répète... chercher, chercher' and continues, unperturbed by his error.

The vocabulary revision is short, sharp and engaging. Before students have a chance to lose concentration, he proceeds to explain the next activity.

'OK tout le monde, aujourd'hui, tout le monde va jouer with the dice. Tout le monde fait groupe avec quatre students.' [OK everyone, today everyone is going to play with the dice. Everyone make group with 4 students].

24 bodies shuffle and bump each other as students move into groups of 4.
'Arrète et écoute! [stop and listen!]' *Monsieur calls for their attention again.*
'Each group, take a dice et va là-bas [go over there]' *he points to indicate each corner of the room. 'Jack, tu groupe peut aller ici'* [Jack, you group can go here] *he indicates the space in the middle of the room. 'Regarde. Je throw the dice.* [Look. I throw the dice]' *Monsieur throws 2 large foam dice which have an image tucked into the transparent plastic pockets on each face. The dice land with images of a girl and a drink bottle on the upper surface.*
'OK' says Monsieur. 'Je dois fais [sic] a sentence avec the pictures. [I must make a sentence with the pictures]' *A multitude of hands shoot up in the air, eager to help. He ignores them, wanting to have a go himself. 'La fille...* [the girl]' *he makes a gesture next to his mouth, indicating speaking, and looks to the French Assistant.*
'La fille dit... [the girl says]' *she prompts.*
'La fille dit,' Monsieur repeats, then continues to gesture but stops speaking himself, allowing the students to chorus his sentence for him. 'Est-ce que je peux boire?' [Can I drink*].*
'Est-ce que my sentence est bien? [Is my sentence good?]' *Monsieur asks his class.*
'Oui!' they offer up in encouragement.
The groups collect 2 dice and move to various areas of the room to play the game. I hover near a few different groups; creative sentences are made, mostly using only French, sometimes using a mixture of French and English. If a student is stuck, the others in the group assist by prompting with gestures. Every student experiences success;
'Le garçon veut jouer avec le football' [The boy wants to play with the football]
'Monsieur est content parce que the class écoute' [Monsieur is happy because

the class is listening]

'Tout le monde demande une question' [Everybody asks a question]

'La fille met her chapeau et aller jouer outside' [The girl puts her hat and to go to play outside]

As the groups finish the activity and return their dice, I reflect that this is not a teacher who has participated in either of the professional learning programs offered by CEM. The learning has spread throughout this school, in large part through the expert coaching provided but also through the collaborative way in which this community shares learning and planning. The translanguaging is also not something I encouraged in my own classrooms, where the rule was very strictly 'French only'. But I can see that it allows French to be seamlessly integrated into communication, allowing learners to say far more, with more fluency, than they otherwise could. It's not 'pure' French, but it is French nonetheless, and it is certainly far more than I have seen produced in traditional primary years' programs. My own French is not perfect; I decide that I should not throw stones...

We make our way back to the staff room for morning tea. As I line up to make my coffee, three teachers are relating their experiences of the morning. One is talking about her French session and how it had unfolded - the trio laugh loudly, sharing their amusement at their efforts to keep pace with the learning happening in their classrooms. There is joy in the atmosphere; an absence of fear. Making mistakes is expected and accepted. The whole school has embraced the new culture of integrating French into 'who they are' and 'the way we speak'...

The learning culture of the school had changed; French had become both 'normalised'; something students were curious about. Multilingualism (and by

association multiculturalism) had gained prominence in a school which had previously been predominantly monolingually anglophone in its cultural identity. As at Sacred Thought, this shift addresses the Achievement Standards of the Victorian Curriculum - Intercultural Capability (Victorian Curriculum and Assessment Authority, 2017) in ways which the previous Italian program did not. Students at Our Lady of Collaboration are able to draw on their personal experiences of integrating a foreign language into their personal and school community identities in order to;

- describe their experiences of intercultural encounters, and identify cultural diversity in their school and/or community,
- explain what they have learnt about themselves and others from intercultural experiences,
- explain the role of [language] in the development of various identities
- demonstrate an understanding of how beliefs and practices can be influenced by [language connected to] culture,
- explain how intercultural experiences can influence beliefs and behaviours, and
- identify the barriers to and means of reaching understandings within and between culturally [and linguistically] diverse groups.

The year of experimentation had begun this process, but the rapid learning which has occurred during 2017 with the introduction of gestures and the whole school focus on French had accelerated the change. The classroom teacher's language use in the narrative account above includes multiple grammatical errors, but students know that he is not a model of correct language (the French Assistant is there for that purpose). Monsieur is a model of learning; of using the vocabulary he

has acquired creatively, to convey meaning to the best of his ability. He is a very good model, which his students are emulating.

Key to the success is the support which Amélie has provided for teachers. She sees her role very much as enabling teachers to gain the confidence necessary to lead French learning with their own students. She tailors her support for individual teachers and their needs through intuitive observation of their efforts during French focus sessions. Initially in 2017, her focus was on providing a wide range of activities for teachers to choose from. In 2018, having realised some teachers found this overwhelming, her focus shifted to providing a detailed planner for a single activity, with optional extra activities. There has been some staff turnover in each year since the French program commenced. Amélie provides some after-school French tutoring for new staff, but also reduces the number of daily French focus sessions she attends for confident staff in order to provide daily support for incoming teachers.

> *Everyone is different; some that are very confident are doing it on their own and they're not scared. And some prefer to wait for me and make sure that I'm there to help them out with things. And that's fair enough as well... To have my head around different personalities, and make sure that everybody finds what they need in the resources we give them, that's the hard part.*
>
> *Amélie, February 2018*

Despite not having a teaching background, she has clearly picked up on the need for differentiation from her colleagues, commenting that the most important thing in her role is to "really get to know the teacher[s], individually" and to help them

integrate French into their daily teaching in ways which work for each of them. She tries to avoid lengthy grammatical explanations with teachers (even when they do ask why phrases are structured in a certain way), giving them only as much information as they need at any given point in time, for the language which has been introduced. She sees it as essential to keep the language and activities fun, helping reduce anxiety for all learners. Her ultimate goal is to make herself 'redundant', by assisting teachers to progress in their French learning to the point where she is no longer needed;

> *... if it's going so well, my role is gonna disappear! [laughs] Because they won't need me any more, so [laughs]… so, like being more and more of a shadow I guess.*

However, there will always be a requirement for a French expert to help further language acquisition and support new staff. In addition, Amélie's role encompasses monitoring language use in class by all learners, in order to gauge the effectiveness of the program design, to identify persistent errors, and to listen for English vocabulary and phrases which occur frequently. This diagnostic monitoring is fed back to the French leadership team and used to inform future planning of both vocabulary introduction and activities with a specific syntax focus. In this way, accuracy and complexity of French continue to develop.

Teaching position vacancy advertisements are now drafted to specifically include the dispositions needed to participate in the French Program at Our Lady of Collaboration Primary School:

All teaching staff take responsibility for delivering our LOTE program. French is taught daily. All staff are co-learners with our students in learning to speak French. There are strong structures and supports in place to assist all staff and students. You do not need expertise however a disposition to be a co-learner is paramount.

Classroom teacher position vacant advertisement, October 2019.

One teacher who commenced as a new graduate in 2018 (with no prior knowledge of French) shared his perspective on the recruitment process. His account of his acceptance of the role is tinged with humour, but also with enthusiasm;

It was made really clear during the interview, yeah... I'm not sure I had really strong ideas about it then... basically I would have said I was prepared to do anything... I just wanted the job! [laughs]. I remember talking to my friends about it, and thinking what a crazy idea it was. But I was happy to give it a go, and I've been amazed at how well it works. The gestures really help. The kids know heaps more than me of course, but there's lots of support, and I'm gradually learning too. I can see how much better it is; I wish we'd learnt language like this when I was at school...

Alan, November 2019.

In late 2019, a whole-school vocabulary audit conducted with Louise and Amélie revealed that their planning had introduced more than 300 vocabulary items to the school community over the 3 years the program had been running. The

planning had moved from the introduction of basic vocabulary in 2017 to an integrated approach with the school's Inquiry Units in subsequent years. Most of the language introduced continued to consist of high-frequency, functional words, with some incidental language based on the topic (for example the topic of Health included body parts, food and exercise activities, but the focus language was on providing reasoning, using *'pourquoi'* [why] and '*parce que'* [because]). After the strong initial focus of reaching 100 words in the first year, they had stopped counting the vocabulary to be introduced and focussed more on extending the situations in which French could be used by learners. The pair were surprised to discover how much language had been covered, and as we co-drafted a short, repetitive narrative using the language from their vocabulary audit (see Appendix E - 'Où est ton chapeau?'), they were excited to see what it could be used to create.

At a whole-school meeting at the end of the day, I presented this narrative, modelling shared reading in French, scaffolded with gesture, to staff. As I watched over 30 adults (who had no prior knowledge of French 3 years earlier) reading, gesturing and laughing along with the story, I remembered our earliest discussions in 2016 about the idea of teachers as co-learners of language and the reservations I had secretly harboured. At a pause while we moved to the next page/slide in the electronic display, one of the teachers who had been following closely, and fully participating with every page read so far (but who was usually less confident), turned to her neighbour and whispered loudly "I can't believe how much we know!"

I have never been more delighted at being proven wrong; this model for primary years' Languages provision works. Or to be more specific, the way in which it has been implemented at Our Lady of Collaboration, as well as at Sacred Thought

primary schools, leads to stronger oral language learning outcomes than I have seen in any traditional primary years' program offering a single weekly lesson delivered by a fluent, specialist teacher.

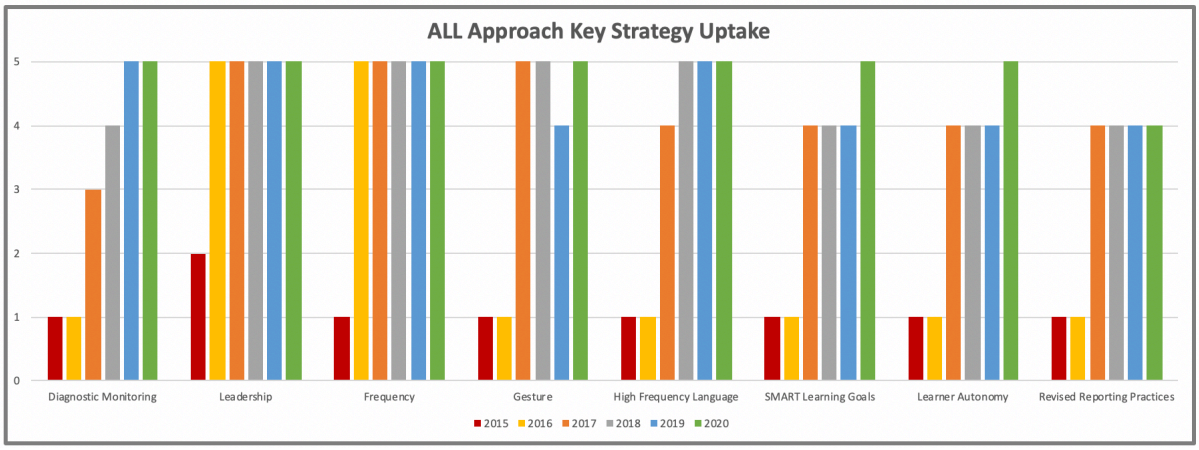
Alison describes the way in which the program has changed the identity and culture of the school;

> *It's just become such a highly valued part of who we are as a community. Just as we are a Catholic school… that's what's happened for French. It's a part of who we are, a part of every occasion. It doesn't come from top down; the kids, automatically use French… it's not necessarily huge, but it's part of the way they think now. The difference is it's not worksheet-based; they're not being talked at. They're actively using the language.*

Our Lady of Collaboration is the school in which the ALL Approach has been the most comprehensively implemented. Figure 52 (below) represents the uptake of the ALL Approach 8 key strategies, compiled collaboratively by the six teachers who participated in the 2 Cohorts of the CEM ALL PL Program together with the CEM Language Coaches. Ratings are provided from 2015 to 2020 for comparison, in order to document the changing nature of the school's Languages program, from a traditional Italian program in 2015, through their experimental year in 2016, to the introduction of French and the implementation of the ALL Approach in 2017 and beyond.

Figure 54

Key Strategy Uptake at Our Lady of Collaboration



The following sub-sections explore the uptake of each of these 8 key strategies in more detail.

7.3.1 Diagnostic Monitoring

Our Lady of Collaboration is one of the schools which has demonstrated the most extensive use of data for diagnostic monitoring purposes; both with regard to learning outcomes for teachers as co-learners, and for students. Staff are released to observe each other during coaching days, and use these opportunities to gain perspectives on their own language use with students and to provide feedback to others. Amélie and Louise seek feedback from staff about what is, and isn't, working for them, which Amélie supplements with her observations of teachers leading daily French focus sessions.

As a Languages Leadership Team, Amélie and Louise meet weekly to discuss the program. During these meetings, in addition to planning activities for coming weeks, they discuss the student data obtained through 'Speak Up!', as well as Amélie's classroom observations, using both these sources to ensure planning is

responsive to learners' needs. The assessment and reporting moderation processes which the school has undertaken each year have also been used to assess how language acquisition is progressing throughout the school, both in comparison to the Victorian Curriculum and to the school's goal of all students exiting Year 6, self-identifying as 'confident speakers of French'.

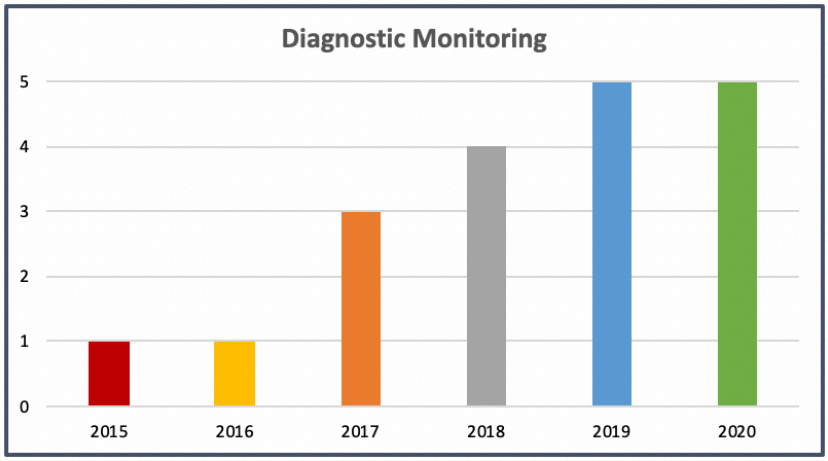
Alison describes the transformational reflection undertaken by staff as a key strength of the school's approach.

> *The French program responds to targeted need. There's a real emphasis on what needs to happen next; what needs to be introduced next, for the children, for the teachers. Built into it, there's ongoing reflective practice. It's… how do we do things differently, better.*

She also describes the input by the CEM Language coaches and the opportunity to work with Languages experts as central to this professional reflection and to the school 'staying on track'.

Figure 55

Uptake of Diagnostic Monitoring at Our Lady of Collaboration



7.3.2 Leadership

Alison describes her role as principal at Our Lady of Collaboration as 'a leader of learning' which she deliberately contrasts with the concept of a 'management role'. The collaborative nature of her leadership is a hallmark of the school's culture. It has been commented on by staff a multitude of times during my interaction with them over the past four years and is exemplified by her own comments;

> *It's about how do we bring people together, so that the best education is possible for the children in our care... it's about spending time with people, establishing their needs, responding to them, coming up with ideas so that the school functions, to provide a real quality education for the children.*
>
> *Alison, October 2017*

Prior to 2016, while the school had a traditional Italian program of 60-minute lessons once per week, Alison recalls considering Languages important, but giving no real thought toward improving the learning outcomes. That changed completely when the Italian teacher's retirement prompted her to see the change as an opportunity to redesign the program. She sees her role in the development of the new French program as a 'really creative' one; 'an opportunity to create real change.' Finding ways (in the never-ending frantic pace of school life) for a team to meet and explore new ways of teaching and learning was a logistical challenge which she owned and addressed. Facilitating (rather than leading) these meetings, giving staff the opportunity to explore, to agree, to disagree and to suggest resolutions was her

standard mode of operating. Giving permission to 'have a go' helped staff feel supported, as did the continued enrolment of a group of teachers in the LLPLP and in Cohort 2 of the ALL PL Program.

Alison is adamant that one of the key reasons for the successful uptake of the new program format by staff was the time taken to help them feel comfortable. She feels strongly that the slow, careful introduction of the idea through the year of experimentation was essential. Pressure was voiced by the parent community during 2016 for the school to replace the Italian teacher (of itself, an indication that language learning was valued by parents); Alison explained that the choice was a strategic one, in order to give staff time to adapt to a new and better way of implementing a quality Languages program. Just as she involved staff in discussions and decision making, she also formed a parent committee to provide a platform for obtaining and sharing feedback.

Alison also feels that the creation of a leadership position for Languages Coordinator was important in helping convey the value which the school was placing on Languages. Creating a Languages Leadership Team with shared responsibility for planning, combined with releasing staff to meet with a CEM coach on a frequent basis, were all ways in which Leadership for change in Languages has been demonstrated at Our Lady of Collaboration. It is not unusual to see Alison leave her office at short notice and provide release for a classroom teacher in order for impromptu planning or coaching meetings to occur.

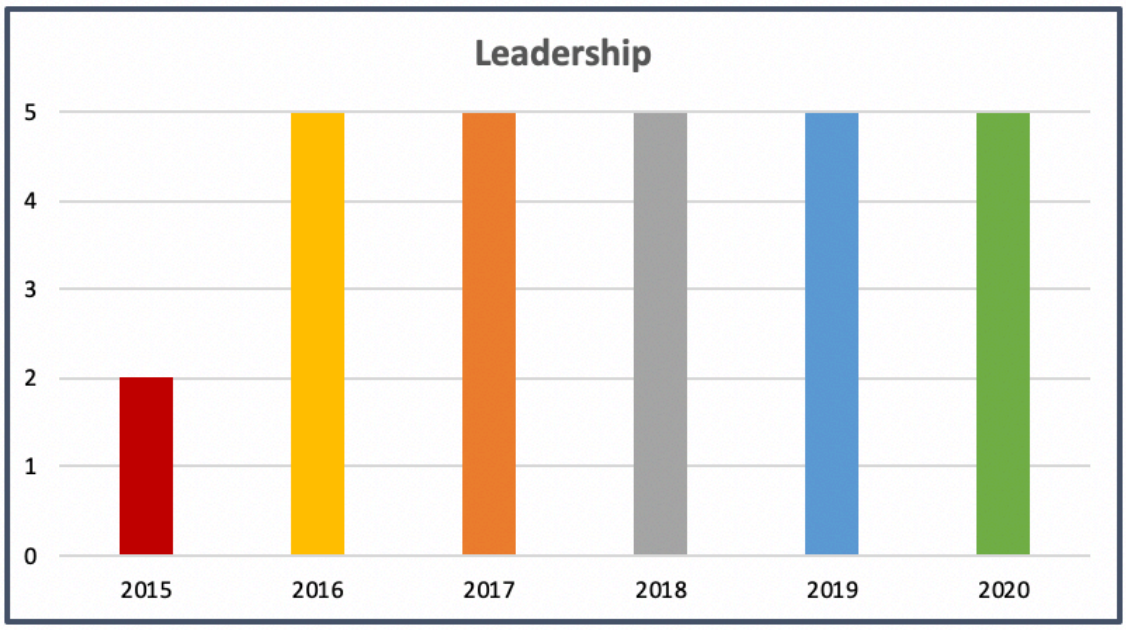
At the end of 2018, Jane (the Languages coordinator) left the school to take maternity leave. In 2019, Louise (previously Learning and Teaching Lead Teacher) took on the combined role of Deputy Principal and Teaching and Learning Co-

ordinator, including responsibility for the French program. Louise retained a 0.4FTE teaching role in Year 1/2. She and Amélie continued to form a team for French planning.

By the end of 2019, staff were justifiably proud of the progress all learners (both adults and children) had made in French in only 3 years. The announcement of Alison's retirement as Principal at the end of 2019 sparked concerns for the ongoing leadership support for the Languages program. Rather than seeing it as an opportunity to 'ditch' a requirement which had been imposed upon them (it hadn't, but that could have easily been a perception had the process been less collaborative), staff voiced genuine fear that with a new principal, 'their program' would be 'taken away from them'. But there was also a sense of hope, that together they had created something valuable and enduring, a sustainable structure designed to ensure the provision of necessary conditions for quality Language learning. The sense of ownership and pride in the French program which had grown throughout the school community is a great testimony to Alison's leadership, and her ability to allow others to lead. The staff's hope and confidence has proven justified; with the arrival of a new principal in 2020, leadership support for the French program continues to be focussed on ensuring it will flourish, alongside all aspects of student learning.

Figure 56

Leadership for Change in Languages at Our Lady of Collaboration



7.3.3 Frequency

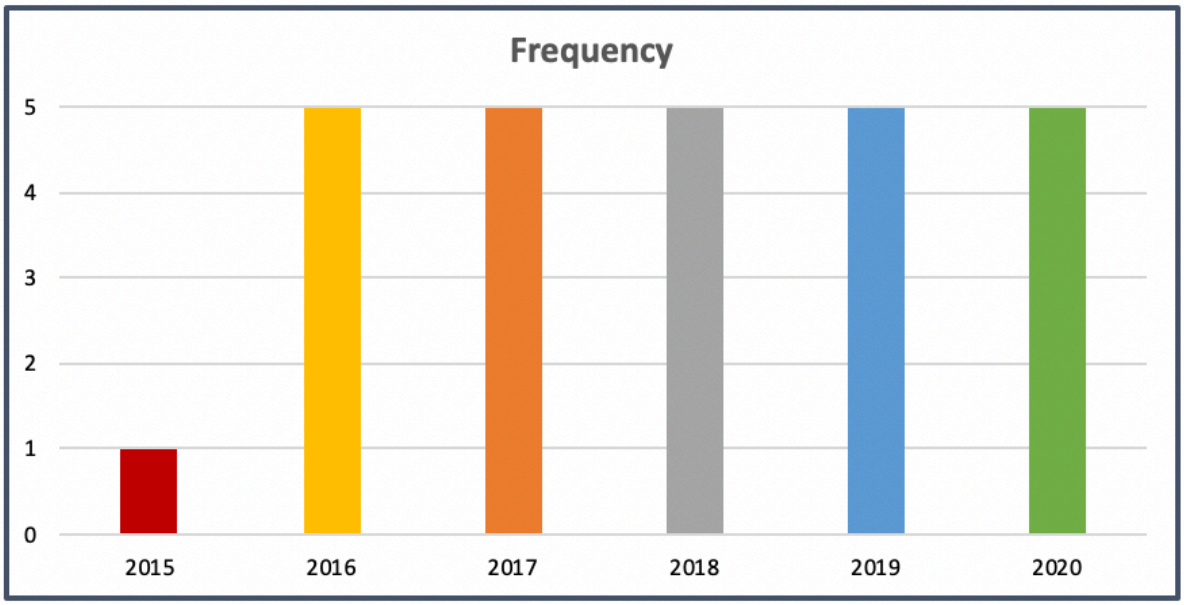
The previous Italian program (until the end of 2015) had offered students a single weekly lesson of 60 minutes. In 2016, the year of experimentation asked staff to schedule 10-15 minutes, 5 days per week for a Languages focus session with their class. This timetable structure has been retained as a minimum expectation for French since 2017. However, as learners' active vocabulary increased and their ability for language production grew, these sessions have begun to sometimes stretch out to 20-30 minutes. The extra time is considered as part of the block in which it occurs; this can be Literacy, Numeracy, or Inquiry Learning, depending on the nature of the French activities planned. The integrated approach to curriculum breaks down the traditional timetabling dilemma, allowing classroom teachers to not only flow in and out of French and English, but to incorporate both languages as the

'normal' way of speaking at any moment of the day.

It is difficult to estimate the additional *quantity* of time this 'incidental' exposure creates. Perhaps more crucial is the increased *frequency* of exposure; teachers use high-frequency French vocabulary and phrases instead of English, in context, whenever the opportunity arises. Announcements commence and end in French, with as much inclusion of French vocabulary as the speaker is able to incorporate. French is a regular item at assemblies, and specialist teachers are also integrating French and gesture into their language use. It is no longer possible to spend a day at Our Lady of Collaboration observing any class, without hearing French being used on multiple occasions by a variety of speakers.

Figure 57

Uptake of Frequency at Our Lady of Collaboration



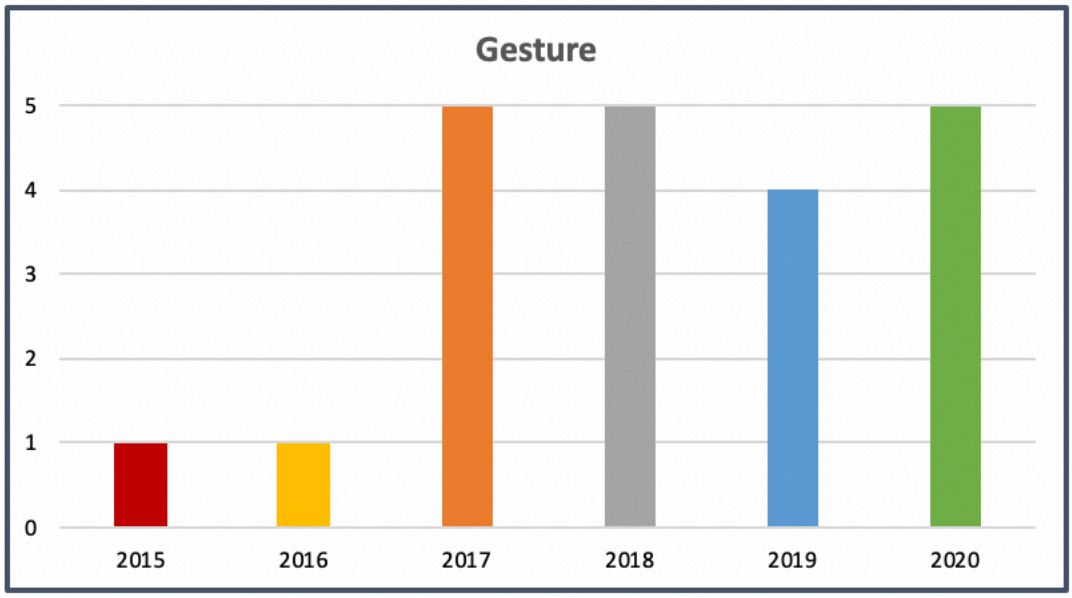
7.3.4 Intentional Use of Gesture

The use of gesture at Our Lady of Collaboration School has been influenced by a number of factors including language choice, professional learning and coaching support. By choosing French, it has been possible for the school to purchase and access the French materials from the AIM suite of resources. This has ensured the gestures used are well-planned and well-researched. However, the teacher toolkits (designed for specialist French teachers who are fluent in the language) were initially inappropriate for classroom teachers acting as co-learners, particularly in their early stages of language acquisition. This means that they have not accessed the rich instructional material on the effective use of gesture which the AIM materials offer.

Similarly, the choice to enrol staff in subsequent cohorts of the LLPLP rather than the ALL PL Program means that there has been less of a focus on gesture-based teaching in their professional learning. In addition, they have not benefited from the improvements in the CEM ALL PL Program over time, as the content and delivery is adjusted based on participant feedback and coaching observations. It was noticeable during visits in Term 4 2019 that gesture (in particular gesture-led choral expression) was no longer being used systematically or effectively by all staff. This was partly due to teachers feeling students 'no longer needed' the gestures, and partly because the theoretical understanding of intentional teaching gestures had not deepened over time, nor had it been effectively transmitted to new staff. Instructional coaching at a staff meeting dedicated to French brought further knowledge and techniques to the school, which are being implemented in 2020.

Figure 58

Uptake of Gesture at Our Lady of Collaboration



7.3.5 Focus on High-Frequency, Functional Language

The first 100 vocabulary focus items were drafted in close collaboration with the CEM French coach and based on a combination of the purchased AIM materials and the vocabulary identified by the French Leadership Team participating in Cohort 1 of the CECM ALL PL Program. Staff felt that they would be comfortable attempting to learn approximately 5 new vocabulary items per week, so a goal was set for all learners to acquire 100 vocabulary items by the end of 2017. Because staff were themselves learning the language, their language use was, by definition, limited to the vocabulary introduced. The school established various individual and collective reward systems to encourage the use of French during daily focus sessions and throughout the day, for both co-learner teachers and students. The vocabulary list

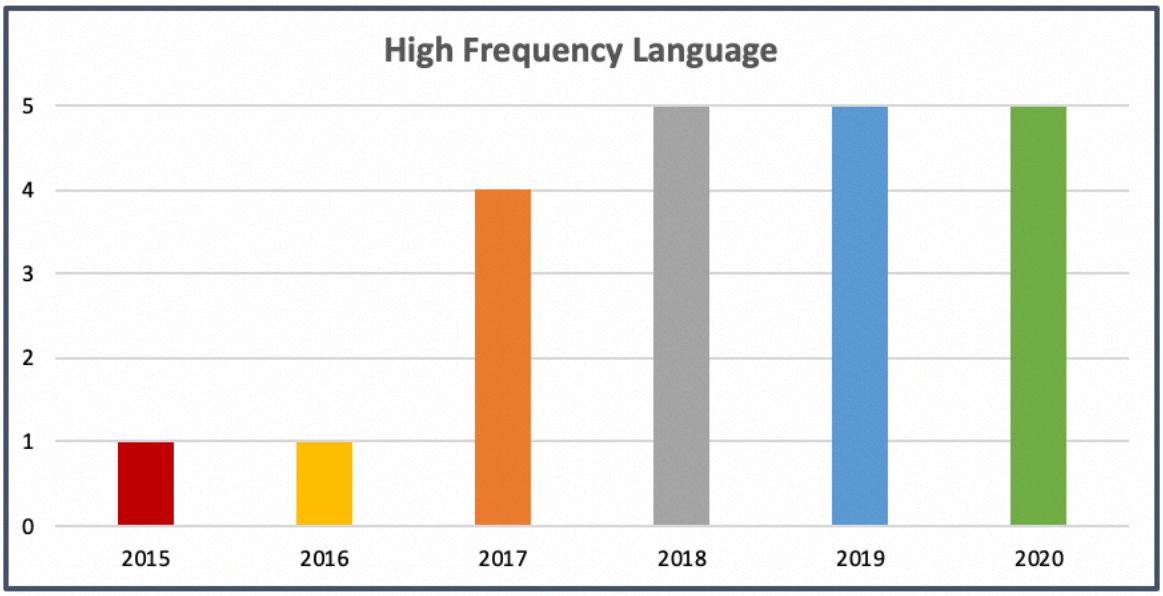
was revised during 2017 based on language needs which became apparent.

In 2018, learners continued to consolidate the initial list of 100 words, as well as incorporating some new vocabulary associated with their Inquiry Unit on ANZAC involvement in World War I in France. Each year level also learnt and performed a play from the AIM suite of resources for the first time. In 2019, in the absence of input of a CEM French coach, the French team adopted an integrated approach with French and Inquiry Learning. Topics included 'The Human Body', and 'Health and Well-Being'. Some incidental vocabulary arose from these topics, but the focus for associated French activities was on the development of high-frequency vocabulary and specific sentence structures. In addition, each year level learnt and performed a second AIM play.

At the end of 2019, the French Leadership Team renewed a focus on vocabulary planning, commencing with a scan of the vocabulary already introduced. This scan identified 274 high-frequency, functional vocabulary items and 78 incidental vocabulary items. Additional AIM materials were purchased and analysed for their suitability for use by classroom teachers. It was decided that the staff had acquired enough French to use the AIM materials and that learners would benefit from the increased focus on literacy provided by the included writing activities.

Figure 59

Uptake of High-Frequency, Functional Language Focus at Our Lady of Collaboration



7.3.6 SMART Learning goals

During 2017, there was a very clear goal of having all learners acquire an active vocabulary of the planned 100 high-frequency, functional vocabulary items. For the first half of the year, this goal tended to overshadow the goal of forming sentences and communicating using French. Toward the end of the year, with most learners demonstrating an active vocabulary of close to, or more than 100 items, the focus shifted to increasing sentence length. This shift in focus was emphasised in the 'Speak Up!' data collection process.

Teachers reported that students initially found this shift in focus demotivating, as avoiding use of individual words decreased their NWT count in 'Speak Up!' picture narration tasks. However, they were also able to see their average sentence length increasing as they stopped listing individual vocabulary items, and this became a new source of motivation. Students quickly put into practice a strategy of using *'et'*

[and], or using multiple adjectives to lengthen their sentences; *'Est-ce que tu aimes chanter et que tu aimes danser est ce que tu aimes jouer de la musique?*' [Translation: Do you like singing and you like dancing and do you like playing music?] (Year 6 student, December 2017, Average Sentence Length 4.8 in this overall sample). Although the focus had broadened from number of words to include sentence length, it did not yet include constructing a narrative in response to images; language samples still contained many examples of unrelated classroom language.

During 2018, learners continued to set personal goals for word count and sentence length. In addition, they focussed their language use on constructing meaningful responses to picture narration tasks. Thinking routines such as 'I see, I think, I wonder' (which students were familiar with from English Literacy activities) were instrumental in achieving increased complexity in student responses in French. Due to technical constraints, many students chose to type (rather than dictate) their responses for the picture narration task into Speak Up!. These written samples show substantial progress toward the goals and the development of early-stage grammatical and orthographic awareness. The errors in the written form are testimony to the student's creative use of language to convey his own intended meaning, rather than use of formulaic sequences of vocabulary.

Table 18

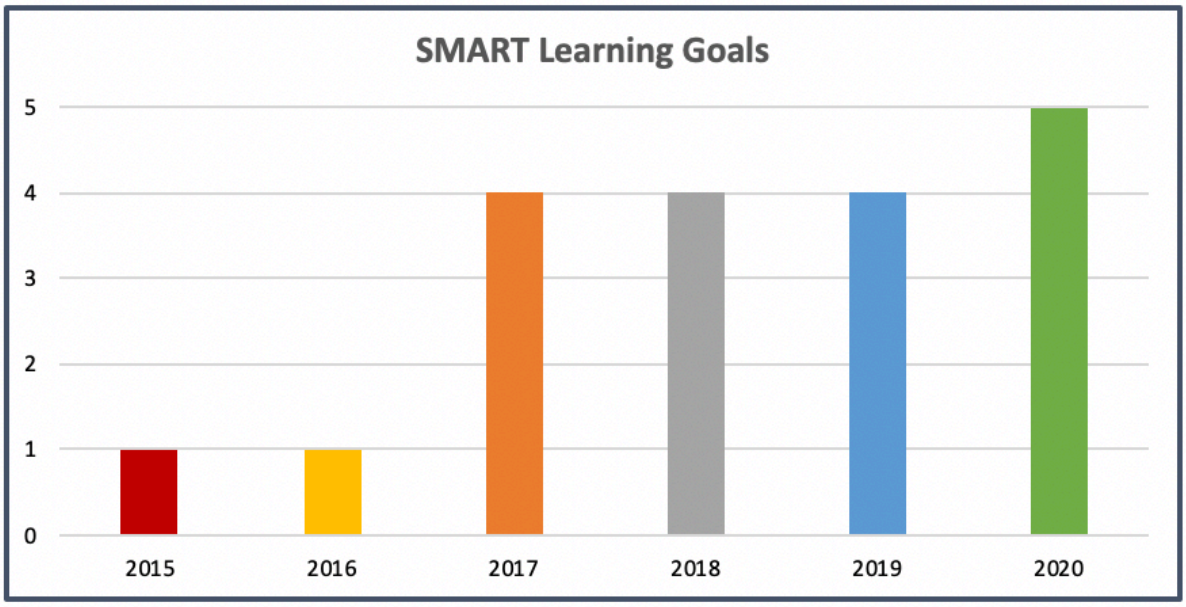
Written Language Sample, Year 4 student, May 2018

	**Student Response:** *est-ce que tu trist. oui je trist. je vois une petite fille et un petite garcon et madame pale tout lemond. je me damond un garcon trist et soif. je vois une madame port un shermis et je vois un garcon port un shermis et la short. je vois une petite fille port un vert robe. je vois une petite fille qi surlev.* [you sad? yes, I sad. I see a little girl and a little boy and Madame is speaking everyone. I wonder a boy sad and thirsty. I see a lady wearing a shirt and I see a boy wearing a shirt and shorts. I see a little girl wearing a dress green. I see a little girl who gets up.]

This focus on using French creatively for a picture narration purpose continued during 2019, along with the original goals of word count and sentence length. For 2020, the emphasis is on using oral French more extensively (both during French focus sessions and throughout the day), familiarising staff and students with using the narrative framework (orientation, problem, resolution, conclusion) to structure more extended French responses for a specific audience and purpose, and to promote meta-cognitive discussions regarding goals, progress and successful learning strategies.

Figure 60

Uptake of SMART Goal Setting at Our Lady of Collaboration



7.3.7 Tools for Self-Monitoring of Progress

Our Lady of Collaboration has made regular use of the 'Speak Up!' web application since 2017. Each class from Year 3 - 6 completes various practice activities and at least 1 goal-monitoring picture narration task per term. Initially, students were frustrated with the voice-to-text functionality; they found that, due to a combination of their pronunciation and the lag caused by variable wifi signal strength, the transcribed text was highly inaccurate. This led students to prefer typing their responses rather than dictating (leading to some revealing and informative phonetic approximations of French spelling, as writing had not been an initial focus of the program).

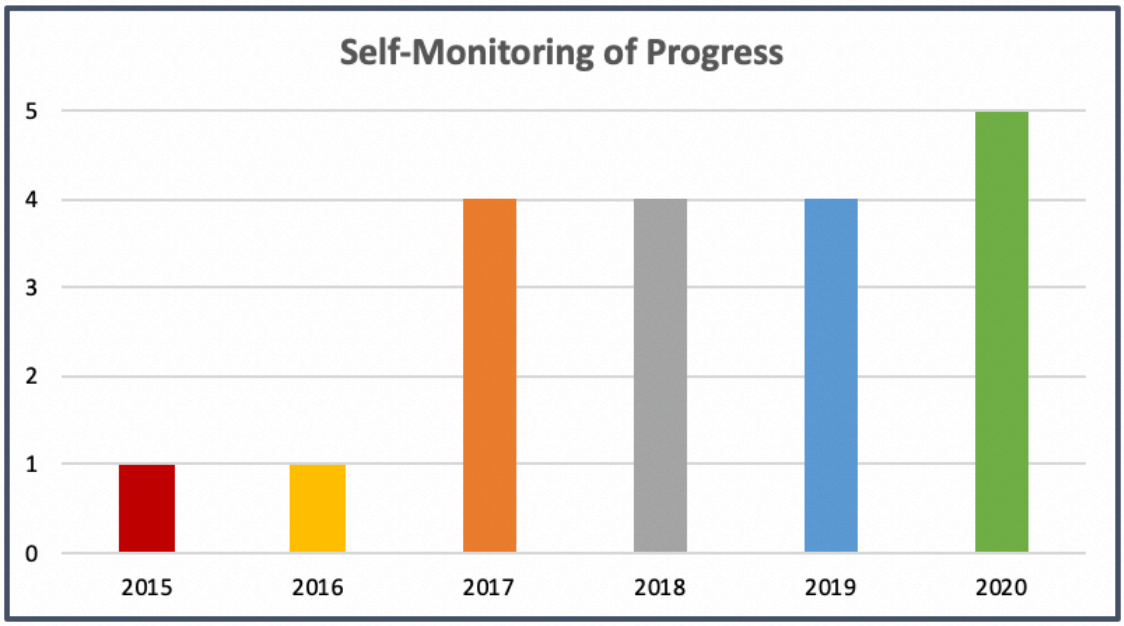
As pronunciation improved and in particular with the introduction into 'Speak

Up!' of voice-recording functionality in late 2018, students began once again dictating their picture narration responses.

In Term 4 2019, templates for peer observation and personal goal-setting for use of French language during small group activities were introduced during a coaching visit. A vocabulary audit template was also created, comprised of all the words introduced at the school to that point. This allowed learners to indicate which items they feel they have deeply embedded in long-term memory and are able to use actively, and which items are still a work in progress. These new self-assessment formats have been trialled in Term 1 2020, with the renewed focus on finding additional data sources for progress monitoring.

Figure 61

Uptake of Self-Monitoring of Progress at Our Lady of Collaboration



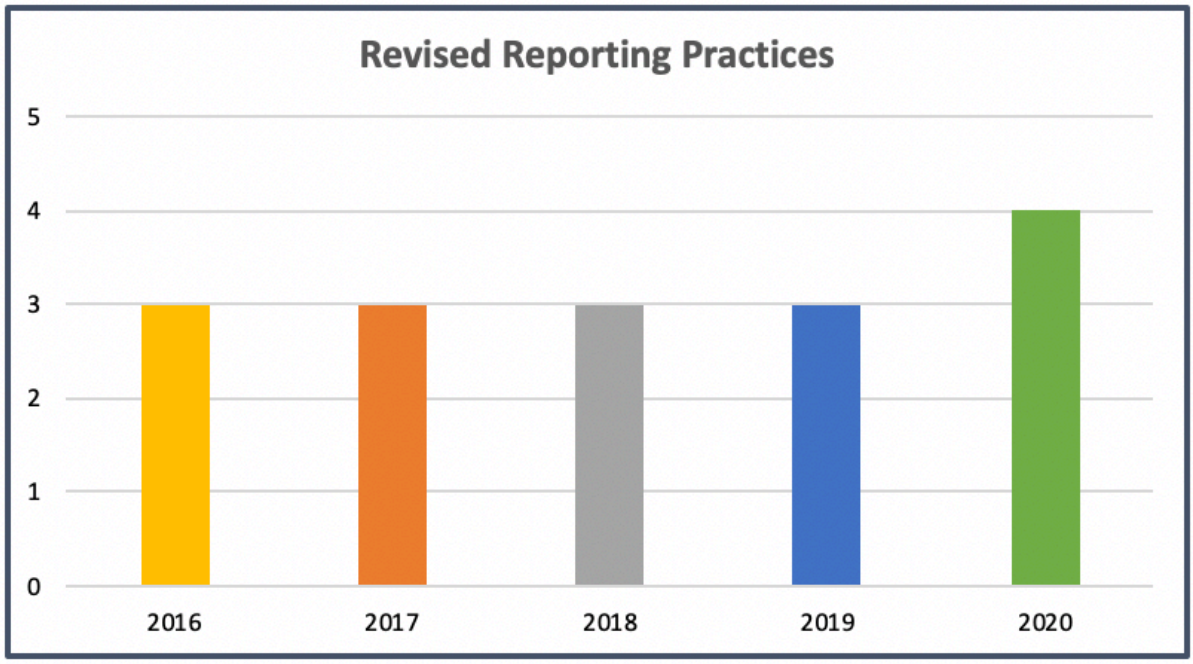
7.3.8 Modified Reporting Format and Processes

In 2017, Our Lady of Collaboration staff participating in the CEM ALL PL Program shared ideas for student-led reporting with colleagues. Reports were still drafted by classroom teachers, but individualised comments included the language goals students had set themselves and how they had progressed towards achieving them, based on 'Speak Up!' data. Students had ownership of the information about their progress which was shared with parents on See-Saw. Jane, the French Lead Teacher, felt that parents valued this informal evidence as much as the formal, official report; "It's not just formalised way we communicate to parents; it's what they see every day, as well."

In 2018, the CEM Languages coach facilitated a whole-staff assessment moderation and reporting workshop for French. Planning was linked to the Victorian Curriculum and the achievement standards were translated into 'can do' checklists which classroom teachers completed for each student based on their observations and anecdotal records. Although the official reporting process continued to be teacher-driven in 2019, use of French for classroom interaction was clearly identified as a key indicator of progress. Students were aware of this and had input into the progress reported via self-assessments. In early 2020, the Languages leadership team expressed a desire to explore the logistical and software constraints of having students draft their own reports.

Figure 62

Uptake of Revised Reporting Practices at Our Lady of Collaboration



7.3.9 Student Learning Outcomes

Teacher Evaluation of Shifts in Student Language Use. Teachers from Our Lady of Collaboration participating in ALL Cohorts 1 and 2 reported significant shifts in language use during 2017 and 2018 in their project summary document. They also reported parents' feedback, that their children were coming home and talking in French, and about French, in ways which they had never done under previous Languages programs. Not only were they able to recite songs, stories etc, they were now able to 'unpack' the language for their parents and explain the meaning. They also began teaching their families some of the key vocabulary and gestures. Teachers were asked to rate the language behaviours of students in their class ‘on average’ over the course of their participation in the ALL PL Program,

from February 2017 (the commencement of the French program) to February 2019.

Figure 63

Shifts in Spontaneous Student Language Use at Our Lady of Collaboration

Student Language Use:

Baseline **End 2017** **End 2018** **End 2019**

	Being Proactive	Making meaning	Communicating	Language for a Purpose
Brand new	I am trying to learn and I listen to other people speaking French	I join in when we practise words and sentences		
Just starting	I speak French when someone reminds me to	I can use single words and some memorised phrases to answer questions	I can ask some questions that I've memorised such as "Can I go to the toilet?" and "How are you?"	I can label some things on a picture of a classroom
Gaining confidence	I am beginning to speak French without being reminded.	I can put some chunks together to make new sentences (e.g. "[*Can I go*] to the office?", "[*Can I go*] outside?")	I can contribute one or two turns in an unscripted conversation	I can describe 1 or 2 things about a picture of a classroom with some words (e.g. "Teacher angry boy stop")
Showing progress	I often try to use French before English in class	I can use the vocabulary I know to make quite a lot of different questions and sentences	I can contribute three or four turns to an unscripted conversation and check understanding with my partner	I can describe 3 or 4 things about a picture of a classroom using words and sentences
Look at me now!	I always try to use French rather than English in class	I can say most things I need to in the classroom using French	I can keep a conversation going and find different ways of saying things to make sure my partner and I understand each other	I can make up a story about a picture of a classroom using more than 5 sentences.

As for Sacred Thought Primary School, this rubric provided to participants in the ALL PL Program did not adequately present a developmental continuum of language use in a school adopting the teachers as co-learners model. Louise and Amélie devised an alternative rubric which learners have used to rate their language use behaviours in 2020.

Figure 64

Overall Assessment of Language Use - New Rubric (2020)

	Self Management	Can I Be Understood?	Strategies	Telling a story
Brand new	• I join in gesture practice and I listen to other people speaking French	• I use gestures to make myself understood	• I listen and look for clues in our French lessons	• I can label some things on a picture of a classroom
Just starting	• I say the word and do the gestures with the class. I use the French I've learnt when the teacher reminds me.	• I can use single words and some memorised phrases	• I am starting to see patterns and make connections between French and my own language	• I can describe 1 or 2 things about a picture of a classroom with some words (e.g. "Teacher angry boy stop")
Gaining confidence	• I am beginning to use the French and the gestures that I know independently. I can remind others including the teacher to speak French.	• I can put some chunks together to make new sentences (e.g. "[*Can I go…*] • I often use French and English in one sentence.	• If I don't know how to start, I don't give up immediately (*I start with what I know in French and build my response using that)*	• I can describe 3 or 4 things about a picture / topic using words and sentences
Showing progress	• Most of the time, I use French during French activities.	• I can use the French words I know to make many different questions and sentences. • I occasionally use an English word when I speak French.	• I persist through misunderstanding without switching to English (e.g. I repeat myself, I use gestures, I use contraires…)	• I can make up a story about a picture / topic using more than 5 ideas in a sequence.
Look at me now!	• I always use French rather than English during French activities (including in small groups with my peers). • I code-switch to include French multiple times throughout the day (using lots of words from my vocab audit)	• I know enough French words and how to use them to create sentences, to make myself understood during French sessions without needing to use English.	• I know what strategies work effectively for me as a French learner and I consciously use them to keep progressing further.	• I can use the narrative structure (*orientation, complication, resolution, conclusion)* to make up a story for a specific purpose (*in response to a picture, on a specific topic…)*

This rubric is more appropriately designed for learners at Our Lady of Collaboration and may be adjusted again in the future, as learners' language acquisition and use continues to progress.

Speak Up! Data. Baseline data was collected during week 2, term 1 2017 at Our Lady of Collaboration, 1 week after French was introduced for the majority of students. There was 1 background speaker student in the school and approximately 25 students had participated in learning French with their teacher (who had chosen French for the year of experimentation) in 2016. The data presented in Chapter 6 (see School G) shows that students at Our Lady of Collaboration demonstrated the second highest level of vocabulary acquisition. The only school to demonstrate greater vocabulary acquisition was School F, in which the Langauges teacher was also the classroom teacher for the class data provided. Students at Our Lady of Collaboration demonstrated the greatest increase in ASL, and over time, have developed their ability to include a 'Flourishing' level of key points (at Term 4 2017, the students selected for analysis were at a 'Developing' level.

As for Sacred Thought Primary school, this quantitative data does not give the detailed view of language development which is only possible through actual language samples. The data presented below traces the language development for 1 student, as evidenced by the picture narration task conducted each term over a 3-year period. The selected student commenced studying French in 2017, in Year 3. She had no prior knowledge of French. Her name has been altered to maintain anonymity.

Table 19 (below) provides a quantitative summary of 7 of the 14 picture narration tasks completed by Angela between early 2017 and early 2020, using the metrics of Number of Word Types (NWT), Average Sentence Length (ASL) and Number of Key Points (NKP). From 2018 onwards, voice recording in 'Speak Up!' allowed the calculation of words per minute (WPM), providing an indication of Angela's rate of speech.

Table 19

Language Progression in Picture Narration Task - Angela

	NWT	ASL	NKP	WPM
BASELINE DATA (FEB 2017)	7	3.3	0	N/A
END TERM 1 (MAR 2017)	30	7	7	N/A
TERM 2 (JUN 2017)	80	7	8	N/A
TERM 3 (SEP 2017)	92	7.4	6	N/A
TERM 4 (DEC 2017)	73	6	N/A	N/A
DEC 2018	85	11	8	42
DEC 2019	74	6	10	44

A selected number of samples have been chosen to illustrate Angela's progress from the first weeks of early vocabulary acquisition through to her ability to construct a targeted response to visual stimuli, using complex sentences and an emerging narrative structure. The selection includes the baseline sample, a sample from Term 3 2017[1], and from Term 4 2019, in order to illustrate her progress over an extended period of time. For each selected sample, the transcribed text and a

1. The picture prompts used in Term 4, 2017 at Our Lady of Collaboration were not provided, so no score can be calculated for number of key points. In order to provide comparison for NKP across 3 samples, Term 3 2017 was selected rather than Term 4.

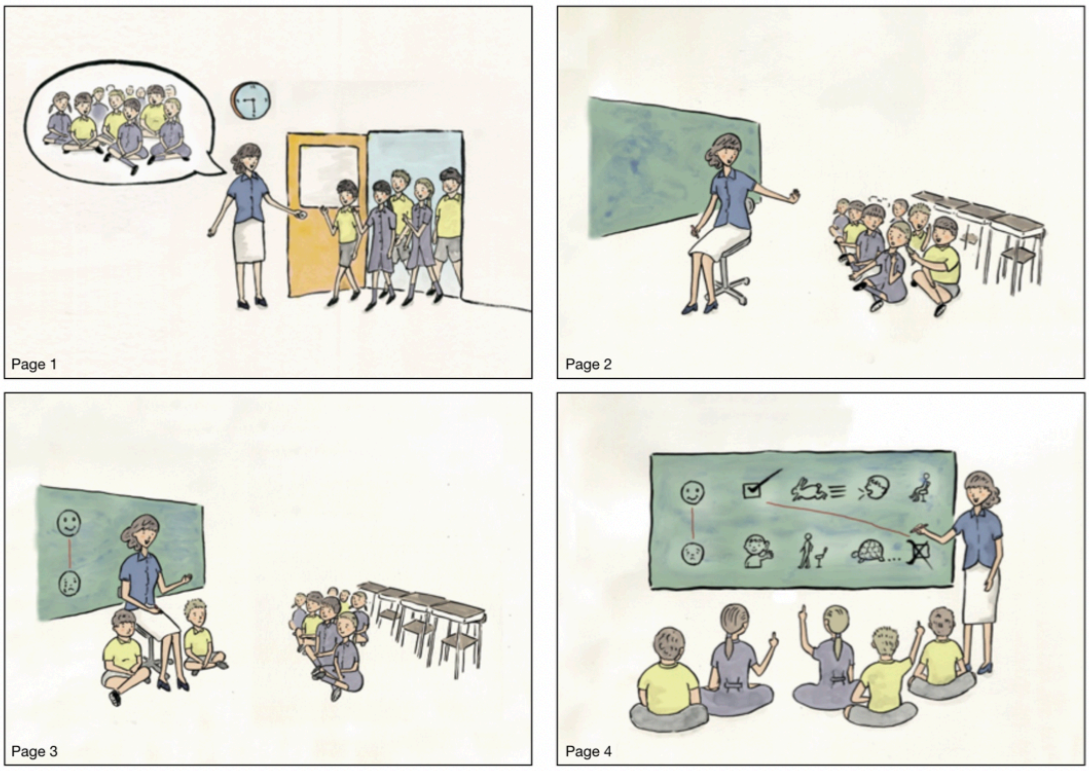
translation is provided. No attempt has been made to rectify grammatical errors in the French versions, and these have been carried through into the English translations in order to give a sense of the error rate in the student's speech.

Baseline Data in Early Term 1, 2017, (1 week of French, age approximately 8 years). Angela's baseline data response, taken at the beginning of Year 3, is reflective of her lack of prior knowledge of French. Angela's teacher reported the language sample was not produced in response to images, but to the prompt "What do you remember how to say?", so a score of 0 is allocated for number of key points (NKP).

Table 20

Baseline Data - Term 1, 2017

Prompt Images:



Transcription: NWT = 7 ASL = 3.3 NKP = 0	"*Bonjour Madame. Bonjour tout le monde. Bonjour Madame ça va?*"
Translation:	[Hello Madame. Hello everyone. Hello Madame how are you?]

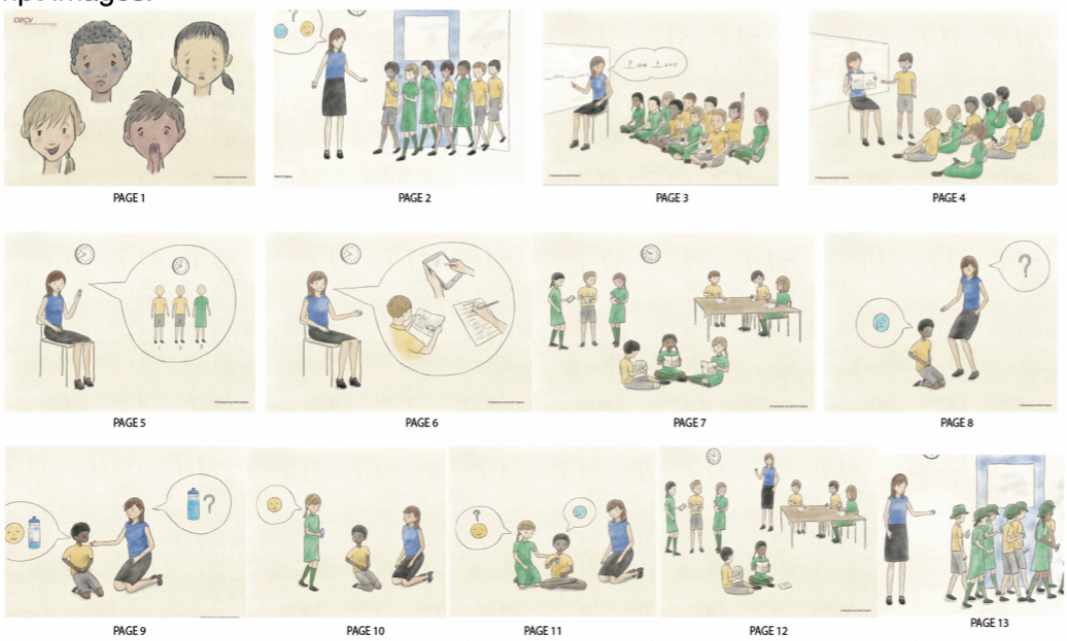
Term 3, 2017 (27 weeks of learning French, age approximately 8.5 years). Angela now has an extensive repertoire of functional and conversational language. However, in her attempt to display its full range, she diverges from the task of responding to the images. At this stage, the focus goal at Our Lady of Collaboration has shifted from the number of word types (NWT) used to the average sentence length (ASL). The instruction given to students is to use any language relevant to the

classroom to make as many full sentences as they can (rather than listing individual words). Angela's response is entirely appropriate in this context; the number of key points (NKP) was not a stated measure of success, and is therefore of little relevance. The errors in Angela's language sample indicate she is clearly using the vocabulary she has acquired to create sentences for her own purposes; she has moved beyond formulaic memorisation of phrases.

Table 21

Term 3, 2017

Prompt images:



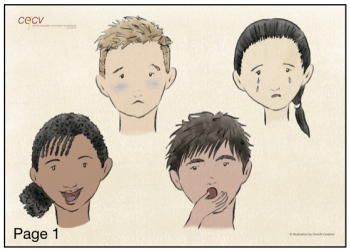
Transcription: NWT = 105, ASL = 7, NKP = 6	*Est-ce que je peux manger et boire. Est-ce que je peux aller aux toilettes s'il vous plaît? Bonjour, comment ça va? Ça va bien merci, et toi? Tout le monde arrête. Je manger et boire. Fille et garçon jouer dehors. J'aime beaucoup chanter et danser. J'ai joué avec Emily. Tu ne parlez pas. Je vais manger la glace. Ma chatte va avec moi. Moi et ma chatte va à la plage. Je vois arc en ciel. Aujourd'hui il pleut et il est beau. Bonjour Anna, comment ça va? Est-ce que je peux avoir les crayons s'il vous plaît? Merci et j'ai la colle. Ma maman s'appelle Selena et mon papa s'appelle William. Au revoir tout le monde et à bientôt. J'aime chanter et danser. Je ne peux pas. J'aime au foot et basket. Est-ce que je peux aller aux toilettes avec Émilie et Sofie s'il vous plaît. Tout le monde parle français. Tout le monde parle anglais s'il vous plaît. Bonjour tout le monde, je m'appelle Anna. Un éléphant qui se balançait. Tout le monde savait qu'il ne fallait pas s'il vous plaît. Maintenant tout le monde chante et un éléphant qui se balançait. Bonjour Sophie, tu chanter et danser avec garçon non fille. Tu ne tu ne peux pas chanter danser avec moi. Que chanter et danser avec garçon. Je avoir maman et papa. Tout le monde parle anglais. Pourquoi?*
Translation:	[Can I eat and drink. Can I go to the toilet please. Hello how are you? Well thank you, and you. Everyone stop. I to eat and to drink. Girl and boy to play outside. I like singing and dancing very much. I played with Emily. You don't speak. I'm going to eat the ice-cream. My cat goes with me. Me and my cat go to the beach. I see a rainbow today. It is raining and it is fine. Hello Anna how's it going? Can I have the pencils please? Thank you and I have the glue. My mum's name is Selena and my dad's name is William. Goodbye everyone and see you soon. I like singing and dancing. I can't. I like soccer and basketball. Can I go to the toilet with Emily and Sophie please? Everyone speak French. Everyone speak English please. Hello everyone, my name is Anna. An elephant was swinging. Everyone knew he shouldn't. Please, now everyone sing an elephant was swinging. Hello Sophie you to sing and to dance with boy, no girl. You not, you can't sing dance with me, only sing and dance with boy. I to have mum and dad. Everyone speak English. Why?] [my translation]

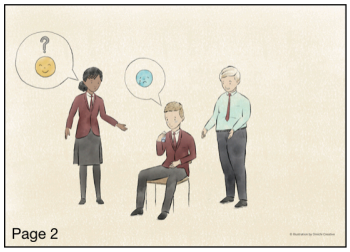
Term 4, 2019 (31 months of learning French, age approximately 10.75 years). By the end of 2019, Angela is responding to the prompt images to create a narrative including complex phrases and imagined dialogue between characters. Her response begins to reflect a narrative structure, with an orientation (presentation of characters and their emotions), a problem (a student feeling ill) and its elaboration (another student assists and takes him to sick bay). Her story extends in time beyond the prompt images, with dialogue between the female student and the teacher on duty when they arrive at sick bay. Angela is also able to include reasoning for the problems faced by the characters in her narrative (*"Je pense que il m'a... est fâché parce que il très fatigué"* [I think that he ... is angry because he's very tired]). However, her story structure lacks a clear conclusion. After initial frustration with the lag in transcription in Speak Up! , she speaks fairly confidently, with few pauses or repetitions. Verbs are omitted in some of her sentences (e.g. *"Elle triste"* [She sad]), and as she has not yet been introduced to third person object pronouns (e.g. *lui* [him]) she continues to use the subject pronoun (*il* [he]). She also continues to demonstrate some confusion over pronunciation and use of *Je* [I] vs *J'ai* [I have]. All of this evidence can be used to help plan future learning activities for Angela, and if they are common opportunities for development amongst her peers, for the whole class.

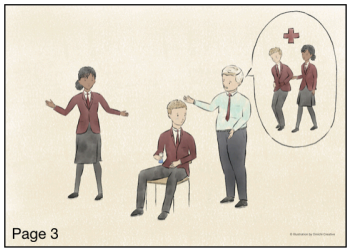
Table 22

Term 4, 2019

Image Prompts:







Transcription: NWT = 74 ASL = 6 NKP = 10 NWM = 44	*Aujourd'hui, il très mal. Il veut un infermerie. Aujourd'hui, il très mal. Il veut va infermerie. Elle triste. Elle triste, triste. Elle pleut. Elle très triste, elle pleut.* *Bonjour, ça va? Je suis très content mais j'ai fatigué aussi, tu?* *Bonjour merci mais j'ai très malade. Je veux vomir dans le poubelle. Est-ce que tu peux va le professeur s'il vous plaît?* *Bonjour, est-ce que tu veux?* *Bonjour le professeur. Il trés malade. Est-ce que je aller à l'infirmerie avec il?* *Oui, merci, va vite le infermerie.* *Bonjour il, Bonjour tout le monde, comment ça va?* *Ça va bien merci, et toi? Mais j'ai aussi, suis fatigué et mal.* *Bonjour professeur. Est-ce que tu peux va le infermerie avec elle? Elle très mal et très fatiguée; merci.* *Comment ça va? Je suis bien.* *J'ai très bien aussi, merci. mais il très fâché. Je ne sais pas. Je pense que il m'a... est fâché parce que il très fatigué.* *Oui, je suis aussi fatigué.*
Translation:	[Today, he very hurt. He wants a sick bay. Today, he very hurt. He wants go sick bay. She sad. She sad, sad. She is crying. She very sad, she is crying. Hello, how are you? I am very happy but I have tired also, you? Hello, thank you but I have very sick. I want to vomit in the rubbish bin. Can you go the teacher please? Hello, you want? Hello the teacher. He very sick. Do I to go to sick bay with he? Yes, thank you, go quickly the sick bay. Hello he, hello everyone, how are you? I'm well thank you, and you? But I have also, am tired and hurt. Hello teacher. Can you go the sickbay with her? She very hurt and very tired, thank you. How are you? I am good. I have very good also, thank you. But he very angry. I don't know. I think that he... is angry because he very tired. Yes, I am also tired.]

The above sample shows that by the end of Year 5 (after only 3 years of learning French), Angela's language level is well beyond that demonstrated both in baseline data and Term 4 by students of the same age who had been studying the target language for all 6 years of primary school under a Languages program model of a single weekly lesson delivered by a qualified, native-level speaker. None of Angela's classroom teachers over this 3-year period had prior learning in French; they were genuine co-learners of the language. This result directly contradicts the recommendation that quality Languages programs should always be "taught by a qualified teacher of the language" (Department of Education and Training, 2019g). Teachers as Co-Learners of Language is a new and viable alternative Languages program delivery model, involving a learning partnership between a language expert and the whole school community which can lead to quality outcomes.

7.4 Chapter Summary

These 2 case studies of Sacred Thought and Our Lady of Collaboration primary schools have highlighted the structural and cultural changes which both these learning communities achieved, which in turn has led to language learning outcomes not seen in other participating schools retaining a single weekly lesson, regardless of the level of uptake of key strategies other than Frequency. With regards to uptake of ALL Approach key strategies, it was collaborative leadership support for change in languages, informed by diagnostic monitoring, which led to both scheduled and incidental language use throughout each day, combined with uptake of strategies to promote learner autonomy which differentiated these schools from other participants. But perhaps more important than the key strategies were the

cultural changes achieved by having classroom teachers model learning and adopting the target language as a key element of the school's identity, collectively shifting from a monolingual to a multilingual mindset.

The rapid success achieved at Sacred Thought and Our Lady of Collaboration in 2017 quickly became known within the Victorian Catholic education community, through discussions at CEM professional learning programs and principal networking events. Within three years, an additional 32 schools have adopted a program delivery model involving (to varying extents) classroom teachers as co-learners of Language. Not all of these programs have met with equal success, but in all cases, schools report greater engagement and enhanced student learning outcomes. In order to clarify the common traits which have led to the most successful implementations of the model, and to help school leaders contemplating implementation of this type of program in the future, Chapter 8 presents key considerations which should be taken into account.

CHAPTER 8
TEACHERS AS CO-LEARNERS

Chapter 7 presented the results of the 2 schools to achieve a 'Flourishing' level of both key strategy uptake and Language learning outcomes through the implementation of a new approach to Languages program provision, involving classroom teachers becoming co-learners. In 4 years, 33 schools have shifted from delivering language via a single weekly specialist lesson to establishing a culture in which the target language is heard and used on a daily basis throughout the school using the Teachers as Co-Learners approach. This is a rapidly expanding, scalable model which provides a way of addressing the intractable issue of timetabling and staffing daily Language lessons in primary years.

It is important to note that this model was not dictated, nor even suggested, by the ALL Approach; it was initially instigated by the 2 case-study schools, before they had even begun participation in the CEM ALL PL Program. Both had participated in the CEM Leading Languages Professional Learning Program (see p. 119), at which the need for frequent exposure to the target language was also emphasised (the CEM Languages team tries to deliver consistent key messaging across all PL programs). The Teachers as Co-Learners model was born out of a strong desire on the part of leadership in these 2 schools for Languages learning to matter in their schools; for it to lead to successful outcomes. The suggestion of teachers co-

learning the language is their own response to the imperative of providing frequent contact with, and opportunities to use the target language.

Each of the 34 schools has adapted the Teachers as Co-Learners model to its own context; school communities are best situated to know how to make it work for them. This range of variations has highlighted some considerations which require clear definition in order to inform schools and systems considering embarking on this transformational change. The following sections discuss these variations, and the considerations they have highlighted.

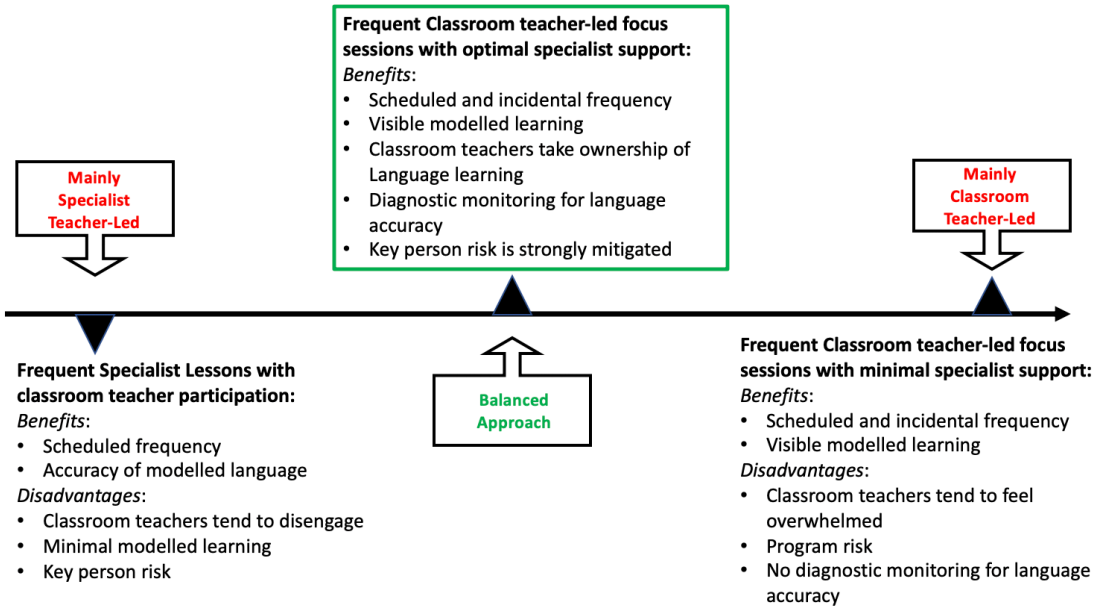
8.1 Variations in the Model

Achieving staff buy-in to such a significant transformational change, in particular one which impacts them so significantly, is no easy matter. This is one reason why giving schools autonomy to implement the Teachers as Co-Learners model according to their own context is so important. While many variations exist, one theme appears to be critical; the level of involvement of classroom teachers. There are significant differences in this area, both between and within schools, as well as some similarities. In all schools, all classroom teachers are present for the daily Language focus sessions, and there is an expectation that they will all attempt to integrate target language use into classroom interactions throughout the day (although in practice it takes some time to build capacity for this to occur). In some schools, these daily language sessions are led by the classroom teacher with the Language specialist (if one has been engaged by the school) present for some or all of the sessions. In other schools, the sessions are led predominantly by a Language

specialist, with varying levels of participation by the classroom teacher. This creates a continuum of what the 'Teachers as Co-Learners' model looks like in practice.

Figure 65

The Continuum of the Teachers as Co-Learners Model



The 2 extremes of mainly specialist-led and mainly classroom teacher-led each have disadvantages. With too little support, classroom teachers quickly feel overwhelmed, strong resistance is created and the daily Language focus sessions get 'skipped' in favour of other planned learning. This could potentially lead to a situation where students are receiving even less exposure than under a traditional single weekly specialist lesson program delivery model. With too much support (the specialist leading all sessions), some of the benefits of visible, modelled learning are not realised, and schools report that classroom teachers find it difficult to remember to use the target language incidentally throughout the day (if indeed they acquire it sufficiently to do so). This means the benefit of incidental language use is also not

realised.

Between these 2 extremes, there are a number of variations within a more balanced approach. In some schools, students still attend a 40 - 60 minute specialist-led session once per week (or per fortnight), with classroom teachers scheduling Language focus sessions on the remaining days. In a subset of these schools, classroom teachers also attend the specialist lesson with their students; in others they do not. Another variation is for the specialist and classroom teacher to co-present the daily focus sessions.

The 2 case-studies presented in Chapter 7 examined in detail the balanced approach which appears to have led to the greatest improvements in learning outcomes, as well as the greatest cultural shift in schools to date. In this balanced approach, daily sessions are led by classroom teachers, reinforced with incidental use of the target language throughout the day, with sufficient support from a Language specialist.

This Languages program delivery model goes far beyond the ALL Approach key strategies #2 and #3, of securing strong leadership support for change and establishing frequent contact with, and opportunities to use the target language. The additional benefits achieved through classroom teachers leading the learning of Languages in audible and visible ways is explored in the following section.

8.2 Additional Benefits of Teachers Leading Learning

Involving classroom teachers in Languages learning is not the only way to address the need for increased frequency across the week. Creative time-tabling of a specialist (such as in the precursor program) can also lead to improved learning

outcomes (see Appendix A). Having a specialist teacher who is also a classroom teacher (such as in School F) leads to strong Language learning outcomes for that class (see Figure 29 - Number of Word Types (NWT) in a picture narration task, p. 190). However, having classroom teachers lead Language learning presents a number of distinct advantages over either of these solutions.

Frequency. Spaced repetition throughout the day is more beneficial for vocabulary retention than a short daily focus session alone, delivered by a specialist teacher. Once per day is undoubtedly more advantageous than once per week, but frequent use throughout each day is even better. If this 'incidental' use of language is added to the programmed daily focus session, it also substantially increases not only the frequency, but also the quantity of contact provided.

Equality and sustained learning. All students across the whole school have equal access to quality language learning for the full primary years' cycle.

Shifting limiting beliefs. Frequent attempted language use for real-life classroom purposes by another (adult) language learner provides a role-model which a fluent/native speaking specialist teacher cannot. It makes the outcome of learning to speak a language believable, because oral language use is being visibly and audibly demonstrated by an expert learner rather than an expert speaker.

Role-modelling language use and learning dispositions. This model sets

an example of focussing on meaning rather than form; of creatively using acquired vocabulary as building blocks (without being hampered by fears of grammatical inaccuracy), while acquisition of syntax progresses from simple to more complex. Teachers have opportunities to model the learning dispositions which have come to be expected of young students as part of Personal Capability in the Victorian Curriculum (Victorian Curriculum and Assessment Authority, 2017); overcoming fear and embarrassment; being willing to 'have a go' and learn from mistakes; being attentive, participating and persevering. Most importantly, perhaps, being curious and joyful about progress achieved, rather than stressed about striving for perfection.

Making meta-learning visible and audible. Having teachers co-learn a target language alongside students provides an opportunity for meta-learning; to make learning visible and audible with teachers sharing out-loud reflections on their own learning, and learning strategies. By modelling this self-reflection, they open up opportunities for students to engage in rich whole-class discussions. There are no other learning opportunities within the primary years' curriculum which allow adult learners to genuinely model learning at the same level as children; adults' knowledge is well in advance of younger learners in all other content areas. Observing their teachers' language learning and hearing about the strategies they find successful (and unsuccessful) creates a rich 'learning to learn' opportunity for students.

Offering opportunities for learners to become teachers. This model also provides an opportunity for learners to become teachers. Co-learner teachers often remark that some students in their class progress more rapidly than they do. For

both student and teacher learners, modelling and explaining the language they have acquired to others is a good way of consolidating their own knowledge and increasing confidence.

Addressing workforce issues. The flexibility of the specialist role is a feature which appeals to principals, as it helps them address another problematic aspect of mandatory primary years' Languages education. Despite our multicultural and multilingual community, there is a shortage of qualified, highly accomplished Languages teachers in Australia, in particular of those trained specifically to teach in primary years' settings (Department of Education and Early Childhood Development, 2008; Liddicoat et al., 2007). Amongst the current workforce, some have received training in other countries where the education system remains largely teacher-focussed rather than student-centred. Some have been trained as secondary teachers, or teachers of adults rather than young children. Some have received permission to teach based on their native-speaker proficiency level, with no formal teaching qualifications. For all of these reasons, despite the passion and commitment displayed by all Languages teachers, there is a wide range of expertise amongst existing teachers in the delivery of a quality Languages program to young children in a student-centred learning environment. The traditional model of a specialist working in isolation from the rest of the school community does little to assist teachers to develop their skills.

The Teachers as Co-Learners Language model creates opportunities for teachers with lower competency levels to be supported more effectively within the school community. It offers possibilities for their linguistic expertise and passionate

enthusiasm to be valued as an essential part of a Languages leadership team, while more accomplished primary years' pedagogical leaders provide input for relevant and robust learning activities. Continuity of language choice no longer depends on the availability of a qualified teacher of that language; an issue which has impacted programs in the past, particularly in regional areas. Key-person risk can be more easily managed and the program as a whole is more likely to be sustainable.

Cultural transformation. Finally, this model breaks the monolingual mindset barrier so prevalent in schools in which English is the only official language of instruction. This has been one of the most noticeable shifts in the 34 schools which have implemented the model to date. Multilingualism, and by association multiculturalism, have become valued, integral components of the school communities' identities. In schools with a student population of diverse backgrounds, this can extend to valuing and providing greater support for home languages. Through their struggles to use an unfamiliar language, all learners (both young and adult) gain insights into the experiences of minority cultures, developing intercultural empathy and understanding in a way which covering this curriculum area through their own first language can never deliver.

While these added benefits are, in principle, achievable through any variation of the Teacher as Co-Learners model, learning outcomes have not been equally successful in all 34 schools. This suggests there are some critical factors to consider, which are discussed in the following section. The discussion commences by reviewing structural issues, then explores implications for the roles of both Languages specialists and classroom teachers before finishing with a reflection on

conceptualisations and beliefs about language and Languages learning which need to shift in order to fully realise the benefits outlined above.

8.3 Critical Considerations for Implementing the Model

8.3.1 Collaborative Leadership

Implementing the Teachers as Co-Learners model represents a transformational change of larger magnitude than I had ever imagined in designing the ALL Approach. The theories regarding the importance of leadership for change cited in Chapter 2 are therefore even more pertinent for schools considering this model. No school embarks on implementing the model unless the principal and school leadership are highly supportive of, and place great value on Languages as a key part of students' learning. However, it has been a noticeable hallmark in schools which have implemented the model most successfully that the leadership style has been highly collaborative.

Both principals in the 2 case study schools actively participated in Languages professional learning and took key roles in the initial planning of the Languages programs in their schools. They also recognise the need to empower staff and to create a Languages Leadership Team which is well-supported, and who in turn are able to support all staff. They are able to delegate, but do not abdicate responsibility for ensuring quality learning occurs in all areas of the curriculum in their schools. They continue to be involved in discussions long after the initial program set-up,

questioning new directions to elicit the thinking and reasoning behind them, and ensuring they fit with the learning culture of the school. Decisions regarding the structure of the Language program are always made in consultation with staff, by taking into account both staff views and expert advice, rather than attempting to impose their own views of what would make a Language program successful. Both principals are leaders to whom staff clearly feel able to express difficulties, concerns, and needs, as well as to share their excitement at growing evidence of learning outcomes. These collaborative leadership traits have been equally as evident in other schools which have successfully implemented the Teachers as Co-Learners model. As reported by Moore (2018), it would appear to be a necessary prerequisite to managing change and building a sustainable, future-focussed Languages program.

8.3.2 Support for Staff

Without collaborative leadership, the support which staff require for the model to succeed is rarely achieved. ***This is not a cost-saving exercise***, in which a Language specialist is no longer needed and their salary could be reallocated elsewhere. Nor is it a decision which can be imposed and then 'left to staff' to implement. Tütüniş (2011, p. 162) suggests that teachers' own learning experiences (in contexts which did not promote autonomy) form their dispositions and beliefs, which in turn influence their teaching practices. He suggests that before they can promote autonomy in their students, teachers first need to learn to be autonomous learners themselves, suggesting "Teachers need to learn another foreign language

to be able to empathise with the difficulties of language learners".

In the Teachers as Co-Learners model, classroom teachers are asked to model autonomous learning, not to learn independently without assistance of a Languages expert. Classroom teachers are being asked to learn the target language, not to teach it. A Language expert is still needed; it is the nature of their role which changes. Asking each classroom teacher to construct an informed sequencing plan for introducing a language with which they are unfamiliar would be seen as an unrealistic imposition, which would quickly create resistance.

This scenario is one which has been described as occurring elsewhere; in Europe, pre-service primary school teachers are expected to graduate with sufficient command of an additional language (usually English) to teach it. Carette (2000) describes the attempts during the 1990's to introduce Early Years' Foreign Language education in France by asking classroom teachers (who felt inadequate in both the target language and Languages pedagogy) to become teachers of Languages. She highlights the experience as having led to ongoing frustration, resistance and complaints. Learning outcomes for students were limited, leading her to conclude that professional learning for teachers is essential and that "a few days of workshops and demonstrations are insufficient" (p. 192). McLachlan (2009) describes similar results of early failed attempts to introduce French into primary years' education in Britain. Both Carette and McLachlan suggest that effective support for classroom teachers is essential if they are asked to play a role in Languages program provision.

While it is clear from the results among the 34 schools implementing the Teachers as Co-Learners model to date that support for classroom teachers is

essential, it must equally be made clear that their role is not that described by Carette and McLachlan. They are not being asked to teach a language with which they are not familiar. Nor are they being asked to become experts in Languages pedagogy. What they ***are*** being asked to do is model behaviours of expert learners, and to verbalise their learning and learning strategies in collaborative discussions with their co-learners; the students in their class. The role of the classroom teacher is to use the language; there is no expectation that they will do so exclusively (with no recourse to English), nor that they will do so accurately. They discuss their emerging understanding of target language lexicon and syntax as out-loud 'noticing' of features of the language; these discussions constitute collaborative reflection, not teaching of grammar.

Concretely, the type of support which is required means that a Languages Leadership Team must be established, with responsibility for creating and disseminating planning to the whole school. This team must include a native or fluent speaker to provide linguistic input, as well as a Lead classroom teacher, preferably with expertise in early years' literacy teaching, to provide pedagogical expertise. Most schools find this team requires at least a half day per week for planning purposes, which needs to be factored into the time allocation for each of the team members. Various strategies for covering the classroom teachers' release during this time have been adopted by different schools.

In addition, the activities included in the weekly planning documents often require the creation of resources; a time and labour-intensive activity. Simple, age-appropriate stories which can be used for modelled, guided and shared reading need to be drafted in high-frequency language of a suitable level, and illustrated with either

original drawings, photographs, or royalty-free images. Even if learners participate in co-constructing these stories as part of the learning activities themselves, the Language specialist needs to review the language modelled in the stories and edit to ensure the finished product is accurate and appropriate for the specified learning intention. Teachers willingly share electronic versions of resources between schools, but this bank only grows through ongoing contributions from multiple sources. Some shared documents still need to be printed, laminated and cut in order to provide durable physical resources which are effective in early language-learning. Sets of these resources are required for each class; flashcards, games, self-assessment and peer-observation templates, talking posters etc. Some schools employ secondary school or university Language students as Learning Support Officers to perform these tasks, while in other schools the Language expert or members of the Languages Leadership Team perform this role. Again, a minimum of a half day per week is generally required for the creation of resources.

Once the planning and associated resources are ready, they need to be shared with classroom teachers. The most effective strategy for this has been for members of the Languages Leadership Team (who created the planning) to share it with year level teams during weekly planning sessions, with 15-20 minutes of this planning time reserved for this purpose. Unless the Languages Leadership Team includes a representative from each year level grouping, the Language specialist will need time to attend these meetings to present the material. Where the Language specialist is employed part-time and their days do not coincide with year level planning meetings, an alternative arrangement needs to be found. Additional (not alternative) strategies implemented by schools to support staff include reserving 5

minutes at the beginning and end of weekly staff meetings for gesture-led revision of weekly focus vocabulary, and providing optional lunch time/after school sessions for staff needing extra support to gain confidence in using the target language.

The Languages expert also needs to observe at least 1 lesson per week led by each of the classroom teachers, taking note of language and gesture use, and listening for gaps and errors in language production. This diagnostic monitoring information is fed back to the Languages Leadership Team to inform future planning, for continuous improvement of the Language program. The observations help determine whether the support measures in place for teachers are effective, and what vocabulary and syntax focus is required to continue developing cumulative language acquisition.

All of these support requirements involve including non-teaching time in the allocation of members of the Languages Leadership Team. The logistics of providing the required support therefore involve some timetabling considerations, but the main question regarding timetabling is how and when Language learning will be scheduled.

8.3.3 Timetabling

Initially, when discussing the Teachers as Co-Learners model with new schools considering its implementation, the first issue raised was inevitably around timetabling; 'How do classroom teachers retain sufficient planning time if Languages is no longer used to provide their release?' Since 2016, progress has been made. Many supportive school leaders now recognise that the role of Languages in the curriculum is not to provide planning release time for classroom teachers. The

provision of release time has become a logistical challenge which is no longer insurmountable, largely because there are now numerous precedents of successful alternatives. Feedback from principals during CEM ALL PL Program workshops and coaching visits has been that these alternatives become achievable because as leaders, they perceive there is no other choice. When they commit to creating the conditions necessary for a quality Languages program, regular contact with, and opportunity to use the target language become non-negotiable. As one Principal said, "timetabling, budgeting and provision of release time is my issue to solve, not my staff's."

This does not mean that timetabling ceases to become a consideration. Clearly, this is one of the greatest initial challenges to overcome when planning for, and attempting to achieve staff buy-in for this type of transformational change. But beyond the initial changes, further questions are beginning to surface relating to the optimal timetabling of focus sessions for language acquisition and development. The definition of this model is that there is a scheduled daily Language focus session in which classroom teachers learn alongside their students (in addition to incidental use throughout the day). Teachers incorporate these sessions into their planning in different ways, but in all schools, they are visible elements of the daily timetable.

In the very early stages of limited vocabulary acquisition, a short 10-minute session is sufficient to revise the language already presented and introduce a small number of new items or structures. Activities with a vocabulary of only 20 - 30 words are limited in scope and the amount of time required for completion. Many teachers find using gesture-led revision of vocabulary during periodic 'brain-breaks' and natural transition moments during the day is an effective addition to the daily focus

session.

Once the acquired vocabulary begins to grow beyond 50 items, even more so once 100 items have been introduced, teachers report that they tend to extend the allocated 10-15 minutes, to 20 minutes or more. There is a natural desire to 'do more' with the language; activities become more complex and language production becomes more extensive, requiring more time. Fitting the desired activities into even a 20-minute session becomes challenging and feels 'rushed'; the result is that the post-activity whole group, metacognitive, reflective learning discussions rarely happen.

It may be more beneficial to adjust timetabling with a more fluid approach based on the level of language acquisition. In the early stages, 10-15 minutes daily appears to be appropriate and meets the attention-span needs of very young Foundation learners (age 5-6). By the second year and even more so the third year, an additional 1 x 40-50 minute session per week (or 2 x 30-minute sessions) would allow an opportunity to plan more extensive language activities. Incorporating target language activities into the time devoted to Literacy (previously only involving English) can be either an alternative or an additional way of increasing the time available for more extended tasks.

Such suggestions also substantially increase the quantity of time devoted to Languages. Prior to the Teachers as Co-Learners model being implemented, this idea is rarely met with support. However, once the learning outcomes and meta-learning benefits become visible, school communities tend toward these approaches of their own accord. Amongst the 34 schools currently implementing the model,

timetabling varies considerably. There is insufficient data available as yet to investigate whether any patterns in rate and accuracy of language acquisition can be linked to different timetable structures.

While the necessary support structures outlined in the preceding sub-sections are all essential for the effective implementation of the Teachers as Co-Learners model, it is ultimately the actors themselves who ensure its success. The roles of both Languages and classroom teachers undergo extensive change. It is essential to clearly define and articulate their new roles in the envisioned learning community. The following sub-sections address these questions.

8.3.4 Role of the Languages Specialist

Beyond contributing to planning and preparation of resources, the key contribution of the Languages specialist is to empower classroom teachers to become leaders of Language learning. As such, they become (at least to some degree) teachers of adult learners, rather than solely teachers of children. In Victoria, this represents the training of a percentage of primary years' Language teachers in any case (very few are trained as primary years' Language teachers; most are either secondary-trained or trained as teachers of adults, with some receiving temporary permission to teach on the basis of their degree of fluency (Department of Education and Early Childhood Development, 2013).

All school staff have had prior experiences of school-based language learning; most describe these as unsuccessful. This creates limiting beliefs for classroom teachers regarding their own language learning capacity, which need to be overcome. A gesture-based approach as promoted by the ALL Approach (and

described in Section 2.3.2), focussing heavily on high-frequency, functional classroom language (see Section 2.3.3), is a new experience which provides hope and willingness to engage in a different type of learning.

For many trained Language teachers, this model and style of Language instruction and learning involves a significant shift in their own beliefs and practices. Many find this shift reinvigorating, but not all. The focus is heavily on spontaneous oral language production for classroom interaction in the early stages. For some, this feels too restricted when compared to the broad range of language skills included in the curriculum. It also means letting go of their student-facing teaching role (at least to some degree) and enabling a novice speaker to lead learning using unscripted language, with all of the error-production which is inevitably involved. Immediate identification and correction of these errors by a specialist teacher quickly leads to a reduction in willingness to communicate on the part of classroom teachers (as it does for students). The initial focus needs to remain strongly on conveying meaning, rather than accuracy of form. For some native or fluent speakers, resisting the urge to constantly point out and correct errors can be challenging.

This does not mean that errors remain unaddressed forever. The Languages specialist is not a passive observer when classroom teachers lead a Language focus session. An important part of their role during these sessions is to observe and take note of consistent error patterns produced, and feed these back into planning, which in this way becomes responsive to learning needs. Activities are then created to help learners identify and practice using accurate language patterns.

Diagnostic Monitoring — one of the 8 key strategies of the ALL Approach —

implies that the person doing the monitoring is the person doing the teaching. In the Teachers as Co-Learners model, classroom teachers are learners, not teachers. They are also not responsible for drafting and adjusting the planning; this is the role of the Languages Leadership Team. A key element of the Language specialist's role, whether they are a qualified teacher or a native speaking/fluent Language assistant, is to engage in this diagnostic monitoring through observation. This is another reason (beyond support for teachers) why it is important that they attend at least one session per week, led by each classroom teacher (rather than themselves). In addition to observing error patterns, the Language specialist becomes the eyes and ears in classrooms for the Language Leadership Team, assessing whether the support strategies in place for teachers are effective and are leading to desired learning outcomes. They listen for frequently-used English interactions which could be incorporated into the target language planning. This means that a traditional sequence of grammar introduction (as presented in most textbooks) is usually not appropriate. For example, past tense is a commonly used grammatical form in classroom interaction and so is needed very early in functional language learning.

8.3.5 Role of the Classroom Teacher

First and foremost (it is worth repeating), the role of the classroom teacher in this model is that of co-learner, not teacher. They are asked to role-model learning and using a language with which they are unfamiliar, making successful and autonomous learning, learning strategies and learning dispositions explicit for students in their class. Their own curiosity and willingness to communicate has a strong impact on the attitudes (and learning outcomes) of their students.

Incorporating target language into their speech throughout the day is also not the full extent of ways in which classroom teachers facilitate curriculum integration in this model. From their position of responsibility for the language and literacy development of their students, classroom teachers are in a prime position to make explicit the links between English literacy, target language literacy, and Literacies more broadly. Specialist Languages teachers have long advocated for such integration across the curriculum, but have rarely been in a position to enact it.

However, to describe the classroom teacher as 'only' a learner is also inaccurate. They are professional educators and, as such, bring valuable insights to the Teachers as Co-Learners model. Their knowledge of the learners in their class (developed through the close relationships which are only possible with daily contact), including preferred learning styles, individual needs, suitable differentiation strategies and opportunities to embed and connect the learning across the week in meaningful ways, are all invaluable to the enactment of the planned Languages program developed by the Languages Leadership Team. Their feedback is essential to allow the Languages Leadership Team to evaluate the support structures in place and determine the pace at which language acquisition can be expected to progress. Even in their modelling of learning, classroom teachers are still teaching; teaching students how to learn.

At School Q, the Teachers as Co-Learners model was implemented in 2019. The variation they have chosen is for a qualified Italian specialist (0.4FTE) to support classroom teachers' learning, as well as deliver a single 40-minute Italian 'clinic' per fortnight for each class, which the classroom teacher also attends. During a coaching visit (November 2019), a Year 3-4 teacher with no prior knowledge of Italian before

2019 described the way she now sees her role;

> *I think the program has really helped; when I'm teaching, it doesn't matter whether it's Italian or English, but we're talking a lot about the grammatical parts of it, the verbs, the adjectives. There's been a lot more talk in the classroom about the different languages that the children have… One of them shared all about, he's from Lebanon and Syria, and he shared with the whole class. And he's probably one of my lowest learners and he was so confident to get up and share that, and he's taught us a few words. So that's something I've never experienced, ever, in my teaching career, is this love of language, and this understanding that all the children feel, like, it's important. So I think going from "Italian's not my role", to now I see why it's my role because it puts so much more into everything else we're doing.*

The results in this teacher's classroom are impressive; both her own demonstrated learning and use of Italian, and that of her Year 3-4 students after only 10 months. I arrived for the observation after the Italian focus session had already started; the teacher had given students the challenge of working in small groups to think of as many different Italian learning strategies they were using as possible, and to see which group came up with the most ideas. The conversation was already underway; one group had come up with over 20 strategies, and in a class of over 20 students, each group was able to contribute multiple unique ideas. It was a powerful display of metacognitive thinking made audible. The class then proceeded to explore some new language, via a slide show on an interactive white board which the classroom teacher navigated. The Italian specialist had pre-prepared the slide-show,

but was not present for the focus session. Finally, students broke into pairs and used the new language from the slide-show along with previously acquired language to collaboratively construct new phrases (with the emphasis on conveying meaning), which they then attempted to write. The lesson finished with a timed 'sprint' challenge; in small groups, students participated in unscripted conversations on any topic until someone used English. The goal for this activity was to gradually extend the quantity of time for which learners could communicate solely in Italian. During a 20-minute Italian focus session, the classroom teacher displayed effective use of time, incorporating both language use and reflective discussion.

A Year 6 teacher (also with no prior knowledge of Italian) added similar thoughts about her participation and what it means for her students;

> *I have to say really, the students buy in if you buy in. So I think one thing that's worked, has been beneficial, is that they can see that I'm having a go; I'm willing to learn, that they see me making mistakes... Actually when they don't have a class, they… for whatever reason it's been changed, they ask; "We haven't had Italian!" So that shows that for Year 6's, they're liking it!*

This role of a teacher as co-learner is not one which has been explored to date in the literature; the most likely reason is that it has not been conceptualised and implemented to this degree, on this scale, outside of the current development in Catholic education in Victoria. Languages is also one of the only curriculum areas in which classroom teachers can genuinely assume this role of co-learning at the same level as their students. With the consent and cooperation of CEM, further exploration

of longitudinal results would provide valuable insights into this highly innovative and transformational approach.

8.3.6 New Staff and Students

Toward the end of the first year of implementation, schools adopting the Teachers as Co-Learners model invariably begin to question how new staff and students commencing at the school beyond Foundation and in subsequent years will cope. This is, of itself, an endorsement of the sense of progress achieved by all learners; a recognition that there exists a significant gap after only one year. The concern over how new teachers will integrate the model into their daily teaching practice generally incites higher levels of anxiety than concerns over new students, and requires additional support to be identified and implemented. The schools which first adopted this approach have been successfully dealing with this issue for 3 years now, using a combination of support strategies.

One support strategy is the constant recycling of high-frequency, functional vocabulary, both through structured, gesture-led revision at the beginning and end of each language focus session and through integration of the language in classroom communication and interaction throughout the day. 'Bookending' focus sessions with gesture-led revision of 20 - 30 vocabulary items per session allows the recycling of up to 100 vocabulary items each week, assisting new learners (both students and teachers) to 'catch up' on acquisition as well as assisting in vocabulary consolidation for existing students and teachers. Even newly-arrived teachers can lead this activity by reading the list of target vocabulary to be revised from the daily planner and asking students to perform the associated gestures. Additionally, students can be

asked to lead these 'bookending' segments, allowing the teacher to step into the student group and participate as a learner rather than the leader.

Scripts drafted in high-frequency language for introducing activities between the 'bookending' revision segments can be used in the same way, with the new teacher either reading while students gesture, or having a student gesture (based on the script) while the teacher and the rest of the class chorally produce the language and join in the gesturing. These scripts can be co-drafted by teachers with the Language expert during weekly planning meetings, using the high-frequency language which teachers have already acquired.

Introducing short, illustrated stories compiled using high-frequency vocabulary in conjunction with Early Years Literacy strategies of modelled, guided and shared reading, drawing out predictive and inferential reading strategies, is another way of recycling this vocabulary as well as the syntax structures in which it can be embedded. The short stories can be crafted by the Languages Leadership Team, but can also be co-constructed by learners as a lesson activity (and then checked by the Language specialist for correction and to highlight error patterns).

Early-adopter schools from Cohorts 1 and 2 (all commencing their third or fourth year of the Teachers as Co-Learners Language model in 2020) have also found that as staff grow in confidence, the Language specialist is required less frequently for support in daily focus sessions. After the first year, this frees up some of their timetable, allowing them to offer additional support sessions for new (and existing) staff who wish to engage in additional learning. These sessions generally take place at lunch time or after school.

The above strategies are ways in which the school can provide support for incoming staff. However, the key condition for successful integration is undoubtedly the disposition of the new staff members themselves. No school to have adopted the model so far has made prior knowledge of the language a pre-requisite skill for new staff. Rather, position descriptions and job advertisements have been amended to clearly describe the language program and the teacher's role as a co-learner. A willingness to embrace the learning opportunity, and to visibly and audibly demonstrate their own personal language learning, are qualities which are both listed as key selection criteria and explored at interview.

Finally, school communities come to realise that a constant injection of new learners (both young and old) is a good thing. It provides a means of comparison for existing learners, making clear for them the progress they have already achieved. In addition, new teachers provide a refreshed cohort of beginner-level learners who have an opportunity to model the learning dispositions and strategies required in this early stage, which more experienced learners have moved beyond.

8.3.7 Assessment and Reporting

A key concern of staff when a school considers this type of transformation is that very few classroom teachers are trained in the Victorian Curriculum - Languages and therefore feel unable to conduct assessment and provide reporting against the Achievement Standards. Three distinct strategies have emerged so far for dealing with this issue.

The first strategy places the responsibility for assessment and reporting with the Language specialist. In some schools, the Language specialist designs

assessment tasks which classroom teachers administer with their students. These are then reviewed by the Specialist to inform their drafting of reports. In other schools, assessment is carried out by the Specialist, withdrawing individual or small groups of students from general class time. This is a time-consuming process for an individual person to cover for an entire school. A variation is for the specialist to administer assessment tasks during the allocated language focus sessions, supplemented by anecdotal records of student language performance. Although this is an assumed part of a traditional Language teacher's role, it is one which has historically proven challenging in a single weekly 60-minute lesson for the reasons listed in Chapter 1. Conducting them in short 10-15 minute focus sessions is even more challenging. It should also not be assumed that a specialist Languages teacher has the assessment literacy required to carry out rigorous assessment without further professional learning and support.

The second strategy is for classroom teachers to become responsible for assessment and reporting of their own students. Schools who opt for this approach seek out and provide professional learning opportunities for classroom teachers to familiarise themselves with the Victorian Curriculum - Languages and, in particular, the Achievement Standards. Staff meetings are devoted to assessment moderation among and between year levels. Rubric resources are created by the Languages Leadership Team to guide teachers in their assessment of students' progress. Generic descriptors on student reports for the Languages curriculum clearly indicate to parents that the focus of the program is on the development of functional oral language skills for classroom interaction. Some schools have adopted key indicators for this skill which are rated against a 5-point scale, as required by the Victorian

Curriculum and Assessment Authority (Victorian Curriculum and Assessment Authority, 2015).

The third strategy is that proposed by the ALL Approach; for learners to become responsible for their own self-monitoring of progress (key strategy #7) as well as for the official reporting of that progress to their parents (key strategy #8). As discussed in Chapter 5, this is one of the 8 key strategies for which adoption has proven the most challenging. While a number of schools have agreed in principle to adopt this reporting process and format, in practice all are still working toward full implementation.

There is an opportunity for classroom teachers to model this process by monitoring their own progress, sharing those results with their students, verbalising their personal reflections on their own learning goals and strategies and drafting a report for themselves. To date, this opportunity has not been realised. This is an issue which requires technical support; either working with technology providers to modify existing reporting platforms, or providing professional learning to staff to discover how the existing platforms can be used for learner self-reporting. However, more than the technological issues involved, this represents a shift in beliefs and attitudes regarding reporting, reporting responsibilities and learner autonomy. The following sub-sections discuss further shifts in beliefs and attitudes toward language itself, and Language learning, which are also required in order for this model to be fully and successfully implemented.

8.3.8 Accuracy

A frequent concern raised by both Languages specialists and non-speakers

when considering the Teachers as Co-Learners Language model is the inaccuracy of language produced by classroom teachers. The modelling of 'inaccurate' language for students is seen as a potential problem, with fears of it leading to 'fossilization' of errors, described by Ito (2017, p. 116) as "a persistent lack of change in interlanguage patterns, even after extended exposure to or instruction in the target language."

Learner data collected in schools having implemented the model includes numerous 'errors' in language production in comparison to the ‘native-speaker norm’ model of language proficiency. However, in early foreign language acquisition in a communicative context, these 'error's are in fact proof of an emerging interlanguage, described by Selinker (1972, p. 214) as "a separate linguistic system based on the observable output that results from a learner’s attempted production of a TL [target language] norm" during "meaningful performance situations" (i.e. unscripted attempts to convey meaning using a language which is in the process of being acquired). He describes rehearsed role-play sequences and memorised presentations as not constituting "meaningful performance situations". When viewed in this way, 'errors' in spontaneous speech are a sign of more meaningful learning than perfectly uttered, rote-learnt phrases.

The construct of interlanguage has been a durable one, with Pallotti (2017, p. 409) discussing ways in which application of its principles (originally envisaged for the research domain) can be more broadly applied to instructed second language acquisition to promote a focus on how learners learn (rather than on how teachers should teach) through diagnostic assessment, and in doing so, be used to promote

learner autonomy.

There are thus multiple perspectives from which the issue of accuracy in language production of L2 learners can be viewed. The first is the monolingual view of the idealised 'native speaker norm' which is based on a deficit model of L2 bilingualism, in which L2 learners in school contexts can never attain the idealised native-speaker standard, engendering "an inevitable sense of failure and incompleteness as L2 learners" (Ushioda, 2017, p. 477). It leads educators and assessors to focus on what students should be doing with language, and what they cannot do with language, rather than what they are doing.

Ushioda contrasts this monolingual model of language with more recent research in bilingualism and multilingualism, which is based on a linguistic multi-competence model. In this model, an individual's full linguistic repertoire, including L1 and any additional languages acquired (to any degree of competency) make up an individual's total linguistic system. Unlike Selinker’s conceptualisation of L2 interlanguage as a separate linguistic system, this linguistic multi-competence model views an individual’s full linguistic repertoire as a single phenomenon incorporating features of socially/politically named languages, which the speaker deploys in different ways under different circumstances. This repertoire expands over the individual’s lifetime, growing and changing as more features of additional languages are acquired.

Ushioda cites Leung and Scarino (2016) and Cook (2016), highlighting the importance for motivation of L2 learners self-identifying as users of the language from the outset of instruction, with a focus on development of multilingual and

multicultural communication competency, rather than on accuracy in relation to a native speaker norm. Her advocacy for a holistic view of multilingual repertoires echoes the call by The Douglas Fir Group (2016, pp. 26-28) for a transdisciplinary framework for Second Language Acquisition (SLA) in a modern, multilingual world. This group of authors support the view that

> *the competence of multilingual speakers is the holistic sum of their multiple-language capacities', whether those capacities are made up of 'comprehensive and elaborate repertoires, ... more specialized resources linked to particular contexts. ... minimal, transitory competences based on snippets of additional languages, ... mesh[ed] resources from multiple languages and varieties, ... [or] limited linguistic repertoires for purposes of identity performance, play, and styling'.*

They cite research by Denies, Yashima, and Janssen (2015), who found that "perceived competence of self in both the classroom and larger society, more so than motivation in and of itself, helped predict users' willingness to communicate".

It is this multi-competence view of L2 learning which the Teachers as Co-Learners of model supports. The anecdotal evidence gathered to date in the schools adopting this model supports the finding that viewing learners as developing multilingual competency, rather than perpetually falling short of a monolingual ideal, has positive impacts on willingness to communicate. Having teachers develop self-belief as learners, displaying 'perceived competence' in the classroom through their own willingness to communicate using even the most minimal snippets of additional languages, provides a strong role model for students. It can only be achieved when

teachers themselves are supported to overcome the error-correction, deficit-model focus of their own school language learning experiences and begin to self-identify as emerging language users.

In parallel to the conceptualisation of linguistic competence and the implications regarding accuracy and feedback to learners described above, another stream of research and theory to arise out of the linguistic multi-competency model of bilingual and multilingual studies is that of translanguaging. The Teachers as Co-Learners model has highlighted a new, rarely discussed purpose for translanguaging; namely, its use as a deliberate foreign language acquisition strategy by speakers of a socially dominant language (in this case, English). The following sub-section explores the concept of translanguaging through this new application.

8.3.9 The Role of Translanguaging

Defined as "the deployment of a speaker’s full linguistic repertoire without regard for watchful adherence to the socially and politically defined boundaries of named (and usually national and state) languages" (Otheguy et al., 2015), translanguaging is now acknowledged as a trait of competent multilingual speakers, rather than seen (at worst) as a deficit consequence of interference between languages, or at best as a demonstration of mastery of two separate language systems. The adoption of the term 'translanguaging' was a deliberate attempt by linguists not simply to position the behaviour as a positive trait, but also to challenge the notion of languages as separate codes, as implied by the previous terms used to describe the behaviour; 'code-switching' and 'code-mixing'.

In their study of language alternation in bilingual infants, Auer (1998) discuss the perception of these two behaviours as distinctly different; in the first the speaker is seen as obeying certain constraints and rules (switching), while in the latter they are seen as violating them (mixing). This debate has typically centred around whether early bilingualism is a 'good' thing (leading to mastery of 2 separate languages) or a 'bad' thing (leading to divergence from the monolingual, native-speaker idealised norm), and at what age and in what circumstances 'mixing' can be considered 'switching'.

The concepts of code-mixing, code-switching and translanguaging have been extended from infant language development into education and academic achievement. Both Otheguy et al. (2015) and Levine (2011) use the analogy of a speaker's multiple linguistic resources being like different dishes at a buffet, or in a cook's culinary repertoire, to illustrate the construct of features from multiple named languages being part of a single linguistic repository for multilingual speakers, rather than distinct and separate grammatical codes. This construct of language suggests that a monolingual view of assessing language skills in a school environment (in either L1 or L2) can only provide a partial view of a multilingual's full linguistic competency.

Many translanguaging studies in the field of education to date have focussed on translanguaging by speakers of minority languages and the role that multilingual and translanguaging pedagogies can play in supporting their overall academic development. Levine's work (2011) on code choice in the Language classroom is one piece of literature which looks at applications of translanguaging specifically in foreign language education. Describing his move away from a target language-only

policy towards a more flexible approach to language use, Levine advocates a multilingual approach to language choices in foreign languages classrooms. However, the context in which Levine's work is situated is secondary and tertiary Languages classrooms and the debate centres around how best to maximise available Language class time for use of L2. In this sense, despite the advocacy for translanguaging as a pedagogical approach, 'Language' is still treated as an isolated subject, separate from the rest of the curriculum. Although the pedagogical approach may support the linguistic multi-competence model described by Ushioda (see above), the organisation in which the learning takes place remains monolingual in structure.

In the Teachers as Co-Learners model, the target language is no longer restricted to an isolated, separate timetable allocation. It becomes integrated into daily language use by the whole school community in a way which exemplifies the notion of linguistic multi-competency. Initially, asking non-fluent members of the school community to incorporate the language they are learning into functional communication throughout the day can only be achieved by encouraging them to adopt a translanguaging approach. Novice speakers are not in a position to spend extended periods of time speaking the target language exclusively, or even to participate in shorter, multi-turn conversations. Using the translanguaging approach as a learning strategy means that at an individual level, a whole-class level, and even at a whole-school level, various English words and structures are progressively and purposefully replaced by newly acquired features (no matter how fledgling) of the target language. Greetings are conducted in the target language, regardless of the audience, time or place. Common classroom instructions and requests no longer

take place in English — instead of "Everybody sit down quickly", teachers use memorised chunks, such as "*Tutti seduti, veloce!*" or "*Tout le monde s'assoit, vite!*". Students know that in order to receive an affirmative response, they need to ask if they can go to the toilet, or have a drink, or get their lunch in the target language.

Est-ce que je peux aller aux toilettes avec O, s'il te plaît?
[Can I go to the toilet with O, please?]

Posso bere per favore?
[Can I drink please?]

Est-ce que je peux manger mon déjeuner, s'il te plaît?
[Can I eat my lunch please?]

Some utterances show less formulaic use of target language, sometimes using target language exclusively and sometimes using translanguaging when the necessary vocabulary is not fully acquired, for example;

Teacher: "*Je pense que* we will start in week *trois"*
[I think that we will start in week three]

Student: "*J'ai oublié* what to do *Madame* B"
[I've forgotten what to do Mrs B].

Student: "*J'ai fini. Est-ce que je lis le livre?*"
[I've finished. Do I read the book?]

Student: "You can't *seduti* there!"
[You can't sit there!]

Student: "*Je veux un stylo!*"
[I want a pen!]

Teacher: "*Thank you for chiudete la porta, come and join us, per favore*"

[Thank you for closing the door, come and join us please]

Announcements usually start with a call to attention in target language, and may include additional use of language elements;

"Bonjour tout le monde, excusez-moi. Écoute [sic] s'il vous plaît. Aujourd'hui, we are going outside, but you need to be careful of the puddles. Please make sure that you stay away from any ground water, and definitely, ne jouez pas in the sand pit!".

[Hello everyone, excuse me. Listen please. Today, we are going outside, but you need to be careful of the puddles. Please make sure that you stay away from any ground water, and definitely, don't play in the sand pit!]

Conversations between teachers in the staffroom will sometimes include playful attempted use of the target language, as in this example of negotiating a coffee run to the local cafe at lunch time;

A: *l'argent pour le café au lait*
[money for the latte]

K: *Non!*
[No!]

A: *Si! L'argent pour le café*
[Yes! money for the coffee!]

K: *Je ne sais pas*
[I don't know]

A: *Si!*
[Yes!]

K: I mean I don't know if I want your money or not...

A: *Si!* Just take it!

L: *Merci beaucoup, K.*
[Thanks a lot, K]

K: *Avec* pleasure.
[With pleasure]

There is also evidence of students assisting new teachers to fill in vocabulary gaps;

Teacher: *Tout le monde arrête s'il vous plaît et* look at *moi*
[Everyone stop please and look at me]

Student: It's '*regarde*'...
[It's 'look'...]

Weekly planning templates highlight new vocabulary for the week and encourage learners to not only consider the words in context in the target language, but also to brainstorm all the translanguaged phrases they can construct which make meaningful use of the new items. Removing the requirement to create fully-formed, grammatically accurate utterances using the target language exclusively opens up possibilities for learners to begin using the language, from the very first vocabulary items introduced. Learners are encouraged to consider newly acquired target language features as part of their total linguistic repertoire, as per the linguistic multi-competence model of language. The focus on high-frequency, functional vocabulary for the school context means there are numerous opportunities for spaced repetition throughout the day. When individuals adopt an autonomous learning mindset and deliberately self-regulate their language use to include newly acquired target language features as often as possible, these opportunities are maximised.

Some would question whether this form of mixed language use by learners in the very early stages of second language acquisition can even be considered as 'translanguaging'. However, under the linguistic multi-competence model advocated by Ushioda and the Douglas Fir Group (see the previous sub-section, 8.3.8), even the earliest words of a second language become part of a speaker's linguistic repertoire once they are able to employ them autonomously in their speech. Conversely, it is the act of consciously employing these new structures in their daily speech on a regular, frequent basis, which enables learners to embed them in long-term memory and use them autonomously. Code-meshing of the official language of instruction and the target language is therefore both a learning strategy and an example of an emerging multilingual speakers using their full linguistic repertoire; the very definition of translanguaging.

This deliberate use of translanguaging as a purposeful strategy for foreign language acquisition by creating and capitalising on frequent spaced repetition opportunities has received little attention in the literature to date. Some precedents do exist, albeit in contexts with distinct differences. Barr and Seals (2018, p. 436) describe New Zealand's national and educational policies, aimed at creating "a unified New Zealand culture" through the incorporation of te reo Māori into New Zealand English classrooms, and the ways in which personal identity and beliefs of Pākehā teachers (of white European descent) impact on their ability to enact these policies.

The national push for the revitalisation of te reo Māori in New Zealand has seen translanguaging behaviour grow on a broad national scale in both Māori and Pākehā communities in interpersonal dialogue, social media and official

documentation. The increasing appearance of te reo Māori lexicon in New Zealand English reflects a deliberate strategy to revitalise a national language which had been identified as under threat. Barr and Seals recognise the conflict between the policy-driven pressure for all teachers to incorporate te reo Māori in their classroom communication on one hand, and the personal identity and beliefs of Pākehā teachers as 'non-owners' of the language on the other, suggesting that there is a middle ground of being culturally sensitive "access providers", which they define as "one who creates access for non-native speakers to a protected language, from the position of a non-native speaker" (p. 444).

While this context is dissimilar to Australia in that in New Zealand there is a single, official national (minority) language in question (as opposed to a range of foreign languages being taught in classrooms with varying levels of community use), the roles of classroom teachers as 'co-learners' in Australia and 'access providers' in New Zealand share similarities. In particular, the role of translanguaging as a means of enabling and promoting language acquisition, whether for minority or foreign languages, is one which deserves further attention.

8.4 Chapter Summary

The Teachers as Co-Learners model is the most unexpected, but also the most innovative and exciting result to come out of the combination of the CEM LLPLP and ALL PL Programs. The benefits go well beyond the offering of Languages on a daily basis, which is, of itself, a significant shift. This chapter has briefly outlined

some variations in the way schools have implemented the Teachers as Co-Learners model, making it clear that it allows for flexibility in program structure and design and is scalable to all schools. Critical considerations for schools considering embarking on this transformational change journey were also presented, in particular the need for collaborative leadership and adequate support for staff. A new role for translanguaging was proposed; namely its intentional use by learners for the purposes of acquiring additional languages. The interlanguage productions of thse language learners were clearly positioned in the context of a model of multilingual competency, in a deliberate move away from the native speaker norm which has been so enduring as the aim in instructed language settings.

Chapter 9 – Conclusions will now review the findings in light of the 2 original research questions, and will also consider the implications for classroom practices, Languages program design, system support for change and Language policy, planning and curriculum development.

CHAPTER 9

CONCLUSIONS

This chapter commences with conclusions related to the 2 research questions; a reflection on the design of the ALL Approach as a model for transformational change in primary years' Languages programs, and the design and delivery of the CEM ALL PL program as a system initiative to support schools in implementing the 8 key strategies;

1. Diagnostic Monitoring
2. Leadership support for change in Languages
3. Frequency
4. Intentional use of gesture
5. Focus on high-frequency, functional classroom language
6. Goal setting
7. Self-monitoring of progress
8. Modified reporting focus and practices

9.1 The ALL Approach as a Model for Transformational Change

As a whole, the results of this evaluation study demonstrate that when all 8 key strategies of the ALL Approach were implemented by schools participating in the CEM ALL PL Program, flourishing learning outcomes were achieved. Perhaps not surprisingly, the complexity of the ALL Approach combined with a variety of contextual features meant that no school fully implemented all 8 key strategies in the first year of implementation (see Chapter 5). However, schools did continue to use the ALL Approach as a framework for evaluating and replanning their Languages programs after the first year. Even implementation of a sub-set of the 8 key strategies led to some improvements in learning outcomes. All schools reported increased learner engagement, and in all schools in which vocabulary growth was measured using the Speak Up! web application, an increase in the number of word types (NWT) used in the picture narration task was recorded. Teachers in all schools felt that learners had made more progress in the first year of implementation of the ALL Approach than in all prior years combined. They generally attributed this to the use of gesture and high-frequency language, and in schools adopting any of the innovative program delivery models, to the more frequent exposure to the language.

However, the 8 key strategies were not equally weighted in terms of impact on learning outcomes; as discussed in Chapter 6, diagnostic monitoring for program planning, securing leadership support for change and establishing frequent use of the target language throughout the school on a daily basis were the most critical. Without these, implementing the remaining strategies had considerably less impact.

Nevertheless, the remaining 5 key strategies are also essential. Continuing to deliver Languages without pedagogical changes (simply doing what has already been done, but more frequently) is not a suggestion which secures leadership support. In order to endorse and promote increased frequency, principals need evidence of how outcomes would improve under a different model. The modified teaching and learning strategies promoted by the ALL Approach provide leaders with hope that positive change could occur. This evaluation study begins to transform that hope into evidence.

A characteristic of the ALL Approach which also assists in securing leadership support is its flexibility and scalability. It is a collection of strategies which inform, rather than dictate, the planning for Languages programs in schools. Each school remains autonomous in their decisions, establishing a Languages program which is best suited to their unique context.

The combination of the 8 key strategies means the ALL Approach is complex, but necessarily so. It is designed to address a complex problem which cannot be resolved with a single solution. Despite its complexity, the ALL Approach could also be criticised for being too limited, due to its narrow focus on spontaneous oral language for classroom interaction. Advocates of the role of Languages in developing intercultural capability will no doubt focus on its absence in the 8 key strategies. However, this stance presupposes that language acquisition is actually occurring, and this acquisition is having a positive impact on developing intercultural skills. The baseline data collected in participating schools clearly reinforces the findings of earlier research (see Chapter 1), demonstrating that in participating schools offering a single weekly lesson (as do the vast majority of Australian

schools), students are unable to use their extremely limited vocabulary acquisition for communicative purposes. As was highlighted in Chapter 1 and reinforced by the principal of Sacred Thought primary school, such experiences lead to frustration on the part of young language learners, ultimately having a negative impact on the development of a multilingual and multicultural mindset, rather than the intended benefits. The case studies presented in Chapter 7 highlighted that flourishing language learning outcomes were only achieved when schools underwent significant cultural change, and that by participating in such change, students' intercultural capabilities were indeed favourably developed.

Likewise, the absence of references to the skills of reading and writing (or to literacies more generally) in the 8 key strategies may be criticised. The lack of emphasis on reading in particular may hinder the attainment of the intended oral language outcomes, even in the early phase of learning for which the ALL Approach is proposed. Literacy development supports oral language development and vice-versa (Department of Education and Training, 2019b). Promoting literacy in the target language also conveys the value accorded to a minority language by the dominant community; it is a powerful statement that 'this language matters to us'.

This focus on developing reading skills had been a key feature of the precursor program upon which the ALL Approach was based (see Introduction and Appendix A). The French reading program played a significant role in creating a whole-school culture of valuing the learning French. Establishing a similar literacy program was deemed too challenging for schools to implement concurrently with more critical transformational changes (securing leadership support for increased frequency and cultural change, along with key pedagogical changes), and was

therefore omitted from the design of the 8 key strategies.

Literacy has not, however, been ignored in the CEM ALL PL Program. In those schools where robust new program structures are now firmly in place, literacy activities are being incorporated into Languages program planning. CEM ALL PL Program workshop sessions assist schools to incorporate techniques adapted from the Literacy Teaching Toolkit (Department of Education and Training, 2019f) into their target language program delivery. Consideration will need to be given to incorporating this into the ALL Approach design, potentially as part of stage 2 of a phased transformation.

With regards to key strategies #6 (goal setting) and #7 (self-monitoring of progress), the criteria of number of word types (NWT) and average sentence length (ASL) used to measure progress were relevant and meaningful for learners in Years 3 - 9. Learners found the immediate feedback in Speak Up! for both measures (but NWT in particular) motivating. However, as measures of content in a picture narration task, they are inadequate; particularly as language acquisition progresses. Additional criteria such as number of key points (NKP) and adherence to the narrative genre structure (orientation, complication, resolution, conclusion) are also necessary to assess more complex responses. Hsieh and Wang (2017, p. 3) report that rate of speech has also been shown to be a "consistently strong predictor" of foreign language fluency. This is another metric which can be measured in Speak Up!, but which to date has received little focus in goal setting and monitoring. The results of the 2 case study schools presented in Chapter 7 show that goal-setting and regular opportunities for self-monitoring of progress had a positive impact on learning outcomes. This suggests that any criteria used to assess language

production should be transparent to students and be part of their goal-setting and goal-monitoring habits.

Despite these limitations, the ALL Approach does appear to be an effective model for transformational change. However, its complex, innovative nature means that successful implementation in schools requires a substantial investment in system support. Without the extensive coaching provided through the CEM ALL PL Program, it is unlikely any of the 8 key strategies would have been implemented to any great degree, in any school. The following section summarises the findings regarding the design and delivery of the CEM ALL PL Program as a mechanism for meeting these system support requirements.

9.2 The CEM ALL PL Program as a Model for System Support of Change

As shown in Chapter 5, the CEM ALL PL Program has had a measurable impact on Languages programs in schools from both structural and pedagogical perspectives. While the structural changes only occurred in 34 of the 89 schools to have participated in the CEM ALL PL Program, this represents substantial progress in comparison to decades of failure more broadly in Australian education to achieve any structural change at all. The lack of structural change in the remaining 56 schools, along with varying levels of uptake of remaining key strategies, points to possible room for improvement in the design and delivery of the CEM ALL PL Program. Nevertheless, when the CEM ALL PL Program is considered in the context of the broader support offered by CEM for Languages rather than as a stand-alone intervention, the impact is resounding. The support for Languages offered by CEM

(made possible by CECV's Targeted Funding model) does provide a strong model of system support of change. In particular, the sustained provision of quality coaching was identified by schools as critical to their successful implementation of transformational and cultural change.

Of CEM's various professional learning offerings for Languages, the Leading Languages Professional Learning Program (LLPLP) was the most effective in securing leadership support for the required structural changes in Languages. Conversely, the ALL PL Program provided more extensive learning and opportunities to practice the intentional use of gesture to teach high-frequency, functional language. The focus on learner autonomy was also stronger in the ALL PL Program. Together, these two PL Programs effectively lay the groundwork identified as critical for successful change by various models of Change Management (see Chapter 2). The links made with rigorous, evidence-based research during both of these PL programs encourage deep professional reflection. They provide participants with confidence that the strategies proposed could be successful, ensuring schools embark on the implementation journey with enthusiasm rather than resistance.

Within Catholic Education Melbourne, the structure of support already in place provides opportunities for alternative PL Program structures which could still deliver the 8 key strategies in a more segmented, potentially more digestible format. For example;

1. Diagnostic Monitoring, Leadership Support, Frequency, and Reporting could be covered in the Leading Languages Professional Learning Program, as these are the key strategies with which principals need to engage

most strongly.

2. Gesture and High-Frequency Functional language could be covered in a dedicated professional learning program (potentially through external providers such as the AIM Australia conferences and workshops, particularly for teachers of French, Mandarin and Japanese).
3. Learner Autonomy could become the focus of a dedicated professional learning program of reduced scope, which could be opened to cross-curriculum participation, creating further opportunities for Languages teachers to learn alongside their generalist classroom teaching colleagues.

Provided both CEM and school Language leadership teams maintain an overview of engagement with the 8 key strategies as a whole, segmenting the delivery of the ALL Approach in this way would not necessarily be detrimental for Catholic schools. Similar segmented professional learning structures could also be established by other educational systems; however, there would be a risk that the system-wide awareness achieved through a 4-year focus on presenting the ALL Approach as a whole to Catholic schools would be more difficult to achieve if it were initially presented in this segmented manner.

The CEM ALL PL Program promotes high expectations; it challenges schools to no longer accept the status quo of low levels of oral language development for spontaneous interaction. The setting of specific, measurable goals provides a basis on which school Languages program planning can be developed and constantly revised to ensure success. Change was not uniform across all participating schools, nor was ongoing engagement with coaching. Demand for coaching was generally

strongest from schools in which leadership actively participated in leading change, and in which the Teachers as Co-Learners Languages model was implemented. Due to their sustained, high level of engagement, these schools benefited from more extensive coaching than many of the schools in which there was lower adoption of the 8 key strategies. The success achieved by these early adopters has made it easier for additional schools to implement the Teachers as Co-Learners model, demonstrating that investing resources in quality, ongoing support for a small number of carefully selected, motivated participants is more effective than dispersing funds over a broader audience for stand-alone, unsupported professional learning.

The use of multiple, highly qualified and experienced presenters provides participants in the PL Programs with multiple viewpoints, interpretations and models of teaching practice. This reinforces the message that the ALL Approach is a combination of suggested strategies, not a dictated, new Language program format. The mix of professional learning and professional development activities described in Chapter 3 provides a range of learning experiences. Both are necessary; teachers identified the demonstration of practical activities, followed by opportunities for practice within a peer group of learners (and followed up with in-school coaching support), as being critical to shifting classroom practices.

The content and delivery of the CEM ALL PL Program have evolved over time based on coaching observations, professional reflection and participant feedback. As discussed in Chapter 5, changes made have been partially successful in improving uptake levels of the 8 key strategies, but there is still much room for improvement. The CEM Languages team will continue to evaluate and improve the ALL PL Program; for example, the participant attrition rate in the final months is an area to

investigate. Some changes may assist to minimise this; for example, increased differentiation for participants from schools returning for multiple cohorts could be achieved by increasing the ratio of professional learning-type activities in comparison to 'training' (professional development) type activities. Encouraging these teachers to engage in action research projects within their school (potentially with a view to publishing the results) is an opportunity for extended learning and has been introduced for Cohorts 3 and 4.

The results of this evaluation show that of itself, the CEM ALL PL Program had a measurable impact on Languages provision in participating schools. When considered in the broader context of CEM's successive Languages strategies; professional learning specifically targeting principals and school leaders; and extensive, sustained provision of in-school coaching; the ALL PL Program is a key element of a strong model for system support of transformational change.

Having responded to the 2 research questions originally posed for this evaluation project regarding i) the design of The ALL Approach and ii) the design and delivery of the CEM ALL PL Program, this chapter will now explore more broadly the contribution of the results to the field of Instructed Second Language Acquisition. This exploration will proceed from micro to macro level analysis, commencing with implications for classroom practices.

9.3 Implications for Classroom Practices

Two results were consistent across all participating schools. Firstly, the shift of vocabulary focus from topic-based items to high-frequency, functional language which had been carefully selected to facilitate spontaneous classroom interaction, gave learners a much greater sense of being able to use the language. Secondly, the intentional teaching gestures assisted in the acquisition and retention of this vocabulary; helped identify word boundaries in formulaic phrases; and highlighted grammatical patterns. It made gesture-led expression and vocabulary revision possible, promoting production of language using active recall rather than repetitive mimicking. It also maximised opportunities for students to produce language, by providing an alternative to the predominant question-response-feedback model of teacher-student interaction. Feedback from teachers and students show that these 2 strategies alone (gesture and high-frequency vocabulary) have beneficial impacts on language learning.

Students also reported that personal goal-setting against transparent, measurable criteria and opportunities to monitor their own progress were helpful. Likewise, having their spontaneous use of the target language for classroom interaction feature as a key measure of progress on their reports motivated them to try and speak more in class. Anecdotally, students who were given opportunities to lead language revision using gesture reported finding the experience empowering, as it deepened their awareness of their own developing language skills.

All of these results confirm that the strategies proposed in the ALL Approach

have broad application and should be included in all foreign language classrooms. However, despite the positive results for these 5 key strategies, it was also clear that without addressing the fundamental issues of leadership engagement with diagnostic monitoring to evaluate and improve Language programs, including specifically addressing the need for frequency, learning outcomes cannot be optimised. The following sub-section discusses the implications of this finding, as well as the implications of the innovative Teachers as Co-Learners model through which an increasing number of schools are meeting this challenge.

9.4 Implications for Languages Program Design

The data collected for this evaluation study provides clear evidence that the traditional model of a single weekly Languages lesson does not lead to cumulative language acquisition. The results of those schools retaining this model, while implementing the remaining key strategies of the ALL Approach, confirm that changes to classroom practices alone cannot achieve optimised language learning outcomes. The message is clear; if schools are serious about designing and delivering a quality learning experience in Languages for their students, they must address the issue of frequency.

While this new evidence makes a valuable contribution to the field of Instructed Second Language Acquisition, this result is so expected that, of itself, it is unlikely to inspire great change. As discussed in Chapter 1, numerous reports have highlighted that a single weekly lesson of 60 minutes or less is insufficient for language acquisition. Awareness of frequent exposure as an essential condition for language acquisition has not been the stumbling block to achieving it in the past; it is

finding feasible ways to offer daily language exposure with the resources currently available which has been the issue.

This evaluation has provided evidence of enhanced language learning outcomes achieved through an innovative, scalable model which has been devised and voluntarily adopted with strong leadership and whole school support in 34 schools. The Teachers as Co-Learners model addresses what Liddicoat et al. (2007, p. 118) described as the 'apparently intractable problem' of Australian Languages education; the career-limiting, marginalised role of the specialist Languages teacher (see Chapter 1). In this new model, the Languages expert becomes a member of a valued leadership team, with regular engagement with all staff. A potentially significant turning point is created for primary years' foreign language education.

The additional benefits inherent in the Teachers as Co-Learners model (beyond the key outcome of enhanced language acquisition) provide strong motivation for school leadership to consider its implementation. Two of the 34 schools to have adopted the model have subsequently undergone a change in Leadership. The new principal has embraced the Languages program as a positive, key feature of the school's learning program and culture. The fact that these programs not only survived leadership changes, but continue to thrive, is again testimony to the strength of the model for these key stakeholders. Likewise, changes in staff do not create the key person risk associated with a single Language specialist. Learning outcomes are no longer dependent on the expertise of a single teacher. Alison (principal at Our Lady of Collaboration school) eloquently articulated an additional added value of the model; she felt that classroom teachers genuinely modelling learning strategies brought the metacognitive elements of the curriculum

to life, turning theory into action in a way which had not previously been achieved in their school. Integrating Languages into general classroom communication breaks down divisions between curriculum areas. Languages can become an integral part of the Literacy program of the school in ways which non-bilingual programs have rarely managed to achieve.

However, the rapid adoption of this model with varied success across schools has highlighted that in order to achieve desired outcomes, support structures are essential. An effective Languages leadership team must be established, to whom time release must be provided for planning and materials preparation. The role of the specialist Language teacher in this team may not necessarily remain predominantly student-facing. This does not make the role any less essential; it is the nature of it rather than the need for it which may change. This is one of many new questions raised by this whole-school approach to the adoption of daily language use.

The model has worked well in Victorian primary schools where only one foreign language is taught. How would this be translated into a context offering multiple languages? Could parallels be drawn with multilingual families and cultures, in which children acquire not just 1 or 2, but multiple designated languages simultaneously? Would it be possible to achieve this in an instructed setting? Or would it be more judicious to suggest that schools focus on developing competence in a single target language, as has occurred in the Catholic primary schools participating in the CEM ALL PL Program to date? In most Australian secondary schools, multiple target languages are offered as part of the Languages program. In addition, homeroom teachers see students for only a brief period in the morning for roll call and the rest of the day is spent with a variety of specialists. Secondary

teachers participating in the CEM ALL PL Program have observed the evolution of the Teachers as Co-Learners model with interest, but have not yet identified ways in which it could be adapted to their context.

While the model has been developed by schools, within schools, it has not been achieved without the support of the CEM Languages coaching team. The results of the Teachers as Co-Learners model in Catholic schools could be used as a powerful catalyst to launch transformational change on a broader level, provided the necessary support is provided by other educational systems. The following sub-section explores the implications for system support of change.

9.5 Implications for System Support of Change

As discussed in Chapter 5, the ALL PL Program was only partially successful in securing leadership support for change, and only with schools in which the principal engaged with CEM Languages support, either through the Leading Languages Professional Learning Program (LLPLP) or through in-school coaching. Despite workshop sessions designed to provide strategies and support, specialist language teachers participating in the CEM ALL PL Program felt disempowered to initiate conversations with their school leadership in ways which mirrored those cited by Liddicoat et al. (2007, p. 117) (see Chapter 1). When it was suggested they attempt to use the research findings presented in workshops to make a case to their school leadership for increased frequency, the response was generally 'there's no point even trying".

In Australia, principals have autonomy over many aspects of school management; this is one of the reasons why their support for change is so critical.

Provided their school meets regulatory requirements, there is no external inducement to address the quality of their Languages program. Within the Languages teaching community, this lack of commitment to creating rigorous program structures is often lamented as an underlying reason for the lack of progress in establishing quality Languages programs. However, my own experiences as both a Languages teacher and as a Languages coach engaging with school principals is that these perceptions of their attitudes are often ill-founded. The majority of principals I speak with do care about Languages; they care deeply about every aspect of student learning. They are aware that the language learning outcomes in their school are limited, and would be delighted if that could be improved. What they lack is the knowledge, skills and a vision for how to achieve the outcomes they desire.

Most Principals have had careers in education which began in generalist teaching, or a curriculum area other than Languages. They feel knowledgable about pedagogy for curriculum areas in which they experienced success as learners themselves, or which they have had experience in delivering as teachers. Most don't feel knowledgable about Languages. They rely on the Languages expert in their school to lead program implementation, without empowering those experts to do so. Principals have not been an audience of the many reports (cited in Chapter 1) which have highlighted the structural issues to date. Herein lies an unacknowledged, underlying cause of the decades-long stalemate, which can only be resolved through dialogue. This is the critical need for system support; to open professional dialogue where teachers cannot.

Leadership support in the Victorian Catholic sector has been secured by

proactive engagement with school leadership by the CEM Languages coaching team, which in turn has created relationships of trust. The existence of this team, and the coaching and professional learning it provides, are made possible by the Targeted Programs funding model of CECV (see section 3.1). The provision of Languages professional learning specifically targeting principals (LLPLP), allowing them to learn alongside and from their peers, has resulted in these school leaders becoming informed advocates for Languages. If other educational systems seek to emulate the results reported in this study, they will first need to put in place the systemic structures for support required to assist schools in their jurisdiction, starting with strong engagement with principals.

Once leadership support for change is secured, the need for system support is not over. The provision of ongoing professional learning and coaching, and the development of shared, high-quality resources require a sustained investment on the part of education systems. The Teachers as Co-Learners model would not have been possible to implement in the 2 case-study schools, nor in any of those to subsequently adopt the model, without substantial system support. Conducting and disseminating rigorous research is another way systems need to contribute to transformational change, by providing evidence of enhanced learning outcomes, thereby creating belief in possibilities and raising expectations. Providing evidence of changes in Languages programs resulting in enhanced outcomes in other curriculum areas (such as personal capabilities, critical and creative thinking, and literacy skills) is necessary to move the existing theoretical rationale statements for the mandatory offering of Languages to evidence-based justification.

Both the Victorian Department of Education and the Catholic Education

Commission of Victoria are currently developing online assessment platforms. They also provide advice to schools about the required format for reporting of student progress, based on statements from the Victorian Curriculum and Assessment Authority. As such, both the government and Catholic systems have a large role to play in assisting schools to promote greater learner autonomy in assessment and reporting. This will need to include planning to allow for learner autonomy in their own technology infrastructure, as well as engaging with external software providers to ensure the tools used by schools encourage, rather than impede, learner autonomy.

The Catholic education system is not a small organisation, but it is smaller than the government system. Often, smaller organisations are able to be more agile in their response to the need for change. The ground-swell created by the rapidly expanding adoption of the Teachers as Co-Learners model in Catholic schools is an example of this agility. It places Catholic Education Melbourne in a strong position to lead cross-sectoral collaboration in this area, in order to promote the same opportunities for learners in government and independent schools. Precedents for this type of collaboration exist; under the federal funding provided in the late 2000's for the National Asian Languages and Studies in Schools Project (NALSSP), government, Catholic and independent sectors worked together effectively to provide a range of professional learning for Language teachers, regardless of the sector in which they were employed.

Just as within the micro-community of an individual school, change must be led simultaneously from both bottom-up and top-down, so too at the macro-level of policy, planning and curriculum development, national leadership has a role to play in

the top-down support of change, while educational systems initiate action from the bottom up. The following sub-section explores these macro-level implications.

9.6 Implications for Policy, Planning and Curriculum Development

There is a clear disconnect between policy and implementation of Languages education in Australian schools. Decades of recommendations for frequent timetabling of Languages have had no impact, yet this is a critical condition, without which cumulative language acquisition cannot occur. However, using policy to mandate (rather than simply recommend) that delivery of Languages increases to a daily occurrence is likely to meet with overwhelming resistance. As discussed in Chapter 2, collaborative leadership is required for successful implementation of transformational change. This is as relevant at the national level of policy, planning and curriculum as it is at the school and system levels.

The Australian Federation of Modern Language Teachers' Associations (AFMLTA) is the peak body for Languages educators in Australia. Developing closer consultative relationships with the Australian Primary Principals Association (APPA) could replicate at a national level the role CEM has played with primary principals in Catholic schools in Victoria. There is clearly work to be done; the APPA's website gives no guidance to principals relating to quality Languages programs. The literacy resources developed by APPA refer to English as an Additional Language or Dialect (EALD) students and their needs, making no reference to the role of additional/ foreign Languages in broader literacy development for all students. The only

reference to the implementation of Languages is found in the position statement 'The Overcrowded Primary Curriculum; A Way Forward' (Australian Primary Principals Association, 2014, pp. 9-10), in which it is recommended that Languages are only taught at primary schools "if there is a qualified teacher available, if adequate time is available, and if the language can be maintained for a period of years". Given that 'adequate time' is only provided in the 12 designated bilingual primary schools in Victoria, the implication is that Languages should only be taught in these schools. In the curriculum model recommended for primary schools by the APPA, Languages is not included in suggested time allocations. This position could be viewed as a negative stance toward Languages; it could also be viewed positively, as evidence of a desire for strong learning outcomes in Languages to be achieved. Again, how that can be accomplished can only be explored through dialogue.

The AFMLTA has recently been engaged by the Australian Government Department of Education, Skills and Employment to develop a new National Languages Plan and Strategy by 2022 (Australian Federation of Modern Languages Teachers Associations, 2020). The 2 projects listed currently appear to focus on increasing participation in Languages education. It is critical that this new strategy have an impact not only on participation, but on learning outcomes, and in particular on learning outcomes for spontaneous oral language interaction. Meeting this fundamental community expectation of language learning is central to any attempt to improve rates of participation in Languages education. The AFMLTA proposes extensive engagement with key stakeholders prior to publication of the new national plan. Given the key role of school principals in leading the transformational changes required to achieve enhanced learning outcomes, the Australian Primary Principals

Association must be considered as a key stakeholder in this consultation process.

Another way of creating dialogue around the issue is to make expected outcomes more explicit in curricula, and to make assessment and reporting against those outcomes more rigorous. As highlighted in Chapter 1, oral language for spontaneous spoken interaction is overshadowed by the multitude of other learning outcomes to be achieved in the Australian and Victorian Languages curricula. The current reporting practice of a single measure of below, at or above expected standard for the Languages curriculum as a whole allows this key skill to be subsumed into a broader range of Achievement Standards, which do not necessarily require active, spontaneous language production. When teachers report that the majority of students are achieving progress at the expected level, there is little urgency to review Language program design. On June 12, 2020, the Australian Curriculum, Assessment and Reporting Authority (Australian Curriculum Assessment and Reporting Authority, 2020a) announced a review of all 8 learning areas with the aim of "refining, realigning and decluttering the content" within the existing structures. This review (which will culminate in December, 2021, is an ideal opportunity to address the issues relating to curriculum which have been outlined in this thesis.

The Speak Up! web application represents an investment on the part of CEM to address this issue by developing a rigorous tool for assessing spontaneous, active language production. However, further development of the web application is needed if this, or a similar application, were to be extended to all educational systems. As discussed above, sustained in-school coaching is essential for transformational change to succeed. All of these support mechanisms require funding. In order to

expand the results reported in this study beyond the Victorian Catholic sector, targeted funding linked to measurable outcomes of student language acquisition is required.

There are also implications for pre-service teacher training, for both Languages teachers and generalist classroom teachers. Should there be a requirement for pre-service generalist primary years teachers to demonstrate a level of competency in a foreign language? While this would facilitate the integration of Languages into the curriculum and address the shortage of qualified Language teachers, it would also (eventually) impede the wide-scale implementation of the Teachers as Co-Learners model, which relies on the teacher being a genuine learner. Would the benefits of this model be retained if all classroom teachers were already competent speakers of the target language? Perhaps a more desirable adjustment would be to ensure pre-service training for all teachers (both generalist and Languages teachers alike) includes a focus on learner autonomy, with a practical application of engaging in a period of self-directed Language learning.

If the role of Languages teachers becomes at least partly staff-facing rather than entirely student-facing under broad adoption of the Teachers as Co-Learners model, preparation for how to support adult learners will be essential. Specialist pre-service Languages teachers should also receive training in intentional teaching gestures, and the nature and role of high-frequency, functional vocabulary in the early stages of additional language acquisition. They need to be prepared to be advocates for Languages in their school community; to develop the ability to have robust professional conversations with school leadership about the requirements of a

quality Languages program.

This section has summarised the implications of this study for policy, planning and curriculum development. The key message is that, perhaps for the first time, there is now evidence of an alternative, successful model for the future of primary years' Languages education. This vision cannot be enacted without support at all levels, from local school communities to the highest national authorities.

Whenever a new model of program provision emerges, a myriad of avenues for further investigation present themselves. The final sub-section of this chapter explores some of these avenues.

9.7 Suggested Further Research

A wealth of data has been gathered as part of this evaluation study and by CEM during the delivery of the ALL PL Program. The scope of this study was necessarily limited to ensure it could be achieved within the time period allocated for doctoral research. There remain many aspects which could be further investigated using the existing data sets. For example, the goals students set in Speak Up! and their relationship to achievement were not analysed. Nor was the ratio of teacher-talk to student-talk produced by students in the Speak Up! language samples investigated. Only 2 schools were selected for the detailed case-studies, but a wealth of data was collected relating to the other 15 participating schools.

A distinct trend also became apparent in vocabulary development, which was not investigated. Baseline data revealed that median vocabulary range in all schools was less than 50 words. The only multi-word utterances used were a small number of formulaic greetings and requests. In schools where the traditional delivery model

of a single weekly lesson was retained, the vocabulary range after a year of implementing the other key strategies of the ALL Approach (to varying degrees) still did not exceed 50 words, and teachers reported that students were still not spontaneously using the language for classroom interaction. In some schools where daily language opportunities were created, the median vocabulary range of students after implementation of the ALL Approach exceeded 50 (and in some cases 100) words, while in others this also occurred, but only for the top quartile of students.

There appeared to be an active vocabulary ceiling of 50 words, beyond which it was difficult to progress. Words were remembered for weeks or even months, but when new items were acquired, earlier ones were lost. The suggestion by David et al. (2009) of a critical mass of 50 vocabulary items required for multi-word utterances (see section 2.3.3) seems pertinent here. This trend warrants further research, investigating the existence of an intermediate memory store as proposed by Melton (1963), and how items can be transferred from this to long-term memory (see discussion on Memory studies, Chapter 2).

Other avenues of further investigation would require additional data to be collected, but would potentially offer rich additional insights into the impacts of the ALL Approach and the Teachers as Co-Learners model. The language development of classroom teachers could easily be tracked using 'Speak Up!' if they were to systematically engage with, and model the self-assessment process themselves. As schools begin to explore ways in which student voice in reporting could be increased, the impact on learning outcomes should be measured, and parents' responses to any change in format should be collected. Tracking the language development of primary years' students over a full 7-year primary cycle from

Foundation to Year 6 will yield data to inform evidence-based curriculum reform. As Catholic Education Melbourne continues to gather data from an increasing number of schools over multiple years, they are in a unique position to lead the creation of an evidence-based learning continuum for Languages.

Tracking changes in students' overall literacy performance as a function of target language acquisition would provide evidence to support the rationale currently proposed for mandatory Languages education; its supposed contribution to overall literacy skill development. Likewise, taking baseline data and measuring changes in personal and intercultural capabilities, as well as critical and creative thinking, would also draw links between Languages program provision and the broader curriculum.

The impact of new learning experiences and improved learning outcomes on students' decisions to continue (where possible) with study of the same language in secondary school will both exacerbate and inform issues of transition between primary and secondary. Some schools participating in this study reported more Year 6 students opted to continue with the study of the target language after implementation of the ALL Approach. Conversely, if their level of language acquisition continues to go unacknowledged at the commencement of Year 7, demotivation is likely to ensue. Such a situation could (eventually) lead to change in the structure of Year 7 Languages programs, if enough pressure is created. Investigating the results of collaboration between feeder and secondary schools where the ALL Approach is implemented in both contexts would also contribute to this discussion. Likewise, tracking the number of years for which students in these secondary schools continue with Languages beyond compulsory years will potentially bring new information to discussions regarding strategies to increase

participation and retention.

9.8 In summary

When I began this evaluation project in February 2017, implementation of the ALL Approach was just commencing in the first group of 12 schools participating in Cohort 1 of the CEM ALL PL Program. As intended, the evaluation has informed the evolution of the CEM ALL PL Program over time. Although the ways in which the 8 key strategies are presented, explained and demonstrated have changed, the design of the ALL Approach itself has remained constant. This is testimony to the comprehensive way in which it addresses the key issues which have been hampering oral language acquisition in primary years' foreign language programs for decades.

The increasing enrolments in the CEM ALL PL Program are a strong indication that this focus on oral language is what matters most to school communities in the initial phase of language learning. The emergence of the innovative Teachers as Co-Learners model is an unexpected response to the need for daily exposure to the target language. The rapid adoption of the model by 34 schools and the successful transformation of their learning communities have steered this project in an unanticipated direction; one which has, I believe, enriched the project's contribution to the field of Instructed Second Language Acquisition. The findings of this evaluation offer promising new possibilities for the future of primary years' foreign language education, creating rich opportunities for further research.

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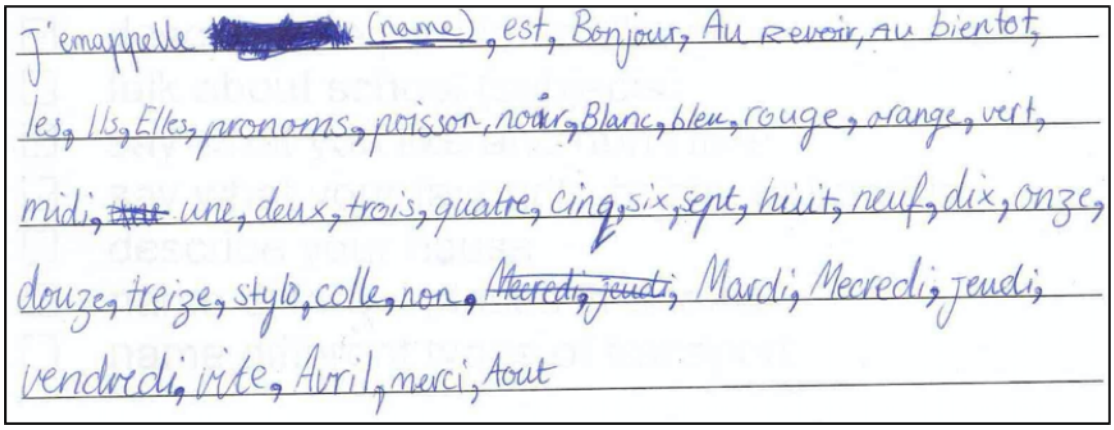
APPENDICES

APPENDIX A: Precursor Program Learning Outcomes

Baseline Data. The baseline data collected in 2003 as part of my own classroom-based action research prior to the changes implemented in the precursor program which laid the subsequent foundations for the ALL Approach (Macfarlane, 2009) confirmed that the most advanced Year 6 French students had acquired less than 50 vocabulary items (consisting mainly of colours, numbers, and days of the week) and the only conversations they could engage in were formulaic greetings consisting of 3 turns or less.

Figure 66

Baseline Data: Most Extensive Year 6 Response to an Open-Ended French Writing Task, Term 1 2005


J'emappelle [redacted] (name), est, Bonjour, Au Revoir, Au bientot,
les, Ils, Elles, pronoms, poisson, noir, Blanc, bleu, rouge, orange, vert,
midi, ~~une~~ une, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze,
douze, treize, stylo, colle, non, ~~Mecredi, jeudi~~, Mardi, Mecredi, Jeudi,
vendredi, vite, Avril, merci, Aout

(My translation: My name is, is, Hello, Goodbye, See you soon, the, they, they, pronouns, fish, black, white, blue, red, orange, green, midday, one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, pen, glue, no, Tuesday, Wednesday, Thursday, Friday, quick, April, Thank you, August)

Learning Outcomes. The following transcript shows the progress made in

oral language. It is an excerpt from a running record[1] with a Year 5 student in 2009. I had used this assessment task extensively as a Prep classroom teacher, and subsequently introduced it as a regular assessment activity in French for all year levels. Although not part of the running record activity (and unrelated to our focus on Information and Communications Technology), the conversation begins with some general questions which were not a focus of our CLIL program; this was not a conversation we had rehearsed, nor had we focussed on the vocabulary required. The questions were included in response to the Achievement Standards of the Victorian Essential Learning Standards (VELS) curriculum at the time, requiring students to provide information about themselves and their family. Names, address and telephone number have been changed to preserve student anonymity.

Teacher: *Bonjour!* [Hello]

Student: *Bonjour.* [Hello]

Teacher: *Comment tu t'appelles?* [What's your name?)

Student: *Je m'appelle Hélène.* [My name is Helen]

Teacher: *Et tu as quel âge?* [And how old are you?]

Student: *Ahh… je onze ans.* [Ahh... I eleven years]

Teacher: *Et…* [And...] (student interrupts)

Student: *Est-ce… je suis onze ans?* [Is it... I am eleven years?]

Teacher: *J'**ai** onze ans, oui. Et est-ce que tu as des frères ou des soeurs?* [I

1. Running Records are a form of literacy interview common in early years which requires learners to skim-read a previously unseen text, respond to some comprehension questions and then read the text aloud.

have eleven years, yes. And do you have any brothers or sisters?]

Student: *Oui, j'ai un, une frère.* [Yes, I have a (masc.), a (fem.) [sic] brother.]

Teacher: ***Un** frère, oui. Et comment il s'appelle?* [***A* (masc.)** brother, yes. And what's his name?]

Student: *Ehhh… elle s'appelle Charlie.* [Ehhh... her [sic] name is Charlie]

Teacher: *Et Charlie a quel âge?* [And how old is Charlie?]

Student: *Charlie a treize ans.* [Charlie has thirteen years] (student uses correct verb form)

Teacher: *Très bien! Et… quelle est la date de ton anniversaire?* [Very good! And... what date is your birthday?]

Student: *Ahh… le quatorze mai.* [Ahh... May 14th]

Teacher: *Très bien. Et… ton adresse? Tu habites où?* [Very good. And... your address? Where do you live?]

Student: *Ehh… Soixante-dix rue de xxxx; [suburb].* (Ehhh.... 70 xxx street, [suburb])

Teacher: *Bien, et ton numéro de téléphone?* [Good, and your telephone number?]

Student: *Quatre-vingt dix-sept, zéro cinq, double trois; onze.* (no hesitation) [97, 05, 33, 11].

Teacher: *Très bien, bravo! Je vais te donner un livre à lire en silence pour quelque minutes, et après je vais te poser des questions, d'accord?* [Very good, well

done! I am going to give you a book to read in silence for a few minutes, and after I'm going to ask you some questions, OK?]

[student reads text in silence]

Teacher: *D'accord? Tu as fini de lire?* [OK, Have you finished reading?]

Student: *Oui*. [Yes] (student closes book)

Teacher: *Est-ce que tu peux me raconter l'histoire? Qu'est-ce qui se passe dans le livre?* [Can you tell me the story? What happens in the book?]

Student: *Ehhh… c'est le manège et* [Ehhh... it's the merry-go-round and] (teacher interrupts)

Teacher: *Tu peux te rapprocher un peu au microphone s'il te plaît* [Can you come a little closer to the microphone please?] (student comes closer)

Student: *Zoe et Eric voient le manège* [Zoe and Eric see the merry-go-round]

Teacher: Mmmhmmm

Student: *Et Zoe veut… Zoe veut le cheval* [And Zoe wants... Zoe wants the horse]

Teacher: Mmmhmmm

Student: *Et Eric veut le canard* [And Eric wants the duck]

Teacher: Mmmhmmm, *oui*… [yes...]

Student: *Mais… deux personnes a… le canard et le cheval.* [But... two people has (sic)... the duck and the horse]

Teacher: *Oui*… [yes...]

Student: *Et ummm… Mais Eric regarde la voiture et Zoe et Eric ummm… dans… ummm…* [And ummm... But Eric looks at the car and Zoe and Eric ummm... in... ummm...]

Teacher: (Intervenes after long pause with scripted comprehension questions) *A la voiture, pour commencer, Zoe dit à Eric 'tu peux aller dans la voiture, je reste ici'* [At the car, to start with, Zoe says to Eric 'You can go in the car, I'll stay here']

Student: *Oui* [yes]

Teacher: *Pourquoi tu penses qu'elle dit ça?* [Why do you think she says that?]

Student: *Ahhh… c'est… Zoe pense le voiture… ummm… a juste ummm…* [Ahhh... it's... Zoe thinks the car... ummm... has only ummm...] (student points to a chair)

Teacher: *Une chaise?* [A chair?]

Student: *Oui, une chaise et… mais le voiture est deux chaises et Eric a… ummm… ahhh…* [Yes, a chair, and ... but the car is two chairs and Eric has... ummm... ahhh...]

Teacher: *Oui*? [Yes?]

Student: *Oui, et, errr… Zoe … a… le voiture.* [Yes, and, errr... Zoe ... has... the car.]

Teacher: *Bien! Bravo, d'accord.* [Good! Well done, OK.]

The student's language contains numerous hesitations and grammatical errors. Nevertheless, she has replaced the default behaviour of reverting to English with other strategies (such as pointing to a chair) when her communication breaks down. She is able to respond to a wide variety of unrehearsed questions and to explain (however haltingly) her reasoning during the reading comprehension questions. Most importantly, this young learner identified herself as 'being able to speak French' and had developed a love of the French language (and languages in general) which saw her continue with French to Year 12, and remains with her to this day (private correspondance, 2019).

APPENDIX B: ALL PL PROGRAM PARTICIPANT SELF-EVALUATION RUBRIC

ALL APPROACH KEY STRATEGY	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
LEADERSHIP FOR CHANGE	My Principal and I never discuss ways of supporting or improving our Language program.	My Principal and I meet 1 - 2 times per year to discuss the Language program but little/no action is taken as an outcome.	My Principal and I meet roughly once per term to discuss the Language program and small steps are taken to support it, e.g. a mention in the parent newsletter, release for professional learning, scheduling of once-off presentation at a staff meeting.	My Principal and I meet regularly to discuss the Language program; my school has implemented a Leadership Team for Languages. We have agreed on how to implement each of the 8 key strategies and have addressed at least Frequency, gesture and a focus on high-frequency, functional vocabulary.	Languages is a key component of my school's strategic plan. The Languages Leadership Team (including my Principal) has participated in Professional Learning for Languages. The language is a key element of our school culture and is used throughout the day, every day, in every classroom. An agreed budget is allocated to the Languages program. All staff are supportive of, and feel supported to contribute to, the Language program.
FREQUENCY	Language sessions are scheduled in my school once per week.	Language sessions are scheduled in my school two days per week.	Language sessions are scheduled in my school three days per week.	Language sessions are scheduled in my school four days per week.	Language sessions are scheduled in my school five days per week.
INTENTIONAL GESTURE-BASED LANGUAGE TEACHING	I'm not using gesture intentionally on a regular basis yet.	I've started using gestures for language drill activities to revise vocabulary, with students copying after me.	I'm using gestures in most lessons to revise words and some phrases, and to introduce new vocabulary. Students are mostly choralling* (see below) with the gestures rather than repeating after me.	I'm using gestures in every lesson to revise vocabulary and structures and introduce new language. Students are consistently choralling* with the gestures during these segments. I also am using gesture with choralling when giving instructions and to support comprehension.	I'm using gestures consistently to introduce new vocabulary in context, using full phrases. I'm using a variety of gesture techniques and activities to revise acquired vocabulary and structures. I'm consistently using gesture with choralling* to give instructions for activities and to support comprehension of classroom discussions. I also use gestures as a prompt to assist student recall of language and reinforce my expectation that they will try to use the target language.
HIGH-FREQUENCY, FUNCTIONAL LANGUAGE	I haven't identified high-frequency, functional language which is relevant for our classes yet; I haven't started introducing it. The vocabulary I introduce is topic-based.	I have identified 100 high-frequency vocabulary items and I am including them in the topics and/or content I am teaching.	I have identified and introduced 100 high-frequency vocabulary items, planned a sequence which supports scaffolded acquisition, and I am trying to restrict my own language use to these items and structures. I am trying to establish a classroom culture of all learners using this language.	I have identified and introduced/am introducing a carefully sequenced list of 100 high-frequency vocabulary items which I revise according to student needs. I am able to mainly restrict my own language to use this vocabulary with beginner students. I am using various strategies to attempt to build a classroom culture of using this language.	My students have acquired most of the first 100 high-frequency functional vocabulary items I have introduced and are able to use them as building blocks to creatively construct phrases which allows them to convey their intended meaning. We have a well-established culture of using the target language first, and English only as a last resort. I have planned and am starting to introduce our next 100 high-frequency, functional vocabulary items with Year 1/Year 8 students and beyond.
DIAGNOSTIC MONITORING	I am not able to gather evidence to revise my planning and teaching - I use the Term planners I have previously created.	Each semester I revise my planners slightly based on what I have noticed about students' language in class.	I keep anecdotal records about students' language use in class, quiz/test results and responses to open-ended, spontaneous language tasks. At least once per Term I use this evidence to check and revise my planning.	I have a regular source of evidence of student language use and I use this to constantly reflect on my teaching goals and evaluate my own practices. I try to think deeply about how I am teaching and why, and to find ways to improve learning outcomes for my students.	I use my regular source of evidence to plan new language and learning activities, and to know what previously taught content has not yet been acquired. I adjust my teaching strategies based on this knowledge. I am able to differentiate my lessons based on individual student needs. I observe other teachers to gain other perspectives on teaching, and I invite other staff to observe my teaching and give me feedback.
SMART GOAL-SETTING	Learning goals is not something I include in Language classroom discussions.	I discussed Learning Goals (100 words and using them to make sentences) with my students at the beginning of the year.	I discussed Learning Goals (growing vocabulary and self-regulating Language use) with my students at the beginning of the year and my students monitor and revise their goals at least once per semester.	Learning Goals (including 100 words, making sentences and also daily use of language for spontaneous communication) are regularly discussed as part of Language lessons. Students set achievable goals which help them stretch their learning and monitor their progress on a regular basis, adjusting their goals as needed.	Learning Goals/Intentions are clearly identified at the start of every lesson/unit of work. Students set relevant, achievable goals which will help them progress in their learning. They can identify strategies which help them achieve their goals. They commit to actions using these strategies. As a class, we share strategies which we have each found successful.
PROMOTING LEARNER AUTONOMY	My students do not monitor their own progress.	We use SpeakUP! or another tool (e.g. Class Dojo, our own checklists, peer observation) to gather baseline data using a spontaneous, open-ended oral language task (e.g. picture narration or literacy interview) at the start of the year.	We use SpeakUP! or another tool to gather baseline data at the start of each year and have scheduled/have implemented spontaneous, open-ended oral language tasks at least once per semester.	We gather SpeakUP! or another tool to gather Term 1 baseline data and measure language growth each term. We also have at least one other means of allowing students to track and keep records of their self-regulation of language use (e.g. peer observation records, self-reflection records).	We gather SpeakUP! or another tool to gather Term 1 baseline data and measure language growth each term. We also have multiple other means of allowing students to track and keep records of their language growth (e.g. vocab audits) and their self-regulation of language use (e.g. peer observation records, self-reflection records).
SHIFT IN REPORTING FOCUS & PROCESS	I use a standard reporting format which does not allow for mention of whether/how students use the Language to communicate in class.	The way students use the Language in class for spontaneous communication contributes to the overall mark/rating I give them, but this isn't visible on their report.	My assessment of students' Language use in class for spontaneous communication is a visible item on student reports and is based on evidence I have gathered and shared with students.	Use of oral language for spontaneous classroom interaction/communication is a key focus of student progress in reports, with students being aware of this assessment criteria and having input into their overall assessment based on a range of gathered evidence.	Our Language reporting format has been changed to allow for student self-reporting based on a range of gathered evidence, including their goal statements, achievements and agreed next steps for achieving further progress. As a teacher, my role is a Learning Coach. I conference with each student to discuss their self-drafted report, and I contribute suggestions for next steps to help them progress along a learning continuum.

APPENDIX C: STUDENT SELF-REPORTING TEMPLATE

Italian Self-Assessment

Student Name:_____

This year in Italian, we've been focusing on learning to speak. This is how I can use Italian:

	Being Proactive	**Making meaning**	**Communicating**	**Using Language for a Purpose**
Brand new	I am trying to learn and I listen to other people speaking Italian	I join in when we practise words and sentences		
Just starting	I speak Italian when someone reminds me to	I can use single words and some memorised phrases to answer questions	I can ask some questions that I've memorised such as "Can I go to the toilet?" and "How are you?"	I can label some things on a picture of a classroom
Gaining confidence	I am beginning to speak Italian without being reminded.	I can put some chunks together to make new sentences (e.g. "[*Can I go*] to the office?", "[*Can I go*] outside?")	I can contribute one or two turns in an unscripted conversation	I can describe 1 or 2 things about a picture of a classroom with some words (e.g. "Teacher angry boy stop")
Showing progress	I often try to use Italian before English in class, especially with the teacher	I can use the vocabulary I know to make quite a lot of different questions and sentences	I can contribute three or four turns to an unscripted conversation and check understanding with my partner	I can describe 3 or 4 things about a picture of a classroom using words and sentences
Look at me now!	I always try to use Italian rather than English in class with both teacher and other students	I can say most things I need to in the classroom using Italian	I can keep a conversation going and find different ways of saying things to make sure my partner and I understand each other	I can make up a story about a picture of a classroom using more than 5 sentences.

We discovered that it's possible to say a lot of what we need to say in a classroom using only 100 important words, so our goal is to learn those words as quickly as possible and to start using them.

Each term, we look at a set of pictures and try to make up a story about them. This is how I measured my language for this activity:					**Here are my goals for next term:**
	Term 1	**Term 2**	**Term 3**	**Term 4**	
Number of different words I used					
My longest sentence					
My average sentence length					
Words per minute					

These are some common Italian words that I know and can use in different sentences:

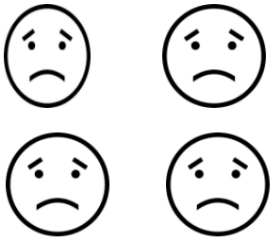
These are some common Italian words I need to revise and remember:

Student signature_____ Teacher signature _____

PEER OBSERVATION TEMPLATE

My name: _____

My Learning Buddy: _____

Language:	Mixed	English:
		

EXAMPLE OF ITALIAN VOCABULARY AUDIT FOR SELF-ASSESSMENT

How many of these Italian words have I learnt?

People	Verbs		Things	Being Polite	Joining Words	Questions	Descriptions	Location	Numbers
~i	aiutarmi	guardate	attenzione	arrivederci	a	chi	bene	là	uno
~iamo	andare	ha	bagno	buongiorno	al	come	insieme	qua	un
~o	andate	ho	cappello	favore	con	cosa	male		due
~re	aprite	lavorate	domanda	grazie	così	dove	molto		tre
~te	ascoltate	leggete	lavagna	no	e		piano		quattro
compagno	avere	mangiare	libro	prego	il		posto		cinque
gruppi	bere	mettete	maglione	scusi	in		pronti		sei
me	capisco	piace	matita	sì	la		veloce		
mi	chiudete	posso	occhi		non				
si	cominciamo	puoi	piedi		per				
te	dice	ricordo	quaderno						
ti	disegnare	ripetere	porta						
tu	è	ripetete	Italiano						
tutti	finito	seduti	parola						
	giocare	stai	silenzio						
		sto							
		venite							
		voglio							
		vuoi							

Colour words you know well green.

Colour words you are still learning orange.

Leave words you don't recognise white.

APPENDIX D: THE PICTURE NARRATION TASK

Instructions for using visual prompts to elicit oral language samples

Pre-teaching prior to assessment task: (should be done in the preceding lesson, not the same day as the assessment task)

Providing oral language in response to visual images may not be a familiar activity for all students; this should be modelled (using a different image) during the lesson prior to the baseline data gathering.

A good way to start is to have the class brainstorm as a group all the target language vocab they know, which you transcribe onto the board (grouping the vocab as you go into pronoun/verb/noun etc lists can be helpful, without the need to explain what you are doing).

If students suggest full phrases, ask them to break the phrase down into its individual vocab components. If they can't, do it for them, putting the individual words on the appropriate areas of the board (e.g. pronoun, verb, noun etc); this is a teaching/learning opportunity, not an assessment task.

Then show the students the picture and ask them to use the words on the board to respond to the image. The prompt questions can be used to help elicit language.

If students are really stuck, try doing the activity in English first using the words in the 'Sample English Vocab' document, then try again in the target language.

Remind students that it’s ok if phrases aren’t complete; the aim is for them to convey meaning as best they can.

If you are planning on using the SpeakUP! Web app for gathering baseline data, this should also be used during the modelling session.

This lesson including the modelling activity should also be used to introduce students to the learning goal (using the target language for most communication in class by the end of Semester 1), the new approach to teaching and learning (gesture; high-frequency, functional language; + any other strategies you are implementing in your school) and to goal setting and monitoring. Ask students to set a goal for how many words they want to increase their vocab by over the coming weeks, and (depending on the age of your focus group of students) an average length of sentence.

It is best for students to set short term learning goals, so that they can regularly check their progress. For example, “in the next two weeks I want to learn 10 new words and be able to make some phrases which are 2 or 3 words long”.

The class could also brainstorm/share ideas for how these goals could be accomplished; what strategies will help them remember words more effectively? Again, depending on the age of students, what sort of words will they need to learn in order to combine 3 or more words into a phrase?

Baseline data assessment task

The baseline data should be gathered during a subsequent lesson, so that collectively-brainstormed vocabulary has less influence on individual results. Before starting, remind students of the modelling activity done together during the previous lesson and if needed, re-demonstrate how to access the SpeakUP! Web app. Do NOT brainstorm vocabulary collectively.

Notes:

The images should be unseen prior to the assessment; do not use them for other activities with students.

Each student should receive the same amount of time to respond to the images; you will need to adjust timings to ensure you can assess your whole class in one lesson, but each student should receive no more than 4 minutes to perform the activity.

Allow the student 1 minute to view the images in silence, then spend 3 minutes allowing the student to describe what they see using any target language they know.

If necessary, the questions in the prompt guide can be used to help elicit student language; it is fine for these questions to be asked in English if an adult is assisting, or to have them displayed on the board or on a sheet of paper for each student if they are completing the task independently.

Make sure that you have a written record of the student's language for the

activity, either by using the SpeakUP! Web app or manually transcribing as they speak.

Ensure that full stops are placed at appropriate places in the transcript so that the average sentence length is accurately calculated.

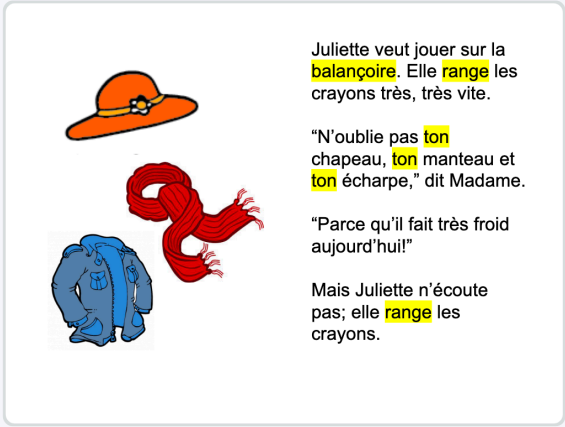
After gathering the language sample, ask the student to reflect on and revise their learning goals.

APPENDIX E: OÙ EST TON CHAPEAU?

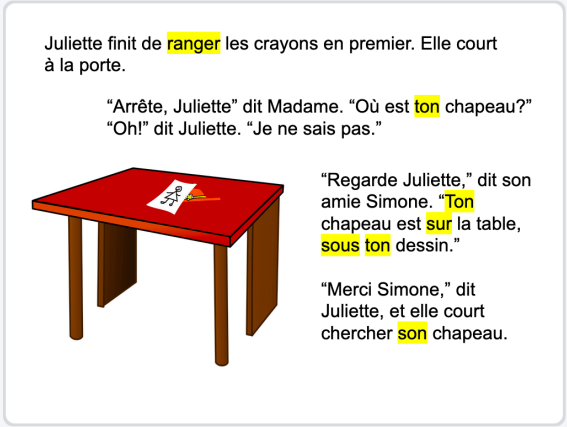
Note: The words highlighted in yellow are the focus words being introduced in the week the text was presented, plus some unknown words.

1

2



3



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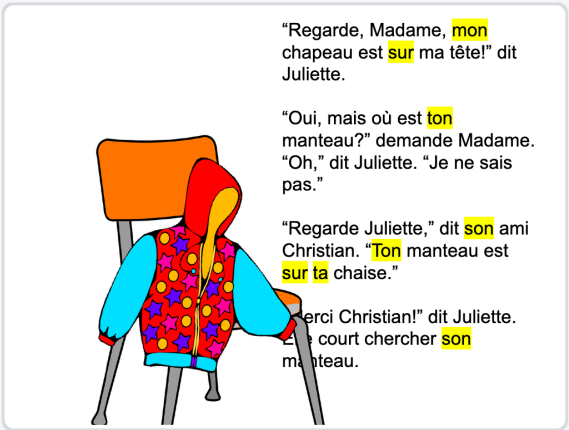

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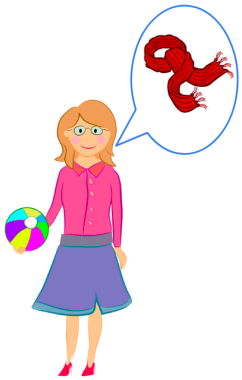


"Et ton écharpe!" crie Madame.

Mais Juliette n'écoute pas. Elle court chercher son manteau.

Juliette a son manteau. Elle mets ses bras dans le manteau. Elle court à la porte.

7

"Regarde, Madame, j'ai mon chapeau, et mon manteau!" dit Juliette.

"Oui, mais où est ton écharpe?" demande Madame.

"Oh," dit Juliette. "Je ne sais pas."
"Regarde Juliette," dit son ami Jean. "Ton écharpe est dans ton sac."
"Merci Jean!" dit Juliette.
Elle court chercher son écharpe, et la met autour de son cou.

8

"Regarde, Madame, j'ai mon chapeau, et mon manteau, et mon écharpe!" dit Juliette.

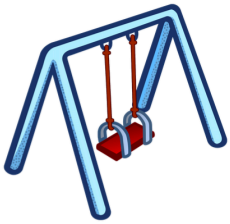
"Oui, maintenant tu peux sortir jouer" dit Madame.

9

Juliette sort. Elle court à la balançoire.

Mais, tout à coup, la musique joue.
La recreation est fini.
Juliette ne peut pas jouer sur la balançoire.

Elle est triste.



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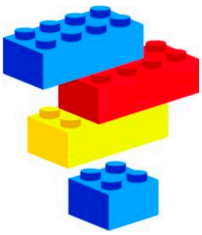

Aujourd'hui est mardi.
Juliette est à l'école.
Elle fait une maison avec les cubes.

"Tout le monde arrête" dit Madame.

"Quand tu as fini de ranger les cubes, tu peux sortir jouer."

11

Juliette veut jouer sur la balançoire. Mais elle ne range pas les cubes. Elle regarde Madame.

"N'oublie pas ton chapeau, ton manteau et ton écharpe," dit Madame. "Parce qu'il fait très froid aujourd'hui!"

Juliette écoute. Elle range les cubes. Elle mets son chapeau sur sa tête. Elle mets ses bras dans son manteau. Elle mets son écharpe autour de son cou.

12

Elle court à la porte. “Regardes, Madame” dit Juliette. “J’ai mon chapeau, et mon manteau, et mon écharpe.”

“Très bien, Juliette” dit Madame.

“Tu peux sortir jouer.”

13

Juliette sort. Elle court à la balançoire.

Elle arrive en premier.

Elle monte sur la balançoire.

Juliette est très, très contente.

14

APPENDIX F: KEY CONCEPTS

The following explanations of key concepts are provided to assist readers in situating this project within the broader discipline of Instructed Second Language Acquisition. Initially, generic key concepts related to Languages education are presented with the stance taken on terminology in this thesis. These generic key concepts are followed by others which are more central to the research project presented.

First Language (L1), Second Language (L2), Foreign Language (FL) and Official Language of Instruction:

One of the limitations of Instructed Second Language Acquisition research is the confusion caused by use of terms such as these by different authors to mean different things, depending on their orientation. For example, (Leung & Valdes, 2019) highlight the different uses of 'foreign languages', 'world languages', 'additional languages', 'first language' and 'second language'. To provide transparency of orientation, the following definitions can be assumed for the reading of this thesis:

First Language (L1) - the language(s) acquired by an individual in their home environment, prior to commencing schooling.

Second Language (L2) - Language(s) acquired in a school or community setting after the acquisition of first language(s), where the L2 is the dominant community language, also constituting the official language of instruction of the educational system.

Foreign Language (FL) - Language(s) acquired in a setting in which the FL is neither a dominant community language, nor the official language of instruction of the education system. The term 'foreign language(s)' has fallen out of vogue in English linguistics and educational research, and is often now replaced by 'world language(s)' . The equivalent term in other languages (French, for example; '*langue(s) étrangère(s)*') retains the 'foreign' connotation. For the purposes of this thesis, in order to clearly differentiate between second language acquisition and foreign language acquisition in instructed settings, I have retained the terminology of 'foreign' language(s).

Target Language (TL) - the object of an instructed foreign language program.

Official Language of Instruction (OLI) - the official language(s) of instruction of the education system. This is usually also the dominant community language. The term 'language of instruction' is also used in the literature to refer to the choice of language for lesson delivery within a foreign language program (usually in the context of a debate regarding exclusive use of the TL vs mixed use of TL and L1, where L1 is presumed to be the official language of instruction). To acknowledge the difference between the concepts of L1 and the official language of instruction (see above), this contrast is achieved in this paper using the terms 'target language' (TL) and 'official language of instruction' (OLI).

Mainstream Primary Years' Foreign Language Programs

This thesis explores transformational change in mainstream primary years'

foreign language programs in Catholic primary schools in the state of Victoria, Australia. In this context, 'mainstream primary years' foreign language programs' are those other than community language programs (mainly supporting heritage languages), bilingual programs and CLIL programs. While the TL of the programs included in this study is a heritage language for a small number of students in some schools, it is indeed a 'foreign' language in both the linguistic and cultural senses for the vast majority of students involved. In Australia, the overwhelming majority of mainstream primary years' foreign language programs offer a single weekly lesson of less than 60 minutes, delivering some language content along with cultural awareness of the country in which the TL is spoken.

Formulaic language

The distinction between formulaic language and spontaneous, unscripted language (see the following key concept) is central to this research project. Pawlak et al. (2011, p. 42) cite Ellis's (1996) definition of formulaic language as 'multi-word utterances in which words are "glued together" and stored as a single unit in memory'. These authors also include Wray's more extensive definition (2000, p.465), which describes formulaic language as;

> *'a sequence, continuous or discontinuous, of words or other meaning elements, which is, or appears to be, prefabricated: that is, stored and retrieved whole from memory at the time of use, rather than being subject to generation or analysis by the language grammar'.*

A classic example of formulaic language is the French phrase 'Je m'appelle...' [*my name is...*]. Students frequently learn this phrase in the first lesson of a French program, but are unaware that what they are learning is literally '*I + me + call*'. It is not uncommon for *Je* to be initially understood to mean 'my'. Students remain unable to use *me* (or *m'*) or *appelle* independently in additional contexts until much later (potentially years later) in their language learning experience. Another example of formulaic language, often misinterpreted by teachers as an example of creative, unscripted interaction, is the phrase 'Can I go to the toilet please?', also frequently taught as a formulaic phrase in primary years' foreign language programs (e.g. 'est-ce que je peux aller aux toilettes, s'il vous plaît?' - literally [*is it that I am able to go to the toilet, if it you pleases?*] in French). When students can produce this utterance, but can construct no other phrases using the component words, this is an example of formulaic language.

Memorisation of formulaic sequences is an important early stage of language acquisition; it enables the learner to experience success beyond that allowed by their actual level of language acquisition for a variety of 'survival' contexts (Ellis, 1984; Meunier, 2012). It is also a precursor to the use of formulaic chunks (e.g. 'est-ce que je peux + verb inf.' [*is it that I am able to + verb*], derived from the preceding example). However, neither formulaic language nor formulaic chunks are the end goal of language learning. They do not enable learners to participate in sustained, spontaneous, unscripted oral interaction using the target language. In order to do so, creative oral language production is required (although it is also important to note that comprehensible interaction can be achieved without this creative language being entirely accurate from an L1 grammatical perspective).

Spontaneous, unscripted oral interaction

The focus of this research is on developing students' ability to use the target language to engage in spontaneous, unscripted oral interaction using non-formulaic language in their classroom context. This is referred to in the 'Socialising' sub-strand of the Victorian and Australian Curricula, and in the Common European Framework of Reference (CEFR) Self-Assessment Grids under 'Speaking' as 'Spoken Interaction'. There is an assumed spontaneous nature to these types of interactions, which are contrasted with the 'Informing' and 'Creating' sub-strands in the Victorian and Australian Curricula - Languages, and with 'Spoken Production' in the CEFR.

Role-plays (even those drafted by students) depicting hypothetical interactions, are not an example of interacting spontaneously - they constitute an act of creating and performing. If students subsequently use their scripted language spontaneously for actual interaction, that would be an example of spontaneous interaction.

Examples of unscripted oral interaction using non-formulaic language as referred to in this study would include students negotiating a shared task, discussing their reactions to a text, seeking or providing clarification, expressing their opinion with justifying reasons, or providing a sustained, multi-turn response to a story retell and comprehension check task (all in the TL). These examples are all taken from curriculum documentation; they are not new propositions. The innovation in this study is the drive to actually have students engage in these activities using the target language, rather than reverting to the official language of instruction. In other words,

the focus is on the language used to complete a task, rather than on the task output itself (process versus product). For example, students may be asked to work in a group to create a poster depicting differences in school life in their own country compared to a country in which the TL is an official language. This task can be completed with students engaging with each other entirely in the OLI (and usually is in Australian mainstream foreign language programs). The poster may include text in the TL, may be be outstanding in content and receive a high score on an assessment rubric, but very little TL has been used in the process (other than what appears on the poster); students have not met the achievement standards of the 'Socialising' sub-strand.

The focus of this study is to see students converse with each other in the target language in order to complete the task. Regardless of whether a poster is produced or not, and regardless of its quality, these students will have met the achievement standard of using the TL for interaction, to negotiate a shared task. Examples of a student engaging in spontaneous, unscripted interaction using the TL can be found in Appendix A.

Intentional Teaching Gestures

Speakers of all languages use non-verbal cues (facial expressions, body language) to provide additional context in order to convey their message. However, with the exception of sign languages, these gestures are not systematic in nature. Cued articulation (Passy, 2003), used by educational speech pathologists to assist children with articulation difficulties, is a closer approximation to intentional teaching

gestures (ITG) than body language, but this system of gestures is designed to assist with production of sounds rather than acquisition and production of words. Intentional teaching gestures are pre-determined hand actions, designed specifically for the purpose of teaching a foreign language. They have a 1:1 word-gesture correspondance (sometimes even a 1:1 morpheme correspondance). A key benefit of the method beyond acquisition and retention of vocabulary items is that it enables the activity of teacher-led expression, in which a class of students produce language chorally, based on their active recall of the vocabulary associated with gestures performed by the teacher (see Section 2.3.2).

For those unfamiliar with the use of ITG, it is difficult to imagine from a verbal description what this method looks and sounds like in practice. Videos of the method for teacher-led expression are available at https://www.youtube.com/watch?v=2b4OKoEXkf0. However, students learning via this method are also able to engage in sustained, spontaneous, multi-turn conversations without teacher prompting, as can be seen in videos of pair and group work at https://www.youtube.com/watch?v=rORW5oGdMK8&list=PLED250C5F5B2DD28F&index=5.

Diagnostic monitoring

This study refers to 'Diagnostic Monitoring' as a key strategy of the Autonomous Language Learners Approach (see Section 2.3.1 The ALL Approach Key Strategy #1 - Diagnostic Monitoring, p. 74). Educators may be more familiar with the term 'reflective teaching cycle', which essentially embodies the same concept. Diag-

nostic monitoring is the process of collecting rigorous data to assess the impact of teaching interventions on the language acquisition of a group of students. This information is used to inform future changes to program design, determine the efficiency of the teaching method used, and to differentiate teaching activities based on the needs of individual students. Its focus is on improving the Languages program, in order to improve student learning outcomes.

High-frequency, functional language

The question of how much vocabulary is required to speak a language fluently has interested academics and the general public for some time. In his attempt to identify the corpus of vocabulary required for students pursuing tertiary studies in France, (Gougenheim et al., 1956) found that over 3,000 vocabulary items were required for what he termed 'Le français fondamental'. (Segbers & Schroeder, 2017) found that L1 Year 1 students (age 6.6) had a vocabulary range in German of just under 6K words, while Year 3 students (age 8) had a range of just over 11K words. The Economist (2013) conducted an online public survey which replicated these results for L1 children in English, finding at age 4 years, there was a receptive vocabulary of 5K words, which doubles by age 8 years. Adult test takers' vocabulary size ranged between 20K - 35K and L2 speakers had a vocabulary size of approximately 4.5K words. These types of figures contribute to the general consensus that learning a foreign language is 'difficult'.

However, the quantity of vocabulary used for specific purposes can be much lower than any of these figures. Primary years' classroom interaction is a specific

purpose; some of the vocabulary required will be topic-dependent and only used for specific tasks (low frequency). Other vocabulary will be used regularly, regardless of the topic being addressed (high frequency). If the goal of a foreign language program is to enable unscripted use of the target language for classroom interaction, this is the vocabulary requirement which must be analysed and incorporated into program planning for presentation to students (see Section 2.3.3 **Key Strategy #5 - High-Frequency, Functional Language Focus**, p. 88).

Learner Autonomy

The concept of learner autonomy is central to the change approach which is the object of this thesis (see Section 2.4 Learner autonomy, p. 91) and has been the object of research for more than 4 decades. Bajrami, 2015) states that an autonomous learner is one who 'independently chooses aims and purposes and sets goals... and chooses criteria for evaluation'. Lee (2017) describes the concept of learner autonomy as having progressed from a focus on learners taking charge of their language *learning* to a focus on learners taking charge of their language *use*. Others have described autonomous language learners as those who learn actively (as opposed to passively).

For the purposes of this study, it is not necessary to accept or adhere to any single definition of learner autonomy. Rather, the concept has been used to formulate 3 key strategies of the Autonomous Language Learners Approach (goal-setting, self-monitoring of progress, and self-reporting), designed to promote active use of

the target language by learners for classroom interaction.

Translanguaging

Otheguy et al., 2015 define translanguaging as 'the deployment of a speaker's full linguistic repertoire without regard for watchful adherence to the socially and politically defined boundaries of named (and usually national and state) languages'. References to translanguaging pedagogies are most commonly made in relation to strategies used to value the full linguistic capital brought by minority language students to classes where the official language of instruction is, for them, an L2 (e.g. French, 2016).

Although not central to the design of the Autonomous Language Learners Approach per se, the concept of 'translanguaging' became important within the context of the response of some schools to the need to provide increased frequency of contact with, and opportunities for use of, the target language. In these schools, classroom teachers became co-learners of the target language alongside their students, with all learners (both adults and children alike) incorporating target language focus vocabulary into their personal, full linguistic repertoires and making active use of translanguaging throughout the day (see Section 8.3.9 - The Role of Translanguaging, p. 337).