

# Languages Working Party – Results from the second languages survey

## Introduction

### *Objectives of the survey*

The Westgarth Primary School (WPS) 2014 languages education survey forms part of a review into languages education at WPS. The review is being conducted with reference to the Victorian Government's Vision for Languages Education, which recommends a minimum of 150 minutes per week of language education in primary schools.

The purpose of this survey was to seek feedback from the WPS community on three different models by which languages education could be delivered at WPS. The survey was a follow-up to the survey conducted in term 3 of 2013, which sought information about the current language program provided at WPS, the objectives of what a language program should be for WPS and preferences for languages that could be taught at WPS.

The results of this survey will be used to gain an understanding of the preferences of the WPS community with respect to the model for teaching languages at WPS.

### *Response rate*

A total of 211 families completed the second survey, from a total of 411 families currently at WPS. This provides a response rate of 51%.

The results summarised in this report are based on the responses that families provided for their most preferred languages model only (the model they ranked as #1).

## RESULTS

### 1) Preference for Language Models

The survey asked respondents to rank their preferred Language model for WPS from a choice of 3 different language models or provide a no preference option. The results summarised below are for the first preference model for each family who responded to the survey.

TABLE: Language model identified as the first preference

	Response	Percentage
Language taught as a separate subject	97	46%
Content & Language Integrated Learning (CLIL)	73	35%
Bilingual Education	30	14%
No Preference	11	5%
<b>Total</b>	<b>211</b>	<b>100%</b>

Points to note:

- Responses are for the first preference model only
- Strong interest in Language taught as a separate subject and Content & Language Integrated Learning (CLIL) models
- Comparatively little demand for a Bilingual Education model to be adopted at WPS

## 2) Language Preference

The top 6 languages that were identified in the first survey that was conducted in 2013 were tested against each of the models. Families were required to rank the 6 languages in order of preference based on their preferred model.

TABLE: Total Rankings for each language by preferred language model

	<b>French</b>	<b>Greek</b>	<b>Indonesian</b>	<b>Italian</b>	<b>Mandarin</b>	<b>Spanish</b>
Taught as a separate subject	305	434	399	331	250	318
CLIL	204	358	288	252	223	188
Bilingual Education	97	136	125	101	90	81
No Preference	29	58	36	35	38	35
<b>Total</b>	<b>635</b>	<b>986</b>	<b>848</b>	<b>719</b>	<b>601</b>	<b>622</b>

### Points to note

- To interpret this table, the lower the number, the higher the preference for that particular language as the table sums all of the rankings for each language (from 1 to 6 where 1 was considered highest)
- Across all models, Mandarin and Spanish were the most popular languages in that order followed by French
- Greek was deemed the least popular out of the list of 6 languages across all models
- Overall, the languages were ranked by respondents as follow: Mandarin, Spanish, French, Italian, Indonesian and Greek
- This ordering of language preference is relatively consistent with the results obtained in the first survey (2013 survey results in order of preference: Mandarin, French, Italian, Spanish, Indonesian, Greek)

Taking into account only the number 1 ranked language across the different language options identified similar outcomes as above.

TABLE: Number 1 ranked language by preferred language model

	French	Greek	Indonesian	Italian	Mandarin	Spanish	Total
Taught as a separate subject	14	14	5	10	39	15	97
CLIL	17	6	7	7	14	22	73
Bilingual Education	2	6	3	4	6	9	30
No Preference	2	0	3	3	0	3	11
<b>Total</b>	<b>35</b>	<b>26</b>	<b>18</b>	<b>24</b>	<b>59</b>	<b>49</b>	<b>211</b>

#### Points to note

- The table sums the first preference language from the list of 6, for example, 14 families who selected Language taught as a separate subject highlighted French as their first preference language.
- Across all models, Mandarin and Spanish were the most popular languages, followed by French from the list of 6 languages.
- Indonesian, Italian and Greek were the least preferred languages from the list of 6 languages.
- The preference for language varied across each of the models:
  - Mandarin was preferred for the Language taught as a separate subject;
  - Spanish was the preferred language for CLIL and Bilingual Education models and the second most preferred language for Language taught as a separate subject; and
  - French was rated the second most preferred language for the CLIL model behind Spanish.
- Note, families also had the option to indicate whether another language outside the list above was their preferred language. Very few responses (13) indicated a preference for a different language outside those 6 languages listed above (5 languages were identified with Japanese (6) and German (3) receiving the highest response).

### 3) Language Program Design factors

#### a) Time allocation

Question: What is the minimum time allocation to classroom teaching you would expect to be dedicated to Languages education under this model?

Families could indicate a preference for one of four options provided below:

- 50 minutes per week this equates to 1 session per week
- 100 minutes per week, this equates to 2 sessions per week
- 150 minutes per week, this equates to 3 sessions per week
- Greater than 150 minutes per week, this equates to greater than 3 sessions per week

TABLE: Time allocated to language learning

	50 minutes per week	100 minutes per week	150 minutes per week	Greater than 150 minutes	Total
Taught as a separate subject	62	31	4	0	97
CLIL	9	32	22	9	72 <sup>1</sup>
Bilingual Education	0	4	11	15	30
No Preference	6	5	0	0	11
<b>Total</b>	<b>77</b>	<b>72</b>	<b>37</b>	<b>24</b>	<b>210</b>
Percentage	37%	34%	18%	11%	100%

#### Points to note

- Approximately 37% identified 1 session of language learning per week as their preference.
- Almost one third (29%) would like to see the status quo teaching model remain (ie separate subject at 50 minutes per week) noting previous question on language preference).
- Equally one third (34%) would like 2 sessions of language learning per week.
- While 1 or 2 sessions options (50 minutes per week and 100 minutes per week) were the most popular preferences, overall however, the majority of families (63% of responses) wish to see the Language tuition increase from the 1 session per week currently on offer to either 2 or more sessions per week (100 minutes or above).
- The preferred Language session varied between each of the models
  - Two thirds (64%) of those who selected Language taught as a separate subject identified 1 session per week;
  - Of those who selected CLIL, 44% identified a preference of 2 sessions per week and 31% selected 3 sessions per week; and

<sup>1</sup> Note 1 nil response

- Of those who selected Bilingual Education, half (50%) selected greater than 3 sessions per week.

### b) Language spoken during class time

Question: If this model was to be implemented at WPS, how important is it to you that only the language being taught is spoken during class time?

TABLE: Language being taught is only spoken in class by preferred language model

	Average (out of 7)
Taught as a separate subject	3.9
CLIL	5.2
Bilingual Education	5.3
No Preference	4.2
<b>Average across the 4 models</b>	<b>4.5</b>

Points to note

- The rating of 7 was considered important, 1 was considered not important and 4 was considered neither important or unimportant
- Only having the target language spoken in class time was considered important across the CLIL and Bilingual language models, whilst it was not considered important for the Language taught as a separate subject model.

### c) Impact on other curriculum offered by WPS

Question: Please indicate below whether you would be prepared for **reduced instruction hours** in each learning area, in order to accommodate increased instruction time in Languages learning.

Note, this question only applies to the Language taught as a separate subject model and the No Preference option.

TABLE: Proportion of families who agreed to a reduction in hours for other subject areas

Subject	Taught as a separate subject	No Preference	Total Response	Percent "Yes"
Literacy	1	0	106	1%
Mathematics	1	0	107	1%
Inquiry / Discovery	15	1	107	15%

Art	20	2	107	21%
Music	16	3	107	18%
P.E.	14	1	107	14%
5/6 inter-school sport	22	3	107	23%
Kitchen Garden	22	0	107	21%
Computers	21	3	107	22%
Library	27	3	107	28%
Assembly	47	4	107	48%

Points to note:

- The positive responses to this question were low, in other words, few respondents who chose the Language taught as a separate subject model indicated that they would like language tuition to result in a reduction in the number of hours available for other subjects. This was particularly the case for mathematics and literacy (English) but was a consistent message across most subjects.

Question: Please indicate the learning areas you would like to see **integrated with Languages learning** under a Bilingual Education or CLIL model.

Note, this question only applies to the CLIL and the Bilingual Education models.

TABLE: Proportion of families who agreed to integration of other subject areas into language learning

Subject	CLIL	Bilingual Education	Total Response	Percent "Yes"
Literacy	33	25	101	57%
Mathematics	23	15	130	29%
Inquiry / Discovery	50	26	101	75%
Art	56	24	101	79%
Music	36	19	100	55%
P.E.	28	12	101	40%
5/6 inter-school sport	5	5	100	10%
Kitchen Garden	53	21	102	73%
Computers	20	15	130	27%
Library	30	21	130	39%
Assembly	38	17	131	42%

Points to note:

- The basis of the two Language models (CLIL and Bilingual Education) is that the language tuition is delivered through other subject areas.
- Feedback identified that Art, Inquiry / Discovery, Stephanie Alexander Kitchen Garden followed by Literacy and Music were subjects where respondents supported these subjects being delivered in conjunction with a Language program.
- Feedback identified the following subjects where respondents did not support Language learning being delivered in conjunction with a Language program: 5/6 inter-school sport; computers; mathematics; library; assembly; and PE.

#### d) Initiatives to supplement child's languages education

Question on support for developing partnerships with community-based organisations which share a cultural / linguistic background with the language being taught.

TABLE: Partnership with community based organisations by preferred language model

	<b>Yes</b>	<b>No</b>	<b>No Response</b>
Taught as a separate subject	60	17	20
CLIL	49	10	14
Bilingual Education	21	2	7
No Preference	8	1	2
<b>Total</b>	<b>138</b>	<b>30</b>	<b>43</b>
Percent "yes"	82%	18%	

Points to note:

- 82% of respondents support this initiative, which was consistent across the different language models.
- The support for this initiative was higher for those who advocated for the Bilingual Education model.



Question on support for developing partnerships with local schools, where the language spoken is the language being taught at WPS.

TABLE: Partnership with other schools by preferred language model

	Yes	No
Taught as a separate subject	50	27
CLIL	48	11
Bilingual Education	20	3
No Preference	7	2
<b>Total</b>	<b>125</b>	<b>43</b>
Percent "yes"	74%	26%

Points to note:

- 74% of respondents support this initiative which was generally consistent across the different language models.
- The level of support for this initiative was lower (but still positive) for those who advocated for the Language taught as a separate subject model compared to those who advocated for CLIL or the Bilingual Language models.

Question on support for developing alliances with schools overseas, where the language spoken is the language being taught at WPS

TABLE: Partnership with overseas schools by preferred language model

	Yes	No
Taught as a separate subject	62	15
CLIL	50	9
Bilingual Education	20	3
No Preference	7	2
<b>Total</b>	<b>139</b>	<b>29</b>
Percent "yes"	83%	17%

Points to note:

- 83% of respondents support this initiative and this support was consistently high (over 80%) across the different language models.

- e) Question on support for exploration and implementation of ICT resources to support the child's languages learn

TABLE: Use of ICT based resources to enhance language learning by preferred language model

	Yes	No
Taught as a separate subject	54	23
CLIL	43	16
Bilingual Education	18	5
No Preference	5	4
<b>Total</b>	<b>120</b>	<b>48</b>
Percent "yes"	71%	29%

Points to note:

- 71% of respondents support this initiative which was consistent across the different language models.

Question on support for developing initiatives that celebrate of the culture and heritage of the language being taught (for example, "Greek Week")

TABLE: Initiatives to celebrate culture by preferred language model

	Yes	No
Taught as a separate subject	62	15
CLIL	47	12
Bilingual Education	17	6
No Preference	8	1
<b>Total</b>	<b>134</b>	<b>34</b>
Percent "yes"	80%	20%

Points to note:

- 80% of respondents support this initiative, which was consistent across the different language models.

Question on support for provision of an extra-curricular Languages program, outside of school hours, to supplement the child's languages education?

TABLE: Provision of extra-curricular language sessions outside school hours by preferred language model

	Yes	No	No Response
Taught as a separate subject	49	28	20
CLIL	38	19	16
Bilingual Education	16	6	8
No Preference	5	4	2
<b>Total</b>	<b>108</b>	<b>57</b>	<b>46</b>
Percent "yes"	65%	35%	
<b>Would you be prepared to pay for such a service?</b>			
	Yes	No	
Taught as a separate subject	49	28	
CLIL	35	22	
Bilingual Education	16	6	
No Preference	3	6	
<b>Total</b>	<b>103</b>	<b>62</b>	
Percent "yes"	62%	38%	

Points to note:

- 65% of respondents support the provision of extra-curriculum language tuition provided outside school hours and 62% indicated they would be prepared to pay for these classes.
- This feedback was consistent across the different language models.
- Note, only 165 out of a total 211 answered these questions relating to the extra-curricular tuition.

## 4) Other comments provided through the survey

Families were invited to provide other comments regarding languages learning at WPS. Points to note:

- There were relatively few comments (54) from the 211 participants, particularly when compared to the number of free text comments received from the first survey.
- Most free text comments were made by those families who selected Language taught as a separate subject and CLIL models. There were very few comments from those who selected the other options.
- In respect of those who selected Language taught as a separate subject, the comments were strongest on changing the language; followed by keeping the current language; followed closely by changing / improving the program.
- In respect of those who selected CLIL as a preferred model, the comments focused on changing the model, followed by the need to change the language. Very few comments supported keeping the current language.

### APPENDIX Definitions (to update)

#### Model 1 Language taught as a separate subject

*Definition: Focuses on the teaching and learning of the target languages and understanding the connections between language and culture. It is taught as a separate subject. DEECD now sees 150 minutes per week as the minimum requirement for students to gain proficiency in a language.*

#### Model 2 Content and language integrated learning (CLIL) programs

*Definition: Includes teaching content from one or more other curriculum areas (eg.history or mathematics), combined with explicit teaching of target language with a focus on the vocabulary and structures required for the additional curriculum area.*

#### Model 3 Bilingual/immersion programs

*Definition: Includes teaching at least two learning areas in the target language, in addition to the language. Schools may choose from Science, Mathematics, The Arts and The Humanities. Students learn curriculum content in, and through, both English and another language.*