

**Situational Analysis
for the Development of Nationally Co-ordinated
Promotion of the Benefits of Languages
Learning in Schools project**

Prepared by

Timothy Jowan Curnow
Anthony J. Liddicoat
Angela Scarino

at the
Research Centre for Languages and Cultures Education
University of South Australia

for the
Asia Education Foundation

March 2007

Contents

Overview of key findings	1
Summary of brief.....	3
Methodology	4
Major sources for attitudes and myths about languages learning.....	4
Major sources for existing promotional materials	5
Attitudes and myths about languages learning	6
Attitudes towards languages and languages learning in general.....	7
Attitudes towards languages learning in schools.....	12
Existing promotional materials	21
Material from Australian language associations	21
Material from Australian MLTAs	21
Material from State/Territory Government, Catholic, Independent sectors	22
Other Australian materials.....	23
Overseas material	24
Comments on existing material	28
Key messages to be used in new promotional materials	30
Counter the perception: Languages are not useful to me right now	30
Counter the perception: Languages are too hard	30
Counter the perception: Languages at school are pointless.....	31
List of key recommendations	33
References	37

Overview of key findings

The present Situational Analysis presents the main attitudes which are held by the Australian community around languages and languages learning, both the general attitudes and attitudes which relate specifically to languages learning at school. These attitudes have been discovered through focus groups and interviews with teachers, school leaders, parents, key education sector representatives, and tertiary and secondary students; a literature survey; and the ACSSO/APC survey of community attitudes.

Attitudes towards languages and languages learning in general

- Knowing more than one language is good
- Languages are hard
- Only clever people learn to speak a language
- Little kids are good at learning languages
- Everyone speaks English
- Languages aren't relevant in Australia
- Languages aren't relevant to my future (my child's future, ...)
- No successful/popular Australians speak a language other than English

Attitudes towards languages learning in schools

- Other subjects are more important than languages
- Languages are scaled down/Hard to get a good university entry score
- Students won't be able to continue the language through to year 12
- Languages aren't "in", languages aren't popular
- Learning a language is boring
- Languages are a girls' subject
- You can only learn a language properly/well in-country
- You don't learn anything in class except colours and numbers
- Learning a language interferes with progress in English
- Languages (other than English) have nothing to do with literacy
- Language is compulsory for a year/two years, so that's all children need
- Languages are a Key Learning Area in name only
- Studying a language is good for cognitive/analysis skills
- Studying languages is about gaining cross-cultural awareness
- Language programs are too hard to staff

Existing promotional materials have been surveyed. This includes material from Australian language associations, State and Territory education sectors and other Australian organisations, as well as relevant overseas material.

On the basis of the attitudes and the existing materials, the attitudes of Australians towards languages and languages education are identified as clustering around three over-arching community perceptions. These are the perceptions which the promotional campaign must target:

Counter the perception: Languages are not useful to me right now

Counter the perception: Languages are too hard
Counter the perception: Languages at school are pointless

The Situational Analysis develops a list of seven key recommendations which are necessary for a successful nationally co-ordinated campaign promoting the benefits of languages learning in Australian schools.

Recommendation 1: The promotional campaign should be a single, strong, unified campaign consistent with the National Statement and Plan, rather than a series of smaller, disconnected campaigns, events and materials.

Recommendation 2: The promotion strategy needs to have multiple ways of disseminating information and promoting languages. It should not rely on language teachers and schools (although they do have a part to play).

Recommendation 3: Public visibility is an important part of any promotional campaign. The campaign must target community attitudes, not the attitudes of those members of the community with whom teachers routinely come into contact, not just those who are currently within the school community.

Recommendation 4: What is required is a strong, unified campaign strategy, with a small number of clear messages.

Recommendation 5: The campaign should include a range of materials at different levels, linked together in a cohesive manner.

Recommendation 6: A promotional campaign needs to focus on languages at the school level, not languages in general. It needs to be made clear that learning languages at school has first and foremost educational benefits, and other benefits; and equally that the outcome of learning a language at school will not be native-speaker competence.

Summary of brief

The Situational Analysis forms an important part of the 'Nationally Co-ordinated Promotion of the Benefits of Languages Learning in Schools' project. The brief for the Situational Analysis requires a short Report to the Asia Education Foundation consisting of:

1. An overview of key findings as they relate to the target audience;
2. A detailed report for each of three components:
 - a. An examination of the attitudes and myths about languages learning held by teachers, school leaders, students, parents and the wider community;
 - b. Identification of existing languages promotional/advocacy materials;
 - c. Identification of key messages to be used in the new promotional materials;
3. A list of key recommendations.

Methodology

A number of different techniques were used to bring out the attitudes and myths which Australians hold about languages learning, and to identify existing languages promotional and advocacy material.

Major sources for attitudes and myths about languages learning

Firstly, focus groups and interviews have been held around Australian States and Territories with teachers (including MLTA representatives), school leaders (including APPA and ASPA representatives), parents, and key representatives of State and Territory education departments, Catholic schools bodies and the Independent schooling sector. These interviews and focus groups were held primarily as part of the 'Investigation into the state and nature of languages education in Australian schooling' project; however one aspect of these discussions has been an examination of the attitudes of the various groups to languages education.

Interviews have also been held specifically relating to the current project with the head of the key national language teachers' organisation, the Australian Federation of Modern Language Teachers Associations (AFMLTA); with the committee of the Modern Language Teachers Association of South Australia; and with the head of the key national principals' professional development organisation, the Australian Principals Associations Professional Development Council (APAPDC), to gain the input of these organisations.

The second major source of information about the attitudes and myths regarding language learning is from a series of focus groups held with current tertiary and secondary students (both students who had continued to study a language and those who had ceased studying a language once languages study was no longer compulsory), looking both at their reasons for continuing or ceasing post-compulsory language study and their general attitude to being able to speak more than one language. Some of the reasons which students gave for continuing or ceasing languages study are irrelevant for the present report (e.g. comments about whether friends continued or ceased to study), but many others are directly related to student attitudes around languages study.

Thirdly, the relevant literature about attitudes towards languages learning has been reviewed. The primary focus here has been on the more recent literature, as it is clear that with the increasing emphasis in recent times on 'globalisation', with the emerging 'globalised workforce', and with past promotional and advocacy projects of various types it is possible that community attitudes to languages education may have changed. Equally, rather than literature looking at attitudes to language in general, the primary focus has been on the particular subset of that literature which looks at the reasons why school students have continued or ceased studying languages when languages are not compulsory, as being most directly of use for the current project. Some of the reasons given in the literature for students continuing or ceasing language study are not relevant for the present report — for example, they relate to the students' relationship with teachers or classmates, to being unable to study a desired language, or are simply phrased in terms of enjoyment of the language — but many reasons are directly related to attitudinal factors. One

concomitant feature of the focus on this particular literature is a focus on Australian, North American and British literature; in the schooling systems of (other) European countries, study of at least one language (in addition to the native language) is usually compulsory to the end of secondary school, with many countries now mandating two or even three languages. This situation is sufficiently distinct from the Australian context that the attitudes and motivations of these students are not directly relevant for the present report.

Finally, a preliminary version of the data from the 2006 survey of research into community attitudes to languages undertaken by the Australian Council of State School Organisations (ACSSO) and the Australian Parents Council (APC) and a preliminary discussion of this data have been made available to the Centre for this report. It is important to emphasise that this data is only preliminary, however, and so it has been relied upon more to back up the other sources rather than as a complete source on its own.

Major sources for existing promotional materials

As part of the 'Investigation into the state and nature of languages education in Australian schools' project, the key representatives of the State and Territory education departments, Catholic schools bodies and Independent schooling sectors were asked to provide us with any promotional material which they had developed or currently used. While not all responded to this request, a sample of the available materials of this type was obtained, and was backed up in some cases by materials available on the organisations' websites.

In addition to web searches for material on schooling sector web pages, many other sites were also examined, including overseas government sites (e.g. European Commission, UK Department for Education and Skills), the sites of MLTAs in Australia, similar bodies overseas (e.g. ACTFL, MLA), Australian and overseas language-related centres (e.g. RUMACC, CAL, CILT, LLAS), plus additional links suggested by these sites.

The AFMLTA was consulted, as the umbrella body for Australian MLTAs, about any promotional material of which they were aware, particularly material produced by the individual MLTAs. Any material which was mentioned in this discussion and did not appear on the website of the MLTA was then followed up with the individual MLTA in question.

Finally, the draft version of the ACSSO/APC 'Directory of resources in languages education' (Kiernan, 2007) was examined for any leads which had otherwise been missed.

Attitudes and myths about languages learning

The attitudes and myths which are held about languages learning are a common topic of conversation among language-related professionals, and have been the focus of substantial study, both qualitative and quantitative. The present examination of the main attitudes about languages learning held by the different target groups is based on four different sources, as discussed above — focus groups and interviews with teachers, parents, school leaders and education-sector representatives; focus groups with current tertiary and secondary students; a review of the literature; and the draft ACSSO/APC survey of attitudes.

The attitudes about languages and particularly language learning which arise from the four distinct sources are remarkably consistent. There has been relatively little change in the reasons students give for continuing or ceasing language study which appear in the literature over the past twenty years or so, with a few exceptions, and even the exceptions are often more in the way of wording discussions than any underlying differences — for example, more recent studies (e.g. McPake, Johnstone, Low, & Lyall, 1999a; Renza-Guren, 2001) discuss more explicitly ideas such as the globalisation of the workforce, but practical, utilitarian reasons for studying languages (Speiller, 1988) and particularly requirements for university entry or career prospects (Ramage, 1990) have always been represented in the literature as common reasons for the continuation or ceasing of language study. There is also relatively little difference between the attitudes towards language learning which are reported in Australian, US and British studies, allowing for occasional local exceptions (e.g. in British studies, there is a stronger focus on the European Union; in studies in some parts of the US, Spanish has a distinct status from other languages).

It is important to note that while many studies have found that attitudes towards languages and language learning do have some effect on students continuing or ceasing language study, this is not fully determinative. Thus, for example, in Ramage's (1990) study in two US states, she found that students who were ceasing language study still held positive attitudes to the language learning experience; and in a large-scale study of Scottish high school students, it was found that many students (and even more so their parents) believed that there were long-term benefits to be gained from speaking another language (Low, 1999). However despite these positive attitudes, students are focussed very strongly on their immediate goals of gaining entry into university or getting access to the career of their choice, and their selection or otherwise of languages is related to these more immediate goals (Low, 1999; McGannon & Medeiros, 1995; McPake, Lyall, Johnstone, & Low, 1999b; Ramage, 1990).

In part because of this distinction between the attitudes towards languages learning in general versus any school-based effects of this, it was decided to divide the attitudes into two groups — attitudes towards languages and the learning of languages in general, and attitudes which relate specifically to the learning of languages in schools. These attitudes are investigated individually in what follows. While the different attitudes are discussed one by one, obviously there are very strong relationships of various types between the different attitudes; the more important of these relationships are made clear in the discussion.

Attitudes towards languages and languages learning in general

Knowing more than one language is good

In our discussions and those reported on in the literature, Australians believe that knowing more than a single language is good — socially, cognitively and potentially economically good for the individual, good for the economy, and generally ‘good for Australia’. While individuals may believe that learning a language is too hard, or that other subjects are more important, or that they are not good at learning languages, or that languages will not really be relevant to them personally, everyone believes that, if it made no difference to anything else, knowing more than one language would be better than knowing a single language (at least for native speakers of English). In our focus groups, even students who had ceased studying a language nearly all indicated that they felt that knowing a language was important in their view in general (though perhaps not directly for them), for careers, holidays and family.

At no point in any of the research or any of our discussions has anyone suggested that students should not learn a language on the grounds that they should only be able to speak English. As the *Review of the Commonwealth Languages Other Than English Programme* put it, “few people appear opposed to the notion that LOTE has a legitimate place in the Australian school curriculum” (Erebus Consulting Partners, 2002, p. xix). This is not to deny that “the teaching of languages at all levels in Australia suffers from the basic ambivalence towards languages which pervades the Australian community” (Leal, Bettoni, & Malcolm, 1991, p. 123). But it is important to emphasise that, at least in public expressions, the Australian community is in favour of its members being able to speak more than one language.

As noted above, this is not sufficient to cause students (or others) to actually study a language if they do not have to do so; but it is a good basis from which a promotional campaign can begin.

Languages are hard

Probably the most commonly held attitude around languages is that learning a language is hard. This attitude is common to students, parents, teachers (both language teachers and others), school principals and general Australian society. It was particularly common in our discussions with language teachers for them to talk about losing students to other subjects because studying a language is hard work. While this was rarely mentioned in our discussions with students who had themselves stopped studying a language, nearly all students who were still studying a language indicated that in their belief other students had stopped studying languages because they were too hard for those students and getting progressively harder (and often that consequently the other students weren’t doing well). This reason shows up as a constant comment in the literature, both Australian and other (for example Carr, 2002; Kent, 1996; McGannon & Medeiros, 1995; Renza-Guren, 2001; Speiller, 1988; Zammit, 1992). In the ‘Unlocking Australia’s language potential’ series, year 11 students gave ‘too hard’ as the most frequent or second most frequent reason for stopping the study of 8 of the 9 languages: Arabic (Campbell, Dyson, Karim, & Rabie, 1993), Chinese (Smith, Chin, Louie, & Mackerras, 1993), French (Cryle, Freadman, & Hanna, 1993), German (Fernandez, Pauwels, & Clyne, 1993), Italian (Di Biase, Andreoni, Andreoni, & Dyson, 1993),

Japanese (Marriott, Neustupný, & Spence-Brown, 1993), Greek (Tamis, Gauntlett, & Petrou, 1993) and Spanish (Valverde, Hale, & Ramirez, 1993).

An alternative, related comment which students sometimes expressed as a reason for ceasing language study is that there is a constant workload in studying a language (cf. Zammit, 1992). Students, particularly those who cease language study, also often comment on the fact that they did not get good marks in their language classes.

It is also common for particularly students and teachers (including language teachers) to express a similar sentiment applied to specific, especially Asian, languages — “Japanese is very hard”, “Chinese is very hard”.

This general belief that language learning is hard is linked in some ways to the school-related belief that it is hard to get a good university-entry mark with languages (see below).

Only clever people learn to speak a language

Related to the belief that languages are hard is the idea that only ‘clever’ or academically oriented students can learn to speak a language.

Historically in Australia (and in the British educational model on which it was based) languages study was reserved primarily for those students who intended to continue on with further education — secondary languages study was obligatory for entry into many courses at universities. During the 1950s, the various Australian States withdrew this requirement in what was seen as a democratisation of education, as languages were considered elitist and the intent was that all subjects would be accorded “parity of esteem” (Wyndham, 1957, p. 60). Even in many modern European countries where all students are expected to study one (or two) foreign languages, academically oriented students are often required to study more (two or three) foreign languages, connecting foreign language study and academic achievement.

In the modern Australian system, it is commonly the case that there is a strong focus on languages at more ‘elite’ schools; and there is obviously a strong relationship between the ‘elite’ International Baccalaureate and language study. Thus the link between languages and academically oriented students is still maintained in some ways — people who can speak another language as a result of having studied it are considered as particularly clever.

On the other hand, as a continuation of the idea of the democratisation of education, many consider that languages courses at schools have been ‘dumbed down’ in an attempt to make them accessible to all; many who believe this consider, in fact, that this attempt is misguided, and that languages are accessible to all without ‘dumbing down’. In any case, this (perception of) ‘dumbing down’ has led to the school-related attitude discussed below, that in languages courses at school ‘all you learn is colours and numbers’.

Little kids are good at learning languages

Not only are clever people able to learn to speak a language, but in fact little children are also able to do it. This belief is strongly held by teachers (particularly language teachers), and more generally in the broader community. Interestingly, it is sometimes questioned by students, particularly those who studied a language at primary school and are well aware that they are not capable of speaking the

language. Often, in fact, students who studied a language at primary school and a language at high school comment on the fact that they learnt nothing at primary school compared with high school (whether they learnt the same language or different languages at the two); more cautiously, other students comment that they cannot remember anything from primary school.

While the idea that little kids are good at learning languages is usually pushed by teachers as a positive thing — and as strong evidence for why there should be language programs in primary schools — some teachers have expressed concern about the indiscriminate use of this message. In particular, in one of our discussions, a teacher reported that she had just talked to her principal, who had just been to a meeting of principals where they were told that only children under about 11 were able to learn a language well; the obvious conclusion being, of course, that there is no point teaching languages at secondary school, since students cannot learn them.

Everyone speaks English

While it is ‘well known’ that ‘people believe’ that everyone speaks English, and it is commonly discussed among language teachers as being a reason for students not studying a language (and 75% of language teachers in the ACSSO/APC survey believe it is a general perception), it is in fact seldom expressed as a belief in this form in our discussions with students, nor in most of the literature. When it has been explicitly suggested as a possibility to students in surveys, it has been overwhelmingly rejected; for example, in a large-scale Scottish study, 70% of the students rejected the idea that learning other languages is pointless because everyone speaks English (Low, 1999), and similarly in an Australian context, only 12% of students in the ACSSO/APC survey considering that ‘Learning other languages is not particularly useful, because English is now spoken so widely around the world’. In our focus group discussions, only two students argued along these lines — “English is so common, there’s no need to speak another language”, “most people speak English”. However 56% of parents in the ACSSO/APC survey agreed with this idea, suggesting that while students are not of this opinion, the wider (older?) community does consider that everyone speaks English.

In part, of course, it all depends on what ‘everyone’ is taken to mean in ‘everyone speaks English’. People know that not everyone on the planet speaks English; but a common attitude is that ‘I won’t encounter those people who don’t’. Generally, then, the attitude expressed by students is one of the following two attitudes — either that languages are not relevant in Australia, or that languages are not relevant to them. This particular issue, showing how languages are relevant to individuals in terms of personal motives, must be an important theme in any promotional campaign.

Languages aren’t relevant in Australia

There is a very strong belief in the Australian community that languages are not relevant within Australia — the general idea that “English is the national language, everyone should and must learn English, everything can be done in English, so provided I don’t leave Australia, I don’t need anything other than English”. As one of the students we interviewed who had ceased studying a language put it, “languages could help in your employment, but [there’s] no need for it here [i.e. Australia]”.

Recent discussions of integration (as opposed to multiculturalism) and of establishing English language testing for migrants have supported this attitude. It is also supported in the usual means by which language teachers attempt to convince students of the benefits of learning languages — for travel overseas, so that they will be able to work overseas in the new global economy, and other reasons involving ‘overseas’.

While this is a strongly entrenched belief, it is a very general statement, and not the version that people use when questioned about their personal language ability, why they did or did not learn a language, or why they think people should or should not learn a language. In these cases, they rely on the following, more ‘personal’, attitude.

Languages aren’t relevant to my future (my child’s future, ...)

The major divide between students who continue on in languages and those who cease to study a language once it is no longer compulsory, in all studies which have examined this, is between those who believe that languages are relevant in their (immediate) future, and those who do not (e.g. Kent, 1996; McGannon & Medeiros, 1995; Minert, 1991; Ramage, 1990; Renza-Guren, 2001; Speiller, 1988; Watzke & Grundstad, 1996). This is not a recent phenomenon by any means — to pick a random relevant study from quarter of a century ago, Fairbairn and Pegolo (1983, p. 13) report that 60% of year 12 students gave as their main reason for having discontinued language study that it was irrelevant to their future studies or future career.

Given that studies such as these are carried out at the end of or following compulsory languages study, it is not always clear whether the decision in favour of an envisioned language-related or language-free future is primary or whether, having studied a language successfully or unsuccessfully, students opt for futures which they believe are language-related or not depending on how they did in their language studies.

There is in fact some evidence that continuing with languages study drives a belief that languages are useful, rather than vice versa. In the majority of cases, whether students consider languages to be relevant to a future career or not does not appear to be related to any objective measures. In our discussions, secondary students who had ceased to study a language often said that they ceased because a language was not relevant for their future career; often, however, they did not actually have any clear idea of what career they were planning to pursue. As an even more dramatic example, Carr (2002) comments on two of the students in her study who consider that languages will be irrelevant in their careers — these two students planned to be a chef and an airline pilot, two careers which many people would consider are likely to lead to contact with other languages. On the opposite side, many students in the literature who claim that languages will be relevant in their future lives have only a very hazy idea of what these lives will be or how languages will be relevant within them. In our discussions with secondary students who had continued to study a language, *none* of them gave career-related reasons for why they themselves had continued to study. The vast majority indicated in answer to a later question (‘Is knowing more than one language important?’) that they thought languages were important because they might help with getting a job; but none of them gave this as a reason for why they personally were studying a language.

These facts strongly suggest that for students, whatever triggers them to learn a language or not post-compulsorily drives their belief about languages being relevant in their own futures, rather than a belief in the relevance of languages in their lives driving them to learn a language or not.

In any case, it is clear from our discussions and other Australian research (e.g. Carr, 2002; Zammit, 1992) that many Australians believe that learning a language is not generally necessary for the future of individual students — this belief is held by students themselves, their parents, school leaders, teachers and the general community.

It is important to distinguish here between languages being *necessary* in future life and languages being more generally *helpful* in future life. In some cases reported in the literature, students themselves do believe that languages are not helpful in any way for them personally — for example, in Carr's (2002) study she found that the boys she interviewed generally felt that languages were not relevant in their later lives, and many of the discontinuing students in Renza-Guren's (2001) study indicated that while languages might be useful in some careers, they will not be useful in their careers. But many other students see that a language might be helpful, in that "if two people are going for a job, the one with the multi-language skills will get the job" (a student quoted in Renza-Guren, 2001, p. 72). The vast majority of secondary students who we interviewed, including those who have ceased languages study, believe generally that languages are important and could potentially help in getting a job. But while these students consider that a language could be advantageous, they feel it is not a direct requirement in their career.

Where statistical comparisons between parents and students have been possible (Low, 1999; Renza-Guren, 2001), it seems that parents consider even more strongly than students that a language will be potentially helpful in their child's future. Australia would appear to be no different from Scotland and the US in this fact — 66% of students versus 74% of parents (and 84% of principals) in the ACSSO/APC survey believe that learning a language improves a child's future employment prospects. But presumably in Australia just as was shown in the Scottish and US studies, while parents consider languages to be a useful adjunct, they do not consider them essential, exactly like their children.

Another vital distinction to make here is between languages being potentially useful at some point in the future, and languages being immediately useful. Students are generally focussed very much on their immediate future when it comes to choice of subjects to study at school. This is reflected particularly in the results of a large-scale Scottish study (Low, 1999), where it was found that students did consider that a language would have a long-term benefit in their lives (whether for travel, leisure or their career), but that this was something they would think about studying in the future, after they had received their degree, or already got their job. The same appears to be true of the students we interviewed who had ceased languages study; with few exceptions, they all considered that they might well study a language again in the future; and as noted above, many of these students believed that knowing another language could be helpful in the future. Thus even students who believe that a language could be of use in their future do not see it being immediately relevant.

The same issue has arisen in our discussions with those secondary students who have continued to study languages. Some of our continuing students have indicated that they consider the end-of-year overseas school trip as their main

incentive, and they don't know whether they'll continue on with the language afterwards. And the continuing students, when asked what would make other students continue studying languages, almost all focussed strongly on immediate goals, wants and needs: "more overseas trips" (very common), "making connections with other students", "more rewards like bonus points", if "someone came from another country to talk to", "the language needs to be linked to students' current interests".

In any promotional campaign, then, it must be made clear to students not just that learning languages may be relevant to them, but why learning languages now, at school, is relevant to them.

The general belief that languages are not required in students' (immediate) future lives is reflected also in the specifically school-related attitude discussed below, that other subjects are more important than languages.

No successful/popular Australians speak a language other than English

The general Australian community believes that successful or popular Australians speak English only; or that any other language that people may speak has no relevance in their success or popularity. While this attitude does not often show up as a self-expressed belief, when explicitly asked about a successful or popular Australian who speaks more than one language, most people have been unable to respond. Being able to speak more than one language in Australia tends to be a hidden ability, which people do not do 'in public'.

In the past few months, some have managed to come up with Kevin Rudd, following the strong media focus on him. However even then, it is simply a case of knowing in the abstract that he is able to speak Chinese; no-one has even seen him (or anyone else) speak a language other than English, and no-one is clear on what role it may have in his life — it is a random fact known about Rudd, like his hair colour, not part of his personal or professional life.

A couple of people have come up with Gough Whitlam or Kate Fischer, as a result of the Leggo's television ads; but they are usually unclear whether these two actually speak Italian, or are simply reciting what they have learnt by rote for the ads. Sometimes when questioned, people have come up with others (e.g. some Australian soccer stars) who are bilingual, however they have then added that they think they're bilingual because of their family background, rather than because they have learnt a language.

Attitudes towards languages learning in schools

Other subjects are more important than languages

The attitude that other subjects are more important than languages is often expressed in these terms in discussions, particularly by parents, principals and non-language teachers. It is occasionally expressed in this way by students in our discussions ("other subjects are more relevant to my career path") and in some of the literature (e.g. McGannon & Medeiros, 1995). This was the expression used in the survey design underlying 'Unlocking Australia's language potential', and students who discontinued languages study between years 10 and 11 gave this as the most frequent or second most frequent reason for discontinuing the study of 7 out of the 9 languages surveyed there: Arabic (Campbell et al., 1993), Chinese (Smith et al.,

1993), French (Cryle et al., 1993), German (Fernandez et al., 1993), Indonesian/Malay (Worsley, 1993), Italian (Di Biase et al., 1993) and Japanese (Marriott et al., 1993).

Probably more commonly, in student discussions and literature relating to student attitudes and choices, what is essentially the same attitude is expressed by students in a reverse and less confronting fashion — students had a preference for other subjects (Aplin, 1991; Speiller, 1988), students would have continued with language study if there had been room in their schedule (Ramage, 1990), students could not study a language because of timetable clashes (Kent, 1996; Lemke, 1993; Pauwels, 2007), the timetable was too crowded (McQueen & Brown, 1992), there were restrictions on the number of choices students had (McPake et al., 1999b), or, as one of our secondary students put it in a very gentle fashion, “you have more [subjects] to choose from if you don’t do a language”.

The last versions of this particular attitude are particularly important in any campaign which targets school leaders, principals and also those who design the school timetable. Principals and teachers (particularly at primary level) commonly discuss languages in the context of the ‘crowded curriculum’, where languages are always the subject which causes the crowding, rather than a basic subject which is affected by other subjects ‘crowding’ the curriculum. As pointed out in a pamphlet discussing the fallacies of multilingualism and language acquisition (RUMACCC, 2004b), statements about the ‘crowding of the curriculum’ are simply statements about priorities, not statements of fact.

Interestingly, while they would never express it in this way, language teachers also believe that other subjects are more important, at least to students. A common complaint of secondary language teachers is that their class is timetabled against “subjects that students are advised to take”. However the solution is that languages “need to be taught on more lines, so students have more opportunities to study them” or similar statements, rather than educating students (or advisors) that they should take languages, indicating that language teachers themselves believe that these other subjects are more important to students than languages.

It is important once again to stress that, from the point of view of students themselves, other subjects are more *immediately* relevant in their lives. The other subjects are ones that they feel they have to study in order to reach their immediate goal (whether that is university or work); languages might be nice, but in their minds are not required. The link between languages study and immediate requirements can be seen throughout the history of languages education in Australia — for example, the curriculum changes of the late 1950s, particularly the relaxing of the university-entry language requirement, led very quickly to a dramatic drop in the numbers studying languages at year 12 level (Martín, 2005, p. 59).

This belief that other subjects are more important than languages is quite strongly related to the more general attitude that languages are not relevant to students’ future lives, discussed above. While expressed in the reverse fashion, and related more strictly to school subjects, it is clearly very similar, in that if languages were more relevant to students’ future lives, other subjects would not be more important.

Languages are scaled down/Hard to get a good university entry score

It is quite strongly believed by many language teachers that students do not continue studying languages up to year 12 because language marks are scaled down, or because it is hard to get a good TER (or equivalent) with language study, and so on, with the precise details depending to some extent on the particular system adopted in the State or Territory. In some of our discussions with teachers, they have suggested that this is strongly believed by school career advisors, who consequently advise students not to study languages in later years at school

This issue of scaling has not actually been expressed by students themselves in our discussions. Students who ceased language study have tended to say either that languages are too hard, or more commonly simply that they personally are bad at them or get bad marks in them (cf. Pauwels, 2007). Equally, recent Australian-based studies about student retention based on student surveys or interviews do not mention this issue. This could, perhaps, be an issue of questionnaire design, as student retention studies are usually based on survey questionnaires (although the questionnaires are usually based on preliminary interview studies); it could equally be that most studies focus on retention between compulsory and non-compulsory language learning years (usually between year 8 and year 9 in Australian systems), while the university entry score would be more relevant for retention from year 10 to year 11. It is certainly the case that earlier Australian studies indicate an effect, so that for example Tuffin & Wilson (1989, p. 46) state that “the widespread and strong belief that languages are badly dealt with by scaling ... acts as a source of disincentive to the Year 12 study of language”.

It is interesting to compare the distinction between what Australian teachers believe and its non-expression by Australian students with the situation discussed for Scotland in McPake et al. (1999b), who find precisely the same patterning, allowing for differences in the systems. They report that language teachers believe that it is difficult to do well in languages at Higher (i.e. the equivalent of HSC/VCE/etc), and that this discourages students from continuing on with languages post-compulsorily; but that students did not mention this as an issue.

The general idea that it is harder to get a good result in languages at year 12 level than other subjects is thus clearly not just relevant in Australia, nor just related to the issue of scaling. Indeed, one of the recommendations of the final version of the Dearing report (Dearing & King, 2007) in the UK is that there should be definitive research carried out on whether “it is harder to get good grades in languages GCSEs [year 12 subjects] than in other subjects” (Garner, 2007).

Some universities in some States in Australia have attempted to counter this perception by giving students who have studying a language up to the end of year 12 a ‘bonus’ or ‘credit’, in addition to their university-entry result. It would be interesting to see if this has made any clear statistical difference to the rates of language-uptake at year 12 level. It is certainly the case that anecdotally students have said that they studied languages because of bonuses, but it probably does not affect students unless they are strongly interested in languages in any case. As a student recently wrote on a Deakin University chatroom: “In the years I completed VCE you could get an additional 10% for completing specific LOTE subjects. I had a natural interest in languages but I can’t neglect to admit that the additional 10% gave further motivation to me completing 3 LOTE in year 12.” Similarly, three of the secondary students we

talked to who were still studying languages mentioned the issue of bonus points, but none of them gave this as their primary reason for studying languages.

While not identical to the issue of scaling or university entry, it is clear that whether students do well in language classes or not is a strong predictor of whether they will continue, found in almost every study that has considered the issue (e.g. Aplin, 1991; Baldauf & Lawrence, 1990; Kent, 1996; McGannon & Medeiros, 1995; Ramage, 1990; Renza-Guren, 2001; Speiller, 1988). One of the primary reasons given by most of the secondary students in our discussions as to why they themselves (in the case of discontinuers) or other students (in the case of continuers) ceased studying languages was some variation of “they didn’t do well in them” (in fact, the other primary reason was “it was hard”, which may be referring to exactly the same idea).

Thus while it is not clear how much of a factor scaling of year 12 language results is for students themselves, it is clear that if they believe that their final mark will be lower if they study a language than if they study another subject, this would probably influence their choice of subjects.

Students won’t be able to continue the language through to year 12

Language teachers, particularly teachers of smaller languages or in smaller programs, believe that students will not continue studying a language because students believe that they will not be able to study the language all the way to year 12. This has not been expressed to us in any discussions with students. However this could be an artefact of the relatively small sample size; equally, it may be the case that students who would have studied a particular language but believed they would not be able to study it to year 12 level continued on with the study of another language. Presumably this issue is only found in later high-school years; it is unlikely that primary school students will not study a language because they will not be able to study it for a full 12 years.

A related issue does show up, both in discussions with language teachers, parents and principals — the lack of coordination between primary school and high school language programs. This is also mentioned in the ACSSO/APC survey, where only 15% of parents, 23% of principals and 24% of language teachers believe that languages are well coordinated between different levels of schooling.

On the reverse side, however, several language teachers have pointed out to us in discussions that even where it is possible for a student to continue on with studying the same language in high school as they studied in primary school, when there are alternatives a large number of students choose to study a different language — the possibility of continuity does not in fact lead students to select this as a path. The same is true at a higher level, in that many of the tertiary language students with whom we talked are studying a different language from the one which they studied at (high) school.

Languages aren’t “in”, languages aren’t popular

Students very strongly feel that languages are not a subject that the “popular kids” study. This was expressed by many of the students in discussions, and has been mentioned in the literature (Carr, 2002); in the ACSSO/APC survey, only 25% of students said that learning languages is popular at their school. Interestingly, in our discussions it has been mentioned quite frequently by students who continued to

study a language post-compulsorily, and in some cases is considered by them as one of the reasons why they continued studying a language — to differentiate themselves (often as a group, as they continued language study with friends) from the “in crowd”.

The attitude that languages aren’t popular, while quite strong and foregrounded among students, does not seem to be particularly relevant in this way in the wider community, or even for teachers. It is, however, clearly related to the attitude discussed above that no popular or successful Australian speaks a language other than English.

Learning a language is boring

It is often difficult to distinguish the idea that learning a language is boring from the simple “I didn’t like it” in student responses, which is a particularly frequent reason given in survey-based studies for students ceasing language study (e.g. Aplin, 1991; Zammit, 1992). But students in discussion have given it as an explicit statement — not just that studying language X was boring, which is also a response, but that learning any language is boring — and Carr (2002) mentions it explicitly in her discussion of boys and languages learning. While phrased rather differently, one of the major student attitudes found by McPake et al. (1999b) was that language learning is not intrinsically rewarding, involving rote learning and no intellectual stimulus; that is, essentially, it is boring.

Many language teachers also seem to hold this attitude. While they do not phrase it in this way, many secondary language teachers consider that they have trouble attracting students because languages are timetabled against what they often refer to as “fun” subjects.

Languages are a girls’ subject

It is clear that there is a strong effect of gender on continuing with languages study, with a much higher percentage of girls continuing to study languages post-compulsorily. This is instantly noticeable by any observer who enters a post-compulsory language class at secondary or indeed tertiary level, and has been found to be highly significant in any studies which have involved statistical analysis of gender distribution (e.g., in Australia, Baldauf & Lawrence, 1990; Zammit, 1992).

Interestingly, while the gender imbalance is a clear and obvious fact, the attitude that languages are a girls’ subject has not been explicitly mentioned by anyone in our discussions with students, parents, teachers or principals. It has been mentioned in the literature in the past as arising in discussions with boys in Australia (Carr, 2002), but it would seem that this attitude is not universal among students or the wider community, or certainly not particularly foregrounded, and perhaps depends to some extent on local factors. Many private boys’ schools are known to have a very strong focus on languages; and Hajdu (2005) found that the boys in her study, who attended an Australian private co-educational school, certainly did not hold the attitude that languages were a girls’ subject. It also appears likely that this perception depends in part on the language in question, so that for example when Japanese was being pushed as the language of economic advantage, it was not considered a girls’ subject.

Likewise, in the ACSSO/APC survey, only 34% of students (and 34% of language teachers!) believed that girls are better at learning languages than boys.

Of course, there is a possible distinction between whether girls are better at something than boys, and whether a subject is a “girls’ subject”.

You can only learn a language properly/well in-country

The wider Australian community is of the opinion that to learn a language well, you need to go and stay in a country where the language is spoken. This belief is held by just about everyone; it is a particularly strong belief of language teachers, who will often talk about “John” or “Mary”, who went to Country X for a month and came back speaking the language better than their students who had been studying it for years. In discussions with students who are not studying a language, several of them indicated that they would like to speak language X, but that it was not worth studying the language because it would be easier to go to a country where the language is spoken after they finished studying and learn the language then. This attitude is clearly related to the following one, and both require countering through clear statements of what can be achieved through a school language program.

You don’t learn anything in class except colours and numbers

There is a very firmly held attitude among parents, principals, language teachers and other teachers that students do not learn much when they study a language at school. In the ACSSO/APC survey data, only 25% of parents, 26% of principals and 48% of language teachers believe that languages are taught well in Australian schools. “All they learn is colours and numbers” is the usual description by principals and teachers of the situation in primary schools; one of our secondary students who had ceased gave as their reason that “in year 6, all we did was colour in the flag”. In high schools, it is not usually phrased in quite this way, but there is certainly the idea that students do not learn much in the language classroom there either — it is common for late secondary and tertiary students to say that they studied language X for one or two years in high school, but that all they ever learnt was to introduce themselves. This is very much tied to the perception of languages learning as learning a ‘code’, with no articulation of any broader goals which languages programs may have.

This attitude is very strong not just in Australia. For example in discussing her data from Florida, Renza-Guren (2001, p. 109) has as part of her first recommendation for practice that teachers need to “clearly explain the expectations of the language course and to put forth realistic expectations for the student entering the program”; the first recommendation of a report on student retention in foreign language study in Scotland (Low, 1999; McPake et al., 1999a) was that there needed to be clear expectations of what achievements could be expected by students at the end of particular sequences of study. In both cases this was considered essential to counter students being demotivated and withdrawing after a few years of compulsory language study as they felt that they had not learnt anything.

Learning a language interferes with progress in English

There is a widespread belief in Australia that learning a foreign language “too early” can interfere with students’ progress in English. This is most often tied to the issue of literacy (“students need to learn to be literate in English before they learn other languages”) although it is also sometimes connected more directly and specifically

with children of non-English-speaking background (“they need to learn English properly first”). It takes the ‘common-sense’ (but inaccurate) perception that time spent on one curriculum area has no effect on other curriculum areas, and in particular that languages have no connection to literacy (see next attitude). Clearly, this is more of an issue for primary-level languages learning than secondary level. (At secondary level, the related issue is more that students need to spend more time on English than on other languages; but this is the attitude that ‘other subjects are more important than languages’.)

Many parents, non-language teachers and principals are aware from their language-teacher colleagues and more broadly that this attitude is not supported by research data, but are still not entirely convinced. Parents, in particular, will point out that there is obvious evidence from the community that learning another language does interfere with English — “you only have to look at all the migrants who don’t speak English well, and everyone knows their kids don’t do well at school”. This is, of course, a false comparison between the English abilities of native English speakers learning another language and the English abilities of those who have English as their second language.

In fact, this is often an issue which principals (and non-language teachers) find very tricky. They are aware that research shows that students who study a language do not end up worse off in terms of literacy. They have also often heard about bilingual children, and have often heard that studies have suggested that while bilingual children may lag behind their monolingual peers for a certain amount of time, they then catch up with (and surpass) them, in terms of general cognitive growth and literacy. However principals are, essentially, tested along the way on how well their students do in terms of literacy (but not in terms of languages); so it is not only end-state which is important, but the intervening points as well. Thus, from the point of view of principals, if there is any possibility that the children at their school will not do as well on the literacy tests at all year levels (regardless of how many extra languages the children may speak), this is a huge potential issue for them.

Languages (other than English) have nothing to do with literacy

Related to the issue of language learning interfering with progress in English is an issue about which many language teachers despair. This is the attitude of Australians that literacy is something that happens in English, and can only happen in English. In talking with any group other than language teachers, the idea that learning to read and write in any other language might somehow be related to literacy is simply looked at as a truly aberrant concept. Literacy means reading and writing in English.

Language is compulsory for a year/two years, so that’s all children need

One issue which a number of language teachers have raised as a possible concern is that languages are compulsory in most Australian secondary schools for one or two years. Other subjects such as mathematics, English and physical education tend to be compulsory from K-10 or perhaps K-12. These teachers thus suggest that the obvious conclusion to be drawn is that languages are obviously important (since “they” made them compulsory), but you can get whatever advantage there is to get out of languages with one or two years of study, because otherwise “they” would

have made languages compulsory for longer; so there is no point studying them for longer than that.

While phrased in a different way because of the different educational systems, a similar concern is raised by Renza-Guren (2001, p. 109) in discussing the fact that many colleges in the United States have a 'two-year language requirement' — that is, that in order to be eligible to attend the college, students must have studied a language for two years at high school. Renza-Guren points out firstly this leads to students assuming that two years of language study is 'enough', since otherwise the colleges would ask for more; and she is additionally critical of the fact that this requirement is phrased in terms of number of years of study, and bears no relationship to proficiency in a language.

Languages are a Key Learning Area in name only

It is a very common belief among language teachers that languages may be one of the listed Key Learning Areas, but that it is not treated on a par with other subjects. While language teachers often feel that they are fighting on this by themselves, exactly the same sentiment has been expressed in our discussions with principals and with parents. Similarly it is reflected in the ACSSO/APC data, where 53% of parents, 63% of principals and 80% of language teachers agree with the statement that languages are eighth in name, eighth in delivery, eighth in priority.

Studying a language is good for cognitive/analysis skills

It is a commonly used idea in promoting languages that language learning is good for the cognitive or analytical skills of students. It is one of the few promotional messages which, in a sense, transcends differences between different languages — it does not matter which language a child studies, because studying a language of any sort is good for their development in the same way. This is a very common refrain from language teachers, particularly in more recent years; and it has worked its way out from language teachers to teachers in general and principals, and to some extent is accepted by the broader community. It does not seem to be something which students themselves find relevant; it was mentioned in discussions with other groups as a reason for studying a language, but was never mentioned by students.

However what was usually claimed in our discussions, and presumably what teachers and principals believe, is that *studying* a language is good for a child's analytic skills (rather than *learning* a language, which is what the research shows). In this case, of course, there is no time limit or proficiency rating on this. That is, after a year (or two) of compulsory language study, a student has studied a language, and has therefore gained the analytical skills in question, and presumably no longer needs to study a language. Thus in any promotional campaign it needs to be stressed that different levels of language proficiency contribute differently to any cognitive effects.

Studying languages is about gaining cross-cultural awareness

Another language-related attitude which is strongly supported by language teachers is that it is important for students to study languages because they gain cross-cultural (or intercultural) awareness through the process of seeing their own language and culture from outside, and this is necessary in modern life. As with the

idea that studying a language is good for cognitive development and analytical skills, the belief that studying a language improves students' cross-cultural awareness allows for cross-language promotion; and similar to that belief, it is now often mentioned by principals, parents and members of the broader community as something they believe about language study. As with the previous belief, students themselves did not mention this in discussions.

It is interesting to note once again that the belief as it is expressed tends to be simply that the benefit of learning a language is the gaining of cross-cultural awareness; and, in fact, this has led in some sectors in some parts of Australia to the next logical step, which is that in that case studying a language is equivalent to studying something like 'intercultural studies' or 'cross-cultural literacy', which furthermore does not require a specialist teacher. The particular role which language study can play in the gaining of cross-cultural awareness — for example, the outsiders' view on students' own language and culture, and the experiential component of students not being able to express what they want to say which cannot be gained in any other way than through the study of a foreign language — needs to be stressed here.

Language programs are too hard to staff

It is a common belief among principals, other school leaders, and education sector staff that language programs in schools are very hard to staff. They consider that it is hard to find staff who can teach a language, and it is hard to maintain a consistent languages program. In the ACSSO/APC survey, 81% of principals believe that language learning is often interrupted because of a shortage of qualified teachers. To a great extent, this issue is one relating to broader employment issues as a planning and policy issue, rather than a promotional issue; all that could be promoted in this way is more innovative solutions to staffing problems.

Existing promotional materials

There is a wide range of existing promotional material available in various formats, more and more of it being accessible on the web. The existence of promotional material is not new, of course — in 1995, a bibliography collected 100 references on Australian material promoting languages other than English in schools (Education Department of Western Australia, 1995).

The vast majority of this material is of the ‘informational advocacy’ type — for example, a list of points explaining why languages are good. Very little of it is immediately useable in any public forum; it must be embedded in specific contexts by someone.

Material from Australian language associations

Many language associations of various types and at various levels have relevant promotional material, often available on their websites. For example, the Australian branch of the Goethe Institute has a dedicated set of pages ‘Bridging the World’ which “presents people from all over the world who are currently learning German ... [who] describe their reasons for learning German as another language, and how this decision has influenced and enriched their lives” (Goethe-Institut Australien, 2007); the website also gives 10 reasons for learning German. The Alliance Française of Sydney has a webpage ‘French, the most practical foreign language’ (Alliance Française Sydney, 2006). Similar ideas are available on the websites of some other specific language organisations (either international organisations, or country or state-based specific-language teaching organisations). However with all of these language-specific websites, the focus is very strongly on why the specific language should be learnt, rather than more general discussion of why languages should be learnt.

Material from Australian MLTAs

Several of the Modern Language Teachers’ Associations of Australia have current material designed to promote or support the promotion of the teaching of modern languages in Australia. These are primarily available via the websites of the respective MLTAs and usually consist of compilations of materials from elsewhere or links to material on other sites.

Occasionally MLTAs have developed their own advocacy materials. The MLTA of South Australia, for example, commissioned an essay on ‘A rationale for language learning in the 21st century’ (Scarino, Dellit, & Vale, 2006). As with the majority of other accessible promotional material, this resource cannot be utilised directly, but the information would need to be embedded in specific contexts.

As well as a strong compilation of material from elsewhere on its ‘Promoting languages in Victorian schools’ page (MLTAV, 2007), the MLTA of Victoria has a series of PowerPoint slides for the promotion of languages, about the cognitive, employment and community benefits of languages (MLTAV, 2006). Unlike other resources, this could be used ‘as is’, if the presenter has some background in understanding the material. The MLTAV intends to update their promotion webpage

as more strategies are developed and more material from other sources is located. The MLTAV also have stickers which they have developed (the designs of which are available for any other MLTA through the AFMLTA). The stickers have one of two messages — ‘Languages = Literacy’ and ‘Languages = Opportunities’ — followed by the question ‘Is your child learning another language?’, and the MLTAV web address. The MLTA of South Australia has also contemplated a sticker campaign (with a message similar to ‘English is not the only language’) although this is currently in abeyance depending in part on the outcomes of the current project.

Material from State/Territory Government, Catholic, Independent sectors

Over the years, State and Territory education departments, Catholic education offices, and independent schools bodies have developed various materials which were intended to be used or at least can be used in one way or another for promotional purposes.

Most government education departments have compiled reports of one sort or another on the situation of languages education in that state (whether released publicly or not). These often give some advocacy information, and ideas about student attitudes, but are not useable directly as promotional material.

Occasionally, reports are produced with an advocacy goal in mind. However as with many other advocacy-type materials, these cannot be used directly, but are essentially resource materials from which teachers can develop material promoting languages education; or which teachers can use to back up their arguments. For example, the Victorian Department of Education, Employment and Training developed a report on ‘Linking languages other than English to the early years literacy program’ (DEETV, 2000), containing research and case studies showing how literacy in languages other than English can be linked to the development of early literacy in English. They are currently working with the Research Unit for Multilingualism & Cross-Cultural Communication (RUMACCC) on a paper discussing the research on the benefits of languages learning which can be used by advocates in promoting languages.

The NSW Department of Education and Training has developed (as part of a wider campaign) a pamphlet for teachers (NSWDET, n.d.) which goes through some of the benefits of languages in a FAQ manner. It looks at how languages contribute to children’s development of cognitive skills, children’s development of understanding of others, the maintenance of home and indigenous languages and cultures, and how languages will be useful for the future employment prospects of children. This material can then be used by teachers to back up other promotional material, or to develop their own material.

Similarly, the Western Australian Department of Education & Training has a listing of the ‘Benefits of LOTE learning’ on its Languages other than English website (DETTWA, 2005), placed in the ‘For teachers’ section; the Tasmanian Department of Education has a list of links relating to languages advocacy and promotion (DETTas, 2006).

The South Australian Department of Education and Children’s Services has just produced its *Languages Statement 2007-2011* (DECS, 2007b) and *Languages Engagement Strategy 2007-2008* (DECS, 2007a). The latter is accompanied by

containing, among other things, documents which are explicitly distributed to aid teachers and school leaders in the promotion of languages. It contains a compilation of PDF or Word versions of promotional materials produced by others — for example, the NALSAS pamphlet on ‘Linking literacy and language’ (NALSAS, 2002), two pamphlets from RUMACCC (RUMACCC, 2004a, 2004b), a news report on second language learning benefiting the brain, a list of mainly English celebrity language-speakers from the CILT (CILT, 2007b), an 8-page document with quotes from various places giving a rationale for learning languages, an activity sheet on languages and cultural awareness from the ‘Languages work’ site (CILT, 2007a), and a UK-focussed PowerPoint presentation ‘Why study languages ... when everyone speaks English?’ (LLAS, n.d.).

Other promotional materials are designed to be used in a more direct manner. The Victorian Department of Education & Training has produced a series of language-specific promotional pamphlets, such as ‘Why learn Chinese?’ (DETV, 2006); distribute the RUMACCC pamphlets (see next section); are currently producing a pamphlet for parents, replacing their earlier languages pamphlet for parents of children entering high school (DEETV, 2002); and are designing a series of posters promoting languages.

Independent Schools Queensland produced a brochure promoting the benefits of language learning (AISQ, 2005), jointly with a poster which was distributed to schools. Teachers could thus put the poster on a corridor wall, and distribute brochures to parents to back up the messages about the cognitive, social, communicative and literacy benefits of learning a language.

These materials are usually only available to those in the particular system; tend to cover the same information; are often forgotten about and inaccessible once the immediate campaign is over; and tend to contain web-links which are not permanent, so even if the pamphlet/poster is still available, it is impossible to follow links to further sources. Equally, there is a gap in intermediate-level information on the benefits of languages learning in these campaigns — brochures and posters usually give essentially single-line statements of the benefits of languages learning, and then refer people to further resources which are often highly academic and detailed in nature.

Other Australian materials

A few other Australian organisations have developed some material relating to languages learning which is directly or indirectly intended for promotional purposes.

The Australian Council of State School Organisations (ACSSO), in collaboration with the Australian Parents Council (APC), have just begun a strong languages promotion campaign. Aside from the ACSSO/APC survey on languages, the campaign includes a website with information and resources about languages (ACSSO, 2007), although this is not yet fully operational; the website will include the ‘Directory of resources in languages education’ (Kiernan, 2007), which ACSSO/APC are in the process of developing; and they have just released an information leaflet about the benefits of the maintenance of a home language (ACSSO/APC, 2007). Additionally, the ACSSO and APC are calling for 2008 to be declared as Australia’s National Year of Languages.

The National Asian Languages and Studies in Australian Schools Strategy (NALSAS) produced a variety of material during its existence. Of these, the most useful in terms of languages promotion is a brochure which had the aim of 'Linking languages and literacy' (NALSAS, 2002).

The Research Unit for Multilingualism & Cross-Cultural Communication (RUMACCC) has developed three pamphlets, of which two are strongly related to languages promotion issues, although slightly "skewed", in that they were developed in the context of a project around community languages, and thus some of the issues are not especially relevant to all contexts. One of the relevant pamphlets explains why bilingual children can benefit from learning a third language (RUMACCC, 2004a). The other goes through 'Some common fallacies about multilingualism and second language acquisition' (RUMACCC, 2004b), and counters arguments: that humans having a limited capacity in terms of the 'amount' of language they can learn; that the curriculum is too crowded for languages to have a place; that language learning is too hard if students are already bilingual; that other languages detract from students' ability to acquire literacy; and that 'real Australians' can't compete with native speakers in the language classroom.

There are also some smaller 'one-off' promotional or advocacy activities, usually not available or publicised more broadly, focussed on a single school community. For example, as a school project, students from Adelaide High School (a school with a strong languages focus) released a CD which is still available which set a rationale for languages education to rap music.

Overseas material

US Year of Languages promotional material

The US Year of Languages 2005 was run by the American Council on the Teaching of Foreign Languages. Its goal was to "advance the concept that every American should develop proficiency not only in English, but in other languages as well" (ACTFL, n.d.-b). More specifically, it intended to "celebrate" the importance of languages through community and school events; "educate" students, parents and the wider community about the benefits of learning a language; and "communicate", together with federal, state and local government officials, school administrators and classroom teachers, to increase public awareness of languages and cultures. The US Senate and House of Representatives both passed resolutions early in the year essentially establishing 2005 as the Year of Languages in the US.

The Year of Languages has a (still existing) website, which gathers proclamations, resolutions and endorsements about the Year of Languages (for example, statements of support from governments at various levels, universities and other institutions). Public service announcements in support of languages can be downloaded from the website for supporters to use in the media — a 30-second TV announcement, a 30-second radio announcement, and three newspaper ads (with taglines 'Foreign language education spells success', 'Make sure foreign language remains part of your child's education', 'Learning a foreign language should be elementary') — together with information on how to get public service announcements in the media, and other ideas for media stunts. Perhaps most usefully, the website links to the page 'What does research show about the benefits of language learning?', which divides the research into three broad areas:

- How does language learning support academic achievement?
- How does language learning provide cognitive benefits to students?
- How does language learning affect attitudes and beliefs about language learning and about other cultures?

Each of these areas then gives a number of more specific statements (such as 'Language learning is beneficial in the development of students' reading abilities' or 'There is evidence that early language learning improves cognitive abilities'), each of which is hyperlinked to the abstract and reference of an academic paper with relevant phrases highlighted.

Following on from the Year of Languages, ACTFL has instituted a follow-up longer-term promotional campaign 'Discover Languages ... Discover the World!', designed to "raise public awareness about the importance of learning languages and understanding cultures in the lives of all Americans" (ACTFL, n.d.-a). This site links to the same promotion-related sites as the Year of Languages site; and the 'Discover Languages' campaign has associated promotional material for sale such as T-shirts, caps, pens and so on. The website also contains a bulletin board, where organizations can post information about their 'Discover Languages' events.

European Year of Languages promotional material

The European Year of Languages was a joint event, with the major partners being the European Commission and the Council of Europe. The European Commission has languages as one of its main policy areas, and is very strong on promoting language learning, and particularly 'awareness-raising' around languages (European Commission, 2007b). The Year of Languages had three main messages: Europe is multilingual and always will be; learning languages brings people opportunities; everyone can do it (European Commission, 2007a). It involved the coordination of an information and communication campaign, including press, radio and TV campaigns and the distribution of many promotional items (postcards, pens, T-shirts, mouse-mats, stickers, etc); and the Year of Languages directly funded 188 local projects around Europe, most involving several different types of activities, such as festivals, conferences, seminars, exhibitions, open-days, mini language courses and competitions. Many other projects also took place during the year, not funded by the Year of Languages itself.

The general European languages situation is very different to that of Australia. Languages education is not a problem, in some senses, at school level, as in the majority of countries (excluding English-speaking countries) there is usually compulsory study throughout secondary school of between one and three foreign languages. Thus in the Year of Languages there was a strong focus on the broader community and raising the profile of languages and languages use, and the need to learn languages other than English.

The outcomes are not necessarily clear, but were evaluated in a rigorous fashion (ECOTEC, 2002a), which is very unusual for languages promotional campaigns. It was felt that "the emphasis on the cultural dimension of languages was stronger than the benefits of language learning for personal or professional life or the encouragement of lifelong learning of languages" (ECOTEC, 2002b, p. 2); that there was a great deal of media interest and reports; and that overall the Year of Languages succeeded in its goal of creating community awareness. Particularly importantly, the common identity of the activities and the possibility for non-funded

projects to label themselves as part of the Year of Languages led to a strong and coherent visibility of languages education in the public arena.

Since the European Year of Languages 2001, Europe has increased from 15 to 25 member states. Consequently, a comparison of the attitudes of Europeans in 2001 with attitudes in late 2005 are not always clear, however in that time the number of Europeans who know at least one foreign language has increased from 47% to 56%; and in 2005 83% of Europeans believe that knowing a foreign language is or could be personally useful, compared with 72% in 2001 (European Commission, 2006, p. 10).

Whether related to the promotional push of the Year of Languages, in at least some countries in Europe there is still constant promotion of the advantages of languages learning and mastery. For example, the evening news service from the television station France 2 (seen in Australia on SBS) runs profiles of people's lives every week or so, and approximately once a month it runs a profile on a French person who has done well in business in the UK, Ireland or Germany on the basis of their multilingual ability; we see and hear them using more than one language during the course of the report. Less frequently, rather than a French person overseas, the story will focus on someone who was born elsewhere, but is now working in France, and using their native language and French in their daily working life. There is a similar emphasis in the German media as well.

The European Day of Languages is a follow-on from the European Year of Languages 2001. Its aim is to make the public aware of the importance of languages, promote the linguistic diversity of Europe and encourage language learning (Council of Europe, 2007). The site contains posters and stickers for each year, as well as information about the various events held across Europe to celebrate the day.

UK government-related projects and materials

The UK is, of course, a part of Europe, and participates in events such as the Year of Languages 2001 and the annual European Days of Language. However in many ways relating to languages, the UK (and Ireland) are separate from the rest of Europe. In the UK in recent years, there has been a very strong push to promote languages and language learning. This has largely come about through the links with Europe, with a fear in the UK that its citizens are being left behind, as the UK consistently comes near the bottom in surveys of foreign language, such as the Eurobarometers; for example, in the special language Eurobarometer survey carried out in 2005, only 35% of UK citizens were able to hold a conversation in more than one language, compared with a European average of 56%; only Ireland scored worse (European Commission, 2006, p. 9). One of the main strategies which has been proposed in the UK with respect to promotion of languages is the strong linking of languages and employment prospects, and the necessity for businesses (who are indicating a lack of skilled staff) to be involved in the promotion of languages.

The Nuffield report (The Nuffield Languages Inquiry, 2000) began the most recent set of UK language-related reports, finding that English was not enough for the UK, that people with language skills were required in the UK, and that school students do not learn languages. It suggested a set of actions, including that of generally raising the profile of languages in the UK. Subsequently, the UK Languages National Steering Group was established in 2001, and as a result the

Department for Education and Skills produced the strategy document 'Languages for all: Languages for life', giving the Government's plans for languages education (DfES, 2002). This strategy had, among other features, a very strong focus on linking languages learning and employment. However one of the changes was that in Key Stage 4 languages became an entitlement rather than a requirement — essentially, students could stop studying languages at age 14.

As a result of this strategy, student numbers in language classes in the last two years of schooling fell dramatically (from 80% of students to 50% in state schools), and in 2006 a new report was commissioned. Both the interim (Dearing & King, 2006) and final (Dearing & King, 2007) versions of the 'Dearing report' propose a variety of strategies to overcome this problem and motivate students to learn languages. The majority of recommendations are not relevant for the present, Australian, report; those relating to promotion essentially strongly propose links with employers, particularly multinational companies, and to explain to students at earlier levels the value of language learning.

One very interesting feature of the final version of the Dearing report is the comment that:

Some substantial expenditure is a matter that goes beyond our competence to recommend, but we tentatively suggest a budget of £2m a year to support a sustained effort through events, articles, languages days, publications, and for material for use in schools, to raise public awareness of the importance of languages. (Dearing & King, 2007, p. 7)

As a immediate consequence of the Dearing report, the Education Secretary has announced that foreign languages will be compulsory for all students from the age of 7 to 14 (Andalo, 2007; Garner, 2007).

UK non-government promotional material

The linking in the UK of language promotion and employment prospects is not only done at the level of government reports and policy. The National Centre for Languages (CILT) have produced the 'Languages work' website, a site which contains "inspiration, advice, activities and links that help to show the true value of learning languages" (CILT, 2007a). The site divides into four sections, aimed at different age groups — students aged 10-14, students aged 14-19, languages in higher education, and adult learners. While the main focus of the site is work-related, it also takes account (particularly for younger ages) of other reasons for language learning. Within work-related areas, the site includes not only discussion of many different work areas in which languages are of value (both traditional and non-traditional), but also links to careers services, language-related recruitment agencies, and links on finding a job.

The CILT has also developed a number of promotional materials, particularly on its promotions page (CILT, 2007b), including various events, initiatives and activities. One of the most interesting is its list of 'celebrity linguists', a listing of 200 people well known in their field (many, but not all, English), together with the languages they speak. The list includes politicians, actors, musicians, sports people,

TV newsreaders and personalities, journalists, and many others. There are also quotes from celebrities talking about why languages education is important.

While more strictly related to higher education than school-level education, the website of the Subject Centre for Languages, Linguistics and Area Studies of the Higher Education Academy in the United Kingdom contains information about language education in general. They developed an online database containing over 700 reasons for learning languages, searchable by keyword or general area. The database is freely available on their website (The Higher Education Academy, n.d.), as is the associated report *Seven hundred reasons for studying languages* (Gallagher-Brett, 2004). Each of the 700 reasons (e.g. 'Globalisation') is linked with a more explicit statement ('The assumption is that increased foreign trade, closer European links, the effects of globalisation and even the war on terrorism will increase the demand for skilled linguists in an increasing range of languages') together with a citation to a relevant study. The reasons do of course include employment-related topics; but also cover all other areas such as cognitive benefits, social benefits, personal benefits, and so on. These reasons were produced in response to a report developed as part of the Nuffield Foundation's languages project (Kelly & Jones, 2003), which indicated that students would not choose study a language unless they could be given a clear rationale for why.

Other materials

There are many other internet sites which contain material which can be used for promotional purposes — in particular, there are many discussions of the benefits of languages learning. The sites of many language-related organisations have some kind of rationale for why people should learn languages (for example, the position paper of the National Council of State Supervisors of Foreign Languages, NCSFL, 2007); other sites contain information given elsewhere but in a different form (e.g. 'Second language learning: Everyone can benefit', Marcos, n.d.) or some additional resources and advocacy tips (e.g. Minnesota New Visions, n.d.). However the majority refer back to material which is primarily found at one of two US locations, the Center for Applied Linguistics (CAL) or the American Council on the Teaching of Foreign Languages (ACTFL); or in the UK at the National Centre for Languages (CILT) or on CILT's 'Languages work' website.

Comments on existing material

There is material available which is relevant for the promotion of languages education. The vast majority is of the 'informational advocacy' type — explaining the benefits of language learning, cognitive, social, cultural and economic. This material, while good for backing up any statements which language teachers make, is not directly useable as promotional material; it is designed in a very generic fashion, with the intention that people develop their own promotional material based upon it.

Other material is available and more directly relevant (e.g. the RUMACCC pamphlets), but there is a problem with reaching the target audience of 'unmotivated and uncommitted'. The only people who are going to look at the RUMACCC material (at least on the web) are those who have some sort of interest in and commitment towards languages.

Sector-based promotional material (e.g. posters and brochures) are more generally accessible, within the sector in question. Most of this requires some input from teachers, even if only in terms of distribution. Even when brochures targeted at parents are available, it is not clear what the 'uptake' is in terms of the uncommitted or uninterested parent.

The current promotional material thus relies very heavily on teachers to promote languages, rather than languages also being promoted by others. Resources are available on the web for languages teachers to seek out (or in the case of sector-level material provided directly to language teachers), for them to integrate into their own promotional campaigns. Depending on the material, this will require always require work from the teacher, sometimes only some work (e.g. the Victorian MLTA PowerPoint slides, or Independent Schools Queensland poster and brochure), often very much more work. Resources are not a promotional campaign or a promotional strategy.

Kleinsasser, Elliott & Liu (2003) talk about the importance of all 'shareholders' — students, parents, teachers, principals, members of the broader community — in participating in the promotion of languages. In a similar vein, Marcos & Peyton (2000) give general ideas of different possible ways of becoming involved in encouraging the study of languages which different members of the community — parents, teachers, school administrators, policymakers and members of the business community — could adopt. This is clearly not the current situation. Indeed, despite Kleinsasser, Elliott & Liu (2003) talking about the importance of all shareholders, the very way they write makes it clear that language teachers bear the brunt of promoting languages: "we were reminded of how we could use this ... with our colleagues and students to remind them about language learning"; "should one have the opportunity for a parent get-together, have parents offer their ideas"; "making sure students are using languages seems to be a high priority when promoting languages" (Kleinsasser et al., 2003, p. 32).

While not directly related to existing promotional materials, one promotional technique which appears to be effective in getting a message out to specific communities is used by the APAPDC in some of their work. Many organisations (e.g. local principals' organisations, school communities, etc) have newsletters, and will publish just about anything they can find, if it is of the right size and shape. Information on a single topic should be prepared as 250-word, 500-word and 750-word messages, which can then be widely distributed (with perhaps several different, audience-specific versions of each), and newsletter editors or similar can simply select the version which is most convenient for them. (This information can also then be available on a website for anyone to copy and paste.)

Key messages to be used in new promotional materials

The key messages of the promotional campaign need to counter three over-arching community perceptions which include the vast majority of the negative attitudes expressed in the listing of attitudes above, both general attitudes and school-related attitudes.

Counter the perception: Languages are not useful to me right now

Countering this perception will counter a number of the more specific attitudes discussed above:

everyone speaks English
languages aren't relevant in Australia
languages aren't relevant to my future
other subjects are more important than languages

It will also support the attitude that:

knowing more than one language is good

It is important to stress that the perception has a number of parts, and these all need to be addressed. It is not just that languages are not useful (since Australians in general terms think they might be). It is necessary to show that they are useful for individual students. And in addition, that they are of immediate, direct use, since the research shows that even students who believe that languages are potentially useful in their future often do not study a language at school.

While this perception has been detailed in the student-relevant form, it is equally valid for parents ('useful to your child right now') and teachers and principals ('useful for your students right now').

Counter the perception: Languages are too hard

Countering this perception will counter a number of the more specific attitudes discussed above:

languages are hard
only clever people learn to speak a language
hard to get a good university entry score

It is important to stress that the message should be that languages are not *too* hard. There is a difficult middle path between countering the perception that languages are hard and only clever people learn them, and that languages are so easy there's really no point bothering to study them.

This perception is very much a whole community belief, and needs to be countered as such, rather than targeted just at a specific part of the community,

although the language in which the messages are couched may differ for different parts of the community.

Counter the perception: Languages at school are pointless

Countering this perception will counter a number of the more specific attitudes discussed above:

languages aren't relevant to my future
other subjects are more important than languages
you can only learn a language well in-country
you don't learn anything in class except colours and numbers
learning a language interferes with progress in English
languages (other than English) have nothing to do with literacy

It will also support the attitude that:

studying a language is good for cognitive/analytical skills
studying languages is about gaining cross-cultural awareness

It is important to focus specifically on the importance of languages at school, and the educational benefits to be gained from learning a language at school. It is clear that there is a general perception that languages are a good thing, but just not something that is relevant for students right now. And equally, there is the strong perception that language programs in schools do not work.

The campaign needs to focus particularly here on the educational value of languages learning. Clear potential outcomes need to be stressed to students. It needs to be stressed that half-an-hour a week will not lead to native-speaker competence in two years; that greater time spent on the task will lead to greater gains. But equally, that there are different gains to be had from different levels of proficiency, and that there are levels of language ability between 'knowing nothing' and 'native speaker'.

As with the previous perception, this perception seems to be a general community perception, and must be targeted as such, rather than to specific sub-sections of the community (although audience-specific material is possible, of course).

Countering these three perceptions supports the majority of the positive attitudes and counters the majority of the negative attitudes which have been found to be present in the Australian community. There are some attitudes which are not directly addressed in these three, but we feel that it is more important to focus on a small number of messages, rather than attempt to include everything.

Several of the other attitudes will in fact be addressed 'in passing' by promotion of particular types. For example, the attitudes

no successful/popular Australians speak a language other than English
languages aren't "in", languages aren't popular
learning a language is boring

languages are a girls' subject
can all be countered not by direct targeting of messages, but rather by using popular and successful Australians who speak a language other than English in their professional lives, and at least some of whom are male, as the 'languages champions' to deliver the other messages.

List of key recommendations

Recommendation 1: The promotional campaign should be a single, strong, unified campaign consistent with the National Statement and Plan (MCEETYA, 2005), rather than a series of smaller, disconnected campaigns, events and materials.

The promotion should develop a single tag-line or catch-phrase and use this on all material associated with the campaign, in order to build sufficient momentum for the campaign.

For the same reason, it is probably worth establishing a very simple process for others outside the campaign to 'link in'. For example, if a school is running a languages day, it should be possible for the school to nestle this under the general campaign umbrella, using the tag-line and thus raising the profile of the campaign further, while requiring no extra funding from the campaign.

It may be appropriate to join together with other organisations — for example, with the ACSSO push for 2008 to be the Australian Year of Languages.

If any materials targeting specific groups are developed, the backing of the various relevant organisations for this target group should be sought — for example, APPA, ASPA and APAPDC for principal-directed materials; ACSSO, APC for parent-directed materials.

It may be worth simply getting the backing of such organisations (and MLTAs) for any material produced in general — the more logos there are on the back page, the more important the information seems to be. If it comes from 'real' organisations, not just from teachers, it is more likely to be taken seriously.

Feedback paths should be established so that it is possible to evaluate different aspects of the campaign and their coverage, and the campaign's overall effectiveness and impact.

Recommendation 2: The promotion strategy needs to have multiple ways of disseminating information and promoting languages. It should not rely on language teachers and schools (although they do have a part to play).

Teachers are particularly bad promoters for a languages learning campaign, for a variety of reasons. Except from the point of view of students (perhaps), teachers are at the bottom of the hierarchy, and this perception in the community means that what they say is often discounted. Within the ranks of schools and teachers, language teachers are often at the bottom of the hierarchy; and indeed, are almost invisible within the school community, especially those who are itinerant teachers and may not even have a desk at the school. Equally, there are perceptions of self-interest if language teachers promote languages — of course they will promote languages, because they'll say anything to get more students! The only people who (might) listen to language teachers are students. Thus the campaign needs strong promotion from others.

Recommendation 3: Public visibility is an important part of any promotional campaign. The campaign must target community attitudes, not the attitudes of those members of the community with whom teachers routinely come into contact, not just those who are currently within the school community.

Voices raised in support of languages education in the campaign need to be those of successful and popular Australians; the 'language champions'. While others may be involved, many of the voices should be those of Australians who learnt a language at school (rather than those who only happen to speak a language because of their upbringing, or those who learnt a language later in life); this does not exclude those who are background speakers of another language, but should include background speakers who then also studied the language at school. The voices must include those who use a language in their daily working life, and who gained opportunities directly as a result of having earlier learnt the language (rather than those who learn a language as a result of opportunities, such as David Beckham).

Recommendation 4: What is required is a strong, unified campaign strategy, with a small number of clear messages.

What is needed is not more materials for language teachers, but more voices for languages learning. Resources do not equal a campaign or a strategy. It is clear that there are many resources out there which can currently be used in various ways IN a promotional campaign/strategy, but they do not constitute a campaign/strategy.

Recommendation 5: The campaign should include a range of materials at different levels, linked together in a cohesive manner.

Information needs to be presented in a scaled form, where single statement headlines (of, for example, the benefits of languages learning) lead to paragraph-sized chunks, which in turn lead to page-long chunks, which in turn lead to full research articles. In this way, the target audience can easily access the immediate messages, but are able to follow up the messages and their background in more detail. Even if no-one even accesses the more detailed levels, it makes it clear that the simple statements are strongly supported.

Recommendation 6: A promotional campaign needs to focus on languages at the school level, not languages in general. It needs to be made clear that learning languages at school has first and foremost educational benefits, and other benefits; and equally that the outcome of learning a language at school will not be native-speaker competence.

Language learning should be promoted for its own sake. The educational value of learning languages should be stressed, together with its educational rewards and intellectual richness. Tying languages down as purely a support for other areas of schooling (e.g. literacy, cross-cultural awareness) sends a clear message that languages are not important in their own right compared with these other areas of schooling.

Many students believe that languages are good, but this does not translate into students studying a language. The campaign needs to make clear why studying languages at the school level is immediately relevant to individual students.

More specifically, keeping the above in mind, some of the key messages can be promoted in particular ways targeted at the different possible audiences.

For students

Students need to be shown why a language is useful to them now, what they can do from the beginning with low levels of language — explore the worlds of others, access a new reality via the internet, make friends internationally.

Students need to see that it is worth doing languages at school — languages open the door to trips and exchanges from the moment you start learning, languages keep your options open, learning languages lets you discover the power that language has in people's lives.

For non-language teachers

Non-language teachers need to see that languages at school are valuable for students, and having students learn languages can be helpful in their courses too — languages make a unique contribution to generic skills (critical thinking, reasoning, conceptualising), analytic skills (problem solving), and communication skills, all of which students can then apply in other subjects.

For school leadership

School principals and others need to see that languages at school are valuable from a 'management' point of view — having languages taught in the school enhances international networks for their school, allows relationships with other schools to be built, and encourages staff and student exchanges.

School principals and others need to see that languages at school are valuable from a student point of view and that important learning happens at every level — languages make a unique contribution to generic skills (critical thinking, reasoning, conceptualising), analytic skills (problem solving), and communication skills, and students can then apply these across all subjects; studying a language leads to students learning a set of communication skills which are not learnt in other ways, learning what is involved in communicating across languages and cultures not only from the perspective of a native speaker, but from the perspective of being the non-native speaker in intercultural interactions; this experience creates awareness and understanding of the difficulties and strategies involved in communicating with speakers of other languages.

For school careers counsellors/advisors

School careers advisors need to see that languages are relevant for students' futures — having learnt a language enhances students' career prospects in any career, and languages are a useful adjunct to any profession with the globalisation of the workforce.

School careers advisors need to see that languages at school are valuable — even if students don't go overseas, employers will favour students who have some knowledge of another language, for the generic, analytic and communication skills which language learning develops, for the language itself and for the international awareness it shows; students need to develop a portfolio of skills which will prepare them for life-long learning and employment, not simply a collection of skills relevant to their short-term goals, and learning a language is a way of ensuring that students' portfolios of skills are open to changing circumstances.

For parents

Parents need to see that languages are relevant for their child's future — in an international world, people need international skills; opportunities in the future will become still more international, and languages will improve anyone's prospects in any profession; English will not be enough in the future; languages are part of a well-rounded educational experience all around the world, and people who have not studied a language will be behind the competition.

Parents need to see that languages at school are valuable — languages make a unique contribution to generic skills (critical thinking, reasoning, conceptualising), analytic skills (problem solving), communication skills, and social skills, allowing students to access these in different ways from other subjects, and students can then apply these skills across all subjects and outside school.

References

- ACSSO. (2007). Languages education in Australia. Accessed 9 March 2007, at <http://www.languageseducation.com>.
- ACSSO/APC. (2007). *It is important to keep your first language*. Canberra: Australian Council of State School Organisations and Australian Parents Council.
- ACTFL. (n.d.-a). Discover Languages. Accessed 25 February 2007, at <http://www.DiscoverLanguages.org>.
- ACTFL. (n.d.-b). Year of Languages website. Accessed 25 February 2007, at <http://www.yearoflanguages.com>.
- AISQ. (2005). *Enrich your child's learning and future through the learning of languages: Information for parents and students*. Brisbane: Association of Independent Schools of Queensland.
- Alliance Française Sydney. (2006). French, the most practical foreign language. Accessed 25 February 2007, at http://www.afsdney.com.au/content/tabID__3838/Topics_of_Interest/Why_learn_French/French_the_most_practical_foreign_language.aspx.
- Andalo, D. (2007, 12 March). All primary schools to teach foreign languages by 2010. *EducationGuardian.co.uk*.
- Aplin, R. (1991). Why do pupils opt out of foreign language courses? A pilot study. *Educational Studies*, 17(1), 3-13. Accessed 23 January 2007, at <http://search.ebscohost.com/login.aspx?direct=true&db=afh&AN=9707220877&site=ehost-live>.
- Baldauf, R.B., Jnr & Lawrence, H. (1990). Student characteristics and affective domain effects on LOTE retention rates. *Language and Education*, 4(4), 225-248.
- Campbell, S., Dyson, B., Karim, S. & Rabie, B. (1993). *Unlocking Australia's language potential: Profiles of 9 key languages in Australia* (Vol. 1: Arabic). Canberra: National Languages & Literacy Institute of Australia.
- Carr, J. (2002). Why boys into languages won't go: The problematic gender agenda in languages education. *Babel*, 37(2), 4-9.
- CILT. (2007a). Languages work. Accessed 1 March 2007, at <http://www.languageswork.org.uk/index.htm>.
- CILT. (2007b, 9 February 2007). Promoting languages. Accessed 1 March 2007, at <http://www.cilt.org.uk/promoting/index.htm>.
- Council of Europe. (2007). European Day of Languages. Accessed 1 March 2007, at <http://www.ecml.at/edl/default.asp>.
- Cryle, P., Freadman, A. & Hanna, B. (1993). *Unlocking Australia's language potential: Profiles of 9 key languages in Australia* (Vol. 3: French). Canberra: National Languages & Literacy Institute of Australia.
- Dearing, R. & King, L. (2006). *The languages review: Consultation report*. London: Department for Education and Skills.
- Dearing, R. & King, L. (2007). *Languages review*. London: Department for Education and Skills.
- DECS. (2007a). *Languages Engagement Strategy 2007-2008*. Adelaide: Department of Education and Children's Services, South Australia.

- DECS. (2007b). *Languages Statement 2007-2011*. Adelaide: Department of Education and Children's Services, South Australia.
- DEETV. (2000). *Linking LOTE to the early years*. Melbourne: Department of Education, Employment and Training, Victoria.
- DEETV. (2002). *A new school and a new world, Languages other than English: A guide for parents*. Melbourne: Department of Education, Employment and Training, Victoria.
- DEtas. (2006, 6 September 2006). Advocacy and promotion of the benefits of learning a language. Accessed 1 March 2007, at <http://wwwfp.education.tas.gov.au/lotte/resources/benefits.htm>.
- DETV. (2006). *Why learn Chinese?* Melbourne: Department of Education & Training, Victoria.
- DETWA. (2005, 26 April 2005). Benefits of LOTE learning. Accessed 1 March 2007, at <http://www.det.wa.edu.au/education/lotte/teachers/cont1.htm>.
- DfES. (2002). *Languages for all: Languages for life*. London: Department for Education and Skills.
- Di Biase, B., Andreoni, G., Andreoni, H. & Dyson, B. (1993). *Unlocking Australia's language potential: Profiles of 9 key languages in Australia* (Vol. 6: Italian). Canberra: National Languages & Literacy Institute of Australia.
- ECOTEC. (2002a). *Evaluation of the European Year of Languages 2001*. Brussels: ECOTEC Research & Consulting Limited.
- ECOTEC. (2002b). *Evaluation of the European Year of Languages 2001: Executive summary*. Brussels: ECOTEC Research & Consulting Limited.
- Education Department of Western Australia. (1995). *Promoting languages other than English in schools: A bibliography of support materials*. Canberra: Department of Employment, Education and Training.
- Erebus Consulting Partners. (2002). *Review of the Commonwealth Languages Other Than English Programme*. Canberra: Department of Education, Science and Training.
- European Commission. (2006). *Europeans and their languages (Special Eurobarometer 243, Wave 64.3)*. Strassbourg: European Commission.
- European Commission. (2007a, 23 January 2007). European Year of Languages 2001. Accessed 5 February 2007, at http://ec.europa.eu/education/policies/lang/languages_en.html.
- European Commission. (2007b, 22 January 2007). Languages. Accessed 5 March 2007, at http://ec.europa.eu/education/policies/lang/languages_en.html.
- Fairbairn, K. & Pegolo, C. (1983). *Foreign languages in secondary schools, report no. 3*. Brisbane: Research Branch, Department of Education, Queensland.
- Fernandez, S., Pauwels, A. & Clyne, M. (1993). *Unlocking Australia's language potential: Profiles of 9 key languages in Australia* (Vol. 4: German). Canberra: National Languages & Literacy Institute of Australia.
- Gallagher-Brett, A. (2004). *Seven hundred reasons for studying languages*. Highfield, Southampton: Subject Centre for Languages, Linguistics and Area Studies.
- Garner, R. (2007, 13 March). Foreign languages to be compulsory from age seven. *The Independent [electronic version]*.
- Goethe-Institut Australien. (2007). Bridging the world. Accessed 1 March 2007, at <http://www.goethe.de/ins/au/lp/prj/bri/enindex.htm>.

- Hajdu, J. (2005). Year 8 attitudes to language learning: A focus on boys. *Babel*, 39(3), 17-24.
- Kelly, M. & Jones, D. (2003). *A new landscape for languages*. London: The Nuffield Foundation.
- Kent, D.M. (1996). An investigation into the factors influencing the learning of foreign languages in S5 and S6 in Scottish schools. Accessed 23 January 2007, at <http://www.scre.ac.uk/scot-research/kentinves/index.html>.
- Kiernan, K. (2007). *Directory of resources in languages education*. Canberra: Australian Council of State School Organisations and Australian Parents Council.
- Kleinsasser, R.C., Elliott, K. & Liu, M.H. (2003). Aussie! Aussie! Aussie! L2! L3! L4! Inspiring language learning and maintaining our common wealth. *Babel*, 37(3), 30-34.
- Leal, R.B., Bettoni, C. & Malcolm, I. (1991). *Widening our horizons: Report of the Review of the Teaching of Modern Languages in Higher Education*. Canberra: Australian Government Publishing Services.
- Lemke, L.A. (1993). *Foreign language enrollment and the attrition rates in the Grand Blanc community schools*. Michigan: Grand Blanc Community Schools.
- LLAS. (n.d.). Why study languages. when everyone speaks English? [PowerPoint presentation]. York: Subject Centre for Languages, Linguistics and Area Studies.
- Low, L. (1999). Foreign languages in the upper secondary school: A study of the causes of decline. *Research in Education*, 64(Spring), 4-5. Accessed 23 January 2007, at <http://www.scre.ac.uk/rie/n164/n164low.html>.
- Marcos, K.M. (n.d.). Second language learning: Everyone can benefit. Accessed 5 March 2007, at http://www.newbeginnings.co.nz/Story?Action=View&Story_id=1139.
- Marcos, K.M. & Peyton, J.K. (2000). Promoting a language proficient society: What you can do. *ERIC Digest*, April 2000. Accessed 5 March 2007, at <http://www.cal.org/resources/digest/0001promoting.html>.
- Marriott, H., Neustupný, J.V. & Spence-Brown, R. (1993). *Unlocking Australia's language potential: Profiles of 9 key languages in Australia* (Vol. 7: Japanese). Canberra: National Languages & Literacy Institute of Australia.
- Martín, M.D. (2005). Permanent crisis, tenuous persistence: Foreign languages in Australian universities. *Arts and Humanities in Higher Education*, 4(1), 53-75.
- MCEETYA. (2005). *National statement for languages education in Australian schools: National plan for languages education in Australian schools 2005-2008*. Hindmarsh: DECS Publishing.
- McGannon, J. & Medeiros, A. (1995). Factors influencing elective language choice: A study of French language students. *Australian Review of Applied Linguistics*, 18(1), 95-108.
- McPake, J., Johnstone, R., Low, L. & Lyall, L. (1999a). *Foreign languages in the upper secondary school: A study of the causes of decline*. Edinburgh: Scottish Council for Research in Education.
- McPake, J., Lyall, L., Johnstone, R. & Low, L. (1999b). Foreign languages in the upper secondary school: A study of the causes of decline. *Interchange*, no. 59. Accessed 23 January 2007, at http://www.scotland.gov.uk/edru/Pdf/ers/interchange_59.pdf.

- McQueen, J. & Brown, A. (1992). *An incentives programme for senior secondary learners of languages other than English*. Melbourne: NLLIA Language Testing Centre.
- Minert, R.P. (1991). *The influence of student-identified factors on enrollment in foreign language courses in public high schools in the United States*. Unpublished PhD, Ohio State University, Columbus.
- Minnesota New Visions. (n.d.). Resources and background information for promoting language learning. Accessed 1 March 2007, at <http://www.mctlc.org/newvisions/prresources.html>.
- MLTAV. (2006). Why learn languages? Promoting languages in Victorian schools [PowerPoint slides]. Melbourne: Modern Language Teachers' Association of Victoria.
- MLTAV. (2007). Promoting languages in Victorian schools. Accessed 1 March 2007, at <http://www.mltav.asn.au/advocacy/>.
- NALSAS. (2002). *Linking languages and literacy: Information for parents and teachers*. Canberra: Department of Education, Science and Training.
- NCSSFL. (2007). A rationale for foreign language education: A position paper of the National Council of State Supervisors of Foreign Languages. Accessed 8 March 2007, at <http://www.ncssfl.org/papers/index.php?rationale>.
- NSWDET. (n.d.). *Languages for life (Educators' pamphlet)*. Sydney: NSW Department of Education & Training.
- Pauwels, A. (2007). *Brief summary: 2003 study of first year university students' reasons for taking up or continuing with the study of languages*. Unpublished manuscript.
- Ramage, K. (1990). Motivational factors and persistence in foreign language study. *Language Learning*, 40(2), 189-219.
- Renza-Guren, C. (2001). *Reasons why high school foreign language students choose to continue or discontinue beyond the two-year minimum requirement for college*. Unpublished EdD, University of Central Florida.
- RUMACCC. (2004a). *More languages, more benefits*. Melbourne: Research Unit for Multilingualism & Cross-Cultural Communication.
- RUMACCC. (2004b). *Some common fallacies about multilingualism and second language acquisition*. Melbourne: Research Unit for Multilingualism & Cross-Cultural Communication.
- Scarino, A., Dellit, J. & Vale, D. (2006). A rationale for language learning in the 21st century. Accessed 1 March 2007, at <http://www.mltasa.asn.au/rationale.htm>.
- Smith, D., Chin, N.B., Louie, K. & Mackerras, C. (1993). *Unlocking Australia's language potential: Profiles of 9 key languages in Australia* (Vol. 2: Chinese). Canberra: National Languages & Literacy Institute of Australia.
- Speiller, J. (1988). Factors that influence high school students' decision to continue or discontinue the study of French and Spanish after Levels II, III and IV. *Foreign Language Annals*, 21(6), 535-545.
- Tamis, A.M., Gauntlett, S. & Petrou, S. (1993). *Unlocking Australia's language potential: Profiles of 9 key languages in Australia* (Vol. 8: Modern Greek). Canberra: National Languages & Literacy Institute of Australia.
- The Higher Education Academy. (n.d.). Subject Centre for Languages, Linguistics and Area Studies. Accessed 26 February 2007, at <http://www.lang.ltsn.ac.uk/index.aspx>.

- The Nuffield Languages Inquiry. (2000). *Languages: The next generation*. London: The Nuffield Foundation.
- Tuffin, P. & Wilson, J. (1989). *Report of an investigation into disincentives to language learning at the senior secondary level*. Canberra: Asian Studies Council.
- Valverde, E., Hale, S. & Ramirez, E. (1993). *Unlocking Australia's language potential: Profiles of 9 key languages in Australia* (Vol. 9: Spanish). Canberra: National Languages & Literacy Institute of Australia.
- Watzke, J. & Grundstad, D. (1996). Student reasons for studying language: Implications for program planning and development. *Learning Languages*, 2(1), 15-28.
- Worsley, P. (1993). *Unlocking Australia's language potential: Profiles of 9 key languages in Australia* (Vol. 5: Indonesian/Malay). Canberra: National Languages & Literacy Institute of Australia.
- Wyndham, H.S. (1957). *Report of the Committee Appointed to Survey Secondary Education in New South Wales*. Sydney: Government Printer.
- Zammit, S.A. (1992). *The challenge: Choosing to study a language other than English through high school*. Hawthorn, Vic: Australian Council for Education Research.