

CHATSWOOD PUBLIC SCHOOL



English/ Korean Bilingual program at Chatswood Public School: Frequently asked questions

What are the benefits of bilingual education?

Early literacy development is enhanced by early bilingual experiences (Goncz, L., & Kodzopeljic, J. 1991. *Exposure to two languages in the preschool period: Metalinguistic development and the acquisition of reading. Journal of Multilingual and Multicultural Development*, 12, 137-163). Bilingual children have diverse linguistic and cultural knowledge, skills, resources and potential. The cognitive, social and linguistic gains from being bilingual are linked to:

- self esteem and cultural identity
- socio cultural knowledge
- cognitive and linguistic advantages
- cultural diversity and difference.

Students in successful bilingual programs:

- outperform comparable students in monolingual education in all aspects of schooling that have been explored
- gain confidence in themselves and their learning
- share new learning experiences with their families
- become confident in their ability to use a new language at least in supported contexts, but probably independently and in ways that respect the culture of the language that they are learning.

What are some of the positive outcomes of bilingual education?

For students

- Acceptance by the students that 'the other' is normal and new experiences can be eagerly engaged with
- Creative thinking across the curriculum
- Performance on standardised English and Mathematics assessments that are consistently above 'like school' norms and frequently above state norms
- A learning context in which students who have previously experienced 'difficulties' experience success (often for the first time in their schooling)
- Ability to confidently engage in extended interaction in their languages in public and with 'strangers'
- Sophisticated problem solving strategies
- A sense of pathways and purpose and a sense that existing identities and experiences are accepted and built upon.

For teachers

- Teachers who feel valued and have a sense of vocation and enthusiasm for the effectiveness of their teaching
- Teachers who value the individual learning needs of students and hence successfully incorporate new students into the program and integrate the full range of student abilities and backgrounds
- No sense of difference in engagement between boys and girls or across the years, though this has often entailed thoughtful selection of learning experiences and materials.

For parents

- Parents who speak a language other English feel their skills are valued within the school community and creates a positive atmosphere for Non English Speaking Background families.
- Bilingual Parental involvement increases within the school community a positive attitude towards culture and language.
- Parents whose child is participating in Bilingual program broaden their knowledge of the target language and culture.

What are the connections between second language learning and literacy skills development?

Research demonstrates that learning a second language can significantly enhance literacy skills development.

'Learning a new language teaches the learner something about the nature of language and languages, and this is knowledge that needs to be developed by a literate person'

'Language teachers do not only teach a language, they also teach about language as a concept, and about communication, context and culture.'

'Second language learning is therefore a resource for enhancing literacy, not a problem for acquiring literacy. It forms part of the whole package for learning about language as a part of schooling and provides additional insights into the nature of language that are not available to the monolingual learner'.

(Liddicoat, A., Learning a language, learning about language, learning to be literate. *Babel*, Vol 35, Number 3, 2000-2001, p.15)

Students learning another language develop understandings of language as a system by drawing on comparative language analysis.

Will bilingual education affect my child's English language skills?

Research has shown that 'the effect of learning a second language on first-language skills has been positive in all studies done.... [and] the loss of instructional time in English has never been shown to have negative effects on the achievement of the first language.' (Bournot-Trites & Tellowitz, *Report of Current Research on the Effects of Second Language Learning on First Language Literacy Skills*, 2002)

The study of a second language provides students with another perspective on how languages work as systems, thereby enhancing literacy and language skills in English, as well as the language. (Board of Studies NSW, K-10 Languages syllabus, p. 23)

What are the cognitive benefits of being bilingual?

- Mental Flexibility

Bilinguals are better able to analyse their knowledge of language. They learn that there are at least two ways of saying the same thing and understand the relationship between words and their meaning. They are able to focus more on meaning and take into account only relevant features when there is distractive information. (Heightened metalinguistic awareness.) Bilinguals demonstrate more mental flexibility and perform better on tasks requiring mental manipulation. They are original in verbal expression, demonstrate non-verbal intelligence and can answer open-ended questions more freely than monolinguals (Lazaruk, in press). Sourced from http://www.carla.umn.edu/immersion/acie/vol10/may2007_parentsten.html.

- Increased sensitivity to others; heightened awareness, receptivity and appreciation of language.

Students with two well-developed languages are more sensitive to communication. There is some evidence to suggest that they are better able to understand the needs of others and to respond appropriately. Through exposure to cultural differences they may become more respectful of differences between people and their cultures and may be able to communicate with a large variety of people (Lazaruk, in press). Sourced from http://www.carla.umn.edu/immersion/acie/vol10/may2007_parentsten.html.

How can I help my child if I don't know the language?

Bilingual teachers know that most parents don't understand the target language. Indeed, bilingual programs were designed specifically for children of unilingual parents. You can help make your child's second-language experience positive and lasting by being supportive and enthusiastic. Research shows that students whose parents have positive attitudes towards the target language do better in immersion programs. Remember that most skills learned in the first language are transferred to the second. Read to your children in English, encourage English writing, and introduce English-language word games like crossword puzzles, word searches, Scrabble and Password. Provide opportunities to use the target language outside of the classroom: borrow or buy books and videos, watch second-language TV with your child, and expose your child to second-language events and activities like plays, interest courses, and sport activities.

Sourced from

<http://www.curriculumsupport.education.nsw.gov.au/secondary/languages/bilingual/faq.htm>

Are there any other NSW government schools that offer their students a bilingual program?

Yes there are four schools that offer a bilingual program within the Department of education.

Bilingual Schools Program: Participating schools

Campsie Public School (Korean)

Campsie Public School is located in inner Sydney. In 2010 there are two Korean bilingual classes, one in Kindergarten and one in Year 1. The school also has a K-6 Community Language program where students in the non-bilingual stream learn Korean for two hours per week.

Murray Farm Public School (Japanese)

Murray Farm Public School is located in Carlingford in Sydney's north-west. In 2010 there are two Japanese bilingual classes in both Kindergarten and Year 1. The school has also organised for students in Kindergarten-Year 4 not involved in the bilingual program to receive 40 minutes of Japanese instruction per week.

Rouse Hill Public School (Chinese)

Rouse Hill Public School is located in Sydney's north-west. In 2010 there are two Chinese bilingual classes in both Kindergarten and Year 1. The school is involved in the Ningbo Volunteer Program and students not involved in the bilingual program receive 40 minutes of Chinese instruction each week.

Scotts Head Public School (Indonesian)

Scotts Head Public School is located on the NSW North Coast. In 2010 there is a Kindergarten/Year 1/Year 2 composite Indonesian bilingual class. All other students Kindergarten-Year 6 also receive an hour of Indonesian instruction per week.

Why did the school choose to participate in an English/Korean bilingual program and not an English/ Chinese program?

Every student at Chatswood Public School accesses a Chinese lesson for an hour a week and additionally have cultural lessons with our Confucius Classroom volunteer teacher.

We are already providing Chinese language and cultural activities within the school. There are more Korean bilingual teachers than any other languages groups at Chatswood Public School.

Offering an English/Korean program for the community provides more opportunity for most of the group, including Chinese background speakers community which is the largest language group at Chatswood. More students will be accessing trilingual and multilingual opportunities.

Is there any selection criteria?

Yes there is - please go to our school website look under the bilingual program section.

How can I apply for my child to participate in the program for in 2016?

Put in an Expression of Interest for the program (the Expression of Interest form can be found on our school website under "Bilingual program") to our school main office

Can parents opt out the program within schooling?

Parental commitment for the program is the most important part of the program. It is a seven year commitment (unless your child get into Opportunity Class at Year 5 then you can choose which class is the best for your child).

However if there are special circumstances during your child's schooling you can discuss the matter with the school.

If the parent can't help their child with the bilingual homework what can they do?

The bilingual teacher will set homework that adults can support the children without knowing Korean.

How much does it cost to be in a bilingual program?

Nothing.

Will All Key Learning Areas be taught in Korean/English?

Mathematics and English will be taught in English. The rest will be taught in Korean and English.

What does the bilingual class room look like?

Existing bilingual programs in NSW are delivered by a targeted language teachers and the students have a different class teacher, however bilingual program at Chatswood Public School will be delivered by a Korean/English bilingual teacher. CLIL (stands for Content and Language Integrated Learning) approach teaching KLAs not Mathematics and English through Korean.

To find out more about CLIL please go to

<https://www.teachingenglish.org.uk/teaching-teens/resources/clil>

Who will be my child's bilingual teacher, will the bilingual teacher have proper education training and approval to teach Korean/ English bilingual class?

In 2016 one of existing Korean bilingual class teachers at Chatswood Public School will be teaching one Kindergarten class. The bilingual teachers have the departmental approval to teach K-6 and Korean.

Who should I contact if I need to know further information about the program?

School principal and Deputy principals will be able to provide further information if requested.

Can my child learn Chinese as well as in participate an English/Korean bilingual program class?

Yes, once a week the students in the bilingual class will be having a Chinese lesson delivered by the Chinese teacher

My child doesn't have any prior knowledge of Korean is it OK?

Yes it will be totally fine, however students will be assessed at the end of this year by the teacher.

Will the program be only offered to Korean Background students? If not what is student ratio between non Korean background speakers and Korean background speakers?

Any parents can put an Expression of interest for the program.

The students consist of 20% Korean Background Speakers and the rest will be filled with non Korean background speakers.

Who will make the final decision of selection of who will be in the program?

The school will form a selection panel and the panel will make the decision when the decision is final there won't be an appeal process. The selection panel will create a waiting list and the list will last for two years.

My child's first language isn't English can I still put an Expression of Interest?

Yes

Bilingual Schools Program: Research and useful links

[Learning a language, learning about language, and learning to be literate](#)

An excellent article by Anthony J. Liddicoat, (Head of the School of Language Studies at the Australian National University, The Faculties, Canberra) published in Babel, the Journal of the Australian Federation of Modern Language Teachers Associations Inc (Vol.35, No3, Summer 2000-2001).

[Top ten most consistent findings from research on foreign language immersion](#)

Informative article on research findings concerning language immersion by Fred Genesee, Professor, Department of Psychology, McGill University, Montreal, Canada

[Why learning another language improves English skills](#)

*Researchers at Richmond West Primary School in Victoria find that English-speaking children who studied Mandarin or Vietnamese from Kindergarten displayed higher literacy overall. **See pages 55 - 60** in this article in Shine magazine, September 2009.*

[Benefits of being bilingual](#)

A list of the benefits of learning a second language from an early age.

[Towards a bilingual nation](#)

An Informative article in the Age (20 February 2006). Margaret Cook reports that Australia is wasting its potential in languages.

[Why bilingualism makes a difference](#)

There is still a false common opinion that learning languages early in life might confuse children or at least overtax them. Thanks to new technologies such as neuroimaging techniques it can be shown that bilinguals, especially bilingual children, do have neuronal and cognitive advantages over monolingual speakers.

A special lecture by Professor Claudia Maria Riehl (University of Cologne, Germany), sponsored by The Language and Society Centre of the School of Languages, Cultures and Linguistics, Monash University, 2009.

National Asian Languages and Studies in Schools (NALSSP) Program

The Australian Government has committed funding of \$62.4 million over four years (2008–09 to 2011–12) for the National Asian Languages and Studies in Schools Program (NALSSP). The aim of the program is to increase opportunities for school students to become familiar with the languages and cultures of Australia's key regional neighbours, namely China, Indonesia, Japan and Korea.

Downloadable brochures

Linking languages and literacy

This useful leaflet contains commonly asked questions about the links between literacy and learning a second language. Source: The National Asian Languages and Studies in Schools (NALSAS)

'An important part of being literate in the 21st century is to be able to manage communication and knowledge transfer across languages and cultures. To understand cultures of other people it is essential to understand how their language works.' (Source: Linking languages and literacy – NALSAS 2002)

Some common fallacies about multilingualism and second language acquisition

This brochure rebuts some common fallacies including the "crowded curriculum"; community languages as undermining literacy in English, and "unfair competition" coming from students with a background in community language.

Catering for linguistic diversity in languages programs

This brochure describes some of the various backgrounds that students are likely to have in a language, specific challenges this raises and some suggestions for catering for diversity

More languages, more benefits

This brochure outlines the benefits of learning a third language, arguing that third language acquisition aids and is aided by second language acquisition.

Knowing other languages brings opportunities

This brochure outlines the benefits of learning a second language (USA)

Sourced from

<http://www.curriculumsupport.education.nsw.gov.au/secondary/languages/bilingual/research.htm>