



Linking LOTE to the Early Years

**Linking Languages
Other Than English
to the Early Years
Literacy Program**



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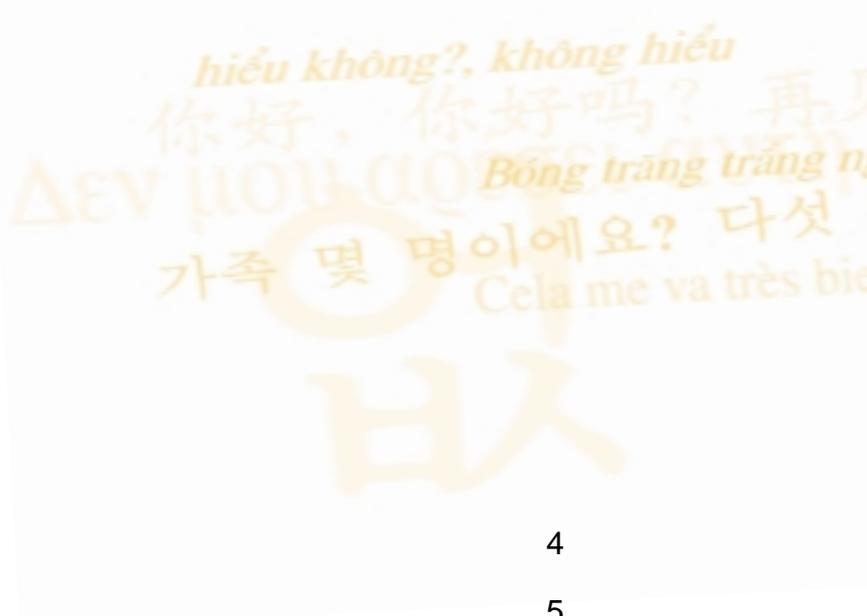
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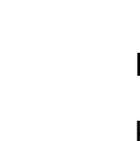
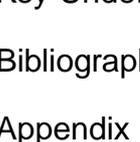
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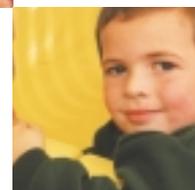
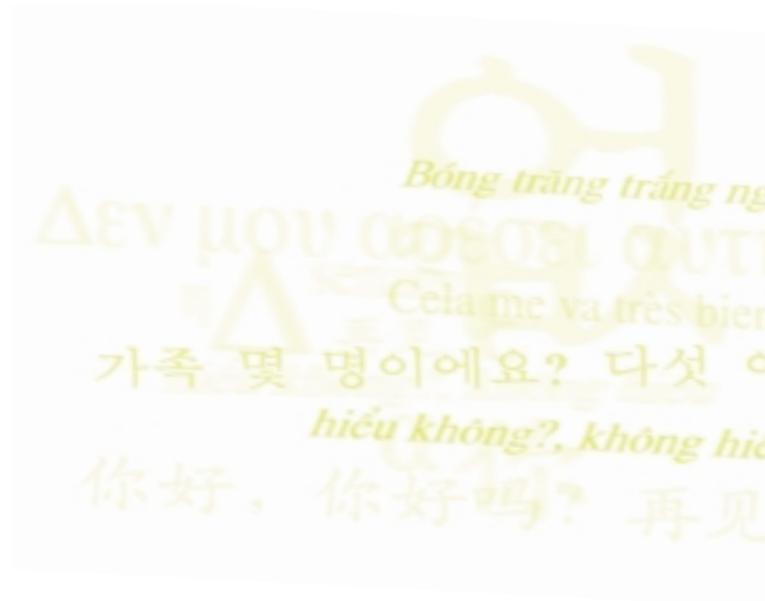
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Glossary

<i>Bilingual program</i>	A program in which some or all areas of the curriculum are taught in both English and a LOTE.
<i>Guided reading</i>	An instructional approach designed to help students develop greater control over the reading process.
<i>Learning centre</i>	A series of small group and individual activities, providing students with the opportunity to consolidate and extend their literacy understandings.
<i>LOTE</i>	Languages other than English
<i>L1</i>	First language
<i>L2</i>	Second language
<i>PALS</i>	Primary Access to Languages

Foreword

This booklet complements the materials developed for the Victorian Early Years Literacy Program. It documents current research in the area of biliteracy, or multiliteracy, and presents case studies of schools which have established effective links between teaching languages other than English (LOTE) and early literacy development in English. Elements of good practice and associated literacy strategies are identified, and a professional development module outlined to help teachers address early literacy and LOTE issues at the school level.



Introduction

The Victorian Department of Education, Employment and Training (DEET) is committed to providing all students in the compulsory years of schooling with the opportunity to learn a language other than English (LOTE). In this context, all primary and secondary schools are encouraged to provide language programs for all students from Prep to Year 10. Programs should preferably be sequential, with the same language carried through primary and secondary school so children can develop reasonable proficiency in using it.

In addition to learning to speak another language by learning a LOTE, including one that might be their home language, children are developing literacy in that language. This may be a novel thought for those of us used to thinking of literacy only in terms of English, but Myers (1992:3) notes that 'demographic changes to Australian society through first European and then Asian immigration have dictated that our notions of literacy and language be no longer monocultural but multicultural'.

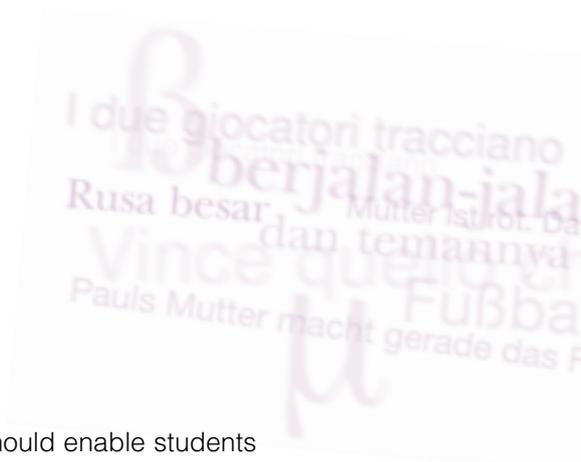
The early development of literacy as the foundation of all learning (DoE, 1998:v) is well recognised, and schools in Victoria have received extensive resources and support to ensure that all children become literate in English. Less well known are the benefits to be gained by simultaneously developing literacy in another language.

The process of becoming literate in two or more languages is known as biliteracy or multiliteracy. The development of biliteracy

or multiliteracy should enable students to understand the benefits of languages in an increasingly global society, and 'should...enable learners to become more critically aware of their world and to be in creative control of it' (Emmitt and Pollock, 1995:5). However you will see in the following research that there are very positive personal literacy gains as well as broader social ones.

Literacy for All: The Challenge for Australian Schools – Commonwealth Literacy Policies for Australian Schools (DETYA, 1998) supports the development of foundational literacy and numeracy skills at the earliest possible time in the school years, with every child commencing school from 1998 achieving a minimum acceptable literacy and numeracy standard within four years (1998:7). To accomplish this, the Early Years Literacy Program recommends that schools in Victoria introduce a two-hour literacy block as part of 'a strategic and comprehensive approach to successful early literacy achievement' (DoE, 1998:v).

The case studies that form the body of this booklet describe how some schools have linked their English literacy and LOTE programs to enhance the linguistic benefits of each. A number of these schools have found additional benefit in improved management of a crowded curriculum.



Research Background

Australian and international research demonstrates the benefits in developing literacy in more than one language.

Authoritative work by Cummins and Swain looking into bilingual education describes a model of common underlying proficiency across languages, where the literacy-related aspects of a bilingual's proficiency in first and second languages are seen as common or interdependent (1989:82).

Similarly, *Australian Literacies* (Lo Bianco, 1997:55) identifies recent Australian research demonstrating that monolingual English speakers learning a second language gain in their early literacy through improved word attack and word recognition skills. It is apparent that 'far from impeding the acquisition of literacy in English... engagement with a second or additional language may provide learners with concrete cognitive and metalinguistic benefits' [ability to understand and discuss how language operates]. This is confirmed by:

- Clyne et al. (1995:8), who showed that exposure to as little as one hour per week of a second language in the earliest years of primary school advances the age of reading readiness in English; and

- Yelland et al. (1993:423), whose Australian study showed that after as little as six months of Italian classes for one hour per week, the children had a 'significantly higher level of word awareness than their monolingual counterparts'.

Bialystok, in Yelland et al. (1993:428), concludes that 'increases in a child's competency in the second language contribute to the extent of the child's access to explicit knowledge of language structure' and that this is 'critical to the development of metalinguistic awareness'.

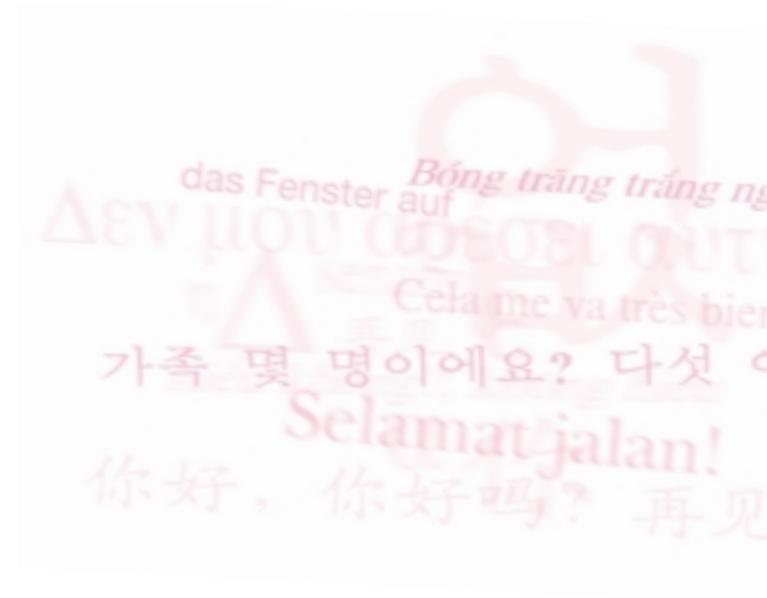
Metalinguistic awareness was also among the potential advantages of bilingualism identified by Makin et al. (1995:38), along with increased problem-solving abilities, cognitive flexibility and verbal creativity.

As well as enhancing the development of specific literacy skills, learning another language provides access to the expression of underlying literacy or literacies, and allows students to more easily decode language, make comparisons between languages, and draw conclusions about how language works.

Case Studies

The following schools are actively involved in making links between the learning of another language and literacy development in English. They have been selected to encompass a variety of languages and include a range of rural and metropolitan schools, from small schools, such as Neerim South Primary School, to Mill Park Heights Primary School, one of the largest schools in the state. They were selected during 1998 by language-specific consultants from the LOTE, ESL and Multicultural Education Branch of the Department of Education, Employment and Training from a list of schools implementing the Early Years Literacy Program.

While the Early Years Literacy Program currently operates from Prep to Year 2, it will be progressively introduced through to Year 4. Among the case studies there are some schools that have already linked their literacy and LOTE programs to this level.





Dandenong South Primary School

Dandenong South Primary School is located within an established community in the outer south-eastern suburbs of Melbourne. Of the school's 500 students, approximately 95 per cent are from diverse language backgrounds other than English and speak more than one language in addition to English. The staff of 36 includes a full-time teacher of French.

The Early Years Literacy Program began with the school's involvement as one of the trial schools in the Early Literacy Research Project. French was introduced as the school's LOTE in 1994. It was chosen



because it was offered at the local secondary college. French is taught across all year levels, with the program being incorporated into library sessions for Years 1 and 2 and a Prep class. The program benefits from the support of a French language assistant for one day per week. The assistant works alongside the French teacher with small groups in learning centre activities, such as oral-language games, and also helps with developing resources.

Links have been made between the Early Years Literacy Program and the French program in the belief that children can make valuable gains in language learning by focusing on links between English, French, and their home language. Children are encouraged to draw on their accumulated knowledge of how language works and to articulate and build on this in both their receptive and productive language-learning activities. The staff of Dandenong South Primary School also believes that fostering links between the programs is a part of addressing the dilemma of 'the crowded curriculum'. At a practical level, a chart demonstrating the links between LOTE learning outcomes and the outcomes of the English *Curriculum and Standards Framework (CSF)* is distributed to classroom teachers.

In order to complement the Early Years Literacy Program, the French teacher surveys early years literacy teachers to

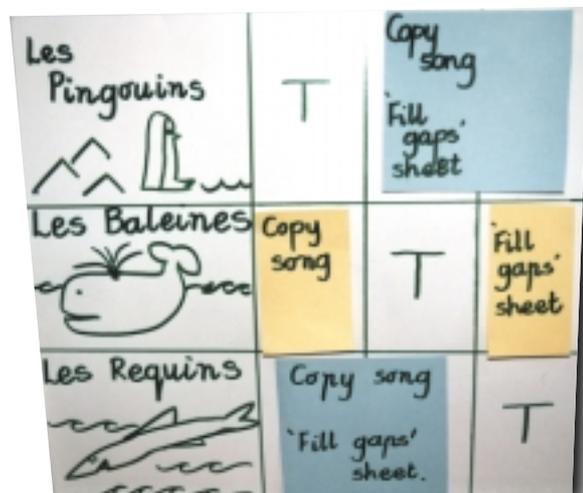
identify language features that need reinforcement. These are then targeted for incorporation into the French program. For example, subject-verb agreement and the use of adjectives have been built into the language features of a unit of work on the sea.



Classroom lessons in French are planned for a focus level, as in the topic-table approach of the *LOTE Teacher Support Materials* (TSM), and include extension and modified activities. Small-group sessions are structured as for the Early Years Literacy Program, with guided reading based on a text selected at an appropriate LOTE CSF level and related to the topic being studied. A small group works on guided reading, using dictionaries and charts for support.

The remainder of the class works on a range of learning-centre activities, such as reorganising the instructions for a recipe. In the 'listening corner', students use tape recorders with headphones for listening exercises, listen to stories read by a language aide, or access multimedia resources, such as CD-ROMs. In the 'speaking corner' there is a speaking box containing puppets, masks, costumes and props, as well as scripts of plays, songs,

poems, interviews and oral language games. In the 'reading corner' there is a range of storybooks, Big Books, charts, word searches, and activity and comprehension tasks for students to complete. In the 'writing corner' there are plastic pockets filled with writing ideas, such as skeleton outlines of stories, letter beginnings, envelopes to be addressed, shopping lists to be written, recipes, student profiles etc. as well as lists of vocabulary and structures and dictionaries for students to use. Students know which activities they are expected to complete by reading the tasks listed on their classroom Task Management Board (below).



Reading silently and aloud, discussion of language features, attention to punctuation and intonation, and enjoyment of literature are key components of reading sessions. Writing sessions in the French class follow the Early Years Literacy Program model (Appendix A) and incorporate independent writing sessions during which the teacher supports students with roving conferences.



Sample LOTE Early Years Unit Planner – First five weeks Term 3

Level 2C

WEEK 1 Introduction

mid	T	Reading activity
ext	Reading activity	T
mod	Reading activity	Reading activity

Whole-class sharing

mid	Reading activity	T
ext	Reading activity	Reading activity
mod	T	Reading activity

Whole-class sharing

Intro.: Whole-class oral language/reading

WEEK 2 Introduction/Consolidation

mid	Reading activity	Reading activity
ext	T	Reading activity
mod	Reading activity	T

Whole-class sharing

- Shared writing experience 30 mins. Children working at own level. Teacher & LOTE Assistant assist students 'conferencing' their work.
- Oral language activities 20 mins. Partner work/guessing games/drama/phones/oral instructions/tapes/masks/props etc.

Intro.: Whole-class oral language/reading

WEEK 3 Consolidation

mid	T	Reading activity
ext	Reading activity	T
mod	Reading activity	Reading activity

Whole-class sharing

mid	Reading activity	T
ext	Reading activity	Reading activity
mod	T	Reading activity

Whole-class sharing

Intro.: Whole-class oral language/reading

WEEK 4 Consolidation/Evaluation

mid	Reading activity	Reading activity
ext	T	Reading activity
mod	Reading activity	T

Whole-class sharing

- Discussion prior to evaluation tasks.
- Individualised evaluation tasks
- Cultural artwork for early finishers.

Intro.: Whole-class oral language/reading

WEEK 5 Revision/Extension/Presenting

- Students work on their own level as dictated by test results.
- Revision of areas not understood.
- Extension of areas covered well.
- Choose and prepare work to present.

Students rehearse (if oral presentation) or prepare (if written presentation) the work they will present to (a) this class, (b) another class, (c) another teacher, (d) parents, (e) LOTE teacher only. Continue cultural work while waiting for presentation and after having finished the presentation.

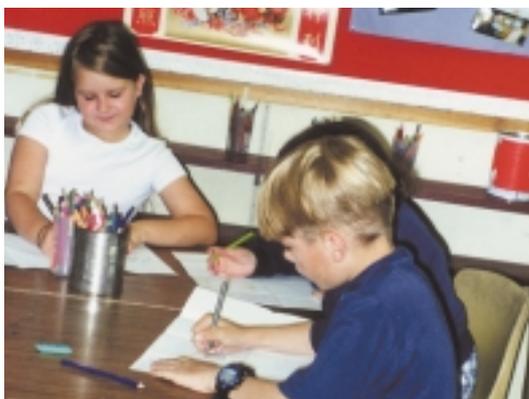


Glengala Primary School

Glengala Primary School in Melbourne's western suburb of Sunshine has approximately 190 students of whom 50 per cent are from language backgrounds other than English – including Turkish, Somali and Vietnamese. The staff of fifteen includes a 0.4 teacher of Vietnamese.

The Vietnamese program was introduced from Prep to Year 6 in 1995 following a parent information night and parent survey. Vietnamese has a high profile as a school charter priority and the program prepares students for Sunshine Secondary College, where Vietnamese is also taught.

Glengala Primary School provides a supportive environment for its Vietnamese program, with lively displays in corridors and bilingual signs located throughout



the school. The school's fortnightly newsletter regularly includes items about the Vietnamese program.

A Reading Recovery program was introduced in 1998 as part of the school's implementation of the Early Years Literacy Program.

The school's energetic Vietnamese teacher had previously been involved with learning centres in a Prep–Year 1 class, and introduced the concept into Vietnamese classes at this level. Learning-centre activities are planned to include a listening post with stories from Vietnam and games. It is hoped to introduce appropriate computer activities as access to this technology becomes more readily available.

All year levels are involved in a reading program where books are taken home at night. There is an ongoing need to access sufficient reading material in Vietnamese at a suitable level for students.

Cross-curriculum links are made by identifying relevant topics and themes in content areas such as science, and adapting and translating activities and worksheets into Vietnamese.

A special feature of the Vietnamese program is the sister-school relationship with a school in Saigon. This was developed as a result of the visit to Vietnam by a group of teachers from Western Metropolitan Region. The school plans to maintain this relationship with the sister school by involving students in writing to students at the school in Saigon.



Lalor North Primary School

Lalor North Primary School is situated in the northern Melbourne suburb of Lalor where more than 50 per cent of the population comprises families from language backgrounds other than English. Many of the children at the school are of second- and third-generation Greek background. The school has a population of 350 students and a teaching staff of 23.1, of whom five are LOTE teachers and two are teachers of Greek. In addition, three teacher aides support the teaching of Greek and other languages in the school.

Greek is offered as a bilingual program from Prep to Year 6. The Greek bilingual program, which has been operating for more than 20 years, has been funded as part of the Bilingual Schools Project of the Department of Education, Employment and Training. The program is strongly supported by an active parent community. Two other languages are taught at the school, one as a bilingual program and the other as an additional language program. This case study focuses on the Greek bilingual program.

Lalor North Primary School takes a strong whole-school approach to literacy, which is supported by the School Council, the staff and the school community. The school was a reference school for the Early Literacy Project from 1996 to 1998, and reading is a school priority. The Early Years Literacy Program has been introduced into the school and children in Prep to Year 4 classes are timetabled for a daily two-hour literacy block each morning. The literacy blocks are dedicated to the English and Greek components of the bilingual program on alternate days, with the two-hour block on the fifth day shared between the two languages.

Learning centres have been established for use across both language programs. The school has also established a reading intervention program through years P to 6, Summative Assessment P-6, Reading Recovery, a home reading scheme P-6,



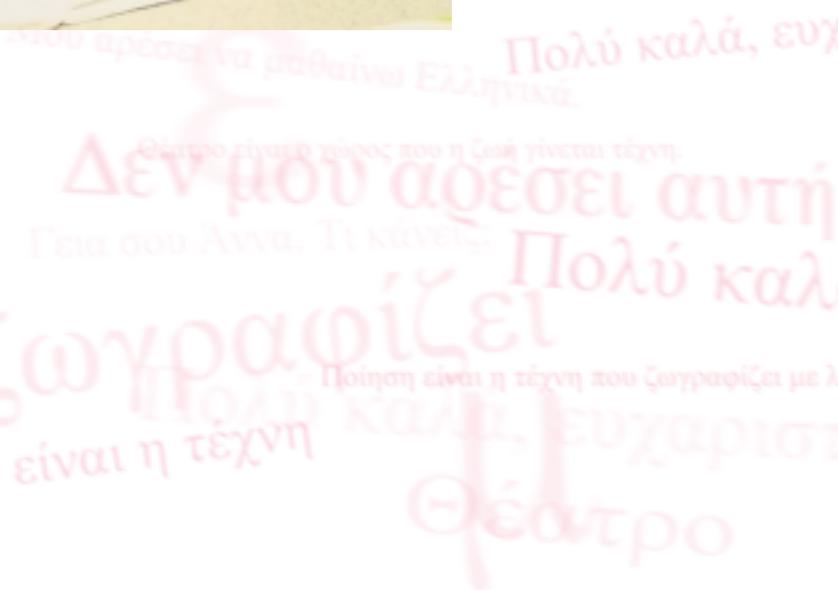
and Running Records P–6. A number of other resources are also shared by the programs. These include letter/alphabet boxes, a browsing box and bilingual flashcards, storybooks in both Greek and English, stimulus photographs for developing new stories appropriate to students' developmental stages, and specifically designed educational games in Greek and English.

Both the Greek-English bilingual program and the Early Years Literacy Program strongly encourage parent participation. These programs enhance home–school partnerships by allowing families increased opportunities to learn about the curriculum. The school also has a Bilingual Support Group that actively promotes the bilingual programs, and organises fund raising and social activities involving parents and the wider school community.



The Greek program makes use of learning technologies wherever possible, including digital cameras to capture images for integration into the presentation of student work in print and electronically.

The Internet is used for researching authentic materials for language activities. Fonts have been developed for Greek, which enables students to use a consistent keyboard layout for computer work in both Greek and English. A multimedia centre has also been established for the Greek–English bilingual program.





Mill Park Heights Primary School

Mill Park Heights Primary School, established in 1992 and located in the outer northern Melbourne area, is the largest primary school in the state. Located in a community largely made up of young families, 39 per cent of the school's children come from language backgrounds other than English. More than one thousand students are enrolled at the school, which has forty-eight teaching staff, including two teachers of Italian, one full-time and one part-time, and a teacher aide.



The teacher aide assists staff by preparing resources such as games and books. Despite its size, the school prides itself on retaining a personal touch in its relationship with students and their families.

The school uses an integrated approach to curriculum delivery, based on the belief that children learn best when links are made between subject areas, and when learning experiences are presented in a meaningful way that actively involves students in their learning. This integrated approach also effectively addresses the issue of the 'crowded curriculum'.

Before introducing a LOTE program, parents were surveyed to establish which language would best meet the interests of the local community. As a result, Italian was introduced into the curriculum. The program commenced in 1995 through the Primary Access to Languages (PALS) project of the Department of Education, Employment and Training, but has been taught face-to-face since 1996 once fully qualified teachers of Italian became available.

As part of its Early Years Literacy Program, the school offers literacy intervention programs such as Reading Recovery. Take Home Reading and Maths are also offered.

The Italian program operates from Years 3 to 6, with each class having two sessions of Italian per week.

Both the Italian program and the Early Years Literacy Program share a text-based

approach to literacy and plan part of each program around the use of learning centres. In Italian classes, the learning centres comprise a listening post, CD-ROM activities, cloze activities, oral games, poetry and a story corner. Children work in mixed-ability groups, which include students with some background in Italian. The children who have some background are extended through additional listening-post activities, including various types of comprehension and writing activities, true/false activities, text sequencing and story-strip activities.

Information technology is used as part of a strategy to ensure that students are provided with a range of modes of learning. They are provided with reading materials of varying degrees of complexity and are encouraged to retell the stories using multimedia facilities, including scanners, slide shows and KidPix.

A teacher aide assists with the Italian program for one day per week and is involved in modifying existing resources and adapting them to the language-learning needs of students. Parents are invited to become involved in both the Early Years Literacy Program and the Italian program, and the school staff is exploring practical ways to enable this to happen.

sulla sabbia un quadrato
I due giocatori tracciano
l'altro quadrato
Vince quello che riesce
Un giocatore usa tre sassolini bianchi, l'altro tre sassolini neri
giocatore tracciano
Un giocatore usa tre sassolini bianchi, l'altro tre sassolini neri.
l'altro tre sassolini Vince quello





Neerim South Primary School

Neerim South Primary School is located in a picturesque area of Gippsland about a one hour drive from the outskirts of Melbourne. This rural school has a student population of 160 students, the vast majority of whom come from English-language backgrounds. The school has a teaching staff of 9.1, including a 0.6 equivalent full-time (EFT) teacher of Japanese.

The school introduced a Japanese program in 1990, which was shared with three smaller rural schools from 1993. The Early Years Literacy Program operates from Prep to Year 4, although links are made between the two programs mainly at the Years 1 and 2 levels. This is initially done informally, with teachers providing feedback to one another about literacy and other learning issues.

In 1998, the school received a LOTE project grant to enable the Japanese teacher to visit and meet with LOTE and Early Years staff from other local schools that were teaching Japanese. These meetings enabled staff to identify links

between the Japanese program and Early Years literacy practices in English.

Before implementing the program, a committee was formed to plan and oversee the project. Its members comprised the Principal, the Early Years Literacy Coordinator, the LOTE Coordinator and a parent representative. Extensive consultation was also held with the Early Years Literacy Regional Consultant, and the Japanese teacher undertook Early Years professional development, along with the Prep to Year 3 teachers, to become more familiar with the Early Years Literacy Program in the school.

The Early Years Literacy Program at Neerim South focuses on teaching readers in the early years using learning centres as a strategy to consolidate students' understandings. The school has been



using this model for English language literacy and for Japanese language acquisition. Parents, Japanese assistants and other volunteers are integral to both programs.

Both programs share similar approaches to grouping students, with a focused teaching group and small, flexible groups for learning-centre activities. Information technology activities are included in the learning-centre activities, with students accessing Internet sites such as KidsWeb Japan, and packaged programs such as Language Market. Other activities include using a listening post, cultural activities, and wide reading from a range of Japanese literature.

Reading and writing activities in Japanese and early years are linked through the use of traditional stories that are available in both Japanese and English, for example *The White Crane* by Junko Morimoto. PM readers and familiar stories, such as *Wombat Stew* and *Madeleine*, are also used. Gestures, predicting, picture cues, sounds and syllables are all used as strategies for understanding text.

While the Japanese program has not made formal links with other key learning areas, some links are made with the school's art, music and library programs.



おひめさまが
いたのです
おとつさんが
おひめさまが
ときどき おとのさまを



Orchard Grove Primary School

Blackburn South, in Melbourne's eastern suburbs, is the setting for Orchard Grove Primary School. The enrolment of approximately 370 includes students from south-east Asian backgrounds and various European backgrounds. A number of



children enrol at Orchard Grove after attending the nearby Blackburn English Language School.

The school has a total staff of 23 teachers, including a 0.7 allocation for German, which is taught from Year 1 to Year 6. The school has two part-time Reading Recovery teachers, and all staff have been trained in the Western Australian First Steps program.

The Writing component of the Victorian Early Years Literacy Program has recently been introduced into the school, and the German teacher has completed the Professional Development for Teachers – Writing, along with Prep to Year 3 staff.

Both the German and Early Years Literacy programs are integrated, where appropriate, with Studies of Society and Environment and Science in the early years. This involves making links with such themes and topics as Food, The Water-Cycle and Life Education.

German is used exclusively in the German classroom. Literacy strategies from the Victorian Early Years Literacy Program are shared with the German program. These include modelled writing, shared reading (Appendix A) and writing, guided reading and writing, and the use of cloze exercises to assess students' reading comprehension.

Resources shared between programs include Big Books, which are translated and adapted for use in the German program; Ready, Set, Go books, which

are translated by the German staff, and German versions of books such as the PM Readers.

The German program has benefitted from the support, for one day a week, of a German language assistant, who exposes students to an additional German speaker and assists in the development of resources. Parents are actively involved in the reading program for Years 3 to 6 and, where possible, for earlier year levels.

Parent participation in the German reading program is encouraged through the provision of after-school German classes for parents, together with training for parents to support children in developing reading skills.

The Early Years Literacy and German programs are mutually beneficial. Learning German provides an opportunity for students to improve and practise their literacy skills in another language. Staff also find that students' word recognition skills are enhanced, and the children are more adventurous in their attempts to pronounce new words.

In future, the school aims to increase the time allocated to German from the Prep level onwards, subject to student numbers and staff availability.





Sebastopol Primary School

Sebastopol Primary School is located in an established community in an outer area of the central Goldfields City of Ballarat, and has a relatively stable population of about 320 students, largely from English-speaking backgrounds. The staff of seventeen includes a part-time teacher of Japanese.

The school was a trial school for the Early Literacy Research Project from 1996 to 1998. A Japanese language program has been operating in the school for the past five years and has been progressively introduced across the early years.

Learning by doing is the basic rationale underlying not only the Japanese and Early Years Literacy Programs, but all classroom teaching and learning practices. All program planning is based on an 'awareness of how children learn and how to construct the curriculum to respond to these needs'.

While the Japanese and Early Years programs are separately timetabled, a number of links have been established. The school believes that literacy is

developed across the curriculum and that developing children's literacy in another language can enhance the literacy developed through the Early Years Literacy Program.

Listening skills and visual perception, or word/letter recognition skills, are readily transferable between the programs. An added advantage is the confidence that children develop as a result of their achievements in the Japanese program, where all children are seen to be participating and learning on a 'level playing field'.



In the Japanese program, students participate in four sessions each fortnight. Each session begins with a whole-class focus, followed by a small-group focus – either through learning-centre activities or teacher-led activities, and concludes with a whole-class sharing time. Learning centres are not fixed, but are kept flexible enough to respond specifically to the particular text children are working with, or the topic being explored. Learning-centre activities

include word games, computer programs to support children's development of stroke direction in their writing, and a listening post with Japanese stories, songs and poems. As students work on learning-centre activities, they are exposed to a range of learning styles and consolidate and extend their understandings in a range of activity areas.

Parents are involved in the Early Years Literacy Program and there are plans for parent partnerships in the Japanese program.

A feature of the Japanese program has been the involvement of second- and third-year students of Japanese from the University of Ballarat's nearby Mt Helen Campus. The university students are rostered to work with learning-centre groups to provide language models for young learners and encourage them to participate in activities that are purposeful.

Sebastopol Primary School also engages a Japanese intern for one term each year. The role of the intern includes translating and making tapes of familiar stories in Japanese for use in learning centres. The intern also works as a classroom helper by assisting students in learning-centre activities.

Where appropriate, resources are shared between the programs. These include sentence boards and Bingo cards. It is planned to identify and purchase further resources that can be shared between these programs. A vast and valuable resource of photographs from school and staff visits to Japan is available for development into appropriate classroom resources, such as storybooks with associated activities and worksheets.

All programs at Sebastopol Primary School are characterised by an understanding of the ways in which children learn, and by actively involving all children in learning activities. The Japanese program is characterised by immersing children as much as possible in both the language and Japanese culture. While particular aspects of lifestyle and culture are noted, emphasis is placed on the similarities and links between aspects of Japanese lifestyle and culture and Australian lifestyle and cultures.





Wallan Primary School

Wallan Primary School is located in a semi-rural area approximately 50 kilometres north of Melbourne. It has a student population of more than 420, almost all of whom are from English-speaking backgrounds, and a staff of twenty-four, which includes two Indonesian teachers.

The school provides a sequential and comprehensive curriculum, which is integrated wherever possible. Classes are organised in multi-age groups, Prep to Year 2, Year 3 to Year 4, and Year 5 to Year 6, with the focus on children's developmental levels allowing the school to cater for individual needs, talents and interests.

The Indonesian language program was introduced for Years 5 and 6 through the PALS Project in 1994 and continued to be provided through the PALS Project until 1997. LOTE was Priority One in the school's charter for the 1994–97 triennium. The Early Years Literacy Program was nominated as a priority in the following charter period.

All students from Prep to Year 6 are involved in the Indonesian program. While the school has two Indonesian teachers, all staff, including Early Years staff, are involved in the Indonesian program through participating in Indonesian classes with their students.

The Indonesian program and the Early Years Literacy programs share common philosophies, approaches and strategies. These include the use of small-group teaching, modelled and shared reading and writing, and spelling journals. The Indonesian program benefits from links with the Early Years Literacy Program in areas such as using sources of information and models for organising language teaching. The Early Years Literacy Program benefits



from the Indonesian program through students being able to draw on their learning and language experiences in Indonesian for writing activities in English.

The first hour of the Indonesian program for Years 3 to 6 begins with a game, involves modelled reading, writing and speaking in Indonesian, and finishes with a student-centred activity. These activities include interactive games with a partner or in small groups where students are required to draw on their reading, writing, speaking and listening skills. The second hour involves students working in three groups and rotating through three 20 minute activities.

Activity one in this rotation is a language modelling activity with an oral language focus. This gives the teacher an opportunity to introduce new language and language concepts, as well as the chance to evaluate student progress. Activity two has a reading, writing and speaking focus and also incorporates Indonesian Spelling Journals, based on the Western Australian First Steps program. Activity 3 focuses on integrating technology, with the use of computers and listening posts.



Parent partnerships have been established through involving parents in activities, such as the Parents as Tutors (reading) program, the annual Indonesian Market Day, the development of an Indonesian garden at the school, and classroom activities. Weekly Indonesian classes are provided for adults after school, which allows parents to support their children's learning and provides parents with vocabulary and language structures to interact with students on Market Day.



Professional Development Module

The following professional development module is provided for schools that are interested in developing links between literacy development in English and LOTE. It is suggested that the LOTE and Early Years coordinators jointly prepare and lead the staff in presenting this session.

These activities can be undertaken with one or more of the following groups of people:

- Early Years team
- All staff
- LOTE team
- School leadership team
- School cluster groups
- Network meetings.

Professional Development Session

FOCUS

Participants explore their own beliefs and understandings about literacy development, and examine ways in which they can develop links between literacy development in English and LOTE programs in the Early Years of Schooling.

Approximate duration: 90 minutes

KEY UNDERSTANDINGS

- The development of early literacy is the foundation of all learning.
- Literacy can be developed in more than one language at the same time.
- Literacy development in one language can reinforce literacy development in a second or subsequent language.

PREPARATION

Presenters:

- Read the research background section of *LOTE Enhanced Literacy*, pp. 1–2.
- Read Lo Bianco, J. and Freebody, P. (1997) *Australian Literacies*, Language Australia, Belconnen, pp. 54–55.
- Photocopy overhead transparency of ‘Key understandings’.

- Provide blank overhead transparency sheets and markers.
- Photocopy copies of case studies.

Participants:

- Read the research background section of *LOTE Enhanced Literacy*, pp. 1–2.

RESOURCES / EQUIPMENT

- Overhead projector
- Hand-out of background section of *LOTE Enhanced Literacy*, pp. 1–2.

ADDITIONAL READING

- Lo Bianco, J. and Freebody, P. (1997) *Australian Literacies*, Language Australia, Belconnen, pp. 54–55.

KEY CONTENT

The facilitator explains the focus for this module using the overhead transparency on key understandings.

Participants share their beliefs and understandings of literacy development in small groups. They use the prior reading as the focus of their discussion, and identify the main points to share with the larger group.

The facilitator lists the main points identified by the whole group on an overhead transparency to establish beliefs and understandings common to all participants.

CASE STUDIES

Participants work in small groups and are allocated one of the eight case studies to explore. Depending on numbers, each group could be given two case studies to review.

Participants read the case studies and identify the main strategies or approaches used to link the LOTE and Early Years Literacy programs. A nominated member of the group lists these on a blank overhead transparency.

The identified strategies or approaches could be listed under the following headings:

- Home–school–community partnerships, for example university student helpers
- Professional learning teams, for example interns and language assistants working with the LOTE teacher
- Classroom teaching program, for example, guided reading
- School and class organisation, for example, bilingual signs throughout the school
- Resources, for example, PM reading materials in a variety of languages.

A member of each group reports back to the whole group on the effective strategies or approaches identified in their case study. Presenters highlight the common strategies or approaches that appear in many of the case studies.

OWN SCHOOL SETTING

Participants work in small, mixed groups to discuss and consider a range of strategies or approaches for linking LOTE and the Early Years Literacy Program in their own school setting.

The facilitator leads a discussion on the strategies or approaches identified by the groups. Once all strategies are shared, the whole group identifies one or two strategies or approaches to be implemented at the local school level.

A small group of participants is identified to work as a team to lead the implementation of the strategies identified in the previous activity.

This team develops an action plan to monitor and evaluate the implementation strategies or approaches identified by the group, and then regularly reviews the implementation process. Consideration needs to be given to additional or alternate strategies that may be implemented at later stages.



Key Understandings

- The development of early literacy is the foundation of all learning.
- Literacy can be developed in more than one language at the same time.
- Literacy development in one language can reinforce literacy development in a second or subsequent language.



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Appendix A

OHT

Two-hour Literacy Block

Teaching Readers

Whole class focus on reading

Reading with students: shared reading

Small group focus on reading

Teaching groups

Beginning/emergent readers

Reading to students
Language experience
Shared reading

or

Emergent/early/fluent readers

Guided reading

Learning centres

- writing centre
- listening post
- computer centre
- library corner
- big book area
- word games centre
- alphabet centre
- poem box

Book box

- Familiar texts
- Easy unfamiliar texts

Whole class reading share time

Reflecting on and celebrating students' learning

Teaching Writers

Whole class focus on writing

Modelled writing or shared writing

Small group focus on writing

Teaching group

Beginning/emergent writers

Shared writing
Language experience
Interactive writing
Guided writing

or

Early/fluent writers

Shared writing
Interactive writing
Guided writing

Independent writing tasks

Teacher conducting roving conferences

Students working on various aspects of the writing process:

- planning
- composing
- recording
- revising
- publishing

Whole class writing share time

Reflecting on, sharing and celebrating students' writing

Teaching

Speakers

and

Listeners

in the

Classroom

Linking Languages Other Than English with the Early Years Literacy Program complements the materials developed for the Victorian Early Years Literacy Program. It documents current research in the area of biliteracy, or multiliteracy, and presents case studies of schools which have established effective links between teaching languages other than English (LOTE) and early literacy development in English. Elements of good practice and associated literacy strategies are identified, and a professional development module outlined to help teachers address early literacy and LOTE issues at the school level.



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<http://www.sofweb.vic.edu.au/lem/lote>

EARLY YEARS
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