



John Pirie Secondary School
***LANGUAGE FUTURES
PROGRAM***

WHY LEARN A LANGUAGE?

There are so many benefits from learning another language!

Research has shown that learning a language can help your brain grow¹, it can improve your memory², your listening skills³, lengthen your attention span⁴, develop your multitasking ability⁵, creativity⁶, problem solving skills⁷ and reading skills⁸ as well as improving your skills in your first language⁹.

Learning a language will help you develop your intercultural understanding & appreciation, and speaking another language broadens your employment options and career opportunities. Finally, you will be able to develop **persistence, responsibility, confidence** and **respect**, our school qualities.

WHAT IS LANGUAGE FUTURES?

Language Futures is a new language learning approach that originated in the UK ten years ago. The aim of Language Futures is to deepen young people's engagement with language learning, to achieve better outcomes and to sustain a commitment to learning beyond school.

The key difference in the Language Futures program is that **students choose which language they want to learn**. This ensures students are intrinsically motivated as they have ownership over their learning. In the Language Futures program the teacher acts as a mentor and facilitator of learning, supporting students to set and achieve goals and providing them with resources along the way. Another important element in the Language Futures approach is the focus on **project-based learning**, where students design, plan and carry out extended projects to build knowledge and develop skills, incorporating language learning and intercultural understanding to connect their learning to the real world.

1. J MARTENSSON, J ERIKSSON, N C BODAMMER, M LINDGREN, M JOHANSSON, L NYBERG, M LOVDEN (2012) "GROWTH OF LANGUAGE-RELATED BRAIN AREAS AFTER FOREIGN LANGUAGE LEARNING"

2. J MORALES, A CALVO, E BIALYSTOK (2013) "WORKING MEMORY DEVELOPMENT IN MONOLINGUAL AND BILINGUAL CHILDREN"

3. KRIZMAN ET AL (2012) "SUBCORTICAL ENCODING OF SOUND IS ENHANCED IN BILINGUALS AND RELATES TO EXECUTIVE FUNCTION ADVANTAGES"

4. E BIALYSTOK, F I M CRAIK (2010) "COGNITIVE AND LINGUISTIC PROCESSING IN THE BILINGUAL MIND"

5. B T GOLD, C KIM, N F JOHNSON, R J KRYSICIO, C D SMITH (2013) "LIFELONG BILINGUALISM MAINTAINS NEURAL EFFICIENCY FOR COGNITIVE CONTROL IN AGING"

6. K W BAMFORD, D T MIZOKAWA (2006) "ADDITIVE BILINGUALISM EDUCATION: COGNITIVE AND LANGUAGE DEVELOPMENT"

7. M LEIKIN (2012) "THE EFFECT OF BILINGUALISM ON CREATIVITY: DEVELOPMENTAL AND EDUCATIONAL PERSPECTIVES"

8. GARFINKEL & TABOR (1991) "ELEMENTARY SCHOOL FOREIGN LANGUAGES AND ENGLISH READING ACHIEVEMENT – A NEW RELATIONSHIP"

9. CUMMINS (1981) "BILINGUALISM AND MINORITY LANGUAGE CHILDREN"

TIMETABLING

Students who are involved in the Language Futures Program will come out of their other classes three lessons per week. There are five lessons of the Language Futures Program offered each week so this can be done on a rotating basis in order not to miss the same lessons every week. It will be the student's responsibility to catch up any work missed from other lessons. Students who want to be involved in the program need to be organised, have good time-management skills, and they must maintain good communication with all their teachers.

APPLICATION PROCESS

Students apply by completing an application form (available from care group teachers, Student Services and on the JPSS Facebook page). This is due to Student Services or can be emailed to Nyasha.Tulloch28@schools.sa.edu.au by **4pm Friday Week 5**.

The application will include the following:

- **Which language** do they want to learn and **why?**
- Examples of **time-management skills**
- Recent report **grades**

The selection process will be based on the student having a history of passing grades, good attendance, and of course **passion** and **enthusiasm** for language learning!

