



# Meg.

Spanish Language Program

WHERE THE CLASSROOM AND THE WORLD COMBINE

Languages.  
Culture.  
Technology.



## World languages have always been a challenging part of the curriculum.

It's nobody's fault, but technology has only recently allowed us to mix together the ingredients for a truly effective language program. For students to be inspired by a language or culture, they need to experience the excitement that can only come from engaging with a native speaker. More importantly, this native speaker needs to be in the country that uses the language the students are trying to learn. Why? It's simple... context.

The inspiration for learning a language comes when students get to feel like they are on the ground in another country. Their curiosity grows from developing an understanding about what life is like in a different part of the world by connecting with someone who lives and breathes that language and culture every single day. For close to a decade, our committed team of educators have been reminded - almost daily - of the power of context in learning a language.

At Meg, we remain committed to offering your school something truly special. Something that will extend all of your classrooms beyond their four walls and engage your students in a way that will impact the rest of their lives.



To making that happen,  
**Tom Shugg & Sam Dean**  
Co-founders of Meg

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# Why learning a world language is important



The importance of learning a language cannot be underestimated. Today's students are growing up in an increasingly globalised world where a second language is an immensely useful skill to provide them with, as it can bring them more opportunities throughout life. These opportunities can be commercial in nature by providing students with a competitive edge in their career choices.

The opportunities can also be related to other aspects of their life and learning. Learning a second language is proven to enhance listening skills, memory and promote an improvement in soft skills. Learning a second language is also proven to improve the knowledge of one's own native language as well as foster positive attitudes towards other people and cultures.

Finally, learning a language is fun and instills confidence in students as they embark on a journey to find their place within the world.



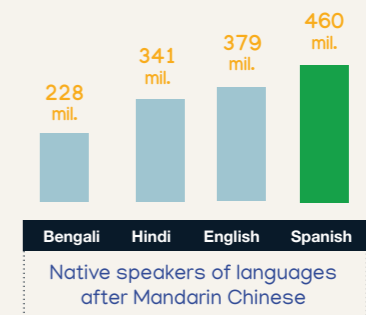
“Second-language learning increased cognitive power, divergent thinking and creativity, enhanced literacy ability in the first language and communicative abilities.”

- Dr Robyn Moloney  
Senior Lecturer at Macquarie University

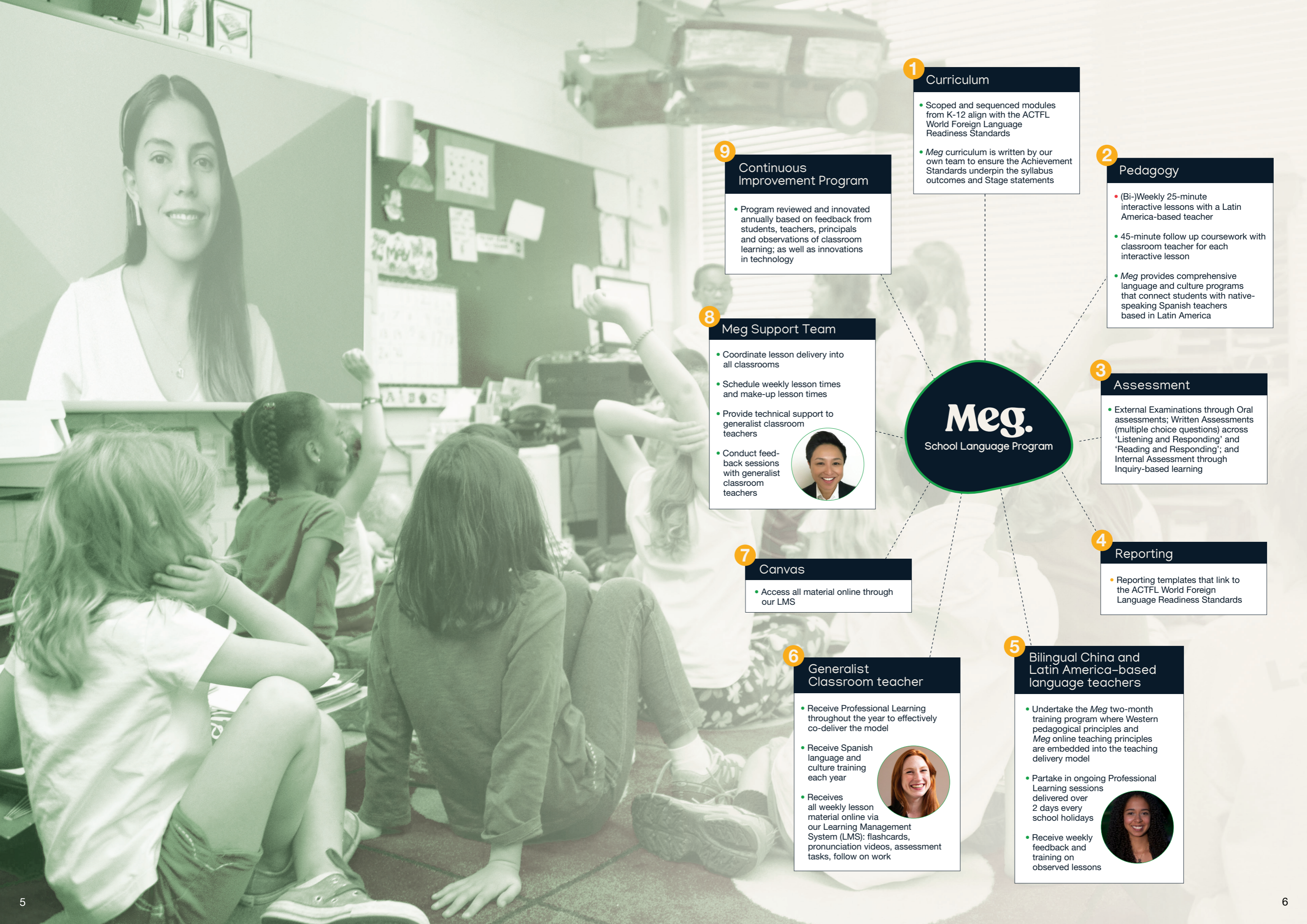
# Why learning Spanish is important

Spanish is the second most widely spoken language in the world. More than 20 countries use Spanish as their official language and these countries are represented broadly across South, Central and North America as well as Africa and Europe. Many Spanish speaking countries are fast developing into larger players on the world stage and the opportunity this presents for United States and in particular young Americans is significant.

Spanish is a beautiful language with many parallels to English and the scope of historical and cultural points of interest provides learners, whatever their interests, with so many different avenues to explore on their language learning journey.



Source: Visual Capitalist



**1 Curriculum**

- Scoped and sequenced modules from K-12 align with the ACTFL World Foreign Language Readiness Standards
- *Meg* curriculum is written by our own team to ensure the Achievement Standards underpin the syllabus outcomes and Stage statements

**2 Pedagogy**

- (Bi-)Weekly 25-minute interactive lessons with a Latin America-based teacher
- 45-minute follow up coursework with classroom teacher for each interactive lesson
- *Meg* provides comprehensive language and culture programs that connect students with native-speaking Spanish teachers based in Latin America

**3 Assessment**

- External Examinations through Oral assessments; Written Assessments (multiple choice questions) across 'Listening and Responding' and 'Reading and Responding'; and Internal Assessment through Inquiry-based learning

**4 Reporting**

- Reporting templates that link to the ACTFL World Foreign Language Readiness Standards

**5 Bilingual China and Latin America-based language teachers**

- Undertake the *Meg* two-month training program where Western pedagogical principles and *Meg* online teaching principles are embedded into the teaching delivery model
- Partake in ongoing Professional Learning sessions delivered over 2 days every school holidays
- Receive weekly feedback and training on observed lessons



**6 Generalist Classroom teacher**

- Receive Professional Learning throughout the year to effectively co-deliver the model
- Receive Spanish language and culture training each year
- Receives all weekly lesson material online via our Learning Management System (LMS): flashcards, pronunciation videos, assessment tasks, follow on work



**7 Canvas**

- Access all material online through our LMS

**8 Meg Support Team**

- Coordinate lesson delivery into all classrooms
- Schedule weekly lesson times and make-up lesson times
- Provide technical support to generalist classroom teachers
- Conduct feedback sessions with generalist classroom teachers



**9 Continuous Improvement Program**

- Program reviewed and innovated annually based on feedback from students, teachers, principals and observations of classroom learning; as well as innovations in technology

**Meg.**  
School Language Program

# Program overview

Our ability to solve problems around language provision has allowed us to grow to a point where we teach tens of thousands of students every week.

With the *Meg* language program, your students get to regularly talk to a native speaker on the ground in Latin America, which is the next closest thing to being there. When students are shown outside and can see the unique buildings, beautiful weather and density of living, their curiosity and motivation to learn naturally increases.

All concerns about language teacher shortages can be eliminated with our program as we solve the headaches that Principals are faced with when trying to find and retain language teachers. *Meg* presents a truly sustainable language program that can merge with a school's long term strategic vision.

One of the most successful elements of our program is that we involve a school's generalist classroom teachers in the learning journey. All classroom teachers receive extensive Professional Learning and can participate in the learning along with the students. In time, they will also have the opportunity to travel to Latin America to further their knowledge of Spanish language and Latin America culture. By schools having their staff learning Spanish too, it allows the language to be embedded within the school in a way that simply isn't possible under a more traditional language program framework.



All staff and students have access to our Digital Learning Platform which outlines the learning objectives for each lesson and provides pre-recorded video materials, game-based revision activities, flashcards and expansion tasks. These activities can be participated in as a whole class or in a self-paced format. Our Digital Learning Platform and Curriculum is scoped and sequenced to take students on a consistent learning pathway from one year to the next. All of our curriculum related content has been developed by our team and ensures our program meets the highest state specific curriculum standards, including IB curriculum. Summative and formative assessment is also completed and reported on twice yearly.

Participating in a *Meg* Language program also provides schools with access to our Going Global Initiative which provides all of our schools with a framework to ensure that processes are put in place to internationalise the school and develop global citizens.

A *Meg* language program is a great starting point for a school but our services extend to Virtual Excursions and when schools are ready, trips to Latin America for both staff and students!



# Follow-on work

## What is 'Student Follow-on work'?

Meg provides a wide range of resources for each lesson to support the reinforcement of language learning outside the live instruction. Students are encouraged to complete 30-45 minutes of follow-on activities found on Canvas each week. These activities can be teacher-led or self-paced.

The resources we provide are:

- Pre-recorded videos that cover content of live lessons
- Flashcards
- Pronunciation videos
- Quizlet decks – which include digital study cards, drill activities, games, and informal tests
- Culture Lesson plans (teacher-led)
- Culture Tasks (student-centred - self-paced and engages the students' family and home life in the learning process) and curated culture videos
- Inquiry-based learning project resources

Teachers and students have access to all the materials on our digital learning platform (Canvas LMS). We will provide the login credentials at the start of the school year.



## Assessment options

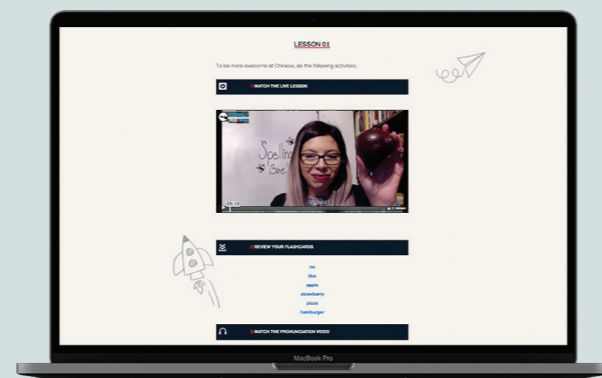
Assessment is a vital component of our Spanish language program. We would never expect that a school's classroom teachers who are new to learning Spanish could adequately assess the students, so we provide all the necessary support to conduct assessment effectively.

Formative assessment is conducted by the Spanish teacher throughout the module and summative assessments at the end of a module take the form of oral/aural tests with the Spanish teacher, online multiple choice tests facilitated by the classroom teacher and provided by us, as well as classroom teacher facilitated assessment tasks provided by us.

All assessments results can then be collated for student reports twice yearly on a five point scaling system.

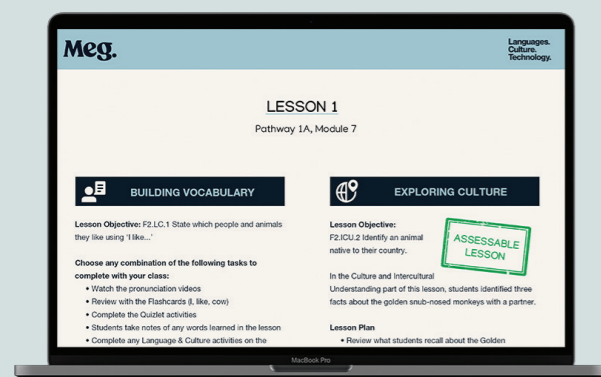
## For students

Students simply log into Canvas where they will have access to all of our interactive content. This is a great option for schools with 1-to-1 devices in the classroom or computer labs. Students can also access these resources on their home devices which allows for self-study and homework allocation.



## For teachers

Lesson plans are interactive, with dynamic links embedded within the page itself, enabling easy access to everything teachers need to facilitate the follow-on session.



## 1. Oral Assessment conducted by Meg Spanish Teacher:

- The language teacher conducts 90-second oral tests (one-on-one) with each respective student that tests their language proficiency, fluency and pronunciation
- This assesses students against the language Learning Goals for the module
- Assessments are scheduled during normal language lesson time, usually take two weeks, and students are graded on a 5-point scaling system, which is provided to the classroom teacher for reports. These assessments need to be planned in advance

## 2. Online Multiple-Choice Language Tests facilitated by Classroom Teacher:

- Online multiple-choice tests for both Listening and Reading require students to watch a series of videos or read sentences presented in Spanish and then answer questions
- The classroom teacher administers the test through Canvas. Students can access the tests using their individual logins

## 3. Assessment Tasks of Culture facilitated by Classroom Teachers:

- General Capability and the Assessment Tasks are all available in Canvas through Inquiry-based learning assessments
- The classroom teacher can assess each student on their respective Learning Goals
- All materials, rubrics and curated resources are provided for classroom teachers

# Student Progress

Monitoring student assessment data helps *Meg* improve our program. It gives us an indicator of whether students are making adequate improvement each year, allowing us to provide support where it is needed most.

The findings below illustrate the level of achievement for *Meg* students for an oral communication assessment. For this analysis, we randomly sampled a group of middle school students who participated in the *Meg* program from 2019-2020, completing up to 3 sessions of Spanish lessons per week.

The analysis reports the student results across 5 domains. This analysis was conducted in order to ascertain general level of achievement for students within their first year of the Spanish program.

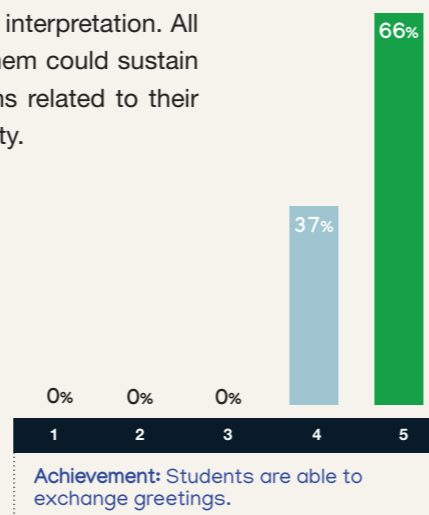
## Key findings after 1 year of learning

### Domain 1: Sustaining short conversations

86% of students could describe and give information about themselves, their preferences, environment, experiences, and interests while 80% of students could effectively translate everyday expressions and use context to assist with interpretation. All students were able to sustain a short conversation while 66% of them could sustain it confidently. Students could understand and respond to questions related to their personal information: name, age, email, phone number and nationality.

**Breakdown of all achievements are shown by point and rubric.**

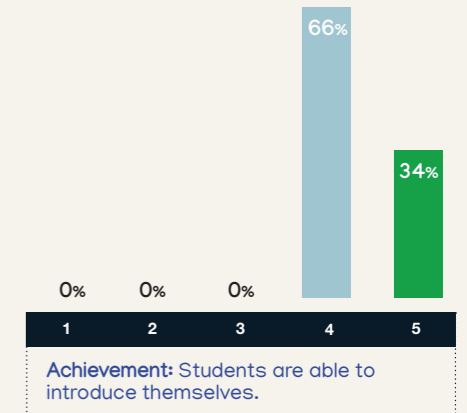
- 5 = Students use greetings and good-byes confidently to start and finish an interaction. Selects between formal and informal with ease.
- 4 = Students use greetings and good-byes to start and finish an interaction. He/she requires some time to think before selecting a formal or informal greeting.
- 3 = Students struggle to understand greetings and good-byes, take some time to understand and are not aware of formal/informal forms.
- 2 = Students are able to either initiate or finish a conversation, but not both of them.
- 1 = Students do not respond to greetings or good-byes, either formal or informal.



### Domain 2: Introducing themselves

All students were able to introduce themselves and ask for someone else's name and surname.

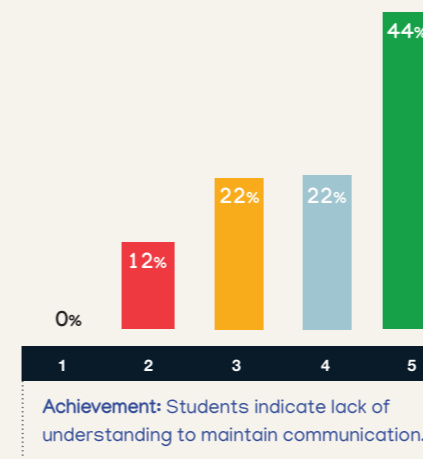
- 5 = Students are able to introduce him/herself with confidence and ask for someone else's name and surname.
- 4 = Students are able to introduce him/herself with ease, but takes some time to formulate the questions to ask for someone else's name and surname.
- 3 = Students are able to introduce him/herself with ease, are able to ask for someone else's name, but struggles to ask for their surname.
- 2 = Students struggle to introduce him/herself and to ask for someone else's name and surname.
- 1 = Students are not able to introduce him/herself.



### Domain 3: Seeking clarification and articulating their lack of understanding in order to maintain communication.

88% of students could articulate their lack of understanding and ask for repetition when the Spanish teacher talks rapidly in Spanish (No entiendo, ¿puedes repetir, por favor?). Additionally, these students use "¿Cómo se dice/escrbe?" when the teacher is either talking about a class object or introducing him/herself.

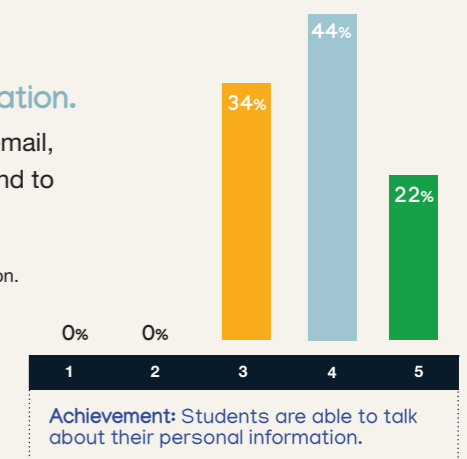
- 5 = Student shows a lack of understanding and asks for repetition. He/she is able to answer how to write and how to say a word/objects/names.
- 4 = Student shows a lack of understanding and asks for repetition. Students take some time to answer "how do you write/say?" questions, but answers appropriately.
- 3 = Student shows a lack of understanding and asks for repetition. Students struggle to answer "how do you write/say?" questions, and might answer incorrectly.
- 2 = Students are either able to show a lack of understanding and ask for repetition or answers to "how do you write/say?" questions, but not both.
- 1 = Students do not express lack of understanding nor ask for repetition. Students are unable to answer "how do you write/say?" questions.



### Domain 4: Giving personal information and sustaining conversation.

All students were able to understand questions related to their name, age, email, phone number, and nationality while 66% of them were able to effectively respond to these questions.

- 5 = Students are able to understand and respond confidently to questions related to their personal information.
- 4 = Students demonstrate understanding of the questions, but takes some time to answer appropriately.
- 3 = Students demonstrate understanding of the questions, but struggles to respond to them.
- 2 = Students understand the questions with difficulty and answers to them in English.
- 1 = Students do not show understanding of the questions and are unable to respond to them.



# Benefits of *Meg* delivery over traditional language program

		Traditional Language Program	<i>Meg</i> Language Program	Comments
Curriculum	Aligns with US National and state-specific curriculum standards	✓	✓✓	<i>Meg</i> Curriculum can be catered for all levels K-12
	Consistent quality across all schools	✗	✓✓	<i>Meg</i> Curriculum is written centrally so a quality curriculum is guaranteed across all schools
Assessment and Reporting	Assessment completed and reported in line with State Standards	✓✓	✓✓	
Teaching	Pedagogy in line with US professional standards for teaching	✓✓	✓✓	<i>Meg</i> language teachers evaluated against US professional teaching standards
	Observed by a Teacher Trainer weekly	✗	✓✓	
	Ongoing Professional Learning of language teacher	✓	✓✓	<i>Meg</i> teachers receive over 100 PD hours a year: 2 days of training each school holidays and weekly training based off lesson observations
Equity	Guaranteed access to high quality language learning for all students, regardless of remoteness	✗	✓✓	Any school with an internet connection can access a language program, which is all schools
Scalable	Easily scale to teach languages to every student within a school or a whole network of schools	✗	✓✓	
Resources	High quality resources to support lesson delivery	✓	✓✓	<i>Meg</i> has a resource development team that produces more resources than an individual language teacher could ever hope to produce at their school
Cross Curriculum Links	Language is integrated with rest of the school day	?	✓✓	Classroom teachers co-deliver the <i>Meg</i> model so they can easily integrate language and culture throughout their day
	Classroom teachers upskilled to support delivery of effective language and culture acquisition	?	✓✓	Classroom teachers participate in all <i>Meg</i> lessons and receive professional learning opportunities throughout the year
Technology	Students are taking a blended learning approach to language acquisition	?	✓✓	
Feeder Schools	Guaranteed ability for secondary school and feeder primary schools to deliver the same language	?	✓✓	<i>Meg</i> is not dependent on local supply of language teachers
Authenticity	Guaranteed connection with native language teacher	?	✓✓	
Sustainability	Language delivery is not interrupted by language teacher leaving town or going on parental leave	✗	✓✓	<i>Meg</i> is not dependent on local supply of language teachers
Why	Students have a 'why' for learning a language	✗	✓✓	Connecting with language teachers in their local country generates a strong 'why' for students

## Timeline: Mernda Primary's journey with a *Meg* Language Program

Mernda Primary School is one of the fastest growing primary schools in Australia and has increased its student population tenfold since it began its cooperation with *Meg*. Over the years they've been able to incorporate a *Meg* Language Program (in this case Mandarin) into so many different aspects of school life. Take a look at our journey together.

**2013**



Grades 5 and 6 pilot the *Meg* Chinese Language Program.



Grades 5 and 6 rollout the Chinese Language Program in 6 classrooms.



Grades 5 and 6 pilot the *Meg* Chinese Language Program.

**2015**



Prep and Grade 1 rollout of School Language Program in 22 classrooms.

**2016**



Full school rollout of School Language Program in 41 classrooms.




13 classroom teachers visited China and their sister school in Tianjin self-funded through *Meg* Tours.



School conducts their second Chinese Cultural Celebration week that includes cooking, dance, traditional folktales, Kung Fu and art activities for all students.

**2019**



School Language Program in 43 classrooms and second Trip to China with Principal.

**2021**

Planned Trip to China for Students in Grades 5 and 6.



# Testimonials

“Very well organised and really easy for my teachers in charge to run the program. The instructions and support that comes with the program is really easy to follow. The experience of the language is coming through the screen, and the support of the company around that is really beneficial. This really gives our students really good consistency with the one language.”

- Ross Oates, Principal at Our Lady of the River School - New South Wales, South Australia

“She really engages the kids, which I really like and I love how she has a little board where she can write and then the kids repeat it... I love her, she’s so good!”

- Marisol Acosta, Class teacher at Sunnymeadows Primary School - Moreno Valley, California

“The decision to partner with Meg was one that we have not looked back on. Being a regional school, it is difficult to be able to always access qualified and contemporary language educators, but Meg has ensured that our College has an exciting, inquiry focussed language program in action. As an IB candidate school it is essential that we can collaboratively work with our language educators, the Meg team have been amazing! We work together to plan units, complete assessment and provide feedback to students. The communication is always very timely and pedagogy is the focus. Relationships are valued and our students are inspired.”

- Eloise Beveridge, Principal at Trinity Lutheran College - Victoria, Australia

“Where Meg has been really beneficial for us, is that it’s always continual. We don’t have to find teachers or put a whole lot of money to resources for one language and employ someone who may leave the area. It just flows on, and that is really valuable for me.”

- Debbie George, Principal at Yea Primary School - Victoria, Australia

“She is very patient, really professional, she knows her materials, she models and presents visuals and gives explanations.”

- Anita Burke, Class Teacher at PS 26 - New York

“These opportunities that we give students only helps them make better choices and know other cultures as they grow and learn through the grade levels.”

- Superintendent Dr. Martinrex Kedziora, Moreno Valley, California

“I’m very happy with the amount of activity in Spanish lessons, very interactive and makes it fun for the students and keeps them happy as they are giving up their own time to take these lessons.”

- Kerrie O’Brien, Class Teacher at St Michael’s Catholic Primary School - New South Wales, Australia

# Case studies



## Supporting IB Accreditation

**Provision of two language options:** IB PYP school accreditation requires learning two languages and developing intercultural understanding. Adopting a holistic learning approach, *Meg* provides opportunities to foster students' natural curiosity, reflection, and creativity. We offer Chinese and Spanish language with a native teacher live from China or Latin America.

**IB-PYP and state-specific curriculum alignment:** Transdisciplinary themes and unit of inquiries are interweaved into our language curriculum, which is underpinned by the IB-PYP and your state-specific curriculum.

**Collaborative planning:** Twice a year, the *Meg* program team engage in collaborative unit planning with our partner schools' teachers and leadership team to enhance our efforts with guided inquiry and provide support for development of the learner profiles.

**Mildura West Primary School (MWPS)** is an International Baccalaureate (IB) Preparatory to Year 6 public school with over 400 students, situated 500km north-west of Melbourne, Australia.

As part of their IB requirement MWPS decided to add Chinese as a second language other than English to their curriculum 6 years ago. By working in collaboration with staff at MWPS we have been able to deliver and achieve a core philosophy of IB World Schools – a commitment to improve the teaching and learning of a diverse and inclusive community of students by delivering challenging, high quality programs of international education that share a powerful vision.

**Trinity Lutheran College** is situated 500km north-west of Melbourne and is a private Christian Preparatory to Year 10 school. Trinity is currently a candidate to become an International Baccalaureate (IB) World School.

With existing language programs (German Prep-Year 4 & Italian 5 & 6) *Meg* has recently been providing Mandarin Chinese across Year 5 to Year 7 to complement and provide alternative options for students, while delivering access to an Asian language. Trinity classroom teachers work alongside our Mandarin teachers, to provide a curriculum and assessment that is based on the Australian Curriculum for Chinese. Trinity prides itself on having a supportive community for students to “encourage innovation and inquiry to help create a sense of belonging and purpose of all students.” Weekly lessons and communication with our native speaking Mandarin teachers helps to foster and encourage these traits and positive relationships.

*Meg's* teaching pedagogy is informed by research-based best practice, and our teachers are required to attend continual professional development. By personalising and connecting culture learning points relevant to each schools' unit of inquiry, our teachers develop language through authentic, meaningful, and enjoyable lessons. This highly contextualised engagement enables students to make sense of the language and culture they are learning, and how this relates to the world around them.

This service has been developed independently from and is not endorsed by the International Baccalaureate Organization. International Baccalaureate, Baccalauréat International, Bachillerato Internacional and IB are registered trademarks owned by the International Baccalaureate Organization.

## Establishing a Sustainable Language Program

Ensuring a language program that is sustainable is an essential consideration for schools. Too many schools have lost their language teacher and been unable to replace them, or they simply couldn't find a language teacher to start with due to teacher shortages. For small, regional schools who rarely have the resources to hire a specialist teacher, *Meg* ensures equitable access to languages. *Meg* is a sustainable option which guarantees students, parents and educators effective and engaging language lessons year after year, allowing students to experience continuity in their language learning.

**Yea Primary School** is a single stream Preparatory to Year 6 school of 118 students and 20 staff, situated in a small rural town 100km north-east of Melbourne. After struggling to find and maintain a language teacher for several years, they were the very first school to join us in 2013. Since then, the teachers at Yea Primary have experienced first-hand what the learning outcomes of our program can be without a break in language and culture delivery, even during the COVID-19 pandemic.

## Videoconferencing to Connect Internationally

Using digital technologies to connect, communicate and collaborate with others outside the four walls of the classroom is an exciting and engaging way for students to build global competence and intercultural understanding. Developing engaging digital technology skills to connect to others internationally develops global perspectives and digital technology skills. As students connect with their *Meg* language teachers in China or Colombia using video conferencing software, both the students and the teachers build their intercultural understanding through digital communication.

**Sunnymeadows Elementary** and **Cloverdale Elementary** of Moreno Valley, California are currently implementing our language program with third graders at both schools. The district saw the partnership as an opportunity to fulfil some of their and the state's larger goals around multiculturalism. The schools utilise their in-class smartboards to make the remote teaching experience even more intimate. Our teachers also prompt students to complete hands on activities and call students to the front of the class to showcase their new vocabulary skills. A combination of these factors make for great collaboration and connection despite a world of distance between the teacher and students.



# GOING GLOBAL

All schools that participate in a Meg language program have access to our Going Global resources. The Going Global Initiative is a comprehensive framework that supports schools to internationalise or 'Go Global'. Reflecting the needs to internationalise and develop global citizens, the Going Global Initiative provides a comprehensive package of materials for face-to-face and online professional learning and a roadmap to support schools to undertake the process of internationalising.

Meg will support school leaders and classroom teachers across a range of key areas such as:

- Building community support and understanding of language/culture program
- Showcasing student learning through culture days, assemblies, displays, digitally etc
- Embedding the language program in school culture
- Building staff capacity to further support the language program
- Developing a cross curriculum approach to align with language program

The Going Global Initiative is about providing all of our schools with a practical roadmap to achieve success in terms of internationalising a school and providing students with the opportunity to develop their global competencies.





## Principal & Leadership Support

Meg manages all of the headaches that Principals encounter when looking to instill a long term language program in their school. We provide the live lesson delivery from our Latin America based team, we provide a best practice curriculum supported through our digital learning platform and we support all classroom teachers that will be involved with our language program.

We also provide complete scheduling flexibility for when schools want to have their weekly lessons. This has resulted in a large network of Principals whose working life has been that little bit easier by having enjoyed the long term benefits of working with Meg. We understand that school's can be chaotic environments so we pride ourselves on being great to work with and a motivated team of problem solvers.

“Where Meg has been really beneficial for us, is that it’s always continual. We don’t have to find teachers or put a whole lot of money to re-sources for one language and employ someone who may leave the area. It just flows on, and that is really valuable for me.”

– Debbie George, Principal at Yea Primary School - Victoria, Australia

## Classroom Teacher support

The success of our program is closely linked to the engagement of classroom teachers in the program. As such, we invest heavily into your staff to make their lives easy as well as keeping them motivated to get the most out of the program.

### Classroom teachers learning with the students

- One of the most celebrated aspects of our co-teaching model is that your staff will also get the opportunity to learn the language with the students, a fantastic professional development experience
- This embeds the language within your school in a way that isn't possible with a traditional language program

### Professional learning sessions

- All staff participate in twice year PL sessions to support them in running the program effectively
- We run additional PL sessions for staff that are particularly passionate about developing their language skills
- We provide PLs relating to an in-depth understanding of the Spanish language, pronunciation and how to utilise the provided resources even more powerfully across not only their class, but the curriculum in general
- We provide assessment webinars to schools so they can effectively assess and report on the Spanish language program
- We provide full access to our Going Global self-paced professional learning online courses that cover developing global citizens in the classroom as well as embedding language and culture into your classroom

### Dedicated support person from Meg

- Every classroom teacher has a dedicated support person based in Australia that is contactable throughout the school day and whose primary role is to support your classroom teachers with whatever they need



# Beyond the language program

## Virtual Excursions

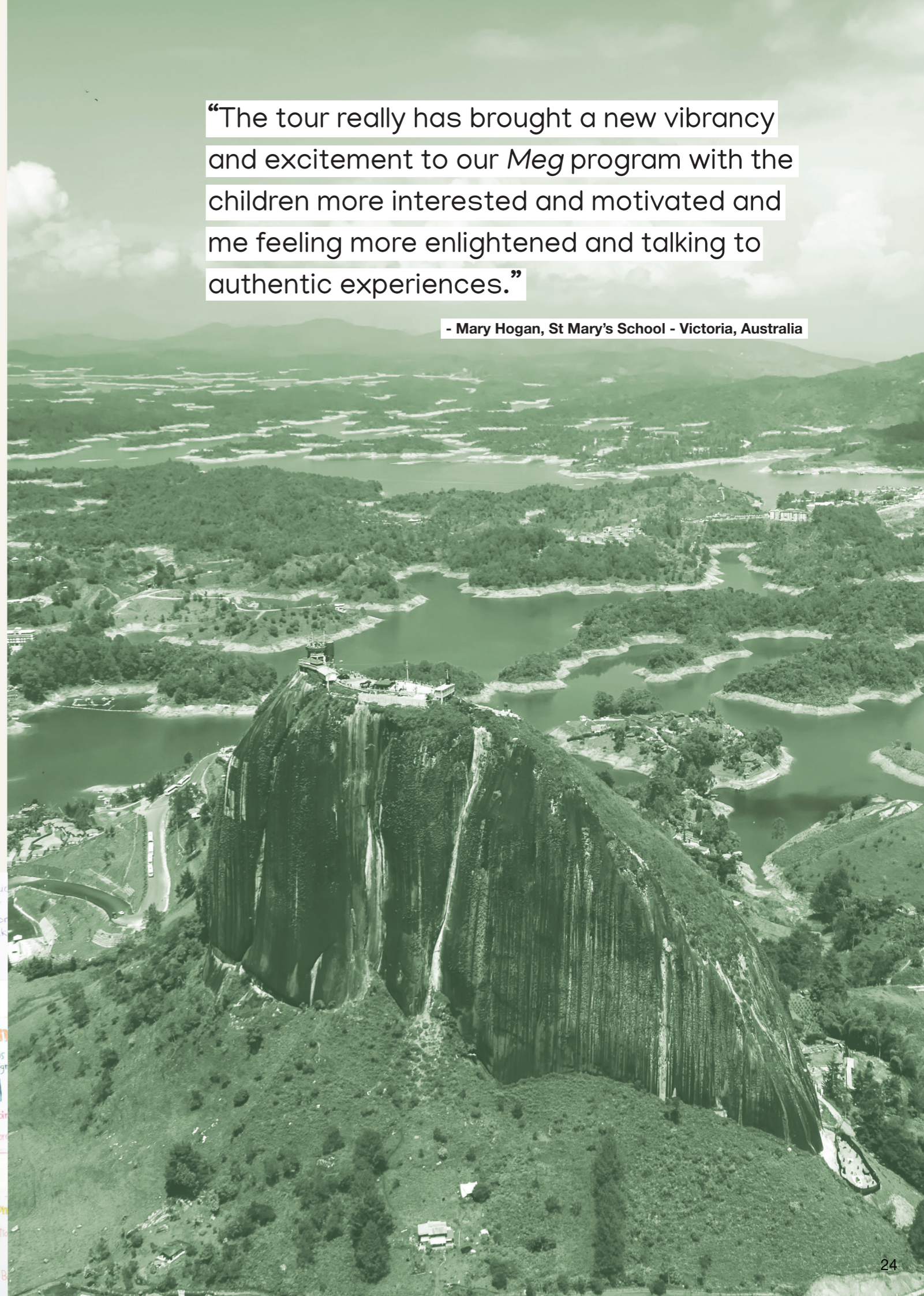
To allow students to engage even more closely with the local environment in Latin America, *Meg* has developed Virtual Excursions. With a Virtual Excursion, we take your students on a live and interactive trip to Latin America without ever leaving your classroom. We use the same technology as with our language lessons to broadcast one of our team from the streets of Bogota directly into your classroom. All Virtual Excursions are supported by a guidebook which contains activities for students to explore cultural themes both before and after the live broadcast. This is a popular once per term offering that is conducive to having a large group of students participate at the same time.

## Meg Tours

When schools are ready to really connect with Latin America, we provide an opportunity for staff and students to do so with our language and culture tours. With our large network across Latin America, we put together customised trips that are designed for both students and all variety of educators. Through a combination of creativity, local knowledge and experience we take people on a trip of a lifetime.

“The tour really has brought a new vibrancy and excitement to our *Meg* program with the children more interested and motivated and me feeling more enlightened and talking to authentic experiences.”

- Mary Hogan, St Mary's School - Victoria, Australia





Here at *Meg*, we believe technology makes it easy to inspire the next generation of global citizens.

We believe that learning a language can open doors that may otherwise remain shut. Learning should not be limited to the four walls of the classroom, and it doesn't have to be.

For any queries about your current Meg program, please contact us.



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In the 21st Century knowing a second language is not only beneficial, but necessary for success in life. The continual globalization of the world's economy is bringing diverse cultures and communities into more frequent contact with each other. The ease of global travel and the internet have collapsed the barrier of distance that once kept the world's communities separate. From the corporate marketplace to the individual consumer, from the pre-schools to universities, from the beach vacationer to the global jet set, the world community has become integrated and interdependent. Institutions of higher learning are scrutinizing applicants to identify future world leaders. Employers and businesses are seeking applicants who can navigate the modern global economy. It is through learning another language that students can develop both these skill sets. Learning another language also provides many other benefits including greater academic achievement, greater cognitive development, and more positive attitudes towards other languages and cultures. Simply put, language learning is necessary for students to effectively function in the modern global marketplace.

- ACTFL, 2020

