Department of
Education
and Training

EARLY ADOLESCENCE (8-10)
LANGUAGES (LOTE)
SYLLABUS

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The Department of Education and Training Western Australia acknowledges the Curriculum Council's support in the development of this document and in providing permission to incorporate into the text of this document extracts and summaries from the *Curriculum Framework; Curriculum Framework Progress Maps – Languages Other Than English; Curriculum Framework Curriculum Guide – Languages Other Than English;* and the *Getting Started – LOTE, Curriculum Framework* support materials.

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1 Purpose of the *Early Adolescence (8-10) Languages (LOTE) Syllabus*

1.1 Introduction

The *Early Adolescence (8-10) Languages (LOTE) Syllabus* is part of a suite of complementary resources designed to support teachers to plan and deliver learning, teaching and assessment programs.

This syllabus contains information about:

- typical characteristics of students in the early adolescence phase of development and suggested approaches to learning, teaching and assessment
- content described in scope and sequence statements relevant to the phase. *National Consistency in Curriculum Outcomes (NCCO) Statements of Learning* have been embedded in the scope and sequence statements and have been identified with an asterisk
- curriculum planning
- monitoring and assessing student progress.

Note: There is a national move to rename Languages Other Than English (LOTE) as 'Languages'. To take account of reference to 'LOTE' in existing Curriculum Council documents, the term 'Languages (LOTE)' is used in this syllabus.

1.2 Connection with other curriculum policy and support documents

This syllabus provides scope and sequence statements of content that link to the outcomes in the *Curriculum Framework*.

Languages (LOTE) teachers can use this syllabus in conjunction with the *Curriculum Framework Curriculum Guide – Languages Other Than English*. By using the *Guide* in conjunction with this syllabus, Languages (LOTE) teachers will have access to a range of content that they can use to meet the learning needs and interests of a range of students.

NCCO Statements of Learning were agreed by the Ministerial Council for Education, Employment, Training and Youth Affairs in April 2006. These *Statements of Learning* provide a means of achieving greater national consistency in curriculum outcomes across all States and Territories. *Statements of Learning* have been agreed for the following areas:

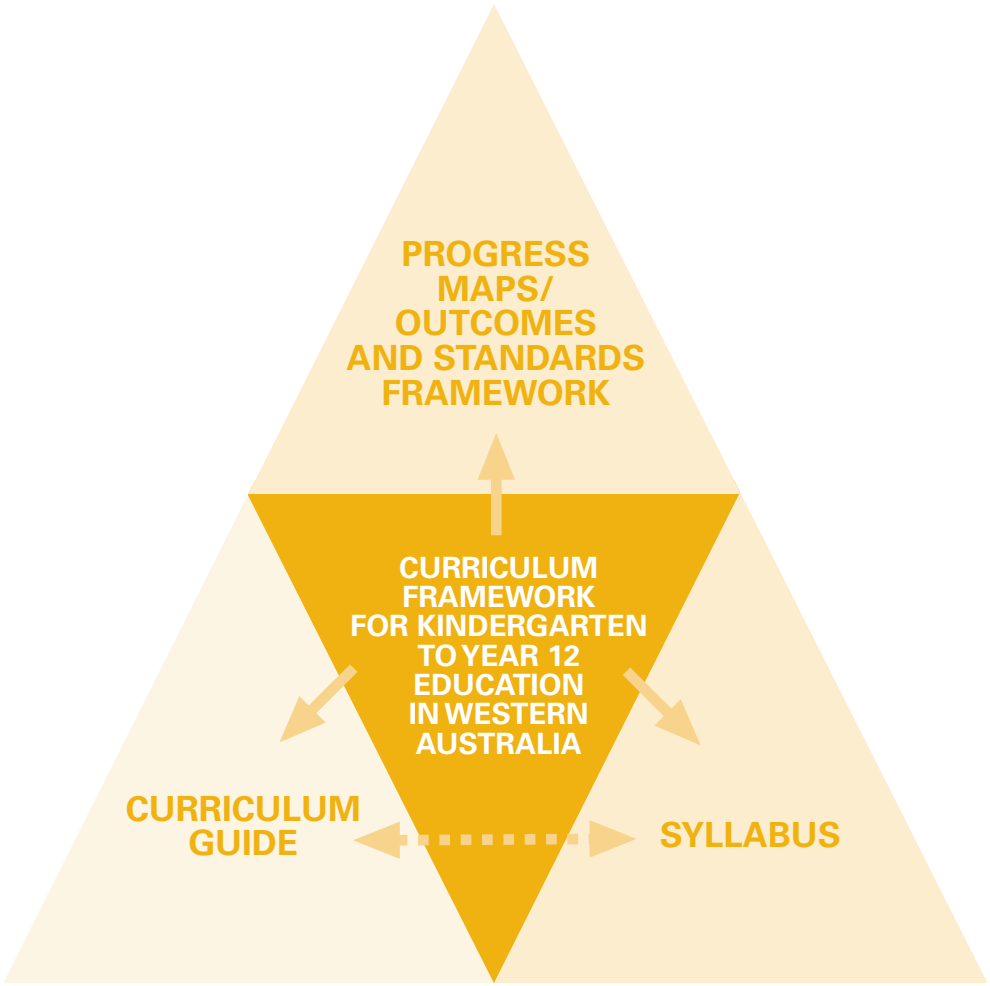
- Civics and Citizenship
- English

- Information and Communication Technologies (ICT)
- Mathematics
- Science.

Teachers continue to use progress maps *(Curriculum Framework Progress Maps – Languages Other Than English/Outcomes and Standards Framework – Languages Other Than English)* to monitor students' progressive achievement of learning outcomes and may use other tools as appropriate to students' development, achievement and the context of the school.

This syllabus provides advice on the year of schooling in which knowledge, skills and understandings would typically be introduced. Teachers' monitoring and assessment will inform their planning and assist with decisions about the specific knowledge, skills and understandings they teach their students. Languages (LOTE) teachers will continue to exercise their professional judgement in making these decisions.

The following diagram illustrates the connections among the *Curriculum Framework*, *Curriculum Framework Progress Maps – Languages Other Than English*, *Curriculum Framework Curriculum Guide – Languages Other Than English* and this syllabus.



Connections among curriculum policy and support documents

1.3 Inclusive planning

As they plan, Languages (LOTE) teachers recognise and accommodate the different starting points, learning rates and previous experiences of individuals or groups of students.

Ensuring that there is provision of a balanced curriculum for all students includes identifying the learning needs of individuals and groups as part of the process of classroom planning. Some groups or individuals, relatively few in number, may require a Documented Plan that provides a practical, explicit and succinct focus for learning. Most students will not require a long or detailed Plan.

Individuals and groups that could require a Documented Plan include:

- students for whom English is a second language or dialect
- students with disabilities
- students with learning difficulties
- gifted and talented students.

Documented Plans focus on learning and teaching adjustments in order to promote learning, participation or curriculum access, and may include:

- differences in the level of complexity of instructional materials or tasks
- alternative means of presentation or response to activities or assessments
- adapted content or expectations in class activities
- acceleration, which may be across the curriculum or single-subject acceleration
- flexible groupings within the class
- encouragement/explicit teaching of critical and creative thinking
- individual research
- enrichment and extension activities
- specialist support, such as visiting teachers or master classes
- teachers and parents planning together to ensure that learning outcomes and content reflect the learning needs of students.

2 Rationale for teaching Languages (LOTE) in the early adolescence phase of development

2.1 What is Languages (LOTE) about?

In Languages (LOTE) students learn how to communicate appropriately in languages other than English. All languages have their own particular features and underlying cultural understandings that shape communication, and enable the achievement of a range of communicative purposes.

2.2 Why teach Languages (LOTE)?

Teaching Languages (LOTE) provides students with opportunities to:

- communicate and interact effectively with people from other cultural backgrounds
- develop literacy skills through identifying similarities and differences between English and other languages
- enhance their critical literacy skills by providing different text types to explore and the means to understand them
- develop their intercultural language skills through examination of, and reflection on, their own language(s) and culture(s) and those of other societies
- enhance their self esteem by valuing and acknowledging the importance of other languages
- acquire foundation knowledge and practical skills that are essential for further language studies.

2.3 How is the Languages (LOTE) learning area structured?

The *Curriculum Framework Languages Other Than English Learning Area Statement* consists of six interrelated outcomes grouped into two clusters.

Three communication outcomes:

- Listening and Responding, and Speaking
- Viewing, Reading and Responding
- Writing.

Three knowledge and skills outcomes:

- The System of the Target Language
- Cultural Understandings
- Language Learning Strategies.

3 Languages (LOTE) in the early adolescence phase of development

3.1 Typical characteristics of students in the early adolescence phase of development

In this phase of development, students are experiencing adolescence and the accompanying emotional and physical changes. Early adolescent learners typically:

- learn to form, articulate and manage relationships
- develop greater independence
- question schooling and their engagement with it
- reflect on who they are, where they belong, what they value and where they are going
- develop their own voice, often challenging the voices of their parents/ caregivers, teachers and society
- aim for a stronger sense of belonging through interaction with their peers in wider adolescent cultures
- become aware that they can make changes for themselves and others.

3.2 The early adolescent in Languages (LOTE)

Students come to Languages (LOTE) classes in the early adolescence phase with a range of backgrounds.

In Languages (LOTE) the early adolescent typically progresses from simple to more complex comprehension and production of texts. At the beginning of this phase students typically comprehend and produce short, simple texts from familiar contexts that relate mainly to themselves and their environment.

By the end of this phase, students' range of comprehension increases and the texts they engage with are generally more complex, longer and may contain some unfamiliar language that relates to a broader world view. Students typically begin to develop sophistication in the texts they produce. This may be demonstrated through the complexity of elements of language they use, the ideas they express, the intercultural understandings they draw on and/or the range of strategies they apply.

3.3 Learning and teaching

The *Curriculum Framework* provides advice about approaches to learning and teaching that are based on research and professional knowledge about learning.

When using this syllabus to plan, Languages (LOTE) teachers can make reference to the sections on learning and teaching in the *Curriculum Framework* overarching and learning area statements. This will assist with ensuring that pedagogical approaches are relevant to students' developmental stages as well as to learning within and across outcomes and learning areas.

The following table outlines suggestions for incorporation of the *Curriculum Framework's* principles of effective learning and teaching in Languages (LOTE) in the early adolescence phase.

Suggested approaches to learning and teaching

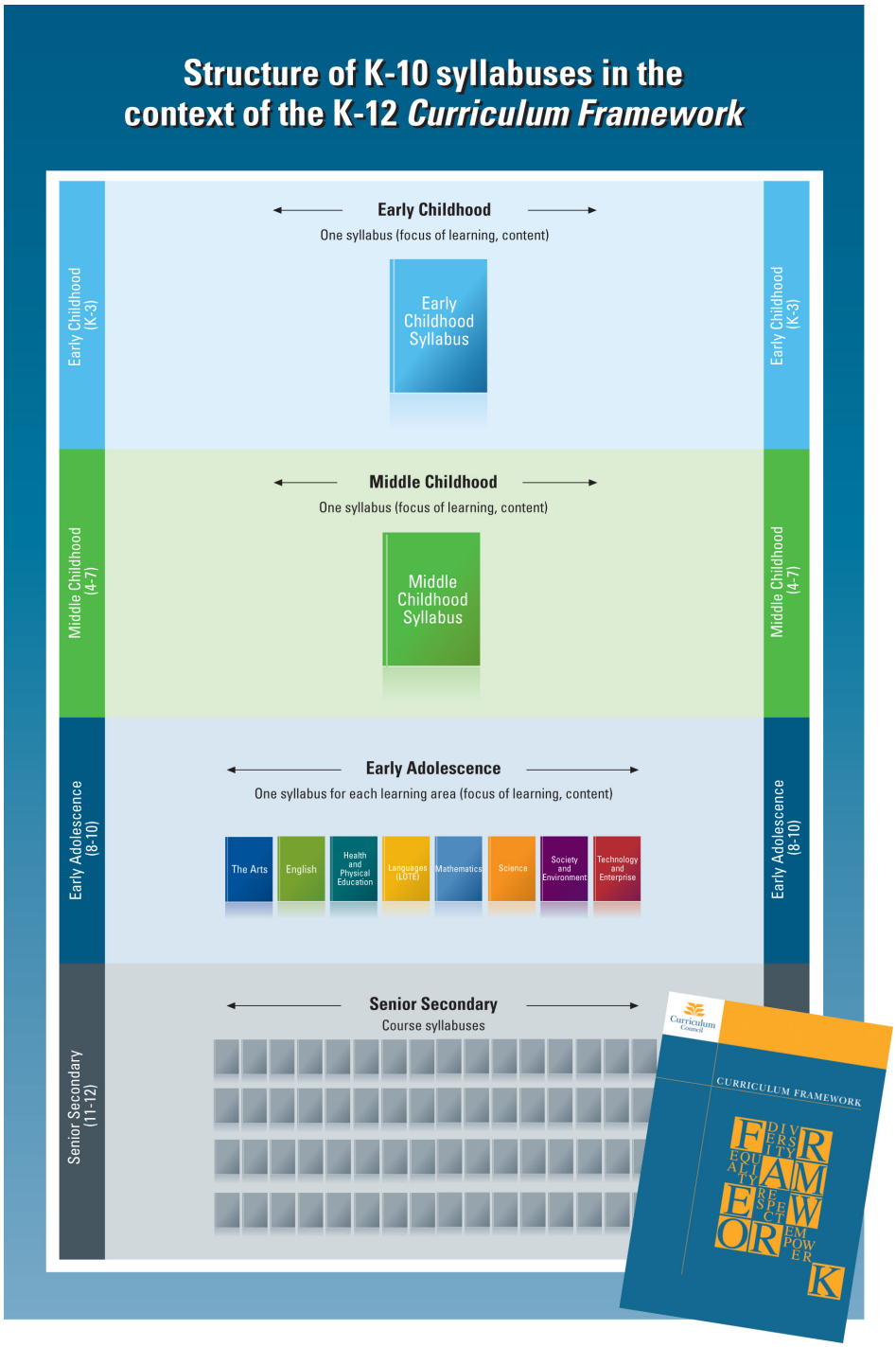
Principles of learning and teaching	Strategies years 8-10 teachers of Languages (LOTE) can use to implement the principles
Opportunity to learn Learning experiences should enable students to observe and practise the actual processes, products, skills and values which are expected of them.	• Model the target language in as wide a range of contexts as possible. • Endeavour to use the target language as the principal medium of instruction and communication. • Provide opportunities for students to explore the target language and cultures in real or life-like situations or in their community.
Connection and challenge Learning experiences should connect with students' existing knowledge, skills and values while extending and challenging their current ways of thinking and acting.	• Connect concepts and skills to students' prior knowledge and personal contexts. • Connect Languages (LOTE) concepts and skills to students' learning in other curriculum areas. • Encourage students to take risks in their learning. • Show how the target language and cultures are subject to challenge and change.
Action and reflection Learning experiences should be meaningful and encourage both action and reflection on the part of the learner.	• Create opportunities for goal-setting and self- and peer-assessment. • Emphasise an intercultural approach in learning and teaching programs.
Motivation and purpose Learning experiences should be motivating and their purpose clear to the student.	• Make assessment criteria explicit. • Illustrate the real-life applications and future uses of Languages (LOTE) skills and understandings. • Connect learning in Languages (LOTE) to students' lives and local environments, further education and career pathways. • Involve students in planning learning experiences.
Inclusivity and difference Learning experiences should respect and accommodate differences between learners.	• Design learning experiences which cater for different learning styles, values, gender, abilities, interests, cultures and family backgrounds. • Design learning experiences which take into account students' differing physical, mental and emotional development.

Suggested approaches to learning and teaching (continued)

Principles of learning and teaching	Strategies years 8-10 teachers of Languages (LOTE) can use to implement the principles
Independence and collaboration Learning experiences should encourage students to learn both independently and from and with others.	• Design learning experiences which allow students some autonomy over how they learn and how they approach tasks. • Design learning experiences which allow students to work collaboratively with other students. • Provide access to ICT.
Supportive environment The school and classroom setting should be safe and conducive to effective learning.	• Build a classroom climate based on mutual respect and tolerance. • Ensure students are provided with a safe environment and are adequately supervised at all times. • Recognise achievement and progress. • Treat mistakes as opportunities for learning, rather than signs of failure. • Promote school policies which support positive attitudes towards Languages (LOTE). • Display students' work, posters etc relating to the target language and cultures.

3.4 The place of the *Early Adolescence (8-10) Languages (LOTE) Syllabus* in the K-12 curriculum

This syllabus articulates content and approaches to learning, teaching and assessment that are a part of the kindergarten to year 12 approach embodied in the *Curriculum Framework*. The following diagram indicates the place of this syllabus in the overall K-12 curriculum for Western Australian schools.



The place of the *Early Adolescence (8-10) Languages (LOTE) Syllabus* in the K-12 curriculum

3.5 Connection to Languages (LOTE) learning in other phases of development

The *Early Adolescence (8-10) Languages (LOTE) Syllabus* forms part of the continuum of Languages (LOTE) learning. Students may begin their studies of a language at a variety of points in their schooling. To ensure continuity, this syllabus builds on the focus of learning in the middle childhood phase. The understandings and skills developed in the early adolescence phase provide the basis for achievement in the Curriculum Council's current and proposed senior secondary courses.

Middle childhood phase of development

In the middle childhood phase, students are taught simple patterns and rules in the target language and language learning strategies that support the development of predominantly listening and speaking skills. They have opportunities to reflect on the similarities and differences between their own and other language(s) and culture(s). Contexts mainly focus on the learner and their world.

Late adolescence phase of development

In the late adolescence phase, content in Languages (LOTE) courses continues to develop in complexity. Students employ a wide range of strategies in their learning. Contexts reflect wider world views and the place of the learner as a young adult member of society.

In Languages (LOTE) the current senior secondary subjects are:

- Australian Indigenous Languages - D029, E029
- Chinese for Beginners - D082, E082, Part A - D102
- Chinese: Second Language* - D003, E003
- Chinese: Advanced - E027
- French for Beginners - D071, E071, Part A - D108
- French - D006 and E006, Part A - D106
- German for Beginners - D072, E072, Part A - D112
- German - D008, E008, Part A - D110
- Indonesian for Beginners - D083, E083, Part A - D116
- Indonesian: Second Language* - D009, E009, Part A - D118
- Indonesian: Advanced - E028

- Italian for Beginners - D073, E073
- Italian - D010, E010,
  Part A - D120
- Japanese for Beginners - D074, E074,
  Part A - D124
- Japanese: Second Language* - D011, E011,
  Part A - D126
- Japanese: Advanced - E013
- Malay: Advanced - E070
- plus small candidature (CCAFL) languages such as:

  Arabic

  Hebrew

  Modern Greek

  Polish

  Spanish.

The proposed senior secondary Languages (LOTE) courses are designed to facilitate students' achievement of specific Languages (LOTE) learning outcomes.

Courses currently in development by the Curriculum Council are:

- Aboriginal Languages of Western Australia
- Chinese: Second Language*
- French
- German
- Indonesian: Second Language*
- Italian
- Japanese: Second Language*.

Also available through interstate borrowing arrangements are:

- Chinese: Background Speakers
- Indonesian: Background Speakers
- Japanese: Background Speakers
- Malay: Background Speakers
- plus small candidature (CCAFL) languages such as:

  Arabic

  Hebrew

  Modern Greek

  Polish

  Spanish.

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* subject to student satisfying Curriculum Council eligibility requirements.

4 Content

4.1 Focus of learning

Languages (LOTE) teachers and schools are integral to planning that provides a balanced curriculum to maximise students' achievement of the learning outcomes in the *Curriculum Framework*.

Using this syllabus, Languages (LOTE) teachers and schools will be able to:

- connect with learning in the middle childhood phase of development and the senior secondary years of schooling
- continue to use the *Curriculum Framework* and the *Curriculum Framework Curriculum Guide – Languages Other Than English* to plan balanced learning, teaching and assessment programs that meet the developmental learning needs of students in the context of each school.

4.2 National and state priorities for learning

Content has been embedded, where relevant, across the scope and sequence statements, for each target language, within this syllabus in accordance with agreed national and state priorities.

The following cross-curriculum areas provide a basis for developing the knowledge, skills and understandings that will enable students to participate and prosper in society. Further advice about integration across learning areas is provided in Part 5 of this syllabus: Planning for learning in Languages (LOTE).

Literacy

Literacy is the ability to read and use written information and to write appropriately in a range of contexts. It also involves the integration of speaking, listening, viewing and critical thinking with reading and writing. It includes the cultural knowledge that enables a speaker, writer or reader to recognise and use language appropriate to different social situations.

The development of students' literacy skills and understandings is the responsibility of all teachers in all learning areas, and opportunities should be provided for students to develop literacy across the curriculum. The teaching of English, however, plays a particularly important role.

Languages (LOTE) can play a role in the development of literacy skills through, for example, the explicit teaching of:

- critical thinking skills
- text conventions
- the comparison of form and features of the target language and other languages
- language learning strategies
- intercultural understandings.

Numeracy

Numeracy is the ability to effectively apply Mathematics in everyday, recreational, work and civic life. It is vital to the quality of participation in society.

In order to be numerate, students have the right to learn Mathematics and the language of Mathematics, to make sense of Mathematics, to be confident in their use of Mathematics, and to see how it can help them make sense of their world and the world of others.

Numeracy is a fundamental component of learning across all areas of the curriculum. The development and enhancement of students' numeracy skills and understandings is the responsibility of all teachers. The teaching of Mathematics, however, plays a particularly important role.

Languages (LOTE) can contribute to the development of students' numeracy skills when students, for example:

- recognise patterns
- apply rules
- make hypotheses.

Civics and Citizenship

All students need opportunities to develop their understandings of, and commitment to, Australia's democratic system of government, law and civic life.

Languages (LOTE) teachers can achieve this by assisting students to develop the capacity to clarify and critically examine values and principles of Australian democracy and the ways in which it contributes to a fair and just society and a sustainable future. As well, Languages (LOTE) teachers should assist students to develop the knowledge, skills and values that enable them to act as informed and responsible citizens.

By using an intercultural language learning approach, Languages (LOTE) teachers can also provide students with opportunities to develop the knowledge, skills and values that help them become informed and responsible citizens in Australia and in target language communities.

Information and Communication Technologies (ICT)

Applying ICT as a tool for learning provides students with opportunities to become

competent, discriminating, creative and productive users of ICT. Students' learning can be enhanced through integration of ICT across the curriculum, as they develop knowledge, skills and the capacity to select and use ICT to inquire, develop new understandings, create, and communicate with others.

Through learning with ICT, students have opportunities to understand the impact of ICT on society and to use ICT as a means of participating in society.

Languages (LOTE) teachers can contribute to this by providing students with opportunities to:

- operate a range of ICT to plan or present learning
- use the Internet to access target languages and cultures
- reflect on the use of ICT in target language cultures.

Values

People's values influence their behavior and give meaning and purpose to their lives While there is a range of value positions in society, there is also a core of shared values. These values are embedded in the learning outcomes in the *Curriculum Framework*. These shared values can be summarised as follows:

- a pursuit of knowledge and a commitment to achievement of potential
- self acceptance and respect of self
- respect and concern for others and their rights
- social and civic responsibility
- environmental responsibility.

Languages (LOTE) involves critical thinking about Australian and target cultures' values and why they may be similar or different. This may include:

- social responsibility at individual, group, national or global levels
- beliefs that shape practices in different cultures
- historical influences that shape contemporary values and norms
- ways to show respect for other cultures' values
- acknowledgement that there is a diversity of cultures as expressed through different values, beliefs and practices.

Physical activity

Physical activity is movement of the body that expends energy. It includes high intensity activities such as sports and dance, as well as low intensity activities such as walking, climbing and exploring. Physical education is an essential part of quality physical activity opportunities. Physical activity can be incorporated into learning across the curriculum, providing students with opportunities to practise skills and increase

fitness levels. Students are required to participate in at least two hours of physical activity per week.

Languages (LOTE) provides opportunities for physical activity when, for example, students:

- participate in culture-specific games and sports
- play active games in the target language.

4.3 Organisation of content

Content in this syllabus is organised into a scope and sequence statement for:

- Chinese
- French
- German
- Indonesian
- Italian
- Japanese.

Scope and sequence statements

The scope and sequence statements identify the scope of content that students typically should be taught during the early adolescence phase for the selected target languages.

The content in the scope and sequence statement, for each target language is expressed at specific year levels to provide teachers with advice on starting points for the development of learning, teaching and assessment programs. Languages (LOTE) teachers will use their knowledge of students' progressive achievement to make their own decisions about when it is appropriate to introduce content to individuals and groups of students.

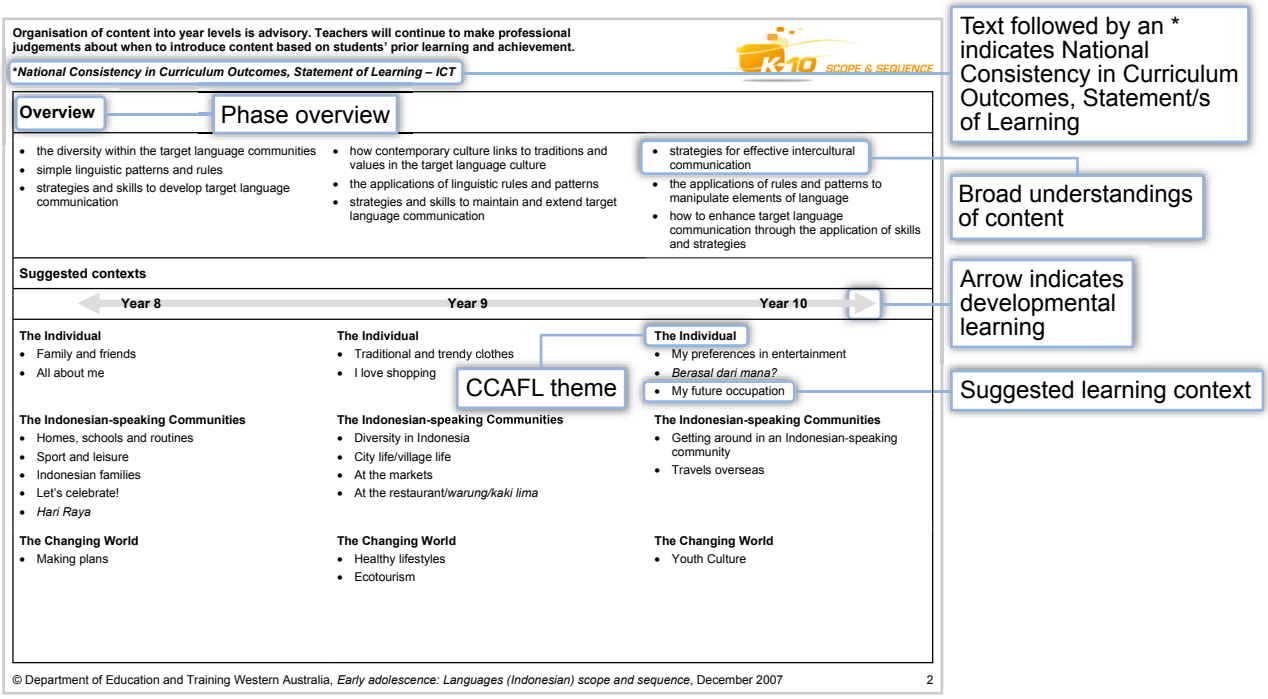
Each Languages (LOTE) scope and sequence statement incorporates suggested contexts, with accompanying suggested vocabulary groups and text types.

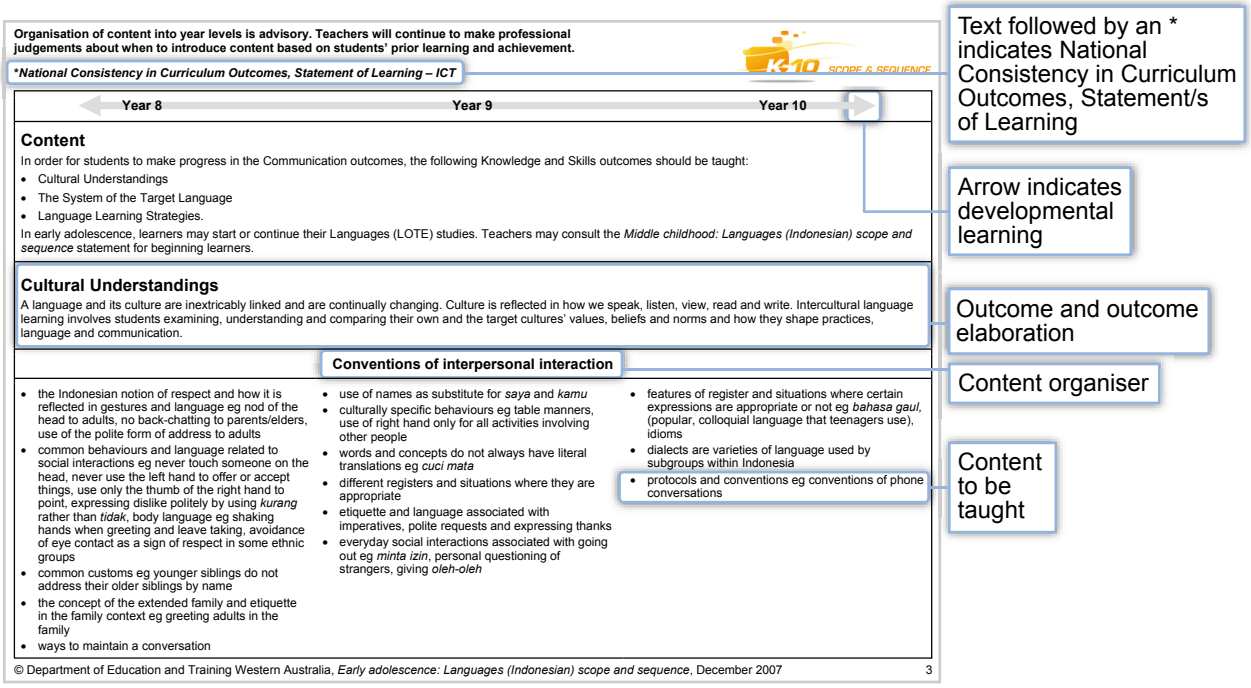
In the scope and sequence statements the knowledge and skills outcomes are used as the content organisers. They provide the typical sequence of content to be taught in order for students to demonstrate achievement in the communications outcomes. The knowledge and skills outcomes are embedded in the communication outcomes and should be taught in a holistic way.

The learning contexts are grouped according to the *Collaborative Curriculum and Assessment Framework for Languages* (CCAFL) themes of:

- The Individual
- The Target Language – speaking communities
- The Changing World.

The scope and sequence statements are organised to assist teachers' planning for learning in Languages (LOTE). The following graphics identify the key features of the Languages (LOTE) scope and sequence statements.





Key features of the Languages (LOTE) scope and sequence statements

5 Planning for learning in Languages (LOTE)

School planning is an integral part of the improvement process. It typically involves four stages:

- identification of needs through collection and analysis of student achievement information
- planning for improvement
- implementation
- review.

5.1 Breadth and balance in curriculum planning

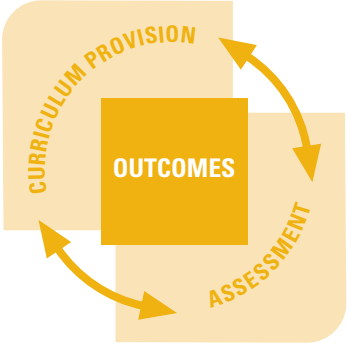
This syllabus identifies content relevant to learning in Languages (LOTE) across the early adolescence phase of development.

When planning with this syllabus, school leaders and Languages (LOTE) teachers will continue to exercise professional judgements about the full range of learning, teaching and assessment programs that will meet the learning needs of their students. These judgements are made in the context of the overall school plan, which takes into account relevant legislative and policy requirements, and community expectations.

School leaders and Languages (LOTE) teachers may use this syllabus in conjunction with the *Curriculum Framework Curriculum Guide – Languages Other Than English* to plan for a rich and varied curriculum that takes into account the learning needs and interests of students.

5.2 Whole-school planning

The elements of whole-school curriculum planning are encapsulated in the following diagram.



- Students' achievement and learning needs
- Relevant learning outcomes, as described in the *Curriculum Framework*
- Content as described in the *Early Adolescence (8-10) Languages (LOTE) Syllabus* and *Curriculum Framework Curriculum Guide*
- Realistic yet challenging expectations about students' performance
- Opportunities required to enable students to continue to experience success in their learning
- Learning environments
- Pedagogy relevant to students and the focus of learning

Elements of whole-school curriculum planning

Students' achievement and learning needs

Examination of student achievement information enables school leaders and Languages (LOTE) teachers to make judgements about whether students are making sufficient progress with their learning in relation to relevant standards. Sources of information include:

- teachers' records of student assessment
- teacher moderation of student work
- standardised test data.

Learning outcomes and content

Examination of student achievement information and judgements made about students' progress inform analysis of existing curriculum provision, which includes consideration of relevant learning outcomes and content. This enables school leaders and Languages (LOTE) teachers to make informed decisions about the adequacy of current curriculum provision and whether modifications are required. It may result in curriculum modifications to ensure that students have adequate opportunities to make progress in their learning.

Expectations of students' performance

Consideration of outcomes and content also incorporates setting realistic, yet challenging, targets for student performance. Target setting ensures that decisions lead to school leaders and Languages (LOTE) teachers developing and implementing challenging and developmentally appropriate learning, teaching and assessment programs for students.

Continued success in learning

The focus of whole-school curriculum planning is the continued learning success of all students in the school. While the majority of students will continue to achieve within an expected range, some students will require learning and teaching adjustments to support their learning. Whole-school curriculum planning assists school leaders and Languages (LOTE) teachers to identify individuals and groups of students who require Documented Plans.

Learning environments

The environment of a school and its classrooms needs to be inclusive, supportive and promote learning. Issues that school leaders and Languages (LOTE) teachers could review as part of whole-school curriculum planning include:

- working relationships among
  - teachers
  - students
  - teachers and students
  - teachers, students and their parents/caregivers
  - the school and the community
- management of student behaviour

- level of inclusion in relation to language background, gender, culture, socioeconomic status, abilities or disabilities, and individual differences
- existence of adequate and fair access to, and use of, appropriate and varied resources (space, equipment, materials and technology)
- ways in which students are grouped and arranged in the school and classrooms
- ways in which time is allocated for curriculum provision
- learning opportunities outside the school
- opportunities for students to negotiate the curriculum, if appropriate.

Pedagogy

Whole-school curriculum planning includes school leaders and Languages (LOTE) teachers reviewing and selecting a range of approaches to learning, teaching and assessment. Pedagogical approaches selected by teachers should be informed by the principles of learning and teaching in the *Curriculum Framework*.

Time allocation

To achieve a balanced curriculum, schools should provide the appropriate resources, including time, to ensure progress towards achievement of all learning outcomes identified in this syllabus.

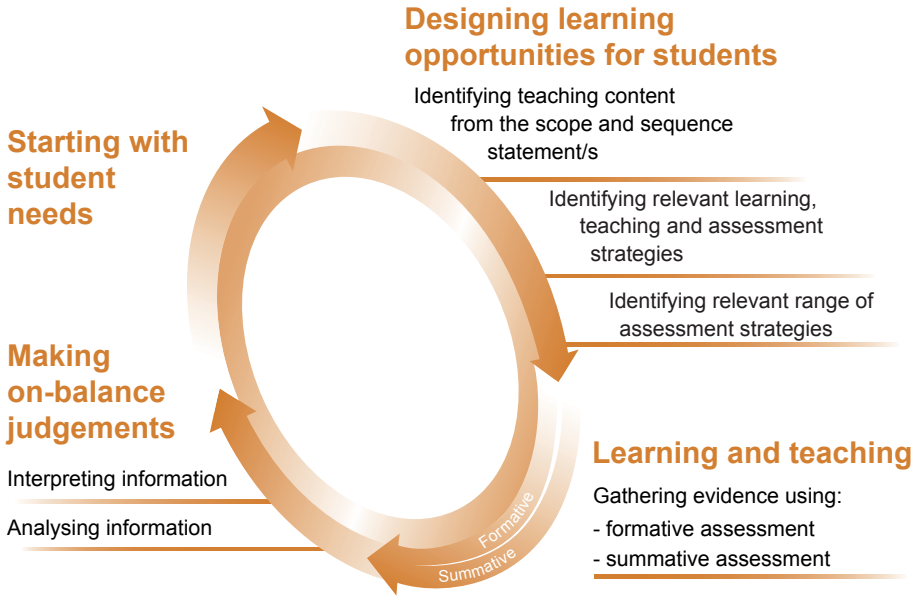
When making decisions about the allocation of teaching time the following should be considered:

- while the eight learning areas in the *Curriculum Framework* are all held in equal esteem, equal time does not need to be allocated to each
- decisions about teaching time should be influenced by student achievement data, indicating students' learning needs in the context of the school
- school system/sector priorities and curriculum priorities
- provision of pathways to senior schooling that are appropriate to students' achievement and aspirations
- students from years 1-10 should participate in at least two hours of physical activity per week
- expectation of the teaching of content described in the *NCCO Statements of Learning* in Civics and Citizenship, English, ICT, Mathematics and Science.

5.3 Planning using the *Early Adolescence (8-10) Languages (LOTE) Syllabus*

Classroom planning caters for both groups and individual students and is guided by the directions set in whole-school and learning area curriculum planning.

The key elements of planning for learning are outlined in the diagram below. Planning begins with an assessment of students' learning needs so that teachers can design developmentally appropriate programs. Relevant content can then be selected from the scope and sequence statements in this syllabus. Teachers select approaches to learning, teaching and assessment that are relevant to their students and the contexts of their schools.



Key elements of planning for learning

Considerations for planning across the phase include:

- incorporating the focus of learning and strategies the school has committed to in the whole-school curriculum plan
- use of the scope and sequence statement/s as a basis for auditing, validating and augmenting existing programs as required
- collaborative planning and decision making about contexts for learning and teaching in Languages (LOTE) to ensure minimal repetition
- consideration of available resources
- continuation of year level planning with a focus on adapting programs, if required, to meet the needs of groups and individuals.

When using this syllabus for planning learning, teaching and assessment programs in Languages (LOTE), teachers can:

- identify *Curriculum Framework* learning outcomes that will be highlighted in the unit of work/program
- reflect the principles of learning, teaching and assessment in the *Curriculum Framework*
- use the scope and sequence statement/s to select relevant content
- identify appropriate targets for particular groups and individuals that connect to whole-school targets
- identify what students will need to do to demonstrate their learning
- identify review points for monitoring and assessing student progress
- gather information about students' learning using a range of assessment strategies and provide ongoing feedback that is meaningful to students
- make ongoing use of information about student progress to reflect on and modify learning and teaching opportunities.

In early adolescence, students may either commence or continue their learning in a particular language. Planning for beginning learners may need to include content from the middle childhood scope and sequence statements.

When planning for ongoing progression in all outcomes teachers should consider:

- identifying students' prior knowledge, skills and language experiences
- choosing meaningful and relevant learning contexts that reflect students' needs and interests
- including a range of language learning strategies to accommodate different learning styles
- designing tasks that enable students to use language for a range of purposes, for example
  - exchanging information, ideas and opinions
  - establishing and maintaining relationships
  - expressing feelings
- maximising the use of the target language in tasks that support communication in a range of contexts and for a variety of purposes and audiences
- providing students with opportunities to interact with others through listening, speaking, reading, viewing and writing activities
- considering what is happening locally, nationally and internationally when choosing learning contexts
- using authentic items/realia in the learning environment

- providing opportunities for students to engage with linguistic and cultural diversity through the use of contemporary and culturally appropriate language
- scaffolding the process of language acquisition from practice exercises to purposeful language use.

5.4 Integrating learning

The *Curriculum Framework* identifies effective learning as that which enables students to make connections between ideas, people and things, and to relate local, national and global events and phenomena. Making connections across learning areas helps students to appreciate the interconnected nature of human learning and knowledge. Students are more likely to achieve desired learning outcomes when they see connections between their various learning experiences and can build on their experiences across learning areas.

Planning for integration

An integrated approach to curriculum planning links content across learning areas in purposeful ways. Integrating learning enables Languages (LOTE) teachers to plan learning, teaching and assessment programs that focus on:

- making the purpose and relevance of learning explicit
- supporting complementary learning and consistent application of knowledge, understandings and skills across learning areas
- enhancing learning by providing opportunities for students to make authentic connections within and across learning areas, their school, their home and the wider context of the world
- the efficient use of learning and teaching time.

When supporting integration of learning, Languages (LOTE) teachers:

- identify connected ideas across learning areas and relevant contexts for learning as a basis for learning, teaching and assessment programs
- teach relevant skills and knowledge, and then provide opportunities for practice, in a range of contexts.

When planning and delivering integrated programs, it is important to also maintain a balanced focus on the content and learning outcomes related to specific learning areas. This ensures that students have appropriate opportunities for rigorous and specialised learning as well as opportunities to integrate their learning.

Links with other learning areas

When making links across the curriculum, it is important for teachers to ensure that:

- students are involved in identifying and planning the links

- knowledge and skills are developed in a consistent way.

Examples of opportunities for Languages (LOTE) teachers to make links to other learning areas are outlined on the following page.

Opportunities to integrate cross-curriculum areas

English

Teachers can contribute to the teaching of English in Languages (LOTE) by providing opportunities for students to:

- compare patterns and structures in English and the target language
- use cultural understandings to interpret different features of text types in English and the target language
- compare written/spoken/visual texts in English and in the target language
- indicate grammatical similarities and differences between English and the target language
- show how language can influence people's beliefs, attitudes, values and world views
- develop listening, speaking, reading, writing and viewing skills.

The Arts

Teachers can contribute to the teaching of The Arts in Languages (LOTE) by providing opportunities for students to:

- respond to arts works created in or by target language communities
- listen to music from target language communities
- follow target language instructions and/or use them for performance (dance, drama, music) in the target language
- use arts and design principles when creating texts in the target language
- analyse media texts in the target language.

Science

Teachers can contribute to the teaching of Science in Languages (LOTE) by providing opportunities for students to:

- discuss scientific discoveries and scholars from target language countries
- recognise that cultural understandings of the target language community are reflected in the diversity of world views associated with Science and scientific knowledge
- consider the impact of human activities on the physical environment of target language communities
- identify how target language communities address sustainability, recycling and conservation issues.

Health and Physical Education

Teachers can contribute to the teaching of Health and Physical Education in Languages (LOTE) by providing opportunities for students to:

- follow directions in the target language to carry out physical activity
- participate in dances, games or culture-specific sports, eg martial arts, *boules, bocce*
- examine health and safety concepts in target language communities
- study cultural and environmental factors that influence health in target language communities
- make statistical comparisons of health issues in target language cultures
- compare health benefits of diets in Australia and target language communities
- discuss and compare healthy, active lifestyles and relationships in target language cultures or communities.

Technology and Enterprise

Teachers can contribute to the teaching of Technology and Enterprise in Languages (LOTE) by providing opportunities for students to:

- use computers for word processing in the target language
- use the Internet to access, select, organise and manipulate information in the target language
- cook dishes from the target culture (or follow instructions in the target language)
- compare use of technology in Australia and in target language communities
- examine how cultural beliefs and value systems have influenced the development and use of technology in target language communities
- explain how to use equipment in the target language
- use the target language in workplace contexts, eg business and hospitality
- use symbols, diagrams, photographs and drawings to communicate information in the target language.

Society and Environment

Teachers can contribute to the teaching of Society and Environment in Languages (LOTE) by providing opportunities for students to:

- compare societal structures in their own and the target culture, and how these change and develop over time
- discuss and compare cultural traditions, attitudes and beliefs in target language communities and examine values inherent in them, eg birth, coming of age, marriage, death and gender issues
- explore the influence of history and geography on the target language and its cultures
- use target culture examples in content areas of Society and Environment, eg Aboriginal studies, studies of Asia
- explore political, social and environmental issues in target language communities
- facilitate cultural understandings and empathy through communication in the target language.

Mathematics

Teachers can contribute to the teaching of Mathematics in Languages (LOTE) by providing opportunities for students to:

- explore the number systems of target language cultures
- examine the use of the comma as decimal point
- use exchange rates to understand different currencies
- use the 24 hour clock and interpret timetables
- follow directions and understand distance in the target language
- measure playing areas, eg a softball diamond, in the target language in preparation for marking them
- survey and graph aspects of the target language culture, eg population, cost of living.

6 Assessment

Assessment is an integral part of learning and teaching and informs curriculum planning.

The purpose of assessment is to:

- monitor students' progress to inform teacher planning and student learning
- gather and interpret evidence that enables Languages (LOTE) teachers to make informed decisions on students' achievement and progress as a basis for reporting.

Assessment relies on the professional judgement of the teacher. It is based on valid, comprehensive and reliable information about student achievement that has been collected over time. Assessment tasks must be fair, challenging and educative.

Languages (LOTE) teachers are expected to provide feedback to students on learning tasks, so that students know what to do to improve and teachers know what next to plan for in their teaching.

The scope and sequence statements in this syllabus have been developed with reference to information on students' progressive achievement of learning outcomes as detailed in the *Curriculum Framework Progress Maps – Languages Other Than English*/*Outcomes and Standards Framework – Languages Other Than English*.

In planning and delivering learning, teaching and assessment programs using the scope and sequence statements, Languages (LOTE) teachers can support students to work towards or beyond what is described in relevant standards. Students with particular needs may, however, require individual or group Documented Plans to support their learning.

Schools should have an assessment policy based on the principles of assessment in the *Curriculum Framework* and communicate this to students and the school community.

6.1 The process of assessment

Assessment involves:

- providing students with opportunities to apply and demonstrate what they know, understand and can do
- gathering and recording the evidence of students' demonstrations of their learning

- using evidence to make on-balance judgements about students' achievement
- giving students advice about how to improve and continue their learning
- providing students with opportunities to be involved in reviewing assessment information and setting learning goals
- providing students with the skills necessary to successfully complete the assessment type.

6.2 Principles of assessment

Assessment should:

- be based on the belief that all students can improve in their learning
- be developed with reference to the principles of learning, teaching and assessment in the *Curriculum Framework*
- be referenced to common standards as described in the *Curriculum Framework Progress Maps – Languages Other Than English/Outcomes and Standards Framework – Languages Other Than English*
- provide feedback to students about the progress of their learning, the quality of their work and the direction they need to take in future learning
- enhance students' resilience and motivation
- recognise and value the diverse backgrounds and experiences of students
- involve observing students during learning activities
- enable collaboration with colleagues, in and across schools, to evaluate evidence so that judgements about student achievement are valid, reliable and comparable
- result in adjustments to teaching to take into account the information that assessment provides
- allow for input from students and parents/caregivers.

Languages (LOTE) teachers will use their professional judgement to inform decisions about when to assess, whether the assessment evidence should be collected formally or informally, and which evidence provides the most valuable and reliable information about student learning.

6.3 Assessment in Languages (LOTE)

In Languages (LOTE), teachers design learning, teaching and assessment activities in a range of contexts, and for different audiences and purposes.

Learning, teaching and assessment programs should:

- be based on authentic or meaningful situations (ie language use tasks rather than language practice exercises)
- fulfil real or simulated communicative purposes

- challenge students to demonstrate the full range of their abilities
- involve problem solving, reasoning, guessing and risk-taking based on students' knowledge of the systems and cultural understandings of the target language and other language/s
- be rich (ie where possible, provide opportunities for students to demonstrate achievement of more than one communicative outcome).

Over time there should be a balance of assessment of the full range of learning in Languages (LOTE).

Assessments can be divided into two broad categories: production (productive) and response (receptive). Production assessments require students to speak or write in the target language.

Response assessments require students to listen, view or read target language texts and respond to them. Depending on the task, responses may be in the target language, English or in visual form. Students are assessed on their ability to communicate in and/or comprehend the target language.

Formative assessment usually focuses on particular aspects of learning to enable teachers to adjust learning and teaching programs and provide students with specific information that assists them to improve. Incidental and detailed feedback can help to identify gaps in learning and allow teachers and students to monitor progress. Teachers can gather information about student progress through analysis of students' work, observation of students' engagement with tasks and involvement in discussions.

Summative assessment usually focuses on determining the extent to which students have achieved Languages (LOTE) learning outcomes.

Summative judgements are informed by student achievement over time and across a range of contexts.

Types of assessment suitable for early adolescence (8-10) Languages (LOTE)

Outcome	To collect evidence of student achievement of the outcome, teachers design tasks that allow students to:	Students may show evidence of achievement of the outcome through:
Listening and Responding, and Speaking	• respond to spoken text in English	• responses to spoken messages, announcements, advertisements, instructions • responses about conversations, discussions
	• respond to spoken text by speaking in the target language	• responses in conversations, discussions, interviews, role plays, surveys
	• respond to spoken text by writing in the target language (may also be used for evidence of Writing)	• responses to spoken messages, announcements • note-taking during spoken presentations • personal responses to songs
	• produce spoken text.	• spoken presentations, speeches/talks.
Viewing, Reading and Responding	• respond to written/visual texts in English	• responses to written articles, film/TV excerpts, multimedia presentations
	• respond to written/visual texts by speaking in the target language (may also be used for evidence of Listening and Responding, and Speaking)	• responses to stories, film/TV excerpts, multimedia presentations, web pages
	• respond to written/visual texts by writing in the target language (may also be used for evidence of Writing).	• responses to articles, messages, web pages, stories, film/TV excerpts, multimedia presentations.
Writing	• produce written text as a response to spoken, written or visual text (may also be used for evidence of Listening and Responding, and Speaking and Viewing, Reading and Responding)	• responses to articles, messages, conversations, digital media • personal responses to film/TV excerpts
	• produce written text without spoken, written or visual stimulus.	• journal entries, stories, messages, recounts, postcards, letters, emails, invitations.

6.4 Recording assessment information

When recording assessment information, Languages (LOTE) teachers should select methods that:

- are time efficient
- are effective in informing student learning
- enable assessment over a period of time
- accommodate a range of assessment types
- can be linked effectively to standards that inform reporting.

Methods of recording assessment information include:

- anecdotal records
- annotated work samples
- audio and visual (including photographic and video) recordings
- checklists
- Documented Plans (Individual Education Plans and Group Plans)
- marking keys
- observation notes
- portfolios
- reflection sheets, diaries or scrapbooks
- records of test results
- rubrics
- sample assessment items
- student/teacher journals.

Teachers can use the *Curriculum Framework Progress Maps – Languages Other Than English/Outcomes and Standards Framework – Languages Other Than English* to inform the recording of assessment information.

6.5 Making judgements and reporting

Teacher judgements are fundamental to assessment and reporting processes.

Languages (LOTE) teachers assess using ways with which they feel comfortable to monitor students' progress and determine summative grades for reporting.

Languages (LOTE) teachers do not have to level or grade every piece of student work.

Judgements about student achievement are based on knowledge of the students and their work, accumulated over time and in a range of situations. The frequency, consistency and degree of independence shown by students in demonstrating achievement provide a basis on which Languages (LOTE) teachers can make on-balance judgements about assessment of learning outcomes. Valid and reliable on-balance judgements can be supported by moderation processes within and between schools. Moderation processes should take into account individual staff differences and readiness.

Languages (LOTE) teachers also refer to information from standardised tests to inform their judgements about students' achievement.

Teacher judgements inform summative grades for reporting. Reporting is a process, both formal and informal, for providing information about the progress of student achievement. It provides a vital part of developing and maintaining the partnership between school and home.

When reporting, care needs to be taken to give students and parents/caregivers information that:

- is free of jargon and complex technical language
- focuses on strengths and what the student has achieved in the learning period
- reports student achievement in relation to relevant standards
- is reliable and valid within and across schools
- is comprehensible to them (this may require use of interpreters and/or translations).

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Early Adolescence (8-10) Languages (LOTE) Syllabus Summary

The *Early Adolescence (8-10) Languages (LOTE) Syllabus* is designed to support teachers with planning and delivering learning, teaching and assessment programs in the context of the *Curriculum Framework.* The syllabus details content at each year of schooling across the early adolescence phase of development. When using these advisory materials, teachers will continue to make professional judgements about when to introduce content based on students' prior learning and achievement.

1 Purpose

This syllabus provides teachers with advice about content, planning, teaching and assessment in Languages (LOTE) in years 8-10.

Connections with other curriculum policy and support documents

This syllabus is consistent with, and can be used in conjunction with, the following policy and support documents:

- *LOTE Learning Area Statement* in the *Curriculum Framework for Kindergarten to Year 12 Education in Western Australia* produced by the Curriculum Council of Western Australia. The *Curriculum Framework* establishes the learning outcomes expected of all Western Australian students from kindergarten to year 12.
- The Curriculum Council's *Curriculum Framework Progress Maps - LOTE.* These describe progressive student achievement in LOTE from kindergarten to year 12 and are a guide for monitoring and planning for student achievement.
- The Department of Education and Training's *Outcomes and Standards Framework - LOTE.* This is similar to the *LOTE Progress Maps* but also includes Achievement Targets for years 3, 5, 7 and 9 in WA public schools.
- The Curriculum Council's *Curriculum Framework Curriculum Guide - LOTE.* This describes, in phases of development, content to support students' progress in LOTE from kindergarten to year 12.

As part of a K-12 approach to Languages (LOTE), this syllabus also:

- builds on the *Middle Childhood (4-7) Syllabus*
- prepares students for the more specialised Languages (LOTE) courses in years 11 and 12.

2 Rationale

Key features of Languages (LOTE)

In Languages (LOTE), students learn how to communicate appropriately in languages other than English. Languages (LOTE) develops students' abilities to:

- understand other languages and cultures
- interact with people from other cultural backgrounds.

Organisation of the Languages (LOTE) learning area

Six outcomes are identified in the *Curriculum Framework LOTE Learning Area Statement:*

- Listening and Responding, and Speaking
- Viewing, Reading and Responding
- Writing
- Cultural Understandings
- The System of the Target Language
- Language Learning Strategies.

Each language specific scope and sequence statement in this syllabus integrates learning across the six Languages (LOTE) outcomes.

3 Phase of Development

Teaching Languages (LOTE) in years 8-10

The *Curriculum Framework* identifies seven principles of effective learning and teaching:

- opportunity to learn
- connection and challenge
- action and reflection
- motivation and purpose

- inclusivity and difference
- independence and collaboration
- supportive environment.

The following table outlines suggestions on how the principles of effective learning and teaching can be incorporated into the teaching of Languages (LOTE) in years 8-10 in ways which take account of students' current stages of development.

Suggested approaches to learning and teaching

Principles of learning and teaching	Strategies years 8-10 teachers of Languages (LOTE) can use to implement the principles
Opportunity to learn Learning experiences should enable students to observe and practise the actual processes, products, skills and values which are expected of them.	• Model the target language in as wide a range of contexts as possible. • Endeavour to use the target language as the principal medium of instruction and communication. • Provide opportunities for students to explore the target language and cultures in real or life-like situations or in their community.
Connection and challenge Learning experiences should connect with students' existing knowledge, skills and values while extending and challenging their current ways of thinking and acting.	• Connect concepts and skills to students' prior knowledge and personal contexts. • Connect Languages (LOTE) concepts and skills to students' learning in other curriculum areas. • Encourage students to take risks in their learning. • Show how the target language and cultures are subject to challenge and change.
Action and reflection Learning experiences should be meaningful and encourage both action and reflection on the part of the learner.	• Create opportunities for goal-setting and self- and peer-assessment. • Emphasise an intercultural approach in learning and teaching programs.
Motivation and purpose Learning experiences should be motivating and their purpose clear to the student.	• Make assessment criteria explicit. • Illustrate the real-life applications and future uses of Languages (LOTE) skills and understandings. • Connect learning in Languages (LOTE) to students' lives and local environments, further education and career pathways. • Involve students in planning learning experiences.
Inclusivity and difference Learning experiences should respect and accommodate differences between learners.	• Design learning experiences which cater for different learning styles, values, gender, abilities, interests, cultures and family backgrounds. • Design learning experiences which take into account students' differing physical, mental and emotional development.

Suggested approaches to learning and teaching (continued)

Principles of learning and teaching	Strategies years 8-10 teachers of Languages (LOTE) can use to implement the principles
Independence and collaboration Learning experiences should encourage students to learn both independently and from and with others.	• Design learning experiences which allow students some autonomy over how they learn and how they approach tasks. • Design learning experiences which allow students to work collaboratively with other students. • Provide access to ICT.
Supportive environment The school and classroom setting should be safe and conducive to effective learning.	• Build a classroom climate based on mutual respect and tolerance. • Ensure students are provided with a safe environment and are adequately supervised at all times. • Recognise achievement and progress. • Treat mistakes as opportunities for learning, rather than signs of failure. • Promote school policies which support positive attitudes towards Languages (LOTE). • Display students' work, posters etc relating to the target language and cultures.

4 Content

The scope and sequence statements in this syllabus are expressed in year levels to provide advice on starting points for learning, teaching and assessment programs.

5 Planning

When using the content in this syllabus to plan for learning in Languages (LOTE), teachers need to take into account the following:

- relevant policies and curriculum priorities
- students' achievement and learning needs
- opportunities to integrate learning
- the *Curriculum Framework's* principles of learning, teaching and assessment.

6 Assessment

The purpose of assessment in Languages (LOTE) is to monitor students' progress to:

- provide feedback
- inform planning, teaching and reporting.

When assessing, Languages (LOTE) teachers need to take into account the *Curriculum Framework's* principles of assessment and keep in mind the following:

- assessment relies on teachers' professional judgements
- assessment should be referenced to common standards as described in the *Curriculum Framework Progress Maps - LOTE/Outcomes and Standards Framework - LOTE*
- Languages (LOTE) teachers do not have to formally level or grade every piece of student work
- Languages (LOTE) Departments should have an assessment policy which is communicated to students and other members of the school community
- assessment can be undertaken in a variety of ways including via collection and marking of student work, observation, checklists, portfolios, recordings and anecdotal records
- Languages (LOTE) teachers can select from a range of published or teacher developed resources to record assessment information.