

Curriculum Framework Curriculum Guide – Languages Other Than English

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SCIS No: 1201593

ISBN: 0 7307 2820 X



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Acknowledgements

The Curriculum Council acknowledges the contribution of the many teachers, students, academics, curriculum officers, professional associations and other members of the community who have collaborated to develop the content for the *Curriculum Framework Curriculum Guides*.

The *Curriculum Framework Curriculum Guides* were developed by the Curriculum Council under the direction of members of the Curriculum Framework Committee. Advice was also received from various learning area and phase of development related working parties and critical readers.

The Curriculum Council acknowledges the research, writing and consultation role undertaken by members of the Council Secretariat during the development of the *Curriculum Framework Curriculum Guides*.



This project was made possible by funding from the
Public Education Endowment Trust

Foreword

'A focus on student learning lies at the heart of everything the Curriculum Council does'.

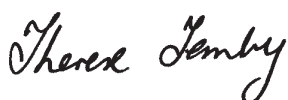
This focus is captured in the outcomes of the *Curriculum Framework* that are considered to be important for students to achieve as a result of their K-12 education.

Since the release of the *Curriculum Framework* teachers and schools have been designing and developing learning and teaching programs, which focus on the outcomes and students' learning needs in relation to them. Teachers indicated, through the *Putting the Children First* report (2001), the need for support materials to provide advice about what students should be taught to progress their achievement of outcomes across the phases of development. The result has been the development of *Curriculum Framework Curriculum Guides*, which are designed to support the flexibility teachers and schools have in building educational programs that ensure students achieve the outcomes.

The *Curriculum Framework Curriculum Guides* for each learning area build on the advice provided in the Scope of the Curriculum sections of the *Curriculum Framework*. With the support of a Public Education Endowment Trust grant the Curriculum Council has been able to involve many teachers to scope and sequence content across the years K to 12.

Several principles have underpinned the articulation of content. These include ensuring the content and contexts identified enable students to make a positive contribution to society. For depth of understanding, key concepts and contexts are described in more sophisticated and challenging ways from the early childhood phase to the late adolescent phase. Advice drawn from the *Curriculum Framework* is provided on particular contexts that could be used at each phase of development so that gaps or overlaps in learning are minimised.

The *Curriculum Framework Curriculum Guides* and accompanying CD-ROM provide guidance that informs the development of learning and teaching programs in schools and thereby are a valuable support to improve student learning.



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CHAIR



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CHIEF EXECUTIVE OFFICER

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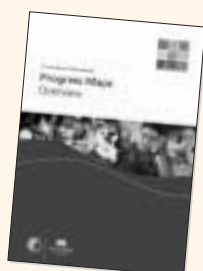
Curriculum Framework support documents

The *Curriculum Framework Progress Maps, Outcomes and Standards Framework* and the *Curriculum Framework Curriculum Guides* are intended to support implementation of the *Curriculum Framework*.



Curriculum Framework Progress Maps Overview

Contains level descriptions for outcomes in all learning areas of the *Curriculum Framework*.



Outcomes and Standards Framework Overview*

Contains the *Progress Maps* overlaid with the Department of Education and Training's (DET's) Achievement Targets.

Curriculum Framework Progress Maps Learning Area Books

Each book contains outcome level descriptions and elaborations for a particular learning area.



Outcomes and Standards Framework Learning Area Books*

Each book contains outcome level descriptions and elaborations overlaid with DET's Achievement Targets.



Curriculum Framework Curriculum Guides K-12 Learning Area Books

Each book contains content to be taught in relation to learning area outcomes across the four phases of development.

Curriculum Framework Progress Maps and Curriculum Guides CD-ROM

Contains *Curriculum Framework Progress Maps* and *Curriculum Guides K-12*. It also contains in-phase curriculum guides which provide further sequences of content within each phase of development for particular learning area outcomes.



Curriculum Improvement Program Phase 2 CD-ROM*

Contains DET's *Curriculum, Assessment and Reporting Policy, Outcomes and Standards Framework* and *Curriculum Framework Curriculum Guides K-12*. It also contains in-phase curriculum guides which provide further sequences of content within each phase of development for particular learning area outcomes.

* Produced specifically for Western Australian Government Schools.

Introduction

Purpose of Curriculum Framework Curriculum Guides

The *Curriculum Framework* identifies the outcomes all students should achieve as a result of the learning programs they undertake in Western Australian schools. Schools and teachers develop learning programs according to their circumstances, ethos and the needs of their students to ensure they achieve these outcomes. Through ongoing judgements of student achievement, students' progress is monitored and plans are developed for further growth.

The purpose of the *Curriculum Framework Curriculum Guides* is to support the implementation of the *Curriculum Framework* by articulating the content (knowledge, skills, understandings and values) to be taught for students to achieve the *Curriculum Framework* Overarching and Learning Area outcomes. They inform the development of learning programs in schools that provide continuity and coherence for students in their achievement of outcomes and thereby are a valuable support for improving student learning.

Although the *Curriculum Framework Curriculum Guides* provide advice for each outcome of the *Curriculum Framework* there is no expectation that students focus on the content for all the learning outcomes in each year of schooling. There will be times when particular outcomes may be emphasised and periods when some learning outcomes are not included in learning programs. Learning program planning may focus on particular outcomes across the four overlapping phases of development identified in the *Curriculum Framework* as indicated below.

EARLY CHILDHOOD	MIDDLE CHILDHOOD	EARLY ADOLESCENCE	LATE ADOLESCENCE
The focus is mainly on development of the processes and skills that will underpin future learning. Literacy, numeracy, social-emotional and physical development are key emphases. Conceptual outcomes are mainly included as contexts for the development of processes. Teachers select these outcomes according to the needs of children.	Students continue to require learning experiences that support them in acquiring processes. The application of processes becomes a greater focus, as does acquisition of learning area concepts. Conceptual outcomes begin to be targeted more systematically.	The focus shifts to the application of processes in the acquisition of knowledge. The scope and depth to which content is learned broadens and there is increased focus on the development and application of understandings. Learning programs usually provide opportunities to achieve outcomes across all learning areas.	Content becomes more specialised and diverse. Learning programs may not provide learning opportunities across the full range of outcomes of the <i>Curriculum Framework</i> . They focus on those outcomes that underpin courses reflecting students' interests and aspirations for post-school destinations.

K → 12

Content of Curriculum Framework Curriculum Guides

Content is sequenced over the four phases of development identified in the *Curriculum Framework*. This provides a guide to the breadth and depth of content typically taught in each phase of development for students to progress in their achievement. However, as student learning at each phase needs to be developmentally appropriate, the selection of content to be taught should recognise that each student is developing and achieving in different ways, at different times and at different rates. Further sequences of content within each phase of development are also available in electronic format on CD-ROM and the Curriculum Council website (www.curriculum.wa.edu.au).

The Languages Other Than English Curriculum Framework Curriculum Guide

The LOTE learning area has six interrelated outcomes. Content for *Listening and Responding, and Speaking; Viewing, Reading and Responding;* and *Writing* (Outcomes 1, 2 and 3) has been identified as *Cultural Understandings, The System of the Target Language and Language Learning Strategies* (Outcomes 4, 5 and 6). The organisation of content is outlined below.

OUTCOMES	CONTENT ORGANISERS
Listening and Responding, and Speaking	
<ul style="list-style-type: none"> Cultural understandings 	<ul style="list-style-type: none"> Conventions of interpersonal interaction Communities and aspects of life Identity and cultural diversity
<ul style="list-style-type: none"> System of the target language 	<ul style="list-style-type: none"> Textual conventions Form and features of language
<ul style="list-style-type: none"> Language learning strategies 	<ul style="list-style-type: none"> Learning and communication strategies
Viewing, Reading and Responding	
<ul style="list-style-type: none"> Cultural understandings 	<ul style="list-style-type: none"> Conventions of interpersonal interaction Communities and aspects of life Identity and cultural diversity
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Writing	
<ul style="list-style-type: none"> Cultural understandings 	<ul style="list-style-type: none"> Conventions of interpersonal interaction Communities and aspects of life Identity and cultural diversity
<ul style="list-style-type: none"> System of the target language 	<ul style="list-style-type: none"> Textual conventions Form and features of language
<ul style="list-style-type: none"> Language learning strategies 	<ul style="list-style-type: none"> Learning and communication strategies

Content relationships within the learning area

Content for all outcomes can be integrated to promote a holistic approach to learning LOTE. Duplication of content occurs across the outcomes as similar content may enable a student to communicate in the target language whatever the mode of language use: for example, the same cultural knowledge will enable a student to make cultural references when writing, when interacting orally or when responding to a spoken, written or visual text. This also applies to some linguistic items, features of texts and strategies.

Content relationships with other learning areas

Learning for students can be enriched by planning to connect content across learning areas. Integrating parts of the curriculum by drawing together content in various combinations enhances students' skills, values and understandings: for example, there could be a connection from the LOTE learning area to the Health and Physical Education learning area through focusing on ways to cooperate with others in planning and contributing to achieve a goal, cultural factors that might affect food choices and nutrition, and ways to participate competently and confidently in games, dance and other activities.

Catering for all ages

Although content has been presented in phases of development, it is not necessarily connected to the age of students. There may not be continuous progression of learning from K to 12. It is common for students to begin LOTE learning at Year 3 or Year 8, or even Year 11. Some students change the language they are learning or begin to learn an additional language at some time in their education. Content is selected to meet students' needs as they move through the stages of being a beginning, elementary, intermediate or advanced learner of the target language.

Older students and those with more experience with language learning may progress through the 'phases' at a faster rate than younger students or those with no prior background in learning additional languages.

Catering for all languages

The content provided is intended to be applicable to all languages taught in WA schools, from Roman scripted languages, ideographic scripted languages, Indigenous languages to signed languages such as AUSLAN. Content is described at a conceptual level. Some specific language examples are provided to clarify the content and to demonstrate application to a specific language.

Language learning and communication strategies

To highlight the importance of metacognition in learning and the explicit teaching of the ways different strategies are used to suit different purposes, language learning and communication strategies have been classified as:

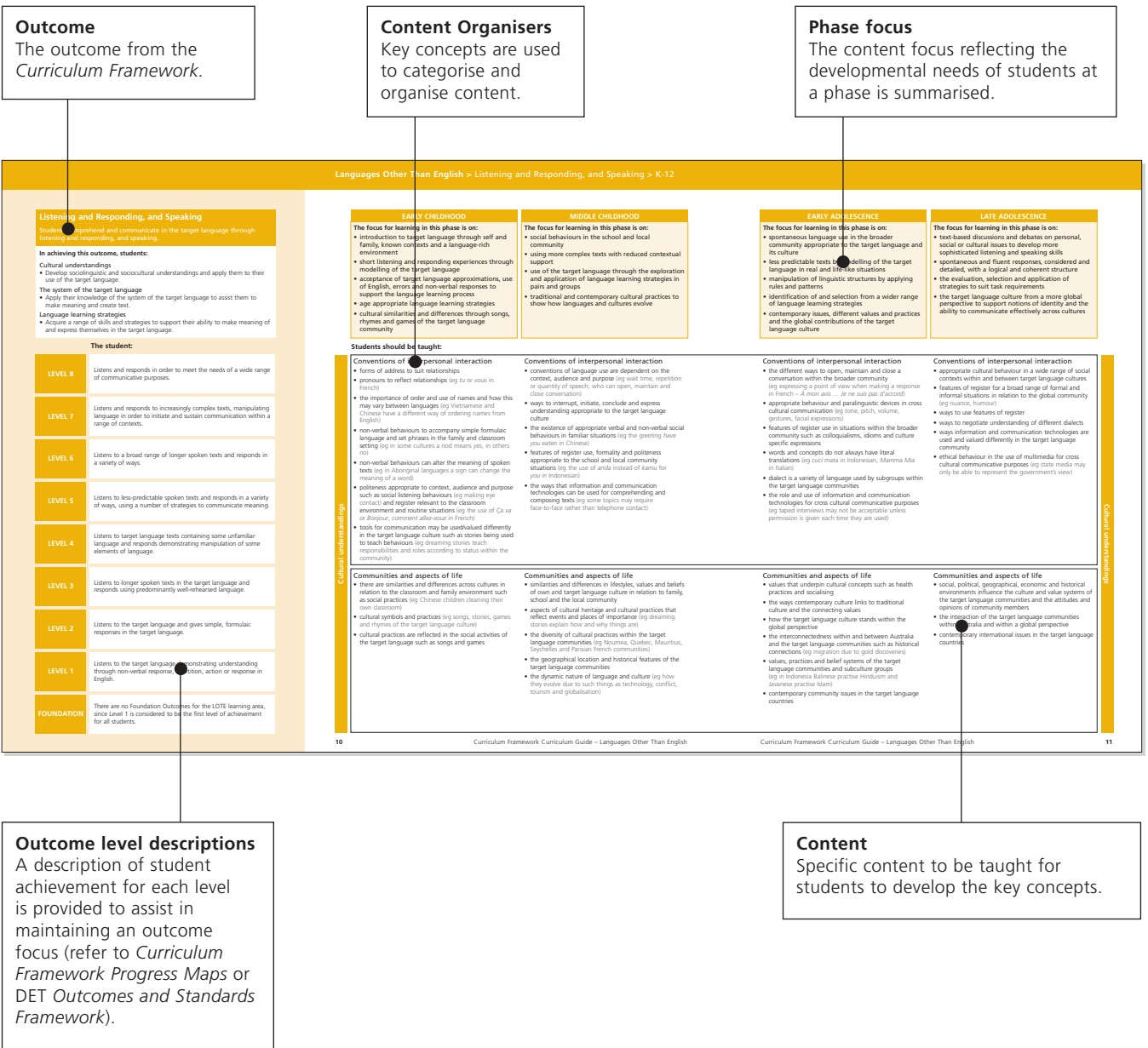
- *metacognitive* strategies that assist students to make use of knowledge about their learning process and support planning, monitoring and evaluating in language learning;
- *cognitive* strategies that assist students in problem solving which requires direct analysis, transformation or synthesis of learning materials: for example, repetition, note taking, grouping, resourcing, inferencing, contextualisation and transfer; and
- *social/affective* strategies that assist students to interact with others and manage their emotions, feelings and motivational states through cooperation, questioning for clarification or self-talk. They assist the student to make meaning from texts, complete communication tasks and support the learning and acquisition of language.

Design of this guide

K-12 design

Content is scoped and sequenced for *Listening and Responding, and Speaking; Viewing, Reading and Responding; and Writing (Outcomes 1, 2 and 3)*, with the corresponding level descriptions for the outcome being presented.

The focus for the content in each phase is summarised and then the specific content to be taught is listed under each content organiser. Possible contexts for learning are suggested in the phase focus and in examples within the content.



Languages Other Than English > Listening and Responding, and Speaking



Listening and Responding, and Speaking

Students comprehend and communicate in the target language through listening and responding, and speaking.

In achieving this outcome, students:

Cultural understandings

- Develop sociolinguistic and sociocultural understandings and apply them to their use of the target language.

The system of the target language

- Apply their knowledge of the system of the target language to assist them to make meaning and create text.

Language learning strategies

- Acquire a range of skills and strategies to support their ability to make meaning of and express themselves in the target language.

The student:

LEVEL 8	Listens and responds in order to meet the needs of a wide range of communicative purposes.
LEVEL 7	Listens and responds to increasingly complex texts, manipulating language in order to initiate and sustain communication within a range of contexts.
LEVEL 6	Listens to a broad range of longer spoken texts and responds in a variety of ways.
LEVEL 5	Listens to less-predictable spoken texts and responds in a variety of ways, using a number of strategies to communicate meaning.
LEVEL 4	Listens to target language texts containing some unfamiliar language and responds demonstrating manipulation of some elements of language.
LEVEL 3	Listens to longer spoken texts in the target language and responds using predominantly well-rehearsed language.
LEVEL 2	Listens to the target language and gives simple, formulaic responses in the target language.
LEVEL 1	Listens to the target language demonstrating understanding through non-verbal response, repetition, action or response in English.
FOUNDATION	There are no Foundation Outcomes for the LOTE learning area, since Level 1 is considered to be the first level of achievement for all students.

EARLY CHILDHOOD

The focus for learning in this phase is on:

- introduction to target language through self and family, known contexts and a language-rich environment
- short listening and responding experiences through modelling of the target language
- acceptance of target language approximations, use of English, errors and non-verbal responses to support the language learning process
- age appropriate language learning strategies
- cultural similarities and differences through songs, rhymes and games of the target language community

MIDDLE CHILDHOOD

The focus for learning in this phase is on:

- social behaviours in the school and local community
- using more complex texts with reduced contextual support
- use of the target language through the exploration and application of language learning strategies in pairs and groups
- traditional and contemporary cultural practices to show how languages and cultures evolve

Students should be taught:

Conventions of interpersonal interaction

- forms of address to suit relationships
- pronouns to reflect relationships (eg *tu* or *vous* in French)
- the importance of order and use of names and how this may vary between languages (eg Vietnamese and Chinese have a different way of ordering names from English)
- non-verbal behaviours to accompany simple formulaic language and set phrases in the family and classroom setting (eg in some cultures a nod means *yes*, in others *no*)
- non-verbal behaviours can alter the meaning of spoken texts (eg in Aboriginal languages a sign can change the meaning of a word)
- politeness appropriate to context, audience and purpose such as social listening behaviours (eg making eye contact) and register relevant to the classroom environment and routine situations (eg the use of *Ça va* or *Bonjour, comment allez-vous* in French)
- tools for communication may be used/valued differently in the target language culture such as stories being used to teach behaviours (eg dreaming stories teach responsibilities and roles according to status within the community)

Conventions of interpersonal interaction

- conventions of language use are dependent on the context, audience and purpose (eg wait time, repetition or quantity of speech; who can open, maintain and close conversation)
- ways to interrupt, initiate, conclude and express understanding appropriate to the target language culture
- the existence of appropriate verbal and non-verbal social behaviours in familiar situations (eg the greeting *have you eaten* in Chinese)
- features of register use, formality and politeness appropriate to the school and local community situations (eg the use of *anda* instead of *kamu* for *you* in Indonesian)
- the ways that information and communication technologies can be used for comprehending and composing texts (eg some topics may require face-to-face rather than telephone contact)

Communities and aspects of life

- there are similarities and differences across cultures in relation to the classroom and family environment such as social practices (eg Chinese children cleaning their own classroom)
- cultural symbols and practices (eg songs, stories, games and rhymes of the target language culture)
- cultural practices are reflected in the social activities of the target language such as songs and games

Communities and aspects of life

- similarities and differences in lifestyles, values and beliefs of own and target language culture in relation to family, school and the local community
- aspects of cultural heritage and cultural practices that reflect events and places of importance (eg dreaming stories explain how and why things are)
- the diversity of cultural practices within the target language communities (eg Noumea, Quebec, Mauritius, Seychelles and Parisian French communities)
- the geographical location and historical features of the target language communities
- the dynamic nature of language and culture (eg how they evolve due to such things as technology, conflict, tourism and globalisation)

EARLY ADOLESCENCE

The focus for learning in this phase is on:

- spontaneous language use in the broader community appropriate to the target language and its culture
- less-predictable texts by modelling of the target language in real and life-like situations
- manipulation of linguistic structures by applying rules and patterns
- identification of and selection from a wider range of language learning strategies
- contemporary issues, different values and practices and the global contributions of the target language culture

LATE ADOLESCENCE

The focus for learning in this phase is on:

- text-based discussions and debates on personal, social or cultural issues to develop more sophisticated listening and speaking skills
- spontaneous and fluent responses, considered and detailed, with a logical and coherent structure
- the evaluation, selection and application of strategies to suit task requirements
- the target language culture from a more global perspective to support notions of identity and the ability to communicate effectively across cultures

Conventions of interpersonal interaction

- the different ways to open, maintain and close a conversation within the broader community (eg expressing a point of view when making a response in French – *À mon avis ... Je ne suis pas d'accord*)
- appropriate behaviour and paralinguistic devices in cross cultural communication (eg tone, pitch, volume, gestures, facial expressions)
- features of register use in situations within the broader community such as colloquialisms, idioms and culture specific expressions
- words and concepts do not always have literal translations (eg *cuci mata* in Indonesian, *Mamma Mia* in Italian)
- dialect is a variety of language used by subgroups within the target language communities
- the role and use of information and communication technologies for cross cultural communicative purposes (eg taped interviews may not be acceptable unless permission is given each time they are used)

Conventions of interpersonal interaction

- appropriate cultural behaviour in a wide range of social contexts within and between target language cultures
- features of register for a broad range of formal and informal situations in relation to the global community (eg nuance, humour)
- ways to use features of register
- ways to negotiate understanding of different dialects
- ways information and communication technologies are used and valued differently in the target language community
- ethical behaviour in the use of multimedia for cross cultural communicative purposes (eg state media may only be able to represent the government's view)

Communities and aspects of life

- values that underpin cultural concepts such as health practices and socialising
- the ways contemporary culture links to traditional culture and the connecting values
- how the target language culture stands within the global perspective
- the interconnectedness within and between Australia and the target language communities such as historical connections (eg migration due to gold discoveries)
- values, practices and belief systems of the target language communities and subculture groups (eg in Indonesia Balinese practise Hinduism and Javanese practise Islam)
- contemporary community issues in the target language countries

Communities and aspects of life

- social, political, geographical, economic and historical environments influence the culture and value systems of the target language communities and the attitudes and opinions of community members
- the interaction of the target language communities within Australia and within a global perspective
- contemporary international issues in the target language countries

EARLY CHILDHOOD

MIDDLE CHILDHOOD

Students should be taught:

Cultural understandings

Identity and cultural diversity

- non-verbal expressions of cultural identity (eg the different use across cultures of personal space during interactions)
- there are many ways to talk about and view the world, of which English is only one (eg time and how the day is structured)

Identity and cultural diversity

- ways to show appreciation and respect for the values and practices of other cultures (eg acknowledging traditional land owners at an event or gathering)
- traditional and contemporary cultural practices of the target language communities and their influence on the Australian community such as music, TV programs, and festivals (eg the *Shinju Matsuri* Festival of the Pearl)
- tradition as an important part of maintaining cultural identity and diversity (eg music, art)
- the natural environment influence on the target language communities and the sense of identity (eg coastal compared to inland communities and seasonal effects)

System of the target language

Textual conventions

- text types have their own format or generic features
- text formats may vary from English (eg the recount of Indigenous languages)
- texts are social constructs (texts vary from culture to culture)

Textual conventions

- the features of simple everyday texts used within the school and local community (eg brief conversations, classroom requests)
- texts are shaped by the context of situation within the context of culture (eg a speech will not only vary according to the audience and purpose, but also by the cultural conventions of the target language)

Form and features of language

- the importance of pronunciation and intonation of frequently used words, statements or questions
- the sounds of the target language
- simple formulaic expressions and set phrases for familiar everyday situations (eg *Where are you going?* [Indonesian] *How are you going?* [English])
- similarities and differences between their own and the target language such as cognates (words in two languages that have a common origin) or borrowed words (eg *tas* for *bag* in Indonesian borrowed from Dutch)

Form and features of language

- features and application of pronunciation and intonation, stress patterns and rhythm (eg intonation or word markers in statements, questions or exclamations)
- linguistic structures and vocabulary of text types relating to their personal world
- word order (eg *a red apple/une pomme rouge*) and cohesive devices in simple sentences
- similarities and differences between the rules and patterns of their own and the target language (eg the use of specific words to mark tense rather than other configurations or verb conjugations)

Language learning strategies

Learning and communication strategies

- ways to experiment with metacognitive strategies such as selective attention (eg deciding to listen for specific word/s)
- ways to experiment with cognitive strategies such as elaboration (eg relating new information to prior knowledge)
- ways to experiment with social/affective strategies such as cooperation (eg including peers in learning through games and music)

Learning and communication strategies

- ways to explore and apply a range of metacognitive strategies such as organisational planning (eg planning the language functions to be expressed)
- ways to explore and apply a range of cognitive strategies such as transfer (eg using previous linguistic knowledge or prior skills to assist comprehension or production)
- ways to explore and apply a range of social/affective strategies such as questioning for clarification (eg eliciting rephrasing from peers and teachers)

EARLY ADOLESCENCE

LATE ADOLESCENCE

Cultural understandings

System of the target language

Language learning strategies

Identity and cultural diversity

- contributions of the target language culture to the local and global community (eg Chinese silk, bone china)
- there are diverse attitudes, practices and world views within the target language communities
- cultural identity and diversity within the target language culture and the effects of changes in tradition over time (eg generational and regional differences and gender roles)
- traditional and contemporary cultural practices help to maintain a sense of cultural identity
- expressions and representations of the target language culture in texts
- stereotypes of the target language culture should be avoided

Identity and cultural diversity

- how to position oneself in relation to the target language culture to move between own and the target language
- issues relating to personal and subgroup identity within the target language communities
- alternative cultural positions are portrayed in texts
- there may be balance/bias towards a topic or issue in texts (eg some ideas may be privileged over others)
- texts may be interpreted differently or misinterpreted through not knowing the 'cultural schemas' of the target language

Textual conventions

- the format and features of a range of text types, according to the cultural purpose
- concepts that operate across languages and that certain concepts are operationalised by specific functions of language use (eg expressing cause and effect, defining an item)

Textual conventions

- format and generic features of a broad range of text types and their variations in relation to the context, audience and purpose according to the target language conventions
- how to operationalise a range of concepts relevant to cultural practices

Form and features of language

- intonation, stress, rhythm and tone for conveying meaning appropriately
- vocabulary to realise functions of language use (eg *therefore, as a result, thus*)
- linguistic choices in texts to achieve goals and position the listener
- the manipulation of known linguistic structures to achieve a purpose
- the application of linguistic rules and patterns to create own texts
- metalanguage relating to rules and patterns to create own texts
- the principles of text organisation, logical development and the sequencing of ideas

Form and features of language

- intonation, stress, rhythm and tone for conveying meaning appropriately in more sophisticated texts
- linguistic features for the production of a range of text types
- the application and adaptation of known linguistic structures for responding
- the link between sociocultural phenomena and linguistic features
- linguistic choices to express a point of view
- emotive language (eg to persuade, manipulate)
- a broad range of cohesive devices to structure and sequence ideas and information logically and coherently within compound/complex sentences

Learning and communication strategies

- ways to identify and select from a personal repertoire of metacognitive strategies such as self-monitoring (eg evaluation of own performance while it is taking place)
- ways to identify and select from a personal repertoire of cognitive strategies such as note taking (eg writing down key words or concepts in abbreviated form)
- ways to identify and select from a personal repertoire of social/affective strategies such as cooperation or self-talk (eg checking a learning task, using a cue card to support a presentation)

Learning and communication strategies

- ways to evaluate and select from a repertoire of resources, skills and metacognitive strategies to enhance and promote independent learning such as selective attention and self-monitoring (eg identifying problems and finding solutions)
- ways to evaluate and select from a repertoire of resources, skills and cognitive strategies to enhance and promote independent learning such as using transfer or elaboration (eg interpreting layers of meaning by applying critical literacy skills)
- ways to evaluate and select from a repertoire of resources, skills and social/affective strategies to enhance and promote independent learning such as cooperation and self-talk (eg rehearsing, planning and practising select items for a specific speech event)

Languages Other Than English > Viewing, Reading and Responding



Viewing, Reading and Responding

Students view and read a variety of texts in the target language and respond appropriately.

In achieving this outcome, students:

Cultural understandings

- Develop sociolinguistic and sociocultural understandings and apply them to their use of the target language.

The system of the target language

- Apply their knowledge of the system of the target language to assist them to make meaning and create text.

Language learning strategies

- Acquire a range of skills and strategies to support their ability to make meaning of and express themselves in the target language.

The student:

LEVEL 8	Views and reads a broad range of texts and identifies and analyses information and ideas critically.
LEVEL 7	Views and reads a range of texts and uses the information to explore ideas and issues.
LEVEL 6	Views and reads texts containing familiar and unfamiliar language and demonstrates a greater depth of understanding through a range of responses.
LEVEL 5	Views and reads texts containing familiar and unfamiliar language and responds by presenting the information in a variety of ways.
LEVEL 4	Views and reads texts containing mostly familiar, but also some unfamiliar language, and identifies main ideas and supporting detail.
LEVEL 3	Views and reads longer texts and identifies main ideas and some supporting detail.
LEVEL 2	Views and reads simple texts with contextual and teacher support and locates and identifies key words and specific information.
LEVEL 1	Views and reads simple texts with extensive contextual and teacher support and identifies specific items of information.
FOUNDATION	There are no Foundation Outcomes for the LOTE learning area, since Level 1 is considered to be the first level of achievement for all students.

EARLY CHILDHOOD

The focus for learning in this phase is on:

- a print-rich environment reflecting the culture of the target language, real-life home and classroom situations
- texts may be presented differently in different cultures
- links between first language and the target language
- experimentation with language learning strategies to support learning

MIDDLE CHILDHOOD

The focus for learning in this phase is on:

- viewing and reading skills through longer and more complex texts with less contextual support
- the target language and culture and the links between languages to enable first language knowledge to support the development and use of the target language
- extending language learning strategies to more sophisticated levels of making meaning
- experiences with materials that assist students to make links between the target language culture and other cultures

Students should be taught:

Conventions of interpersonal interaction

- the existence of different non-verbal behaviours (eg kissing, bowing, shrugging or hand shaking)
- tools for communication may be used/valued differently in the target language culture such as puppetry (eg *wayang kulit* and *wayang golek*)

Conventions of interpersonal interaction

- the existence of appropriate verbal/non-verbal social behaviours in familiar situations
- features of register use, formality and politeness appropriate to the school and local community
- conventions of language use are dependent on the context, audience and purpose
- ways that information and communication technologies can be used (eg responding via email when a letter is not appropriate)

Communities and aspects of life

- similarities and differences across cultures in relation to the classroom and family environment (eg different food and clothes and reading and viewing practices)
- cultural symbols and practices (eg signs such as male/female, no eating) songs, stories, games and rhymes of the target language culture
- cultural practices are reflected in the social activities of the target language such as songs and games

Communities and aspects of life

- similarities and differences in features of lifestyles, values and beliefs of own and target language culture in relation to family, school and the local community (eg the concept of family as nuclear/extended)
- aspects of cultural heritage and cultural practices that reflect events or places of importance (eg *passeggiata* is an evening walk around the *piazza*)
- geographical location and historical features of the target language communities
- diversity of cultural practices within the target language communities
- the dynamic nature of language and culture (eg how language and culture evolve due to such things as trade, technology, tourism)

Identity and cultural diversity

- visible expressions of cultural identity (eg flags, landmarks, icons)
- there are many ways to write about and view the world, of which English is only one (eg different concepts of distance/time)

Identity and cultural diversity

- ways to show appreciation and respect for the values and practices of other cultures
- traditional and contemporary cultural practices of the target language communities and their local influence such as music, newspapers and festivals (eg the Blessing of the Fleet)
- tradition as an important part of maintaining cultural identity and diversity (eg storytelling)
- the natural environment influences communities and their sense of identity

Cultural understandings

EARLY ADOLESCENCE

The focus for learning in this phase is on:

- a language-rich environment appropriate to age and interest
- appropriate materials and texts that cater for levels of language acquisition
- a range of text types to further develop understandings of the system of the target language
- language learning strategies to enable reading beyond the literal interpretation and use of that information in responses
- texts that contain more sociocultural information to develop deeper understandings of the target language culture

LATE ADOLESCENCE

The focus for learning in this phase is on:

- texts that link to future pathways, individual interests, needs and level of language acquisition
- target language literary, informational and referential texts to consolidate reading and viewing at the applied level
- the evaluation, selection and application of strategies that suit the student and the requirements of the task
- the discussion and development of understandings of the cultural constructs within texts and the implications of different cultural interpretations

Conventions of interpersonal interaction

- features of communication and paralinguistic devices (eg gesture and facial expressions)
- features of register use in situations within the broader community such as culture specific expressions and idioms
- words and concepts do not always have literal translations
- dialect is a variety of language used by subgroups within the target language communities
- the role and use of information and communication technologies for cross cultural communicative purposes (eg photographs or videos of sacred places or the deceased may not be used)

Conventions of interpersonal interaction

- appropriate cultural behaviour in a wide range of social contexts within and between target language cultures
- features of register for a broad range of formal and informal situations in relation to the global community
- ways to identify when a dialect is being used in a viewed text such as a play or video of a real-life conversation
- ways to understand different dialects
- ways information and communication technologies are used and valued differently in the target language community
- there are different ethics associated with the use of information and communication technologies for cross cultural communicative purposes

Communities and aspects of life

- values that underpin cultural concepts such as health practices and socialising
- the ways contemporary culture links to traditional culture and the connecting values
- how the target language culture stands within the global perspective
- the interconnectedness within or between Australia and the target language communities
- values, practices and belief systems of the target language communities and subculture groups (eg coming of age ceremonies)

Communities and aspects of life

- social, political, geographical, economic and historical environments influence the culture and value systems of the target language communities and the attitudes and opinions of community members
- the interaction of the target language communities within Australia and within a global perspective
- contemporary international issues in the target language countries

Identity and cultural diversity

- contributions of the target language culture to the global community
- there are diverse attitudes, practices and world views within the target language communities
- cultural identity and diversity within the target language culture and the effects of changes in tradition over time
- traditional and contemporary cultural practices help to maintain a sense of cultural identity
- expressions and representations of the target language culture occur in texts and stereotypes can be challenged

Identity and cultural diversity

- how to position oneself in relation to the target language culture to move between own and the target language culture
- the social fabric of the target language communities (eg social justice issues related to care of the aged)
- alternative cultural positions are portrayed in texts
- there may be balance/bias towards a topic or issue in texts (eg some ideas may be privileged over others)
- texts may be interpreted differently or misinterpreted through not knowing the 'cultural schemas' of the target language

EARLY CHILDHOOD

MIDDLE CHILDHOOD

Students should be taught:

System of the target language

Textual conventions

- text types have their own format or generic features
- word-based and multimodal text formats may vary from English (eg the variations in addresses on envelopes)
- texts are social constructs

Textual conventions

- format and generic features of text types relating to the school and local community (eg advertisements)
- variations in the features of simple everyday word-based and multimodal texts used within the school and local community
- texts are shaped by the context of situation within the context of culture (eg a documentary will vary not only according to the audience and purpose, but also to the cultural conventions of the target language)

Form and features of language

- representations of the sounds and symbols of the target language (for some languages this may mean romanisation)
- the relationship between printed text and corresponding sounds and meanings (eg in Italian *ch = k*)
- features of written language (eg tone markers such as *mā* in Chinese)
- scripts can be formed differently and ‘work’ in different ways (eg ideographic)
- directionality of print (eg left to right, top to bottom)
- features of the written language as representations of sounds (eg *Hànzi*, tone markers, *Pinyin*)
- the importance of pronunciation and intonation of frequently used words, statements or questions
- simple formulaic expressions and set phrases for familiar everyday situations
- similarities and differences between their own and the target language such as cognates or borrowed words (eg *justice/justice* in French and *il footing/jogging* in Italian)

Form and features of language

- features of written language (eg punctuation and spelling)
- linguistic structures and vocabulary of text types relating to their personal world
- ideographic scripts (eg between 20 and 30 Kanji and about 50 characters in Chinese)
- features and application of pronunciation and intonation, stress patterns and rhythm (eg intonation in statements, questions, exclamations and requests)
- word order and cohesive devices in simple sentences
- similarities and differences between the rules and patterns of their own and the target language (eg there is no verb *to be* in Indigenous languages)

Language learning strategies

Learning and communication strategies

- ways to experiment with metacognitive strategies such as selective attention (eg paying attention to a specific aspect of language)
- ways to experiment with cognitive strategies such as resourcing (eg checking for meaning of words and phrases using language-rich displays)
- ways to experiment with social/affective strategies such as cooperation (eg working collaboratively on a task with peers and teacher)

Learning and communication strategies

- ways to explore and apply a range of metacognitive strategies such as advance organisation (eg previewing main ideas)
- ways to explore and apply a range of cognitive strategies such as imagery (eg using visual images to understand and remember new information)
- ways to explore and apply a range of social/affective strategies such as cooperation (eg discussing feelings and being positive about own efforts)

EARLY ADOLESCENCE

LATE ADOLESCENCE

Textual conventions

- format and generic features of a range of word-based and multimodal text types, according to the cultural purpose
- concepts that operate across languages such as certain concepts are operationalised by specific functions of language use (eg vocabulary used to express comparison such as *while, similarly, compared to*)

Textual conventions

- format and generic features of a broad range of word-based and multimodal text types and their variations in relation to the context, audience and purpose according to the target language conventions
- how to operationalise a range of concepts relevant to cultural practices (eg presenting the advantages or disadvantages of certain actions)

Form and features of language

- intonation, stress, rhythm and tone for conveying meaning appropriately
- linguistic choices in texts to achieve goals and position the listener, viewer, reader
- ideographic scripts (eg between 80 and 120 Kanji and from 90 to approx 200 characters in Chinese)
- the manipulation of known linguistic structures to achieve a purpose
- the application of rules and patterns to create own texts
- metalanguage relating to rules and patterns to create own texts
- the principles of text organisation, logical development and the sequencing of ideas

Form and features of language

- intonation, stress, rhythm and tone for conveying meaning appropriately in a range of ways to form responses
- linguistic features for the production of a range of text types according to the target language conventions
- ideographic scripts (eg about 200 Kanji and from 300 to 600 Chinese characters)
- the application and adaptation of known linguistic structures for responding
- the link between sociocultural phenomena and linguistic features
- linguistic choices to express a point of view or to influence audiences
- emotive language and the language of persuasion, manipulation and bias
- a broad range of cohesive devices to structure and sequence ideas and information logically and coherently within compound/complex sentences

Learning and communication strategies

- ways to identify and select from a personal repertoire of metacognitive strategies such as advanced planning (eg skimming or previewing for organisational principles)
- ways to identify and select from a personal repertoire of cognitive strategies such as grouping (classifying words or concepts according to attributes) (eg making notes when reading a text)
- ways to identify and select from a personal repertoire of social/affective strategies such as cooperation (eg getting feedback on oral or written responses)

Learning and communication strategies

- ways to evaluate and select from a repertoire of resources, skills and metacognitive strategies to enhance and promote independent learning such as using self-monitoring (eg checking for accuracy)
- ways to evaluate and select from a repertoire of resources, skills and cognitive strategies to enhance and promote independent learning such as deduction or induction (eg using known rules or devising rules based on language analysis)
- ways to evaluate and select from a repertoire of resources, skills and social/affective strategies to enhance and promote independent learning such as cooperation and self-talk (eg seeking out the cooperation of others to discuss points of language)

Languages Other Than English > Writing



Writing

Students write a variety of texts in the target language.

In achieving this outcome, students:

Cultural understandings

- Develop sociolinguistic and sociocultural understandings and apply them to their use of the target language.

The system of the target language

- Apply their knowledge of the system of the target language to assist them to make meaning and create text.

Language learning strategies

- Acquire a range of skills and strategies to support their ability to make meaning of and express themselves in the target language.

The student:

LEVEL 8	Writes independently in a broad range of text types, using language flexibly to meet the demands of a variety of communicative purposes.
LEVEL 7	Writes in a range of text types, using language flexibly for a variety of communicative purposes.
LEVEL 6	Writes own texts, processing language structures and patterns, and applies this knowledge to present information or ideas in a variety of forms.
LEVEL 5	Writes own texts, demonstrating ability to manipulate known language patterns and structures to produce a variety of text types.
LEVEL 4	Writes own texts, accessing support independently and demonstrating some ability to incorporate rehearsed language patterns into unfamiliar contexts.
LEVEL 3	Writes own short texts, with guidance in accessing support, demonstrating control of well-rehearsed language patterns and structures within familiar contexts.
LEVEL 2	Writes short texts on well-rehearsed, familiar topics, with teacher support and after practice.
LEVEL 1	Writes or reproduces letters, characters or words from models in the print environment.
FOUNDATION	There are no Foundation Outcomes for the LOTE learning area, since Level 1 is considered to be the first level of achievement for all students.

EARLY CHILDHOOD

The focus for learning in this phase is on:

- format and features of relevant texts and the variations in scripts and texts from different cultures
- construction of short texts about self and family
- print conventions and language learning strategies for writing words, common formulaic expressions and set phrases in the target language
- acceptance of grammatical errors or the use of English words as part of the learning process
- comparisons and differences between target language culture and own

MIDDLE CHILDHOOD

The focus for learning in this phase is on:

- format and features of a wider range of texts and the effect of context, audience and purpose
- writing more extended texts on the world of school and local community
- target language punctuation, simple grammar and linking devices
- word order and cohesive devices in simple sentences
- exploration and application of a range of language learning strategies
- traditional and contemporary lifestyles of target language culture and how these have shaped cultural identity

Students should be taught:

Conventions of interpersonal interaction

- written forms of address to suit relationships
- appropriate pronouns to reflect relationships (eg *Du* or *Sie* in German)
- the importance of order and use of names and how this may vary between languages
- politeness appropriate to context, audience and purpose such as register relevant to the classroom environment and routine situations (eg *Arrivederci*, *Ciao* or *Arrivederla* in Italian)
- tools for communication may be used/valued differently in the target language culture (eg it may be inappropriate to use a deceased person's name)

Conventions of interpersonal interaction

- features of register use appropriate to the school and local community such as formality and politeness (eg simple idioms)
- conventions of language use are dependent on the context, audience and purpose
- the way that information and communication technologies can be used for comprehending and composing texts in the target language

Communities and aspects of life

- there are similarities and differences across cultures in relation to the classroom and family environment (eg different writing practices, family structures, ways food is eaten)
- cultural symbols and practices (eg songs, stories and rhymes of the target language culture)

Communities and aspects of life

- similarities and differences in features of lifestyles, values and beliefs of own and target language culture in relation to family, school and the local community
- aspects of cultural heritage and cultural practices that reflect events and places of importance (eg Bastille Day)
- the geographical location and historical features of the target language communities
- the diversity of cultural and language practices within the target language communities (eg minority communities in China like the Tibetan, Dai and Miao people and overseas Chinese communities)

Identity and cultural diversity

- visible expressions of cultural identity (eg festivities, ways of celebrating)
- there are many ways to write about and view the world, of which English is only one (eg different concepts of house/home)

Identity and cultural diversity

- ways to show appreciation and respect for the values and practices of other cultures (eg writing about difference objectively)
- traditional and contemporary cultural practices of the target language communities and their influence on the Australian community such as religion, music, newspapers, restaurants and festivals
- tradition as an important part of cultural identity and diversity
- the natural environment influences a target language community and sense of identity (eg desert living affects transport and daily routines)

Cultural understandings

EARLY ADOLESCENCE

The focus for learning in this phase is on:

- format and features of a wide range of texts to develop more extended and complex texts
- writing in real contexts that highlight familiar ideas, events and information
- linguistic patterns and structures to link and sequence the information and ideas of simple sentences
- print, punctuation and grammar rules for more complex sentences
- elements of the writing process to build a personal repertoire of language learning strategies
- understandings of the target language culture and socioculturally appropriate language for a variety of situations

LATE ADOLESCENCE

The focus for learning in this phase is on:

- writing realistic, relevant and creative texts with attention to target language conventions, including vocabulary, grammar and spelling
- cohesive devices for structuring ideas and information in compound and complex sentences in a wider range of texts
- self-evaluation techniques and peer interactions to enhance the writing process
- language learning strategies to develop independent learning of the target language
- global perspectives of the target language culture
- strategies for movement between a student's own culture and the target language culture

Conventions of interpersonal interaction

- features of register use in situations within the broader community such as culture specific expressions, colloquialisms and idioms (eg *pull your socks up* in English)
- words and concepts do not always have literal translations
- the role and use of information and communication technologies for cross cultural communicative purposes (eg formal greetings may be required when using informal communication devices)

Conventions of interpersonal interaction

- features of register for a broad range of formal and informal situations in relation to the global community
- ways that writers use features of register
- ways information and communication technologies are used and valued differently in the target language community
- there are different ethics associated with the use of information and communication technologies for cross cultural communicative purposes

Communities and aspects of life

- values that underpin cultural concepts such as health practices and socialising may vary
- the ways contemporary culture links to traditional culture and the connecting values
- the dynamic nature of language and culture
- how the target language culture stands within the global perspective
- the interconnectedness between Australia and the target language communities
- values, practices and belief systems of the target language communities and subculture groups

Communities and aspects of life

- social, political, geographical, economic and historical environments influence the culture and value systems of the target language communities
- the interaction of the target language communities within Australia and within a global perspective
- ways that cultural influences and references can be used in written texts
- contemporary international issues in the target language countries

Identity and cultural diversity

- contributions of the target language culture to the global community (eg French cuisine, Italian coffee)
- there are diverse attitudes, practices and world views within the target language communities
- cultural identity and diversity within the target language culture and the effects of changes in tradition over time
- traditional and contemporary cultural practices help to maintain a sense of cultural identity
- expressions and representations of the target language culture occur in texts
- stereotypes of the target language culture should be avoided in writing

Identity and cultural diversity

- how to position oneself in relation to the target language culture to move between own and the target language culture
- the social fabric of the target language communities (eg social justice issues related to the unemployed)
- alternative cultural positions are portrayed in texts
- there is balance/bias towards a topic or issue in texts (eg the privileging of some ideas over others)
- texts may be interpreted differently or misinterpreted through not knowing the 'cultural schemas' of the target language

EARLY CHILDHOOD

MIDDLE CHILDHOOD

Students should be taught:

System of the target language

Textual conventions

- text types have their own format or generic features
- text formats may vary from English
- texts are social constructs

Textual conventions

- format and generic features of text types relating to the school and local community (eg writing descriptions, postcards, invitations to events)
- variations in the features of simple everyday texts used within the school and local community (eg reports)
- texts are shaped by the context of situation within the context of culture (eg a letter will vary, not only according to the audience and purpose, but also to the cultural conventions of the target language)

Form and features of language

- representations of the sounds of the target language (for some languages this may mean romanisation)
- the relationship between printed text and corresponding sounds and meanings
- features of written language (eg accents such as *é*, *à* or *ô*; German *umlauts*)
- scripts can be formed differently and ‘work’ in different ways (eg ideographic, alphabetic, logographic or iconographic scripts)
- directionality of print (eg left to right, right to left, top to bottom)
- stroke order for simple characters in some languages
- simple formulaic expressions and set phrases for familiar everyday situations
- similarities between their own and the target language (eg cognates and borrowed words; shared signage such as *pizza* and *café*; internationally accepted words like *radar*, *computer*, *email* and *internet*)

Form and features of language

- features of written language (eg punctuation, spelling or in Chinese the concept of brush strokes for characters)
- similarities and differences between the rules and patterns of their own and the target language such as specific words used to denote tense (eg *le* in Chinese to denote past tense)
- linguistic structures and vocabulary of text types relating to their personal world
- ideographic scripts (eg about 20 Kanji, about 40 characters in Chinese)
- word order and cohesive devices in simple sentences (eg conjunctions)

Language learning strategies

Learning and communication strategies

- ways to experiment with metacognitive strategies such as self-monitoring (eg checking writing with that in language-rich displays)
- ways to experiment with cognitive strategies such as resourcing or transfer (eg locating words and phrases from language-rich displays, using knowledge of first language writing conventions, applying literacy skills learned in English to the learning of the target language writing conventions)
- ways to experiment with social/affective strategies such as cooperation (eg modelling and working together)

Learning and communication strategies

- ways to explore and apply a range of metacognitive strategies such as planning and organising information in preparation for writing (eg planning the parts and sequences)
- ways to explore and apply a range of cognitive strategies such as resourcing or memorising (eg accessing sources of support to enhance the production of written texts, using mnemonics)
- ways to explore and apply a range of social/affective strategies such as cooperation (eg working with peers to solve a problem, pooling information)

EARLY ADOLESCENCE

LATE ADOLESCENCE

Textual conventions

- format and generic features of a range of text types, according to the cultural purpose
- concepts that operate across languages are expressed by specific functions of language use (eg *first, then, after that* can be used to show sequence and/or procedure in English)

Textual conventions

- format and generic features of a broad range of text types and their variations in relation to the context, audience and purpose, according to the target language conventions (eg writing a report or narrative)
- how to operationalise a range of concepts relevant to cultural practices (eg explaining cause and effect, presenting different views)

Form and features of language

- linguistic choices in texts to achieve goals and position the reader
- the manipulation of known linguistic structures to achieve a purpose
- ideographic scripts (eg between 50 to 70 Kanji, from 90 to approximately 150 characters in Chinese)
- the application of rules and patterns to create own texts (eg rules in word construction, word order, sentence structure)
- metalanguage relating to rules and patterns to create own texts (eg why certain rules apply)
- the principles of text organisation, logical development and the sequencing of ideas (eg the topic and supporting sentences of a paragraph in English)

Form and features of language

- linguistic features for the production of a range of text types according to the target language conventions
- the application and adaptation of known linguistic structures for writing in new contexts
- ideographic scripts (eg about 80 Kanji, from 300 to 450 Chinese characters)
- the link between sociocultural phenomena and linguistic features
- linguistic choices to express a point of view or to influence audiences
- emotive language and the language of persuasion, manipulation and bias
- a broad range of cohesive devices to structure and sequence ideas and information logically and coherently within compound/complex sentences

Learning and communication strategies

- ways to identify and select from a personal repertoire of metacognitive strategies such as advanced planning (eg setting goals and objectives)
- ways to identify and select from a personal repertoire of cognitive strategies such as grouping (eg structured overviews, retrieval charts) and summarising and note making
- ways to identify and select from a personal repertoire of social/affective strategies such as cooperation or self-talk (eg seeking feedback, reducing anxiety)

Learning and communication strategies

- ways to evaluate and select from a repertoire of resources, skills and metacognitive strategies to enhance and promote independent learning such as using advanced organisation or self-evaluation (eg identifying own problems and finding solutions)
- ways to evaluate and select from a repertoire of resources, skills and cognitive strategies to enhance and promote independent learning such as re-drafting writing to enhance meaning, logical sequencing of ideas and cohesion following self-evaluation
- ways to evaluate and select from a repertoire of resources, skills and social/affective strategies to enhance and promote independent learning such as cooperation and self-talk (eg discussing points of language, revising plans in response to feedback, using mental techniques that make one feel competent to do the learning task)

