

# LANGUAGES OTHER THAN ENGLISH

## Learning Area Statement



*In the Languages Other Than English (LOTE) learning area, students learn to communicate effectively in languages other than English. They gain an understanding of other societies, the ability to interact with people and cultures other than their own and practical skills which they can use in future social, cultural and vocational areas. Through LOTE, students are also able to further develop their skills and understandings in English and of literacy in general.*

L	O	
	T	E
LAN GUA GES	OTHER THAN	ENG LISH

# Definition & Rationale

*In the LOTE learning area students develop the knowledge, skills and understandings to communicate effectively and appropriately in languages other than English. Such knowledge, skills and understandings can be achieved through the learning of any language other than English.*

## **Language is the foundation of all human relationships**

All human relationships are founded on the ability of people to communicate effectively with each other. Our thoughts, values and understandings are developed and expressed through language. Learning a LOTE involves communicating with people whose linguistic frame of reference may be quite different. This process allows students to understand better the world in which they live and contributes to the development of their personal perspectives of the global community.

## **LOTE learning provides insights into other cultures**

The study of a LOTE provides a unique window for gaining insights into other cultures. Language use is socially and culturally bound and the ability to communicate effectively requires understanding of the cultural concepts within which language is used.

## **All students can learn a LOTE**

All students can achieve meaningful outcomes in the LOTE learning area. The outcomes are inclusive of all students and provide opportunities for intellectual challenge and enjoyment.

## **LOTE learning provides opportunities to construct new knowledge and to develop thinking skills**

The LOTE learning area is a challenging learning context which enhances students' cognitive development by encouraging analytical, creative and lateral thinking styles. In addition, language learning provides a context for critical thinking, negotiation, problem solving and decision making.

## **Interaction and collaboration are encouraged through LOTE learning**

Language use is a social activity which gives students opportunities to enhance social skills, such as working in groups and working collaboratively. These same skills can be applied in different contexts in other learning areas.



### **LOTE learning builds self-esteem**

When students whose first language is not English see other languages being acknowledged and valued by school systems and others, there is potential for their self-esteem to be enhanced. In particular, the study of Western Australian Aboriginal languages, which should be available to both Aboriginal and non-Aboriginal students, is a powerful means of valuing and acknowledging the importance to Aboriginal people of maintaining their linguistic heritage.

### **LOTE learning supports literacy**

An essential element of LOTE learning is the development of an understanding of the system of the target language. This exploration of language strongly supports literacy development generally, and English language development specifically through a process of identification of similarities and differences between English, the language being studied and other known languages.

### **LOTE learning builds foundations for the future**

The study of a LOTE builds a solid foundation for students to pursue language learning after they leave school, through further study, employment, travel, in family contexts or for personal enjoyment.



# Languages Other Than English Learning Outcomes

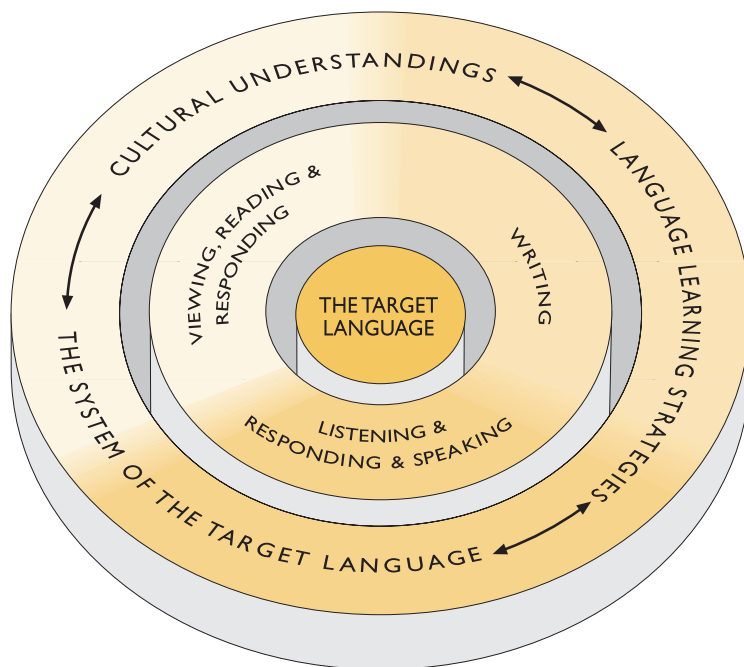
<p><b>LISTENING AND RESPONDING, AND SPEAKING</b></p> <p>1. Students comprehend and communicate in the target language through listening and responding, and speaking.</p>	<p><b>VIEWING, READING AND RESPONDING</b></p> <p>2. Students view and read a variety of texts in the target language and respond appropriately.</p>	<p><b>WRITING</b></p> <p>3. Students write a variety of texts in the target language.</p>
<p><b>CULTURAL UNDERSTANDINGS</b></p> <p>4. Students develop sociolinguistic and sociocultural understandings and apply them in their use of the target language.</p>	<p><b>THE SYSTEM OF THE TARGET LANGUAGE</b></p> <p>5. Students apply their knowledge of the system of the target language to assist them to make meaning and create text.</p>	<p><b>LANGUAGE LEARNING STRATEGIES</b></p> <p>6. Students acquire a range of skills and strategies to support their ability to make meaning of and express themselves in the target language.</p>



## INTRODUCTION

The LOTE learning area has six learning outcomes, each of which is essential to students' ability to communicate effectively and appropriately in the target language. These learning outcomes are interrelated and cannot be achieved in isolation. The first three outcomes; (Listening and Responding, and Speaking; Viewing, Reading and Responding; and Writing); describe the different ways in which students will use the target language. The other three learning outcomes; (Cultural Understandings; The System of the Target Language; and Language Learning Strategies); describe knowledge and skill areas which are essential to effective language use and which will be demonstrated through the first three learning outcomes: for example, when monitoring student progress in the learning outcomes of Writing, Cultural Understanding, the ability to use the System of the Target Language and the use of appropriate writing skills and strategies will be taken into account.

Students achieve the outcomes of the LOTE learning area across the years kindergarten through to year 12 by responding to and creating a variety of texts in the target language. The term 'text' refers to any form of communication – written, spoken or visual – involving the target language.



## LISTENING AND RESPONDING, AND SPEAKING

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

Students listen in order to obtain information. They gain this information from spoken texts, both authentic and adapted for learners. These texts are in a variety of contexts and have a variety of purposes and audiences. Students respond to texts in different ways. Non-verbal responses can indicate comprehension. Through gesture (for example, nodding), a student is able to indicate that a target language message has been heard and understood. Physical movement (for example, sitting on the mat in response to a target language instruction) is also a way of indicating comprehension. Writing is another means through which students are able to respond to spoken text and demonstrate comprehension. When students respond verbally to spoken text they do so through oral interaction. In oral interaction, students combine the skills of listening and speaking in order to exchange information and respond to the speech of others. They operate in one-to-one situations with peers and adults and in small and large groups.

Students speak in order to seek and convey information. They are able to express their own ideas in speech, at first using formulaic language and gradually becoming better able to manipulate language to suit their needs. Students, for example, make a model by following spoken instructions; use the target language to find out flight arrival times from a recorded telephone message; tell news; have a discussion with a friend about which movie to see; or ask directions from a police officer.

## VIEWING, READING AND RESPONDING

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

Students view and read texts both to obtain information and for enjoyment. They construct meaning from a variety of visual texts by using their own knowledge, experience and culture as a frame of reference through which they decode combinations of written, symbolic and visual representations. Examples of visual texts include picture books, atlases, diagrams, newspapers, magazines, billboards, television programs and Internet sites.

Students construct meaning from written text by using their own knowledge, experience and culture as a frame of reference through which they decode and understand words, phrases and sentences in the text. They read for different levels of meaning in texts and respond appropriately. Students read a range of texts, both authentic and adapted, which have been written for different purposes and audiences.

Students, for example, identify key ideas in a newspaper article; plan a holiday from a travel brochure; use the cover of a CD to recognise a message expressed in song lyrics; or critique, in small groups, a target language video.



## WRITING

### 3 Students write a variety of texts in the target language.

Students write for a range of purposes, including social contact, enjoyment, to initiate action or transmit information. They write in forms appropriate to audience and context and they write in response to verbal, written or visual texts or as a creative expression of their own thoughts and ideas. Competence in writing generally develops at a slower rate than for listening and speaking and reading, especially for languages which use non-Roman scripts.

Students, for example, use the target language to design an identification card; write a postcard; develop a classroom code of conduct; or write a story for other students.



## CULTURAL UNDERSTANDINGS

### 4 Students develop sociolinguistic and sociocultural understandings and apply them to their use of the target language.

Sociolinguistic understanding refers to appropriate language use. It is defined in this document as taking into account the social significance of linguistic forms (for example, knowing when and how to use different forms of address), and the linguistic implications of social facts (for example, understanding why there are many words for rice in Asian languages and being able to select and use these words appropriately).

Language is a complex social practice that reflects and reinforces shared understandings about appropriate actions, values, beliefs and attitudes within a community. These shared understandings determine not only what is communicated and when and how it is communicated, but also who does the communicating. These collectively constitute the sociolinguistic features of language.

Students come to recognise the sociolinguistic features of the target language, understand those features and gradually incorporate them into their own language use. They adapt their language to suit audience and social context. They recognise variations in language use that are determined by role relationships, such as deference or equality of status or the sex of the speaker or addressee. They understand that there are different levels of formality and informality for various contexts in different cultures; that things such as eye contact, personal space and gesture have different meanings and varying levels of acceptance in different cultures; and that the interpretation of a concept such as 'polite behaviour' may vary significantly from culture to culture.

Examples which indicate sociolinguistic understanding include:

- using target language forms of address appropriate to a particular social circumstance or person (for example, in French making the appropriate choice between the *tu* or *vous* forms);



- using a style of language appropriate to context (for example, modifying language to suit the classroom, a party, a job interview or a funeral);
- sequencing language appropriate to a given situation (for example, in Japanese, beginning a phone call with *moshi moshi* and knowing when and how to end the conversation appropriately);
- making the right choice of words or phrases for a particular concept (for example, in Walmajarri, selecting appropriately from a number of words for spinifex);
- making the right choice of words or phrases for a particular social fact (for example, in Indonesian, using language which acknowledges age -*kakak/adik* - as being more important than gender in a particular social situation);
- accompanying target language usage with appropriate gesture and body language (for example, bowing when greeting in Japanese or pointing with the thumb and not the finger when using Indonesian).

Sociocultural understanding refers to knowing about target language speaking communities. It is defined in this document as taking into account the non-linguistic features in the life of a society.

Students broaden their frame of reference beyond their own social and cultural experiences. They gain insights into different values and belief systems and acknowledge the cultural contexts which underpin them. They make sense of the social fabric of the target language community. They understand that the natural and physical environments – as well as the social, economic, historical and political environments – influence target language speaking groups and their cultural traditions.

Examples which indicate sociocultural understanding include:

- demonstrating knowledge of place and location within target language speaking communities through the giving of directions in target languages;
- using target language recipes to plan, prepare and cook food found in target language speaking communities;
- describing in the target language an event which has special significance for members of the target language community;
- recording information about target language speaking communities from reading or viewing authentic text;
- debating in the target language environmental or social issues of the target language community.

Students demonstrate achievement of this outcome through the Listening and Responding, and Speaking; Viewing, Reading and Responding, and Writing outcomes.





## THE SYSTEM OF THE TARGET LANGUAGE

**5** Students apply their knowledge of the system of the target language to assist them to make meaning and create text.

Students come to recognise the patterns and rules of the target language which emerge as they interact with text to make meaning. They apply this knowledge and understanding to create their own spoken, written and visual texts.

Differences in language systems are expressed in a variety of ways: for example, in grammatical differentiations, variations in word order, word selection, or general stylistic variations in texts. By comparing the system of the target language with the systems of other languages, including English, students understand that each language is different, but has identifiable patterns within its own system.

Examples which indicate understanding of the system of the target language include: use of correct word order; clarification of the order of events by using tenses correctly; use of appropriate language to denote singular and plural; appropriate use of gender; correct use of punctuation; and appropriate pronunciation.

Students demonstrate achievement of this outcome through the Listening and Responding, and Speaking; Viewing, Reading and Responding; and Writing outcomes.

## LANGUAGE LEARNING STRATEGIES

**6** Students acquire a range of skills and strategies to support their ability to make meaning of and express themselves in the target language.

In this document, language learning strategies are defined as ways of processing information to enhance comprehension, learning, retention and use of the target language. These strategies fall into three broad and often overlapping categories: strategies to help interpret text efficiently; production strategies to accomplish communication goals; and strategies to plan for and engage in oral interaction.

Strategies to help interpret text efficiently include: focusing on word endings or stressed syllables; using the support of images in visual or written text; recognising key words and phrases; working out which words belong together to form units of meaning; and deducing, or applying rules to understand language.

Production strategies to accomplish communication goals include: planning the organisation of written or spoken text/discourse; integrating new ideas with known information; monitoring production while it is occurring; and evaluating language production after it has taken place. Strategies to plan for and engage in oral interaction include: identifying appropriate register; scanning received text; using approximations; miming; questioning for clarification; and reducing language complexity.

Students demonstrate achievement of this outcome through the Listening and Responding, and Speaking; Viewing, Reading and Responding, and Writing outcomes.



# The Scope of the Curriculum

*This section describes the conditions involved in second language learning and teaching at four overlapping phases of development. It includes information on how children learn a second or subsequent language and the environment in which this learning best takes place.*

*The section also reflects and emphasises second language learning as a cumulative and continuous process: for example, the section on the early childhood years contains much of relevance to the adolescent years and vice versa.*

## CONTEXT

At all phases of development there will be students with prior knowledge of the target language and students who are beginning learners of the language. The prior knowledge of students, including that of background speakers of the target language, must be taken into account and will require a flexible learning and teaching program.

Students bring to school a diverse range of attitudes and experiences and live in quite different cultural and geographic settings. These settings need to be acknowledged and used as stepping stones to learning about different values, traditions, cultures and diverse ways of being and thinking.

The LOTE learning area has a particular role to play in enabling students to be accepting of others and their differences, and of coming to appreciate the nature of cultures and communities. Particular care, however, needs to be taken to ensure that the images of culture that are presented to students in authentic or adapted texts are current and do not promote quaint, stereotypical or idealised versions of the societies they reflect.

## TEXTS

Texts are culturally bound and culturally specific. As culture is embedded in language and language is a vehicle for understanding culture, students need to be able to access and use different text types. LOTE texts should be wide ranging and varied, from brief conversations to lengthy and complex forms of writing. Wherever possible, texts should be authentic; however, it may be necessary at times to adapt texts to accommodate the needs of different students and different languages. Texts which appear simple may be used for complex purposes and seemingly complex texts for simple purposes.

## TASKS

Tasks are defined in this document as the various language activities in which students are involved. Tasks may be structured and planned (such as a pair work task in which the roles and responsibilities of each partner are clearly defined) or they may arise out of normal classroom interaction (such as an incidental conversation in the target language between teacher and student).



There are two major categories of task: language use tasks and language practice tasks.

**Language practice tasks** involve practising or rehearsing language for real and purposeful language use. Such tasks are important at all stages of the language learning process. Examples of language practice tasks include: provision of formulaic responses; vocabulary-building tasks; cloze tasks; and rehearsed role play.

**Language use tasks** involve real and purposeful use of language and differ significantly from language practice tasks in that language use is spontaneous and unrehearsed. This applies to all students, from beginning language learners to more competent users of the language. Examples of language use tasks include: responding to an instruction given in the target language; sequencing a target language text; inferring meaning from a target language text; organising information, for example, in a table; opinion gap tasks; and decision-making and problem-solving tasks.

The same task may be either a language practice task or a language use task: for example, a survey task seeking the same information from a number of students is a language practice task, while a survey task seeking other students' opinions is a language use task. Similarly, when young students match words to pictures in the target language it may be a language use task, but it is clearly a language practice task for older students.

Because language use tasks involve purposeful, real and spontaneous use of the target language, these are the tasks which should be used when judging student performance.

## PHASES OF DEVELOPMENT

All students, in all phases of development, can make meaningful progress towards achieving the learning outcomes of the LOTE curriculum, although they may learn at different rates and in different ways. Learning and Teaching programs will need to reflect the varied skills, abilities and language experiences that students bring to the target language classroom. LOTE learning must be active and enjoyable, build on previous knowledge and take place in a comfortable, supportive, stimulating and LOTE-rich environment.

### Description of outcomes in the phases of development

As has been previously stated, the learning outcomes of Cultural Understandings, the System of The Target Language and Language Learning Strategies describe knowledge and skill areas which are essential to effective language use. They will be demonstrated through the learning outcomes of Listening and Responding and Speaking; Viewing, Reading and Responding; and Writing. For this reason, information about these learning outcomes is not listed separately, but is incorporated throughout the phases of development section.

## EARLY CHILDHOOD (typically kindergarten to year 3)

Young children are fascinated with and have a natural enthusiasm for language. The boundaries between a first language and a second or subsequent language are not firmly established and therefore children are receptive and open to exploring a language other than English. Made up languages are a feature of their play and thus the transition to a 'real' but unfamiliar language is natural.



In the early childhood years, children are busy making sense of their world and their focus is on themselves and their family. Language is fundamental to this process. In acquiring their first language, they have developed and continue to develop a range of skills which are equally valid to the second language learning experience. As with development in their first language, young children begin to gain a sense of the system of the target language. This process is essentially innate.

Of the skills of listening, speaking, reading and writing, it is listening that develops first. Young children are good listeners and they apply this skill equally well in the second language context. It is therefore essential that opportunities for listening are maximised in the second language classroom. As the primary source of target language input, the teacher should ensure that the target language is the principal medium of instruction and communication. Classroom instructions and routine activities, such as daily fitness, can be conducted in the target language. The playground also affords an opportunity for use of the target language to be modelled by the teacher.

The teacher should not be the only source of target language input. Young children should also have the opportunity to hear other good models of target language use, both male and female, including speakers of their own age group. Other speakers of the target language, including background speakers, can also be invited to take an active part in classroom activities. Background speakers can be a valuable source of sociocultural input by, for example, providing information about the location of target language communities, playing target language games and describing family relationships within target language communities. By utilising background speakers of the target language

to provide sociocultural information, sociolinguistic and sociocultural elements can be effectively integrated from an early stage.

Videos, including children's programs, are also good sources of target language input. Such sources present the target language in context and this is essential at this stage. The teacher must ensure that any target language usage is supported by body language, gesture, appropriate (and sometimes exaggerated) intonation, and a range of concrete visual props and cues which will assist young children to make meaning from the language they hear.

### **Listening and Responding, and Speaking**

When young children listen to the target language, they usually respond either non-verbally or by giving simple verbal responses. A non-verbal response might be evident when they rush to sit on the mat following a verbal instruction given in the target language by the teacher, or smile when praised and encouraged in the target language. Simple verbal responses include a formulaic reply to a routine greeting in the target language, or an expression of like or dislike.

Speaking is a productive skill and will therefore develop more slowly than the receptive skills of listening and reading. Young children should be encouraged to use age appropriate language learning strategies such as playing with, experimenting and mimicking the sounds of the target language. Because young children know and understand more than they can say in the target language, speaking should not play too prominent a part in making judgements about the ability of the child to make meaning of the language. Examples of speaking in the target language at this stage include singing songs, chanting, saying rhymes and using oral language in game



playing. Songs, rhymes and games should include those originating from target language communities.

While young children should be encouraged to speak, they should not be forced to do so before they are ready: for example, children in immersion programs will often not utter cohesive chunks of text solely in the target language for some considerable time, but this is not indicative of their ability to comprehend or make sense of the target language.

Students demonstrate their developing understanding that language has a system when, for example, they recognise when the target language is being spoken, discriminate between questions and statements and respond appropriately, notice similarities between the target language and other languages, or utter short sentences using correct word order.

When young children speak, they construct short and simple texts which may not be grammatically accurate and which may contain English words. They should be encouraged to explore the target language and teachers should be wary of inhibiting young children's spontaneity through over-correction of errors. Many errors will be self-corrected over time in the presence of good models of the target language.

### **Viewing, Reading and Responding**

Like listening, reading and viewing are receptive skills. Young children are more confident when working with the receptive skills and it is therefore appropriate for teachers to have this area as a focus of their learning and teaching program. The process of teaching reading in a second or subsequent language is similar to the process used for teaching reading in the first language. Reading in the second language, however, may develop more slowly and the texts used may need to be adapted to suit the needs and interests of young children

and to take account of particular features of the target language, such as variations in script. Students begin to develop viewing and reading strategies, such as using visual cues to help make meaning and guessing the meaning of unknown words. Their awareness of the system of the target language becomes evident in their recognition of sound symbol relationships and making of connections between words in the target language and other languages.

Young children require a print-rich environment to support their learning. Such an environment will provide posters, charts, labels, mobiles, signs and other visual material, much of which will reflect the culture of the target language. Teachers should encourage children to freely consult this material as it is a significant source of information to support the reading process.

In the early childhood years children engage with small chunks of text which provide many contextual clues. These texts must be interesting, enjoyable, appropriate to the readers' age and phase development, and conceptually complete. Such texts include Big Books, flip charts, picture dictionaries, games and posters incorporating information from other areas of the curriculum. Texts in the target language should also be a part of the classroom reading corner.

When young children read the target language they demonstrate understandings in a variety of ways, which may include drawing a picture; acting out aspects of the text; indicating an emotional response to the text; responding in English; or choosing from a number of alternatives.

### **Writing**

In the early childhood years, the productive skill of writing is the least emphasised of the five skills of listening, speaking, viewing, reading and writing. This is particularly true of languages which utilise a non-Roman script. When young children write



they construct short and simple texts, which may not be grammatically accurate and may contain English words. Writing should not be viewed as a solitary activity, but as a collaborative process that involves both teacher and peers.

The texts young children write in the target language may include labels, the date, a shared book, simple captions or descriptions.

### Tasks

In order to promote successful second language learning in the early childhood years, teachers need to engage children in tasks which are appropriate to their age and stage of development. Tasks should thus be concrete and enjoyable, providing children with a real or realistic context for learning which relates meaningfully to their own environment and integrates with the rest of the school curriculum. As the five senses play a large part in the lives of young children, they should be used to advantage to enrich and heighten the experience of second language learning. In each language learning experience, young children should interact with the target language in a variety of short, sharp activities.

Examples of tasks appropriate to second language learning in the early childhood years include playing word games such as 'Fish' or 'Memory'; making models from building blocks or play dough by following instructions given in the target language, exploring target language sensory words and texture through the use of 'feelie bags', creating arts works such as masks and puppets to be used in a variety of communicative language tasks, playing mathematics games which involve counting in the target language, performing drama involving use of the target language; and listening to, reading and singing along with action songs.

### Establishing Portfolios

From this phase of development, teachers and children should collaborate to establish a portfolio which exemplifies children's progress in the outcomes of LOTE learning. The portfolio should progress with the child through all phases of schooling and be used by teachers to ensure that children have a cumulative and challenging LOTE learning and teaching program. Additional information on the construction and use of a portfolio is included in the *Learning, Teaching and Assessment* section.

## MIDDLE CHILDHOOD (typically years 3 to 7)

The world of children in the middle to upper primary years has extended beyond self and family to include children of their own age, and this should be reflected in the sociocultural context in which the target language is presented. They identify as members of groups such as peers, teams, clubs, class or school and this will be increasingly reflected in their preferred learning styles. They are better able to work collaboratively, enjoying the experience of learning from and with others. They also begin to demonstrate more personal initiative.

As second language learners, children in this phase are developing an understanding of the concept of different languages. This understanding enables them to use the system of their first language as a frame of reference for second or subsequent language learning. They begin to notice the similarities and differences between the language they are learning and any other languages they know, including English.



Listening in the middle childhood years involves longer and more complex texts, spoken at normal or near-normal speed, which will often contain more language than children can be expected to understand. They will learn to listen for specific details in spoken texts, gradually progressing to more sophisticated levels of listening, such as listening for gist. Children may not need as much contextual support in order to make meaning from spoken text: for example, audiotapes without accompanying visual support can be included in the learning and teaching program.

### **Listening and Responding and Speaking**

At this phase, children are less egocentric than in the early years and are eager to interact with their peers. They listen to and make meaning from what their classmates have to say in the target language and this increases their ability to process the language. Meaningful teacher judgements about listening can be made through observation of these interactions.

Children will support each other in listening when, for example, they use strategies such as reiterating in English information provided by the teacher in the target language ('The teacher said to find a partner.'). This broadens classroom interaction, provides opportunities for all children to understand what is required and enables the teacher to continue using the target language without having to resort to English.

At this stage, children continue to respond non-verbally to the target language, such as following a set of instructions ('Take out your scissors, cut out the shape and then glue it in your maths book.'). Target language responses will be more prevalent, but they continue to be mainly formulaic and short. Target language responses could

range from a simple 'yes'/'no' answer to participation in a conversation on a familiar topic.

In the mid-childhood years, children are becoming more capable of expressing themselves orally in the target language. They need to be provided with wider opportunities for speaking and interacting. Pair work and small-group work maximise the number of speaking turns available to individual children in each target language experience and enable teachers to observe and monitor children's progress. The small-group situation is also a safe environment in which children can feel comfortable exploring and using the target language with a limited number of peers. During this time children will comment on and correct each other's language. Teachers will also wish to correct children's errors, but this needs to be done sensitively and at the right moment, not every time an error occurs.

Examples of speaking in the target language at this stage include surveying other children about their leisure activities; making a video to send to another school; or participating in a team quiz about some aspect of the target language country.

### **Viewing and Reading**

Like listening, reading in the target language in the middle childhood years involves longer and more complex texts which will often contain more language than children can be expected to understand. They develop language learning strategies such as learning to read for specific details in written texts, gradually progressing to more sophisticated levels, such as reading for gist. Children may not need as much contextual support in order to make meaning from written text: for example, texts without pictures or other visual support can be included in the teaching and learning program.



By this stage, children should be engaging with a range of written texts in the target language, many of which provide opportunities for exploration of both sociocultural and sociolinguistic aspects of the target language and culture. They read and view realia such as labels and packaging for household products, public transport tickets, maps and advertisements. Videos in the target language and Internet sites are also useful sources of material for reading and viewing.

Contemporary children's literature that is being read and enjoyed in English is available often in second language versions: for example, the Goosebumps TV series and novels, which are popular with both boys and girls of this age, provide added motivation for studying the target language as well as being a tool for assisting comprehension. Culturally-specific contemporary literature and traditional stories and tales are accessed through the target language, to present the language in its cultural context.

When reading and viewing these target language texts children may not understand all language they encounter and they may not comprehend all the information relating to or reflecting the target language or its community. They will, however, engage with material which enables them to make links between their culture and other cultures in the context of an increasingly global society.

### Writing

Writing plays a more prominent role in the LOTE learning process at this stage but it is still less emphasised and less used than listening, speaking, reading or viewing. When children write, however, they construct more extended texts than in the early childhood years. Writing tasks should always be preceded by tasks that involve extensive reading, viewing, speaking and/or

listening: for example, before sending an e-mail message to another class, the range of pre-writing tasks could include practising and consolidating vocabulary through games, brainstorming ideas and constructing sentences in groups by sorting word and phrase cards.

At this stage teachers can begin to use children's writing to monitor their second language development. They will, however, gain more information about children's ability to construct meaning than about children's ability to use the language accurately.

### Tasks

Tasks appropriate to second language learning in the middle childhood years should continue to provide opportunities for both language practice and language use. Examples of language practice tasks appropriate at this phase of development include rehearsed role play, cloze exercises and a variety of drills and language games. Language use tasks provide for both realistic and real use of the target language.

Realistic target language use occurs through gap tasks in which children are required to negotiate with each other to obtain information, to express opinions or to convey feelings. It is seen also through unrehearsed role play. Real language use occurs in tasks such as doing a science experiment in the target language; interacting with background speakers of the language; or participating in day-to-day classroom communication in the target language.





## EARLY ADOLESCENCE (typically years 7 to 10)

Increasing numbers of students are reaching the adolescent years after studying a LOTE during their early and mid-childhood education. Having experienced student-centred, communication-focused approaches to second language learning in those years, students expect the approaches to be similar in the adolescent and young adult years. In addition, the need to cater for all students and multi-level classes requires second language programs in the adolescent years to build upon the student-centred, communication-focused approaches which are a feature of the earlier phases of development.

There must be ample sources of target language input in the adolescent years. The teacher needs to use and model the language as much as possible and other target language sources should be frequently incorporated. A language-rich print environment should also be provided to support student learning.

An essential feature of an outcomes-focused approach is recognition of the varied skills, abilities and language experiences that students bring to the target language classroom. At this phase of development there is no such thing as a 'typical' learner. Many students will be beginning learners of the target language, either because they have elected to change the language they study or because they are learning an additional LOTE. Their language acquisition patterns will be similar to those described in earlier phases, but the contexts in which they operate, the texts they engage with and the tasks they undertake will be quite different and need to take account of their age, interests and level of competence in the target language.

Students question accepted practices and adult priorities. They align themselves strongly with their peers and are subject to peer group pressure. Their self-image is greatly influenced by their level of acceptance within their peer group and they are often self-conscious. Students view the world in terms of how it affects them and they may judge the value or otherwise of LOTE learning in terms of personal experience.

Adolescent students are most likely to engage actively in second language learning when they see it as relevant to their own view of the world, their lives and interests, and presenting them with a challenge. Teachers should take account of this in selecting texts and designing tasks: for example, students of this age tend to enjoy material in their own language which reflects popular culture, such as magazines, popular literature, videos, television programs, computer games, popular music and the Internet. These are also excellent sources of authentic target language textual material which should frequently be included in the learning and teaching program.

Texts which reflect the sub-culture of young people in the target language country also exemplify the language of youth. This can be markedly different from more formal registers of language use, but is a legitimate area of study for adolescent students.

### Listening and Responding and Speaking

The skills of listening and speaking come together more closely as students engage more frequently in oral interaction. Teachers encourage more spontaneous language use by students. It should be remembered, however, that adolescent students can be quite self-conscious and may be reluctant to speak in the target language. Teachers need to design tasks which create a



non-threatening environment which encourages students to speak.

In the adolescent years, students should be introduced to listening to less-predictable and, possibly, longer, spoken texts. They comprehend key ideas and supporting detail from the text as a whole rather than isolated pieces of information. They employ a wider range of language learning skills to support oral interaction, including questioning for clarification, planning to listen for key words or phrases, or checking with the listener to ensure they have been understood. Students should also be encouraged to use their increasing knowledge of the target language as a system to process and use the information they gain from spoken texts, and to use the target language in sociolinguistically- and socioculturally-appropriate ways; for example, participating in a telephone conversation; seeking advice from an adult; or negotiating arrangements with a friend.

### Viewing and Reading

Students are encouraged to read more complex, and possibly longer, texts which incorporate more sociocultural data and require deeper understanding of the target language culture. They broaden the range of text types with which they are familiar. Students need to develop language learning strategies to deal with this level of reading, including the use of structured overviews, the ability to make inferences from text and the skill of reading for understanding rather than trying to translate word for word.

Students are encouraged to focus more on reading to learn rather than on learning to read. They should read texts because the information contained in them is of use and relevance, including texts which present cultural information. They will increasingly read beyond the literal interpretation of text. Exposure to a wider range of text types will further their understanding of the

system of the target language. Examples of texts suitable for reading include sections of the newspaper, 'agony aunt columns', brochures and advertising material.

### Writing

In writing, students are encouraged to generate more extended and complex text. In doing so, they should have opportunities to reflect on their use of language and to use other language learning strategies to improve their own writing, such as editing, self-correction and proof-reading. Writing increasingly becomes a medium for demonstrating their understanding of the system of the target language. Maintaining a journal and shared writing are effective means of doing this. Students are encouraged to share their writing with others in real contexts, such as letters or articles for the school magazine. Students need to understand the features of a wider range of written text types, including sociolinguistic and cultural elements, and to use those elements in their own writing. The range could include messages, journals, simple poetry, surveys, narratives and reports.

### Tasks

Many of the task types outlined for the mid-childhood years are equally appropriate and applicable to the adolescent years. Tasks appropriate to second language learning in the adolescent years should enable all students to demonstrate their level of achievement of the outcomes of the LOTE. Tasks could, for example, be structured in open-ended forms that enable individual students to satisfy the requirements of the task according to their own level of achievement in the target language: for example, in an open-ended task such as journal writing, students' output could range from a simple chronicle of events to a far more detailed description of personal reflections.

## LATE ADOLESCENCE/ YOUNG ADULTHOOD (typically years 10 to 12)

In the late adolescent/young adult years, students are continuing to develop a sense of their own identity, are beginning to view themselves as adult members of society and are increasingly able to make their own decisions about their lives. They are focused on their future and their decisions about continuing to study languages other than English will be influenced by their perceptions of the future benefits to them of this study. It is essential in this phase of schooling to make available a range of second language learning programs in order to cater for the many future pathways that students will pursue. Students may, for example, want to continue the language that they have studied previously or to commence the study of another language. They may also wish to change the focus or purpose of their language study to a more vocationally-oriented program as they begin to make the transition from school to the world of work.

At this phase of schooling, there may still be students who are beginning learners of a LOTE. Most, however, will have had previous second language learning experience and this will enhance their ability to acquire another LOTE. The language acquisition patterns of beginning learners at this stage will be similar to those described in earlier phases. The contexts in which they operate, the texts they engage with and the tasks they undertake will, however, be quite different and will need to take account of their age, and interests.

By the time they enter the late adolescent/young adult phase, students are likely to have studied one or more LOTE for a number of years. They have developed preconceptions about how languages are learned and will thus have expectations about the learning and teaching program. In choosing to study languages other than English at post-compulsory level, students are likely to have a clear purpose in doing so and are potentially more motivated. They will have some understanding about themselves as LOTE learners and will have developed learning strategies which work for them.

At this phase of development, LOTE programs, like those in the earlier phases, must therefore allow for individual learning styles and rates of learning. Through having learned at least one LOTE in some depth in addition to English, students have a broader frame of reference in terms of language and culture and will be able to apply this at a more sophisticated level, particularly in the post-compulsory years.

Learning and teaching programs in LOTE for young adults must continue to motivate, stimulate and challenge, although the content focus may vary from previous stages. Their knowledge of the system of the target language should be well developed and they will have significant understanding of target language communities and cultures.

Many of the tasks undertaken will be similar to those experienced by students in previous stages. Students will, however, be working with a broader and more varied range of text types and contexts and their responses are likely to be more considered and detailed. The text types chosen should enable students to widen their vocabulary in the target language into areas of personal interest and specialist areas such as art, music, sports, tourism and business.



### Listening and Responding, and Speaking

In the post-compulsory years, students continue to be encouraged to speak and interact with others and will be able to do so more spontaneously and fluently, expressing their own views and opinions on a range of topics and issues. Oral interaction increasingly takes the form of discussion and debate rather than simple exchanges of information. Students need opportunities to listen and speak in contexts other than oral interaction: for example, they should be encouraged to listen to more complex texts such as popular music lyrics, radio talkback programs and documentaries. More sophisticated speaking skills, such as speech making, giving oral presentations and formal debating, should also become part of the learning and teaching program.

### Viewing and Reading

In viewing and reading, students access a broad range of texts, including literary texts (such as novels, short stories and poems), texts containing cultural information (such as films and proverbs), and selected reference material in the target language. Texts involve students in reading beyond literal interpretation. In so doing they will begin to discuss and comprehend the cultural constructs which are present in all texts: for example, texts dealing with family life could provide opportunities for discussion of gender roles, the changing role of the family in society and changing family relationships.

### Writing

In this phase of schooling, students broaden the range of purposes, contexts and audiences for which they write. They will have an expanded knowledge of structure and vocabulary and will need to select language appropriate to particular situations: for example, the language they use to write a formal report will be different from that

used in journal writing. Students will be able to write with increased accuracy, although some errors will still occur.

### Tasks

Tasks outlined for the adolescent years may be equally appropriate and applicable to the post-compulsory years and should enable all students to demonstrate their level of achievement of the outcomes of the LOTE. The tasks will, however, involve more extended texts or more complex student responses. Examples of tasks appropriate to second language learning in the post-compulsory years include reading, taking notes and summarising a written or visual text; writing a report and then presenting it orally; or writing an assessment of another student's speech.

Students approaching the world of work could give a guided tour in the target language of a popular tourist locality; provide service to speakers of the target language in a restaurant; locate information about the cultural appropriateness of certain behaviours in a work experience context, such as the hospitality industry or find information in the target language on the Internet for work-related purposes.



# Learning, Teaching & Assessment

*This section provides a LOTE perspective on learning, teaching and assessment. It builds on the premises of the Learning, Teaching and Assessment section of the Overarching Statement. This section should be used in conjunction with The Scope of the Curriculum to assist with learning and teaching programs which best support students to achieve the LOTE learning outcomes.*

## LEARNING AND TEACHING

All students can make progress towards achieving the LOTE learning outcomes, although they may learn at different rates and in different ways. Learning and teaching programs will need to reflect the varied skills, abilities and language experiences that students bring to the target language classroom. Learning languages other than English must be active and enjoyable, build on previous knowledge and take place in a comfortable, supportive, stimulating and language-rich environment.

### ■ **Opportunity to learn**

**Learning experiences should enable students to engage with, observe and practise the actual processes, products, skills and values which are expected of them.**

Teachers will model the target language in as wider range of contexts as possible. As the primary source of target language input the teacher should ensure that the target language is the principal medium of instruction and communication and that opportunities for target language use in the classroom are maximised.

Opportunities to interact with other good models of the target language should be provided. A range of speakers of different ages, including males and females, and people with and without background in the target language should be an integral part of the learning and teaching program.

The learning and teaching program should include a range of text types so that students are exposed to authentic language and to the sociolinguistic and sociocultural knowledge embedded in the language.

Careful selection of classroom language tasks will provide an immediate, meaningful and purposeful context for language use. Tasks which make learning 'real' rather than 'realistic' and in which learning is active and 'hands-on' effectively engage students in the LOTE learning process. Tasks should enable students to develop and use a range of LOTE learning strategies. They also require students to process meaningful texts that contain more language than students can be expected to understand.



Students need to experience LOTE learning as an active dynamic process. Learning occurs when students practise, imitate and try to speak, read, view and write in the target language. Language learning is an active, dynamic process and students learn best through being involved in using the target language for a variety of purposes in a variety of contexts.

### ■ **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.**

Language learning is a cumulative and continuous process, in which new language builds upon known language. An essential component of this process is the need for language to be used and reused in a variety of ways.

Teachers should design a range of tasks which enable all students to make meaning from text: for example, a range of tasks based on a target language newspaper article could include searching for key words, reading for gist, summarising, or relating the content of the article in their own words. This approach enables all students to work with the same text, but at their own level, and so make meaningful and observable progress.

By engaging with the sociocultural and sociolinguistic constructs of the target language, students broaden their frame of reference beyond their own social and cultural experiences, thus clarifying and challenging their current ways of thinking and acting. This helps students to respect those of different opinions and backgrounds.

All students bring prior language knowledge and skill to the LOTE classroom that need to be recognised and valued. This might include a first language background in the LOTE; previous experience of learning the LOTE or another LOTE; or English language knowledge. Consequently, a learning program which recognises, values and caters for these diverse backgrounds will enable all students to make progress.

### ■ **Action and reflection**

**Learning experiences should be meaningful and encourage both action and reflection on the part of the learner.**

Students should be able to identify both reason and purpose for the tasks they are asked to undertake. They should be provided with opportunities to practise and use the target language and they must be encouraged to engage actively in the learning process. This ensures real and purposeful language use.

Language acquisition is facilitated if students have opportunities to reflect on their target language use and the target language use of their peers. Through noticing inconsistencies and differences between their use of the target language and that of other speakers, they are gradually able to integrate additional language features into their existing target language knowledge.



### ■ **Motivation and purpose**

**Learning experiences should be motivating and their purpose clear to the student.**

Students will be challenged and motivated when learning activities satisfy their needs and interests and when they are given the confidence to deal with new and unfamiliar concepts. They should be encouraged and supported to speak and write in unfamiliar contexts and to repeat and experiment with all elements of the target language. The experiences provided should include a broad range of contexts and text types to enable students to extend continually their vocabulary and their knowledge of the target language.

The principal focus of the LOTE learning area is to enable students to develop the skills to communicate in the target language. Students need to see value in acquiring these skills through recognising that they have both immediate and longer-term applications. Learning experiences need to be purposeful and relevant to the student.

### ■ **Inclusivity and difference**

**Learning experiences should respect and accommodate differences between learners.**

It is important to recognise that in every language learning classroom students have a range of preferred learning styles. The language program should accommodate the full range of learning styles, while at the same time encouraging students to adapt and extend these styles to ensure that they have maximum opportunities to achieve all of the outcomes of the learning area: for example, students who prefer to engage with the receptive skills should be encouraged and supported in demonstrating more productive language use. Students who are comfortable in taking risks with their language use may, at times, need to be supported in taking a more reflective approach. At the same time, teachers encourage students to value the various learning styles of their peers.

All students bring prior language skills to the LOTE classroom. In addition, a range of cultural perspectives and different viewpoints will be present within the learning and teaching context. This linguistic and cultural diversity must be valued and should be used to enrich the learning and teaching program.

### ■ **Autonomy and collaboration**

**Learning experiences should encourage students to learn both independently and from others.**

The central purpose of the LOTE learning area is to enable students to interact with other individuals and cultures. Modelling of the target language is a powerful tool and interaction is fundamental to the language acquisition process. Through having opportunities to use language and to negotiate meaning with other target language users, students integrate new knowledge and develop their communication skills.

Classroom interaction patterns must be structured to ensure that there are numerous opportunities, including those provided by communications technology, for students to interact with each other, the teacher and other speakers of the target language. This



will necessitate a focus on small-group work and one-to-one interactions, rather than focusing all students on the same task at the same time.

Teachers should structure the learning and teaching program to incorporate opportunities for students to take responsibility for their own learning. This does not necessarily occur naturally and will require careful planning. Students also need to learn the skills to be successful independent learners and to recognise and acknowledge the rights and obligations of all those involved in the learning and teaching experience. Self-access learning centres provide a bank of text and task types which are the necessary resources for independent learning.

### ■ **Supportive environment**

**The school and classroom setting should be safe and conducive to effective learning.**

It is necessary for learning in LOTE to occur in an environment which provides students with emotional support. This will be evident when the contributions of all students are valued; when differences between students are acknowledged and appreciated; when students feel safe and are prepared to take risks in their language use; and when students are able to interact freely and view the making of errors as a natural part of the language learning process.

It is also necessary for LOTE to occur in an environment which provides students with cognitive support. This will be evident when, for example, students are immersed in a print-and language-rich environment; are encouraged to learn with and from their peers; and are provided with meaningful feedback about their learning.





## ASSESSMENT

Assessment practices inform all teaching and learning practices. Issues such as what evidence should be collected, how to collect it, and how to interpret it need to be addressed and debated widely. Developing a shared meaning for the outcomes will enhance the validity and consistency of judgments about students' learning which should, in turn, improve teaching and learning by enhancing the information upon which both teachers and learners act.

Whether at the level of the classroom, school or system, assessment information should enable judgments to be made about students' progress towards the desired outcomes in a way that is fair and contributes to their continued learning of the target language. Fair assessment is based on criteria which are valid and transparent and applied with consistency and without discrimination. This in turn requires an assessment regime based upon multiple kinds and sources of evidence. Assessment is likely to enhance learning when the criteria are valid and explicit and when the assessment activities are themselves educative.

### ■ **Valid**

**Assessment should provide valid information on the actual ideas, processes, products and values which are expected of students.**

Valid assessment in the LOTE learning area enables students to demonstrate their ability to both make and convey meaning in the target language. Assessment tasks should focus on language use rather than language practice and students must be able to demonstrate cultural understandings, their ability to use language learning strategies and their understanding of the target language system through their receptive and productive language use.

Valid assessment must provide students with opportunities to communicate in real or realistic contexts through a series of complementary rather than isolated tasks.

### ■ **Educative**

**Assessment should make a positive contribution to students' learning.**

Assessment should emerge naturally from the tasks in which students are engaged. For those learning a LOTE, this means ensuring that assessment is encompassed within the regular interactions of the language learning environment; that it is real, contextualised and meaningful; and that it relates to language use rather than language practice.



STUDENT SELF ASSESSMENT FOR ITALIAN (TERM 1)

1. Ask someone their name in Italian... writing
2. Say what my name is... writing
3. Count 1-10 reading by memory
4. Count 11-20 reading by memory
5. Count 21- reading by memory
6. Introduce someone... writing
7. Interrupt someone politely... writing
8. Greet a man: in the morning in the evening in the playground
9. Greet a lady...
10. Say goodbye to someone ... different v
11. Ask someone how they are feeling ...
12. Tell someone how old they are... different v
13. Ask how old I am in Italian...
14. Say thank you ...
15. Tell someone "it's a pleasure"...
16. Place Italy on the world map
17. Name 4 major Italian cities...
18. Make up a simple mathematical sentence
19. Give the answer to a simple maths sentence
20. Answer the telephone in Italian...
21. Sing "Happy Birthday" ...
22. Wish someone a "Happy Birthday" ...
23. Wish someone a "Happy Easter" ...
24. Wish someone to "enjoy their meal"
25. Tell someone to "enjoy their meal"

Assessment must provide students with useful feedback about their language and communication skills. Assessment must be ongoing, continuous and portable, as teachers working within all LOTE planning, teaching and learning contexts need to be able to access reliable information about student progress and the achievement of outcomes.

Language use involves problem solving, thinking, guessing and inferring. Assessment practices must encourage and acknowledge these processes and must accommodate risk taking without penalty.

In LOTE learning, there are many opportunities for students to take an active role in their own assessment and in the assessment of their peers. When criteria are developed for assessment tasks, students should be encouraged to contribute to their formation. Involvement in this process not only allows students to see the basis upon which decisions are made about their language use, but also provides them with opportunities to reflect upon the knowledge and skills involved in different language tasks as well as increasing their overall understanding of what constitutes competent language use.

Students can also provide feedback about the comprehensibility and appropriateness of the language used by their peers. Within the context of oral interaction this may take the form of requests for clarification, modification of input or negotiation of meaning using the target language. In the construction of written texts, students can have a role in revising and editing drafts through a conferencing process. This active involvement of LOTE learners in their own assessment, and in the assessment of their peers, fosters and honours self-directed learning within the LOTE context.

■ **Explicit**

**Assessment criteria should be explicit so that the basis for judgments is clear and public.**

All students of a LOTE need to know how their ability to communicate in the target language is to be assessed. The relative significance, in different assessment contexts, of aspects of language use, such as control of linguistic elements, the ability to make and convey meaning, sociolinguistic appropriateness and intelligibility of pronunciation needs to be communicated to students before assessment. In addition, students require regular feedback about the quality of their language use.



## ■ Fair

Assessment should be demonstrably fair to all students and not discriminate on grounds that are irrelevant to the achievement of the outcome.

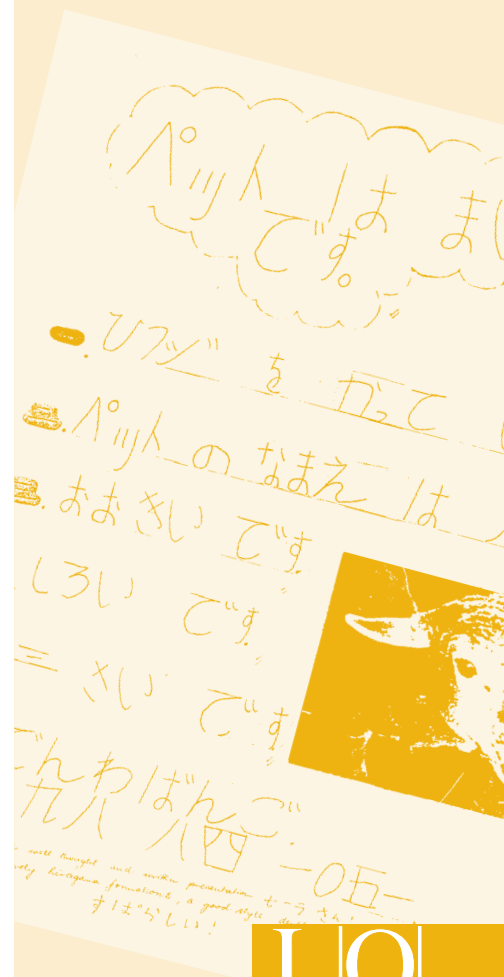
The LOTE learning area requires students to extensively demonstrate their acquisition of oral communication skills through performance. For some students, the need to perform publicly will not provide the best environment in which to demonstrate their skills. Teachers must be sensitive to this issue and to other differences among students. They need to develop assessment procedures which take account of learning styles and learner characteristics. Practices such as organising oral performance in a small group format; devising assessment tasks which are inclusive of the interests of all students; providing opportunities for students to redraft both oral and written language production; allowing students to undertake different tasks at different times; and permitting students, when appropriate, to redo tasks in order to improve performance, will also enrich the language learning environment and enable fair and equitable assessment.

## ■ Comprehensive

Judgments on student progress should be based on multiple kinds and sources of evidence.

Student achievement of the LOTE learning area outcomes are demonstrated through a variety of task types that require students to engage with the different modes of communication in a range of contexts and purposes. All aspects of language use need to be monitored, with particular attention being given to evaluating the extent to which students can really use the target language. Evidence for making judgments about communicating in a LOTE must be wide ranging. Observation of language use, work samples on audiotape or videotape and written language samples collectively provide rich information about student achievement and progress.

Teachers and students should collaborate to establish portfolios which exemplify student progress in the major outcomes. The portfolio should progress with the students through all phases of schooling and be used by teachers to ensure that students have a cumulative and challenging learning and teaching program.



# Links Across the Curriculum

*Links between learning areas are fundamental to an outcomes-focused approach to education. Students are more likely to achieve desired outcomes when they see connections between their various learning experiences and can build on their experiences across learning areas. Making connections across learning areas helps students to appreciate the interconnected nature of human learning and knowledge. In this section, connections are made between the outcomes in the LOTE Learning Area Statement and those in the Overarching Statement and with the knowledge, skills, attitudes and values in the other learning area statements.*

## LINKS TO THE LEARNING OUTCOMES IN THE OVERARCHING STATEMENT

In this section, the Overarching outcomes are listed in order. Under each outcome there is a paragraph which illustrates how the achievement of LOTE Learning Area Statement outcomes contributes to the achievement of Overarching outcomes. The relevant LOTE Learning Area Statement outcomes are indicated in the brackets at the end of the paragraph.

**1**  
*Students use language to understand, develop and communicate ideas and information and interact with others.*

■ All of the outcomes in the LOTE Learning Area Statement may contribute to the achievement of this outcome. The understanding of the system of the target language enables students to further develop and understanding of the structure of Standard Australian English. (Outcomes: direct 4, 5; indirect 1, 2, 3)

**2**  
*Students select, integrate and apply numerical and spatial concepts and techniques.*

■ In the LOTE learning area, students may achieve this outcome through work which involves numerical and spatial concepts being interpreted and applied through the perspective of the target language community. For example, Aboriginal societies perceive people in groups of one, two or more than two. This concept is reflected through language and is significant for students learning Aboriginal languages. (Outcomes: indirect 1, 4 and 5)

**3**  
*Students recognise when and what information is needed, locate and obtain it from a range of sources and evaluate, use and share it with others.*

■ Learning a LOTE requires students to access information from a range of sources which are representative of a variety of target language text types. Students need to locate and select information from authentic texts. Students use strategies to make meaning from these texts and to enhance their ability to communicate. Language use tasks enable students to share this information. (Outcomes: indirect 1,2, 4)

■ Students learning a LOTE are able to access information about a target language using a range of technologies. Students may choose to communicate in the target language using a phone, fax video or e-mail. As their use of these technologies becomes more sophisticated students will adapt their use of technology to suit their purpose and audience. (Outcomes: indirect 1, 2, 3 and 6)

■ In coming to know a LOTE, students reason about patterns, structures and relationships in language, test assumptions about language and think about and use language in different ways. Students also develop their understandings of social patterns within target language communities. (Outcomes: direct 4 and 5; indirect 1, 2, 3 and 6)

■ Effective communication in a LOTE is dependent upon students being able to manipulate their language resource in different contexts and for different purposes. Contextual clues are used to predict meaning. Individual thoughts and ideas are expressed in a context that supports critical thinking, problem solving and decision making. (Outcomes: indirect 3, 4, 5, and 6)

■ The learning of a LOTE may enable students to enhance their understanding of issues pertinent to the physical, biological and technological circumstances of target language communities. Students use these understandings to make informed choices and ethical decisions in the context of their own lives. (Outcomes: indirect 4)

■ By learning a LOTE, students are able to broaden their appreciation of the contribution of various cultural groups to the development of Australian society. This appreciation, together with their language skills and cultural understandings, gives students the potential to be actively involved in the diverse aspects of Australian community life. (Outcomes: direct 4; indirect 5)

■ Students' achievement of the learning outcomes of the LOTE Learning Area Statement will enable them to communicate and interact effectively with speakers of other languages and to access cultures other than their own. They will be better able to contribute within the global community as a result. (Outcomes: direct 1, 2, 3, 4, 5, 6)

■ Through the LOTE learning area students acquire the skills to explore and use the target language creatively. They also develop understandings and skills which enable them to appreciate creative and artistic expressions of target language communities. (Outcomes: indirect 2, 3 and 4)

**4**  
*Students select, use and adapt technologies.*

**5**  
*Students describe and reason about patterns, structures and relationships in order to understand, interpret, justify and make predictions.*

**6**  
*Students visualise consequences, think laterally, recognise opportunity and potential and are prepared to test options.*

**7**  
*Students understand and appreciate the physical, biological and technological world and have the knowledge and skills to make decisions in relation to it.*

**8**  
*Students understand their cultural, geographic and historical contexts and have the knowledge, skills and values necessary for active participation in life in Australia.*

**9**  
*Students interact with people and cultures other than their own and are equipped to contribute to the global community.*

**10**  
*Students participate in creative activity of their own and understand and engage with the artistic, cultural and intellectual work of others.*

11

*Students value and implement practices that promote personal growth and well-being.*

■ By developing their knowledge of target language communities, students have the opportunity to extend their understandings of the different dimensions of personal growth and well-being in a more global sense. (Outcomes: indirect 4)

12

*Students are self-motivated and confident in their approach to learning and are able to work individually and collaboratively.*

■ Learning to communicate effectively in a LOTE demands the use of both individual and collaborative learning strategies. Students need to engage with other target language speakers and develop confidence in exploring language problems and language usage. The self-confidence and skills gained through this process will support the process of student empowerment. (Outcomes: direct 1, 2, 3, 4, 5, 6)

13

*Students recognise that everyone has the right to feel valued and be safe, and, in this regard, understand their rights and obligations and behave responsibly.*

■ The learning of a LOTE will contribute to students understanding their own rights and respecting the rights of all learners within a LOTE teaching and learning context and will enhance their appreciation and understanding of differences between people both within and beyond their own society. (Outcomes: direct 1, 2, 3, 4, 5, 6)

## LINKS WITH OTHER LEARNING AREAS

The LOTE learning area establishes links across the curriculum in two ways:

- by integrating the content of other learning areas into the LOTE learning area; and
- by using languages other than English as the medium for teaching and learning the content of other learning areas.

In the following section, the links between the LOTE learning area and other learning areas are explored by :

- outlining the major aspects of each learning area that are relevant to the LOTE learning area; and
- giving examples of how these links could be reflected in the teaching and learning program.

### The Arts

■ The Arts learning area places emphasis on communicating ideas through creative means and encourages students to take a different view of the world.

These links are made in the LOTE learning area when, for example, students:

- sing songs in the target language (this could also be part of The Arts learning area);
- make masks or puppets (following target language instructions and/or using them for performance in the target language). Masks and puppets could be representative of the target language community, e.g. *wayang* in Indonesian;

- play instruments from the target language community (this could also be part of The Arts learning area);
- perform dances from the target language community (this could also be part of The Arts learning area);
- perform a play in the target language (in The Arts learning area, students could perform a play in translation from the target language);
- use arts and design principles when designing texts in the target language; or
- analyse media texts in the target language.

■ The English learning area places emphasis on developing students' literacy skills, using language in a variety of forms for the purpose of communication.

These links are made in the LOTE learning area when, for example, students:

- compare patterns and structures in English and the target language;
- compare different constructions of text types in English and the target language;
- or
- read texts in translation from the target language culture.

■ The Health and Physical Education learning area places emphasis on developing self-management and interpersonal skills essential for healthy lifestyles and good relationships.

These links are made in the LOTE learning area when, for example, students:

- play active games in the target language;
- perform aerobics and daily fitness in the target language;
- play culture-specific sports, e.g. martial arts, *boules*, *bocce*;
- make statistical comparisons of health issues in target language cultures;
- compare their diet with the diet of students in target language cultures or communities; or
- communicate and negotiate with others.

■ The Mathematics learning area places emphasis on identifying patterns, problem solving and using mathematics in practical situations.

These links are made in the LOTE learning area when, for example, students:

- work with whole numbers, using them to count and order in the target language;
- learn to tell the time in the target language;
- measure playing areas, e.g. a softball diamond, in the target language in preparation for marking them; or
- graph aspects of the target language culture, e.g. population rates.

## English

## Health and Physical Education

## Mathematics

## Science

- The Science learning area places emphasis on developing problem solving and critical thinking skills.

These links are made in the LOTE Learning area when, for example, students:

- complete both language practice and use tasks in the target language which involve the development of concepts through working scientifically;
- discuss scientific discoveries from target language countries; and
- recognise that cultural understandings of the target language community are reflected in the diversity of world views associated with science and scientific knowledge.

## Society and Environment

- The Society and Environment learning area places emphasis on the social and environmental world and cultural heritage, values associated with social justice and the development of effective communication skills.

These links are made in the LOTE learning area when, for example, students:

- compare family structures in their own and the target culture;
- discuss and compare target language community customs and rituals and examine values inherent in them, e.g. birth, coming of age, marriage, death and gender issues; or
- use target culture examples in content areas of Society and Environment, e.g. Aboriginal studies, studies of Asia.

## Technology and Enterprise

- The Technology and Enterprise learning area places emphasis on using a technology process while selecting, organising and manipulating information, systems and materials in order to solve problems or meet needs and wants.

These links are made in the LOTE Learning area when, for example, students:

- use computers for word processing in the target language;
- use the Internet to access target language;
- cook dishes from the target culture (or follow instructions in the target language);
- compare agricultural methods in target language countries; or
- use the target language in workplace contexts, e.g. business and hospitality.