# Languages Other than English Years 4 – 10 Syllabuses


### Nature of the Key Learning Area

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| Languages other than English are a means of communicating across cultures and promoting inter-cultural understanding and competence.Languages prepare learners for meaningful, productive lives in a culturally and linguistically diverse society and global community, and help learners relate positively to the richness of human diversity. This is reflected in Languages other than English programs when students communicate by engaging in purposeful and active use of language in tasks that contribute to students’ understanding of many diverse issues and concepts and that involve negotiation and socialisation with peers. Learning a language other than English also promotes:* **Communication skills** –using process skills and strategies to deploy linguistic features in culturally appropriate ways;
* **Cognitive development** – using an alternative linguistic system to make explicit comparisons between languages means students are better able to solve problems, to think logically and to express themselves with clarity;
* **Appreciation of cultures** –critically appreciating different ways of perceiving and expressing reality gives students a wider perspective from which they might view the world and their place in it.

Years 4 to 10 LOTE Syllabuses are provided for seven priority languages — Chinese, French, German, Indonesian, Italian, Japanese and Korean. The LOTE Years 1 to 3 Curriculum Guidelines complement these syllabuses by assisting teachers to plan second language programs in the early childhood years. |
| The key messages of the syllabusesLanguage learning includes learning to use language as well as learning about language and how to use it. The syllabuses integrate the **what** and the **how** in a holistic view of language, which is realised in a **task-based approach** (Syllabus p8). Tasks engage learners in using real language for real or life-like purposes They are **sequenced** to achieve some central purpose within a context that has relevance for students in terms of their social, school and personal lives. This approach is exemplified in the **sourcebook modules** which reflect a design-down, deliver up design principle. | **Fields of human knowledge and endeavour** offer a framework for organising the potentially infinite range of content of any language program They are:* Personal and community life
* Leisure and recreation
* The natural world
* The built world
* The international world
* The imaginative world (Syllabus p8)

These fields encourage an **embedded program** that involves content based on concepts and topic areas in other key learning areas while allowing for content to be interpreted as appropriate for language learning. Through engagement in tasks with adequate adjustment to the **degree of challenge and support** offered, learners are exposed to language and subject matter in an upwardly spiralling fashion. The fields enable students to consider issues of social and academic interest and accommodate the social contexts within which learners could be expected to use their language other than English. |
| The StrandLearning outcomes of the Languages other than English key learning area are described in the single strand **Communication**. The strand Communication indicates that learning language is a holistic and purposeful undertaking with students engaged in listening and reading, speaking and writing about the world.The strand has two organizers:* **Comprehending** (listening, reading and socio-cultural understanding)
* **Composing** (speaking, writing and socio-cultural understanding)

Emphasizing the comprehending and composing of language provides greater flexibility for core learning. | **Outcomes**The syllabuses provide a framework for planning learning experiences and assessment tasks through which students have the opportunity to demonstrate what they know and can do. In their communication it is expected that students can:* use a range of linguistic features;
* apply process skills and strategies to maintain discourse;
* demonstrate cultural understanding and develop intercultural competence.

The core learning outcomes describe aprogression of **language proficiency** (Syllabus pp14-21). They are presented in order of increasing sophistication and complexity of language task demands. Students progress through the levels according to their **stage of learning**, not necessarily their year level. This acknowledges student mobility across schools and languages and means learning experiences are accessible to all students (Syllabus pp10 & 13). |