
QSCC LOTE - ENVIRONMENTAL SCAN

In the development of this design brief, the writers have completed:

- a search of current national, state and international documents related to LOTE education;
- a review of current literature on second language acquisition, learning research and theory and language syllabus design; and
- consultation with professionals responsible for LOTE education in the range of systems and sectors in Queensland.

Scan of Policy and Curriculum Document

A search was undertaken to identify current national policy and curriculum documents pertinent to LOTE education, as well as those from Queensland, interstate and international sources. The results of the scan, which are outlined in detail below, indicate that there are no existing LOTE syllabuses that could be easily adapted to meet the Queensland context and associated needs. In fact, the scan has identified a significant interest, from other states, in the materials proposed in this design brief.

NATIONAL POLICY DOCUMENTS FOR LOTE*Australia's Language: The Australian Language and Literacy Policy*

This policy reaffirms the importance of the inclusion of LOTE in the curriculum for all learners as delineated in the National Policy on Languages. The Policy set targets for an increase in participation rates of Year 12 learners in LOTE. It also has as a major goal the maintaining and developing of Aboriginal and Torres Strait Islander languages.

Asian Languages and Australia's Economic Future

This report, prepared for the Council of Australian Governments (COAG) on a Proposed National Asian Languages/Studies Strategy for Australian Schools, recommended "that governments endorse a school-based program as the best means of achieving a substantial quantitative and qualitative improvement in Asian languages/cultures education in Australia." Further, it endorsed the 1991 Commonwealth target of 25% of Year 12 students studying a second language, with the target date being extended to 2006. 15% of Year 12 students should study a priority Asian language and 10% other languages. By the target date, 60% of Year 10 students should be studying a priority Asian language.

In 1994 COAG requested education ministers to develop agreed proficiency scales and testing and reporting mechanisms for the four priority Asian languages (Japanese, Chinese (Mandarin), Indonesian and Korean).

The Collaborative Strategy for Education in Languages other than English in Schools

The National Collaborative Strategy for the teaching of languages other than English was developed by the LOTE in Schools subcommittee of the Ministerial Council on Employment, Education and Training and Youth Affairs. Its intention was to identify areas of mutual interest in the area of LOTE teaching, and there is a number of projects which have resulted in recommendations from this strategy. Of interest to the developers of the syllabus for LOTE will be the document outlining curriculum documents from each of the states and the book identifying examples of good practice in schools throughout Australia.

NATIONAL CURRICULUM DOCUMENTS

The national scene for languages other than English encompasses the National Statement and Profile for Australian Schools, the Australian Language Levels (ALL) and language specific National Curriculum Materials for some Asian languages.

National Statement for LOTE in Australian Schools, and A Profile for LOTE in Australian Schools

The National Statement for Languages other than English describes the area of learning as one where learners develop the skills to communicate effectively and appropriately in LOTE for a wide range of purposes and audiences. It further delineates three strands for the learning of LOTE: Oral Interaction, Reading and Responding. The Profile describes outcomes at eight levels for each of these strands and provides a number of pointers for each of the levels.

The adoption by each state of these documents is outlined under the Interstate scan but generally there is no uniform acceptance of them. Some states have used them as the basis for further extrapolation into specific language examples, while others have redesigned them to suit their needs. In Queensland as in some other States no official status has been granted to them and there is still discussion as to their role in curriculum design.

Some teachers have been involved in the trialing of drafts of these materials and on other projects based on the documents. However, the general consensus seems that in their current form they are not useful for the situation in Queensland. While the expanded descriptions of the different levels have elements that could be useful, there is concern that the summative descriptors are too simplistic and do not reflect the complexity of the learning area. Nor do they address the issues and variables already highlighted in this design brief.

Australian Language Levels

The Australian Language Levels (ALL) Guidelines have had a strong influence on LOTE curriculum and teaching in Australia in recent years. The Guidelines provide a model for LOTE curriculum development and delivery, and have been the catalyst for collaborative curriculum development work for Asian languages.

The Guidelines emphasise the stages of language learning which are related to the Age level and Grade levels of learners. They propose eight principles for Effective Learning and Teaching of LOTE which have been further refined in other documents and which are the basis for the principles put forward in this design brief. The Guidelines suggest that while the overarching goal for LOTE learning is communication there are four other goals which play an important part. They are: Socio-cultural, Learning-how-to-learn, Language and Cultural Awareness and General Knowledge. Language is further divided into three uses of language described as Interpersonal, Informational and Aesthetic which translate into six activity types. Although the Guidelines are now several years old they are still relevant to language teaching and learning.

National Curriculum Materials

Curriculum Materials have been produced in Chinese, Indonesian, Japanese, Korean and Vietnamese. The materials have a strong basis in the ALL Guidelines and cover the ALL

Stages of A - B (Early Childhood to Upper Primary beginners), 1 & 2 (Senior Primary, Junior Secondary) and 3 & 4 (Senior Secondary). The Teachers Handbooks have developed Modules which are supplemented by a Teachers Resource Book, a Student Book with Worksheets and Tapes to assist in the implementation of the materials. It is expected that teachers would develop Work Programs based on Units which are developed from the suggested Modules.

QUEENSLAND CURRICULUM DEVELOPMENT

Junior BSSS syllabuses

- 1988 - French, German, Indonesian, Italian, Japanese, Latin
- 1994 - pilot syllabus in Chinese
- 1987 - pre-trial syllabus in Spanish
- 1990 - pre-trial syllabus in Modern Greek

These syllabuses now have no currency, as the Board of Senior Secondary School Studies is responsible only for post-compulsory education. As well, since the widespread introduction of languages in primary school, the Junior syllabuses are no longer as relevant because they were designed for beginners. Nevertheless, in the interim, they continue to inform the teaching of languages in the lower secondary area.

The Board Junior LOTE syllabuses were written to a common framework and were language specific. They covered the years 9 and 10 with a minimum timetabled class time of 150 hours. The general objectives were expressed in terms of the four macroskills of listening, speaking, reading and writing with equal weighting on the skills. From these objectives, criteria for assessment were derived. Standards were described on these criteria in the four macroskills to enable teachers to make judgements of student performance and award levels of achievement on a five point scale at exit from the course. The syllabuses outlined the content of language learning in terms of topics, language functions and grammar.

Department of Education Draft Syllabus and Guidelines and Source Book

Years 6 to 8 (Beginners) Languages Other Than English Syllabus & Guidelines was developed in 1988 and was intended for use by teachers for the development of LOTE programs for beginners in years 6 to 8. It was not language specific, but did allow for the different requirements of various languages. It was also intended for use as a framework from which language-specific syllabuses and guidelines could be developed. The syllabus outlined global aims and objectives for LOTE learning and suggested worthwhile learning activities for learners at this stage of language learning and this age level. The document expanded on the principles for effective learning and teaching of a language other than English giving guidance to teachers on issues such as appropriate curriculum content, appropriate methodology and appropriate assessment and evaluation of a LOTE program. It also contained language specific examples of units of work which could be implemented in schools.

This syllabus and guidelines drew extensively from the *Australian Language Levels (ALL) Guidelines* (1988), the Queensland Education Department's *P-10 Curriculum Framework* (1987) and the *P-10 Language Education Framework* (1989).

Prior to the development of the draft syllabus a non-language specific sourcebook had been published. Under the name of In other Words its intention was to promote the integration of LOTE across the curriculum and presented learning activities and master worksheets that could be used by teachers of LOTE at the 6 to 8 year levels. The LOTE kit materials described below drew on the suggestions made in these documents.

Department of Education Kits A, B and C

- *Chinese, French, German, Indonesian, Italian and Japanese*

The kits were prepared on the premise that learners should be given the opportunity to develop the ability to communicate in another language and gain an appreciation of and respect for the language and cultural experience of others. In the absence of a ratified syllabus, the kits have been used in a pseudo-syllabus capacity.

Each kit contains:

- 16 teacher Instruction Books
- 4 student Activity Books
- 8 audiotapes

Video tapes to supplement and support the other kit materials are contained in the Japanese Stages A, B and C and Chinese Stage A kits.

The kits can form a continuous three year course for upper primary to lower secondary level, but may also be used by teachers simply as a springboard for ideas and to meet the needs of individual learners.

INTERSTATE AND INTERNATIONAL LOTE CURRICULUM DEVELOPMENT

The policies of the respective states with regard to LOTE implementation are outlined in the comments section in the interstate curriculum table included as Appendix A. Information about the frameworks or syllabuses for LOTE are detailed in the structure column. Also included in Appendix A is the scan of LOTE curriculum documents from New Zealand, the United Kingdom, the United States of America and Canada. A few documents from non-Anglo-Saxon environments were considered and they also supported the theories presented in the summaries. However as the context for learning in these countries is considerably different from the context in Queensland it was not deemed appropriate to include them.

IMPLICATIONS OF THE CURRICULUM SCAN FOR CURRICULUM DEVELOPMENT

Recent interstate curriculum development has been informed significantly by the National Statement and Profile and before that, as in Queensland, by the ALL Guidelines. However, there has been inconsistent use of the National Statement by the Australian states with some concern about its lack of a definite philosophical underpinning, especially on the part of New South Wales and Queensland. Several states have seen the need for, at least, further development of the original document, for example, to provide a more explicit philosophical underpinning firmly grounded in second language learning theory and research or for more rigorous and informed development of the level statements and pointers.

In addition, the widespread and formalised teaching and learning of languages in the primary sector is still at an embryonic stage in most states, as well as overseas, hence curriculum materials for the primary sector are only currently being developed. They will then continue into lower secondary to allow for a single cohesive program, albeit one in which the optimum beginning age for LOTE learning is not often addressed explicitly; when it is, it often seems to be influenced by political as much as educational reasons. Embedding the primary LOTE

curriculum in the broader school curriculum is, however, one important development which is shared by increasingly more states and also internationally.

Recent developments in P-10 LOTE curriculum in Queensland, in other Australian states and overseas are valuable in seeding ideas, but in this pioneering area there is much original work still to be done.

Literature Review

To ensure that the views and methods suggested in the design brief are consistent with the latest research and thinking in the field, a range of texts has been reviewed, and key points noted. The texts have offered insight into second language acquisition and learning research and theory, and language syllabus design. The texts are reviewed under those headings, although it will be clear on reading the comments that there is some overlap. The scan on second language acquisition addressed general conditions of and approaches to language learning, and also considered issues of integrating cultures, the nature/components of language competence, the role of form, and the role of strategies in language learning. The readings have formed a starting point for the thinking in the Design Brief and are presented in detail as a summary for the syllabus writers in Appendices B and C.

A synthesis of the main points is given in terms of implications for the syllabus design brief. These points are then expressed as a set of guidelines to inform the syllabus writers. It is recognised that syllabus writers will need to delve further into research and literature as they implement the guidelines at syllabus level.

SECOND LANGUAGE ACQUISITION AND LEARNING RESEARCH AND THEORY - IMPLICATIONS FOR THE SYLLABUS DESIGN BRIEF

Texts that deal with this issue are included in Appendix B.

Theories of second language acquisition / learning draw heavily from understandings of first language acquisition. Current literature rejects the passive interpretations, typical of the transfer theories, of how language is acquired. There is greater promise in the insights offered by views that consider **the learners' active involvement** in the learning / acquisition process and that acknowledge the development of **internal grammars** by learners who engage in interaction, negotiating meaning and attempting comprehensible output based on those grammars. It is not a new insight, but one that always bears consideration, that learning a second language is not only the result of conscious behaviours. It is not possible for a learner to mobilise form consciously within the real time constraints of normal communication. Progress is evident as a result of **spontaneous and subconscious mechanisms** which are activated when learners are engaged in language use. (Littlewood, 1984)

The message for language programs is that learners need opportunity for genuine information exchange, to select their own utterances and to cope with the unpredictable. (Johnstone, 1994) Communicative use becomes the means as well as the goal of language learning.

The **link between language and thinking** cannot be ignored in any language program. If learners are to perceive real need in the language tasks so that they are willing to engage, the engagement must contribute to their construction and reconstruction of knowledge about themselves, events and the world. It should be noted that where there was once considerable cognitive involvement through conscious manipulation of grammatical forms, this is no longer

identified through research as a valid process for language learning / acquisition. To avoid language learning becoming a rather mindless activity (Prabhu in Sadtano, 1991), appropriate challenge needs to be offered through the nature of task offered to learners. **A move to more content based programs can offer this cognitive challenge and ensure that learners are engaged at appropriate cognitive levels for their ages and abilities.**

The view of language and the approach to teaching need to **consider the role of form focused instruction** in the learning process. In this regard it has been noted that a strategy in which pupils are involved for the most part in attempting to comprehend and express meaning, as in natural acquisition, but intersperse this with brief periods of instruction in which they learn and practise rules of grammar, produces better results than one based on natural acquisition alone. (White et al in Johnstone, 1994) More specifically, such focus on form has been shown to speed up the rate of acquisition of language forms and also to result in higher ultimate levels of attainment. (Ellis, 1989) So while a considerable proportion of teacher effort is directed at creating opportunities for language use in a purposeful and natural environment, teaching will also address the specific skills and strategies, and language components required for those communicative interactions.

While most researchers do not currently endorse the natural approach, that learners acquire language simply through exposure to it, a point of interest regarding beginning learners is that they *start* to creatively construct their own systems through comprehension, without necessarily producing language. (Littlewood, 1984) This suggests the possibility of **an increased role for comprehension or receptive activities where learners are called on to respond without production**. This is consistent with the finding that learners who were allowed a silent period at the **initial** phase of their language learning experience were able to produce more fluently and confidently when required to at a later stage. This was dependent on active engagement in listening tasks. (Gary in Ritchie, 1978)

These factors should inform the view of language adopted in the syllabus, and it is recommended that they be expressed as a set of principles which will inform teaching practice and program specification.

COURSE AND SYLLABUS DESIGN - IMPLICATIONS FOR THE SYLLABUS DESIGN BRIEF

The texts dealing with this issue are outlined in Appendix C.

The literature is very clear that a syllabus design which is based on a communicative understanding of language learning as defined in the earlier section, will need to be organised in ways which reflect that understanding. Many of the syllabuses in the last decade have struggled to come to terms with this.

On the one hand is the belief that language learning is a holistic endeavour, while on the other, content is mostly described in terms of inventories of components, which are isolates of the language. All syllabus designers who espouse a language in use, or communicative approach grapple with the need to consider the capacity for communication rather than just the repertoire of communication. Functions and notions required within topics or settings is a common way in which designers attempt to resolve this issue to offer a course based on real usage.

More recent literature, however, suggests the possibilities of task or content as organisational units. Such syllabuses are seen as embodying more truly a focus on the process of using language rather than language as the product. There is, in addition, a greater learner

centredness, in that it is recognised that learners will draw from the learning experiences their own information to form their own internal grammars. For task to have validity as an organisational unit, it is necessary that tasks be based on some understanding of real learner needs. What are the communicative tasks in which learners may find themselves? The answer to this lies in part in an analysis of the social situations relevant for learners. It is also proposed that an analysis of the content in the other key learning areas would indicate the kinds of content and tasks that learners in any given year level are expected to engage in.

An **embedded approach** is suggested as an appropriate model of syllabus development which will ensure a meaningful link with other curricular areas. **This means that the topics and tasks of the language program are based, where appropriate and feasible, on key concepts and ideas in other curricular areas for that year level, while still allowing for a discrete language component, and consideration of the social contexts within which learners may be expected to use their language.** This approach meets the requirements that language be taught through contextualised use and that input be comprehensible. It applies the pedagogical principle that learning should be based on previous experience of the learners and take into account their knowledge of the subject matter. The focus within such a program is not on the content per se, as in immersion, but on tasks which draw on language and content to solve a communication need.

Tasks need to be sequenced. The literature suggests a number of ways that syllabus designers could address this. Some examples include moving from known to unknown information, number of texts and steps involved for any task, open versus closed tasks, number of turns in interaction, and degree of initiative expected.

Some writers suggest that it is inappropriate to be too prescriptive in defining content. This implies that syllabus design should acknowledge the tendency of teachers to rely on a number of sources, other than syllabus, for determining content. Therefore the syllabus should outline a principled base and conceptual framework for determining content. This allows for teacher creativity and flexibility.

Given the insights from reading on second language learning, the syllabus must also allow for some explicit attention to form. To this end, some components of language which will arise for given tasks and content will need to be suggested, and these can serve a checklist role. (Ellis, 1988)

It is also clear that content needs to be organised in such a way that language can be recycled. *“Language regularities do not emerge fully and perfectly formed as a result of an instructional or other experience, but instead form gradually and with an increasing degree of refinement.”* (Krahnke, 1987) This is frequently expressed throughout the literature, and reinforces what teachers know through experience to be true. This recycling - or spiralling of content - is more natural in a syllabus where the language is embedded in tasks, situations or content, and where authentic texts are used. A way to accommodate the need for recycling is to organise content within domains of knowledge, or fields of experience, which are covered each year, albeit in different contexts.

GUIDELINES FOR SYLLABUS DESIGN

The following set of guidelines has been compiled to inform the writing of the syllabus. These guidelines represent a synthesis of the design brief writers' understanding of the main points covered in 2.2.1 and 2.2.2 as they apply to the Queensland context, and in consultation with

officers of the Office of the Queensland School Curriculum Council and the Interim Advisory Committee.

- The program should involve learners in using language to learn about themselves and the world, and to operate effectively within appropriate social contexts in the learners' world. This will ensure that the syllabus achieves real language use for real purposes for school aged learners.
- Fields of knowledge and human experience will be identified, as a way of organising knowledge about the world and one's place in it. Contexts for each field should be covered in each year of the course to ensure spiralling development of language components.
- Other Key Learning Areas will be accessed to determine appropriate and feasible learning contexts within the fields for learners of a given cognitive and maturity level. To this extent, the program will be an embedded one.
- Contexts should allow for learners to experience socio-cultural input from the target culture, recognising at the same time the need for learners to begin with their own cultural background as a departure point in experiencing culturally unfamiliar material. It will also be true that much cultural input will occur through language use itself, and analysis of the ways in which social structure and meaning is encoded in language.
- The chief organisational focus will be activities. (This reflects the move towards task based syllabuses in the literature, while acknowledging the familiarity of the term "activity" through the ALL Guidelines.) As the program will be an embedded one, these activities will draw from main ideas and concepts in all key learning areas as represented in the fields, and recognise the socio-cultural contexts in which learners of any given age and level of maturity could be expected to use the LOTE.
- Activities will be expressed as communication purposes, for which learners need to mobilise their language repertoires and their content knowledge. It is necessary that activities involve learners in critical thinking, even when linguistic demands are simple.
- The syllabus will address the need to focus on form. Linguistic features will be identified, and will be applied as a "second order" organiser. These can only be identified, however, once decisions have been made on the purposes for learners' language use. At that time, syllabus writers should liaise with language specific personnel in identifying what forms learners will need to achieve these purposes and to decide on the linguistic features for each stage. It should be noted that "linguistic features" means more than sentence level grammar, and needs to include textual/discourse features.
- The syllabus will address the role of strategies in learning and communicating, allowing for learners to consciously focus on and utilise these strategies to manage and optimise their own learning, and to mobilise their linguistic repertoires for communication.
- Organisational elements of the syllabus should reflect the areas of competence in effective communication as outlined in the work of Canale and Swain; sociolinguistic competence (socio-cultural appropriacy), grammatical and discourse

competence (linguistic features), and strategic competence (communication skills and strategies).

- Participation in activities, and preparatory learning experiences, will be expressed as objectives for stages of language learning. It is essential for outcome statements to recognise that teacher input does not necessarily equal learner output, and to allow for a range of ways for learners to reflect achievement. This acknowledges the active involvement of learners in drawing differentially on input and determining their own level of achievement.

The writers of the Design Brief have made suggestions in Section 4 on how these guidelines can be realised in the syllabus, particularly in view of the need for multi entry and exit points. A further set of principles to inform classroom implementation of the syllabus is detailed in the following section.

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SECTION 1 : CONTEXT

The purpose of the design brief is to inform the development of Languages other than English (LOTE) syllabuses, sourcebooks and initial inservice materials. In particular, it provides information about:

- rationale of the learning area and the project
- results of an environmental scan
- nature of the learning area
- specifications for materials
- process of development of materials
- evaluation and trial of syllabus materials

2.2.3 GUIDELINES FOR SYLLABUS DESIGN

- The program should involve learners in using language to learn about themselves and the world, and to operate effectively within appropriate social contexts in the learners' world. This will ensure that the syllabus achieves real language use for real purposes for school aged learners.
- Fields of knowledge and human experience will be identified, as a way of organising knowledge about the world and one's place in it. Contexts for each field should be covered in each year of the course to ensure spiralling development of language components.
- Other Key Learning Areas will be accessed to determine appropriate and feasible learning contexts within the fields for learners of a given cognitive and maturity level. To this extent, the program will be an embedded one.
- Contexts should allow for learners to experience socio-cultural input from the target culture, recognising at the same time the need for learners to begin with their own cultural background as a departure point in experiencing culturally unfamiliar material. It will also be true that much cultural input will occur through language use itself, and analysis of the ways in which social structure and meaning is encoded in language.
- The chief organisational focus will be activities and these will draw from main ideas and concepts in all key learning areas as represented in the fields, and recognise the socio-cultural contexts in which learners of any given age and level of maturity could be expected to use the LOTE.
- Activities will be expressed as communication purposes, for which learners need to mobilise their language repertoires and their content knowledge. It is necessary that activities involve learners in critical thinking, even when linguistic demands are simple.
- The syllabus will address the need to focus on form.
- The syllabus will address the role of strategies in learning and communicating, allowing for learners to consciously focus on and utilise these strategies to manage and optimise their own learning, and to mobilise their linguistic repertoires for communication.
- Organisational elements of the syllabus should reflect the areas of competence in effective communication as outlined in (Canale and Swain); sociolinguistic competence (socio-cultural appropriacy), grammatical and discourse competence (linguistic features), and strategic competence (communication skills and strategies).
- Participation in activities, and preparatory learning experiences, will be expressed as objectives for stages of language learning.

SECTION 4 : MATERIALS SPECIFICATIONS

4.1 Syllabus Components

Syllabuses will be developed in the following languages:

French	Japanese
German	Korean
Indonesia	Modern Standard Chinese
Italian	

4.1.1 RATIONALE

- Preparing students for effective participation in life.
- Developing self-identity and identity within family, and local, state, national and global communities and the cultures found within each of these.
- Fostering a life-long desire for learning by valuing learning processes and strategies, openness to new and different ways of knowing, and the views and perspectives of all people(s).

4.1.2 GOALS

The purpose for the learning of a language other than English to be defined in the syllabus will endorse the notion that learners will develop the capacity to *use* another language, respect the language and cultural experiences of others and form a positive attitude toward learning languages other than English.

All students should learn to:

- express and interpret meaning in another language either for their personal development or to share communication with others; and
- achieve a level of cultural understanding demonstrated in language use which enables them to interact flexibly and sensitively with the people of the world.

4.1.3 OBJECTIVES

The objectives of the syllabus will address the contexts and modes in which students will communicate in another language, and how they will use language to access information directly from the culture within which the language is used.

4.1.4 ELEMENTS OF LANGUAGE USE

These elements are grouped under the following organisers:

- Fields and Contexts from other learning areas
- Socio-Cultural knowledge, attitudes and understanding
- Linguistic features
- Communication skills and strategies

4.1.5 STAGES OF LANGUAGE LEARNING

- Each syllabus will recognise that, because of student mobility, learners may begin their learning of a particular LOTE at any year level. It is necessary to cater for this by designating stages of language learning which indicate a progression which is independent of year levels.
- Stages of language learning will be designated as **QStages I, II, III and IV**, or some other nomenclature which is considered appropriate and **which delineates FOUR key stages of language learning**. (The word “stages” is already used in national and state LOTE curriculum materials and has different interpretations. It will need to be clear that the stages identified in the syllabus have a particular meaning in the Queensland context.)
- The four stages will cover the years of schooling from **Years 4 to 10** at approximately **two years per stage** given learners were to follow a continuous program for LOTE. (Therefore it could be the expectation that after seven years of continuous LOTE learning from Years 4 to 10, that an average learner would have completed Stage 4 of language learning. However, in consideration of the fact that some learners will not be able to follow a continuous program in the same LOTE, it is recognised that some learners, who begin a language later than Year 4, could be Stage 1 learners at any year between Years 4 and 10.)

4.1.6 ORGANISATION OF ELEMENTS OF LANGUAGE USE

The following table demonstrates:

- How the syllabus will cater for multi-entrance and exit points.
- What the learners talk about will be determined by their age and the nature of the contexts of other learning areas.
- How they talk about will be determined by their stage of language learning which determines the level of linguistic complexity and the stage of socio-cultural understanding.

STAGES OF LANGUAGE LEARNING					OUTCOME LEVELS
L I N G U I S T I C C O M P L E X I T Y S O C I O C U L T U R A L U N D E R S T A N D I N G				QSTAGE IV	6
					5
					4
			QSTAGE III	QSTAGE III	5
					4
					3
		QSTAGE II	QSTAGE II	QSTAGE II	3
					2
		QSTAGE I	QSTAGE I	QSTAGE I	1
				QSTAGE I	2
				1	
CONTEXT	YEARS 4-5	YEARS 6-7	YEARS 8-9	YEAR 10	

4.1.7 SCOPE AND SEQUENCE

The syllabus will recognise that language learning occurs when:

- learners are involved in real language for real purposes. **Therefore, the syllabus will scope and sequence learning experiences which ensure that learners will be engaged in activities which are appropriate for both their age and stage of linguistic development.**
- Activities are to be designed for learners according to the elements outlined in the following scope and sequence charts which address the fields of communication i.e. what learners will talk about, as well as the language and strategies they will use for communication. These elements have been separated to allow teachers flexibility in designing activities for learners with different levels of language development, but of similar maturity and interest levels.
- The fields of communication are determined by the maturity and age level of the learner, to ensure that learners find the activities relevant and of an appropriate cognitive level.
- The linguistic features and level of socio-cultural knowledge will be based on the stage of language learning, which is linked to the point of entry into the program.
- Learning strategies, on the other hand, will be linked to the cognitive development of the learner and sometimes to the stage of language development. For this reason, these strategies will not be sequenced but presented as a list which learners access cumulatively.

4.1.7.1 Fields and contexts of communication

- Fields which represent areas of learning or experience, will be used in the syllabus as a way of organising content. These allow for the recursive nature of language learning.
- Material is presented repeatedly, but not redundantly, in an upwardly spiralling fashion so that learners are constantly offered opportunities to recycle and expand their repertoires, in new contexts.
- Contexts for each field are based on key concepts and ideas identified in other key learning areas as appropriate for learners of a given maturity and cognitive level.
- The fields will also consider the kinds of issues and social needs that learners of their age would be likely to address and express in the target culture.
- Activities, or communication purposes, are identified within each context. These purposes will reflect the social and informational needs of learners, will promote a degree of higher order thinking / problem solving, and will be realised by language functions.

SCOPE AND SEQUENCE CHART OF FIELDS AND MODULE CONTEXTS

FIELDS	YEAR 4	YEAR 5	YEAR 6	YEAR 7	YEAR 8	YEAR 9	YEAR 10
Personal & community life	ID, family members, relating to others, community services	I'm an individual, Family origins	A day in the life of, yesterday, today	Biographies of famous Australians and Target Culture heroes	My future, being me	Co-existing with family and friends	Making decisions, job interviews
Leisure and recreation	Sport, hobbies Television	Sport, hobbies, Let's party	Hanging out with friends	School camp, family holidays	Sports heroes, pop music	Is it possible to have too much sport?	Travel, tourism
The natural world	Lifecycles	Food chains, Introduced animals	The world and its features	The Australian Outback	Endangered species	Features of the target country/ies	Natural disasters
The world made by people	Local - built landmarks	Settlement in Australia - before and after white settlement	Environmental issues - health	Ancient builders	Environmental issues - traffic, noise, pollution	Inventions	People made disasters
The international world	Eating around the world	People and places - nationalities, Multicultural communities	Penfriends	Communicating by all means	Diversity and tolerance	The media - electronic	The media -print
The imaginative world	Musical fantasy	Folktales	I feel scared when	Legends	Advertising	Have a good read	Poetry, puns and parodies

*Example of how the modules can be translated into units which emphasise specific purposes of language use.

EXAMPLE - CONTEXT SCOPE AND SEQUENCE YEAR 5

FIELD	MODULE CONTEXT	SPECIFIC PURPOSE
Personal and Community Life	. I'm an individual . Famous Australians	(Synthesising tasks which demonstrate a purposeful use of language) . Class book with articles about students in class . Australian of the Year election
Leisure and Recreation	. Let's party . Sports and hobbies	. Host party or special event (Sports and hobbies addressed in class book)
The Natural World	. Food chains . Introduced animals	. Scientific reports on newly introduced species (description, impact on food chain)
The World made by People	. Settlement in Australia	. Documentary showing daily life in past, present day, and future (focus on school life, transport)
The International World	. People and places . Multicultural communities	. Profile of ethnic origins of class members . Multicultural festival
The Imaginative World	. Folktales	. Dramatise a folktale

4.1.7.2 Socio-Cultural Understanding

- Contexts for language use will involve the learner in being aware of cultural norms in both the target culture and the home culture so that the learner understands the importance of roles and relationships when communicating with others.

The following represents a sequence chart for sociocultural understanding which could be relevant at the different stages of language learning.

SCOPE AND SEQUENCE SOCIOCULTURAL UNDERSTANDING

QSTAGE I	QSTAGE II	QSTAGE III	QSTAGE IV
<ul style="list-style-type: none"> • Know about lifestyles of their contemporary age group in the target culture • Identify and imitate culturally appropriate language and gesture when using formulaic language e.g. bowing, handshaking • Understand the different roles ascribed to different members of society 	<ul style="list-style-type: none"> • Know the basic geo-political features of the country • Recognise appropriate social behaviour and the difference between colloquial and formal language • Perceive similarities and differences in lifestyles of own and target cultures 	<ul style="list-style-type: none"> • Know significant aspects of the cultural heritage of the country • Use and understand customs relevant to particular contexts Know when to use appropriate formal language • Use a knowledge of cultural contexts to interpret text 	<ul style="list-style-type: none"> • Understand changes over time in the life-style and contemporary issues in the target country • Demonstrate appropriate cultural behaviour in a range of social contexts • Perceive the link between socio-cultural phenomena and linguistic features

4.1.7.3 Linguistic Features

- Linguistic features will be demonstrated through and represented by the understanding and use of vocabulary, grammatical structure and cohesive devices to express certain language functions.

The chart below indicates some progression in levels of linguistic complexity anticipated for the different stages of language learning. However, these descriptions will not be relevant to all languages.

SCOPE AND SEQUENCE LINGUISTIC FEATURES

QSTAGE I	QSTAGE II	QSTAGE III	QSTAGE IV
<ul style="list-style-type: none"> • Understand specific detail requiring single word/chunk responses • Have the concept of the difference between parts of speech and their role in the language • Use single vocabulary items/chunks and common idioms • Use rehearsed formulaic utterances and set phrases • Use memorised words and phrases limited by narrow familiar contexts 	<ul style="list-style-type: none"> • Demonstrate gist level comprehension of texts based on recognition of connected items. • Recognise aspects of language such as tense changes within a restricted range • Use simple and compound sentences with common conjunctions • Use knowledge of language to adapt and substitute single words and phrases • Beginning to access words and structures from reference materials 	<ul style="list-style-type: none"> • Follow the main thread of continuous passages • Differentiate between and apply the variables associated with different parts of speech • Use complex sentences containing subordination and modification • Improvise and paraphrase • Use a range of vocabulary, structures and time references 	<ul style="list-style-type: none"> • Recognise main and subsidiary points of a text while appreciating some subtleties • Demonstrate control of significant linguistic structures e.g. verb tenses, mood, counters • Demonstrate flexibility in using a variety of linguistic structures • Adapt language to deal with unprepared situations

4.1.7.4 Communication Skills and Strategies

The following skills and strategies which assist learners to communicate be relevant to the age of learners and their stage of cognitive development or may be pertinent to a particular stage of language learning. They are presented here in no predetermined sequence learners will manifest them cumulatively. When teachers place an emphasis on the development of these strategies, LOTE learning makes a significant contribution to the cognitive growth of the learners.

- Interpret gestures, facial expressions and other paralinguistic devices to assist meaning
- Use the context of language use and known language to deduce meaning of unfamiliar language
- Apply knowledge of and about language to unfamiliar contexts
- Convert information from one form to another
- Employ strategies to mimic accurate pronunciation
- Recognise patterns of structures
- Analyse language to establish patterns and structures, and apply these in new situations
- Experiment with language structure and make decisions on accuracy
- Recognise the relationship between the spoken language and the written form of the LOTE
- Use a dictionary appropriately to check on spelling and meaning of words
- Recognise that there is more than one way of saying something
- Use circumlocution or paraphrasing to interpret or convey meaning
- Use strategies to remember new words and expressions
- Devise strategies to assist in remembering new words and structures
- Use strategies to reassemble familiar structures to use in unfamiliar contexts
- Plan and monitor language use to self correct and to overcome communication gaps
- Monitor and assess learning to judge success
- hypothesise and deduce meaning from the content of texts being used
- Take risks to deduce meaning from context
- Employ strategies to seek clarification of the meaning of received language
- Develop strategies to cope with the unpredictable
- Display independence in solving problems involving language use.

4.1.7.5 Considerations in Activity Design

- The purposes of each module will be realised in *real and life like* activities, with some exercises to prepare learners for activities.
- An activity is defined as a piece of meaning focused work, where learners are required to call upon their language resources to meet the needs of a given communicative situation. (Pocket ALL p 23 and Nunan, 1989, p 11)
- While the purposes suggested in the scope and sequence chart of contexts are related to learners' ages and interests, the design of activities will reflect the stage of language learning.

The following indicates the ends of the continuum which will be expanded in the syllabus to indicate a sequence of development of considerations to guide activity design at different stages of learning.

QSTAGE I	→	QSTAGE IV
Input is highly predictable, with heavy reliance on contextual support and prior knowledge.		Input relies more on literacy knowledge and skills and not so much on concrete contextual support to deduce meaning.
Tasks are based on familiar subject matter, expressed with concrete input .		Tasks involve abstract concepts, in fields which are not necessarily familiar, or related to learners' prior experience.
A high level of teacher or other assistance is offered to enable comprehension of input. (Speed of delivery, clues, simplifications ...)		Although input will still be modified, tasks will require learners to comprehend a more natural delivery of input.
Extensive scaffolding of tasks is required.		Tasks are increasingly open ended, requiring freer interaction.
Tasks require learners to respond to input, in predominantly non verbal ways.		Tasks require learners to initiate interaction.
Interaction within tasks is maintained for few turns.		Tasks are typified by more extended discourse, and require continued turn taking.
Cultural content is offered through explicit presentation, with tasks not necessarily being socio-culturally specific.		Most cultural content will be implicit in any input.
Little psycholinguistic processing is required, with input typified by simple sentences.		A higher level of psycholinguistic processing is required due to greater complexity of language input.

4.1.8 LEARNING AND TEACHING STRATEGIES

- The design brief has already implied a recommended methodology when it delineated the eight principles for Effective Teaching and Learning for LOTE. The syllabus will provide examples of good practice which are based on these principles and which will assist teachers in the implementation of the program.

4.1.9 EVALUATION, ASSESSMENT AND REPORTING

- The syllabus will provide information on the evaluation of the teaching and learning processes in terms of stage indicators which will determine the future direction for programs.
- Information on the assessment of learners will be included. These will refer to the types of tasks which would be suitable, the contexts for such tasks and descriptions of expected learner achievement. These tasks will cover the four key stages and will draw examples from the different fields.
- Examples of school reporting procedures will be included. These will refer to the aspects of learning which might be included in a learner profile and the types of comments that would be appropriate for such reporting.

4.1.10. LEARNING OUTCOMES

- Participation in the language learning program will lead to learning outcomes for all students.
- The learning outcomes relate to the goals of the program and will, therefore, be manifested in socio-culturally appropriate language behaviours in carrying out communicative tasks.
- The overriding emphasis will be on global performance, with knowledge of structures, vocabulary and other linguistic features of interest only to the degree that they contribute to this overall performance.
- While language input will be determined by stages of language learning, it is acknowledged that learners will achieve in different ways and at different rates.
- Time on task, the contexts of learning, and individual characteristics could all contribute to differences in outcomes.
- The range of possible outcomes will be expressed as six levels of learning outcomes.

The possible relationship between performance at the end of stages and levels is outlined below:

QSTAGE I	Levels 1 & 2
QSTAGE II	Levels 2, 3 and 4
QSTAGE III	Levels 3, 4 and 5
QSTAGE IV	Levels 4, 5 and 6

It is possible that students will demonstrate performance at different levels for each of the macroskills.

4.1.10.1 Level descriptions

Level descriptions will relate to each of the macroskills:

- **Listening,**
- **Speaking,**
- **Reading and**
- **Writing.**

It is anticipated that the descriptors for the macroskills will draw on

- the expert knowledge of teachers working with learners' demonstrated standards of performance,
- and materials which are available nationally, internationally and locally.

Examples of the types of descriptions that could be used for identifying performance in each of the macroskills.

LISTENING

- understand simple, highly predictable utterances in areas of immediate need
- identify and respond to isolated words
- understand slow and carefully articulated speech
- short simple utterances are readily understood
- understand isolated words and phrases in native speaker conversations
- beginning to use stress, intonation to determine the intention and attitude of speaker
- participate effectively in formal and informal conversations
- can perceive beyond surface meaning to recognise attitudes, emotions and sarcasm
- recognise different points of view
- follow the broad train of events in a drama, news bulletins
- follow extended lines of argument or complex discourse
- understand humour, innuendo, cultural references.

SPEAKING

- use a limited range of short, well-rehearsed, memorised utterances in areas of immediate need
 - utterances are uninflected (consisting of no more than noun, verb, and basic modifier)
 - simple linking words are used
 - beginning to substitute items of vocabulary in memorised language to vary questions or statements
 - can make simple transactions with some precision in the information
 - simple details are conveyed using circumlocution and hesitation because of a limited vocabulary range
 - use knowledge of language to adapt and substitute single words and phrases
 - can cope with less routine situations
 - attempt to link ideas
 - begin to improvise and paraphrase
 - establish and maintain normal social relationships
 - initiate and develop/sustain conversations
 - give and justify opinions on matters of personal and topical interest
- precise meanings are conveyed by means of reasonably complex sentences, wide range of adverbial phrases or other modification devices.

READING

-
- can match sound to print, read aloud single familiar words and phrases in standard typescript or clear handwriting
 - understands a limited range of words and short phrases in a familiar / well rehearsed context
 - recognise genre of high context materials
 - understand basic information/ can locate simple specific information in short simple sentences, memorised forms, high frequency signs
 - understand the message in short simple texts printed or clearly written, with familiar language on familiar topics, relating to very familiar situations such as routine events or straightforward instructions
 - beginning to read independently and to use context to deduce meaning of unfamiliar language
 - identify and note main points, linguistic and cultural features of familiar text types: short stories, factual / straightforward / everyday texts
 - identify main points and some details in familiar language in unfamiliar contexts and beginning to read independently and
 - identify main and supporting ideas or sequence of events
 - extract specific information in a variety of text types/ range of material such as information leaflets, letters, articles
 - identify socially and culturally important features
 - recognise attitudes and emotions
 - identify past, present and future events
 - beginning to access a range of imaginative and factual texts such as newspaper extracts, routine/uncomplicated business letters, databases, magazine stories, articles, books.

WRITING

- copy limited/range of short isolated/single familiar words and memorised phrases
- label items
- copy familiar short phrases and select appropriate words to complete meaning
- imitate and adapt items and contribute to production of such text types as wall stories, class books and posters
- write or word process simple signs, instructions, set phrases and two or three related short sentences/ short series of simple sentences on familiar topics such as conveying personal information
- write short simple texts/ individual paragraphs of a few linked sentences based on known language and familiar situations
- substitute words and set phrases to use or adapt a model imaginatively for personal and social purposes
- write two or more linked paragraphs to write simple letters and reports
- begin to apply basic elements of grammar in new contexts and link sentences and paragraphs

- write varying lengths of text with some evidence of spontaneity and cohesion
- choose register appropriate to/vary language to suit purpose, audience and context for writing
- write complex sentences and structure ideas adapting known language to own purpose
- edit and redraft texts effectively using knowledge of important conventions of TL
- have control over informal and formal styles of writing/all written forms for practical and social purposes on real and imaginary subjects in forms such as a diary, letters, notes, email, booking accommodation
- write to entertain and express opinions with a high degree of fluency, accuracy and appropriateness.

4.1.11 CORE

- The determination of “core” for each of the LOTE syllabuses is based on the assumption that children will be engaged continuously in the same LOTE learning from Years 4 through 10.
- Based on this assumption, “core” is considered to be the attainment of Level 4 outcomes. These outcomes, which will be described in the relevant section of each syllabus, are achievable if students complete Q Stage III.

4.1.12 INDICATIVE TIME ALLOCATIONS

- “Core” outcomes of the syllabuses (that is - the attainment of Level 4 outcomes in two or more of the macro-skills) will be developed around the indicative time allocations endorsed by the former Queensland Curriculum Council for the purposes of syllabus development. These indicative time allocations for LOTE are as follows:
 - 90 minutes per week - Years 4 to 7;
 - 180 hours (total) - Years 8 to 10.

4.1.13 LEARNING CONTEXTS

The syllabuses will contain a section which provides advice on learning contexts. These contexts are outlined below.

- **distance learning**
- **immersion** where learners are given the opportunity to learn other curriculum areas such as Mathematics, Science and Studies of Society and Environment in the LOTE.
- **multi-age groupings or vertical timetables. physical or intellectual impairment**
- **difficulty in learning.**
- **indigenous languages**, and there will be a need for syllabus documents to comment on the relationship between Aboriginal and Torres Strait Islander languages and the LOTE program.

4.1.14 SUGGESTIONS FOR SCHOOL PROGRAMS AND PLANNING**FIELD: THE NATURAL WORLD YEAR 7 STAGE II FRENCH****MODULE CONTEXT: THE AUSTRALIAN BUSH**

Specific Language Purpose Learners prepare a survival strategy/guidelines for overseas visitors to the Australian bush. (Products/conclusions of the module could be sent to a sister school in France.)

Objective To prepare a demonstration in French (talk/manual) on aspects of preparation necessary to ensure that one can cope with being out of one's normal environment

Units *Select appropriate clothing for bush setting*

Construct a bush shelter

Food to survive

Follow an orienteering map

SAMPLE UNIT - FOOD TO SURVIVE

ACTIVITY	SOCIO-CULTURAL	LINGUISTIC	LANGUAGE
ORIENTATING: <ul style="list-style-type: none"> Survey student eating habits in a day Suggest what they could not eat if they were in the bush Unpack a typical rations pack and describe items Model preparation of a food item 	<ul style="list-style-type: none"> Consider expectations of French tourists on food basics. (Is there a recipe which they would enjoy?) Comparison of foodstuffs available for taking away on camp 	<ul style="list-style-type: none"> Give and follow instructions Adjectival complements Asking for confirmation 	<ul style="list-style-type: none"> Coupez, melanger, faire cuire, C'est bon, délicieux Comme ci?
ENHANCING: <ul style="list-style-type: none"> Classify food as healthy or unhealthy, convenient/inconvenient, heavy/light Pack a ration pack and say why Prepare camp food e.g. muesli bar (Activity 4, Science Bk 122) Read recipes from target culture to determine suitability as "bush food" - apply criteria. Use catalogues to determine possibility of obtaining food in target country Reorder the steps in a recipe Exercises for vocabulary retention and structure focus from the bank of exercises provided. e.g. memory, bingo, information gap activities, card games etc. 	STRATEGIES /SKILLS <ul style="list-style-type: none"> Use the context of language use to deduce meaning of unfamiliar language 	<ul style="list-style-type: none"> Adjectives Sequence language 	<ul style="list-style-type: none"> bon, mauvais Et puis
SYNTHESISING: <ul style="list-style-type: none"> Make up a recipe for food in the bush and present as if appearing on the Bush Tucker Show Prepare guidelines on food needed for an expedition to the bush. 	<ul style="list-style-type: none"> Use a dictionary appropriately to check spelling and meaning of words 		

4.1.14.1 Sequencing

Sequencing will occur from stage to stage so that there is an organised progression each year indicating a building on prior learning and an advancement of learning.

4.2 Sourcebook Materials

Sourcebook materials will be based on the Scope and Sequence charts and will be language specific. The format for these materials will be CD ROM and will include the following features:

- Units of work for each year level, integrating the key learning areas, and appropriate for the Stage of the learners*
- Language specific references to indicate expectations with respect to teacher input and learner output
- Teaching resources for LOTE teachers in the form of printable black line masters for worksheets and materials for learning exercises
- Examples of dialogues or other spoken texts which can be used by the teacher as a model or for direct use with the class
- Examples of realia downloaded from the Internet which is not subject to copyright
- Addresses on the Internet for specific realia
- References to cultural resources for mainstream classroom teachers in the primary years

4.3 Initial Inservice Package

The purposes of the package are as follows:

- introduce and familiarise teachers with the LOTE syllabuses
- highlight for teachers the requirements of the syllabuses with respect to the development of programs of LOTE learning
- assist teachers in the planning of programs which are based on the syllabus and recognise multi-entry/exit levels
- model the process of unit planning used in the source materials to enable teachers to develop units appropriate to their teaching context
- explore with teachers the implications of the philosophical underpinnings of the principles of effective LOTE teaching and learning
- assist in the reinforcement of best teaching practice with the aim of improving student outcomes in schools
- provide guidelines for assessment practice
- give a range of assessment techniques and recording tools which could be used in schools
- ensure parent and community awareness of and participation in the implementation and evaluation of the LOTE curriculum.

5.2 Overview of Timelines

ACTIVITY	1996	1997	1998	1999
Design Brief				
Syllabus Development				
Sourcebooks				
Initial Inservice Materials				
Trial/Pilot				
Evaluation of Trial/Pilot				
Preparation for Publication				
Publication and distribution				