

Languages Other Than English (LOTE) Pathway 2

Ω Non-Roman alphabetical languages

In LOTE Pathway 2 (Non-Roman alphabetical languages), standards for assessing and reporting on student achievement are introduced at Level 4. The learning focus statements for Levels 1, 2 and 3 provide advice about learning experiences that will assist students to work towards the achievement of the standards at Level 4. Progression points are available in four language categories: Roman alphabetical, Non–Roman alphabetical, Character language and Sign language.

LOTE Pathway 2 (Non-Roman alphabetical languages) – Progressing towards Level 5

Progression Point 4.25

At 4.25, the work of a student progressing towards the standard at Level 5 demonstrates, for example:

Communicating in a language other than English

- comprehension of familiar spoken items and factual information discriminating between questions and statements
- appropriate use of greetings and responses in daily routines, using key expressions based on modelled language and with awareness of culturally specific gestures
- comprehension of basic written information, and designation of sounds to symbols
- short written sentences showing familiarity with the target language script

Intercultural knowledge and language awareness

- awareness of some aspects of the culture of speakers of the target language
- knowledge of the target language, its speakers and where the language is spoken

Progression Point 4.5

At 4.5, the work of a student progressing towards the standard at Level 5 demonstrates, for example:

Communicating in a language other than English

- comprehension and recall of basic spoken personal information on set topics
- accurate reproduction of modelled language in structured oral exchanges or short role-plays using appropriate register
- comprehension of the gist of short, simple written texts and modified sentences
- manipulation of writing adapted from modelled sentences, showing familiarity with the target language script and matching the sounds to the letters

Intercultural knowledge and language awareness

- participation in simple intercultural role-plays and contribution to the cultural ambience in the classroom; for example, contributing pictures and realia to promote cultural perspectives

Progression Point 4.75

At 4.75, the work of a student progressing towards the standard at Level 5 demonstrates, for example:

Communicating in a language other than English

- understanding of basic spoken information on less familiar topics
- participation in spoken languages about daily routines, using appropriate pronunciation, tone, intonation and culturally specific gestures
- comprehension of short simplified texts, when read both silently and aloud
- short written sentences expressing personal information, showing accurate use of grammar

Intercultural knowledge and language awareness

- interaction with speakers of the target language to gain an understanding of diverse views and beliefs
- awareness of linguistic features that serve specific purposes; for example, words with a common stem and verb terms

Progression Point 4.25

At 4.25, the work of a student progressing towards the standard at Level 5 demonstrates, for example:

- comparison of words and concepts in English and in the target language; for example, gender, word order

Progression Point 4.5

At 4.5, the work of a student progressing towards the standard at Level 5 demonstrates, for example:

- reflection on their language learning through the use and sharing of effective strategies
- knowledge of register and structure in the target language; for example, nouns, verbs and adjectives

Progression Point 4.75

At 4.75, the work of a student progressing towards the standard at Level 5 demonstrates, for example:

LOTE Pathway 2 – Level 5**Communicating in a language other than English**

At Pathway 2 Level 5, students introduce themselves, greet and farewell others using the appropriate register and reproduce modelled use of language. They exchange simple information on topics such as daily routines and aspects of their world. They talk about themselves in response to questions, and ask questions in response. Students manipulate modelled language. They read or listen to passages and extract basic factual information on defined topics.

Students demonstrate effective sound discrimination. In tone languages, students discern all the tone patterns in slowed speech.

Students describe and use culturally-specific gestures and body language. They show awareness of the language requirements of a range of specific situations related to a given topic, and adapt language and gesture appropriately for the role, audience and purpose of the discourse. They acquire and use new information and language, and recycle previously learnt language skills and knowledge in new contexts.

Students explore word meanings, word associations, cognates, and so on, and apply this knowledge to their own work.

Ω Students describe the different writing system and write letters, words and short sentences. They read short passages for meaning. They practise reading aloud and attempt to apply knowledge of a range of accent markers and punctuation in a variety of contexts. They express themselves through writing, in print and electronic form, by generating original sentences which may be linked to form paragraphs.

Standards relevant to each of the other three language categories are available in LOTE Pathway 2 Level 5.



Intercultural knowledge and language awareness

Students demonstrate skills and knowledge in this dimension by the choices they make in formulating their response to, or use of, the language.

At Pathway 2 Level 5, students actively contribute to the establishment of a physical and language environment in the classroom that reflects the language and culture. They select, interpret and present knowledge about the language, its speakers, and countries where it is spoken.

Students demonstrate understanding of aspects of interpretation and translation by using appropriate language and levels of respect in different circumstances, thus reflecting the relationship between the speakers of the language.

They interact with a variety of speakers of the language, possibly from different countries and communities, including Australia, to gain understanding of diverse views and beliefs within and between these communities.

Students express their own views and values in relation to simple scenarios or propositions.

LOTE Pathway 2 (Non-Roman alphabetical languages) – Progressing towards Level 6

Progression Point 5.25

At 5.25, the work of a student progressing towards the standard at Level 6 demonstrates, for example:

Communicating in a language other than English

- comprehension and recall of factual and non-factual items from spoken texts on defined topics
- extension and manipulation of modelled language, using appropriate pronunciation, tone and intonation
- comprehension of short, modified written texts, with unfamiliar words often interpreted through linguistic and contextual clues
- limited self correction of grammar in short written texts with clear sequencing based on models

Intercultural knowledge and language awareness

- understanding of a range of perspectives held by speakers of a language in different settings, through interaction with the LOTE-speaking community
- understanding of language as a complex system and how cultural influences affect the way people behave and use language
- awareness of language rules applied to, and patterns found in, speech and writing in the target language; for example, formal/informal address and register

Progression Point 5.5

At 5.5, the work of a student progressing towards the standard at Level 6 demonstrates, for example:

Communicating in a language other than English

- comprehension of key ideas and supporting detail on known topics, with prediction of relevant points through contextual, aural and visual clues
- oral interaction, imitating, maintaining and concluding conversations, and using key grammar, accurate pronunciation, tone and intonation
- understanding of the main ideas in a range of simple written texts, and selection and use of relevant information in new contexts
- simple writing in linked paragraphs and in different text types, showing awareness of audience, context and purpose

Intercultural knowledge and language awareness

- awareness of language varying according to context; for example, the linguistic differences between written and oral language, as in a report
- reflection on, and testing of, their understanding of language as a complex system
- awareness of language rules applied to, and patterns found in, speech and writing in everyday situations; for example, formulaic expressions

Progression Point 5.75

At 5.75, the work of a student progressing towards the standard at Level 6 demonstrates, for example:

Communicating in a language other than English

- comprehension, selection and processing of relevant information when listening to factual texts through reorganising, summarising and explaining
- participation in structured exchanges on less familiar topics, using appropriate language structure, pronunciation and intonation
- reading with fluency and comprehension of a range of texts, selecting and extracting information for use in new contexts
- original writing in sequentially linked paragraphs, using accurate language and appropriate text types and styles

Intercultural knowledge and language awareness

- context-sensitive language use, recognising similarities and differences in ideas and values in a variety of cultural situations
- use of appropriate language and mannerisms in a range of cultural settings
- knowledge of the ways rules can be applied and transferred to other cultural settings; for example, use of titles and ways of addressing seniors

LOTE Pathway 2 – Level 6**Communicating in a language other than English**

At Pathway 2 Level 6, students recall most of the main ideas, objects and details presented in a topic. They reproduce the main features of grammar in the language and identify differences with English and other languages. They identify ways in which intentions and ideas are expressed in different languages.

Students identify relevant information and ideas from spoken texts. They discriminate and use appropriate pronunciation, tone, intonation and metre. Students use a range of strategies to assist in listening comprehension. They participate in interactions related to a specific topic and recycle language to express information and impressions effectively in oral interactions.

Students demonstrate awareness of the language requirements of a range of situations associated with the topics being studied, and adapt language and gesture appropriately for the role, audience and purpose of the interaction. Students communicate information in translation and interpretation activities, demonstrating careful consideration of the needs of the listener or reader, and sensitivity to cultural aspects (similarity and differences in meaning and intent).

Students read texts and identify and extract main ideas and detailed information for use in new contexts. For a particular text, they identify characteristics of the writing style in relation to the audience/s and purpose/s.

Students create simple original text for specific audiences and purposes. They use appropriate script and accurate language related to the topic. They create draft materials in writing and locate information in the language from a variety of sources.

Ω Students read short passages for meaning, silently and aloud. They read short selected passages with fluency. They apply their knowledge of a range of accent markers and punctuation in both reading and writing. They express themselves in extended passages and linked paragraphs related to specific text types in print and electronic form.

Standards relevant to each of the other three language categories are available in LOTE Pathway 2 Level 6.



Intercultural knowledge and language awareness

Students demonstrate skills and knowledge in this dimension by the choices they make in formulating their response to, or use of, the language.

At Pathway 2 Level 6, students generate their own applications for their language knowledge and skills in a range of realistic situations. They demonstrate understanding of cultural influences on the ways people behave and use language, through approximating accurate and context-sensitive language use. They use illustrative examples in the language to explain the differences and similarities between languages.

Through reflection, drafting, questioning linguistic relationships, observations and hypothesising, students demonstrate an understanding that language is a complex system. They test the validity of their understanding by referring to other speakers of the language, by research and by observation.

Students contribute to discussions about the general concept of culture, and the relation of cultures to each other, including the effects of migration and travel, by presenting illustrative examples in the language. They identify general cultural patterns that flow across specific settings and times. They identify nuances in meaning, and demonstrate awareness of the dynamic nature of language through the language and mannerisms they use in interactions in a range of cultural settings.

In the language, students describe some of their present personal values and opinions, and compare them with previously held views.

LOTE Pathway 2 (Non-Roman alphabetical languages) – Progressing beyond Level 6
Progression Point 6.25

At 6.25, the work of a student progressing beyond the standard at Level 6 demonstrates, for example:

Communicating in a language other than English

- recall of key points and details from spoken texts through listening, summarising, reproducing and explaining
- extension of spoken interactions on specific topics through the expression of personal opinions and ideas
- reading of selected texts and extraction of the main ideas
- use of the basic characteristics of different text types and styles of writing to create a range of texts

Intercultural knowledge and language awareness

- exploration of intercultural perspectives to create language products
- understanding of language as a complex system of communication
- use of appropriate language and mannerisms, and awareness of cultural protocols in interactions with local language communities

Progression Point 6.5

At 6.5, the work of a student progressing beyond the standard at Level 6 demonstrates, for example:

Communicating in a language other than English

- comprehension of ideas and opinions when evaluating factual and non-factual spoken texts and responding to questions
- maintenance of an extended interaction with another speaker in the target language
- understanding a range OF strategies used to extract specific information from written sources
- use of the conventions of a variety of text types, and analysis of associated styles in their writing; for example, informative style in articles, or imaginative style in stories

Intercultural knowledge and language awareness

- exploration of intercultural perspectives to present information that has been modified for different audiences
- awareness of the dynamic nature of language, varying their language use in a range of cultural settings
- use of appropriate language and mannerisms, and acknowledgment of cultural beliefs, through communication with local language communities

Progression Point 6.75

At 6.75, the work of a student progressing beyond the standard at Level 6 demonstrates, for example:

Communicating in a language other than English

- understanding of key points and supporting details when analysing spoken texts
- initiation, maintenance and closure of oral interactions, using appropriate tone, intonation and accurate language
- reading of texts, understanding their purpose and extracting information for summary or evaluation
- use of strategies to reorganise information in new contexts and in different styles of writing for specific audiences and purposes

Intercultural knowledge and language awareness

- exploration of intercultural perspectives to translate and/or interpret activities, clarifying culturally unique concepts
- awareness of the dynamic nature of language through translations that reflect an understanding that cultural and linguistic differences often prevent literal translation between English and the target language
- awareness of cultural norms and perspectives through communication with the LOTE-speaking communities in Australia and overseas