

## Languages Other Than English (LOTE) Pathway 2

### A Roman alphabetical languages

In LOTE Pathway 2 (Roman alphabetical languages), standards for assessing and reporting on student achievement are introduced at Level 5. The Pathway 1 Level 4 standard in the *Intellectual and language awareness* dimension is assumed as students commence the learning associated with Pathway 2 Level 5. Progression points are available in four language categories: Roman alphabetical, Non-Roman alphabetical, Character and Sign language.

### LOTE Pathway 2 (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 limited personal and factual information on familiar topics, discriminating between questions and statements when listening
- repetition of modelled language, providing simple information on known topics and using the model to correct pronunciation and tone
- comprehension of the main ideas in simple modified written texts, showing basic knowledge of sound–letter correspondence and appropriate intonation when reading aloud
- use of familiar structures to convey information, often by manipulation or substitution of text, in simple sentences in print and electronic form

#### 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 of everyday personal or factual information on defined topics, showing familiarity with the language and obvious cognates when listening
- accurate reproduction of modelled language in structured exchanges, recycling language for new situations using appropriate register and gesture
- comprehension of the gist and main ideas in familiar modified written texts, with generally correct pronunciation, intonation and phrasing when reading aloud
- use of familiar structures within a series of linked sentences to convey information for a given purpose

#### 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

- comprehension of personal and factual information on defined topics when listening
- simple manipulation of modelled language, recycling previously learnt language and using appropriate pronunciation, intonation and phrasing
- comprehension of the gist and main ideas in extended modified written texts, using the context to understand unfamiliar words
- use of key grammar to convey accurate personal and factual information on given topics in paragraphs based on models

**Progression Point 4.25**

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

**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
- 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:*

**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
- 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:*

**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 tenses

**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.

- A Students identify similar letters that sound different in the language. They read a range of short, and sometimes modified, texts for meaning. They read aloud and attempt to apply knowledge of pronunciation, punctuation, tone and letter–sound variations in particular contexts. They express themselves through writing in sentences and paragraphs in print and electronic form.

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 (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**

- recall of the gist of spoken texts through oral responses to questions, and the ordering and presentation of information in a given format such as a diagram, graph or chart
- manipulation of modelled language to exchange information on specific topics, using appropriate register and cultural gestures
- comprehension of the gist and main ideas in extended modified written texts, with unfamiliar words generally correctly interpreted through contextual and linguistic clues
- limited self-correction of grammar, accents and tone markers in short, linked paragraphs based on models written in a variety of text types

**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, and prediction of relevant points from aural and visual cues signalling the intention/s of the speaker
- oral participation in structured exchanges, initiating and maintaining simple conversations on defined topics, using key grammar and generally appropriate pronunciation, tone and intonation
- understanding of the main ideas in a range of short modified texts through confident reading, both silently and aloud
- awareness of audience, context and purpose evident in simple, generally accurate and connected text, written in a variety of text types

**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**

- use of listening strategies to select, process and evaluate relevant information and opinions in spoken texts
- manipulation of modelled language in open-ended oral activities on defined topics, using culturally appropriate pronunciation, intonation, phrasing and gestures
- reading of a range of texts, selecting and extracting information for use in new contexts
- use of cohesive devices to provide structural coherence in expanding the content of original texts, showing understanding of style for audience, context and purpose

**Progression Point 5.25**

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

**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:*

**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:*

**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.

A Students read selected texts with fluency, both silently and aloud. They write and edit in the language in print and electronic form. They identify and use appropriate accent markers and punctuation. They write in linked paragraphs and produce extended text.

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 (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**

- confident recall of the main ideas and details from spoken texts through summarising, reproducing and explaining the content aloud or in writing
- spontaneous participation in exchanges on familiar everyday topics, using generally accurate grammar, pronunciation, tone, intonation, appropriate register and culturally specific gestures
- comprehension of a range of modified and authentic written texts, with use, when necessary, of resources for deciphering unknown words or tenses
- experimentation with models and styles of writing, including imaginative texts, for specific audiences and purposes, to create expanded texts with coherent development of ideas

**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 key facts and opinions in both familiar and unfamiliar language when it is spoken at a moderate pace
- participation in conversations, clarifying and evaluating ideas and opinions, using generally accurate structures in well-sequenced and balanced language
- reading, for research purposes, of a broad range of texts to gather information for new contexts, showing understanding of purpose and underlying meaning
- experimentation with models and styles of writing, including personal, imaginative and informational texts, for specific audiences and purposes, using comparison and contrast to elaborate information

**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

**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**

- comprehension and assimilation of key facts and opinions expressed in the target language when it is spoken at a consistent speed
- participation in unstructured conversations, expressing opinions and expanding ideas in generally accurate, logical language
- reading, and analysis, of a broad range of texts, selecting, analysing and evaluating relevant information for reuse in new contexts
- creative written texts in a variety of styles, expressing ideas and information logically, with structural coherence and accurate use of tenses, key grammar, accents and tone markers

**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

**Progression Point 6.25**

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

**Progression Point 6.5**

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

- 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:*

- awareness of cultural norms and perspectives through communication with the LOTE-speaking communities in Australia and overseas