

Languages Other Than English Policy

Rationale

The goals of education in Languages Other than English (LOTE) at St Elizabeth's Parish School reflect and develop the goals of education as expressed in the school's Vision Statement. The ability to use a language other than English and move between all cultures, particularly those of Asia, is important for our students as we promote and support them to full participation in the modern world, especially in the context of increasing globalisation and Australia's cultural diversity.

Learning in the LOTE Domain provides our students with the opportunity for firsthand experience of another linguistic system and culture, thus promoting a deeper understanding and awareness of one's own language and culture and that of others.

Curriculum Aims

Learning a language offers students the opportunity to:

- use the language to communicate with its speakers
- understand how language operates as a system and, through comparison, how other languages, including English, are structured and function
- develop speaking skills in a language other than the student's own
- gain direct insights into the culture or cultures which give the language its life and meaning
- consider their own culture, and compare it with the cultures of countries and communities where the language is spoken
- support students from cultural groups to develop confidence in, and maintain an appreciation of, their cultural identity
- understand and embrace cultural diversity
- broaden students horizons by introducing them to a wider understanding of the international community
- add to their general knowledge
- enhance their vocational prospects.

Program Structure

The LOTE Program at St Elizabeth's School is structured to ensure a balance of learning in the following areas;

Communication

Students learn to communicate in the target language for many purposes and in many contexts; they are able to extend their social contacts, and have direct access to knowledge, ideas and information written or spoken in the target language.

Sociocultural understanding

In learning to use the language effectively, students develop an understanding of the cultural contexts in which the language is used, as well as the shared meanings, values and practices of the community as embodied in that language. They learn, for example, about the ways in which speakers change the language they use in different contexts and the vital role which elements, such as gesture play in communication. Through comparison with their own language and culture, students learn that there are many ways of viewing the world.

Language awareness

Students develop an understanding of the way language works (its structure, the role it plays, and its effects), that they can apply to other languages, including English.

General knowledge

While learning an additional language, students gain knowledge of, and make connections across, a range of concepts drawn from other key learning areas.

All students in Level 3 and 4 and those invited from Level 2, participate in a formal LOTE program on a weekly basis facilitated by a specialist teacher. This is based on a 60 minute lesson per week.

Where possible and appropriate links are made between the LOTE program and the inquiry based term topic.

Assessment

Informed by Victorian Essential Learning Standards at each level of schooling is delineated by the LOTE Specialist and progress towards achievement is monitored and electronically tracked for each student.

Student work samples are collected and analysed on a regular basis to ascertain competencies and areas for improvement. This data informs teaching and learning and supports each student's progress to achieving the targets for LOTE Education in the Primary School Curriculum.

Student self assessment is a regular feature of the school's assessment practices and particularly applied to students in the middle years of schooling.