

LOTE POLICY

Rationale

The ability to use a language other than English and to move between cultures is important for full participation in the modern world, especially in the context of increasing globalisation and Australia's cultural diversity. Japanese was chosen as the LOTE at 545 in the early 1990s after extensive community consultation. Given Australia's geographical proximity to Asia, and our engagement on many levels with Japan, in particular, in areas such as trade, business, and tourism, students who are skilled and knowledgeable in its language and culture are needed not only at an individual level, but also at a national level.

LONG TERM GOALS

For students to:

- Use Japanese language to communicate with its speakers
- Understand how language operates as a system and, through comparison, how English is structured and functions
- Increase their understanding of and appreciation for Japanese culture, and compare it with their own
- Add to their general knowledge, particularly of geography

There are a number of factors which mean these goals must be qualified within the context of LOTE learning at Sale PS. These include:

- the level of achievement which is possible in a primary setting where children receive one 45 min lesson per week
- the varying degrees of value placed on the learning of another language by many in our society
- the limited opportunities for communication with native speakers

SHORT TERM GOALS

For students to:

- Enjoy the process of language learning
- Participate in a varied program that is high in interest
- Have positive experiences through activities, which allow all students to achieve
- Use Japanese to communicate with the Japanese assistant, the LOTE teacher and each other as much as possible
- Develop a positive relationship with the Japanese assistant which contributes to the break-down of stereotypes and increases tolerance

IMPLEMENTATION

Bilingual-type	Intercultural approach	Communicative approach
<ul style="list-style-type: none">• All classes will be conducted using as much Japanese as possible ie a 'Bilingual type' program	<ul style="list-style-type: none">• Teach the cultural basis of the way people communicate• Teacher becomes the principal mediator between cultures• PD should support and reflect this approach	<ul style="list-style-type: none">• Students need opportunities to engage with native speakers• Japanese intern to converse with students• Penfriends, email• Develop a relationship with a school in Japan

ORGANISATION

CLASS TIME

The program is planned so that every year the children will cover a different festival and a facet of Christmas and New Year. Aspects of "traditional Japan" are presented, but balanced with views of "Japan today".

Every second year they will participate in a cooking activity and Peace Day will be remembered with origami, stories and discussion.

Songs and literature are an essential part of the LOTE program.

LOTE AND LEARNING TECHNOLOGIES

All children in grades 3-6 will have an opportunity to use computers as part of their LOTE program. This will focus primarily on the use of software designed to assist children in their development of language skills. In particular it will assist in the development of aural and reading skills. Computers will be one of the learning centres in many lessons. In addition they can be used to extend children who need challenging.

In senior grades, children will also use the computer to do word processing in Japanese. This will increase the sense of achievement and pride in the written work of those children with poor handwriting. It will also allow children to use and enhance their IT skills by doing such things as making powerpoint presentations, creating web pages, sending Emails and making short films in Japanese.

ASSESSMENT AND EVALUATION

Procedures

Anecdotal records of children's progress
Observation of children's interest and enthusiasm
Written mid and end of year reports in line with VELs
Yearly testing of children's reading of individual hiragana (middle and senior grades) and writing (senior grades)
Formal and informal testing of reading and viewing, writing, speaking and listening skills
Group and self-reflection
Assessment of intercultural language learning as demonstrated through the children's performance in communicating in Japanese.

There are no standards for LOTE until Level 4 in the VELs. Prior to this there are progression measures for each of the three stages of learning which children must complete before undertaking level 4. This recognises the cumulative nature of language learning. While there is no compulsion to report against the stages, it is possible for this to occur. At 545 we are committed to reporting to parents on their child's progress and participation in the LOTE program, for the duration of their learning.

The expectation that children will be working at level 4 by Grades 5 & 6 is based on the recommendation that they receive 150 minutes of LOTE per week. Clearly the children at 545 will be unable to achieve the desired outcomes due to their limited class time. This will need to be considered when looking at student achievement.

RESOURCES

- ❖ Curriculum and Standards Framework II
- ❖ VELs
- ❖ Japanese assistant
- ❖ Japanese visitors
- ❖ Charts and Posters
- ❖ Tubs of Resources
- ❖ Videos
- ❖ Computers – word processing and other software
- ❖ CDs
- ❖ Cassette Tapes
- ❖ Large Photo Kit (LOTE room)
- ❖ Internet
- ❖ Library – picture story books, magazines, cultural books related to cooking, origami, geography and society, etc
- ❖ Teacher Reference
- ❖ Internet
- ❖ Budget

VELS

Within the LOTE domain, there are two dimensions:

- Communicating in a language other than English
- Intercultural knowledge and language awareness

“The development of the knowledge and skills acquired in the Intercultural knowledge and language awareness dimension is cumulative and continuity is maintained despite any change in the language studied. However the first dimension relates directly to the knowledge and skills in a specific language”

(VELS VCAA 2005)

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On completion of the nominated period of learning, students should be able to:

Part A (initial period)

Part B (second period)

Part C (third period)

Level 4 Standards

Communicating in a LOTE

- repeat teacher-modelled use of the language
- participate in choral use of the language
- identify the names of visible objects and items from aural/visual cues
- introduce themselves, greet and farewell the teacher
- follow simple classroom directions
- recognise some culturally-specific gestures and body language, and demonstrate how these are used
- observe the process of interpreting and perform some of its simple features using single words or phrases.

- generate simple original sentences (including expressing likes and dislikes)
- introduce themselves, greet and farewell the teacher, and express thanks and apologies
- respond to simple questions about short songs, stories and rhymes
- extrapolate from familiar sounds, tone markers, signs, and so on, to spell new words
- write words/letters in context and in modelled sentences
- recognise some culturally-specific gestures and body language and integrate them into their own oral communications
- demonstrate the general characteristics of interpreting and translating in specific activities
- recognise variations in how people respond in daily situations and describe the values underpinning these responses
- recognise the use of the language in several media and information and communications technologies, and produce simple multimedia texts in the language
- demonstrate an understanding of variation in language use, depending on the audience and context.

- write simple sentences based on modelled examples
- listen to short, simple texts and show understanding
- use a dictionary in guided situations to find the meaning of simple words and to expand their vocabulary resources
- use substitution strategies to generate changed meaning
- understand new words introduced into familiar written texts, predicting from clues
- use basic structures in response to simple questions
- construct questions themselves using information from the answers they receive in structured situations
- appropriately integrate many culturally-specific gestures into their oral communication
- use simple software applications to demonstrate understanding of known vocabulary and structures
- participate effectively in very simple interpreting and translating routines.

At Pathway 1 Level 4, students participate in oral interactions to convey and receive information. Students demonstrate sound-discrimination effectively. Students show awareness of the language and cultural requirements related to a given topic. They 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 learned language skills and knowledge in new contexts. They initiate and lead communication and respond to communication initiated by others. Students apply their knowledge of word meanings, word associations and cognates to their own work. Students organise and apply grammatical information and knowledge of words, conduct dictionary research, and work independently on defined projects using the language.

<i>In addition, students of character languages should be able to:</i>			
<ul style="list-style-type: none"> • notice and discuss the different writing system, and practise writing selected letters, characters or other symbols • recognise characters associated with specific concrete items and their different sounds, matching symbols to meanings and forms • trace or copy selected characters. 	<ul style="list-style-type: none"> • practise writing characters and other symbols and develop links between visual cues, sounds and meaning • recognise fundamental differences between the use of an alphabet, as in English, and a different writing system • read aloud and for meaning • write specific characters associated with particular words or sounds • identify and compare elements of punctuation in context in more than one language. 	<ul style="list-style-type: none"> • read and write known characters and other symbols and also expand their repertoire of known characters • begin to understand that the number of characters that they can read is greater than those they can write, and to reflect on why. 	<p>Students read short, modified texts for meaning. They read aloud effectively, and apply knowledge of familiar characters and punctuation in a range of contexts. They write characters, paying attention to shape, stroke order and proportion. They categorise the characters they have learnt into groups based on similarities in meaning, appearance, pronunciation or function, and introduce newly learned characters into these schemata.</p> <p>They write sentences using appropriate characters and form paragraphs by following modelled examples. They use <i>rōmaji</i> for basic wordprocessing. They explain distinctive rules relating to writing in the language, and apply strategies, using print and electronic resources, for checking and self-correcting their character use. They identify traditional techniques for writing.</p>

Intercultural knowledge and language awareness			
<ul style="list-style-type: none"> • demonstrate an understanding of some of the differences in how people eat and dress, sign and gesture, write and say things • identify some of the relationships between selected letters, sounds or tones in the language compared to English or other familiar languages • identify a cultural icon, geographic feature, famous building or cultural practice and make a simple statement about it in the language • display an awareness of different ways of doing things in particular situations • express their own preferences in the language, or by responding to cues given in the language. 	<ul style="list-style-type: none"> • express their own preferences or views and communicate meaning for their own purposes in the language • name some colours, shapes, objects, places and people associated with a country where the language is spoken • identify two or more places, features, famous buildings, landmarks or cultural practices in another society, and describe some aspect of these in simple sentences in the language • recognise variations in how people respond in daily situations and describe the values underpinning these responses • participate in the creation and maintenance of the language and cultural ambience in the classroom • recognise the similarities and differences between languages; for example, in sentence structures. 	<ul style="list-style-type: none"> • demonstrate an understanding of culturally appropriate values, responses and patterns of behaviour in particular situations related to the topics being studied • identify and use key features of the language, such as grammatical, gender, tones, formal and informal modes of address • compare and contrast like events in cultures which use different languages • explore a topic of interest through the language • develop revision materials for language rules and applications to share with other students. 	<p><i>Students demonstrate skills and knowledge in this dimension by the choices they make in formulating their response to, or use of, the language.</i></p> <ul style="list-style-type: none"> . At Pathway 1 Level 4, students apply relevant conversational rules and expectations; for example, those related to politeness. . They demonstrate understanding of cultural differences in writing conventions for specific discourse forms by producing equivalent items in another language. . Students demonstrate effective reflection on their language learning by sharing a learning strategy they use successfully, or by evaluating and improving a strategy they have tried. . They interact with members of the language community in Australia as a means of extending their understanding of perspectives on the themes and topics studied in the classroom. . Students identify ways in which the language and culture has impacted on Australia and present information in written or oral forms in the language.