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Educating today's Minds for Tomorrow's Challenges

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L.O.T.E.

POLICY

Lake Charm Primary School Languages Other Than English Statement

The Teaching and Learning of LOTE at Lake Charm Primary will be based on the philosophy of the need to create an interest and respect of other countries languages and culture.

Although our program will be predominantly based around Bahasa Indonesia we recognise the importance of extending this through exploring other languages. This extension will be based predominantly on the students' interest and knowledge and may take the form of learning songs from other countries, or each student thinking of a different word (language) to say hello or goodbye.

The program will be predominantly taught through activities such as role plays, games, songs and communication with Indonesian students.

The LOTE program will provide activities for the students that incorporate all the various modes of Language –Reading, Viewing, Speaking, Listening and Writing.

The program also recognises the importance of putting the language into a cultural context. Opportunities will be provided for the students to experience various aspects of Indonesian culture eg. music, songs, stories, clothing, art and dance.

A lot of the teaching of LOTE Indonesian will be informal eg. songs, class instructions and greetings

All students will have approximately 60 minutes of formal LOTE each week. (Refer to timetable).

Grades Prep to 3 will receive a 'My Passport to Languages Bahasa Indonesia' passport. (State Government Victoria). The passports create a checklist for their language acquisition.

This policy was ratified by School Council on 9th June 2015

School Council President Leanne Cordina

Stages of Learning in Languages

AusVELS takes account of the developmental stages of learning young people experience at school. While student learning is a continuum and different students develop at different rates, they broadly progress through three stages of learning.

The following statements describe ways in which these characteristics relate to learning experiences and standards in each of the three stages of learning in the Languages domain.

Although some of the processes that we use to learn our first language, or mother tongue, are involved in learning a second language, there are also considerable differences. For most children, the mother tongue is learned within a family, where many people are involved in making clear the connection between sounds and actions, messages and basic needs. For a child's first language, the input is continuous and full time, much of it is adjusted to the child's needs, and the child's efforts at communicating are acknowledged, guided and accepted.

A second-language learner already knows the essential functions of voice or signed communication, and how language is involved, when engaging in meaningful activities. The learning usually occurs at school with far fewer providers offering input, for far less time, and shared by many more learners. The providers tend to be adults rather than people of all ages, the learners tend to be of similar ages, the relationships are professional rather than intimate, and the input is restricted in time, quantity, meaning, and personal significance for the learners.

Prep to Year 4 – Laying the foundations

In the earliest years of learning a second language, some processes and sequences are similar to those involved in first language acquisition. Language is adapted to students' direct needs. Ideally, students are immersed in communication tasks that are engaging, relevant, well designed and directly linked to their general learning experiences.

A second language makes its own specific cognitive, behavioural and emotional demands on, and contributions to, the development of the learner. Students detach from the intimacy of family and connect with teachers and fellow students. The new social world of the second-language classroom requires students to adapt from self expression in the mother tongue to the new norms and practices of the target language. The cognitive demands on the learner are significant. Learners need to transfer to a new communication code their only recently acquired skills as social beings and are required to learn the distinctive rules and conventions of the target language.

Students will notice a contrast between the two language systems. They will notice various culturally specific ways in which meaning is constructed and conveyed in the target language. As speaking and listening come before reading and writing, the foundational processes of learning a second language will ideally immerse students in concrete oral communication activities. The focus of these tasks should be on 'getting things done' – in music, drama, dance, drawing and painting, physical activity and early science or number experimentation – rather than language. Continual immersion in the target language for activities in which naturalistic communication prevails minimises the chance that students will continually translate. However, while teachers will use only the target language for activities, they will accept all forms of communication from students – communication in English, code-mixing between the target language and English, and the use of other languages, mime, gesture and so on. By modelling only correct forms of the target language, the teacher's language becomes the key source of input for students' growing ability to discern and use the target language for classroom communication. Students need to gain 'procedural language' early so that they and the teacher will share a communication code for all classroom activities.

For students of a language with close connections to English, and a similar alphabetic writing system, these years also make bridges between students' evolving literacy in English and their growing familiarity with the writing system of the target language. For students of target languages that are familiar from the home, the connection between the sounds and symbols of the target language is a valuable resource. For learners of a language whose writing system is unlike that of English, this foundational stage of learning needs to build on noticing differences between the two writing systems.

In Prep to Year 4, all areas of the curriculum can support the learning of a second language other than English; such study reinforces, extends and enriches all other learning. All teachers can make a direct and powerful connection establishing confident early literacy practices between English and the language other than English. Becoming literate helps students realise that language has form and structure as well as meaning. The study of a second language at school bolsters this important insight and helps students to extend and deepen their overall literacy. Learning a second language can show students that the conventions of writing and speaking in any language are arbitrary – the result of choices that have been made.

Through communication, students begin to recognise a range of expressions, greetings, and other formulaic language for routine interactions with people, and notice that these vary according to the participants. Much of this communication is scaffolded and prompted by the teacher, and related to concrete experiences in the classroom.

In all the practices described above, the two dimensions of the domain – Communicating in a language other than English and Intercultural knowledge and language awareness – are integrated with the entire range of learning experiences of students between Prep and Year 4.

Years 5 to 8 – Building breadth and depth

Years 5 to 8 encompass the transition from childhood to adolescence. This is a critical and challenging period for students and teachers. Emotionally, it can be a difficult time for students and it can have particular effects and challenges for second language study. In Languages, this stage of learning comprises two distinct phases and contains the traditional period of second-language teaching in our school system.

In the first phase (Years 5 and 6) – essentially an extension of the first stage of learning – students extend in depth and breadth the words, expressions, texts, ideas, relationships and activities they know of the second language.