

## Students learning a LOTE:

- Understand language as a system

The experience of another language system provides students with a unique opportunity to learn more about their first language and develop a range of learning strategies. Language learners are ideally placed to make comparisons, recognise patterns, and generally view their first language from a different viewpoint, deepening their understanding of how language functions.

### Being literate

- Develop learning strategies

Thinking is integral to the learning of a language, particularly in the context of authentic and challenging tasks that go beyond mere description and identification, where students are required to use language functions such as explaining, classifying, comparing and evaluating. LOTE learners have opportunities to reflect upon their own language and culture and to develop a range of language learning and transferable skills.

The development of language learning strategies not only supports the learner in the language classroom but enhances the learners' thinking skills across the curriculum.

### Thinking

- Engage with critical literacy and intercultural language learning

**Critical Literacy** is a feature of literary inquiry and involves supporting learners to look for the underlying agenda, to understand social conventions regarding genres and registers, and cultural perspectives. Teachers of LOTE can access a range of authentic materials to provide a context for this mode of inquiry.

**Intercultural Language Learning** is an emerging pedagogy that has strong connections to inquiry thinking, requiring learners to adopt an inquiring state of mind, to notice and question assumptions and to reorient themselves in relation to others. A critical dimension of understanding language in use, is that language cannot be separated from its social and cultural contexts. In recent years there has been a shift in focus from a static view of culture, learning isolated facts, to a dynamic view enabling the learner to understand about self and develop skills for ongoing learning.

Source: "Report on intercultural language learning", 2003  
Liddicoat et al.

### Valuing diversity

### Building and maintaining identity and relationships

### Inquiry

### Reflective thinking

### Being literate

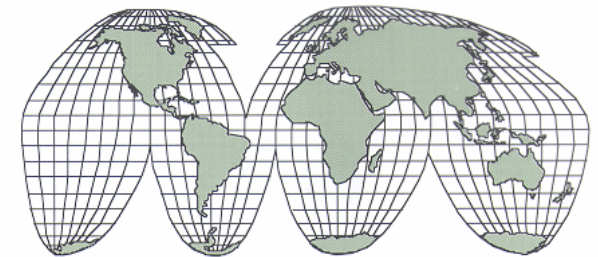
- Build an understanding of concepts

The goals of language programs have expanded to include the learning of concepts from other areas as well as a focus on developing language proficiency. Students are encouraged to undertake authentic and challenging tasks that provide meaningful learning experiences.

Integration across the curriculum supports promotion of thinking skills with cognitively demanding tasks and provides students with opportunities to transfer their learning across contexts and disciplines.

### Inquiry

### Reflective thinking



**For contact information and support materials:**

LOTE website

<http://www.discover.tased.edu.au/lotte/>

- Linking Languages & Literacy brochure
- Teaching & Learning Models
- Learning Area Statement

The Learning, Teaching and Assessment Guide:

[www.ltag.education.tas.gov.au](http://www.ltag.education.tas.gov.au)



Learning a language enables students to become global citizens. It helps build bridges of knowledge, respect and empathy with citizens of other nations.



## *LOTE in the Essential Learnings Curriculum*



*In a globally connected world, the skills of communicating in languages other than our own, and learning to understand intercultural exchanges, lead to an appreciation of language and of cultural diversity and enrich the life experience of individuals and their community. (Essential Learnings Framework 1, p 20)*