

## Senior School LOTE (Languages Other Than English)

[General Peter Cosgrove has been quoted as saying "I cannot imagine a future in which people of all cultures and nations are not increasingly connected by ties of travel, commerce and migration... Language skills and cultural sensitivity will be the new currency of this world order. Along with computer literacy they will provide the keys to participation in the global economy."]

TAS has chosen to offer **Japanese and French**

Asian languages have an important place in our curriculum because of Australia's location within the Asia-Pacific region. For Queensland, and Cairns in particular, the study of **Japanese** is especially important given the strong cultural, economic and political ties with Japan.

**French**, along with English, is the official working language of many international associations like the United Nations, UNESCO, the Olympics and is spoken in over 50 countries throughout the world, including the nearby French Pacific region.

### Years 8 -10 Japanese

#### Year 8

This core unit continues speaking and listening activities which begin in primary school, together with a greater emphasis on reading and writing. Mirai 1 course book and activity book are used in class. Language is studied with a communicative approach, in the context of familiar situation such as self-introduction, likes and dislikes, school life and to be able to explain their everyday life. Students experience language activities to enhance their understanding. Being able to read and write hiragana characters is essential at the end of the course.

#### Year 9

Semester 1 focuses on the in-depth study by extending from what they have studied so far. Suggested topics are families, homes and animals. Students are to learn counting people and animals, likes and dislikes, abilities, describing people and animals etc. Students start to learn katakana and kanji as well as enhancing their knowledge of hiragana. Mirai 2 course book and activity book are used in class.

In Semester 2 students will learn to talk about leisure and recreation by way of using Japanese to describe their favourite hobbies and activities. They will also learn about Japanese food and how to order in a Japanese restaurant. The necessary language in a shopping situation will be taught to enhance the usage of Japanese language. Students will learn more kanji as well as finalise their study of katakana. Mirai 2 course book and activity book are used in class.

## **Year 10**

In Semester 1 students will learn how to make arrangements as regards travel schedules, as well as describe activities undertaken on holidays. Students will also learn some of the survival skills necessary to homestay in Japan. The comparison of Japanese fashion and that of Australia and using the phone and a trip to the doctor will also be touched upon. Students will put all their literacy skills in hiragana, katakana and kanji into practice. Mirai 3 course book and activity book are used in class.

In Semester 2 students will learn language required to make Japanese friends. The difference between “polite” Japanese and “friendly” Japanese will be taught so that students are more easily able to make friends of their own age. Other functions taught so as to facilitate a friendship are offering help, accepting/refusing help, explaining, apologizing, and cheering someone up. Students will also learn how to ask for and give reasons why something is the way it is. Before studying senior Japanese, this unit allows students to make their future plan. Students should have gained high competency in writing and reading Japanese using mixed hiragana, katakana and kanji scripts. Mirai 3 course book and activity book are used in class.

## **Years 8-10 French**

### **Year 8**

The main aim of this Course is to introduce students to the study of French and Francophone cultures. Where prior learning has taken place students will be encouraged and given opportunities to build upon their previous experiences in this LOTE. Students will begin to develop the skills of Listening, Speaking, Reading and Writing. In addition students will begin to learn about learning a Language Other Than English by developing study techniques appropriate to their individual styles. They will start to learn about language systems with a focus on cognates, gender and some verbs in the present tense. Topics **may** include Greetings and leave takings, Modes of address, Personal Information, Classroom Instructions, Likes and Dislikes, Family, Pets, Important events in the Calendar and other subtopics related to their personal worlds. The Text ENCORE TRICOLORE 1 will be followed where appropriate.

### **Year 9**

The main aim of this Course is to build on students’ prior study of French and Francophone cultures. Students will be encouraged and given opportunities to consolidate previous learning in this LOTE and identify their individual pace, extending on or revising new work as appropriate. Students will continue to develop the Skills of Listening, Speaking, Reading and Writing. In addition students continue to learn about learning a Language Other Than English by developing study techniques appropriate to their individual style. They will continue to learn about language systems, however, grammar will be introduced and practised in context only.

In Core 1 Students will learn to refer to the present and future. Using the text ENCORE TRICOLORE 2 students will explore Shopping, Transport, Travel, School, Routine, Food, and Leisure. Of course supplementary material will also be used where relevant.

In Core 2 Students will learn to refer to the past, present and future. Using the text ENCORE TRICOLORE 2 students will explore Eating Out, Going out, Exchanges and Health and further extend Travel plans and Leisure. Of course supplementary material will also be used where relevant.

### **Year 10**

The main aim of this Course is to build on students' prior study of French and Francophone cultures. Students will be encouraged and given opportunities to consolidate previous learning in this LOTE and identify their individual pace, extending on or revising new work as appropriate. Students will consolidate their skills in Listening, Speaking, Reading and Writing. In addition students continue to learn about learning a Language Other Than English by developing study techniques appropriate to their individual style. They will continue to learn about language systems, however, grammar will be introduced and practised in context only.

In Core 3 students will consolidate their ability to refer to the past, present and future. Using the text ENCORE TRICOLORE 3 students will explore Personal Details, Youth issues, Travel and Tourism Leisure, School, Work experience and Future plans. Of course supplementary material will also be used where relevant.

In Core 4 students will expand on their ability to refer to the past, present and future. Using the text ENCORE TRICOLORE 3 students will explore Holidays, Weather and The Francophone world and further extend Travel and Tourism and Health. Of course supplementary material will also be used where relevant.

## **Years 11-12 Japanese and French**

Senior language study is offered to students who have already completed year 10 in the language and should be viewed as an apprenticeship in language learning.

Whilst students may not be bilingual or perfectly fluent by the end of Year 12, their communications skills will be significant.

The year 11 and 12 classes are composite. Various teaching strategies are employed in order to cater for both groups and as classes are mostly small, there is a lot of individual attention.

The chief goal is to develop within students a high level of communication in all four skills-listening, speaking, reading and writing. This is why the language primarily used in the classroom is the target language.

No time is spent learning vocabulary and grammar out of context. The units are thematically based. Topics may include relevant personal and social issues as well as traveller abroad type situations, current affairs and literature.

Texts(Mirai 5 & 6 for Japanese and Encore Tricolore 4 for French) and authentic documents are used to enhance our students' learning and contact with native speakers is ensured at TAS through students, teachers, assistants or members of the community.

There are opportunities for students to compete in National Language Competitions.

IT is incorporated into our learning strategies.

To enhance and support language learning in the classroom there are opportunities for in- country experiences: students can go on tour or exchange to Japan to TAS' sister school. There are Round Square exchange opportunities for students of French to L'Ermitage just outside Paris. These experiences are a big part of international understanding that is fostered at TAS.

Apart from cultural understanding which can only truly be gained by studying the language of the culture, the extra benefits of language learning include gaining further insights into one's own maternal tongue, whether it be English or another language.

It can help to stimulate the development of the brain by tuning into students' higher order thought processes as certain concepts are often different in different languages. This is likely to have positive benefits in learning in other areas ; something that is crucial to achieving well in the QCS tests as well as in most senior subjects with a focus on the process rather than the content.

There are direct and indirectly related job opportunities for people with foreign language skills. Thus is particularly true in Cairns in terms of Tourism.