

Languages Other Than English Proficiency Assessment Overview

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Languages Other than English (LOTE) are an important part of the Queensland state school curriculum and are offered in most primary and secondary school settings.

The languages currently taught in state schools, across Queensland include:

- Aboriginal Languages and Torres Strait Languages
- Chinese (Mandarin)
- French
- German
- Indonesian
- Italian
- Japanese
- Korean
- Spanish

Further information about LOTE in Queensland state schools is available from the department's [LOTE website](#).

Teaching LOTE in Queensland State Schools

To be eligible to be employed as a LOTE teacher, applicants are required to undertake a LOTE proficiency assessment in addition to the application for teacher employment process which includes participation in a suitability ranking interview.

Information about the Application for Teacher Employment process, including the [Guide to Teaching in Queensland State Schools](#) is available from the [department's website](#).

Background speakers as well as teachers who have undertaken language and LOTE curriculum studies at a tertiary level are able to request a LOTE proficiency assessment. Assessment interviews (LOTE and suitability ranking) are offered dependent on workforce demand. This means that your teaching and location preferences are a significant determinant of offer of assessment and in the future, an offer of employment.

It is important to note that teachers of Aboriginal Languages or Torres Strait Islander Languages will have their language proficiency assessed under a different arrangement by appropriate members of the Aboriginal or Torres Strait Islander community to whom the language belongs.

Permanent and temporary LOTE positions occur in schools across Queensland and vary from year to year based on the relevant vacancies in each region. Offers of employment can only be made to an applicant after consideration is given to the transfer of a permanent teacher.

The department's LOTE proficiency assessments are conducted by the Queensland LOTE Centre.

The LOTE Proficiency Assessment

All teacher applicants in Queensland undertake a general interview which is held at either a school or in one of the department's regional offices. Teachers are awarded a suitability ranking through this process for the purposes of the teacher employment process. This ranking reflects the panel's assessment of an applicant's teaching skills, knowledge and capabilities.

In addition, applicants wishing to teach LOTE in Queensland must undertake a language proficiency assessment and obtain at least an *adequate* proficiency rating **regardless of the year levels they will be teaching**. In Queensland, languages are predominately taught in Years 6-12. The Queensland Studies Authority (QSA) Senior Syllabuses provide information on the expected standard of language proficiency for students at the exit of Year 12 and can be accessed on the QSA site at <http://www.qsa.qld.edu.au/>

The language proficiency assessment aims to determine the applicant's:

- general level of language proficiency
- potential ability to use the LOTE for teaching purposes.

Applicants who are awarded an **Inadequate** rating for their language proficiency will be identified as unsuitable, and therefore ineligible for employment as a LOTE teacher in a Queensland state school. The department assigns a notation to an applicant's file to alert regional HR teams to this information. They may however be eligible for employment as a teacher in the other teaching areas for which they are qualified.

To request a LOTE Proficiency Interview, applicants must have completed section 4(d) of the [Application for Teacher Employment Form](#) available from the [department's website](#). Any applicant who did not initially complete this section of the form can request their information to be updated by emailing the Teacher Applicant Centre (TAC) – tac@deta.qld.gov.au.

Please note that applicants wishing to teach more than one language will be required to undertake separate proficiency assessments in each language to be eligible for employment as a teacher of the nominated languages.

Frequency of LOTE Proficiency Assessments

The number of proficiency assessments conducted varies from year to year and is based on the relevant workforce demands and vacancies in each region. Proficiency assessments will be conducted in response to identified LOTE employment opportunities and after an applicant has successfully undertaken the application for teacher employment suitability assessment. Where there is an adequate pool of already assessed teachers to be considered for identified vacancies, the number of assessments offered will be in line with projected demand.

Applicants may be called at any time and invited to undertake a LOTE Proficiency Assessment.

The Assessors

Assessments are conducted by a panel of two (2) people, at least one of whom is very experienced in the use of the specific language.

What is Assessed

There are three components to the assessment process for which each applicant receives a rating:

- writing
- listening/speaking
- reading

Further details of the assessment tasks are provided at The Assessment Process section below.

Ratings

A rating on a five-point scale will be given in each of the skill areas (writing, listening/speaking and reading). The ratings that can be awarded for each component are:

- Excellent
- Very Good
- Good
- Adequate
- Inadequate

These three results are combined to give an *overall rating of proficiency* on a five-point scale of the applicant's language proficiency for teaching purposes.

In the case of an applicant having two or more languages, a language proficiency rating in each language will be assigned after separate assessments.

Ratings that can be awarded for an applicant's overall rating of proficiency are:

- Excellent
- Very Good
- Good
- Adequate
- Inadequate

Once the assessors have assigned a rating to each of the three skills, the overall language proficiency rating is reached according to the following table.

Overall Language Proficiency Assessment Rating

Excellent	<ul style="list-style-type: none"> • 3 Excellent, or • 2 Excellent + 1 Very Good
Very Good	<ul style="list-style-type: none"> • 2 Excellent + 1 Good, or • 1 Excellent + 2 Very Good, or • 1 Excellent + 1 Very Good + 1 Good, or • 3 Very Good, or • 2 Very Good + 1 Good
Good	<ul style="list-style-type: none"> • 2 Excellent + 1 Adequate, or • 1 Excellent + 1 Very Good + 1 Adequate, or • 2 Very Good + 1 Adequate, or • 1 Very Good + 2 Good, or • 1 Very Good + 1 Good + 1 Adequate, or • 3 Good, or • 2 Good + 1 Adequate
Adequate	<ul style="list-style-type: none"> • 1 Excellent + 2 Adequate, or • 1 Very Good + 2 Adequate, or • 1 Good + 2 Adequate, or • 3 Adequate
Inadequate (Unsuitable for LOTE employment)	<ul style="list-style-type: none"> • 1 Inadequate

Please note that assessment results are not given at the time of interview. Please refer to the **Assessment Ranking Notification** section below.

The Assessment Process

On the day of proficiency assessment, applicants should allow up to 100 minutes for the assessment process.

The assessment consists of two parts separated by a break.

A detailed break down of the assessment and interview process is provided below.

PART A: Written Assessment

Writing skill	35 minutes
<ul style="list-style-type: none"> • The applicants chooses one of two writing tasks • Applicants write a text in the language for a specific purpose • The level of writing skill is demonstrated through: <ul style="list-style-type: none"> ○ appropriate use of language ○ facility in writing 	<i>Tasks may include the composition of a letter, an article, a profile, an application etc.</i>
BREAK	20 minutes

PART B: Interview	
Introduction	2-3 minutes
<ul style="list-style-type: none"> Panel member explains the assessment format in English 	
Listening / Speaking skills	10 -15 minutes
<ul style="list-style-type: none"> Applicants participate actively in the discussion of a topic with the panel member/s in the language The level of listening/speaking skill is demonstrated through: <ul style="list-style-type: none"> the use of appropriate language and communication strategies 	<i>Discussions may range from everyday and personal topics, current events, in-country experiences etc.</i>
Reading skill	20 - 25 minutes
<ul style="list-style-type: none"> The applicant reads silently a text in the language and then discusses this text with the panel in the language The applicant is also requested to read a section of the text aloud The level of reading skill is demonstrated through: <ul style="list-style-type: none"> comprehension in terms of appropriate expression, phrasing, intonation and pronunciation oral communication strategies cultural awareness <p>Please note: Applicants are provided with a text to allow for the demonstration of the reading criterion at an <i>adequate</i> standard. If the applicant has no difficulty with the text, a second text will be provided to allow for the applicant to demonstrate their reading skills at a higher level.</p>	<i>The texts used will be authentic and contemporary, covering meaningful topics and current events incorporating cultural knowledge.</i>
Conclusion	2 - 3 minutes
<ul style="list-style-type: none"> Panel member asks the applicant in English if he/she has any questions. 	

Criteria for Assessment

For information on the criteria for assessment and rating descriptors, please refer to the **Criteria and Rating Matrix** table.

Preparation

Applicants are encouraged to revise their skills prior to the proficiency assessment through revision and practice.

Applicants are also encouraged to review the language requirements of the Year 12 QSA Senior Syllabus to self-assess their own level of language proficiency. The QSA Senior Syllabuses can be accessed [here](#). Specifically, applicants should assess their knowledge of the following sections of the syllabuses: language functions and features, mandatory grammar and for scripted languages, required characters and punctuation.

Those applicants who may wish to revisit their general language skills prior to their proficiency assessment can access a number of private providers who offer language classes which may assist applicants to revise their language skills. However it is important to note that completion of a language course does not necessarily mean an applicant will receive a mark of 'adequate' or above on the proficiency assessment.

Please click [here](#) for a list of private providers who offer language classes. Applicants who undertake language classes prior to the proficiency assessment may also wish to consider private one-on-one tutoring to focus on specific language skills.

Assessment ranking notification

Applicants are able to view their LOTE rating on the department's website at: <http://education.qld.gov.au/hr/recruitment/teaching/suitability-notification.html>. Your assigned rating will appear on the spreadsheet approximately six weeks following participation in the assessment interview. The rating remains on the site for one month after it first appears. Applicants are able to view their rating by searching on the unique applicant identification number provided to them when they submit their application for teacher employment to the Teacher Applicant Centre.

Applicants who are assessed as **Inadequate** will be notified in writing of the outcome of the assessment process. Applicants are unable to appeal against the rating assigned to them by the assessment panel. If an applicant believes the assessment process was undertaken in a manner that was not fair and equitable and aligned to the department's approved processes, they are able to request review of the assessment process. Requests for review of the assessment process should be made by email to LOTEproficiency@deta.qld.gov.au. Requests should clearly outline what parts of the process you believe were not correctly undertaken.

Offers of employment

Regional HR staff are responsible for making offers of permanent and long term temporary employment on behalf of schools. Principals are able to offer casual and short term temporary employment (up to maximum of one term).

Regional HR staff identify applicants within the teacher employment applicant pool whose location and teaching preferences match those of the identified vacancy. Offers are then made based on the order of merit created through the assigning of suitability and LOTE rankings. For teachers seeking LOTE employment, consideration is given to the quality of their teaching skills (as reflected in the suitability ranking) and their ability to teach the LOTE subject for which they are qualified (LOTE rating). Applicants should be aware that achievement of an Excellent LOTE rating is not a guarantee of employment.

Applicants are encouraged to access information regarding the department's current high demand locations and teaching areas on the department's website at <http://education.qld.gov.au/hr/recruitment/teaching/current-vacancies.html>.

Employment Enquiries

To discuss hard to fill vacancies listed on the department's website, please contact the departmental officer listed against the individual vacancy.

For generally enquiries regarding vacancies in state schools, please contact the regional HR team supporting that school. Contact details for regional HR teams can be found at the end of the Guide to Completing the Application for Teacher Employment. (<http://education.qld.gov.au/hr/recruitment/teaching/pdfs/guidecompletingapplicationformmay11.pdf>)

Feedback on the LOTE assessment result

Applicants are able to seek feedback on their result in the LOTE assessment process once they have accessed their rating on the department's website. Feedback requests should be made by email to LOTEproficiency@deta.qld.gov.au. Applicants should enter the subject heading: **Request for LOTE assessment feedback**.

Resitting the LOTE proficiency assessment

Applicants have the opportunity to resit for those components of the assessment they received an inadequate rating.

Applicants must first request feedback on their LOTE assessment result following the procedure detailed above.

Once feedback has been received, applicants may request in writing to resit the components for which they received a rating of inadequate. Requests should be made by email to LOTEproficiency@deta.qld.gov.au. Applicants should enter the subject heading: **Request to resit LOTE proficiency assessment** and detail in the email:

- the components that they wish to resit
- actions undertaken by the applicant to upskill in these components.

Criteria and Rating Matrix

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		Writing	Listening / Speaking	Reading
Criteria for assessment		<ul style="list-style-type: none"> Clarity of expression and in conveying meaning Appropriateness of expression to context and level of formality Appropriateness to genre Range and accuracy of language use Spelling, punctuation, script 	<ul style="list-style-type: none"> Clarity of expression and in conveying meaning Appropriateness of expression to context and level of formality Range and accuracy of language use Fluency Pronunciation, intonation, rhythm and stress Communication strategies Comprehension 	<p>Please note: Some aspects of the Listening/Speaking skill are also assessed during the Reading skill</p> <ul style="list-style-type: none"> Appropriate expression, intonation, stress and pronunciation in reading aloud Comprehension Ability to deduce meaning from context and to draw inferences Ability to distinguish humour, style and shades of tone Ability to summarise text in own words
	Rating Descriptor	Excellent	Can perform as effectively as an educated background writer in the writing task.	Can participate with complete fluency, accuracy and understanding in all familiar and unfamiliar situations as effectively as a background speaker.
Very Good		Writes, using an extensive range of vocabulary and structures, with almost complete accuracy to fulfil the demands of the task at a sophisticated level.	Can interact with a high degree of fluency, accuracy and precision of meaning in any discussion on concrete and abstract topics within the range of own experience and knowledge.	Demonstrates comprehension and most details of text containing conceptually abstract and linguistically complex language. Handles authentic text with ease.
Good		Writes with a high degree of accuracy and reasonable ease, text that is coherent, displaying a variety of vocabulary and structures beyond the basic requirements of the task.	Can participate with reasonable ease in discussions on topics related to current events, the target culture, and own particular interests, experiences and special fields of competence.	Can readily grasp the essential information and most detail of a straightforward text.
Adequate		Can write text that is coherent, relevant and in the main accurate, with some variety in structure, to satisfy the needs of an uncomplicated task. The text is sufficiently accurate to be used as a model for language learners.	Can discuss autobiographical information, topics of current and personal interest, narrate and describe in some detail and link utterances together smoothly. Spoken language skills are sufficiently accurate to be used as model for language learners.	Able to understand the sense and most obvious information in the text provided. Reading skills are sufficiently accurate to be used as a model for language learners.
Inadequate		Can write on very familiar topics grounded in personal experiences, using basic constructions and vocabulary, but level of accuracy and/or range of vocabulary and constructions are limited.	May handle uncomplicated communicative tasks, but has little variety in structure and a narrow vocabulary range: unable to discuss much beyond simple, personal information.	Able to understand only the simplest of structures and vocabulary, which deal with basic, familiar information in a text or section of longer text.

Language Courses

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Language Courses

This list has been provided for information purposes only.

Please note that Education Queensland does not endorse any one course or provider to assist in the preparation for a proficiency assessment. Applicants are not required to undertake a language course to refresh their skills prior to the proficiency assessment and doing so will not guarantee an overall rating of 'adequate' or above.

The information below has been designed as a starting point for those who wish to undertake language study. There may be any number of providers that are not listed on this page which may be better suited to the applicant's needs. Applicants are recommended to research all options prior to enrolling in a course.

Chinese (Mandarin) * Please note that Modern Standard Chinese (MSC, also known as Mandarin) and simplified characters are used in EQ schools. This is the Chinese language and script for the proficiency assessment. It is recommended that when enrolling in a course applicants ensure the course is for MSC/Mandarin and not Cantonese.	The Confucius Institute at Queensland University of Technology (QUT) (Brisbane)	🌐 www.confuciusinstitute.qut.edu.au ✉ confucius.institute@qut.edu.au ☎ (07) 3138 3224
	Institute of Modern Languages, The University of Queensland (Brisbane)	🌐 www.iml.uq.edu.au ✉ iml@uq.edu.au ☎ (07) 3346 8200
French	Alliance Française (State wide)	🌐 www.alliancefrancaise.com.au Each chapter has its own telephone number and website. You can find out information on the chapter closest to you here .
	Institute of Modern Languages, The University of Queensland (Brisbane)	🌐 www.iml.uq.edu.au ✉ iml@uq.edu.au ☎ (07) 3346 8200
German	Brisbane German Language School (Brisbane)	🌐 www.brisbane-german-language-school.org.au ✉ info@brisbane-german-language-school.org.au
	The Goethe-Institut (Sydney, Melbourne)	🌐 www.goethe.de/ins/au/lp/enindex.htm ✉ info@melbourne.goethe.org ☎ (03) 9864 8999
	Institute of Modern Languages, The University of Queensland (Brisbane)	🌐 www.iml.uq.edu.au ✉ iml@uq.edu.au ☎ (07) 3346 8200

Indonesian	Institute of Modern Languages, The University of Queensland (Brisbane)	 www.iml.uq.edu.au  iml@uq.edu.au  (07) 3346 8200
Italian	The Italian Language Centre (Brisbane)	 www.italianlanguagecentre.org/  07 3352 5755
	Institute of Modern Languages, The University of Queensland (Brisbane)	 www.iml.uq.edu.au  iml@uq.edu.au  (07) 3346 8200
	Società Dante Alighieri Brisbane (Brisbane)	 www.dante-alighieri.com.au  danteb@bigpond.net.au  (07) 3356 7731
Japanese	Institute of Modern Languages, The University of Queensland (Brisbane)	 www.iml.uq.edu.au  iml@uq.edu.au  (07) 3346 8200
	The Japan Foundation (Sydney)	 www.jpff.org.au/index.html  reception@jpff.org.au  (02) 8239 0055
Korean	Institute of Modern Languages, The University of Queensland (Brisbane)	 www.iml.uq.edu.au  iml@uq.edu.au  (07) 3346 8200
Spanish	Institute of Modern Languages, The University of Queensland (Brisbane)	 www.iml.uq.edu.au  iml@uq.edu.au  (07) 3346 8200
	The Spanish Learning Centre (Brisbane)	 www.spanishlanguage.com.au  (07) 3217 2220

After Hours Ethnic Schooling Programs

There are a number of community language schools that offer classes for adults. In Queensland these schools are referred to as After Hours Ethnic Schooling (AHES) establishments.

You can obtain a [list](#) of AHES establishments from the Multicultural Affairs Queensland [website](#). Please note that entry onto this list is voluntary and there may be some AHES establishments that are not represented on this list.