

LANGUAGES		
Beginner Stage	Elementary Stage	Lower Intermediate Stage
<p>Comprehending and composing in the target language Comprehending and composing skills are used to understand language input, to convey information and to express ideas in response to needs and interests.</p> <ul style="list-style-type: none"> Verbal language and non-verbal language are used in simple, routine exchanges to negotiate meaning <i>e.g. Japanese — people use the gesture of bowing and say konnichi wa to greet someone during the day</i> <i>Indonesian — people use thumbs up on right hand and bagus to express good or excellent</i> <i>French — people use comme çà, comme ça for expressing indifference</i> <i>Italian — people use così così plus turning the right hand, to indicate that someone or something is okay.</i> Language forms, functions, grammar and vocabulary are combined with process skills and strategies to make meaning <i>e.g. using the appropriate language elements for common texts when drafting and revising texts.</i> Listening for and locating key words and phrases, and using memorised material helps to make meaning <i>e.g. listening to or reading/viewing a target language text to locate specific items of information, or anticipating the meaning of new words and phrases in spoken or written target language texts.</i> Manipulating known language helps to make meaning in different contexts <i>e.g. identifying and asking about people, places and things, using the target language: Where do you live?; I live at (place); (Person) lives at (place).</i> 	<p>Comprehending and composing in the target language Comprehending and composing skills are used to understand language input, to convey information and express ideas and opinions, and to engage in interactions in the target language for different purposes, contexts and audiences.</p> <ul style="list-style-type: none"> Verbal language and non-verbal language are adapted according to purpose, context and audience <i>e.g. language varies when emailing a teacher, compared with emailing a friend; giving a speech to the class, compared with talking with friends.</i> Texts, including conversations and narratives, follow patterns and are shaped by conventions that can vary between cultures <i>e.g. conventions for opening, maintaining and closing a conversation, and for responding to invitations.</i> Familiar language can be used in new contexts to help interpret and convey main ideas and supporting details <i>e.g. reading a biography of a person of note and then listing key events of the person's life in order on a timeline.</i> Familiar linguistic features and structures are manipulated to generate original target language texts and to construct simple, cohesive texts for different purposes, contexts and audiences <i>e.g. retelling a story to a younger student audience is enhanced by using non-verbal language and props; designing an advertisement for a forthcoming event using familiar language forms.</i> 	<p>Comprehending and composing in the target language Comprehending and composing texts for particular purposes, contexts and audiences requires knowledge about the interrelations among purpose, text type, audience, mode and medium.</p> <ul style="list-style-type: none"> Verbal language and non-verbal language are adapted, based on role, purpose, context, audience, mode and medium <i>e.g. apologising to a friend and to a school principal.</i> Context, vocabulary and syntax combine to provide cues to the purpose and meaning of texts <i>e.g. using polite forms suggests a more formal purpose and context for the text, and/or that the audience is unfamiliar.</i> High-frequency forms and identification of register help when interpreting complex language involving dependent clauses <i>e.g. identifying the context and familiar forms, functions and elements when reading or listening to an authentic text.</i> Ideas and information can be expressed through a variety of text types and language adjusted to suit formal and informal contexts <i>e.g. exploring issues of concern to youth, such as friendships or the environment, in different formats: internet posting, magazine article, informal conversation.</i> Language can be manipulated to make original and extended texts that are organised according to sociocultural conventions <i>e.g. writing a letter/email to a pen-pal, using socioculturally appropriate genre conventions.</i> Common colloquial expressions are used in communication and these can be regional in their use and often meaningless when translated word for word <i>e.g. in Osaka, Japan, ookini can be used to say "thank you" in German, Übung macht den Meister is like the English "practice makes perfect" (literally, "exercise makes the master") in English the idioms "piece of cake" and "hit the road" are meaningless when translated word for word.</i>

LANGUAGES		
Beginner Stage	Elementary Stage	Lower Intermediate Stage
<p>Intercultural competence and language awareness Noticing and comparing similarities and differences between languages and cultures informs intercultural communication.</p> <ul style="list-style-type: none"> Learning languages provides insights into one's own languages and the target language, and how concepts are expressed across languages <i>e.g. the French habiter (to live) is reflected in the word "habitat" in English</i> <i>English has only one form of the word "you", while French has more than one: tu for immediate family and peers, and vous for adults who are not your immediate family, reflecting levels of familiarity and status</i> <i>German numbers are said in reverse: 23 is dreiundzwanzig</i> <i>Indonesian plurals are indicated by saying the word twice</i> <i>Japanese numbers have literal meaning: 13 is ten-three, juu san.</i> Ways of using language provide information about cultures <i>e.g. different forms of address show relative positions in a society, and degrees of relationship in a culture: Aboriginal family relationships are defined by specific kinship roles and terms, such as the use of "Auntie" and "Uncle" for elders.</i> Languages and cultural practices have particular features, conventions, patterns and practices that may be similar to or different from one's own language and culture <i>e.g. word choice, level of politeness and gesture vary when greeting a friend, compared with greeting a teacher, and there may be variations in language associated with gender:</i> <ul style="list-style-type: none"> <i>in French, le professeur (masculine form) refers to both male and female teachers</i> <i>in German, nouns to describe jobs change according to gender: der Lehrer is "male teacher" and die Lehrerin is "female teacher".</i> 	<p>Intercultural competence and language awareness Intercultural competence and knowledge of languages and cultures allow for exploration of different ways of experiencing and acting in the world.</p> <ul style="list-style-type: none"> Ideas or information may or may not be transferable from one language to another and can provide cultural insights and information <i>e.g. Japanese speakers use different words for "my wife" (kanai) and "another person's wife" (okusan), and for "my family" (kazoku) and "another's family" (gokazoku), which reflects the importance of respect and the notion of "in-group" (uchi) and "outsider" (soto);</i> <i>"mate" in Australian English has no exact one-word equivalent in other languages.</i> Cultural practices in the target language can be compared with those of other cultures and connections noticed between language use and cultural knowledge and behaviour <i>e.g. target language introduction routines or phone protocols may involve different codes of behaviour from those in English or other languages:</i> <ul style="list-style-type: none"> <i>in Japanese, the lower-status participant uses shitsurei shimasu, excuse me, to end a telephone conversation.</i> Investigations into language use and cultural beliefs, attitudes and practices further develop intercultural competence <i>e.g. understanding what is and is not appropriate to discuss with members of the target language community; responding appropriately to compliments in the target language.</i> 	<p>Intercultural competence and language awareness Intercultural competence and knowledge of languages and cultures allow for differing ways of experiencing, acting in and viewing the world.</p> <ul style="list-style-type: none"> Regional and social diversity exists within and across languages and cultures, and this diversity informs appropriate communication <i>e.g. dialects within the target language</i> <i>variations in language associated with generation, gender, social class: Japanese have different words for age-based status relationships (at school, sempai is used to refer to older students and kohai is used to refer to younger students)</i> <i>there are over 250 Aboriginal languages in Australia, based on geographic and kinship groups.</i> Familiarity with issues and topics of significance to members of the target culture enhances intercultural communication <i>e.g. understanding Indigenous peoples have various sensitivities about representations of deceased persons</i> <i>understanding current youth leisure trends in the target culture informs communication with young people from the target culture</i> <i>understanding religious or traditional taboos helps to make socioculturally appropriate language choices.</i> Beliefs, values and attitudes are embedded in languages and cultures; and knowledge of these aspects can facilitate intercultural communication <i>e.g. drawing conclusions about attitudes and values shared by speakers of the target language, based on idioms, proverbs or media images, to inform effective intercultural communication.</i>