Languages

Essential Learnings by the end of the Elementary Stage

Learning and assessment focus

Students use their existing understandings of the target language and cultures to further explore societal views and norms, and how these are enacted in the functions, conventions and patterns of each language. They develop their repertoire of process skills and strategies to acquire and manipulate the verbal, non-verbal and written features of the target language. They recognise the importance in contemporary society of learning additional languages and using intercultural skills.

Students learning Asian, European and other languages expand their understanding and appreciation of the diversity expressed in languages and the influence of language on culture.

Students learning Indigenous languages also understand that Australian languages and cultures are diverse and are inclusive of Aboriginal languages and cultures, Torres Strait Islander languages and cultures, and their associated creoles and dialects, including Aboriginal Englishes.

Students use the essential processes of **Ways of working** to develop and demonstrate their **Knowledge and understanding**. They explore a range of text types in the target language, noticing how communication needs and contextual challenges are responded to for different purposes and audiences, and they communicate in a range of controlled contexts on known topics, collaborating with peers. They reflect on their learning and language choices in relation to purpose, context and audience.

Students select and use tools and technologies, including information and communication technologies (ICTs), in purposeful ways. They make use of the potential that ICTs provide to inquire, create and communicate in the target language.

Students demonstrate evidence of their learning over time in relation to the following assessable elements:

- knowledge and understanding
- comprehending texts
- composing texts
- intercultural competence
- reflecting.

Ways of working

Students are able to:

- interpret a range of spoken and written texts in different contexts where familiar and some unfamiliar language is used

- interpret and respond by manipulating some elements of language to contribute to conversations for different purposes, contexts and audiences

- recognise and use appropriate verbal and non-verbal language to support the development of communicative competence

- select and apply strategies to adjust verbal and non-verbal language for a variety of purposes, contexts and audiences, and respond appropriately to feedback

- construct simple, cohesive spoken and written texts for different contexts, displaying some concept of register

- notice and compare similarities and differences between the target language and English and/or other familiar languages

- notice and compare their own beliefs, attitudes and practices and those reflected in the target culture

- reflect on and evaluate the suitability of language choices for purpose, context and audience

- reflect on learning, apply new understandings and identify future applications.

Knowledge and understanding

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.

- Verbal language and non-verbal language are adapted according to purpose, context and audience

  e.g.   language varies when emailing a teacher, compared with emailing a friend; giving a speech to the class, compared with talking with friends.

- Texts, including conversations and narratives, follow patterns and are shaped by conventions that can vary between cultures

  e.g.   conventions for opening, maintaining and closing a conversation, and for responding to invitations.

- Familiar language can be used in new contexts to help interpret and convey main ideas and supporting details

  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.

- 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

  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.

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.

- Ideas or information may or may not be transferable from one language to another and can provide cultural insights and information

  *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*);*

  "mate" in Australian English has no exact one-word equivalent in other languages.

- 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

  e.g. target language introduction routines or phone protocols may involve different codes of behaviour from those in English or other languages:

  in Japanese, the lower-status participant uses shitsurei shimasu*, excuse me, to end a telephone conversation.*

- Investigations into language use and cultural beliefs, attitudes and practices further develop intercultural competence

  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.