

LANGUAGES

K–10

FRAMEWORK

JUNE 2016

© 2016 Copyright Board of Studies, Teaching and Educational Standards NSW for and on behalf of the Crown in right of the State of New South Wales.

This document contains Material prepared by the Board of Studies, Teaching and Educational Standards NSW for and on behalf of the Crown in right of the State of New South Wales. The Material is protected by Crown copyright.

All rights reserved. No part of the Material may be reproduced in Australia or in any other country by any process, electronic or otherwise, in any material form, or transmitted to any other person or stored electronically in any form without the prior written permission of the Board of Studies, Teaching and Educational Standards NSW, except as permitted by the Copyright Act 1968.

When you access the Material you agree:

- to use the Material for information purposes only
- to reproduce a single copy for personal bona fide study use only and not to reproduce any major extract or the entire Material without the prior permission of the Board of Studies, Teaching and Educational Standards NSW
- to acknowledge that the Material is provided by the Board of Studies, Teaching and Educational Standards NSW
- to include this copyright notice in any copy made
- not to modify the Material or any part of the Material without the express prior written permission of the Board of Studies, Teaching and Educational Standards NSW.

The Material may contain third-party copyright materials such as photos, diagrams, quotations, cartoons and artworks. These materials are protected by Australian and international copyright laws and may not be reproduced or transmitted in any format without the copyright owner's specific permission. Unauthorised reproduction, transmission or commercial use of such copyright materials may result in prosecution.

The Board of Studies, Teaching and Educational Standards NSW has made all reasonable attempts to locate owners of third-party copyright material and invites anyone from whom permission has not been sought to contact the Copyright Officer.

Phone: (02) 9367 8289

Fax: (02) 9279 1482

Email: mila.buraga@bostes.nsw.edu.au

Published by:

Board of Studies, Teaching and Educational Standards NSW

GPO Box 5300

Sydney NSW 2001

Australia

www.bostes.nsw.edu.au

D2016/60971

BOSTES K–10 syllabus development project.....	4
Introduction.....	5
The K–10 curriculum	5
Diversity of learners.....	6
Languages key	8
Outcome coding	8
Coding of the Australian curriculum content.....	8
Learning across the curriculum icons.....	Error! Bookmark not defined.
Rationale	10
The place of the <i>[Language] K–10 Syllabus</i> in the K–12 curriculum.....	14
Aim	14
Objectives.....	15
Outcomes	15
Table of objectives and outcomes	15
Stage statements	18
Content.....	20
Organisation of content	Error! Bookmark not defined.
Learning across the curriculum	23
Early Stage 1 – Stage 5 Content.....	25
Years 7–10 Life Skills outcomes and content	Error! Bookmark not defined.
Table of objectives and outcomes.....	33
Content.....	35
Assessment.....	35
Glossary	40

BOSTES K–10 SYLLABUS DEVELOPMENT PROCESS

The BOSTES process for the development of K–10 syllabuses with consideration of Australian curriculum content involves expert writers and opportunities for broad consultation with teachers and other stakeholder groups in order to receive the highest-quality advice from across the education community.

This project will follow the BOSTES syllabus development process, recognising the substantial review and development work that the Australian Curriculum, Assessment and Reporting Authority (ACARA), together with all states and territories, has undertaken.

The *Languages K–10 Framework* forms the basis for the development of draft language-specific syllabuses and is structured according to the elements of a K–10 syllabus. A framework-based approach acknowledges the similarity between languages while providing flexibility for the development of language-specific curriculum. The *NSW Languages K–10 Draft Framework* makes provision for language-specific content within a matrix of language-generic objectives and outcomes.

Each subsection of the *NSW Languages K–10 Framework* addresses a syllabus component and includes an explanation of the component's purpose. Content subsections include proposed instructions to the writers in the writing of the draft syllabus.

The draft syllabus components will be:

- Introduction
 - The K–10 curriculum
- Diversity of learners
- [Language] key
 - Outcome coding
 - Coding of Australian curriculum content
 - Learning across the curriculum icons
- Rationale
- The place of the *[Language] K–10 Syllabus* in the K–12 curriculum
- Aim
- Objectives
- Outcomes
 - Table of objectives and outcomes
 - Stage statements
- Content
 - Organisation of content
 - Learning across the curriculum
 - Content
- Years 7–10 Life Skills outcomes and content
- Assessment
 - Standards
 - Assessment
 - Assessment for students with special education needs
 - Reporting
- Glossary

INTRODUCTION

THE K–10 CURRICULUM

The Board of Studies, Teaching and Educational Standards NSW (BOSTES) syllabuses are developed with respect to some overarching views about education. These include the BOSTES *K–10 Curriculum Framework* and *Statement of Equity Principles* and the *Melbourne Declaration on Educational Goals for Young Australians* (December 2008).

BOSTES syllabuses include agreed Australian curriculum content and content that clarifies the breadth and depth of learning and scope for Languages. The Australian curriculum achievement standards underpin the syllabus outcomes and the Stage statements for Early Stage 1 to Stage 5.

In accordance with the *K–10 Curriculum Framework* and the *Statement of Equity Principles*, the *NSW Languages K–10 Framework* takes into account the diverse needs of all students. It identifies essential knowledge, understanding, skills, values and attitudes. It outlines clear standards of what students are expected to know and be able to do in K–10. It provides structures and processes by which teachers can provide continuity of study for all students.

The *K–10 Curriculum Framework* also provides a set of broad learning outcomes that summarise the knowledge, understanding, skills, values and attitudes essential for all students in all learning areas to succeed in and beyond their schooling.

The continued relevance of the *NSW K–10 Curriculum Framework* is consistent with the intent of the *Melbourne Declaration on the Educational Goals for Young Australians* (December 2008), which sets the direction for Australian schooling for the next ten years. There are two broad goals:

Goal 1: Australian schooling promotes equity and excellence

Goal 2: All young Australians become successful learners, confident and creative individuals, and active and informed citizens.

The way in which learning in each Language K–10 syllabus will contribute to the curriculum, and to students' achievement of the broad learning outcomes, will be outlined in the syllabus rationale.

DIVERSITY OF LEARNERS

The *NSW Languages K–10 Draft Framework* is inclusive of the learning needs of all students. Syllabuses based on the Framework will be designed to accommodate teaching approaches that support student diversity under the sections: Students with special education needs; Gifted and talented students; Students learning English as an additional language or dialect; Students with prior language learning.

STUDENTS WITH SPECIAL EDUCATION NEEDS

All students with special education needs are entitled to participate in and progress through the curriculum. Some students may require additional support or adjustments to teaching, learning and assessment that enable a student to access syllabus outcomes and content and demonstrate achievement of outcomes.

Students with special education needs can access the K–10 outcomes and content in a range of ways. Students may engage with:

- syllabus outcomes and content with adjustments to teaching, learning and/or assessment activities
- selected outcomes and content appropriate to their learning needs
- outcomes from an earlier Stage, using age-appropriate content
- selected Years 7–10 Life Skills outcomes and content appropriate to their learning needs.

Decisions regarding adjustments should be made in the context of collaborative curriculum planning with the student, parent/carer and other significant individuals to ensure that syllabus outcomes and content reflect the learning needs and priorities of individual students.

Further information can be found in support materials for:

- Languages
- Special education needs
- Life Skills Years 7–10.

GIFTED AND TALENTED STUDENTS

Gifted students have specific learning needs that may require adjustments to the pace, level and content of the curriculum. Differentiated educational opportunities will assist in meeting the needs of gifted students.

Generally, gifted students demonstrate the following characteristics:

- the capacity to learn at faster rates
- the capacity to find and solve problems
- the capacity to make connections and manipulate abstract ideas.

There are different kinds and levels of giftedness. Gifted and talented students may also possess learning disabilities that should be addressed when planning appropriate teaching, learning and assessment activities.

Curriculum strategies for gifted and talented students may include:

- differentiation: modifying the pace, level and content of teaching, learning and assessment activities
- acceleration: promoting a student to a level of study beyond their age group

- curriculum compacting: assessing a student’s current level of learning and addressing aspects of the curriculum that have not yet been mastered.

School decisions about appropriate strategies are generally collaborative and involve teachers, parents and students with reference to documents and advice available from BOSTES and the education sectors.

Gifted and talented students may also benefit from individual planning to determine the curriculum options, as well as teaching, learning and assessment strategies, most suited to their needs and abilities.

STUDENTS LEARNING ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT (EAL/D)

Many students in Australian schools are learning English as an additional language or dialect (EAL/D). EAL/D students are those whose first language is a language or dialect other than Standard Australian English and who require additional support to assist them to develop English language proficiency.

EAL/D students come from diverse backgrounds and may include:

- overseas and Australian-born students whose first language is a language other than English, including creoles and related varieties
- Aboriginal and Torres Strait Islander students whose first language is Aboriginal English, including Kriol and related varieties.

EAL/D students enter Australian schools at different ages and stages of schooling and at different stages of English language learning. They have diverse talents and capabilities and a range of prior learning experiences and levels of literacy in their first language and in English. EAL/D students represent a significant and growing percentage of learners in NSW schools. For some, school is the only place they use English.

EAL/D students are simultaneously learning a new language and the knowledge, understanding and skills of the [Language] syllabus through that new language. They require additional time and support, along with informed teaching that explicitly addresses their language needs, and assessments that take into account their developing language proficiency.

STUDENTS WITH PRIOR LEARNING AND/OR EXPERIENCE

Students can commence language study at any point along the K–8 continuum and with a range of prior language experiences which include either the language of the syllabus or a different language. They may have engaged with a language in either formal or less formal contexts. They may have been exposed to a language through family members or student exchange. Students have started school as mono-, bi- or plurilinguals. Syllabuses based on the *NSW Languages K–10 Draft Framework* aim to provide sufficient flexibility through the differentiation of teaching and learning strategies, including content for students with prior learning, to cater for the learning needs of all students.

LANGUAGES KEY

The following codes and icons are used in the *NSW Languages K–10 Draft Framework*.

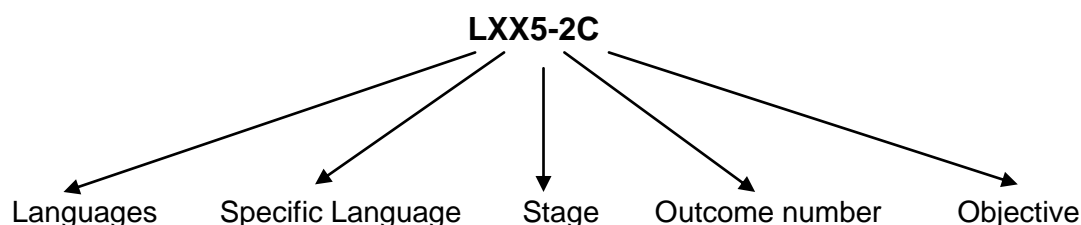
OUTCOME CODING

Syllabus outcomes will be coded in a consistent way. The code identifies the language, Stage, outcome number and the way content is organised. For the language-specific syllabuses to be developed subsequently, the generic LXX code will be replaced by a language-specific code.

Early Stage 1 to Stage 5 are represented by the following codes:

Stage	Code
Early Stage 1	e
Stage 1	1
Stage 2	2
Stage 3	3
Stage 4	4
Stage 5	5

In the [Language] syllabus, outcome codes indicate subject, Stage outcome number and objective. For example:



Outcome code	Interpretation
eg LIT2-1C	<i>Languages, Italian, Stage 2 - Outcome number 1 (Communicating)</i>
eg LIN5-7U	<i>Languages, Indonesian, Stage 5 - Outcome number 4 (Understanding)</i>

CODING OF AUSTRALIAN CURRICULUM CONTENT

The syllabus will contain Australian curriculum content descriptions for Languages in a generic form with Australian curriculum codes in brackets at the end of each generic content description that relates to a specific Language curriculum, for example:

Develop language to interact with peers and adults (ACLGEC103)

LEARNING ACROSS THE CURRICULUM ICONS

Learning across the curriculum content, including the cross-curriculum priorities, general capabilities and other areas identified as important learning for all students, will be incorporated and identified by icons in the K–10 [Language] syllabuses.

Aboriginal and Torres Strait Islander histories and cultures 🖐

Asia and Australia's engagement with Asia ^a

Sustainability 🌱

Critical and creative thinking ⚙️

Ethical understanding ⚖️

Information and communication technology capability 💻

Intercultural understanding 🌐

Literacy 📖

Numeracy 📊

Personal and social capability 👤

Civics and citizenship 🗺

Difference and diversity 🛖

Work and enterprise ⭐

RATIONALE

 for your information

The rationale describes the distinctive nature of the subject and outlines its relationship to the contemporary world and current practice. It explains the place and purpose of the subject in the curriculum, including:

- why the subject exists
- the theoretical underpinnings
- what makes the subject distinctive
- why students study the subject
- how it contributes to the purpose of the *K–10 Curriculum Framework*
- how it prepares students for further schooling.

The Australian curriculum rationale for Languages K–10 is:

Through learning languages, students acquire:

- communication skills in the language being learnt
- an intercultural capability, and an understanding of the role of language and culture in communication
- a capability for reflection on language use and language learning.

Language learning provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples, to reflect on their understanding of experience in various aspects of social life, and on their own participation and ways of being in the world. Learning languages broadens students' horizons in relation to the personal, social, cultural and employment opportunities that an increasingly interconnected and interdependent world presents. The interdependence of countries and communities means people in all spheres of life are required to negotiate experiences and meanings across languages and cultures. Despite its status as a world language, a capability in English only is no longer sufficient. A bilingual or plurilingual capability is the norm in most parts of the world.

Learning languages:

- extends the capability to communicate and extends literacy repertoires
- strengthens understanding of the nature of language, of culture, and of the processes of communication
- develops intercultural capability
- develops understanding of and respect for diversity and difference, and an openness to different experiences and perspectives
- develops understanding of how culture shapes worldviews and extends learners' understanding of themselves, their own heritage, values, culture and identity
- strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.

Learning languages also contributes to strengthening the community's social, economic and international development capabilities. Language capabilities represent linguistic and cultural resources through which the community can engage socially, culturally and economically, in domains which include business, trade, science, law, education, tourism, diplomacy, international relations, health and communications.

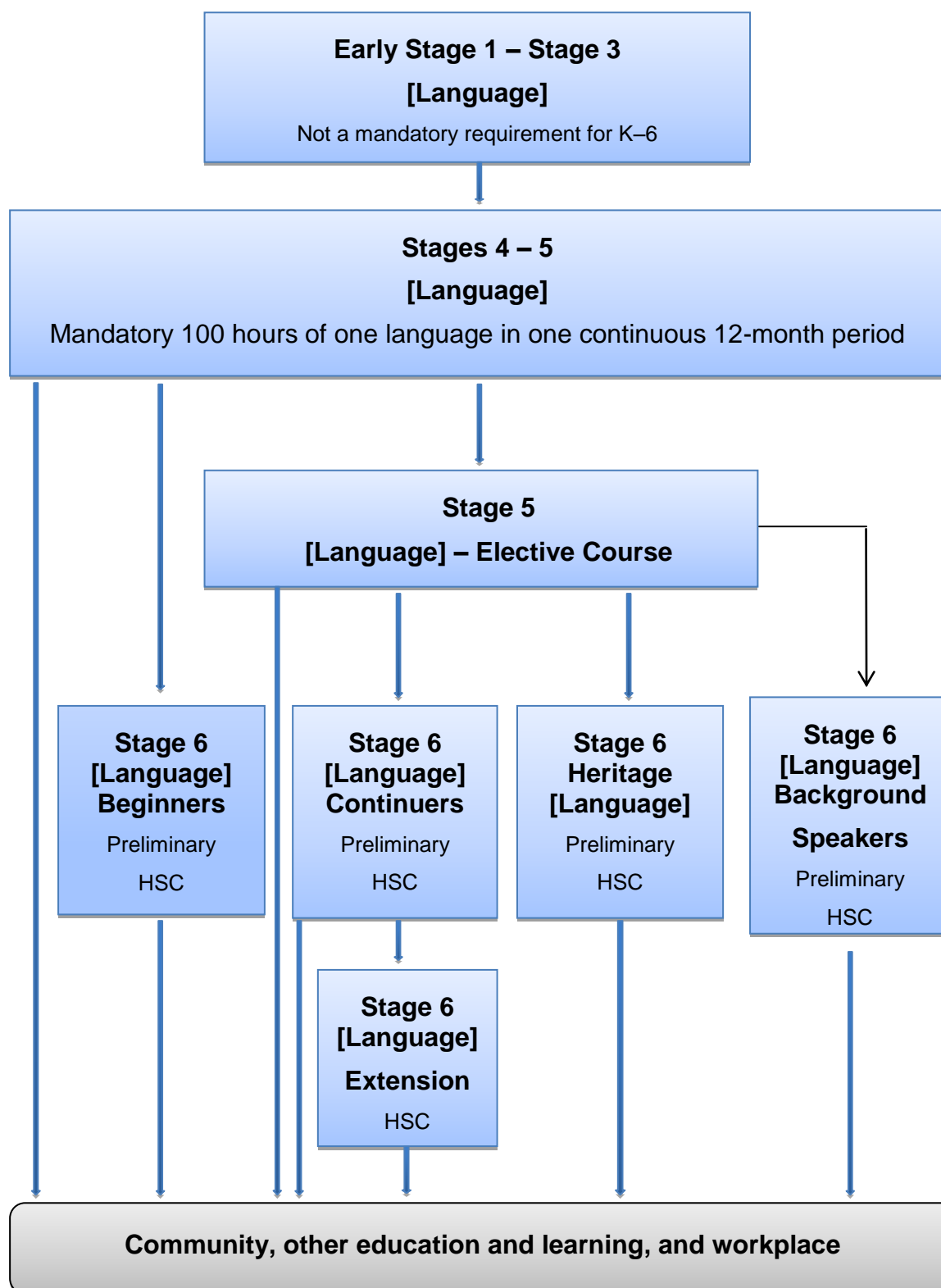
Actions for writers and key considerations

- Review and amend the generic *Australian Curriculum: Languages* rationale for a NSW context
- Review and amend the language-specific context statements of the *Australian Curriculum: Languages* to ensure they describe the distinctive nature of the subject and outline its relationship to the contemporary world and current practice
- Ensure that the rationale explains the place and purpose of the subject in the curriculum
- Ensure that the purpose statement, principles and broad outcomes of the *K–10 Curriculum Framework* are reflected in the rationale
- Include language-specific components as the syllabuses are developed.


THE PLACE OF [LANGUAGE] K–10 SYLLABUS IN THE K–12 CURRICULUM

i for your information

NSW syllabuses include a diagram that illustrates how the syllabus relates to the learning pathways in K–12. This section places the K–10 syllabus in the K–12 curriculum as a whole.



AIM

 for your information


In NSW syllabuses, the aim provides a succinct statement of the overall purpose of the syllabus. It indicates the general educational benefits for students from programs based on the syllabus.

The aim, objectives, outcomes and content of a syllabus are clearly linked and sequentially amplify details of the intention of the syllabus.

Proposed aim for Languages syllabuses

The aim of the [Language] syllabus is to enable students to communicate with others in [Language], and to reflect on and understand the nature and role of language and culture in their own lives and the lives of others.

OBJECTIVES

 for your information

In NSW syllabuses, objectives provide specific statements of the intention of a syllabus. They amplify the aim and provide direction to teachers on the teaching and learning process emerging from a syllabus. They define, in broad terms, the knowledge, understanding, skills, values and attitudes to be developed through study in the subject. They act as organisers for the intended outcomes.

Knowledge, Understanding and Skills

Communicating

Students communicate in [Language] by:

- **interacting** – interacting to exchange information, ideas and opinions, and to plan, negotiate and take action
- **accessing and responding** – obtaining, processing, conveying and responding to information through a range of spoken, written, digital and/or multimodal texts
- **composing** – composing spoken, written, bilingual, digital and/or multimodal texts.

Understanding

Students understand and analyse in [Language] or English:

- **systems of language** – understanding the language system, including sound, writing, grammar and text structure
- **language variation and change** – understanding and reflecting on how languages vary in use (standard and non-standard varieties) and change over time and place
- **the role of language and culture** – understanding and reflecting on the role of language and culture in the exchange of meaning; and considering how interaction shapes communication and identity.

The Communicating and Understanding strands are interdependent and one or more of the objectives may be emphasised at any given time, depending on the Language and the Stage of learning.


Values and Attitudes

Students:

- develop an interest in and enjoyment of language learning
- appreciate and value their own heritage, culture and identity
- appreciate and respect the culture, beliefs and values of others through language learning.

Values and attitudes are an integral part of the teaching and learning process. They are distinct from knowledge, understanding and skills objectives and are not written with Stage outcomes. Values and attitudes do not need to be included in the assessment of student achievement of knowledge, understanding and skills.

OUTCOMES

 for your information

In NSW syllabuses, outcomes provide detail about what students are expected to achieve at the end of each Stage in relation to the objectives. They indicate the knowledge, understanding and skills expected to be gained by most students as a result of effective teaching and learning. They are derived from the objectives of the *NSW Languages K–10 Draft Framework*.

TABLE OF STRANDS, OBJECTIVES AND OUTCOMES – CONTINUUM OF LEARNING

The following outcomes may be amended as the language-specific syllabuses are developed.

COMMUNICATING

Students communicate in [Language] by:

Objectives	Early Stage 1 outcomes	Stage 1 outcomes	Stage 2 outcomes	Stage 3 outcomes	Stage 4 outcomes	Stage 5 outcomes
	A student:	A student:	A student:	A student:	A student:	A student:
Interacting <i>interacting to exchange information, ideas and opinions; and to plan, negotiate and take action</i>	LXXe-1C responds to simple greetings and instructions in [Language]	LXX1-1C participates in play-based learning and classroom routines in [Language]	LXX2-1C participates in guided classroom activities in [Language]	LXX3-1C interacts with others in [Language] to exchange information and to engage in classroom activities	LXX4-1C interacts with others in [Language] to exchange information, and to plan and take action	LXX5-1C initiates and sustains interactions with others in [Language] to exchange information, ideas and opinions, and to plan, negotiate and take action
Accessing and responding <i>Obtaining, processing, conveying and responding to information through a range of spoken, written, digital and/or multimodal texts</i>	LXXe-2C engages with [Language] texts LXXe-3C responds to spoken and visual texts through actions, gestures, single words or phrases	LXX1-2C identifies key words and information in simple texts LXX1-3C presents information using a range of supports	LXX2-2C locates and classifies information in texts LXX2-3C presents information using modelled language	LXX3-2C obtains and organises information from texts, using contextual and other clues LXX3-3C presents information in different formats	LXX4-2C identifies main ideas and obtains information in texts LXX4-3C presents information and ideas in a range of formats for different audiences	LXX5-2C obtains and interprets information from a range of texts LXX5-3C presents information, opinions and ideas in a range of formats for specific audiences, purposes and contexts

Composing <i>Composing spoken, written, bilingual, digital and/or multimodal texts</i>	LXXe-4C composes texts in [Language] using visual supports and other scaffolds	LXX1-4C composes simple texts in [Language] using modelled language	LXX2-4C composes texts in [Language] using model language and sample sentence patterns	LXX3-4C composes imaginative and informative texts in [Language] incorporating familiar language	LXX4-4C composes imaginative and informative texts in [Language] in a range of formats for different audiences	LXX5-4C composes imaginative and informative texts in [Language] in different formats for a range of audiences, purposes and contexts
--	--	---	--	--	--	---

UNDERSTANDING

Students understand and analyse in [Language] or English:

Objectives	Early Stage 1 outcomes	Stage 1 outcomes	Stage 2 outcomes	Stage 3 outcomes	Stage 4 outcomes	Stage 5 outcomes
	A student:	A student:	A student:	A student:	A student:	A student:
Systems of language <i>Understanding the language system, including sound, writing, grammar and text structure</i>	LXXe-1U recognises spoken and written [Language]	LXX1-1U recognises and reproduces the sounds of [Language], understanding how they are represented in the written form LXX1-2U recognises language patterns in statements, questions and commands	LXX2-1U recognises intonation patterns of [Language] LXX2-2U demonstrates understanding of elements of grammar in familiar language patterns	LXX3-1U applies key features of [Language] pronunciation and intonation, and applies basic writing conventions LXX3-2U demonstrates understanding of grammatical structures to present information	LXX4-1U applies [Language] pronunciation and intonation patterns and writing conventions LXX4-2U demonstrates understanding of grammatical structures to present information and express a range of ideas	LXX5-1U applies [Language] pronunciation, intonation and writing conventions, and how they are used to convey meaning LXX5-2U demonstrates understanding of complex grammatical structures used to present information and express ideas and opinions LXX5-3U analyses the effects of linguistic and structural features in texts
Language variation and change <i>Understanding and reflecting on how languages vary in use</i>	LXXe-2U recognises that there are different kinds of texts	LXX1-3U recognises features of familiar texts	LXX2-3U demonstrates an awareness of purpose and audience in texts	LXX3-3U recognises variations in linguistic and structural elements in familiar texts	LXX4-3U identifies linguistic and structural conventions and cultural influences in a range of texts	LXX5-3U recognises that there are different kinds of texts
Language variation and change <i>Understanding and reflecting on how languages vary in use</i>	LXXe-3U recognises that languages borrow words from each other	LXX1-4U recognises similarities between [Language] and other languages	LXX2-4U identifies changes in [Language] due to contact with other languages	LXX3-4U explores how [Language] is influenced by and influences other languages	LXX4-4U examines how [Language] interacts with other languages and cultures	LXX5-4U analyses the impact on [Language] of social, cultural and intercultural influences

<i>(standard and non-standard varieties) and change over time and place</i>						
Role of language and culture <i>Understanding and reflecting on the role of language and culture in the exchange of meaning; and considering how interaction shapes communication and identity</i>	LXXe-4U recognises that other languages are spoken in their immediate environment and the world	LXX1-5U recognises similarities and differences between [Language] and their own language and culture	LXX2-5U recognises terms and expressions in [Language] that reflect cultural practices, and makes comparisons between their own and other communities	LXX3-5U makes connections between their own cultural practices and language use and those of [Language]-speaking communities	LXX4-5U recognises that language use reflects cultural ideas and is shaped by the values and beliefs of a community	LXX5-5U explains and reflects on the interrelationship between language, culture and identity


Actions for writers and key considerations:

- Review the outcomes and modify to accommodate individual Languages, where appropriate

Considerations in the development of outcomes have included:

- The need to ensure the manageability of outcomes, in terms of their number
- The need to ensure appropriate progression across Stages of learning
- The need to ensure accessibility of outcomes for both those students with prior learning and/or experience and those who commence language learning at this Stage.

STAGE STATEMENTS

 for your information

In NSW syllabuses Stage statements summarise the knowledge, understanding, skills, values and attitudes developed by students as a result of achieving the outcomes for each Stage of learning.

Australian curriculum achievement standards will underpin the development of the Stage statements.

PRIOR-TO-SCHOOL LEARNING

Students bring to school a range of knowledge, understanding and skills developed in home and prior-to-school settings. The movement into Early Stage 1 should be seen as a continuum of learning and planned for appropriately.

The *Early Years Learning Framework for Australia* describes a range of opportunities for students to learn and develop a foundation for future success in learning.

The *Early Years Learning Framework for Australia* has five learning outcomes that reflect contemporary theories and research evidence about children's learning. The outcomes are used to guide planning and to assist all children to make progress.

The outcomes are:

1. Children have a strong sense of identity.
2. Children are connected with and contribute to their world.
3. Children have a strong sense of wellbeing.
4. Children are confident and involved learners.
5. Children are effective communicators.

In addition, teachers need to acknowledge the learning that children bring to school, and plan appropriate learning experiences that make connections with existing language and literacy development, including language used at home.

The following draft Stage statement is a guide only and may be amended as the syllabuses are developed.

EARLY STAGE 1

By the end of Early Stage 1 students interact in [Language] with their peers and teacher through action-related talk and play-based activities. They exchange greetings in [Language], understanding that different language is used for greeting different people, such as their teacher or peers. They respond to simple instructions, question cues and visual texts with actions, gestures and single words or phrases. They use formulaic [Language] phrases for everyday interactions such as thanking or apologising. They participate in shared reading of texts such as Big Book stories, using pictures and contextual clues to help make meaning. Students identify key words in spoken texts, such as names of people or objects, and match simple words to pictures, such as classroom objects. They compose their own spoken texts

with teacher support, using scaffolds and visual support such as photos, to convey simple information about themselves or their family.

Students recognise that [language] sounds different to English, and mimic [language] pronunciation, approximating sounds. They understand that there are different kinds of texts, such as songs, labels and captions, and recognise [language] in the written form. They identify words in English that are borrowed from [language] and vice versa. They understand that [language] is used in [country/countries] and other places in the world, and explore different languages that are used by their peers, family or in their local community. They have a growing awareness of the culture of [language]-speaking communities, and identify some [language] cultural practices that are similar or different to their own.

Actions for writers and key considerations

- Develop Stage statements that describe the achievement of the typical student by the end of the Stage
- The stem of the Stage statements commences with: *By the end of <insert Stage> students...*
- Stage statements will relate to the syllabus outcomes and content
- Review the Australian curriculum achievement standards which will underpin the development of the stage statements.

CONTENT

ORGANISATION OF CONTENT

 for your information

In NSW syllabuses for Kindergarten to Year 10, courses of study and educational programs are based on the outcomes of syllabuses. The content describes in more detail how the outcomes are to be interpreted and used, and the intended learning appropriate for the Stage. In considering the intended learning, teachers will make decisions about the sequence, the emphasis to be given to particular areas of content, and any adjustments required based on the needs, interests and abilities of their students.

The knowledge, understanding and skills described in the outcomes and content will provide a sound basis for students to successfully move to the next Stage of learning.

ORGANISATION OF CONTENT

Australian curriculum content is written in two-year bands of schooling (Foundation–Year 2, Years 3–4, Years 5–6, Years 7–8 and Years 9–10) and arranged by various curriculum organisers, including strands and sub strands.

The structure of Australian curriculum content for Languages

The content of the *Australian Curriculum: Languages* is organised in the following ways:

- through differentiated pathways of learning for first-language learners, background language learners and non-background learners to cater for the dominant group(s) of students in the current Australian context. (For the majority of languages, one curriculum pathway has been developed for Years F–10 catering to non-background learners.) For Chinese, pathways have been developed for three learner groups: first language learners, background language learners and non-background learners.
- in two sequences of learning: Foundation – Year 10 and Years 7–10 (Year 7 entry). For Chinese first language learner pathway, there is only the Years 7–10 (Year 7 entry) sequence
- though two interrelated strands: *Communicating* and *Understanding*
- through a set of sub strands identified within each of the strands that reflect the dimensions of language use and the related content to be taught and learned
- through a set of ‘threads’ which are designed to capture the range and variety in the scope of learning and a means for expressing the progression of content across the learning sequences.

CONTENT

The content of language-specific NSW syllabuses will be developed from the Languages K–10 Framework with one pathway and one learning sequence K–10 that has been designed to accommodate a range of learners and school programs. The content will be organised through the two interrelated strands: *Communicating* and *Understanding* and related objectives.

Considerations in the development of the content structure have included:

- the NSW response from key stakeholders, that included feedback from sectors to the draft *Australian Curriculum: Languages* (Stages 1 and 2) which included strong

endorsement for:

- the use of a Framework-based approach to the development of Language-specific syllabuses which has been the model for successful and efficient languages curriculum development across Australia.
- the need to simplify the structure of the *Australian Curriculum: Languages*, including the number of sub strands and content descriptions
- the need to provide flexibility to accommodate the range of language programs in NSW schools
- greater clarity in the knowledge, understanding and skill requirements, especially in relation to the macro skills.
- the need to accommodate learners who bring to the classroom a range of prior knowledge and/or experience
- research into Languages curriculum design, including Content Language Integrated Learning (CLIL) and Task Based Language Learning (TBLL).

Content including knowledge and understanding of linguistic structures and vocabulary should be taught in an integrated way by providing meaningful learning experiences for students through a range of relevant and appropriate teaching and learning strategies.

TASKS

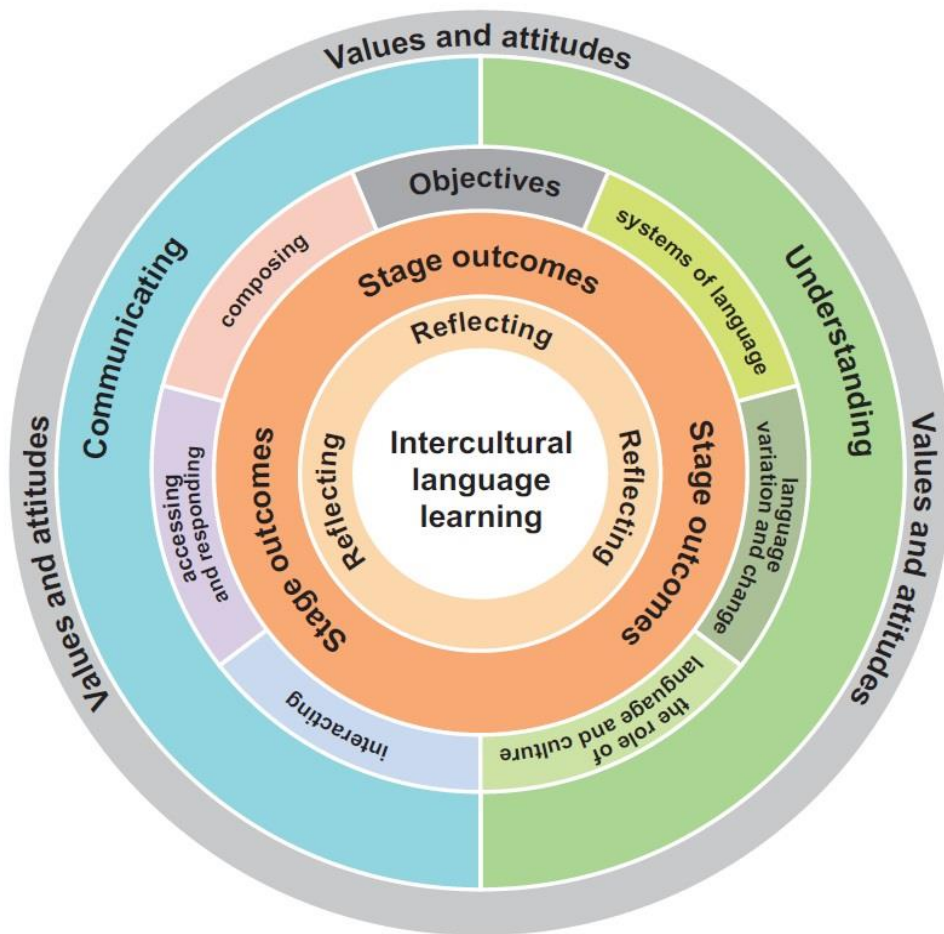
Tasks are relevant and significant learning experiences that involve purposeful language use. Unlike form-focused language activities and exercises (see glossary), the task involves the achievement of a devised or actual goal or purpose. Tasks provide opportunities to draw on existing language resources and to experiment with new forms.

The task may be authentic, for example to take a [Language]-speaking person on a tour around a school or to participate in an experiment, or simulated, for example, to compose an email to a [Language]-speaking friend or read a friend's blog.


Tasks provide the organising structure and context for meaning-focused language learning.

THE K–10[LANGUAGE] SYLLABUS WILL BE ORGANISED IN THE FOLLOWING WAY

This diagram will be a draft and may be amended as the syllabus is developed.



LEARNING ACROSS THE CURRICULUM

 for your information

The text in this section is generic.




BOSTES has described learning across the curriculum areas that are to be included in syllabuses. In K–10 syllabuses, the identified areas will be embedded in the descriptions of content and identified by icons. Learning across the curriculum content assists students to achieve the broad learning outcomes defined in the BOSTES *K–10 Curriculum Framework* and *Statement of Equity Principles*, and in the *Melbourne Declaration on Educational Goals for Young Australians* (December 2008).

Knowledge, understanding, skills, values and attitudes derived from the learning across the curriculum areas will be included in BOSTES syllabuses, while ensuring that subject integrity is maintained.

The learning across the curriculum areas include the cross-curriculum priorities and general capabilities from the Australian curriculum as well as other areas identified by BOSTES as important learning for all students.

Cross-curriculum priorities enable students to develop understanding about and address the contemporary issues they face.

The cross-curriculum priorities are:




- Aboriginal and Torres Strait Islander histories and cultures 
- Asia and Australia's engagement with Asia 
- Sustainability 

General capabilities encompass the knowledge, skills, attitudes and behaviours to assist students to live and work successfully in the 21st century.

The general capabilities are:

- Critical and creative thinking 
- Ethical understanding 
- Information and communication technology capability 
- Intercultural understanding 
- Literacy 
- Numeracy 
- Personal and social capability 

BOSTES syllabuses include other areas identified as important learning for all students:

- Civics and citizenship 
- Difference and diversity 
- Work and enterprise 

Actions for writers and key considerations:

- Analyse and describe the representation of learning across the curriculum in the *[Language] K–10 Syllabus*

- Draw on the explanations already provided in the Australian curriculum cross-curriculum priorities and general capabilities and the NSW cross-curriculum content statements and further research
- Ensure the approach taken in the learning area maintains a consistent expectation with the approaches used for Learning across the curriculum in other K–10 syllabuses.

EARLY STAGE 1 – STAGE 5 CONTENT

Australian curriculum content descriptions will be considered and may be modified, supplemented or reordered for inclusion in NSW K–10 syllabuses.

Actions for writers and key considerations

- Ensure that content which clarifies Australian curriculum content is written as succinct statements
- Include the Australian curriculum codes in brackets after the content description
- Consider Australian curriculum content elaborations and draw upon where appropriate
- Consider ways in which content descriptions from the *Translating* and *Reflecting* sub-strands of the Australian curriculum can be integrated within the objectives of the Communicating and Understanding strands
- Consider and draw upon content from *learn about* and *learn to* statements in the current NSW K–10 Languages syllabuses
- Include the linguistic structures/elements/features as appropriate
- Include content for students with prior learning and/or experience.

SAMPLE CONTENT FOR STAGE 1 (SAMPLE 1)

The following sample content pages indicate the way in which Australian curriculum content may be built upon and integrated in the NSW syllabus.

Communicating

Objective – Interacting

Outcome

A student:

- participates in play-based learning and classroom routines LXX1-1C

Content

Students:

- participate in action-related play-based learning, for example: (relevant Language-specific AC Content Description codes, where appropriate) 🌐 🎓 👥
 - following instructions to learn a song 🌐 👥
 - following instructions to learn and play a game 🎓 👥
 - creating projects, such as a photo collection of their favourite animals 🌐 👥
 - participating in shared reading activities. 🎓
- interact with the teacher and peers to exchange greetings and farewells, introductions and information, for example: (relevant Language-specific AC Content Description code,

where appropriate) 🌐 🎓 👤

- introducing self and others 🌐 👤
- engaging in classroom routines. 🌐 👤

Content for students with prior learning and/or experience

Students:

- collaborate with peers in shared events and activities, for example (relevant Language-specific AC Content Description code/s, where appropriate) ⚙️ 🌐 🎓 👤
- planning activities for a special day at school ⚙️ 🖥️ 🎓 👤
- conducting and describing an experiment, such as observing the results of putting sultanas in soda water. 🖥️ 🎓 👤

Linguistic elements (examples)

- greetings, such as *good morning everyone*
- imperative forms, such as *repeat after me, form a line, give me that*
- adverbs such as *louder, today, then*
- phrases such as *it's my turn, we won, try your best*
- 'I', 'you' and 'we' forms of present tense verbs (where applicable)
- question forms, such as *What is this? Who is this? What is your name? How old are you?*

The examples of linguistic elements written in italics will be in the language of the syllabus.

SAMPLE CONTENT FOR STAGE 1 (SAMPLE 2)

Understanding

Objective – Role of language and culture

Outcome

A student:

- recognises similarities and differences between [Language] and their own language and culture, for example: LXX1-5U

Content

Students:

- compare different cultural practices and the specific ways of using language in different cultures, for example (relevant Language-specific AC Content Description codes, where appropriate) 🌐 🌐 🌐 🌐
 - exploring the meaning of ‘culture’, how it involves visible elements, such as ways of eating, and invisible elements, such as how people live and behave 🌐 🌐
 - understanding that language and culture are interwoven, by recognising words in [Language] that reflect aspects of culture, such as ... 🌐
 - identifying self as belonging to a family, class or peer group, considering own ways of talking and behaving that make them who they are 🌐
 - comparing ways of communicating in [Language] and in English, such as choice of language to greet the teacher and peers, and use of gestures 🌐
 - comparing aspects of own lifestyle, such as ways of playing games, with the lifestyle of [Language] children 🌐
- identify what may look or feel similar or different to own language and culture when interacting in [Language], for example: (relevant Language-specific AC Content Description codes, where appropriate, relevant Language-specific AC Content Description codes, where appropriate) 🌐 🌐
 - reflecting on what sounds, looks or feels similar or different to own language and culture when interacting in [Language] 🌐 🌐

Content for students with prior learning and/or experience

Students:

- understand that the ways people use language reflect their cultures, and relate to where and how they live, and what is important to them, for example: (relevant Language-specific AC Content Description codes, where appropriate) 🌐 🌐 🌐
 - exploring the meaning of culture, and how it reflects ways in which people

communicate, live and behave, what they value and how they think about themselves and others 🌐🗣️

- identifying elements of [Language] cultural representation, such as flags, sporting emblems or folk tales 🌐🗣️
 - identifying words, phrases and gestures that reflect aspects of [Language] culture, such as 🌐
- share their feelings and ways of behaving when using [Language], for example: (relevant Language-specific AC Content Description codes, where appropriate) 👤🌐
 - sharing with peers how it feels to use [Language], for example, when interacting, singing songs or playing games. 🌐 👤

SAMPLE CONTENT FOR STAGE 4 (SAMPLE 3)

Communicating

Objective – Accessing and responding

Outcome

A student:

- identifies main ideas and obtains information in texts LXX4-2C
- presents information and ideas in a range of formats for different audiences LXX4-3C

Content

- locate key points of information and identify gist from a range of written, spoken and digital texts, for example: (relevant Language-specific AC Content Description codes, where appropriate) ⚙️ 🖥️ 🎓
- convey information and ideas in a variety of spoken, written and digital forms to suit different audiences, for example: (relevant Language-specific AC Content Description codes, where appropriate) ⚙️ 🖥️ 🎓
 - obtaining information from a class survey and presenting the findings in a table or graph in English or [Language] for another class ⚙️ 🎓
 - summarising the findings of a class survey for presentation in English in a digital visual presentation, poster or wall chart ⚙️ 🖥️ 🎓
 - obtaining information about people or events and using the information to create a profile or timetable/timeline to show a sequence of events ⚙️ 🎓
 - collecting, collating and presenting data in [Language] or English using online survey software. ⚙️ 🖥️ 🎓

Content for students with prior learning and/or experience (A)

Students:

- obtain and analyse information from a range of written, spoken and digital texts, for example: (relevant Language-specific AC Content Description codes, where appropriate) ⚙️ 🖥️ 🎓
- convey information and ideas on a range of topics, events or experiences, using different modes of presentation to suit particular audiences, for example: (relevant Language-specific AC Content Description codes, where appropriate) ⚙️ 🖥️ 🎓
 - identifying appropriate sources for a research project, eg a tourism website or a documentary, comparing, summarising and analysing information from a range of sources ⚙️ 🖥️ 🎓
 - comparing contemporary music popular among [Language] and Australian teenagers by listening to radio music stations and albums and viewing video clips, presenting information about similarities and differences in themes, messages, expression,

- styles of performance and singers' fashion for the school's website 🛠️🎓
- investigating a social, environmental or cultural issue and presenting the findings summarising opinions, attitudes and comments collected from surveys, interviews or media sources 🛠️💻🎓
- collating and presenting data in [Language] or English using online survey software. 🛠️💻🎓

Content for students with prior learning and/or experience (B)

Students:

- access and evaluate information from a range of written, spoken and digital texts, for example: (relevant Language-specific AC Content Description codes, where appropriate) 🛠️💻🎓
- convey information, ideas and perspectives on a range of topics, events or experiences, using a variety of presentation modes to suit particular audiences, for example: (relevant Language-specific AC Content Description codes, where appropriate) 🛠️💻🎓
- obtaining information from a range of sources for presentation to two different audiences, explaining and justifying the language and format choices 💻🎓
- accessing diverse sources such as social media and newspaper articles and discussing the relevance and credibility of the information conveyed for a report to the class 🛠️💻🎓
- identifying multiple perspectives on an issue categorising the factors that may influence a particular perspective, such as nationality, religion, gender or ethnicity to determine the perspective or credibility of sources for a presentation on a student website 🛠️💻🎓
- analysing and presenting data in [Language] or English using online survey software 🛠️💻🎓

SAMPLE CONTENT FOR STAGE 4 (SAMPLE 4)

Understanding

Objective – Language variation and change

Outcome

A student:

- examines how [Language] interacts with other languages and cultures LXX4-4U

Content

Students:


- recognise how [Language] influences and is influenced by interactions with other languages, cultures and technology, for example: (relevant language-specific AC content description code, where appropriate) 🖐️ 🌐 🌍 🎓 🧑 🚫
 - recognising that the [language] language borrows and adapts words and expressions from English and other languages, eg ...
 - identifying [language] words that are used in English and other languages, eg ..., noticing differences in pronunciation and whether they relate to particular themes, [such as sport, food, fashion], considering possible reasons for this 🚫
 - recognising [language] words and phrases that have emerged in response to new ideas and developments in communications and technology, eg ...🚫
 - understanding that some indigenous languages are growing and adapting, while others, such as many Aboriginal and Torres Strait Islander languages, are endangered, reviving, or blending with other languages 🖐️ 🌐 🌍

Content for students with prior learning and/or experience

Students:

- explore the impact of technology on [language] and how [language] has changed over time through interaction with other languages and cultures, for example: (relevant language-specific AC content description code, where appropriate) 🌐 🎓 🧑 🚫
 - examining [language] words and phrases that have emerged as a result of technological development, eg ... 🎓 🚫
 - comparing how the language of social media affects language use in [language] and English, for example, specific language, codes and emoticons used in electronic messages, eg ... 🎓 🚫
 - recognising and understanding the meaning of new words and phrases in [language] that have developed as a result of globalisation and changing lifestyles, eg ... 🎓 🚫
 - discussing how changes to the [language] language reflect changes in traditional customs and cultural practices, for example, in family celebrations or community festivals 🌐 🚫

YEARS 7–10 LIFE SKILLS OUTCOMES AND CONTENT

 for your information

The text in this section is generic for all K–10 syllabuses.

The Years 7–10 Life Skills outcomes and content are developed from the Stage 4 and Stage 5 objectives of the *NSW Languages K–10 Framework*.

Before deciding that a student should undertake a course based on Life Skills outcomes and content, consideration should be given to other ways of assisting the student to engage with the regular course outcomes. This assistance may include a range of adjustments to the teaching, learning and assessment activities of the [Language] Years 7–10 curriculum.

If the adjustments do not provide a student with sufficient access to some or all of the Stage 4 and Stage 5 outcomes, a decision can be explored for the student to undertake Life Skills outcomes and content. This decision should be made through the collaborative curriculum planning process involving the student and parent/carer and other significant individuals. School principals are responsible for the management of the collaborative curriculum planning process.


The following points need to be taken into consideration:

- students are not required to complete all Life Skills outcomes
- specific Life Skills outcomes should be selected on the basis that they meet the learning needs, strengths, goals and interests of each student
- outcomes may be demonstrated independently or with support.

Further information in relation to planning, implementing and assessing Life Skills outcomes and content can be found in support materials for:

- Languages
- Special education needs
- Life Skills Years 7–10.

TABLE OF OBJECTIVES AND OUTCOMES

 for your information

For students undertaking a course based on Life Skills outcomes and content:

- students are not required to complete all Life Skills outcomes
- specific Life Skills outcomes should be selected on the basis that they meet the learning needs, strengths, goals and interests of each student
- outcomes may be demonstrated independently or with support.

The following table presents the Life Skills outcomes developed from the regular syllabus objectives. These outcomes may be amended as necessary during syllabus development.

	<p>Communicating Students communicate in [Language] by:</p> <ul style="list-style-type: none"> • interacting: interacting to exchange information, ideas and opinions; and to plan, negotiate and take action • accessing and responding: obtaining, processing, conveying and responding to information through a range of oral, written, digital and multimodal texts • composing: composing spoken, written, bilingual, digital and multimodal texts
Objectives	<p>Life Skills outcomes A student:</p>
Interacting	<p>LXXLS-1C uses [Language] to interact with others in everyday contexts</p>
Accessing and responding	<p>LXXLS-2C obtains information from a range of texts</p> <p>LXXLS-3C presents ideas and information in [Language] in a range of formats</p>
Composing	<p>LXXLS-4C composes texts in a range of formats for different purposes and audiences</p>

	<p>Understanding Students understand and analyse in [Language] and English:</p> <ul style="list-style-type: none"> • systems of language: understanding the language system, including sound, writing, grammar and text structure • language variation and change: understanding and reflecting on how languages vary in use (standard and non-standard varieties) and change over time and place • the role of language and culture: understanding and reflecting on the role of language and culture in the exchange of meaning; and considering how interaction shapes communication and identity
Objectives	<p>Life Skills outcomes A student:</p>
Systems of language	<p>LXXLS-1U understands that letter combinations and/or symbols represent sounds and words in [Language]</p> <p>LXXLS-2U understands that language has patterns and structures that are used to convey meaning</p> <p>LXXLS-3U understands that <u>texts</u> are structured in different ways</p>
Language variation and change	<p>LXXLS-4U explores the influence of [Language] on other languages</p>
Role of language and culture	<p>LXXLS-5U explores their own and other languages and cultures</p>

Please note: The outcomes are not intended to represent the scope of student learning for the objective.

CONTENT

 for your information

The Years 7–10 Life Skills outcomes and content provide the basis for developing a rigorous, relevant, accessible and meaningful age-appropriate program. Outcomes and content should be selected based on the learning needs, strengths, goals and interests of each student. Students are not required to complete all of the content to demonstrate achievement of an outcome.

Actions for writers and key considerations:

- Ensure that the content is succinct and manageable and takes into consideration the range of students for whom Life Skills outcomes and content are appropriate
- Develop Life Skills content from the regular course content for [Language].

The following sample Life Skills content page demonstrates how Years 7–10 Life Skills content will be represented. It is intended to guide writers and does not describe all the learning that will occur. The draft Life Skills content may be amended as the syllabus is developed.

Communicating

Objective – Interacting




















Outcome

A student:

- uses [Language] to interact with others in everyday contexts LXXLS-1C

Content

Students:

- develop language to interact with peers and known adults, for example:   
 - understanding and responding to greetings 
 - initiating questions 
 - responding to questions about themselves   
 - introducing themselves 
 - engaging in a conversation about themselves 
- engage in everyday collaborative activities, for example:   
 - following instructions to learn a song or game
 - collaborating with others in a shared event, such as planning a weekend outing  
 - sharing information about aspects of their personal world, such as family, friends, entertainment, sport or leisure 
- recount a special event, such as their birthday, for example: 
 - responding to cues for turn-taking
- participate in classroom routines, for example:  


- responding to classroom instructions 🎓
- seeking help, permission 🎓
- offering suggestions 🎓
- expressing opinions 👤
- accepting or declining an invitation 👤

Content for students with prior learning and/or experience

Students:

- initiate and sustain interactions with peers and known adults, for example: 🌐 🎓 👤
 - initiating conversations
 - sustaining interactions by asking questions
 - responding to questions about themselves
 - engaging in a conversation about themselves
- engage in everyday collaborative activities, for example: 🎓 👤
 - giving and following instructions to learn a song or game
 - collaborating with others in a shared event, such as planning a weekend outing
 - allocating and swapping roles in group activities
- participate in classroom routines, for example: 🎓 👤
 - responding to open-ended questions about learning activities
 - asking for clarification
 - seeking help, permission and advice
 - offering suggestions and advice
 - expressing ideas and opinions
 - responding to invitations by accepting, declining or giving excuses

ASSESSMENT

 for your information

The text in this section is generic for all K–10 syllabuses.

STANDARDS

The Board of Studies, Teaching and Educational Standards NSW (BOSTES) K–10 Curriculum Framework is a standards-referenced framework that describes, through syllabuses and other documents, the expected learning outcomes for students.

Standards in the framework consist of three interrelated elements:

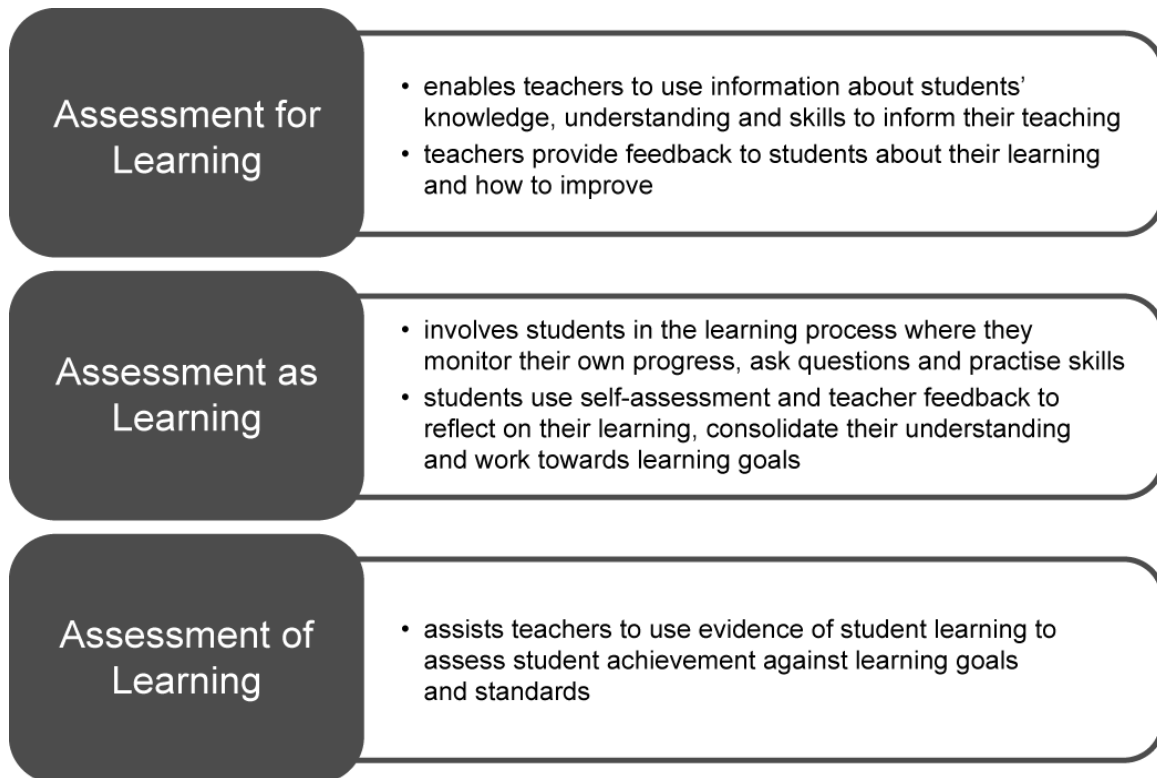
- outcomes and content in syllabuses showing what is to be learned
- Stage statements that summarise student achievement
- samples of work on the BOSTES Assessment Resource Centre (ARC) website which provide examples of levels of achievement within a Stage.

Syllabus outcomes in [Language] contribute to a developmental sequence in which students are challenged to acquire new knowledge, understanding and skills.

ASSESSMENT

Assessment is an integral part of teaching and learning. Well-designed assessment is central to engaging students and should be closely aligned to the outcomes within a Stage. Effective assessment increases student engagement in their learning and leads to enhanced student outcomes.

Assessment for Learning, Assessment as Learning and Assessment of Learning are three approaches to assessment that play an important role in teaching and learning. The BOSTES Years K–10 syllabuses particularly promote Assessment for Learning as an essential component of good teaching.



Further advice on programming and appropriate assessment practice in relation to the [Language] syllabus is contained on the BOSTES website. This support material provides general advice on assessment as well as strategies to assist teachers in planning education programs.

ASSESSMENT FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

Some students with special education needs will require adjustments to assessment practices in order to demonstrate what they know and can do in relation to syllabus outcomes and content. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity. These may be:

- alternative formats for responses, for example written point form instead of essays, scaffolded structured responses, short objective questions or multimedia presentations
- adjustments to assessment activities, for example rephrasing questions, using simplified language, fewer questions or alternative formats for questions
- adjustments to the assessment process, for example additional time, rest breaks, quieter conditions, or the use of a reader and/or scribe or specific technology.

It is a requirement under the *Disability Standards for Education 2005* for schools to ensure that assessment tasks are accessible to students with a disability. Schools are responsible for any decisions made at school level to offer adjustments to course work, assessment tasks and in-schools tests.

Further examples of adjustments to assessment for students with special education needs and information on assessment of students undertaking Life Skills outcomes and content can be found in support materials for:

- Languages
- Special education needs
- Life Skills Years 7–10.

REPORTING

Reporting is the process of providing feedback to students, parents and other teachers about student progress.

Teachers use assessment evidence to extend the process of Assessment for Learning into their Assessment of Learning. In a standards-referenced framework, teachers make professional judgements about student achievement at key points in the learning cycle. These points may be at the end of a Year or Stage, when schools may wish to report differentially on the levels of knowledge, understanding and skills demonstrated by students.

Descriptions of student achievement in [Language] provide schools with a useful tool to report consistent information about student achievement to students and parents, and to the next teacher to help plan the next steps in the learning process.

The A–E grade scale or equivalent provides a common language for reporting by describing observable and measurable features of student achievement at the end of a Stage, within the indicative hours of study. Teachers use the descriptions of the standards to make a professional, on-balance judgement, based on available assessment information, to match each student’s achievement to a description. The Common Grade Scale (A–E) or equivalent is used by teachers to report student levels of achievement from Stages 1 to 5.

For students with special education needs, teachers may need to consider, in consultation with their school and sector, the most appropriate method of reporting student achievement. It may be deemed more appropriate for students with special education needs to be reported against outcomes or goals identified through the collaborative curriculum planning process. There is no requirement for schools to use the Common Grade Scale (A–E) or equivalent to report achievement of students undertaking Life Skills outcomes and content.

GLOSSARY

 for your information

This section draws on the *Australian Curriculum: Languages F–10* glossary which is included below. Additional words and/or terms specific to individual languages may also be identified for inclusion.

Actions for writers and key considerations

- Review and amend to identify additional terminology and definitions for inclusion or remove unnecessary words and/or terms
- Identify additional language-specific terminology and definitions for inclusion as appropriate.

accent	A manner of pronunciation of a language which marks speakers as belonging to identifiable categories such as geographical or ethnic origin, social class or generation.
accent marks	Marks placed on a letter to indicate pronunciation, stress or intonation, or to indicate a different meaning or different grammatical usage for the word within which they appear. For example <i>résumé, piñata, ou/òu</i> .
accuracy	Production of structurally correct forms of the target language.
activity	A game or other teaching strategy that is used to rehearse learned language. Playing a game of bingo, singing a song or writing and acting out a role-play are examples of activities where language is modelled and practised. ‘Classroom activities’ is a generic term used in the syllabus to describe any planned occurrences within a language classroom and includes exercises, activities and tasks.
adjective	A word that modifies or describes a noun or pronoun. For example <i>astonishing</i> in <i>an astonishing discovery</i> .
adverb	A word class that may modify or qualify a verb, an adjective or another adverb. For example <i>beautifully</i> in <i>she sings beautifully</i> ; <i>really</i> in <i>he is really interesting</i> ; <i>very and slowly</i> in <i>she walks very slowly</i> .
adverbial	A word or group of words that functions as an adverb.
aesthetic	Relates to a sense of beauty or appreciation of artistic expression.
alliteration	A recurrence of the same consonant sounds at the beginning of words in close succession (for example <i>ripe, red raspberry</i>).
audience	Intended readers, listeners or viewers.
authentic (texts/materials)	Texts or materials produced for ‘real-life’ purposes and contexts as opposed to being created specifically for learning tasks or language practice.
author	A composer or originator of a work (for example <i>a novel, film, website, speech, essay, autobiography</i>).
bilingualism	An ability to use two or more languages.

biography	A detailed account of an individual's life; a text genre that lends itself to different modes of expression and construction. In the context of intercultural language learning, the concept of biography can be considered in relation to identity, to the formation of identity over time, and to the understanding that language is involved in the shaping and expressing of identity.
character components	Individual elements of a written character which have a separate linguistic identity.
characters	(i) graphic symbols used in writing in some languages (ii) assumed roles in dramatic performance
clause	A grammatical unit that contains a subject and a predicate (verb) and expresses the complete proposition.
CLIL	Content and language integrated learning. An approach to learning content through an additional language.
code-switching	A use of more than one language in a single utterance. For example Papa, can you buy me a <i>panini</i> , please? A common feature of bilingual and multilingual language use.
cognates	Similar or identical words which have shared origins. For example <i>father</i> (English), <i>Vater</i> (German) and <i>pater</i> (Latin) have a shared origin. <i>Gratitude</i> (English) and <i>gratitud</i> (Spanish) are both derived from <i>gratitudo</i> (Latin). English <i>ship</i> and <i>skiff</i> share the same Germanic origin.
cohesion	Grammatical or lexical relationships that bind different parts of a text together and give it unity. Cohesion is achieved through various devices such as connectives, ellipses and word associations. These associations include synonyms, antonyms (for example <i>study/laze about</i> , <i>ugly/beautiful</i>), repetition (for example <i>work, work, work – that's all we do!</i>) and collocation (for example, <i>friend</i> and <i>pal</i> in, <i>My friend did me a big favour last week. She's been a real pal.</i>
collocation	Words that typically occur in close association and in particular sequence. For example, <i>salt and pepper</i> rather than <i>pepper and salt</i> and <i>ladies and gentlemen</i> rather than <i>gentlemen and ladies</i> .
communication	A mutual and reciprocal exchange of meaning.
communicative competence	An acquired capability to understand and interact in context using the target language (TL). Defined by the use of appropriate phonological, lexical, grammatical, sociolinguistic and intercultural elements.
complex sentence	A sentence with more than one clause. In the following examples, the subordinate clauses are indicated by square brackets: <i>I took my umbrella [because it was raining]; The man [who came to dinner] is my brother.</i>
complexity	A degree to which language use is complex as opposed to simple. Elements of language complexity include:
composing	A process of producing written, spoken, graphic, visual or multimodal texts. It includes: It also includes applying knowledge and control of language forms, features and structures required to complete the task.

compound sentence	A sentence with two or more main clauses of equal grammatical status, usually marked by a coordinating conjunction such as <i>or</i> , <i>and</i> , <i>but</i> . In the following examples, the main clauses are indicated by square brackets: [<i>Alice came home this morning</i>] [<i>but she didn't stay long</i>]. [<i>Kim is an actor</i>], [<i>Pat is a teacher</i>], [<i>and Sam is an architect</i>].
comprehension strategies	Strategies and processes used by listeners, readers and viewers of text to understand and make meaning. These include: <ul style="list-style-type: none">• making hypotheses based on illustrations or text layout• drawing on language knowledge and experience (for example gender forms)• listening for intonation or expression cues• interpreting grapho-phonetic, semantic and syntactic cues.
comprehension/comprehending	An active process of making/constructing/deciphering meaning of language input through listening, reading, viewing, touching (as in braille) and combinations of these modes. It involves different elements: decoding, working out meaning, evaluating and imagining. The process draws upon the learner's existing knowledge and understanding, text-processing strategies and capabilities; for example inferencing or applying knowledge of text types and social and cultural resources.
concrete language	A language used to refer to the perceptible and material world and to particular persons, places and objects. For example <i>school</i> , <i>girl</i> ; as opposed to <i>abstract language</i> , used to refer to ideas or concepts removed from the material world, such as <i>peace</i> , <i>kindness</i> , <i>beauty</i> .
conjunction	A part of speech that signals relationships between people, things, events, ideas. For example Sophie and her mother might come and visit, or they might stay at home. The conjunction <i>and</i> links the two participants, while <i>or</i> links alternative options.
content	A subject matter used as a vehicle for language learning.
context	An environment and circumstances in which a text is created or interpreted. Context can include the general social, historical and cultural conditions in which a text exists or the specific features of its immediate environment, such as participants, roles, relationships and setting. The term is also used to refer to the wording surrounding an unfamiliar word that a reader or listener uses to understand its meaning.
convention	An accepted language or communicative practice that has developed and become established over time. For example use of punctuation or directionality.
create	Develop and/or produce spoken, written or multimodal texts in print or digital forms.
cues	Sources of information used to facilitate comprehension of language that may be visual, grammatical, gestural or contextual.
culture	In earlier models of language teaching and learning, <i>culture</i> was represented as a combination of literary and historical resources, and visible, functional aspects of a community group's way of life such as food, celebrations and folklore.

While these elements of culture are parts of cultural experience and organisation, current orientations to language teaching and learning employ a less static model of culture. Culture is understood as a framework in which things come to be seen as having meaning. It involves the lens through which:

- people see, think, interpret the world and experience
- make assumptions about self and others
- understand and represent individual and community identity.

Culture involves understandings about ‘norms’ and expectations, which shape perspectives and attitudes. It can be defined as social practices, patterns of behaviour, and organisational processes and perspectives associated with the values, beliefs and understandings shared by members of a community or cultural group. Language, culture and identity are understood to be closely interrelated and involved in the shaping and expression of each other. The intercultural orientation to language teaching and learning is informed by this understanding.

de-centre	A capacity to step outside familiar frames of reference, to consider alternative views, experiences and perspectives and to look critically and objectively at one’s own linguistic and cultural behaviour.
decode	A process of working out the meaning of a text. Decoding strategies involve readers/listeners/viewers drawing on contextual, lexical, alphabetic, grammatical and phonic knowledge to decipher meaning. Readers who decode effectively combine these forms of knowledge fluently and automatically, using meaning to recognise when they make an error and to self-correct.
dialect	A variant of a language that is characteristic of a region or social group.
diaspora	A scattered population with a common origin in a smaller geographical area.
digital media	Various platforms via which people communicate electronically.
digital texts	Audio, visual or multimodal texts produced through digital or electronic technology. They may be interactive and include animations or hyperlinks. Examples of digital texts include DVDs, websites and e-literature.
digraph	Two letters that represent a single sound: <ul style="list-style-type: none">• vowel digraphs have two vowels (for example, ‘oo’, ‘ea’)• consonant digraphs have two consonants (for example ‘sh’, ‘th’)
diphthongs	Two vowel sounds pronounced in a single syllable with the individual vowel sounds distinguished. (For example hour)
directionality	A direction in which writing/script occurs, for example from left to right, right to left.
encode	A process of changing spoken language into symbols of written/digital language.
enunciation	A clear and distinct pronunciation of language.

exercise	A teaching strategy that is used to drill learned language. Matching exercises, sentence completions, true/false statements, grammatical manipulations are examples of exercises.
face	A 'socio-dynamic' term which concerns self-delineated worth that comes from knowing one's status. Relates to concepts such as reputation, self-respect, honour and prestige. A key element of social relations in Chinese, Japanese and many other cultures.
filler	A sound or word used in spoken conversation to signal a pause, hesitation or unfinished contribution. For example, <i>I went to the station...er... then I caught a train...</i> Frequent use of fillers characterises early stages of second language (L2) development, but proficient speakers and first language (L1) speakers also use them as an opportunity to reflect or recast.
fluency	An ability to produce spoken or written language with appropriate phrasing, rhythm and pace. It involves the smooth flow of language, lack of hesitation or undue pausing and characterises the largely accurate use and automatisisation of the target language.
form-focused learning activities	Activities designed to rehearse, practise, control and demonstrate particular language structures, forms or features. For example drills, rehearsed role-plays/dialogues, games and songs, set sequences of language patterns.
formulaic language	Words or expressions which are commonly used in fixed patterns and learned as such without grammatical analysis. For example <i>Once upon a time</i> (story-starter); <i>G'day, how are you going?</i> (greeting in Australian English).
framing	A way in which elements of text are arranged to create a specific interpretation of the whole.
genre	A category used to classify text types and language use; characterised by distinguishing features such as subject matter, form, function and intended audience. Examples of genres typically used in early language learning include greetings, classroom instructions and apologies. More advanced language proficiency includes the ability to use genres such as narrative or persuasive text, creative performance and debates.
grapho-phonetic language	The language we use and the description of language as a system. In describing language, attention is paid to both structure (form) and meaning (function) at the level of the word, the sentence and the text.
grapho-phonetic language	Knowledge of how letters in printed language relate to the sounds of the language and of how symbols (letters, characters) represent spoken language.
homophone	A word identical in pronunciation with another but different in meaning (for example, <i>bare and bear, air and heir</i>).
honorific	A grammatical form, typically a word or affix, that has at least in part of its meaning the relative social status of the speaker in relation to the addressee, other participant or context. Parts of speech which signify respect, politeness and emphasise social distance or status.

hybrid texts	Composite texts resulting from a mixing of elements from different sources or genres. For example email, which combines the immediacy of talk and the expectation of a reply with the permanence of print.
hypermedia	A multimedia system in which related items and forms of information, such as data, texts, graphics, video and audio, are linked and can be presented together by a hypertext program.
hypertext	A text which contains links to other texts.
identity	A person's conception and expression of individuality or group affiliation, self-concept and self-representation. Identity is closely connected to both culture and language. Thinking and talking about the self is influenced by the cultural frames, which are offered by different languages and cultural systems. Identity is not fixed. Second-language learners' experience with different linguistic and cultural systems introduces them to alternative ways of considering the nature and the possibilities associated with identity.
ideograph	A graphic character that indicates meanings without reference to the sounds used to pronounce the word.
idiomatic expressions	A group of (more or less) fixed words having a meaning not deducible from the individual words. Idioms are typically informal expressions used by particular social groups and need to be explained as one unit (for example <i>I am over the moon, on thin ice, a fish out of water, fed up to the back teeth</i>).
indicative hours	An indication for the purposes of curriculum development of the assumption about learning time on task.
infinitive	A base form of a verb.
input	Direct contact with and experience of the target language; the stimulus required for language acquisition and learning. Input can take multiple forms and be received through different modes.
intensifiers	Words that are usually used with adjectives to emphasise their meaning and are expressed by means of an adverb (for example <i>very interesting, awfully boring</i>)
intercultural capability	An ability to understand and to engage in the relationship between language, culture and people from diverse backgrounds and experience. This involves understanding the dynamic and interdependent nature of both language and culture, that communicating and interacting in different languages involves interacting with values, beliefs and experiences as well as with words and grammars. An intercultural capability involves being open to different perspectives, being flexible and curious, responsive and reflective; being able to de-centre, to look objectively at one's own cultural ways of thinking and behaving, and at how these affect attitudes to others, shade assumptions and shape behaviours. Characteristics of an intercultural capability include cognitive and communicative flexibility and an orientation and ability to act in ways that are inclusive and ethical in relation to diversity and difference.
intercultural language teaching	An orientation to language teaching and learning that informs

and learning	current curriculum design; framed by the understanding that language and culture are dynamic, interconnected systems of meaning-making; that proficiency in an additional language involves cultural and intercultural as well as linguistic capabilities. The focus is on developing communicative proficiency and on moving between language–culture systems. It includes the reflexive and reciprocal dimension of attention to learners’ own language(s) and cultural frame(s).
interpret	In the context of L2 learning, <i>interpret</i> refers to two distinct processes: <ul style="list-style-type: none">• the act of translation from one language to another• the process of understanding and explaining; the ability to conceive significance and construct meaning, and to explain to self or others.
intonation	A key component of communication, involving patterns of pitch and melody of spoken language that can be used like punctuation; for example to express surprise or suggest a question, to shade, accentuate or diminish emphasis or meaning, and to regulate turn-taking in conversations.
language	A human cognitive and communicative capability which makes it possible to communicate, to create and comprehend meaning, to build and sustain relationships, to represent and shape knowledge, and to imagine, analyse, express and evaluate. Language is described and employed: <ul style="list-style-type: none">• as code – comprising systems, rules, a fixed body of knowledge; for example grammar and vocabulary, sound and writing systems• as social practice – used to do things, create relationships, interact with others, represent the world and the self; to organise social systems and practices in dynamic, variable, and changing ways• as cultural and intercultural practice – means by which communities construct and express their experience, values, beliefs and aspirations• as cognitive process – means by which ideas are shaped, knowledge is constructed, and analysis and reflection are structured.
language comprehension	A process of interpreting meaning from spoken, written, tactile and multimodal representations of language.
language features	Features of language that support meaning; for example sentence structure, noun group/phrase, vocabulary, punctuation, figurative language. Choices in language features and text structures together define a type of text and shape its meaning. These choices vary according to the purpose of a text, its subject matter, audience and mode or medium of production.
language functions	Varied ways in which language is used to achieve particular purposes; for example to persuade, to entertain, to apologise, to argue and/or to compliment.
language patterns	Identifiable repeated or corresponding elements in a text. These include patterns of repetition or similarity, such as the repetition of imperative verb forms at the beginning of each

	<p>step in a recipe, or the repetition of a chorus after each verse in a song. Patterns may alternate, as in the call and response pattern of some games, or the to-and-fro of a dialogue. Patterns may also contrast, as in opposing viewpoints in a discussion or contrasting patterns of imagery in a poem.</p>
language specificity	<p>Distinguishing features of a particular language. These include lexico-grammatical and textual features, writing system(s), phonetic systems, and cultural elements which influence language use such as:</p> <ul style="list-style-type: none">• politeness or kinship protocols• the nature of language communities which use the language• the historical and/or current relationship of a language with education in Australia• features of its 'learnability' in terms of teaching and learning in the context of Australian schooling.
language systems	<p>Elements that organise how a language works, including the systems of signs and rules (phonological, syntactic, semantic and pragmatic) that underpin language use. These systems have to be internalised for effective communication and comprehension.</p>
language trajectory	<p>A conceptualised developmental sequence of learning, including learning goals, learning activities, knowledge and skills to be developed at progressive levels.</p>
level statements	<p>Descriptions in broad terms of the developmental characteristics of students and their language learning at particular phases along the Foundation–Year 12 continuum.</p>
lexical cohesion	<p>A use of word associations to create links in texts. Links can be made through the use of repetition of words, synonyms, antonyms and words that are related, such as by class and subclass.</p>
literacy resources	<p>Individual resources and capabilities which learners bring to their learning experience; these include text knowledge, grammatical and vocabulary knowledge, knowledge of phonetic and writing systems. They also include critical, reflective and intercultural capabilities that support new literacy experience in a different language.</p>
macro skills	<p>Four major language skills of listening, speaking, reading and writing.</p>
media texts	<p>Spoken, print, graphic, or electronic communications created for a public audience. They often involve numerous people in their construction and are usually shaped by the technology used in their production. Media texts studied in different languages can be found in newspapers, magazines and on television, film, radio, computer software and the internet.</p>
mediate	<p>To move between different linguistic and cultural systems, referencing own first language(s)/culture(s) while learning to use and to understand those of the target language. This movement involves:</p> <ul style="list-style-type: none">• noticing, interpreting, responding sensitively and flexibly• conveying culturally shaped ideas, values, experience to others• exploring how ideas and experiences are represented

and conveyed in different languages and cultures

- considering similarities, overlaps, collisions and adjustments
- developing the capacity to communicate and represent different perspectives and interpretations.

Mediating operates in two distinctive ways:

- in practices such as interpreting and translating, with attention to what can happen in these processes in terms of 'losing' or 'gaining' meaning
- as the element of the learning experience, which involves noticing, responding, comparing and explaining differences in expression and perspective.

medium

Resources used in the production and transmission of texts, including tools and materials used (for example, digital text and the computer, writing and the pen or the keyboard).

metalanguage

A vocabulary used to discuss language conventions and use (for example, language used to talk about grammatical terms such as sentence, *clause*, *conjunction*; or about the social and cultural nature of language, such as *face*, *reciprocating*, *register*)

mnemonic

Memorising information by use of an aid such as a pattern, rhyme, acronym, visual image.

modal verb

A verb attached to another verb to express a degree of probability (for example *I might come home*) or a degree of obligation (for example *You must give it to me*, *You are to leave now*).

mode

Various processes of communication: listening, speaking, reading/viewing, signing and writing/creating. Modes are also used to refer to the semiotic (meaning-making) resources associated with these communicative processes, such as sound, print, image and gesture.

morpheme

The smallest meaningful unit in the grammar of a language. Morphemes are not necessarily the same as either words or syllables. The word *cat* has one morpheme while the word *cats* has two morphemes: *cat* for the animal and *s* to indicate that there is more than one. Similarly, *like* has one morpheme while *dislike* has two: *like* to describe appreciation and *dis* to indicate the opposite. The process of identifying morphemes assists comprehension, vocabulary building and spelling.

morphology

Principles of word formation and inflection, especially with respect to constituent morphemes.

multimodal text

A text which involves two or more communication modes; for example, the combining of print, image and spoken text in film or computer presentations.

narrative

A story of events or experiences, real or imagined.

narrative devices

Techniques used to help in the narrating of a story or reported event. For example imagery, metaphor, allusion.

neologism

A new word is created, for example *smartphone*, *modem*, *AIDS* or an existing word is used in a new way, for example, *deadly*.

noun

A part of speech that includes all words denoting physical

	<p>objects such as <i>man, woman, boy, girl, car, window</i>. These are <i>concrete nouns</i>. <i>Abstract nouns</i> express intangibles, such as <i>democracy, courage, success, idea</i>.</p>
oracy	<p>An ability to express oneself in and to understand spoken language; it includes oral and aural proficiency.</p>
orthography	<p>Writing words with correct letters or characters according to common usage.</p>
paralanguage	<p>Additional elements of spoken communication which are integrated with vocal (voice) and verbal (words) elements, and contribute significantly to communication and meaning-making. For example voice quality, volume and pacing, facial expressions, gestures, posture and body movement.</p>
paralinguistics	<p>A study of paralanguage elements of expression.</p>
pedagogy	<p>A combination of conceptual knowledge, practical skills and reflective capabilities which constitute the ‘art and science’ of teaching.</p>
performance	<p>A use of the language in real situations, putting language knowledge into practice; it involves accuracy, fluency and complexity.</p>
phoneme	<p>The smallest meaningful unit in the sound system of a language. For example the word <i>is</i> has two phonemes: /i/ and /s/; <i>ship</i> has three phonemes: /sh/, /i/, /p/. A phoneme usually has several manifestations dependent on varying phonological contexts. For example the <i>p</i> in <i>pin</i> and <i>spin</i> differs slightly in pronunciation but is regarded as being the same phoneme; that is, as having the same functional meaning within each word.</p>
phonics	<p>A relationship between letters or characters and the sounds they make when pronounced. L2 learning involves developing phonic awareness and proficiency.</p>
phonological awareness	<p>Understanding that every spoken word is composed of small units of sound, identifying relationships between letters and sounds when listening, reading and spelling. It includes understandings about words, rhyme and syllables.</p>
pragmatics	<p>A study of how context affects communication; for example in relation to the status of participants, the situation in which the communication is happening, or the intention of the speaker.</p>
prediction	<p>An informed presumption about something that might happen. Predicting at text level can include working out what a text might contain by looking at the cover, or working out what might happen next in a narrative. Predicting at sentence level includes identifying what word is likely to come next in a sentence.</p>
prefix	<p>A meaningful element (morpheme) added before the main part of a word to change its meaning. For example <i>unhappy</i>.</p>
preposition	<p>A part of speech that precedes a noun, noun phrase, phrase or pronoun, thereby describing relationships in a sentence in respect to:</p> <ul style="list-style-type: none">• space/direction (below, in, on, to, under – for example <i>she sat on the table</i>).• time (after, before, since – for example <i>I will go to the beach after lunch</i>).

- those that do not relate to space or time (of, besides, except, despite – for example, *he ate all the beans except the purple ones*)

Prepositions usually combine with a noun group or phrase to form a prepositional phrase. For example *in the office*, *besides these two articles*.

productive language

One of the two aspects of communication through language (see receptive language) involving the ability to express, articulate and produce utterances or texts in the target language.

pronoun

A part of speech that refers to nouns, or substituting for them, within and across sentences. For example *Ahmad chose a chocolate cake. He ate it that evening (where he and it are personal pronouns; and that is a demonstrative pronoun)*.

pronunciation

A manner in which a syllable is uttered.

prosody

Patterns of rhythm, tempo, stress, pitch and intonation used in language; for example in poetry or public speaking.

proxemics

A use of space, posture and touch as elements of non-verbal communication.

purposeful learning

Learning which results from authentic language experiences that involve real purpose and achievable outcomes.

question

A commonly employed prompt to elicit language use. A key element of scaffolding to support learners' use of language and to encourage further contributions. Different types of questions provide different prompts:

- **closed questions** are questions for which there are predictable answers. For example *What time is it?* These are typically used as prompts for short answers, as a framework for testing comprehension or reviewing facts, and for routinized interactions. They are frequently used to scaffold early language development.
- **open questions** are questions with unknown and unpredictable answers that invite and support more elaborated and extended contributions from learners. For example *How do you feel about that? What do you think might happen next?* They are used as stimulus for discussion, reflection and investigation.

Questions are an important element of intercultural language teaching and learning. The quality of questions determines the quality and substance of the learning experience.

Effective questions relating to the nature of language, culture and identity and the processes involved in language learning and intercultural experience guide the processes of investigating, interpreting and reflecting which support new understanding and knowledge development.

read

Process visual or tactile symbols (for example braille), words or actions in order to derive and/or construct meaning. Reading includes elements of decoding (of sounds and symbols), interpreting, critically analysing and reflecting upon meaning in a wide range of written, visual, print and non-print texts.

receptive language

One of the two components of communication through language (see productive language): the 'receiving' aspect of

language input, the gathering of information and making of meaning via listening, reading, viewing processes.

reciprocating

An integrating element of intercultural communication that involves movement and relationship, interpreting and creating meaning, and understanding the process of doing so. It involves not only the exchange of words but also an exchange of understanding between the people involved. It comes into play when the learner 'self' encounters and interacts with the 'other' (the target language speaker, the target language itself as text or experience); when the existing language code and cultural frame encounters a different code and frame. This experience affects the learner's perspective and sense of identity and on their usual ways of communicating. Reciprocating involves conscious attention to the process: attention to the self (*intraculturality*) and to the likely impact of the self on the other person involved (*interculturality*). Things previously taken for granted are noticed in reference to new or different ways. Key elements of reciprocating include conscious attention, comparison, reflection and analysis:

- recognition that both partners in an exchange are involved in the 'effort of meaning'
- willingness to work out what the other person means, the cultural and social context they are speaking from and the perspectives, which frame what they are saying
- making necessary adjustments to own and each other's input, orientation and stance that will help the exchange to be successful.

register

A variety of language used for a particular purpose or in a particular situation, the variation being defined by *use* as well as *user*. For example informal register or academic register

romanisation

A transcription from a differently scripted language, such as Chinese or Japanese, into the Latin alphabet

root of a word

A word/word element that cannot be reduced to a smaller unit and from which other words are formed. For example *plant* in *replanting*.

scaffolding

Support provided to assist the learning process or to complete a learning task. Scaffolded language support involves using the target language at a level slightly beyond learners' current level of performance, and involves incremental increasing and decreasing of assistance. Task support provides assistance to perform just beyond what learners can currently do unassisted, to progress to being able to do it independently. Scaffolding includes modelling and structuring input in ways that provide additional cues or interactive questioning to activate existing knowledge, probe existing conceptions or cue noticing and reflecting.

scanning

A text-processing strategy adopted to search for specific words, ideas or information in a text without reading every word. For example looking for a word in the dictionary or a name in a phone directory. Scanning involves moving the eyes quickly down the text looking for specific words and phrases to gain a quick overall impression/to get the gist.

script	A writing system in which characters or symbols represent components of language (letters, syllables, words).
semantic knowledge	Knowledge gained at a meaning rather than a decoding level. This involves understanding the relationship between signifiers (words, phrases, symbols, signs) and the meanings they represent. Semantic information is supported through reference to prior knowledge, cultural connotations and contextual considerations.
skimming	A text-processing strategy aimed at gaining information quickly without focusing on every word.
speak	Convey meaning and communicate with purpose. Some students participate in speaking activities using communication systems and assistive technologies to communicate wants and needs, and to comment about the world.
stereotype	A widely held but fixed and oversimplified image or idea of a particular type of person or thing.
stress	An emphasis in pronunciation that is placed on a particular syllable of a word; for example <i>she will conduct the orchestra</i> ; <i>her conduct is exemplary</i> .
suffix	A meaningful element added after the root of a word to change its meaning (for example to show its tense: –ed in passed. Common suffixes in English include –ing, –ed, ness, –less, –able).
synchronous	Occurring or existing at the same time.
syntax	An ordering of sentence elements such as words, group/phrases and clauses. In some education settings, the terms <i>syntax</i> and <i>grammar</i> are used interchangeably
talk	Convey meaning and communicate with purpose. Some students participate in speaking activities using communication systems and assistive technologies to communicate wants, and needs, and to comment about the world.
task	<p>Tasks are relevant and significant learning experiences that involve purposeful language use. Unlike form-focused language activities and exercises the task involves the achievement of a devised or actual goal or purpose. Tasks provide opportunities to draw on existing language resources and to experiment with new forms.</p> <p>The task may be authentic, for example to conduct a [Language]-speaking person around a school or to participate in an experiment; or simulated, for example to compose an email to a [Language]-speaking friend or read a friend’s blog. Tasks provide the organising structure and context for meaning-focused language learning.</p>
task-based language learning (TBLL)	An orientation to language teaching and learning, which focuses on the use of the language in meaningful and ‘life-like’ tasks and activities. The completion of the task is not an end in itself, as tasks are part of the overall learning and using of the language, providing a context and purpose for developing language competence and a means of assessing

and evaluating learning outcomes. Learners work independently and/or collaboratively, draw on existing language resources, generate solutions to communicative problems, seek out additional or new language and other resources needed to complete the task. Focused language work, such as grammar knowledge, vocabulary-building, social and cultural competence, is integrated with task preparation and completion processes. Tasks provide opportunities to integrate the four modes of language use, to develop fluency, complexity and problem-solving capacity, as well as including work on accuracy and focus on form. A task has limits as a one-off learning event, but is used as a meaningful component of learners' overall learning progression.

texts

Communications of meaning produced in any media that incorporates [Language]. Text forms and conventions have developed to support communication with a variety of audiences for a range of purposes. Texts include written, spoken, visual, digital and multimodal communications of meaning. Multimodal texts combine language with other systems for communication.

text-processing strategies

Strategies learners use to decode and understand text. These involve drawing on contextual, semantic, grammatical and phonic knowledge in systematic ways to work out what a text says. They include predicting, recognising words and working out unknown words, monitoring comprehension, identifying and correcting errors, reading on and re-reading.

text structure

Ways in which information is organised in different types of texts (for example chapter headings, subheadings, tables of contents, indexes and glossaries, overviews, introductory and concluding paragraphs, sequencing, topic sentences, taxonomies, cause and effect). Choices in text structures and language features together define a text type and shape its meaning. Different languages/cultures structure texts differently in many instances.

text types (genres)

Categories of text, classified according to the particular purposes they are designed to achieve, which influence the features the texts employ. For example texts may be imaginative, informative or persuasive; or can belong to more than one category. Text types vary significantly in terms of structure and language features across different languages and cultural contexts. For example a business letter in French will be more elaborated than a similar text in English; a request or an offer of hospitality will be differently expressed in Japanese or German.

textual features/conventions

Structural components and elements that combine to construct meaning and achieve purpose, and are recognisable as characterising particular text types (see language features).

tone

A use of pitch and contour in spoken language to nuance words and, in some languages, to distinguish lexical or grammatical meaning. In Chinese, for example, the tones are distinguished by their pitch range (register), duration and contour (shape). All Chinese syllables have a set tone, which distinguishes it and its meaning from another syllable.

However, in certain environments tones can change or be modified, while in rapid spoken Chinese a great many unstressed syllables carry no tone at all.

translation

A process of translating words/text from one language into another, recognising that the process involves movement of meanings and attention to cultural context as well as the transposition of individual words.

transliteration

Writing a letter or word using the closest corresponding letter or word from a different language or alphabet.

verb

A part of speech which expresses existence, action, state or occurrence. For example *they **watch** football; she **is** exhausted; the day finally **came**.*

auxiliary verb – a verb that combines with another verb in a verb phrase to form tense, mood, voice or condition. For example *they **will** go, I **did** eat lunch, she **might** fail the exam.*

word borrowing

A practice of incorporating words from one language into another. For example, the use of Italian words such as *pianissimo, cannelloni* in English and the use of English ICT terms in many languages. The increasing frequency of word-borrowing between languages reflects intercultural contact, contemporary cultural shifts and practices in a globalised world, issues of ease of communication and efficiency and technological specialisation.