

Rationale

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.

Learning Aboriginal languages and Torres Strait Islander languages meets the needs and rights of young people to learn their own languages and recognises their significance in the language ecology of Australia. For Aboriginal and Torres Strait Islander students, learning their own languages is crucial to overall learning and achievements, to developing a sense of identity and recognition and understanding of language, culture, Country and Place. For all students, learning Aboriginal languages and Torres Strait Islander languages provides a distinctive means of understanding the country in which they live, including the relationship between land, the environment and people. The ongoing and necessary reclamation and revitalisation of these languages also contribute to reconciliation.

Year 3 and 4 Achievement Standard

By the end of Year 4, students interact in classroom routines and structured interactions with teachers and peers. They reproduce the sounds of au (for example, mau) and g (for example, gemuk) and the final sound k (for example, tidak). Students follow instructions (such as Duduklah or Bukalah bukumu), make requests and respond with actions. They respond to questions such as Di mana? Kapan? Apakah?, by using simple phrases. They engage with texts, relying on graphics, key words and examples to support understanding, and respond using formulaic language. Students present factual information in texts through, for example, describing, listing and using tables. They work with modelled language to create their own texts, such as sequencing pictures and statements to create a comic and using word lists to complete a paragraph or simple story. Students use vocabulary related to school (such as buku, pensil, kursi), home (such as rumah, kamar, mobil) and some interests (such as suka main komputer, berenang, naik sepeda) to create simple informative and descriptive texts. They describe amounts using cardinal numbers with belas and puluh, and create plurals by doubling nouns. Students state preferences using Saya [tidak] suka..., and use adjectives, including adjectives of size and colour (for example, besar, merah, tinggi, lucu), following the noun. They create subject-focus sentences, and use simple possessive word order such as teman saya or rumahnya, the prepositions di and ke, and the conjunction dan. Students translate texts using word lists and dictionaries, identifying words and expressions that do not have word-to-word equivalence, such as 'footy' or becak. They observe how language use, including their own, is influenced by culture and notice how it can influence intercultural experiences.

Students differentiate statements from questions according to intonation. They state that possessive word order in Indonesian differs from English. Students know that language use varies according to who is using it and with whom such as kamu for friends and Bu/Pak for teachers, and that some terms have specific cultural meanings, such as pronouns derived from family terms (for example, Bapak/Pak, Ibu/Bu). They make comparisons between Indonesian and English, particularly identifying similarities and differences in cultural practices related to daily routines and special occasions.

Aims

The Australian Curriculum: Languages aims to develop the knowledge, understanding and skills to ensure students:

- communicate in the target language
- understand language, culture, and learning and their relationship, and thereby develop an intercultural capability in communication
- understand themselves as communicators.

These three aims are interrelated and provide the basis for the two organising strands: Communicating and Understanding. The three aims are common to all languages.

Key Ideas

Language and culture

The interrelationship of language, culture and learning provides the foundation for the Australian Curriculum: Languages.

In the languages learning area the focus is on both language and culture, as students learn to communicate meaningfully across linguistic and cultural systems, and different contexts. This process involves reflection and analysis, as students move between the new language being learnt and their own existing language(s). It is a reciprocal and dynamic process which develops language use within intercultural dimensions of learning experiences. It is not a 'one plus one' relationship between two languages and cultures, where each language and culture stay separate and self-contained. Comparison and referencing between (at least) two languages and cultures build understanding of how languages 'work', how they relate to each other and how language and culture shape and reflect experience; that is, the experience of language using and language learning. The experience of being in two worlds at once involves noticing, questioning and developing awareness of how language and culture shape identity.

Structure

Learner background and time-on-task are two major variables that influence language learning and they provide the basis for the structure of the Australian Curriculum: Languages. These variables are addressed through the specification of content and the description of achievement standards according to pathways and learning sequences respectively.

Pathways

In the Australian Curriculum: Languages, pathways for second language learners, background language learners and first language learners have been developed as appropriate to cater for the dominant group(s) of students learning each specific language within the current Australian context. For the majority of languages, one curriculum pathway has been developed for Years F–10, catering for the dominant cohort of learners for that language in the current Australian context. For Chinese, pathways have been developed for three learner groups: first language learners, background language learners and second language learners.

The Framework for Aboriginal languages and Torres Strait Islander Languages includes three learner pathways:

- first language learner pathway
- revival language learner pathway
- second language learner pathway.

Sequences of learning

The design of the Australian Curriculum: Languages takes account of different entry points into language learning across Foundation – Year 10, which reflects current practice in languages.

For the second language learner pathway and the background language learner pathway, there are two learning sequences:

- Foundation–Year 10 sequence
- Years 7–10 (Year 7 Entry) sequence.

For the first language learner pathway, there is one learning sequence:

- Years 7–10 (Year 7 Entry) sequence.

Content and achievement standards are described initially in a three-year band for Foundation–Year 2 followed by two-year bands of learning: Years 3–4; Years 5–6, Years 7–8 and Years 9–10.

The Framework for Aboriginal Languages and Torres Strait Islander Languages is written in the bands Foundation – Year 2, Years 3–6 and Years 7–10. In the absence of pedagogical evidence across the country for all these languages, the broader band distinctions provide maximum local flexibility in curriculum development.

Content structure

The content of the Australian Curriculum: Languages is organised through two interrelated strands which realise the three aims. The two strands are:

- Communicating: using language for communicative purposes in interpreting, creating and exchanging meaning
- Understanding: analysing language and culture as a resource for interpreting and creating meaning.

The strands reflect three important aspects of language learning:

- 1) communication
- 2) analysis of aspects of language and culture
- 3) reflection that involves
 - reflection on the experience of communicating
 - reflection on comparative dimensions of the languages available in students' repertoires (for example, the first language in relation to second language and self in relation to others).

Strands and sub-strands

A set of sub-strands has been identified within each strand, which reflects dimensions of language use and the related content to be taught and learned. The strands and sub-strands do not operate in isolation but are integrated in relation to language use for different purposes in different contexts. The relative contribution of each sub-strand differs for described languages, pathways and bands of learning. The sub-strands are further differentiated according to a set of 'threads' that support the internal organisation of content in each sub-strand. These 'threads' are designed to capture (1) range and variety in the scope of learning and (2) a means for expressing the progression of content across the learning sequences.

Year 3 and 4 Level Description

The nature of the learners

At this level, children are developing awareness of their social world and memberships of various groups, including of the Indonesian class. They have developed initial literacy in English, and this assists to some degree in learning Indonesian, such as writing in the Roman alphabet. They benefit from varied, activity-based learning that builds on their interests and capabilities and makes connections with other areas of learning.

Indonesian language learning and use

Learners participate orally in classroom routines and tasks, and share ideas about how Indonesian works. They respond to teacher-generated questions about texts, participate in games and give brief presentations about topics such as family, pets, or a favourite game or object. Learners follow instructions, read stories and captions, and use computer games for word building and language exercises. They participate in shared reading and create texts such as descriptions, captions and simple reports using modelled language.

Contexts of interaction

The context in which learners use Indonesian is primarily the language classroom and the school environment, with some sharing of their language learning at home. They may also have some access to Indonesian speakers and resources through audiovisual and digital technologies.

Texts and resources

Learners typically interact with teacher-generated materials, games and songs, and materials produced for learning Indonesian, such as computer games, cards and readers. They may be exposed to texts developed for children in Indonesia, such as television programs, advertisements or web pages, as a way of developing their cultural awareness.

Features of Indonesian language use

Learners are increasingly aware that Indonesian is used by millions of speakers who do not have English as their first language. They notice and question aspects of Indonesian language and culture such as sounds, gestures and word order. They are developing a wide range of vocabulary and simple conjunctions to generate their own ideas in structured tasks. They explore cultural traditions and practices and the language associated with these.

Level of support

The primary support for learners is the teacher of Indonesian, who provides instruction, explanation, examples, repetition, reinforcement and feedback. Learners create their own texts based on modelled language and teacher guidance. Supports also include word lists, pictures, body language, realia and multimedia equipment.

The role of English

Learners use Indonesian for classroom routines and structured learning tasks, and listening to and viewing Indonesian texts. They are supported by the teacher to notice and discuss aspects of Indonesian language and culture, and compare Indonesian to other known languages and cultures. English is used for class discussions when noticing, comparing and reflecting on both English and Indonesian languages and cultures.

Year 3 and 4 Content Descriptions

Communicating

Socialising

Share with peers and teacher information about aspects of personal world such as daily routines, home, and favourite objects and pastimes.

[Key concepts: routine, occasion; Key processes: describing, sharing]

Contribute to class activities such as solving a problem, creating a display or conducting a role-play/scenario.

[Key concept: collaboration; Key processes: problem solving, participating]

Respond to questions, instructions and requests, and participate in routine exchanges.

[Key concepts: respect, sopan santun; Key processes: interacting, responding]

Informing

Obtain and share information from peers and texts related to family, home, routines and interests.

[Key concepts: routine, pastimes; Key processes: selecting, tabulating, categorising]

Present information about school and neighbourhood using tables, lists and descriptions.

[Key concept: data; Key processes: informing, organising]

Creating

Listen to, read and view creative texts such as rhymes, songs and stories, identifying characters and acting out events.

[Key concepts: character, plot; Key processes: performing, recounting; Key text types: fable, legend, song, children's television]

Create texts such as dialogues and stories, using formulaic expressions and modelled language.

[Key concepts: humour, imagination; Key processes: presenting, creating; Key text types: play, poem]

Translating

Translate using textual cues such as pictures, layout and key words to predict meaning, and comment on the non-equivalence of words due to cultural differences.

[Key concepts: gist, meaning; Key processes: translating, predicting]

Produce texts such as descriptions and signs in both Indonesian and English for the school community.

[Key concepts: similarity, difference; Key processes: describing, captioning]

Reflecting

Communicate in Indonesian using routine phrases and expressions, recognising that such language reflects cultural practices and norms.

[Key concepts: politeness, etiquette; Key processes: experimenting, connecting]

Interact with others and noticing how identity matters, such as in use of terms of address, who and what is included, and what language is used.

[Key concept: membership; Key processes: interacting, noticing]

Understanding

Systems of Language

Recognise and reproduce pronunciation conventions, including loan words from English and intonation for questions, statements and commands.

[Key concept: intonation; Key processes: imitating, discriminating sounds]

Develop understanding of ways to express possession and describe qualities of people and objects, and expand vocabulary related to personal and social world.

[Key concepts: action, sequence; Key processes: describing, relating, predicting]

Recognise that texts such as stories, games and conversations have particular features.

[Key concept: genre; Key processes: observing patterns, distinguishing]

Language variation and change

Understand that language varies according to age, gender and social position, such as place in the family.

[Key concept: status; Key processes: observing, comparing]

Recognise that Indonesian is the official language of Indonesia and is one of many languages in the Asia-Pacific region.

[Key concept: official language; Key process: understanding]

Role of language and culture

Make connections between cultural practices and language use, such as specific vocabulary and expressions.

[Key concept: diversity; Key processes: comparing, connecting]