Rationale

Through learnings 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.

Foundation to Year 2 Achievement Standard

By the end of Year 2, students interact with teachers and peers through play- and action-related language. They use greetings such as Selamat pagi/siang and respond to instructions such as Berdirilah, Masuklah through actions. Students pronounce the vowel sounds, and c (ch). They respond to questions (for example Apa? Siapa? Berapa?) with responses that include ya/tidak, verbs such as ada/mau/suka/bisa/boleh, and/or names and numbers (up to ten). They identify specific words or items in oral and written texts such as names of objects and people, and respond by using actions or drawing or labelling a picture. They present factual information at word and simple sentence level, such as lists, labels, descriptions and sharing/news reports, relying on formulaic language and modelled examples. They show comprehension and create simple texts such as a description, story or comic by matching pictures and captions. They use vocabulary related to their class and home environments. Students use simple verbs such as lari, main, makan and use the pronouns saya, kamu and Pak/Bu to address others. Students comment on similarities and differences in meanings of words, noticing that some cannot be readily translated, for example, takraw. They comment on aspects of using Indonesian and express feelings about learning Indonesian.

Students know that Indonesian is written using the same alphabet as English but that some sounds are different. They know that they communicate in English (and possibly other languages) and that Indonesian is spoken in a country called Indonesia. They identify Indonesian words that are similar to English, for example, buku, komputer and es krim. Students identify some distinctive Indonesian words such as komodo, durian and kancil. They know that language and culture are related.

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.

Foundation to Year 2 Level Description

The nature of the learners
Children enter the early years of schooling with established oracy skills in one or more languages and varying degrees of early literacy capability. For young students, learning typically focuses on their immediate world of family, home, school, friends and neighbourhood. They are learning how to socialise with new people, share with others, and participate in structured routines and activities at school. Typically they have little to no experience of Indonesian language and culture.

Indonesian language learning and use
In these years there is an emphasis on developing learners' oral language to enable them to participate in class activities such as shared reading, chants, rhymes, songs and games. They repeat sounds, particularly of vowels, the letter *c (ch)* and *r* (trilled), as modelled by the teacher and aural texts. Learners use formulaic language and single-idea phrases. They will recognise the same alphabet as they are learning for writing English and need to observe that some letters have different sounds (for example, c = ch). Learners write by tracing and copying, forming letters legibly. They learn to write words and sentences independently using modelled language, for example, matching pictures with single words, labels and captions.

Contexts of interaction
The primary context for interaction is the language classroom, with the teacher of Indonesian, and peers or buddy classmates. Learners' use of Indonesian primarily relates to classroom routines and activities, drawing on their curiosity about the world around them and their interest in play, movement and games.

Texts and resources
Written texts include children's stories and big books, and teacher-generated materials such as pictures with labels and descriptions. Learners listen to, read and view texts, including digital forms such as videos, songs and children's programs. They respond to teacher generated resources such as cloze, substitution or matching exercises, and produce texts such as captions and recounts using formulaic language, for example, *Pada hari…, saya…*

Features of Indonesian language use
Students are learning the sounds and written form of Indonesian. They are noticing similarities and differences between Indonesian and English, such as similar vocabulary and word order and differences in the position of adjectives and possessive pronouns Learners ask questions in English about Indonesia and Indonesians. With teacher support, they discuss language and culture in terms of what is the same or different and compare with 'what is said and done' in their own language and culture.

Level of support
Support is provided through visual and tactile materials, such as pictures, realia, objects and charts, and the use of gesture and movement. The main source of support is the teacher's talk, such as questions and statements, explanations, prompts, recycling of language, stories and feedback. Learners rely on modelled language and scaffolded tasks to create their own texts, for example, choosing words to complete sentences or using pictures to sequence captions.

The role of English
Indonesian is used in class interactions and daily routines such as opening and closing of lessons. Indonesian is used by the teacher to model new language, process texts and guide interaction, for example, *Ini siapa?, Di mana Hasan?* English is used when describing aspects of language and culture such as word order and cultural practices.

Foundation to Year 2 Content Descriptions

Communicating		Understanding
Socialising Participate in structured play and class activities, exchanging with peers and teacher greetings and information about self, family and interests. [Key concepts: self, family; Key processes: playing, imitating] Participate in guided group activities such as games, songs and simple tasks, using movement, gesture and pictures to support meaning. [Key concept: play; Key processes: singing, chanting, drawing] Participate with teacher and peers in class routines and activities, including following instructions and taking turns. [Key concepts: routine, sharing; Key processes: shared reading, following instructions] **Informing** Locate specific words and familiar phrases in texts such as charts, lists and songs, and use information to complete guided oral and written tasks. [Key concepts: literacy, numeracy; Key processes: selecting, sorting, matching] Give factual information about self, family and significant objects using labels, captions and descriptions. [Key concepts: self, favourite; Key processes: describing, showing]	**Creating** Participate in shared reading and play-acting, and respond through singing, chanting, action and movement. Key concepts: character, story; Key processes: playing, choral reading; Key text types: fairy tale, fable, comic, cartoon, song, rhyme] Use familiar words, phrases and patterns to create captions and participate in shared performances and games. [Key concept: performance; Key processes: performing, singing, dancing; Key text types: chant, song, poster, puppet show] **Translating** Translate familiar words and phrases, using visual cues and word lists, noticing how words may have similar or different meanings. [Key concepts: similarity, difference; Key process: noticing] Create captions, labels and statements for the immediate learning environment in both Indonesian and English. [Key concepts: etiquette, respect, equivalence; Key processes: labelling, displaying] **Reflecting** Notice what may look or feel similar or different to own language and culture when interacting in Indonesian. [Key concepts: communication, respect; Key processes: noticing, comparing] Describe aspects of self, such as family, school/class, gender and language/s, noticing how these are part of one's identity. [Key concept: self; Key processes: describing, noticing]	**Systems of Language** Reproduce the sound and spelling of the vowels and the letters c (ch) and trilled r, and recognise that Indonesian is written using the Roman alphabet. [Key concept: pronunciation; Key processes: reading aloud, mimicking] Recognise questions, commands and simple subject-focus sentences, and develop vocabulary for people, places and things in their personal world. [Key concepts: possession, word order; Key processes: naming, noticing patterns] Understand that language is organised as 'text', and recognise features of texts such as songs, chants, labels and captions. [Key concept: text; Key processes: recognising, identifying] **Language variation and change** Recognise that ways of greeting and addressing others may change according to cultural norms. [Key concepts: appropriateness, respect; Key processes: noticing, selecting] Develop awareness that Indonesian and English borrow from each other. [Key concept: borrowing; Key process: observing] **Role of language and culture** Notice that the languages people use and the way they use them relate to who they are and where and how they live. [Key concepts: norm, culture; Key process: making connections]