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 5 and 6 Achievement Standard

By the end of Year 6, students interact using spoken and written Italian to describe and give information about themselves, family, friends, home and school routines, experiences, interests, preferences and choices. They share aspects of their environment, express opinions, for example, È buonissimo ...è molto bravo, mi piace di più ..., penso di sì/no, secondo me..., accept or reject ideas, agree and disagree, for example, No,non sono d'accordo! Hai ragione/torto. They ask simple questions, for example, Ti piace? Cosa prendi? Chi viene alla festa? Vieni anche tu? They understand the main points in spoken interactions consisting of familiar language in simple sentences. When speaking, they imitate pronunciation and intonation. They understand short written texts with some variation in sentence structures and some unfamiliar vocabulary. In reading independently, they begin to use context, questioning, and bilingual dictionaries to decode the meaning of unfamiliar language. They connect ideas in different informative and creative texts, expressing and extending personal meaning by giving reasons or drawing conclusions. Students create sentences with some elaboration, for example, using coordinating conjunctions and comparisons to build short coherent texts on familiar topics, for example, La musica di ... è bella, ma mi piace di più ... They write descriptions, letters, messages, summaries, invitations and narratives They use the present tense of verbs, noun and adjective agreements and some adverbs; they choose vocabulary appropriate to the purpose of the interaction, such as to describe, to plan or to invite.

Students use some metalanguage to talk about both linguistic and cultural features. They discern familiar patterns and features of written and spoken language and compare them with English, understanding that language, images and other features of texts reflect culture. They demonstrate an understanding of variation in language use, adapting language forms according to audience and context. They identify linguistic and cultural differences know that Australia is a multilingual and multicultural society, and that dialects are spoken both in Italy and in Italian-speaking communities around the world. Students compare, identify and discuss their responses and reactions in intercultural exchanges.

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 5 and 6 Level Description

The nature of the learners
Students are expanding their social networks, experiences and communicative repertoires in both their first language and Italian. They continue to need guidance and participate in structured, collaborative tasks that both recycle and extend language. Students are gaining greater independence and becoming more conscious of their peers and social context. They are gaining awareness of the world around them and of the relationship of Australia with Italy and other Italian-speaking communities. They are noticing similarities and differences between Italian language and culture and their own.

Italian language learning and use
Students' pronunciation, intonation and phrasing are more confident, and they access wider vocabulary resources and use non-verbal strategies appropriately to support communication. They participate in shared tasks and purposeful language experiences as well as focusing explicitly on language structures and systems, literacy skills and cultural elements of communication.

Oracy development at this level includes active listening to a range of input from different sources, and building interactional skills such as maintaining conversations, turn-taking, and contributing to discussions with observations and opinions. They learn skills in 'reading' language for cultural and contextual meaning. Individual and group oral-presentation and performance skills are developed through researching and organising information, rehearsing and resourcing the content of presentations, and selecting appropriate language to engage particular audiences.

Contexts of interaction
Learners use Italian with each other and the teacher for a range of purposes: exchanging information, expressing ideas and feelings, performing and responding to Italian texts and experiences. They use ICTs to interact with each other and with peers in Italian-speaking communities, exchanging resources and information, accessing music and media resources, and contributing to class activities such as a blog or webpage.

Texts and resources
Learners engage with a range of oral, written, multimodal and digital texts that are increasingly public in nature. They use cues and decoding strategies to assist comprehension and to make connections between contexts, ideas and language within and between texts. They create texts for a range of purposes and audiences, such as emails, dialogues, public signs, presentations and performances. With support, they build cohesion into their Italian production in terms of both content and expression.

Features of Italian language use
Students increase their range of Italian language vocabulary, grammatical knowledge and textual knowledge. They learn how to describe present and immediate future actions, situations and events using familiar verbs. They use adverbs, adjectives and prepositions to create more complex sentences. They develop a metalanguage to describe patterns, rules and variations in language structures.

Learners consider how language features and expressions reflect cultural values and experiences (for example, language variation relating to gender, generation, status or cultural context). This leads to considering their own ways of communicating and to thinking about personal and community identities, stereotypes and perspectives reflected in language.

Level of support
While learners work more independently at this level, ongoing support, including modelling and scaffolding, is incorporated into task activity. Ongoing feedback and review support the interactive process of learning. While first language capabilities are more developed than learners' Italian language proficiency, learning tasks and experiences need to take account of both their second language linguistic level and their more general cognitive and social levels of development.

The role of English
The use of English, in conjunction with Italian, for discussion, reflection and explanation ensures the continued development of learners' knowledge base and intercultural capability and provides opportunities for learners to share understanding and experiences.

Year 5 and 6 Content Descriptions

Communicating		Understanding
Socialising Interact to share interests, leisure activities, feelings, opinions and preferences. [Key concepts: leisure, neighbourhood; Key processes: exchanging, corresponding] Take action, make shared decisions and organise shared experiences. [Key concepts: environment, plan; Key processes: participating, reflecting] Participate in simple transactions such as purchasing and ordering goods and services. [Key concepts: service, transaction; Key processes: transacting, exchanging, planning] Interact in classroom activities and create shared class routines. [Key concepts: routine, class culture; Key processes: explaining, participating, sharing] **Informing** Listen to, view and read texts and gather information from a range of sources, including concepts drawn from other learning areas. [Key concepts: lifestyle, leisure, health/wellbeing; Key processes: selecting, researching, comparing, synthesising] Represent information appropriately for different audiences, using a variety of modes. [Key concepts: learning area concepts; Key processes: connecting, informing]	**Creating** Share and compare opinions about ideas in imaginative texts. [Key concepts: description, story, narrative; Key processes: comparing, reviewing; Key text types: recount, narrative, biographical description] Create imaginative texts for different audiences such as digital stories and raps using imaginary characters, places, ideas and events. [Key concepts: text, imagination; Key processes: exchanging, performing, creating; Key text types: narrative, description, song lyrics] **Translating** Translate texts, recognising that words and meanings do not always correspond across languages, and expanding descriptions or giving examples where necessary to assist meaning. [Key concepts: alternative, equivalence; Key processes: translating, comparing] Create simple bilingual texts and discuss what translates easily or not. [Key concepts: translation, explanation; Key processes: identifying, selecting, modifying] **Reflecting** Compare everyday social experiences and related language use and consider own responses and reactions and those of others. [Key concept: intercultural understanding; Key processes: comparing, reflecting, connecting] Share aspects of own identity such as appearance, character, background, family, preferences and experiences, including own role as a learner of Italian, and consider how these aspects contribute to identity formation. [Key concept: intracultural understanding; Key processes: sharing, connecting, reflecting]	**Systems of Language** Develop pronunciation and intonation of Italian-specific sounds. Use grammatical knowledge, to interpret and create meaning in Italian. Notice and use distinctive features of text organisation in Italian. **Language variation and change** Recognise that language use varies according to the contexts of situation and culture. Recognise the dynamic nature of language and culture. Understand the diversity of languages and cultures represented in the classroom, and the multilingual and multicultural character of Australian society. **Role of language and culture** Reflect on their own assumptions about the values, beliefs and cultural norms of Italians compared to their own.