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.

Foundation to Year 2 Achievement Standard

By the end of Year 2, students interact with the teacher and peers through play- and action-related language. They use formulaic expressions and appropriate gestures in everyday interactions such as exchanging greetings and farewells, for example, おはようございます、おはよう、こんにちは、さようなら、また、あした, thanking and apologising, and giving and receiving, for example, どうぞ、どうも. They use visual, non-verbal and contextual support such as pictures, gestures, facial expressions and props to make meaning of simple texts. When listening to simple repetitive spoken texts, they identify key words such as names or numbers of objects or people, and demonstrate comprehension by actions, drawing or labelling. They respond to instructions through actions, for example, きいて　ください。みて　ください。, and respond to questions, for example, だれ なに どこ with single words and set phrases and by selecting images or objects, for example, いぬ　です　か。ねこ　です　か。. They present information about themselves, their family, friends and favourite things at word and simple sentence level, using formulaic and modelled language. They describe people and objects using adjectives to indicate colour, shape and size, for example, あかい　りんご、おおきい、まるい. They indicate ownership by using, for example, だれ　の　ですか。わたし/ぼく　の　です。They mimic Japanese pronunciation, intonation and rhythm through shared reading and singing. Students recognise and begin to write single kanji, such as 人、木、山、川、月、日、一、二、三, the 46 hiragana symbols, and some hiragana words such as くち、ねこ、あお、しかく. They demonstrate understanding of hiragana as well as kanji by actions such as matching, labelling and sorting. They translate and interpret examples of everyday Japanese language use and cultural behaviours such as the exchange of greetings or thanks, terms of address and some formulaic expressions and behaviours.

Students identify the three different scripts in Japanese, hiragana, kanji and katakana. They understand that hiragana represents the basic units of Japanese sound and apply that knowledge in their communication. They know that kanji represents meaning as well as sounds, and that katakana is used for borrowed words. They know that stroke order in writing characters is important. Students identify patterns in Japanese words and phrases and make comparisons between Japanese and English, for example, the word order in greetings, such as Smith せんせい、and in simple sentences, such as おりがみ　が　すきです。ぞう　は　おおきい　です。. They provide examples of different ways of addressing friends, family and teachers or other adults. They use pronouns, such as わたし/ぼく, and titles/suffixes, such as 〜せんせい/〜さん/〜くん, to address different people. They identify Japanese words that are often used in English-speaking contexts, for example, 'sushi', 'origami' and 'karate'. They give examples of Japanese words and phrases that have been borrowed from other languages, such as ピンク、テレビ、パン. They identify similarities and differences between Japanese and their own languages and cultures.

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 communication skills in one or more languages and varying degrees of early literacy capability. For young students, learning typically focuses on their immediate worlds 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 Japanese language and culture.

Japanese language learning and use

The initial focus is on listening to the sounds and patterns of Japanese through language-rich activities such as rhymes, songs, clapping and action games. Repetition and recycling help children to identify frequently used words, simple phrases and non-verbal communication strategies employed in greetings and other social interactions. Learners experiment with simple responses to prompts and cues.

They are introduced to the scripts through initial exposure to high-frequency kanji, focusing on their ideographic nature before learning the associated Japanese sounds. They learn hiragana using a play-based approach that incorporates chanting, the use of mnemonics and a focus on the creative and crafted process of writing Japanese kana. As they learn to read hiragana they draw on first language literacy skills such as predicting the meaning of unfamiliar elements using contextual cues or by linking them to known elements.

Reading skills begin with recognition of single kanji or hiragana and progress to reading whole words and familiar phrases. Writing skills progress from labelling pictures with single kanji and tracing and copying words in hiragana to scaffolded writing of words and short phrases.
As they progress to using Japanese for functions such as asking and answering questions, responding to classroom instructions, singing songs, and taking turns in games and simple shared tasks, children begin to notice that language behaves differently in different situations and that Japanese speakers communicate in some ways that are different from their own. They practise and repeat formulaic expressions and gestures such as bowing that differ in Japanese from ways of communicating in English. Creative play provides opportunities for exploring these differences and for using Japanese for purposeful interaction.

Contexts of interaction

Children use Japanese to interact with one another and the teacher, with some access to wider school and community members. Information and communications technology (ICT) resources provide additional access to Japanese language and cultural experiences.

Texts and resources

Learners engage with a variety of spoken, visual and written texts. They listen and respond to teacher talk, share ideas, and join in stories, songs, plays and simple conversations. Written and digital texts include stories, wall charts, Big Books, and teacher-produced materials such as games, captions and flashcards.

Features of Japanese language use

Learners become familiar with the sound systems of the Japanese language, including pronunciation and rhythm. They learn to pronounce individual sounds and sound combinations. They understand basic word order in simple sentences, indicate affirmative or negative responses, respond to requests, and notice different levels of formality when addressing friends, family and teachers. They discuss similarities and differences that they notice between Japanese and their first language(s) and culture(s), such as adjective–noun patterns, adding か to ask a question, and ways of showing respect.

Level of support

Learning is supported through the provision of experiences that are challenging but achievable with appropriate scaffolding and support. This involves modelling and monitoring by the teacher, provision of rich and varied sources of input, opportunities for recycling and reviewing, and regular cues, feedback, response and encouragement. At this stage, play and imaginative activities, music, movement and familiar routines provide the essential scaffolding for language development.

The role of English

While children are encouraged to use Japanese whenever possible, with the teacher providing rich and varied language input, English is used as a medium of instruction, and for explanation and discussion. This allows learners to discuss differences and similarities they notice between Japanese and their own language(s) and culture(s), to ask questions, and to express their reactions to the experience of learning and using an additional language.

Foundation to Year 2 Content Descriptions

Communicating		Understanding
Socialising Exchange greetings and introduce and share information about self with the teacher and peers using simple language and gestures. [Key concepts: self, interaction, politeness, preferences; Key processes: greeting, interacting, introducing, describing] Participate in guided group activities such as games, songs and simple tasks, using movement, gestures and pictures to support understanding and to convey meaning. [Key concepts: play, action learning, collaboration; Key processes: participating, turn-taking, interacting] Participate in classroom routines such as addressing and responding to the teacher, opening and closing of lessons, transition activities, following instructions, thanking and asking for help, using appropriate gestures and behaviour. [Key concepts: routines, rules, interactions; Key processes: participating, responding, requesting, apologising] **Informing** Locate items of information in simple texts such as charts, songs, rhymes, video clips and anime to complete guided tasks. [Key concepts: information, meaning, text, context; Key processes: listening, identifying, demonstrating, making meaning] Convey factual information about self, family, friends and significant objects, using simple statements, gestures and support materials. [Key concepts: self, family, immediate environment; Key processes: naming, labelling, presenting, describing]	**Creating** Participate in shared listening to, viewing and reading of imaginative texts, and respond through singing, chanting, miming, play-acting, drawing, action and movement. [Key concepts: imagination, response, expression; Key processes: responding, performing, sharing, expressing] Participate in shared performances and presentations of stories, songs, chants and rhymes. [Key concepts: performance, narration, image, rhythm; Key processes: acting, creating, composing, expressing] **Translating** Translate words and familiar phrases used in everyday situations from Japanese into English and vice versa, noticing how some words are shared between Japanese and English. [Key concepts: meaning, translation, explanation; Key processes: translating, demonstrating, interpreting] Create simple print or digital bilingual texts for the classroom environment, such as captions, labels and wall charts. [Key concepts: meaning, vocabulary, bilingualism; Key processes: creating, matching, selecting] **Reflecting** Notice and describe some ways in which Japanese language and communicative behaviour are similar or different to own language(s) and cultural forms of expression. [Key concepts: language, culture, similarity and difference, respect; Key processes: noticing, comparing, considering] Use simple statements and gestures to express aspects of self, such as membership of family, friendship, gender, school/class or cultural groups. [Key concepts: identity, self, group, communication; Key processes: describing, explaining, identifying]	**Systems of Language** Recognise sounds and rhythms of spoken Japanese, and learn how sounds are produced and represented in the three different scripts. [Key concepts: mora, rhythm, intonation; Key processes: listening, distinguishing, recognising] Recognise and copy some hiragana and a few high-frequency kanji. [Key concepts: script, kana, kanji, phonemic awareness, meaning; Key processes: recognising, tracing, copying] Understand the structure of basic sentences in Japanese and recognise some key elements of Japanese grammar. [Key concepts: grammar, vocabulary, syntax; Key processes: recognising, describing, indicating] Understand that language is organised as 'text', and that different types of texts, such as storybooks, songs, chants, labels or rhymes, have different features. [Key concepts: text, meaning, genre, metalanguage; Key processes: recognising, identifying, describing] **Language variation and change** Recognise that there are differences in how language is used in different cultural and social contexts, such as ways of greeting and addressing people. [Key concepts: variation, context, culture; Key processes: exploring, identifying, comparing] Recognise that Japanese and English borrow words and expressions from each other and from other languages. [Key concepts: language, change, word borrowing; Key processes: noticing, recognising, classifying] **Role of language and culture** Understand that language and culture are closely connected. [Key concepts: language, culture, meaning; Key processes: noticing, reflecting, questioning]