

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 use Korean to interact in classroom routines, action-related talk and play with teachers and peers. They exchange personal information relating to aspects such as age or interests, using simple questions and short statements as set phrases (for example, 몇 살이에요? 아홉 살이에요; ...이/가 좋아요? 네, 좋아요). They use formulaic language to express rapport with others (for example, 아, 그래요? 나도 좋아요). Students respond to instructions for familiar classroom routines and activities taking required actions (for example, 해 보세요, 들으세요, 읽으세요) and to simple questions (for example, 이게 뭐예요? 누구예요? 몇이에요? 오늘 뭐 해요?) with set phrases ending in -이에요/예요 or -어/아요 (for example, 책상이예요; 벤이예요; 구예요; 학교에 가요). They ask for repetition (for example, 다시 해 주세요) and for a turn to ask a question (for example, 질문 있어요) and negotiate requests using simple language (for example, ...있어요? 네, 있어요/아니요, 없어요; 빌려 주세요; 여기 있어요). Students identify key words or topics from simple oral, visual and written texts, using cues such as context, graphics, familiar vocabulary and language features to support understanding. They present simple information in texts in different formats and create and perform their own texts with the support of modelled language and other resources. Students approximate the sounds, rhythms and intonations of spoken Korean and write familiar words in Hangeul with some accuracy. They create simple sentences in their speech and writing, using basic case markers (such as -은/는, -이/가, -을/를, -에) and a particle -도 as an inseparable part of a formulaic structure: a noun/pronoun + a case marker/particle (for example, 저는 ..., 집에 ..., 나도 ...). They use common action verbs and descriptive verbs (such as 가다, 일어나다, 듣다, 좋다) as part of formulaic expressions ending in -어/아요 or its honorific form -(으)세요, varying intonation contours for statements, questions (with or without a question word), requests or commands. They ask simple questions about people, objects or numbers, using question words such as 누구/누가, 무엇/뭐 and 몇. They use contractions of demonstrative pronouns and -이 (for example, 이게, 저게 and 그게), as formulaic chunks, and vocabulary related to school (such as 학교, 책, 지우개), home (such as 집, 엄마, 아빠) and sports and leisure activities (such as 방학, 수영, 크리켓). They use vocabulary for major colours (such as 빨간색, 파란색, ...) and number expressions, choosing between native Korean and Sino-Korean number systems up to 10 as appropriate, using counters to describe ages (for example, 아홉 살), school years (for example, 사학년) and numbers of objects (for example, 한 개), animals (for example, 두 마리) or people (for example, 세 명). Students match known Korean words or expressions with their English equivalents and create simple bilingual texts of familiar objects with support. They understand that meaning may change through translation across languages and exemplify words that could be translated differently according to context (such as 집: house/home; ... 있어요: I have .../there is (are) ...). They identify different social networks they belong to such as clubs or language-speaking communities and compare their past and current intercultural capability with reference to the experience of learning Korean.

Students discriminate between meaningful sounds in Korean which are not distinguished in English or other languages such as /ㄱ/ versus /ㅋ/ versus /ㄲ/ or / ㅈ / versus / ㅉ /, and associate the pronunciation of simple words with their script. Students differentiate statements from questions according to intonation. They identify simple consonant and vowel letters in Hangeul and combine them to construct a syllable block. They create short texts using syllable blocks combined together to form a word. They apply their understanding of Korean and English having different grammatical systems by using appropriate word order (subject-object-verb) and case-marked formulaic chunks (for example, 저는, 사과를) in simple Korean sentences. They identify differences between Korean and English in some aspects of language use such as naming conventions or ways of addressing people. They apply their understanding of the importance of politeness in using Korean and select the appropriate form of language to acknowledge age and social relationships when greeting (for example, 안녕? versus 안녕하세요?; 안녕히 가세요/안녕히 계세요 versus 잘 가/잘 있어). They identify aspects of language use in both Korean and English that people from other cultures might or might not regard as appropriate, such as ways of greeting or (not) making eye contact during interactions.

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 membership of various groups, including of the Korean class. They have developed initial literacy in English and this helps to some degree in learning Korean. They benefit from varied, activity-based learning that builds on their interests and capabilities and makes connections with other areas of learning.

Korean language learning and use

Learners interact with peers and the teacher in classroom routines and a variety of classroom activities. They build oral proficiency with provision of rich language input and ample opportunities to rehearse modelled language in communicative activities where grammar, vocabulary and pronunciation are purposefully integrated. They develop understanding of the alphabetic nature of *Hangeul* and read words that consist of syllable blocks with 받침. They exchange simple information, feelings and ideas related to their personal worlds, finding commonalities and acknowledging differences between each other. The language they use and hear is in simple structures and with familiar vocabulary. They follow instructions, respond to questions and read and create short texts on topics relevant to their interests and enjoyment such as family, pets or favourite sports or food, and those drawn from other learning areas. They explore ideas and values important to Korean culture through shared tasks such as shared reading of Korean folktales. The language used in routine activities is re-used from lesson to lesson in different situations, making connections between what has been learnt and what is to be learnt.

Contexts of interaction

The primary context of interaction in Korean is the classroom, where Korean is used as much as possible. Learners have access to resources and authentic texts in Korean via virtual and digital technology and are encouraged to share their learning at home where possible. They experience authentic Korean language and culture through community activities, for example, with Korean-speaking neighbours or at Korean festivals.

Texts and resources

Learners engage primarily with a variety of teacher-generated materials, stories, games and songs, and with materials produced for young learners of Korean such as interactive computer language games, cards and readers. They may also have access to materials developed for children in Korea, such as television programs, advertisements or web pages, as a means of developing cultural awareness and language experience.

Features of Korean language use

Learners are increasingly aware that the Korean language is used not only in Korea and in the Korean community in Australia, but also in many other places around the world. They make connections and comparisons, and look for differences and similarities between Korean and English. They begin to make connections between speech and writing in Korean and understand that Korean is a system that works differently from English. They differentiate sounds of *Hangeul* syllable blocks, and their literacy in *Hangeul* develops with a growing phonological awareness and understanding of *Hangeul* as an alphabetic system. They notice features of key grammatical forms and structures that they use as part of formulaic or set phrases, and understand that such phrases are required elements in Korean sentences in order to make sense. They are increasingly aware that a verb comes at the end of a Korean sentence and use basic common action and descriptive verbs with the informal polite ending -어/아요 and its honorific form -(으)세요 as appropriate. They create short texts using familiar words relating to their expanding interests and basic grammatical forms and structures. They develop understanding that the same word may be used in different meanings according to the context. Through continuous use of Korean with culturally appropriate gestures and body language, they become increasingly aware of the interdependency of language and culture, and begin to establish their identity as a learner of Korean, mediating between Korean language and culture and the familiar world of their own, exploring and comparing cultural norms embedded in everyday interactions in Korean and in their own language/s.

Level of support

The primary support for learners is the teacher of Korean, who gives instruction, explanation, examples, models, reinforcement, encouragement and feedback. Form-focused instructions are integrated into task-based activities for grammar and vocabulary learning. Support also includes material resources such as word lists, pictures, *Hangeul* charts, realia and multimedia resources.

The role of English

Learners use Korean for classroom routines, familiar interactions, and structured learning tasks and for listening to and viewing Korean texts. English is used where appropriate for instruction, explanation and discussion, while learners may move between Korean and English, for example, when they discuss or compare aspects of Korean and English language and culture, or when they create bilingual texts.

Year 3 and 4 Content Descriptions

Communicating		Understanding
<p>Socialising Socialise and build relationships with peers and teacher through the exchange of personal information in relation to self, friends and family members. [Key concepts: friendship, occasions, celebration; Key processes: expressing, sharing]</p> <p>Participate in collaborative tasks and shared experiences such as creating and playing simple language games or dialogues that involve simple negotiation, or preparing and presenting a group display. [Key concepts: participation, cooperation; Key processes: problem-solving, contributing]</p> <p>Participate in everyday classroom activities such as responding to teacher's instructions, attracting attention and asking for repetition. [Key concepts: instructions, respect; Key processes: interacting, expressing]</p> <p>Informing Identify topics and key points of factual information in short spoken, written, digital and multimodal texts related to familiar contexts, routines and interests. [Key concepts: routines, pastimes; Key processes: selecting, categorising, recording]</p> <p>Present information gathered from different types of texts relating to people, objects, places and events. [Key concepts: home, school, information; Key processes: organising, informing, presenting]</p>	<p>Creating Participate in and reflect on imaginative experiences such as digital interactive stories or video clips, identifying characters, main ideas and events, and sharing feelings or ideas by acting out responses or expressing preferences or opinions. [Key concepts: character, plot; Key processes: shared reading, performing, recounting]</p> <p>Create and perform simple imaginative and expressive spoken and written texts such as dialogues or collaborative stories, using formulaic expressions and modelled language. [Key concepts: imagination, humour; Key processes: presenting, composing]</p> <p>Translating Translate simple Korean words and expressions for peers, teachers and family, noticing how they have similar or different meanings when translated to English or other languages. [Key concepts: specificity, commonality, meaning; Key processes: explaining, comparing]</p> <p>Create simple bilingual resources for their learning and for the school community. [Key concepts: similarity, difference; Key processes: selecting, relating, describing]</p> <p>Reflecting Share own experiences of communicating and using language/s, noticing how these are influenced by their own culture/s. [Key concepts: open-mindedness, politeness; Key processes: experimenting, reflecting, connecting]</p> <p>Associate themselves with wider networks such as clubs, countries or language-speaking communities, and reflect on how being a Korean language user broadens these networks. [Key concepts: membership, profile; Key processes: describing, identifying]</p>	<p>Systems of Language Recognise characteristics of Korean pronunciation and intonation patterns, the alphabetical nature of Hangeul, and the structural features of individual syllable blocks including 받침 [Key concepts: sound discrimination, word recognition, syllable, syllable block, 받침, alphabetic system; Key processes: recognising, exploring, experimenting, relating]</p> <p>Understand and use key grammatical forms and structures such as basic pronouns and case markers and the polite verb ending -어/아요 in own simple language production, and recognise politeness embedded in humble or honorific forms such as 저 and -(으)세요 [Key concepts: grammar, sentence; Key processes: sequencing, relating, predicting]</p> <p>Recognise and use vocabulary to describe familiar people, objects and places, and basic routines, including Sino- and pure Korean number words with basic counters, words for colours, names of sports. [Key concepts: meaning, function, objects, people, number systems, action, state, quality; Key processes: identifying, naming, describing, qualifying]</p> <p>Recognise differences in language features and text structures in different types of texts, including those in digital form, used in familiar contexts. [Key concepts: language features, mode, purpose; Key processes: observing patterns, distinguishing]</p> <p>Language variation and change Build understanding of the variability of language use in Korean, for example, in relation to the age and relationship of participants. [Key concepts: relationships, age; Key processes: identifying, routinising]</p> <p>Understand that languages change over time and influence each other through contact and cultural exchanges. [Key concepts: language change, influence; Key processes: observing, identifying, discussing]</p> <p>Reflect on and share their experience when using Korean and when using own language/s, recognising cultural elements that may cause different feelings. [Key concepts: culture, identity, attitudes; Key processes: identifying, comparing, reflecting]</p> <p>Role of language and culture Compare and reflect on different ways of using language in everyday situations in Korean, Australian and other cultures, sharing ideas about possible reasons for the differences and variations. [Key concepts: difference, expression, importance; Key processes: identifying, distinguishing, connecting]</p>