

**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 peers and teachers through play- and action-related talk, exchanging greetings and introducing themselves (for example, 안녕하세요?; 안녕?; 저는 ...이에요/예요 used as a set phrase) with gestures. They respond to question cues (such as 뭐예요?) by naming objects with single words (for example, 눈! 코! 입! 고양이!) or using short, simple sentences as set phrases (for example, 눈이에요, 고양이에요). They respond to teacher instructions such as 따라 하세요, 일어나세요 by imitating the teacher's actions or speech, and to the teacher's simple closed-ended questions by giving short answers such as 있어요/없어요 or 네/아니요. They make simple requests using ... 주세요 and thank each other or the teacher using 고맙습니다 with appropriate gestures. They mimic and approximate Korean pronunciation of simple words, and locate and read specific words such as names of people or objects provided in familiar types of short texts. Students present simple information relating to themselves, their friends or everyday objects, using simple words and set phrases. They create and perform their own simple texts using modelled examples and formulaic language. Students use vocabulary related to their class and home environments. They use the personal pronoun 저, basic particles -은/는, -이/가 and -을/를 as part of formulaic chunks ending with -어/아요 or -이에요/예요 (for example, 저는 고양이가 없어요). They match simple Korean and English texts written in Hangeul and English such as 로버트 and Robert, and identify familiar objects in both languages. Students explain aspects of Korean language and culture in everyday language use, such as ways of greeting and thanking, identify differences or similarities to their own language/s and culture/s, and discuss the experience of learning and using the Korean language.

Students discriminate Korean sounds and script from those of English and other languages. They identify the syllable block as the unit of writing and associate individual syllable blocks with their pronunciations. They identify their own names written in Korean using syllable blocks (for example, 로버트, 마크) and pronounce them using Korean sounds. Students identify -요 at the end of a sentence as indicating some polite meaning. They identify 저 as referring to self and 저는 as an equivalent to 'I' in a sentence. They choose between -이에요 and -예요 when they construct a sentence using a copula (for example, 재키예요; 마이클이에요). They identify Korean language as the language of Korea and as one of the many languages used in Australia and in the world. Students identify some loan words from other languages and Korean words used in Australia and other countries. Students identify differences and similarities between their own and others' 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 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 Korean language and culture.

### Korean language learning and use

Korean language learning at this stage is focused on developing learners' oral language and familiarising learners with the language through interaction involving enjoyment, imagination and action. Through classroom routines and action-related activities such as playing games, dancing, singing and chanting, students learn and use Korean to socialise with others and explore the primary world around them. Non-verbal expressions such as miming, movement and gestures are an important part of students' learning. Children begin to hear single words, phrases and short simple texts in

Korean, relating them to concrete objects and people seen and known in their immediate environment, to what they feel and do, and to topics about self, home, family, and classroom activities. They listen to, use and experiment with simple formulaic language for routines such as greetings, introductions and classroom language, and become familiar with meaningful sounds in Korean. With the introduction of *Hangeul*, children become further aware of the relationships between sounds and letters, and between syllables and syllable blocks in Korean speech and script. As their phonological awareness increases, they begin to develop literacy in Korean, identifying simple Korean words in short texts through activities such as shared/supported reading or sight word games. They start to write *Hangeul* by copying or tracing words, and later co-construct longer texts such as chants and rhymes. Through the repeated use of simple patterns where basic key particles, verb endings and honorific elements are used, children notice that some Korean grammatical elements and rules are different from those of English. As students use simple language patterns with culturally appropriate gestures or body language, they recognise elements of Korean culture such as politeness embedded in the Korean language and its use, and become aware that there are different ways to communicate using languages other than their own.

### Contexts of interaction

The primary context for students' interaction is the language classroom, with the teacher of Korean language and peers. Students may have some access to Korean-speaking peers in wider school or community settings. Their use of Korean primarily relates to classroom routines and activities, drawing on their interest in play, movement and games and on their curiosity about the world around them.

### Texts and resources

Learners have exposure to a variety of spoken, visual and written/digital texts. They listen and respond to teacher talk, and take part in songs, play, stories and simple conversations. Written and digital texts include picture books, wall charts, Big Books and teacher-generated materials such as games, labels, captions and flashcards. Writing development is supported through tracing and copying simple words as sight words and short modelled sentences in texts such as greeting cards or captions, and through co-creating shared resources such as word walls or storyboards.

### Features of Korean language use

Students become familiar with the sound system of the Korean language, recognising Korean pronunciation as being different from that of their own language/s. They learn to pronounce syllable blocks as part of sight words, recognising the association between simple vowel and consonant sounds with their corresponding letters. They recognise, use and distinguish simple Korean intonation patterns for statements and questions. They become familiar with and use the pattern of simple basic sentences such as those with – $\Omega$  at the end, and notice similarities and differences between Korean and English. They begin to develop curiosity about Korea and Korean people and about different ways of making meaning using Korean.

### Level of support

Children need rich language input and their learning is supported with the ample provision of scaffolding and language modelling. They need opportunities to build and test hypotheses about the Korean language and culture, to review, recycle and revise them, and to adjust their use of the Korean language and understanding of Korean culture. Attention to diversity in students' learning needs and backgrounds, and to the provision of continuous encouragement, cues, feedback and opportunities for learners to reflect, support these hypothesis building and testing processes. As the main source of target language input, the teacher provides ample models and examples of the Korean language and culture with the support of visual cues and resources such as pictures, realia, objects and charts.

### The role of English

While the teacher and learners are encouraged to use Korean wherever possible, English is used for discussion, reflection, questions and explanations relating to complex ideas or aspects of languages or cultures, and in tasks which involve moving between the two languages, such as bilingually naming objects or images.

## Foundation to Year 2 Content Descriptions

Communicating		Understanding
<b>Socialising</b> Interact and socialise with peers and teacher to greet, introduce themselves and give basic personal information. [Key concepts: self, family; Key processes: greeting, playing, imitating]  Engage in guided group activities and simple exchanges such as playing games; group singing or dancing; contributing ideas through key words, images, mimes. [Key concepts: play, group; Key processes: singing, chanting, observing, drawing]  Interact in familiar classroom routines and follow simple classroom instructions. [Key concepts: routines, interactions; Key processes: observing, responding]	<b>Creating</b> Participate in chants, choral and shared reading of short imaginative texts in audio-visual, print and digital media such as cartoons, stories or rhymes, and responding through play-acting, illustrating, miming or making short statements. [Key concepts: character, story; Key processes: playing, choral reading]  Create captions to images for individual presentation and participate in shared performances and imaginative activities using familiar words, phrases and language patterns. [Key concepts: performance; Key processes: drawing, singing, dancing]	<b>Systems of Language</b> Recognise the sounds of the Korean language and the forms of Hangeul syllable blocks, and understand that the syllable block is the basic unit of writing in Korean, associating individual syllable blocks with their pronunciations. [Key concepts: phonic awareness, meaningfulness, unit of writing; Key processes: recognising, discriminating, mimicking]  Recognise some basic features of the Korean grammatical system, such as the verb- final rule, the sentence-final – $\Omega$ , and notice chunks in which a noun or pronoun is combined with a case marker as part of a sentence. [Key concepts: word order, politeness; Key processes: noticing, selecting]  Notice and use simple vocabulary to identify familiar objects and to describe simple actions, states or qualities in familiar contexts. [Key concepts: word, meaning, name; Key processes: noticing, selecting]  Notice and identify different types of simple spoken, written and digital texts used for different purposes in familiar contexts. [Key concepts: text; Key processes: recognising, identifying]
<b>Informing</b> Locate specific words and expressions in simple texts such as signs, titles and captions, and use information to complete guided oral and written tasks. [Key concepts: text, meaning; Key processes: locating, noticing, matching]  Share simple information about themselves, known people, everyday objects and places of interest. [Key concepts: self, preference; Key processes: describing, showing]	<b>Translating</b> Translate familiar words and phrases, using visual cues and word lists, explaining the meaning of particular words, gestures and expressions. [Key concepts: similarity, difference; Key processes: noticing]  Create labels, captions or short statements in Korean and English for the immediate learning environment and for familiar objects or images. [Key concepts: counterpart; Key processes: naming, labelling, matching]  <b>Reflecting</b> Notice aspects of Korean language and culture that are 'new', sharing how interacting in Korean can be different to interacting in own languages. [Key concepts: respect, acceptance; Key processes: noticing, comparing]  Recognise themselves as members of different groups, including the Korean class, the school, their family and community, and consider their roles within these different groups. [Key concepts: self, role; Key processes: noticing]	<b>Language variation and change</b> Recognise that there are different words and expressions used by Korean speakers to address and greet people in different contexts and situations. [Key concepts: appropriateness, respect; Key processes: noticing, comparing]  Recognise that languages change continuously and borrow words from each other. [Key concepts: word-borrowing; Key processes: noticing, selecting]  Recognise that Korean is one of many languages spoken in multicultural Australia and in the world. [Key concepts: multilingualism, community; Key processes: noticing, naming]
		<b>Role of language and culture</b> Understand that ways people use language reflect their culture, such as where and how they live and what is important to them, finding examples of similarities and differences between Korean and Australian ways of communicating. [Key concepts: language, culture, meaning; Key processes: noticing, making connections]