

Languages Overview

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Glossary

A manner of pronunciation of a language which marks speakers as belonging to identifiable categories such as geographical or ethnic origin, social class or generation.

Marks placed on a letter to indicate pronunciation, stress or intonation, or to indicate a different meaning or different grammatical usage for the word within which they appear. For example, *résumé*, *piñata*, *ou/où*.

Production of structurally correct forms of the target language.

A word that modifies or describes a noun or pronoun. For example, *astonishing* in *an astonishing discovery*.

A word class that may modify or qualify a verb, an adjective or another adverb. For example, *beautifully* in *she sings beautifully*; *really* in *he is really interesting*; *very* and *slowly* in *she walks very slowly*.

A word or group of words that functions as an adverb.

A recurrence of the same consonant sounds at the beginning of words in close succession (for example, ripe, red raspberry).

Intended readers, listeners or

viewers.

Texts or materials produced for 'real-life' purposes and contexts as opposed to being created specifically for learning tasks or language practice.

A composer or originator of a work (for example, a novel, film, website, speech, essay, autobiography).

Students who may use the target language at home (not necessarily exclusively) and have knowledge of the target language to varying degrees (for example,

vocabulary,
phonological
accuracy, fluency,
and readiness to
use the language)
and have a base
for literacy
development in
that language
form the target
audience for
Background
Language
subjects.

An ability to use
two or more
languages.

A detailed account
of an individual's
life; a text genre
that lends itself to
different modes of
expression and
construction. In
the context of
intercultural
language learning,
the concept of

biography can be considered in relation to identity, to the formation of identity over time, and to the understanding that language is involved in the shaping and expressing of identity.

Individual elements of a written Chinese or Japanese character which have a separate linguistic identity.

(i) graphic symbols used in writing in some languages

(ii) assumed roles in dramatic performance

A grammatical unit that contains a subject and a predicate (verb) and expresses the complete proposition.

A use of more than one language in a single utterance. For example, *Papa, can you buy me a panini, please?* A common feature of bilingual and multilingual language use.

Similar or identical words which have shared origins. For example, *father* (English), *Vater* (German) and *pater* (Latin) have a shared origin. *Gratitude* (English) and *gratitud*

(Spanish) are both derived from *gratitudo* (Latin).

Grammatical or lexical relationships that bind different parts of a text together and give it unity. Cohesion is achieved through various devices such as connectives, ellipses and word associations.

These associations include synonyms, antonyms (for example, *study/laze about*, *ugly/beautiful*), repetition (for example, *work, work, work – that's all we do!*) and collocation (for example, *friend*

and *pal* in, *My friend did me a big favour last week. She's been a real pal.*)

Words that typically occur in close association and in particular sequence. For example, *salt and pepper* rather than *pepper and salt* and *ladies and gentlemen* rather than *gentlemen and ladies*.

Communicating involves using language for communicative purposes in interpreting, creating and exchanging meaning.

A mutual and

reciprocal
exchange of
meaning.

An acquired
capability to
understand and
interact in context
using the target
language (TL).
Defined by the use
of appropriate
phonological,
lexical,
grammatical,
sociolinguistic and
intercultural
elements.

A sentence with
more than one
clause. In the
following
examples, the
subordinate
clauses are
indicated by
square brackets: *I
took my umbrella
[because it was*

*raining]; The man
[who came to
dinner] is my
brother.*

A degree to which
language use is
complex as
opposed to
simple. Elements
of language
complexity
include:

A process of
producing written,
spoken, graphic,
visual or multi-
modal texts. It
also includes
applying
knowledge and
control of
language forms,
features and
structures
required to
complete the task.

A sentence with

two or more main clauses of equal grammatical status, usually marked by a coordinating conjunction such as *or*, *and*, *but*. In the following examples, the main clauses are indicated by square brackets:

[*Alice came home this morning*] [*but she didn't stay long*]. [*Kim is an actor*], [*Pat is a teacher*], [*and Sam is an architect*].

Strategies and processes used by listeners, readers and viewers of text to understand and make meaning. These

include:

- making hypotheses based on illustrations or text layout
- drawing on language knowledge and experience (for example, gender forms)
- listening for intonation or expression cues
- interpreting grapho-phonetic, semantic and syntactic cues.

An active process of making/constructing/meaning of language input through listening, reading, viewing,

touching (as in braille) and combinations of these modes. It involves different elements: decoding, working out meaning, evaluating and imagining. The process draws upon the learner's existing knowledge and understanding, text-processing strategies and capabilities; for example, inferencing or applying knowledge of text types and social and cultural resources.

A language used to refer to the perceptible and

material world and to particular persons, places and objects. For example, *school, girl*; as opposed to *abstract language*, used to refer to ideas or concepts removed from the material world such as *peace, kindness, beauty*.

A part of speech that signals relationships between people, things, events, ideas. For example, *Sophie and her mother might come and visit, or they might stay at home*. The conjunction *and* links the two participants, while *or* links alternative

options.

A subject matter used as a vehicle for language learning.

An environment and circumstances in which a text is created or interpreted.

Context can include the general social, historical and cultural conditions in which a text exists or the specific features of its immediate environment, such as participants, roles, relationships and setting. The term is also used to refer to the wording surrounding an unfamiliar word

that a reader or listener uses to understand its meaning.

An accepted language or communicative practice that has developed and become established over time. For example, use of punctuation or directionality.

Develop and/or produce spoken, written or multimodal texts in print or digital forms.

Creating involves engaging with imaginative experience by participating in, responding to and creating a range

of texts, such as stories, songs, drama and music.

Sources of information used to facilitate comprehension of language that may be visual, grammatical, gestural or contextual.

In earlier models of language teaching and learning, *culture* was represented as a combination of literary and historical resources, and visible, functional aspects of a community group's way of life such as food, celebrations and folklore. While

these elements of culture are parts of cultural experience and organisation, current orientations to language teaching and learning employ a less static model of culture. Culture is understood as a framework in which things come to be seen as having meaning. It involves the lens through which:

- people see, think, interpret the world and experience
- make assumptions about self and others

- understand and represent individual and community identity.

Culture involves understandings about 'norms' and expectations, which shape perspectives and attitudes. It can be defined as social practices, patterns of behaviour, and organisational processes and perspectives associated with the values, beliefs and understandings shared by members of a community or cultural group. Language, culture and identity are

understood to be closely interrelated and involved in the shaping and expression of each other. The intercultural orientation to language teaching and learning is informed by this understanding.

A capacity to step outside familiar frames of reference, to consider alternative views, experiences and perspectives and to look critically and objectively at one's own linguistic and cultural behaviour.

A process of working out the

meaning of a text.
Decoding
strategies involve
readers/listeners/view
drawing on
contextual, lexical,
alphabetic,
grammatical and
phonic knowledge
to decipher
meaning. Readers
who decode
effectively
combine these
forms of
knowledge fluently
and automatically,
using meaning to
recognise when
they make an
error and to self-
correct.

A variant of a
language that is
characteristic of a
region or social
group.

A scattered

population with a common origin in a smaller geographical area.

Various platforms via which people communicate electronically.

Audio, visual or multimodal texts produced through digital or electronic technology. They may be interactive and include animations or hyperlinks.

Examples of digital texts include DVDs, websites and e-literature.

Two letters that represent a single sound:

- vowel digraphs

have two
vowels (for
example, *oo*,
ea)

- consonant
digraphs have
two consonants
(for example,
sh, *th*)

Two vowel sounds
pronounced in a
single syllable
with the individual
vowel sounds
distinguished, for
example, *hour*.

A direction in
which
writing/script
occurs, for
example, from left
to right, right to
left.

A process of
changing spoken
language into
symbols of

written/digital
language.

A clear and
distinct
pronunciation of
language.

A 'socio-dynamic'
term which
concerns self-
delineated worth
that comes from
knowing one's
status. Relates to
concepts, such as
reputation, self-
respect, honour
and prestige. A
key element of
social relations in
Chinese, Japanese
and many other
cultures.

A sound or word
used in spoken
conversation to
signal a pause,
hesitation or

unfinished
contribution. For
example, *I went to
the station...er...
then I caught a
train...* Frequent
use of fillers
characterises
early stages of
second language
(L2) development,
but proficient
speakers and first
language (L1)
speakers also use
them as an
opportunity to
reflect or recast.

First Language
subjects are
aimed at students
who are users of
the target
language and
have undertaken
at least primary
schooling in the
target language.

They have had their primary socialisation as well as initial literacy development in that language and they use the target language at home. It also relates to students learning Aboriginal languages and Torres Strait Islander languages and includes learners whose primary socialisation is in the target language and who may or may not have yet developed initial literacy.

An ability to produce spoken or written language

with appropriate phrasing, rhythm and pace. It involves the smooth flow of language, lack of hesitation or undue pausing and characterises the largely accurate use and automatisisation of the target language.

Activities designed to rehearse, practise, control and demonstrate particular language structures, forms or features. For example, drills, rehearsed role plays/dialogues, games and songs, set sequences of language patterns.

Words or expressions which are commonly used in fixed patterns and learned as such without grammatical analysis. For example, *Once upon a time ...* (story-starter); *G'day, how are you going?* (greeting in Australian English).

A way in which elements of text are arranged to create a specific interpretation of the whole.

A category used to classify text types and language use; characterised by distinguishing

features, such as subject matter, form, function and intended audience.

Examples of genres typically used in early language learning include greetings, classroom instructions and apologies. More advanced language proficiency includes the ability to use genres, such as narrative or persuasive text, creative performance and debates.

The language we use and the description of language as a system. In

describing
language,
attention is paid to
both structure
(form) and
meaning
(function) at the
level of the word,
the sentence and
the text.

Knowledge of how
letters in printed
language relate to
the sounds of the
language and of
how symbols
(letters,
characters)
represent spoken
language.

A word identical in
pronunciation with
another but
different in
meaning, for
example, *bare* and
bear, *air* and *heir*.

A grammatical form, typically a word or affix that has at least part of its meaning the relative social status of the speaker in relation to the addressee, other participant or context. Parts of speech which signify respect, politeness and emphasize social distance or status.

A person's conception and expression of individuality or group affiliation, self-concept and self-representation. Identity is closely connected to both culture and language.

Thinking and talking about the self is influenced by the cultural frames, which are offered by different languages and cultural systems. Identity is not fixed. Second language learners' experience with different linguistic and cultural systems introduces them to alternative ways of considering the nature and the possibilities associated with identity.

A group of (more or less) fixed words having a meaning not

deducible from the individual words.

Idioms are typically informal expressions used by particular social groups and need to be explained as one unit (for example, *I am over the moon, on thin ice, a fish out of water, fed up to the back teeth*).

Their primary purpose is to entertain through their imaginative use of literary elements. They are recognised for their form, style and artistic or aesthetic value.

These texts include novels, traditional tales,

poetry, stories, plays, fiction for young adults and children including picture books and multimodal texts, such as film.

A base form of a verb.

Their primary purpose is to provide information. They include texts that are culturally important in society and are valued for their informative content, as a store of knowledge and for their value as part of everyday life. These texts include explanations and descriptions of natural

phenomena,
recounts of
events,
instructions and
directions, rules
and laws and
news bulletins.

Obtaining,
processing,
interpreting and
conveying
information
through a range of
oral, written and
multimodal texts;
developing and
applying
knowledge.

Direct contact with
and experience of
the target
language; the
stimulus required
for language
acquisition and
learning. Input can
take multiple
forms and be

received through different modes.

Words that are usually used with adjectives to emphasise their meaning and are expressed by means of an adverb (for example, *very interesting*; *awfully boring*).

An ability to understand and to engage in the relationship between language, culture and people from diverse backgrounds and experience. This involves understanding the dynamic and interdependent nature of both

language and culture, that communicating and interacting in different languages involves interacting with values, beliefs and experiences as well as with words and grammars. An intercultural capability involves being open to different perspectives, being flexible and curious, responsive and reflective; being able to decentre, to look objectively at one's own cultural ways of thinking and behaving, and at how these affect attitudes to

others, shade assumptions and shape behaviours. Characteristics of an intercultural capability include cognitive and communicative flexibility and an orientation and ability to act in ways that are inclusive and ethical in relation to diversity and difference.

An orientation to language teaching and learning that informs current curriculum design; framed by the understanding that language and culture are dynamic, interconnected systems of

meaning-making; that proficiency in an additional language involves cultural and intercultural as well as linguistic capabilities. The focus is on developing communicative proficiency and on moving between language-culture systems. It includes the reflexive and reciprocal dimension of attention to learners' own language(s) and cultural frame(s).

In the context of L2 learning, *interpret* refers to two distinct processes:

- the act of translation from one language to another
- the process of understanding and explaining; the ability to conceive significance and construct meaning, and to explain to self or others.

A key component of communication, involving patterns of pitch and melody of spoken language that can be used like punctuation, for example, to express surprise or suggest a question, to shade, accentuate or diminish

emphasis or meaning, and to regulate turn-taking in conversations.

A human cognitive and communicative capability which makes it possible to communicate, to create and comprehend meaning, to build and sustain relationships, to represent and shape knowledge, and to imagine, analyse, express and evaluate.

Language is described and employed:

- **as code** – comprising systems, rules,

a fixed body of knowledge; for example, grammar and vocabulary, sound and writing systems

- **as social practice** – used to do things, create relationships, interact with others, represent the world and the self; to organise social systems and practices in dynamic, variable, and changing ways
- **as cultural and intercultural practice** – means by which communities

construct and express their experience, values, beliefs and aspirations

- **as cognitive process** – means by which ideas are shaped, knowledge is constructed, and analysis and reflection are structured.

A process of interpreting meaning from spoken, written, tactile and multimodal representations of language.

Features of language that support meaning; for example,

sentence
structure, noun
group/phrase,
vocabulary,
punctuation,
figurative
language. Choices
in language
features and text
structures
together define a
type of text and
shape its
meaning. These
choices vary
according to the
purpose of a text,
its subject matter,
audience and
mode or medium
of production.

Varied ways in
which language is
used to achieve
particular
purposes; for
example, to
persuade, to

entertain, to
apologise, to
argue and/or to
compliment.

Identifiable
repeated or
corresponding
elements in a text.
These include
patterns of
repetition or
similarity, such as
the repetition of
imperative verb
forms at the
beginning of each
step in a recipe, or
the repetition of a
chorus after each
verse in a song.
Patterns may
alternate, as in the
call and response
pattern of some
games, or the to-
and-fro of a
dialogue. Patterns
may also contrast,

as in opposing viewpoints in a discussion or contrasting patterns of imagery in a poem.

Distinguishing features of a particular language. These include lexico-grammatical and textual features, writing system(s), phonetic systems, and cultural elements which influence language use, such as:

- politeness or kinship protocols
- the nature of language communities

which use the language

- the historical and/or current relationship of a language with education in Australia
- features of its 'learnability' in terms of teaching and learning in the context of Australian schooling.

Elements that organise how a language works, including the systems of signs and rules (phonological, syntactic, semantic and pragmatic) that underpin language

use. These systems have to be internalised for effective communication and comprehension.

Systems of language relates to understanding language as a system, including sound, writing, grammatical and textual conventions.

Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place.

A conceptualised developmental sequence of

learning, including learning goals, learning activities, knowledge and skills to be developed at progressive levels.

A use of word associations to create links in texts. Links can be made through the use of repetition of words, synonyms, antonyms and words that are related, such as by class and subclass.

Individual resources and capabilities which learners bring to their learning experience; these include text knowledge, grammatical and

vocabulary
knowledge,
knowledge of
phonetic and
writing systems.
They also include
critical, reflective
and intercultural
capabilities that
support new
literacy
experience in a
different
language.

Four major
language skills of
listening,
speaking, reading
and writing.

Spoken, print,
graphic, or
electronic
communications
created for a
public audience.
They often involve
numerous people
in their

construction and are usually shaped by the technology used in their production. Media texts studied in different languages can be found in newspapers, magazines and on television, film, radio, computer software and the internet.

To move between different linguistic and cultural systems, referencing own first language(s)/culture(s) while learning to use and to understand those of the target language. This movement

involves:

- noticing,
interpreting,
responding
sensitively and
flexibly
- conveying
culturally-
shaped ideas,
values,
experience to
others
- exploring how
ideas and
experiences are
represented and
conveyed in
different
languages and
cultures
- considering
similarities,
overlaps,
collisions and
adjustments
- developing the

capacity to
communicate
and represent
different
perspectives
and
interpretations.

Mediating
operates in two
distinctive ways:

- in practices
such as
interpreting and
translating, with
attention to
what can
happen in these
processes in
terms of 'losing'
or 'gaining'
meaning
- as the element
of the learning
experience,
which involves
noticing,
responding,

comparing and explaining differences in expression and perspective.

Resources used in the production and transmission of texts, including tools and materials used (for example, digital text and the computer, writing and the pen or the keyboard).

A vocabulary used to discuss language conventions and use (for example, language used to talk about grammatical terms, such as *sentence*, *clause*, *conjunction*; or

about the social and cultural nature of language, such as *face*, *reciprocating*, *register*).

An aid, such as a pattern, rhyme, acronym or visual image, used for memorising information.

A verb attached to another verb to express a degree of probability (for example, *I might come home*) or a degree of obligation (for example, *You must give it to me*, *You are to leave now*).

Various processes of communication:

listening,
speaking,
reading/viewing,
signing and
writing/creating.
Modes are also
used to refer to
the semiotic
(meaning-making)
resources
associated with
these
communicative
processes, such as
sound, print,
image and
gesture.

The smallest
meaningful unit in
the grammar of a
language.
Morphemes are
not necessarily
the same as either
words or syllables.
The word *cat* has
one morpheme
while the word

cats has two morphemes: *cat* for the animal and *s* to indicate that there is more than one. Similarly, *like* has one morpheme while *dislike* has two: *like* to describe appreciation and *dis* to indicate the opposite. The process of identifying morphemes assists comprehension, vocabulary building and spelling.

Principles of word formation and inflection, especially with respect to constituent morphemes.

A text which involves two or more communication modes; for example, the combining of print, image and spoken text in film or computer presentations.

A story of events or experiences, real or imagined.

Techniques used to help in the narrating of a story or reported event. For example, imagery, metaphor, allusion.

A part of speech that includes all words denoting physical objects, such as *man*,

*woman, boy, girl,
car, window.*

These are
concrete nouns.

Abstract nouns
express
intangibles, such
as *democracy,*
courage, success,
idea.

An ability to
express oneself in
and to understand
spoken language;
it includes oral
and aural
proficiency.

Writing words with
correct letters or
characters
according to
common usage.

Additional
elements of
spoken
communication
which are

integrated with vocal (voice) and verbal (words) elements, and contribute significantly to communication and meaning-making. For example, voice quality, volume and pacing, facial expressions, gestures, posture and body movement.

A combination of conceptual knowledge, practical skills and reflective capabilities which constitute the 'art and science' of teaching.

A use of the language in real situations, putting

language
knowledge into
practice; it
involves accuracy,
fluency and
complexity.

Their primary
purpose is to put
forward a point of
view and persuade
a reader, viewer
or listener. They
form a significant
part of modern
communication in
both print and
digital
environments.

They include
advertising,
debates,
arguments,
discussions,
polemics and
influential essays
and articles.

The smallest
meaningful unit in

the sound system
of a language. For
example, the word
is has two
phonemes: /i/ and /s/;
ship has three
phonemes: /sh/, /i/, /p/

A phoneme
usually has
several
manifestations
dependent on
varying
phonological
contexts. For
example, the *p* in
pin and *spin*
differs slightly in
pronunciation but
is regarded as
being the same
phoneme; that is,
as having the
same functional
meaning within
each word.

A relationship
between letters or

characters and the sounds they make when pronounced.

L2 learning involves developing phonic awareness and proficiency.

Understanding that every spoken word is composed of small units of sound, identifying relationships between letters and sounds when listening, reading and spelling. It includes understandings about words, rhyme and syllables.

A study of how context affects communication; for example, in relation to the

status of participants, the situation in which the communication is happening, or the intention of the speaker.

An informed presumption about something that might happen. Predicting at text level can include working out what a text might contain by looking at the cover, or working out what might happen next in a narrative.

Predicting at sentence level includes identifying what word is likely to come next in a

sentence.

A meaningful element (morpheme) added before the main part of a word to change its meaning (for example, *unhappy*).

A part of speech that precede a noun, phrase or pronoun, thereby describing relationships in a sentence in respect to:

- space/direction (*below, in, on, to, under* – for example, *She sat on the table.*)
- time (*after, before, since* – for example, *I*

will go to the beach after lunch.)

- those that do not relate to space or time (*of, besides, except, despite – for example, He ate all the beans except the purple ones.*)

Prepositions usually combine with a noun group or phrase to form a prepositional phrase (for example, *in the office, besides these two articles.*).

One of the two aspects of communication through language

(see *receptive language*)

involving the ability to express, articulate and produce utterances or texts in the target language.

A part of speech that refers to nouns, or substituting for them, within and across sentences.

For example, *Ahmad chose a chocolate cake.*

He ate it that evening (where *he* and *it* are personal pronouns; and *that* is a demonstrative pronoun).

A manner in which a syllable is uttered.

Learning which results from authentic language experiences that involve real purpose and achievable outcomes.

A commonly employed prompt to elicit language use. A key element of scaffolding to support learners' use of language and to encourage further contributions.

Different types of questions provide different prompts:

- **closed questions** are questions for which there are predictable

answers, for example, *What time is it?* These are typically used as prompts for short answers, as a framework for testing comprehension or reviewing facts, and for routinized interactions. They are frequently used to scaffold early language development.

- **open questions** are questions with unknown and unpredictable answers that invite and support more elaborated and

extended
contributions
from learners,
for example,
*How do you feel
about that?*
*What do you
think might
happen next?*
They are used
as a stimulus for
discussion,
reflection and
investigation.

Questions are an
important element
of intercultural
language teaching
and learning. The
quality of
questions
determines the
quality and
substance of the
learning
experience.
Effective
questions relating

to the nature of language, culture and identity and the processes involved in language learning and intercultural experience guide the processes of investigating, interpreting and reflecting which support new understanding and knowledge development.

Process visual or tactile symbols (for example, braille), words or actions in order to derive and/or construct meaning. Reading includes elements of decoding (of sounds and symbols),

interpreting,
critically analysing
and reflecting
upon meaning in a
wide range of
written, visual,
print and non-print
texts.

One of the two
components of
communication
through language
(see *productive
language*): the
'receiving' aspect
of language input,
the gathering of
information and
making of
meaning via
listening, reading,
viewing processes.

An integrating
element of
intercultural
communication
that involves
movement and

relationship,
interpreting and
creating meaning,
and understanding
the process of
doing so. It
involves not only
the exchange of
words but also an
exchange of
understanding
between the
people involved. It
comes into play
when the learner
'self' encounters
and interacts with
the 'other' (the
target language
speaker, the
target language
itself as text or
experience); when
the existing
language code
and cultural frame
encounters a
different code and
frame. This

experience
impacts on the
learner's
perspective and
sense of identity
and on their usual
ways of
communicating.
Reciprocating
involves conscious
attention to the
process: attention
to the self
(*intraculturality*)
and to the likely
impact of the self
on the other
person involved
(*interculturality*).
Things previously
taken for granted
are noticed in
reference to new
or different ways.
Key elements of
reciprocating
include conscious
attention,
comparison,

reflection and
analysis:

- recognition that both partners in an exchange are involved in the 'effort of meaning'
- willingness to work out what the other person means, the cultural and social context they are speaking from and the perspectives, which frame what they are saying
- making necessary adjustments to own and each other's input, orientation and

stance that will help the exchange to be successful.

Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity.

A variety of language used for a particular purpose or in a particular situation, the variation being defined by use as well as user. For example, informal register or academic register.

Analysing and

understanding the role of language and culture in the exchange of meaning.

A transcription from a differently scripted language, such as Chinese *Pinyin* or Japanese *Romaji*, into the Latin alphabet.

A word/word element that cannot be reduced to a smaller unit and from which other words are formed. For example, *plant* in *replanting*.

Support provided to assist the learning process or to complete a learning task.
Scaffolded

language support involves using the target language at a level slightly beyond learners' current level of performance, and involves

incremental increasing and decreasing of assistance. Task support provides assistance to perform just beyond what learners can currently do unassisted, to progress to being able to do it independently.

Scaffolding includes modelling and structuring input in ways that provide additional cues or interactive questioning to

activate existing knowledge, to probe existing conceptions or to cue noticing and reflecting.

A text processing strategy adopted to search for specific words, ideas or information in a text without reading every word. For example, looking for a word in the dictionary or a name in a phone directory.

Scanning involves moving the eyes quickly down the text looking for specific words and phrases to gain a quick overall impression/to get

the gist.

A writing system in which characters or symbols represent components of language (letters, syllables, words).

The target audience for Second Language subjects is comprised of students who are introduced to learning the target language at school as an additional, new language for them. The first language used before they start school and/or the language they use at home is not the target language.

Knowledge gained

at a meaning
rather than a
decoding level.
This involves
understanding the
relationship
between signifiers
(words, phrases,
symbols, signs)
and the meanings
they represent.
Semantic
information is
supported through
reference to prior
knowledge,
cultural
connotations and
contextual
considerations.

A text processing
strategy aimed at
gaining
information
quickly without
focusing on every
word.

Interacting orally

and in writing to exchange ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action.

Convey meaning and communicate with purpose. Some students participate in speaking activities using communication systems and assistive technologies to communicate wants, and needs, and to comment about the world.

A widely held but fixed and

oversimplified
image or idea of a
particular type of
person or thing.

An emphasis in
pronunciation that
is placed on a
particular syllable
of a word; for
example, *She will
con**duct** the
orchestra.; Her
conduct is
exemplary.*

A meaningful
element added
after the root of a
word to change its
meaning (for
example, to show
its tense: *-ed* in
passed. Common
suffixes in English
include *-ing; -ed;*
-ness; -less; -
able).

Occurring or

existing at the same time.

An ordering of sentence elements, such as words, group/phrases and clauses. In some education settings, the terms *syntax* and *grammar* are used interchangeably.

Convey meaning and communicate with purpose. Some students participate in speaking activities using communication systems and assistive technologies to communicate wants, and needs, and to comment about the world

An integrated experience and use of language, set in a context, accomplishing a purpose, focused on meaning. A task provides an organising structure and context for meaning-focused language learning. Unlike form-focused language activities and exercises, task-based learning involves the achievement of a goal or authentic outcome. Learners draw from existing language resources and seek out unfamiliar resources as needed to

complete the task. Scaffolding is provided by the teacher via the task cycle, which includes form-focused teaching. Examples of tasks: researching an issue, sharing ideas and then categorising and presenting results; planning and having a picnic; designing and publishing an online newsletter.

An identified stretch of language, used as a means for communication or the focus of learning and investigation. Text forms and conventions have

developed to support communication with a variety of audiences for a range of purposes. Texts can be written, spoken or multimodal and in print or digital/online forms. Multimodal texts combine language with other systems for communication, such as print text, visual images, soundtrack and spoken word, as in film or computer presentation media.

Strategies learners use to decode and understand text. These involve

drawing on contextual, semantic, grammatical and phonic knowledge in systematic ways to work out what a text says. They include predicting, recognising words and working out unknown words, monitoring comprehension, identifying and correcting errors, reading on and re-reading.

Ways in which information is organised in different types of texts (for example, chapter headings, subheadings, tables of contents,

indexes and glossaries, overviews, introductory and concluding paragraphs, sequencing, topic sentences, taxonomies, cause and effect).

Choices in text structures and language features together define a text type and shape its meaning. Different languages/cultures structure texts differently in many instances.

Categories of text, classified according to the particular purposes they are designed to achieve, which

influence the features the texts employ. For example, texts may be imaginative, informative or persuasive; or can belong to more than one category. Text types vary significantly in terms of structure and language features across different languages and cultural contexts. For example, a business letter in French will be more elaborate than a similar text in English; a request or an offer of hospitality will be expressed differently in Japanese or in

German.

Structural components and elements that combine to construct meaning and achieve purpose, and are recognisable as characterising particular text types (see *language features*).

A use of pitch and contour in spoken language to nuance words and, in some languages, to distinguish lexical or grammatical meaning. In Chinese, for example, the tones are distinguished by their pitch range

(register), duration and contour (shape). All Chinese syllables have a set tone, which distinguishes it and its meaning from another syllable. However, in certain environments tones can change or be modified, while in rapid spoken Chinese a great many unstressed syllables carry no tone at all.

A process of translating words/text from one language into another, recognising that the process involves

movement of meanings and attention to cultural context as well as the transposition of individual words.

Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others.

Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.

A part of speech which expresses

existence, action,
state or
occurrence. For
example, *They*
watch football.;
She ***is*** exhausted.;
The day finally
came.

A practice of
incorporating
words from one
language into
another. For
example, the use
of Italian words,
such as
pianissimo,
cannelloni in
English and the
use of English ICT
terms in many
languages. The
increasing
frequency of word-
borrowing
between
languages reflects
intercultural

contact,
contemporary
cultural shifts and
practices in a
globalised world,
issues of ease of
communication
and efficiency and
technological
specialisation.

A verb that
combines with
another verb in a
verb phrase to
form tense, mood,
voice or condition.

Achievement standard

To be developed in 2015 using (assessment) work sample evidence to 'set' standards through paired comparisons.

