

Ready? Set? Go!

Australian Curriculum: Languages
PROFESSIONAL LEARNING PROGRAM



LANGUAGES SPRACHEN
שפות dilleri اللغات भाषा
言語 γλώσσες langues
linguae LINGUE ngôn ngữ IDIOMAS 언어 bahasa

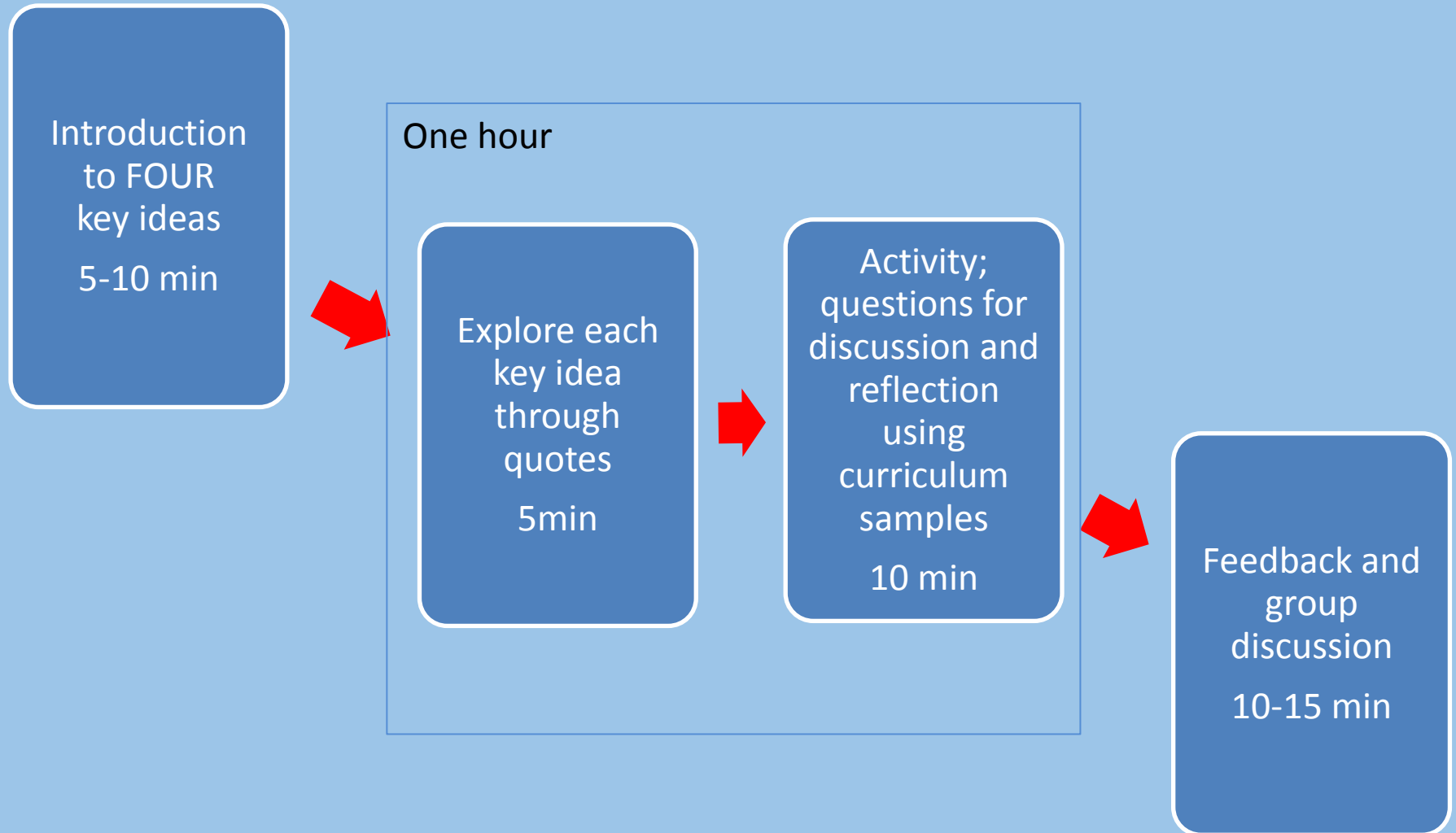
Module 1

Conceptual underpinnings of the *Australian Curriculum: Languages*

Module 1: Aims

- To stimulate thinking about the key ideas/concepts underpinning the *Australian Curriculum: Languages*
- To explore some of the key ideas outlined in the *Shape Paper and Overview*
- To identify how these ideas are reflected in sample curricula
- To discuss changes you detect in the conceptual framing of the curriculum and the implications for classroom practice

Procedure



Sample Activity

Discussion and reflection

- How does this key concept ‘fit’ with your **own understandings**, and with representations in curriculum you have been working with?
- How are features **of the key concept reflected in the curriculum content** for e.g strand X & Y for e.g. Indonesian Year 5-6 and German Year 7-8?
- How might these conceptions **impact** on approaches to teaching and learning languages in schools?

Strands & sub-strands

Strand One: Communicating

- Socialising
- Informing
- Creating
- Translating
- Reflecting

Strand Two: Understanding

- Systems of language
- Language variation and change
- Role of language and culture

The curriculum samples in this module cover all sub-strands. For each sub-strand, samples are provided in two languages at two bands levels.

Sample curricula

Key concept	Sample curricula; sub-strand, language, & year level	
1) What is meant by <i>Language?</i>	Systems Indonesian 5-6, German 7-8	Informing Spanish Y5-6, Greek 7-8
2) What is meant by <i>Culture?</i>	Socialising Vietnamese 3-4, French 9-10	Variation & change Chinese 5-6, Indonesian 9-10
3) What is meant by <i>learning a language?</i>	Creating German 5-6, Italian 7-8	Translating French 5-6, Japanese 7-8
4) What is the nature of <i>Interculturality?</i>	Reflecting Italian 3-4, Arabic 7-8	Language & Culture Japanese 5-6, Chinese 7-8

Introduction to Key Concepts

Overview

- 1 What is meant by **language**?
- 2 What is meant by **culture**?
- 3 What is meant by ***learning*** a language?
- 4 What is the nature of ***interculturality in language learning and use***?

Key concepts in the Shape Paper

There are aspects of the curriculum that pertain to all languages

- The key concepts of *language, culture and learning* underpin the learning area
- They also provide the basis for a common rationale and set of aims for all languages

(Overview: Preamble)

Languages, cultures and learning:

The interrelationship of **language, culture and learning** provides the foundation for the *Australian Curriculum: Languages*

- 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**
(Overview: Preamble)

Languages, cultures and learning:

- 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** (Overview: Preamble)

1. What is meant by 'language'?

Six features of language identified in Shape paper

Language is

a) a code or system b) a practice

1) systematic

2) variable

3) dynamic

4) rich & complex human capability

5) cognitive activity

6) social & cultural practice

1. What is meant by 'language'?

Language is...

1) systematic. Language - comprises complex systems of signs and rules which work alongside other conventions such as gestures, facial expressions etc. Communication relies on a shared understanding of the conventions for using these signs.

2) variable. Language users - make choices about their use of language & use different forms of language, in different domains and contexts, for different purposes

3) dynamic. Languages - adapt and change, are influenced by interaction within groups and between groups, & are continually changed by technologies - across time, space, social/cultural contact

(Shape Paper)

1. What is meant by 'language'?

Language is...

4) a human capability – a rich *and complex human capability* that makes it possible to *communicate, mediate* action, *represent* knowledge, *analyse* ideas, *develop* values, & *enact* identity

5) a cognitive activity - a uniquely human capability, & lies at the core of conceptual development and learning; the means by which meaning is interpreted and created

6) a social and cultural practice – the means by which people construct, & share meaning, make sense of experience and engage in the reciprocal processes of interpreting and creating meaning

Shape Paper

Activity One

Language: Discussion and reflection

- How do these ideas about Language ‘fit’ with your own understandings, and with representations of these ideas in curriculum you have been working with?
- How are these features of language (as code, as practice) reflected in the curriculum content provided?
- How might these conceptions of language impact on approaches to teaching and learning languages in schools?

2. What is meant by 'culture'?

In earlier models of language teaching and learning, *culture* was represented as a combination of

- literary and historical resources
- 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

(Glossary)

2. What is meant by 'culture'?

- Culture is understood as a framework in which things come to be seen as having meaning
- Culture involves understandings about 'norms' and expectations, which shape perspectives and attitudes

(Glossary)

2. What is meant by 'culture'?

- Culture 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

(Glossary)

Activity Two

Culture: Discussion and reflection

- How do these statements about culture 'fit' with your own understandings, and with representations of these ideas in curriculum you have been working with?
- How are these conceptions of culture reflected in the curriculum content provided?
- How might these conceptions of culture impact on approaches to teaching and learning languages in schools?

3. What is meant by *learning* a language?

Learning a language is ...

understood not only as a mental phenomenon, but also as a social, interactive, and collaborative one

Four features of language learning identified in Shape Paper. Language learning is:

- 1) **experiential**
- 2) **analytic (& cognitively demanding)**
- 3) **involves comparison and reflection**
- 4) **an intercultural experience**

(Shape Paper)

3. What is meant by *learning* a language?

1) **Experiential**

A focus on experience and experiential learning

- captures real-life *process of action and reflection* & contributes to the construction and articulation of an *individual's linguistic and cultural identity* (Shape Paper)

3. What is meant by *learning* a language?

2) Analytic

- The strangeness of the additional language requires particular scaffolding
 - Explicit, explanatory, and exploratory talk around language and literacy is a core element
 - Learners are supported to develop their own meta-awareness, and to learn to think and talk about how the language works and about how they learn to use it
- (Shape Paper)

3. What is meant by *learning* a language?

3) Involves comparison and reflection

- Students are encouraged to explore and recognise their own *linguistic, social, and cultural practices and identities* as well as those associated with speakers of the target language
- Through this process of experience, interaction, and reflection they can begin to see the complexity, variability, and sometimes the contradictions involved in using language (Shape Paper)

3. What is meant by *learning* a language?

4) An intercultural experience

- learning a language involves working with, and moving between, *at least two languages and cultures*
- this movement between languages and cultures is integral to language learning and use
- *it is what makes the experience intercultural.*

(Shape Paper)

Activity Three

Learning: Discussion and reflection

- How do these definitions of language learning 'fit' with your own understandings and those of curriculum your have been working with?
- Identify learning processes reflected in the curriculum content provided?
- How might these ideas impact on approaches to teaching and learning languages in schools?

4. What is the nature of *interculturality*?

Curriculum design in languages education needs to give consideration to language, culture, and learning, and understanding the relationship between them

- This relationship defines language learning as *an intercultural process*, focused on interpreting and creating meaning

(Shape Paper)

4. What is the nature of *interculturality*?

Being able to communicate proficiently gives learners *an intercultural capability*

- Through learning to communicate in the target language, learners *develop an understanding of the relationship between language and culture in intercultural exchange ... and thereby develop an intercultural capability in communication*

(Shape Paper)

4. What is the nature of *interculturality*?

For all students, learning a language (whether as a second language or as a home language) involves

- working with, and moving between, at least two languages and cultures: the new and the existing.

This movement between languages and cultures is integral to language learning and use:

it is what makes *the experience intercultural*

■ (Shape Paper)

4. What is the nature of *interculturality*?

Intraculturality and *Interculturality*

Through experience in communicating, learners come to realise that each person brings to an interaction knowledge, understanding, and values that have developed through experience over time and (are) articulated through their distinctive language(s) and culture(s)

- They realise that success in communication with others is not only determined by what they themselves do, but is also affected by what members of the other different language and culture understand them to do
- In this sense they engage with interpreting and understanding interaction and communication, and engage actively in *interpreting self (intraculturality) and others (interculturality)*

(Shape Paper)

Activity Four

Interculturality: Discussion and reflection

- How do these definitions of *intercultural* language learning 'fit' with your own understandings and those of curriculum you have been working with?
- How are these processes of intercultural experience, exploration & reflection reflected in the curriculum content provided?
- How might these ideas impact on approaches to teaching and learning languages in schools?