ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT

FOUNDATION COURSE

Year 11 syllabus

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

Content

Introduction to the Foundation courses

Foundation courses are designed for students who have not demonstrated the Western Australian Certificate of Education (WACE) standard of numeracy and Standard Australian English (SAE) literacy skills. These standards are based on Level 3 of the Australian Core Skills Framework (ACSF) which outlines the skills required for individuals to meet the demands of everyday life and work in a knowledge-based economy.

Foundation courses provide support for the development of functional literacy and numeracy skills essential for students to meet the WACE standard of literacy and numeracy through engagement with the ACSF Level 3 reading, writing, oral communication and numeracy core skills.

The Foundation courses are:

- Applied Information Technology (AIT) (List B)

- Career and Enterprise (List A)

- English (List A)

- English as an Additional Language or Dialect (EAL/D) (List A)

- Health, Physical and Outdoor Education (List B)

- Mathematics (List B)

- Religion and Life (List A)

Literacy and numeracy focus

While much of the explicit teaching of literacy and numeracy occurs in the English, English as an Additional Language or Dialect, and Mathematics Foundation courses, all Foundation courses provide opportunities for the development of the literacy and numeracy capabilities identified in the Pre-primary to Year 10 Western Australian curriculum. The following set of literacy and numeracy skills drawn from both the ACSF (Level 3) core skills of reading, writing, oral communication and numeracy, and the Pre-primary to Year 10 English and Mathematics curriculum have been identified and are common to all Foundation courses. Where appropriate, opportunities for students to engage in activities with significant literacy and numeracy demands should be the focus of teaching, learning and assessment programs in this course.

Literacy

Literacy involves students:

- developing the knowledge, skills and dispositions to interpret and use language confidently for learning and communicating in and out of school and for effective participation in society

- reading, writing, viewing, speaking and listening which includes creating oral, print, visual and digital texts

- using and modifying language for different purposes and for different audiences

- understanding how the English language works in different social contexts.

Foundation courses provide meaningful contexts for learning and practising specific literacy (L) skills as outlined below:

L1   acquiring words leading to an appropriately expanding vocabulary; for example, using discipline-related words such as 'cardiovascular endurance' and 'resilience' in the Health, Physical and Outdoor Education Foundation course

L2   developing pronunciation and spelling of key words, for example, discipline-related words such as 'phishing' in the Applied Information Technology Foundation course

L3   using Standard Australian English (SAE) grammar and punctuation to communicate effectively

L4   expressing increasingly complex ideas using a range of simple and complex sentence structures

L5   using a range of language features, including the use of tone (for example, formal as opposed to personal), symbols (for example, in the workplace and/or in web page design), simple description (for example, the use of similes and/or contrast), and factual as opposed to emotive language

L6   organising ideas and information in different forms and for different purposes and audiences; for example, providing information in dot point form, and/or providing information in an explosion chart

L7   achieving cohesion of ideas at sentence, paragraph and text level

L8   editing work for accuracy, coherence, clarity and appropriateness; for example, ensuring subject-verb agreement, the correct use of apostrophes and the appropriate use of vocabulary and verb forms

L9   using a range of speaking and listening skills, for example: using the etiquette of 'turn taking' in conversation and discussion; asking clarifying questions when listening; matching tone of voice to audience; and using a pause for emphasis

L10   comprehending and interpreting a range of texts

L11   developing visual literacy skills including creating images, designing graphs, reading tables and interpreting diagrams and symbols.

Numeracy

Numeracy involves students:

- recognising and understanding the role of mathematics in the world

- developing the dispositions and capacities to use mathematical knowledge and skills purposefully

- increasing their autonomy in managing everyday situations.

Foundation courses provide meaningful contexts for learning and practising specific numeracy (N) skills and mathematical thinking processes as outlined in the examples below:

N1 identifying and organising mathematical information; for example, extracting the key information from advertisements when comparing mobile phone plans

N2 choosing the appropriate mathematics to complete a task; for example, choosing subtraction to determine the duration of a train ride from start to finish

N3 applying mathematical knowledge, tools and skills to complete a task; for example, using researched annual costs of running a car to estimate feasibility within a given budget; writing to a friend overseas with detailed estimates in response to a query about the annual cost of living in Australia; recording the results of a survey questionnaire on an issue (such as the legal driving age/benefits and disadvantages of social media/ regulation of smoking)

N4 representing and communicating mathematical conclusions; for example, summarising survey results as graph or a table as one component of a multimedia report; commenting on significant features in graphs and tables

N5 reflecting on mathematical results in order to judge the reasonableness of the conclusions reached; for example, checking the probable accuracy of stated statistics against evidence collected (such as checking the stated number of employees requesting more varied cuisines in their work canteen in a written survey, against a rough estimate of employees supporting this in a show of hands in a workplace meeting).

The level of complexity of mathematical information to which the above numeracy skills are applied is outlined below:

- whole numbers and familiar or routine fractions, decimals and percentages

- dates and time, including 24 hour times

- familiar and routine 2D and 3D shapes, including pyramids and cylinders

- familiar and routine length, mass, volume/capacity, temperature and simple area measures

- familiar and routine maps and plans

- familiar and routine data, tables, graphs and charts, and common chance events.

Representation of the other general capabilities

In addition to the literacy and numeracy capabilities, teachers may find opportunities to incorporate the remaining capabilities into the teaching and learning program for the English as an Additional Language or Dialect Foundation course. The unit information, specifically the unit content, identifies the expected student learning within each syllabus. The general capabilities are not assessed unless they are identified within the specified unit content.

Information and communication technology capability

Information and communication technology (ICT) is an important component of the English as an Additional Language or Dialect Foundation course. Students use communication technologies to assist with their development across the four language modes. They also use ICT when they respond to and create multimodal texts.

Critical and creative thinking

In the English as an Additional Language or Dialect Foundation course, students employ existing linguistic and cultural knowledge as they acquire the language of critical and creative thinking. Students use creative thinking when they interpret texts for their purpose, context and audience. Through listening to, reading, viewing, creating and presenting texts and interacting with others, students develop their ability to respond to and create texts in different ways.

Personal and social capability

Language is central to personal and social identity. The English as an Additional Language or Dialect Foundation course acknowledges that students may bring with them well-developed skills of self-expression, and this course enables them to acquire Standard Australian English (SAE) to continue to develop these skills in another language. Students become effective communicators in English who are able to articulate their own opinions and beliefs and to interact and collaborate with others in the medium of SAE.

Ethical understanding

The English as an Additional Language or Dialect Foundation course helps students to continue building a strong personal and socially oriented outlook, and awareness of the influence that their values and behaviour have on others. They engage in the exploration of rights and responsibilities and learn to manage conflict and uncertainty more effectively as they reflect on the issues and dilemmas of their own lives, in combination with those presented in a range of texts. Students use reasoning skills, empathy and imagination as they consider and make judgements about actions and motives and speculate on how life experiences affect people's decision-making. Students develop understanding of ethical research strategies.

Intercultural understanding

There is a strong link between the English as an Additional Language or Dialect Foundation course and intercultural understanding. Students' existing cultural understandings are valued and shared as they develop an understanding of Australian cultures. As students acquire SAE, they learn to question stated and unstated cultural beliefs and assumptions, and how these affect their own lives, relationships and expectations.

Representation of the cross-curriculum priorities

The cross-curriculum priorities address contemporary issues which students face in a globalised world. Teachers may find opportunities to incorporate the priorities into the teaching and learning program for the English as an Additional Language or Dialect Foundation course. The unit information, specifically the unit content, identifies the expected student learning within each syllabus. The cross-curriculum priorities are not assessed unless they are identified within the specified unit content.

Aboriginal and Torres Strait Islander histories and cultures

The English as an Additional Language or Dialect Foundation course recognises that Aboriginal students and staff bring to their learning and work environment a wealth of cultural knowledge. The course also provides a way for non-Aboriginal staff and students to learn from their Aboriginal counterparts.

Respect for the role of the first language or dialect provides the basis for the development of students' effective bilingual or bidialectal communication.

Asia and Australia's engagement with Asia

The English as an Additional Language or Dialect Foundation course recognises that Asian students bring to their learning and work environment a wealth of knowledge of Asian culture. It also provides a way for non-Asian students to learn from their Asian counterparts.

Sustainability

The English as an Additional Language or Dialect Foundation course develops students' abilities in listening, speaking, reading, viewing and writing to investigate, analyse and communicate ideas and information related to sustainability. Students acquire language in this course to develop and share knowledge about social and environmental world views.

Rationale for English as an Additional Language or Dialect Foundation

The English as an Additional Language or Dialect Foundation course is designed for students beginning to acquire English as an additional language or dialect. These students come from diverse linguistic, cultural and educational backgrounds: they are possibly new to the Australian education system, from limited or disrupted schooling backgrounds; they may be bidialectal students, including Aboriginal students who speak Aboriginal English (AE), a creole or one or more Aboriginal languages; or they may have many years of formal education. The course builds on the wealth of cultural and linguistic knowledge and life experience students bring to their study of Standard Australian English (SAE) in the process of development of cross-cultural language learning skills.

The English as an Additional Language or Dialect Foundation course focuses on the language modes of listening, speaking, reading and viewing, and writing in SAE. In order to achieve competency across these modes students explore and practise the linguistic structures and conventions of SAE, while they develop the sociolinguistic and sociocultural skills that enable them to interact successfully in contexts where SAE is used. At the conclusion of the course, students may access further training, education or employment and achieve their personal goals.

The diverse nature of the students in this course demands flexibility in how it is delivered, both contextually and pedagogically. For some students, a vocational focus is more appropriate, while other students require more emphasis on academic skills and processes. Some students may progress quickly in the acquisition of SAE. The course is designed to enable teachers to adapt the context of the content to deliver it appropriately to the cohort they have. For all students, support through teacher modelling and scaffolding, as well as visual and contextual support, is essential. The use of resources related to everyday Australian life and social interactions will also be essential for all students to learn to engage effectively in Australian society. An additional focus of this course is the development of students' own language learning and communication strategies so that they become independent lifelong learners.

Eligibility

The English as an Additional Language or Dialect course is available to students who speak English as an additional language or dialect and whose use of SAE is restricted. English as an Additional Language or Dialect eligibility criteria do not apply to the Year 11 period of enrolment.

A Year 12 student can enrol into General and Foundation EAL/D courses with eligibility approval by the school principal. For a student to be approved, the school must complete and file the required documentation (Form 4) and supporting evidence. Schools must be prepared to submit this documentation and evidence when required by the Authority. All information and documentation is located on the EAL/D page of the Authority website: https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/english/english-as-an-additional-language-or-dialect.

Course aims

The English as an Additional Language or Dialect Foundation course aims to develop students':

- listening skills, so that they comprehend and respond to aural texts and interpret visual cues and gestures. This enables them to communicate in a range of spoken exchanges in social, educational and work contexts

- speaking skills in the use of everyday language and non-verbal gestures in face-to-face interactions. They develop their oral communication skills and interact appropriately with others in social, educational and work contexts

- reading and viewing comprehension skills, so that they respond appropriately to written and visual texts encountered in social, educational and work contexts

- writing skills, so that they create written texts with accurate and appropriate structures and conventions of SAE to communicate with others in social, educational and work contexts.

Organisation

This course is organised into a Year 11 syllabus and a Year 12 syllabus. The cognitive complexity of the syllabus content increases from Year 11 to Year 12.

Structure of the syllabus

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

Unit 1

This unit focuses on developing communication skills in a range of familiar contexts across the language modes of SAE. There is a particular focus on developing oral communication skills. Age-appropriate texts and explicit teaching are used to develop vocabulary, grammar, language learning strategies, and understanding. This includes the comprehension and retrieval of key information from simple familiar texts. The unit will enable students to apply their knowledge and understanding as they create simple texts that express their needs, opinions and ideas.

Unit 2

This unit focuses on continuing to develop communication skills in a range of contexts across the language modes of SAE. Through explicit teaching, the unit focuses on the consolidation of everyday vocabulary and the creation of connected oral, written and multimodal texts. Students respond to age-appropriate texts, and follow models to produce simple texts in informal and rehearsed formal contexts. This unit will enable students to develop strategies for collecting, organising and presenting familiar ideas and simple information.

Each unit includes:

- a unit description – a short description of the focus of the unit
- learning outcomes – a set of statements describing the learning expected as a result of studying the unit
- suggested contexts
- unit content – the content to be taught and learned.

Organisation of content

Content descriptions in each unit in English as an Additional Language or Dialect are grouped under an organising framework that presents key aspects of learning that underpin language or dialect acquisition. The English as an Additional Language or Dialect organising framework which follows includes aural, oral, written and multimodal texts:

- Communication skills and strategies
- Comprehension skills and strategies
- Language and textual analysis
- Create a range of texts.

Unit	Total unit class contact hours	Required (core) content	Unit focus
1	55	All content is core	Moving between cultures
2	55	All content is core	Moving between cultures

All the content descriptions for each unit are compulsory. It is recommended that teachers choose a number of the suggested contexts in which to teach the content descriptions.

When deciding the contexts in which to teach the unit content and their duration, teachers need to consider:

- the time required to achieve the learning outcomes for each context

- whether extension work within the context will be covered

- the needs, interests and abilities of students.

The language modes

The processes of listening, speaking, reading, viewing and writing, also known as language modes, are interrelated. Classroom contexts that address particular content descriptions will necessarily draw from more than one of these modes in order to support students' effective learning. To acknowledge these interrelationships, content descriptions incorporate the processes of listening, speaking, reading and viewing, and writing in an integrated and interdependent way.

Language table

Key language skills for English as an Additional Language or Dialect (Foundation, General and ATAR courses)

The key language skills described below provide a focus for language instruction in any unit at students' point of need and should be taught in context and if relevant. Students should be given the opportunity to develop and demonstrate these skills in a variety of contexts. This table is not an exhaustive list; rather, it is a guide to focus teachers on some essential skills that students should develop.

Phonological features
- pronunciation, stress, rhythm, intonation and pitch for emphasis
- phonemes and morphemes

Non-verbal language features
- using culturally appropriate gestures and behaviours

Orthographic competence
- using punctuation as required, including full stops, capitalisation, commas, apostrophes, question marks, inverted commas, colons, semi-colons, brackets and exclamation marks
- spelling subject-specific vocabulary correctly
- using subject-specific abbreviations, signs and symbols
- understanding common logographic signs
- distinguishing and using print, cursive and diverse fonts

Lexical competence

- gradually increasing a word bank of vocabulary in SAE; for example subject-specific vocabulary
- understanding and using metalanguage correctly
- using discourse markers; for example, for showing cause and effect
- understanding and using collocations, idiomatic expressions and colloquialisms
- using synonyms and antonyms as required
- using lexical chains to achieve cohesion
- choosing vocabulary appropriate to purpose and audience
- using descriptive, rhetorical and persuasive language
- understanding and using formulaic and fixed expressions and collocations
- understanding proverbs
- understanding and using SAE word order within clauses and sentences

Grammatical competence: using an increasing range of the following accurately and appropriately for audience and purpose

- clause and sentence structures
- questioning (including rhetorical questioning)
- types of verbs, nouns, adjectives, adverbs, pronouns, articles, prepositions and affixes
- verb structures and tenses
- modality
- voice (active, passive)
- clause type (declarative, interrogative, imperative and exclamative)
- nominalisation
- additive, comparative, temporal and consequential conjunctions
- use of correct subject–verb agreement
- negative questioning
- direct and indirect speech
- use of reference items to achieve cohesion

Semantic competence

- listening for gist, development of argument and specific content
- understanding and using words appropriate to the different semantic fields of SAE
- identifying shifts in meaning according to syntax
- identifying inferred meanings in texts
- identifying ambiguous or inappropriate communication
- using appraisal to express engagement, attitude and gradation
- distinguishing between fact and opinion
- understanding the SAE classification systems used in academic environments

Sociolinguistic competence

- questioning for clarification as needed
- negotiating meaning
- understanding and using the language of persuasion
- experimenting with the register of texts (tone, language, audience), developing appropriate use for audience and purpose
- initiating, sustaining and ending conversations in casual and formal contexts
- identifying the organisation of thoughts and ideas within SAE texts (rhetorical patterns).
- developing and using anxiety reduction strategies

Sociocultural understandings and skills

- identifying register variations between familiar, semi-formal and some formal contexts
- recognising some common cultural references
- recognising some irony, and how humour is created
- using culturally accepted politeness conventions in listening, speaking and written protocols
- recognising cultural variations in acceptance of novice and expert knowledge
- understanding cultural differences in eye contact and personal space
- identifying cultural variations in symbolism, classification and gender behaviours

Texts

Teachers will use an array of material in class. Texts are drawn from familiar to increasingly unfamiliar settings, using language that ranges from the everyday language of personal experience to common subject-specific and some abstract terminology. Texts provide important opportunities for learning about aspects of human experience and intercultural understandings. Texts are structured for particular purposes: for example, to retell, to instruct, to entertain, to explain and to argue. Teachers may select whole texts or parts of texts, depending on units of study, cohorts and levels of difficulty.

Texts for the English as an Additional Language or Dialect Foundation course include fiction texts, non-fiction texts, and texts which support language or dialect acquisition:

- fiction – novels, short stories, fables, fairy tales, plays, poems, song lyrics, movies, television shows, comic books, computer games
- non-fiction – biographies, autobiographies, journals, essays, speeches, reference books, news reports, documentaries, photographs, diagrams
- media texts – newspaper articles, magazine articles, editorials, websites, advertisements, documentaries, photographs, television programs, radio programs
- everyday texts – recipes, instructions, diagrams, timetables, notices, blogs, movies, television shows, comic books, computer games, manuals
- workplace texts – reports, minutes, application forms, safety regulations, email, resumés, letters of application, thanks, invitation, complaint, opinion
- written or spoken texts – dialogues, speeches, monologues, conversations, radio programs, interviews, lectures, stories of origin

- multimodal texts – brochures, picture books, graphic novels, web pages, films, television programs, performances, advertisements, cartoons, music videos, computer games, maps, PowerPoint presentations

- digital texts – online books, websites, computer games, social networking sites, email, SMS, apps

- visual texts – photographs, diagrams, charts, graphs, tables, cartoons, pictures

- texts to support language or dialect acquisition – dictionaries, thesauruses, reading comprehension and writing skills development, vocabulary development, grammar practice and communicative activities texts.

Sample text list

This syllabus has a sample text list in Appendix 3.

Unit 1

Unit description

Unit 1 focuses on developing communication skills in a range of familiar contexts across the language modes of Standard Australian English (SAE). There is a particular focus on developing oral communication skills. Age-appropriate texts and explicit teaching are used to develop vocabulary, grammar, language learning strategies and understanding. This includes the comprehension and retrieval of key information from simple familiar texts. The unit will enable students to apply their knowledge and understanding as they create simple texts that express their needs, opinions and ideas.

The thematic focus for this unit is **moving between cultures**. Drawing on first language skills and understandings, students investigate concepts related to home, personal, social and study situations, and develop an understanding of the features of common everyday communicative texts. They learn that language is adapted to suit audience and purpose as they work with a variety of simple everyday texts: oral, print, visual and multimodal, to further their understanding of the interrelationship of language and culture.

Students engage with common realia to develop their language skills and sociocultural understandings.

Learning outcomes

By the end of this unit, students:

- communicate to express their ideas on familiar topics using visual aids, modelled text and/or teacher support

- demonstrate an understanding of the main ideas in familiar texts and of literal information at sentence level

- respond to familiar texts and begin to articulate opinions

- create short, simply structured oral, written and multimodal texts on familiar topics with some accuracy.

Suggested contexts

Within the broad area of **moving between cultures**, teachers may choose one or more of the suggested contexts (this list is not exhaustive):

- family and relationships: what constitutes a family; concepts of home; cultural and family attitudes to pets, house/garden; ways of naming within a family; food and family meal protocols; family relationships; and common situations in families

- the school environment: the purpose of school, time spent at school, how the day is structured, homework expectations, study versus attitudes towards free time and recreation; classroom etiquette

- personal needs: health, and attitudes to health care; personal hygiene; driving – rules and regulations; using public transport; renting accommodation; organising and managing finances; and accessing community services or local migrant or international student services

- social/friendship: making friends, engaging in conversation, issuing and accepting invitations.

Unit content

This unit includes the knowledge, understandings and skills described below. For more specific detail of key language skills and knowledge underpinning the mastery of these communicative capacities in SAE, refer to the Language table to be found under Organisation of content.

This course has a sample text list (refer to Appendix 3).

Communication skills and strategies, including:

- using simple formulaic expressions, set phrases and common forms of address for everyday situations
- identifying and using common cultural gestures and non-verbal behaviours, including nods, eye contact and other appropriate listening behaviours
- questioning appropriately and knowing which topics to avoid (asking how old someone is, asking how much someone earns)
- using personal space and other sociocultural behaviour appropriately, including turn taking
- communicating needs and simple ideas to others using the support of visual cues or home language or dialect
- applying modelled pronunciation and intonation correctly across patterns of words, phrases, simple clauses, and sentences
- using phonemic awareness and graphophonics (sound-symbol relationships) to decode words
- engaging in pair and group work to promote language learning
- questioning for clarification and checking for understanding

Comprehension skills and strategies, including:

- beginning to identify non-verbal cues and intonation to guess the meaning of words in familiar contexts
- using visual information; for example, pictures and diagrams, and home language or dialect to support understanding of simple aural texts, such as the characters in a story or parts of a brochure
- retelling the gist of a story and identifying the main ideas in a simple text
- recognising different features of basic text types
- responding to simple aural texts about familiar topics
- identifying familiar vocabulary, morphemes and computer symbols, and using these to determine meaning from texts
- keeping charts or lists to organise or classify new vocabulary and knowledge
- identifying different concepts of money/time/distance/birthdays/daily structure
- using dictionaries, including bilingual and picture, and library and web resources to understand texts

Language and text analysis skills and strategies, including:

- understanding the purpose of various forms of communication in simple contexts

- using visual cues to predict subject matter and content in texts on familiar topics

- understanding the function of different parts of speech

- following the left to right and top to bottom layout of English texts

- identifying the linear structure of SAE texts

Create a range of texts

- developing cursive and print orthography and keyboarding skills

- conveying simple information in oral and written and multimedia forms about familiar topics, including personal descriptions and first person recounts

- using simple sentences with correct word order and simple conjunctions

- spelling simple words accurately

- using basic punctuation accurately, including full stops, capitalisation and question marks

- using information from simple retrieval charts

- developing an understanding that choice of register can influence the success of communication

- accurately using common high frequency vocabulary

- using commonly used logographs; for example $, &, and abbreviations, for example; Mr, Mrs

- using teacher editing and conferencing including editing for word order, articles, prepositions and simple tenses

Unit 2

Unit description

Unit 2 focuses on continuing to develop communication skills in a range of contexts across the language modes of Standard Australian English (SAE). Through explicit teaching, the unit focuses on the consolidation of everyday vocabulary and the creation of connected oral, written and multimodal texts. Students respond to age-appropriate texts and follow models to produce simple texts in informal and rehearsed formal contexts. This unit will enable students to develop strategies for collecting, organising and presenting familiar ideas and simple information.

The thematic focus for this unit is **moving between cultures**. While exploring the differences between cultures, students make connections with, and build on, first language or dialect skills and understandings to continue to develop communication skills in SAE. Through investigating texts related to personal interests and exploration of the local environment, they consolidate their understandings of aspects of everyday life in different cultures. They use SAE to describe different cultural behaviours and to develop their understanding of texts.

Students work with relevant and engaging texts as they move towards being able to select and use language appropriate to situation, and to communicate effectively in their new language or dialect.

Learning outcomes

By the end of this unit, students:

- communicate to express their ideas on familiar topics using visual aids, modelled text and/or teacher support

- demonstrate an understanding of the main ideas in familiar texts and of literal information at sentence level

- respond to familiar texts and begin to articulate opinions

- create short, simply structured oral, written and multimodal texts on familiar topics with some accuracy.

Suggested contexts

Within the broad area of **moving between cultures**, teachers may choose one or more of the suggested contexts (this list is not exhaustive):

- moving between home and school: juggling school, family and recreation commitments

- cultural attitudes to time: time management; creating a study timetable

- social life: personal and cultural importance, options, accessing information about social activities, accessing social media safely; appropriate social behaviour, such as visiting or shopping conventions

- sport: cultural variations regarding the importance of sport; differing rules and attitudes to such things as competitiveness or participation for enjoyment; joining in; becoming a member of a club; rights and obligations as a member of a team

- local environment: urban/rural, bush, river, beach, suburb; responsibilities as a resident; local support agencies; and recreational activities in the local environment

- important days and events: variations in birthday celebrations; nationally important days; and the importance of multicultural celebrations, such as Harmony Day and NAIDOC week

- seasonal cycles and weather: how the year is broken up into seasons; choice of clothing and activities.

Unit content

This unit builds on the content covered in Unit 1.

This unit includes the knowledge, understandings and skills described below. For more specific detail of key language skills and knowledge underpinning the mastery of these communicative capacities in SAE, refer to the Language table to be found under Organisation of content.

This syllabus has a sample text list in Appendix 3.

Communication skills and strategies, including:

- using rules of politeness for everyday situations; for example, through acknowledging the speaker when being spoken to, interacting with a range of participants, entering and exiting conversations, making email contact, or using protocols in social situations

- communicating ideas by asking for clarification/repetition, or using the support of visual clues or home language or dialect

- approximating the pronunciation, intonation and stress of words and phrases

- using phonemic awareness and graphophonics to begin to decode texts

Comprehension skills and strategies, including:

- identifying non-verbal cues and intonation to guess the meaning in unfamiliar situations

- identifying and describing characters, settings and events presented in stories

- identifying essential information in a range of familiar texts

- retelling and responding to familiar texts

- using known vocabulary and familiar text structures to find information

- using simple graphic organisers

- using dictionaries, including bilingual and picture, and library and internet resources to locate information

Language and text analysis skills and strategies, including:

- identifying the purposes and audiences of common text types

- identifying the way information in familiar texts is ordered and structured

- understanding the way language and structure are used in common media, such as film, short articles and advertisements

- understanding how the meaning of words can change according to context

- expanding vocabulary by understanding and using unfamiliar words, including subject-specific vocabulary

Create a range of texts

- using simple written, oral and multimedia text forms about familiar topics, including simple reports and oral presentations

- using clauses with a growing range of conjunctions of addition and exclusion

- using simple comparative language, and reference items, such as referential and demonstrative pronouns

- using modal adjectives and adverbs; for example, always, never, sometimes, often

- using familiar vocabulary, including countable and uncountable nouns

- spelling with growing accuracy

- using common punctuation with growing accuracy, including commas and apostrophes

- using information from a range of graphic organisers

- using simple paragraphs

- using familiar and some subject-specific vocabulary

- using teacher editing and conferencing, including editing for correct simple tenses, common punctuation, and a variety of simple and compound sentences

School-based assessment

The *Western Australian Certificate of Education (WACE) Manual* contains essential information on principles, policies and procedures for school-based assessment that needs to be read in conjunction with this syllabus.

Teachers design school-based assessment tasks to meet the needs of students. The table below provides details of the assessment types for the English as an Additional Language or Dialect Foundation Year 11 syllabus and the weighting for each assessment type.

Assessment table – Year 11

Type of assessment	Weighting
Response to aural texts Informal aural texts (10%) and formal aural texts (10%): discussions, announcements, instructions, speeches, interviews, multi-media presentations, films, radio broadcasts, television programs, drama	20%
Production (oral) Informal oral texts (15%) and formal oral texts (15%): group discussions, panel discussions, interviews, role-play, debates, conversations, meetings, drama, tutorials, speeches	30%
Response (oral/written) to written/visual texts Informal written/visual texts (10%) and formal written/visual texts (15%): descriptions, posters, procedures, instructions, letters, manuals, reviews, articles, reports, e-documents, workplace documents, essays, narratives, poetry, graphics, advertisements, multimedia presentations	25%
Production (written) Informal written texts (10%) and formal written texts (15%): descriptions, brochures, reports, procedures, instructions, applications, letters, reviews, e-documents, workplace documents, essays, narratives, scripts, multimedia presentations	25%

Teachers are required to use the assessment table to develop an assessment outline for the pair of units (or for a single unit where only one is being studied).

The assessment outline must:

- include a set of assessment tasks

- include a general description of each task

- indicate the unit content to be assessed

- indicate a weighting for each task and each assessment type

- include the approximate timing of each task (for example, the week the task is conducted, or the issue and submission dates for an extended task).

In the assessment outline for the pair of units, each assessment type must be included at least once over the year/pair of units. In the assessment outline where a single unit is being studied, each assessment type must be included at least once.

The set of assessment tasks must provide a representative sampling of the content for Unit 1 and Unit 2.

Assessment tasks not administered under test/controlled conditions require appropriate validation/authentication processes.

Grading

Schools report student achievement in terms of the following grades:

Grade	Interpretation
A	Excellent achievement
B	High achievement
C	Satisfactory achievement
D	Limited achievement
E	Very low achievement

The teacher prepares a ranked list and assigns the student a grade for the pair of units (or for a unit where only one unit is being studied). The grade is based on the student's overall performance as judged by reference to a set of pre-determined standards. These standards are defined by grade descriptions and annotated work samples. The grade descriptions for the English as an Additional Language or Dialect Foundation Year 11 syllabus are provided in Appendix 1.

To be assigned a grade, a student must have had the opportunity to complete the education program, including the assessment program (unless the school accepts that there are exceptional and justifiable circumstances).

Refer to the *WACE Manual* for further information about the use of a ranked list in the process of assigning grades.

Appendix 1 – Grade descriptions Year 11

<table>
<tr>
<td rowspan="10">A</td>
<td>Listening: Comprehends and participates in most personal and school interactions on familiar topics.</td>
</tr>
<tr>
<td>Follows and engages in normal paced conversation on familiar topics. Interprets some high-frequency colloquial or formulaic expressions. Recognises and uses appropriate register, cultural cues and body language in oral interaction. Uses contextual support to interpret unfamiliar words and seeks clarification from others. Produces notes or diagrams which demonstrate full understanding of key spoken information.</td>
</tr>
<tr>
<td>Speaking: Communicates effectively in Standard Australian English (SAE) in familiar situations; begins to express abstract thoughts/feelings to suit audience and purpose.</td>
</tr>
<tr>
<td>Communicates familiar content and possibly some abstract ideas. Displays general control of a range of simple grammatical structures; links ideas using a small number of cohesive devices; asks and answers straightforward questions. Attempts to use cause and effect or comparison/contrast structures; uses a sufficient range of vocabulary to enter unplanned conversations on familiar topics. Shows occasional pronunciation interference from first language/dialect (L/D1); uses understandable pronunciation and intonation of familiar and some new words. Uses a range of communication strategies appropriately, uses conventions of politeness and rewords language with guidance.</td>
</tr>
<tr>
<td>Reading and viewing: Comprehends a range of everyday written, visual and electronic texts in familiar contexts.</td>
</tr>
<tr>
<td>Interprets short authentic texts for concrete and some implied information. Differentiates between fact and opinion if this information is contextually supported. Identifies the main features of familiar texts and takes sufficient notes from these to summarise or explain the main points. Identifies and understands familiar idioms and basic symbolism in texts.</td>
</tr>
<tr>
<td>Writing: Writes a range of simple texts about familiar contexts with general control of language and structural features.</td>
</tr>
<tr>
<td>Engages with the topic and addresses the key requirements of the task; offers developed and supported ideas. Uses appropriate generic conventions and planning. Uses accurate simple grammar, spelling, punctuation and sentence patterns with common linking devices. Employs appropriate vocabulary to discuss familiar topics in some depth; often uses subject specific words.</td>
</tr>
</table>

B	**Listening:** Comprehends careful speech in most personal and school interactions on familiar topics, identifying main ideas and responding with phrases or sentences.
	Follows and engages in clearly enunciated, everyday conversation on familiar personal and school topics. Interprets the gist of some high-frequency colloquial or idiomatic expressions. Increasingly uses appropriate register, cultural cues and body language in oral interaction. Sometimes uses contextual support to interpret unfamiliar words, and seeks clarification from others. Produces brief notes or diagrams outlining most key spoken information.
	Speaking: Communicates, with support, in simple connected speech on familiar topics, for a range of purposes and audiences.
	Successfully manages simple conversations; presents rehearsed spoken texts on familiar topics. Displays some control of a range of simple grammatical structures; uses basic cohesive features; asks and answers predictable questions. Relies on a basic language repertoire to interact. Shows some pronunciation interference from L/D1; uses understandable pronunciation and intonation of familiar words, though mispronounces new words; practises new words or phrases. Relies on a small range of socially appropriate expressions in routine interactions; uses some communication strategies appropriately, including conventions of politeness and repair strategies.
	Reading and viewing: Comprehends short, well-structured written, visual and electronic texts in familiar contexts.
	Interprets short authentic texts for concrete information; independently decodes information when contextual information is explained. Identifies most main features of familiar texts; skims and scans to locate key words and to summarise the gist of the text; uses knowledge of text and sentence structure to approximate the meaning of unknown words. Identifies and understands some familiar idioms and basic symbolism in texts.
	Writing: Writes a range of simple texts about familiar contexts, with some control of language and structure.
	Addresses the key requirements of the task and offers ideas with support. Uses generic conventions, although use of an appropriate register may not be consistent; shows some planning. Uses simple sentence patterns and cohesive devices; tends to make errors in more complex grammatical forms, spelling and punctuation; shows some evidence of L/D1 interference. Employs sufficient vocabulary to discuss familiar topics; uses some subject specific words.

C	**Listening:** Comprehends the gist of short, careful speech in personal and school interactions on familiar topics and content, and follows routine interaction.
	Follows careful conversation on familiar topics. Identifies and responds appropriately to simple, common expressions. Recognises differences between SAE and L/D1 and when each of these is appropriate in social situations. Asks for translation from other L/D1 speakers, and copies pronunciation in SAE. Responds to the gist of spoken information in simple pictorial or diagrammatic form.
	Speaking: Communicates, with support, in simple connected speech on familiar topics, for a range of purposes and audiences.
	Expresses needs, likes and dislikes; produces short connected speech with simple cohesive devices; asks and answers familiar questions. Often uses fragmented language and formulaic expressions, with some simple sentences; relies on gesture to convey more complex ideas; relies on repetitive vocabulary. Pronounces some familiar words and phrases accurately; shows noticeable L/D1 influence on pronunciation, stress and intonation patterns. Uses simple communication strategies to maintain interaction; requests translation from first language speakers.
	Reading and viewing: Comprehends the gist of simple informational texts and short, non-complex text types, when provided with relevant contextual support.
	Extracts key information from short, familiar texts which support independent functioning; identifies basic organisational features of some texts and uses this knowledge to locate information and key ideas. Attempts to decode information independently, although confuses similar words and phrases. Identifies and understands some familiar idioms and basic symbolism in texts, with support.
	Writing: Writes a range of simple texts about familiar contexts, with developing control of language and structure.
	Addresses some key requirements of the task and provides an example to support ideas; writes using a mixture of formulaic expressions and own ideas. Uses the basic features of a genre and attempts to plan work. Uses correct simple sentence patterns with basic cohesive ties, and uses correct simple punctuation and spelling of most commonly used words. Experiments with some unfamiliar vocabulary.

D	**Listening:** Comprehends slow, careful speech in personal and school interactions on familiar topics, with support.
	Follows simple formulaic expressions and short, careful conversations on some familiar topics; often relies on non-verbal cues. Identifies sounds particular to SAE and how these differ from other languages. Responds appropriately to the basic elements of body language, for example a smile or a nod. Asks for translation of specific words; copies teacher pronunciation of words. Responds to basic spoken information in diagrammatic form.
	Speaking: Communicates basic needs and ideas in predictable situations, with support from interlocutors.
	Expresses basic needs, likes and dislikes using some simple connectors; asks or answers familiar questions. Uses formulaic expressions and relies on body language and translation from L/D1 speakers to communicate ideas; uses fragmented utterances and basic vocabulary. Uses pronunciation, stress and intonation heavily influenced by L/D1 so that repetition may be necessary. Uses strategies such as paraphrase and gesture to maintain interaction.
	Reading and viewing: Comprehends and responds to short, very simple texts in SAE related to daily life.
	Interprets short, everyday texts for independent functioning. Relies on contextual support or L/D1 similarity to decode. Identifies the different purposes of short, simple texts and locates basic information, with support. Identifies common symbolic forms of communication.
	Writing: Attempts to write simple texts about familiar contexts, with limited control of language and structure.
	Attempts to address a key requirement of the task. Frequently uses formulaic expressions and a few basic features of familiar genres. Uses short sentences with limited control of grammar, spelling and punctuation. Employs a limited vocabulary; experiments with new words at times.

E	Does not meet the requirements of a D grade and/or has completed insufficient assessment tasks to be assigned a higher grade.

Appendix 2 – Glossary

This glossary is provided to enable a common understanding of the key terms in this syllabus.

Aboriginal English

A rule-governed dialect, Aboriginal English is the most widespread form of communication and the lingua franca among Aboriginal people across Australia. Aboriginal English is unique in that it carries deep-level cultural conceptualisations different to those present in other Anglo-based dialects of English.

Active listening strategies

Verbal and non-verbal behaviour used to promote accurate listening.

Adverb

A word class that may modify a verb (for example, 'beautifully' in 'She sings beautifully'), an adjective (for example 'really' in 'He is really interesting') or another adverb (for example 'very' in 'She walks very slowly'). In English many adverbs have an –ly ending.

Appraisal

How attitudes are expressed in texts; that is, interpersonal meanings which convey an author's evaluation of something or someone and which help to position the audience.

Appreciation

The act of discerning quality and value of literary texts.

Attitude

A way of thinking about a situation/idea/character. For example, an author or audience may be subjective, supportive or antagonistic towards something or someone. Also, from the perspective of pragmatics, it is a system of appraisal comprising: affect (positive or negative feelings), appreciation (evaluations of worth), and judgement (attitudes towards behaviour).

Audience

The group of readers, listeners or viewers that the writer, designer, filmmaker or speaker is addressing. Audience includes students in the classroom, an individual, the wider community, review writers, critics and the implied audience.

Author

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

Clause

A grammatical unit that refers to a happening or state (for example, 'The netball team won' [happening], 'The cartoon is an animation' [state]).

A clause usually contains a subject and a verb group/phrase (for example, 'The team [subject] has played [verb group/phrase] a fantastic game'), which may be accompanied by an object or other complements (elements that are closely related to the verb – for example, 'the match' in 'The team lost the match') and/or adverbials (for example, 'on a rainy night' in 'The team won on a rainy night').

A clause can be either a 'main' or 'subordinate clause' depending on its function:

- a main clause does not depend on or function within the structure of another clause

- a subordinate clause depends on or functions within the structure of another clause – it may function directly within the structure of the larger clause, or indirectly by being contained within a group/phrase.

In these examples, square brackets have been used to indicate the subordinate clause:

- 'I took my umbrella [because it was raining].'
- '[Because I am reading Shakespeare], my time is limited.'
- 'The man [who came to dinner] is my brother.'

Clause type
Also referred to as mood. It refers to the classification of clauses in terms of their primary function. There are four main clause types in English: declarative, interrogative, imperative, and exclamative.

Cohesion
Grammatical or lexical relationships that bind different parts of a text together and give it unity. Cohesion is achieved through various devices, such as the use of substitution of pronouns for nouns, the use of anaphoric and cataphoric reference and the use of connectives and ellipses.

Cohesion is also achieved through word associations (sometimes called lexical cohesion).

Word associations include synonyms, antonyms (for example, 'worker/employee', 'ugly/beautiful'); repetition (for example, 'work, work, work – that's all we do!'); lexical chains (for example, 'friend' and 'pal' in, 'My friend did me a big favour last week. She's been a real pal.') and collocation (for example, 'white wine' not 'yellow wine'; 'burst into tears' not 'broke into tears').

Collocation
Words that commonly occur in close association with one another (for example, 'blonde' goes with 'hair', not 'wine'; 'butter' is 'rancid' not 'rotten', 'salt and pepper' not 'pepper and salt'.

Colloquialism
An informal expression, often connected to the local culture.

Complex Sentence
A complex sentence has one or more subordinate clauses. In the following examples, the subordinate clauses are indicated by square brackets: 'I took my umbrella [because it was raining].'; '[Because I am reading Shakespeare], my time is limited.'; 'The man [who came to dinner] is my brother.'

Compound sentence
A sentence with two or more main clauses of equal grammatical status, usually marked by a coordinating conjunction such as 'and', 'but' or 'or'. In the following examples, the main clauses are indicated by square brackets: '[Jill came home this morning] [but she didn't stay long]'; '[Kim is an actor], [Pat is a teacher], [and Sam is an architect].'

Comprehension strategies
Strategies and processes used by readers to make meaning from texts. Key comprehension strategies include:

- activating and using prior knowledge
- identifying literal information explicitly stated in the text
- making inferences based on information in the text and their own prior knowledge
- predicting likely future events in a text
- visualising by creating mental images of elements in a text

- summarising and organising information from a text

- integrating ideas and information in texts

- critically reflecting on content, structure, language and images used to construct meaning in a text.

Conceptual metaphor

Seeing one thing in terms of another; for example, 'Argument is war'; 'Prices are rising'.

Conjunction

A word class that joins other words, phrases or clauses together in logical relationships, such as addition, time, cause or comparison. There are two types of conjunctions: coordinating conjunctions and subordinating conjunctions.

Coordinating conjunctions are words that link words, groups/phrases and clauses in such a way that the elements have equal grammatical status. They include conjunctions such as 'and', 'or', 'but':

- 'Mum and Dad are here' (joining words)

- 'We visited some of our friends, but not all of them' (joining noun groups/phrases)

- 'Did he miss the train or is it just late?' (joining clauses).

Subordinating conjunctions introduce certain kinds of subordinate clauses. They include conjunctions such as 'after', 'when', 'because', 'if' and 'that':

- 'When the meeting ended we went home' (time)

- 'That was because it was raining' (reason)

- 'I'll do it if you pay me' (condition)

- 'I know that he is ill' (declarative)

- 'I wonder whether/if she's right?' (interrogative).

Context

The environment in which a text is responded to or created. Context can include the general social, historical and cultural conditions in which a text is responded to and created (the context of culture), or the specific features of its immediate environment (context of situation). The term is also used to refer to the wording surrounding an unfamiliar word that a reader or listener uses to understand its meaning.

Convention

An accepted practice that has developed over time and is generally used and understood; for example, the use of specific structural aspects of texts, such as in report writing with sections for introduction, background, discussion and recommendations.

Cultural conceptualisation

Conceptualisation is the cognitive process of ordering, categorising and making sense of information. Cultural conceptualisations may be reflected and expressed through art, rituals, language and even silence. They permeate every aspect of language, including tone, pitch, words, word order, sentences and text forms, as well as interpretations and analysis of spoken and written texts.

Dialect

A dialect is a rule-governed variation of the same language. A dialect differs in some way from the same language at many levels, including pronunciation, vocabulary, grammar, text form, pragmatics and conceptualisations. Dialectal differences can evolve by native speakers moving to other locations geographically, people from other languages learning the new language with adaptations to fit their own language backgrounds, or through sociopolitical events where a group of speakers are in the less-powerful minority and excluded from opportunities to be fully involved with main language speakers.

The English as an Additional Language or Dialect course foregrounds the SAE language or dialect learning needs of Aboriginal and Torres Strait Islander students who speak an Aboriginal language or a variety of Aboriginal English or a creole as their home language. It also foregrounds the language or dialect learning needs of migrants and refugee students who speak an English-based creole, pidgin or dialect as their home language. Finally it foregrounds the needs of those who are learning English as a second or additional language.

Digital forms

Audio, visual or multimodal texts produced through digital or electronic technology, which may be interactive and include animations and/or hyperlinks. Examples of digital texts include DVDs, websites, e-literature.

Discourse markers

Words and phrases used in speaking and writing to 'signpost' discourse by showing turns, joining ideas together, showing attitude, and generally controlling communication. Some people regard discourse markers as a feature of spoken language only (for example, 'actually', 'so', 'OK', 'right?', 'anyway').

Dramatic irony

When the words and actions of the characters have a different meaning for the reader than they do for the characters.

Everyday texts

Texts that are encountered in people's daily lives; for example, transport schedules, maps, emails, invitations, casual conversations, making an appointment with a doctor/dentist/health centre, an interaction with a retail person, a waiter taking orders, storytelling.

Figurative language

The categories into which texts are grouped. The term has a complex history within literary theory and is often used to distinguish texts on the basis of their subject matter (for example, detective fiction, romance, science fiction, fantasy fiction), form and structure (for example, poetry, novels, biography, short stories).

Genre

Word groups/phrases used in a way that differs from the expected or everyday usage. They are used in a non-literal way for particular effect (for example, simile – 'white as a sheet'; metaphor – 'all the world's a stage'; personification – 'the wind grabbed at my clothes').

Grammar

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.

Grapheme

The written representation of English sounds. For example, kn, nn and n are all graphemes of the sound /n/.

Group/phrase
The terms 'group' and 'phrase' are used by different schools of linguistics to refer to units intermediate between the clause and the word. In the English curriculum, 'group/phrase' is used to recognise these different usages. For example, the units enclosed in brackets in the following sentence are examples of a group/phrase: '(The carnival) (had made) (the two little girls with the red shirts) (very tired)'.

In the example, 'the carnival' and 'the two little girls with the red shirts' are called noun groups/phrases because they have a noun ('carnival' and 'girls') as their major element; similarly, 'had made' is a verb group/phrase and 'very tired' an adjective group/phrase.

Idiom
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').

Intercultural
Pertaining to or taking place between two or more cultures. The intercultural approach to language teaching aims to foster in students a competence to act and react sensitively in intercultural encounters. Within an intercultural approach, the sociocultural aspects of languages and their differences across cultures are explained so as to secure intercultural understanding.

Language features
The features of language that support meaning (for example, sentence structure, noun group/phrase, vocabulary, punctuation, figurative language, framing, camera angles). 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.

Layout
The spatial arrangement of print and graphics on a page or screen, including size of font, positioning of illustrations, inclusion of captions, labels, headings, bullet points, borders and text boxes.

Lexical chains
A sequence of related words in writing.

Lexis
Vocabulary of a language.

Media texts
Spoken, print, graphic or electronic communications with a public audience. The media texts studied in English can be found in newspapers and magazines and on television, film, radio, computer software and the internet.

Medium
The resources used in the production of texts, including the tools and materials used (for example, digital text and the computer, writing and the pen or typewriter).

Metalanguage
Language used to discuss language (for example, language used to discuss film or literary study, such as setting, plot, character, mise-en-scène, symbolism, characterisation, or language used to talk about grammatical terms, such as 'sentence', clause', 'conjunction').

Modality

An area of meaning having to do with possibility, probability, obligation and permission. In the following examples, the modal meanings are expressed by the auxiliary verbs 'must' and 'may':

- **'**Sue may have written the note' (possibility)

- 'Sue must have written the note' (probability)

- 'You must postpone the meeting' (obligation)

- 'You may attend the concert' (permission)

Modality can also be expressed by several different kinds of words:

- adverbs (for example, 'possibly', 'necessarily', 'certainly', 'perhaps')

- adjectives (for example, 'possible', 'probable', 'likely', 'necessary')

- nouns (for example, 'possibility', 'necessity', 'obligation')

- modal verbs (for example, 'He[might come]'.

Mode

The various processes of communication: listening, speaking, reading/viewing 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.

Morpheme

The smallest meaningful or grammatical unit in language. Morphemes are not necessarily the same as words. 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. Morphemes are very useful in helping students work out how to read and spell words.

Multimodal text

Combination of two or more communication modes (for example, print, image and spoken text, as in film or computer presentations).

Narrative

A story of events or experiences, real or imagined. In literary theory, narrative includes the story (what is narrated) and the discourse (how it is narrated).

Narrative point of view

The ways in which a narrator may be related to the story. For example, the narrator might take the role of first or third person, omniscient or restricted in knowledge of events, reliable or unreliable in interpreting what happens.

Nominalisation

A process for forming nouns from other words

- from a verb, for example: 'reaction' from 'react' or

- from a noun, for example: 'departure' from 'depart') or

- from an adjective, for example: 'length' from 'long', 'eagerness' from 'eager').

Also, a process for forming noun groups/phrases from clauses (for example, 'their destruction of the city' from 'they destroyed the city').

Nominalisation is a way of making a text more compact and is often a feature of texts that contain abstract ideas and concepts.

Personification
The description of an inanimate object as though it were a person or living thing.

Perspective
The way a reader/viewer is positioned by the author through the text, or how a particular ideology is embedded in a text; for example, a feminist perspective.

Phoneme
The smallest unit of sound in a word. The word 'is' has two phonemes: /i/ and /s/.The word 'ship' has three phonemes: /sh/, /i/, /p/.

Phrase
A unit intermediate between clause and word, consisting of a head word alone or accompanied by one or more dependents. The class of a phrase is determined by the head: a phrase with a noun as head is a noun group/phrase (for example, 'men' or 'the men who died'); one with a verb as head is a verb group/phrase (for example, 'went' or 'had gone').

Point of view
The opinion or viewpoint expressed by an individual in a text; for example an author, a narrator, a character or an implied reader.

Preposition
A word class that usually describes the relationship between words in a sentence:
- space (for example, 'below', 'in', 'on', 'to', 'under', and so on: 'She sat on the table.')

- time (for example, 'after', 'before', 'since': 'I will go to the beach after lunch.')

- those that do not relate to space and time (for example, 'of', 'besides', 'except', despite', and so on: 'He ate all the beans except the purple ones.')

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

Pronunciation
The way a word or language is spoken. This may vary regionally (for example, American English, British English), socially (by social class of speakers, their age, educational background, sexual orientation) and according to the setting (for example, formal, informal).

Realia
Objects from real life used for teaching purposes.

Register
The degree of formality or informality of language used for a particular purpose or in a particular social setting.

Rhetorical devices

Language techniques used in argument to persuade audiences (for example, rhetorical questions, repetition, propositions, figurative language).

Rhetorical question

A question that is asked to provoke thought rather than require an answer.

Rhythm

The 'beat' of spoken language. In a stress-timed language such as SAE, speakers put roughly equal time lags between stressed syllables, with the timing of the unstressed syllables between them being adjusted to accommodate the stress timing.

Scanning

When reading, moving the eyes quickly down the page seeking specific words and phrases. Scanning is also used when readers first find a resource to determine whether it will answer their questions.

Sentence

In writing, a sentence is marked by punctuation, but in speech, the boundaries between sentences are not always so clear.

There are different types of sentences:
- simple sentence – has the form of a single clause (for example, 'David walked to the shops' or 'Take a seat.')

- compound sentence – has two or more main clauses of equal grammatical status, usually marked by a coordinating conjunction such as 'and', 'but' or 'or'. In the following examples, the main clauses are indicated by square brackets: '[Jill came home this morning] [but she didn't stay long].'; '[Kim is an actor], [Pat is a teacher], [and Sam is an architect].'

- complex sentence – has one or more subordinate clauses. In the following examples, the subordinate clauses are indicated by square brackets: 'I took my umbrella [because it was raining].'; '[Because I am reading Shakespeare], my time is limited.'; 'The man [who came to dinner] is my brother.'

Sociocultural

Involving or relating to the combination of social and cultural factors as displayed within a specific language or dialect.

Sociolinguistic

The way language is affected by society and its social structures and attitudes. Sociolinguistic competence requires an awareness of cultural norms of language use.

Standard Australian English

The variety of spoken and written English language in Australia used in more formal settings, such as for official or public purposes, and recorded in dictionaries, style guides and grammars. While it is always dynamic and evolving, it is recognised as the 'common language' of Australians.

Stress

The relative emphasis that may be given to certain syllables in a word, or to certain words in a phrase or sentence.

Style

The ways in which aspects of texts (such as words, sentences, images) are arranged and how they affect meaning. Style can distinguish the work of individual authors (for example, Jennings's stories, Lawson's poems), as well as the work of a particular period (for example, Elizabethan drama, nineteenth-century novels), or of a particular genre or type of text (for example, recipes, scientific articles, play-by-play commentary). Examples of stylistic features are narrative viewpoint, structure of stanzas, juxtaposition, nominalisation, alliteration, metaphor, lexical choice.

Subject

A function in the structure of a clause usually filled by a noun group/phrase

(for example, 'The dog [subject] was barking.')

- The normal position of the subject is before the verb group/phrase, but in most kinds of interrogatives (questions) it follows the first auxiliary verb (for example, 'Was the dog barking?', 'Why was the dog barking?')

- In main clauses the subject is an obligatory element, except in imperative (command) clauses (for example, 'Be very tactful') and in casual style (for example, 'Want some?')

- Most personal pronouns have a different form when they are the subject of a main clause ('I', 'he', 'she') than when they are the object ('me', 'him', 'her'). For example, we say 'She won the race', not 'Her won the race'. Similarly, we say 'Give it to Mary and me', not 'Give it to Mary and I.'

- The verb agrees with the subject in person and number (for example, 'Her son lives with her' and 'Her sons live with her').

Subject matter

Refers to the topic or theme under consideration.

Syntax

The ways in which sentences are formed from words, group/phrases and clauses. In some education settings, the terms 'syntax' and 'grammar' are used interchangeably.

Tense

A grammatical category marked by a verb in which the situation described in the clause is located in time. For example, present tense 'has' in 'Sarah has a headache' locates the situation in present time, while past tense 'had' in 'Sarah had a headache' locates it in past time.

However, the relation between grammatical tense and (semantic) time is not always as simple as this. For example, present tense is typically used to talk about:

- present states, as in 'He lives in Darwin'

- actions that happen regularly in the present, as in 'He watches television every night'

- 'timeless' happenings, as in information reports such as 'The earth revolves around the sun'

- references to future events, as in 'The match starts tomorrow' where the tense is present but the time future. Likewise in 'I thought the match started tomorrow' where the subordinate clause 'the match started tomorrow' has past tense but refers to future time.

Text structure

The 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. Examples of text structures in literary texts include sonnets, monologues and hypertext.

Theme

The main idea or message of a text.

Grammatical theme indicates importance both within a clause and across a text. In a clause, the theme comes in first position and indicates what the sentence is about. Theme is important at different levels of text organisation. The topic sentence serves as the theme for the points raised in a paragraph. A pattern of themes contributes to the method of development for the text as a whole.

Types of texts

Classifications of texts according to the particular purposes they are designed to achieve. In general, in the senior courses in the Australian Curriculum: English, texts are classified as imaginative, interpretive, analytical or persuasive types of texts, although these distinctions are neither static nor discrete and particular texts can belong to more than one category.

Analytical texts

Texts whose primary purpose is to identify, examine and draw conclusions about the elements or components that make up other texts. Analytical texts develop an argument or consider or advance an interpretation. Examples of these texts include commentaries, essays in criticism, reflective or discursive responses and reviews.

Imaginative texts

Texts whose primary purpose is to entertain or provoke thought 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.

Interpretive texts

Texts whose primary purpose is to explain and interpret personalities, events, ideas, representations or concepts. They include autobiography, biography, media feature articles, documentary film and other non-fiction texts. There is a focus on interpretive rather than informative texts in the senior years of schooling.

Persuasive texts

Texts whose 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 essays and articles.

Verb

A word class that describes a kind of situation such as a happening (for example, 'climbed' in 'She climbed the ladder') or a state (for example, 'is' in 'The koala is an Australian mammal').

Verbs are essential to clause structure: all clauses contain a verb, except in certain types of ellipsis (for example, 'Sue lives in Sydney, her parents in Melbourne', where there is ellipsis of 'live' in the second clause).

Virtually all verbs have contrasting past and present tense forms. Some are signalled by inflections such as '-s' and '-ed'. For example:
- walks (present tense)

- walked (past tense).

Other verbs have irregular forms that signal a change in tense. For example:

- present – 'am/is/are' and past – 'was/were'

- present participle 'being' and past participle 'been'.

Auxiliary verbs and modal verbs are two types of verbs:

- auxiliary verbs are also referred to as 'helping' verbs. They precede the main verb; for example, 'draw' (main verb) 'has drawn' (auxiliary verb assisting)

- modal verbs express a degree of probability (for example, 'I might come home') or a degree of obligation (for example, 'You must give it to me').

Visual elements

Visual components of a text such as placement, salience, framing, representation of action or reaction, shot size, social distance and camera angle.

Voice

In the literary sense, voice can be used to refer to the nature of the voice projected in a text by an author (for example, 'authorial voice' in a literary text, or 'expert voice' in an exposition).

In English grammar, voice is used to describe the contrast between such pairs of clauses as 'The dog bit me' (active voice) and 'I was bitten by the dog' (passive voice). Active and passive clauses differ in the way participant roles are associated with grammatical functions.

- In clauses expressing actions, like the above examples, the subject of the active ('the dog') has the role of actor, and the object ('me') the role of patient, whereas in the passive the subject ('I') has the role of patient and the object of the preposition by ('the dog') the role of actor.

In clauses that describe situations other than actions, such as 'Everyone admired the minister' and 'The minister was admired by everyone', the same grammatical difference is found, so that the object of the active ('the minister') corresponds to the subject of the passive, and the subject of the active, ('everyone') corresponds to the object of the preposition 'by'.

Appendix 3 – Sample text list

Language skills

Listening and Speaking skills

Listening to Australia – Beginner & Post-Beginner (Workbook & CD), AMES NSW

Conversational English – Telling Stories (Book & DVD), Susan Cornish & Annabelle Lukin, AMES NSW

We are What we Talk (Workbook, DVD & CD), Helen de Silva Joyce and Darrell Hilton,

What's My Line, Lilliana Hajncl, Jan McFeeter, http://www.abc.net.au/btn/

Grammar, Writing, Reading and Vocabulary

Grammar through Songs (Workbook & audio CD), Kent Hildred, AMES NSW

Essential Grammar in Use (Workbook, with or without answers) Raymond Murphy, Cambridge University Press

AMES Everyday Picture Suite, Lilliana Hajncl, AMES Victoria

Click into English (CD), various authors, Bookery (Victoria)

Effective Academic Writing 1: The Paragraph, Alice Savage & Masoud Shafiei, OUP

Weaving it Together: Connecting Reading & Writing – Book 1 (Student book, CD, Teacher's book), Heinle

Great Writing: Great Sentences for Great Paragraphs, various authors, Heinle

Basic Reading Power 1, Linda Jeffries & Beatrice S. Mikulecky, Longman

Texts in contexts

Vocational skills

Work Words (Workbook & CD), Jo Duffy, AMES NSW

English Everywhere Everyday (Workbook, DVD & CD), Eileen Chau, AMES NSW

Sound Spelling, Lilliana Hajncl, AMES Victoria

First Steps in Academic Writing, Anne Hogue, Longman

Living in Australia

Leisure Words, (Workbook & CD), Jo Duffy, AMES NSW

Shopping Words, (Workbook & CD), Jo Duffy, AMES NSW

That's Life, (CD), Lilliana Hajncl & Jan Livingstone

Getting Started in Microsoft Word, Lilliana Hajncl & Jan Livingstone, AMES Victoria

IT Manuals, Lilliana Hajncl & Jan Livingstone, AMES Victoria

Driving in Western Australia, Northern Suburbs Community Legal Centre, http://www.nsclegal.org.au/driving.php

Residential Tenancy in Western Australia, Northern Suburbs Community Legal Centre

Free Online Resources

AMES NSW Website:

- Understanding Good Health
- Beach Safety
- Fire safety Module ESOL Students
- Calling an Ambulance

www.moneysmart.gov.au

Moving Between Cultures
Australian Reader series (Reader & CD) – Various Titles, AMES NSW
Badadu Stories, Angela Leaney, Fremantle Press (teaching notes available)
Bawoo Stories: Traditional Tales of the Wongutha People, May O'Brien, Fremantle Press
Easynews video series (DVD & Workbook), various authors and presenters, AMES Victoria
Elementary Reader series (Workbook, reader & CD) – 'Working Lives', 'Growing Up', 'Our Island Home', AMES NSW
Indigenous Early Readers series, various Indigenous authors, Access Ed
Lost and Found (DVD), Langdon Rodda, AMES Victoria
Muuruun series (readers) various Indigenous authors, Curriculum Corporation
Refugees (reader), David Miller, Lothian Books
Tales from Around the World, various authors, Zero to Ten Books
The Arrival, Shaun Tan, Lothian Books
Waarda series for young readers, various titles, ed Sally Morgan with illustrations by Tracey Gibbs and Sally Morgan, Fremantle Press