ABORIGINAL LANGUAGES OF WESTERN AUSTRALIA

GENERAL 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

Rationale

Through learning an Aboriginal language of Western Australia, students gain access to knowledge and understanding from an Aboriginal perspective, which is embedded in these languages. Learning to use these languages can play an important part in the development of a strong sense of identity, pride and self-esteem for all Australian students.

For Western Australian Aboriginal students, learning their own language is crucial to their identity and overall learning and achievements. It enables them to develop a wider recognition and understanding of their language, culture, land, sea, Country and Place, and recognises the significance of these languages in the language ecology of Australia. For all students, learning a Western Australian Aboriginal language provides a distinctive means of understanding the country in which they live, including the relationship between land, the environment and people. The ongoing and necessary reclamation and revitalisation of these languages also contribute to reconciliation.

Engaging with the study of a Western Australian Aboriginal language will develop communication skills in the language studied and will also contribute to the intellectual enrichment of the student. For non-Aboriginal students, the study of a Western Australian Aboriginal language will provide intellectual challenge and development while also giving them insight into and understanding of an Aboriginal Australian culture and knowledge. In some cases, it will provide these students with the opportunity to communicate with Aboriginal Australians in their own language. In other cases, in addition to communication skills, it will give insight into history, language change and language renewal.

Each Western Australian Aboriginal language is unique to its people and the country on which it arose. It gives voice to the landscapes, thoughts and ways of seeing and interpreting the world. When the language of the Land is spoken, it brings together all of the elements of the landscape and its people. It encompasses the relationships of people with one another and with the landscape, past, present and future.

The government report *Our Land Our Languages: Language Learning in Indigenous Communities* [1] found that there is an ongoing and close relationship between the work of communities to maintain and revitalise their languages and that of schools as a vehicle for language instruction.

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[1] *Our Land Our Languages: Language Learning in Indigenous Communities* (House of Representatives Standing Committee on Aboriginal and Torres Strait Islander Affairs, Commonwealth of Australia, September 2012, http://www.aph.gov.au/Parliamentary_Business/Committees/House_of_Representatives_Committees?url=/atsia/languages2/report.htm)

Guiding principles and protocols

Language is an important source of personal and cultural identity and is the link to knowledge, traditions, practices and values essential for the maintenance and development of culture. The Australian Institute of Aboriginal and Torres Strait Islanders Studies (AIATSIS) map recognises 90 Aboriginal languages in Western Australia and the severely endangered state of all traditional languages of Australia. The continuing decline means the revival and maintenance of these languages is critical and needs to be approached with sensitivity and respect.

The following guiding principles and protocols should be used in the development and delivery of any Aboriginal languages course in Western Australia:

- the diversity of Aboriginal languages in Western Australia is recognised and valued

- Aboriginal groups are recognised as the custodians and owners of their languages and the consent of community members to develop a language program is essential

- programs must be developed and presented in partnership with the school and the owners of the language being taught

- recognition of community expertise and participation in the language program is essential

- the utmost respect towards Elders must be shown by all involved in the negotiation and implementation of language programs

- the language(s) to be taught in a school must be determined by the local Aboriginal community

- proficiency/developing proficiency in the target language is required in order to teach the target language

- it is desirable that Aboriginal language teachers who are developing language proficiency continue to consult and work with the language custodians to further develop their skills

- the teaching team needs to include a fully qualified teacher, preferably with knowledge of Aboriginal language teaching, through professional development, at this level. Ideally one member of the team should have experience teaching the humanities

- prior to implementation, clearly defined custodian/ownership agreements should be developed between all parties involved i.e. for resources and materials.

NOTE: In this course, 'Indigenous' is used in reference to all the traditional languages of Australia, including those of the Torres Strait Islands and other Aboriginal languages of the world. Aboriginal is used in references to the languages of Western Australia which is the specific focus of this course. Students are learning a Western Australian Aboriginal language within the context of all Australian Aboriginal languages.

Course outcomes

The Aboriginal Languages of Western Australia General course is designed to facilitate achievement of the following outcomes.

Outcome 1 – Listening and responding

Students listen and respond to a range of texts in an Aboriginal language.

In achieving this outcome, students:

- use linguistic resources when listening and responding to texts

- use knowledge of the interrelatedness of language and culture when listening and responding to texts

- use processes and strategies to make meaning when listening

- use English or Language to describe the ecology of Australian Aboriginal Languages.

Outcome 2 – Spoken interaction

Students communicate in an Aboriginal language through spoken interaction.

In achieving this outcome, students:

- use linguistic resources in spoken interactions

- use knowledge of the interrelatedness of language and culture in spoken interactions

- use processes and strategies to enhance spoken interactions

- use English or Language to describe the ecology of Australian Aboriginal Languages.

Outcome 3 – Viewing, reading and responding

Students view and read a variety of texts in an Aboriginal language and respond appropriately.

In achieving this outcome, students:

- use linguistic resources to comprehend and respond to visual and written texts

- use knowledge of the interrelatedness of language and culture to comprehend and respond to visual and written texts

- use a range of strategies to comprehend and respond to visual and written texts

- use English or Language to describe the ecology of Australian Aboriginal Languages.

Outcome 4 – Generating language texts

Students generate Aboriginal language texts.

In achieving this outcome, students:

- use linguistic resources to generate language texts

- use knowledge of the interrelatedness of language and culture to produce language texts

- use a range of strategies to enhance the production of language texts.

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 the target language in the **local environment**. Students are introduced to the verbal and non-verbal vocabulary related to the natural environment through songs, informational texts, Dreaming narratives and interactive games. They investigate the health and history of the target language to understand culturally appropriate procedures and protocols and language use.

Unit 2

This unit focuses on **past and present society**. Students understand that meaning is influenced by context with traditional stories, only making sense with prior cultural knowledge of land, people, flora, fauna and social relationships. They research language distribution and use, attitudes to language and the status of the target language.

Each unit includes:

- a unit description – a short description of the focus of the unit
- one or more learning contexts – a context in which the unit content should be taught
- unit content – the content to be taught and learned.

Organisation of content

The course content is organised into three content areas:

- Language knowledge and use
- Cultural understandings
- Learning and communication strategies.

Language knowledge and use

Features of language

Knowledge of features of the target language and their significance may be applied across Indigenous languages at the regional, state and national levels. These include:

- grammatical conventions
- vocabulary and word building processes (making new words, modification of meanings, use of affixes)
- word order/usage
- sound and writing systems (phonology and orthography)
- metalanguage: language to talk about language and make comparisons within and across languages.

Vocabularies of Indigenous languages reflect the importance of local lands and waters. In the world of meaning, words can vary immensely between neighbouring and distant languages. Opportunities need to be provided for students to compare how meanings are expressed at the local, regional, state and national level.

Language is used to condense, extend, elaborate or modify texts. Recognition of features of the system of the target language and comparisons between languages increase students' understanding of language. Through connections within and across languages, students can extend their own learning, and reflect on language as a tool of communication.

Varieties of texts

Engagement with a variety of texts is an important part of effective communication. Texts include:

- spoken – conversation, song, story, oral history, poem, drama, oral narrative, recorded oral text, recount, interview and biography

- written – diagram, map, biography, explanation, brochure, poster, documenting painting, graffiti, word list, transcript, sand and wire story and poem

- visual – non-verbal, the land, recorded image, art, song, map, graffiti, drawing, painting and chart.

Cultural understandings

Country and community

Different cultures, relationships between individuals, families and communities contribute to forming identity and influence language use in the following ways:

- appropriate sociocultural behaviour

- appropriate language (including sign language, non-verbal communication, restricted/sensitive vocabulary, styles and registers)

- family/community roles and relationships (obligations and respect, kinship systems, avoidance)

- traditional and contemporary cultural values and practices (life skills – fishing, hunting, bush food and medicine preparation, songs, stories, dance, art, extended family/kinship system).

Language and the environment

Indigenous languages are characterised by a reciprocal, but ever-changing relationship between people, land and language and these may be shaped according to kinship, age, gender, the environment and history. Language used to describe this information may be studied at local level and compared to English and other Indigenous languages. Environmental terms may be studied at local, regional, state and national levels to analyse the significance of those terms to specific regions.

Language ecology

An overall picture of Australia's linguistic heritage will be considered at regional, state and national levels in past, present and future contexts. Students may consider these under the following:

- diversity and distribution of Indigenous languages

- language shift – current status of Indigenous languages and the circumstances under which so many of them have become endangered or extinct

- revival, maintenance and growth of the language (the contemporary situation and significance of the target language to its speakers, custodians and those who identify with them; attempts being made to revive, reclaim and maintain the linguistic heritage of Indigenous languages)

- attitudes to Indigenous languages – everyday use in the community and school and use of Indigenous languages in the public domain, for example, Indigenous languages in the school curriculum, use of local language speakers to welcome to Country, recognising Indigenous names for specific locations, reconciliation events, use of traditional languages in popular songs and music.

Cultural protocols in accessing, eliciting, recording and storing information

The acknowledgement of traditional speakers and custodians of the target language is essential and any recording and transmitting must respect certain protocols, such as:

- custodians' right to record and transmit knowledge in appropriate ways

- community protocols and respect for family/kinship relationships

- non-verbal protocols

- processes and systems for recording and storing language materials.

Learning and communication strategies

Learning and communication strategies are processes, techniques and skills relevant to:

- supporting learning and the acquisition of language

- making meaning from texts

- producing texts

- engaging in spoken interaction.

These strategies support and enhance the development of literacy skills, and enable further development of cognitive skills through critical thinking and analysis, solving problems, and making connections. Students should be taught these strategies explicitly and be provided with opportunities to practise them.
A list of suggested strategies can be found in Appendix 2.

Communicating effectively

These strategies are to achieve effective communication and include:

- organising and rehearsing spoken texts

- learning and using a range of formulaic expressions to build fluency and confidence

- monitoring spoken production while it is occurring; using repair strategies to sustain verbal communication

- manipulating known elements in a new context to create meaning

- evaluating and redrafting written texts to enhance meaning

- cooperating and collaborating to solve a problem or seek clarification

- controlling emotions and attitudes, for example, self-encouragement and reducing anxiety.

Supporting the learning and acquisition of language

These are general tactics to facilitate the learning of the target language and include:

- interacting with a variety of language speakers in a range of contexts

- repetition or imitating a language model

- recording authentic language and listening/viewing multiple times focusing on aspects of the text

- seeking out opportunities to practise language

- grouping or sorting vocabulary to support internalisation of new language

- using mnemonics and or visual strategies to assist in memorising new items

- using/testing new vocabulary and language patterns and seeking clarification in different contexts

- self-correcting

- note-taking from an oral source, note-making from a written source

- recording and transcribing a variety of texts

- strategies for self-encouragement and reducing anxiety

- cooperating and collaborating with other learners and speakers of the target language to solve a problem or seek clarification.

Progression from the Year 7–10 curriculum

The Year 7–10 Framework for Aboriginal Languages and Torres Strait Islander Languages is organised through two interrelated strands: Communicating and Understanding. Communicating is broadly focused on using language for communicative purposes in interpreting, creating, and exchanging meaning, whereas Understanding involves examining language and culture as resources for interpreting and creating meaning. Together, these strands reflect three important aspects of language learning: performance of communication, analysing various aspects of language and culture involved in communication, and understanding oneself as a communicator.

This syllabus continues to develop knowledge, understanding and skills to ensure students communicate in the target language, understand language, culture and learning and their relationship, and thereby develop an intercultural capability in communication.

Representation of the general capabilities

The general capabilities encompass the knowledge, skills, behaviours and dispositions that will assist students to live and work successfully in the twenty-first century. Teachers may find opportunities to incorporate the capabilities into the teaching and learning program for the Aboriginal Languages of Western Australia General course. The general capabilities are not assessed unless they are identified within the specified unit content.

Literacy

For language learners, literacy involves skills and knowledge that need guidance, time and support to develop. These skills include:

- developing an ability to decode and encode from sound to written systems

- mastering of grammatical, orthographic, and textual conventions

- developing semantic, pragmatic, and critical literacy skills.

For learners of Western Australian Aboriginal languages, development in the language also extends literacy development in their first language and English.

Numeracy

Learning a language affords opportunities for learners to develop, use and understand, patterns, order and relationships, to reinforce concepts, such as number, time, and space in their own and in different cultural and linguistic systems.

Information and communication technology capability

Information and communication technology (ICT) extends the boundaries of the classroom and provides opportunities to develop information technology capabilities as well as linguistic and cultural knowledge.

Critical and creative thinking

As students learn to interact with people from diverse backgrounds and as they explore and reflect critically, they learn to notice, connect, compare, and analyse aspects of language and culture studied in the Aboriginal Languages of Western Australia General course. As a result, they develop critical thinking skills as well as analytical and problem-solving skills.

Personal and social capability

Learning to interact in a collaborative and respectful manner is a key element of personal and social competence. Recognising that people view and experience the world in different ways is an essential aspect of learning an Aboriginal language of Western Australia.

Ethical understanding

In learning a language, students learn to acknowledge and value difference in their interactions with others and to develop respect for diverse ways of perceiving the world.

Intercultural understanding

Learning an Aboriginal language of Western Australia involves working with, and moving between, languages and cultures. This movement between languages and cultures is what makes the experience intercultural.

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 Aboriginal Languages of Western Australia General course. The cross-curriculum priorities are not assessed unless they are identified within the specified unit content.

Aboriginal and Torres Strait Islander histories and cultures

Learning Aboriginal languages of Western Australia provides opportunities to develop an understanding of concepts related to language and culture in general, and make intercultural comparisons across languages.

Asia and Australia's engagement with Asia

Through Asia and Australia's engagement with Asia, students develop capabilities to engage with the languages and cultures of Asia and of people of Asian heritage within Australia.

Sustainability

In learning an Aboriginal language of Western Australia, students may engage with a range of texts and concepts related to sustainability, such as:

- the environment

- conservation

- social and political change

- how language and culture evolve.

Unit 1

Unit description

The focus for this unit is **the language in the local environment**. Through the study of the unit content, students develop skills, knowledge and understandings to communicate in a Western Australian Aboriginal language and gain an insight into culturally appropriate procedures and protocols and language use.

Learning contexts

The focus of Unit 1, **the language in the local environment**, is organised around two learning contexts. The learning contexts are intended to provide a specific perspective for the teaching and assessment of the unit content.

- country and seasons

- health and history of the language of the local community

Unit content

This unit includes the knowledge, understandings and skills described below.

Language knowledge and use

Features of language

- distinctive sounds of the language, sound and symbol relationships, orthography and syllables

- common vocabulary relating to the environment and seasons

- common nouns, common singular and non-singular pronouns and/or verbs, adjectives and affixes

- word order (flexible or specific) in simple formulaic phrases and sentences, such as simple commands, questions, greetings, descriptions, forms and protocols

- non-verbal communication

- basic metalanguage (to discuss features of language)

Varieties of texts

- simple oral description, explanation, song and dance, Dreaming narrative

- visual and written text types, including multimedia: country and art, diagram, map, drawing, informational chart, bilingual list, poster, picture dictionary, picture story, graffiti

Cultural understandings

Country and community

- appropriate behaviour relevant to the language in the local community (including sign, non-verbal language and register)

- references specific to the local community, such as knowledge of the Dreaming, local place names and directions

Language and the environment

- interdependence of environmental locations

- relationship between, and influence of seasons and weather on flora and fauna

Language ecology

- history and health of the language of the local community

- revival and maintenance initiatives in the local community, in particular for youth

Cultural protocols in accessing, eliciting, recording and storing information

- protocols relating to Country within the local community

- respect for Elders as Country custodians

- basic storage and maintenance processes

Learning and communication strategies

Learning and communication strategies are processes, techniques and skills relevant to:

- supporting learning and the acquisition of language

- making meaning from texts

- producing texts

- engaging in spoken interaction.

These strategies support and enhance the development of literacy skills, and enable further development of cognitive skills through critical thinking and analysis, solving problems, and making connections. Students should be taught these strategies explicitly and be provided with opportunities to practise them. A list of suggested strategies can be found in Appendix 2.

Unit 2

Unit description

The focus for this unit is **past and present society**. Through the study of the unit content, students develop skills, knowledge and understandings to communicate in a Western Australian Aboriginal language and gain an insight into culturally appropriate procedures and protocols and language use.

Learning contexts

The focus of Unit 2, **past and present society**, is organised around three learning contexts. The learning contexts are intended to provide a specific perspective for the teaching and assessment of the unit content.

- identity, family and relationships

- family and community celebrations

- attitudes to the language in the community and causes of language loss

Unit content

This unit builds on the content covered in Unit 1.

This unit includes the knowledge, understandings and skills described below.

Language knowledge and use

Features of language

- stress patterns and rhythms in conveying meaning

- common vocabulary relating to people, family, relationships, kinship groupings, celebrations, expressing time and order of events and simple comparisons

- common singular and non-singular pronouns, adjectives, time phrases and other adverbials and/or verb tense

- sentences, paragraphs and appropriate questions to access information, including non-verbal communication

- metalanguage

Varieties of texts

- simple oral description, explanation, interview, autobiography and biography, oral history, song, dance

- visual and written text types, including multimedia: diagram, poster, picture story, educational game, bilingual dictionary

Cultural understandings

Country and community

- relationships between people, kinship and extended family, roles and responsibilities
- beliefs and celebrations

Language and the environment

- traditional language locations and their links to the environment

Language ecology

- language distribution, use and attitudes in the language community
- why many languages have become endangered or extinct

Cultural protocols in accessing, eliciting, recording and storing information

- respect for Elders as language specialists and in the local community
- appropriate forms of address and ways to retrieve information
- storage and maintenance systems

Learning and communication strategies

Learning and communication strategies are processes, techniques and skills relevant to:

- supporting learning and the acquisition of language
- making meaning from texts
- producing texts
- engaging in spoken interaction.

These strategies support and enhance the development of literacy skills, and enable further development of cognitive skills through critical thinking and analysis, solving problems, and making connections. Students should be taught these strategies explicitly and be provided with opportunities to practise them. A list of suggested strategies can be found in Appendix 2.

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 Aboriginal Languages of Western Australia General Year 11 syllabus and the weighting for each assessment type.

Assessment table – Year 11

Type of assessment	Weighting
Oral communication Interaction with others to exchange information, ideas and opinions, and experiences in spoken Language This can involve participating in a discussion, a role-play, an interview or a conversation or production of an oral report, an oral narrative, or a song.	30%
Response: Listening Comprehension and interpretation of, and response in English to, a range of spoken texts in Language, such as descriptions, explanations, procedures, conversations and interviews.	25%
Response: Viewing and reading Comprehension and interpretation of, and response in English or Language to, a range of print and (audio)-visual texts in Language, such as narratives, informational texts, drama, reports, documentaries.	25%
Written communication Production of written texts to express ideas and/or information and/or opinions in Language. This can involve responding to a stimulus, such as an image, or writing a text, such as an account, a description or a biography. Response may include research into the use of language in particular contexts or texts, involving evaluation, analysis, transcription, translation. Research format can include observation checklists and evaluation tools.	20%

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 Aboriginal Languages of Western Australia General Year 11 syllabus are provided in Appendix 1. They can also be accessed, together with annotated work samples, through the Guide to Grades link on the course page of the Authority website at www.scsa.wa.edu.au.

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

A	**Language knowledge and use** Accurately applies commonly used vocabulary and language patterns in everyday communications to produce oral, visual and written texts (paragraph level). Links sentences using different joining words to form more cohesive oral and written texts. Minor errors do not impede meaning. **Cultural understandings** Describes in detail (in language), links between people and places of significance, including local seasons and related activities. Explains (in English) language history, change and attitudes in the local community. Consistently employs appropriate protocols when working with Elders and accessing information. **Learning and communication strategies** Identifies, extracts and synthesises relevant information to produce meaningful responses. Independently plans, self-corrects and redrafts oral and written texts.

B	**Language knowledge and use** Applies a limited range of commonly used vocabulary and rehearsed language patterns in everyday communications to produce short oral, visual and written texts. Links simple sentences. Writing and pronunciation are mostly accurate. Errors at times impede meaning. **Cultural understandings** Describes (in language), links between people and places of significance. Explains (in English) some relevant aspects of the history of the language within Australian languages, and attitudes towards it. Observes cultural practices in producing texts, such as protocols for topics and ways of retelling a story, and showing respect to Elders. **Learning and communication strategies** Uses short, basic, everyday texts to access information. Responses are not always accurate. Plans and edits for punctuation and spelling. Plans, self-corrects and redrafts with varying degrees of accuracy.

C	**Language knowledge and use** Uses known vocabulary and formulaic language patterns to communicate in well-rehearsed oral, visual and written contexts. Writes captions or simple sentences that sometimes lack appropriateness to audience and purpose. At times errors in pronunciation may impede meaning. **Cultural understandings** Uses the language to convey links between people and places in a simple form. Observes that text types differ across cultures. Inconsistently employs appropriate protocols for respectful behaviour. Provides a limited explanation (in English) of the ecology of the language. **Learning and communication strategies** Identifies gist and some key items of information from spoken or written texts, but with limited accuracy. Seeks support to plan and redraft.

D	**Language knowledge and use** Displays limited application of known vocabulary and formulaic language patterns in oral, visual and written communications. Illustrates print text to show interpretation of concepts.
	Cultural understandings Provides a limited but not wholly accurate explanation (in English) of the history and status of the language.
	Learning and communication strategies Identifies some vocabulary items from spoken or written texts. Displays limited planning, editing or redrafting, usually with teacher initiated support.

E	Does not meet the requirements of a D grade.

Appendix 2 – Learning and communication strategies

Learning and communication strategies support and enhance the development of literacy skills, and enable further development of cognitive skills through thinking critically and analytically, solving problems, and making connections.

Making meaning

These are strategies to access, decode and comprehend spoken, visual and written texts. Some strategies relate only to spoken/visual or written/visual texts, others to all types of texts. The strategies selected depend on what is required when working with different texts.

For **spoken** and **visual** texts these include:

- monitoring comprehension and seeking clarification of spoken texts

- inferring, guessing meaning from key words, structures, visual cues and context

- using known information to help integrate new linguistic information and predict meaning

- recording spoken texts for multiple listening opportunities

- deducing meaning by applying rules

- using sounds/words/grammar of one language as a basis for understanding another

- cooperating and collaborating with other learners and speakers of the target language to solve a problem or seek clarification

- strategies to reduce anxiety when trying to comprehend spoken text.

For **visual** and **written** texts, these include:

- inferring, guessing meaning from key words, visual cues, structures, context

- using known information to help integrate new linguistic information and predict meaning

- deducing meaning by applying rules

- viewing a visual text multiple times and re-reading parts of a text

- highlighting and summarising a written text

- questioning/checking comprehension during reading

- knowing when and how to access resource material to define or expand meaning

- cooperating and collaborating with other learners and speakers of the target language to solve a problem or to seek clarification.

Communicating effectively

These strategies are to achieve effective communication and include:

- organising and rehearsing spoken texts

- learning and using a range of formulaic expressions to build fluency and confidence

- monitoring spoken production while it is occurring; using repair strategies to sustain verbal communication

- manipulating known elements in a new context to create meaning

- evaluating and redrafting written texts to enhance meaning

- cooperating and collaborating to solve a problem or seek clarification

- controlling emotions and attitudes, for example, self-encouragement and reducing anxiety.

Supporting the learning and acquisition of language

These are general tactics to facilitate the learning of the target language and include:

- interacting with a variety of language speakers in a range of contexts

- repetition or imitating a language model

- recording authentic language and listening/viewing multiple times focusing on aspects of the text

- seeking out opportunities to practise language

- grouping or sorting vocabulary to support internalisation of new language

- using mnemonics and or visual strategies to assist in memorising new items

- using/testing new vocabulary and language patterns and seeking clarification in different contexts

- self-correcting

- note-taking from an oral source, note-making from a written source

- recording and transcribing a variety of texts

- strategies for self-encouragement and reducing anxiety

- cooperating and collaborating with other learners and speakers of the target language to solve a problem or seek clarification.