



Government of **Western Australia**  
School Curriculum and Standards Authority

# ABORIGINAL LANGUAGES OF WESTERN AUSTRALIA

GENERAL COURSE

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Year 12 syllabus

This syllabus is effective from 1 January 2017.

Users of this syllabus are responsible for checking its currency.

Syllabuses are formally reviewed by the School Curriculum and Standards Authority on a cyclical basis, typically every five years.

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## 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*<sup>1</sup> 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.

<sup>1</sup> *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](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 12 syllabus is divided into two units which are delivered as a pair. The notional time for the pair of units is 110 class contact hours.

#### Unit 3

This unit focuses on **people in the natural environment**. Students record information on a chosen topic using knowledge of culturally appropriate procedures and protocols to acquire information. They use language skills to explore government policies affecting language, regional language revival initiatives and issues, and interrelationships of language and culture.

#### Unit 4

This unit focuses on **language today**. Students explore changes that have been brought about through new experiences, intergenerational language change, language change and use in contemporary activities and in the workplace. They explore the impact of technology/media on language, as well as the impact of contemporary Aboriginal languages on traditional language use and language revival and maintenance initiatives at state level.

Each unit includes:

- a unit description – a short description of the focus of the unit
- suggested contexts – a context in which the unit content could 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 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.

## 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 Aboriginal languages of Western Australia, literacy 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 the 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 3

### Unit description

The focus for this unit is **people in the natural environment**. Students use skills in communicating and interacting with peers and the community and in language recording and maintenance. They explore government policies affecting language, regional language revival initiatives and issues, and the development of contemporary Aboriginal languages, including contact languages, such as Aboriginal English and Kriol. They explore the interrelationships of language and culture.

### Learning contexts

The focus of Unit 3, **people in the natural 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.

- relationships and responsibilities between people and Country, including oral language practices and technology
- language revival and maintenance initiatives at the state level

### Unit content

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

#### Language knowledge and use

##### Features of language

- common vocabulary relating to the environment, relationships, responsibilities, oral language practices, technology and implements
- affixes in simple sentences, simple joining words in narrative (then, after that), noun classification, reciprocal and reflexive nouns, pronouns and/or verb tense
- appropriate use of question forms and responses, including non-verbal communication
- expansion of metalanguage (in language or English) to identify a range of language features and compare to English and other Aboriginal languages

##### Varieties of texts

- simple description, explanation, procedure, interview, autobiography and biography, oral history, song, dance
- visual and written text types, including multimedia: country and art, map, diagram, chart, list, report, documentary

## Cultural understandings

### Country and community

- roles, relationships and responsibilities of family and kin in own and other families
- seasonal activities and technology (past and present)

### Language and the environment

- seasonal activities

### Language ecology

- language variety and use of different age groups
- impact of contemporary Aboriginal languages, such as Aboriginal English and Kriol on the local language
- status and differences in language health in WA, including regional language revival initiatives and issues

### Cultural protocols in accessing, eliciting, recording and storing information

- practical skills for language recording
- protocols for retrieving and recording 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.

## Unit 4

### Unit description

The focus for this unit is **language today**. Students understand the impact of contemporary Aboriginal languages on traditional language use and language revival and maintenance initiatives at national and international level.

### Learning contexts

The focus of Unit 4, **language today**, 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.

- language variety and change, including changing technologies
- national and international language revival and maintenance policies and initiatives

### Unit content

This unit builds on the content covered in Unit 3.

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

#### Language knowledge and use

##### Features of language

- affixes in more complex sentences, use of pronouns, noun class, verb tense, verb-pronoun-affix agreement
- vocabulary for comparison
- vocabulary relating to technology, language variety and change, Aboriginal world view, logic and timing
- culturally appropriate use of question forms to initiate and maintain conversations and to clarify ideas and information
- metalanguage appropriate to the above for discussion and comparison

##### Varieties of texts

- simple description, explanation, procedure, interview, autobiography and biography, oral history, song, dance
- visual and written text types, including multimedia: country and art, map, diagram, chart, brochure, list, letter, article, report, documentary
- archival record

## Cultural understandings

### Country and community

- cultural references to and interpretation of key practices, attitudes and beliefs

### Language and the environment

- similarities and differences between English and other Aboriginal languages

### Language ecology

- intergenerational change of language use, including technology/media and language in the workplace
- Australian government policies affecting language
- language revival and maintenance initiatives at state national and international level

### Cultural protocols in accessing, eliciting, recording and storing information

- develop practical skills in recording and retrieving language
- understand the system for accessing, retrieving and recording 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.

## 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 12 syllabus and the weighting for each assessment type.

**Assessment table – Year 12**

Type of assessment	Weighting
<p><b>Oral communication</b></p> <p>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.</p>	30%
<p><b>Response: Listening</b></p> <p>Comprehension and interpretation of, and response in English to, a range of spoken texts in Language, such as descriptions, explanations, procedures, conversations and interviews.</p>	25%
<p><b>Response: Viewing and reading</b></p> <p>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.</p>	20%
<p><b>Written communication</b></p> <p>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.</p>	10%
<p><b>Externally set task</b></p> <p>A written task or item or set of items of 50 minutes duration developed by the School Curriculum and Standards Authority and administered by the school.</p>	15%

Teachers are required to use the assessment table to develop an assessment outline for the pair of units.

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).

All assessment types must be included in the assessment outline at least twice with the exception of the externally set task which only occurs once.

The set of assessment tasks must provide a representative sampling of the content for Unit 3 and Unit 4.

Assessment tasks not administered under test/controlled conditions require appropriate validation/authentication processes. Student work submitted to demonstrate achievement should only be accepted if the teacher can attest that, to the best of her/his knowledge, the uncited work is the student's own.

## Externally set task

All students enrolled in the Aboriginal Languages of Western Australia General Year 12 course will complete the externally set task developed by the Authority. Schools are required to administer this task in Term 2 at a time prescribed by the Authority.

### Externally set task design brief – Year 12

<b>Time:</b>	50 minutes
<b>Format:</b>	Written
	Conducted under invigilated conditions
	Typically two items (Reading and responding; writing)
<b>Content</b>	The Authority informs schools during Term 3 of the previous year of the Unit 3 syllabus content on which the task will be based

Refer to the WACE Manual for further information.

## Grading

Schools report student achievement in terms of the following grades:

Grade	Interpretation
<b>A</b>	Excellent achievement
<b>B</b>	High achievement
<b>C</b>	Satisfactory achievement
<b>D</b>	Limited achievement
<b>E</b>	Very low achievement

The teacher prepares a ranked list and assigns the student a grade for the pair of units. 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 12 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](http://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 12

A	<p><b>Language knowledge and use</b> Uses language accurately and appropriately across a range of topics and applies varied grammatical sentence structures to suit formal and informal language. Uses simple idioms, similes and metaphors. Contrasts and compares ideas.</p>
	<p><b>Cultural understandings</b> Uses information, cultural references and technology to suit the situation in culturally ethical ways. Explores attitudes, values and beliefs effectively.</p>
	<p><b>Learning and communication strategies</b> Manipulates a wide range of morphological patterns to independently develop vocabulary items and create new words. Uses a limited range of strategies to refine text.</p>
B	<p><b>Language knowledge and use</b> Expresses familiar ideas with accuracy and clarity. Uses topic sentences and supporting sentences in paragraphs. Manipulates morphological and grammatical features to suit cultural context.</p>
	<p><b>Cultural understandings</b> Locates events appropriately according to time and recognises attitudes, values and beliefs. Uses information and technology, demonstrating some cultural sensitivity.</p>
	<p><b>Learning and communication strategies</b> Develops known vocabulary to express new meaning, including nouns, some verbs and common tenses. Manipulates a range of morphological patterns to create new words. Revises for accuracy and accesses support as needed.</p>
C	<p><b>Language knowledge and use</b> Uses familiar vocabulary and formulaic grammatical patterns, such as greetings, simple idioms and slang to express ideas. Produces texts reflecting appropriate concepts of time and space.</p>
	<p><b>Cultural understandings</b> Identifies attitudes, values and beliefs in a range of texts. Uses information and technology with limited cultural sensitivity.</p>
	<p><b>Learning and communication strategies</b> Develops recognised vocabulary to include mostly nouns and some common verbs. Plans and edits spelling and punctuation with support.</p>
D	<p><b>Language knowledge and use</b> Uses noun-based vocabulary across a limited range of topics with frequent errors. Links words to form sentences and creates simple descriptions, observing cultural practices.</p>
	<p><b>Cultural understandings</b> Provides a limited explanation (in English) of the history of the language and its status.</p>
	<p><b>Learning and communication strategies</b> Occasionally self-corrects.</p>
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.