

# ENGLISH

## Learning Area Statement



*In the English learning area, students learn about the English language: how it works and how to use it effectively. They develop an understanding of the ways in which language operates as a social process and how to use language in a variety of forms and situations. They learn to speak, listen, view, read and write effectively.*

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# Definition & Rationale

*Students learn about language and how to use it effectively through their engagement with and study of texts. The term 'text' refers to any form of written, spoken or visual communication involving language. The texts through which students learn about language in English are wide-ranging and varied, from brief conversations to lengthy and complex forms of writing. The study of specific texts is the means by which students achieve the desired outcomes of English, rather than an end in itself. Students learn to create texts of their own and to engage with texts produced by other people.*

*Teaching English involves recognising, accepting, valuing and building on students' existing language competence, including the use of non-standard forms of English, and extending the range of language available to students.*

*In the English Learning Area, students develop functional and critical literacy skills. They learn to control and understand the conventions of Standard Australian English that are valued and rewarded by society and to reflect on and critically analyse their own use of language and the language of others.*

## **The importance of language**

Language plays a central role in human life. It provides a vehicle for communication, a tool for thinking, a means of creativity and a source of pleasure. An understanding of language and the ability to use it effectively gives students access to knowledge, enables them to play an active part in society and contributes to their personal growth.

## **Modern literacy requirements**

Literacy is the ability to use language to operate successfully within one's society. Modern citizens face diverse demands on their language skills. Changes in the nature of work and social life and the development of new technologies have produced a proliferation of new and different forms of communication. Students need high levels of literacy to meet these challenges.

## **Future literacy demands**

Students also need to be prepared to meet future challenges. The English language is not a set of neutral, unchanging and established rules or practices that apply at all times and in all situations. Literacy requirements change over time. Those skills seen as the minimum needed to function effectively in Australian society in 1901 would not be adequate for life in the twenty-first century. The skills that make a person literate also vary between contexts. A person who is literate in one situation may not have the skills needed in another. Students need an understanding and a command of language which enables them to adapt to new demands and new situations.



While a range of specialist literacies fall within the province of other learning areas, the English learning area has a special role in developing students' literacy because it focuses on knowledge about language and how it works.

### **Functional literacy**

Functional literacy involves the ability to control and understand the conventions of English that are valued and rewarded by society. A concern for inclusivity and empowerment requires that all students develop the ability to use these conventions and have an understanding of their importance. These conventions include written conventions ranging from handwriting, spelling, punctuation and grammar through to the more complex conventions of form, genre and register; oral language conventions associated with different purposes, contexts and audiences; conventions associated with the presentation of information, ideas and entertainment in the mass media and new information technologies; and conventions associated with literary texts of all kinds.

Students need to be able to use these conventions to communicate ideas, feelings and attitudes, to interact with others, to cope with increasingly complex communication demands, to explore and develop ideas and values, and to access an increasing range of knowledge and ways of thinking.

### **Critical literacy**

Students also require highly-developed critical literacy skills. Critical literacy depends on an understanding that language is a dynamic social process which responds to and reflects changing social conditions, and that the use of English is inextricably involved with values, beliefs and ways of thinking about ourselves and the world we inhabit. It involves an appreciation of and sensitivity to sociocultural diversity and an understanding that the meaning of any form of communication depends on context, purpose and audience.

A crucial feature of critical literacy is an awareness of the relationship between language and power. Students need to understand that well-developed language skills provide them with access to sources of power through knowledge; that the control of language and communication confers power on those in control and disempowers others; that language can be used to influence their behaviour and that they can use language to influence the behaviour of others; and that a knowledge of language and how it works can be used to resist control by others.

Critical literacy and functional literacy are interdependent. The development of functional and critical literacy in the English learning area helps students to become competent, reflective, adaptable and critical users of language. It provides them with the skills necessary for the pursuit of knowledge and the achievement of their potential.



# English Learning Outcomes

<p><b>UNDERSTANDING LANGUAGE</b></p> <p><b>1.</b> Students understand that the way language is used varies according to context.</p>	<p><b>ATTITUDES, VALUES AND BELIEFS</b></p> <p><b>2.</b> Students understand that language has an important effect on the ways in which they view themselves and the world in which they live.</p>	<p><b>CONVENTIONS</b></p> <p><b>3.</b> Students use the conventions of Standard Australian English with understanding and critical awareness.</p>
<p><b>PROCESSES AND STRATEGIES</b></p> <p><b>4.</b> Students select from a repertoire of processes and strategies by reflecting on their understanding of the way language works for a variety of purposes in a range of contexts.</p>	<p><b>LISTENING</b></p> <p><b>5.</b> Students listen with purpose, understanding and critical awareness in a wide range of situations.</p>	<p><b>SPEAKING</b></p> <p><b>6.</b> Students speak with purpose and effect in a wide range of contexts.</p>
<p><b>VIEWING</b></p> <p><b>7.</b> Students view a wide range of visual texts with purpose, understanding and critical awareness.</p>	<p><b>READING</b></p> <p><b>8.</b> Students read a wide range of texts with purpose, understanding and critical awareness.</p>	<p><b>WRITING</b></p> <p><b>9.</b> Students write for a range of purposes and in a range of forms using conventions appropriate to audience, purpose and context.</p>

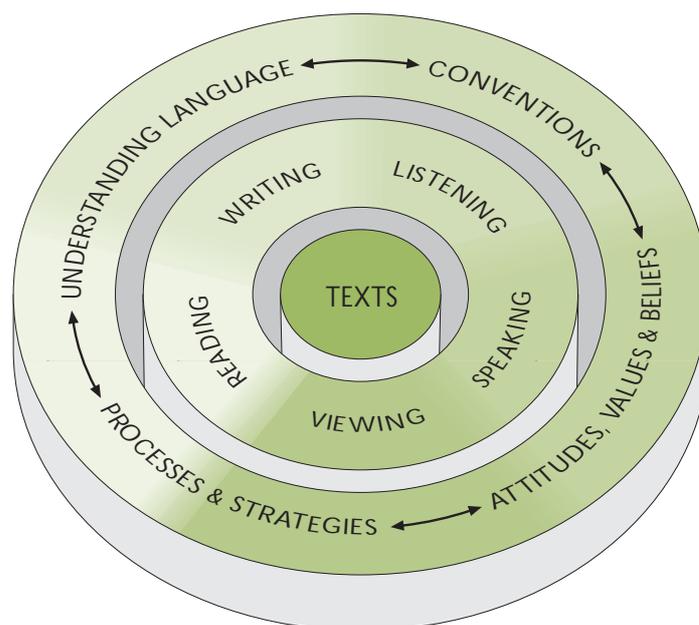


## INTRODUCTION

The expected outcomes of English provide a framework for curriculum development and making judgements about student progress. While nine outcomes have been identified, it is important to keep in mind that these outcomes are interrelated. Progress towards one outcome is often dependent on progress towards others. While teachers may choose to focus on a particular outcome when planning learning programs or assessing students, learning activities will invariably allow for development of a number of outcomes. When teachers choose to focus on a specific outcome, they should be alert to opportunities for assisting and observing progress on other outcomes.

The statement of each outcome is accompanied by a more detailed description of the outcome. Each description concludes with a number of selected examples of the ways in which students' learning achievement might be demonstrated at different phases in their schooling from kindergarten to year 12. However, it is important to keep in mind that students can show their achievement in a wide range of ways. Particular care should be taken to allow students to progress in ways that are appropriate to their stage of development and that take account of their strengths, needs and situations.

The first four outcomes relate to understandings and skills which apply to language in general. The last five outcomes relate to the specific language modes of listening, speaking, viewing, reading and writing. The order in which the outcomes are listed does not indicate the relative importance of the outcomes. All are equally important.



## UNDERSTANDING LANGUAGE

**1** Students understand that the way language is used varies according to context.



Students understand that language is influenced by both situation and sociocultural context; that language conventions vary between types of text, situations and purposes; and that language may be used or interpreted differently depending on the sociocultural background of the audience. They understand the effect of society, history and technology on language and communication and discuss the ways in which these affect language.

Students adapt their own language and interpretive strategies to specific text types, purposes and situations. They appreciate diversity and interpret texts from a number of different perspectives.

Students understand the cultural nature of the conventions by which meaning is made from oral, visual and written texts; that societies develop conventions that influence the way texts are produced and interpreted; and that conventions include attitudes, values, beliefs and world-views. They appreciate that conventions change over time and that, at any one time, there may be a range of different – and sometimes conflicting – conventions for producing and interpreting oral texts.

Students may, for example, compare the terms (such as those describing family relationships or expressing affection) used in their family with those used in other students' families; adapt their language to formal situations; identify the effect of target audience on the language used in an advertisement; discuss the ways that people with certain attitudes might interpret a television program; or discuss the social values reflected in a text.

## ATTITUDES, VALUES AND BELIEFS

**2** Students understand that language has an important effect on the ways in which they view themselves and the world in which they live.

Students understand that language in general, and how it is used in a specific text, can influence people's beliefs, attitudes, values and world-views; and that words are rarely neutral but carry with them connotations and associations that reflect specific attitudes and ways of thinking.

They understand that individuals, groups and concepts can be represented in different ways in different texts and that differences in representation reflect differences of opinion and belief. They analyse how texts and ways of reading encourage certain ways of thinking and ignore or marginalise others. They understand the way in which stereotypes can reinforce preconceptions about certain social groups and may serve the interests of some groups and disadvantage those of others.

Students understand the way in which texts and reading practices can reflect, produce, challenge, modify or change ways of thinking about the world. They identify different explanations or versions of the same events or phenomena in texts. They identify the attitudes, values and beliefs in texts that they listen to, view and read and reflect on their own attitudes, values and beliefs that influence their interpretations and responses.

Students may, for example, identify the negative effect of name-calling on someone's self-esteem; recognise the negative attitude towards a social group encouraged by stereotyping in a cartoon; show how the use of the passive voice in a news report avoids attributing responsibility for an action; discuss how Australian films reflect certain conceptions of national identity; or analyse the construction of gender in a poem.

## CONVENTIONS

**3** Students use the conventions of Standard Australian English with understanding and critical awareness.

Standard Australian English refers to those forms and usages of Australian English that make up the dominant languages of government, business, education and public life in Australia. It includes both oral and written language.

Students use written conventions (such as spelling, grammar, punctuation, layout and vocabulary), and oral conventions, (such as vocabulary, tone and mode of address). They express themselves effectively in plain English. They understand, use and interpret the conventions associated with public documents, formal correspondence, official forms, arguments, reports and essays.

Students identify when it is appropriate to use the conventions of Standard Australian English and apply them effectively in these situations. They understand that following the conventions of Standard Australian English may make communication easier and ensure common understandings. They also understand that many of the conventions of Standard Australian English are highly valued, following them is often rewarded, and departing from them may be used by some people to make negative judgements about them or discriminate against them. Students' use of Standard Australian English encompasses a recognition of the value of other forms of English.

They understand that the conventions of Standard Australian English may change over time; that people sometimes disagree about which conventions are appropriate; and that there are attitudes, values and beliefs associated with certain conventions. Students understand that some conventions may reflect attitudes, values or beliefs with which they disagree and that they can contribute to changing current practices. They use an appropriate vocabulary for talking about language, its conventions and grammar.



Students may, for example, greet an official visitor to the school appropriately; check their own spelling in a letter; write an appropriate letter of complaint to an organisation; read an official document with understanding; speak appropriately to a representative of a government organisation; write a report for a wide readership; or produce an essay using current academic conventions.

## PROCESSES AND STRATEGIES

**4** Students select from a repertoire of processes and strategies by reflecting on their understanding of the way language works for a variety of purposes in a range of contexts.

Students deliberate on how they use language and apply different language strategies, depending on their purpose, context and audience.

Students use language as a way of coming to grips with new ideas, resolving difficulties or solving problems. They use strategies such as brainstorming and discussion as a way of developing ideas. They experiment, take risks and make approximations with language as a way of developing their language skills.

They clarify what they need to know when seeking information for particular purposes. They use key-word searches and their understanding of the conventions of informational texts such as tables of contents, headings, indexes, forewords and glossaries as aids in locating information.

Students assess the usefulness of information for particular purposes. They treat information and ideas critically and evaluate information in terms of its reliability and currency. They make notes and graphic representations of information and combine information from different sources into a coherent whole by summarising, comparing and synthesising.

Students reflect on ethical considerations in the use of ideas and information. They recognise the importance of attributing sources of ideas and information, and of presenting or re-presenting ideas and information in ways which are not misleading. They use quotation and sourcing conventions appropriately. They take into account the possible effects of and responses to the presentation of ideas and information.

Students may, for example, discuss strategies for determining the meaning of unfamiliar words; discuss possible frameworks for a piece of writing they are about to undertake; make a set of diagrammatic notes to help them understand a new concept; discuss the language strategies appropriate to different technologies; conduct an investigation of a community issue and offer suggestions for action; compare the credibility and reliability of texts; draw information from a range of sources to present a project; or choose to present information within a particular form.



## LISTENING

**5** Students listen with purpose, understanding and critical awareness in a wide range of situations.

Students listen to obtain information, for pleasure and to reflect on experience. They understand that listening is an active process, establish a purpose when listening and use a range of strategies to ensure comprehension. These include paying attention to non-verbal signals, asking questions to seek clarification, using feedback to check understanding, using open and closed questions appropriately, using follow-up questions to gain further information, and making notes to record understandings.

They collect and synthesise information from a range of oral sources. They vary their listening strategies for different purposes and contexts, such as using different strategies when listening to a formal lecture from those they use when they are listening in informal situations. Students listen effectively as members of small and large groups.

Students are aware that the listening behaviours seen as appropriate can vary between social groups and situations, and adapt their listening behaviours to take account of this.

Students consider a speaker's purposes, interests and biases when interpreting and responding to what they have heard. They identify different tones of voice and critically evaluate persuasive techniques. They distinguish hearsay from verifiable information and treat what they hear with an appropriate degree of critical scrutiny.

Students may, for example, contribute appropriately to conversations; follow directions; ask relevant questions of speakers; provide verbal feedback to check understanding; use body language to signal attention, understanding or response; intervene in discussions to redirect the focus; build on the comments of previous speakers; make notes while listening; summarise the content of a talk; present a report on a group discussion; or present findings based on a series of interviews.

## SPEAKING

**6** Students speak with purpose and effect in a wide range of contexts.

Students speak in order to interact socially, communicate ideas and information, tell stories, reflect on their experience and values, explore ideas, express their thoughts, feelings and ideas, and for pleasure and enjoyment. Students use speaking as a means of communication and a way of learning.



They use the conventions of formal and informal conversation, collaborative problem solving, group discussion, and public speaking. They speak with clarity, use visual aids and ask questions to check understanding where appropriate. They use body language, vocabulary and tone of voice relevant to different purposes, audiences and situations. They accept and accommodate other people's comments, respect the opinions of others and appreciate alternative points of view.

Students speak effectively in small and large groups. They engage in activities such as dramatic play, story-telling, performance poetry, group discussion, debates, news-telling and class meetings.

Students may, for example, initiate conversations with new class members; alter their voice to portray a character in a play; seek help from others when faced with a problem; explain how they performed a task; contribute to small-group discussions; conduct a telephone interview; offer a vote of thanks to a guest speaker; deliver a persuasive speech; or negotiate with a range of people to achieve desired aims.

## VIEWING

**7** Students view a wide range of visual texts with purpose, understanding and critical awareness.

Students view visual texts including films, television programs, illustrations, charts, diagrams, posters, signs, picture books, newspapers, magazines, comics, advertising and texts produced by electronic means such as computers.

They use visual texts as sources of information and enjoyment and as a means of reflecting on experience. They use a range of viewing practices, such as following the plot, looking for themes, examining the representation of gender or race and identifying what is excluded from a text.

They understand and interpret visual conventions, including symbolism, stereotyping, lighting, visual arrangement and composition, layout, genre, music, plot structure, characterisation, setting and cinematography.

Students analyse visual texts critically, examining the use of language and manipulation of conventions in them.

They may, for example, use the illustrations in a book to determine the meaning of the written text; interpret information in a chart or diagram; compare events in a television program with their own experience; compare different photographs of the same event in news reports; analyse the use of colour and symbols in a magazine advertisement; or discuss with appreciation the use of cinematography in a film.



## READING

**8** Students read a wide range of texts with purpose, understanding and critical awareness.

Students read a wide range of materials, including signs, billboards, notes, messages, memos, instructions, reports, newspapers, magazines, CD-ROMs, Web pages, essays, text books, fairy stories, picture books, myths, legends, fables, biographies, autobiographies, novels, stories, poetry and drama.

Students read to obtain information, to develop knowledge, for enjoyment and as a means of reflecting on experience. They use a range of different reading strategies, varying these strategies according to their purpose for reading and the nature of the text.

Students read actively, using background knowledge, personal experience and experience of other texts, as well as knowledge of language such as sound-symbol relationships and cueing systems, to make meaning from texts.

Students respond to their reading critically. They examine how information, experience or ideas are presented and the way language is used in a text, and consider how this may influence responses to the text. They identify values and assumptions within a text and the ways in which a text may seek to elicit particular responses from readers. They discuss the possibility of varying interpretations of and responses to texts and reflect on how their context and values influence reading.

Students may, for example, recognise familiar stories read to them; make meaning from familiar signs and notices; read and follow a set of instructions in order to complete a task; collect appropriate information from an encyclopedia for use in a project; read an article in a newspaper and explain it to classmates; search the Internet to examine views on a topic; read widely within a favourite genre; analyse the use of language in a poem; or critique a text from a particular theoretical position.



## WRITING

**9** Students write for a range of purposes and in a range of forms using conventions appropriate to audience, purpose and context.

Students write to communicate ideas and information; share experiences; express their thoughts, feelings and ideas; tell stories and poems or entertain other people in a variety of ways; keep records; seek assistance or information; reflect on their experiences; develop, explore or clarify ideas; consolidate learning and understandings; express their thoughts, feelings and ideas; and for pleasure. They use a range of techniques for producing texts, such as handwriting, keyboarding and word processing.

Students use the conventions of handwriting, spelling, grammar, punctuation and layout, and the conventions of vocabulary, tone, style and structure associated with different forms of writing such as reports, letters, stories, essays.

Students use strategies such as note-making, planning, drafting, conferencing, testing their work with an audience, revising, editing, proof-reading and publishing to shape and present their work. They take into account purpose, audience and context when planning, shaping and presenting their work and adapt their language for different purposes, audiences and contexts.

Students use writing as part of a larger process of producing and presenting texts. Writing is employed in combination with other forms of language, such as oral and visual language, to design, produce and present a wide range of texts, including drama, media and multi-media texts.

Students may, for example, experiment with forms of writing; make up a story; participate in shared writing; recount an experience; write a caption for a picture they have drawn; produce an account of an excursion for their parents; write a letter requesting information for a project; make notes for a report; keep a reading journal; write a story for younger children; design a Web page; publish a newsletter; present a computerised slide show; plan, script and produce a video presentation; or compose a formal essay.



# The Scope of the Curriculum

*In this section of the Statement, the scope of the curriculum which is consistent with the English Learning Area Outcomes is described. In developing appropriate learning experiences for students to achieve the outcomes, teachers need to give attention to two important considerations. The first is the range of texts that students need to experience and study in order to become proficient users of language. The second relates to students' phases of development. The achievement of the English outcomes depends on students' levels of maturity, their abilities and the nature of the curriculum offered.*

## TEXTS

Students achieve the outcomes of English, becoming more proficient users of language and learning about language, through the experience and study of a wide range of speaking, writing and viewing texts. Individual texts are used as vehicles for learning about language and culture. Students' work with texts includes producing their own texts, as well as reading, viewing and listening to texts produced by others. The content of English is language and understandings about language. Texts are the vehicles by which the outcomes are achieved.

Texts are not studied in isolation: they are related to the contexts of their production and reception. Students consider such issues as when and how they are used; who uses them; in what situations they are used and why; and when, how, by whom and why they were produced. Students compare texts and learn how their understanding and appreciation of one type of text can enhance their understanding and appreciation of another.

The texts which form the vehicles for the content of the English learning area include everyday texts, informational texts, mass media texts and literature. Everyday texts are those that form part of people's daily social and working lives. Informational texts are those produced to impart

information or read to gain information. Mass media texts are texts produced and disseminated by the mass media. Literature includes a wide variety of creative and imaginative writing, oral performance and texts which contribute to an appreciation of students' own cultural heritages and the heritages of other cultures.

These categories are used for convenience only. Many texts fall into more than one of them. Students learn that the boundaries between categories of texts are blurred and subject to debate. The nature and characteristics of text types is investigated by students throughout their schooling.

Many of the texts studied by students are Australian. Students come to understand the important role language plays within the continuing evolution of conceptions of Australian identity. The texts studied reflect the diversity of Australia's population and include texts which reflect the experiences, achievements and contributions of Aboriginal people and people from diverse ethnic and cultural backgrounds. Texts which reflect the experiences, achievements and contributions of people living in Western Australia are included within this Australian focus. Students' experience and study of Australian texts is balanced by the study of texts from other countries, nationalities and cultures.



The texts experienced and studied by students reflect the interests and values of both men and women and a diversity of views and perspectives on different topics.

Students study both contemporary texts and texts from the past. They study texts which reflect and challenge their own experience and values, and those which offer access to new experiences and values. The study of a wide range of texts provides students with the opportunity to reflect on different values and value systems and assists in the development of their own values. Texts may be used, for example, to explore issues related to self understanding, the rights of others, social responsibility and environmental questions.

Although there is an increase in the conceptual and linguistic complexity of texts during the period of students' education in English, the same text or text type may be used at different levels of schooling for different purposes. Texts which appear simple may be used for more complex purposes and seemingly complex texts for simple purposes.

## PHASES OF DEVELOPMENT

This section describes the curriculum that students might typically experience at various, overlapping stages of development as a result of the implementation of the English Statement. It has been provided to give teachers and others a clearer idea of what pursuing the outcomes of English might mean at the school and classroom levels. The experiences described are offered as typical. The description is not meant to be prescriptive, and it needs to be remembered that individual students progress at different rates.

There will be many students whose learning experiences will be atypical, because of their special needs or circumstances.

All of the outcomes of English are addressed in all phases of development. While the descriptions of each phase which follow describe the teaching approaches and student behaviours characteristic of each phase, in all phases students are encouraged to: value and respect their home language while developing competence in the use of Standard Australian English; take increasing responsibility for their learning by participating in goal setting and self-evaluation; engage in collaborative and cooperative learning activities; reflect critically on the language processes and strategies they use; use language as a tool for learning, developing ideas and clarifying thoughts and values; and explore the effects of different technologies on language.

## EARLY CHILDHOOD (typically kindergarten to year 3)

Young children have already developed ideas about language before coming to school. They have had varying experiences with spoken, written, and visual texts and used them in familiar contexts and developed language strategies specific to their cultural and family settings. In order to value and build on the language competencies and understandings that students bring to school teachers need to provide learning experiences that support and structure children's learning. Learning and teaching programs should extend students' oral language competence, develop fundamental reading, writing and viewing skills and extend students' critical language skills and understandings.

Language learning is a social and collaborative process therefore a stimulating interactive learning environment is critical for language development. Play in the early years offers an important opportunity to use and practise the skills of language and literacy. When children play they use language to achieve their purposes, to explore and to interact with others.

### **Talk and social interaction**

Children beginning school have had many experiences of using oral language for a range of purposes. Learning and teaching experiences should provide opportunities to further develop social and cognitive aspects of students' oral language. Teachers plan experiences which foster interaction and develop understandings about language use in different contexts. Students are given opportunities to use talk to negotiate, make decisions, solve problems, hypothesise and evaluate. Over time, students learn the technical language related to specific learning areas in order to talk about their knowledge and understandings.

### **Listening, Viewing and Reading**

Children have frequent opportunities to listen to, view and read a wide variety of stories, poems, films and other texts for enjoyment.

Viewing activities need to build on students' previous experiences of visual texts and their existing interpretive skills. Teachers provide the opportunity for them to discuss picture books, photographs, films, television programs, multimedia and other visual texts. Students talk about their interpretation and responses and reflect on them: for example, they might talk about symbolic representations in visual texts (such as facial expressions, body language or clothing), the meanings these have for them and how they arrived at these meanings. Through discussion and reflection, students become

increasingly aware that visual texts are constructed by people to represent real and imaginary experiences.

Positive attitudes towards reading and an understanding of the relationship between meaning and print are encouraged. Learning activities should provide opportunities for students to use books for a range of different purposes and to develop their understanding of written language. There is a balance between learning to read and reading to learn. Teachers read a wide range of texts to students to develop an understanding of story, conventions of print, imagination and critical literacy skills. Students are also involved in the shared reading of texts with teachers and other children. Many opportunities are also provided for students to read individually from a wide range of different text types for different purposes.

Students are taught strategies such as use of picture and context cues to make meaning, rereading to reestablish meaning, visualising or 'making a mental picture' and sounding out unknown words. Over time, students are encouraged to take responsibility for their use of strategies and to use them independently.

Children respond to texts in many different ways. These provide the means through which students can demonstrate understanding and interpretation of texts.

### **Writing**

Students learn how to produce their own written texts initially by experimenting with print and composing simple texts and spellings that are meaningful to them. They are encouraged to try a variety of spelling strategies. Teachers foster students' writing development through providing daily opportunities for them to write for a range of authentic purposes in different learning areas.



Teachers model the writing process by composing texts with students; supporting students' writing development through the joint construction of texts; and encouraging them to notice how the conventions of written language, including generic conventions, are used in written texts.

Students gain insights into features of different writing forms and the processes involved in writing, such as planning and revision. As students' writing competence develops, they progress toward producing more complex texts for a range of different purposes. Students develop increased control over the different elements of writing, such as content, organisation, word usage and language conventions.

### **Understanding Language**

The basis for students' critical understanding of language is established in a number of ways. Students develop an understanding of texts as representations, rather than reflections of experience, by comparing texts they listen to, view and read with their own experiences. Their development as reflective listeners, viewers and readers is encouraged through opportunities to identify, discuss, reflect on and challenge texts.

They identify the values and ways of thinking in texts and compare these with those they have learnt from their families, school and other institutions: for example, they might discuss the lifestyle of a family in a television program or a book, identifying the view of family life produced by the text and comparing this with their own experience.

Their development as reflexive listeners, viewers and readers is encouraged by providing them with opportunities to identify, discuss and reflect on the way texts are produced and the conventions they use to make meaning from oral, visual and

written texts. As a way of developing their awareness of the diversity of responses which a text can encourage, students compare their responses with the responses of others. They are encouraged to appreciate the diversity of language by comparing their language experiences, practices and conventions with those of other students.

## **MIDDLE CHILDHOOD** (typically years 3 to 7)

In the middle childhood years children begin to understand and appreciate different points of view. In exploring their world they consider values, languages and social practices. They accept increasing responsibility for reflecting on their learning. As in early childhood, language activities during this phase are often integrated with and form a part of activities which contribute to students' achievements of outcomes in other learning areas.

### **Speaking**

As well as continuing participation in informal oral activities, students experience oral activities which require increased personal initiative, such as small-group discussions, formal reporting and improvised oral and dramatic productions. They should be given the opportunity to develop greater confidence in more formal oral presentations through the delivery of introductions, votes of thanks, brief speeches, choral productions and plays, and through participation in assemblies. Greater emphasis is placed on the value of establishing a purpose, thinking about the audience, planning and rehearsing oral presentations.

Experimentation with language continues through the production of longer and more complex imaginative and informational texts.

Students are given opportunities to use oral language for argumentative and persuasive purposes, to reflect on their values, to express opinions, to draw conclusions, to evaluate and to make judgements, and to use appropriate specialist vocabulary in different situations. They are also encouraged to use oral language as a means of learning: to develop, explore, shape and refine understandings.

### **Listening, Viewing and Reading**

Students are helped to become more independent listeners, viewers and readers. They are introduced to a wider range of written texts and provided with opportunities to develop their individual tastes. There is an emphasis on the development of strategies for making meaning from more complex texts and those with content further removed from their immediate experience. In students' reading, there is an increased movement from learning to read to reading to learn.

Teachers extend students' abilities to use their knowledge of textual and generic conventions when dealing with new and different types of text, choose texts appropriately for different purposes and apply different reading strategies for different texts and different purposes. Activities are planned that further develop students' familiarity with the conventions of informational texts, such as tables of contents and indexes, and require them to use these conventions to help them collect information relevant to specific purposes.

The library is an increasingly important resource for students. They use and explore the possibilities of a variety of forms of information and communications technology, reflecting on the different language strategies required by each.

Students are encouraged to respond to their listening, viewing and reading in more extended and considered ways. They are taught how to explain and justify their responses to texts in more formal ways, both orally and in writing.

### **Writing**

Students' awareness of the purpose of different text forms is developed further and they are given opportunities to experiment with and gain control of the features of a wider range of different text types. Experimentation with written language continues through the production of more complex imaginative and informational texts.

Continued emphasis is placed on the importance of establishing a purpose, thinking about audience, drafting, editing and proof-reading written work. Students' command of expository language is extended through research and reporting activities for a range of different purposes and audiences. As with oral language, students are given opportunities to use written language for argumentative and persuasive purposes, to reflect on their values, to express opinions, to draw conclusions, to evaluate and to make judgements and to use appropriate specialist vocabulary in different situations and as a means of learning.

### **Understanding Language**

Students' critical literacy skills are further developed by encouraging them to reflect on, discuss and write about their use of language. Their awareness that the production of language involves the making of decisions and choices is extended and they are given opportunities to talk about the purposes and choices involved in the oral and written texts they produce.



They learn that the texts they listen to, view and read are partly the result of the purposes and choices made by other people and develop a greater awareness of the importance of target audience in the construction of texts. Students' understanding of the influence of cultural conventions on the ways texts are produced and interpreted is extended and they learn that many texts share certain features because they draw on ways of thinking that are commonly held within societies.

Students are given opportunities to examine the ways texts are constructed and participate in activities that allow them to reflect on the factors that might have influenced that process. They are encouraged to consider the possible effects on their response to a text produced in alternative ways.

Students are helped to examine the way in which different social groups are represented or stereotyped in texts and reflect on the ways of thinking about people produced by these representations.

### EARLY ADOLESCENCE (typically years 7 to 10)

Students in this phase vary considerably in their development and in their language abilities. They also show an increasing awareness of their individual strengths, talents and interests. While students are often interested in pursuing increasing independence and individuality, the influence of the peer group and its values is also important. Students may be wary of being singled out from a group but still desire recognition as individuals in their own right.

Students often enjoy experimenting with and testing the boundaries of the social and language conventions of the adult world. At the same time, they often show a desire

and willingness to enter into this world more fully, as equal members. Thus, an apparent interest in non-conformity and rule-breaking may be accompanied, paradoxically, by a desire for conformity and an appreciation of clear guidance.

Teaching programs take account of these factors by providing students with the opportunity to explore and build on specific areas of interest, while still achieving the outcomes deemed appropriate for all students.

At times, students are given the opportunity to exercise independence and initiative, or to participate in activities which allow them to work with their peers as a self-managing team. Other learning activities offer the security of clear guidelines and allow students to show their individual capacities.

#### Speaking

Oral activities, such as role playing, small-group discussion and extended group tasks continue to play an important role. Students participate in more demanding group work, which requires them to work and negotiate with others to accomplish tasks and achieve goals.

Group oral work involves students in the construction of more complex texts, which require considerable planning, rehearsal and testing, such as drama and videotape and audiotape productions. Students experiment with taking on different roles, personas and voices in their oral work.

Oral language skills are further developed through an introduction to the conventions of, and involvement in, more formal and extended oral presentations, such as debates, speeches and seminar presentations. Students learn to consider in more detail the different requirements of oral and written presentations and the importance of shaping oral language for different purposes and audiences.

### **Listening, Viewing and Reading**

Students are encouraged to listen, view and read widely and to develop a sense of themselves as independent listeners, viewers and readers with particular tastes, interests and strengths, and to share their experiences of texts with other students. They are introduced to a wide range of texts, including those specifically targeted at teenagers and those intended for adults.

Students are encouraged to read actively. They are given opportunities to reflect on the experiences represented in texts and to consider how these experiences compare with, relate to or shed light on their own experiences. They learn to explain their understandings of and responses to texts in more detail, in both informal, private forms of expression and more formal public forms.

Students undertake activities intended to develop their awareness that all texts which they encounter have been constructed in particular ways. They learn to discuss the construction of meaning in texts, using appropriate terminology, and to examine some elements of construction in more detail. They learn to reflect on the way in which aspects of construction can affect their responses to and understanding of a text.

There is continued work related to accessing, collecting and evaluating information, using a range of strategies and a range of sources. Emphasis is placed on evaluating the reliability of information, assessing its relevance to particular tasks and reworking its presentation for different purposes and audiences.

### **Writing**

Students are provided with opportunities to develop increased control of a variety of forms of writing, and to manipulate these for different purposes, audiences and contexts. They learn how to produce texts for a wider range of purposes and audiences. Students try out and experiment with different genres

and styles, as a way of broadening their understanding of the forms and processes of writing.

There is a strong focus on the processes and strategies (such as brainstorming, conferencing, planning, drafting, redrafting and rehearsing) required to develop ideas and bring work to a stage at which it is suitable for presentation to its intended audience. Particular attention is given to ensuring that students are able to produce written and oral work that shows a clear command of the conventions of spelling, punctuation and grammatical construction associated with Standard Australian English. Students make extensive use of writing in the expressive and reflective modes.

### **Understanding Language**

Students learn how to critically analyse and evaluate texts, their construction and their values in more detail. They examine the way in which texts may be constructed to appeal to particular audiences or to encourage particular responses from audiences.

Students' understanding of the relationship between language and culture is extended. They examine how particular texts or uses of language may reflect or reinforce particular values and ways of thinking.

They begin to examine in more detail the ways in which different reading practices may produce different meanings from texts and to consider the ways in which context and values may influence an audience's reading of a text.

As a way of developing their understanding of language students continue to reflect on, discuss and write about their own use of language and to talk about the purposes and choices involved in the oral and written texts they produce.



## LATE ADOLESCENCE/ YOUNG ADULTHOOD (typically years 10 to 12)

Students' learning in the post-compulsory years is influenced by their status as young adults. Students choose courses appropriate to their interests, abilities and/or desired post-school destinations. They can continue to undertake a general English course and/or undertake specialist studies within English, such as the study of literature or the mass media. All courses provide students with the opportunity to extend their language skills and to attain the level of language competence needed to operate successfully as autonomous members of society. While still addressing all outcomes, students' study programs may give greater emphasis to some outcomes rather than others, depending on the courses they take.

Particular attention is given to developing students' abilities to use the language modes characteristic of the world of work, post-school education and the adult world in general.

### Speaking

Small and large-group discussion continue to play an important role as a means of learning and as a way of developing speaking skills. Group work becomes increasingly complex and demanding, requiring students to work as self-managing teams and to show independent ability to control the conventions of group discussion.

Students' experience of and familiarity with more formal and extended oral presentations such as debates, speeches and seminar presentations is extended. They learn to consider in more detail the different requirements of oral and written presentations and the importance of shaping oral language for different purposes and audiences. They learn to identify and take into account differing perspectives on issues

and to present reasoned, convincing, well-organised and engaging presentations.

### Listening, Viewing and Reading

Students are given opportunities to listen to, read and view more complex texts, including those targeted at an adult audience. Students learn to study texts more closely and in greater depth, and to read texts on a number of different levels. Emphasis is placed on understanding conceptual frameworks, methodologies and reading practices rather than acquiring knowledge of specific texts.

Students are introduced to more complex textual practices, such as irony, parody or satire in news reports, newspaper cartoons, current affairs, television comedy, film, speeches or prose fiction. They study texts which make use of less-familiar techniques, such as multiple narrators or points of view, unresolved narratives or the blending of different genres.

Their ability to identify and discuss the construction of texts is extended. They learn to produce and support extended interpretations of texts, using conventions associated with such interpretations, including quotation and sourcing. They learn how to adopt varied reading practices, such as identifying preferred readings, reading resistantly and reading for representation.

Students consider the ways in which texts use similar and/or dissimilar conventions, the reasons for these similarities and differences, and the effects of these on their interpretations and responses. They examine the effect of medium and genre on texts such as newspapers, magazines, television programs, films, poetry, drama and prose fiction. They study in more detail the influence of social factors such as age, gender, class, race, ethnicity and historical context on both the production of texts and

audiences' responses to them. They learn to reflect in more detail on their own contexts and values and how these affect their responses to texts.

Students learn to critically analyse information in terms of its relevance and reliability, identifying evidence of such factors as selectivity, emphasis, distortion, bias and vested interest. Students are required to show a high level of independence and initiative in locating and accessing information relevant to a wide variety of tasks.

### Writing

Students are encouraged to see themselves as independent authors of written language who can select, manipulate and shape language to achieve different effects and to engage particular audiences. Students' understanding of the influence of form, purpose and audience on writing is extended. They are taught to produce a range of more sophisticated texts, shaping these in ways which conform to expected conventions but which also reflect evidence of originality and their authorship. Students make extensive use of writing in the expressive and reflective modes.

As with their speaking, students learn to develop more complex, extended and strongly supported arguments, opinions and responses. They learn to identify and take into account differing perspectives on issues, and to present reasoned, convincing, well-organised and engaging texts.

There is a strong focus on the processes and strategies required to develop ideas and bring work to a stage where it is suitable for presentation to its intended audience. Particular attention is given to ensuring that students are able to produce written work that shows a clear command of the conventions of Standard Australian English.

They use writing to express and reflect on experiences and responses to texts, both as a way of helping their learning in other areas and as a way of further developing their command of written language.

### Understanding Language

Students are encouraged to draw on their developing social and political awareness to build a more sophisticated understanding of the role of context and ideology in language. They are encouraged to view texts and language as participants in the ongoing development of and debate about ways of thinking about the world. They study the ways in which texts can reflect, reinforce and/or challenge values and world-views.

Students examine the role of historical and social context in the production and reception of texts. They study the ways in which texts draw on, reproduce, modify or challenge conventions used in other texts and consider the implications for their understanding and appreciation of texts. They also consider the broader social implications, analysing the ways that texts both reflect and construct ways of thinking about the world. They come to understand that texts may reflect dominant or subordinate ways of thinking, and may reproduce, modify, challenge or subvert particular values and world views.

Their critical understanding of language is developed further through the study of the ways in which texts can position audiences to respond in particular ways. They identify in more detail the values, attitudes, beliefs and ways of thinking reflected in texts, and the ethical and political implications. They learn that different reading practices may produce different meanings from texts and that reading practices can reflect particular attitudes, values and beliefs.



# Learning, Teaching & Assessment

*This section describes the learning, teaching and assessment strategies that will be most effective in helping students to achieve the outcomes of English. These strategies can be used to inform whole-school planning and individual classroom practice. This section builds upon the Learning, Teaching and Assessment principles in the Overarching Statement and provides examples from the English learning area context.*

## LEARNING AND TEACHING

The outcomes of English are most likely to be achieved in an environment in which students feel accepted, supported, challenged and motivated. A number of important principles characterise successful English programs.

### ■ **Opportunity to learn**

**Learning experiences should enable students to engage with, observe and practise the actual ideas, processes, products, skills and values which are expected of them.**

Students should experience a language-rich environment, one that celebrates language, makes students aware of its potential and provides examples from which students can learn. Teachers, students and other members of the school community work together to provide such an environment. Posters, poems, pictures, stories, instructions, signs and other material that enrich the language environment are displayed. Students' work is also displayed so that they can learn from the work of others.

Language is learnt partly through witnessing its use by others. Modelling of language is therefore a powerful teaching tool in the English program. Students are provided with models of tasks and activities and of the types of text they are to produce. In all phases of schooling teachers should model the listening, viewing, reading, speaking and writing practices they expect students to use. Teachers model the values they wish students to adopt: for example, they display a love of reading; constantly seek to improve their own speaking and writing skills; critically reflect on their use of language; and accept and value diversity and difference in language. Teachers also explain and model the language processes and strategies they use themselves. Students are encouraged to share their understandings of language processes and learn from one another.

In English it is often necessary to teach specific language skills and understandings in a meaningful context. This might involve teachers in explaining language conventions or providing students with the information or strategies needed to approach activities or texts.



Students develop their language skills through the experience of working with language for real purposes and real audiences. They should be given frequent opportunities to engage in tasks which reflect the desired outcomes in an authentic manner: for example, they need opportunities to develop topics and plans rather than conforming to those provided for them; speak or write for specific audiences who will actually hear or read their work, and reflect on texts they have chosen to view or read, not only texts chosen for them.

### ■ **Connection and challenge**

**Learning experiences should connect with students' existing knowledge, skills and values while extending and challenging their current ways of thinking and acting.**

Learning experiences should be appropriate to students' stage of language development and should encourage and enable students to use their existing language understandings and skills to build new understandings and skills. This might involve, for example, helping a student to use the spelling of one word to work out how to spell another similar-sounding word or encouraging a student to use knowledge of a particular text to read another text from the same genre. An important part of establishing connections in English is through the integration of language modes. Teachers plan and structure activities that integrate speaking, listening, viewing, reading and writing. This will allow students to build on their competence and knowledge in one area as a basis for extending their skills in another.

Progress in language development depends on students being challenged to move beyond their existing stage of development. Examples of appropriate challenges include those in which students use language to work together on a problem, speak in an unfamiliar context, write in a new generic form, develop control of a new punctuation convention or comprehend a text that uses conventions different from those with which they are familiar.

Challenge in English often arises through the use of creativity and imagination. Students engage their imagination through learning experiences such as play, story and drama. They are encouraged to think laterally; to consider things from a number of different points of view; to use their imagination to engage in the realms of possibility, fantasy and speculation; and to experiment with, explore and evaluate the effectiveness of solutions to problems.

### ■ **Action and reflection**

**Learning experiences should be meaningful and encourage both action and reflection on the part of the learner.**

Students should be encouraged to see language development as an active process on their part, involving a conscious intention to make sense of new concepts, processes or texts and to improve their language competence. They need to be involved in defining and setting goals, choosing texts, planning activities which will extend their capacities, negotiating timeframes and monitoring their progress.



Students are given many opportunities to use language actively for authentic purposes. They are constantly involved in listening, viewing, reading, speaking and writing texts which are meaningful to, and often chosen by, them.

Opportunities to use language are accompanied by opportunities to reflect on the use of language and to set goals. Students are encouraged to make connections between the different text types they study, compare texts, and learn how their understanding of one type of text can enhance their understanding of another. They review their language development and their developing abilities to work with different types of text.

### ■ **Motivation and purpose**

**Learning experiences should be motivating and their purpose clear to the student.**

Learning experiences can be motivating and purposeful if they have an immediate practical goal, such as finding out the ending to a story, receiving a reply to a letter, entertaining one's peers with a story, using a poster to encourage people to attend a play, or giving a speech to convince an audience of a course of action. They can also be motivating and purposeful if they contribute to a longer term learning goal held by the student such as practising letter formation to improve handwriting, participating in a debate as way of building confidence and improving speaking skills, reading a challenging book as a way of extending one's reading experience, or creating a document on a computer as a way of improving word processing skills. Students also find motivation and purpose in activities which provide provide enjoyment and challenge: reading a story for entertainment, writing a poem to express feelings or finding out how a film was made.

Learning activities are designed to coincide with each student's existing interests, motivations and purposes. English activities are made purposeful by providing students with authentic purposes and audiences for their work which reflect the way language is used in the world beyond the school.

Students should be clear about the purpose of activities and why they are engaging in them: for example, they should know whether they are undertaking a writing activity for self-expression or to communicate with a specific audience. The purpose of reading a text is for enjoyment or to expand their range of generic experience and their involvement in a play is designed to improve their confidence, entertain an audience or both.

### ■ **Inclusivity and difference**

**Learning experiences should respect and accommodate differences between learners.**

Planning in English needs to ensure that the range of language, texts and activities students experience takes into account the background, values, experiences and capacities of all students. Texts reflect the diversity of Australia's population; the experiences, achievements and contributions of Aboriginal people and people from other ethnic and cultural backgrounds; the interests and values of both males and females; and a range of views and perspectives on different topics.



Social and individual differences and special needs are catered for so that students are able to achieve outcomes in different ways: for example, individualised reading and viewing programs should be used to cater for individual interests, rather than always requiring students to read the same texts; and students should be given opportunities to write and speak on topics of individual interest.

Students with disabilities or learning difficulties are provided with alternative avenues of achieving the outcomes of the English program: for example, students with hearing and speaking disabilities could use Auslan to achieve listening and speaking outcomes.

### ■ ***Independence and collaboration***

**Learning experiences should encourage students to learn both independently and from and with others.**

Students develop their language skills by interacting in a range of situations. They participate in a range of learning and language contexts, including individual, small-group and whole-class activities. This balance is especially important for students' listening and speaking skills.

Students are given opportunities to work cooperatively and collaboratively with others on common tasks or group projects, such as group publications, drama or oral performances. Opportunities for peer conferencing, tutoring and peer assessment are provided.

Students are encouraged to reflect on their participation in individual, small-group and whole-class activities, evaluating their own and fellow students' contributions, understandings and progress.

### ■ ***Supportive environment***

**The school and classroom setting should be psychologically and physically safe and conducive to effective learning.**

Students need to be encouraged to experiment with and take risks with language without fear of making mistakes. Guesses and approximations are valued as part of the learning process leading to more accurate use of conventions. This might involve, for example, valuing young students' early scribbles as a precursor to more accurately formed handwriting; encouraging students to guess the meaning of an unfamiliar word when reading; accepting students' first attempts to spell a relatively complex word; or appreciating students' attempts to explore the boundaries of a genre in their writing. Students learn to distinguish between when it is considered acceptable to take risks and experiment with language and when it is not.



## ASSESSMENT

Assessment in English has a number of purposes. These include providing information to:

- students, about their progress and achievements in learning;
- teachers, to assist planning of teaching programs to improve student learning;
- parents and guardians, about their children's progress and achievements;
- schools and systems, about teaching strategies, resource allocations and curriculum; and
- other educational institutions, employers and the community, about the achievements of students in general or of particular students.

Whatever its purpose, assessment is seen as an integral part of the learning and teaching program rather than a separate process.

### ■ Valid

**Assessment should provide valid information on the actual ideas, processes, products and values which are expected of students.**

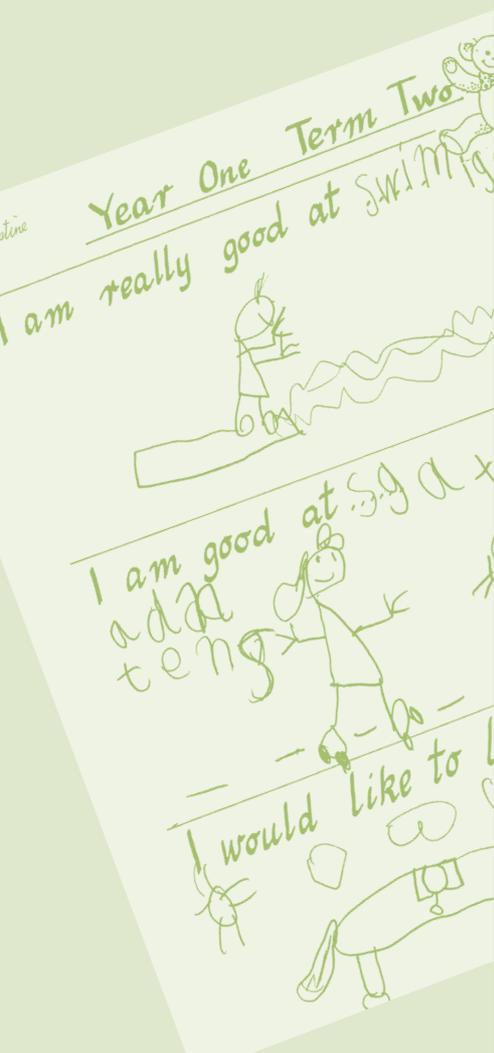
Judgements about students' achievement of the outcomes of English is based on information which encompasses the outcomes in their most complete sense and represents the way in which the outcome will be used in the future. In English, therefore, judgements about students' achievement of outcomes is based on their engagement with and production of meaningful texts. For example, judgements about writing are based on students' composition of meaningful written work, rather than the production of a series of unconnected words or sentences. Similarly, judgements about reading need to be based on students' engagement with a range of meaningful texts, rather than the completion of artificial comprehension exercises.

### ■ Educative

**Assessment should make a positive contribution to student learning.**

While diagnostic and summative tests may sometimes be used in English, assessment should, as far as possible, also be used formatively, providing information to teachers, parents and students on both strengths and weaknesses, so that future directions in teaching and learning can be planned: for example, assessment that identifies areas of weakness in reading might be used by a teacher to provide more appropriate texts, by parents to encourage a particular reading behaviour, and by a student to practise particular reading strategies.

Students are encouraged to monitor and reflect on their own progress. This fosters their development as self-directed learners.



It can also provide valuable information to teachers and parents on problems and difficulties. Specific opportunities are provided to encourage self-assessment. Self-questionnaires, reflective writing and interviews can be used to encourage self-assessment.

### ■ **Explicit**

**Assessment criteria should be explicit so that the basis for judgements is clear and public.**

Judgements about students' achievement should be based on clear and explicit criteria. Students have the right to know the criteria against which they are being assessed: for example, in a comprehension exercise teachers make clear whether both the conventions of writing and comprehension are to be assessed. This is both a matter of fairness and a powerful means of enhancing students' learning. Explicit criteria allow students to participate more actively in their learning, to understand the objectives of teaching and learning, and to have a clearer vision of the direction of their learning program.

### ■ **Fair**

**Assessment should be demonstrably fair to all students and not discriminate on grounds that are irrelevant to the achievement of the outcome.**

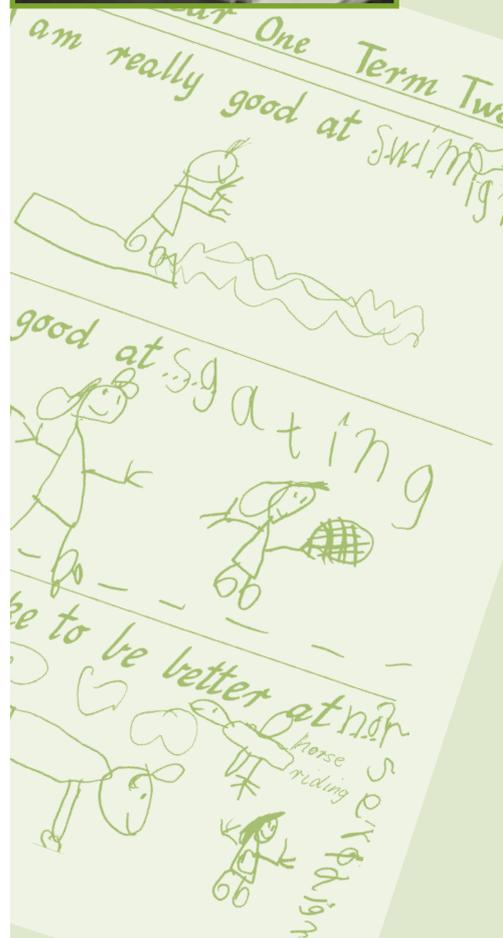
Social and individual differences and special needs are recognised in English so that students can demonstrate their achievements in different ways. A variety of ways of assessing achievement need to be used to ensure that no student is disadvantaged because of gender, ethnicity, race, socioeconomic background, disability or geographic location: for example, students with a physical disability might be provided with alternative technology to demonstrate achievement of a writing outcome.

### ■ **Comprehensive**

**Judgements on student progress should be based on multiple kinds and sources of evidence.**

Judgements about a student's progress should be based on a range of evidence collected in a variety of contexts and forms. Assessment in English might draw on such instruments as anecdotal records based on observations, portfolios, self-assessment tasks, checklists, teacher-made tests, standardised tests, audiotapes, videotapes and interviews.

This is particularly important in outcomes such as listening, viewing and reading. A comprehensive approach to assessment means that students are able to demonstrate their achievement of outcomes in a variety of modes.



# Links Across the Curriculum

*Links between learning areas are fundamental to an outcomes-focused approach to education. Students are more likely to achieve desired outcomes when they see connections between their various learning experiences and can build on their experiences across learning areas. Making connections across learning areas helps students to appreciate the interconnected nature of human learning and knowledge. In this section, connections are made between the outcomes in the English Learning Area Statement and those in the Overarching Statement and with the knowledge, skills and values in the other Learning Area Statements.*

## LINKS TO THE OUTCOMES IN THE OVERARCHING STATEMENT

Language is integral to students' learning in all areas of the curriculum represented by the Overarching outcomes. There is a close link between students' understanding and control of the different functions of language and their own personal, social, intellectual and imaginative development. The ways in which students view the world is shaped by their language development in a variety of different contexts. Language is the primary means by which students collect and communicate ideas, information and meaning; it is essential for reasoning and reflection and for clarifying and expressing thought in all areas of the curriculum.

To illustrate these connections further, the Overarching outcomes are listed in order and under each outcome there is a paragraph which shows how the achievement of the English Learning Area Statement outcomes contributes to the achievement of Overarching major outcomes. The relevant English Learning Area Statement outcomes are indicated in the brackets at the end of the paragraph. Because it is generally recognised that underpinning all the Overarching outcomes is the notion that language is the means by which individuals understand their world and demonstrate this understanding, discussion in the paragraphs has been kept to a minimum to avoid repetition.

**1**  
*Students use language to understand, develop and communicate ideas and information, and interact with others.*

■ The English learning area has a special role in developing students literacy because it focuses on knowledge about language and how it works. All of the English outcomes contribute to the achievement of this outcome. (Outcomes: direct 1, 2, 3, 4, 5, 6, 7, 8, 9)

■ Students work towards this outcome through learning activities which involve the collection, comprehension and presentation of information or ideas presented in numerical, graphic or visual form. (Outcomes: indirect 4, 7, 8 and 9)

■ In English students study a wide range of texts which provide them with the opportunity to analyse and interpret information. They develop the language skills which enable them to comprehend and present information and the critical understanding of language needed to evaluate it.

(Outcomes: direct 4; indirect 1, 2, 3, 5, 6, 7, 8, 9)

■ In English, students select, use and adapt technologies, and consider the implications of different technologies, when speaking, reading and viewing and when presenting ideas and information in written and oral form.

(Outcomes: indirect 4, 5, 6, 7, 8, 9)

■ English gives students the language skills to recognise, appreciate and use patterns, structures and language conventions with understanding and critical awareness.

(Outcomes: indirect 1, 2, 3, 4, 5, 6, 7, 8, 9)

■ In English students use a variety of processes and strategies when listening, viewing, reading, speaking and writing to reflect or experiment with the use of the language modes. English contributes to this outcome by developing students' abilities to be reflective and experimental in their use of language.

(Outcomes: direct 4, 5, 6, 7, 8, 9; indirect 2)

■ English develops the abilities to listen, view and read. These are the critical abilities on which understanding, appreciation and development of knowledge and skills depend. English also provides students with the oral and written communication skills to participate in decision making.

(Outcomes: indirect 5, 6, 7, 8, 9).

■ The study of English provides students with the understandings of language and language skills necessary to understand their social, cultural and historical contexts and the language skills needed to participate actively in life in Australia.

(Outcomes: direct 1, 2; indirect 3, 4, 5, 6, 7, 8, 9).

**2**

*Students select, integrate and apply numerical and spatial concepts and techniques.*

**3**

*Students recognise when and what information is needed, locate and obtain it from a range of sources and evaluate, use and share it with others.*

**4**

*Students select, use and adapt technologies.*

**5**

*Students describe and reason about patterns, structures and relationships in order to understand, interpret, justify and make predictions.*

**6**

*Students visualise consequences, think laterally, recognise opportunity and potential and are prepared to test options.*

**7**

*Students understand and appreciate the physical, biological and technological world and have the knowledge and skills to make decisions in relation to it.*

**8**

*Students understand their cultural geographic and historical contexts and have the knowledge, skills and values for active participation active in life in Australia.*

9

*Students interact with people and cultures other than their own and are equipped to contribute to the global community.*

■ English provides students with the communication skills and understandings of language needed to achieve this outcome. Texts are used for learning about language and culture. The use of English is involved with values and beliefs and ways of thinking about ourselves and the world we inhabit.

(Outcomes: direct 1, 2; indirect 3, 4, 5, 6, 7, 8, 9)

10

*Students participate in creative activity of their own and understand and engage with the artistic, cultural and intellectual work of others.*

■ Students understand the importance of considering the artistic, cultural and intellectual work of others when they experience and study a wide range of texts. English provides students with the skills to be able to engage in creative uses of language. (Outcomes: direct 5, 6, 7, 8, 9; indirect 1, 2)

11

*Students value and implement practices that promote personal growth and well being.*

■ English provides students with the language skills needed to access and evaluate information and ideas about personal health, well-being and family and social relationships. It enables students to critically analyse messages related to idealised images of the self. (Outcomes: direct 2; indirect 5, 6, 7, 8, 9)

12

*Students are self-motivated and confident in their approach to learning and are able to work individually and collaboratively.*

■ In English students participate in a range of learning and language contexts, including individual, small group and whole class activities. They reflect on their participation, evaluating their own and fellow students' contributions, understandings and progress. (Outcomes 1, 2, 3, 4, 5, 6, 7, 8, 9)

13

*Students recognise that everyone has the right to feel valued and be safe, and, in this regard, understand their rights and obligations and behave responsibly.*

■ As students learn about language and how to use it effectively they recognise and respect peoples' backgrounds, values, experiences and capacities. English addresses this outcome through its Principles of Learning, Teaching and Assessment. (Outcomes 1, 2, 3, 4, 5, 6, 7, 8, 9)

## LINKS WITH OTHER LEARNING AREAS

In many ways, the English learning area provides the foundation for learning in other areas of the curriculum. By learning about language and learning to use language more effectively, students can apply their knowledge and skills to the specialised demands of other learning areas. While students learn the particular language demands of the other areas within those areas, this teaching builds on and extends the knowledge developed from the study of language in general.

On many occasions, the outcomes in the English Learning Area Statement will be approached through content or texts from other learning areas. For example, teachers might use a 'Big Book' to introduce mathematical concepts, a science report to illustrate principles of report writing, a health topic as the basis for discussion or debate, or a history text to examine the use of stereotypes.

Students will often take part in activities that simultaneously engage them in the English and other learning areas. Examples include learning to read specialist texts, writing reports, group discussions on specialist topics, and the keeping of a mathematics journal.

■ The Arts provide avenues for students to communicate their creative skills and critical appreciation of language and culture. Links are made with The Arts learning area when, for example, students; critically appreciate the use of illustrations in a text, or the construction of a poster or film, produce written and oral critiques of arts works, talk and write about their arts experiences using the specialised vocabulary of the arts forms; and improvise, act, interpret texts, write scripts and direct plays.

■ Health and Physical Education focuses on the physical, mental, emotional, spiritual and social development of the individual. Links are made with the Health and Physical Education learning area when, for example, students practise and use verbal and non-verbal messages to communicate their understandings of health and physical activity concepts; view the media critically to analyse the messages and information conveyed; discuss issues related to healthy environments; and use assertive communication and negotiation skills when making decisions related to relationships and lifestyles.

■ In the Languages other than English learning area students learn to communicate effectively using the target language. Links to this learning area are made when, for example, students combine the skills of listening and speaking in order to exchange information and respond to the speech of others; discuss and comprehend the cultural constructs presented in texts; and use a range of reading strategies and reading practices to read in the target language.

## The Arts

## Health & Physical Education

## Languages other than English

## Mathematics

■ Mathematics develops students' abilities to identify, analyse and represent patterns and relationships in the world around them. Links are made with the Mathematics learning area when, for example, students: learn to read, write and speak mathematics in a variety of contexts and forms; interpret prose containing mathematical notation or ideas; confirm and reject their own ideas about mathematics and prepare arguments to convince others; clarify and refine questions and plan surveys; and write concise but meaningful summaries using statistics.

## Science

■ Science helps students to become critical thinkers who investigate, understand and describe evidence to construct conclusions. Links are made to the Science learning area when, for example, students: review background information prior to planning an investigation; discuss ideas and clarify purposes; construct explanations and solutions for scientific problems; identify issues and convert them into questions that the practice of science can seek to answer; and communicate findings using the language specific to science.

## Society and Environment

■ The Society and Environment learning area encourages students to actively explore, make sense of and contribute to improving the world around them. Links are made to this learning area when, for example, students: use the skills of critical inquiry and ethical decision making in order to become better-informed, active citizens; plan investigations by posing simple questions or formulating more complex hypotheses in relation to current issues; use summarising and note-making skills to collect, organise and evaluate information; analyse information by judging its credibility and relevance; and communicate their findings as an official report, a press release, a journal article or a speech, according to purpose and audience.

## Technology and Enterprise

■ In the Technology and Enterprise learning area students apply knowledge, skills, experience and resources in the development of solutions to problems. Links are made to this learning area when, for example, students: communicate and explore ideas and information related to the technology process; publish a review of a local production; discuss issues concerning the consequences of technological developments; investigate technologies, materials or systems by asking questions.