

The Australian Curriculum

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The Australian Curriculum Languages

Overview

Introduction

The **Australian Curriculum: Languages** is designed to enable all students to engage in learning a language in addition to English. The design of the Australian Curriculum: Languages recognises the features that languages share as well as the distinctiveness of specific languages.

There are aspects of the curriculum that pertain to all languages. The key concepts of language, culture and learning, as described in the **Shape of the Australian Curriculum: Languages**, underpin the learning area. They also provide the basis for a common rationale and set of aims for all languages.

The Australian Curriculum: Languages includes language-specific curricula for world languages and a **Framework for Aboriginal Languages and Torres Strait Islander Languages**.

Language specificity

The curriculum content and achievement standards are different for each specific language because of inherent differences in the languages themselves.

Each language has its own distinctive structure, systems, conventions for use, related culture(s), place in the Australian and international communities, as well as its own history in Australian education.

Diversity of language learners

Understanding who learners are, as language learners and as young people, is the starting point for developing their language learning. An increasingly varied range of students now study languages in Australian classrooms. The changing pattern of migration to Australia is extending the range of languages students bring with them to school. Education systems seek to provide for this diversity of language background and for the fact that languages classrooms include students with varying degrees of experience of and proficiency in the language being learnt, as well as their particular affiliations with additional languages.

Learners come to learning languages with diverse linguistic, cultural and personal profiles, bringing distinctive biographies which include individual histories; biographies; previous experiences of and relationships with the target language and particular motivations, expectations, and aspirations.

As unique, social and cultural beings, students interpret the world and make sense of their experiences through their own social and cultural traditions, understanding and values.

Learners of languages in Australia comprise three major groups:

- second language learners
- background language learners
- first language learners.

Second language learners are those who are introduced to learning the target language at school as an additional, new language. The first language used before they start school and/or the language they use at home is not the language being learnt.

Background language learners are those who may use the language at home, not necessarily exclusively, and have varying degrees of knowledge of and proficiency in the language being learnt. These learners have a base for literacy development in the language.

First language learners are users of the language being learnt who have undertaken at least primary schooling in the target language. They have had their primary socialisation as well as initial literacy development in that language and use the target language at home. For Aboriginal languages and Torres Strait Islander languages, first language learners are learners whose primary socialisation is in the language being learnt and who may or may not have yet developed initial literacy.

Within each of these groups, there are differences in proficiency in the language being learnt. It is acknowledged that the span of language experiences of background learners is particularly wide, and learners in this group are likely to have quite diverse affiliations with the target language. Nevertheless, for pragmatic reasons, it is not feasible to identify further groupings.

A framework is being developed for Aboriginal languages and Torres Strait Islander languages that caters for different learner pathways that also take into account the state of the particular language involved.

Rationale

Through learning languages, students acquire:

- communication skills in the language being learnt
- an intercultural capability, and an understanding of the role of language and culture in communication
- a capability for reflection on language use and language learning.

Language learning provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples, to reflect on their understanding of experience in various aspects of social life, and on their own participation and ways of being in the world.

Learning languages broadens students' horizons in relation to the personal, social, cultural and employment opportunities that an increasingly interconnected and interdependent world presents. The interdependence of countries and communities means people in all spheres of life are required to negotiate experiences and meanings across languages and cultures. Despite its status as a world language, a capability in English only is no longer sufficient. A bilingual or plurilingual capability is the norm in most parts of the world.

Learning languages:

- extends the capability to communicate and extends literacy repertoires
- strengthens understanding of the nature of language, of culture, and of the processes of communication
- develops intercultural capability
- develops understanding of and respect for diversity and difference, and an openness to different experiences and perspectives
- develops understanding of how culture shapes worldviews and extends learners' understanding of themselves, their own heritage, values, culture and identity
- strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.

Learning languages also contributes to strengthening the community's social, economic and international development capabilities. Language capabilities represent linguistic and cultural resources through which the community can engage socially, culturally and economically, in domains which include business, trade, science, law, education, tourism, diplomacy, international relations, health and communications.

Learning Aboriginal languages and Torres Strait Islander languages meets the needs and rights of young people to learn their own languages and recognises their significance in the language ecology of Australia. For Aboriginal and Torres Strait Islander students, learning their own languages is crucial to overall learning and achievements, to developing a sense of identity and recognition and understanding of language, culture, Country and Place. For all students, learning Aboriginal languages and Torres Strait Islander languages 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.

Aims

The Australian Curriculum: Languages aims to develop the knowledge, understanding and skills to ensure students:

- communicate in the target language
- understand language, culture, and learning and their relationship, and thereby develop an intercultural capability in communication
- understand themselves as communicators.

These three aims are interrelated and provide the basis for the two organising strands: Communicating and Understanding. The three aims are common to all languages.

Key ideas

Language and culture

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

In the languages learning area the focus is on both language and culture, as students learn to communicate meaningfully across linguistic and cultural systems, and different contexts. This process involves reflection and analysis, as students move between the new language being learnt and their own existing language(s). It is a reciprocal and dynamic process which develops language use within intercultural dimensions of learning experiences. It is not a 'one plus one' relationship between two languages and cultures, where each language and culture stay separate and self-contained. Comparison and referencing between (at least) two languages and cultures build understanding of how languages 'work', how they relate to each other and how language and culture shape and reflect experience; that is, the experience of language using and language learning. The experience of being in two worlds at once involves noticing, questioning and developing awareness of how language and culture shape identity.

Structure

Learner background and time-on-task are two major variables that influence language learning and they provide the basis for the structure of the Australian Curriculum: Languages. These variables are addressed through the specification of content and the description of achievement standards according to pathways and learning sequences respectively.

Pathways

In the Australian Curriculum: Languages, pathways for second language learners, background language learners and first language learners have been developed as appropriate to cater for the dominant group(s) of students learning each specific language within the current Australian context. For the majority of languages, one curriculum pathway has been developed for Years F–10, catering for the dominant cohort of learners for that language in the current Australian context. For Chinese, pathways have been developed for three learner groups: first language learners, background language learners and second language learners.

The Framework for Aboriginal languages and Torres Strait Islander Languages includes three learner pathways:

- first language learner pathway
- revival language learner pathway
- second language learner pathway.

Sequences of learning

The design of the Australian Curriculum: Languages takes account of different entry points into language learning across Foundation – Year 10, which reflects current practice in languages.

For the second language learner pathway and the background language learner pathway, there are two learning sequences:

- Foundation–Year 10 sequence
- Years 7–10 (Year 7 Entry) sequence.

For the first language learner pathway, there is one learning sequence:

- Years 7–10 (Year 7 Entry) sequence.

Content and achievement standards are described initially in a three-year band for Foundation–Year 2 followed by two-year bands of learning: Years 3–4; Years 5–6, Years 7–8 and Years 9–10.

The Framework for Aboriginal Languages and Torres Strait Islander Languages is written in the bands Foundation – Year 2, Years 3–6 and Years 7–10. In the absence of pedagogical evidence across the country for all these languages, the broader band distinctions provide maximum local flexibility in curriculum development.

Content structure

The content of the Australian Curriculum: Languages is organised through two interrelated strands which realise the three aims. The two strands are:

- **Communicating:** using language for communicative purposes in interpreting, creating and exchanging meaning
- **Understanding:** analysing language and culture as a resource for interpreting and creating meaning.

The strands reflect three important aspects of language learning:

- 1) communication
- 2) analysis of aspects of language and culture
- 3) reflection that involves
 - reflection on the experience of communicating
 - reflection on comparative dimensions of the languages available in students' repertoires (for example, the first language in relation to second language and self in relation to others).

Strands and sub-strands

A set of sub-strands has been identified within each strand, which reflects dimensions of language use and the related content to be taught and learned. The strands and sub-strands do not operate in isolation but are integrated in relation to language use for different purposes in different contexts. The relative contribution of each sub-strand differs for described languages, pathways and bands of learning. The sub-strands are further differentiated according to a set of 'threads' that support the internal organisation of content in each sub-strand. These 'threads' are designed to capture (1) range and variety in the scope of learning and (2) a means for expressing the progression of content across the learning sequences.

Diagram 1: Relationship between strands and sub-strands

The following table provides a brief description of each of the strands and sub-strands.

Strand	Sub-strand	Description
Communicating: <i>Using language for communicative purposes in interpreting, creating and exchanging meaning.</i>	1.1 Socialising	Interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action.
	1.2 Informing	Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; developing and applying knowledge.
	1.3 Creating	Engaging with imaginative experience by participating in, responding to and creating a range of texts, such as stories, songs, drama and music.
	1.4 Translating	Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others.
	1.5 Reflecting	Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity.
Understanding: <i>Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.</i>	2.1 Systems of language	Understanding language as a system, including sound, writing, grammatical and textual conventions.
	2.2 Language variation and change	Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place.
	2.3 The role of language and culture	Analysing and understanding the role of language and culture in the exchange of meaning.

Student diversity

ACARA is committed to the development of a high-quality curriculum that promotes excellence and equity in education for all Australian students.

All students are entitled to rigorous, relevant and engaging learning programs drawn from the Australian Curriculum: Languages. Teachers take account of the range of their students' current levels of learning, strengths, goals and interests and make adjustments where necessary. The three-dimensional design of the Australian Curriculum, comprising learning areas, general capabilities and cross-curriculum priorities, provides teachers with flexibility to cater for the diverse needs of students across Australia and to personalise their learning.

More detailed advice for schools and teachers on using the Australian Curriculum to meet diverse learning needs is available under Student Diversity on the Australian Curriculum website.

Students with disability

The ***Disability Discrimination Act 1992*** and the ***Disability Standards for Education 2005*** require education and training service providers to support the rights of students with disability to access the curriculum on the same basis as students without disability.

Many students with disability are able to achieve educational standards commensurate with their peers, as long as the necessary adjustments are made to the way in which they are taught and to the means through which they demonstrate their learning.

In some cases curriculum adjustments are necessary to provide equitable opportunities for students to access age-equivalent content in the Australian Curriculum: Languages. Teachers can draw from content at different levels along the Foundation to Year 10 sequence. Teachers can also use the extended general capabilities learning continua in Literacy, Numeracy and Personal and social capability to adjust the focus of learning according to individual student need.

English as an additional language or dialect

Languages play a crucial role in the educational experience of students and in the curriculum as a whole. Given the diversity of students in Australian education, it is important to recognise that a range of languages is used either as part of the formal curriculum or as part of learners' socialisation within and outside the school.

Learners bring their first language or languages as the one(s) they use for their initial socialisation in their family or community. For the majority, this is English. For many, it can be a range of different languages. Learners also encounter the language or languages of instruction at school. For most in Australia, this is English. For many students in Australia, the language of instruction is not the same as their first language. These students may learn through English as an additional language/dialect (EALD) programs.

In contemporary understandings of language acquisition, development and learning all the languages learners experience in their socialisation and education form part of learners' distinctive linguistic and cultural repertoires. These are variously developed by both the experience of schooling and broader social community experience. These repertoires are an integral part of learners' identities and what they bring to the learning of additional languages as part of the languages learning area within the school curriculum.

While the curriculum for languages primarily addresses the learning of languages, this learning cannot be separated from the development of learners' more general communicative repertoires. It is through such a relational and holistic approach to languages education that learners develop their capabilities in knowing and using multiple languages. Learners extend their communicative and conceptual development, learning and identity formation.

In various kinds of bilingual programs, students are afforded an opportunity to learn through the medium of English and another language (learners' first or additional language). These programs are of particular value in ensuring learners continue to develop at least two languages that are of value to them. They are of value to both their conceptual development and learning and to their identity formation.

Aboriginal and Torres Strait Islander communities recognise the importance of literacy to their children. They support literacy education programs that are founded on establishing literacy in their children's first language. These are the Aboriginal and Torres Strait Islander languages their communities use. Literacy in English is regarded as concomitant on first establishing students' literacy in their first language. Although most bilingual programs in Aboriginal and Torres Strait Islander languages are designed to help students' transition into learning in English, their fundamental value is in the development of bilingual literacy. Strengthening the bilingual literacy of Aboriginal and Torres Strait Islander students can significantly contribute to improving their overall academic achievement and success.

A national ***English as an Additional Language or Dialect: Teacher Resource*** has been developed to support teachers in making the Australian Curriculum: Foundation – Year 10 in each learning area accessible to EALD students.

Gifted and talented students

Teachers can use the Australian Curriculum: Languages flexibly to meet the individual learning needs of gifted and talented students.

Teachers can enrich learning by providing students with opportunities to work with learning area content in more depth or breadth; emphasising specific aspects of the general capabilities learning continua (for example, the higher order cognitive skills of the Critical and creative thinking capability); and/or focusing on cross-curriculum priorities. Teachers can also accelerate student learning by drawing on content from later levels in the Australian Curriculum: Languages and/or from local state and territory teaching and learning materials.

General capabilities

In the Australian Curriculum, general capabilities encompass knowledge, skills, behaviours, and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will enable students to live and work successfully in the 21st century.

There are seven general capabilities:

- literacy
- numeracy
- information and communication technology (ICT) capability
- critical and creative thinking
- personal and social capability
- ethical understanding
- intercultural understanding.

In the Australian Curriculum: Languages, general capabilities are identified wherever they are developed or applied in content descriptions.

They are also identified where they offer opportunities to add depth and richness to student learning through content elaborations. Icons indicate where general capabilities have been identified in languages content. Teachers may find further opportunities to incorporate explicit teaching of the capabilities, depending on their choice of activities.

Detailed descriptions and elaborations of each of the general capabilities and the way these capabilities may be developed, including learning continua, can be found in the Australian Curriculum website: www.australiancurriculum.edu.au

Literacy

Learning languages develops overall literacy. It is in this sense ‘value added’, strengthening literacy-related capabilities that are transferable across languages, both the language being learnt and all other languages that are part of the learner’s repertoire. Languages learning also strengthens literacy-related capabilities across domains of use, such as the academic domain and the domains of home language use, and across learning areas.

Literacy development involves conscious attention and focused learning. It involves skills and knowledge that need guidance, time and support to develop. These skills include the:

- ability to decode and encode from sound to written systems
- the learning of grammatical, orthographic and textual conventions
- development of semantic, pragmatic and interpretative, critical and reflective literacy skills.

Literacy development for second language learners is cognitively demanding. It involves these same elements but often without the powerful support of a surrounding oral culture and context. The strangeness of the additional language requires scaffolding. In the language classroom, analysis is prioritised alongside experience. Explicit, explanatory and exploratory talk around language and literacy is a core element. Learners are supported to develop their own meta-awareness, to be able to think and talk about how the language works and about how they learn to use it. Similarly, for first language learners, literacy development that extends to additional domains and contexts of use requires comparative analysis that extends literacy development in their first language and English.

Numeracy

Learning languages affords opportunities for learners to use the target language to develop skills in numeracy, to understand, analyse, categorise, critically respond to and use mathematics in different contexts. This includes processes such as using and understanding patterns, order and relationships to reinforce concepts such as number, time or space in their own and in others’ cultural and linguistic systems.

Information and communication technology (ICT) capability

Learning languages is enhanced through the use of multimodal resources, digital environments and technologies in the target language. Accessing live target language environments and texts via digital media contributes to the development of information technology capabilities as well as linguistic and cultural knowledge. Accessing different real-time contexts extends the boundaries of the classroom.

Critical and creative thinking

In learning a language, students interact with people and ideas from diverse backgrounds and perspectives, which enhances critical thinking, reflection and encourages creative, divergent and imaginative thinking. By learning to notice, connect, compare and analyse aspects of the target language, students develop critical, analytic and problem-solving skills.

Personal and social capability

Interacting effectively in an additional language and with people of diverse language backgrounds involves negotiating and interpreting meaning in a range of social and cultural situations. This involves understanding and empathising, which are important elements of social and intercultural competence. Being open-minded and recognising that people view and experience the world in different ways, and learning to interact in a collaborative and respectful manner are key elements of personal and social competence.

Ethical understanding

When learning another language, students are taught explicitly to acknowledge and value difference in their interactions with others and to develop respect for diverse ways of perceiving and acting in the world. Opportunities are provided to monitor and to adjust their own ethical points of view. In learning Aboriginal and Torres Strait Islander languages, students should consider appropriate ethical behaviour in terms of engaging with the owners and custodians of the languages. Similar consideration is required when interpreting and translating or when collecting and analysing primary research data.

Intercultural understanding

The development of intercultural understanding is a central aim of learning languages, as it is integral to communicating in the context of diversity, the development of global citizenship and lifelong learning. Students bring to their learning various preconceptions, assumptions and orientations shaped by their existing language(s) culture(s) to their learning that can be challenged by the new language experience. Learning to move between the existing and new languages and cultures is integral to language learning and is the key to the development of students' intercultural capability. By learning a new language, or learning to use an existing language in new domains and contexts, students are able to notice, compare and reflect on things previously taken for granted; to explore their own linguistic, social and cultural practices as well as those associated with the target language. They begin to see the complexity, variability and sometimes the contradictions involved in using language.

Learning a new language does not require forsaking the first language. It is an enriching and cumulative process, which broadens the learners' communicative repertoire, providing additional resources for interpreting and making meaning. Learners come to realise that interactions between different people through the use of different languages also involves interactions between the different kinds of knowledge, understanding and values that are articulated through language(s) and culture(s). They realise that successful intercultural communication is not only determined by what they do or say, but also by what members of the other language and culture understand from what they say or do.

Cross-curriculum priorities

The Australian Curriculum gives special attention to three cross-curriculum priorities:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- sustainability.

The cross-curriculum priorities are embedded in the curriculum and will have a strong but varying presence depending on their relevance to each of the learning areas.

Aboriginal and Torres Strait Islander histories and cultures

Aboriginal and Torres Strait Islander communities are strong, rich and diverse. Aboriginal and Torres Strait Islander identity is central to this priority. It is intrinsically linked to living and learning in Aboriginal and Torres Strait Islander communities, deep knowledge of traditions and holistic world view.

A conceptual framework based on Aboriginal and Torres Strait Islander peoples' unique sense of identity has been developed as a tool for embedding Aboriginal and Torres Strait Islander histories and cultures within the Australian curriculum. This sense of identity is approached through the interconnected concepts of Country/Place, people and culture. Embracing these elements enhances all areas of the curriculum.

The Aboriginal and Torres Strait Islander priority provides opportunities for all learners to deepen their knowledge of Australia by engaging with the world's oldest continuous living cultures. This knowledge and understanding will enrich their ability to participate positively in the evolving history of Australia.

A direct way of learning about and engaging with diverse Aboriginal and Torres Strait Islander communities is to learn an Aboriginal language and/or a Torres Strait Islander language. There is an inseparable connection between Aboriginal languages and Torres Strait Islander languages and land/sea, Country/Place, the environment, fauna and flora. Aboriginal and Torres Strait Islander histories and cultures are an integral part of the learning of Aboriginal languages and Torres Strait Islander languages.

In learning all languages, there is a scope for making interlinguistic and intercultural comparisons across languages, including Aboriginal and Torres Strait Islander languages, to develop understanding of concepts related to the linguistic landscape of Australia and to the concepts of language and culture in general.

Asia and Australia's engagement with Asia

In the Australian Curriculum: Languages, the cross-curriculum priority of Asia and Australia's engagement with Asia enables the development of rich and engaging content and contexts for developing students' capabilities to engage with the languages and cultures of Asia and of people of Asian heritage within Australia.

The Australian Curriculum: Languages enables students to learn the languages of the Asian region, learning to communicate and interact in interculturally appropriate ways, exploring concepts, experiences and perspectives from within and across Asian cultures.

In the languages learning area, students develop an appreciation for the place of Australia within the Asian region, including the interconnections of languages and cultures, peoples and communities, histories and economies. Students learn how Australia is situated within the Asian region, how our national linguistic and cultural identity is continuously evolving both locally, regionally and within an international context.

Sustainability

In the Australian Curriculum: Languages, the priority of sustainability provides a context for developing students' capability to communicate ideas, understanding and perspectives on issues and concepts related to the environment.

The Australian Curriculum: Languages contributes to students' capabilities to investigate, analyse and communicate concepts and understandings related to sustainability in broad contexts, and to advocate, generate and evaluate actions for sustainable futures. Within each language, students engage with a range of texts focused on concepts related to sustainability.

These include:

- environment
- conservation
- social and political change
- linguistic and cultural ecologies
- change, both within the target language and culture, and across languages and cultures in general.

In this way, students develop knowledge, skills and understanding about sustainability within particular cultural contexts. This is crucial in the context of national and international concerns about, for example, climate change, food shortages and alternative ways of caring for land and agriculture. Through developing a capability to interact with others, negotiating meaning and mutual understanding respectfully and reflecting on communication, students learn to live and work in ways that are both productive and sustainable.

Learning Aboriginal languages and Torres Strait Islander languages contributes to the global effort to exchange knowledge among people with varied practices in caring for the land. It also contributes to the reconciliation process in Australia and goals for language revival.

Glossary

abstract symbols

can include: speech, sign language, Braille, alphabet, whole words, pictographs and line drawings

Accent

A manner of pronunciation of a language which marks speakers as belonging to identifiable categories such as geographical or ethnic origin, social class or generation.

Accent marks

Marks placed on a letter to indicate pronunciation, stress or intonation, or to indicate a different meaning or different grammatical usage for the word within which they appear. For example, *résumé*, *piñata*, *ou/ò*.

Accuracy

Production of structurally correct forms of the target language.

Adjective

A word that modifies or describes a noun or pronoun. For example, *astonishing* in *an astonishing discovery*.

Adverb

A word class that may modify or qualify a verb, an adjective or another adverb. For example, *beautifully* in *she sings beautifully*; *really* in *he is really interesting*; *very* and *slowly* in *she walks very slowly*.

Adverbial

A word or group of words that functions as an adverb.

adverbs

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

Aesthetic

Relates to a sense of beauty or appreciation of artistic expression.

Alliteration

A recurrence of the same consonant sounds at the beginning of words in close succession (for example, ripe, red raspberry)

Audience

Intended readers, listeners or viewers.

audiences

the intended group of readers, listeners or viewers that the writer, designer, filmmaker or speaker is addressing

Authentic (texts/materials)

Texts or materials produced for 'real-life' purposes and contexts as opposed to being created specifically for learning tasks or language practice.

Author

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

behaviours that are not intentionally directed at another person

can include vocalising, turning away, startling, relaxing, frowning, smiling, blinking. The meaning of these behaviours is reliant on a communication partner interpreting and attributing meaning to them.

Bilingualism

An ability to use two or more languages.

Biography

A detailed account of an individual's life; a text genre that lends itself to different modes of expression and construction. In the context of intercultural language learning, the concept of biography can be considered in relation to identity, to the formation of identity over time, and to the understanding that language is involved in the shaping and expressing of identity.

Character components

Individual elements of a written character which have a separate linguistic identity.

Characters

- (i) graphic symbols used in writing in some languages
 - (ii) assumed roles in dramatic performance
-

Clause

A grammatical unit that contains a subject and a predicate (verb) and expresses the complete proposition.

clauses

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

CLIL

Content and language integrated learning. An approach to learning content through an additional language.

Code-switching

A use of more than one language in a single utterance. For example, *Papa, can you buy me a panini, please?* A common feature of bilingual and multilingual language use.

Cognates

Similar or identical words which have shared origins. For example, *father* (English), *Vater* (German) and *pater* (Latin) have a shared origin. *Gratitude* (English) and *gratitud* (Spanish) are both derived from *gratitudo* (Latin). English *ship* and *skiff* share the same Germanic origin.

Cohesion

Grammatical or lexical relationships that bind different parts of a text together and give it unity. Cohesion is achieved through various devices such as connectives, ellipses and word associations. These associations include synonyms, antonyms (for example, *study/laze about*, *ugly/beautiful*), repetition (for example, *work, work, work – that's all we do!*) and collocation (for example, *friend* and *pal* in, *My friend did me a big favour last week. She's been a real pal.*)

cohesion

grammatical or lexical relationships that bind different parts of a text together and give it unity. Cohesion is achieved through various devices such as connectives, ellipses and word associations (sometimes called lexical cohesion). These associations include synonyms, antonyms (for example, 'study/laze about', 'ugly/ beautiful'), repetition (for example, 'work, work, work – that's all we do!') and collocation (for example, 'friend' and 'pal' in, 'My friend did me a big favour last week. She's been a real pal.')

Collocation

Words that typically occur in close association and in particular sequence. For example, *salt and pepper* rather than *pepper and salt* and *ladies and gentlemen* rather than *gentlemen and ladies*.

Communication

A mutual and reciprocal exchange of meaning.

Communicative competence

An acquired capability to understand and interact in context using the target language (TL). Defined by the use of appropriate phonological, lexical, grammatical, sociolinguistic and intercultural elements.

Complex sentence

A sentence with more than one clause. In the following examples, the subordinate clauses are indicated by square brackets: *I took my umbrella [because it was raining]; The man [who came to dinner] is my brother.*

complex sentence

has one or more subordinate clauses. In the following examples, the subordinate clauses are indicated by square brackets: 'I took my umbrella [because it was raining].'; '[Because I am studying for an exam], my time is limited.'; and 'The man [who came to dinner] is my brother.'

Complexity

A degree to which language use is complex as opposed to simple. Elements of language complexity include:

Composing

A process of producing written, spoken, graphic, visual or multi-modal texts. It includes:

It also includes applying knowledge and control of language forms, features and structures required to complete the task.

Compound sentence

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

compound sentences

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

comprehension strategies

strategies and processes used by readers to make meaning from texts. Key comprehension strategies include: activating and using prior knowledge; identifying literal information explicitly stated in the text; making inferences, based on information in the text and their own prior knowledge; predicting likely future events in a text; visualising by creating mental images of elements in a text; summarising and organising information from a text; integrating ideas and information in texts; and critically reflecting on content, structure, language and images used to construct meaning in a text.

Comprehension strategies

Strategies and processes used by listeners, readers and viewers of text to understand and make meaning. These include:

- making hypotheses based on illustrations or text layout
 - drawing on language knowledge and experience (for example, gender forms)
 - listening for intonation or expression cues
 - interpreting grapho-phonetic, semantic and syntactic cues.
-

Comprehension/comprehending

An active process of making/constructing/deciphering meaning of language input through listening, reading, viewing, touching (as in braille) and combinations of these modes. It involves different elements: decoding, working out meaning, evaluating and imagining. The process draws upon the learner's existing knowledge and understanding, text-processing strategies and capabilities; for example, inferencing or applying knowledge of text types and social and cultural resources.

Concrete language

A language used to refer to the perceptible and material world and to particular persons, places and objects. For example, *school, girl*; as opposed to *abstract language*, used to refer to ideas or concepts removed from the material world such as *peace, kindness, beauty*.

concrete symbols

can include: whole or part of real objects; a miniature version of the real object; photographs; pictures (pictures must clearly depict the object)

Conjunction

A part of speech that signals relationships between people, things, events, ideas. For example, Sophie and her mother might come and visit, or they might stay at home. The conjunction *and* links the two participants, while *or* links alternative options.

conjunction

a word that joins other words, phrases or clauses together in logical relationships such as addition, time, cause or comparison. There are two types of conjunctions: coordinating conjunctions and subordinating conjunctions. Coordinating conjunctions are words that link words, groups/phrases and clauses in such a way that the elements have equal grammatical status. They include conjunctions such as 'and', 'or' and 'but'. Subordinating conjunctions introduce certain kinds of subordinate clauses. They include conjunctions such as 'after', 'when', 'because', 'if' and 'that'.

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Content

A subject matter used as a vehicle for language learning.

context

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

Context

An environment and circumstances in which a text is created or interpreted. Context can include the general social, historical and cultural conditions in which a text exists or the specific features of its immediate environment, such as participants, roles, relationships and setting. The term is also used to refer to the wording surrounding an unfamiliar word that a reader or listener uses to understand its meaning.

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Convention

An accepted language or communicative practice that has developed and become established over time. For example, use of punctuation or directionality.

conventional behaviours

can include: speech, actions, formal gesture (eg head nod, shake, wave hello/goodbye), directing others' attention and pointing.

conventions

an accepted language practice that has developed over time and is generally used and understood (for example, use of punctuation)

create

develop and/or produce spoken, written or multimodal texts in print or digital forms

Create

Develop and/or produce spoken, written or multimodal texts in print or digital forms.

Cues

Sources of information used to facilitate comprehension of language, that may be visual, grammatical, gestural or contextual.

Culture

In earlier models of language teaching and learning, *culture* was represented as a combination of literary and historical resources, and visible, functional aspects of a community group's way of life such as food, celebrations and folklore. While these elements of culture are parts of cultural experience and organisation, current orientations to language teaching and learning employ a less static model of culture. Culture is understood as a framework in which things come to be seen as having meaning. It involves the lens through which:

- people see, think, interpret the world and experience
- make assumptions about self and others
- understand and represent individual and community identity.

Culture involves understandings about 'norms' and expectations, which shape perspectives and attitudes. It can be defined as social practices, patterns of behaviour, and organisational processes and perspectives associated with the values, beliefs and understandings shared by members of a community or cultural group. Language, culture and identity are understood to be closely interrelated and involved in the shaping and expression of each other. The intercultural orientation to language teaching and learning is informed by this understanding.

De-centre

A capacity to step outside familiar frames of reference, to consider alternative views, experiences and perspectives and to look critically and objectively at one's own linguistic and cultural behaviour.

Decode

A process of working out the meaning of a text. Decoding strategies involve readers/listeners/viewers drawing on contextual, lexical, alphabetic, grammatical and phonic knowledge to decipher meaning. Readers who decode effectively combine these forms of knowledge fluently and automatically, using meaning to recognise when they make an error and to self-correct.

Dialect

A variant of a language that is characteristic of a region or social group.

Diaspora

A scattered population with a common origin in a smaller geographical area.

Digital media

Various platforms via which people communicate electronically.

Digital texts

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

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Digraph

Two letters that represent a single sound:

- vowel digraphs have two vowels (for example, 'oo', 'ea')
 - consonant digraphs have two consonants (for example, 'sh', 'th')
-

Diphthongs

Two vowel sounds pronounced in a single syllable with the individual vowel sounds distinguished. (For example, *hour*)

Directionality

A direction in which writing/script occurs, for example, from left to right, right to left.

Encode

A process of changing spoken language into symbols of written/digital language.

Enunciation

A clear and distinct pronunciation of language.

evaluative language

positive or negative language that judges the worth of something. It includes language to express feelings and opinions, to make judgments about aspects of people such as their behaviour, and to assess the quality of objects such as literary works. Evaluations can be made explicit (for example, through the use of adjectives as in: 'She's a lovely girl', 'He's an awful man', or 'How wonderful!'). They can also be left implicit (for example, 'He dropped the ball when he was tackled', or 'Mary put her arm around the child while she wept').

Face

A 'socio-dynamic' term which concerns self-delineated worth that comes from knowing one's status. Relates to concepts such as reputation, self-respect, honour and prestige. A key element of social relations in Chinese, Japanese and many other cultures.

Filler

A sound or word used in spoken conversation to signal a pause, hesitation or unfinished contribution. For example, *I went to the station...er... then I caught a train...* Frequent use of fillers characterises early stages of second language (L2) development, but proficient speakers and first language (L1) speakers also use them as an opportunity to reflect or recast.

Fluency

An ability to produce spoken or written language with appropriate phrasing, rhythm and pace. It involves the smooth flow of language, lack of hesitation or undue pausing and characterises the largely accurate use and automatised use of the target language.

Form-focused learning activities

Activities designed to rehearse, practise, control and demonstrate particular language structures, forms or features. For example, drills, rehearsed role plays/dialogues, games and songs, set sequences of language patterns.

Formulaic language

Words or expressions which are commonly used in fixed patterns and learned as such without grammatical analysis. For example, *Once upon a time* (story-starter); *G'day, how are you going?* (greeting in Australian English).

Framing

A way in which elements of text are arranged to create a specific interpretation of the whole.

framing

the way in which elements in a still or moving image are arranged to create a specific interpretation of the whole. Strong framing creates a sense of enclosure around elements while weak framing creates a sense of openness

Genre

A category used to classify text types and language use; characterised by distinguishing features such as subject matter, form, function and intended audience. Examples of genres typically used in early language learning include greetings, classroom instructions and apologies. More advanced language proficiency includes the ability to use genres such as narrative or persuasive text, creative performance and debates.

The language we use and the description of language as a system. In describing language, attention is paid to both structure (form) and meaning (function) at the level of the word, the sentence and the text.

grammar

the language we use and the description of language as a system. In describing language, attention is paid to both structure (form) and meaning (function) at the level of the word, the sentence and the text

Grapho-phonetic knowledge

Knowledge of how letters in printed language relate to the sounds of the language and of how symbols (letters, characters) represent spoken language.

Homophone

A word identical in pronunciation with another but different in meaning (for example, *bare* and *bear*, *air* and *heir*).

Honorific

A grammatical form, typically a word or affix, that has at least part of its meaning the relative social status of the speaker in relation to the addressee, other participant or context. Parts of speech which signify respect, politeness and emphasize social distance or status.

Hybrid texts

Composite texts resulting from a mixing of elements from different sources or *genres*. For example, email, which combines the immediacy of talk and the expectation of a reply with the permanence of print.

Hypermedia

A multimedia system in which related items and forms of information, such as data, texts, graphics, video and audio, are linked and can be presented together by a hypertext program.

Hypertext

A text which contains links to other texts.

Identity

A person's conception and expression of individuality or group affiliation, self-concept and self-representation. Identity is closely connected to both culture and language. Thinking and talking about the self is influenced by the cultural frames, which are offered by different languages and cultural systems. Identity is not fixed. Second language learners' experience with different linguistic and cultural systems introduces them to alternative ways of considering the nature and the possibilities associated with identity.

Ideograph

A graphic character that indicates meanings without reference to the sounds used to pronounce the word.

Idiomatic expressions

A group of (more or less) fixed words having a meaning not deducible from the individual words. Idioms are typically informal expressions used by particular social groups and need to be explained as one unit (for example, *I am over the moon*, *on thin ice*, *a fish out of water*, *fed up to the back teeth*).

Indicative hours

An indication for the purposes of curriculum development of the assumption about learning time on task.

Infinitive

A base form of a verb.

informal behaviours

can include vocalising; turning/pushing/moving away; leaning/moving/reaching towards; frowning; smiling; blinking; looking at/touching/person; guiding person's hand; pointing to/touching desired object

Input

Direct contact with and experience of the target language; the stimulus required for language acquisition and learning. Input can take multiple forms and be received through different modes.

Intensifiers

Words that are usually used with adjectives to emphasise their meaning and are expressed by means of an adverb (for example, *very interesting*, *awfully boring*)

Intercultural capability

An ability to understand and to engage in the relationship between language, culture and people from diverse backgrounds and experience. This involves understanding the dynamic and interdependent nature of both language and culture, that communicating and interacting in different languages involves interacting with values, beliefs and experiences as well as with words and grammars. An intercultural capability involves being open to different perspectives, being flexible and curious, responsive and reflective; being able to decentre, to look objectively at one's own cultural ways of thinking and behaving, and at how these affect attitudes to others, shade assumptions and shape behaviours. Characteristics of an intercultural capability include cognitive and communicative flexibility and an orientation and ability to act in ways that are inclusive and ethical in relation to diversity and difference.

Intercultural language teaching and learning

An orientation to language teaching and learning that informs current curriculum design; framed by the understanding that language and culture are dynamic, interconnected systems of meaning-making; that proficiency in an additional language involves cultural and intercultural as well as linguistic capabilities. The focus is on developing communicative proficiency and on moving between language–culture systems. It includes the reflexive and reciprocal dimension of attention to learners' own language(s) and cultural frame(s).

Interpret

In the context of L2 learning, *interpret* refers to two distinct processes:

- the act of translation from one language to another
 - the process of understanding and explaining; the ability to conceive significance and construct meaning, and to explain to self or others
-

Intonation

A key component of communication, involving patterns of pitch and melody of spoken language that can be used like punctuation; for example, to express surprise or suggest a question, to shade, accentuate or diminish emphasis or meaning, and to regulate turn-taking in conversations.

Language

A human cognitive and communicative capability which makes it possible to communicate, to create and comprehend meaning, to build and sustain relationships, to represent and shape knowledge, and to imagine, analyse, express and evaluate.

Language is described and employed:

- **as code** – comprising systems, rules, a fixed body of knowledge; for example, grammar and vocabulary, sound and writing systems
- **as social practice** – used to do things, create relationships, interact with others, represent the world and the self; to organise social systems and practices in dynamic, variable, and changing ways
- **as cultural and intercultural practice** – means by which communities construct and express their experience, values, beliefs and aspirations
- **as cognitive process** – means by which ideas are shaped, knowledge is constructed, and analysis and reflection are structured

Language comprehension

A process of interpreting meaning from spoken, written, tactile and multimodal representations of language.

Language features

Features of language that support meaning; for example, sentence structure, noun group/phrase, vocabulary, punctuation, figurative language. Choices in language features and text structures together define a type of text and shape its meaning. These choices vary according to the purpose of a text, its subject matter, audience and mode or medium of production.

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Language functions

Varied ways in which language is used to achieve particular purposes; for example, to persuade, to entertain, to apologise, to argue and/or to compliment.

Language patterns

Identifiable repeated or corresponding elements in a text. These include patterns of repetition or similarity, such as the repetition of imperative verb forms at the beginning of each step in a recipe, or the repetition of a chorus after each verse in a song. Patterns may alternate, as in the call and response pattern of some games, or the to-and-fro of a dialogue. Patterns may also contrast, as in opposing viewpoints in a discussion or contrasting patterns of imagery in a poem.

Language specificity

Distinguishing features of a particular language. These include lexico-grammatical and textual features, writing system(s), phonetic systems, and cultural elements which influence language use such as:

- politeness or kinship protocols
 - the nature of language communities which use the language
 - the historical and/or current relationship of a language with education in Australia
 - features of its 'learnability' in terms of teaching and learning in the context of Australian schooling.
-

Language systems

Elements that organise how a language works, including the systems of signs and rules (phonological, syntactic, semantic and pragmatic) that underpin language use. These systems have to be internalised for effective communication and comprehension.

layout

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

Learning trajectory

A conceptualised developmental sequence of learning, including learning goals, learning activities, knowledge and skills to be developed at progressive levels.

Level statements

Descriptions in broad terms of the developmental characteristics of students and their language learning at particular phases along the Foundation–Year 12 continuum.

Lexical cohesion

A use of word associations to create links in texts. Links can be made through the use of repetition of words, synonyms, antonyms and words that are related, such as by class and subclass.

listen

to use the sense of hearing as well as a range of active behaviours to comprehend information received through gesture, body language and other sensory systems

Literacy resources

Individual resources and capabilities which learners bring to their learning experience; these include text knowledge, grammatical and vocabulary knowledge, knowledge of phonetic and writing systems. They also include critical, reflective and intercultural capabilities that support new literacy experience in a different language.

Macro skills

Four major language skills of listening, speaking, reading and writing.

Media texts

Spoken, print, graphic, or electronic communications created for a public audience. They often involve numerous people in their construction and are usually shaped by the technology used in their production. Media texts studied in different languages can be found in newspapers, magazines and on television, film, radio, computer software and the internet.

Mediate

To move between different linguistic and cultural systems, referencing own first language(s)/culture(s) while learning to use and to understand those of the target language. This movement involves:

- noticing, interpreting, responding sensitively and flexibly
- conveying culturally-shaped ideas, values, experience to others
- exploring how ideas and experiences are represented and conveyed in different languages and cultures
- considering similarities, overlaps, collisions and adjustments
- developing the capacity to communicate and represent different perspectives and interpretations.

Mediating operates in two distinctive ways:

- in practices such as interpreting and translating, with attention to what can happen in these processes in terms of 'losing' or 'gaining' meaning
- as the element of the learning experience, which involves noticing, responding, comparing and explaining differences in expression and perspective.

Medium

Resources used in the production and transmission of texts, including tools and materials used (for example, digital text and the computer, writing and the pen or the keyboard).

Metalinguage

A vocabulary used to discuss language conventions and use (for example, language used to talk about grammatical terms such as *sentence*, *clause*, *conjunction*; or about the social and cultural nature of language, such as *face*, *reciprocating*, *register*.)

Mnemonic

Memorising information by use of an aid such as a pattern, rhyme, acronym, visual image.

Modal verb

A verb attached to another verb to express a degree of probability (for example, *I might come home*) or a degree of obligation (for example, *You must give it to me*, *You are to leave now*).

Mode

Various processes of communication: listening, speaking, reading/viewing, signing and writing/creating. Modes are also used to refer to the semiotic (meaning making) resources associated with these communicative processes, such as sound, print, image and gesture.

Morpheme

The smallest meaningful unit in the grammar of a language. Morphemes are not necessarily the same as either words or syllables. The word *cat* has one morpheme while the word *cats* has two morphemes: *cat* for the animal and *s* to indicate that there is more than one. Similarly, *like* has one morpheme while *dislike* has two: *like* to describe appreciation and *dis* to indicate the opposite. The process of identifying morphemes assists comprehension, vocabulary building and spelling.

Morphology

Principles of word formation and inflection, especially with respect to constituent morphemes.

Multimodal text

A text which involves two or more communication modes; for example, the combining of print, image and spoken text in film or computer presentations.

multimodal text

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

multimodal texts

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

Narrative

A story of events or experiences, real or imagined.

Narrative devices

Techniques used to help in the narrating of a story or reported event. For example, imagery, metaphor, allusion.

narratives

ways of making sense of the past based on a selection of events. There are different types of narratives such as accounts of the past that relate a story (for example personal, fictitious) and historical recounts (such as the course of events during the Second World War)

Neologism

A new word is created, for example, *Smartphone*, *modem*, *AIDS* or an existing word is used in a new way, for example, *deadly*.

nominalisation

process for forming nouns from verbs (for example, 'reaction' from 'react' or 'departure' from 'depart') or adjectives (for example, 'length' from 'long', 'eagerness' from 'eager'). Nominalisation is also a process for forming noun groups/phrases from clauses (for example, 'their destruction of the city' from 'they destroyed the city'). Nominalisation is a way of making a text more compact and is often a feature of texts that contain abstract ideas and concepts.

Noun

A part of speech that includes all words denoting physical objects such as *man*, *woman*, *boy*, *girl*, *car*, *window*. These are *concrete nouns*. *Abstract nouns* express intangibles, such as *democracy*, *courage*, *success*, *idea*.

nouns

a word class that includes all words denoting physical objects such as 'man', 'woman', 'boy', 'girl', 'diamond', 'car', 'window' etc. These are called 'concrete nouns'. 'Abstract nouns' express intangibles such as 'democracy', 'courage', 'success', 'fact', 'idea'.

Oracy

An ability to express oneself in and to understand spoken language; it includes oral and aural proficiency.

Orthography

Writing words with correct letters or characters according to common usage.

Paralanguage

Additional elements of spoken communication which are integrated with vocal (voice) and verbal (words) elements, and contribute significantly to communication and meaning-making. For example, voice quality, volume and pacing, facial expressions, gestures, posture and body movement.

Paralinguistics

A study of paralanguage elements of expression.

Pedagogy

A combination of conceptual knowledge, practical skills and reflective capabilities which constitute the 'art and science' of teaching.

Performance

A use of the language in real situations, putting language knowledge into practice; it involves accuracy, fluency and complexity.

Phoneme

The smallest meaningful unit in the sound system of a language. For example, the word *is* has two phonemes: /i/ and /s/; *ship* has three phonemes: /sh/, /i/, /p/. A phoneme usually has several manifestations dependent on varying phonological contexts. For example, the *p* in *pin* and *spin* differs slightly in pronunciation but is regarded as being the same phoneme; that is, as having the same functional meaning within each word.

Phonics

A relationship between letters or characters and the sounds they make when pronounced. L2 learning involves developing phonic awareness and proficiency.

phonics

the term used to refer to the ability to identify the relationships between letters and sounds when reading and spelling

Phonological awareness

Understanding that every spoken word is composed of small units of sound, identifying relationships between letters and sounds when listening, reading and spelling. It includes understandings about words, rhyme and syllables.

Pragmatics

A study of how context affects communication; for example, in relation to the status of participants, the situation in which the communication is happening, or the intention of the speaker.

Prediction

An informed presumption about something that might happen. Predicting at text level can include working out what a text might contain by looking at the cover, or working out what might happen next in a narrative. Predicting at sentence level includes identifying what word is likely to come next in a sentence.

Prefix

A meaningful element (morpheme) added before the main part of a word to change its meaning. For example, unhappy.

prefixes

meaningful elements (morphemes) added to the beginning of words to change their meaning (for example, 'un' to 'happy' to make 'unhappy')

Preposition

A part of speech that precede a noun, noun phrase or pronoun, thereby describing relationships in a sentence in respect to:

- space/direction (below, in, on, to, under – for example, she sat on the table).
- time (after, before, since – for example, I will go to the beach after lunch).
- those that do not relate to space or time (of, besides, except, despite – for example, he ate all the beans except the purple ones)

Prepositions usually combine with a noun group or phrase to form a prepositional phrase. For example, in the office, besides these two articles.

prepositional phrases

typically consist of a preposition followed by a noun group/phrase. Prepositional phrases occur with a range of functions, including: adverbial in clause structure (for example, 'on the train' in 'We met on the train.');

modifier in noun group/phrase structure (for example, 'with two children' in 'a couple with two children');

and modifier in adjective group/phrase structure (for example, 'on golf' in 'keen on golf').

Productive language use

One of the two aspects of communication through language (see *receptive language*) involving the ability to express, articulate and produce utterances or texts in the target language.

Pronoun

A part of speech that refers to nouns, or substituting for them, within and across sentences. For example, *Ahmad chose a chocolate cake. He ate it that evening* (where *he* and *it* are personal pronouns; and *that* is a demonstrative pronoun).

Pronunciation

A manner in which a syllable is uttered.

Prosody

Patterns of rhythm, tempo, stress, pitch and intonation used in language; for example, in poetry or public speaking.

Proxemics

A use of space, posture and touch as elements of non-verbal communication.

Purposeful learning

Learning which results from authentic language experiences that involve real purpose and achievable outcomes.

Question

A commonly employed prompt to elicit language use. A key element of scaffolding to support learners' use of language and to encourage further contributions. Different types of questions provide different prompts:

- **closed questions** are questions for which there are predictable answers. For example, *What time is it?* These are typically used as prompts for short answers, as a framework for testing comprehension or reviewing facts, and for routinized interactions. They are frequently used to scaffold early language development.
- **open questions** are questions with unknown and unpredictable answers that invite and support more elaborated and extended contributions from learners. For example, *How do you feel about that? What do you think might happen next?* They are used as stimulus to discussion, reflection and investigation.

Questions are an important element of intercultural language teaching and learning. The quality of questions determines the quality and substance of the learning experience. Effective questions relating to the nature of language, culture and identity and the processes involved in language learning and intercultural experience guide the processes of investigating, interpreting and reflecting which support new understanding and knowledge development.

Read

Process visual or tactile symbols (for example, braille), words or actions in order to derive and/or construct meaning. Reading includes elements of decoding (of sounds and symbols), interpreting, critically analysing and reflecting upon meaning in a wide range of written, visual, print and non-print texts.

Receptive language

One of the two components of communication through language (see *productive language*): the 'receiving' aspect of language input, the gathering of information and making of meaning via listening, reading, viewing processes.

Reciprocating

An integrating element of intercultural communication that involves movement and relationship, interpreting and creating meaning, and understanding the process of doing so. It involves not only the exchange of words but also an exchange of understanding between the people involved. It comes into play when the learner 'self' encounters and interacts with the 'other' (the target language speaker, the target language itself as text or experience); when the existing language code and cultural frame encounters a different code and frame. This experience impacts on the learner's perspective and sense of identity and on their usual ways of communicating. Reciprocating involves conscious attention to the process: attention to the self (*intraculturality*) and to the likely impact of the self on the other person involved (*interculturality*). Things previously taken for granted are noticed in reference to new or different ways. Key elements of reciprocating include conscious attention, comparison, reflection and analysis:

- recognition that both partners in an exchange are involved in the 'effort of meaning'
 - willingness to work out what the other person means, the cultural and social context they are speaking from and the perspectives, which frame what they are saying
 - making necessary adjustments to own and each other's input, orientation and stance that will help the exchange to be successful.
-

Register

A variety of language used for a particular purpose or in a particular situation, the variation being defined by *use* as well as *user*. For example, informal register or academic register.

Romanisation

A transcription from a differently scripted language, such as Chinese or Japanese, into the Latin alphabet.

Root of a word

A word/word element that cannot be reduced to a smaller unit and from which other words are formed. For example, plant in replanting.

Scaffolding

Support provided to assist the learning process or to complete a learning task. Scaffolded language support involves using the target language at a level slightly beyond learners' current level of performance, and involves incremental increasing and decreasing of assistance. Task support provides assistance to perform just beyond what learners can currently do unassisted, to progress to being able to do it independently. Scaffolding includes modelling and structuring input in ways that provide additional cues or interactive questioning to activate existing knowledge, probe existing conceptions or cue noticing and reflecting.

Scanning

A text processing strategy adopted to search for specific words, ideas or information in a text without reading every word. For example, looking for a word in the dictionary or a name in a phone directory. Scanning involves moving the eyes quickly down the text looking for specific words and phrases to gain a quick overall impression/to get the gist.

Script

A writing system in which characters or symbols represent components of language (letters, syllables, words).

Semantic knowledge

Knowledge gained at a meaning rather than a decoding level. This involves understanding the relationship between signifiers (words, phrases, symbols, signs) and the meanings they represent. Semantic information is supported through reference to prior knowledge, cultural connotations and contextual considerations.

simple sentences

have the form of a single clause (for example, 'David walked to the shops.' or 'Take a seat.')

Skimming

A text processing strategy aimed at gaining information quickly without focusing on every word.

Speak

Convey meaning and communicate with purpose. Some students participate in speaking activities using communication systems and assistive technologies to communicate wants, and needs, and to comment about the world

Stereotype

A widely held but fixed and oversimplified image or idea of a particular type of person or thing

Stress

An emphasis in pronunciation that is placed on a particular syllable of a word; for example, *she will **con**duct the orchestra; her **con**duct is exemplary*.

Suffix

A meaningful element added after the root of a word to change its meaning (for example, to show its tense : *–ed* in *passed*. Common suffixes in English include *–ing*; *–ed*; *ness*; *–less*; *–able*).

suffixes

meaningful elements added to the ends of words to change their meaning (for example, to show its tense: 'ed' in 'passed'). Common suffixes are 'ing', 'ed', 'ness', 'less' and 'able')

Synchronous

Occurring or existing at the same time.

Syntax

An ordering of sentence elements such as words, group/phrases and clauses. In some education settings, the terms *syntax* and *grammar* are used interchangeably.

Talk

Convey meaning and communicate with purpose. Some students participate in speaking activities using communication systems and assistive technologies to communicate wants, and needs, and to comment about the world

Task

An integrated experience and use of language, set in a context, accomplishing a purpose, focused on meaning. A task provides an organising structure and context for meaning-focused language learning. Unlike form-focused language activities and exercises, task-based learning involves the achievement of a goal or authentic outcome. Learners draw from existing language resources and seek out unfamiliar resources as needed to complete the task. Scaffolding is provided by the teacher via the task cycle, which includes form-focused teaching. Examples of tasks: researching an issue, sharing ideas and then categorising and presenting results; planning and having a picnic; designing and publishing an online newsletter.

Task-based language learning (TBLL)

An orientation to language teaching and learning, which focuses on the use of the language in meaningful and 'life-like' tasks and activities. The completion of the task is not an end in itself, as tasks are part of the overall learning and using of the language, providing a context and purpose for developing language competence and a means of assessing and evaluating learning outcomes. Learners work independently and/or collaboratively, draw on existing language resources, generate solutions to communicative problems, seek out additional or new language and other resources needed to complete the task. Focused language work, such as grammar knowledge, vocabulary building, social and cultural competence, is integrated with task preparation and completion processes. Tasks provide opportunities to integrate the four modes of language use, to develop fluency, complexity and problem-solving capacity, as well as including work on accuracy and focus on form. A task has limits as a one-off learning event, but is used as a meaningful component of learners' overall learning progression.

tenses

a grammatical category marked by a verb in which the situation described in the clause is located in time. For example, present tense 'has' in 'Sarah has a headache' locates the situation in present time, while past tense 'had' in 'Sarah had a headache' locates it in past time. However, the relation between grammatical tense and (semantic) time is not always as simple as this. For example, present tense is typically used to talk about: present states, as in 'He lives in Darwin'; actions that happen regularly in the present, as in 'He watches television every night'; 'timeless' happenings, as in information reports such as 'Bears hibernate in winter'; references to future events, as in 'The match starts tomorrow' where the tense is present but the time future. Likewise in 'I thought the match started tomorrow' where the subordinate clause 'the match started tomorrow' has past tense but refers to future time texts.

Text

An identified stretch of language, used as a means for communication or the focus of learning and investigation. Text forms and conventions have developed to support communication with a variety of audiences for a range of purposes. Texts can be written, spoken or multimodal and in print or digital/online forms. Multimodal texts combine language with other systems for communication, such as print text, visual images, soundtrack and spoken word, as in film or computer presentation media.

Text processing strategies

Strategies learners use to decode and understand text. These involve drawing on contextual, semantic, grammatical and phonic knowledge in systematic ways to work out what a text says. They include predicting, recognising words and working out unknown words, monitoring comprehension, identifying and correcting errors, reading on and re-reading.

Text structure

Ways in which information is organised in different types of texts (for example, chapter headings, subheadings, tables of contents, indexes and glossaries, overviews, introductory and concluding paragraphs, sequencing, topic sentences, taxonomies, cause and effect). Choices in text structures and language features together define a text type and shape its meaning. Different languages/cultures structure texts differently in many instances.

text structures

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Text types (genres)

Categories of text, classified according to the particular purposes they are designed to achieve, which influence the features the texts employ. For example, texts may be imaginative, informative or persuasive; or can belong to more than one category. Text types vary significantly in terms of structure and language features across different languages and cultural contexts. For example, a business letter in French will be more elaborated than a similar text in English; a request or an offer of hospitality will be differently expressed in Japanese or German.

texts

the means for communication. Their forms and conventions have developed to help us communicate effectively with a variety of audiences for a range of purposes. Texts can be written, spoken or multimodal and in print or digital/online forms. Multimodal texts combine language with other systems for communication, such as print text, visual images, soundtrack and spoken word as in film or computer presentation media.

Textual features/conventions

Structural components and elements that combine to construct meaning and achieve purpose, and are recognisable as characterising particular text types (*see language features*).

Tone

A use of pitch and contour in spoken language to nuance words and, in some languages, to distinguish lexical or grammatical meaning. In Chinese, for example, the tones are distinguished by their pitch range (register), duration and contour (shape). All Chinese syllables have a set tone, which distinguishes it and its meaning from another syllable. However, in certain environments tones can change or be modified, while in rapid spoken Chinese a great many unstressed syllables carry no tone at all.

Translation

A process of translating words/text from one language into another, recognising that the process involves movement of meanings and attention to cultural context as well as the transposition of individual words.

Transliteration

Writing a letter or word using the closest corresponding letter or word from a different language or alphabet.

Verb

A part of speech which expresses existence, action, state or occurrence. For example, *they **watch** football; she **is** exhausted; the day finally **came**.*

auxiliary verb – a verb that combines with another verb in a verb phrase to form tense, mood, voice or condition. For example, *they **will** go, I **did** eat lunch, she **might** fail the exam.*

verb

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

verb groups

consists of a main verb, alone or preceded by one or more auxiliary or modal verbs as modifiers. For example, verb groups/phrases: create tense, as in 'He [was happy]', 'She [is working] at home', 'I [have seen] him before'; express modality using modal verbs such as 'can', 'may', 'must', 'will', 'shall' and so on, as in 'You [must be] mad', 'He [will have arrived] by now', 'She [may know] them'; and create passive voice, as in 'A photo [was taken]'.

verbs

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

view

observe with purpose, understanding and critical awareness. Some students participate in viewing activities by listening to an adult or peer describing the visual features of text, diagrams, pictures and multimedia

voice

in English grammar voice is used to describe the contrast between such pairs of clauses as 'The dog bit me' (active voice) and 'I was bitten by the dog' (passive voice). Active and passive clauses differ in the way participant roles are associated with grammatical functions. In clauses expressing actions, like the above examples, the subject of the active ('the dog') has the role of actor, and the object ('me') the role of patient; whereas, in the passive, the subject ('I') has the role of patient and the object of the preposition by ('the dog') the role of actor. In clauses that describe situations other than actions, such as 'Everyone admired the minister' and 'The minister was admired by everyone', the same grammatical difference is found, so that the object of the active ('the minister') corresponds to the subject of the passive; and the subject of the active ('everyone') corresponds to the object of the preposition 'by'. And in the literary sense, it can be used to refer to the nature of the voice projected in a text by an author (for example, 'authorial voice' in a literary text or 'expert voice' in an exposition).

Word borrowing

A practice of incorporating words from one language into another. For example, the use of Italian words such as *pianissimo*, *cannelloni* in English and the use of English ICT terms in many languages. The increasing frequency of word-borrowing between languages reflects intercultural contact, contemporary cultural shifts and practices in a globalised world, issues of ease of communication and efficiency and technological specialisation.

write

plan, compose, edit and publish texts in print or digital forms. Writing usually involves activities using pencils, pens, word processors; and/or using drawings, models, photos to represent text; and/or using a scribe to record responses or produce recorded responses

The Australian Curriculum Languages - Auslan

Overview

Introduction

As a native user of Auslan, and as an advocate for the language and for the Deaf community, I am thrilled to see a national curriculum in Auslan come to fruition. For the first time, deaf children will have access to a formal first language learner pathway for acquiring Auslan, acknowledging their status and strengths as visual learners and offering a 'Deaf gain' perspective to their lives. In turn, the second language learner pathway provides unparalleled opportunities for hearing children to access and use Auslan in their schools and in society, reducing barriers for participation and increasing equality in the wider community. Children learning Auslan in schools have the potential to fundamentally change the social fabric of Australia.

—Drisana Levitzke-Gray, Deaf advocate and Young Australian of the Year (2015)

Auslan (Australian Sign Language) is the language of the Deaf¹ community of Australia and is descended from British Sign Language (BSL). Auslan and other signed languages around the world are fully-fledged languages that are visual-gestural in nature. They have a complete set of linguistic structures and are complex and highly nuanced.

Signed languages evolve naturally in Deaf communities in which signers use mutually agreed signs and ways of ordering them to communicate with each other. Signed languages have their own grammar and lexicon which are not based on the spoken language of the country or region although they are influenced by them.

Signed languages fulfil the same functions as spoken languages in meeting the communicative, cognitive and social needs of a group of human beings. However, the modalities of a visual-gestural language like Auslan and those of an aural-oral language like English are markedly different. Although signed and spoken languages share many linguistic principles, the visual-gestural modality results in some unique features of signed languages not found in spoken languages.

There are many different signed languages around the world, some of which can be grouped into 'language families'. Auslan belongs to the BSL family, which includes the contemporary British, Australian and New Zealand sign languages, which all share a similar lexicon and grammar. Auslan can be traced back to the arrival of Europeans in Australia in the late 1700s, with BSL users arriving in Australia as convicts and as free settlers. Although now considered a relatively young language in its own right, the ancestral link Auslan shares with BSL gives it historical context as a member of one of the longest continuing signed language families in the world.

Aboriginal and Torres Strait Islander people share the oldest surviving cultures and languages in the world. These developed independently on the Australian continent, predating by vast periods of time the relatively recent arrival of Europeans and the subsequent development of Auslan. The signed languages of Aboriginal and Torres Strait Islander cultures vary greatly from one another and are quite different from Auslan in that they are largely used as gestural-visual representations, or substitutions, of the associated spoken languages. However, in some contemporary Aboriginal and Torres Strait Islander communities, deaf people have developed signed languages for independent use – for example, Yolngu Sign Language from the Northern Territory – but there has been limited research on these. In other communities, Auslan may co-exist alongside local signed languages.

Recognition of Auslan

The Deaf community has a rich history and culture; however, the signed languages of deaf people have not always been recognised as legitimate languages. Due in part to the modality of signed languages, they have often been inaccurately viewed as a form of pantomime or as a manual representation of ‘broken English’, incapable of the same kind of sophistication as spoken languages. As a result of such misunderstanding, signed languages like Auslan have historically been discouraged from widespread use in educational settings. Educational policies, fuelled by resolutions from a conference on the education of deaf children in Milan, Italy, in 1880, led to the prohibition of signed languages in schools in many countries for a considerable period of time, effectively marginalising Deaf communities and oppressing signed languages.

A language is considered legitimate by many when it has a widely accepted or standardised orthographic writing system; because none exists for Auslan, the Deaf community has been hindered in its attempts to capture and record its language in an effort to legitimise it. Although there are recently developed ‘sign writing’ or ‘gloss’ systems that sign linguists, teachers and researchers have developed to record and document signs, Auslan has no written form in the traditionally understood sense.

The United States of America is widely acknowledged for pioneering signed language research and formal development of signed language teaching programs, resulting in the first academic recognition of signed languages as meaningful and complete languages. Starting in the 1960s, the first sign linguistics research is credited to William Stokoe. The United Kingdom and parts of Europe followed suit in the 1970s, and Australia a little later in the 1980s. Auslan was first officially recognised as a legitimate language by the Australian Government in 1987 in a white paper on the languages of Australia (Lo Bianco, J, 1987).

Recent developments in digital recording and software for time-aligned multimedia annotations have allowed for improved documentation and analysis of much larger data sets of signed languages. These tools allow Auslan data, and the rich culture of Australian deaf people, to be captured and recorded in various ways. As a result, linguists, in consultation with the Deaf community, are increasingly conducting research on signed languages and encouraging the documentation of Auslan and other signed languages.

Societal attitudes have changed towards Auslan and towards deaf people. As usage has been documented, scholarly research published and dictionaries developed, policies now legitimise the use of Auslan, and interest has grown in teaching and learning the language in formal educational settings. Recognition of Auslan in the Australian Curriculum has significant historic value, and is to be celebrated.

The place of Auslan in Australian education

The use of Auslan for deaf children in Australian schools has been varied and inconsistent.

However, the recognition and improved status of the language in recent years has changed the educational landscape for deaf children. The move from segregated school settings for deaf children to mainstream school environments has influenced community and education sector interest in Auslan in recent years due to increased visibility of Auslan in school communities. Auslan has been increasingly embraced in many more mainstream school settings where deaf students may be placed.

In addition, between 1980 and 1990, many civil and political events around the world altered the circumstances of the Australian Deaf community. Advocacy by various groups, including deaf people, brought about legislative and social change in Australia, including the **Disability Discrimination Act** in 1992, as well as Acts regarding telecommunications access and television captioning.

Official government recognition of Auslan as a community language, and the implementation of relevant education and employment legislation arising from the aforementioned advocacy, have led to changes in society that have empowered deaf people to take up further studies and to enter previously inaccessible occupations. These shifts have also had an immeasurable impact on the perception of Auslan in the wider community, with increased enrolment of second language learners in tertiary-level Auslan classes for adults, and the establishment of Auslan interpreter training programs nationwide since 1986.

The availability and increased profile of Auslan as a language of formal study in primary and secondary schools for second language learners has, however, been less rapid or less well supported systemically in most states/territories of Australia. Historically, schools that have provided some form of teaching and learning in Auslan have offered informal lunchtime or hobby/interest classes rather than formal courses of study included in a school timetable alongside spoken languages and other subjects.

Victoria has been a leading exception in this regard; Auslan has been taught in a number of schools for many years, and a curriculum has been available at Victorian Certificate of Education (VCE) level since 1994. Other states have followed suit over time, with Auslan now formally available in several schools in New South Wales, Queensland, South Australia and Western Australia. A national agreement via the Collaborative Curriculum and Assessment Framework for Languages (CCAFL) exists for the formal study of Auslan in Year 11 and Year 12. This national syllabus was developed in Victoria under the auspices of CCAFL in 2002 and is available for endorsed use by each state and territory authority. There has been a demand to adopt this syllabus in an increasing number of states in recent years, with Auslan of growing interest to learners as a subject contributing to their Australian Tertiary Admission Rank (ATAR) or Overall Position score for university entrance.

Inconsistency across Australia in the provision of formal Auslan teaching for second language learners in schools from F–10, and the absence to date of any first language learner Auslan curriculum, means that this dual-pathway national curriculum for Auslan is groundbreaking. It systematises provision in Australian schools, serving both deaf and hearing student populations and rightfully acknowledging the place of Auslan and the culture of the Deaf community in Australian society. It offers access to the formal study of Auslan to deaf children through a first language learner pathway and to students interested in learning it as an additional language through a second language learner pathway.

When I was a school student, we were punished for using our sign language. I remember writing 100 times: 'I must not sign'. It makes me so happy to see that young people today are encouraged to learn Auslan, and to be proud of it.

—Nola Colefax, OAM, Deaf elder

1. In referring to deaf people who belong to a linguistic and cultural minority known as the Deaf community, the 'D' may be capitalised in reference to the individual, the culture or the group to accord respect and deference, for example, Deaf teacher. This is similar to being referred to as Aboriginal people, or members of the Macedonian community living in Australia. When referring simply to audiological status of a group, for example, deaf children, the lower case 'd' as in 'deaf' is the more common usage. ↵

Rationale

The formal study of Auslan contributes to the overall intellectual and social enrichment of both first language (L1) and second language (L2) learners by providing:

- opportunities for engagement with the Deaf community and insight into its rich cultural heritage
- opportunities to develop intercultural capabilities, understanding and respect for others, appreciation of diversity and openness to different perspectives and experiences.

This curriculum provides direction for an integrated, inclusive and meaningful approach to language education in Auslan for both first and second language learners.

As a parent of one deaf child and five hearing children, I have been lobbying for an Auslan curriculum in schools for years. A recently implemented course at my sons' school has changed our world as a family. Learning Auslan formally as a second language means my sons can now not only communicate with their deaf brother but even argue with him and share jokes! For my deaf son, being able to access a first language learning pathway in Auslan will mean everything. It will touch every subject and alter the trajectory of his life. It is that profound. A child armed with language can change the world, and deaf children will have a real chance at succeeding equally to their hearing peers if able to master their first language through recognised formal study of it in school. This is simply revolutionary.

—Lesley Klem, hearing parent of a deaf child

Rationale for first language learners

This curriculum meets the need of young deaf people to formally learn their own language, and it recognises the significance of Auslan in the linguistic landscape of Australia. It provides deaf children, and potentially hearing children of deaf parents, with access to education in and about their first language, playing an important part in the development of a strong sense of self-esteem and identity and contributing in crucial ways to overall learning and achievements. It enables learners to develop a wider recognition and understanding of their language, culture and identity, thus contributing to their psychological wellbeing as well as to their academic development.

Rationale for second language learners

Many deaf children today are educated in inclusive school settings, thus raising the profile of Auslan in the wider community. The presence of deaf students and interpreting practitioners in schools creates a need and offers opportunities for a wider range of peer-group communication partners, and not all interactions can or should be mediated by an interpreting practitioner. One of the key reasons for introducing Auslan in schools, therefore, is for humanistic purposes: to increase opportunities for interaction between deaf children and their hearing or hard of hearing peers, and to reduce barriers to communication. Through learning Auslan, L2 learners gain access to additional knowledge and understanding of the nature and purpose of human languages and of the use of a different language modality. In addition, from a vocational perspective, greater participation of deaf people in society in a diverse range of occupations and breadth of community spheres creates possibilities for future career options and personal fulfilment for L2 learners. In general educational terms, learning Auslan as a second language enables students to engage meaningfully with a different language and culture and to enhance understanding of their own language and culture. Such intercultural learning is essential in the increasingly diverse and changing contexts in which they live and will work.

For all learners

Learning Auslan:

- broadens students' understanding that each language is an integrated, evolving system for the framing and communication of meaning; and encourages understanding of the role of language as an expression of cultural and personal identity and a shaper of perspectives
- contributes to the overall curriculum intent by providing distinctive real-life and intellectual opportunities for students to expand their engagement with the wider world and to reflect on the cultural and social assumptions that underpin their own world view and language use. Such awareness of different perspectives is an integral part of effective communication
- contributes to the development of critical thinking and the ability to adapt to change and equips students with learning strategies and study habits that are the foundation not only for lifelong learning but also for any subsequent language learning.

The opportunity to learn Auslan formally is becoming available in an increasing number of Australian schools, and the aim of this national curriculum is to make this learning opportunity accessible in a systematic manner to students around Australia. Language learning is life enhancing. This national curriculum offers all Australian students the opportunity to benefit from the social, cultural, intellectual and emotional development that will result from learning the unique and sophisticated visual-gestural language of the Australian Deaf community.

Aims

The Australian Curriculum: Languages – Auslan aims to develop the knowledge, understanding and skills to enable students to:

- communicate in Auslan
- understand language, culture and learning and their relationship, and thereby develop an intercultural capability in communication
- understand themselves as communicators
- develop a knowledge and an understanding of the diversity of Deaf experience and the nature of identity.

These aims are interrelated and provide the basis for two organising strands for learning Auslan: Communicating and Understanding.

Learning Auslan

Some linguistic features of Auslan are similar to properties found in spoken languages and others are not. For example, the 26 fingerspelled letters of the Auslan alphabet are based on the 26 letters of English. The occasional contact Auslan has with English, such as in relation to mouthing (the use of lip patterns when signing) or fingerspelling, may support the early stages of learning Auslan for some L2 students, as might the apparent visual motivation of some signs. Although indigenous to the Australian Deaf community, Auslan shares some properties with other signed languages, which may make additional signed languages relatively easy to acquire once learners are fluent in Auslan.

Benefits

Benefits of learning Auslan include:

- development of neural pathways and cognitive processes unique to using a visual language
- greater access to the curriculum using increasingly sophisticated Auslan for L1 learners
- capacity to communicate with peers, friends and family members who use Auslan
- improved capacity for visual-gestural communication
- intellectual interest, engagement and personal challenge
- opportunities for meaningful cross-curricular integration, for example through the use of information and communication technology (ICT)
- access to alternative ways of thinking and expressing ideas
- opportunities to develop and reinforce social justice values
- awareness of deafness as difference rather than as disability
- development of interpersonal skills, access to wider social networks and more diverse experience
- appreciation of the notions of Deafhood, cultural identity and community membership
- increased understanding of inclusion and diversity
- acquisition of a portable mode of communication that involves learning strategies for gesture that may have international, cross-cultural application
- increased understanding of language acquisition, language systems and learning processes
- enhanced development of overall literacy capabilities
- accessibility for some non-traditional learners, students with disability and those who are primarily visual learners.

Deaf students located in schools that offer a L2 Auslan program have increased opportunity to expand their peer networks, potentially increasing their social circle, their resilience and inclusion in the school community. L2 learners learning in a school attended by deaf students have a unique opportunity to use their new language on a daily basis in an authentic context, impacting on accessibility and respect for linguistic and cultural difference.

Learner diversity and learner pathways

Pathways

There is diversity in the background of learners of Auslan. Learners may be deaf, hard of hearing or hearing, and may be learning Auslan as a first language or as a second language. To cater for distinct learner backgrounds, the Auslan curriculum has two pathways:

- First Language (L1) Learner Pathway
- Second Language (L2) Learner Pathway.

Learner diversity

The rationale for providing a L1 pathway is that native signers do not usually have an opportunity to formally study their natural first language in a classroom context. Such exploration and development of their L1 affords these students a more sophisticated understanding of their L1, and scaffolds their acquisition of English as their second/additional language. Formally studying Auslan at school provides L1 learners with powerful recognition of the value and status of their language and helps strengthen their sense of identity. The impact of this is healthier self-esteem, greater resilience, better mental health, an improved concept of self and a greater engagement with language, community and culture. In addition, formal learning of their L1 may give students increased opportunity to develop understanding, knowledge and valuable life skills across the curriculum.

The L1 pathway typically caters for deaf students whose native language is Auslan (that is, deaf children of deaf adults, or deaf children from hearing families who use Auslan at home); hearing children with signing deaf parents; and deaf students who are introduced to Auslan at school, for whom it is a highly accessible language and likely to be their future preferred or primary language. This latter group of deaf children might not have access to Auslan at home. Developing a strong L1 via this pathway from Foundation to Year 10 will particularly increase the educational capabilities of deaf children, encourage functional bilingualism in Auslan and English, and will improve learning and future employment opportunities.

The L2 pathway typically caters for students who are not members of the Deaf community; most often, hearing students learning Auslan as a second or additional language. It may also include deaf or hard of hearing children already fluent in another language, such as a different signed language in the case of a recent immigrant, or spoken English for some deaf and hard of hearing children who have residual hearing or access to speech. These children are being introduced to Auslan for the first time as an additional language to add to their existing linguistic repertoire.

Due to a range of complex factors, it is recognised that these two pathways may not be able to meet the complete learning needs of all students. For example, native signers of Auslan who are hearing (such as hearing children from deaf families) may not be adequately accounted for in an L1 pathway, due to the teaching and learning emphasis on the primary target group, deaf children. In addition, a deaf migrant already fluent in a native signed language from another country, such as American Sign Language, may not be entirely suited to an L2 learning pathway for Auslan as so many age-appropriate L1 features and linguistic competencies will already be present in his/her use of another signed language, making a second signed language easier to learn compared to other L2 learners being exposed to learning a signed language for the first time. Congenitally deafblind children, or other students with disability, may also present unique challenges with regard to determining language learning pathways.

Both L1 and L2 learners of Auslan are entitled to rigorous, relevant and engaging learning programs that address their individual learning needs. In teaching Auslan in Australian schools, it will be necessary to account for the diversity of learners of Auslan, including accommodating:

- students with a disability
- gifted and talented students
- students with English as an additional language or dialect
- students from regional and remote contexts

- students with diverse personal or cultural or religious backgrounds
- Aboriginal and Torres Strait Islander students
- students with a combination of equity and diversity needs.

Ultimately, this dual-pathway approach recognises that the key variable in the language learning experience is the diversity of the learners. It acknowledges that students bring specific backgrounds, diverse linguistic and cultural experience, individual knowledge and skills to their learning of Auslan, and that the programming and implementation in schools by teaching teams will need to reflect this, differentiating for learner diversity accordingly and drawing on the L1 or the L2 pathway and accommodating for individual learners as appropriate.

First Language Learner Pathway (L1): F–10 sequence

The first language learner pathway is pitched at two of the many types of potential learners in the Auslan cohort:

- native signing children from Deaf families who have fluent language models to interact with at home and have been exposed to the language since birth
- deaf children from hearing families with parents or older relatives who have learnt to sign and exposed their children early to rich signing models, such as in bilingual preschools.

There is another significant group of children in the L1 pathway: deaf children who arrive in a signing program in their first few years of schooling. These students begin learning Auslan with limited prior experience of any language, and may have additional disabilities that are hidden because of their language delay. The L1 pathway is appropriate for them since they will be using the language for more hours a week than just in the subject, thus making faster progress with language acquisition; and they have little experience of other language to make reference to, as in the L2 pathway. Teachers working with students with delayed access to Auslan will need to adapt and differentiate the curriculum extensively to scaffold their learning, particularly in their first years of study. Additionally, hearing children from deaf families who have Auslan as a first language may also benefit from the L1 pathway of learning.

The population of children who will follow the L1 pathway therefore has great variation in Auslan proficiency. Some will have had extensive access to a range of mature language users in early learning programs, in school and at home. Others will have limited quantity and quality of input in Auslan at home and sometimes even in school, and may not have attended an early intervention signing program prior to school. This pathway is primarily pitched at those students with exposure to Auslan prior to Foundation level; delayed language learners will require extra support to participate in the learning experiences outlined in this pathway.

Typically, L1 programs occur with constant involvement from a variety of fluent signers drawn from the Deaf community. A key expectation in the L1 pathway is that students will have opportunities to interact with elders and the Deaf community to consolidate and enhance their learning of the language and culture, ideally face to face, although accommodations via technology may need to be made in regional and remote areas.

First Language Learner Pathway (L1): 7–10 sequence

The nature of education of deaf students is such that some learners arrive at high school with a very limited knowledge of English, and little, if any, Auslan. These learners may have come from other countries where they have had no access to schooling for deaf children, or from educational programs overseas or in Australia from which they have learnt only rudimentary speech and language and have not had access to quality signed language models. This group of learners, therefore, comprises students who are learning their first language well beyond the age of typical language development.

As a result, this group of learners is very different from the similarly aged cohort from the F–10 sequence, who have had exposure to quality language since birth or early in life, and who approach high school learning with established fluency in Auslan, which enables them to focus much of their Auslan class time on the development of higher-order skills such as analysis and evaluation. Learners in the L1 pathway, 7–10 sequence begin learning Auslan with limited prior experience of any language. They may have additional disabilities, sometimes hidden, often caused by their language delay. Auslan is nonetheless considered their first or primary language, due to their lack of fluency in any other language. Learners require intensive support and extensive input from rich language models, especially at the initial stages. These learners are unlikely to reach native-like levels of fluency in any language, but will benefit greatly from the explicit teaching of Auslan as a subject to support their language acquisition and development.

First Language Learner Pathway (L1): Learner experiences

The experience of first language learners of Auslan will include:

- opportunities to expand domains of use in their first language and to develop skills in registers and genres not necessarily encountered in their home context, particularly in the case of delayed L1 learners of Auslan
- enhancement of essential skills that underpin other learning, including critical thinking and literacy in both Auslan and English
- reflection on their own identities, awareness of the values and beliefs that underpin their communication practices, and exploration of their expression of identity in Auslan and in Deaf culture and of how this can be extended to English and other languages and cultures
- understanding of the systems of Auslan and sociolinguistic variation of the language in context
- development of the capacity to translate and interpret activities that provide insights into cultural and linguistic differences and similarities between Auslan and English and between communicative practices in the two languages
- reflection on their linguistic environment at local, regional, national and international levels, including exploration of the status of Auslan and other signed languages, of ways in which it can be expanded to meet the needs of their own developing linguistic and cultural capabilities and their identity as a member of the Deaf community
- understanding of the history of deaf people and of their own ability to effect positive social change.

Second Language Learner Pathway (L2): F–10 and 7–10 sequences

The second language learner pathway caters for students learning Auslan as a second or additional language. This will typically be hearing children, but may include hard of hearing or deaf children who already have an established first language. These children are being introduced to Auslan for the first time as an additional language. The teaching team will use the curriculum to cater for L2 learners of different backgrounds by making appropriate adjustments to differentiate learning experiences for these students.

The first language of most L2 students will be a spoken language, and this pathway provides them with an opportunity to study a language that is very different from a spoken language. If L2 learners are learning in a school attended by deaf students, they will have a unique opportunity to use their new language on a daily basis in an authentic context. Deaf students located in schools that offer an L2 Auslan program have increased opportunity to expand their peer networks, potentially supporting transition between schools (from primary to secondary school, for example), and increasing their resilience and social networks, decreasing their risk of isolation, and increasing their sense of inclusion.

Typically, L2 programs occur with constant involvement from a variety of fluent signers drawn from the community. A key expectation of the L2 pathway of learning is that students will have opportunities to interact with elders and members of the Deaf community. This provides learners with the chance to develop a deeper appreciation of the nature and diversity of languages and cultures, and requires the acquisition of specific knowledge and skills necessary to learn and understand Auslan in its cultural context.

Second Language Learner Pathway (L2): Learner experiences

The experience of second language learners of Auslan will include:

- developing knowledge of Auslan needed to interact with others and to communicate personal information and ideas in a widening range of contexts
- observing and interacting with Auslan users and Auslan texts and beginning to recognise the culture-specific ways in which communication takes place
- reflecting on their own linguistic and cultural practices and beginning to apply this new understanding in their communication with others
- understanding of linguistic, historic and cultural trends and developments in the context of national and international Deaf communities and signed languages.

First Language Learner Pathway



Second Language Learner Pathway



Developing teaching and learning Sequences of learning

The Australian Curriculum: Languages – Auslan has two learning sequences: one from Foundation to Year 10, and another from Year 7 to Year 10 (Year 7 Entry). The curriculum is written in a series of bands, as follows: Foundation – Year 2, Years 3–4, Years 5–6, Years 7–8 and Years 9–10. Given the limited but growing research and pedagogical support for the teaching and learning of Auslan, there may be local flexibility in curriculum implementation, depending on suitability of learner pathway and entry point in the sequence.

Strands and sub-strands

The content of the Australian Curriculum: Languages is organised through two interrelated strands, which realise the four aims of learning Auslan. The two strands are:

- **Communicating:** using language for communicative purposes in interpreting, creating and exchanging meaning
- **Understanding:** analysing language and culture as resources for interpreting and creating meaning.

The strands reflect three important aspects of language learning:

- communication
- analysis of aspects of language and culture
- reflection, which involves
 - reflection on the experience of communicating
 - reflection on comparative dimensions of the languages available in students' repertoires, for example, the first language in relation to the second language, and the self in relation to others.

A set of sub-strands has been identified within each strand to reflect dimensions of language use and the related content to be taught and learnt. The strands and sub-strands do not operate in isolation but are integrated in relation to language use for different purposes in different contexts. The relative contribution of each sub-strand differs for described languages, pathways and bands of learning.

Table 1 gives a brief description of each of the strands and sub-strands for Auslan.

Strand	Sub-strand	Description
Communicating <i>Using language for communicative purposes in interpreting, creating and exchanging meaning</i>	1.1 Socialising	Interacting to exchange ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action
	1.2 Informing	Obtaining, processing, interpreting and conveying information through a range of Auslan texts; developing and applying knowledge
	1.3 Creating	Engaging with imaginative experience by participating in, responding to and creating a range of texts, such as stories, poetry, art and performance
	1.4 Translating	Moving between languages and cultures, understanding that words and signs do not always have direct equivalence and recognising different interpretations and explaining these to others

	1.5 Identity	Exploring and expressing their sense of identity as individuals and as members of the Deaf community and culture and as deaf, hard of hearing or hearing people
	1.6 Reflecting	Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity
Understanding <i>Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange</i>	2.1 Systems of language	Understanding the language system, including visual-gestural language parameters, conventions and grammar
	2.2 Language variation and change	Understanding how language use varies according to individual difference and context and across time and place
	2.3 Language awareness	Analysing and understanding language and culture over time, including language attitudes, language policy, language rights, international contexts and language vitality
	2.4 The role of language and culture	Analysing and understanding the role of language and culture in the exchange of meaning

The sub-strands are further differentiated according to a set of 'threads' that support the internal organisation of content in each sub-strand. These threads (shown in Table 2) are designed to capture: range and variety in the scope of learning; and a means for expressing the progression of content across the learning sequences.

Table 2: Strands, sub-strands and threads for Auslan across the learner pathways

Strand	Sub-strand	First Language Learner Pathway	Second Language Learner Pathway
Communicating <i>Using language for communicative purposes in interpreting, creating and exchanging meaning</i>	1.1 Socialising	Socialising and interacting	Socialising and interacting
		Taking action	Taking action
		Developing classroom language and protocols associated with Auslan learning	Developing classroom language and protocols associated with Auslan learning

	1.2 Informing	Obtaining and using information	Obtaining and using information
		Conveying and presenting information	Conveying and presenting information
	1.3 Creating	Participating in and responding to imaginative experience	Participating in and responding to imaginative experience
		Creating and expressing imaginative experience	Creating and expressing imaginative experience
	1.4 Translating	Translating/interpreting and explaining	Translating/interpreting and explaining
		Creating and using bilingual resources	Creating and using bilingual resources
	1.5 Identity	Exploring and expressing their sense of identity, relationship and community	Expressing and reflecting on identity
	1.6 Reflecting	Reflecting on the experience of intercultural communication	Reflecting on the experience of intercultural communication
	Understanding <i>Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange</i>	2.1 Systems of language	Formational elements of signs
			Sign modifications
			Sign classes and clause structures
			Text organisation
		2.2 Language variation and change	Variation in language use
		2.3 Language awareness	Linguistic landscapes and the nature, context and status of Auslan

	2.4 The role of language and culture	The relationship between language and culture	The relationship between language and culture
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Text types

Text types include signed or spoken texts, written texts (in English), digital texts and multimodal texts. They are central to curriculum development, as all work in language learning can be seen as textual work. The selection of quality Auslan texts produced by native or native-like proficient signers is important: texts define and reflect past and present and linguistic and cultural identity, making the people and experiences of a particular culture distinctive; they also provide the opportunity for developing intercultural understanding.

Band descriptions

The band descriptions give a general description of language learning that is typical at particular year levels along the F–10 continuum. They have been developed to correspond to learning in the following bands: Foundation – Year 2, Years 3–4, Years 5–6, Years 7–8 and Years 9–10. Each band description includes discussion of:

- nature of the learner
- Auslan learning and use
- contexts of interaction
- texts and resources
- features of Auslan use
- level of support
- the role of English.

Developing teaching and learning programs

In developing teaching and learning programs, the two strands – Communicating and Understanding – are integrated to ensure holistic learning in order to attend to active language use and the development of related knowledge, understandings and reflective capabilities. The set of strands and sub-strands capture a range of dimensions of language use. As such, they are designed to capture the range and variety of content to be experienced and learnt by students. The teaching team will design teaching and learning programs by drawing on the content descriptions from a number of sub-strands and integrating these to create meaningful learning experiences for their particular learners. The emphases across the strands and sub-strands may vary for different bands and pathways and for different contexts. Since the content descriptions indicate the nature and scope of the learning over several year spans, the teaching team will make decisions about what aspects of the content descriptions will be taught in what year of their program. Programs can then be used to inform the development of short-term programs year by year (for example, one term/several weeks). Taken together, band descriptions, content descriptions, content elaborations and achievement standards provide an overall sense of ‘level’ or expectations about language teaching and learning at a given moment in time and over time. In the development of programs, they give a sense of the level of complexity at which student learning can be pitched. In relation to assessment, they provide a reference point for making judgements about students’ progress in learning. The teaching team will make decisions about pedagogies that best meet the learning needs of their particular students and the context of their particular program.

Development and implementation protocol

Engagement and appropriate consultation with the local Deaf community in an ethical, respectful and sustainable manner is the cornerstone of respectful Auslan program development and key to a successful Auslan teaching program. Deaf people are the custodians of their language. Consultation with native or native-like and proficient users of Auslan who have ownership of the language is strongly recommended as a special consideration for Auslan programs, to ensure the language is taught in a contextually and culturally correct manner. Teaching Auslan without due consideration of/ liaison with the Deaf community may result in linguistic and cultural appropriation and the disenfranchisement of deaf people.

Issues to consider

- the presence of deaf students within the school environment, for whom the provision of an L1 or L2 Auslan program would be of academic, social, emotional and vocational benefit
- the proportion of Deaf teachers, mentors, language models and Deaf community members in the region, and available access to them
- the availability of skilled and appropriate personnel for teaching Auslan, such as qualified Auslan instructors/language teachers, and the capacity to team teach in deaf/hearing teams as needed in a culturally sensitive manner
- the possibility of excursions to Deaf community events and the development of ongoing relationships with community members (such as Deaf seniors) to support pedagogy and to build and perpetuate mutual understanding and connections for the benefit of students and the community
- the three-dimensional visual-spatial nature of Auslan means that it is ideally taught in a face-to-face context. ICT will play an important role in providing access to a variety of signers and signed texts, however, particularly for rural and remote learners
- the range of cross-cultural considerations that need to be addressed when working in and teaching Auslan in Aboriginal and Torres Strait Islander communities. The teaching team should consult the local community about particular topics, local context and relevant cultural considerations, so that offence and embarrassment can be avoided
- the importance of promoting further research of Auslan and the development, collection and digitisation of quality texts, teaching materials, resources and assessment and reporting tools for teaching purposes
- the need for investment in the professional development of suitable Auslan teachers to meet future anticipated interest and demand in Auslan programs in schools; and for recognition of the fact that the success of Auslan programs depends on the fundamental premise that suitably skilled and qualified teachers, including native or native-like proficient users of Auslan, have key roles in their development and implementation
- schools enrolling deaf and hard of hearing students on the same site may wish to consider offering both L1 and L2 Auslan pathways or a blend of the two as needed. Authentic opportunities for deaf, hard of hearing and hearing peers to engage with each other, either face to face or via technology, allows L2 students to practise language in a real-world context. Such practice benefits for hearing students transfer to deaf students by broadening their peer network, increasing communication across the school and over several year levels for the deaf students, and potentially have social, emotional, cultural, psychological, academic and vocational benefits for all students in the program.

For more specific guidance and to connect with the Deaf community, contact the national peak body representing the needs and interests of Auslan users, Deaf Australia, or the relevant state association.

As a native signer, sharing my language with students is a gift I give willingly, knowing with language comes greater understanding, acceptance and respect. Students learn to appreciate my community and culture because they engage directly with me, a Deaf teacher, which is incredibly powerful in the learning experience. I believe my own deaf children will grow up in a much more tolerant and accessible society because of Auslan in schools.

—Josie Hodgetts, Deaf parent of deaf children, Auslan teacher

PDF documents

Resources and support materials for the Australian Curriculum: Languages – Auslan are available as PDF documents.

Languages - Auslan: Auslan glossing conventions and principles

Context statement

Years F–10 Sequence

The first language learner (L1) pathway is pitched at two of the many types of potential learners in the Auslan cohort:

- native signing children from Deaf families who have fluent language models to interact with at home and have been exposed to the language since birth
- deaf children from hearing families with parents or older relatives who have learnt to sign and exposed their children early to rich signing models, for example in bilingual preschools.

There is another significant group of children in the L1 pathway: deaf children who arrive in a signing program in their first few years of schooling. These students begin learning Auslan with limited prior experience of any language, and may have additional disabilities that are hidden because of their language delay. The L1 pathway is appropriate for them since they will be using the language for more hours a week than just in the subject, thus making faster progress with language acquisition; and they have no other language to reference, as in the L2 pathway. Teachers working with students with delayed access to Auslan will need to adapt and differentiate the curriculum extensively to scaffold their learning, particularly in their first years of study. Additionally, hearing children from Deaf families who have Auslan as a first language may also be suited to the L1 pathway of learning.

The population of children who will follow the L1 pathway therefore has great variation in Auslan proficiency. Some will have had extensive access to a range of mature language users in early learning programs, in school and at home. Others will have limited quantity and quality of input in Auslan at home and sometimes even in school, and may not have attended an early intervention signing program prior to school. This pathway is primarily pitched at those students with exposure to Auslan prior to Foundation level; delayed language learners will need extra support to participate in the learning experiences outlined in this pathway.

Typically, L1 programs occur with constant involvement from a variety of fluent signers from the community. A key expectation in the L1 pathway is that students will have opportunities to interact with elders and members of the Deaf community.

Years 7–10 (Year 7 Entry) Sequence

The nature of education of deaf students is such that some learners arrive at high school with a very limited knowledge of English, and little, if any, Auslan. These learners may have come from other countries where they have had no access to schooling for deaf children, or from educational programs overseas or in Australia from which they have learnt only rudimentary speech and language, and not had access to quality signed language models. This group of learners, therefore, comprises students who are learning their first language well beyond the age of typical language development.

As a result, this group of learners are very different from the similarly aged cohort from the F–10 sequence, who have had exposure to quality language since birth or early in life, and who approach high school learning with established fluency in Auslan, which enables them to focus much of their Auslan class time on the development of higher-order skills, such as analysis and evaluation. Learners in the L1 pathway, 7–10 sequence begin learning Auslan with limited prior experience of any language. They may have additional disabilities, sometimes hidden, often caused by their language delay. Auslan is nonetheless considered their first or primary language, due to their lack of fluency in any other language. These learners need intensive support and extensive input from rich language models, especially at the initial stages. They are unlikely to reach native-like levels of fluency in any language, but will benefit greatly from the explicit teaching of Auslan as a subject to support their language acquisition and development.

Context statement

Years F–10 Sequence

The second language learner (L2) pathway caters for students learning Auslan as a second or additional language. This will usually be students who are not members of the Deaf community; typically, hearing students who may or may not already know a second language. The L2 pathway may also include deaf or hard of hearing children already fluent in another language, such as a different signed language in the case of a recent immigrant, or spoken English for some deaf children who have residual hearing or access to speech. These students are introduced to Auslan as a language to add to their existing linguistic repertoire. Teachers will use the curriculum to cater for learners of different backgrounds by making appropriate adjustments to differentiate learning experiences.

The first language of most L2 students will be a spoken language, and this pathway gives them an opportunity to study a language that is very different from a spoken language. If L2 learners are learning in a school attended by deaf students, they will have a unique opportunity to use their new language on a daily basis in an authentic context.

L2 programs occur with constant involvement from a variety of fluent signers from the community. A key expectation is that students will have opportunities to interact with elders and members of the Deaf community.

Years 7–10 (Year 7 Entry) Sequence

The second language learner pathway Years 7–10 sequence offers students the opportunity to learn Auslan as a second or additional language commencing in their first year of high school. These learners are typically hearing students with little prior exposure to the language or to the Deaf community; but many will have learnt an additional language in primary school and some have proficiency in different home languages. They consequently bring existing language learning strategies and intercultural awareness to the new experience of learning Auslan. This cohort also includes deaf or hard of hearing students already fluent in another language, such as different signed languages in the case of recent immigrants or spoken English for deaf children who have residual hearing or access to speech. These students are introduced to Auslan to add to their existing linguistic repertoire. Teachers will use the curriculum to cater for learners of different backgrounds by making appropriate adjustments to differentiate learning experiences.

The first language of most L2 students will be a spoken language, and this pathway provides an opportunity to study a language that is very different from a spoken language. L2 learners learning in a school attended by deaf students have a unique opportunity to use their new language on a daily basis in an authentic context.

L2 programs occur with constant involvement from a variety of fluent signers from the community. A key expectation is that students will have opportunities to interact with elders and members of the Deaf community.

The Australian Curriculum Languages - Auslan First Language Learner Pathway - Years F–10 Sequence

Foundation to Year 2

The nature of the learners

Most hearing children, or deaf children from signing families, enter the early years of schooling with established communication in one or more languages. Cognitive and social development at this stage is exploratory and egocentric; thus learning typically focuses on students' immediate world of family, home, school and friends. Children at this age are learning how to socialise with new people, share with others, and participate in structured routines and activities at school. Auslan is learnt in parallel with English literacy and, for some children, spoken English. Some learners arrive at school with little experience of English and will learn it as a second language, while others may use spoken English with their hearing family members. The learning of Auslan supports and enriches deaf children's learning of English and vice versa.

Auslan learning and use

Rich language input characterises the first stages of learning. Most children are familiar with the forms of signs and their fluency and accuracy is further developed through activities such as play, games and viewing texts. The curriculum builds on children's interests and sense of enjoyment and curiosity, with an emphasis on active, experiential learning and confidence building. Creative play provides opportunities for using the language for purposeful interaction in less familiar contexts.

Children build vocabulary for thinking and talking about school topics, routines and processes, and expand their knowledge and understanding by interacting with other deaf children and adults in new contexts and by participating in more structured routines and activities. They use Auslan for different language functions, such as asking and responding to questions, expressing wishes, responding to and giving directions, greeting, thanking, apologising, agreeing and disagreeing, and taking turns in games and simple shared learning activities.

Contexts of interaction

Across Foundation to Year 2, learning occurs largely through interaction with peers and the teaching team, with some access to members of the Deaf community for additional enrichment and authentication of students' language learning. Information and communication technology (ICT) resources provide additional access to Auslan and to the cultural experience of deafness. A key expectation in the L1 pathway is that students will have opportunities to interact with a variety of native or near-native signing models.

Texts and resources

Children engage with a variety of signed texts, live and recorded. They watch the teacher signing, share ideas and join in activities and stories and various forms of play and conversational exchanges. Text types include descriptions of appearances, relationships between people, and stories and recounts, as well as texts that talk about self, such as comparing likes and dislikes with others. Students become familiar with ways of recording Auslan, either through film, photos of signs, line drawings of signs, or simple symbols. An important source of natural signed texts are members of the deaf community. The early stage of language learning is also supported by extensive use of concrete materials and resources. Play and imaginative activities, games, and familiar routines provide essential scaffolding and context for language development.

Features of Auslan use

Children in Foundation to Year 2 learn to produce all handshapes, movements and locations of single signs. They make use of handling and size and shape specifiers (SASS) depicting signs with increasing accuracy, and use entity depicting signs to talk about simple movement and locations. Children in this band level produce a range of clause structures with the correct sign order and non-manual features (NMFs), such as questions, negatives and topic-comment structures, as well as using a range of non-manual adverbs. They learn to modify indicating verbs to show participants involved in events and can sometimes maintain those locations across multiple clauses. They are learning to integrate multiple viewpoints, such as that of narrator and of one or two characters, through constructed action and marking manner in longer signed texts.

As children learn to adjust their language to suit different purposes and situations, they begin to understand how culture shapes language use. They compare how they feel when they use different languages and how they view different languages and people who use them. This introduction to the meta dimension of intercultural learning develops the ability to 'decentre', to consider different perspectives and ways of being, and to become aware of themselves as communicators and cultural participants. Metalinguistically, children learn to describe features of signs, such as handshapes, to identify whether they are iconic; to recognise the importance of space in Auslan; and to categorise signs as nouns, verbs and adjectives.

Level of support

Learning is supported through the provision of experiences that are challenging but achievable with appropriate scaffolding and support. This involves modelling, monitoring and moderating by the teacher; provision of multiple and varied sources of input; opportunities for revisiting, recycling and reviewing; and continuous cueing, feedback, response and encouragement. Use of recounting, experiencing and retelling assists in establishing early language skills based on real-life experiences.

The role of English

Auslan is the language of all classroom interactions, routines and activities. It is the principal medium of instruction in L1 pathway classrooms. English may play a complementary role, such as when comparing signs and words and looking at fingerspelling. English is necessarily discussed in the translating strand.

Foundation to Year 2 Content Descriptions




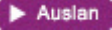

Communicating	
Socialising	Elaborations

Communicate with teacher, peers and familiar adults in guided and free interactions that develop social and communicative skills

[Key concepts: self, family, interaction, experience, preference; Key processes: interacting, greeting, asking/answering questions, recounting, describing, comparing]

(ACLASFC001)



- interacting with others using greetings according to relationship, context and time of day, for example:
HELLO, HOW-ARE-YOU? SEE LATER, GOOD MORNING M-R-J-O-N-E-S
- asking and answering questions about families, friends, pets, routines or pastimes, for example:
PRO2 ARRIVE SCHOOL HOW? CAR TAXI WALK G:WELL?
How do you get to school?
WHAT POSS2 FAVOURITE SPORT WHAT?
What's your favourite sport?
POSS1 BIRTHDAY WHEN D-E-C
My birthday is in December.

- using everyday social exchanges such as thanking, apologising, expressing wishes or congratulations, for example:
THANK-YOU HELP_{-me}
Thank you for helping me.
SORRY A-C-C
I'm sorry, it was an accident.
GOOD-LUCK POSS2 RACE
Good luck for your race.

- introducing themselves or a friend to class visitors, for example:
HELLO POSS1 NAME G-A-V-I-N SIGN-NAME:GAVIN
Hi, my name's Gavin and this is my sign name.

- supporting interaction when socialising with their peers, for example by indicating agreement or disagreement through nodding or head shaking
- recounting personal experiences using specific time markers such as BEFORE, AFTER, LONG-TIME-AGO, YESTERDAY
- recounting experiences shared as a class, such as excursions or special visitors, using appropriate sequencing of information
- describing family members, friends or teachers in terms of physical appearance and characteristics, for example:
PRINCIPAL YOU-KNOW SHORT LONG-HAIR GLASSES?
You know the principal? She's short, has long hair and wears glasses.
POSS1 BROTHER OLD++ TALL SKINNY
My brother is older; he's tall and skinny.

- comparing likes, dislikes and preferences, for example:
PRO1 LIKE APPLE PRO1 DON'T-LIKE ORANGE
I like apples but I don't like oranges.

- exploring different ways of expressing emotion through the use of NMFs and lexical signs, for example:
PRO3 TEASE_{-me}
She teased me.
NOW PRO1 HAPPY BEFORE PRO1 CRANKY

I'm happy now but before I was cranky.

▶ Auslan

- sharing their opinions about classmates or classroom resources using evaluative language and superlatives, for example:

S-A-M RUN FAST C-H-R-I-S WOW FAST SPEED

Sam runs fast but Chris runs the fastest.

THAT BEST COMPUTER

That's the best computer.

▶ Auslan

- sharing information about personal experiences or recent events, using time markers that incorporate numerals, such as THREE-DAYS-AGO, NEXT-WEEK, LAST YEAR, IN-TWO-DAYS

- referring to family members' and classmates' names using fingerspelling or sign names as appropriate

- describing class activities using plain or indicating verbs, modifying the indicating verbs some of the time, for example:

THERE SIT BOOK READ, FINISH PUT++

Over there we sit and read books, and when we're finished we put them away.

PENCIL PRO1 GIVE++

I'll give out the pencils.

▶ Auslan

- conversing with friends using appropriate turn-taking strategies
- asking and answering questions related to time, place, number, days of the week, months and seasons, for example:

WHY SHOULD LOOK_{-left} LOOK_{-right} BEFORE ROAD CROSS

Why do we need to look left and right before crossing the road?

ONE WEEK DS:length HOW-MANY DAY?

How many days in a week?

▶ Auslan

- describing relationships between members of their family or between classmates, for example:

PRO3 POSS1 COUSIN WE2 GOOD FRIEND.

She's my cousin; we're good friends.

POSS3 FATHER PUNISH PRO3

Her father punished her.


▶ Auslan

Participate in group learning activities that involve taking turns, playing action games, making choices or swapping and classifying items

[Key concepts: play, action-learning, problem-solving; Key processes: participating, playing, collaborating]

(ACLASFC002)






- participating in signing songs and games that involve repeated signs, gestures and NMFs, for example, *I went to the market and I bought ... Old MacDonald had a farm ...*
 - participating in activities that involve classifying objects by attributes such as shapes, colours and numbers
 - following directions in activities such as an obstacle course or action game, using directional terms or depicting signs such as
DS:turn-left DEAD-END DS:turn-right
Go left, then at the end turn right.
PLEASE BRING MILK FRIDGE DS:open-door POINT
Please bring the milk; it's at the bottom of the fridge door.

 - playing games that involve choice, memory or information exchange to reinforce number skills or language patterns
 - collaborating in art or craft activities that involve making decisions about choices or contributions
 - participating in barrier games and other information-gap activities that focus on describing appearance or scenes, such as a game of 'Guess Who' on paper with some characters named on paper A and some not named on paper B, and vice versa; taking turns to describe appearance of the characters with no name and having partner fingerspell their names back
 - participating in role-plays that involve scenarios such as ordering a meal, buying food or other items, transacting payment or giving feedback
-

Participate in classroom routines and activities such as following directions, attracting attention, responding to questions and turn-taking

[Key concepts: direction, response, support, protocol; Key processes: participating, responding, interacting, turn-taking]

(ACLASFC003)



- recognising their own and their classmates' fingerspelled names used in games or routines such as roll call
- asking for help, offering assistance or requesting permission in polite ways, for example:
PLEASE HELP_{-me}?
Can you help me, please?
CAN SHARE?
Can we share these?

- demonstrating attentive watching across a range of school contexts, such as assemblies or classroom discussions
- following instructions for class routines, for example:
PLEASE WITH-2++ DS:sit-opposite
Please find a partner and sit opposite each other.
DS:line-up PLEASE
Line up, please.
LOOK-AT_{-me} PRO1
Look to the front.

- gaining others' attention in appropriate ways, relying less on tap and more on other strategies, and responding to others' attempts to gain their attention
- following protocols such as stopping when lights are flashed, and observing appropriate distance between signers
- learning to be a supportive group discussion member, for example by asking relevant questions, providing feedback, prompting, using NMFs to indicate agreement or disagreement
- formulating different kinds of open and closed questions, including WHEN, WHY and HOW questions
- signing appropriately to maintain or change a topic, to remain on task and take turns
- interacting with each other or the teacher by using eye gaze and other NMFs to indicate agreement/disagreement or understanding/lack of understanding
- negotiating turn-taking, for example:
PRO1 FIRST YOUR-TURN
It's my turn first, then your turn.

- watching, remembering and responding to increasingly complex instructions of two or more steps, for example by moving or locating objects in the classroom
- using the appropriate NMFs for asking questions and making statements when interacting in small groups

Informing

Elaborations

Identify specific points of information in simple Auslan texts and use the information to complete guided tasks

[Key concepts: information, family, games, hobbies; Key processes: collecting information, identifying, retelling, categorising, recording]

(ACLASFC004)



- retelling and responding to key points of information in class messages, directions or introductions
- gathering information from their peers about topics such as family members, favourite foods, toys or games to report back to the class
- identifying information in simple Auslan texts that relates to properties such as colour, number, size or shape and responding through activities such as manipulating concrete materials and objects
- identifying and categorising signs in simple Auslan texts according to handshape
- following a signed text that involves several steps to progressively collect information needed to complete a task, such as an obstacle course
- watching short Auslan texts about topics such as hobbies, animals or sports, recording key points of information using tables or graphic organisers
- watching a presentation by a teacher, peer or visitor and recalling and retelling specific points of information
- recording new language in personal sign dictionaries acquired from simple Auslan texts in different curriculum areas, for example, when learning about the weather or countries of the world


Present information about self, family, people, places and things using signed descriptions and visual prompts

[Key concepts: self, family, routines, home, community; Key processes: providing information, describing, presenting, demonstrating, labelling, reporting]

(ACLASFC005)



- describing an object, animal or person using lexical adjectives, for example colours, or SASS depicting signs relating to size and shape
 - contributing to a digital class presentation such as a video by signing a description of their own photo or piece of work
 - demonstrating a simple procedure using list buoys and related sign vocabulary to demonstrate the different steps
 - labelling objects in the classroom and in learning resources such as books and wall charts with pictures of signs
 - recounting to the class details of a personal experience such as a holiday or weekend event
 - reporting aspects of their daily routines or family life, such as how they travel to school or what they eat for lunch
 - categorising and displaying pictures of signs, for example on a handshape wall
 - presenting specific information such as a weather report using visual prompts or a digital presentation
 - sharing information about their family, home or local community with their classmates, for example, through signed commentary to a display or digital presentation
 - reporting key elements obtained from predominantly visual infographics or diagrams related to different learning areas, for example, life cycle charts
 - providing information needed to complete an information-gap activity, for example, '20 Questions' with yes/no answers, or 'Guess Who?'
-

Creating	Elaborations
<p>Participate in a range of imaginative experiences and respond through drawing, telling with familiar signs and written words or enacting with constructed action</p> <p>[Key concepts: imagination, story, character, emotion; Key processes: viewing, retelling, expressing, responding, interpreting]</p> <p>(ACLASFC006)</p> 	<ul style="list-style-type: none"> viewing fairytales or stories from sources such as National Simultaneous Storytime books, demonstrating understanding through retelling or enacting engaging in imaginative play that involves the creation of mood or momentum through repeated use of signs, handshapes and facial expressions to modify manner or intensify adjectives responding to forms of Deaf art such as handshape creations, for example by reproducing key elements in their own artwork and indicating emotional response using lexical signs such as LOVE, LIKE, LOOK GOOD, NOT BAD, UGLY responding to performances of Deaf poetry that evoke emotions such as sadness, fear or excitement, for example by indicating enjoyment or personal feelings interacting with a signing puppet or doll in a fantasy context or situation, for example by asking questions such as WHAT YOUR NAME? or YOU HUNGRY G:WELL? participating in indoor and outdoor games that use signs, handshapes and body movements in creative ways and focus on all Auslan parameters, for example, 'Simon Says' participating in Auslan games that use simple clauses in creative ways, for example, playing the improvisation game 'Space Jump' drawing a personal interpretation of a 'visual vernacular' description of a character's appearance viewing short Auslan stories and responding by identifying and comparing favourite elements, characters and events

Express imaginative experience through creative games, role-play and mime, using familiar signs, modelled language and constructed action

[Key concepts: imagination, emotion, expression; Key processes: creating, enacting, expressing, experimenting, imagining]

(ACLASFC007)



- changing elements of favourite stories to create their own versions, with a focus on varying manner or constructed action
- interacting with imaginary characters using lexical and non-lexical signs and NMFs to express emotions such as excitement, fear or amazement
- using iconic signs to create their own variations on familiar nursery rhyme actions, such as in 'Incy Wincy Spider'
- depicting the movement of people, animals or means of transport by using handshapes in creative ways
- creating amusing sequences of signs using a fixed handshape, such as YOU THINK PRO1 SHY
- experimenting with NMFs and handshapes to play games such as 'Simon Says', taking turns to be Simon
- experimenting with facial expressions to match different emotional expressions, such as HAPPY, SCARED, TIRED
- changing an aspect of a cartoon or picture story, using gestures, handshapes and NMFs to explain differences
- representing objects using combined bodies and hands in amusing or creative ways
- exploring the use of constructed action such as eye gaze change, body shift and head orientation when enacting imagined adventures
- making their own handshape creations
- assuming the role of a character from a story and responding to signed questions from classmates, such as:
YOUR NOSE DS:long-nose WHY?
Why is your nose so long, Pinocchio?



Translating

Translate familiar words and phrases from Auslan into English and vice versa, using visual cues, signs and English words, noticing how signs and words differ

[Key concepts: similarity, difference, meaning; Key processes: noticing, recognising, identifying, translating, explaining]

(ACLASFC008)



Elaborations

- recognising that every language uses words or signs to make meaning
- identifying aspects of Auslan which are the same in English, such as the fingerspelled alphabet
- participating in shared reading of children's books containing Auslan images and English text, asking and answering questions about unfamiliar words and phrases, and noticing the comparative number of signs and words used in the book
- translating simple Auslan signs to family and friends by fingerspelling or writing the English word, for example, DOG, CAT, BIRD
- comparing Auslan expressions used in everyday interactions such as greetings with equivalent English expressions, for example, HOW-ARE-YOU? compared to *How are you?*

Create simple print or digital texts such as labels, posters, wall charts or cards that use both Auslan images and English words

[Key concepts: code, translation; Key processes: labelling, creating, captioning]

(ACLASFC009)



- labelling objects and classroom items in both English and Auslan, using posters, word cards and alphabet cards, pictures and images of Auslan signs and words, for example, 'a is for apple' with a fingerspelled letter for 'a'
- creating and using handshape images to represent signs and label with words, for example, flat hand = **FISH**
- developing a simple handshape dictionary with English captions
- using photos of family members to create a family tree or similar representation of relationships, captioning and labelling in English with corresponding images of Auslan signs for each family member

Identity

Elaborations


Explore ideas of identity, social groupings, relationship, space and place, and how these relate to the Deaf community

[Key concepts: identity, self, relationship, community, place, space, connection; Key processes: identifying, exploring, describing, talking about]


(ACLASFC010)



- describing themselves as belonging to their family and to social groups such as their class or age cohort of deaf children
- exploring concepts of difference and sameness
- representing their relationships with others by drawing pictures, adding captions to photos, creating posters or digital presentations to depict their family, labelling immediate and extended family members as *deaf* or *hearing*
- identifying themselves as members of different groups and describing their relationships with deaf, hard of hearing and hearing children, family members, the Deaf community and the wider 'hearing' society
- identifying and describing physical markers of identity among deaf children, for example hearing devices such as hearing aids, cochlear implants and FM systems
- identifying and discussing their own and each other's family names, given name/s and name signs
- identifying elements of their behaviours or relationships that mark their individual or Deaf community identity such as the use of Auslan
- identifying places that are significant to them personally and are important to their identity
- exploring relationships between place, space and people, considering why some places and spaces make deaf people feel comfortable and promote a sense of belonging, for example those that facilitate face-to-face communication
- considering roles and responsibilities in relation to membership of a Deaf community, for example by describing how they can help others to be aware of their communication preferences in the classroom or with extended family
- exploring their shared experience as 'people of the eye', for example by identifying the importance of space for waving or using flashing lights to gain attention or to give visual applause

Reflecting	Elaborations
<p>Notice similarities and differences between Auslan and spoken languages in relation to ways of interacting, sharing stories and playing games</p> <p>[Key concepts: language, culture, similarity, difference, respect; Key processes: noticing, comparing, responding]</p> <p>(ACLASFC011)</p> 	<ul style="list-style-type: none"> comparing aspects of their lives as signing children with those of non-signing children represented in digital images, video clips or stories, for example, ways of playing games, telling stories or interacting at school, home and in the community discussing changes or adaptations they have to make to their communicative style when interacting with non-signers

Understanding


Systems of language	Elaborations
<p>Recognise the main formational elements of handshape, movement and location in Auslan signs, and understand that a sign is the same as a spoken or written word even though it can be iconic</p> <p>[Key concepts: handshape, movement, location, iconicity; Key processes: noticing, recognising, understanding]</p> <p>(ACLASFU012)</p> 	<ul style="list-style-type: none"> noticing the handshape of individual signs, and identifying signs that are made with a particular handshape, for example, COCKATOO (hs:5) and SOCCER (hs:fist) recognising that signs are categorised by the handshape at the start of the sign understanding that signs can be organised by handshape, for example in Johnston's Auslan dictionaries or localised handshape dictionaries in schools, and that this is useful if an English word for a sign is not known noticing the path movement of a particular sign and identifying signs associated with the major types of path movements, for example, THROUGH (forwards) or FULL (down to up) noticing the five major locations of signs on the body or in space, and identifying signs associated with each, such as SEE (head/face), SAY (mouth/chin), WHY (chest), TALK (hand) and ONE (signing space) understanding that sounds in English words are like handshapes, movements and locations in Auslan in the sense that they are combined together to make signs recognising that some signs are iconic, linking to the appearance of a referent, for example, HOUSE, TREE, DRINK, ELEPHANT and that some are not, such as SISTER, WHY, SIMPLE recognising that unlike English, which can be spoken or written, signed languages are not usually written down but occur 'through the air' experimenting with different methods of capturing the signed language, such as: a class-invented script, drawing pictures, videoing, English glosses or ASL-phabet

Recognise that signing happens in a finite space that can be used meaningfully within individual signs, learning in particular how depicting signs, some verbs, pronouns and enacting make use of spatial relationships

[Key concepts: signing space, numeral incorporation, verb modification to show who; Key processes: explaining, describing, noticing, identifying]

(ACLASFU013)



- realising that meaning is communicated through the use of signs, pictures, written or spoken words or miming
 - describing the range of signing space in normal signed discourse
 - noticing that single-digit numbers can be separate lexical items or merged into other signs (numeral incorporation) such as those for ages (for example, 5-YEARS-OLD) or adverbs of time (for example, 3-WEEKS-AGO) or pronouns (WE3, WE4)
 - noticing that Auslan pronouns are different from English ones because they don't show gender but they can show location and a specific number of referents, for example, WE2 (inclusive) and WE3 (inclusive) or WE2-NOT-INCLUDING-YOU (exclusive)
 - noticing that enacting a role or modifying the beginning and end locations of some verbs can show the referents involved, for example:
PRO1 ASK PRO3 versus PRO1 ASK_{-her}
PRO3 ASK_{-me} CA:I-was-shocked

 - identifying what sort of things can be represented in a DS by a particular handshape, for example a distant *person*, *pole* or *tree* can be represented by a point handshape, and a *cylinder* can be traced by a C handshape
-

Recognise that groups of words combine to make clauses and include nouns and pronouns (people, places, things), adjectives (qualities) and verbs (happenings, states); and distinguish between statements and questions based on non-manual features

[Key concepts: sign class, clauses, telling versus showing; Key processes: recognising, observing, distinguishing]

(ACLASFU014)



- categorising noun signs into those for people, animals, places or things
- understanding that proper nouns can have a sign name or be fingerspelled
- knowing that adjectives describe nouns in different ways, such as how they look (BIG or RED), feel (SOFT or HOT), smell (SMELLY) or sound (LOUD)
- identifying verb signs (SIT, EAT, FEEL, WONDER, HAVE) and recognising that they are central to a clause
- recognising that there is no verb 'to be' in Auslan
- understanding that a clause is one or more signs expressing a single idea and that a clause has at least one verb, but often one or more nouns as well, for example,
CALL-him
I called him.
MAN THERE GO-TO POSS3 HOUSE
That man went to his house.
BIG MONSTER SCREAM
A big monster screamed.

▶ Auslan

- recognising different nouns in clauses, including those that are shown with a pointing sign, such as GIRL READ versus PRO3 READ, or VISIT FRIEND versus VISIT PRO3
- noticing that Auslan has more flexibility in word order than English
- distinguishing between clauses that are statements and those that are questions
- knowing that signing involves either telling with signs or showing with DSs and periods of constructed action (CA)
MAN WALK SLOW
DS(point):man-walks-slowly
CA:man-swinging-arms-nonchalantly

▶ Auslan

Understand that texts are made up of units of meaning, such as words, gestures or sentences/clauses and that different types of texts have particular features that help serve their purpose

[Key concepts: text, referent; Key processes: recognising, identifying, discussing]

(ACLASFU015)



- recognising that texts are made up of one or more clauses which together make meaning
- recognising that different signed texts serve different purposes, and discussing and comparing these purposes (for example, the text genre *procedure* is to explain how, a *narrative* is to narrate, tell or entertain)
- identifying characteristic structures and features of particular types of Auslan texts and noticing how they suit the intended purpose, for example, the expression of emotions in a recount compared to presenting facts in an information report
- identifying different signs used by a signer to refer to the same person in a text, considering how this helps to maintain interest and understanding

Language variation and change

Elaborations

Understand that all languages including signed languages vary and borrow words and signs from each other
[Key concepts: dialect, language borrowing, variation; Key processes: noticing, recognising]

(ACLASFU016)



- understanding that there are two main Auslan dialects: the southern dialect used in Victoria, South Australia, Western Australia, the Northern Territory and Tasmania and the northern dialect used in New South Wales, Queensland and the Australian Capital Territory
- viewing videoed examples of Auslan signers from different parts of Australia, identifying the different signs used in southern and northern dialects, for example, signs for colours and some numbers
- noticing that words such as proper nouns for names of people, places or schools are borrowed from English by fingerspelling and mouthing, but some also have sign names
- recognising that Auslan borrows from other languages just as English does, and collecting words and signs used in their everyday lives that come from different signed and spoken languages
- noticing the variation in 'handedness' between signers in relation to signs and fingerspelling: right handers using their right hand as their dominant (main) hand; left handers doing the opposite

Language awareness

Recognise that Auslan is a legitimate language, one of many languages used in Australia and around the world
[Key concept: language diversity; Key processes: identifying, recognising, comparing]

(ACLASFU017)



Elaborations

- identifying different languages used by their classmates or members of their families, for example by creating a class profile or language map
- exploring similarities and differences between the many languages used in Australia and represented in the school, including spoken and signed Aboriginal and Torres Strait Islander languages, and comparing the ways different languages use writing, sound/speech, gestures, drawings, art and signs to communicate
- recognising the unique nature of signed languages and understanding that there are many different signed languages in use around the world, including in Aboriginal and Torres Strait Islander communities, and that there is not one 'universal' signed language
- recognising that Auslan is a legitimate language, different from mime and gestures such as those used to accompany songs in spoken languages

Role of language and culture

Elaborations

Understand that people use language in ways that reflect their culture, such as where and how they live, who they live with and what is important to them

[Key concepts: language, culture, community, observable phenomena; Key processes: noticing, recognising, questioning, making connections]

(ACLASFU018)



- recognising that people from different places and backgrounds may use different languages and have ways of living and communicating that differ from their own
- appreciating that culture and cultural difference means that people may value different things or live differently, and noticing observable examples of such difference, such as ways of greeting (bowing versus shaking hands) or conveying information (through words versus signs)
- exploring how hearing people live in ways that may be different from how deaf people live, for example by responding to stimuli such as: *Compare how deaf and hearing people know someone is at the front door.* or *How do deaf and hearing people wake up in the morning?*
- recognising the importance of facial expression, eye gaze and non-manual features in conveying information in a visual-gestural language and culture
- recognising the importance of language, community and culture in relation to their own lives and in relation to other language groups and their communities
- considering how some spaces make deaf people feel comfortable, for example, contexts where distance between signers allows for easy visual access

Foundation to Year 2 Achievement Standard

By the end of Year 2, students interact with the teaching team, class visitors and each other to share information about themselves, their families, friends, routines, pastimes and experiences. They use fingerspelling or sign names as appropriate and lexical adjectives or size and shape specifiers (SASS) depicting signs (DS) to describe the appearance and characteristics of family members, friends or teachers, for example, POSS1 BROTHER OLD++ TALL SKINNY or POSS3 SISTER FRECKLES. Students recount shared and personal experiences and favourite activities, using plain or indicating verbs that are modified, such as PRO1 GO-TO_{-right}, PLAY_{-continuous}, RETURN_{-left}, or LAST-WEEK PRO1_{-plural} VISIT NANNA. They sequence events correctly using time markers such as YESTERDAY, LAST-YEAR, TWO-DAYS-AGO. They use everyday social exchanges such as greeting, thanking and apologising, and express feelings through the use of NMFs and lexical signs. They compare likes, dislikes and preferences, for example, PRO1 LIKE APPLE DON'T-LIKE ORANGE. They use appropriate NMFs to ask and respond to a range of **wh**- questions and **yes/no** questions. They indicate agreement/disagreement or understanding/lack of understanding by using other NMFs. They follow directions for class routines, for example, PLEASE DS:line-up-facing-front, and give and follow instructions of two or more steps, using directional terms or DSs such as DS:turn-left T-JUNCTION DS:turn-right. Students follow culturally appropriate protocols, such as responding to and using attention-gaining strategies such as flashing lights, waving or tapping a shoulder or table, using voice-off while signing, and observing appropriate distance between signers. They recall and retell specific points of information from texts such as class messages, directions, introductions and 'visual vernacular' descriptions, and they recognise familiar fingerspelled words. They follow procedural texts involving several steps and retell them using list buoys. They view short Auslan stories and respond by identifying and comparing favourite elements, characters and events. They use features of constructed action (CA) such as shifting eye gaze, or head or body-head orientation when creating imagined texts, and use NMFs to modify manner or intensify adjectives, such as REMEMBER PRO1 JUMP_{-really-far-and-high}. They identify themselves as members of different groups and describe their relationships with deaf, hard of hearing and hearing children, family members, and the community. They identify similarities and differences between how people interact and share stories in Auslan and in spoken languages.

Students know that Auslan is a language in its own right, different from mime and gestures used in spoken languages. They know that eye contact is necessary for effective communication and that meaning is communicated visually through the use of signs, fingerspelling, NMFs and non-conventional gestures. They recognise and describe the main elements of Auslan signs: handshape, movement and location; and identify and categorise signs according to these. They recognise that some signs link to visual images, for example DRINK, ELEPHANT. Students know that some words, such as proper nouns, are borrowed from English by fingerspelling and mouthing, and that locations or orientations of signs can be modified meaningfully, for example to show who is involved in an event. They recognise that signers can **tell** with lexical signs or **show** with DSs and CA, and that clauses include a verb and sometimes nouns. They recognise the importance of facial expression, eye gaze and NMFs in a visual-gestural language and culture.

Years 3 and 4

The nature of the learners

Learners at this level are developing their cognitive and social capabilities and their communicative repertoire in the language, as well as becoming increasingly aware of their social worlds and their membership of various groups, including the Deaf community. They are more independent and less egocentric, enjoying both competitive and cooperative activities. Learners are able to conceptualise and reason, and have better memory and focus. They benefit from varied, activity-based learning that builds on their interests and capabilities and makes connections with other areas of learning.

Auslan learning and use

Learners in this band engage in a range of activities involving watching and responding to signed texts. They build proficiency through the provision of rich language input from a variety of sources where grammatical forms and language features are purposefully integrated. They develop more elaborate conversational and interactional skills, including initiating and sustaining conversations, reflecting on and responding to others' contributions, making appropriate responses and adjustments, and engaging in debate and discussion.

Learners at this stage express ideas and feelings related to their personal worlds, give and follow directions, negotiate with and persuade others, paraphrase content of texts, form factual questions to request information, check and clarify understanding and participate in play and shared tasks, including planning and rehearsing presentations or performances.

They watch and create short texts on topics relevant to their interests and enjoyment, such as family, pets, favourite activities or food. They continue to build vocabulary that relates to a wider range of domains, such as areas of the curriculum that involve some specialised language use. The language used in routine activities is re-used and reinforced from lesson to lesson in different situations, making connections between what has been learnt and what is to be learnt.

Contexts of interaction

Learning occurs largely through interaction with peers and the teaching team in the language classroom and the school environment, with some sharing of their learning at home. Additional enrichment and authentication of learning experience is provided through interactions with elders and other signers in the Deaf community. Access to wider communities of Auslan signers and resources also occurs through virtual and digital technology.

Texts and resources

Learners interact with a growing range of live and digital signed texts. They engage primarily with a variety of teacher-generated materials, stories and games, and with materials produced for young signers, such as storytelling apps. They have access to materials produced for signing children from the BAZSL family of languages as a means of broadening their cultural knowledge and awareness of the diversity of language experience.

Features of Auslan use

Learners recognise and apply elements of Auslan grammar, such as marking manner or aspect on verbs. They use increasingly sophisticated means of showing constructed action, and of using space to track a character or location through a text for purposes of cohesion. They develop metalanguage for talking about language, understanding and using terms such as fully- or partly-lexical signs, entity, handling or SASS depicting signs, constructed action, and adverbs and clauses.

Learners talk about differences and similarities they notice between Auslan and English, and also between cultural behaviours and ways of communicating. A balance between language knowledge and language use is established by integrating focused attention to grammar, vocabulary building, and non-verbal and cultural dimensions of language use with communicative and purposeful learning activity.

Learning Auslan in school contributes to the process of making sense of the learners' worlds, which characterises this stage of development. Students are increasingly aware that various signed languages are used in Deaf communities across the world. As they engage consciously with differences between languages and cultures, they make comparisons and consider differences and possibilities in ways of communicating in different languages. This leads them to explore concepts of identity and difference, to think about cultural and linguistic diversity, and about what it means to speak more than one language in the contemporary world.

Level of support

While learners work more independently at this level, ongoing support is incorporated into tasks, and the process of learning is supported by systematic feedback and review. Form-focused activities, particularly those increasing metalinguistic awareness, build grammatical knowledge and support the development of accuracy and control in Auslan. Opportunities to use this knowledge in meaningful activities build communicative skills, confidence and fluency. Tasks are carefully scaffolded: teachers provide models and examples; introduce language, concepts and resources needed to manage and complete learning activities; make time for experimentation and polishing rehearsed texts; and provide support for self-monitoring and reflection. The language students see is authentic with some modification. Discussion supports learning and develops learners' conceptual frame for talking about systems of language and culture.

The role of English

Auslan is the principal medium of instruction in L1 pathway classrooms. English plays a complementary role; for example, it is used when translating, creating bilingual/multilingual texts or comparing and contrasting languages. Discussion in Auslan supports learning, develops conceptual frames and builds metalanguage. The process of moving between languages consolidates the already established sense of what it means to be bilingual or multilingual and provides opportunities for reflection on the experience of living interculturally in intersecting language communities. Auslan is learnt in parallel with English literacy and, for some children, spoken English. The learning of Auslan supports and enriches deaf children's learning of English, and vice versa.

Years 3 and 4 Content Descriptions


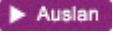

Communicating		
Socialising	Elaborations	

Communicate with each other and with teachers about aspects of their personal worlds, daily routines, preferences and pastimes

[Key concepts: self, routines, preferences, pastimes; Key processes: expressing, describing, comparing, recounting, persuading]

(ACLASFC019)



- sharing feelings about important experiences or events, for example:
PRO1 EXCITED HOLIDAY SOON
I am excited about the holidays.
POSS1 FRIEND CHANGE OTHER SCHOOL PRO1 SAD
I was sad when my friend moved away.

- discussing preferences in relation to school or community activities, using comparatives and superlatives
PRO1 LIKE MATH, SCIENCE BUT POSS1 FAVOURITE ART
I like maths and science, but my favourite subject is art.

- comparing routines or activities, using signs for time, sequence and location, such as:
WHAT TIME PRO2 GO-TO-BED?
What time do you go to bed?
EVERY MONDAY POSS1 CLASS LIST-BUOY-1
READING LIST-BUOY2 MATHS LIST-BUOY-3
SWIMMING. POSS2 CLASS G:WELL?
Every Monday my class has reading, then maths, then swimming. What about your class?

- telling each other about daily routines or habits showing aspectual marking on verbs to indicate frequency, such as brushing teeth for a long time
- interacting with younger children or with people who are just beginning to learn to sign, adapting language to suit the situation
- describing actions and activities using NMFs to show manner, for example, PRO1 **WORK** versus PRO1 **WORK**_{-hard}
- participating in online exchanges such as vlogs to compare daily routines or interests with other deaf children or families
- using persuasive language in social interactions with each other, for example:
PLEASE POPCORN GIVE-me++ BEG?
Please can I have some of your popcorn?

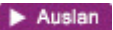
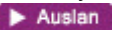

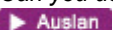
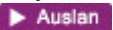
Contribute to class activities and shared learning tasks that involve transacting, planning and problem-solving, using collaborative language

[Key concepts: collaboration, roles, responsibilities, memory;

Key processes: negotiating, collaborating, planning, transacting]

(ACLASFC020)

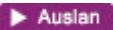

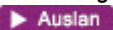
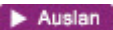





- working together in shared tasks such as cooking, craft activities or creating displays, signing questions or statements, for example:
BOOK WHICH WANT MAKE WHICH? PICK.
Which recipe do you want to make? You choose.
PLEASE PRO2 BRING SCISSORS PLUS PAPER?
Can you please bring scissors and paper?

- negotiating roles and responsibilities and expressing preferences when working on shared projects, using expressions such as I would prefer to do that; What job do you want to do?
PRO1 FILM PRO2 QUESTION_{-her}
I'll film; you ask her the questions.

- contributing to the development of a set of class rules
- engaging in activities such as treasure hunts that involve making choices, solving problems and giving and following directions, for example:
LIBRARY IN DS:turn-right AUSLAN DICTIONARY
DS:fat-book SHELF++ THAT. PLEASE BRING_{-me}
Go into the library, turn right and the Auslan dictionary will be on the second shelf. Bring that back to me.

- playing games that involve the exchange or discovery of hidden information, using descriptive language and appropriate questioning, for example:
HAVE BROWN EYES CURLY HAIR?
Does he have brown eyes and curly hair
CAN COOK WITH?
Can you use it for cooking?

- checking on understanding when completing learning activities, for example:
KNOW WHAT PRO1 MEAN?
Do you know what I mean?
THIS PRO2 FINISH THIS?
Do you think that's finished now?

- participating in games that involve turn-taking, active watching, memory and information exchange
- working together in design projects such as short films or displays to demonstrate content knowledge from different curriculum areas, sharing decisions about content, vocabulary and sequencing

Adjusting and responding to language and behaviour for various purposes in the classroom and wider school community, for example by asking and responding to questions, and indicating understanding
[Key concepts: respect, behaviour, protocol, group work; Key processes: clarifying, responding, asking and answering questions, encouraging]

(ACLASFC021)



- asking for repetition and clarification, for example:
WHAT?
What was that?
PLEASE AGAIN SIGN
Please sign that again.
WHAT MEAN?
What do you mean?

- responding to instructions when completing work or preparing for class
- adopting different roles for effective group or pair-work interactions, such as group leader, note taker or reporter
- using appropriate protocols when gaining the attention of a group, such as flashing lights, waving, multiple tapping or foot stomping in some contexts, waiting for eye contact or pauses in signing and using language such as EXCUSE or SORRY INTERRUPT or QUICK INTERRUPT when interrupting a conversation
- responding appropriately to impromptu or more formal class and school announcements, such as assembly procedures
- indicating understanding, for example:
RIGHT-YEAH
Aaah, right.

- clarifying points of information, for example by asking:
PRO2 MEAN...?
Do you mean ...?
THAT RIGHT?
Is that right?
...RIGHT PRO1?
... am I right?

- using eye contact and clear signing with peers, teachers, visitors and community members
- using an increasing range of interaction skills, such as initiating, maintaining and changing topics, remaining on task and taking turns in conversations
- understanding how to walk between signers engaged in conversation without interrupting
- developing appropriate conversational behaviours such as sharing ideas, acknowledging and extending others' contributions and making use of discourse markers, fillers and NMFs, such as:
SURPRISE
oooh (with appropriate intonation)
INCREDIBLE
No way!
WOW
Wow!
UM
um

- understanding and producing phrases to encourage and praise each other, for example, GOOD, EXCELLENT, CONGRATULATIONS

Informing	Elaborations
<p>Collect, classify and paraphrase information from a variety of Auslan texts and sources used in school and in the Deaf community</p> <p>[Key concepts: information, facts, vocabulary, findings; Key processes: recalling, paraphrasing, interviewing, surveying, recording, presenting]</p> <p>(ACLASFC022)</p> 	<ul style="list-style-type: none"> recalling specific points of information in signed classroom instructions or descriptions and responding to comprehension questions in Auslan paraphrasing the content of selected community texts, such as public service or promotional announcements on the Deaf Emergency Info website conducting an interview with a member of the Deaf community and reporting back to the class on key points using factual questions to request information about planned events or activities, for example in relation to details such as place, time or cost surveying peers about interests, preferences or routines, presenting findings in formats such as profiles, charts or graphs locating, organising and presenting information from Auslan resources related to other learning areas, such as science materials or cooking demonstrations, for example, <i>Sign & Cook for Kids</i> (Auslan Storybooks) learning new Auslan vocabulary and language structures through interacting with Deaf visitors and mentors, recording the new language in personal sign dictionaries
<p>Conveying information about aspects of school, culture and community, using knowledge of the intended audience to modify content</p> <p>[Key concepts: school, cultural events, games; Key processes: conveying information, explaining, planning, rehearsing]</p> <p>(ACLASFC023)</p>  	<ul style="list-style-type: none"> assembling an information pack about their school to support newly arrived deaf students using Auslan and visuals, including a signed glossary of the most relevant signs conveying information about cultural events, for example a digital report about a Deaf visitor for a school newsletter or a class website presenting factual information related to cultural activities and significant events such as Deaf festivals or sporting events, using visual supports such as a timeline explaining a favourite computer game, sport or playground game to a younger audience, highlighting key terms and supporting the information with pictures, gestures and demonstrated actions planning, rehearsing and delivering short presentations on chosen topics that take into account the particular purpose and intended audience relaying messages between different members of groups/teams during different stages of a group activity such as a cross-country or relay event, noting any changes in meaning or content at the end of the process signing a weekly informative text such as announcements, news updates or weather forecasts for the school website
Creating	Elaborations

Engage with imaginative texts such as stories, games, poems or cartoons, to demonstrate comprehension and express enjoyment

[Key concepts: story, emotion, expression, humour; Key processes: identifying, expressing emotion, re-enacting, experimenting, shadowing]

(ACLASFC024)



- viewing a signed story that involves progressive action, tension and resolution
 - identifying how signers use space to track a character or location throughout a text
 - viewing and responding to a range of Deaf poetry for children, for example by creating an alternative ending or extra verse
 - using NMFs to express changing emotions such as anticipation, fear or relief in response to elements of live or recorded signed stories
 - viewing and responding to short recorded skits, for example by re-enacting favourite elements and modifying manner or aspect to provide additional emphasis or expression
 - freezing cartoons or video clips of people/animals in amusing situations, signing a commentary on what has just happened and predicting what might happen next
 - experimenting with different Auslan parameters to create and perform examples of gestural humour, as modelled in performances by companies such as the Hong Kong Theatre of the Deaf
 - participating in games that focus on modifying manner or aspect for effect
 - viewing a theatre performance designed for a deaf audience and sharing their reactions to the experience of viewing a theatre performance designed for a deaf audience
 - engaging with different examples of Deaf humour or Deaf jokes and comparing them with examples of humour in spoken English or in silent films or mime
 - shadowing signed elements of theatrical or cinematographic texts that use handshapes, such as the scene with hand-faces in the film *Labyrinth*
 - comparing two signed versions of a story such as 'The Hare and the Tortoise' and indicating their preference for one version over the other
 - responding to elements of signed stories such as refrains or exclamations, for example by shadowing repeated signs, movements or facial expressions
-

Create or adapt imaginative texts and expressive performances that feature favourite characters, amusing experiences or special effects

[Key concepts: emotion, humour, performance, character; Key processes: creating, performing, adapting, dancing]

(ACLASFC025)



- performing stories for a live audience with a focus on the visual communication of emotion and humour
- adapting an element of a familiar cartoon or story to achieve a different effect, for example by varying the use of manner
- adapting a signed advertisement for a product popular with their age group to create a change in effect, for example by inserting additional elements, mood or characters
- signing stories or participating in play-based activities that require the use of constructed action to represent other people's actions, thoughts, feelings or attitudes
- adapting key elements of a popular picture book to create a short signed performance suitable for younger children being introduced to Auslan
- experimenting with the genre of storytelling, adapting the use of signing space and signing techniques and changing perspectives according to character
- performing an adaptation of a humorous story with two or more characters, using elements of constructed action such as shifting eye gaze and head orientation
- creating the next scene, a new character or an alternative ending for a signed fable, short story or cartoon
- choreographing and performing music-less dance, focusing on matching timing, beat and rhythm
- creating original handshape poetry to present at a school assembly or community festival
- playing with light and shadow, handshapes and movement, for example in shadow puppet performances

Translating

Elaborations

Translate high-frequency signs/words and expressions in simple texts such as repeated lines in a story or captions, noticing similarities, differences and instances of equivalence
[Key concepts: literal, difference, meaning, equivalence; Key processes: comparing, matching, identifying, translating]

(ACLASFC026)



- comparing key signs in Auslan used in versions of children's stories, for example, 'Jack and the Beanstalk', to English words used in written texts, and noticing how signs can convey rich, multilayered meaning which might not have a direct match in English captioning
- playing matching-pair games with Auslan sign flashcards and English word cards, matching cards in both languages associated with concepts such as weather or animals
- discussing the types of words/signs that seem to have direct matches/equivalents and those that equate to chunks of English in a single sign, for example GO-TO meaning *to travel to/to attend/to go to* in English
- identifying the iconicity of some signs, such as RAINBOW or DRINK, and how similar they are to the object/referent, and discussing how this transparency might help 'translatability' of concepts for non-signers
- identifying a list of gestures used by deaf people that might be easily understood by hearing people, for example, head nodding and shaking, pointing to the wrist for *time*, shrugging shoulders for *don't know*
- creating a class signed translation of repeated lines in familiar children's stories, such as *I'll huff and I'll puff and I'll blow your house down* and filming segments of such stories to screen to younger children in story reading sessions

Create bilingual versions of different types of texts, such as captioned recordings of Auslan phrases or classroom resources such as posters and digital displays
[Key concepts: bilingualism, meaning; Key processes: creating, identifying, categorising]

(ACLASFC027)



- creating captions in English for basic recorded signed texts, for example, a 'welcome to the school' video
- creating bilingual texts for the classroom or school community, such as posters including signed images or digital library displays, and discussing how to represent meaning in different languages for different audiences
- creating cards for use by younger children that contain pictures, labels and signs, for example, cards relating to different forms of transport
- making their own bilingual picture dictionaries with English labels, images and simple descriptions of signs, identifying and categorising signs according to handshape

Identity

Elaborations

Consider how individual and community relationships combine to create family and social networks, influence social behaviours and contribute to a sense of belonging and identity
[Key concepts: identity, relationship, belonging, place, behaviour, ways of interacting; Key processes: exploring, sharing, describing explaining]

(ACLASFC028)



- creating individual family trees and identifying deaf and hearing family members
- interacting with Deaf elders to discuss visual ways of being, interacting and behaving associated with identity
- designing visual representations such as concept maps, posters or captioned slide presentations to show individual and group connections within the Deaf community such as friendship, family or sporting groups, or state and national Deaf community associations, discussing how these contribute to a sense of identity
- exploring the concept of 'family' as it relates to the Deaf community, considering how it extends beyond the traditional concept to include broader social networks
- explaining how deaf families play a key role in language maintenance and shared sense of identity across generations
- exploring how name signs are created and form part of an individual identity, for example by providing contemporary examples such as signs for their peers, teachers and Deaf elders
- using a vlog journal entry to discuss how having peers who share the same language develops social bonds, personal confidence and a sense of shared identity
- responding to presentations by Deaf visitors to the classroom who share their experiences of education, family life, social networks, community and sense of identity, for example by discussing similarities and differences to their own lives
- sharing views on why certain places have special significance to the Deaf community, evoking a sense of belonging and pride and representing particular bonds between people, place and experience, for example, Deaf schools or sites of historic significance such as original Deaf Society/Mission buildings or other former meeting places
- identifying how deaf people share modifications to space to maximise visual attention, such as adjusting seating or removing visual obstacles

Reflecting

Elaborations

Describe some ways in which Auslan and associated communicative behaviours are similar to or different from wider community spoken languages and forms of cultural expression

[Key concepts: language, culture, values, similarity, difference, communication; Key processes: noticing, comparing, describing, explaining, questioning, reflecting]

(ACLASFC029)



- reflecting on their observations of similarities and differences between ways of communicating in Auslan and in Australian English in different social situations, for example, when greeting/leave-taking, introducing people or using body language, facial expression and eye contact
- considering the impact of the increased use of Auslan among their hearing peers when members of their school community are learning Auslan, and reflecting on their experience of interacting with these learners
- comparing their own and each other's reflections on the experience of learning and communicating in English as a second language
- reflecting on similarities and differences in communication that relate to culture, such as the extent of incidental learning available to hearing children compared to deaf children through interaction with their external environment, for example by overhearing conversations or news on the radio
- reflecting on the need for sustained eye contact when using Auslan in order to understand a message and before teacher instructions can proceed, and considering how this differs for hearing students in a spoken language environment
- describing how it feels to use Auslan to communicate outside their inner circle or school, or to watch Auslan being used by others, for example by responding to questions such as *What are the main differences you notice when observing a conversation between deaf people and one between hearing people?*

Understanding

Systems of language

Elaborations

Identify and demonstrate how the formational elements of handshape and its orientation, movement, location and non-manual features can be arranged in signs which may be iconic, and explore ways of recording Auslan

[Key concepts: orientation, hand dominance, iconicity, non-manual features, recording language; Key processes: identifying, recognising, comparing, distinguishing, comparing, describing, decoding]

(ACLASFU030)



- noticing the orientation of handshapes in signs
- identifying and demonstrating signs with a change in handshape, for example FIND or BEST
- identifying and demonstrating signs with a change in orientation, for example CAN-NOT or HOW
- distinguishing between single, double and two-handed signs, and identifying which hand is dominant and which is non-dominant in two-handed signs
- thinking of body-anchored signs, such as HEAD or WHY, and signs that are not body anchored, such as HAVE or STOP and recognising that non-body anchored signs can be located in space around the signer
- understanding that NMFs can also be an element of a sign and can show emotional states such as a happy expression or grammatical information, for example, a frown to mark a negative
- comparing iconic signs that provide visual images of referents, such as DRINK, ELEPHANT, with English words that map to the sound images of the referents, such as animal noises, or words for sounds such as *bang*
- describing how the movement changes between groups of related numbers, for example, 5, 15, 50, 5th
- learning to film themselves and analyse the video or to read simple glosses produced by the teacher, and understanding that the English word used is often not an exact match for the meaning of the sign

Observe that signers can include different information, including gestural overlays, within a single sign, and identify examples of signers using space grammatically through points, depicting signs and constructed action

[Key concepts: space, function of points, indicating verbs, depicting signs, constructed action; Key processes: recognising, identifying, discussing, comparing]

(ACLASFU031)



- recognising that Auslan has fully-lexical signs that are in the dictionary and have a standard handshape, movement and location, and partly-lexical signs that cannot be listed in a dictionary in all forms as they change their form each time they are signed, such as DSs
- noticing that fully- and partly-lexical signs can include grammatical information not included in a 'citation' form, for example, the sign TELL _{-me} is not listed separately to TELL (towards neutral space) and GO-TO includes GO-TO _{-often}
- discussing the functions of different pointing signs, such as pronouns, determiners and locatives
- understanding that some verb forms in Auslan indicate who is involved in a verb by changing the direction of the movement or orientation of the handshape
- noticing the relationship between the location of referents and the direction of some indicating verbs
- recognising who is the actor and undergoer of the verb in a clause
- identifying with support examples of DSs and becoming familiar with the terms *entity*, *handling* and *SASS DSs*
- comparing English adjectives with SASS DSs
- knowing that signers can reconstruct/act out their own or another's talk and/or actions and that this is called CA

Understand that clauses can be enriched through the use of adjectives and adverbs (when, where, how), often produced with non-manual features

[Key concepts: verb types, adverbs, clause structure, questions; Key processes: recognising, exploring]

(ACLASFU032)



- exploring different semantic types of verbs in a text, for example by showing how:
 - *doing* (WALK, WRITE) and *saying* (TELL, CALL-OUT, ANNOUNCE) verbs in narrative texts give information about a characters' actions
 - *sensing* (SEE, THINK) or possessing (THAT'S-TYPICAL-OF-THEM, OWN) verbs indicate what characters think, feel or own
 - *relating* verbs identify or describe a noun (for example, HAVE in PRO3 HAVE LONG-HAIR)
- noticing that some signs modify the meaning of verbs, such as READ **CAREFUL** and that these are called adverbs
- contributing examples of signs that tell:
 - when a verb happens (**IN-2-WEEKS** PRO1 HOLIDAY or WANT LUNCH **NOW**)
 - where a verb happens (PRO3 RUN **FAR** or COME **HERE**)
 - how a verb happens (**FAST** or **SLOW** or PRO2 **QUICK** FINISH)
- noticing that sometimes Auslan signers have information about how a verb happens through NMFs rather than separate signs, for example, WRITE ^{carelessly}
- noticing that clauses can be made more vivid by integrating CA or DSs to show with body or hands or by showing adverbial or adjectival meanings
- understanding that, in terms of meaning, a basic clause represents: a happening or a state (verb), who or what is involved (noun or nouns) and the surrounding circumstances (adverb or adverbs)
- distinguishing between yes/no questions and wh-questions and noticing that each type of question has different NMFs

Understand how signers make different language choices in different types of texts depending on the purpose and intended audience, and explore how space is used in Auslan for purposes of textual cohesion

[Key concepts: textual features, similarity, difference, cohesion; Key processes: identifying, examining, comparing]

(ACLASFU033)



- noticing that differing purposes in the creation of Auslan texts result in differing types and amounts of signing, for example, the use of more CA in narratives
- comparing a short text in Auslan with an equivalent type of English text (for example, a recount in both languages) and noticing similarities and differences in structure and language features
- identifying with support, examples of signers associating non-present referents with locations in signing space
- identifying examples of signers pointing to an established location to refer to something
- identifying how signers establish locations and noticing how this helps the audience to recognise who or what the referents are (actor and undergoer)

Language variation and change

Elaborations

Recognise that there is variation in Auslan use, for example in different locations or physical environments

[Key concepts: variation, adaptation; Key processes: identifying, recognising, exploring, considering]

(ACLASFU034)

- exploring similarities and differences in Auslan dialects through building webcam relationships with other schools or through identifying and collecting signs that differ in the 'northern' (NSW, Qld and ACT) and 'southern' (Vic., SA, WA, NT and Tas.) dialects, such as DINNER or AFTERNOON
- recognising that variation also occurs in spoken languages and noticing some different words for the same thing in English, such as cossie/cozzie, togs or bathers
- identifying Auslan signs or informal home signs that might be different from signs used by other people
- considering adaptations to Auslan use when communicating in different physical environments, such as in video chats, across a large yard, or when one or both hands are occupied, for example, variations in vocabulary, size of signing space, clarity of signs, use of fingerspelling and NMFs
- recognising variation in adaptation of signing between different users of Auslan, for example, people who are deafblind use hand-over-hand signing and tactile fingerspelling

Language awareness

Elaborations

Develop awareness of the social and cultural nature and context of Auslan and other sign languages, of their different modes of expression and of the related issue of language vitality

[Key concepts: communication, culture, language vitality; Key processes: identifying, describing, recognising, understanding]

(ACLASFU035)



- identifying different ways Deaf community members communicate with each other and with members of the wider hearing community, including face to face or via technology such as NRS or VRS, through social media, the use of English or the use of interpreters
- describing the visibility and use of Auslan in the wider community, for example in television programs; on the news; at community events, sporting fixtures; and in emergency announcements
- recognising that Aboriginal and Torres Strait Islander peoples' use of signed languages is culturally determined and shaped by their beliefs and values
- exploring the vitality of Auslan and other spoken and signed languages, appreciating that a language with strong vitality is one used by many people in the home and other domains, across generations, to talk about most topics
- understanding that some languages used in Australia such as English have large numbers of users, while others, such as many spoken and signed Aboriginal and Torres Strait Islander languages, are endangered or in the process of being revived or reclaimed
- understanding that Aboriginal and Torres Strait Islander signed languages arise from specific needs, for example, certain cultural restrictions on speech, or the presence of deaf people
- identifying behaviours, rights, roles and responsibilities in relation to the ownership and maintenance of Auslan, and identifying how this ownership rests with the Deaf community and is determined by traditional social groupings/families, place, history and stories

Role of language and culture

Elaborations

Explore connections between identity and cultural values and beliefs and the expression of these connections in Auslan
[Key concepts: language, culture, symbol; Key processes: exploring, understanding, noticing, recognising, questioning, making connections]

(ACLASFU036)



- exploring culture as an essential part of human life, understanding that it is shared and passed on between generations and is closely connected to language and to identity
- understanding that culture is more than the visible aspects of people's lives; that it also includes invisible elements such as beliefs and values, how people think about themselves and others, how they relate to their social and physical environments, and how these understandings apply to themselves as users of Auslan and members of the Deaf community
- recognising that in each culture there are general rules for what to say and do, when, where and with whom, and that these rules differ from culture to culture, for example, the Deaf culture places greater importance on eye contact than cultures that communicate through spoken languages
- recognising that language reflects values and beliefs, such as in expressions of personal identity or in the recognition of others (*sameness* and *difference*), for example by identifying deaf family members as part of introductions, and by relaying cultural information about background and context and shared knowledge when interacting with others
- appreciating the social and cultural nature of deaf humour in a visual language

Years 3 and 4 Achievement Standard

By the end of Year 4, students communicate with each other, the teaching team and others about aspects of their personal worlds, daily routines, preferences and pastimes at school and in the Deaf community. They show aspectual marking on verbs to indicate frequency when communicating about daily routines, for example pro3 tap-shoulder-repeatedly, and use modifications to show manner when describing actions and activities. They initiate and maintain interaction by using discourse markers such as fillers, checking and clarifying their understanding. They contribute to class activities and shared learning tasks that involve transacting, planning and problem-solving, for example, by giving and following directions, LIBRARY IN DS: turn-right AUSLAN DICTIONARY DS: fat-book SHELF++ THAT. PLEASE BRING-me, expressing preferences, asking for clarification and using persuasive language PLEASE POPCORN GIVE-me++ BEG? They use appropriate cultural protocols in different situations, for example, to gain the attention of a group, such as flashing lights, waving, multiple tapping or foot stomping in some contexts, waiting for eye contact or pauses in signing and walking between signers without interrupting them. They paraphrase information from a variety of Auslan texts and sources used in school and in the Deaf community. They recall specific points of information and recount main points in correct sequence EVERY MONDAY POSS1 CLASS LIST-BUOY-1 READING LIST-BUOY-2 MATHS LIST-BUOY-3 SWIMMING. They plan, rehearse and deliver short presentations about topics such as cultural activities or events in the Deaf community, with the support of materials such as photos, props, timelines or maps. They take into account the purpose and intended audience of a text. They view imaginative texts such as stories, poems and theatre performances, identifying how signers represent their own or others' actions through constructed action (CA). They create simple imaginative texts of their own, using CA to represent their own or other people's actions, thoughts, feelings or attitudes. They create signed class translations, for example, of repeated lines in familiar children's stories, and simple bilingual texts for the classroom or school community, such as posters or bilingual picture dictionaries. Students identify places that are important to the Deaf community and describe how such places evoke a sense of belonging and pride. They recognise that the single most unifying factor of the community is the use of Auslan; and they describe ways in which Auslan and associated communicative and cultural behaviours are similar to or different from wider community spoken languages and forms of cultural expression.

Students demonstrate how the formational elements of handshapes and their orientation, movement, location and non-manual features can be arranged in signs, identifying, for example, whether a sign is body anchored or not, or is single, double or two-handed. They know the functions of different pointing signs, such as pronouns, determiners or locatives; and can identify examples of signers using a location to refer to a previous referent. They use metalanguage to talk about Auslan, using terms such as *constructed action*, *depicting signs*, *indicating verbs*, *non-manual features*, *pointing signs* and *clauses*. They recognise variation in how Auslan is used, for example by recognising regional dialects and differences in signing space. They identify different ways that Deaf community members communicate with each other and with members of the wider hearing community, for example, face to face, via technology, social media and interpreters. They know that culture is closely related to language and to identity and that it involves visible and invisible elements.

Years 5 and 6

The nature of the learners

This is a key transitional phase of learning. Learners communicate more confidently, are more self-directed, and self-reference in relation to wider contexts. Response to experience is more analytical and critical, allowing for a reflective dimension to language learning and to referencing cultural frameworks. The curriculum ensures that learning experiences and activities are flexible enough to cater for learner variables, while being appropriate for learners' general cognitive and social levels.

Auslan learning and use

At upper primary level, learners use Auslan for a widening range of purposes, such as paraphrasing or summarising key ideas; conversing with visitors in formal and informal contexts, contributing their own ideas, questions and opinions; discussing cause and effect; providing instructions for a group activity; planning and conducting an interview; and contributing to discussions by clarifying and critiquing ideas and developing supporting arguments.

At this level, there is focused attention on language structures and systems, and comparisons are made between Auslan and English. Learners' communicative capabilities are stronger and more elaborate. They draw on a wider range of grammatical and lexical resources to compose and comprehend more complex language. With support, they build increasing cohesion and complexity into their signing in both content and expression. They watch a range of varied input from different sources and build more elaborate conversational and interactional skills. This includes initiating and sustaining conversations, using turn-taking protocols, 'reading' language for cultural and contextual meaning, reflecting on and responding to others' contributions, making appropriate responses and adjustments, and engaging in debate and discussion.

Shared learning activities develop social, cognitive and language skills and provide a context for purposeful language experience and experimentation. Individual and group oral presentation and performance skills are developed through researching and organising information, structuring and resourcing presentation of content, and selecting appropriate language to engage a particular audience. Learners use ICT to support their learning in increasingly independent and intentional ways, exchanging resources and information with each other and with young people of the same age in other signing communities, accessing media resources, maintaining vlogs and other web pages, and participating in social networks.

Contexts of interaction

Learners interact in Auslan with each other and the teaching team and with members of their families who can sign, and the Deaf community. They have access to Deaf visitors and cultural resources in wider contexts and communities through the use of ICT and through the media. Language development and use are incorporated into collaborative and interactive learning experiences, games and activities.

Texts and resources

Learners engage with a growing range of signers and digital signed texts. They also engage with resources prepared by their teacher, including games, performances, presentations and language exercises. They may have additional access to BANZSL resources created for the Australian, New Zealand or British Deaf communities, such as children's television programs, websites, music or video clips. They also make use of texts from other signed languages that make extensive use of the 'visual vernacular'.

Features of Auslan use

Learners draw on grammatical and lexical resources to produce and understand more complex language. With support, they build increasing cohesion and complexity into their language production in both content and expression. Learners expand their understanding of Auslan grammatical forms and features, including mastering the range of grammatical NMFs and gaining full control of depicting signs. They increase their pragmatic skills, such as using eye gaze to gain, hold or finish a turn; making constructive comments to keep a conversation flowing; and sharing information and providing context to new participants to a conversation.

They build metalanguage to talk about aspects of language such as grammar, for example, identifying types of verbs in Auslan in terms of how they use space to indicate referents, as well as recognising the types of depiction available in Auslan. They begin learning how signers put these forms of depiction and enacting together into composite utterances. Discussion, reflection and explanation ensure the continued development of learners' knowledge base and metalinguistic and intercultural capabilities.

Understanding of the relationship between language, culture and identity is developed through guided investigation of how language features and expressions carry specific cultural meaning; through critical analysis of cultural stereotypes, attitudes and perspectives; and through exploration of issues related to personal and community identities. Learners take account of the variability of language use and practice in relation to various factors. They reference themselves in relation to similar variables, reflecting on the relationship between language, culture, identity and intercultural experience through the lens of their own bicultural experiences.

Level of support

While learners are becoming more autonomous and independent at the upper primary years, ongoing support is still incorporated into task activity, including explicit instruction, structured modelling and scaffolding, and provision of appropriate stimulus materials. Additional systematic feedback and review support the interactive process of learning. Learning experiences incorporate implicit and explicit form-focused language learning activities and examples of texts and tasks. Learners are supported to use electronic and print reference resources, such as word banks, dictionaries and translating tools, and are encouraged to adopt a critical approach to resource selection.

The role of English

Auslan is the primary language for classroom routines, discussions, reflections, interactions and language learning tasks, and for explanation of content drawn from other learning areas. English is used for metalinguistic analyses and comparisons, and within the 'Translation' sub-strand. English may also be used for researching cultural issues where relevant sources or materials are not available in Auslan.

Years 5 and 6 Content Descriptions

Communicating

Socialising

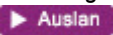
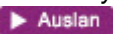
Elaborations

Interact with people for different purposes, using descriptive and expressive language to give opinions, talk about themselves and show interest in others

[Key concepts: experience, opinion, values, ideas; Key processes: comparing, socialising, discussing, summarising, identifying]

(ACLASFC037)



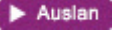


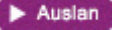
- comparing personal experiences and opinions and expressing agreement or disagreement in a respectful manner, for example:
AGREE YES or PRO1 AGREE
Yes, I agree.
PRO1 KNOW WHAT MEAN, BUT ...
I know what you mean, but ...
DOUBT
I'm not sure
AGREE-NOT
I don't agree ...

 - using NMFs and eye gaze to gain, hold or finish a turn when communicating in pairs or groups
 - discussing school experiences or events, for example:
THEATRE GOOD, LONG^{-really}
I liked the theatre performance but it was soo long.
SCHOOL SWIMMING RACE, GOOD BAD, PRO2 THINK WHAT?
What did you think about the swimming carnival?

 - using interactional strategies such as paraphrasing, questioning and interpreting non-verbal cues when communicating with their peers or teacher
 - participating in online exchanges such as vlogs with deaf Auslan users in other contexts to discuss topics of shared interest, such as peer pressure or family expectations
 - exchanging views with their peers to identify values that they hold as important, for example, caring for the environment or providing support resources for the deaf community such as subtitles on TV/movies
-

Collaborate with peers to plan and conduct shared events or activities such as performances, presentations, demonstrations or transactions

[Key concepts: negotiation, perspective, design; Key processes: planning, suggesting, organising, presenting]

(ACLASFC038)




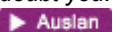
- working in teams to plan an event such as a performance for a younger audience or a presentation for school assembly
 - negotiating roles, responsibilities and priorities in activities such as cooking or science experiments, making suggestions such as:
PRO2 THINK BEST THIS FIRST, FINISH, NEXT THAT
Do you think we should do this first and when that's done, that next

 - and using conditional language such as:
IF FINISH, CAN NEXT++, IF NOT-YET HEADSHAKE
If we finish this we can go on to the others; if we don't, we can't.

 - organising activities such as excursions, using questions such as:
WE2 MEET WHERE?
Where are we meeting?
TIME MEET?
What time should we get there?
ARRIVE HOW?
How are we getting there?

 - using digital technologies to prepare a humorous, dynamic perspective on a controversial proposition, such as 'Homework should be banned' to present to teachers or parents
 - playing games that involve working competitively within groups to categorise or classify information
 - problem-solving in teamwork activities, using language such as:
HOW FIX SOLVE?
How can we solve this?
WHAT DO?
What can we do next?

 - planning, rehearsing and producing a performance for school assembly or parent open night
 - working in a group to plan a visual story to present to a younger group at school or via video
 - planning and conducting an interview with a deaf visitor to class, using questions to elicit extra information
 - working on collaborative tasks that involve negotiation and shared decision-making about content and design, for example, designing a class garden, creating digital picture books for 'buddy' classes, or promoting a school event
 - conducting, recording and presenting observations and findings of collaborative science experiments
-

Contribute to discussions and shared learning activities by asking and responding to questions to clarify or indicate comprehension, managing interactions and monitoring and evaluating their learning

[Key concepts: discussion, conversation, participation; Key processes: supporting, managing, clarifying, reflecting

(ACLASFC039)



- helping to manage discussion, for example by asking specific questions to check meaning, making constructive comments to keep conversation moving, reviewing ideas expressed and conveying tentative conclusions
- using strategies that support effective participation in shared learning activities, including signing clearly, pausing for others to respond, asking pertinent questions, rephrasing, repeating and linking their own contributions to those of others
- exploring and clarifying others' ideas and summarising their own, and reporting back to a larger group
- engaging in conversations and discussions with guest speakers, using active watching behaviours and contributing their own ideas, questions and opinions
- reflecting on their learning experiences, checking on their own and each other's progress and providing each other with feedback, advice or reminders
- sharing information and providing context for a new participant joining a conversation
- contributing to discussions by clarifying and critiquing ideas and developing and supporting arguments, using statements such as:
I FEEL YOU RIGHT TALK OVER BECAUSE...
I think it's good you are talking about, because...

- making connections between ideas, actions and effects, using reflective language such as:
FAIL WHY? BECAUSE THAT DS:length WRONG, FAIL
Because this happened ... then ...
IF LIE++, HAPPEN TRUE, PEOPLE STILL DOUBT.
If you always lie, when you tell the truth, people will still doubt you.


Informing

Elaborations

Identify, summarise and compare information obtained from different types of Auslan texts or from their own data collection

[Key concepts: informative text, topic, data, analysis; Key processes: interviewing, surveying, collating, analysing, summarising, presenting]

(ACLASFC040)



- viewing different types of informative Auslan texts, such as instructional sports videos or science demonstrations, showing understanding by responding to questions in Auslan
 - viewing live or recorded interviews or informal conversations between Auslan users in different situations and contexts, summarising key points and topics covered
 - collating and analysing information obtained from Auslan media reports on people or events, organising the information visually in a mind map
 - surveying a range of hearing and deaf people on an issue of shared interest, analysing and presenting results through short signed presentations or in chart, graph or table form
 - interviewing a deaf adult about their educational experiences and comparing these with their own
 - summarising and contrasting information contained in two differently sourced Auslan texts on a selected topic
 - summarising key ideas and information provided by deaf visitors using active watching behaviours and contributing questions and responses
-

Present information to describe, explain, persuade or report on different experiences or activities in ways likely to engage the intended audience

[Key concepts: report, audience, intention, technique; Key processes: instructing, informing, persuading, reporting]

(ACLASFC041)



- providing step-by-step instructions to peers, for example directions to a location or explanations of how to build a model
- creating signed announcements that use persuasive techniques to inform others about upcoming events, for example a Deaf theatre performance or National Week of Deaf People
- reporting in digital form on their experiences of shared events such as school camps or concerts to send as feedback to the organisers
- creating a video report of an event in Deaf history as a contribution to a shared e-book resource
- developing a signed news report or public announcement to inform or alert an imagined audience of a recent or impending natural disaster
- providing instructions for a group activity such as a maths or computer game
- creating a digital clip or social media post that presents information on a selected issue in ways designed to persuade or dissuade the intended audience, for example an anti-smoking post or a clean-up-the-environment appeal
- engaging with deaf visitors from different groups and backgrounds by creating a vlog about the visits and their responses to different identity stories
- explaining a new concept encountered in content areas such as geography or history, such as erosion or revolution
- preparing a short signed presentation for their peers drawing on information obtained from library resources or media texts on topics related to other curriculum areas such as visual arts or history

Creating

Elaborations

Engage with different types of creative and imaginative texts by identifying important elements, discussing ideas, characters and themes and making connections with their own ideas and experience

[Key concepts: emotion, manner, visual expression, theatre conventions; Key processes: comparing, responding, expressing, creating]

(ACLASFC042)



- comparing their reactions to imaginative texts that evoke positive or negative emotional responses, making connections with experiences in their own lives that have produced similar feelings
- participating in performance activities such as unscripted response-to-stimulus role-plays, recognising how characters' feelings and attitudes are expressed through NMFs and manner
- viewing and comparing expressions of Deaf experience through different visual art forms, such as painting, photography or sculpture, comparing with their own use of visual forms of expression of feelings and experience
- drawing comparisons and making connections between their own experiences and those of fictional characters in popular television series or films
- comparing the use of rhyme in written verse with the repetition of handshapes and movement paths in signed poetry performance
- identifying cultural conventions of Deaf theatre, such as maintaining eye contact and positioning of characters
- identifying key messages or values conveyed through folktales, myths or legends, for example by creating mind maps to show relationships between concepts such as courage, loyalty, love
- describing the shape and sequence of a shared story or skit, identifying elements such as setting the scene, climax and resolution
- considering how different modes of creative expression, such as theatre or visual arts, influence personal response to texts
- tracking and reflecting on the experiences of deaf dancers and choreographers, for example as contestants in shows such as *So You Think You Can Dance*
- viewing and responding to sign poetry from around the world, for example by comparing responses to differences and similarities in 'visual vernacular'

Create live or filmed performances that engage specific audiences and present imagined experiences, people or places

[Key concepts: suspense, humour, dramatic structure, stimulus; Key processes: creating, performing, narrating, reinterpreting, improvising]

(ACLASFC043)



- working collaboratively to create a filmed episode of a pilot for a new Deaf sitcom, incorporating elements such as conflict, suspense or humour
- creating and performing imaginary scenarios that reflect experiences in their own lives
- creating a performance for a class or school talent show, such as a signed song, skit or humorous retelling of an anecdote
- signing different versions of a familiar short story, changing perspectives according to different characters
- creating original stories or short plays for younger learners of Auslan, incorporating scene-setting, action/conflict and resolution, and including opportunities for audience participation
- creating a video record of an imagined formal or informal interview, incorporating elements of humour or tension and building character and mood through the use of NMFs and pauses
- creating additional dimensions or changing the focus of a fictional experience by varying the use of manner, constructed action, space and aspect
- participating in a class storytelling competition, conforming to conventions of character perspective and relationship with audience
- creating amusing reinterpretations or spoofs of traditional fairytales, using exaggerated elements of sign and gesture
- improvising spontaneous responses to a stimulus such as 'Sixty Seconds to Make the Audience Laugh, Cry ...'

Translating

Elaborations

Translate a variety of familiar school and community texts from Auslan to English and vice versa, identifying which words or phrases may not readily correspond across the two languages

[Key concepts: equivalence, meaning, culture-specific concepts; Key processes: identifying, interpreting, translating, determining, predicting, creating, comparing, explaining]

(ACLASFC044)



- finding and using phrases that have direct sign-for-word translations between Auslan and English, such as *Goodnight*, *Happy birthday* and *Happy New Year*, and some that do not, such as *None of your business!*
- identifying issues associated with translation, such as multiple meanings for words like *run*, the fact that meaning is not always literal and that sign translations of a word will vary according to the meaning of the concept in context
- conducting sight translations of simple English texts such as short news articles
- translating short texts such as children's fairytales, simple song lyrics or a short poem from English to Auslan
- translating and explaining the meaning of words or expressions associated with figurative language use in Auslan, such as *TRAIN GONE*, *SORRY* and comparing these to English idioms
- determining the meaning of technical English words used in other curriculum areas, for example, natural disasters or global warming, demonstrating how they would translate or explain them in Auslan
- translating the school song into Auslan, identifying lexical challenges and finding suitable Auslan equivalents to match the English concept
- identifying and explaining signs that are not easy to translate into English because of culture-specific meaning and history, for example, signs such as *Deaf school*

Create their own bilingual texts and learning resources to use themselves or to share with others, such as Auslan–English dictionaries, posts to websites, digital newsletters or school performances

[Key concepts: equivalence, bilingualism; Key processes: composing, creating]

(ACLASFC045)



- composing bilingual texts for class or school assembly performances, events or displays, for example, National Week of Deaf People announcements
- using bilingual online dictionaries and electronic tools to compose bilingual texts, for example, captioned Auslan texts such as an online Auslan–English version of a school newsletter
- constructing and co-maintaining a bilingual website with a Deaf school
- creating bilingual texts for younger children, such as a mini Auslan–English dictionary of school-specific signs

Identity

Elaborations

Consider the influence of the Deaf community on identity development, focusing on language, social systems and sense of space and place

[Key concepts: identity, relationship, community, place, space, story, social mores, history, Deafhood, Deaf gain; Key processes: identifying, describing, investigating, discussing, explaining]

(ACLASFC046)



- identifying markers of social and cultural identity that may be important across cultures as well as in the Deaf community, for example, elements of language or behaviours associated with family, community, location, age or gender
- building a basic understanding of the concept of Deafhood and of how individual journeys of identity contribute to social relationships and community, for example, by describing their own journey of identity development, including elements such as family, the influence of Deaf role models, significant life events or personal connections with the local Deaf community
- working with elders to map relationships and connections within their community, for example by identifying links between notable deaf families, and by considering how personal connections with the community contribute to their sense of identity
- investigating the historical origins of signs linked to identities, for example, the signs for LIBRARY and ADELAIDE were derived from original name signs for people
- considering how the relationship between language and identity plays a role in contributing to individual, peer group and community wellbeing
- exploring how different technologies are used by deaf people to support social networks and strengthen their sense of shared identity
- explaining the significance of stories linked to Deaf social history and the responsibility of the Deaf community to convey shared experiences that relate to Deaf space, for example through stories about school days by past pupils
- exploring the role of personal narratives in teaching and supporting deaf children to develop strategies to navigate a hearing world, such as carrying paper and pen or smart phone to type notes
- learning from Deaf elders about roles and responsibilities with respect to caring for their culture's places and spaces and preserving a sense of shared identity, for example, by maintaining and passing on artefacts, images and stories, creating new uses for Deaf places or participating in Deaf festivals, fair days and National Week of Deaf People activities
- recognising that their first language is a birthright that contributes to their identification with the Deaf community and its traditions
- identifying examples of deaf people who have been recognised for different reasons in the wider society, for example, Alastair McEwin, and discussing whether such recognition contributes to their own sense of identity and belonging
- interviewing local Deaf elders about their experiences in Deaf schools and other Deaf places and discussing how their experiences create a collective sense of identity
- discussing the concept of 'Deaf gain' in relation to their personal identity, for example, in using a visual language and being able to communicate from a distance

Reflect on how different language and cultural backgrounds and experiences influence perceptions of Auslan and of the Deaf community and also of the hearing community

[Key concepts: influence, perspective, self-reflection; Key processes: composing, comparing sharing, monitoring, identifying, analysing, explaining, reflecting]

(ACLASFC047)



- reflecting on and providing possible explanations for assumptions that hearing people might make about deaf people or about signed languages
- examining some misconceptions about hearing people and culture held by members of the Deaf community, for example, that hearing people hear and understand everything, or that hearing people can hear from a distance
- identifying how various emotions and attitudes, such as respect, shyness, exuberance or embarrassment, are expressed and may be perceived across different languages and cultures, comparing their experience of such differences in their own interactions with speakers of English or other spoken languages
- explaining how their assumptions about users of other languages and ways of understanding the world are changing as a result of intercultural language and experiential learning
- reflecting on language and cultural differences in forms of address in signed and spoken languages that need to be taken into account when interacting interculturally, for example, the frequent use of a person's name when addressing them directly in Australian English but not in Auslan
- reflecting on the role of personal storytelling in teaching and supporting deaf children to navigate a hearing world

Understanding

Systems of language

Elaborations

Describe the elements of sign production, including non-manual features, and explore the processes of annotating Auslan with multimedia software and/or glossing or transcribing signed texts on paper

[Key concepts: types of iconicity, annotation, transcription; Key processes: identifying, recognising, annotating, describing, understanding]

(ACLASFU048)



- describing a sign's form in terms of handshape, hand arrangement, orientation, movement and location
- identifying some iconic signs and considering how they are iconic
- identifying, demonstrating and describing the various types of NMFs: movements of the eyebrows, eyes, nose, mouth, cheeks, shoulders and body
- noticing that, in a stretch of connected signing, a sign will often be produced differently to the way it is shown in a dictionary
- understanding that many features of signed languages occur simultaneously, compared to spoken language features which typically occur sequentially
- recognising that some signs can occur with a standard mouth gesture and that these are sometimes called multi-channel signs
- identifying and classifying examples of DSs and CA in a video text using video annotation software, for example, ELAN
- 'reading' a glossed text, including interpreting the markings that show how a sign is modified in space, NMFs, DSs and examples of CA
- glossing a text with support, identifying what signs are used, any NMFs, and using a system of recording handshapes when describing DSs

Identify different types of verbs based on their ability to integrate space into the sign, and recognise types of depiction available to a signer, namely, entity, handling and SASS depicting signs and constructed action

[Key concepts: establishing a spatial location, types of depicting signs, function of constructed action; Key processes: identifying, distinguishing]

(ACLASFU049)






- identifying where and how a signer has established a location in space, for example through the use of points, non-body-anchored signs or fingerspelled words
- distinguishing, with support, between directional and locational indicating verbs, and noticing that verbs differ depending on whether modification of movement happens at the start, end or start and end of a sign
- identifying examples of DSs in an Auslan text, and recognising that handshape and movement represent different things in each type of DS, for example:
 - *entity DSs*: the handshape is an object or person, and the movement is the movement or location of that object or person
 - *handling DSs*: the handshape represents a person's hands touching or moving another object, and the movement shows how the hands move
 - *SASS DSs*: the handshape and movement outline the shape or size of something
- learning that the function of CA is to represent the words, thoughts or actions of a protagonist in a text, either themselves or another
- knowing that in CA a signer can shift into the role of another, or themselves at a different time, through eye gaze change, body shift, head orientation change, and matching facial expressions

Understand that the starting point of a clause gives prominence to the message, that clauses can be linked equally or unequally with conjunctions and connectives, and that signers can show as well as tell about an event to provide more detail

[Key concepts: gestural overlays, clause conjunction, variable sign order; Key processes: recognising, distinguishing]

(ACLASFU050)



- recognising that quantifiers such as FEW or THERE are also types of adjective signs
- recognising that some adverbs modify adjectives, not verbs, for example VERY and that these modifications to adjectives can also be expressed with NMFs, for example changes in mouth patterns and movement of signs can intensify adjectives, for example, RED ^{really}, PLEASED ^{really}, TALL ^{really}
- distinguishing between the citation form of a sign and the adverbial NMF overlaid and what meaning each part carries, for example: MAN SPRINT (base form), MAN SPRINT ^{fast} (manner added)
- recognising how conjunctions such as PLUS, IF or BUT are used to join clauses and create cohesion
- recognising that clauses can be linked equally, for example:
STUDENT BORED, TRY FOCUS
The student was bored and tried to focus.

- or unequally, where one clause depends on another, for example:
I-F BORED, OPEN-BOOK READ
If you are bored, read a book.

- recognising that the element of a clause that a signer wants to focus on most in Auslan is sometimes moved to be signed first and that this process of topicalisation involves particular NMFs
- noticing that word order within a clause is freer in Auslan than in English and that parts of a clause can be signed simultaneously, making it hard to establish word order
- realising that in many clauses signers 'tell' with fully-lexical signs at the same time as 'show' with DS, CA and other gestural elements
- recognising that some nouns are not signed overtly in a clause, for example in the clauses below, the noun (the swimmer) is given in the first clause but not repeated in the second
PRO2 SWIM DETERMINED SWIM, NOT WIN
You swam really hard but you didn't win.


Identify structures, language features and cohesive devices used in different types of texts, recognising that language choices reflect purpose, context and audience

[Key concepts: referent, cohesion, space; Key processes: identifying, noticing]

(ACLASFU051)



- examining different examples of an Auslan text type (for example, one to inform or one to persuade) and identifying choices signers made, for example the amount of fingerspelling they used
- noticing how signers achieve textual cohesion and coherence through the use of connectives that create links between clauses, for example BUT and G:WELL
- identifying the many ways signers can refer to the same referent in a text, for example by using DSs, points, list buoys, and how such strategies support understanding
- annotating in ELAN or similar software where a signer is using established locations to refer to a noun referent

Language variation and change

Elaborations

Explore variation in terms of the impact of other languages on Auslan across contexts and over time

[Key concepts: influence, language borrowing, style shifts; Key processes: noticing, recognising, explaining]

(ACLASFU052)



- noticing different ways that English words are borrowed into Auslan, for example, the use of fully fingerspelled words, such as D-U-E, N-O-U-N, the fingerspelling of the first letter of corresponding English words, for example TOILET, FATHER, or abbreviations of English words, for example, state names: S-A, N-S-W, V-I-C, T-A-S, and organisation names: N-A-B-S, W-A-A-D, N-S-W-A-D, D-C-S-S-A
- creating lists of fingerspelled words which have become lexicalised, for example, HOW, BUT, ABOUT, FOR, and looking at how this process has changed the form of words over time
- recognising that Auslan includes loan signs from Signed English, some of which were invented for Signed English (for example, TOY or DAD) and some that were from the southern dialect and incorporated into Signed English, for example, YELLOW
- looking at style shifts in domains where English is in closer contact with Auslan, such as the use of more English-like structures in formal and educational settings
- explaining the influence of other signed languages such as BSL, ISL and ASL on Auslan over different periods of time and discussing reasons for such influence

Language awareness

Elaborations

Explore the current status and profile of Auslan and of the Deaf community in contemporary Australian society, considering issues such as language transmission, usage and documentation

[Key concepts: diversity, representation, language transmission, documentation; Key processes: describing, discussing, investigating, representing]

(ACLASFU053)



- discussing the diversity of Auslan users in the Australian community, including people who are deaf, those who are hard of hearing and hearing people such as CODAs and interpreters
- investigating the signed languages used by deaf and hard of hearing members of Aboriginal and Torres Strait Islander communities
- exploring variation in Auslan fluency among classmates and members of the Deaf community, considering the relevance of factors such as where and when individual users learnt to sign and whether they are from a Deaf or hearing family
- mapping sign language use around the world using data from Ethnologue, for example by identifying and labelling countries with correct naming of the sign language used, such as France = LSF: Langue des Signes Française; Germany = DGS: Deutsche Gebärdensprache
- finding representations of signing deaf people in the media or in literary texts, and evaluating how they and the language are represented
- investigating the profile and distribution of members of the Deaf community, for example across states of Australia or by age or gender, using data from censuses and other sources to summarise and represent information in graph/visual forms, and to suggest possible explanations of patterns or statistics
- understanding the role and function of Auslan–English interpreters and Deaf interpreters and the access and opportunities they provide to language users
- recognising that many languages are well-documented, strong, healthy and widely used by many people across generations while others are less documented and robust
- recognising that some languages have no written form and have historically been passed on face to face/orally, which means that they are less well recorded or documented
- recognising language documentation as an important means of recording, maintaining, transmitting and revitalising a language
- understanding the nature of transmission of Auslan, for example, that in most cases Auslan is not passed on from parent to child but from peers, or is learnt by children from adults outside the family, and that some deaf people learn Auslan later in early adulthood
- describing how Auslan has been transmitted across generations and how it has been recorded, investigating reasons for the 'oral' tradition language transmission
- using the UNESCO atlas to map the world's minority languages and those that are in critical endangerment and to document the vitality of signed languages

Role of language and culture

Elaborations

Reflect on how communities' ways of using language are shaped by and reflect cultural values and beliefs, and how these may be differently interpreted by users of other languages

[Key concepts: cultural expression, transmission, values, beliefs; Key processes: observing, making connections, discussing, investigating]

(ACLASFU054)



- explaining the role of Auslan and Deaf culture in maintaining, reflecting and strengthening the Deaf community and its networks and significant places
- understanding that knowledge about past and present Deaf people and cultural experience and values is embodied in and transmitted through Auslan, for example ways of producing the sign for SIGN reflects cultural values placed on fluency
- identifying the cultural importance of different elements of communication, such as the use of signing space and proxemics by Auslan users, particularly in relation to a person passing between two signers or the positioning of communication partners
- identifying cultural differences between the use of personal names in Auslan and other languages, such as the fact that Auslan signers do not use a person's name when addressing them directly as do users of many spoken languages
- recognising that different types of expressive and imaginative performance in Auslan carry cultural as well as linguistic information, for example, a film or theatrical performance that represents typical miscommunication experiences
- understanding that 'sound' is accessed differently in Deaf culture, that the meaning and importance of sound in deaf people's lives is usually not the same as in hearing people's experience
- exploring ways in which deaf people's art incorporates sign language motifs and images as forms of cultural expression
- analysing stories about deaf people's history for the ways in which they embody cultural values and information, for example accounts of Thomas Pattison, FJ Rose and William Thomson establishing the first schools for deaf children

Years 5 and 6 Achievement Standard

By the end of Year 6, students use Auslan to interact with people for a range of different purposes. They use descriptive and expressive language to share and compare experiences, ideas and opinions, such as THEATRE GOOD, LONG_{-really}, LONG_{-really}. They participate in class discussions and show interest and respect for others, for example by using active watching behaviours, signing clearly, pausing for others to respond, asking pertinent questions, making constructive comments, rephrasing, repeating and linking their own contributions. Students use non-manual features (NMFs) such as eye gaze to gain, hold or finish a turn when communicating in pairs or groups. They provide context for a new participant joining a conversation, PRO1 TALK-OVER MATH TEACHER. They use action-oriented language to make shared arrangements, organise events and complete transactions, negotiating roles, responsibilities and priorities and taking into account the views of others. Students locate, summarise and compare information from a range of sources. They present information on selected issues to inform, alert or persuade people, for example, by creating announcements to inform about an emergency or about a clean-up the environment appeal, or instructions for a computer game. They use a range of connectives to create textual cohesion. They view and compare expressions of Deaf experience through different visual art forms, such as painting, photography or sculpture. They view and respond to different types of creative and imaginative texts, discussing ideas, characters and themes; and they identify how a signer has referred to the same referent in different ways, for example with a lexical noun then with a depicting sign (DS). They create and perform their own short imaginative texts based on a stimulus, concept or theme using space to track a character or location throughout a text. They translate a variety of familiar school and community texts from Auslan to English and vice versa, identifying which words/signs/phrases require interpretation or explanation. They create bilingual texts and resources for their own language learning and to support interactions with non-signing people. They describe their connections with the Deaf community and how these contribute to their sense of identity. They reflect on differences between how signed language and spoken language users may be perceived, for example in relation to different protocols when joining interactions, taking turns, using names, or passing between people who are communicating with each other.

Students describe a sign's form in terms of all the elements and how they are put together, including types of NMFs. They recognise when a signer has established a location in space in a text and describe how this was done, for example through the use of points, non-body-anchored signs or fingerspelled words. They distinguish between the three types of DSs and what they represent and how they are used in clauses. They identify and describe how constructed action (CA) can be shown in different ways, for example, through a change in eye gaze, body, or head orientation, and by matching facial expressions and reference to another character. They identify how signers use space to track a referent through a text, for example by pointing back to an established location to refer to a noun or by modifying indicating verbs. They understand different ways that English words are borrowed into Auslan and identify connections between Auslan and other signed languages, for example, BSL, ISL and ASL. They recognise the diversity of Auslan users in the community, including people who are deaf, hard of hearing and hearing people such as CODAs or interpreters. Students recognise how Auslan has been transmitted across generations and describe different ways it has been documented and recorded. Students reflect on the ways culture is differently interpreted by others, for example by identifying how stereotypes about deaf and hearing people influence perceptions.

Years 7 and 8

The nature of the learners

The transition to secondary schooling involves social and academic demands that coincide with a period of maturational and physical change. Learners are adjusting to a new school culture with sharper divisions between curriculum areas. There is a need for continuity through change in relation to their language learning. Learners at this level may find themselves in classes that include learners with a range of previous experience with Auslan. A multilevel and differentiated approach to teaching and task design responds to this diversity of prior experience. For bilingual learners at this level, such as deaf students who also use spoken English, the duality of living between languages and cultural frames impacts on the process of identity construction.

Learners at this level bring a range of learning strategies to their language learning. They are increasingly aware of the world beyond their own and are engaging with broader issues related to youth and society, land and environment, education and identity, while establishing a balance between increasing personal independence and social responsibilities. They are considering their future pathways and choices, including how their own language could be part of these.

Auslan learning and use

Auslan is used for classroom interactions and transactions, for creating and maintaining classroom relationships, for explaining and practising language forms, and for developing cultural understanding. Learners use a range of grammatical structures and language features to convey more complex ideas and experiences. They use descriptive and expressive language to create particular effects and to engage interest, and expand their vocabulary to domains beyond their personal experience and interests. They use language to dramatise narratives, follow detailed directions, demonstrate and explain activities, evaluate events and ideas, debate and give presentations that take account of different perspectives.

They are increasingly aware of the nature of the relationship between languages and cultures, making connections between texts and cultural contexts, identifying how cultural values and perspectives are embedded in language and noticing how language choices influence how people, issues and circumstances are represented.

Additional opportunities for interaction in Auslan are provided by purposeful and integrated use of ICT. Learners work collaboratively and independently, exploring different modes and genres of communication with particular reference to their current social, cultural and communicative interests. They pool language knowledge and resources to plan, problem-solve, monitor and reflect. They create and present more complex and varied texts, for example, shared stories, poems, vlogs and reports; and plan, draft and present imaginative and informative texts, making cross-curricular connections. They use vocabulary and grammar with increasing accuracy and complexity, planning and polishing pre-prepared signed texts to improve structure and clarify meaning.

Contexts of interaction

While the primary context of interaction remains the Auslan classroom through interaction with peers and the teaching team, additional enrichment and authentication of the learning experience is provided through visiting members of the Deaf community, media and community events, and social media. Students may also have opportunities to participate in school excursions or camps.

Texts and resources

Learners work with a broad range of live and digital signed texts designed for learning Auslan in school and for authentic non-school purposes. Texts come from a range of domains and genres, such as oral histories, community announcements, vlogs and stories, and they serve a variety of purposes, such as informative, transactional, communicative, imaginative and expressive. Learners may also have access to community facilities and functions. The Deaf community is the most important resource for learning, as the origin of most of the texts and communicative situations engaged with by learners.

Features of Auslan use

Learners continue to expand their language use to additional domains beyond their personal experience and interests. They use a range of grammatical forms and language structures to convey more complex relationships between ideas and experiences, creating compound and complex sentences by using lexical conjunctions as well as NMFs. They become increasingly aware of the rich choices available to a signer in composite utterances, for example by shifting from depicting signs to constructed action to lexical items. They recognise that signers shift perspectives between character or observer space to show different viewpoints.

Learners develop awareness of how language structures shape textual features. They use descriptive and expressive language, including iconicity and metaphor, to create particular effects and engage interest. They adopt a wider range of processing strategies and broader language knowledge when encountering unfamiliar signed texts, drawing increasingly on their understanding of text conventions and patterns.

Learners make connections between texts and cultural contexts, identifying how cultural values and perspectives are embedded in language and how language choices determine how people, issues and circumstances are represented. They are increasingly aware of the nature of the relationship between languages and cultures, noticing, for example, how values such as family commitment and respect are expressed in cultural practices as well as embedded in Auslan grammatical and vocabulary systems. They reflect on the nature of bicultural and intercultural experience, on how languages change in response to social and cultural change, and on their individual identities as users of two or more languages in a multicultural social context.

Level of support

Particular support is required at this stage of learning to manage the transition to secondary schooling and to encourage continued engagement with language learning. Opportunities to review and consolidate prior learning are balanced against provision of engaging and relevant new experiences and tasks that are more challenging. While learners at this level are less reliant on teacher support during interactions, the teacher continues to provide implicit and explicit modelling and scaffolding in relation to meaningful language use in a range of contexts, and explicit instruction and explanation in relation to language structures, grammatical functions, vocabulary and abstract cultural concepts. Opportunities for learners to discuss, clarify, rehearse and apply their knowledge are critical in consolidating language capabilities and developing autonomy. Learners at this level are encouraged to self-monitor, for example, by keeping records of feedback and through peer support, and to self-review and adjust language in response to their experiences in different contexts. Students are encouraged to engage more critically with resources such as websites, dictionaries, translating tools and other language resources designed to enrich their receptive and productive language capabilities.

The role of English

Auslan is used for all classroom interaction, and English is used in the translating sub-strand or when required for research purposes where a source text is not available in Auslan. Students may have varying skills in English. Using Auslan to express ideas and feelings, exchange opinions and manage shared activities increasingly involves cultural as well as linguistic choices; personal and social elements as well as grammatical ones, such as making decisions about whether to use more or less English-like signing. At this stage, learners can move from the ‘what’ considerations to the ‘why’ and ‘how’ questions: from noticing that language and communication are culturally shaped to thinking about the values, experiences and perspectives which lie inside these cultural differences, and about how these impact on their own experience as they move between linguistic and cultural systems.

Years 7 and 8 Content Descriptions

Communicating

Socialising


Initiate and sustain interactions to share ideas and interests, report on experiences, offer opinions and connect with events in their school and local community

[Key concepts: ideas, interests, community, issues; Key processes: comparing, contrasting, discussing, expressing]

(ACLASFC055)



Elaborations


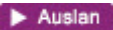
- exchanging opinions about topics such as food, sport, lifestyles, health, music or travel
- participating in videoconferencing to compare and contrast aspects of their school experience, for example by communicating online with deaf students from different schools in another state/territory
- discussing the relationship between events in their school or local community and interest groups they identify with by conducting an in-class survey
- describing aspects of their school, community, home or social lives, for example:
SCHOOL DS(5CLAW):located-at DS(C):l-shape...
The school is located here, and then there's a large L-shaped building on the right.
WEEKEND, I VISIT HEARING FRIEND WE2 WATCH MOVIE OR DS:2-people-walk SHOPS OR SOMETIMES STAY HOME DS:press-console
On the weekends, my hearing friend and I like to go to the movies or the shops, but sometimes we just play video games.

- offering opinions about issues under consideration in their class or school community, such as their school policy on social media use
- developing narrative and expressive skills by exchanging accounts of personally significant influences, experiences or milestones, identifying common experiences, such as describing their favourite holiday or their personal hero
- comparing their experience of involvement in the Deaf community, and sharing their views on the importance of this experience in their lives by describing their relationships with deaf people outside of school

Engage in collaborative activities that involve planning, project design, problem-solving and evaluation of events or activities

[Key concepts: project design, procedure, direction; Key processes: creating, showcasing, reporting, evaluating]

(ACLASFC056)





- working with a partner to create a visual resource that promotes Auslan as an important subject choice
 - working in groups to create a series of promotional resources for the school website
 - organising and participating in visits by respected members of the Deaf community to their school to share knowledge and to promote Auslan skills in the wider community
 - planning presentations to showcase aspects of Deaf culture likely to be unfamiliar to the hearing community
 - reporting on and evaluating completed events or activities that they had planned together, for example:
FIRST PRO1 DOUBT I-F WILL GO-WELL, HAVE-A-LOOK GO-ALONG GOOD
At the start, I wasn't sure it would work, but after a while I thought it went well.
PRO1 WRONG NEVER AGAIN DO SAME
I won't do that ever again.

 - following sequenced directions that involve the use of practical information, for example:
SEE DS:wavy-surface, KNOW WHERE SCRATCH? S-A-N-D POLISH MORE DS:thick-to-thin 2MM SMOOTH
See where the surface is uneven? You sand that back 2 mm and it gets smooth.

 - working in pairs to create instructional or procedural texts that demonstrate and explain activities
 - planning and presenting a cultural item for a school open day, such as celebration through drama or visual story of an important member of the Deaf community
 - discussing in pairs possible design options for an item such as language flag, artefact or logo that incorporates elements of significance to the Deaf community, presenting reasons for specific design suggestions, then voting as a class on a preferred design
-

Use interactions to support discussion and debate and to demonstrate culturally appropriate behaviours in and beyond the classroom

[Key concepts: protocol, debate, role, feedback; Key processes: debating, clarifying, eliciting, evaluating]

(ACLASFC057)



- following protocols for interacting with sign language interpreters in various contexts in and out of school
- using statements and discussion techniques to participate in class and school debates, for example by acknowledging others' opinions and supporting their own with examples and accounts of personal experiences
- understanding and adopting different roles in a debate, using more elaborated sentence structures and interactional strategies to support discussion and provide clarification, for example:
PRO2 DIGRESS NEED COME-BACK-TO-POINT
You've gone off the topic. Can you get back to your point?
SUMMARY...
In summary;
PRO2 CONFUSE. PRO1 WIND-BACK
I've confused you; let's go back ...

- using evaluative language to acknowledge strengths in others' arguments or to challenge others' views in a courteous manner, for example:
RIGHT-YEAH, PRO2 DIFFERENT PERSPECTIVE.
PRO1 NEVER THOUGHT
Oh yeah, that's a different take on it. I never thought about it that way.
G:WELL RIGHT-YEAH, BUT I WANT ADD COMMENT
Well, yes, that's true but I'd like to add something.

- being a supportive group participant, for example by asking relevant questions, providing feedback, prompting and eliciting contributions from others

Informing

Elaborations

Investigate and synthesise information collected from a range of perspectives and sources, identifying how culture and context affect how information is presented

[Key concepts: perspective, culture, context, source, representation; Key processes: researching, comparing, critically reviewing, profiling, summarising]

(ACLASFC058)



- summarising ideas and information included in presentations by deaf visitors
 - collecting and summarising information on a selected topic sourced from different contexts, considering how context affects presentation of data
 - viewing Auslan texts that present different views on an issue of relevance to their age group, such as cochlear implants or social inclusion, considering how context and culture shape perspectives
 - researching information relating to deaf political movements at different times and in different contexts, drawing comparisons with current deaf organisations, such as the Deaf President Now movement and recruitment of Deaf CEOs
 - surveying peers or members of their family/community on topics related to deafness and the use of Auslan, discussing how commentaries they collect reflect different viewpoints and cultural perspectives
 - collecting information from texts such as interviews, documentaries or presentations to use in new forms, for example, to create a profile of notable Deaf Australians, such as Alastair McEwin, Nola Colefax, Colin Allen or Drisana Levitzke-Gray
 - paraphrasing and evaluating segments of recorded interviews with deaf artists on social media talking about their experience and artistic practice, for example, Deaf Arts Network
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Exchange/provide information, opinions and experiences in either formal or informal contexts

[Key concepts: debate, persuasive text, perspective, critical review; Key processes: summarising, comparing, evaluating]

(ACLASFC059)



- working in groups to create an informative multimedia text that invites debate of a social or cultural question, such as the medical versus cultural view of deafness
- viewing two or more related signed texts on a selected topic, summarising and comparing key points of information and rephrasing for a class presentation
- creating texts such as vlogs or advertisements that present information intended to convince or persuade others of the importance of learning Auslan
- giving presentations that include different perspectives on a selected issue, for example identifying and evaluating differences in views in relation to Deaf education
- creating and presenting explanations about simple biological or mechanical processes, such as how the ear, hearing aids and cochlear implants work
- presenting a critical review of media profiles of respected/high-profile members of the Australian Deaf community, focusing on the relationship between texts and contexts
- summarising visual ways of communicating, transmitting and receiving information and how these influence group learning and information sharing among Deaf people
- working with an interpreter to decide how to present information on a selected topic to a hearing audience
- identifying and profiling Deaf artists who make use of music, as in work associated with the Deaf Performing Arts Network

Creating

Elaborations

Interpret a range of texts that involve the creative expression of emotions or ideas and the imaginative representation of people, events and cultural experiences

[Key concepts: imagination, representation, characterisation, artistic practice, Deaf experience; Key processes: paraphrasing, evaluating, exploring, analysing, profiling, shadowing]

(ACLASFC060)



- exploring how cultural values in relation to identity are reflected in different forms of artistic expression, such as poetry performances by Walter Kadiki or John Wilson's 'Home'
 - viewing performances by deaf artists who communicate elements of the Deaf experience through different art forms, for example the deaf rapper Signmark or the singer/signer Sean Forbes
 - analysing performances of Deaf poetry, for example by discussing themes, expression and construction and comparing how sign choice and stylistic techniques combine to convey ideas and emotions
 - watching performances of Deaf theatre groups such as the Australian Theatre of the Deaf, and identifying all the ways a signer refers to the same referent throughout
 - recognising the contribution of NMFs to characterisation and emotional expression in signed stories, skits or sketches
 - identifying the different roles of storytelling in Deaf culture, such as teaching, entertaining, communicating values or traditions, finding examples of these in well-known stories, fables or legends
 - evaluating Deaf performances or art forms that use technology such as camera and lighting techniques to expressive effect, for example performances by Ian Sanborn or Edan Chapman
 - exploring and describing the use of colour and images by different deaf artists such as Juan Fernández Navarrete or Nancy Rourke
 - engaging with signed versions of media texts, comparing visual elements to those for a hearing audience, for example, the teen drama Switched at Birth or teen dramas from BSL Zone
 - exploring the concept of metaphorical iconicity used in poems and narratives, for example by shadowing selected elements
 - analysing how elements of theatre performance, such as emotional nuance, are communicated through interpreters in a live setting
 - engaging with animations made by or about deaf people and critiquing the effectiveness of conveying all parameters of signing, for example, The Long Knife, or Gallaudet: The Film by Braam Jordaan
 - identifying how Deaf art forms represent people, experiences and Deaf spaces and contribute to the building of a sense of identity and cultural awareness
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Create imaginative and expressive texts that draw from their experience as Auslan users and members of the Deaf community and which support the experience of younger learners

[Key concepts: Deaf experience, emotional expression, signed theatre, signed space; Key processes: composing, performing, creating, re-creating]

(ACLASFC061)



- composing and performing soliloquies that capture elements of the Deaf experience in a hearing world
- creating resources to support younger learners of Auslan, such as signed versions of games such as 'Guess Who?', riddles, treasure hunts or amusing tales
- creating imaginative texts that present abstract ideas, such as hope, inclusion, friendship, in creative or amusing ways
- creating an Auslan version of a popular song, using elements of all parameters to convey key messages and nuance emotional expression
- creating a piece of art, such as a drawing, painting or photo collage, that reflects their experience of living in and moving between the Deaf and hearing worlds
- engaging with the work of Deaf theatre groups such as the Australian Theatre of the Deaf, using elements of performances as models for their own experimentation with signed theatre
- creating a performance for a school or Deaf festival based on the lives of celebrated or historical members of the Deaf community
- presenting a short story based on their own experience of being a deaf student in a hearing school community, incorporating key elements of narrative structure, such as character introduction, problem/conflict, resolution
- re-creating a theatre set from a two-dimensional image using signed space

Translating

Elaborations

Translate and interpret unfamiliar texts in Auslan or English and compare their translation to those of their classmates, considering why there might be differences in interpretation and how language reflects elements of culture and experience [Key concepts: equivalence, representation, meaning, interpretation; Key processes: translating, interpreting, creating, paraphrasing, summarising, shadowing, comparing, explaining, role-playing]

(ACLASFC062)



- identifying Auslan phrases and expressions encountered in unfamiliar texts that do not translate literally into English, comparing their interpretation with those of their classmates
- considering possible consequences of lack of equivalence between Auslan and English words and phrases in terms of intercultural communication, providing examples from their own experience
- analysing an Auslan version of a frozen text such as the Australian National Anthem, considering why some words or expressions require freer translation than others
- developing in consultation with deaf Aboriginal and Torres Strait Islander students and elders an Acknowledgement of Country in Auslan that is appropriate to their school location for use in gatherings, events and school assemblies
- paraphrasing and summarising short Auslan texts containing unfamiliar content, providing simple translations in written English
- translating simple filmed texts in Auslan into transcribed written English captions
- shadowing quality signed texts in Auslan as a pre-interpreting skill and as a means to enhance presenting skills and confidence as a subset of interpreting skills
- comparing translations in Auslan, BSL and International Sign of stories such as 'Little Red Riding Hood' to Auslan versions of the same stories, discussing differences in vocabulary and approaches to translation on a free to literal continuum
- comparing their own translations of short set texts in Auslan or English with those of their classmates, noting variations and discussing possible reasons for these
- observing and interacting with deaf guests to the classroom who use different signed languages, such as ASL or a traditional signed language used by deaf Aboriginal and Torres Strait Islander people, identifying any differences between languages and acting as an interpreter with support
- evaluating different interpretations of selected texts, using translation resources such as Mac software, digital dictionaries and online materials, considering questions such as *Does this represent the exact meaning? What other ways could this be interpreted or translated?*
- explaining the role of accredited Auslan–English interpreters and that of Deaf interpreters in the Deaf community, demonstrating through role-play correct protocols for working with interpreters
- exploring metaphors used in Deaf art and discussing whether these translate well to the hearing world
- role-playing basic sight translation techniques with simple, school-specific or everyday texts, using an autocue or text and signing the translation to camera
- developing a written English glossary of terminology in relation to sign language translation and interpreting

Create bilingual texts to use in the wider school community, identifying words/signs or expressions that carry specific cultural meaning in either Auslan or English

[Key concepts: equivalence, interpretation; Key processes: creating, captioning, transcribing]

(ACLASFC063)



- creating bilingual texts that inform the school community about Deaf culture
- captioning examples of deaf poetry, noticing areas of difficulty and considering possible reasons for this, and comparing individual translations with those of classmates to determine if similar challenges were faced by others
- creating bilingual public information texts, such as details about Deaf community events such as the National Week of Deaf People schedule and the importance of the event, and posting these on the school website
- transcribing short, simple spoken texts such as instructions or procedures into Auslan and filming the translations, for example, recipe requests by food technology teachers for their classes

Identity

Elaborations

Explore the relationship between identity, community and visual ways of being and the nature and significance of relationship between people, culture and place/space
[Key concepts: identity, relationship, Deafhood, place, space, responsibility, ownership, Deaf gain, story, guidance; Key processes: comparing, describing, exploring, discussing, investigating]


(ACLASFC064)



- creating and comparing individual biographies, including elements such as family origins, traditions, beliefs, experiences, and considering how these influence their sense of identity
- identifying elements of visual awareness in deaf people, such as good observation skills of body language and alertness to hazards in the environment while walking/driving and signing
- describing how the concept of Deafhood applies to them and to others by evaluating texts and media portrayals of deaf identity
- discussing visual ways of transmitting and receiving information and how these influence group learning and information sharing among Deaf people
- exploring how Deaf cultures around the world build shared group identity, for example through gathering formally as national and international communities through activities such as Deaf film festivals, performing arts or sporting events such as Deaf Way, Australian Deaf Games, Deaflympics
- discussing when and how they learnt Auslan and how this contributed to their sense of identity
- analysing ways in which Deaf people design and adapt spaces in cultural ways ('Deaf space'), for example, by eliminating visual obstacles to signed communication; using circles or semicircles for meeting and learning spaces; and using open-plan areas, lighting and window placement to maximise visual access to information, with reference to Gallaudet University's Deaf space design principles
- considering how accounts by different deaf visitors to the classroom of their lives, work, education, interests and experience reflect a sense of identity and relationship with Auslan and Deaf culture
- identifying ways in which members of the Deaf community demonstrate responsibility for relationships within the community and between it and the wider 'hearing' society, for example, describing past learning from deaf adults or other deaf peers about navigating relationships
- investigating and explaining connections between rules, culture and community, identifying how these are demonstrated in Deaf culture through visual ways of being and using language, for example, exploring the values and beliefs which influence observable behaviours and social rules
- suggesting how reciprocity works in relation to community members sharing responsibility for each other's wellbeing, comparing examples of how they themselves negotiate relationships with each other and look out for each other
- exploring the concept of 'Deaf gain' and providing examples of how wider society may 'gain' from the Deaf community, for example the benefits of captioning for groups such as elderly people or newly arrived migrants
- describing how the Deaf community maintains Deaf

places and keeps them relevant to new generations, for example by acknowledging Deaf pioneers in the naming of places and identifying historical links with places

- discussing with elders how patterns of ownership and management of Deaf spaces and places impact on the Deaf community
- describing their experience of moving between English and Auslan, comparing how this feels and considering changes in their sense of identity when communicating in either language
- sharing their understandings of Deafhood and Deaf gain with Deaf elders and comparing these the elders' views on these concepts

Reflecting	Elaborations
<p>Participate in and reflect on intercultural interactions and experiences, for example by considering and comparing their responses and strategies when engaging with hearing people [Key concepts: intercultural experience, ways of knowing and being, discrimination; Key processes: comparing, analysing, explaining, reflecting, exploring]</p> <p>(ACLASFC065)</p> 	<ul style="list-style-type: none"> • comparing their experience of interacting with hearing people in various domains online or face to face, such as after-school sports clubs, analysing these experiences in terms of their perceptions, understandings or attitudes • reflecting on how differences between signed and spoken language users may be perceived, for example in relation to different protocols when joining interactions, taking turns, using names, or passing between people who are communicating with each other • reflecting on the concepts of insider and outsider views of the Deaf community and on their own position as first language learners of Auslan • reflecting on their own and others' social attitudes and responses to differences in behaviours or communicative styles, for example on how they feel when hearing people do not make eye contact during an interaction • reflecting on how their own ways of communicating may be interpreted by hearing people, and on how they need to modify or consider other communication strategies and behaviour, such as the use of eye contact, facial expression or body language • comparing strategies used by deaf and hearing adults to negotiate the physical environment, for example, different behaviours that reflect different perceptual perspectives in contexts such as travelling in a lift
Understanding	
Systems of language	Elaborations

Investigate and explain why signs are structured as they are, including with respect to iconicity, and compare transcription of Auslan video annotation software with glosses

[Key concepts: levels and types of iconicity, transcription; Key processes: identifying, recognising, glossing, annotating]

(ACLASFU066)



- understanding that signs can be iconic in a number of ways, such as representing a whole object or part of an object
- identifying signs with different levels of iconicity, for example, those that are fully transparent, translucent or arbitrary
- recognising that signed languages show more iconicity than spoken languages because they are visual not auditory, and that most referents have visual features
- identifying and classifying examples of spatial modifications of nouns and verbs in a video text using video annotation software, for example, ELAN
- glossing a text independently, identifying what signs are used, any NMFs, and any examples of DSs and CA
- beginning to use annotations in a glossed text to show spatial modification of nouns and verbs

Distinguish between character and observer space, categorise different verb types and identify constructed action in a text

[Key concepts: fully- or partly-lexical signs, character and observer space, depicting signs; Key processes: recognising, distinguishing, classifying, observing]

(ACLASFU067)



- noticing that meaning is created in Auslan from fully-lexical signs, partly-lexical signs and non-lexical CA and gesture
 - recognising that signers can set up referents in the signing space as if they are part of that space (character space, for example, using a bC handshape (use of non-dominant hand) to indicate putting a glass on a table) or as if they are outside it (observer, for example, using 5claw in two locations to represent two houses)
 - recognising that in character space, signers can use locations for present referents, non-present referents, or abstract referents that do not exist in space
 - recognising that signers can give information about how a verb happens over time by changing the movement, for example, signing WATCH versus WATCH ^{for-a-long-time} or with lexical signs such as WATCH AGAIN++
 - recognising that nouns can be pluralised by locating them repeatedly regardless of their original location
 - categorising the type of depicting sign being used by a signer
 - distinguishing between directional and locational indicating verbs
 - observing examples of CA in an Auslan text and discussing how it was marked
-

Understand that utterances in Auslan can consist of a mix of gestural and signed components, and that non-manual features are often used to link clauses into equal or unequal relationships

[Key concepts: clause types, sign order, conjunctions; Key processes: recognising, observing, analysing]

(ACLASFU068)



- recognising the nature and function of word classes and understanding that the context of the sign is important and Auslan signs will not always have the same word class as an English word, for example, adjectives can act like verbs in Auslan, for example, PRO3 BIG
- recognising that some verbs and nouns use the same sign but change the movement in a regular way making noun-verb pairs, such as SCISSORS versus CUT-WITH-SCISSORS
- being able to describe various types of clauses and recognising that these often co-occur with particular NMFs, such as questions, topicalised sentences, negation or conditionals
- analysing yes/no questions and wh- questions to identify how NMFs and particular lexical signs are used to make each type of question
- recognising how NMFs can create emphasis or stress
- recognising that clauses can be joined by conjunctions to make longer sentences and these conjunctions can be shown with separate signs, such as PLUS or THEN, or NMFs, for example by pausing between clauses
- noticing with support, when signers are using composite utterances, that is, those that have elements of CA, DSs, points and DSs, and fully-lexical signs in the same utterance
- identifying clauses that are linked equally and unequally, where one clause depends on another

Explain the structure and organisation of particular types of texts, such as conversations or information reports, and identify language features used by signers to meet specific purposes and to create cohesion

[Key concepts: grammar, choice, coherence; Key processes: identifying, applying, analysing]

(ACLASFU069)



- analysing linguistic structures and features associated with more dynamic texts, such as back-channels and hesitations used in casual conversations
- applying knowledge of choices a signer can make in texts, for example by comparing two signers' texts about the same topic and evaluating different language choices each made, such as when to tell and when to enact, or when to use DSs
- analysing signers' use of pausing in a description or information report
- identifying all the ways a signer refers to the same referent throughout a text
- identifying examples of ellipsis, such as dropping the participants in verbs
- recognising that nouns that are being introduced are more frequently overt than when they are given already in a text
- recognising signs that function as interjections or discourse markers

Language variation and change

Elaborations

Understand that Auslan has evolved and developed through different periods of influence and cultural and societal change
[Key concepts: change, evolution, contact, technology; Key processes: identifying, recognising, researching]

(ACLASFU070)



- researching how BSL from the 1800s evolved into Auslan, NZSL and modern BSL, for example by finding and classifying examples from Auslan, NZSL and BSL signbanks
- understanding that while the structure of individual signs can change over time in regular ways, there is little information about this process in signed languages due to lack of historic records of signing
- understanding that greater contact between signers internationally has led to increased borrowing between sign languages, for example, signs that refer to different nation states and cities around the globe, for example, the old Auslan sign for America versus the current sign, or the ASL vehicle handshape in DSs
- identifying changes to Auslan that reflect changes in social relationships and community attitudes, for example in relation to words/signs such as DEAF^DUMB, DISABILITY, HEARING^IMPAIRED/H-O-H, DEAF^WORLD/DEAF^COMMUNITY, HUMAN^RIGHT
- interviewing older members of Deaf families or Deaf communities and reporting back to the class about any differences in signing they noticed, such as more use of fingerspelled words, less use of NMFs and depicting signs, or the use of different signs, such as FILM (old sign), TOILET (old sign)
- recognising that languages constantly expand to include new words, signs and expressions due to influences such as changing technologies and digital media, for example, COMPUTER, COMPUTER-MOUSE, INTERNET, FACEBOOK, WIFI, SELFIE

Language awareness

Elaborations

Understand historical and contemporary factors that impact on awareness, support and use of Auslan and its vitality in contemporary Australia, comparing it with that of other signed languages around the world

[Key concepts: influence, transmission, vitality, evolution, endangerment; Key processes: investigating, exploring, describing, comparing, analysing, reflecting]

(ACLASFU071)



- considering the impact of international historical events such as the Milan Congress (1880) and the linguistic recognition and documentation of signed languages (1960s and 1970s) on the use of signed languages in education and deaf people's feelings of ownership and pride in their languages
- analysing the impact of migration and settlement of deaf people from the UK and other countries in Australia on the development of Auslan
- investigating the geographical location, origins and history of deaf schools in Australia and the impact of these institutions on the transmission, use and status of Auslan
- considering the contemporary influences and pressures on Aboriginal and Torres Strait Islander signed languages and how these may affect their vitality
- describing the role religion has played in influencing Auslan in terms of usage and spread, for example, by religious orders, early Deaf Societies and Bible translation projects
- exploring multilingualism in the Deaf community, including the use of Auslan, English and other signed and spoken languages such as Irish-Australian sign language, and how and when users typically switch between languages and dialects
- investigating the use and impact of generic digital technology and specific forms of communication by Auslan users, for example, video chat, social media, SMS/texting, and NRS and VRS
- reflecting on the role of Auslan interpreters in raising awareness and understanding of Auslan in the wider community and in influencing the function and nature of Auslan, for example by the introduction of new signs for temporary use in certain contexts
- investigating historical patterns of employment of deaf people in certain trades and fields of work, and the impact of these traditional employment domains on Auslan development
- considering ways that Auslan is evolving due to influences such as globalisation and the capacity for new technology to store, record and share sign languages internationally
- comparing levels of endangerment of different sign languages, such as NZSL, village sign languages, ASL, Scandinavian, South American sign languages and Auslan, for example by using UNESCO data by reviewing the iSLanDS survey findings
- understanding the challenges faced by Auslan and other signed languages due to intergenerational disjunction in language transmission
- investigating how new or specialised language associated with domains such as technology, engineering, cooking or fashion are used but not documented in the Deaf community, and how such language impacts on language vitality

- identifying contexts and circumstances that support increased usage and acceptance of newly coined Auslan terms, for example, a workplace with several deaf employees
- researching the role of the World Federation of the Deaf in mapping and monitoring the vitality of sign languages around the world and in protecting sign language diversity

Role of language and culture	Elaborations
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Reflect on how language use is influenced by communities' world views and sense of identity and on how language and culture influence each other

[Key concepts: culture, knowledge, value, transmission; Key processes: explaining, reflecting, exploring, analysing, comparing]

(ACLASFU072)



- exploring the nature of culture and how it is related to ways of thinking and using language, for example by comparing the cultural concept of Deaf identity with a medical model of deafness
- exploring ways in which language choices, such as sign choices, reflect attitudes towards certain topics, for example, oralism
- analysing how concepts related to cultural practices are expressed through language, for example, by identifying particular elements of naming systems, such as the use of pointing, NMFs and name signs, as in the case of number name signs of older deaf people who attended the Victorian School for Deaf Children
- identifying and discussing core cultural concepts reflected in Auslan such as the collective nature of the Deaf community, the importance of respect for elders and of reciprocity and responsibility, for example, how signing TAP-MANY, TAP-2H++ reflects understanding of responsibility to share information and pass on knowledge, or greater use of the 'flat hand' rather than the 'point hand' and use of full titles in acknowledgements and forms of address when introducing an esteemed Deaf elder
- investigating how Auslan users interact with their social and physical environment, for example, locating other signers, gravitating to spaces that are visually accessible
- identifying culturally significant attitudes and beliefs conveyed through Auslan that relate to history, significant individuals, places or events, for example, attitudes to spoken language that reflect the history of suppression of signed languages, as in the use of signs that reference tensions between oral and signing deaf people or between hearing and deaf people, such as the sign for communication breakdown which infers lack of awareness or understanding of cultural values, beliefs and language on the part of the other party
- comparing elements of communication in different contexts and exchanges that are culturally specific, such as back-channelling, the use of silence or eye contact, head nodding to indicate understanding rather than agreement, and the implications of such cultural variability in contexts such as courts of law
- observing that concepts may be culture and language specific, for example, in relation to time and space, as in the spatial mapping for timelines in Auslan
- understanding how developing sign language literatures which recount significant journeys and events associated with the beginnings of Deaf education and the development of Deaf communities not only map history but also embody values and mores of Deaf cultures, for example, accounts of the Gallaudet and Clerc reciprocal relationship, or the US Civil War deaf soldiers' story as told by Ben Bahan
- exploring ways in which the production and affect related to the sign for COCHLEAR-IMPLANT have evolved over time due to shifting values and perceptions of the Deaf community in relation to the implant, noting, for example,

the transition from a negative affect to more neutral production of the sign

- researching examples of deaf leaders who have established organisations or services which met the cultural needs of their community, for example, Dorothy Shaw and Deaf Action Books, Nola Colefax and the Australian Theatre of the Deaf

Years 7 and 8 Achievement Standard

By the end of Year 8, students interact to share ideas and interests and to offer opinions, using compound and complex sentences, for example by using lexical conjunctions as well as non-manual features (NMFs). They participate in discussions and debates, acknowledging others' opinions and developing and supporting arguments. They collaborate in activities that involve planning, project design and problem-solving, for example, G:WELL RIGHT-YEAH , BUT I WANT ADD COMMENT. They use evaluative language to reflect on learning activities and to provide feedback to others. They follow protocols for interacting with sign language interpreters in various contexts. Students locate, collate, summarise and analyse ideas and information from a variety of sources, such as interviews, documentaries or speeches, and they use such information in new forms. They use primary or secondary signed sources in their research, for example, when exploring significant events in Deaf history. They use specialised language to create texts such as vlogs, advertisements or research-based factual reports designed to convince or persuade others. They analyse elements of different imaginative texts such as poetry, performances, signed stories, skits and sketches, and explain how sign choice, NMFs and the use of different stylistic techniques combine to convey ideas and emotions. They create imaginative and expressive texts that draw from their experience as Auslan users and members of the Deaf community, including metaphorical iconicity to create particular effects and to engage interest. Students translate and interpret unfamiliar texts in Auslan or English and compare their own translations to those of their classmates, considering why there might be differences between them. They create bilingual texts to use in the wider school community. They describe how the concept and the experience of Deafhood and visual ways of being apply to themselves and others. They reflect on how their own ways of communicating may be interpreted when interacting with hearing people, and on their use of different communication strategies and behaviours, such as their use of gesture, facial expression and body language.

Students know that signs can be iconic in a number of ways, and identify iconic signs that represent a whole object or part of an object. They distinguish between character and observer space, classify verb types according to how they use space, and identify constructed action in a text. They explain the form and function of a range of clause types, including what NMFs are used, for example, questions, topicalisation, negation or conditionals. They identify all the ways a signer refers to the same referent throughout a text to create cohesion. They recognise that Auslan is constantly evolving and changing, for example, by identifying changes to Auslan that reflect changes in social relationships, community attitudes and changing technology. Students reflect on how all ways of language use are influenced by communities' world views and identities, for example by comparing the cultural concept of Deaf identity with the medical model of deafness.

Years 9 and 10

The nature of the learners

This stage of learning coincides with social, physical and cognitive changes associated with adolescence. Increased cognitive maturity enables learners to work more deductively with language and culture systems, to apply more intentional learning strategies and to reflect productively on their learning. Motivation and engagement with language learning and use are influenced by peer-group dynamics, personal interests and values, and issues related to self-concept. This is particularly the case for bilingual learners, especially for deaf students who also use spoken English, for whom the duality of living between languages and cultural frames impacts continually on the process of identity construction. The role of language is central to this process and is reflected in the degree to which learners define themselves as members of language communities, how they position themselves in relation to peer groups, and choices they make in relation to linguistic and social practices. These processes are fluid and context-responsive and impact on learners' engagement with both Auslan and English language learning. Learners at this level are increasingly aware of the world beyond their own and are engaging with youth, social and environmental issues. They are considering their future pathways and choices, including how Auslan could be part of these.

Auslan learning and use

This is a period of language exploration. Task characteristics and conditions at this level are more complex and challenging, involving collaborative as well as independent language planning and performance, and the development and strategic use of language and cultural resources. Elements of tasks involve interpreting, creating, evaluating and performing. Working with media resources, fictional and non-fictional texts, performances and research projects allows for the exploration of themes of personal and contemporary relevance, such as global and environmental issues, identity and relationship issues, questions of diversity and inclusivity.

Learners use Auslan to debate, clarify and interrogate ideas and concepts; to appraise and summarise opinions and to engage in elaborated discussions, developing and supporting arguments and sharing and evaluating opinions. They communicate in a wide range of contexts, such as a whole-school forum, present sustained signed explanations of abstract topics, and participate in imaginative and creative experiences.

Contexts of interaction

Learners interact with peers, teachers and other Auslan signers in immediate and local contexts, and with wider Deaf communities as well as cultural resources via virtual and online environments. They may participate in community events such as film or cultural festivals or intercultural forums.

Texts and resources

Learners use an extensive range of texts and materials designed for in-class learning of Auslan, as well as authentic texts produced in broader contexts. They are encouraged to source extra materials to support their learning and to pursue personal interests and explore various aspects of Auslan or Deafhood.

Features of Auslan use

Learners extend their grammatical knowledge to a range of forms and functions that give them control of more complex elements of text construction and sign formation. They have a greater degree of self-correction and repair. This greater control of language structures and systems increases confidence and interest in communicating in a wider range of contexts. Learners design, interpret and analyse a wider range of texts and experiences. Textual knowledge and capability are strengthened through maintaining a balance between activities that focus on language forms and structures and communicative tasks and performance.

Learners experiment with ways to refine a text, for example to strengthen it for entertainment, information or persuasion purposes. They understand that reordering clauses or parts of clauses can create subtle meaning differences. They use depicting signs to innovate where there are lexical gaps, and make richer use of the ‘visual vernacular’, producing complex narratives that combine and switch between methods of depiction (CA, DSs and lexical signs) and frames of spatial reference (character or observer). They demonstrate understanding of language variation and change, and of how intercultural experience, technology, media and globalisation influence language use and forms of communication. They investigate texts through more critical analysis, identifying how language choices reflect perspectives and shape meaning, and how they in turn are shaped by context and intention.

Learners at this level understand the relationship between language, culture and identity. They explore in more depth and detail the processes involved in learning and using different languages, recognising them as cognitive, cultural and personal as well as linguistic resources. They identify how meaning-making and representation in different languages involve interpretation and personal response as well as literal translation and factual reporting. They explore the reciprocal nature of intercultural communication: how moving between different languages and cultural systems impacts on their ways of thinking and behaving; and how successful communication requires flexibility, awareness and openness to alternative ways. They develop a capacity to ‘decentre’ from normative ways of thinking and communicating, to consider their own cultural ways through the eyes of others, and to communicate in interculturally appropriate ways.

Level of support

While learners at this level are increasingly less reliant on the teaching team for support during communicative interactions, continued provision of rich language input and modelled language is needed to consolidate and sustain language development. The teaching team provides implicit and explicit modelling and scaffolding in relation to meaningful language use in a range of contexts, situations and learning experiences; and explicit instruction and explanation in relation to complex structures, grammatical functions and abstract concepts and vocabulary. Provision of opportunities to discuss, clarify, rehearse and apply their knowledge is critical in consolidating knowledge and skills and in developing autonomy. Learners are encouraged to self-monitor, for example by keeping records of feedback, through peer support and self-review or by creating and maintaining a video journal or folio which they use to reflect on their language learning and intercultural experiences. They are increasingly aware of and responsible for their own learning, working independently to address their needs, for example by accessing technologies and additional learning resources, such as Signbank, to assist their learning. They use graphic organisers, modelled texts, dictionaries and teacher feedback to interpret and create texts.

The role of English

Learners and the teaching team use Auslan as the primary medium of interaction in language-oriented and most content-oriented learning experiences. English is used for comparative analysis and for research when a source text in Auslan cannot be found. Learners are encouraged to reflect on the different roles English and Auslan play in their academic work and in their conceptual development.

Years 9 and 10 Content Descriptions

Communicating	
Socialising	Elaborations

Use interactions within the school and wider community to build relationships and to discuss personal aspirations or social issues

[Key concepts: register, debate, discussion; Key processes: debating, chatting, initiating, discussing]

(ACLASFC073)



- competing in inter-class or inter-school debates, using appropriate conventions and protocols to support or oppose a proposition, for example, using space and NMFs to contrast views
- contributing to exchanges with peers and teachers when discussing their personal, educational and professional future wishes
- participating in role-plays on social and cultural issues, for example, the role of interpreters or the impact of social media
- communicating using digital technologies to chat with a student from another school, for example about the influence of 'text talk' and social media on Auslan, such as the use of signs for LOL, WHATEVER
- participating in a whole-school forum on current school or community issues
- communicating via video calls or social media platforms with other deaf children in different contexts to build relationships and exchange views on topics of mutual interest
- using strategies to initiate and sustain discussion, for example by providing the context of a conversation to new participants:
PRO3 SAY...
She was saying that ...

 Auslan

Participate in actions and interactions involving advocacy and consideration of cultural diversity, perspective and experience

[Key concepts: diversity, perspective, inclusion, advocacy; Key processes: managing, promoting, advocating, collaborating]

(ACLASFC074)




- managing shared learning experiences that require consideration of different views, opinions and cultural perspectives
- designing and enacting hypothetical scenarios that address issues related to Deaf experience, for example in the domains of sport or education
- collaborating with a partner to take action on an issue affecting the Deaf community, such as advocating for provision of captioning or funding for Deaf organisations
- organising an awareness campaign that reflects or mediates views on issues of relevance to their peer group/community, for example, creating a positive promotional video about successful deaf people in their state, outlining strategies to support achievement
- advocating for a change in particular school processes or practices, such as ensuring all public school performances (such as theatre or dance festivals) automatically have interpreters present, for example by meeting with the student council, principal or parent group to advocate

Engage proactively in language learning experiences through discussion, justification of opinions and reflection on the experience of learning and using Auslan

[Key concepts: language learning, argument, ideas, reflection;
Key processes: clarifying, interrogating, reflecting, comparing]

(ACLASFC075)



- participating in discussion and debate, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions
- making connections between their own and each other's ideas or beliefs and real-life experiences and consequences, using reflections such as:
SOMETIMES POSSIBLE HAPPEN++ WHY I-F PRO2
PAST THINK-ABOUT WILL TRUE HAPPEN
Sometimes things happen because you think they will, so it comes true.
I-F YOU THINK PRO2 CAN. PRO2 CAN. IF PRO2 THINK
YOU CAN'T YOU CAN'T.
If you think you can, you can. If you think you can't, you can't.

- comparing opinions about culturally appropriate behaviours when engaging with unfamiliar members of the Deaf community
- using skills such as paraphrasing, questioning, interpreting non-verbal cues and appropriate vocabulary selection to support elaborated discussion
- discussing and experimenting with ways to strengthen and refine signed texts to entertain, inform, persuade or inspire different audiences
- exchanging reflections on the experience of using Auslan in different contexts and situations, comparing challenges or satisfactions and reflecting on how the same event can be differently experienced or interpreted

Informing

Elaborations

Research and evaluate information from different sources and perspectives, summarising opinions and critically appraising relationships between texts and contexts

[Key concepts: debate, evidence, bias, critical analysis, context; Key processes: researching, evaluating, debating, providing feedback, summarising]

(ACLASFC076)



- evaluating information collected from different sources to debate issues of interest and significance to the Deaf community, such as eugenics, deaf technology or interpreter ethics
- using critical literacy skills to recognise textual bias and to distinguish between fact and opinion in differently sourced texts relating to the Deaf community and/or deafness
- researching a significant event that affects/has affected the Deaf community, summarising findings in the form of contributions to a panel discussion or debate
- evaluating information presented by their peers or teachers, providing constructive feedback supported by evidence
- appraising and summarising opinions expressed in formally and informally signed texts
- using stories by elders and excursions to sites of significance to document, describe and provide explanatory detail of places of importance to the Deaf community
- using primary or secondary signed sources to research significant events in Deaf history to present a critical overview of how information can be differently presented

Prepare and present researched information on a range of issues, considering the context in which the information will be received

[Key concepts: audience, context, source, evidence, bias, statistics; Key processes: presenting, explaining, interpreting data, evaluating]

(ACLASFC077)



- presenting a sustained signed explanation on a given topic, using information selected from a range of sources to suit the intended audience
- using evidence selected from independent research sources and evaluative or persuasive language to respond to arguments about issues such as eugenics, deaf technology or interpreter ethics
- presenting information on current affairs or news items, identifying bias and the effect of context on the shaping of texts
- arguing a predetermined, evidence-based position in a panel discussion/debate on controversial questions, for example, the inclusion of deaf members of a jury
- designing the presentation of an Auslan text for a vlog that requires voice interpreting with notes to indicate emphasis and to clarify meaning
- providing explanations of abstract or technical concepts, such as poverty or radiation from uranium, shaping the style of the presentation to suit the intended audience, for example through significant use of depicting signs
- presenting an interpretation of graphs and statistics that provide information relating to the Deaf community, discussing findings and making predictions about future changes or patterns

Creating

Elaborations

Analyse different types of imaginative, creative and performative texts, considering how different techniques and modalities are employed to communicate with different audiences

[Key concepts: meaning, mood, imagery, rhyme, metaphor;
Key processes: analysing, interpreting, discussing, responding, reflecting]

(ACLASFC078)



- analysing examples of signed performance poetry, identifying patterns and conventions such as repetition of handshapes and movement paths of signs to create rhyme and to convey meaning
 - interpreting visual representations of Deaf experience, including the use of metaphors, perspectives, colours and textures in visual art forms such as sculpture, painting, photography, printmaking or ceramics
 - responding to forms of Deaf art that challenge perceptions and stimulate discussion, such as the work of Christine Sun Kim or members of the Australian Theatre of the Deaf or Deafinitely
 - comparing responses to imaginative texts that present particular values or points of view, for example, Deaf slam poetry
 - reflecting on the multilayered dimension of signed narrative, identifying how dynamic handshapes, facial expressions and body movements provide simultaneous narrative, commentary and emotional expression
 - comparing different recordings of signed storytelling, for example of young children making up stories or older people telling traditional tales, noticing differences in their language
 - comparing their interpretations of/responses to performances by deaf comedians, storytellers or poets
 - viewing and reviewing media texts that use aesthetic, artistic or realistic techniques to interpret and communicate dimensions of the Deaf experience, for example the documentary *Deaf Jam* (2011)
 - exploring the use of technology in Deaf art, film or performance, for example to help build mood or emotional expression
 - identifying relationships between elements such as imagery or signed sequences in texts such as ballads, free verse or narratives, for example by working with Auslan translations of Shakespearean texts
 - responding to signed poems that use extended metaphor to communicate values and ideas or to express emotional experience, for example, 'Butterfly Hands' by Walter Kadiki
 - comparing the visual nature of signed narratives with oral traditions of Indigenous cultures
 - analysing responses of hearing audiences to deaf performances, for example by evaluating comments made by judges on reality/talent television shows
 - discussing the complexity of live theatre performance interpretation and the use of deaf interpreters and consultants
 - creating highly complex narratives combining and switching between ways of reference, for example, CA, DS, lexical signs and frames of spatial reference
-

Create imaginative texts designed to engage and/or reflect the interests of specific audiences and to stimulate discussion of cultural issues and experiences

[Key concepts: mode, multimodality, visual imagery, metaphor, intercultural experience; Key processes: creating, adapting, experimenting, performing]

(ACLASFC079)



- creating a dynamic multimodal performance suitable for different modes of entertainment, such as a vlog, television or live performance
- adapting the mode and style of delivery of a narrative or poem to suit either a younger or older audience
- creating a class anthology of Auslan poems that reflect the diversity of cultural experience represented in their school community
- experimenting with different modes of expression and visual imagery to explore the poetics of visual language
- creating poems or raps that represent emotional accounts of personal stories, successes or struggles to enter into a class slam poetry competition
- plan, rehearse and perform short dramatisations that explore social/cultural issues relevant to their peer group or community, selecting language features, images and forms of expression to suit the intended audience
- using metaphors to extend or redirect a favourite text that invites reflection on cultural or intercultural experiences
- creating an animation with a deaf character or theme related to the Deaf community
- creating a piece of art such as a sculpture, collage or film clip that reflects their experience of moving between Deaf and hearing worlds
- creating a signed poem that reflects elements of their own emotional response to a particular personal experience

Translating

Elaborations

Translate Auslan and English texts composed for different audiences and contexts and consider the dynamic nature of translating and interpreting and the role of culture when transferring meaning from one language to another

[Key concepts: equivalence, representation, meaning, interpretation, ethics, culture; Key processes: translating, interpreting, comparing, explaining, analysing]

(ACLASFC080)



- experimenting with literal Auslan translations of popular English idioms, noticing when this creates confusion (for example, *raining cats and dogs*) and discussing how to interpret such idioms accurately
- comparing online Auslan and English public announcements and government policy/information texts in terms of different approaches to translation and preservation of content, for example, free versus literal
- viewing and discussing the effectiveness and accuracy of online Auslan translations, such as the *Catching Fire* series of safety videos or the emergency disaster preparedness videos
- trialling different resources to assist in translation, including online dictionaries and footage, for example by comparing individual translations, back-translating, and reviewing useful references
- considering the nature of translation with reference to different strategies such as decoding literal meaning (word for sign), reading for meaning (sense for sense) and cultural reading (between the lines)
- recognising the need to sometimes recast language and considering why one language may use more words/signs than another to communicate a particular meaning or concept, for example, in relation to the use of space and depicting signs in Auslan in describing a scene compared to the linear spoken modality of English
- critically evaluating the accuracy and effectiveness of English subtitles to an Auslan text, for example the range of community service Auslan messages produced by the Deaf Society of NSW
- providing annotated examples of translations of poems or other types of text, identifying challenges involved in transferring meaning, expression, culture and mood from one language to another
- comparing examples of BSL and Auslan literature and evaluating translations from both/each into English, for example of poems by Dorothy Miles or Walter Kadiki
- translating suitable jokes, songs, poems, stories or plays from English into Auslan and vice versa
- analysing existing translations of texts, such as short subtitled films or TV programs containing deaf characters using various sign languages, making comparisons with their own translations into Auslan or English and reflecting on identified variations
- identifying the range of reference materials and resources available to assist in language documentation and translation tasks, for example ELAN, and exploring how to use them
- researching aspects of available interpreting services in their area, for example, the role of interpreters, qualifications required, ethical considerations and issues associated with interpreting and translating in specialised contexts such as health, education, legal settings
- exploring the role of deaf people as Deaf interpreters and as language consultants on interpreted theatre events,

considering the work this involves and the skills needed for it

- considering culturally appropriate and ethical behaviour when interpreting and translating, for example by explaining appropriate behaviour in interpreting contexts and considering potential consequences of inaccurate interpreting
- analysing codes of ethics of interpreters, comparing existing codes in Australia, such as the ASLIA and AUSIT codes, and developing simple translations of the main principles of each code
- role-playing the part of a Deaf interpreter for unfamiliar deaf guests who are non-conventional Auslan users or users of another signed language in a simple context such as an interaction in a library
- comparing signed texts in International Sign with translated Auslan versions created by students, using H3 broadcasts as a resource
- participating in formal situations where interpreters are working, discussing observed translation choices made

Create resources such as videos, glossaries and classifications in English to interpret cultural aspects of Auslan texts

[Key concepts: expression, bilingualism; Key processes: recording, creating, captioning]

(ACLASFC081)



- collecting and explaining to non-Auslan users expressions and culturally specific terms encountered in Auslan texts, for example, *hearing*, *residential school*
- collecting and recording different signs, attaching English captions with appropriate translations, for example, PAH! = *finally*, TALK = *communicate in speech or Auslan*, CHAT = *talk in Auslan*
- creating a bilingual virtual tour of the school for use on the school website
- developing a signed and captioned film presentation, for example, about how to work with an interpreter
- making a short bilingual documentary in Auslan and English about a topical issue, moving through the processes of drafting, translating and captioning the final product
- capturing and presenting stories recorded from interviews in Auslan with members of the Deaf community, captioning the interviews in English

Identity

Elaborations

Identify ways in which deaf people relate to and are perceived by society as 'people of the eye', how they demonstrate connections with culturally rich places and associations, and how their sense of identity, roles and responsibilities change over time

[Key concepts: identity, relationship, Deafhood, reciprocity, guidance, place, space, rights, responsibility, social action; Deaf gain; Key processes: discussing, comparing, investigating, reflecting]

(ACLASFC082)



- discussing the notion of 'Deaf eyes' and the capacity of deaf people to determine the deaf/hearing status of others in their environment based on eye behaviour
- considering how deaf people are perceived to be more observant and more astute visually, for example, as drivers, in sports or in terms of visual memory, comparing anecdotal findings and documented research on this issue
- discussing how identity may shift depending on what is most salient in any context or setting, and how as people mature they learn to navigate 'multiple identities' in relation to different elements of their experience, such as background ethnicity and culture and Deaf identity/culture
- reflecting on the concept of Deafhood as it applies to and informs life choices made by young Deaf people, for example in relation to social group participation, communication preferences, ways of identifying, describing and introducing themselves to others
- considering how relationships between changing technology and Deaf people are managed to express and to reflect identity, for example, the rejection of hearing devices or, alternatively, highlighting them with colour or prominent placement
- considering whether a strong sense of shared identity influences the capacity for awareness and advocacy for Deaf people's rights
- discussing how social groups such as Deaf communities form intergenerational patterns that determine relationships and shape behaviours, for example, by interviewing a member of a Deaf family of two or more generations
- investigating ways the Deaf ecosystem works and the reciprocal nature of relationships in some Deaf communities, for example in business or professional domains, and the contribution this ecosystem makes to collective identity
- discussing how the Deaf community expresses different elements of their identity, for example through behaviours associated with Deaf spaces, greetings and introductions which illustrate community status and affiliation
- investigating how a strong sense of identity impacts on social and emotional health and wellbeing by exploring the available research on wellbeing and identity in deaf people
- identifying and describing intersections between national and international Deaf communities and organisations, and how these contribute to a transnational sense of belonging, for example, by evaluating shared experiences by viewing online texts produced by deaf people in different countries
- comparing changing values and status of place and space in different international Deaf communities, for example, the loss of Deaf clubs or closure of Deaf schools, and reflecting on the implications of these changes over time for Deaf identity
- responding to different philosophical and social views

about deafness, considering the impact of varying attitudes on a deaf person's developing identity

- discussing ways in which the philosophy of 'Deaf gain' can be applied to personal circumstances, such as classroom accommodations and sporting participation
- summarising elements of elders' guidance on how cultural values, beliefs and traditions are expressed and connected through shared experience of visual ways of being, providing examples of how these are demonstrated in community behaviour and in interactions with the wider community
- describing and comparing their personal sense of social responsibility towards their Deaf community, for example as demonstrated through attending, organising or volunteering at festivals, camps or youth groups
- exploring the wider political landscape of the Deaf community as it impacts on individual and community identity, for example, by identifying the impact of activism and Deaf empowerment movements such as the Deaf President Now campaign at Gallaudet University, a 'Deaf place', in effecting change and strengthening Deaf communities' connection to 'place'

Reflecting

Elaborations

Reflect on the experience of learning and using Auslan formally in school, and considering how intercultural communication involves shared responsibility for making meaning

[Key concepts: intercultural communication, perspective, insight, self-reflection, making meaning, discrimination; Key processes: comparing, analysing, explaining, reflecting]

(ACLASFC083)



- reflecting and reporting on how learning Auslan formally in school provides insights into the general nature of language and culture as well as an explicit means of interpreting the world in which they live
- considering the relationship that exists between language, culture and issues of access and identity, and the significance of issues of discrimination, inclusion and exclusion
- keeping a journal of experiences (humorous, satisfying or challenging) associated with using Auslan in school and in wider community contexts, noting changes in their responses and reflections over time and comparing insights gained through interactions with other languages and cultures
- considering the layers of intercultural complexity and depth in the Deaf community, for example in relation to the insider/outsider concept or the role of deaf members of deaf families, and reflecting on their own position within such frameworks
- sharing and comparing cultural and intercultural experiences and capabilities in different signed and spoken/written languages including Auslan, and identifying benefits of using more than one language, such as a larger repertoire of communication strategies, additional insights and perspectives, opportunities for new experiences
- reflecting on their experience of living and communicating in a visual world and on particular challenges and benefits they have experienced
- discussing how intercultural communication is a two-way process which involves shared responsibility for meaning-making and ensuring understanding

Understanding

Systems of language

Elaborations

Understand the perceptual and articulatory reasons for the structure of signs, and analyse how iconicity can be used to create metaphors in Auslan and critically evaluate video annotation software as a means of transcribing and analysing Auslan

[Key concepts: iconicity, metaphor, transcription; Key processes: analysing, applying, categorising, demonstrating, describing, evaluating]

(ACLASFU084)



- understanding that the elements of a sign can be arbitrary (for example, the handshape or movement of the sign WHY), or meaningful, such as the movement and the handshape in the sign GIVE
- exploring perceptual and articulatory reasons why some handshapes are more common than others
- beginning to identify and describe metaphorical iconicity, for example, LOVE, AVOID/RESIST, and discussing how it relates to metaphors in English, for example the 'time as space' metaphor in both languages
- applying knowledge of iconicity in signed languages, for example how the path movement of a verb can be a metaphor for the timing of an action, for example, PRO1 WAIT_{for-a-long-time} PRO2, observing that English can do the same with changes to the length of phonemes, for example, *I screeeeeeeeaaaamed!*
- using annotation software such as ELAN as a tool to transcribe and analyse signed languages

Analyse signed texts in terms of spatial frames of reference used, and explain how signers show periods of constructed action

[Key concepts: character and observer space, constructed action; Key processes: contrasting, analysing]

(ACLASFU085)




- analysing a signed text for examples of character and observer space and describing why the signer has chosen that viewpoint
- appreciating the production of reciprocal forms of some indicating signs, such as LOOK, GIVE, INVITE
- identifying some of the aspectual modifications to verbs in an Auslan text, such as WORK_{for-a-long-time} or GO-TO_{repeatedly}
- analysing a video of a signed narrative and identifying the moments in which a signer shifts into a different role in CA, and how they show that, for example, eye gaze change

Understand the difference between main and subordinate clauses and how the inclusion of constructed action and depicting signs has an impact on clause structure

[Key concepts: auxiliary and main verbs, clause types, reference; Key processes: recognising, comparing, identifying]

(ACLASFU086)



- understanding that verbs can be either auxiliary (**CAN** JUMP or **TRY** REACH) or main verbs (WORK)
- noticing how to use modal verbs and NMFs to express possibility, obligation and ability (MIGHT, SHOULD)
- understanding the difference between definite and indefinite reference and how Auslan makes this distinction
- recognising the function of some signs as interjections or discourse markers
- recognising that conditionals have a main and dependent clause and associated NMFs
- identifying coordinated clauses showing causation and describing how it is shown, for example PRO3 STUDY_{hard} BECAUSE WANT EXAM MARKS GOOD

- recognising how emphasis in sentences can be changed by reordering clauses or parts of clauses
- recognising that the presence of CA or DSs affects how a clause is structured

Understand the interrelationship between text types, linguistic features, cohesive devices, audience, context and purpose
[Key concepts: audience, choice, convention, cohesion; Key processes: analysing, identifying, discussing, applying]

(ACLASFU087)



- analysing expository texts, identifying characteristic language elements and features
- analysing a videoed class debate to identify how language is used to justify opinions and persuade others
- analysing an Auslan text in depth, for example by identifying characteristic features of the particular text type and discussing how language choices are made to take account of a text's intended audience and purpose
- noticing how grammatical choices shade meaning, reflect perspective and establish relationship between text participants, for example choosing to be more or less English-like in a particular context or relationship
- noticing how signers can compare or contrast ideas by locating things in the same or opposing sides of signing space
- applying knowledge of ellipsis to achieve cohesion

Language variation and change

Investigate and analyse the nature of and community attitudes to variation in the use of Auslan
[Key concepts: standardisation, contact, evolution, flexibility, variability; Key processes: recognising, investigating, researching, analysing, considering]

(ACLASFU088)



Elaborations

- recognising that there is a greater degree of flexibility and variability in 'oral', face-to-face languages such as Auslan compared to spoken/written languages passed on from parents to children, for example, less standardisation and minimal 'frozen texts', and considering reasons for such differences
- researching different aspects of variation in the use of Auslan, considering influences such as geographical location, social groupings, history, educational experience, age of learning, family background and contact with Signed English or other languages
- debating the merits and disadvantages of creating a standard form of Auslan, for example the benefits of mutual comprehensibility versus the practical problems involved in who decides on the standard and how to get signers to comply
- considering the effect that expanding sign language interpreter services might have on standardising Auslan, especially in the areas of education and medicine
- noticing ways people might adapt language according to situation of use, such as when signing to a large audience, the use of one hand or two, clarity of sign production, size of signing space, pace, NMFs, pauses and amount of fingerspelling
- considering how Auslan has been influenced by the use of Signed English in education settings (especially from the 1970s to the 1990s) and cultural attitudes towards Signed English

Language awareness

Elaborations

Investigate and compare the nature and status of Auslan and other signed languages, considering issues such as language and education policies, language rights, representation and processes of language preservation and language building
[Key concepts: policy, rights, representation, status, recognition, documentation; Key processes: describing, researching, comparing, investigating, analysing, evaluating]

(ACLASFU089)



- identifying historical events, government policies and educational initiatives that have impacted on the status of Auslan and the identity of the Deaf community, such as ALLP, DDA, the mainstreaming of deaf students
- researching the nature of International Sign, including its relationship to national signed languages and its use by deaf people
- analysing subjective measures of language vitality, such as societal attitudes towards Auslan or the perceived strength of the language identity group, and identifying challenges facing Auslan in terms of societal attitudes, provision of resources, access, education systems and social networks
- analysing the status and use of Aboriginal and Torres Strait Islander signed languages and comparing these to Auslan
- appreciating the impact of the use of Auslan in settings such as education, health care and different workplace settings in terms of the evolution of the language and specialised terminology
- analysing representations of deaf people and sign language in the Australian media and wider community, making comparisons with representations of other languages and cultures
- investigating how Auslan and Deaf culture are promoted in the wider community, for example, through the influence of organisations such as Deaf Australia, of high-profile individuals such as activists or actors and of events such as NWDP Deaf Festival, Australian Deaf Games or Deaf art exhibitions
- considering how processes of language building and evolution may expand existing Auslan linguistic and cultural resources in the Australian community
- investigating programs and initiatives that maintain and strengthen Auslan use, such as school language programs; bilingual education and research programs; recording, archiving and documentation of the language; and the establishment of websites and databases
- appreciating the importance of documenting and promoting Auslan in raising community awareness of the richness and value of signed languages
- recognising that Auslan requires maintenance, development and documentation, considering historical and contemporary circumstances which have either contributed to or impeded these processes, for example the use of technology such as ELAN for capturing and documenting the language
- considering domains where Auslan may grow in the future, and contributing to localised Auslan signbanks on specific topics, for example, creating a bank/dictionary of signs used by deaf students and interpreters in Year 9 Science
- researching the status and recognition of signed languages in other countries, for example, New Zealand, the USA, the UK, the Scandinavian nations, considering issues such as language rights, documentation and

development efforts

- discussing the concept of 'language health' and how it applies to Auslan, for example by designing a chart of relevant factors such as status (social, economic, historical), demography (number and distribution of users) and institutional support (media, government, education, religion, industry, culture)

Role of language and culture	Elaborations
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Understand that Auslan and Deaf culture are interrelated, that they shape and are shaped by each other and that their relationship changes over time and across contexts

[Key concepts: knowledge, value, relationship, transmission;

Key processes: reflecting, exploring, analysing, comparing]

(ACLASFU090)



- exploring the relationship between language and culture, for example by analysing language used in pathological and sociocultural models of deafness and the impact that each philosophy and the language used to express it may have in regard to services for deaf people
- appreciating the complexity of the relationship between language and culture, for example by discussing distinctions between Deaf cultures and other cultural minorities, such as the fact that most deaf people are born to hearing parents and typically access and experience Deaf culture through communicating with peers and other Auslan users in and out of school, in addition to their cultural experience in their families of origin
- recognising the cultural significance of symbols and language features used in Auslan, for example the use of *light* and *darkness* in stories, poetry and performance, as in *gaslight* stories
- considering cultural explanations for conversational strategies used by Auslan signers to avoid conflict and to maintain privacy, such as changing signing space and style, using indirect language such as signing lower or under the table, fingerspelling instead of signing overtly, or modifying a sign choice such as *menstruation* to suit the context
- understanding that Auslan plays an important role in the expression and maintenance of Deaf culture, that each deaf person has a right to learn and use Auslan as part of their birthright and as a key element of their membership of the Deaf community, and that they become custodians and owners of the language
- appreciating the cultural value and importance of festivals and events in the Deaf community, such as NWDP, as celebrations of language, history, culture and identity
- analysing ways in which deaf people interpret and exploit the possibilities and cultural meanings of sound, for example, in games and stories which incorporate signs for sound and reactions to sound, for example, a door slamming
- recognising that Auslan signs change over time due to shifting cultural values and changing experiences, for example, the sign for APPRENTICE modified to refer to TAFE, the shifting values around the sign DEAF^DEAF (culturally Deaf reference for deaf-mute), and unsuccessful attempts to reframe this with an audiological focus
- reflecting on the ways culture is interpreted by others, for example by identifying how stereotypes about deaf and hearing people influence perceptions
- recognising that cultural beliefs and behaviours are embedded in Auslan, for example, recounts by deaf people of interactions with hearing people might include language that reflects beliefs about English and 'hearing-ness', for example, an anecdote about a frustrating interaction might be concluded with *hearing, their way*
- reflecting on the labels 'deaf' and 'hearing', considering

what they mean to different people and their implications in terms of status, access, opportunity and privilege

- analysing ways in which deaf people's jokes and humorous narratives reflect cultural values about deaf/hearing relationships and how deaf people navigate the world, for example the 'Bob's House' commercial
- exploring how advocacy strategies can reflect deaf people's cultural practices and values, for example the 'TTY-in' used to advocate for the National Relay Service

Years 9 and 10 Achievement Standard

By the end of Year 10, students exchange information, ideas and opinions on a broad range of social, environmental, educational and community issues. They summarise and justify points of view and use reflective language to respond to others' opinions and perspectives, for example, RIGHT-YEAH, PRO2 DIFFERENT PERSPECTIVE NEVER THOUGHT. They initiate, sustain, support and extend discussion, using strategies such as paraphrasing, inviting opinions and elaborating responses, for example PRO2 CONFUSE PRO1 WIND-BACK. They select appropriate vocabulary and use supporting evidence when clarifying and justifying statements. They use respectful language to negotiate, problem-solve and to manage different perspectives when engaging in collaborative tasks, for example, PRO1 FEEL PRO2 RIGHT TALK OVER.... BECAUSE.... Students research, analyse and evaluate information from a range of sources and perspectives, and create sustained signed texts designed to entertain, inform, persuade or inspire different audiences. They use non-manual prosodic features to create emphasis or other effects. Students analyse different types of creative and performative texts, considering how specific techniques and modalities are used to different effect, for example, using repetition of handshapes and movement paths of signs to create rhyme, or the use of visual metaphors to convey meaning. They compare responses to texts that present particular values or points of view, for example, Deaf poetry. They create their own imaginative texts such as narratives or poems, combining and switching between types of language, for example, telling with lexical signs or showing with constructed action (CA) or depicting signs (DSs) and frames of spatial reference to indicate character or observer point of view. Students translate and interpret a range of signed texts, comparing their translations and explaining factors that may have influenced their interpretation. They identify the relationship that exists between language, culture and identity and explore how individual and community identity are conveyed through cultural expression and language use. They reflect on the experience of communicating in a visual world and on associated challenges and advantages experienced as deaf people in a hearing world.

Students identify and describe metaphorical iconicity, for example, love, avoid/resist, and compare this with the use of metaphors in English. They distinguish character or observer frame of reference in a text; between main and subordinate clauses; and demonstrate how the inclusion of CA and DSs impacts on clause structure. They analyse different types of text, such as expository texts, identifying characteristic language elements and features. They investigate variation in the use of Auslan, explaining influences such as geographical location, social groupings and history, educational experience, the age of learners, family background and degree of contact with Signed English or other languages. They make comparisons between the ecologies of Auslan and those of signed languages in other countries, taking into account issues such as language policies and language rights, advocacy, reform and language vitality. They identify factors that help to maintain and strengthen Auslan use, such as intergenerational contact and bilingual school programs. Students know that Auslan plays an important role in the expression and maintenance of Deaf culture and in assuring the rights of deaf people.

The Australian Curriculum Languages - Auslan First Language Learner Pathway - Years 7–10 (Year 7 Entry) Sequence

Years 7 and 8

The nature of the learners

The transition to secondary schooling involves social and academic demands that coincide with a period of maturational and physical change. Learners are adjusting to a new school culture with sharper divisions between curriculum areas. Learners in this pathway have had little or no experience with Auslan, but are learning it with the expectation that it will be their primary language in the future. They have a range of experience with other signed or spoken languages, or a home gesture system, but may not be fluent in any standard language, and may have associated cognitive challenges. A multilevel and differentiated approach to teaching and task design responding to this diversity of prior experience is necessary, including using as much visual support as possible.

Auslan is learnt in parallel with English literacy. Learners in this sequence and pathway have little experience of English and are learning English literacy simultaneously to Auslan. As they have no access to spoken English, this poses particular challenges. The learning of Auslan supports and enriches deaf students' learning of English.

Auslan learning and use

Rich language input characterises the first stages of learning. Learners engage in a range of activities designed to immerse them in language scaffolded to their level of linguistic and cognitive development. They build vocabulary for thinking and talking about school and home, routines and social worlds. They interact in structured routines and activities with their peers, family members and as many fluent signing adults as possible. They are supported to use Auslan for different language functions, such as asking and responding to questions, expressing wishes, responding to directions, and taking turns in games and simple shared learning activities. Learners may initially need time to watch Auslan without pressure to respond, until they feel comfortable with the situation and context. When they produce Auslan, they use well-known phrases to participate in familiar routines and structured conversations. Over this band, they continue to develop confidence in communicating about the here and now, and gradually begin to talk about the past or future and non-present entities or events.

Contexts of interaction

Learners at this level are given as much opportunity as possible to interact with their peers, the teaching team and members of the Deaf community for additional enrichment and authentication of their language learning. Information and communication technology (ICT) resources provide extra access to Auslan and to the cultural experience of deafness. A key expectation in the L1 pathway is that students will have opportunities to interact with a variety of native or near-native signing models. The familiarity and routine dimension of the classroom context provide scaffolding and opportunities for language practice and experimentation. Language development and use are incorporated into structured collaborative and interactive learning experiences, games and activities.

Texts and resources

Learners engage with a variety of signed texts, live and recorded. They watch the teacher signing, share ideas and join in activities, stories and conversational exchanges. They become familiar with ways of recording Auslan, either through film, photos of signs, line drawings of signs or simple symbols. An important source of texts is the Deaf community and older members of it.

Features of Auslan use

Learners in Years 7–8 can identify the handshape movement and location of signs. Depending on their access to home-sign systems, they make use of varying levels of handling or SASS depicting signs, gradually learning the conventions of Auslan. They learn to use entity depicting signs to discuss movement and location, decreasing their signing space to the conventional area. Learners at this stage use simple clause structures, modifying some verbs for present referents, and begin to understand and ask basic questions.

Level of support

The early stage of language learning is supported by extensive use of concrete materials and resources, gestures and body language. If the student has existing idiosyncratic gestures or home signs the teacher can access, these are used to scaffold their learning of Auslan. Learning is also supported through the provision of experiences that are challenging but achievable with appropriate scaffolding and support. This involves modelling, monitoring and moderating by the teacher; provision of multiple and varied sources of input; opportunities for revisiting, recycling and reviewing; and continuous cueing, feedback, response and encouragement. Use of recounting and retelling assists in establishing early language skills based on real-life experiences. The teacher provides implicit and explicit modelling and scaffolding in relation to meaningful language use in a range of contexts.

The role of English

Auslan is the language of all classroom interactions, routines and activities. Because these students do not have any English, they cannot make comparisons between English and Auslan. Research work in English is not an option for these learners. The students’ learning is focused primarily on developing Auslan capabilities as intensively as possible with a view to progressing to a state of communicative competence as soon as possible.

Years 7 and 8 Content Descriptions

Communicating	
Socialising	Elaborations

Interact with peers and teachers to exchange information about self, family, friends and interests, describe people and objects and express some feelings and preferences

[Key concepts: interaction, communication, introduction, description; Key processes: socialising, expressing feelings, exchanging greetings, asking/responding to questions]

(ACLASFC091)



- exchanging greetings, thanks and apologies, for example, HELLO, HOW-ARE-YOU? GOOD MORNING M-R-J-O-N-E-S, THANK-YOU, SORRY
- expressing feelings using lexical signs and affective NMFs, for example:
PRO1 HAPPY
I'm happy.
PRO3 GRUMPY
She's grumpy.
- using formulaic language to express wishes for particular occasions or events, for example, HAPPY BIRTHDAY, GOOD-LUCK
- making arrangements using simple time-related signs without numeral incorporation, for example, LAST-WEEK, MONDAY and with numeral incorporation, such as THREE-DAYS-AGO, TWO-YEARS-AGO, IN-TWO-DAYS
- stating likes, dislikes and preferences using associated NMFs, for example:
PRO1 LIKE TV
I like TV.
DON'T-LIKE DRAWING
I don't like drawing.
- introducing self and family and explaining relationships using possessive pronouns, for example:
POSS1 NAME X, PRO1 12-YEARS-OLD
My name is X, and I'm 12 years old.
PRO3 POSS1 BROTHER
He's my brother.
- asking and responding to questions about a familiar topic such as their family, a hobby or an interest, or a recent event, for example:
PAST WEEKEND, YOU GO WHERE?
Where did you go last weekend?
FAMILY PRO1 GO PLAY SOCCER
My family and I went to play soccer.
- referring to family members and classmates by fingerspelling a name or by using a sign name and describing their appearance or characteristics, for example:
POSS1 SISTER TALL SKINNY HAVE BLACK HAIR
My sister is tall and thin and has black hair.
- describing what they are doing in class activities using plain verbs, for example, PRO1 WRITE, PRO1 READ

Participate in guided group activities such as signing games and simple tasks using repeated language structures, non-manual features and gestures

[Key concepts: game, learning activity, instruction, role-play, task; Key processes: participating, following instructions, classifying, exchanging, transacting, collaborating]

(ACLASFC092)



- participating in games or activities that involve repeated signs, gestures and NMFs, for example, *I went to the market and I bought ...*
- following instructions by locating or moving classroom objects in activities that involve concepts such as space, place and memory, such as by hiding a marker pen and playing 'hot/cold' to find the pen
- participating in activities that involve exchanging or classifying objects and attributes such as by shapes, colours and amounts
- using questions and affirmative and negative answers when participating in role-plays that involve transactions such as ordering food at the tuckshop
- participating in barrier games and other information-gap activities
- working together in collaborative tasks such as craft or cooking activities
- attracting attention or asking for clarification or help to complete a task, for example:
WHAT MEAN?
What do you mean?
PLEASE AGAIN SIGN
Please sign that again.

▶ Auslan

Develop communication and interaction skills such as asking and responding to simple questions and statements and following protocols for participation in Auslan classes and engaging with the Deaf community

[Key concepts: protocol, greeting, signing space, visual applause; Key processes: recognising, following instructions, gaining attention]

(ACLASFC093)



- recognising and using fingerspelled names for roll call and games
- exchanging greetings with peers and teachers and stating the day and date
- following instructions for class routines, such as:
DS:line-up PLEASE
Line up, please.
PLEASE WITH-2++ DS:sit-opposite
Please find a partner and sit opposite each other.
- asking for help or permission, for example:
PLEASE HELP_{-me}?
Can you help me, please?
CAN++?
Can I?
- gaining someone's attention, for example by waving or tapping a shoulder or table
- stopping activities and paying attention when lights are flashed or hands are waved
- using NMFs such as focused eye gaze, nodding and head shaking to show affirmation and negation
- keeping appropriate signing space between themselves and others
- using visual applause to show enjoyment of entertainment or commendation

▶ Auslan


Informing

Elaborations

Locate specific points of information from signed texts about familiar topics and use the information in new ways
[Key concepts: information, topics, directions; Key processes: identifying, responding, following directions]

(ACLASFC094)



- responding to signed information such as class messages or short introductions, for example, by identifying names, numbers or times
- identifying and applying specific information in signed texts using visual pictures and props to complete guided tasks such as craft activities
- gathering information from peers about topics such as family members or favourite foods
- identifying information in simple texts that relate to properties such as colour, size, shape or amount, for example when interacting with materials and concrete objects
- following directions for simple activities involving visual cues such as a treasure hunt, for example:
DS:turn-left DEAD-END DS:turn-right
Go left, then at the end turn right.

- identifying and categorising signs appearing in simple texts according to handshape
- watching short Auslan texts about topics such as hobbies or sports, recording key points of information using tables or graphic organisers

Present factual information about familiar topics using signs that have been modelled
[Key concepts: description, procedure, recount; Key processes: describing, demonstrating, recounting, reporting]

(ACLASFC095)



- describing an object, space, animal or person using modelled lexical signs and short phrases, for example, describing the layout of key items in the classroom
- contributing to a digital presentation such as a class video by signing a basic description of their own family members
- demonstrating simple procedures such as getting ready before school in the morning, using gestures, objects and buoys
- recounting an experience they have shared, sequencing events through the use of modelled signs and photos
- reporting on aspects of their daily routines, using modelled signs and visual prompts, for example outlining a travel route home from school
- producing a series of signs for peers to complete a simple action-based activity such as a sign circle game

Creating

Elaborations

Participate in the viewing of recorded or live imaginative signed texts, responding through drawing, miming, gesture or modelled signs

[Key concepts: story, imagination, Deaf art, gesture, mime;

Key processes: viewing, drawing, responding, mimicking, shadowing]

(ACLASFC096)



- viewing narratives in Auslan, for example, from the Auslan Storybooks website, demonstrating understanding through drawing, gesture and modelled signs
- responding to short expressive texts that involve the movement of people, animals or vehicles, demonstrating understanding through drawings or familiar signs
- responding to key elements of short signed stories, for example by mimicking facial expressions or repeated signs
- participating in interactions in Auslan that involve imaginative responses to stimuli such as cartoons using gestures, handshapes, facial expressions and simple signs to suggest what happens next in the story
- engaging with different forms of Deaf art, such as handshape creations, and responding by creating their own piece of art on a similar theme
- shadowing NMFs in short Auslan poems or narratives
- retelling favourite events of an Auslan story using modelled signing
- engaging in imaginative interactions that involve the creation of mood or momentum through repeated use of signs, handshapes and facial expressions to modify manner or intensify adjectives
- responding to performances of Deaf poetry that evoke emotions such as sadness, fear or excitement, for example by indicating enjoyment or different personal feelings

Express imaginative ideas and visual thinking through the use of mime, gestures, drawing and modelled signs

[Key concepts: story, animation, constructed action; Key processes: re-enacting, depicting, constructing, representing]

(ACLASFC097)



- re-enacting individual short stories or wordless animations using gestures, actions and modelled signs
- depicting the movement of people, animals or means of transport by using handshapes in creative ways
- creating amusing sequences of signs using a fixed handshape, such as *point* in PRO2 THINK PRO1 SHY
- using gestures and modelled signs to create their own short stories or mimes
- creating an imaginative scenario that features the movements and characteristics of a particular animal through the use of constructed action
- participating in storytelling games or imaginative activities, such as the joint construction of a humorous story
- working with classmates to represent objects using combined bodies and hands in amusing or creative ways
- changing elements of familiar narratives to create their own versions, with a focus on varying manner or constructed action
- adapting an element of a familiar cartoon or story to achieve a different outcome

Translating

Elaborations

Translate familiar words and phrases from Auslan to English and vice versa, noticing similarities and differences in meaning

[Key concepts: meaning, interpretation, translation; Key processes: translating, interpreting, identifying, comparing, recognising, paraphrasing, summarising]

(ACLASFC098)



- recognising that every language uses words or signs to make meaning
- identifying aspects of Auslan which are the same in English, such as the fingerspelled alphabet
- participating in shared reading of age-appropriate high-interest, low-readability books containing images and plain English text, asking and answering questions about unfamiliar words and phrases, working collaboratively to produce an Auslan version of the text
- comparing key signs used in Auslan versions of familiar and simple texts, such as stories from the Auslan Storybooks site, to words used in written English texts, and noticing how signs can convey rich, multilayered meaning, which might not have a direct match in English captioning
- playing matching-pair games with Auslan sign flashcards and English word cards, matching cards in each language associated with concepts such as weather or animals
- identifying examples of words and signs that seem to have direct matches/equivalents in Auslan and English and examples of those that do not, such as GO-TO in Auslan requiring more than one English word
- finding and using phrases that have direct sign-for-word translations between Auslan and English, such as *Goodnight*, *Happy birthday* and *Happy New Year* and others that do not, such as *None of your business!*
- identifying challenges associated with Auslan–English translation, such as multiple meanings for words like *run*, the fact that meaning is not always literal and that sign translations of a word will vary according to the meaning in context
- paraphrasing and summarising short Auslan texts containing familiar content, providing simple translations in written English, and following the reverse process working from texts in written English into Auslan

Create different types of bilingual texts to support their classroom learning

[Key concepts: bilingual, meaning, translation, equivalent; Key processes: translating, labelling, developing, creating, captioning]

(ACLASFC099)



- using images of Auslan signs and equivalent words in English to name and label familiar objects, classroom items or school resources, using posters and digital glossaries with captions
- developing a handshape dictionary using palm cards or digital means, including equivalent English terms
- using photos of family members to create a family tree or chart, captioning and labelling in English each family member with corresponding images of Auslan signs
- creating bilingual texts for younger children, such as a mini Auslan–English dictionary of school-specific signs
- making their own bilingual dictionaries with English labels, Auslan sign images and simple descriptions of signs, identifying and categorising signs according to handshape

Identity

Elaborations

Explore the concepts of identity, social groupings, relationships, community and place and space, and deaf people's visual ways of being and negotiating these networks

[Key concepts: identity, self, relationship, community, Deafhood, visual ways of being, place, space, reciprocity, responsibility; Key processes: identifying, discussing, exchanging]


(ACLASFC100)



- identifying themselves as members of different groups and describing their relationships with deaf, hard of hearing and hearing students, family members, the larger Deaf community and wider 'hearing' world
- identifying and describing physical markers of identity among deaf people, such as the use of sign language and/or hearing devices such as hearing aids, cochlear implants and FM systems
- creating a poster depicting their own family and labelling immediate and extended family members as *deaf/hearing*
- identifying and discussing family names, given name/s and name signs for themselves and for others
- exchanging views on how their individual biographies, including family origins, traditions, beliefs, communicative practices, interests and experiences, shape their sense of identity and impact on their ways of communicating
- building an understanding of the concept of Deafhood and how each individual's journey of identity development contributes to social relationships and to the formation of community, for example, by creating an individual identity map or a hand map
- discussing visual ways of being, including interacting, transmitting and receiving information and behaving according to Deaf cultural values, and how these influence group learning and information sharing among Deaf people
- investigating Deaf cultures around the world and how they shape visual ways of being, for example by considering how Deaf people from different countries and ethnic groups express shared group identity through practices such as gathering formally as a national or international community via opportunities such as Deaf film festivals; performing arts events, for example, Deaf Way; theatrical events; art exhibitions; or sporting events such as ADG, Deaflympics
- responding to deaf people from different groups and backgrounds who visit and present about their education, families, social networks and sense of community/identity, for example by discussing similarities and differences between visitors' reported experiences and their own lives
- identifying the importance of place and space in the Deaf community, exploring why some places and spaces make deaf people feel comfortable or promote a sense of belonging, for example by identifying factors that make a classroom 'Deaf friendly', such as U-shape seating, minimisation of window glare/reflection, good lighting and acoustics, flashing lights, suitable interpreter location
- identifying examples of deaf people's visual orientation towards the world ('people of the eye'), such as waving in space or using flashing lights to gain attention, visual applause
- identifying their own stories, history, roles, responsibilities and links to the Deaf community and considering how these relate to their sense of identity
- recognising that signed language is a birthright which

establishes their identity with respect to the Deaf community and its traditions

- viewing and creating accounts of their own and each other's experience and roles in the Deaf community and identifying examples of the different ways of being deaf that they describe
- discussing behaviour associated with cultural practices and traditions, for example, by discussing the concept of reciprocity as a manifestation of how community members share responsibility for each other's wellbeing

Reflecting	Elaborations
<p>Reflect on ways in which Auslan and associated communicative and cultural behaviours are similar to or different from other language(s) and forms of cultural expression</p> <p>[Key concepts: intercultural experience, ways of knowing and being; Key processes: comparing, analysing, discussing, reflecting]</p> <p>(ACLASFC101)</p> 	<ul style="list-style-type: none"> • comparing aspects of their lives as young deaf people with those of young hearing people as represented in digital images, video clips and narratives, for example, ways of engaging in different games and activities, exchanging stories and interacting socially at school, at home and in the community • discussing changes or adaptations they make to their communicative style when communicating with non-signers • reflecting on similarities and differences between ways of communicating in Auslan and in Australian English in different social situations, for example, ways of greeting/leave-taking, introducing people and using body language, facial expression and eye contact • reflecting on the need for sustained eye contact when using Auslan in order to understand a message and before teacher instructions can proceed, and considering how this may differ for hearing students in a spoken language environment • reflecting on language differences in forms of address in signed and spoken language, for example, using a person's name when addressing them directly in Australian English but not in Auslan • examining general misconceptions that deaf people may have about hearing people and culture, for example, that hearing people hear and understand everything, or that hearing people can hear from a distance • reflecting on and providing possible explanations for assumptions hearing people might have about deaf people or about signed languages

Understanding

Systems of language	Elaborations
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Identify and describe all elements of sign production, including handshape and its orientation, movement, location and non-manual features and understand that signs can look like what they represent

[Key concepts: handshape, orientation, movement, location, hand dominance; Key processes: identifying, recognising, describing, understanding]

(ACLASFU102)


- realising that meaning is communicated through the use of signs, pictures, written or spoken words or miming
 - identifying the handshape of a sign, for example, COCKATOO (hs:5, palm left) and SOCCER (hs:fist, palm towards signer) and identifying signs of a particular handshape
 - identifying and demonstrating signs with a change in handshape, for example FIND or BEST
 - identifying and demonstrating signs with a change in orientation, for example CAN-NOT or HOW
 - noticing the path movement of a particular sign and identifying signs associated with the major types of path movements, for example, THROUGH (forwards) or FULL (down to up)
 - describing how the movement changes between groups of related numbers, for example, 5, 15, 50, 5th)
 - noticing the five major locations of signs on the body or in space, and identifying signs associated with each, such as SEE (head/face), SAY (mouth/chin), WHY (chest), TALK (hand) and ONE (signing space)
 - understanding that NMFs are important in sign language for showing feelings of the signer or others
 - identifying single, double and two-handed signs, and recognising which hand is dominant (the pen hand) and which is non-dominant (paper) within two-handed signs
 - thinking of body-anchored signs, such as HEAD or WHY, and signs that are not body anchored, such as HAVE or STOP, and recognising that non-body anchored signs can be located in space around the signer
 - understanding that signs can be organised by handshape, for example in Johnston's Auslan dictionaries or localised handshape dictionaries in schools, and that this is useful if an English word for a sign is not known
 - recognising that some signs are iconic, that is, provide a visual image of a referent, for example, HOUSE, TREE, DRINK, ELEPHANT, and that some are not, such as SISTER, WHY, SIMPLE
 - experimenting with different methods of capturing the signed language, such as: a class-invented script, drawing pictures, videoing, English glosses or ASL-phabet
-

Recognise and restrict signing to the standard signing space, and understand that particular signs, depicting signs, some verbs, enacting and pronouns make use of spatial relationships

[Key concepts: signing space, function of points, verb modification, depicting signs; Key processes: noticing, recognising, describing, comparing, distinguishing]

(ACLASFU103)





- describing the range of signing space in normal signed discourse
 - recognising that non-body-anchored nouns can be located in the signing space and identifying instances of this
 - noticing that Auslan pronouns are different from English because they don't show gender but they can show the location and a specific number of referents, for example, WE2 (inclusive) and WE3 (inclusive) or WE2-NOT-INCLUDING-YOU (exclusive)
 - noticing that a point can refer to a person, place or thing
 - noticing that enacting a role or modifying the beginning and end locations of some verbs can show the referents involved, for example:
PRO1 ASK PRO3 versus PRO1 ASK_{-her}
PRO3 ASK_{-me} CA:I-was-shocked
-  Auslan
- identifying what sorts of things can be represented in a DS by a particular handshape, for example a distant person, pole or tree can be represented by a point handshape, and a cylinder can be traced by a C handshape
 - distinguishing between entity, handling or SASS DSs by looking at what the handshape represents in each type:
 - entity: the handshape is an object or person
 - handling: the handshape represents a person's hands touching or moving another object
 - SASS: the handshape traces the shape or size
-

Recognise and use elements of clause structure, such as noun groups/phrases or verb groups/phrases and using conjunctions to shape structure

[Key concepts: sign class, nouns, adjectives, verbs, adverbs, clause; Key processes: recognising, observing, distinguishing, understanding]

(ACLASFU104)



- categorising noun signs into those for people, animals, places or things
- learning that proper nouns can have a sign name or be fingerspelled
- recognising different nouns in clauses, including those that are shown with a pointing sign, such as GIRL READ versus PRO3 READ, or VISIT FRIENDS versus VISIT PRO3
- knowing that adjectives describe nouns in different ways, such as how they look (BIG or RED), feel (SOFT or HOT), smell (SMELLY) or sound (LOUD)
- understanding that changes in mouth patterns and movement of signs can intensify adjectives, for example, RED^{-really}, PLEASED^{-really}, TALL^{-really}
- identifying verb signs (SIT, EAT, FEEL, WONDER, HAVE) and recognising that they are central to a clause
- noticing that some signs modify the meaning of verbs, such as WORSE as in WORSE OLD and that these are called adverbs
- contributing examples of signs that tell:
 - when a verb happens (IN-2-WEEKS PRO1 HOLIDAY or WANT LUNCH NOW)
 - where a verb happens (PRO3 RUN FAR or COME HERE)
 - how a verb happens (FAST or SLOW or PRO2 QUICK FINISH)
- understanding that a clause is one or more signs expressing a single idea and that a clause has at least one verb, but often one or more nouns as well, for example:
CALL^{-him}
I called him.
MAN THERE GO-TO POSS3 HOUSE
That man went to his house.
BIG MONSTER SCREAM
A big monster screamed.

- distinguishing between clauses that are statements and those that are questions
- distinguishing between yes/no questions, wh- questions and statements and their corresponding NMFs
- knowing that signing involves either telling with signs or showing with DSs and periods of CA, for example,
MAN WALK SLOW
DS(point):*man-walks-slowly*
CA:man-swinging-arms-nonchalantly


Recognise similarities and differences in language features of different types of texts, and notice how signers build cohesion in texts

[Key concepts: text, textual features, referent tracking; Key processes: recognising, identifying]

(ACLASFU105)



- recognising that texts are made up of one or more clauses, which have one or more signs in them, which together make meaning
- looking at short recounts or narratives in Auslan and identifying information necessary to communicate with others such as who was involved or when and where the event happened
- recognising that different signed texts serve different purposes and discussing and comparing these purposes, for example, a procedure is to explain how, a narrative is to entertain
- identifying how signers use space to track participants through a text, for example by pointing back to an established location to refer to a noun referent
- identifying the many ways signers can refer to the same referent in a text, for example by using DSs, points or list buoys, and noticing how such strategies help maintain interest and support understanding

Language variation and change

Recognise that there is variation in how Auslan is used depending on context, environment and influences of other signed languages

[Key concepts: language variation, influence, word-borrowing, change; Key processes: exploring, identifying, classifying, describing]

(ACLASFU106)

Elaborations

- exploring different ways to show the same concept, for example through a picture, a spoken word, a sign, a home sign or a gesture
- exploring similarities and differences in the two main Auslan dialects, the northern dialect used in New South Wales, Queensland and the Australian Capital Territory, and the southern dialect used in Victoria, South Australia, Western Australia, Tasmania and the Northern Territory, for example through building webcam relationships with other schools or by identifying and collecting signs that differ in the two forms
- noticing different ways that English words are borrowed into Auslan, for example, the use of fully fingerspelled words, such as D-U-E, N-O-U-N, the fingerspelling of the first letter of corresponding English words, for example TOILET, FATHER, or abbreviations of English words, for example, state names: S-A, N-S-W, V-I-C, T-A-S, and organisation names: N-A-B-S, W-A-A-D, N-S-W-A-D, D-C-S-S-A, and lexicalised fingerspelling, such as HOW, BUT, ABOUT, FOR
- noticing the variation in 'handedness' between signers in relation to signs and to fingerspelling: right handers using their right hand as their dominant (main) hand; left handers doing the opposite
- considering adaptations to language use when communicating in different physical environments, such as in video chats, across a large yard, or when one or both hands are occupied, for example choice of vocabulary, size of signing space, clarity of signs, use of fingerspelling and NMFs

Language awareness

Elaborations

Develop awareness of the sociocultural context, nature and status of Auslan and of the Deaf community in Australia and the impact of this on language change

[Key concepts: communication, transmission, accessibility, language vitality; Key processes: identifying, describing, recognising, investigating, discussing]

(ACLASFU107)



- identifying where and when different people learnt to sign and whether they are from deaf or hearing families
- exploring and providing possible explanations for variation in Auslan fluency among their classmates and members of the Deaf community
- understanding the nature of the transmission of Auslan, for example, how in most cases Auslan is not passed on from parent to child, but from child to child (horizontal language transmission) or to children by deaf adults outside the family
- investigating the use of digital technology/communication by Auslan users, for example, social media, SMS/texting and NRS and VRS, discussing how these modes of communication impact on accessibility and communication for members of the Deaf community
- considering ways that Auslan is evolving due to different influences, including the capacity for new technologies to store, record and share sign languages
- discussing the degree to which their classroom/school is an Auslan-accessible and Deaf-friendly environment, and how this might be further enhanced
- investigating how Auslan and Deaf culture are promoted in the wider community, for example through the influence of organisations such as Deaf Australia, high-profile individuals such as activists or actors or events such as NWDP, Deaf festivals, Australian Deaf Games or Deaf art exhibitions

Role of language and culture

Elaborations

Explore connections between language, identity and cultural practices, values and beliefs and the expression of these connections in Auslan

[Key concepts: language, culture, identity difference, transmission; Key processes: recognising, exploring, understanding, identifying]

(ACLASFU108)



- recognising that people from different places and backgrounds may use different languages and have ways of living and communicating that differ from their own
- appreciating that culture and cultural difference means that people may value different things or live differently, noticing observable examples of 'difference', such as ways of greeting (bowing versus shaking hands) or conveying information (through words versus signs)
- recognising how they as deaf people live in ways that may be different from how hearing people live and that these ways are primarily visual, for example by responding to prompts such as: *Compare how deaf and hearing people get the attention of someone on the other side of the room;* and *How do deaf and hearing people make sure they wake up at a particular time in the morning?*
- recognising the importance of facial expression, eye gaze and non-manual features in conveying information in a visual-gestural language and culture
- understanding that culture is more than the visible aspects of people's lives, that it also includes invisible elements such as beliefs and values, how people think about themselves and others, how they relate to their social and physical environments; and considering how this understanding applies to themselves as users of Auslan
- recognising that in each culture there are general rules for what to say and do, when, where and with whom, and that these rules differ from culture to culture, for example, the Deaf culture places greater importance on eye contact than cultures that communicate through spoken languages
- identifying the importance of signing space and proxemics in Auslan, particularly in relation to a person passing between two signers, or the positioning of communication partners
- recognising that shared experiences shape cultural values in Auslan and in other cultures, for example, the experience of deaf children being excluded from family and social discourse during dinner table conversations or social events gives rise to the value placed in the Deaf community on sharing information with each other
- considering how some spaces make deaf people feel comfortable, for example, open-plan spaces with long sight lines allowing easy visual access

Years 7 and 8 Achievement Standard

By the end of Year 8, students interact with the teaching team, class visitors and each other to share information about themselves, their families, friends, routines, pastimes and experiences. They refer to family members and classmates using fingerspelling or sign names as appropriate, and use lexical adjectives and some SASS depicting signs to describe people's physical appearance and characteristics, for example POSS1 SISTER E-M-M-A, PRO3 SHORT RED HAIR. They use entity depicting signs to discuss movement and location. They recount shared and personal experiences, using simple clause structures, modifying some verbs for present referents or single absent referents for example PRO1 LIKE TV. They ask and respond to simple questions and distinguish between statements and questions using grammatical non-manual features (NMFs). They express likes, dislikes and feelings using lexical signs and affective NMFs, such as DON'T-LIKE DRAWING. They follow directions for class routines and instructions of two or more steps, using directional terms or depicting signs such as DS:turn-left DEAD END DS:turn-right. Students follow culturally appropriate protocols, such as responding to and using attention-gaining strategies such as flashing lights, waving or tapping a shoulder or table, using voice-off while signing and observing appropriate distance between signers. They identify specific points of information in signed texts, for example, colours, numbers, size or time. They present factual information about familiar topics, using modelled lexical signs and formulaic constructions. They demonstrate simple procedures using known signs, gestures, objects and list buoys. They recount and sequence events, using familiar signs and visual prompts and time markers such as 3-YEARS-AGO, IN-TWO-WEEKS or LAST NIGHT. They restrict signing to the standard signing space. They view short imaginative and expressive texts, such as poems and stories, demonstrating understanding through drawing, gesture and modelled signs. They create simple imaginative texts and retell wordless animations, using familiar signs, gestures, modelled language and visual supports, modifying NMFs and lexical signs to indicate manner. They translate high-frequency signs/words and expressions in simple texts. Students identify themselves as members of different groups and describe their relationships with deaf, hard of hearing students, family members and the larger Deaf community and also with the wider 'hearing' world. They consider how these different relationships contribute to their sense of identity. They identify places that are important to the Deaf community and describe how such places evoke a sense of belonging and pride. They recognise that one of the most unifying features of the Deaf community is the use of Auslan.

Students know that Auslan is a language in its own right, different from mime and gestures used in spoken languages, and that eye contact is necessary for effective communication. They know that meaning is communicated visually through the use of signs, fingerspelling, NMFs and non-conventional gestures. They identify and describe the handshapes, movements and locations of signs. They identify some signs that link to visual images, for example HOUSE, DRINK, and demonstrate signs that are body anchored, such as HUNGRY or SLEEP, and non-body anchored, such as HAVE or GO-TO. They identify how signers use space to track participants through a text, for example by pointing back to an established location to refer to a noun referent; and they identify ways signers refer to the same referent in a text, for example, by using DSs, points or list buoys. They know that signs can be displaced in space for a range of purposes, such as to show locations or to indicate participants in a verb. They know that signing involves telling, depicting or enacting. Students recognise variation in the use of Auslan, such as regional dialects and differences in signing space. They understand different ways that English words are borrowed into Auslan and how these become lexicalised. They recognise variation in how Auslan is used, for example by recognising regional dialects and differences in signing space and explain the nature of transmission of Auslan. They identify different ways Deaf community members communicate with each other and with members of the wider hearing community; and describe how digital forms of communication, such as social media, SMS/texting and NRS, have improved accessibility for the Deaf community and contribute to the vitality of Auslan. They recognise the importance of facial expression, eye gaze and NMFs in a visual-gestural language and culture.

Years 9 and 10

The nature of the learners

This stage of learning coincides with social, physical and cognitive changes associated with adolescence. Learners at this level are developing their cognitive and social capabilities and their communicative repertoire in the language, although it is likely they are still impacted by their late access to language and possibly by other challenges. As their language develops, so does their ability to conceptualise and reason, and their memory and focus improves. They are more independent and less egocentric, enjoying both competitive and cooperative activities. Learners at this level benefit from varied, activity-based learning that builds on their interests and capabilities and makes connections with other areas of learning. The curriculum ensures that learning experiences and activities are flexible enough to cater for learner variables, while being appropriate for learners' general cognitive and social levels.

Auslan learning and use

Learners in this band engage in a range of activities that involve watching and responding to a variety of signed texts. They build proficiency through the provision of rich language input from a range of sources where grammatical forms and language features are purposefully integrated. Learners build more elaborated conversational and interactional skills, including initiating and sustaining conversations, reflecting on and responding to others' contributions, making appropriate responses and adjustments, and engaging in debate and discussion. The language they see and sign is authentic with some modification. They follow instructions, exchange simple information and express ideas and feelings related to their personal worlds. They negotiate interactions and activities and participate in shared tasks and games.

Shared learning activities develop social, cognitive and language skills and provide a context for purposeful language experience and experimentation. Individual and group presentation and performance skills are developed through researching and organising information, structuring and resourcing presentation of content, and selecting appropriate language to engage a particular audience. Learners use ICT to support their learning in increasingly independent and intentional ways, exchanging resources and information with each other and with young people of the same age in other signing communities. They access a variety of media resources, maintain vlogs and other web pages, and participate in social networks. They view and create texts on topics relevant to their interests and enjoyment and continue to build vocabulary that relates to a wider range of domains, such as areas of the curriculum that involve some specialised language use. The language used in routine activities is re-used and reinforced from lesson to lesson in different situations, making connections between what has been learnt and what is to be learnt.

Contexts of interaction

Learners interact in Auslan with each other, their teaching team, members of their families who can sign and members of the Deaf community. They have access to Deaf visitors and cultural resources in wider contexts and communities through the use of ICT and through the media. Language development and use are incorporated into collaborative and interactive learning experiences, games and activities.

Texts and resources

Learners work with a broad range of live and digital signed texts designed for learning Auslan in school and for wider authentic use in the Deaf community. They also engage with resources prepared by their teacher, including games, performances, presentations and language exercises. They may have additional access to BANZSL resources created for the Australian, New Zealand or British Deaf communities, such as children’s television programs, websites, music or video clips. In addition, they work with texts from other signed languages that make extensive use of the ‘visual vernacular’. Learners may also have access to community facilities and functions. The Deaf community is the most important resource for learning as it is the origin of most of the texts and communicative situations that learners engage with.

Features of Auslan use

Learners at this level increasingly use conventional Auslan: lexical signs or depicting signs with conventional classifier handshapes, and rely less on their idiosyncratic systems. They learn to modify some indicating verbs for non-present referents and use constructed action to represent themselves or others in recounts. They use a range of NMFs to distinguish questions from statements or negatives, and use more cohesion when signing texts. A balance between language knowledge and language use is established by integrating focused attention to grammar, vocabulary building, and non-verbal and cultural dimensions of language use with communicative and purposeful learning activity. Learners are increasingly aware that various signed languages are used in Deaf communities across the world. As they engage consciously with differences between languages and cultures, they make comparisons and consider differences and possibilities in ways of communicating in different languages. They build metalanguage to talk about aspects of language such as nouns, verbs and constructed action.

Level of support

While learners work more independently at this level, ongoing support is incorporated into task activity and the process of learning is supported by systematic feedback and review. Form-focused activities build students’ grammatical knowledge and support the development of accuracy and control in Auslan. Opportunities to use this knowledge in meaningful activities build communicative skills, confidence and fluency. Tasks are carefully scaffolded: teachers provide models and examples; introduce language, concepts and resources needed to manage and complete learning activities; make time for experimentation and for polishing rehearsed texts; and provide support for self-monitoring and reflection. Discussion supports learning and develops students’ conceptual frame for talking about systems of language and culture. Learners are encouraged to engage more with resources such as websites, dictionaries, translating tools and other materials designed to enrich their receptive and productive language use.

The role of English

Auslan is the language of all classroom interactions, routines and activities. As these learners are in the unique position of not having acquired a first language until very late in life, time spent developing their Auslan must be maximised. While these learners are simultaneously developing English literacy skills, use of English is limited to the translating thread and to small amounts of research with source texts in simple English.

Years 9 and 10 Content Descriptions



Communicating	
Socialising	Elaborations

Describe activities and experiences and share and respond to ideas and feelings about people they know, their daily lives, social worlds and school community

[Key concepts: idea, feeling, description, experience; Key processes: recounting, describing, interacting, comparing]

(ACLASFC109)




- recounting classroom events using indicating, plain and depicting verbs, for example:
MONDAY PRO1-^{plural} DS:many-people-go-to SPORT DAY. PRO1 ENJOY
We all went to a sports day on Monday. I enjoyed it.
- describing the appearance of people, objects and places using SASS depicting signs and spatial location
- recounting personal experiences using specific time-related signs and conjunctions, such as:
LAST HOLIDAYS PRO1 CAMP
Last holidays I went camping.
- describing activities they have completed using some verb modifications to show manner, for example:
PRO1 WRITE-^{carelessly}
I wrote it very quickly.
- interacting with members of the Deaf community to share details of their personal world
- describing relationships between themselves and members of their school community, for example:
PRO3 POSS1 BEST FRIEND
She's my best friend.
M-R-S S-M-I-T-H POSS1 SCIENCE TEACHER
Mrs Smith is my science teacher.
- recounting events involving more than one person using constructed action
- describing events that they have experienced and how they made them feel, for example:
MONDAY DEAF PERSON VISIT SCHOOL PRO1 EXCITED MEET
On Monday a Deaf visitor came to school. I was excited to meet them.
MOVIE SCARY BUT PRO1 LIKE
The movie was scary but I liked it.
- comparing attributes or characteristics of classmates or classroom objects, for example:
S-A-M RUN FAST C-H-R-I-S WORSE FAST SPEED
Sam runs fast but Chris runs the fastest.
THAT BEST COMPUTER
That's the best computer.

- comparing weekend or holiday routines, interests and activities, using signs associated with time, sequence and location, for example:
REGULAR SUMMER PRO1-^{plural} GROUP-MOVE-TO COUNTRY STAY++ TWO WEEK
We go to the beach for three weeks in summer.
WEEKEND PRO1 GO-TO-AND-BACK++ CAMP
I go camping on weekends.


Participate in shared learning activities that involve planning, transacting and problem-solving, using simple signed statements, questions and directions

[Key concepts: planning, role, responsibility, support, information exchange; Key processes: negotiating, encouraging, describing, expressing preference]

(ACLASFC110)



- negotiating roles and responsibilities in shared learning activities, using expressions such as:
PRO2 TYPE PRO1 WRITE
You type and I'll write.
 - understanding and using expressions of support, encouragement or praise during shared activities, for example, EXCELLENT, THAT GREAT
 - playing games that involve detailed information exchange, such as a 'murder mystery' type game, asking for and supplying descriptions about the suspect, for example:
PRO3 HAVE GLASSES?
Does he have glasses?
 - working collaboratively to plan an event such as a handball competition, using expressions related to place, time and numbers, for example:
BEST PLAY WHERE?
Where will we play?
TEAM+ HOW MANY?
How many teams are there?
 - following and giving directions for outdoor activities such as an obstacle course
 - expressing preferences in relation to roles and responsibilities in shared learning activities, using NMFs and statements such as:
HANDWRITING PRO1 DON'T-LIKE RATHER TYPING
I don't like handwriting; I prefer to type it

 - working with peers to plan for a visit from a Deaf community member, prioritising and sequencing tasks
-

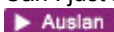
Communicate clearly in different classroom interactions and contexts, demonstrating appropriate protocols when communicating with each other, teachers and deaf people

[Key concepts: instruction, interaction, protocol; Key processes: responding, negotiating, indicating, initiating, interrupting]

(ACLASFC111)



- responding to multistep classroom instructions, for example:
IN YOUR COMPUTER FINISH CLICK-ON ELAN
Log in to your computer and then click on ELAN.
- asking for repetition or clarification, for example:
THAT RIGHT THAT?
Is that right?
PRO1 DON'T-UNDERSTAND
I don't get it.
- negotiating turn-taking by using visual or tactile methods in taking or yielding a turn, for example:
PRO2 FIRST NEXT-TURN^{-around-circle}
You go first then we'll take turns around the group.
- using NMFs such as raised eyebrows to indicate interest, or head tilt to indicate lack of understanding
- initiating protocols within the classroom such as:
 - gaining group attention through flashing lights, tapping, foot stomping and waving
 - maintaining eye gaze and back-channelling
 - positioning seating to keep visual communication clear, for example, sitting across from signers when communicating
- following protocols and using appropriate language when using or accessing an interpreter, for example:
SIT THERE PLEASE CAN YOU?
Can you sit there, please?
- following protocols for interrupting others, such as waiting for pauses in conversations and eye contact, or by using language such as:
HOLD
Hold that thought.
QUICK INTERRUPT
Can I just interrupt you quickly?



Informing

Elaborations

Identify, paraphrase or compare information obtained from a variety of signed texts or from their own data collection and present the information in different forms

[Key concepts: information, likes/dislikes, interests, preferences; Key processes: retelling, recording, organising, identifying, surveying, categorising]

(ACLASFC112)



- retelling key points of multistep information used in classroom interactions, such as announcements or directions for a task
- watching signed texts that show people expressing likes and dislikes and recording and organising their observations in table form
- watching a presentation by a teacher or peer, identifying specific points of information, such as where they went for a holiday or what activities they did
- surveying peers in relation to their interests and preferences, categorising and comparing findings in charts or graphs
- following the steps of a signed demonstration of procedures, such as how to cook something or play a new game
- learning new Auslan vocabulary and language structures through interacting with Deaf visitors, teachers and mentors, recording the new language in personal sign dictionaries
- viewing live or recorded interviews or informal conversations between deaf people in different situations and contexts, identifying key points and topics covered
- viewing different types of signed texts, such as instructional sports videos or science demonstrations, showing understanding by responding to questions

Convey factual information and opinions in signed texts

[Key concepts: routine, event, hobby, procedure; Key processes: describing, reporting, explaining, presenting, instructing]

(ACLASFC113)



- describing home and school routines in the correct sequence, for example, weekend activities or their school timetable
- reporting to the class about a shared school event such as Deaf Sports Day or school camp
- creating signed texts to explain a hobby or interest using visual supports such as photos or props
- presenting descriptions of school equipment such as those used in woodwork, science or sports and giving simple signed explanations of how they work
- instructing the class in a procedural text such as a simple recipe, using props

Creating

Elaborations

Engage with different types of creative texts, identifying and discussing characters, events and personal responses through the use of familiar signs, actions and artwork

[Key concepts: performance, character, personal response, creativity; Key processes: viewing, responding, participating, comparing]

(ACLASFC114)



- participating in Auslan games using simple clauses in creative ways, for example, a freeze tag game, building on a text
 - viewing creative performance texts and identifying characters and events from Auslan narratives, poems and theatre performances, such as the Australian Theatre of the Deaf
 - viewing and expressing personal responses to creative visual texts such as handshape art and art produced by/about Deaf people, Deaf culture or signed languages, for example, paintings by Nancy Rourke and animations by Braam Jordaan
 - comparing versions of creative signed texts and indicating preferences, for example, between different Auslan versions of the same story signed by different deaf people
 - responding to signed poems and 'visual vernacular' descriptions of a character's appearance by shadowing, mimicking and drawing, for example, work by Frédéric Vaghi
 - participating in performance activities such as unscripted response-to-stimulus role-plays, recognising how characters' feelings and attitudes are expressed through NMFs and manner
 - viewing and comparing expressions of Deaf experience through different visual art forms, such as painting, photography or sculpture, comparing with their own use of visual forms of expression of feelings and experience
-

Create or adapt imaginative texts and live or filmed expressive performances that involve imagined experiences and feature different characters, amusing experiences or special effects

[Key concepts: appearance, character, audience, animation, emotion, manner; Key processes: depicting, creating, presenting, re-enacting, reinterpreting, choreographing, performing]

(ACLASFC115)



- participating in games and activities that focus on depicting the appearance and characteristics of people, animals or objects and their relationships
- working collaboratively to create and present signed skits to entertain a targeted audience
- re-enacting individual short stories or wordless animations that include two or more characters and their interactions through the use of constructed action
- reinterpreting creative texts for effect, for example by changing emotions or movements through the use of NMFs and manner
- using 'visual vernacular' to enact short scenarios involving imaginary characters, contexts and objects, by employing a range of depicting signs and constructed action
- choreographing and performing a creative text (dance, signed song, poem), incorporating Auslan and focusing on matching timing, beat and rhythm
- performing stories for a live audience with a focus on the visual communication of emotion and humour
- creating the next scene, a new character or an alternative ending for a signed fable, short story or cartoon
- creating original handshape poetry to present at a school assembly or community festival
- creating a video record of an imagined formal or informal interview, incorporating elements of humour or tension and building character and mood through the use of NMFs and pauses

Translating

Elaborations

Translate and interpret different types of familiar short texts, demonstrating awareness of individual interpretations of meaning

[Key concepts: equivalence, translation, meaning, interpretation, ethics, culture; Key processes: translating, interpreting, comparing, researching, shadowing, explaining]

(ACLASFC116)



- translating the school song into Auslan with support, identifying words or phrases that do not easily translate and finding suitable equivalents in Auslan that match the English concept
- shadowing online Auslan translations and captioning, such as the *Catching Fire* series of safety videos or the emergency disaster preparedness videos
- comparing their own translations of short familiar texts with those of their classmates, noting discrepancies or variations and discussing possible reasons for these
- observing and interacting with deaf guests to the classroom who use different signed languages, such as ASL or a traditional signed language used by deaf Aboriginal and Torres Strait Islander elders, identifying differences between the languages and acting as interpreter with support
- creating basic translations of song lyrics or simple poems from English to Auslan
- translating and explaining the meaning of words or expressions associated with figurative language use in Auslan, such as *train gone*, *sorry* and comparing these to some common English idioms
- conducting sight translations of plain, high-interest, low-readability English texts such as short news articles that are written for their age group
- comparing existing translations in Auslan of narratives, such as fairytales or short stories, to their own ideas of how they would translate specific segments of these texts
- explaining the role of accredited Auslan–English interpreters and that of Deaf interpreters, demonstrating through role-play correct protocols for working with interpreters

Create bilingual texts such as notices, displays or newsletters for use in the wider school community

[Key concepts: translation, meaning, bilingualism, information; Key processes: translating, composing, comparing, creating, contributing]

(ACLASFC117)



- creating captions for pre-recorded signed texts to be used in a variety of school contexts, for example, a translation of the Auslan version of the school song or a 'welcome to the school' video
- creating bilingual texts for use in the school community, such as informative posters that include signed images or digital library displays about Auslan, considering how to represent meaning in the two languages for different audiences
- composing bilingual texts for class or school assembly performances, events or displays, for example, NWDP announcements
- using bilingual online dictionaries and electronic tools to compose bilingual texts such as an online Auslan–English version of a school newsletter
- contributing items of signed news and information to a bilingual school website or web page associated with their class, school or local community

Identity

Elaborations

Identify and analyse ways in which deaf people behave and relate within society as a distinct social group as 'people of the eye', demonstrate responsibility for connections between the Deaf community and the wider 'hearing' society, and for culturally rich and appropriate places and spaces

[Key concepts: identity, relationship, Deafhood, advocacy, society, place, Deaf space, Deaf gain, responsibility, guidance; Key processes: identifying, discussing, comparing]


(ACLASFC118)



- using a vlog journal entry to discuss how having peers who share the same language provides a social bond and builds confidence
- identifying characteristics of deaf people's visual awareness, such as good observation of body language and heightened alertness to hazards in the environment while walking/driving and signing
- comparing strategies used by deaf and hearing adults to negotiate physical environments, for example, different behaviours at a bank of lifts, identifying how deaf people draw on additional perceptual resources in ways hearing people are unaware of
- exploring technologies used by deaf people to communicate visually, such as videoconferencing apps, to support social networks and to strengthen a sense of individual or shared identity
- investigating ways in which a sense of confidence in relation to identity influences awareness and a capacity for advocacy for Deaf rights, for example in relation to issues such as the provision of interpreters or captioning
- discussing how their sense of identity may shift according to context and situation, and how as people mature they learn to manage 'multiple identities' in relation to different elements of experience, such as background ethnicity and culture and Deaf identity culture
- identifying strategies used by deaf people to negotiate the hearing world, such as travelling with paper and pen or smart phone to take notes
- using the concept of Deafhood to map and communicate their own journeys of identity development, for example, their identification with particular Deaf role models, and considering the role identity plays in contributing to individual, peer group and community health and wellbeing
- engaging with deaf visitors from different groups and backgrounds about their experiences in the Deaf community, for example by interviewing the visitors and recording their responses
- using drawings, photos or presentations to describe characteristic features of Deaf spaces beyond the classroom, such as removal of visual obstacles to signed communication, circles or semicircles for meeting and learning spaces, open-plan areas, lighting and window placement to maximise visual access to information
- documenting and discussing places of importance to the Deaf community, such as Deaf schools, and understanding the value of these based on stories by elders and excursions to sites of significance
- responding to elders' guidance on how cultural values, beliefs and traditions are connected through shared life experience and visual ways of being, and how they are demonstrated in community behaviour and interactions with the wider community
- describing ways in which they can take responsibility for increasing others' awareness of their communication and learning preferences, for example in the classroom and

with extended family

- exploring the concept of 'Deaf gain' and identifying examples of how wider society may 'gain' from the Deaf community, for example, benefits of captioning for other sectors of the broader community, such as elderly people or newly arrived migrants
- discussing their sense of responsibility for each other as members of the Deaf community, and the need to support younger deaf individuals in the community

Reflecting	Elaborations
<p>Reflect on the experience of learning and using Auslan in and out of school, and ways in which their understanding of intercultural communication has developed</p> <p>[Key concepts: intercultural communication, perspective, insight, self-reflection, making meaning, discrimination; Key processes: comparing, analysing, explaining, reflecting]</p> <p>(ACLASFC119)</p> 	<ul style="list-style-type: none"> • describing how it feels to use Auslan to communicate outside their inner circle or school, or to watch Auslan being used by others, responding to prompts such as <i>What are the main differences you notice when observing a conversation between deaf people and one between hearing people?</i> • reflecting on similarities and differences in language and communication access, such as the extent of incidental learning acquired by hearing children through interaction with their external environment, for example by overhearing conversations or news on the radio • reflecting on similarities and differences between signed language and spoken language users when joining interactions, taking turns, using names, or passing between people who are communicating with each other • identifying and comparing how various emotions and different attitudes such as respect, shyness, exuberance or embarrassment are expressed across different languages and cultures • reflecting on the experience of interacting with hearing people in various domains online or face to face, such as after-school sports clubs, analysing these experiences in terms of their own perceptions, understandings or attitudes • reflecting on social attitudes and on their own reactions to observed responses to differences in behaviours or communicative styles, such as their feelings when hearing people fail to make eye contact with them during interactions in the wider community • reflecting on how their own ways of communicating may be interpreted when interacting with hearing people, and on how they may need to modify elements of their behaviour, such as the use of eye contact, facial expression or body language, and to consider other communication strategies such as the use of notes or gestures
Understanding	
Systems of language	Elaborations

Explore various types of non-manual features, types of iconicity in signs and the use of software to transcribe signs
[Key concepts: transcription, iconicity; Key processes: identifying, noticing, understanding]

(ACLASFU120)

- understanding that NMFs are important in sign language for marking forms such as questions
- identifying, demonstrating and describing the various types of NMFs: movements of the eyebrows, eyes, nose, mouth, cheeks, shoulders and body
- identifying the NMFs in statements, yes/no questions, wh- questions, and negatives
- noticing that in signed languages meaning can be expressed through signs or through fingerspelling
- understanding that signs can be iconic in a number of ways, such as representing a whole object or part of an object
- identifying signs with different levels of iconicity, for example, those that are fully transparent, translucent or arbitrary
- exploring, with support, software such as ELAN to annotate signed texts

Understand that signs can include different information, including a gestural overlay, and identify how signers establish spatial locations, types of depicting signs and ways of showing constructed action

[Key concepts: spatial location, grammatical use of space, constructed action, depicting signs; Key processes: noticing, identifying, recognising]

(ACLASFU121)



- noticing that meaning is created in Auslan from fully-lexical signs, partly-lexical signs and non-lexical signing and gesture
 - understanding that fully-lexical signs are in the dictionary and have a standard handshape, movement and location, and partly-lexical signs can be changed to show information such as location or who is involved in indicating verbs
 - noticing that single-digit numbers can be separate lexical items or merged into other signs (numeral incorporation) such as those for ages, for example, 5-YEARS-OLD or adverbs of time, for example, 3-WEEKS-AGO or pronouns, for example, WE3, WE4
 - identifying where and how a signer has established a location in space (through pointing, modifying the movement of a verb, or locating a non-body-anchored noun sign)
 - recognising that signers must make explicit which referent is associated with a location
 - recognising that signers can set up referents in the signing space close to them (viewer space), for example, using a bC handshape (use of non-dominant hand) to indicate putting a glass on a table or distant (diagrammatic) for example, using 5claw in two locations to represent two houses
 - identifying independently instances of DSs and their type
 - learning that the function of CA is to represent the words, thoughts or actions of a protagonist in a text, either themselves or another
 - knowing that in CA a signer can shift into the role of another, or themselves at a different time, through eye gaze change, body shift, head orientation change, and matching facial expressions
-

Understand and control additional elements of Auslan grammar, such as the use of non-manual features for topicalisation, negation or question forms, and develop awareness of how signers use constructed action and depicting signs

[Key concepts: topicalisation, negation, composite utterances;
Key processes: recognising, distinguishing, understanding]

(ACLASFU122)



- noticing that sometimes Auslan signers have information about how a verb happens through NMFs not separate signs (for example WRITE_{-carelessly})
- distinguishing between the citation form of a sign and the adverbial NMF overlaid and what meaning each part carries, for example: MAN-SPRINT (base form), MAN SPRINT_{-fast} (manner added)
- understanding that, in terms of meaning, a basic clause represents: a happening or a state (verb), who or what is involved (noun or nouns) and the surrounding circumstances (adverb or adverbs)
- noticing that clauses can be made more vivid by integrating CA or DSs to show with body or hands or by showing adverbial or adjectival meanings
- recognising how conjunctions such as PLUS, IF or BUT are used to join clauses and create cohesion
- recognising that the element of a clause that a signer wants to focus on most in Auslan is sometimes moved to be signed first and that this process of topicalisation involves particular NMFs
- recognising that signers may include both linguistic and gestural elements in a clause, that is, signers can tell, show or do both in a composite utterance
- realising that in many clauses signers 'tell' with lexical signs at the same time as 'show' with DS, CA and other gestural elements

Explore the relationship between particular text types, audience, purpose and context and analyse language features used by signers to create cohesion and achieve the purpose of the text

[Key concepts: audience, purpose, convention, coherence;
Key processes: noticing, identifying, analysing]

(ACLASFU123)



- identifying differences in different types of texts, for example by looking at a monologic recount compared to a dialogic one, and noticing differences such as the use of back-channels or hesitations
- conducting an analysis of a selected sign text, taking into account audience, purpose and topic to explain language choices made by the signer
- noticing how signers can compare or contrast ideas by locating things in the same or opposing sides of signing space
- noticing how signers achieve textual cohesion and coherence through the use of connectives that create links between clauses, for example BUT and G:WELL
- identifying where signers have established referents in locations in a text and noticing how this helps the audience to recognise who or what the referents are (actor and undergoer)
- noticing how signers construct cohesive and coherent texts through the use of text connectives such as lexical signs NEXT or G:WELL or NMFs and pausing

Language variation and change

Elaborations

Explore the concept of language flexibility, variation and change in relation to the use of Auslan across different contexts and times

[Key concepts: language variation, standardisation, change, language borrowing, adaptation; Key processes: researching, interviewing, comparing, identifying, analysing, discussing]

(ACLASFU124)



- recognising that there is a greater degree of flexibility and variability in 'oral' languages such as Auslan that only exist in face-to-face form, compared to spoken languages that are written down and that are passed on from parents to children
- understanding that other signed languages such as BSL, ISL and ASL have influenced Auslan over different periods of time
- recognising that languages constantly expand to include new words, signs and expressions due to influences such as changing technologies and digital media, for example, COMPUTER, COMPUTER-MOUSE, INTERNET, FACEBOOK, WIFI, SELFIE
- interviewing older members of Deaf families or Deaf communities and reporting back to the class about any differences in signing they noticed, such as more use of fingerspelled words, less use of NMFs and depicting signs, or the use of different signs, such as FILM (old sign), TOILET (old sign)
- understanding that greater contact between signers internationally has led to increased borrowing between sign languages, for example, signs that refer to different nation states and cities around the globe, or the vehicle handshape in depicting signs

Language awareness

Elaborations

Understand the range of factors that influence the profile, diversity and distribution of Auslan use in the wider Australian society, and consider the concept of Auslan vitality in comparison with that of other languages

[Key concepts: influence, transmission, language documentation, language vitality; Key processes: recognising, identifying, describing, exploring]

(ACLASFU125)



- understanding that strong and healthy languages are those used by many people across generations in most domains to communicate about most topics
- mapping the distribution of Auslan users across Australian states and demographics, using data from censuses and other sources to present findings in graph/visual representation forms
- exploring the vitality of different languages by obtaining information from the UNESCO interactive online atlas and/or Ethnologue to compare numbers of speakers/signers of different languages
- recognising that some languages have no written form and have historically been passed on face to face/orally, making them less well recorded and documented
- understanding that some languages used in Australia, such as English, have large numbers of users, while others, such as many Aboriginal and Torres Strait Islander languages, are endangered or in the process of being revived or reclaimed
- describing the role religion has played in influencing the usage and spread of Auslan, for example, through religious orders, early Deaf Societies and Bible translation projects
- reflecting on the role of Auslan interpreters in raising awareness and understanding of Auslan in the wider community, and considering ways in which they influence the function and nature of Auslan, for example by the introduction of neologisms
- identifying language documentation tools, such as ELAN, as important ways of recording, transmitting and maintaining the vitality of a language
- recognising that languages may be perceived as 'weak' or 'strong' based on community values and the existence of documentation and literature in the language

Role of language and culture

Elaborations

Understand that Auslan and Deaf culture are interrelated, that they shape and are shaped by each other, that their relationship changes over time and across contexts, and that they may be differently interpreted by users of other languages

[Key concepts: knowledge, value, transmission, reciprocity, responsibility, stereotype; Key processes: reflecting, exploring, understanding, identifying, considering]

(ACLASFU126)



- appreciating distinctions between Deaf cultures and other cultural minorities, such as the fact that most deaf people are born to hearing parents and acquire Deaf culture in addition to the culture of their families of origin from peers and other Auslan users in school or as adults in the Deaf community
- exploring ways in which language choices reflect attitudes towards certain topics, such as oralism or cochlear implants, identifying examples of sign choices that reflect particular attitudes or views
- understanding that knowledge about past and present Deaf people and about Deaf cultural values is embodied in and transmitted through Auslan, for example, ways of producing the sign for SIGN embody cultural meaning, regarding distinctions made and values placed on fluent or awkward signing
- identifying differences between the use of personal names in Auslan and in other languages, for example, Auslan signers not using a person's name sign when addressing them directly, in contrast to the practice in many spoken languages
- considering cultural explanations for conversational strategies used by Auslan signers to avoid conflict and to maintain privacy, such as changing signing space and style, and using indirect language such as signing lower or under the table, or fingerspelling instead of signing overtly
- appreciating the cultural value and importance of festivals and other events in the Deaf community, such as NWDP, as celebrations of language, history, culture and identity
- reflecting on the ways that culture is interpreted by others, for example by identifying how stereotypes about deaf and hearing people influence perceptions among members of either community
- understanding that 'sound' is accessed differently in Deaf culture, that the meaning and importance of sound in deaf people's lives is usually not the same as in hearing people's experience

Years 9 and 10 Achievement Standard

By the end of Year 10, students use Auslan to share information, experiences, interests, thoughts and feelings in relation to their personal and immediate worlds. They describe the appearance of people, objects and places using SASS depicting signs and spatial location, for example, HAVE DS: round-oval DS: located HERE NEXT-TO HAVE BUILDING BIG. THERE. *There's an oval there and next to it is a big building. It's there.* They participate in shared learning activities and experiences that involve planning, transacting and problem-solving, using simple signed statements and asking for repetition and clarification when required. They follow protocols when interacting with each other, with interpreters or Deaf visitors to the classroom, for example, waiting for eye contact or pauses to walk in-between signers engaged in conversation without interrupting them. Students increasingly use conventional Auslan signs or classifier handshapes in depictions and rely less on their idiosyncratic systems. They modify some indicating verbs for non-present referents and use constructed action to represent others in recounts. They make explicit which referent is associated with location, for example, BROTHER THERE HAVE OWN IPAD. They recall and retell specific points of information from texts such as class messages, directions, procedures, introductions and 'visual vernacular' descriptions. They create textual cohesion through the use of connectives such as lexical signs NEXT or G:WELL, or non-manual features (NMFs) and pausing. They create bilingual texts such as notices or digital displays and resources for the classroom. They reflect on how their own ways of communicating may be interpreted when interacting with hearing people, and on how they adapt their ways of communicating and behaving when interacting with them. They reflect on the experience of communicating in a visual world and on the challenges and advantages experienced by deaf people in a hearing world.

Students describe how constructed action (CA) can be shown in different ways, including eye gaze, head orientation change or body shift. They identify where and how a signer establishes location in space, and they distinguish between real and abstract space. They build metalanguage to talk about aspects of Auslan, for example, using terms such as SASS, NMFs, CA, depicting signs; and they make connections with terms they use in learning English, such as verb, adjective, noun. They know that different languages and cultures influence and borrow from each other and identify connections between Auslan and other signed languages, for example, BSL, ISL and ASL. They make comparisons between Auslan and signed languages in other countries. Students know that Auslan plays an important role in the expression and maintenance of Deaf culture and in assuring the rights of every deaf person.

The Australian Curriculum Languages - Auslan Second Language Learner Pathway - Years F–10 Sequence

Foundation to Year 2

The nature of the learners

Children enter the early years of schooling with established communication in one or more languages and Auslan will be learnt as an additional language. Cognitive and social development at this stage is exploratory and egocentric; thus learning typically focuses on their immediate world of family, home, school and friends. Children at this level are learning how to socialise with new people, share with others and participate in structured routines and activities at school. Auslan will be learnt in parallel with English literacy, and the learning of each language assists with the learning of the other.

Auslan learning and use

Rich language input characterises the first stages of learning. The curriculum builds on children's interests and sense of enjoyment and curiosity, with an emphasis on active, experiential learning and confidence building. In these years there is an emphasis on developing language to enable learners to participate in class activities such as storytelling and games. Creative play provides opportunities for using the language for purposeful interaction in a relaxed and informal context.

Children build vocabulary for thinking and talking about school topics, routines and processes. They build knowledge and understanding of Auslan by interacting with each other, the teacher and deaf children, and by participating in structured routines and activities. With support and modelling, they use Auslan for different functions such as greeting, thanking, apologising, asking and responding to questions, expressing wishes, likes or dislikes, following simple directions, and taking turns in games and simple shared learning activities. They learn to produce signed phrases independently using modelled language, for example by describing simple pictures.

Contexts of interaction

The primary context for interaction is the language classroom, with the Auslan teacher and classmates. Learners' use of Auslan primarily relates to classroom routines and activities and to talking about their own life. Additional language enrichment may be gained through interactions with visitors from the Deaf community.

Texts and resources

Texts include filmed children's stories and teacher-generated materials such as pictures or short descriptions. Learners watch live and filmed texts such as explanations. They respond to resources such as short video clips, or substitution or matching exercises, and produce texts such as conversations using formulaic language.

Features of Auslan use

Children in Foundation to Year 2 become familiar with all handshapes, movements and locations of single signs. They are learning to produce simple positive and negative statements with some time marking, and to use plain verbs or unmodified indicating verbs. They learn to describe familiar objects, animals or people using simple lexical adjectives and to depict the movement of people, animals and means of transport using an appropriate classifier handshape in an entity depicting sign. They are able to use simple handling and SASS depicting signs. They explore emotions through the use of NMFs, and begin to use NMFs for grammatical purposes in modelled language. They learn to use simple constructed action to represent the characteristics of a single animal or themselves or another. They learn the metalanguage of nouns, verbs and adjectives, and learn that signers can modify verbs to show the referents involved.

As children learn to adjust their language to suit different purposes and situations, they begin to understand how culture shapes language use. They compare how they feel when they use different languages and how they view different languages and people who use them. This introduction to the meta dimension of intercultural learning develops the ability to ‘decentre’, to consider different perspectives and ways of being, and to become aware of themselves as communicators and cultural participants.

Level of support

Support is provided through visual and tactile materials, such as pictures, objects and charts, and the use of gesture and modelling. The main source of support is the teacher’s talk, such as questions and statements, explanations, prompts, recycling of language, stories and feedback. Learners rely on modelled language and scaffolded tasks to create their own texts, for example, choosing signs to complete sentences or using pictures to sequence a story that has been told to them.

The role of English

Learners are encouraged to use Auslan whenever possible, with the teacher providing rich and supported language input. English is used as a medium of instruction and for explanation and discussion or in areas from the Understanding strand. This allows learners to talk about differences and similarities that they notice between Auslan and their first language(s) and culture(s), to ask questions about language and culture, to consider how they feel when they see or use Auslan.

Foundation to Year 2 Content Descriptions

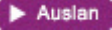


Communicating	
Socialising	Elaborations


Participate in simple interactions with their peers and teachers using high-frequency signs, non-manual features and gestures to talk about self, family and class activities

[Key concepts: self, family, friends, experience, feelings; Key processes: interacting, greeting, asking/answering questions, describing]

(ACLASFC127)



- using greetings and farewells following modelled signs such as HELLO, HOW-ARE-YOU? SEE LATER, GOOD MORNING M-R J-O-N-E-S
- asking and answering questions that require an affirmative or negative response, for example:
WANT PLAY HIDE-AND-SEEK?
Do you want to play hide and seek?
PRO2 ALIGHT?
Are you alright?

- asking and answering simple questions about family, friends and pets, such as:
PRO2 BIRD HAVE PRO2?
Do you have a bird?
PRO1 DON'T-HAVE
I don't have one.
SISTER-BROTHER HOW MANY?
How many brothers and sisters do you have?
2 BROTHER 1 SISTER
Two brothers and one sister.

- describing the appearance of people or objects using simple statements and supporting pictures or props, for example:
PRO3 HAVE DS:curly-hair
He has curly hair.
THAT HORSE BIG
The horse is big.

- expressing likes and dislikes using simple statements such as:
PRO1 LIKE SCHOOL
I like school.
FLOWER DON'T-LIKE
I don't like flowers.
PRO1 HATE APPLES
I hate apples.

- expressing feelings using lexical signs and affective NMFs, for example:
PRO1 HAPPY
I'm happy.
PRO3 GRUMPY
She's grumpy.

- expressing wishes for particular occasions or events, for example, THANK-YOU, GOOD-LUCK or HAPPY BIRTHDAY
- making arrangements using simple time markers without numeral incorporation, for example, TODAY, TOMORROW, NEXT-WEEK
- referring to family members and classmates by fingerspelling a name or using a sign name
- describing what they are doing in class activities using plain verbs, for example, PRO1 RUN, PRO1 READ

Participate in guided group activities such as signing games and simple tasks using repeated language structures, facial expressions and gestures

[Key concepts: games, space, place, memory; Key processes: playing, singing, following instructions, exchanging, classifying]

(ACLASFC128)




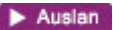
- participating in games or songs that involve the use of repeated phrases, expressions, actions and NMFs, for example, *I went to market and I bought ... The wheels on the bus ...*
- following instructions by locating or moving classroom objects in activities, for example, hiding a marker pen somewhere in the classroom, describing where and then signing from mild to exaggerated 'cold to hot' as the student tries to find it
- using appropriate signs and NMFs when taking turns in games such as 'Go Fish'
- participating in collaborative tasks that involve selecting, exchanging or classifying objects by attributes such as shape, colour or number
- using question signs and affirmative and negative answers when swapping or 'buying' objects

Develop interaction and communication skills for participation in regular class routines and activities

[Key concepts: fingerspelling, attention, signing space, visual communication; Key processes: interacting, signing, recognising, gaining attention]

(ACLASFC129)



- recognising and using fingerspelled names for roll call and games
- following instructions for class routines, such as:
DS:line-up PLEASE
Line up, please.
LOOK-AT_{-me} PRO1
Eyes to the front.
PLEASE WITH-2++
Please find a partner.

- asking for help or permission, for example:
PLEASE HELP_{-me}?
Can you help me, please?
PRO1_{-plural} CAN SHARE?
Can we share these?

- gaining attention in appropriate ways, for example by waving or tapping a shoulder or table
- stopping activities and paying attention when lights are flashed or hands are waved
- using NMFs such as focused eye gaze, nodding and head shaking to show affirmation and negation
- using voice-off when possible while signing and keeping appropriate signing space between signers
- positioning seating to keep visual communication clear or sitting across from/opposite signers when communicating
- using visual applause to show enjoyment of entertainment or commendation

Informing


Elaborations

Identify specific points of information in simple Auslan texts relating to people, places and things and use the information to complete guided tasks

[Key concepts: information, topics; Key processes: identifying, categorising responding, gathering]

(ACLASFC130)



- responding to signed information such as class messages or short introductions, for example by identifying names, school locations, numbers or times
- identifying and applying specific information in Auslan texts to complete guided tasks such as colouring-in and craft activities
- gathering information from each other about topics such as family members, favourite foods, toys and games to report back to the class using familiar structures and modelled language, for example:
SISTER-BROTHER HOW-MANY?
How many brothers and sisters do you have?

- identifying information in simple Auslan texts that relates to properties such as colour, number, size or shape, for example when interacting with materials and objects
- identifying and categorising a select range of signs according to handshape
- following an Auslan text to gain information needed to complete an action-based activity, such as an obstacle course

Present information about self, family, school and significant objects, using modelled signs and formulaic phrases

[Key concepts: self, family, routines; Key processes: presenting, describing, contributing, demonstrating, recounting]

(ACLASFC131)



- describing an object, animal or person using familiar lexical adjectives such as RED, TALL and SMALL
- contributing to a digital presentation such as a class video by signing a basic description of their family members
- labelling objects in the classroom with pictures of signs
- recounting a class excursion, sequencing events through the use of familiar signs, gestures and photos
- reporting aspects of their daily routines using modelled signs and visual prompts
- sequencing points of signed information needed to complete an action-based activity such as a treasure hunt

Creating


Elaborations

Participate in the shared viewing of recorded or live imaginative signed texts, responding through drawing, miming, gesture or familiar signs

[Key concepts: imagination, expression; Key processes: viewing, drawing, re-enacting, mimicking, signing]

(ACLASFC132)




- viewing recorded or live children's stories and nursery rhymes in Auslan, for example National Simultaneous Storytime books, demonstrating understanding through drawing, gesture, modelled signs or voice
- responding to short expressive texts that involve the movement of people, animals and/or vehicles, using drawings, familiar signs or re-enactments with puppets or props
- playing with key elements of short signed stories, for example by mimicking facial expressions or repeated signs
- interacting with a signing puppet or doll in an imaginary setting, for example by signing simple questions such as:
WHAT NAME PRO2?
What is your name?
WHAT LIKE D-O PRO2?
What do you like to do?

- participating in interactions in Auslan that involve imaginative responses to stimuli, using gestures, handshapes, facial expressions and simple signs
- engaging with different forms of Deaf art, such as handshape creations
- shadowing non-manual features in short Auslan poems or stories

Express imaginative ideas and visual thinking through the use of familiar signs, mime and gestures, with a focus on emotions, appearance and actions

[Key concepts: imagination, emotion, expression; Key processes: re-enacting, depicting, creating]

(ACLASFC133)



- using iconic signs to create variations to actions involved in familiar nursery rhymes, such as 'Incy Wincy Spider'
- exploring emotions through the use of NMFs, for example by re-enacting a familiar scenario and modifying emotions each time, for example by switching from fear to excitement to anger
- depicting the movement of people, animals or means of transport by using handshapes in creative ways
- creating amusing sequences of signs using a fixed handshape, such as the index finger 'point',
PRO2 THINK PRO1 SHY?
Do you think I'm shy?

- using gestures and modelled signs to create short skits that convey emotions and behaviours associated with characters from familiar stories or rhymes
- enacting the movements and characteristics of a particular animal through the use of constructed action

Translating

Elaborations

Translate words used in everyday contexts from Auslan into English and vice versa

[Key concepts: similarity, difference, meaning; Key processes: recognising, comparing, identifying, translating, explaining]

(ACLASFC134)



- recognising that every language uses words or signs to make meaning
- identifying aspects of Auslan which are the same in English, such as the fingerspelled alphabet
- comparing and contrasting the iconicity of some simple signs in terms of their similarity to the object/referent, for example, drink, food, kangaroo, considering how this may help with translation between languages
- explaining to family and friends the meaning and use of simple signs and expressions, for example, DOG, CAT, BIRD

Create simple print or digital texts such as labels, posters, wall charts or cards that use Auslan images and English words

[Key concepts: meaning, code, bilingualism; Key processes: labelling, creating]

(ACLASFC135)



- using images of Auslan signs to name and label familiar objects and classroom items, using posters, word cards with pictures or alphabet cards with images, for example, A is for *apple* with fingerspelled letter for A
- creating and using handshape images to represent signs and label with words, for example, flat hand = *FISH*
- making their own bilingual picture dictionaries with English labels, images of signs and simple descriptions of signs

Identity

Elaborations

Describe aspects of themselves, such as membership of family and their school/class and languages they use, considering how these different elements contribute to their sense of identity

[Key concepts: identity, similarity, difference, self, family, belonging; Key processes: noticing, identifying, describing, explaining, comparing]

(ACLASFC136)



- describing themselves and their family using supports such as pictures, photos and family trees
- identifying themselves as belonging to a family, class or peer group, representing these relationships through captioned pictures or photos or by creating simple digital presentations
- identifying friends, favourite places, objects or languages they know or are learning that contribute to their identity

Reflecting


Elaborations

Notice what is similar to or different from their own language and culture when interacting with stories, games and different forms of artistic expression in Auslan and from Deaf culture

[Key concepts: language, culture, similarity, difference, respect; Key processes: noticing, comparing, responding]

(ACLASFC137)



- responding to teacher prompts in Auslan or English to capture their impressions when viewing images, video clips or stories in Auslan, for example:
PRO2 LOOK VIDEO. LOOK WHAT?
You saw the video. What did you notice?
HAVE SAME? HAVE DIFFERENT? WHAT?
What's the same? What's different?

- comparing aspects of their own lives with those of deaf children represented in digital images, video clips and stories, for example, ways of playing games, telling stories or interacting at school, home and in the community
- describing how it feels to use Auslan to communicate or to watch Auslan being used by others, for example by responding to questions such as *What are the main differences you notice when observing conversations between hearing people and between deaf people?*
- discussing changes or adaptations they make to their communicative style when using Auslan, for example waiting until they have a deaf person's visual attention before signing to them, maintaining eye contact when the other person is signing to them

Understanding

Systems of language

Recognise that meaning can be expressed through English words or Auslan signs and that signs have set handshapes, movements and locations, and identify and reproduce them independently

[Key concepts: handshape, movement, location, iconicity; Key processes: identifying, noticing, recognising, understanding]

(ACLASFU138)



Elaborations


- realising that meaning is communicated through the use of signs, pictures, written or spoken words or miming
- identifying the handshape of a sign, for example, COCKATOO (hs:5) and SOCCER (hs:fist)
- recognising major types of path movements
- understanding that sounds in English words are like handshapes, movements and locations in Auslan in the sense that they are combined together to make signs
- noticing that in signed languages meaning can be expressed through whole signs or through fingerspelling
- recognising that some signs are iconic, linking to the appearance of a referent, for example, HOUSE, TREE, DRINK, ELEPHANT, and that some are not, such as SISTER, WHY, SIMPLE
- understanding that while English is spoken and heard as well as written and read, Auslan is usually uniquely 'through the air' and not written down
- experimenting with different ways of recording signs, including video, writing an English word or drawing pictures

Recognise and restrict signing to the standard signing space, and understand that pronouns, depicting signs and verbs can be located meaningfully in that space

[Key concepts: signing space, verb modification, depicting signs; Key processes: noticing, identifying, recognising]

(ACLASFU139)



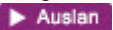
- describing the range of signing space in normal signed discourse
- comparing and contrasting Auslan and English pronouns
- noticing that the beginning and end locations of some verbs can be modified to show the referents involved, for example:
PRO1 ASK PRO3 versus PRO1 ASK_{-her}

- identifying what sorts of things can be represented in a DS by handshape, for example, point can mean a person or tree or pole

Recognise that groups of words are combined to make a clause and that Auslan has word classes such as nouns, adjectives or verbs, and distinguish between statements and questions

[Key concepts: sign class, clauses, statements, questions; Key processes: recognising, observing]

(ACLASFU140)



- categorising noun signs into those for people, animals, places or things
- learning that proper nouns can have a sign name or be fingerspelled
- knowing that adjectives describe nouns in different ways, such as how they look (BIG or RED), feel (SOFT or HOT), smell (SMELLY) or sound (LOUD)
- identifying verb signs (SIT, EAT, FEEL, WONDER, HAVE) and recognising that they are central to a clause
- noticing there is no equivalent of the verb 'to be' in Auslan, which is a significant difference to English
- understanding that a clause is one or more signs expressing a single idea and that a clause has at least one verb, but often one or more nouns as well, for example:
CALL_{-him}
I called him.
MAN THERE GO-TO POSS3 HOUSE
That man went to his house.
BIG MONSTER SCREAM
A big monster screamed.

- recognising different nouns in clauses, including those that are shown with a pointing sign, such as GIRL READ versus PRO3 READ, or VISIT FRIEND versus VISIT PRO3
- noticing that Auslan has more flexibility in word order than in English
- distinguishing between clauses that are statements and those that are questions


Understand that texts are made up of units of meaning such as groups of words or sentences and that different types of texts have different features that help serve their purpose



[Key concepts: text, text types; Key processes: recognising, noticing]

(ACLASFU141)



- recognising that texts are created to achieve different purposes, for example some texts tell stories or entertain while others give information
- noticing differences in facial expressions of a signer when presenting different types of text, for example a procedure versus a narrative

Language variation and change	Elaborations
<p>Understand that all languages including signed languages vary and borrow words and signs from each other</p> <p>[Key concepts: language borrowing, variation; Key processes: noticing, recognising]</p> <p>(ACLASFU142)</p> 	<ul style="list-style-type: none"> • understanding that there are two main Auslan dialects: the southern dialect used in Victoria, South Australia, Western Australia, Tasmania and the Northern Territory; and the northern dialect used in New South Wales, Queensland and the Australian Capital Territory • viewing videoed examples of Auslan signers from different parts of Australia, identifying the different signs used in southern and northern dialects, for example, signs for colours and some numbers • noticing that words such as proper nouns for names of people, places or schools are borrowed from English by fingerspelling and mouthing, but some also have sign names • recognising that Auslan borrows from other languages just as English does, and collecting words and signs used in their everyday lives that come from different signed and spoken languages • noticing the variation in 'handedness' between signers in relation to signs and fingerspelling: right handers using their right hand as their dominant (main) hand; left handers doing the opposite

Language awareness	Elaborations
<p>Recognise that Auslan is a legitimate language, one of many languages used in Australia and around the world</p> <p>[Key concepts: language diversity, difference, vitality; Key processes: identifying, exploring, recognising]</p> <p>(ACLASFU143)</p>  	<ul style="list-style-type: none"> • identifying different languages used by their classmates or members of their families, for example by creating a class profile or language map • exploring similarities and differences between the many languages used in Australia and represented in the school, including spoken and signed Aboriginal and Torres Strait Islander languages, and comparing the ways different languages use writing, sound/speech, gestures, drawings, art and signs to communicate • recognising the unique nature of signed languages and understanding that there are many different signed languages in use around the world, including in Aboriginal and Torres Strait Islander communities, and that there is not one 'universal' signed language • recognising that Auslan is a legitimate language, different from mime and gestures such as those used to accompany songs in spoken languages • exploring why and how some people are deaf, and identifying different ways that they access language; and investigating the use of hearing aids, FM systems or cochlear implants

Role of language and culture	Elaborations
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Notice that people use language in ways that reflect their culture, such as where and how they live, who they live with and what is important to them

[Key concepts: language, culture, community, observable phenomena; Key processes: noticing, recognising, questioning, making connections]

(ACLASFU144)



- recognising that people from different places and backgrounds may use different languages and have ways of living and communicating that differ from their own
- appreciating that culture and cultural difference means that people may value different things or live differently, noticing observable examples of such difference, such as ways of greeting (bowing versus shaking hands) or conveying information (through words versus signs)
- exploring how learning Auslan involves entering into a visual world or culture, for example by exploring different connections with physical space, such as being able to communicate through windows, or from a distance
- exploring how deaf people live in ways that may be different from how hearing people live, for example by responding to stimulus questions such as *How do deaf people ensure they can always see other people who are signing? How do deaf people watch movies or television programs?*
- recognising the importance of facial expression, eye gaze and NMFs in conveying information in a visual-gestural language and culture
- recognising the importance of community and culture in relation to their own lives and communities and in relation to other language groups and their communities

Foundation to Year 2 Achievement Standard

By the end of Year 2, students interact with teachers and each other to talk about themselves, their families, friends and immediate environment. They follow instructions to complete action-based activities such as signing games or transactional activities, using repeated constructions, gestures and affective non-manual features (NMFs). They interact in familiar classroom routines by responding to requests, such as DS:line-up PLEASE, LOOK-AT_{me} PRO1. Students ask and respond to simple questions and distinguish between statements and questions. They express likes, dislikes and feelings using lexical signs and affective NMFs. They recognise and produce fingerspelled names for roll call and games and produce modelled signs, phrases and sentence patterns in familiar contexts. They use culturally appropriate protocols, such as maintaining eye contact and responding to and gaining attention by waving or tapping a shoulder or table. They identify specific information in signed texts, such as the properties of colour, number, size or shape, and describe people and objects, for example, PRO3 5-YEARS-OLD, PRO1 HAVE 2 BROTHER, or THAT BALL BIG. Students demonstrate simple procedures using known signs, gestures, objects and list buoys. They recount and sequence shared events using familiar signs and visual prompts. They view short imaginative and expressive texts such as stories and nursery rhymes, demonstrating understanding through drawing, gesture, modelled signs or English. They use fixed handshapes in creative ways, for example to create amusing sequences of signs to enact movements, and portray characteristics through the use of constructed action. They identify similarities and differences in ways they interact when communicating in English and in Auslan.

Students know that Auslan is a language in its own right, different from mime and gestures used in spoken languages. They know that eye contact is necessary for effective communication and that meaning is communicated visually through the use of whole signs, gestures or fingerspelling. They identify and categorise signs according to handshape and they recognise major types of path movements. They know that some signs link to the appearance of a referent, for example PEN, HOUSE, and that some words, such as proper nouns, are borrowed from English by fingerspelling and mouthing. They know that locations of signs can be modified to change meaning, for example when pointing to people. They recognise the importance of facial expression, eye gaze and other NMFs in a visual-gestural language and culture and know that sign order is flexible in Auslan.

Years 3 and 4

The nature of the learners

Learners at this level are developing their cognitive and social capabilities and their communicative repertoire in the language, as well as becoming increasingly aware of their social worlds and their membership of various groups, including their Auslan class. They are more independent and less egocentric, enjoying both competitive and cooperative activities. They are able to conceptualise and reason, and have better memory and focus. They benefit from varied, activity-based learning that builds on their interests and capabilities and makes connections with other areas of learning.

Auslan learning and use

Learners in this band engage in a range of activities in Auslan and share ideas about the language. They respond to teacher-generated questions about texts, participate in games and give brief presentations about topics such as family, pets, or a favourite game or object. They continue to build vocabulary for thinking and talking about school topics. The language used in routine activities is re-used and reinforced from lesson to lesson in different situations, making connections between what has been learnt and what is to be learnt. Learners follow instructions, watch stories and participate in creating short texts on topics relevant to their interests and enjoyment, such as family, pets, favourite activities or food. They recount experiences, interact with visitors, follow directions, negotiate roles in a group and retell important information.

Contexts of interaction

Learning occurs largely through interaction with peers and the teaching team in the language classroom and the broader school environment, with some sharing of their learning at home. They also have some access to the wider Deaf community and resources through virtual and digital technology. The familiarity and routine dimension of the classroom context provide scaffolding and opportunities for language practice and experimentation.

Texts and resources

Learners typically interact with teacher-generated materials, games and songs, and materials produced for learning Auslan, such as computer games or online videos. They may be exposed to texts developed for deaf children as a way of developing their cultural awareness.

Features of Auslan use

Learners at this stage are increasingly aware of differences between Auslan and English. They are developing a wide range of vocabulary and can use simple clause structures to generate their own ideas in structured tasks. They use depicting signs to talk about simple movements and shapes, and with support can represent the viewpoint of a single participant through constructed action. They begin modifying more indicating verbs for present referents and use specific time marking incorporating numerals in their recounts. They are learning to use NMFs to mark manner on verbs or to express negation. Students at this level explore cultural constructs and practices and the language associated with these. Metalinguistically, learners can describe differences between how to show or tell about an event, understand that adverbs modify verbs and that clauses contain what happened, who was involved and surrounding circumstances.

Level of support

The primary support for learners is the Auslan teacher, who provides instruction, explanation, examples, repetition, reinforcement and feedback. Learners create their own texts based on modelled language and teacher guidance. Form-focused activities, particularly those increasing metalinguistic awareness, build students' grammatical knowledge and support the development of accuracy and control in Auslan. Tasks and activities are carefully scaffolded and resourced with supports such as pictures, flashcards, gestures, objects and multimedia. Discussion supports learning and develops learners' conceptual frame for talking about systems of language and culture.

The role of English

Learners use Auslan for classroom routines and structured learning tasks, and for watching texts. They are supported by the teacher to notice and discuss aspects of Auslan and Deaf culture, and to compare Auslan to other known languages and cultures. English is used for class discussions when noticing, comparing and reflecting on both English and Auslan, as well as for accessing some printed material related to topics in the Understanding strand.

Years 3 and 4 Content Descriptions


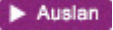



Communicating	
Socialising	Elaborations

Communicate with each other and with teachers about aspects of their personal worlds, daily routines, preferences and pastimes

[Key concepts: routines, interests, personal worlds; Key processes: recounting, describing, expressing preferences]

(ACLASFC145)




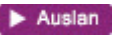

- asking each other about their daily routines, interests or pastimes, for example:
PRO2 ARRIVE SCHOOL HOW? CAR TAXI WALK
G:WELL?
How do you get to school?
PRO2 REGULAR GO-TO-BED WHAT TIME?
What time do you go to bed?
WEEKEND OR HOLIDAYS, WHAT D-O?
What do you do in your free time?

- recounting personal experiences using specific time-related signs and conjunctions, such as BEFORE, AFTER, LONG-TIME-AGO, for example:
LONG-TIME-AGO PRO1 FLY NEW ZEALAND
A long time ago I went on a plane to New Zealand.

- recounting classroom events using some indicating, plain and depicting verbs
- describing activities they have completed, interests or favourite pastimes, using modifications to show manner, for example:
PRO1 WORK LITTLE, LATER WORK-REALY HARD
I worked on it a little bit, then later I worked really hard on it.
PRO1 SWIM_{fast} SWIM_{slow}
I swam really fast till I got tired and slowed down.

- expressing preferences in relation to people, places or things, for example:
PRO1 LIKE THAT, THAT, BUT THAT BEST BOOK
I like that one, and that one, but that one is the best book.

- interacting with members of the Deaf community to share details of their personal worlds
- identifying significant people in their lives, such as family members or friends, describing their appearance, characteristics or personality, for example:
PRINCIPAL YOU-KNOW LONG-HAIR GLASSES?
You know the principal? She has long hair and wears glasses.
POSS1 BROTHER OLD++ TALL REAL FUNNY
My brother is older; he's tall and really funny.


Participate in shared learning activities that involve planning, transacting and problem-solving, using simple signed statements, questions and directions

[Key concepts: task, role, responsibility, clarification, encouragement; Key processes: collaborating, following directions, negotiating, asking for help]

(ACLASFC146)






- working together in collaborative tasks such as cooking or craft activities, using interactional phrases such as: BOOK WHICH WANT MAKE WHICH? PICK.
Which recipe do you want to make? You choose.
PLEASE PRO2 BRING SCISSORS PLUS PAPER?
Can you please bring scissors and paper?

 - following directions for activities such as a treasure hunt or creating a garden, using prepositions such as ON, UNDER, BEHIND and entity depicting signs, such as: DS:turn-left DEAD-END DS:turn-right.
Go left, then at the end turn right.
PLEASE BRING MILK FRIDGE DS:open-door POINT
Please bring the milk; it's at the bottom of the fridge door.

 - negotiating roles and responsibilities in shared learning activities, using expressions such as:
PRO3 TYPE PRO1 WRITE PRO2 D-O WHAT?
He will type, I'll write, and what are you doing?

 - playing games that involve identifying and classifying specific points of information, for example, 'Celebrity Heads'
 - understanding and using expressions of support, encouragement or praise during shared activities, for example, GOOD, EXCELLENT, CONGRATULATIONS
-

Respond to questions, directions and requests, using non-manual features and simple questions and statements to ask for help, to indicate understanding or agreement and to negotiate turn-taking

[Key concepts: instruction, clarification, turn-taking, back-channel, attention, eye contact; Key processes: responding, asking for help, turn-taking, using back-channel, gaining attention]

(ACLASFC147)



- responding to classroom instructions such as
PLEASE WITH-2++ DS:sit-opposite
Please find a partner and sit opposite each other.
DS:line-up PLEASE
Line up, please.
LOOK-AT_{-me}
Look to the front.

- attracting attention or asking for help, repetition or clarification, for example:
PLEASE HELP_{-me}?
Can you help me, please?
PLEASE AGAIN SIGN
Please sign that again.
PLEASE EXPLAIN_{-to self} AGAIN
Please explain that again.
WHAT MEAN?
What do you mean?
PRO2 MEAN...?
Do you mean ...?

- negotiating turn-taking, for example:
PRO1 FIRST YOUR-TURN
It's my turn first, then your turn.

- using back-channels, for example, head nodding to indicate understanding, or raised eyebrows or head shaking to indicate lack of understanding
- gaining the attention of a group or an individual, for example by flashing classroom lights, waving or multiple tapping or tapping or pointing to alert third parties
- maintaining eye contact when communicating

Informing

Organise and summarise key points of information obtained from different types of Auslan texts

[Key concepts: sequence, information, format; Key processes: organising, summarising, identifying, surveying, retelling, recording]

(ACLASFC148)



Elaborations

- retelling key points of information used in classroom interactions and school activities, such as announcements or directions for a game or task
- watching Auslan texts that show people expressing likes and dislikes, and recording observations in table form
- watching a signed presentation by a teacher, peer or visitor and identifying specific points of information
- surveying peers in relation to their interests and preferences, summarising findings in formats such as profiles, charts or graphs
- following the steps of a signed demonstration or procedure such as baking/cooking or simple science experiments, checking with each other about ingredients and processes
- recounting in correct sequence the main points of a shared event such as an assembly performance or sports carnival

Present information associated with their home, school and community activities and routines, using signed descriptions and visual prompts

[Key concepts: recount, description, sequence; Key processes: presenting, demonstrating, recounting]

(ACLASFC149)



- recounting to the class a personal or community experience such as a holiday or weekend event
- presenting routine class information, such as weather reports or daily schedules, using visual prompts and signed descriptions
- sharing selected points of information from their home or local community, such as family traditions or cultural events, conveying key points of information from visual infographics or diagrams
- providing information needed to complete an information-gap activity
- demonstrating a simple procedure using gestures, objects and list buoys

Creating

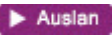
Engage with different types of imaginative texts, identifying favourite elements, characters and events and responding through modelled signing, actions and drawing

[Key concepts: story, character, response; Key processes: responding, comparing, retelling, drawing]

(ACLASFC150)



Elaborations

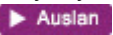
- viewing short Auslan stories and responding by identifying and comparing favourite elements, characters and events
- participating in Auslan games using simple clauses in creative ways, for example, playing the improvisation game 'Space Jump'
- engaging with different kinds of Deaf expression such as handshape poems or art, indicating their response using lexical signs such as:
 LIKE THAT
I like that one.
 DON'T LIKE
I don't like it.
 PRO1 HATE THAT
I hate that.

- comparing two signed versions of a story such as 'The Hare and the Tortoise' and indicating their preference for one version over the other
- retelling favourite elements of a signed story using modelled signing
- drawing a personal interpretation of a 'visual vernacular' description of a character's appearance

Create simple texts that demonstrate imagination and playfulness, using familiar signs, gestures, modelled language and visual supports

[Key concepts: play, imagination, character; Key processes: creating, performing, retelling]

(ACLASFC151)



- assuming the role of a character from a story and responding to signed questions from classmates, such as:
YOUR NOSE DS:long-nose WHY?
Why is your nose so long, Pinocchio?

- participating in storytelling games or imaginative activities, for example, the joint construction of a progressive story such as *I went to market and bought ...*
- retelling a wordless animation, modifying NMFs and lexical signs to indicate manner, for example, walk, sprint, march
- creating a humorous skit using constructed action that involves interaction between two characters
- using a 'visual vernacular' description to create an imaginary character, incorporating physical attributes and personality traits
- working with classmates to use hands to visually represent an object or animal

Translating

Translate high-frequency signs/words and expressions in simple texts such as repeated lines in a story, noticing which ones are difficult to interpret

[Key concepts: similarity, difference, meaning; Key processes: matching, noticing, identifying, translating]

(ACLASFC152)



Elaborations

- participating in shared reading of texts such as the Auslan–English versions of 'The Wrong Book' and answering questions about unfamiliar signs and word/sign matches and mismatches in the text
- identifying and comparing key signs and words in Auslan and English versions of favourite stories, for example, 'The Three Little Pigs' and 'The Old Woman Who Swallowed a Fly', noticing how signs can represent concepts which might not have a direct match in English
- translating popular children's songs into Auslan, for example, 'Happy Birthday'
- playing matching-pair games with Auslan sign-image flashcards and English flashcards, for example, matching cards associated with weather or animals in both languages
- collecting and noting a list of gestures commonly used by hearing people when speaking English that have similar meaning when used in Auslan, for example, head nodding, shoulder shrugging, pointing to watch


Create bilingual versions of texts such as English captioned recordings of Auslan phrases


[Key concepts: meaning, representation; Key processes: creating]

(ACLASFC153)



- creating captions in English for short recorded signed phrases
- creating bilingual texts for the classroom or school community, for example, posters, library displays or digital newsletter items, discussing how to represent meaning in each language for different audiences
- developing a simple handshake dictionary
- creating cards for use by younger children that include pictures, labels and signs, such as a transport-themed card game

Identity	Elaborations
<p>Consider how their ways of communicating and responding to each other shape and reflect their sense of identity</p> <p>[Key concepts: identity, similarity, difference, community, membership, communication; Key processes: observing, identifying, creating, noticing, discussing, comparing]</p> <p>(ACLASFC154)</p> 	<ul style="list-style-type: none"> • using visual representations such as concept maps, posters or captioned slide presentations to identify groups that they identify with, such as friends, family, sporting, interest and community groups • creating a profile to capture their sense of self, for example through creating an avatar or montage, using key signs, fingerspelled letters or simple Auslan expressions in a digital file to identify significant characteristics, traits or experiences • comparing their own and each other's ways of communicating, identifying elements that reflect cultural differences or influences of other languages • identifying markers of identity that may be important across all cultures and communities, for example, family membership, environment, language background, age or gender

Reflecting	Elaborations
<p>Describe ways in which communicating and behaving when using Auslan are similar to or different from their use of their own language(s) and forms of cultural expression</p> <p>[Key concepts: language, culture, values, similarity, difference, communication; Key processes: noticing, comparing, describing, explaining, questioning, reflecting]</p> <p>(ACLASFC155)</p> 	<ul style="list-style-type: none"> • reflecting on similarities and differences between ways of communicating in Auslan and in their first language in different social situations, for example, when greeting/leave-taking; introducing people; and using body language, facial expression and eye contact • comparing their own and each other's reflections on the experience of learning and communicating in Auslan, and considering whether their attitudes or understandings have changed through this experience • reflecting on similarities and differences in communication that reflect culture, such as visual ways of being among deaf people and ways of sharing storytelling or jokes • reflecting on the need for sustained eye contact when using Auslan in order to understand a message and before teacher instructions can proceed • reflecting on differences in forms of address in signed and spoken languages, for example, not using a person's name when signing directly to them, unlike the common use of names in Australian English/other languages • identifying assumptions that they bring to the experience of learning Auslan and considering how these may change through the learning experience

Understanding

Systems of language	Elaborations
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Identify the movement and location of different signs and notice how they combine with handshape to form signs, and understand that Auslan can be videoed and transcribed to assist learning

[Key concepts: orientation, hand dominance, iconicity, non-manual features, recording language; Key processes: identifying, recognising, comparing]

(ACLASFU156)

- identifying the location of a sign on the body or in space
- noticing the five major locations of signs on the body or in space, and identifying signs associated with each, such as SEE (head/face), SAY (mouth/chin), WHY (chest), TALK (hand) and ONE (signing space)
- recognising that handshapes must be performed in a particular orientation
- identifying and demonstrating signs with a change in handshape, for example FIND or BEST
- identifying and demonstrating signs with a change in orientation, for example CAN-NOT or HOW
- understanding that NMFs can also be an element of a sign and can show emotional states such as a happy expression or grammatical information, for example, a frown to mark a negative
- identifying single, double and two-handed signs, and recognising which hand is dominant (the pen hand) and which is non-dominant (the paper hand) within two-handed signs
- comparing iconic signs that provide visual images of referents, such as DRINK, ELEPHANT with English words that map to the sound images of the referents, such as animal noises, or words for sounds such as *bang*
- learning to film themselves and analyse the video or to read simple glosses produced by the teacher, and understanding that the English word used is often not an exact match for the meaning of the sign

Understand how space is used in Auslan to show who is involved in an event through the meaningful location of nouns and verbs, the use of depicting signs and enacting

[Key concepts: signing space, numeral incorporation, verb modification; Key processes: recognising, discussing, comparing]

(ACLASFU157)



- recognising that non-body-anchored nouns can be located in space and identifying instances of this
 - discussing the functions of different pointing signs, such as pronouns, determiners and locatives
 - noticing that single-digit numbers can be separate lexical items or merged into other signs (numeral incorporation) such as those for ages (for example, 5-YEARS-OLD) or adverbs of time (for example, 3-WEEKS-AGO) or pronouns (WE3, WE4)
 - understanding that some verb forms in Auslan indicate who is involved in a verb by changing the direction of the movement or orientation of the handshape
 - noticing the relationship between the location of referents in real space and the direction of some indicating verbs in a text
 - identifying instances of DSs with appropriate support
 - comparing English adjectives with SASS DSs
-

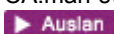
Understand that clauses can be enriched through the use of adjectives and adverbs (when, where, how), often produced with non-manual features

[Key concepts: verb types, adverbs, clause structure, questions; Key processes: recognising, distinguishing, observing]

(ACLASFU158)



- exploring different semantic types of verbs in a text, for example by showing how:
 - *doing* (WALK, WRITE) and *saying* (TELL, CALL-OUT ANNOUNCE?) verbs in narrative texts give information about a characters' actions
 - *sensing* (SEE, THINK) or possessing (BELONG, OWN) verbs indicate what characters think, feel or own
 - *relating* verbs identify or describe a noun, for example, HAVE in PRO3 HAVE LONG-HAIR
- understanding how DSs and adverbs can give extra information about an activity
- noticing that some signs modify the meaning of verbs, such as READ **CAREFUL** and that these are called adverbs
- contributing examples of signs that tell
 - when a verb happens (**IN-2-WEEKS** PRO1 HOLIDAY or WANT LUNCH **NOW**)
 - where a verb happens (PRO3 RUN **FAR** or COME **HERE**)
 - how a verb happens (**FAST** or **SLOW** or PRO2 **QUICK** FINISH)
- understanding that, in terms of meaning, a basic clause represents: a happening or a state (verb), who or what is involved (noun or nouns) and the surrounding circumstances (adverb or adverbs)
- knowing that signing involves either telling with signs or showing with DSs and periods of CA
MAN WALK SLOW
DS(point):man-walks-slowly
CA:man-swinging-arms-nonchalantly



Understand how signers make different language choices in different types of texts and compare this with English versions of text types, and notice how texts build cohesion

[Key concepts: textual features, similarity, difference, cohesion; Key processes: recognising, discussing, comparing]

(ACLASFU159)



- recognising that texts are made up of one or more clauses, which have one or more signs in them and which together make meaning
- discussing and comparing the purposes of familiar texts such as class discussions or stories
- comparing a short text in Auslan with an equivalent English text, noticing similarities and differences in their structure and language features
- observing how texts build cohesion, for example by using different signs to refer to the same person

Language variation and change

Elaborations

Recognise that there is variation in Auslan use, for example in different locations or physical environments

[Key concepts: variation, adaptation; Key processes: identifying, recognising, exploring, considering]

(ACLASFU160)

- exploring similarities and differences in Auslan dialects through building webcam relationships with other schools or through identifying and collecting signs that differ in the northern (Qld and NSW) and southern (Vic., SA, WA and Tas.) dialects, such as DINNER or AFTERNOON
- recognising that variation also occurs in spoken languages and noticing some different words for the same thing in English, such as cossie/cozzie, togs or bathers
- identifying Auslan signs or informal home signs that might be different from signs used by other people
- considering adaptations to Auslan use when communicating in different physical environments, such as in video chats, across a large yard, or when one or both hands are occupied, for example, variations in vocabulary, size of signing space, clarity of signs, use of fingerspelling and NMFs
- recognising variation in adaptation of signing between different users of Auslan, for example, people who are deafblind use hand-over-hand signing and tactile fingerspelling

Language awareness

Elaborations

Develop awareness of the social and cultural nature and context of Auslan and other sign languages, of their different modes of expression and of the related issue of language vitality

[Key concepts: communication, language vitality, culture, accessibility; Key processes: identifying, describing, recognising]

(ACLASFU161)



- identifying different ways Deaf community members communicate with each other and with members of the wider hearing community, including face to face or via technology such as NRS or VRS, through social media, the use of English or the use of interpreters
- identifying how deaf people modify space to maximise visual attention, such as adjusting seating or removing visual obstacles
- exploring different expressions for gaining attention or signalling enjoyment, such as tapping, waving, stomping or using visual applause, and their suitability for visual language users
- recognising that Aboriginal and Torres Strait Islander peoples' use of signed languages is culturally determined and shaped by their beliefs and values
- understanding cultural values associated with the conferment of name signs to people, such as second language learners of Auslan who are joining the Deaf community
- exploring the vitality of Auslan and other spoken and signed languages, appreciating that a language with strong vitality is one used by many people in the home and other domains, across generations, to talk about most topics
- understanding how and why some deaf children face challenges with communication in hearing families or in social settings
- understanding that some languages used in Australia, such as English, have large numbers of users, while others, such as many spoken and signed Aboriginal and Torres Strait Islander languages, are endangered or in the process of being revived or reclaimed
- recognising the important role of deaf families and deaf schools in preserving and maintaining Auslan and cultural identity
- understanding that Aboriginal and Torres Strait Islander signed languages arise from specific needs, for example, certain cultural restrictions on speech, or the presence of deaf people
- exploring relationships between place, space and people, considering why some places and spaces make deaf people feel comfortable and promote a sense of cultural belonging and pride
- identifying behaviours, rights, roles and responsibilities in relation to the ownership and maintenance of Auslan, and recognising that this ownership rests with the Deaf community and is determined by traditional social groupings/families, places, history and stories

Role of language and culture

Elaborations

Explore connections between identity and cultural values and beliefs and the expression of these connections in Auslan
[Key concepts: language, culture, identity, symbol; Key processes: exploring, understanding, noticing, recognising, questioning, making connections]

(ACLASFU162)



- exploring culture as an essential part of human life, understanding that it is shared, passed on between generations and is closely connected to language and to identity
- understanding that culture is more than the visible aspects of people's lives, that it also includes invisible elements such as beliefs and values, how people think about themselves and others, how they relate to their social and physical environments, and how this understanding applies to themselves as users of their first language and as learners of Auslan
- recognising that in each culture there are general rules for what to say and do, when, where and with whom, and that these rules differ from culture to culture, for example, the Deaf culture places greater importance on eye contact than cultures that communicate through spoken languages
- recognising that language reflects values and beliefs, for example in expressions of personal identity or in the recognition of others (sameness and difference), for example by identifying deaf family members as part of introductions, and by relaying cultural information about background and context and shared knowledge when interacting with others

Years 3 and 4 Achievement Standard

By the end of Year 4, students participate in classroom routines and structured interactions with teachers and peers. They communicate about daily routines, interests and pastimes; recount personal experiences and classroom events; and describe people, experiences or activities using simple depicting signs, such as DS:run-around-oval THEN DS:sit-in-circle. They express preferences, follow directions and ask for clarification or help. They play games that involve making choices, exchanging information and negotiating turn-taking. They use non-manual features to indicate understanding, interest or lack of interest. They use culturally appropriate protocols, such as gaining attention by waving, tapping or pointing to alert third parties and maintain eye contact when communicating, for example PRO2 MEAN or ... RIGHT PRO1? They identify, summarise/paraphrase and retell key points of information in signed texts such as announcements, directions for a game or presentations by visitors, for example PRO1 FIRST YOUR-TURN. They recount in correct sequence the main points of an event or favourite elements of a signed story, using modified indicating verbs, such as POSS1 FAVOURITE PART PRO3 TAKE MONEY THEN RUN^{-that direction-}. They present routine class information, such as weather reports or daily schedules, using visual prompts and signed descriptions. They create their own simple imaginative texts and retell wordless animations using familiar signs, gestures, modelled language and visual supports. They translate high-frequency signs/words and expressions in simple texts. They reflect on their own cultural identity and ways of communicating in light of their experience of learning Auslan.

Students compare fingerspelling with written English, noticing that it can be used for whole words or for parts of words. They recognise that there are signs that have no single English word equivalent, and know that signs can be displaced in space for different purposes, such as to show locations or different participants in a verb. They know that signing involves telling, depicting or enacting. They recognise variation in how Auslan is used, for example by recognising regional dialects and differences in signing space. They identify different ways Deaf community members communicate with each other and with members of the wider hearing community, for example, face to face, via technology, social media and interpreters. They know that culture is closely related to language and to identity and involves both visible and invisible elements.

Years 5 and 6

The nature of the learners

Learners at this level are expanding their social networks, experiences and communication repertoire in both their first language and Auslan. They continue to need guidance and participate in structured, collaborative tasks that both recycle and extend language. They are gaining greater independence and becoming more conscious of their peers and social context. They are gaining awareness of the world around them and of nature of the Deaf community in Australia. They notice similarities and differences between Auslan and Deaf culture and their own language(s) and culture(s).

Auslan learning and use

Learners use well-known phrases in Auslan to participate in classroom routines, presentations and structured conversations with the teacher and peers. They focus on aspects of their personal worlds and are introduced to content related to Auslan, the Deaf community and other learning areas. Learners develop their capability in Auslan through scaffolded tasks and texts such as descriptions and stories. They are learning to apply their knowledge of key signs and textual features to predict the meaning of unfamiliar language. They use modelled language to create texts such as narratives. They use Auslan to paraphrase; form questions to request information; interview others; plan, rehearse and deliver short presentations; and to compare interests and activities. They extend their language use by expressing ideas through expanding and connecting clauses.

Contexts of interaction

Learners use Auslan to interact with the teacher and their classmates, and may use technology to communicate with deaf peers in other contexts. Tasks are typically structured, collaborative and at times competitive, such as group performances, class displays or games. Language development and use are incorporated into collaborative and interactive learning experiences and activities. Learners may notice the use of Auslan in the community, such as in the media.

Texts and resources

Learners engage with a growing range of signers and videoed signed texts. They also engage with resources prepared by their teacher, including games, performances, presentations and language exercises. They may have additional access to Auslan and Deaf culture through resources created for the Australian Deaf community, such as children's television programs, websites or video clips. In addition, they make use of texts from other signed languages that make extensive use of the 'visual vernacular'.

Features of Auslan use

Learners are expanding their knowledge of vocabulary and sentence construction. With support, they use constructed action to show participants in a narrative, modify indicating verbs for non-present referents with increasing accuracy across a text, and use more complex entity depicting signs. Learners are developing a metalanguage for describing aspects of Auslan and how it is structured, such as how signers use different means to refer to things for cohesion in a text. They are increasingly aware of the connection between language and cultural practices and compare such connections to their own language and culture.

Discussion, reflection and explanation ensure the continued development of learners' knowledge base and metalinguistic and intercultural capabilities. Understanding of the relationship between language, culture and identity is developed through guided investigation of how language features and expressions carry specific cultural meaning; through critical analysis of cultural stereotypes, attitudes and perspectives; and through exploration of issues related to personal and community identities. Students reflect on the relationship between language, culture and identity and how these affect communication and intercultural experience through the lens of their own bicultural experiences.

Level of support

Support provided by the teacher at this level includes explicit instruction, description, and comparison of Auslan and English; modelled language use and examples of texts; and feedback on and review of student work. Learning experiences incorporate implicit and explicit form-focused language learning activities and examples of texts and tasks. Learners need practice and guidance in using dictionaries, especially Signbank, and access to word charts, vocabulary lists and examples when translating and creating texts.

The role of English

Auslan is used for classroom routines and language learning tasks and may be used as the language of instruction for learning the content of other learning areas. The language of response varies according to task demands, with Auslan used primarily for communicating in structured and supported tasks and English for open-ended, comparative tasks that develop learners' understanding of language and culture. English may also be used to research cultural issues where the source text is not available in Auslan.

Years 5 and 6 Content Descriptions

Communicating







Socialising

Elaborations

Share ideas and feelings about people they know, their daily lives, social activities and the school community
[Key concepts: experience, interaction, interests, relationship;
Key processes: describing, discussing, responding, comparing, expressing feelings]

(ACLASFC163)




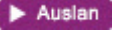

- describing experiences and how they made them feel, for example:
DEAF PERSON WILL VISIT SCHOOL PRO1 EXCITED MEET
I am excited to meet the deaf visitor.
POSS1 FRIEND CHANGE OTHER SCHOOL PRO1 SAD
I was sad when my friend moved away.

- discussing aspects of their school experience, using familiar lexicalised fingerspelled signs to talk about shared places or people they know, for example:
M-O-N M-R S-M-I-T-H GIVE_{me} BOOK THAT NEW
On Monday Mr Smith gave me a new book.

- comparing weekend or holiday routines, interests and activities, using signs associated with time, sequence and location, for example:
REGULAR SUMMER PRO1_{plural} GROUP-MOVE-TO BEACH STAY++ THREE WEEK
We go to the beach for three weeks in summer.
WEEKEND PRO1 GO-TO-AND-BACK++ CAMP
I go camping on weekends.

- discussing shared experiences of school events, using appropriate interactional strategies when communicating in pairs or in groups, for example, using NMFs and eye gaze to gain, hold or finish a turn, for example:
THEATRE GOOD, LONG_{really}
I liked the theatre performance but it was soo long.
SCHOOL SWIMMING RACE, GOOD BAD, PRO2 THINK WHAT?
What did you think about the swimming carnival?

- describing relationships between members of their families or between classmates, for example:
PRO3 POSS1 COUSIN WE2 GOOD FRIEND.
She's my cousin; we're good friends.

- comparing attributes or characteristics of classmates or classroom objects, for example:
S-A-M RUN FAST C-H-R-I-S WORSE FAST SPEED
Sam runs fast but Chris runs the fastest.
THAT BEST COMPUTER
That's the best computer.


Collaborate with peers to plan and conduct shared events or activities such as performances, presentations, demonstrations or transactions

[Key concepts: performance, presentation, Deaf culture; Key processes: planning, negotiating, organising]

(ACLASFC164)



- working collaboratively to plan a performance or presentation for a younger class, for example on aspects of Deaf culture or Auslan
 - expressing preferences in relation to roles and responsibilities in shared learning activities, using statements such as:
PRO1 HANDWRITING PRO1 DON'T-LIKE RATHER TYPING
I don't like handwriting; I prefer to type it.
PRO1 DON'T-WANT DRAW, PRO1 WANT TAKE-PHOTO++
I don't want to do the drawing; I'd rather take photos.

 - negotiating with a partner to prioritise or sequence tasks when planning a learning activity, using language such as:
PRO2 THINK BEST THIS FIRST, FINISH, NEXT
Do you think we should do this first and when that's done, next
THAT FIRST IMPORTANT THAT SECOND
That's more important than this.

 - organising activities such as excursions or talent shows, using expressions related to place, time and numbers, for example:
THAT THEATRE WHEN WHAT DAY?
What date is the show?
HOW-MANY PEOPLE WILL DS:many-move?
How many people will be there?

 - playing games that involve detailed information exchange, such as 'Guess Who?', asking for and supplying descriptions, for example:
POINT HAVE GLASSES?
Does yours have glasses?
DON'T-HAVE
No.
 - allocating responsibilities for the completion of shared tasks, such as following a recipe or building a model
 - carrying out simulated transactions in different contexts, for example, playing a 'restaurant' game, or a food shopping game
-

Communicate appropriately while involved in shared learning activities by asking and responding to questions, managing interactions, indicating understanding and monitoring learning
[Key concepts: agreement, clarification, protocol, reflection;
Key processes: responding, agreeing, monitoring]

(ACLASFC165)



- responding to signed class and school announcements such as assembly procedures

- showing agreement or disagreement or asking for clarification, for example:

PRO1 AGREE

I agree.

PRO1 AGREE-NOT


I don't agree ...

THAT RIGHT THAT?

Is that right?

...RIGHT PRO1?

... am I right?

 Auslan

- using discourse markers in conversation to indicate understanding, attention or consideration, for example:

SURPRISE

ooh (with appropriate intonation)

INCREDIBLE

No way!


WOW

Wow!

UM

um

 Auslan

- respecting protocols for interrupting conversations, for example by walking between signers, waiting for eye contact and pauses in signing and using language such as EXCUSE or SORRY INTERRUPT
- monitoring their own and each other's learning, for example by making comments such as:
SURPRISE KNOW-NOT PRO1
I didn't know that ...
THANKYOU PRO2 EXPLAIN CLEAR
Thank you – that was really clear.
 Auslan
- following appropriate protocols when interacting with interpreters, for example not standing between the interpreter and the deaf person
- using non-auditory ways of signalling enjoyment, support or encouragement in large group or audience activities, for example, by foot stomping at a deaf basketball game

Informing

Elaborations

Collect, classify and paraphrase information from a variety of Auslan texts used in school and community contexts

[Key concept: information, findings, concepts; Key processes: identifying, collecting, classifying, paraphrasing, responding, explaining, requesting, interviewing]

(ACLASFC166)



- identifying specific points of information in procedural or descriptive Auslan texts, responding to signed comprehension questions
- paraphrasing the content of selected Auslan texts such as community announcements and relaying the information to others
- using information collected from peers about home and school routines, presenting findings to the class using visual supports/graphic organisers
- viewing Auslan texts from other content areas, using depicting signs to explain concepts such as states of matter or climate variation
- forming and signing questions to request information from a deaf organisation or person needed to produce a digital text such as a brochure or program
- interviewing Deaf peers or other Auslan users and noting unfamiliar signs, recoding and classifying these in their personal sign dictionaries

Convey information in different formats to suit different audiences and contexts

[Key concepts: context, purpose, audience; Key processes: presenting, creating]

(ACLASFC167)



- assembling an information pack about their school to support newly arrived deaf students, including a signed glossary of key people and places and simple directions to navigate the school
- creating a rehearsed digital report/reflection in Auslan for a school website on the experience of interacting with Deaf visitors
- presenting information for Deaf visitors at a school open day about significant school or community events, such as festivals or sports carnivals
- presenting information using visual support to engage the interest of the wider school community in a selected Deaf organisation or community activity
- explaining a favourite game that can be played in Auslan or English, highlighting key Auslan terms and supporting information with pictures, gestures and demonstrations
- planning, rehearsing and delivering short presentations about their use of Auslan in different contexts, taking into account context, purpose and audience
- explaining a procedural text to the class, such as a recipe

Creating

Elaborations

Engage with a range of creative and imaginative texts, identifying and discussing ideas and characters and making connections with their own experiences

[Key concepts: narrative, theatre performance, emotional response, humour; Key processes: sequencing, comparing, shadowing, reflecting]

(ACLASFC168)



- viewing a signed narrative text and responding by drawing a storyboard that identifies and sequences key events
- viewing a theatre performance designed for a deaf audience and sharing their reactions to the experience of viewing a theatre performance designed for a deaf audience
- comparing their reactions to imaginative texts that evoke positive or negative emotional responses, making connections with experiences in their own lives that have produced similar feelings
- engaging with different examples of Deaf humour, such as Deaf jokes, and comparing them with examples of humour in spoken English or in silent films or mime
- shadowing signed elements of theatrical or cinematographic texts that use handshapes, such as the scene with hand-faces in the film *Labyrinth*
- tracking and reflecting on the experiences of deaf dancers and choreographers, for example as contestants in shows such as *So You Think You Can Dance*

Create or reinterpret simple imaginative texts that involve favourite characters or humorous situations, using a range of signs, gestures and supporting props to convey events, characters or settings

[Key concepts: constructed action, perspective, choreography; Key processes: adapting, performing, retelling, dancing]

(ACLASFC169)



- creating and performing an adaptation of a humorous story with two or more characters, using elements of constructed action such as eye gaze change, body shift and head orientation change
- retelling a story to compare characters' perspectives using referents
- working collaboratively to create a visual representation of a face, using the hands and bodies of at least two classmates
- using 'visual vernacular' to create a humorous skit for a younger group of Auslan learners
- creating the next scene, a new character or an alternative ending for a signed fable, short story or cartoon
- choreographing and performing music-less dance, focusing on matching timing, beat and rhythm
- creating and performing a story from the viewpoint of a single character or narrator

Translating

Elaborations

Translate familiar texts from Auslan to English and vice versa, noticing which words or phrases require interpretation or explanation

[Key concepts: equivalence, meaning, interpretation; Key processes: identifying, translating, shadowing, creating, comparing]

(ACLASFC170)



- finding and using phrases that have direct translations between Auslan and English, for example, *Goodnight*, *Happy birthday*
- shadowing a story in Auslan as a pre-interpreting skill, noticing which phrases and concepts need more unpacking
- demonstrating the use of a bilingual online dictionary (Signbank), for example by looking up various meanings of the word *run* and comparing variation in signs for the concept in different contexts, and using it to translate Auslan texts into English and vice versa
- using resources such as Signbank to identify words which might not have a direct sign equivalent, for example, *jewellery*, *pets* and other collective nouns
- translating segments from popular children's texts such as fairytales or short stories into Auslan, considering why some elements cannot be translated literally

Create their own bilingual texts and learning resources such as electronic displays, websites or digital newsletters

[Key concepts: bilingualism, meaning; Key process: composing, creating]

(ACLASFC171)



- composing bilingual texts for class or school assembly performances, events or displays, for example, National Week of Deaf People announcements
- constructing and co-maintaining a bilingual website with a Deaf school
- creating bilingual texts for younger children, such as an online Auslan–English dictionary of school-specific vocabulary

Identity

Elaborations

Demonstrate understanding of the nature of identity in relation to themselves and to members of the Deaf community

[Key concepts: identity, community, history; Key processes: documenting, creating, sharing, evaluating, comparing]

(ACLASFC172)



- describing key milestones or important influences in their lives, including people, events, experiences, community traditions or travel experiences, explaining how these have helped shape their sense of identity and their perspectives
- viewing a series of Auslan identity stories, such as those found in the Griffith University *Introduction to Deaf Studies Unit 1* set, comparing their own experiences to those described by deaf children and adults in the footage
- making and sharing 'hand identity charts' to illustrate similarities and differences in how students define themselves or may be defined by others, using sketches of signs or gloss in the fingers of the chart and views of others outside the handshake
- identifying Deaf community identities associated with significant places, such as Martha Overend Wilson and the sites of the former Queensland Adult Deaf and Dumb Mission, or Eugene Salas and the original South Australian Deaf Society/Mission building

Reflecting

Elaborations

Reflect on how language and cultural background influence perceptions of other languages and communities, and on their experience of learning and communicating in Auslan

[Key concepts: influence, perspective, perception, self-reflection; Key processes: comparing, sharing, monitoring, identifying, analysing, explaining, reflecting]

(ACLASFC173)



- examining misconceptions held by some hearing people about deaf people, Auslan and Deaf culture, such as the idea that all deaf people can hear with hearing aids, or that deaf people may not drive
- considering possible explanations for assumptions deaf people might make about hearing people or about spoken languages
- observing and documenting their development as learners of Auslan, for example, by recording learning experiences and reflections in blogs, learning logs or journals, considering whether their sense of identity changes when communicating in this language
- reflecting on similarities and differences between spoken language and signed language users, for example, behaviours when joining interactions, taking turns, using name signs, or passing between people who are communicating with each other
- identifying and comparing how various emotions and different attitudes, such as respect, shyness, exuberance or embarrassment, are expressed in and responded to by different languages and cultures
- exploring ideas about identity in journal writing, for example by documenting challenges and rewards relating to second language learning and any changes in relation to their sense of identity

Understanding

Systems of language

Identify and describe elements of sign production, including handshape and its orientation, movement, location and non-manual features, and explore the processes of annotating Auslan videos or reading and transcribing glossed texts
[Key concepts: body anchored, iconicity; Key processes: identifying, recognising, annotating, glossing]

(ACLASFU174)



Elaborations

- noticing that in a stretch of connected signing a sign will often be produced differently to the way it is shown in a dictionary
- identifying some NMFs in a signed text
- recognising that some signs can occur with a standard mouth gesture and that these are sometimes called multi-channel signs
- thinking of body-anchored signs, such as head or why, and signs that are not body anchored, such as HAVE or STOP, and recognising that non-body anchored signs can be located in space around the signer
- identifying some iconic signs and considering how they are iconic
- exploring with support software such as ELAN to annotate signed texts with some grammatical marking such as NMFs
- 'reading' and transcribing glossed texts, including indicating understanding that there are markings to show NMFs and spatial locations

Understand that signs can include different information, including a gestural overlay, identify types of depicting signs and how signers establish spatial locations and show constructed action

[Key concepts: gestural overlay, establishing a spatial location, function of constructed action; Key processes: recognising, distinguishing]

(ACLASFU175)


- recognising that Auslan has fully-lexical signs that are in the dictionary and have a standard handshape, movement and location, and partly-lexical signs that cannot be listed in a dictionary in all forms as they change their form each time they are signed, such as DSs
 - noticing that fully- and partly-lexical signs can include grammatical information not included in a 'citation' form, for example, the sign TELL_{-me} is not listed separately to TELL (towards neutral space) and GO-TO includes GO-TO_{-often}
 - identifying where a signer has established a location in space (for example, through points, non-body-anchored signs, fingerspelled words or verb movement changes)
 - recognising that signers must make explicit which referent is associated with a location
 - identifying examples of each type of DS in an Auslan text: entity DSs, handling DSs and SASS DSs
 - learning that the function of CA is to represent the words, thoughts or actions of a protagonist in a text, either themselves or another
 - knowing that in CA a signer can shift into the role of another, or themselves at a different time, through eye gaze change, body shift, head orientation change, and matching facial expressions
-

Develop understanding of the important role of non-manual features in adverbs and joining clauses, and know that spatial relationships in Auslan are typically expressed with depicting signs

[Key concepts: manner, locatives, topicalisation; Key processes: recognising, distinguishing]

(ACLASFU176)



- recognising that quantifiers such as FEW or THREE are also types of adjective signs
 - noticing that sometimes Auslan signers have information about how a verb happens through NMFs not separate signs (for example, WRITE_{-carelessly})
 - recognising that some adverbs modify adjectives, not verbs, for example VERY, and that these modifications to adjectives can also be expressed with NMFs, for example changes in mouth patterns and movement of signs can intensify adjectives, for example, RED_{-really}, PLEASE_{-really}, TALL_{-really}
 - distinguishing between the citation form of a sign and the adverbial NMF overlaid and what meaning each part carries, for example: MAN SPRINT (base form), MAN SPRINT_{-fast} (manner added)
 - recognising how conjunctions such as plus, if or but are used to join clauses and create cohesion
 - recognising that signers can give information about how a verb happens over time by changing the movement, for example, signing WATCH versus WATCH_{-for-a-long-time}, or with lexical signs such as WATCH AGAIN++
 - recognising that typically signers use DSs to show spatial relationships, not separate signs such as ON or UNDER
 - recognising that some nouns are not signed overtly in a clause, for example in the clauses below, the noun (the swimmer) is given in the first clause but not repeated in the second
PRO2 SWIM DETERMINED SWIM, NOT WIN
You swam really hard but you didn't win.
-  Auslan
- noticing that clauses are elaborated and made more vivid by adding adjectives and adverbs and by enacting or using DSs, and that they can be joined by conjunctions to make longer sentences
 - noticing that parts of a sentence can be signed simultaneously in Auslan, making it hard to establish word order
 - recognising that the element of a sentence that a signer wants most focus on is sometimes signed first and that this process of topicalisation involves particular NMFs

Identify and use language features of different types of Auslan texts and understand that texts are made cohesive through language choices

[Key concepts: language features, cohesion, referent tracking; Key processes: identifying, analysing]

(ACLASFU177)



- identifying structures and characteristic features of particular types of text that suit the purpose of the text, for example, selecting language that expresses emotion in a narrative text compared to more factual language used for objective reporting in an information report
- analysing samples of particular types of text, noticing choices signers have made in the production of their text, for example the amount of CA they have used
- identifying the many ways signers can refer to the same referent in a text, for example by using DSs, points, list buoys, and how such strategies support understanding

Language variation and change	Elaborations
<p>Explore variation in terms of the impact of other languages on Auslan across contexts and over time</p> <p>[Key concepts: influence, language borrowing, style shifts; Key processes: noticing, recognising, explaining]</p> <p>(ACLASFU178)</p>	<ul style="list-style-type: none"> noticing different ways that English words are borrowed into Auslan, for example, the use of fully fingerspelled words, such as D-U-E, N-O-U-N, the fingerspelling of the first letter of corresponding English words, for example TOILET, FATHER, or abbreviations of English words, for example, state names: S-A, N-S-W, V-I-C, T-A-S, and organisation names: N-A-B-S, W-A-A-D, N-S-W-A-D, D-C-S-S-A creating lists of fingerspelled words which have become lexicalised, for example, #HOW, #BUT, #ABOUT or #FOR and looking at how this process has changed the form of words over time recognising that Auslan includes loan signs from Signed English, some of which were invented for Signed English (for example, TOY or DAD) and some that were from the southern dialect and incorporated into Signed English, for example, YELLOW looking at style shifts in domains where English is in closer contact with Auslan, such as the use of more English-like structures in formal and educational settings explaining the influence of other signed languages such as BSL, ISL and ASL on Auslan over different periods of time and discussing reasons for such influence
Language awareness	Elaborations


Explore the current status and profile of Auslan and of the Deaf community in contemporary Australian society, considering issues such as language transmission, usage and documentation

[Key concepts: diversity, representation, language transmission, documentation; Key processes: recognising, describing, understanding, discussing, investigating]

(ACLASFU179)

- describing the visibility and use of Auslan in the wider community, for example in television programs, on the news, at community events, sporting fixtures and in emergency announcements
- discussing the diversity of Auslan users in the Australian community, including people who are deaf, those who are hard of hearing and hearing people such as CODAs and interpreters
- investigating the signed languages used by deaf and hard of hearing members of Aboriginal and Torres Strait Islander communities
- exploring variation in Auslan fluency among classmates and members of the Deaf community, considering the relevance of factors such as where and when individual users learnt to sign and whether they are from a Deaf or hearing family
- mapping sign language use around the world using data from Ethnologue, for example by identifying and labelling countries with correct naming of the sign language used, such as France = LSF: Langue des Signes Française; Germany = DGS: Deutsche Gebärdensprache
- finding representations of signing deaf people in the media or in literary texts, and evaluating how they and the language are represented
- investigating the profile and distribution of members of the Deaf community, for example across states of Australia or by age or gender, using data from censuses and other sources to summarise and represent information in graph/visual forms, and to suggest possible explanations of patterns or statistics
- understanding the role and function of Auslan–English interpreters and Deaf interpreters and the access and opportunities they provide to language users
- recognising that many languages are well-documented, strong, healthy and widely used by many people across generations while others are less well-documented and robust
- recognising that some languages have no written form and have historically been passed on face to face/orally, which means that they are less well recorded or documented
- recognising language documentation as an important means of recording, maintaining, transmitting and revitalising a language
- understanding the nature of transmission of Auslan, for example, that in most cases Auslan is not passed on from parent to child but from peers, or is learnt by children from adults outside the family, and that some Deaf people learn Auslan later in early adulthood
- describing how Auslan has been transmitted across generations and how it has been recorded, investigating reasons for the 'oral' tradition language transmission
- using the UNESCO atlas to map the world's minority languages and those that are in critical endangerment and to document the vitality of signed languages

- exploring how different technologies are used by deaf people to support social networks and strengthen their community and language
- explaining the significance of stories linked to Deaf social history and the responsibility of the Deaf community to convey shared experiences that relate to Deaf history and significant sites, for example by sharing stories about school days in the past
- identifying examples of deaf people who have been recognised for different reasons in wider Australian society, for example, Alastair McEwin or Drisana Levitzke-Gray, and discussing how such recognition contributes to broader awareness of Auslan in Australia

Role of language and culture	Elaborations
<p>Reflect on how communities' ways of using languages are shaped by, reflect and strengthen cultural values and beliefs and how these may be differently interpreted by users of other languages</p> <p>[Key concepts: cultural expression and transmission, values, beliefs; Key processes: observing, making connections, discussing, investigating]</p> <p>(ACLASFU180)</p> 	<ul style="list-style-type: none"> • explaining the role of Auslan and Deaf culture in maintaining, reflecting and strengthening the Deaf community and its networks and significant places • understanding that knowledge about past and present Deaf people and cultural experience and values is embodied in and transmitted through Auslan, for example ways of producing the sign for SIGN reflect cultural values placed on fluency • identifying the cultural importance of elements of communication such as the use of signing space and proxemics by Auslan users, particularly in relation to a person passing between two signers, or to the positioning of communication partners • identifying cultural differences in the use of personal names in Auslan and their own background language, such as the fact that Auslan signers do not use a person's name sign when addressing them directly as do users of many spoken languages • recognising that different types of expressive and imaginative performance in Auslan carry cultural as well as linguistic information, for example, a film or theatrical performance that represents typical miscommunication experiences between deaf and hearing people • reflecting on the ways culture is interpreted by others, for example by identifying how stereotypes about deaf and hearing people influence perceptions • understanding that 'sound' is accessed differently in Deaf culture, that the meaning and importance of sound in deaf people's lives is not the same as in hearing people's experience

Years 5 and 6 Achievement Standard

By the end of Year 6, students discuss aspects of their daily lives, social activities and school experience and respond to each other's comments. They describe relationships and characteristics of people and objects and express feelings and preferences, for example, POSS1 FRIEND CHANGE OTHER SCHOOL PRO1 SAD. They negotiate with each other to plan, organise and complete learning tasks and activities, using statements such as PRO1 DON'T-WANT DRAW, PRO1 WANT TAKE-PHOTO, THANKYOU PRO2 EXPLAIN CLEAR, or THAT FIRST IMPORTANT THAT SECOND. They follow more complex instructions and directions involving several steps. They compare experiences, routines, interests and activities, using signs associated with time, sequence and location. They follow protocols when interacting with each other or with interpreters or visitors to the classroom, for example by interrupting conversations appropriately or providing context for a new participant joining a conversation. They paraphrase the content of selected signed texts, such as community announcements, and relay the information to others. They plan, rehearse and deliver short presentations, taking into account context, purpose and audience. They respond to creative and imaginative texts, for example by discussing ideas and characters, shadowing signed elements of theatrical or cinematographic texts that use handshapes, and by making connections with their own experiences. They create or reinterpret simple imaginative texts using elements of constructed action (CA), such as body shift, eye gaze and head orientation change. They modify non-manual features and lexical signs to indicate manner. They translate familiar texts from Auslan to English and vice versa, identifying which words or phrases require interpretation or explanation.

Students discriminate between body-anchored and non-body-anchored signs, and recognise how non-body-anchored signs can modify their locations meaningfully. They know that the function of CA is to represent the words, thoughts or actions of a protagonist in a text, either themselves or others, and that spatial relationships between objects are typically expressed with depicting signs in Auslan. They understand different ways that English words are borrowed into Auslan and identify connections between Auslan and other signed languages, for example, BSL, ISL and ASL. They recognise the diversity of Auslan users in the community, including people who are deaf, hard of hearing, and hearing people such as CODAs or interpreters. Students recognise how Auslan has been transmitted across generations and describe different ways it has been documented and recorded, for example, by glossing and the use of technology such as ELAN. Students reflect on the ways culture is differently interpreted by others, for example by identifying how stereotypes about deaf and hearing people influence perceptions.

Years 7 and 8

The nature of the learners

The transition to secondary schooling involves social and academic demands that coincide with a period of maturational and physical change. Learners are adjusting to a new school culture with sharper divisions between curriculum areas. There is a need for continuity through change in relation to their language learning. Students in this pathway are continuing to study Auslan, bringing with them a capability to communicate, with some assistance, about their immediate world and the Deaf community. They have experience in analysing the major features of the language system and in considering intercultural exchanges, including their role in these. However, learners at this level may find themselves in classes that include learners with a range of previous experience with Auslan and Deaf culture. A multilevel and differentiated approach to teaching and task design responds to this diversity of prior experience.

At this level, students bring a range of learning strategies to their language learning. They are increasingly aware of the world beyond their own and are engaging with broader issues of youth and society, land and environment, education and identity, while establishing a balance between increasing personal independence and social responsibilities. They are considering their future pathways and choices, including how Auslan might be part of these.

Auslan learning and use

Learners interact using Auslan in classroom routines and communicative tasks. They use Auslan to compare and contrast, sign instructions, problem-solve, make announcements, persuade, and recount experiences in increasing detail. They are able to express their feelings and emotions creatively in Auslan.

Contexts of interaction

The primary context for learning remains the Auslan class; however, there may be opportunities for interacting with deaf students from other schools and with other learners of Auslan, for example through technology and sister-school relationships. Learners may be exposed to Auslan signers from the Deaf community through visiting speakers, media and community events.

Texts and resources

Learners engage with a range of increasingly complex live and digital signed texts designed for learning Auslan in school. Authentic texts created for Deaf people, such as websites, provide extra opportunities to extend understanding of language and culture. Texts come from a range of domains or genres, such as community announcements, vlogs and stories, and serve a variety of purposes, such as informative, transactional, communicative, imaginative and expressive. The Deaf community is the most important resource for learning because it is the origin of most of the texts and communicative situations engaged with by learners.

Features of Auslan use

Learners are extending their grammatical knowledge, such as how language structures and features are used in texts. They are using more elaborate sentence structures, including conjoining clauses, and are increasingly making their texts cohesive by setting up and maintaining referents in signing space. Learners are exploring non-manual features (NMFs) and their relationship with clause types, and are beginning to use constructed action to represent multiple participants in a text. They are increasingly aware of connections between language and culture, comparing them to concepts in their own language and culture. They are learning to reflect on their own language and culture and on how identity impacts on intercultural experiences.

Level of support

Particular support is required at this stage of learning to manage the transition to secondary schooling and to encourage continued engagement with language learning. Opportunities to review and consolidate prior learning are balanced against provision of engaging and relevant new experiences and tasks that are more challenging. Learners require modelled language use and explicit instruction in grammatical knowledge, with comparison between English and Auslan. They need support in using dictionaries, particularly in determining base signs and choosing appropriate meanings for the context. Learners continue to access visual glossaries, charts and examples to support their receptive and productive language use. The teacher continues to provide implicit and explicit modelling and scaffolding in relation to meaningful language use in a range of contexts, and explicit instruction and explanation in relation to language structures, grammatical functions, vocabulary and abstract cultural concepts. Learners at this level are encouraged to self-monitor, for example, by keeping records of feedback and through peer support, and to self-review and adjust language in response to their experiences in different contexts.

The role of English

Auslan is used for classroom interaction, language learning tasks and experiences, and, with support, reflection on learning. Auslan may also be used for learning new content drawn from other learning areas. English is used for analysis, comparison and reflection in relation to abstract concepts and more substantive discussion. English may also be used to research cultural issues where a source text is not available in Auslan. Learners continue to develop a metalanguage for thinking and talking about language, culture, identity and about the experience of learning and using Auslan.

Years 7 and 8 Content Descriptions

Communicating	
Socialising	Elaborations

Interact appropriately with people in different contexts, sharing experiences, interests and opinions about current events or school and community experience

[Key concepts: protocol, turn-taking, interaction; Key processes: socialising, comparing, turn-taking, clarifying]

(ACLASFC181)



- using signs to agree or disagree on relevant topics, such as:

AGREE YES HOMEWORK SHOULD

Yes, I agree we should do homework.

PRO1 KNOW WHAT MEAN, BUT....


I know what you mean, but ...


PRO1 DOUBT

I'm not sure.

AGREE-NOT, PRO1 THINK...

I don't agree; I think ...

 Auslan




- participating in videoconferencing exchanges with deaf children or other Auslan students from another state to compare and contrast aspects of their school and learning experiences
- contributing to online videoconferencing with other Auslan users to compare and contrast aspects of their school and learning experiences
- using appropriate NMFs when turn-taking, for example:
HOLD
Hold that thought.
QUICK INTERRUPT
Can I just interrupt you quickly?
WAIT....COME
Can you just wait a moment ... Right, what did you want?
 Auslan
- clarifying meaning, for example by using fingerspelling to explain unfamiliar vocabulary, as in, PRO2 MEAN [fingerspell word]?
- using appropriate protocols to join or leave conversations, for example, waiting for eye gaze or for the signer to finish and not asking for a full recount
- engaging with deaf visitors from different groups and backgrounds and creating a vlog about the visits

Engage in different processes of collaborative learning, including planning, problem-solving, task completion and evaluation

[Key concepts: design, communication, reflection; Key processes: collaborating, designing, creating, presenting, problem-solving, reflecting]

(ACLASFC182)



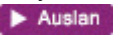

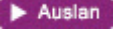
- working in pairs or small groups to design and create visual resources that promote Auslan as an important area of study
- brainstorming, planning and working together to advertise and present an intercultural event for their year-level peers
- working collaboratively to create instructional or procedural texts for younger learners
- preparing for the visit of a member of the Deaf community, discussing how to ensure effective communication between the visitor and deaf and hearing members of the class
- providing feedback on completed events or activities, exchanging reflections such as:
FIRST PRO1 DOUBT I-F WILL GO-WELL, HAVE-A-LOOK GO-ALONG GOOD
At the start, I wasn't sure it would work, but after a while I thought it went well.
PRO1 WRONG NEVER AGAIN DO SAME
I won't do that ever again.

- problem-solving around collaborative activities such as website design, science experiments or model-building, using wh- questions such as:
WHY FAIL WHY?
Why isn't it working?
WHO THINK CAN FIX?
Who thinks they can fix it?
FINISH, NEXT WHAT?
What do we do next after we finish this?

- giving directions for outdoor activities such as an obstacle course or bushwalk, including expressions such as:
HAVE DS:round-oval FIRST RUN DS:draw-line THEN STOP. NEXT CLIMB DS:climb-over DS:land-on-feet THEN CRAWL DS:crawl-under-flat-thing
There's a big oval. First you will run along one side of it. Then stop at the wall. Next you will climb over the wall then crawl under the net.


Participate in extended interactions by explaining and clarifying answers, responding to others' contributions, asking follow-up questions and observing protocols in and beyond the classroom

[Key concepts: interaction, signing space, discussion, context, environment, protocols; Key processes: responding, commenting, adjusting, contextualising]

(ACLASFC183)



- contributing to discussion and debate by expressing opinions, responding to others' perspectives and using reflective language, such as:
NEVER THOUGHT YEAH-RIGHT
Oh yeah, I hadn't thought of that before.

- responding to signed class and school announcements with more elaborated responses, for example:
YES I CAN COME-TO-YOU HELP BUT CAN-NOT THURS
Yes, I can help you with that, but not on Thursday.

- commenting on information provided by others to indicate or to clarify understanding, for example:
NOD INTERESTING
Mmm, interesting.
TRUE WHAT ABOUT...?
True, but what about ...?

- extending discussion or debate by asking follow-up questions, clarifying their own contributions or suggesting relevant comparisons
- organising standing or seated positions and 'signing space' when talking to one or more people, and adjusting the physical environment to be well-lit and without glare to enable effective communication
- adjusting styles of communication according to situation, for example, getting someone's attention for a non-urgent matter versus an emergency situation
- investigating appropriate ways to join or take leave of a group interacting in Auslan and following appropriate protocols in interpreting situations outside the classroom, for example in the playground
- sharing responsibility for providing information and context for a new participant joining a conversation

Informing

Elaborations

Collate and analyse information accessed through a variety of signed texts to present an overview or develop a position on issues or interests

[Key concepts: perspective, representation; Key processes: collating, analysing, researching, interviewing, evaluating, surveying]

(ACLASFC184)



- viewing signed texts such as media reports on activities such as deaf sports, and providing an overview of different perspectives
- researching signed texts such as magazine features, interviews or web posts to select information needed to prepare a signed presentation on a particular event or person
- interviewing a member of the Deaf community about a historical or cultural event and using information provided to create and present a signed review
- evaluating information obtained from signed media reports, posters, websites and brochures that involve different representations of deafness
- surveying friends and family members about views on learning Auslan, analysing findings in terms of variations in understanding and attitudes
- obtaining information about high-profile members of the international Deaf community to create profiles for an e-magazine

Present information on different events or experiences to inform, report, promote, instruct or invite action

[Key concepts: action, experience; Key processes: instructing, reporting, persuading, inviting]

(ACLASFC185)



- creating signed announcements to inform members of the school community about events such as a Deaf theatre performance or National Week of Deaf People
- reporting on their own and others' experiences of shared events, such as school camps, holidays or concerts
- developing a signed news report or public announcement to inform or alert an imagined audience of a recent or impending natural disaster
- providing instructions in an engaging or entertaining style to create interest in a group activity such as a maths game or signing choir
- creating digital clips or social media posts designed to persuade, inform or invite response on an issue of relevance to young people of their age

Creating

Elaborations

Interpret different types of texts that involve the expression of feelings or experiences and the representation of imagined people, places and scenarios, sharing and comparing their responses to different elements

[Key concepts: expression, manner, metaphorical iconicity;
Key processes: comparing, evaluating, describing, exploring, profiling]

(ACLASFC186)



- viewing and responding to sign poetry from around the world, for example by comparing differences and similarities in 'visual vernacular'
- recognising how a character's feelings and attitudes are expressed through NMFs and manner
- evaluating Deaf performances or art forms that use technology such as camera and lighting techniques to expressive effect, for example performances by Ian Sanborn
- describing and comparing responses to the use of colour and images by deaf artists such as Juan Fernández Navarrete or Nancy Rourke
- identifying and profiling Deaf artists who make use of music, for example members of the Deaf Performing Arts Network
- exploring how cultural values and the expression of identity are reflected in different forms of artistic expression, such as poetry performances by Walter Kadiki or John Wilson's 'Home'
- comparing visual elements of signed media texts with those of equivalent texts produced for a hearing audience, for example, the teen drama *Switched at Birth* with teen dramas from BSL Zone
- exploring the concept of metaphorical iconicity used in poems and narratives, for example by shadowing selected elements
- analysing how elements of theatre performance such as emotional nuance are communicated through interpreters in a live setting

Create and present entertaining individual or collaborative texts that reflect real or imagined people, places or experiences

[Key concepts: improvisation, diorama, role-play, theme; Key processes: creating, improvising, collaborating, re-creating, role-playing]

(ACLASFC187)



- creating a performance for a class or school talent show, such as a signed song, skit or humorous retelling of an anecdote
- participating in improvisation games, such as spontaneous responses to a stimulus, for example, *Sixty seconds to make the audience laugh, cry ...*
- working collaboratively to create a static scene or diorama using the hands and bodies of at least two signers
- playing with light and shadow as a means of highlighting handshapes and movement, for example in shadow puppet performances
- re-creating a theatre set from a two-dimensional image using signed space
- role-playing an imagined interview, incorporating elements of tension or emotion
- creating a handshake poem on a selected theme, such as friendship, home or fear

Translating

Elaborations

Translate and interpret less familiar short texts and compare their translations to those of their classmates, considering why there might be differences in interpretation and how language reflects elements of culture and experience

[Key concepts: equivalence, meaning, interpretation, culture, ethics; Key processes: translating, interpreting, comparing, paraphrasing, summarising]

(ACLASFC188)



- interpreting Auslan phrases and expressions that do not translate literally, identifying similar English expressions and considering possible consequences of lack of equivalence in terms of intercultural communication
- translating simple filmed texts in Auslan into written English captions
- sight translating short English texts such as news articles or short speeches into Auslan for review by their peers
- translating an Auslan version of a well-known text, such as a song or story, considering why some words or expressions require freer translation than others to achieve equivalence
- comparing their own translations of short texts from Auslan to English and vice versa with those of their classmates, noting any variations and discussing possible reasons for these
- interpreting very simple interactions between deaf students or guests and non-signers, such as a hearing teacher, librarian or canteen manager
- discussing the fact that some words and expressions cannot be translated and are used in their original form in other languages, and considering the impact of such word or sign borrowing on the style and effect of communication
- considering the bimodal nature of Auslan–English interpreting, and discussing the possibility for both consecutive and simultaneous interpreting of information in communicative exchanges

Create bilingual texts to use in the wider school community, identifying words/signs or expressions that carry specific cultural meaning in either language

[Key concepts: equivalence, bilingualism; Key processes: captioning, creating]

(ACLASFC189)



- capturing and presenting stories recorded from interviews in Auslan with members of the Deaf community, captioning the interviews in English
- captioning examples of classmates' work in Auslan, such as short stories or poems
- creating translations of song lyrics for performance in Auslan
- making a short documentary in Auslan about a topical issue, moving through the processes of drafting, translating, editing and captioning, trialling alternative captioning tools
- captioning and providing voice-over for student-generated filmed Auslan texts, such as fairytales created for a young deaf audience
- creating bilingual versions of short, simple texts such as instructions for a game or procedures for a recipe

Identity

Elaborations

Consider their own and each other's cultural experiences and ways of expressing identity and reflect on the role of Auslan in building and expressing identity for Deaf people

[Key concepts: identity, perspective, belonging, wellbeing;
Key processes: reflecting, comparing, describing, discussing, investigating, analysing]

(ACLASFC190)



- exploring how their own biography shapes their sense of identity and ways of communicating, for example by considering elements such as family origins, traditions, beliefs, practices, interests and experiences
- noticing and comparing how they use signs or expressions when communicating in English or Auslan and considering which feel closest to their sense of identity
- comparing and reflecting on how identity is expressed across cultures and languages, for example by considering the idea of 'belonging' as expressed in different languages and cultures
- discussing how their upbringing and personal experience impact on assumptions or attitudes that they bring to interactions with people who have different backgrounds or experiences, considering concepts such as communication, personality, family and community
- discussing the impact of language and culture on the shaping of identity and the sense of wellbeing
- considering connections and shared identity between local, regional and national communities of deaf people, for example by inviting a deaf guest to share their experiences of travel or international contact

Reflecting

Elaborations

Reflect on their intercultural interactions and experiences, for example by considering their responses when engaging with Auslan users or digital resources, and on how these responses reflect their own languages and cultures

[Key concepts: intercultural experience, ways of knowing and being, discrimination; Key processes: comparing, analysing, explaining, reflecting, exploring]

(ACLASFC191)



- reflecting on their interactions in Auslan and with Deaf culture, for example, through face-to-face or online interactions with other Auslan learners or deaf people, visits to Deaf community places and events or interactions with visitors to the school, analysing these experiences in terms of their previous or existing perceptions, understandings or attitudes
- analysing cultural assumptions they made prior to learning Auslan and considering if these have changed through the experience of learning the language and interacting with deaf people
- reflecting on the labels *deaf* and *hearing*, what these may mean to different people and their implications in terms of status, access, opportunity and privilege
- reflecting on the concepts of *insider* and *outsider* views of the Deaf community and on their own position as second language learners of Auslan
- reflecting and reporting on how learning Auslan provides general insights into the nature of language and culture and on how their assumptions about deaf people and ways of reading the world are changing as a result of intercultural language learning
- reflecting on general social attitudes and responses to differences in behaviours or communicative styles, such as those that characterise communication in Auslan
- reflecting on their identity as 'second language learners' and considering whether the experience of learning an additional language/culture impacts on their aspirations, career considerations or social-networking opportunities
- reflecting on how their own ways of communicating may be interpreted when interacting with deaf people, and on the need to modify elements of their behaviour, for example in relation to the use of eye contact, facial expression or body language

Understanding

Systems of language

Elaborations

Identify different types of non-manual features and characteristics of signs, including iconicity, and explore the use of software to transcribe and annotate signed texts

[Key concepts: iconicity, annotation, transcription; Key processes: identifying, classifying, glossing, annotating, transcribing]

(ACLASFU192)



- identifying, demonstrating and describing the various types of NMFs: movements of the eyebrows, eyes, nose, mouth, cheeks, shoulders and body, and describing their function
- understanding that signs can be iconic in a number of ways, such as representing a whole object or part of an object
- identifying signs with different levels of iconicity, for example, those that are fully transparent, translucent or arbitrary
- recognising that signed languages involve more iconicity because they are visual not auditory, with most referents having visual features
- identify and classify examples of spatial modifications of nouns and verbs in a video text using video annotation software, for example, ELAN
- 'reading' and transcribing glossed texts, including interpreting the markings that show how a sign is modified in space, NMFs, DSs and examples of CA

Develop knowledge of additional elements of the Auslan grammatical system, analysing indicating verbs, depicting signs and constructed action

[Key concepts: grammatical use of space, depicting signs; Key processes: understanding, distinguishing, analysing]

(ACLASFU193)



- noticing that meaning is created in Auslan from fully-lexical signs, partly-lexical signs and non-lexical CA and gesture
- recognising that signers can use locations for present referents, non-present referents, or abstract referents that do not exist in space
- recognising that nouns can be pluralised by locating them repeatedly regardless of their original location
- distinguishing between directional and locational indicating verbs
- recognising that handshape and movement represent different things in each type of DS, for example:
 - **entity DSs**: the handshape is an object or person, and the movement is the movement or location of that object or person
 - **handling DSs**: the handshape represents a person's hands touching or moving another object, and the movement shows how the hands move
 - **SASS DSs**: the handshape and movement outline the shape or size of something
- observing instances of CA in a text and discussing how it was marked

Understand and control additional elements of Auslan grammar, such as the use of non-manual features for negation or conditional forms, and understand how signers use constructed action and depicting signs in composite utterances

[Key concepts: clause types and their NMFs, composite utterances; Key processes: recognising, analysing]

(ACLASFU194)



- recognising the nature and function of word classes and understanding that the context of the sign is important and Auslan signs will not always have the same word class as an English word, for example, adjectives can act like verbs in Auslan
- recognising that signers may include linguistic and gestural elements in a clause, that is, signers can *tell*, *show* or do both simultaneously
- noticing, with support, when signers are using composite utterances, that is, those that have elements of CA, DSs, points and fully-lexical signs in the same utterance
- understanding the different functions of a range of NMFs, such as those used for questions, topicalisation, negation or conditional forms
- distinguishing between yes/no questions and wh-questions and statements and their corresponding NMFs
- recognising that clauses can be joined by conjunctions to make longer sentences and these conjunctions can be shown with separate signs, such as PLUS, or THEN or NMFs, for example by pausing between clauses
- recognising that clauses can be linked equally or unequally where one clause depends on another

Expand understanding of grammatical features and cohesive devices used in a range of personal, informative and imaginative texts designed to suit different audiences, contexts and purposes

[Key concepts: text purpose, choice, coherence; Key processes: identifying, applying, analysing]

(ACLASFU195)



- noticing that differing purposes in text creation result in differing types and amounts of signing, for example, the amount of fingerspelling used in a public lecture compared to in a private conversation
- identifying linguistic structures and features typically associated with texts such as casual conversations, for example the use of back-channels or hesitations
- applying knowledge of the choices a signer can make in texts, for example by comparing two signers' texts about the same topic and evaluating the different choices they have made in terms of enacting through DSs or CA
- analysing the effect of a signer's use of pausing in a description or information report
- noticing how signers construct cohesive and coherent texts through the use of text connectives such as BUT and G:WELL to create links between clauses

Language variation and change

Elaborations

Understand that Auslan has evolved and developed through different periods of influence and cultural and societal change
[Key concepts: change, evolution, contact, technology; Key processes: identifying, recognising, researching]

(ACLASFU196)



- researching how BSL from the 1800s evolved into Auslan, NZSL and modern BSL, for example by finding and classifying examples from Auslan, NZSL and BSL signbanks
- understanding that while the structure of individual signs can change over time in regular ways, there is little information about this process in signed languages due to lack of historic records of signing
- understanding that greater contact between signers internationally has led to increased borrowing between sign languages, for example, signs that refer to different nation states and cities around the globe, for example, the old Auslan sign for America versus the current sign, or the ASL vehicle handshape in DSs
- identifying changes to Auslan that reflect changes in social relationships and community attitudes, for example in relation to words/signs such as DEAF^DUMB, DISABILITY, HEARING^IMPAIRED/FS:HOH, DEAF^WORLD/DEAF^COMMUNITY, HUMAM^RIGHT
- interviewing older members of Deaf families or Deaf communities and reporting back to the class about any differences in signing they noticed, such as more use of fingerspelled words, less use of NMFs and depicting signs, or the use of different signs, such as FILM (old sign), TOILET (old sign)
- recognising that languages constantly expand to include new words, signs and expressions due to influences such as changing technologies and digital media, for example, COMPUTER, COMPUTER-MOUSE, INTERNET, FACEBOOK, WIFI, FS:PC, SELFIE

Language awareness

Elaborations

Understand historical and contemporary factors that impact on awareness, support and use of Auslan and its vitality in contemporary Australia, comparing it with that of other signed languages around the world

[Key concepts: influence, transmission evolution, endangerment; Key processes: researching, investigating, exploring, describing, analysing, comparing]

(ACLASFU197)



- considering the impact of international historical events such as the Milan Congress (1880) and the linguistic recognition and documentation of signed languages (1960s and 1970s) on the use of signed languages in education and deaf people's feelings of ownership and pride in their languages
- analysing the impact of migration and settlement of deaf people from the UK and other countries in Australia, on the development of Auslan
- investigating the geographical location, origins and history of deaf schools in Australia and the impact of these institutions on the transmission, use and status of Auslan
- considering the contemporary influences and pressures on Aboriginal and Torres Strait Islander signed languages and how these may affect their vitality
- describing the role religion has played in influencing Auslan in terms of usage and spread, for example, by religious orders, early Deaf Societies and Bible translation projects
- exploring the history and acceptance of signed languages and Deaf community and culture around the world, for example by creating a timeline or a research poster
- exploring multilingualism in the Deaf community, including the use of Auslan, English and other signed and spoken languages such as Irish-Australian sign language, and how and when users typically switch between languages and dialects
- investigating the use and impact of generic digital technology and specific forms of communication by Auslan users, for example, video chat, social media, SMS/texting, and NRS and VRS
- reflecting on the role of Auslan interpreters in raising awareness and understanding of Auslan in the wider community and in influencing the function and nature of Auslan, for example by the introduction of new signs for temporary use in certain contexts
- exploring the role of deafblind people in the Deaf community
- investigating historical patterns of employment of deaf people in certain trades and fields of work, and the impact of these traditional employment domains on Auslan development
- considering ways that Auslan is evolving due to influences such as globalisation and the capacity for new technology to store, record and share sign languages internationally
- comparing levels of endangerment of different sign languages, such as NZSL, village sign languages, ASL, Scandinavian, South American sign languages and Auslan, for example by using UNESCO data by reviewing the iSLanDS survey findings
- understanding the challenges faced by Auslan and other signed languages due to intergenerational disjunction in

language transmission

- investigating how new or specialised language associated with domains such as technology, engineering, cooking or fashion are used but not documented in the Deaf community, and how such language impacts on language vitality
- identifying contexts and circumstances that support increased usage and acceptance of newly coined Auslan terms, for example, a workplace with several deaf employees
- recognising reasons for the shared sense of identity of sign language users and the notion of reciprocity in the Deaf community
- researching the role of the World Federation of the Deaf in mapping and monitoring the vitality of sign languages around the world and in protecting sign language diversity
- analysing ways in which Deaf people design and adapt spaces in cultural ways ('Deaf space') in order to use a visual language, for example, by eliminating visual obstacles to signed communication; using circles or semicircles for meeting and learning spaces; and using open-plan areas, lighting and window placement to maximise visual access to information, with reference to Gallaudet University's Deaf space design principles

Role of language and culture	Elaborations
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Reflect on how language use is influenced by communities' world views and sense of identity and on how language and culture influence each other

[Key concepts: culture, knowledge, value, transmission; Key processes: explaining, reflecting, exploring, analysing, comparing]

(ACLASFU198)



- exploring the nature of culture and how it is related to ways of thinking and using language, for example by comparing the cultural concept of Deaf identity with a medical model of deafness
- reflecting on ways that Auslan describes and reflects Deaf culture, comparing this to the relationship between their own hearing/background language and culture
- analysing how concepts related to cultural practices are expressed through language, for example, by identifying elements of naming systems such as the use of pointing, NMFs and name signs, as in the case of number name signs of older deaf people who attended the Victorian School for Deaf Children
- identifying and discussing core cultural concepts reflected in Auslan, such as the collective nature of the Deaf community, the importance of respect for elders and of reciprocity and responsibility, for example, how signing TAP-2h++ reflects the shared understanding of responsibility to share information and pass on knowledge, or greater use of the 'flat hand' rather than the 'point hand' and use of full titles in acknowledgements and forms of address when introducing an esteemed elder
- identifying culturally significant attitudes and beliefs conveyed through Auslan that relate to history, significant individuals, places or events, for example, frustration with the use of 'voice' in front of deaf signers can be traced to the historical oppression of signed languages
- comparing elements of communication in different contexts and exchanges that are culturally specific, such as back-channelling, the use of silence or eye contact, head nodding to indicate understanding rather than agreement, and the implications of such cultural variability in contexts such as in courts of law
- observing that concepts may be culture and language specific, for example, in relation to time and space, as in the spatial mapping for timelines in Auslan
- exploring ways in which production and affect related to the sign for COCHLEAR IMPLANT have evolved due to shifting values and perceptions within the Deaf community in relation to the implant, noting, for example, the transition from a negative affect to more neutral production of the sign

Years 7 and 8 Achievement Standard

By the end of Year 8, students use Auslan to interact and to exchange information, experiences, interests and opinions with teachers, peers and others. They initiate and maintain conversations and use strategies such as fingerspelling to replace unknown signs to support continued interaction, such as PRO2 MEAN [FINGERSPELL]? They engage in different processes of collaborative learning, including planning, negotiating, and problem-solving, using familiar and some spontaneous language, for example PRO1 AGREE-NOT, PRO1 THINK DIFFERENT. Students participate in class discussions, explaining and clarifying positions, asking follow-up questions, using non-manual features (NMFs) for topicalisation or negation. They use appropriate protocols to join or leave conversations, for example, waiting for eye gaze or for the signer to finish, not asking for a full recount when arriving mid-conversation, and providing context for a new participant joining a conversation. Students locate, interpret and analyse information from a variety of texts, such as signed announcements, interviews or media reports, using context and familiar language to work out unfamiliar meaning. They demonstrate understanding of different types of signed texts by paraphrasing, summarising and explaining main ideas, key themes or sequences of events. They interpret different types of creative and imaginative texts, such as Deaf performances or expressive art forms, describing and comparing their responses. They plan, draft and present informative and imaginative texts, linking and sequencing ideas using connectives, such as BUT, WHEN or WELL, and strategies such as repetition, stress and pausing for emphasis. They create bilingual texts to use in the wider school community, for example by captioning short stories, poems or interviews with members of the Deaf community. Students reflect on how their own ways of communicating may be interpreted when interacting with deaf people; and they modify elements of their behaviour such as eye contact, facial expression or body language as appropriate.

Students identify and describe the different types of NMFs, and understand their function and how they interact with clause type. They identify iconic signs and discuss how these match their referents, such as COMPUTER-MOUSE. They understand how handshape and movement represent different things in each type of depicting sign (DS). They identify and categorise instances of signers using spatial modifications to signs and know that signs can be iconic in a number of ways. They analyse clauses to see where signers create composite utterances with elements of constructed action (CA), DSs, points and fully-lexical signs in the same utterance. They recognise that Auslan is constantly evolving and changing, for example, by identifying changes to Auslan that reflect changes in social relationships, community attitudes and changing technology. They understand that the most unifying factor of the Deaf community is the use of Auslan. Students reflect on how all ways of language use are influenced by communities' world views and identities, for example by comparing the cultural concept of Deaf identity with the medical model of deafness.

Years 9 and 10

The nature of the learners

This stage of learning coincides with social, physical and cognitive changes associated with adolescence. Increased cognitive maturity enables learners to work more deductively with language and culture systems, to apply more intentional learning strategies and to reflect productively on their learning. Motivation and engagement with language learning and use are influenced by peer-group dynamics, personal interests and values, and issues related to self-concept. The role of language is central to this process and is reflected in the degree to which learners define themselves as members of language communities, how they position themselves in relation to peer groups, and choices they make in relation to linguistic and social practices. These processes are fluid and context-responsive and impact on learners' engagement with Auslan and English language learning. Learners at this level are increasingly aware of the world beyond their own and are engaging with youth, social and environmental issues. They are considering their future pathways and choices, including how Auslan could be part of these. They require guidance in their learning, but are increasingly autonomous and capable of independent reflection and analysis, including of their intercultural experience of learning Auslan.

Auslan learning and use

Learners engage with a range of texts in Auslan. They participate individually and in groups in tasks and learning experiences, such as explaining or justifying positions, elaborating opinions, and giving and receiving multistep instructions. They create signed narratives and summarise and critically examine viewed texts. They participate in presentations, conversations, narration and interviews, sometimes with preparation and sometimes spontaneously. Learners acquire skills in analysing and translating increasingly complex texts.

Contexts of interaction

Learners interact with teachers and peers and members of the Deaf community in real-life situations or via online technologies. They may also encounter Auslan in the wider community, such as in the media, at film festivals or community events, or via interactions with guest speakers.

Texts and resources

Learners use a wide range of texts designed for language learning, such as teacher-generated materials and online resources, and their learning is enriched by exposure to a range of authentic texts from the Deaf community, such as websites, films or stories.

Features of Auslan use

Learners extend their grammatical knowledge and metalanguage while beginning to explore more nuanced features of Auslan. They use strategies to initiate and sustain conversations, using more elaborate sentence structures such as embedding clauses. They can identify and describe some metaphorical iconicity. They can create more detailed narratives with appropriate use of non-manual features (NMFs) to express characters and perspectives, understanding and using both character and observer space. They consider connections between language and culture, and make comparisons with their own language and culture. They consider language variation, for example through exposure to other dialects in the BANZSL family.

Level of support

While learners are increasingly autonomous during communicative interactions, continued support such as provision of rich language input and modelled language is needed to consolidate and sustain language development. The teacher provides implicit and explicit modelling and scaffolding in relation to meaningful language use in a range of contexts, situations and learning experiences, and explicit instruction and explanation in relation to complex structures, grammatical functions and abstract concepts and vocabulary. Provision of opportunities to discuss, clarify, rehearse and apply their knowledge is critical in consolidating knowledge and skills and developing autonomy. Learners are encouraged to self-monitor, for example, by keeping records of feedback, through peer support and self-review. They are increasingly aware of and responsible for their own learning, working independently to address their needs, for example by accessing technologies to memorise, learn and expand their language repertoire. They continue to access Signbank and use graphic organisers, modelled texts, dictionaries and teacher feedback to interpret and create texts. They keep records of their learning, for example through creating video journals or folios, using these to record and reflect on their language learning and intercultural experiences.

The role of English

Learners and teachers use Auslan as the primary medium of interaction in language-oriented and an increasing amount of content-oriented learning experiences. English provides a basis for linguistic and cultural comparison. English is also the medium used for expressing experiences, abstract ideas and personal views at a level beyond learners' Auslan capabilities, such as justifying a position on a social issue or exploring linguistic and cultural practices. English may be used with Auslan to conduct research projects, such as investigating social issues or cultural practices, when source materials in Auslan are unavailable. It is also used in translating, and in bilingual communication. Learners are supported to reflect on the different roles English and Auslan play in their academic work and in their conceptual development.

Years 9 and 10 Content Descriptions


Communicating	
Socialising	Elaborations

Interact with peers at school and contacts in the wider community to build relationships, engage in debate and to discuss aspirations or social issues

[Key concepts: discussion, relationship, aspiration, convention; Key processes: discussing, explaining, justifying, elaborating, contextualising]

(ACLASFC199)



- explaining or justifying positions in discussion or debate, for example, by using space and NMFs to contrast views
- elaborating on opinions in relation to social, community or educational matters, for example, exchanging views on a newspaper article about eugenics and deaf people
- using researched information to contribute to formal group interactions, for example, panel discussions on issues such as the roles and responsibilities of interpreters
- creating hypothetical situations to contextualise a discussion or debate, for example:
PRETEND PRO2 DEAF....
Pretend that you're deaf ...
I-F PRO2 BOSS WILL CHANGE WHAT?
What would you change if you were boss?
- communicating via video calls or social media platforms using Auslan in different online contexts to build relationships and share views
- using strategies to initiate and support discussion, for example by providing the context of a conversation to a new participant:
PRO3 SAY...
She was saying that ...

- demonstrating awareness of social sensitivities or conventions, for example by using euphemistic signs or allusions, such as TOILET, BIRTH
- using complex sentence structures to discuss current affairs or to justify a position in relation to issues of interest to their group, for example, gender equity, conservation or social media

Engage in activities that involve interactions, transactions, negotiations and management of different opinions and social/cultural behaviours

[Key concepts: perspective, culture, diversity, identity, action, transaction; Key processes: making choices, negotiating, planning, promoting, transacting]

(ACLASFC200)



- managing shared learning experiences that involve differences in opinion or cultural perspectives
 - navigating multistep directions and decisions in learning activities that offer alternatives or choices, such as computer programming or theatre production
 - negotiating hypothetical scenarios involving members of the Deaf community to highlight issues associated with diversity, culture and identity, for example, experience in domains such as education or sport
 - planning and promoting cultural events such as Deaf festivals or the National Week of Deaf People
 - planning action on an issue affecting the Deaf community, such as captioning and funding support for Deaf organisations
 - organising real or simulated transactions that involve financial or service exchanges, for example, catering for a class celebration or ordering books/digital resources for the school library
-

Interact with peers and others in and out of the classroom through reflection, discussion and participation in shared experiences

[Key concepts: ideas, action, effect, discussion, culture; Key processes: making connections, reflecting, elaborating]

(ACLASFC201)



- making connections between ideas, actions and effects, using reflective language such as:
SOMETIMES POSSIBLE HAPPEN++ WHY I-F PRO2
PAST THINK-ABOUT WILL TRUE HAPPEN
Sometimes things happen because you think they will, so it comes true.
CAR CRASH BECAUSE TEXTING.
The car crashed because he was texting.

► Auslan

- extending their repertoire of sign vocabulary through independent use of social media and digital resources to support more extended discussion
- demonstrating culturally appropriate behaviours such as nominating themselves as interpreters in role-play interactions between deaf and hearing friends
- demonstrating culturally appropriate behaviours when engaging with unfamiliar members of the Deaf community, for example, waiting to be introduced to new people, knowing how to introduce themselves as L2 Auslan learners
- identifying and comparing learning strategies that support their Auslan learning experience

Informing

Investigate, synthesise and evaluate information from a range of perspectives and signed sources, identifying how culture and context affect how information is presented

[Key concepts: perspective, culture, context, debate; Key processes: investigating, synthesising, evaluating, summarising]

(ACLASFC202)



Elaborations

- summarising key ideas/information provided by a guest speaker and identifying how context and culture shape opinions and perspectives
- reviewing signed texts about a social or cultural issue of relevance to their peer group, and creating questions to prompt evaluative responses from their peers
- finding information from a variety of signed sources to inform class discussions on issues of current debate within the Deaf community, such as the medical versus cultural view of deafness
- researching and comparing signed information about significant movements associated with deaf rights across different times and contexts, such as the Milan Congress and Deaf President Now
- identifying excerpts of signed documentaries or signed interviews or speeches that demonstrate how culture and context affect the presentation of information
- critically analysing information contained in different signed texts produced by or about the Deaf community, identifying examples of bias and distinguishing between fact and opinion
- researching information related to topical events or issues that affect the Deaf community, for example the provision of captions across different media

Contribute to presentations, reports, reviews, discussions and debates that focus on selected social and cultural issues
[Key concepts: social and cultural issues, influence; Key processes: creating, persuading, explaining, contributing]

(ACLASFC203)



- working in groups to create multimedia texts that invite consideration of social or cultural questions, such as the medical versus cultural view of deafness
- creating persuasive texts such as vlogs or advertisements to convince others of the value and relevance of learning Auslan
- creating a video report of a significant event in Deaf history, such as the ratification of the Convention on the Rights of Persons with Disabilities to contribute to an e-book resource for other learners of Auslan
- providing appropriate explanations for a younger audience of concepts associated with other curriculum areas, such as global warming or social justice
- contributing to discussions that consider critically different perspectives on selected issues, for example, differences in views on Deaf education or the influence of social media on their lives
- creating and presenting explanations about simple biological or mechanical phenomena or processes, such as how the ear, hearing aids and cochlear implants work
- presenting a critical review of media representation, for example by analysing media profiles of respected/high-profile members of the Deaf community
- presenting a summary of information on a selected topic, for example, by interpreting graphs and statistics relating to the Deaf community, discussing findings and making predictions about future changes or patterns

Creating

Elaborations

Respond to different types of imaginative and creative texts that invite consideration of values, themes and ideas and involve different modes of expression

[Key concepts: Deaf experience, expression, cultural values, effect, emotion; Key processes: analysing, evaluating, profiling]

(ACLASFC204)



- responding to forms of Deaf art that challenge perceptions and stimulate discussion, such as the work of Christine Sun Kim or members of the Australian Theatre of the Deaf
- searching the internet for examples of work by Deaf dancers, musicians or performers of physical theatre that they find particularly effective or moving, for example, performances by Bernard Bragg, Evelyn Glennie or members of the Deaf Arts Network
- comparing responses to creative texts that present personal or controversial points of view in powerful ways, for example, Deaf slam poetry
- exploring the use of technology in Deaf art, film or performance, for example to help build mood or emotional expression
- responding to signed poems that use extended metaphor to communicate values and ideas or to express emotional experience, for example, 'Butterfly Hands' by Walter Kadiki
- reflecting on reactions of hearing audiences to deaf performances, for example by evaluating comments made by judges on reality/talent television shows
- discussing the complexity of live theatre performance interpretation and the use of deaf interpreters and consultants
- responding to animations created by or about deaf people and discussing the effectiveness of conveying all parameters of signing, for example, *The Long Knife*, or *Gallaudet: The Film* by Braam Jordaan

Creating a variety of imaginative and expressive texts that draw from elements of their own life experience or of their experience as Auslan learners

[Key concepts: improvisation, stimulus, performance, humour, tension, interpretation; Key processes: improvising, performing, role-playing, creating, interpreting]

(ACLASFC205)



- creating a piece of art such as a sculpture, collage or film clip that reflects their experience of moving between Deaf and hearing worlds
- creating a website to showcase performances that incorporate elements such as comedy, satire or drama
- creating a short film in Auslan using and explaining video techniques that are particularly appropriate for a Deaf audience
- creating a signed interpretation of a wordless animation
- selecting a signed narrative text that has an extended metaphor and reworking it to take the story in a different direction
- creating a signed poem that reflects elements of their own emotional response to particular personal experience

Translating

Elaborations

Consider the dynamic nature of translating and interpreting and the role of culture when transferring meaning from one language to another

[Key concepts: equivalence, representation, meaning, interpretation, ethics, culture; Key processes: translating, interpreting, comparing, explaining, analysing]

(ACLASFC206)



- experimenting with literal Auslan translations of popular English idioms, noticing when this creates confusion (for example, 'raining cats and dogs') and recognising the nature and function of cultural elements of communication and their impact on language use
- comparing different translations of online Auslan and English public announcements or government policy/information texts in terms of approaches to translation, for example, free versus literal translation
- using different resources, including online dictionaries and footage, to assist in translation, for example by comparing individual translations, back-translations and reviewing useful references
- viewing and discussing the quality of online Auslan translations, such as the *Catching Fire* series of safety videos
- recognising the need to sometimes recast language, and considering why one language may use more words/signs than another to communicate a particular meaning or concept, for example, Auslan uses spatial concepts or depicting signs to describe the scene of a car crash, which will take longer to explicate in a linear spoken language
- translating small chunks of unfamiliar English text such as a news update from an autocue or poster card into Auslan in consecutive mode
- providing annotated examples of translations of poems or other text types, identifying challenges involved in transferring meaning, expression, culture or mood
- translating songs, poems or short stories from English into Auslan, for example, 'I Am Australian'
- exploring the role and function of Deaf interpreters and differences between Deaf interpreters and Auslan–English interpreters
- researching aspects of available interpreting services in the area, for example, qualifications required for employment, ethical considerations, and issues of interpreting and translating in specialised contexts such as health, education, legal settings
- developing guidelines on culturally appropriate and ethical behaviour when interpreting and translating, for example explaining ways people should act in interpreting contexts, considering potential consequences of inaccurate interpreting
- role-playing interpreting in a range of contexts, for example, in a shop or at a sports match
- participating in an excursion to an interpreted theatre event, with prior knowledge of the text/story and attending to the interpretation for discussion later in class

Create glossaries and classifications in English to interpret cultural aspects of Auslan texts

[Key concepts: bilingualism, interpretation; Key processes: recording, creating, captioning]

(ACLASFC207)



- collecting and explaining to non-Auslan users expressions and culturally specific terms encountered in Auslan texts, for example, 'hearing', 'residential school'
- creating collaborative translations of Auslan texts in spoken English or captions of selected signed texts and vice versa
- collecting and recording various Auslan phrases and expressions used by native Deaf signers, attaching English captions with appropriate translations, for example, pah! = *finally*, talk = *communicate in speech or Auslan*, chat = *talk in Auslan*
- creating a bilingual virtual tour of the school for use on a school website
- developing a signed and captioned film presentation about the role of interpreters in school

Identity

Elaborations

Recognise the complex and multifaceted nature of identity and how exploration of cultural identity in relation to a different language can provide insights and different perspectives to a first culture and language

[Key concepts: identity, gender, culture, perspective, difference, representation; Key processes: analysing, reflecting, viewing, evaluating, comparing, describing, discussing, creating]

(ACLASFC208)



- using photographs or digital images to create stories using elements of identity such as gender, ethnicity, social justice, disability or difference
- reflecting on a range of filmed texts to identify examples of inclusive or exclusionary language that might impact on a person's sense of identity, for example, the representation of deaf teenagers in the TV program *Switched at Birth* or the documentaries *Welcome 2 My Deaf World* or *Deaf Teens: Hearing World*, comparing these representations to their own experiences as teenagers
- viewing and evaluating documentaries such as *Audism Unveiled* or commentaries by well-known members of the Deaf community on their sense of identity development in relation to growing up deaf, considering the impact of additional factors in individual stories, such as gender or race
- creating vlogs or filmed texts to explore aspects of Deaf/hearing identity and to encourage consideration of common views among hearing communities on Auslan and the Deaf community and to reflect on what it means to be deaf, hard of hearing or hearing
- viewing signed news and other media texts, such as episodes of *See Hear* or *SignPost*, to identify examples of discrimination, oppression or rejection experienced by deaf people, and considering how these may shape identity or affect societal perceptions of the Deaf community
- surveying deaf people about their perspectives on the significance of Deaf places that contribute to a shared sense of identity, for example, the Deaf Club, Deaf schools or sites of historic significance such as original Deaf Society/Mission buildings or other former meeting places
- making comparisons between different international Deaf communities in relation to perceptions/representations of Deaf identity and changing values of place and space, for example, the loss of Deaf clubs or closure of deaf schools, considering the implications of such changes on the development of Deaf identity
- analysing notions of 'Deaf gain', Deafhood and audism, and sharing their response to these concepts as second language learners of Auslan

Reflecting

Elaborations

Reflect on the experience of learning and using Auslan, considering how intercultural communication involves shared responsibility for making meaning

[Key concepts: intercultural communication, perspective, insight, self-reflection, making meaning, discrimination, audism; Key processes: comparing, analysing, explaining, reflecting]

(ACLASFC209)



- reflecting on how learning Auslan provides a distinctive and additional means of understanding the world in which they live
- reflecting on the relationship that exists between language, culture and issues of access, identity and audism, and considering issues of discrimination, inclusion and exclusion
- keeping a journal of their experiences (humorous, satisfying or challenging) associated with learning and using Auslan in different contexts, noting changes in their responses and reflections over time, and comparing insights gained into their own languages and cultures
- considering the layers of complexity and depth that characterise the Deaf community experience, for example in relation to implicit hierarchical structures such as deaf members of deaf families
- sharing and comparing cultural and intercultural experiences and capabilities in different languages including Auslan, and exchanging views on benefits associated with using more than one language, such as a larger repertoire of communication skills and strategies, additional insights and perspectives and opportunities for new experiences
- reflecting on the experience of communicating in a visual world and on challenges they have experienced in relying on visual cues
- considering how intercultural communication is a two-way process which involves shared responsibility for meaning-making and ensuring understanding

Understanding

Systems of language

Elaborations

Understand the perceptual and articulatory reasons for the structure of signs, consider limitations of glossing and explore how video annotation software can improve transcription

[Key concepts: iconicity, metaphor, annotation; Key processes: noticing, recognising, distinguishing, glossing, transcribing, annotating, analysing]

(ACLASFU210)



- noticing limitations on perception of signed languages, such as the more limited space for signed communication compared to space for mime
- exploring perceptual and articulatory reasons why some handshapes are more common than others
- understanding that the elements of a sign can be arbitrary (for example, the handshape or movement of the sign WHY) or meaningful, such as the movement and the handshape in the sign GIVE
- beginning to identify and describe metaphorical iconicity, for example, LOVE, AVOID/RESIST, and discussing how it relates to metaphors in English, for example the 'time as space' metaphor in both languages
- applying knowledge of iconicity in signed languages, for example how the path movement of a verb can be a metaphor for the timing of an action, for example PRO1 WAIT_{-for-a-long-time} PRO2, observing that English can do the same with changes to the length of phonemes, for example, *I screeeeeeeeeaaaaamed!*
- evaluating video annotation software such as ELAN as a tool to assist in the transcription and analysis of signed languages
- glossing a text, including identifying which signs are used, and transcribing DSs and periods of CA

Understand and use signing space, including making distinctions between character and observer space for constructing different types of texts

[Key concepts: character and observer space, depicting signs, constructed action; Key processes: contrasting, analysing]

(ACLASFU211)



- recognising that signers can set up referents in the signing space as if they are part of that space (character space, for example, using a bC handshape (use of non-dominant hand) to indicate putting a glass on a table) or as if they are outside it (observer, for example, using 5claw in two locations to represent two houses)
 - appreciating the possible production of reciprocal forms of some indicating signs, such as LOOK, GIVE, INVITE
 - independently identifying instances of DSs and their type
 - analysing a video of a signed narrative and identifying where and how signers are using CA, for example by eye gaze change
-

Understand and describe complex grammatical structures combining depicting signs, constructed action and various clauses for a range of language functions, such as interaction, narration or description

[Key concepts: clause structure, clause conjunctions, reference; Key processes: applying, noticing]

(ACLASFU212)



- recognising signs that function as interjections or discourse markers
- understanding the difference between definite and indefinite reference and how Auslan shows this distinction
- noticing how to use modal verbs and NMFs to express possibility, obligation and ability (MIGHT, SHOULD)
- recognising that conditional forms have a main and dependent clause and associated NMFs
- identifying coordinated clauses showing causation and describing how it is shown, for example:
PRO3 STUDY_{-hard} BECAUSE WANT EXAM MARKS GOOD
- recognising how emphasis in sentences can be changed by reordering clauses or parts of clauses
- recognising that the presence of CA or DSs affects how a clause is structured

Explore the relationship between particular text types, audience, purpose and context and analyse language features used by signers to create cohesion and achieve the purpose of the text

[Key concepts: audience, choice, conventions, cohesion; Key process: analysing, identifying, explaining]

(ACLASFU213)



- analysing specific types of text by identifying characteristic language features
- analysing a videoed class debate to see how language is used to justify opinions and persuade others
- conducting an in-depth analysis of a selected sign text, taking into account audience, purpose and topic to explain language choices made by the signer
- noticing how grammatical choices can shade meaning, determine perspective and establish relationship, for example the effect of choosing to be more or less English-like
- expanding understanding of textual conventions, for example by explaining why signers choose alternatives to actor-verb-undergoer in a real text to topicalise an important point
- noticing how signers can compare or contrast ideas by locating things in the same or opposing sides of signing space
- analysing the ways in which Auslan uses NMFs to link clauses and achieve textual cohesion

Language variation and change

Elaborations

Investigate and analyse the nature of and community attitudes to variation in the use of Auslan

[Key concepts: standardisation, contact, evolution, flexibility, variability; Key processes: recognising, investigating, researching, analysing, considering]

(ACLASFU214)



- recognising that there is a greater degree of flexibility and variability in 'oral', face-to-face languages such as Auslan compared to spoken/written languages passed on from parents to children, for example, less standardisation and minimal 'frozen texts', and considering reasons for such differences
- researching different aspects of variation in the use of Auslan, considering influences such as geographical location, social groupings, history, educational experience, age of learning, family background and contact with Signed English or other languages
- debating the merits and disadvantages of creating a standard form of Auslan, for example the benefits of mutual comprehensibility versus the practical problems involved in who decides on the standard and how to get signers to comply
- considering the effect that expanding sign language interpreter services might have on standardising Auslan, especially in the areas of education and medicine.
- noticing ways people might adapt language according to situation of use, such as when signing to a large audience, the use of one hand or two, clarity of sign production, size of signing space, pace, NMFs, pauses and amount of fingerspelling
- considering how Auslan has been influenced by the use of Signed English in education settings (especially from the 1970s to 1990s) and cultural attitudes towards Signed English

Language awareness

Elaborations

Investigate and compare the nature and status of Auslan and other signed languages, considering issues such as language and education policies, language rights, representation and processes of language preservation and language building

[Key concepts: policy, rights, representation, status, expansion; Key processes: researching, comparing, investigating, analysing, explaining]

(ACLASFU215)



- identifying historical events, government policies and educational initiatives that have impacted on the status of Auslan and the identity of the Deaf community, such as ALLP, DDA, the mainstreaming of deaf students
- researching the nature of International Sign, including its relationship to national signed languages and its use by deaf people
- exploring how deaf people around the world build shared group identity, for example through gathering formally as national and international communities through activities such as Deaf film festivals, performing arts or sporting events such as Deaf Way, Australian Deaf Games, Deaflympics, and how these contribute to language building, language preservation and greater awareness of signed languages
- analysing subjective measures of language vitality, such as societal attitudes towards Auslan or the perceived strength of the language identity group, and identifying challenges facing Auslan in terms of societal attitudes, provision of resources, access, education systems and social networks
- analysing the status and use of Aboriginal and Torres Strait Islander signed languages and comparing these to Auslan
- appreciating the impact of the use of Auslan in settings such as education, health care and different workplace settings in terms of the evolution of the language and specialised terminology
- analysing representations of deaf people and sign language in the Australian media and wider community, making comparisons with representations of other languages and cultures
- exploring the role of the Deaf ecosystem in language and cultural maintenance
- investigating how Auslan and Deaf culture are promoted in the wider community, for example, through the influence of organisations such as Deaf Australia, of high-profile individuals such as activists or actors and of events such as NWDP Deaf Festival, Australian Deaf Games or Deaf art exhibitions
- considering how processes of language building and evolution may expand existing Auslan linguistic and cultural resources in the Australian community
- investigating programs and initiatives that maintain and strengthen Auslan use, such as school language programs; bilingual education and research programs; recording, archiving and documentation of the language; and the establishment of websites and databases
- appreciating the importance of documenting and promoting Auslan in raising community awareness of the richness and value of signed languages
- recognising that Auslan requires maintenance, development and documentation, considering historical and contemporary circumstances which have either contributed to or impeded these processes, for example the use of technology such as ELAN for capturing and

documenting the language

- considering domains where Auslan may grow in the future, and contributing to localised Auslan signbanks on specific topics, for example, creating a bank/dictionary of signs used by deaf students and interpreters in Year 9 Science
- researching the status and recognition of signed languages in other countries, for example, New Zealand, the USA, the UK, the Scandinavian nations, considering issues such as language rights, documentation and development efforts
- identifying the changing status of sites of significance in different international Deaf communities, for example, the loss of Deaf clubs or closure of deaf schools in some countries, comparing this to the Australian context, and reflecting on the implications of these changes over time for the Deaf community and for the status of Auslan
- recognising different philosophical and social views about deafness, considering the impact of varying attitudes on a deaf person's understanding of their rights and how they are represented and perceived in wider society
- explaining the influence of other signed languages such as BSL, ISL and ASL on Auslan over different periods of time and in different domains of language use, and discussing reasons for such influence
- looking at style shifts in domains where English is in closer contact with Auslan, such as the use of more English-like structures in educational settings
- discussing the concept of 'language health' and how it applies to Auslan, for example by designing a chart of relevant factors such as status (social, economic, historical), demography (number and distribution of users) and institutional support (media, government, education, religion, industry, culture)

Role of language and culture

Elaborations

Understand that Auslan and Deaf culture are interrelated, that they shape and are shaped by each other and that their relationship changes over time and across contexts

[Key concepts: knowledge, value, transmission; Key processes: reflecting, exploring, analysing, comparing]

(ACLASFU216)



- analysing language used in pathological and sociocultural models of deafness, and the impact that each model, the philosophy that frames it and the language used to express it may have in regard to services for deaf people
- appreciating the complexity of the relationship between language and culture, for example by discussing distinctions between Deaf cultures and other cultural minorities, such as the fact that most deaf people are born to hearing parents and typically access and experience Deaf culture through communicating with peers and other Auslan users in and out of school, in addition to their cultural experience in their families of origin
- recognising the cultural significance of symbols and language features used in Auslan, for example the use of *light* and *darkness* in stories, poetry and performance, as in stories featuring gaslight
- considering cultural explanations for conversational strategies used by Auslan signers to avoid conflict and to maintain privacy, such as changing signing space and style, using indirect language such as signing lower or under the table, or fingerspelling instead of signing overtly
- understanding that Auslan plays an important role in the expression and maintenance of Deaf culture, that each deaf person has the right to learn and use Auslan as part of their birthright, along with their membership of the Deaf community, and that they become custodians and owners of the language
- appreciating the cultural value and importance of festivals and events in the Deaf community, such as NWDP, as celebrations of language, history, culture and identity
- understanding that sign language literatures recount significant journeys and events associated with the beginnings of Deaf education and the development of Deaf communities, and that they embody history and values of Deaf culture, for example, the Gallaudet and Clerc meeting or US Civil War stories that validate and reference shared Deaf identity, culture, language and experience
- recognising that Auslan signs change over time due to shifting cultural values and experiences, for example, the modification of the sign for APPRENTICE to refer to TAFE, and shifting values around the sign DEAF^DEAF as the sign for DEAF (culturally Deaf reference for deaf-mute) and unsuccessful attempts to reframe this with an audiological focus

Years 9 and 10 Achievement Standard

By the end of Year 10, students use Auslan to build relationships and to initiate, sustain and extend interactions with teachers, peers and contacts in the wider community. They engage in debate and discuss aspirations and social issues, explaining and justifying positions and elaborating opinions using expressions such as NEVER THOUGHT YEAH-RIGHT. Students use strategies to support discussion, such as self-correction, rephrasing or elaborating if not understood. They use smooth and fluent fingerspelling. They use spontaneous language to participate in activities and learning experiences that involve collaborating, planning, organising, negotiating and taking action. They use modal verbs and non-manual features (NMFs) to express possibility, obligation and ability, such as PRO1 MAYBE SEE THAT MOVIE or PRETEND PRO2 DEAF.... Students use culturally appropriate norms, skills and protocols when engaging with and learning from Deaf people and the Deaf community, for example, waiting to be introduced to new people and knowing how to introduce themselves as second language Auslan learners. They analyse, synthesise and evaluate information from a range of signed sources, summarising key ideas and specified points of information. They predict the meaning of unfamiliar signs and expressions from context and their knowledge of depicting conventions. They compare responses to creative texts such as Deaf poetry, Deaf art and signed narratives. Students demonstrate understanding of Auslan and Deaf culture, for example by preparing and delivering presentations or signed narratives on social and cultural issues, community initiatives and lifestyles. They build cohesion and complexity in texts by using fully-lexical connectives such as IF, THEN and/or NMFs to link clauses. They use constructed action (CA) to show different points of view. Students demonstrate culturally appropriate and ethical behaviour when interpreting and translating texts and consider potential consequences of inaccurate interpreting. They describe how they feel and behave when communicating in a visual world, for example by discussing how the experience fits with their sense of self. They reflect on the role of Auslan in connecting and building Deaf identity.

Students recognise and explain different ways that signers represent signing space, such as character or observer space. They understand and use depicting signs and CA in complex ways to create composite utterances. They investigate variation in the use of Auslan, explaining influences such as geographical location, social groupings and history, educational experience, the age of learners, family background and degree of contact with Signed English or other languages. They make comparisons between the ecologies of Auslan and those of signed languages in other countries, taking account of issues such as languages policy and rights, advocacy, language reform and language vitality. They identify factors that help to maintain and strengthen the use of Auslan, such as intergenerational contact and bilingual school programs. Students know that Auslan plays an important role in the expression and maintenance of Deaf culture and in assuring the rights of every deaf person.

The Australian Curriculum Languages - Auslan Second Language Learner Pathway - Years 7–10 (Year 7 Entry) Sequence

Years 7 and 8

The nature of the learners

Learners are beginning their study of Auslan and typically have had little prior exposure to the language or to the Deaf community. Many will have learnt an additional language in primary school, and some have proficiency in different home languages, and consequently bring existing language learning strategies and intercultural awareness to the new experience of learning Auslan.

Skills in analysing, comparing and reflecting on language and culture in both English and Auslan are mutually supportive. The transition to secondary schooling involves social and academic demands that coincide with a period of maturational and physical change. Learners are adjusting to a new school culture with sharper divisions between curriculum areas. They may need encouragement to take risks in learning a new language at this stage of social development; and to consider how the experience impacts on the sense of 'norms' associated with their first language and culture.

Auslan learning and use

Learners are encouraged to watch and sign Auslan in a range of interactions with the teacher and with each other. They use the language for interactions and transactions, for practising language forms, for developing cultural knowledge and for intercultural exchange. Rich and varied language input characterises this first level of learning, supported by the use of gestures, vocal and facial expression and concrete materials. Learners respond with a mix of Auslan and conventional and unconventional gestures and fingerspelling, as they use all available resources to make meaning and to express themselves.

Learners in this band engage in a range of activities in Auslan and share ideas about the language. They use well-known phrases in Auslan to participate in classroom routines, presentations and structured conversations with their teacher and their peers.

They build vocabulary for thinking and talking about school and personal topics. Language used in routine activities is re-used and reinforced from lesson to lesson in different situations, making connections between what has been learnt and what is to be learnt. Learners follow instructions, watch stories and participate in creating short texts on topics relevant to their interests and enjoyment, such as family, friends, favourite activities or food. They recount experiences, interact with visitors, follow directions, negotiate roles in a group and retell important information.

As they adjust language use to suit different purposes, contexts and situations, learners notice how culture shapes language. They work collaboratively and independently. They focus on the different systems that structure language use, such as sign modification, clause and text structure, and vocabulary, and reflect on their experience as Auslan learners and users. They gradually build a vocabulary and grammatical base that allows them to compose and present different kinds of simple texts.

Contexts of interaction

The Auslan classroom and interactions with deaf peers or adults in their school or local environment are the primary contexts for language and culture experiences. Learners also have some access to the wider Deaf community and to various resources through virtual and digital technology. The familiarity and routine dimension of the classroom context provide scaffolding and opportunities for language practice and experimentation. Language development and use are incorporated into structured collaborative and interactive learning experiences, games and activities.

Texts and resources

Learners work with a range of published texts designed for language learning, such as videos or websites, as well as teacher-generated materials. Authentic texts from different sources provide opportunities for discussion and analysis of the relationship between communication and culture. Learners become familiar with ways of recording Auslan, through either film, photos of signs, line drawings of signs or simple symbols.

Features of Auslan use

Learners in Years 7 and 8 are able to produce all handshapes, movements and locations of single signs. They can independently produce simple positive and negative statements with some time marking, and use plain verbs, indicating verbs modified for present referents and simple and familiar depicting verbs. They describe familiar objects, animals or people using lexical adjectives and some SASS depicting signs. They depict the movement of people, animals and means of transport, using an appropriate classifier handshape in a depicting sign. They explore the expression of emotions through NMFs, and begin to use NMFs for grammatical purposes in modelled language. They use simple constructed action and handling depicting signs to show the characteristics and actions of an animal or a person. They learn that verbs can be modified spatially to express relationships with participants, and that space is used meaningfully in Auslan.

As learners learn to adjust their language to suit different purposes and situations, they begin to understand how culture shapes language use. They compare how they feel when they use different languages and how they view different languages and people who use them. This introduction to the meta dimension of intercultural learning develops the ability to 'decentre', to consider different perspectives and ways of being and to become aware of themselves as communicators and cultural participants.

Level of support

Learning at this level is supported by rich and varied language input and by the provision of experiences that are challenging but achievable. Support includes scaffolding, modelling and monitoring; frequent revision; and explicit instruction, description, and comparison of Auslan and English. Teachers model language use and examples of texts, and provide feedback and review student work to support the interactive process of learning. Learning experiences incorporate implicit and explicit form-focused language learning activities and examples of texts and tasks. Learners are given support and opportunities to practise using dictionaries, especially Signbank, and to access word charts, vocabulary lists and examples when translating and creating texts. Support is also provided through visual and tactile materials, such as pictures, objects and charts, and through the use of conventional gestures. Learners rely on modelled language and scaffolded tasks to create their own texts, for example, choosing signs to complete sentences or using pictures to sequence a story that has been told to them.

The role of English

Learners are encouraged to use Auslan whenever possible, with the teacher providing rich and supported language input. Auslan is used for classroom routines and language learning tasks and may be used as the language of instruction for learning content of other learning areas. The language of response varies according to task demands, with Auslan used primarily for communicating in structured and supported tasks.

English is used as a medium of instruction and for explanation and discussion, or in areas from the Understanding strand. This allows learners to talk about differences and similarities they notice between Auslan and their first language(s) and culture(s), to ask questions about language and culture, to consider how they feel when they see or use Auslan and how they view different languages and the people who speak them. This introduction to the meta dimension of intercultural learning develops the ability to consider different perspectives and ways of being. English may also be used to research cultural issues where the source text is not available in Auslan.

Years 7 and 8 Content Descriptions

Communicating

Socialising


Interact with peers and teachers to exchange information about self, family, friends and interests and to express feelings and preferences

[Key concepts: self, family, friends, interests, preferences, feelings; Key processes: interacting, describing, comparing, stating, explaining]

(ACLASFC217)



Elaborations

- exchanging greetings, wishes, thanks and apologies, adjusting language to suit the situation, for example:
HOW-ARE-YOU? SEE LATER, GOOD-LUCK, THANKS, SORRY INTERRUPT
- describing and comparing people and objects using SASS depicting signs, for example:
POSS1 MATH TEACHER TALL DS:long-wavy-hair
My maths teacher has long wavy hair.
SCHOOL UNIFORM HAVE DS:long-thin-tie
The school uniform has a long thin tie.
- comparing routines, interests and leisure activities, using, for example, adverbial phrases of time, frequency and place, such as:
REGULAR SUMMER PRO1-plural GROUP-MOVE-TO BEACH STAY++ THREE WEEK.
We go to the beach for three weeks in summer.
WEEKEND PRO1 GO-TO-AND-BACK++ CAMP
I go camping on weekends.

- stating likes, dislikes and preferences using associated NMFs, for example:
PRO1 LIKE WATERMELON. DON'T-LIKE ORANGE
I like watermelon; I don't like oranges.
ART MUSIC? RATHER ART
I prefer art to music.
- introducing themselves and their family members and explaining relationships using personal and possessive pronouns, for example:
HAVE ONE SISTER ONE BROTHER
I have a brother and a sister.
THAT BABY HER SISTER
That baby is her sister.
- asking and responding to questions about a familiar topic, such as a shared school experience, for example:
PRO2 LIKE AUSLAN?
Do you like Auslan?
PRO2, SUBJECT WHAT STUDY WHAT?
And you, what subjects do you study?
SCHOOL LIKE YOU?
Do you like school?

Collaborate with peers to plan and conduct shared events or activities such as presentations, demonstrations or transactions

[Key concepts: participation, collaboration, negotiation; Key processes: participating, organising, reviewing, transacting]

(ACLASFC218)



- participating in games and activities such as enacting scenarios involving being lost and asking for or giving directions
 - following and giving instructions in groups on topics such as how to use video chat, Signbank or Auslan dictionaries
 - working collaboratively on learning activities that involve organising, negotiating and prioritising tasks, for example, in devising an activity or game for the class
 - working collaboratively on tasks that involve assigning and reviewing roles and responsibilities, offering feedback, support and encouragement, for example:
PRO2 TYPE PRO1 WRITE
You type and I'll write.
GOOD TYPING_{hard} WORK_{hard}
Great typing up; looks like lots of work.
G:FLOP-HAND DOESN'T MATTER NOT WORRY
Oh, it doesn't matter, don't worry about it.
 - giving, accepting or declining invitations, including making excuses to avoid causing offence or embarrassment, such as:
SORRY PRO1 STUCK, BASKETBALL TRAINING
Sorry, I can't go because I have basketball training.
 - participating in hypothetical scenarios that involve transactions, for example, preparing for or participating in a Deaf World workshop
-

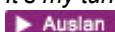
Communicate appropriately and clearly with the teaching team and peers using appropriate Auslan protocols for classroom interaction

[Key concepts: protocol, attention, instruction; Key processes: responding, gaining attention, back-channelling, agreeing/disagreeing]

(ACLASFC219)



- following classroom protocols specific to an Auslan context, such as:
 - responding to flashing lights and waving for class attention
 - tapping, pointing and waving for peer attention
 - maintaining eye gaze
 - back-channelling such as nodding
 - limiting the use of voice
 - maintaining a clear line of sight
- following and using classroom language such as instructions for class routines, for example:
PLAY GAME. PLEASE STAND UP
We're going to play a game; please stand up.
LOOK-AT_{me} PRO1
Eyes to the front.
PLEASE WITH-2++
Please find a partner.
- using language to facilitate clear communication, such as asking for help or permission, for example:
PLEASE HELP_{me}?
Can you help me, please?
G:HANDS-UP PLEASE PRO1 NEED TOILET
Can I go to the toilet please?
- showing agreement/disagreement, for example, respectful manner, for example:
AGREE YES or PRO1 AGREE
Yes, I agree.
PRO1 KNOW WHAT MEAN, BUT...
I know what you mean, but ...
DOUBT
I'm not sure.
AGREE-NOT
I don't agree ...
- indicating understanding, for example by nodding, or signing SURPRISE, or KNOW++
- apologising and thanking, for example:
THANK-YOU HELP_{me}
Thank you for helping me.
SORRY PRO1 FORGOT
I'm sorry; it was an accident.
- asking for repetition or clarification, for example:
PLEASE SLOW SIGN
Could you sign that slowly please?
PRO2 SAY BEFORE WHAT?
What did you just say, sorry?
- negotiating turn-taking, for example:
PRO1 FIRST YOUR-TURN
It's my turn first, then your turn.



Informing

Elaborations

Identify gist and some points of factual information from a range of signed texts about familiar topics and use the information in new ways

[Key concepts: information, data, summary, procedure; Key processes: gathering information, summarising, sequencing, identifying]

(ACLASFC220)



- gathering information from their peers in relation to their interests and preferences or home and school routines and summarising findings in formats such as tables or graphs
- observing informative signed texts such as weather reports or simple public announcements about events and celebrations, identifying key points of information to exchange with a partner in a barrier/information-gap game
- collecting information from signed texts about people, time or activities and using the information in new ways, for example, by creating a timeline, diary or timetable to show a sequence of activities
- viewing and following procedural signed texts such as cooking demonstrations or craft activities
- watching/viewing a signed text and identifying specific points of information such as locations, for example, by labelling key locations on a school map
- viewing and responding appropriately to simple class and school announcements and directions
- watching short Auslan texts about topics such as hobbies or sports, and recording key points of information using tables or graphic organisers
- paraphrasing content of selected community texts, such as public service or promotional announcements on the Deaf Emergency Info website




Present and explain factual information about a range of topics of interest



[Key concepts: routine, report, explanation, procedure; Key processes: describing, reporting, signing, instructing]

(ACLASFC221)



- describing in the correct sequence home and school routines such as weekend activities or their school timetable
 - reporting to the class about a shared school event, such as Deaf Sports Day or a school camp
 - creating signed texts to explain a hobby or interest, using visual supports such as photos or props
 - presenting descriptions of items of school equipment such as those used in woodwork, science or sports, and giving simple signed explanations of how they work
 - instructing the class in a procedural text such as a simple recipe or instruction guide, using list buoys
 - sharing selected points of information from their home or local community, such as family traditions or cultural events, conveying key points of information from visual infographics or diagrams
 - working in groups to create an informative video or display about their school
 - assembling an information pack about their school to support newly arrived deaf students, including a signed glossary of key people and places and simple directions to navigate the school
 - explaining a favourite game that can be played in Auslan or English, highlighting key Auslan terms and supporting information with pictures, gestures and demonstrations
-

Creating	Elaborations
<p>Engage with different types of creative texts, identifying and discussing ideas, characters, events and personal responses [Key concepts: imagination, play, character, performance, visual text, representation; Key processes: viewing, responding, participating, comparing, shadowing, mimicking]</p> <p>(ACLASFC222)</p> 	<ul style="list-style-type: none"> participating in Auslan games and activities using simple clauses in creative ways, for example, 'Sign Circle', or passing on a sign shape, for example a rectangle is signed as a door then by the next person as a jewellery box and the next person as a computer keyboard, and so on viewing creative Auslan stories, poems and theatre performances and identifying ideas, characters and events, for example, by accessing Auslan Storybooks, and work by the Australian Theatre of the Deaf viewing and responding to creative visual texts such as handshape art and art produced by and about Deaf people, Deaf culture or signed languages, for example, paintings by Nancy Rourke and animations by Braam Jordaan comparing different versions of imaginative signed texts and indicating which they prefer, for example, different Auslan versions of 'The Timber Joke', or fairytales viewing and comparing personal responses to representations of deaf people in different creative texts, performative or entertainment texts, for example, reality television shows with deaf contestants or participants responding to signed poems and 'visual vernacular' descriptions of a character's appearance by shadowing, mimicking and drawing, for example, work by Frédéric Vaghi responding to performances of Deaf poetry that evoke emotions such as sadness, fear or excitement, for example by indicating enjoyment or different personal feelings
<p>Express imaginative ideas and visual thinking through the use of familiar modelled signs, mime, gestures, drawing and visual supports, with a focus on emotions, appearance and actions [Key concepts: game, animation, creativity, emotion; Key processes: depicting, collaborating, creating, re-enacting, reinterpreting]</p> <p>(ACLASFC223)</p> 	<ul style="list-style-type: none"> participating in games and imaginative activities that involve representation of the appearance, characteristics and relationships between different people, animals or objects working collaboratively to create and present signed skits or poems to entertain younger learners re-enacting short stories or wordless animations that include two characters and their interactions through the use of constructed action reinterpreting creative texts for specific effect, for example by changing emotions or movements through the use of NMFs and manner using 'visual vernacular' to create and enact a short scenario about an imaginary character and a particular object, using SASS, entity and handling depicting signs and constructed action creating amusing sequences of signs using a fixed handshape, such as the index finger 'point': PRO2 THINK PRO1 SHY? <i>Do you think I'm shy?</i> 

Translating	Elaborations
<p>Translate and interpret short texts from Auslan to English and vice versa, noticing which concepts translate easily and which do not</p> <p>[Key concepts: equivalence, meaning, interpretation, translation; Key processes: translating, interpreting, identifying, comparing, paraphrasing, summarising]</p> <p>(ACLASFC224)</p> 	<ul style="list-style-type: none"> recognising that every language uses words or signs to make meaning identifying aspects of Auslan which are the same in English, such as the fingerspelled alphabet identifying and comparing key signs and words in Auslan and English versions of familiar texts such as short stories or fairytales on the Auslan Storybooks website, noticing how signs can convey rich, multilayered meaning which might not have a direct match in English shadowing a story in Auslan as a pre-interpreting skill, noticing which phrases and concepts need more unpacking demonstrating the use of Signbank, for example by using it to look up various meanings of the word 'run', comparing variations in signs for the concept in different contexts, and using it to translate Auslan into English and vice versa translating simple filmed texts in Auslan into written English captions sight translating short English texts such as news articles or short speeches into Auslan for review by their peers considering the bimodal nature of Auslan–English interpreting and discussing the possibility of consecutive and simultaneous interpreting of information in communicative exchanges
<p>Create bilingual texts and learning resources to use in the classroom</p> <p>[Key concepts: translation, meaning, transcription, bilingualism; Key processes: translating, captioning, recording, creating]</p> <p>(ACLASFC225)</p> 	<ul style="list-style-type: none"> creating English captions for short recorded phrases in Auslan creating digital glossaries of new sign vocabulary, which can be used to share their personal learning with family members recording and transcribing into English some simple Auslan 'identity stories' filmed with members of the Deaf community captioning examples of classmates' work in Auslan, for example, simple short stories creating translations of song lyrics for performance in Auslan translating short, simple written or spoken texts into Auslan, for example, instructions for a game or procedures such as recipes
Identity	Elaborations

Demonstrate understanding of the nature of identity in relation to themselves, the Deaf community and the wider hearing community

[Key concepts: identity, community, similarity, difference; Key processes: comparing, identifying, viewing, exploring, discussing, surveying, analysing]

(ACLASFC226)



- using visual representations such as concept maps, posters or captioned slide presentations to identify groups that they each identify with, for example, friends, family, sporting, interest and community groups, discussing how these group associations contribute to their sense of identity
- discussing how their upbringing and personal experience impact on assumptions or attitudes that they bring to interactions with people who have different backgrounds or experiences, considering concepts such as communication, personality, family and community
- noticing and comparing their own and each other's ways of communicating and interacting, identifying elements that reflect cultural differences or influences of other languages
- viewing a series of Auslan identity stories, such as those found in the Griffith University *Introduction to Deaf Studies Unit 1* set, comparing their experiences to those described by deaf children and adults in the footage
- investigating the identity of deafblind people and their connection to the Deaf community by inviting deafblind guests into the classroom to share their personal journeys
- exploring ideas about identity through journal writing, documenting challenges and rewards related to second language learning and identity change
- analysing ways in which Deaf people design and adapt spaces in cultural ways ('Deaf space'), for example, by eliminating visual obstacles to signed communication, using circles or semicircles for meeting and learning spaces, using open-plan areas, lighting and window placement to maximise visual access to information, for example, Gallaudet University's deaf space design principles
- surveying deaf people about their experiences and perspectives on the importance and significance of Deaf places that contribute to a shared sense of identity, for example, the Deaf Club, Deaf schools or sites of historic significance such as original Deaf Society/Mission buildings or other former meeting places
- identifying and researching Deaf community identities associated with significant historical places, such as William Thomson establishing the first deaf school in WA

Reflecting

Elaborations

Reflect on ways in which Auslan and associated communicative and cultural behaviours are similar to or different from their own language(s) and forms of cultural expression

[Key concepts: language, culture, similarity, difference, communication; Key processes: describing, discussing, examining, reflecting, noticing]

(ACLASFC227)



- describing how it feels to use Auslan to communicate, or to watch Auslan being used by others, for example by responding to prompts such as *What are the main differences you notice when observing conversations between hearing people and deaf people?*
- discussing changes or adaptations they have to make to their communicative style when using Auslan, for example waiting until they have a deaf person's visual attention before signing to them, and maintaining eye contact
- examining similarities and differences between ways of communicating in Auslan and in Australian English in different social situations, for example, in relation to ways of greeting/leave-taking, introducing people and using body language, facial expression and eye contact
- reflecting on the need for sustained eye contact when using Auslan in order to understand a message and before teacher instructions can proceed
- noticing differences in forms of address in signed and spoken languages, for example, not using a person's name when signing directly to them, unlike in Australian English
- examining general misconceptions held by hearing people about deaf people, Auslan and Deaf culture, for example, that all deaf people can hear with hearing aids, or that deaf people may not drive
- reflecting on and providing possible explanations for assumptions deaf people might have about hearing people or about spoken languages

Understanding

Systems of language

Elaborations

Identify and describe all elements of sign production, including handshape and its orientation, movement, location and non-manual features, and look at the link between signs and their referents in terms of iconicity

[Key concepts: handshape, orientation, movement, location, hand dominance, iconicity; Key processes: identifying, noticing, recognising, comparing, understanding]

(ACLASFU228)


- realising that meaning is communicated through the use of signs, pictures, written or spoken words or miming
 - identifying a sign's handshape and its orientation, for example, COCKATOO (hs:5, palm left) and SOCCER (hs:fist)
 - identifying and demonstrating signs with a change in handshape, for example FIND or BEST
 - identifying and demonstrating signs with a change in orientation, for example CAN-NOT or HOW
 - noticing the path movement of a particular sign and identifying signs associated with the major types of path movements, for example, THROUGH (forwards) or FULL (down to up)
 - noticing the five major locations of signs on the body or in space, and identifying signs associated with each, such as SEE (head/face), SAY (mouth/chin), WHY (chest), TALK (hand) and ONE (signing space)
 - thinking of body-anchored signs, such as HEAD or WHY, and signs that are not body anchored, such as HAVE or STOP, and recognising that non-body anchored signs can be located in space around the signer
 - understanding that NMFs can also be an element of a sign and can show emotional states such as a happy expression, or grammatical information, for example, a frown to mark a negative, and identifying examples of NMFs in a text
 - noticing that in a stretch of connected signing a sign will often be produced differently to the way it is shown in a dictionary
 - distinguishing between single, double and two-handed signs, and identifying which hand is dominant and which is non-dominant in two-handed signs
 - noticing that in signed languages meaning can be expressed through whole signs or through fingerspelling
 - comparing iconic signs that provide visual images of referents, such as DRINK, ELEPHANT with English words that map to the sound images of the referents, such as animal noises, or words for sounds such as *bang* or *woof woof*
 - identifying signs with different levels of iconicity, for example, those that are fully transparent, translucent or arbitrary
 - experimenting with different methods of capturing signed languages, such as: a class-invented script, drawing pictures, videoing, English glosses or ASL-phabet
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Recognise and restrict signing to the standard signing space, and understand that pronouns, depicting signs and verbs can be located meaningfully in that space to show participants in a process

[Key concepts: signing space, pointing, verb modification to show who, depicting signs; Key processes: noticing, identifying, recognising, describing, comparing, distinguishing]

(ACLASFU229)



- describing the range of signing space in normal signed discourse
 - recognising that non-body-anchored nouns can be located in space and identifying instances of this
 - comparing and contrasting Auslan and English pronouns, in particular noticing that Auslan pronouns don't show gender but they can show location and a specific number of referents, for example, WE2 (inclusive) and WE3 (inclusive) or WE2-NOT-INCLUDING-YOU (exclusive)
 - discussing the functions of different pointing signs, such as pronouns, determiners, locatives
 - noticing that enacting a role or modifying the beginning and end locations of some verbs can show the referents involved, for example:
PRO1 ASK PRO3 versus PRO1 ASK_{-her}
PRO3 ASK_{-me} CA:I-was-shocked
-  Auslan
- identifying what sorts of things can be represented in a DS by a particular handshape, for example a distant person, pole or tree can be represented by a point handshape, and a cylinder can be traced by a C handshape
 - identifying examples of DSs in an Auslan text, and recognising that handshape and movement represent different things in each type of DS, for example:
 - *entity DSs*: the handshape is an object or person, and the movement is the movement or location of that object or person
 - *handling DSs*: the handshape represents a person's hands touching or moving another object, and the movement shows how the hands move
 - *SASS DSs*: the handshape and movement outline the shape or size of something

Recognise and use elements of clause structure, such as noun groups/phrases or verb groups/phrases and using conjunctions to join clauses

[Key concepts: sign class, noun and verb groups, conjunctions, clauses, sign order; Key processes: recognising, observing, distinguishing, understanding]

(ACLASFU230)




- categorising noun signs into those for people, animals, places or things
- learning that proper nouns can have a sign name or be fingerspelled
- recognising different nouns in clauses, including those that are shown with a pointing sign, such as GIRL READ versus PRO3 READ, or VISIT FRIEND versus VISIT PRO3
- knowing that adjectives describe nouns in different ways, such as how they look (BIG or RED), feel (SOFT or HOT), smell (SMELLY) or sound (LOUD)
- recognising that a noun group is a group of signs that relate to a person, place or thing that can include elements such as adjectives or numbers
- recognising that expanding a noun into a noun group enriches meaning
- identifying verb signs (SIT, EAT, FEEL, WONDER, HAVE) and recognising that they are central to a clause
- noticing there is no verb 'to be' in Auslan, which is a significant difference to English
- exploring different semantic types of verbs in a text, for example by showing how:
 - *doing* (WALK, WRITE) and *saying* (TELL, CALL-OUT, ANNOUNCE) verbs in narrative texts give information about a characters' actions
 - *sensing* (SEE, THINK) or possessing (THAT'S-TYPICAL-OF-THEM, OWN) verbs indicate what characters think, feel or own
- *relating* verbs identify or describe a noun (for example, HAVE in PRO3 HAVE LONG-HAIR)
- noticing that some signs modify the meaning of verbs, such as READ **CAREFUL** and that these are called adverbs
- contributing examples of signs that tell:
 - when a verb happens (**IN-2-WEEKS** PRO1 HOLIDAY or WANT LUNCH **NOW**)
 - where a verb happens (PRO3 RUN **FAR** or COME **HERE**)
 - how a verb happens (**FAST** or **SLOW** or PRO2 **QUICK** FINISH)
- noticing that sometimes Auslan signers have information about how a verb happens through NMFs not separate signs (for example, WRITE_{-carelessly})
- recognising that a verb group is a group of words built up around a verb that may include adverbs which modify the meaning of verbs and that adverbs and DSs can enrich a verb group
- understanding that a clause is one or more signs expressing a single idea and that a clause has at least one verb, but often one or more nouns as well, for example:
CALL_{-him}
I called him.

MAN THERE GO-TO POSS3 HOUSE

That man went to his house.

BIG MONSTER SCREAM

A big monster screamed.

 Auslan

- noticing that while word order in sentences is often important for meaning, there is flexibility in word order in Auslan and that because parts of a sentence can be signed simultaneously in Auslan, it is hard to establish word order
- distinguishing between yes/no questions, wh- questions and statements and their corresponding NMFs

Recognise similarities and differences in language features of different types of texts and in Auslan and English texts of a similar type, and notice how texts build cohesion

[Key concepts: text, textual features, referent tracking; Key processes: recognising, identifying, analysing]

(ACLASFU231)



- recognising that texts are made up of one or more clauses, which have one or more signs in them, which together make meaning
- comparing a short text in Auslan with an equivalent type of English text (for example, a recount in both languages) and noticing similarities and differences in structure and language features
- examining different examples of an Auslan text on the same topic, or telling the same story, and identifying different choices signers made in the production of the text, for example the amount of fingerspelling or CA they used
- analysing linguistic structures and features associated with more dynamic texts, such as back-channels and hesitations used in casual conversations
- identifying examples of signers pointing to an established location to refer to a non-present referent
- identifying how signers use space to make clear the actor or undergoer of a verb through a text, for example by pointing back to an established location to refer to a noun referent
- identifying the many ways signers can refer to the same referent in a text, for example by using DSs, points or list buoys, and how such strategies help maintain interest and support understanding

Language variation and change

Elaborations

Explore different dimensions of variation in the structure, development and use of Auslan, including how it has been influenced by English and other signed languages

[Key concepts: language variation, influence, word-borrowing, change; Key processes: exploring, identifying, classifying, describing]

(ACLASFU232)



- exploring similarities and differences in the two main Auslan dialects, the northern dialect, used in New South Wales, Queensland and the Australian Capital Territory, and the southern dialect, used in Victoria, South Australia, Western Australia, Tasmania and the Northern Territory, for example through building webcam relationships with other schools or by identifying and collecting signs that differ in the two forms
- researching how BSL from the 1800s evolved into Auslan, NZSL and modern BSL, for example by finding and classifying examples from Auslan, NZSL and BSL signbanks
- understanding that while the structure of individual signs can change over time in regular ways, there is little information about this process in signed languages due to lack of historical records of signing
- explaining the influence of other signed languages such as BSL, ISL and ASL on Auslan over different periods of time and in different domains of language use, and discussing why this is the case
- noticing different ways that English words are borrowed into Auslan, for example, the use of fully fingerspelled words, such as D-U-E, N-O-U-N, the fingerspelling of the first letter of corresponding English words, for example TOILET, FATHER, or abbreviations of English words, for example, state names: S-A, N-S-W, V-I-C, T-A-S, and organisation names: N-A-B-S, W-A-A-D, N-S-W-A-D, D-C-S-S-A, and lexicalised fingerspelling, such as HOW, BUT, ABOUT, FOR
- recognising that Auslan includes loan signs from Signed English, such as TOY or DAD, and understanding why some older deaf people are uncomfortable with these changes
- looking at style shifts in domains where English is in closer contact with Auslan, such as the use of more English-like structures in formal and educational settings
- considering adaptations to Auslan use when communicating in different physical environments, such as in video chats, across a large yard, or when one or both hands are occupied, for example, variations in vocabulary, size of signing space, clarity of signs, use of fingerspelling and NMFs
- noticing the variation in 'handedness' between signers in relation to both signs and to fingerspelling: right handers using their right hand as their dominant (main) hand; left handers doing the opposite

Language awareness

Elaborations

Develop awareness of the sociocultural context, nature and status of Auslan and of the Deaf community in multilingual Australia

[Key concepts: communication, accessibility, transmission;
Key processes: identifying, investigating, discussing, understanding]

(ACLASFU233)



- identifying the importance of place and space in the Deaf community, exploring why some places and spaces ensure that a visual language is more accessible to deaf people and promotes a sense of cultural belonging, for example by identifying factors that make a classroom 'Deaf friendly', such as U-shape seating, minimisation of window glare/reflection, good lighting and acoustics, flashing lights, suitable interpreter location
- identifying examples of deaf people's visual orientation towards the world, such as using visual applause or being astute in reading body language
- describing how and why deaf people use vibrating devices to alert them to alarms or information, or have flashing lights for the door, phone, alarm clock, baby cry alarm and other systems
- understanding cultural values associated with the conferring of name signs on those such as second language learners of Auslan who are joining the Deaf community
- explaining the role and function of Auslan–English interpreters and Deaf interpreters and the access and opportunities they provide
- identifying and describing physical markers of identity among deaf people, including the use of sign language and/or hearing devices such as hearing aids, cochlear implants and FM systems
- exploring variation in Auslan fluency among their classmates and members of the Deaf community, identifying the influence of variables such as where and when people learnt to sign and whether they are from a deaf or hearing family
- investigating how Auslan and Deaf culture are promoted in the wider community, for example through the influence of organisations such as Deaf Australia; the work of high-profile individuals such as activists or actors; or through events such as NWDP Deaf Festival, Australian Deaf Games or Deaf art exhibitions
- understanding the nature of the transmission of Auslan, for example how in most cases Auslan is not passed on from parent to child but often from child to child, or to children by adults outside the family, and knowing that some Deaf people learn Auslan as a late acquired language in early adulthood
- exploring the nature of multilingualism in the Deaf community, including the use of Auslan, English and other signed and spoken languages, considering how and when people typically switch between languages and dialects
- investigating the use of digital technology/communication by Auslan users, for example, social media, SMS/texting and NRS and VRS, discussing how these modes of communication impact on issues such as accessibility and communication between members of the Deaf community
- investigating communication methods used by deaf and hard of hearing members of Aboriginal and Torres Strait

Islander communities

- discussing behaviour associated with cultural practices, language and traditions, for example, by discussing the concept of reciprocity as a manifestation of how community members share responsibility for each other's wellbeing, or the value placed on the use of sign language for shared understanding and trust

Role of language and culture	Elaborations
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Explore connections between language, identity and cultural practices, values and beliefs and the expression of these connections in Auslan

[Key concepts: language, culture, identity, difference, transmission; Key processes: recognising, appreciating, exploring, understanding, identifying]

(ACLASFU234)



- recognising that people from different places and backgrounds may use different languages and have ways of living and communicating that differ from their own
- appreciating that culture and cultural difference means that people may value different things or live differently, noticing observable examples of such difference, such as ways of greeting (bowing versus shaking hands) or conveying information (through words versus signs)
- exploring how deaf people live in ways that may be different from how hearing people live and that they are primarily visual, for example by responding to stimulus questions such as *How do deaf people ensure they can always see other people who are signing?*
- recognising the importance of facial expression, eye gaze and non-manual features in conveying information in a visual-gestural language and culture
- exploring the nature of culture as an essential part of human life, understanding that it is shared, passed on between generations and is closely connected to language and identity
- understanding that culture is more than the visible aspects of people's lives; that it also includes invisible elements such as beliefs and values, how people think about themselves and others, how they relate to their social and physical environments; and considering how this understanding applies to users of Auslan
- recognising that in each culture there are general rules for what to say and do, when, where and with whom, and that these rules differ from culture to culture, for example, the Deaf culture places greater importance on eye contact than cultures that communicate through spoken languages
- identifying the importance of signing space and proxemics in Auslan, particularly in relation to a person passing between two signers, or to the positioning of communication partners
- recognising that shared experiences shape cultural values in Auslan as in other cultures, for example the experience of deaf children being excluded from family and social discourse during dinner table conversations or social events gives rise to the value placed in the Deaf community on ensuring inclusivity and sharing information with each other
- recognising the importance of community and culture in relation to their own lives and communities and in relation to other language groups and their communities
- recognising the role of the Deaf community and its networks and significant places in maintaining, reflecting and strengthening Auslan and Deaf culture

Years 7 and 8 Achievement Standard

By the end of Year 8, students use Auslan to share information, experiences, interests, thoughts and feelings about their personal and immediate worlds. They use modelled constructions, ask for repetition or clarification, such as please slow sign, and use strategies such as fingerspelling to replace unknown signs to support continued interaction. They use lexical signs, gestures and affective non-manual features (NMFs) to indicate understanding, interest or lack of interest, for example, AGREE YES or PRO1 AGREE or PRO1 KNOW WHAT MEAN, BUT.... They ask and respond to familiar questions and directions and distinguish between statements and questions using grammatical NMFs. Students use familiar language to collaboratively plan and conduct shared events or activities, such as presentations, demonstrations or transactions, for example, PRO2 TYPE PRO1 WRITE. They describe people, animals and objects using lexical adjectives and familiar SASS depicting signs and appropriate classifier handshapes, for example, POSS1 MATH TEACHER TALL DS:long-wavy-hair or SCHOOL UNIFORM HAVE DS:long-thin-tie. They compare routines, interests and leisure activities, using signs for timing and frequency, simple depicting verbs for showing location, and appropriate sequencing. They use culturally appropriate protocols when communicating, such as maintaining eye contact, responding to and gaining attention by waving or tapping a shoulder or table, flashing lights, back-channelling and voice-off. Students locate specific information in a range of signed texts, such as weather reports, public announcements and presentations by visitors, using visual and contextual clues to help make meaning. They summarise and retell key points of information in correct sequence using list buoys. They plan, rehearse and deliver short presentations, taking into account context, purpose and audience and using familiar signs and visual supports, such as photos and props, and cohesive and sequencing devices. Students view and respond to short imaginative and expressive texts, such as short stories, poems and Deaf performances, for example by identifying and discussing ideas, characters and events. They create their own simple imaginative texts and retell wordless animations using familiar signs, gestures, modelled clause structures, high-frequency signs, modifying NMFs and lexical signs to indicate manner. They translate and interpret short texts using Signbank, and give examples of how languages do not always translate directly. They create bilingual texts and resources for the classroom, for example, glossaries and captions for their own and each other's short stories. They explain the importance of facial expression, eye gaze and other NMFs in a visual-gestural language and culture, and reflect on their own cultural identity and ways of communicating in light of their experience of learning Auslan.

Students know that Auslan is a legitimate language, different from mime and gestures used in spoken languages, and that eye contact is necessary for effective communication. They know that meaning is communicated visually through the use of signs, NMFs and gestures and can be expressed through whole signs or fingerspelling. They identify and describe the handshapes, movements and locations of signs. They distinguish between entity, handling or SASS depicting signs by looking at what the handshape and movement represent in each type and know that spatial relationships are typically expressed with entity DSs. They know that signs can be displaced in space for a range of purposes, such as to show locations or show the participants in a verb. They know that signing involves telling, depicting or enacting. They identify iconic signs and discuss how these match their referent, such as HOUSE, TREE, DRINK. They know that the function of constructed action is to represent the words, thoughts or actions of themselves or others. They use metalanguage to talk about Auslan, for example using terms such as **depicting signs, indicating verbs, non-manual features, handshapes, pointing signs** and **clauses**. Students recognise variation in the use of Auslan, such as regional dialects and differences in signing space. They understand different ways that English words are borrowed into Auslan and how these become lexicalised. They explore the influence on Auslan of other signed languages, such as BSL, ISL and ASL, as well as English over different periods of time and in different domains of language use, and consider reasons for these influences. They identify different ways that Deaf community members communicate with each other and with members of the wider hearing community, describing how different forms of digital communication such as social media, SMS/texting and NRS have improved accessibility for the Deaf community and contribute to the vitality of the language. Students recognise that Auslan has been transmitted across generations and describe ways it has been documented and recorded. They reflect on ways that culture is differently interpreted by others, for example by identifying how stereotypes about deaf and hearing people influence perceptions; and they understand that the most unifying factor of the Deaf community is the use of Auslan.

Years 9 and 10

The nature of the learners

Learners enter this band with prior experience of Auslan. They bring a range of existing capabilities, strategies and knowledge that can be applied to new learning. This stage of learning coincides with social, physical and cognitive changes associated with adolescence. Increased cognitive maturity enables learners to work more deductively with language and culture systems, to apply more intentional learning strategies and to reflect productively on their learning. Motivation and engagement with language learning and use are influenced by peer-group dynamics, personal interests and values, and issues related to self-concept. The role of language is central to this process and is reflected in the degree to which learners define themselves as members of language communities, how they position themselves in relation to peer groups, and choices they make in relation to linguistic and social practices. These processes are fluid and context responsive and impact on learners' engagement with both Auslan and English language learning. Learners at this level are increasingly aware of the world beyond their own and are engaging with youth, social and environmental issues. They are considering their future pathways and choices, including how Auslan could be part of these. They require continued guidance in learning Auslan, but are increasingly independent and capable of analysis and reflection, including in relation to Auslan and to intercultural experience.

Auslan learning and use

Learners use Auslan to compare and contrast, to sign instructions, problem-solve, make announcements, persuade, and recount experiences in increasing detail. They engage with a range of Auslan texts, and express feelings and emotions creatively in the language. They participate individually and in groups in tasks and learning experiences, explaining or justifying positions, elaborating opinions, and giving and receiving multistep instructions. They create their own signed narratives, and summarise and critically examine viewed texts.

Learners are extending their grammatical knowledge, such as understanding how language structures and features are used intentionally in texts. They use more elaborate sentence structures, including conjoining clauses, and increasingly build cohesion in their texts by setting up and maintaining referents in signing space. Learners explore metaphorical iconicity and begin to use constructed action to represent multiple characters in narratives. They are increasingly aware of connections between language and culture, comparing them to experiences in their own language(s) and culture(s). They are learning to reflect on their own language and culture and on how identity impacts on intercultural experience.

Contexts of interaction

Learners interact with teachers, peers and members of the Deaf community, in real life or via online technologies. They also encounter Auslan in the wider community, such as in the media, at film festivals or community events or via guest speakers.

Texts and resources

Learners engage with a range of increasingly complex live and digital signed texts designed for in-school learning of Auslan. They also work with different types of authentic texts created for deaf people, such as websites, which provide opportunities to extend understanding of language and culture. Texts come from a range of domains or genres, such as oral histories, community announcements, vlogs and stories; and they serve a variety of purposes, such as informative, transactional, communicative, imaginative and expressive. Learners also access texts from other signed languages that make extensive use of the 'visual vernacular'. The Deaf community is the most important resource for learning, as it is the origin of most of the texts and communicative situations engaged with by learners.

Features of Auslan use

Learners at this stage are increasingly aware of differences between Auslan and English. They are expanding their knowledge of vocabulary and sentence construction. With support, they use constructed action to show participants in a text, modify indicating verbs for non-present referents with increasing accuracy across a text, and use more complex entity depicting signs. They are learning to use NMFs to mark manner on verbs or to express negation. They use appropriate strategies to initiate and sustain conversations, and use more elaborate sentence structures, such as embedding clauses. Learners create richer texts, switching between viewer and diagrammatic space to show different perspectives of the same event. They also develop metalanguage for describing aspects of Auslan and how it is structured. They consider connections between language and culture and make comparisons with their own language(s) and culture(s). They consider language variation, for example by experiencing other dialects in the BANZSL family. They develop understanding of the nature of translation and interpretation, noticing the relationship between language, texts and culture. A balance is maintained between activities that focus on language forms and structures and those that involve communicative tasks, performances and experiences. Task characteristics and conditions are more complex and challenging; they involve collaborative as well as independent language planning and performance, and development and strategic use of language and cultural resources.

Level of support

While learners are increasingly less reliant on the teacher for support during communicative interactions, continued support, such as provision of rich language input and modelled language use, is needed to consolidate and sustain language development. The teacher provides implicit and explicit modelling and scaffolding in relation to meaningful language use in a range of contexts, situations and learning experiences, and explicit instruction and explanation in relation to complex structures, grammatical functions and abstract concepts and vocabulary. Provision of opportunities to discuss, clarify, rehearse and apply knowledge is critical in consolidating understanding and skills and in developing autonomy. Learners are encouraged to self-monitor, for example, by keeping records of feedback, through peer support and self-review. They are increasingly aware of and responsible for their own learning, working independently to address their needs, for example by accessing technologies to memorise, learn and expand their language repertoire. They continue to use Signbank, graphic organisers, modelled texts, dictionaries and teacher feedback to interpret and create texts, and may keep records of their learning through means such as a video journal or folio to reflect on their language learning and intercultural experience.

The role of English

Learners and teachers use Auslan as the primary medium of interaction in language-oriented and an increasing number of content-oriented learning experiences. English provides a basis for linguistic and cultural comparison. English is also the medium for expressing experiences, abstract ideas and personal views at a level beyond learners' level of Auslan, for example when justifying a position on a social issue or exploring linguistic and cultural practices. English may be used with Auslan to conduct research, for example when investigating a social issue or cultural practice if a source text in Auslan cannot be found. It is also used in translating and in communicating bilingually. Learners are supported to reflect on the different roles that English and Auslan play in their academic work and in their conceptual development.

Years 9 and 10 Content Descriptions

Communicating	
Socialising	Elaborations

Socialise and exchange views on selected issues using different communication strategies, language structures and techniques

[Key concepts: issues, debate, discussion, interaction; Key processes: explaining, debating, justifying, code-switching]

(ACLASFC235)



- explaining or justifying a position in relation to personal and social issues, such as the inclusion of deaf jury members, using simple clauses and more complex constructions, such as statements, if...then... or when constructions, for example:
IF DS:place-person DEAF TEACHER MEANS DEAF HEARING STUDENTS EQUAL_{-all}
If there were a deaf teacher in the class as well, then all the students would be equal.
 - debating issues such as whether schools should have a school uniform, using a range of conjunctions and complex clauses, for example:
SPORT, PRO1 THINK GOOD BECAUSE ENCOURAGE PEOPLE GO-OUT MEET-VARIOUS PEOPLE
I think sport is great because it encourages people to go out and meet others.
PRO1 THINK SCHOOL UNIFORM GOOD BECAUSE ALL STUDENT SAME_{-all} DOESN'T MATTER RICH POOR SAME_{-all}
I think school uniforms are good because they keep students equal, and it doesn't matter if they are rich or poor.
 - participating in conversations with their peers using strategies to sustain interactions, such as turn-taking and asking for repetition, clarification or confirmation, for example:
WHAT? PLEASE AGAIN
Could you repeat that, please?
STILL GO-AHEAD
Go ahead ...
RIGHT PRO2 SAY PRO1 FIX THAT?
So, you want me to fix that?
 - communicating with other Auslan users via digital media to exchange views or to express personal opinion on topics such as co-educational or single-sex schools
 - adjusting their language to socialise with different audiences, such as primary school Auslan users, using appropriate code-switching techniques
-

Engage in various collaborative tasks that involve making decisions, solving problems and evaluating progress
[Key concepts: responsibility, evaluation, discussion; Key processes: problem-solving, planning, evaluating, managing]

(ACLASFC236)



- participating in visits to a Deaf club or organisation and sharing responsibility for individual elements of a report that highlights key features of the experience
 - working with peers to solve problems, such as how to use video editing and/or captioning programs
 - working with a team to plan a fundraising event or a promotional display for Auslan at an open day/night and evaluating the experience to improve subsequent planning and organisation
 - assuming the role of a chairperson managing a small group discussion and conducting decision-making processes
 - contributing to the solving of hypothetical scenarios using conditionals, for example designing questions for a job interview such as:
PRETEND SOMEONE DS:one-person-approach-other
BLAST, PRO2 D-O WHAT?
Pretend someone approaches you and tells you off; what will you do?
I-F PRO2 BOSS PRO2 WILL CHANGE WHAT?
What would you change if you were boss?
-

Interact appropriately with the teaching team, peers and members of the Deaf community, adjusting language when necessary and demonstrating understanding of appropriate protocols in and out of the classroom

[Key concepts: protocol, behaviour, communication; Key processes: demonstrating, gaining attention, back-channelling, clarifying]

(ACLASFC237)



- demonstrating use of appropriate protocols within and beyond the classroom, such as gaining group attention through flashing lights, tapping, foot stomping and waving, and maintaining eye gaze, back-channelling and limiting the use of voice when interacting with unfamiliar Auslan users
- adjusting the physical environment, including people and objects, to enable communication in a well-lit environment without glare or obstructions
- demonstrating culturally appropriate behaviours when using or accessing an interpreter, such as not interrupting or blocking the line of sight
- using appropriate discourse markers and NMFs to facilitate clear communication, for example:
SURPRISE
Oooh (with appropriate intonation)
INCREDIBLE
No way!
WOW
Wow!
UM
um ...
HOLD...
Hang on a minute ...
- clarifying information, such as:
WHAT? PLEASE AGAIN
Could you repeat that, please?
RIGHT PRO2 SAY PRO1 FIX THAT?
So, you want me to fix that?
PLEASE SLOW SIGN
Could you sign that slowly, please?
PRO2 SAY BEFORE WHAT?
What did you just say, sorry?
- asking for elaboration of information by adding comments, for example:
RIGHT-YEAH INTERESTING BUT I WANT ADD COMMENT
Well, yes, that's interesting but I'd like to add something.
STILL GO-AHEAD
Go ahead ...

Informing

Elaborations

Engage with a range of signed texts to locate and evaluate information, infer or interpret meaning and to present key points in new forms

[Key concepts: information, data collection, issues; Key processes: interviewing, observing, rephrasing, summarising]

(ACLASFC238)



- interviewing an Auslan user, using prepared questions to find out about their experiences or opinions on selected topics, such as early language learning for deaf babies or their experience of education, selecting key elements of their commentary to produce a digital profile to share with the class
 - observing informative signed texts from the Deaf community and deaf-related organisations, such as emergency or advocacy texts, and rephrasing key points in a form suitable for a younger audience
 - collecting information from a variety of signed sources to inform class discussions on current affairs, for example the prevalent use of social media by young people, and access to this by deaf students
 - following more complex procedural signed texts, such as directions to follow in an unfamiliar environment, such as a school camp or excursion
 - watching and summarising information provided by a guest speaker and comparing their noted ideas and opinions with those of their peers
 - viewing texts such as interviews, news reports or vlogs and selecting points of information or details to use in their own texts or opinion pieces
 - viewing Auslan texts from other content areas, using depicting signs to explain key concepts, such as states of matter or climate variation
 - forming and signing questions to request information from a deaf organisation or person, in order to produce a digital information text such as a brochure or web page
 - obtaining information about high-profile members of the international Deaf community to create profiles for an e-magazine
-

Preparing and presenting information on different issues, events, people, procedures or experiences, using signed descriptions and visual prompts to inform, report, promote, explain or invite action

[Key concepts: biography, commentary, procedure, action;
Key processes: presenting, describing, explaining, researching, composing, inviting action]

(ACLASFC239)



- presenting a biographical report on a prominent deaf person, using visual prompts such as a slideshow to describe their life and achievements, incorporating some commentary and personal opinion
- contributing an item of information for a collaborative e-book to describe views on different aspects of Deaf culture, such as community and protocols associated with signing
- explaining to each other a selected procedure or practice, for example, a recipe, the rules of a sport or board game, or instructions on caring for animals
- researching, composing and presenting a persuasive speech designed to invite action or support on a selected issue, such as a Deaf political matter
- using visual props and signed explanation to describe a biological or mechanical process to the class, such as how the ear or a cochlear implant works
- developing a signed news report or public announcement to inform or alert an imagined audience of a recent or impending natural disaster
- creating signed announcements to inform members of the school community about events such as a Deaf theatre performance or National Week of Deaf People activities
- creating digital clips or social media posts designed to persuade, inform or invite response on an issue of relevance to young people of their age
- providing instructions in an engaging or entertaining style to create interest in a group activity, such as a maths game or signing choir

Creating

Elaborations

Respond to different types of creative texts that involve the expression of feelings or experiences, comparing their responses to different elements and making connections with their own experience

[Key concepts: Deaf experience, expression, cultural values, effect, emotion; Key processes: analysing, evaluating, profiling]

(ACLASFC240)



- viewing and responding to creative texts such as television programs, poems and theatre performances that are used to represent the Deaf experience, for example the television program *Switched at Birth*
- recognising how a character's feelings and attitudes are expressed through NMFs, and expressing their own feelings or attitudes in similar contexts or situations
- responding to different types of creative and imaginative texts, such as signed poetry, short stories or songs, identifying and discussing the artistic signed choices and making connections with their own experiences
- exploring how cultural values and the expression of identity are reflected in different forms of artistic expression, such as poems by Walter Kadiki or John Wilson
- evaluating Deaf performances or art forms that manipulate technology and the use of colour and light to create special effects, for example, in performances by Ian Sanborn
- analysing how elements of creative performance such as emotional nuance are communicated through interpreters in a live setting
- identifying and profiling deaf artists who make use of music, for example, members of the Deaf Performing Arts Network
- engaging with examples of Deaf humour, such as Deaf jokes, and comparing them with examples of humour in spoken English or in silent films or mime
- viewing and comparing expressions of Deaf experience through different visual art forms, such as painting, photography or sculpture, comparing with their own use of visual forms of expression of feelings and experience


Create and present entertaining individual or collaborative texts that reflect imagined people, places or experiences and draw from elements of their own life experience

[Key concepts: improvisation, stimulus, performance, humour, tension, interpretation; Key processes: improvising, performing, role-playing, creating, interpreting]

(ACLASFC241)



- participating in improvisation games that require spontaneous and imaginative responses to a stimulus such as *Sixty seconds to make the audience laugh or cry* ...
 - working collaboratively to create a performance such as a skit or humorous story for a class talent show
 - role-playing an imagined interview, incorporating elements of tension, humour or emotion
 - creating and presenting a handshape or signed poem on a selected theme, such as friendship or love
 - creating and presenting to their peers a signed interpretation of a wordless animation, comparing their different performances
 - creating a short film that incorporates camera techniques appropriate for a deaf audience
 - working collaboratively to create a static scene or diorama using the hands and bodies of at least two signers
 - creating the next scene, a new character or an alternative ending for a signed fable, short story or cartoon
-

Translating	Elaborations
<p>Translate and interpret different types of familiar texts and consider the effectiveness of examples of different translations, considering the role of culture when transferring meaning from one language to another</p> <p>[Key concepts: equivalence, translation, meaning, interpretation, ethics, culture; Key processes: translating, interpreting, comparing, researching, exploring, developing]</p> <p>(ACLASFC242)</p> 	<ul style="list-style-type: none"> • viewing and discussing online Auslan translations, such as the <i>Catching Fire</i> series of safety videos • experimenting with literal Auslan translations of popular English idioms, noticing when this creates confusion (for example, <i>raining cats and dogs</i>) and recognising the nature and function of cultural elements of communication and how these influence language use • comparing different translations of online Auslan and English public announcements and government policy/information texts in terms of approaches to translation, for example in relation to free versus literal • comparing their own translations of short texts from Auslan to English and vice versa with those of their classmates, noting variations and discussing possible reasons for these • recognising the need to sometimes recast language and considering why one language may use more words/signs than another to communicate a particular meaning, for example, when Auslan uses spatial concepts or depicting signs to describe an event such as the scene of a car crash, which will take longer to explicate in a linear spoken language • translating poems, short stories or songs such as 'I Am Australian' from English into Auslan • exploring the role and function of Deaf interpreters and differences between Deaf interpreters and Auslan–English interpreters • researching aspects of available interpreting services in their area, for example, qualifications required for employment, and issues of interpreting and translating in specialised contexts such as health, education or legal settings • developing guidelines on culturally appropriate and ethical behaviour when interpreting and translating, for example explaining ways people should act in interpreting contexts and considering potential consequences of inaccurate interpreting • interpreting very simple interactions or role-plays between deaf students or guests and non-signers, such as a hearing teacher, librarian or canteen manager • participating in an excursion to an interpreted theatre event, with prior knowledge of the text/story, attending to the interpretation for discussion later in class

Create, develop and resource bilingual texts for use in the wider school community

[Key concepts: bilingualism, translation, meaning, representation, information; Key processes: translating, composing, comparing, creating, developing]

(ACLASFC243)



- creating bilingual texts for the school community, for example, posters, library displays or digital newsletter items, discussing how to represent meaning in two languages for different audiences
- developing collaborative translations of selected signed texts into spoken English or caption form
- collecting and recording various Auslan phrases and expressions used by native Deaf signers, attaching English captions with appropriate translations, for example, PAH! = *finally*, TALK = *communicate in speech or Auslan*, CHAT = *talk in Auslan*
- creating Auslan clips with English captions for the school website of items of interest to the school community
- composing bilingual texts for class or school assembly performances, events or displays, for example, NWDP announcements

Identity

Elaborations

Recognise that the concept of identity is complex, dynamic and diverse, and consider how students learn more about their own identity through the exploration of other languages and cultures

[Key concepts: identity, perception, representation, difference; Key processes: investigating, comparing, evaluating, creating, analysing]

(ACLASFC244)



- reflecting on how identity is expressed across cultures and through languages, for example by considering the idea of 'belonging' as expressed in different languages
- investigating how particular policies and practices may affect the sense of identity of deaf people, for example, through the prohibition of the use of Auslan in schools in the past
- viewing excerpts of different footage in Auslan or other signed languages and identifying language or behaviour that appears to be either inclusive or exclusionary and could impact on identity development, for example, the representation of deaf teenagers in the TV program *Switched at Birth* or in documentaries such as *Welcome 2 My Deaf World* and *Deaf Teens: Hearing World*, making connections or comparisons with their own experiences as teenagers
- evaluating documentary footage of famous members of the Deaf community discussing identity and the experience of growing up deaf, comparing their commentaries with their own experience, paying attention to identified factors that can influence identity, such as gender or race
- creating vlogs or filmed texts designed to share their understanding or views about Deaf/hearing identity and to prompt the intended audience to reflect on their own views of Auslan and the Deaf community and of what it means to be 'hearing'
- viewing signed news and other media texts, such as episodes of *See Hear* or *SignPost*, and discussing examples of discrimination, oppression or rejection experienced by deaf people, reflecting on how these may shape or reflect mainstream society's perception of the Deaf community
- considering the concepts of 'Deaf gain', Deafhood and audism, and comparing their response to these concepts as second language learners of Auslan
- discussing the impact of language and culture on the shaping of identity and a sense of wellbeing
- considering connections and shared identity between local, regional and national communities of deaf people for example, by inviting a deaf guest to share their experiences of travel or international contact

Reflecting

Elaborations

Reflect on the experience of learning and using Auslan and how the experience is influenced by their own languages and cultures, and consider how intercultural communication involves shared responsibility for making meaning

[Key concepts: intercultural communication, perspective, making meaning, inclusion, exclusion, audism, insider, outsider; Key processes: analysing, explaining, reflecting, considering]

(ACLASFC245)



- reflecting on how learning Auslan provides a distinctive and additional means of understanding the world in which they live and the relationship that exists between language, culture and identity
- considering issues of access, identity and audism, and also issues of discrimination, inclusion and exclusion in respect to different language and cultural communities
- keeping a journal of experiences (humorous, satisfying or challenging) associated with learning and using Auslan in various contexts, noting changes in their personal responses and reflections over time, and comparing insights gained into their own languages and cultures
- analysing their own cultural assumptions prior to learning Auslan, and considering if these have changed through the learning experience
- reflecting on similarities and differences between spoken language and signed language users, for example when joining interactions, taking turns, using name signs or passing between people who are communicating with each other
- reflecting on the labels *deaf* and *hearing*, considering what these mean to different people and their implications in terms of status, access, opportunity and privilege
- exploring the concepts of insider and outsider views of the Deaf community and their own position in relation to these terms as second language learners of Auslan
- considering how intercultural communication is a two-way process which involves shared responsibility for making meaning and for ensuring understanding

Understanding

Systems of language

Elaborations

Explore various types of non-manual features and the types of iconicity in signs, and gain confidence in using software to transcribe signs

[Key concepts: transcription, iconicity, metaphor; Key processes: identifying, recognising, distinguishing, describing, glossing]

(ACLASFU246)



- identifying, demonstrating and describing the various types of NMFs: movements of the eyebrows, eyes, nose, mouth, cheeks, shoulders and body
 - identifying and describing the function of various NMFs in a signed text
 - understanding that the elements of a sign can be arbitrary, for example, the handshape or movement of the sign WHY, or meaningful, such as the movement and the handshape in the sign GIVE
 - recognising that some signs can occur with a standard mouth gesture and that these are sometimes called multi-channel signs
 - understanding that signs can be iconic in a number of ways, such as representing a whole object or part of an object
 - beginning to identify and describe metaphorical iconicity, for example, LOVE, AVOID/RESIST, and discussing how it relates to metaphors in English, for example the 'time as space' metaphor in both languages
 - transcribing part of a text using either annotation software such as ELAN or glossing, and recording what signs were used, spatial locations and NMFs
-

Understand that signs can include different information including a gestural overlay, and identify how signers establish spatial locations, types of depicting signs and ways of showing constructed action

[Key concepts: spatial location, grammatical use of space, constructed action, depicting signs; Key processes: noticing, identifying, recognising, comparing, contrasting, distinguishing]

(ACLASFU247)

- recognising that Auslan has fully-lexical signs that are in the dictionary and have a standard handshape, movement and location, and partly-lexical signs that cannot be listed in a dictionary in all forms as gesture changes the form each time they are signed
 - noticing that meaning is created in Auslan from fully-lexical signs, partly-lexical signs, non-lexical signing and gesture and comparing with the range of ways English speakers create meaning, including spoken words, modifying intonation, and gesture
 - noticing that fully- and partly-lexical signs can include grammatical information not included in a 'citation' form, for example, the sign TELL_{me} is not listed separately to TELL (towards neutral space) and GO-TO includes GO-TO_{often}
 - noticing that single-digit numbers can be separate lexical items or merged into other signs (numeral incorporation) such as those for ages (for example, 5-YEARS-OLD) or adverbs of time (for example, 3-WEEKS-AGO) or pronouns (WE3, WE4)
 - identifying where and how a signer has established a location in space, for example through the use of points, non-body-anchored signs or fingerspelled words
 - recognising that signers must make explicit which referent is associated with a location, but do not need to continue to make this explicit throughout a text
 - recognising that signers can set up referents in the signing space close to them (viewer space, for example, using a bC handshape (use of non-dominant hand) to indicate putting a glass on a table) or distant (diagrammatic, for example, using 5claw in two locations to represent two houses)
 - recognising that in viewer space, signers can use locations for present referents, non-present referents, or abstract referents that do not exist in space
 - identifying instances of DSs and their type independently
 - comparing English adjectives with SASS DSs
 - learning that the function of CA is to represent the words, thoughts or actions of a protagonist in a text, either themselves or another
 - knowing that in CA a signer can shift into the role of another, or themselves at a different time, through eye gaze change, body shift, head orientation change, and matching facial expressions
-

Understand and control additional elements of Auslan grammar, such as the use of non-manual features for topicalisation, negation or conditional forms, and develop awareness of how signers use constructed action and depicting signs in composite utterances

[Key concepts: clause types, conjunctions, composite utterances; Key processes: recognising, observing, distinguishing, understanding]

(ACLASFU248)



- observing that some noun groups are not signed overtly, particularly if maintaining the same referent rather than introducing a new one
 - distinguishing between the citation form of a sign and the adverbial NMF overlaid and what meaning each part carries, for example: MAN SPRINT (base form), MAN SPRINT_{-fast} (manner added)
 - recognising that signers can give information about how a verb happens over time by changing the movement, for example, signing WATCH versus WATCH_{-for-a-long-time}, or with lexical signs such as WATCH AGAIN++
 - recognising that some adverbs modify adjectives, not verbs, for example VERY, and that these modifications to adjectives can also be expressed with NMFs, for example changes in mouth patterns and movement of signs can intensify adjectives, for example, RED_{-really}, PLEASED_{-really}, TALL_{-really}
 - recognising that typically signers use DSs to show spatial relationships, not separate signs such as ON or UNDER
 - recognising how conjunctions such as PLUS, IF or BUT are used to join clauses and create cohesion
 - recognising that clauses can also be joined through particular NMFs
 - noticing that clauses can be linked equally or unequally, where one clause depends on another
 - recognising that the element of a clause that a signer wants to focus on most in Auslan is sometimes moved to be signed first and that this process of topicalisation involves particular NMFs
 - noticing that clauses are elaborated and made more vivid by adding adjectives and adverbs and by enacting or using DSs
 - realising that in many clauses signers 'tell' with fully-lexical signs at the same time as 'show' with DS, periods of CA and other gestural elements
 - noticing when signers are using composite utterances, for example those that include elements of CA, DSs, points and lexical signs, and how that affects the structure of a clause
-

Explore the relationship between particular text types, audience, purpose and context and analyse language features used by signers to create cohesion and achieve the purpose of the text

[Key concepts: audience, purpose, coherence; Key processes: noticing, analysing]

(ACLASFU249)



- analysing a videoed class debate to see how language is used to justify opinions and to persuade others
- conducting an in-depth analysis of a selected sign text, taking into account audience, purpose and topic to explain language choices made by the signer
- expanding understanding of textual conventions, for example by explaining why signers choose alternatives to actor-verb-undergoer in a real text to topicalise the important point
- noticing how signers can compare or contrast ideas by locating things in the same or opposing sides of signing space
- noticing how signers construct cohesive and coherent texts through the use of text connectives such as lexical signs THEN or G:WELL or NMFs and pausing
- identifying all the ways a signer refers to the same referent throughout a text to create cohesion

Language variation and change

Elaborations

Understand that Auslan has evolved and developed through different periods of influence and cultural and societal change
[Key concepts: language variation, standardisation, change, language borrowing, adaptation; Key processes: researching, interviewing, comparing, identifying, analysing, discussing]

(ACLASFU250)



- recognising that there is a greater degree of flexibility and variability in 'oral', face-to-face languages such as Auslan compared to spoken/written languages passed on from parents to children, for example, less standardisation and minimal 'frozen texts', and considering reasons for such differences
- researching different aspects of variation in the use of Auslan, considering influences such as geographical location, social groupings, history, educational experience, age of learning, family background and contact with Signed English or other languages
- considering the effect that expanding sign language interpreter services might have on standardising Auslan, especially in the areas of education and medicine
- interviewing older members of Deaf families or Deaf communities and reporting back to the class about any differences in signing they noticed, such as more use of fingerspelled words, less use of NMFs and depicting signs, or the use of different signs, such as FILM (old sign), TOILET (old sign)
- recognising that languages constantly expand to include new words, signs and expressions due to influences such as changing technologies and digital media, for example, COMPUTER, COMPUTER-MOUSE, INTERNET, FACEBOOK, WIFI, SELFIE
- understanding that greater contact between signers internationally has led to increased borrowing between sign languages, for example, signs that refer to different nation states and cities around the globe (for example, the old Auslan sign for America versus the current sign), or the ASL vehicle handshape in DSs
- identifying changes to Auslan that reflect changes in social relationships and community attitudes, for example in relation to words/signs such as DEAF^DUMB, DISABILITY, HEARING^IMPAIRED/H-O-H, DEAF^WORLD/DEAF^COMMUNITY, HUMAN^RIGHT

Language awareness

Elaborations

Understand the range of factors that influence the profile, diversity and distribution of Auslan use in the wider Australian society, and consider the concept of Auslan vitality in comparison with other spoken and signed languages used around the world

[Key concepts: influence, diversity, language vitality, language documentation; Key processes: researching, investigating, exploring, describing, analysing]

(ACLASFU251)



- understanding that strong and healthy languages are those used by many people across generations in most domains to communicate about most topics
- mapping the distribution of Auslan users across Australian states and demographics, using data from censuses and other sources to present findings in graph/visual representation forms
- describing the role religion has played in influencing the usage and spread of Auslan, for example, through religious orders, early Deaf Societies and Bible translation projects
- considering the impact of historical international events such as the Milan Congress (1880) and the linguistic recognition and documentation of signed languages in the 1960s and 1970s on the use of signed languages in education, and on deaf people's feelings of ownership and pride in their languages
- analysing the impact of migration and the settlement of deaf people from the UK and other countries on the development of Auslan
- investigating the geographical location, origins and history of deaf schools in Australia and the impact of these institutions on the transmission, use and status of Auslan
- exploring how Auslan is used by deafblind people and their role in the Deaf community
- investigating historical patterns of employment of deaf people in certain trades and fields of employment, and the impact these traditional domains have on the development of Auslan
- reflecting on the role of Auslan interpreters in raising awareness and understanding of Auslan in the wider community, and considering ways in which they influence the function and nature of Auslan, for example by the introduction of neologisms
- identifying language documentation as an important way of recording, transmitting and maintaining the vitality of languages
- recognising that some languages have no written form and have historically been passed on face to face/orally, and so are less well recorded and documented
- understanding that some languages used in Australia, such as English, have large numbers of users, while others, such as many spoken and signed Aboriginal and Torres Strait Islander languages, are endangered or in the process of being revived or reclaimed
- recognising that languages may be perceived as 'weak' or 'strong' based on community values and the existence of documentation and literature in the language
- exploring the vitality of different languages by obtaining information from the UNESCO interactive online atlas and/or Ethnologue to compare numbers of speakers/signers of different languages
- considering ways that Auslan is evolving due to various influences, including the capacity for new technologies to

store, record and share sign languages internationally

- exploring the role of globalisation in terms of what technology offers signed languages in terms of maintaining their vitality, for example, the use of ELAN for capturing and documenting Auslan
- understanding the importance of advocating for Deaf rights to address existing gaps in services, for example in relation to issues such as the increased provision of Auslan interpreters, Deaf interpreters or captioning
- responding to Deaf elders' guidance on how cultural values, beliefs and traditions are connected through shared life experience, language and visual ways of being, and how they are demonstrated in community behaviour and interactions with the wider community
- comparing strategies used by deaf and hearing adults to negotiate physical environments, for example, different behaviours at a bank of lifts, and identifying how deaf people draw on additional perceptual resources in ways hearing people are unaware of
- exploring technologies such as videoconferencing apps used by deaf people to communicate visually, to support social networks, to strengthen a sense of individual or shared identity as sign language users and to promote language vitality
- considering likely contemporary influences or pressures on Aboriginal and Torres Strait Islander signed languages and the possible impact on their future
- understanding how and why some deaf children face challenges with communication in hearing families or in social settings
- recognising the important role of deaf families and deaf schools in preserving and maintaining Auslan and cultural identity
- identifying behaviours, rights, roles and responsibilities in relation to the ownership and maintenance of Auslan and how such ownership rests with the Deaf community and is determined by traditional social groupings/families, significant places, history and stories
- describing the visibility and use of Auslan in the wider community, for example in television programs, on the news, at community events, sporting fixtures and in emergency announcements
- discussing the diversity of Auslan users in the Australian community, including people who are deaf, those who are hard of hearing and hearing people such as CODAs and interpreters
- identifying examples of deaf people who have been recognised for different reasons in wider Australian society, for example, Alastair McEwin or Drisana Levitzke-Gray, and discussing how such recognition contributes to broader awareness of Auslan in Australia
- researching the status and recognition of signed languages in other countries, for example, New Zealand, the USA, the UK or the Scandinavian nations, considering issues such as language rights, language documentation and development efforts

- identifying the changing status of significant sites in different international Deaf communities, for example, the loss of Deaf clubs or the closure of deaf schools in some countries, comparing this to the Australian context and reflecting on how such changes impact over time on Deaf communities and on Auslan
- recognising different philosophical and social views about deafness, considering the impact of varying attitudes on a deaf person's understanding of their rights and how they are represented and perceived in wider society

Role of language and culture	Elaborations
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Understand that Auslan and Deaf culture are interrelated, that they shape and are shaped by each other, that their relationship changes over time and across contexts, and that they may be differently interpreted by users of other languages

[Key concepts: knowledge, value, transmission, reciprocity, responsibility, stereotype; Key processes: appreciating, discussing, reflecting, exploring, analysing, understanding, identifying, recognising, considering]

(ACLASFU252)



- appreciating distinctions between Deaf cultures and other cultural minorities, such as the fact that most deaf people are born to hearing parents and acquire Deaf culture in addition to the culture of their families of origin from peers and other Auslan users in school or adults in the Deaf community
- exploring the nature and effect of culture, for example by comparing the cultural concept of Deaf identity with a medical model of deafness
- analysing and discussing core cultural concepts reflected in Auslan, such as the collective nature of the Deaf community, respect for elders, the importance of reciprocity and responsibility, for example, the signing TAP-2h++ reflects the responsibility to share information and pass on knowledge
- understanding that knowledge about past and present Deaf people and cultural values are embodied in and transmitted through Auslan, for example ways of producing the sign for SIGN embody cultural meaning regarding distinctions made and values placed on fluent or awkward signing
- identifying cultural differences between the use of personal names in Auslan and in their own background language, for example, Auslan signers not using a person's name sign when addressing them directly, in contrast to the practice in many spoken languages
- considering cultural explanations for conversational strategies used by Auslan signers to avoid conflict and to maintain privacy, such as changing signing space and style, using indirect language such as signing lower or under the table, or fingerspelling instead of signing overtly
- appreciating the cultural value and importance of festivals and events in the Deaf community, such as NWDP, as celebrations of language, history, culture and identity
- recognising that Auslan signs change over time due to shifting cultural values and changing experiences, for example, the modification of the sign for APPRENTICE to refer to TAFE, and shifting values around the sign DEAF^DEAF as the sign for DEAF (culturally Deaf reference for deaf-mute) and unsuccessful attempts to reframe this with an audiological focus
- reflecting on the ways that culture is interpreted by others, for example by identifying how stereotypes about deaf and hearing people influence perceptions
- understanding that 'sound' is accessed differently in Deaf culture, that the meaning and importance of sound in deaf people's lives is usually not the same as in hearing people's experience
- observing that concepts may be culture and language specific, for example in relation to time and space, as in the spatial mapping of timelines in Auslan

Years 9 and 10 Achievement Standard

By the end of Year 10, students interact with peers, teachers and others using Auslan to communicate about personal interests and broader issues relating to the Deaf community. They participate in class discussions, explaining and clarifying positions, asking follow-up questions, using non-manual features for topicalisation or negation and responding to each other's comments, for example IF DS:place-person DEAF TEACHER MEANS DEAF HEARING STUDENT EQUAL_{-all}. They initiate and sustain interactions; ask for repetition, clarification or confirmation; use more elaborate sentence structures, such as embedding clauses; and use discourse markers such as SURPRISE, INCREDIBLE, WOW or UM. They engage in different processes of collaborative learning, including planning, negotiating and problem-solving, using familiar and some spontaneous language. They follow protocols when interacting with each other or with interpreters or Deaf visitors to the classroom, for example by interrupting conversations appropriately, waiting for eye gaze or for the signer to finish, or by providing context for a new participant joining a conversation. Students locate, interpret and analyse information from a variety of signed texts, such as announcements, news reports and vlogs, using context and knowledge of depicting conventions to work out unfamiliar meaning. They demonstrate understanding by paraphrasing, summarising and explaining main ideas, key themes or sequences of events. They interpret different types of creative and imaginative texts, such as Deaf performances or different expressive art forms, describing and comparing their responses. They plan, draft and present informative and imaginative texts, linking and sequencing ideas using conjunctions such as BUT or IF... THEN... as well as joining clauses with NMFs to build cohesion and to extend clauses. With support, they use constructed action (CA) to portray characters in a narrative, modify indicating verbs for non-present referents with increasing accuracy across a text, for example PRO1 ASK_{-her} and use more complex entity depicting signs, for example DS(point):man-walks-slowly. They translate and interpret texts and create bilingual texts and resources to use in the wider school community, comparing different interpretations and making decisions in relation to dealing with instances of non-equivalence. Students explain culturally appropriate and ethical behaviour for interpreting and translating texts, and consider potential consequences of inaccurate interpreting. They reflect on how their own ways of communicating may be interpreted when interacting with deaf people, and modify elements of their behaviour such as the use of eye contact, facial expression or body language as appropriate.

Students identify and describe instances of CA in signed texts and explain how signers use CA and depicting signs in composite utterances. They identify and classify non-manual features in signed texts and describe their function. They know that signs can be iconic in a number of ways, and identify iconic signs that represent a whole object or part of an object. They distinguish between viewer and diagrammatic space, including whether viewer space refers to referents that are present or non-present. Students investigate and analyse the nature of variation in the use of Auslan, explaining influences such as geographical location, social groupings and history, educational experience, age of learners, family background and degree of contact with Signed English or other languages. They make comparisons between the ecologies of Auslan and signed languages in other countries, in relation to issues such as language policies and rights, advocacy, reform and language vitality. They identify factors that help to maintain and strengthen the use of Auslan, such as intergenerational contact and bilingual school programs. Students know that Auslan plays an important role in the expression and maintenance of Deaf culture and in assuring the rights of every deaf person.

Glossary

Accuracy

The production of structurally correct forms of the target language.

Active watching

Active watching or viewing, instead of active listening, is required in an Auslan class. Students concentrate visually on the reception and understanding of the signed message.

ALLP

Australian Language and Literacy Policy.

Annotation

A digital code, note or comment on a video file that identifies something about the language; for example, what signs are used or where there is a particular handshape.

Articulatory

Relating to the physical movements required to produce language.

ASL

American Sign Language. Although signed languages around the world share some similar properties, they are in fact quite different, particularly at the lexical level.

Aspect

How the action or event a verb describes happens over time, for example, it can be ongoing or completed.

Aspectual marking

Changes made to a verb to show aspect.

Audience

Intended readers, listeners or viewers.

Audism

The notion of superiority based on the ability to hear. Like other forms of oppression, such as racism or sexism, audism stigmatises deaf people and limits their potential. The term was first coined by Tom Humphries in 1977.



Authentic texts/materials

Texts or materials produced for 'real-life' purposes and contexts, as opposed to being created specifically for learning tasks or language practice.

Auxiliary verb

A verb that combines with another verb in a verb phrase to form tense, as in will, or mood, as in should or can.

Backchannel

Responses given by the receiver of a message in a conversation that serve a social function, such as showing attention or nodding without interrupting the signer or giver of the message.

BANZSL

The family of sign languages which encompass British, Australian and New Zealand Sign Languages.

Bilingualism

The ability to use two or more languages.

Biography

A detailed account of an individual's life; a text genre that lends itself to different modes of expression and construction. In the context of intercultural language learning, the concept of biography can be considered in relation to identity, to the formation of identity over time and to the understanding that language is involved in the shaping and expressing of identity.

Body-anchored signs

Signs that make contact with a location on the body or use the whole body and therefore cannot easily be moved around in space.

BSL

British Sign Language.

Buoys

A sign produced with the non-dominant hand held in place to represent something while the dominant hand continues to sign something else.

Character space

See *Frames of reference*.

Citation form

The basic form of a sign, without modifications, as found in a dictionary.

Clause

A basic chunk of propositional meaning, referring to a happening or a state. Information in Auslan clauses may be either “told” or “shown” (using CA or depicting signs) or a mix of both.

Cochlear implant

A small electronic device that can be surgically inserted into the inner ear to provide sound signals to the brain.

CODA

Child of Deaf Adults; the term that typically refers to hearing children of deaf parents, who often use a signed language as their first language in their family of origin.

Cohesion

The use of a range of language features to link parts of a signed text together, making it easy to follow and to understand referents in the text.



Cohesive devices

Features of language used to make texts cohesive, such as connectives, ellipses and the use of space in a text.

Communication

A mutual and reciprocal exchange of meaning.

Communicative competence

An acquired capability to understand and interact in context using the target language (TL). Defined by the use of appropriate phonological, lexical, grammatical, sociolinguistic and intercultural elements.

Comparative

A form of adjective used to compare one thing with another, such as tall versus more tall.

Comprehension

An active process of making/constructing/deciphering the meaning of language input through listening, reading, viewing, touching (as in braille or tactile signing) and through combinations of these modes. It involves elements of decoding, working out meaning, evaluating and imagining. The process draws upon the learner's existing knowledge and understanding, text-processing strategies and capabilities; for example, making inferences or applying knowledge of text types and social and cultural resources.

Conjunction

A type of word or sign that joins signs, phrases or clauses together such as but or or.

Connective

A means of linking a group of signs to whatever comes before, such as s-o or the gesture g:well.

Constructed action

Constructed action (CA), also called role-shift, is a discourse strategy used in signed languages when signers use their own face and body to represent actions, signs, thoughts or feelings of a referent in a text. The referent can be themselves at another time, a different character, or something thought of as an animate entity.



Conventionalised sign

A sign or sequence of signs that has developed and become established over time to have an agreed meaning; for example, lexicalised depicting signs such as meet or line-up.

Corpus

A collection of texts that have been annotated to be machine-readable and can be analysed; for example, Auslan, BSL and NGT corpora that have been collected and are available online.

Create

Develop and/or produce signed, spoken, written or multimodal texts in live, print or digital forms.

Cues

Sources of information used to facilitate comprehension of language that may be visual, grammatical, gestural or contextual.

DDA

Disability Discrimination Act.

Deaf community

A local, national or transnational network of people who share the language and culture of Deaf people and a history of common experiences. A primary unifying factor in Deaf communities is the use of sign language.

Deaf culture

The beliefs, values, traditions, history, social norms, literary traditions and art shared by deaf people who belong to the Deaf community. Culture is understood as a framework in which things come to be seen as having meaning. It involves the lens through which people:

- see, think, interpret the world and experience
- make assumptions about self and others
- understand and represent individual and community identity.

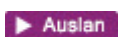
Culture involves understandings about 'norms' and expectations, which shape perspectives and attitudes. It can be defined as social practices, patterns of behaviour and organisational processes and perspectives associated with the values, beliefs and understandings shared by members of a community or cultural group. Language, culture and identity are closely interrelated and involved in the shaping and expression of each other. The intercultural orientation to language teaching and learning is informed by this understanding.

Deaf ecosystem

A network of businesses, services and connections owned or managed by deaf people in positions of influence and authority, who share this social or political capital with other deaf people in culturally appropriate ways, so contributing to the status and social connectedness of the larger Deaf community. Examples of such reciprocity and support include sponsorship, profile-raising, the sharing of skills, expertise and knowledge, status support and social entrepreneurship opportunities.

Deaf eyes

A reference by some scholars to the cultural lens through which the world may be viewed by a Deaf person. It can also refer to deaf people's ability to process simultaneous information through enhanced peripheral vision, as deaf people rely on a wider range of acute visual input rather than sound.



Deaf family

A family in which deaf people appear in two or more consecutive generations. Deaf families have a crucial role in Deaf communities as they carry linguistic and cultural knowledge and expertise between generations, and disseminate this knowledge among other deaf individuals within their community, most of whom rely on peer-to-peer transmission of sign language and Deaf culture.

Deaf gain

A term used to reframe the term 'deaf', from the traditional pathological perspective of 'hearing loss' often held by wider society to a view of deafness through the lens of bicultural diversity. Being deaf is seen as an individual and social gain and as a positive form of diversity that involves cognitive and sensory changes that have the potential to contribute to the greater good of humanity.

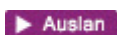


Deaf interpreter

A specialist who provides interpreting and translation services, often working between a signed language, a form of a spoken/written language, another signed language or other visual and tactile communication forms. As a deaf person, the Deaf Interpreter has a distinct set of formative linguistic, cultural and life experiences that enables more nuanced comprehension and interaction in interpreted events than is possible for most hearing sign language interpreters.

Deaf place

A site of historical or cultural significance in the Deaf community; usually connected with traditional meeting places of deaf people, such as schools or centres of regular social, religious or sporting gatherings. A Deaf place may continue to have cultural and historical significance for the community when no longer used for its original purpose or formally owned by deaf organisations. Deaf places are often sites where sign languages and Deaf culture are learned, as most deaf people do not learn them from deaf families at home.



Deaf space

A space in which deaf people feel comfortable interacting and using signed language. Deaf space can encompass established Deaf place(s) or spaces which have been customized to enhance visual access for deaf people, for example with good lighting, clear sightlines and architectural or design features which allow deaf people to navigate, communicate and elicit environmental and social information easily. Classrooms and workspaces can be modified to incorporate Deaf space design principles.



Deaf/deaf

When referring to deaf people who belong to a linguistic and cultural minority known as the Deaf community, the 'D' may be capitalised in reference to the individual, the group, or the culture in order to accord respect and deference, for example, the Deaf community. This is similar to referring to French people, members of the Macedonian community or Indonesian culture. When referring simply to audiological status or when cultural affiliation is not known, as in the case of a person with a hearing loss in general, the lower case 'd', as in 'deaf', is the more common usage.



Deafhood

The term coined by Dr. Paddy Ladd to describe the process by which deaf individuals become self-actualised; the journey they travel to develop their Deaf identity and to maximise their potential.



De-centre

A capacity to step outside familiar frames of reference, to consider alternative views, experiences and perspectives and to look critically and objectively at one's own linguistic and cultural behaviour.

Definite/indefinite reference

A referent may be marked as definite when it is clear from context which particular referent is being discussed. It is marked as indefinite if it is being mentioned for the first time or the signer does not mean any particular referent.

Depicting sign

Depicting sign (DS) is a partly lexical sign that is highly iconic and can be modified in a gradient way by a signer. Depicting signs can act as verbs or nouns depending on their use in context.

Entity depicting signs are those in which the handshape represents an object, and the object can move around or be located in space mirroring real-world movement and location.

Handling depicting signs are those where the handshape represents how a human hand holds or touches an object and the movement shows how something is moved around or located in space

Size and shape specifiers (SASS) depicting signs are depicting signs in which the handshape and movement are used to outline the size or shape of an object. The handshape is formed as if handling the actual entity being described (or a miniature of it) and the movement is a mirror of the hands, as if they are tracing the size and shape of the object.



Dialect

A variant of a language that is characteristic of a region or social group.

Digital texts

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

Directional indicating verbs

See *Indicating verbs*.

Discourse marker

Signs or gestures used to direct the flow of a signed text that indicate how something relates to something earlier or how a signer feels about what they are signing.

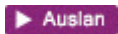


ELAN

A free software program that allows a user to document, analyse and annotate multimedia recordings of sign language, spoken language and gesture.

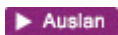
Elder

A person in the Deaf community afforded leadership or mentorship status by the community. Elders are typically deaf people who have been custodians of the Deaf community's traditions, language and cultural values and are widely considered role models and respected mentors by many members of the Deaf community. They include pioneers of advocacy, education and community development, and those who have contributed to the leadership, advancement and achievement of the Deaf community.



Enacting

Showing or constructing the action, thoughts or language of a referent using the whole body or part of the body. Enactments are context-dependent for meaning.



Entity depicting signs

See *Depicting signs*.

Etymology

The study of the origins of words or signs: that is, where they came from historically.

Eugenics

A social philosophy advocating improvement of the human population through genetic intervention, either by discouraging the reproduction of those with perceived less desirable traits, for example by sterilization, genetic selection, or in extreme cases by killing those with the trait, or by encouraging the reproduction of those with perceived desirable traits. At various times and places in history Deaf people have been subject to eugenic beliefs and practices.



Eye gaze

The direction in which a signer is looking, which can have conventional associated meanings in Auslan, such as marking a shift into character in Constructed Action.

Filler

A sign or gesture used in conversation to signal a pause, hesitation or unfinished contribution. For example, wriggling fingers with hands upheld.

Fingerspelling

The manual representation of the letters of the alphabet of a spoken-language. In Australia, New Zealand and the United Kingdom, a two-handed fingerspelling system is used to fingerspell English letters. In many other countries, a one-handed fingerspelling system is used.

Fluency

An ability to produce signed, spoken or written language with appropriate phrasing, rhythm and pace. It involves the smooth flow of language, lack of hesitation or undue pausing and characterises the largely accurate use and automatisisation of the target language.

FM systems

Systems that operate on a special radio frequency and allow the transmitter microphone used by a speaker, such as a classroom teacher, to channel sound directly to the hearing aid worn by a deaf person within range of the system. Reduction of background noise in the setting and channeling of the voice directly to the hearing aid enables the FM user to hear the speaker more clearly.

Formational elements of signs

The elements of the structure of signs; the physical way they are formed. (See *Parameters*).

Frozen texts

Texts of a static nature that are usually culturally embedded, such as the Australian national anthem.

Fully-lexical signs

Signs with a form that is fully specified, that is, the handshape, movement and location are conventional. Lexical signs make up a large proportion of the signs in a sign language dictionary.

Gesture

A way of communicating with the hands that uses largely unconventional forms (except for conventional gestures such as the thumbs up for *good*), and that represents more imagistic thought of a speaker or signer. In spoken languages, gestures co-occur with speech, and in signed languages they form gestural overlays.

Glossing

A form of annotating signed languages, as they have no written form in the traditional sense. The gloss conventions used in the Auslan curriculum for sign notations are based on Johnson and Schembri (2007) and include the following elements: The English gloss of a sign written in upper-case letters (most commonly associated or nearest translation of the sign in English); lexical matching (where one sign uses a number of English words to gloss its meaning, they are joined together, eg look-back); fingerspelling (shown by s-p-a-c-i-n-g); the use of 'g:' to signal gesture; the abbreviation of personal pronouns (pro1, pro2) and possessives (poss1, poss2); referral to pointing signs as pt; depicting signs (ds[handshape label]: description of what is depicted); indication of reduplication by the symbol '+'; and the use of a bar above a sign to show NMFs.

Grammar

The description of language as a system. In describing language, attention is paid to both structure (form) and meaning (function) at the level of the sign/word, the sentence and the text.

Handling DSs

See *Depicting signs*.

Handshape

The conventional form of the hand in a sign.

Horizontal language transmission

The term used to describe the process by which deaf children born into hearing families and whose parents do not know sign language learn the language. Typically children learn language through the process of vertical transmission, from the preceding, older, generation who share the language. This is less common for deaf children, who often acquire sign language from deaf peers, particularly those who come from deaf families.



Iconicity

The relationship between a sign and the thing it represents, such as the sign for BABY looking like a person rocking a baby in their arms.

Fully-transparent sign - A sign with a visual-relationship so clear that non-signers could guess the meaning, such as the sign for DRINK, where the handshape looks like a person holding a cup and drinking.

Translucent sign - A sign with some relationship between form and meaning but not obvious to a non-signer, such as the sign for FLOWER.

Arbitrary sign - A sign that has no relationship to the referent, such as the sign for THING.



Identity

A person's conception and expression of individuality or group affiliation, self-concept and self-representation. Identity is closely connected to both culture and language. Thinking and talking about the self is influenced by the cultural frames offered by different languages and cultural systems. Identity is not fixed. Language learners' experiences with different linguistic and cultural systems introduces them to alternative ways of considering the nature and the possibilities associated with identity and community affiliation.

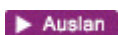


Indicating verbs

A subset of verbs which can have their start or end location modified or be moved around in space to show who, what or where is involved in the verb.

directional indicating verbs can be moved meaningfully in space

locatable indicating verbs cannot change direction but can be meaningfully signed in a non-neutral location.



Intercultural capability

An ability to understand and to engage in relationship between language, culture and people from diverse backgrounds and experience. This involves understanding the dynamic and interdependent nature of both language and culture, that communicating and interacting in different languages involves interacting with values, beliefs and experiences as well as with signs, words and grammars. An intercultural capability involves being open to different perspectives, being flexible and curious, responsive and reflective; being able to de-centre, to look objectively at one's own cultural ways of thinking and behaving, and at how these affect attitudes to others, shade assumptions and shape behaviours. Characteristics of an intercultural capability include cognitive and communicative flexibility and an orientation and ability to act in ways that are inclusive and ethical in relation to diversity and difference.

Intercultural language teaching and learning

An orientation to language teaching and learning that informs current curriculum design; framed by the understanding that language and culture are dynamic, interconnected systems of meaning-making; that proficiency in an additional language involves cultural and intercultural as well as linguistic capabilities. The focus is on developing communicative proficiency and on moving between language–culture systems. It includes the reflexive and reciprocal dimension of attention to learners' own language(s) and cultural frame(s).

Interjection

A class of word or sign that occur on their own and express an emotion such as wow or surprise.

International sign

A pidgin form of communication used, for example, by deaf people at international gatherings when there is no shared sign language known by all participants. An organised system of signs, gestures and non-manual signals that consist of some conventional lexical items and a number of borrowed elements from several signed languages, including highly visually motivated forms of signs and gestures. International Sign is endorsed by the World Federation of the Deaf.

Interpret

In the context of school based language learning, interpret refers to two distinct processes:

- the act of translation from one language to another
 - the process of understanding and explaining; the ability to conceive significance and construct meaning, and to explain to self or others.
-

ISL

Irish Sign Language.

Language

A human cognitive and communicative capability which makes it possible to communicate, to create and comprehend meaning, to build and sustain relationships, to represent and shape knowledge, and to imagine, analyse, express and evaluate.

Language is described and employed:

- **as code** – comprising systems, rules, a fixed body of knowledge; for example, grammar and vocabulary, sound, sign, gesture and writing systems
- **as social practice** – used to do things, create relationships, interact with others, represent the world and the self; to organise social systems and practices in dynamic, variable, and changing ways
- **as cultural and intercultural practice** – means by which communities construct and express their experience, values, beliefs and aspiration
- **as cognitive process** – means by which ideas are shaped, knowledge is constructed, and analysis and reflection are structured.

Language building

Activities and tasks that contribute to building archives from data of authentic language samples to help protect a language and culture and to expand understanding of usage.

Language comprehension

A process of interpreting meaning from signed, spoken, written, tactile and multimodal representations of language.

Language functions

Varied ways in which language is used to achieve particular purposes; for example, to persuade, to entertain, to apologise, to argue or to compliment.

Language health and vitality

The extent of the demand and the use of a language in the community and projections for its future usage. A language that is spoken or signed by a larger number of users and is available in several domains of use in society is likely to be more healthy and to have greater vitality and survival prospects.

▶ Auslan

Language preservation and revitalization

The effort made to prevent languages from becoming endangered or unknown, for example, by increasing the number of users of the language, creating resources and documenting the language to preserve it.

▶ Auslan

Language systems

Elements that organise and represent how a language works, including the phonological, syntactic, semantic and pragmatic systems of signs and rules that underpin language use. These systems have to be internalised for effective communication and comprehension.

Language transmission

The way a language is passed on, for example through speech, writing and signing, from one generation to the next (vertical transmission) or from peer to peer (horizontal transmission).

Lexical signs

See *Fully-lexical signs*.

Lexicalisation

The process through which a non-lexical or partly-lexical sign becomes frequent enough to become a fully-lexical sign with a conventional meaning and form listed in a dictionary.



List buoy

A sign where the fingers on the non-dominant hand are used to represent the items in a list while the dominant hand signs something about those items.



Locational indicating verbs

See *Indicating verbs*.

Locatives

Words or phrases that tell a place or location.

Manner

A type of adverb that tells how something happens.

Metalinguage

Vocabulary used to discuss language conventions and use (for example, language used to talk about grammatical terms, such as *sentence*, *clause*, *conjunction*; or about the social and cultural nature of language, such as *reciprocating*, *register*).

Metaphor

The use of a conceptual idea to describe another idea, such as thinking of time in terms of space.



Metaphorical iconicity

The use of metaphor to allow iconic signs to represent abstract concepts; for example, the sign remember is iconic, in that it shows holding something in the head, but metaphorical because thoughts are not physical objects that can be held in the head.



Mouthing

The complete or partial articulation of a spoken word while signing, occurring without voice. This does not include mouth gestures, such as 'pah', which are not mouthings of English words.

Multi-channel signs

The small number of signs that often occur with a particular mouth movement. Although such mouth movement is often described as obligatory, recent research shows that they do not always occur with a mouth gesture or with the same mouth gesture each time.



Name sign

A sign used to uniquely identify a person, typically bestowed by a member of the Deaf community, and agreed upon by the individual.

Narrative

A story of events or experiences, real or imagined.

Native signers

Signers who have one or more deaf family members and have therefore had access to Auslan from birth, meeting expected milestones for the natural acquisition of language in infancy and early childhood.



Native-like signers

Fluent signers who have used Auslan as their primary language since their early school years, and/or demonstrate native-like levels of proficiency in the language.



Non-body-anchored signs

Signs that are made in neutral space and do not make contact with a location on the body. These signs can easily be moved around in space.

Non-lexical signs

Symbolic units of meaning that are created on the spot in a particular context, particularly in constructed action but also gesturing. These signs cannot be listed in a dictionary.

Non-manual features

Non-manual features (NMFs) are meaningful elements of a signed message involving any part of the body other than the hands.

Numeral incorporation

Changing the handshape of a sub-set of time signs to include a number, such as two-weeks-ago or in-two-years.

NWDP

National Week of Deaf People; a week of cultural celebrations and festivals organised by Deaf Australia, designed to raise awareness of the Deaf community and to celebrate Deaf pride, Auslan, and the life and culture of deaf people.

NZSL

New Zealand Sign Language.

Observer space:

See *Frames of reference*.

Oralism

A philosophy with an emphasis on teaching deaf children to communicate using speech; to depend on lip-reading and amplification devices rather than using sign language.

Orientation

The direction the palm or fingers of a handshape point in a given sign.

Ownership

The understanding that a natural sign language belongs primarily to the Deaf community from which it evolved. Historical oppression and marginalisation of Auslan users have created cultural and political sensitivities regarding the use, planning, teaching and research of signed languages. Deaf people, as custodians of Auslan, have primary authenticity in matters concerning their language and culture.



Parameters

The five physical features that describe how a single sign is produced: handshape, movement and location (main parameters), and orientation of handshape and non-manual features (minor parameters).

Partly-lexical signs

Signs with a form that is not fully specified that is, the handshape, movement and/or location can change, as in the case of pointing signs (direction or handshape can be modified), or depicting signs (movement and location are often created on the spot).

Path movements

Movement of the hands from one location in space to another while producing a sign.

Pathological model of deafness

The view that deafness is solely a pathology or medical deficit, to be ameliorated by medical or technological interventions and intensive habilitation of speech and audition. The pathological model discourages the use of signed languages and of educational or social settings which bring deaf people together.

People of the Eye

A term that references the highly visual nature of deaf people.

Perceptual systems

The visual and kinesthetic means by which signers receive/produce signs

Performance

The use of the language in real situations, putting language knowledge into practice. Performance involves accuracy, fluency and complexity.

Pragmatics

The study of how context affects communication, for example, in relation to the status of participants, the situation in which the communication is happening or the intention of the speaker.

Productive language use

One of the two elements of communication through language (see *Receptive language*), involving the ability to express, articulate and produce utterances or texts in the target language.

Prosody

Changes in facial expression and other NMFs, such as the duration of signs, eye-gaze, head and torso position, pausing with or without a hold of a sign, tension of hands and eye closure; used for many purposes, such as to mark clauses and their relationships, to accentuate or diminish emphasis and to regulate turn-taking.

Protocols

Principles and customs which guide behavior; systems of cultural and social rules specific to a linguistic and cultural community.

Proxemics

The use of space, posture and touch as elements of communication.

Question

A clause structured to elicit information. Questions can be categorised as either *closed* or *open* in terms of the information required to answer them:

- Closed questions require predictable answers; for example: What time is it? Do you like cats?
 - Open questions have unknown and unpredictable answers that invite and support more elaborated and extended contributions from learners; for example, What do you think about that?
 - Questions can be structured as either yes-no or wh- questions, which require different non-manual features
- Yes-no questions are closed questions for which the response can only be yes or no
- Wh- questions can be closed or open questions, but include the signs WHO, WHAT, WHERE, WHEN, WHY, HOW, HOW-MUCH, or HOW-MANY?

Recast

A strategy frequently used as an instructional technique, where the teacher repeats a student's incorrect construction back to the student in correct form; a naturalistic repair of the language learner's error, modelling the correct version in a manner that encourages continued communication.

Receptive language

One of the two components of communication through language (see *Productive language*): the 'receiving' aspect of language input, the gathering of information and making of meaning via viewing, listening and reading processes.

Reciprocity

An integrating element of intercultural communication that involves movement and relationship, interpreting and creating meaning, and understanding the process of doing so. It involves not only the exchange of words but also an exchange of understanding between the people involved. It comes into play when the learner 'self' encounters and interacts with the 'other' (the target language speaker or the target language itself as text or experience); when the existing language code and cultural frame encounters a different code and frame. This experience impacts on the learner's perspective and sense of identity and on their usual ways of communicating and exchanging language and values. Reciprocating involves conscious attention to the process: attention to the self (intraculturality) and to the likely impact of the self on the other person involved (interculturality). Things previously taken for granted are noticed in reference to new or different ways.

Key elements of reciprocating include conscious attention, comparison, reflection and analysis:

- recognition that both partners in an exchange are involved in the 'effort of meaning'
- willingness to work out what the other person means, the cultural and social context they are speaking from and the perspectives which frame what they are saying
- making necessary adjustments to their own and each other's input, orientation and stance that will help the exchange to be successful
- exchange of goods, services and knowledge in a culturally valued transaction within the Deaf community.



Referent

The person or thing being talked about with a sign or phrase



Register

A variety of language used for a particular purpose or in a particular situation, the variation being defined by use as well as user. For example, informal register or academic register.

SASS

See *Depicting signs*.

Scaffolding

Support provided to assist the learning process or to complete a learning task. Scaffolded language support involves using the target language at a level slightly beyond learners' current level of performance, and involves incremental increasing and decreasing of assistance. Task support provides assistance to perform just beyond what learners can currently do unassisted, to progress to being able to do the task independently. Scaffolding includes modelling and structuring input in ways that provide additional cues or interactive questioning to activate existing knowledge, probe existing conceptions or cue noticing and reflecting.

Shadowing

The simultaneous watching and copying/shadowing of a signed text.

Sign language acronyms

National and regional signed languages are commonly referred to in the form of acronyms, for example: DGS - Deutsche Gebärdensprache (German Sign Language); BSL - British Sign Language; LSF - Langue de Signes Française (French Sign Language). A full list of acronyms and languages is available on Ethnologue.

Sign language families

Small groups of sign languages that have a high rate of similarity in their lexicons due to historical origins or geographic relationships; for example, BANZSL.

Signbank

An online Auslan language resource, including a dictionary of signs organised according to the structure of Auslan, information on Auslan, links to Auslan classes, inbuilt search features to explore setting-specific signs such as medical or educational signs, and links to video clips and signed examples in Auslan.

Signed English

Australasian Signed English was an artificial system of producing each part of English on the hands; developed by a committee in the 1970s for the purposes of teaching deaf children. Signed English is not widely used in the Deaf community and is not actively taught in schools today; however, it has significantly influenced the lexicon of Auslan in some age groups and regions.

Signed languages

Visual-gestural languages which evolve naturally in Deaf communities, through which signers use conventional and mutually agreed-upon symbols (signs) to communicate with each other. Signed languages have their own grammar and lexicon. They are not based on the spoken language of the country or region where the community is located. Signed languages are not universal. They are real languages, with a complete set of linguistic structures; complex and highly nuanced, as sophisticated as natural spoken languages.

Signing space

The area around a signer in which signs are articulated and can be modified.

Sociocultural model of deafness

The view that deaf people form a linguistic and cultural minority group comparable to other linguistic minorities. This viewpoint does not see deafness as a medical deficit or pathological condition. Although it may encompass the use of assistive listening devices and a range of communication options, it places high value on the use of signed languages and Deaf community networks.

Spatial mapping

The use by signers of the space around themselves to locate referents in discourse; the process of allocating a referent to a location, in order to keep track of who, what or where is being discussed.

Spatial modification

Changing a sign to point towards referents present in the environment or towards locations in the space around the signer associated with absent referents.

Superlative

A type of adjective used when comparing more than two things and identifying one that has the most of a feature, such as small versus worst small or most small.

Teaching team

Two or more teachers or instructors who combine their skills, knowledge and experience to develop and implement lessons in the classroom. In the context of teaching Auslan, a combination of a deaf and a hearing teacher may be linguistically and culturally appropriate, should a suitably skilled deaf teacher of Auslan not be available to work on their own.

Text

An identified stretch of language used as a means for communication or as the focus of learning and investigation. Text forms and conventions have developed to support communication with a variety of audiences in different contexts for a range of purposes. Texts can be signed, written, spoken or multimodal and in print or digital/online forms. Multimodal texts combine language with other systems of communication, such as print text, visual images, soundtrack, signs and/or spoken word, as in film or computer presentation media.

Textual cohesion

See *Cohesion*.

Time marker

A sign that refers to when an event occurred.

Topicalisation

Moving a sign or group of signs to the beginning of a clause to make it more prominent. In Auslan this is usually accompanied by particular non-manual features.

Translation

A process of translating signs/words/text from one language into another, recognising that the process involves movement of meanings and attention to cultural context as well as the transposition of individual words.

Transliteration

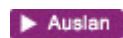
Writing a letter, sign or word using the closest corresponding letter, sign or word from a different language or alphabet.

Visual vernacular

A highly visual form of performance often incorporated into story telling which uses features of mime, gesture, NMFs and specific cinematic techniques in the production of signs. Techniques include close and distant focus, dissolving of visual images and cutting between scenes, objects and characters, and time distortion in the three dimensional delivery of visually presented information.

Visual-gestural languages

Signed languages are described as visual-gestural because they are received through vision and signed with hands, compared to spoken languages which are described as auditory-oral languages, as they are received through hearing and spoken with the mouth. The term is not equating signed languages with gesture in general.



Vlog

A common term for a video blog. As Auslan is a visual language, signers may choose to post online in Auslan via video rather than posting in written English.

Voice-off

The common protocol in an Auslan class to not use voice, as use of spoken English while signing can interfere with the acquisition of quality Auslan. The directive usually given to students is 'voice-off'.

VRS

Video Relay Service: A video relay uses visual technology to allow deaf users of Auslan to communicate over the telephone with hearing people via a VRS interpreter.
