

### Key concepts

**Communication** Communication is the exchange or transfer of signals, facts, ideas and symbols. It requires a sender, a message and an intended receiver. Communication involves the activity of conveying information or meaning. Effective communication requires a common "language" (which may be written, spoken or non-verbal). Through the exploration of language and the process of learning language, we exchange, express and transform information, facts, ideas, meanings and opinions. Communication is the basis of what makes us human and bridges communities across the globe; it is the essence of this discipline.

**Connections** Connections are links, bonds and relationships among people, objects, organisms or ideas. Linguistic and literary connections exist across time, cultures and across oral, visual and written texts. This concept is central to the study of language and allows for the exploration of language, applying knowledge of, and about, the language, and relationships between text, creator and audience.

**Creativity** Creativity is the process of generating novel ideas and considering existing ideas from new perspectives. Creativity includes the ability to recognize the value of ideas when developing innovative responses to problems; it may be evident in process as well as outcomes, products or solutions. Creativity is nurtured through the process of learning language as this process involves us in divergent thinking, applying ideas, taking risks and expressing ourselves in order to relate to, and interact with, the world.

### Key concepts (cont)

**Culture** Culture encompasses a range of learned and shared beliefs, values, interests, attitudes, products, ways of knowing and patterns of behaviour created by human communities. The concept of culture is dynamic and organic. Learning the language of a community provides opportunities to embrace diversity, to interact with sensitivity and empathy, and to participate in meaningful global interactions, which in turn develops sociocultural competence and intercultural awareness leading to international-mindedness.

Other key concepts can also be important in language acquisition, including **identity, perspective, form, time, place and space**.

### Criterion A: Comprehending spoken and visual text

Phase 4	Phase 5	Phase 6
i. construct meaning and draw conclusions from information, main ideas and supporting details	i. analyse and draw conclusions from information, main ideas and supporting details	i. evaluate and draw conclusions from information, main ideas and supporting details
ii. interpret conventions	ii. analyse conventions	ii. interpret the author's choice of style, format and ideas to suit an intended audience and purpose



### Criterion A: Comprehending spoken and visual text (cont)

iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.	iii. engage with the spoken and visual text by analysing ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective.	iii. engage with the spoken and visual text by evaluating ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective.
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### Criterion B: Comprehending written and visual text

Phase 4	Phase 5	Phase 6
i. construct meaning by identifying stated and implied information, main ideas and supporting details, and draw conclusions	i. analyse and draw conclusions from information, main ideas and supporting details	i. evaluate and draw conclusions from information, main ideas and supporting details
ii. interpret basic conventions including aspects of format and style, and author's purpose for writing	ii. analyse basic conventions including aspects of format and style, and author's purpose for writing	ii. interpret the author's choice of style, format and ideas to suit an intended audience and purpose
iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.	iii. engage with the written and visual text by analysing ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective.	iii. engage with the written and visual text by evaluating ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective

### Criterion D: Using language in s-w form

Phase 1	Phase 2	Phase 3
i. write and/or speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation	i. write and/or speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation	i. write and/or speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
ii. organize basic information and use a range of basic cohesive devices	ii. organize information and ideas and use a range of basic cohesive devices	ii. organize information and ideas and use a range of basic cohesive devices
iii. use language to suit the context.	iii. use language to suit the context.	iii. use language to suit the context.
Phase 4	Phase 5	Phase 6
i. write and/or speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation	i. write and/or speak using a range of vocabulary, complex grammatical structures and conventions; when speaking, use intonation and fluency	i. write and/or speak using a wide range of vocabulary, complex grammatical structures and conventions; when speaking, use oratory technique
ii. organize information and ideas into a structured text; use a wide range of cohesive devices	i. organize information and ideas; use a wide range of cohesive devices	ii. organize information and ideas; use a wide range of cohesive devices
iii. use language to suit the context.	ii. use language to suit the context.	iii. use language to suit the context.



### Related concepts

#### Phases 1-2

Accent	Audience	Context
Conventions	Form	Function
Meaning	Message	Patterns
Purpose	Structure	Word choice

#### Phases 3-4

Audience	Context	Conventions
Empathy	Function	Idiom
Meaning	Message	Structure
Point of view	Purpose	Word choice

#### Phases 5-6

Argument	Audience	Bias
Context	Empathy	Idiom
Inference	Point of view	Purpose
Stylistic choices	Theme	Voice

### Criterion A: Comprehending spoken and visual text

Phase 1	Phase 2	Phase 3
i. identify basic facts, messages, main ideas and supporting details	i. show understanding of messages, main ideas and supporting details	i. show understanding of information, main ideas and supporting details, and draw conclusions
ii. recognize basic conventions	ii. recognize basic conventions	ii. understand conventions
iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.	iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.	iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.

### Criterion B: Comprehending written and visual text

Phase 1	Phase 2	Phase 3
i. identify basic facts, messages, main ideas and supporting details	i. identify basic facts, main ideas and supporting details, and draw conclusions	i. show understanding of information, main ideas and supporting details, and draw conclusions
ii. recognize basic aspects of format and style, and author's purpose for writing	ii. recognize basic conventions including aspects of format and style, and author's purpose for writing	ii. understand basic conventions including aspects of format and style, and author's purpose for writing
iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.	iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.	iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions

### Criterion C: Communicating in response to s-w-v text

Phase 1	Phase 2	Phase 3
i. respond appropriately to simple short phrases	i. respond appropriately to spoken and/or written and/or visual text	i. respond appropriately to spoken and/or written and/or visual text
ii. Interact in simple and rehearsed exchanges, using verbal and non-verbal language	ii. interact in basic structured exchanges	ii. interact in rehearsed and unrehearsed exchanges



## Criterion C: Communicating in response to s-w-v text (cont)

iii. use basic phrases to communicate ideas, feelings and information on a variety of aspects of everyday topics	iii. use phrases to communicate ideas, feelings and information in familiar situations	iii. express ideas and feelings, and communicate information in familiar and some unfamiliar situations
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iv. communicate with a sense of audience.	iv. communicate with a sense of audience.	iv. communicate with a sense of audience and purpose
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### Phase 4

### Phase 5

### Phase 6

i. respond appropriately to spoken and/or written and/or visual text	i. respond appropriately to spoken and/or written and/or visual text	i. respond appropriately to spoken and/or written and/or visual text
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ii. engage in rehearsed and unrehearsed exchanges to share ideas on topics of personal and global significance	ii. engage in rehearsed and unrehearsed exchanges to share ideas on a range of topics of personal and global significance	ii. engage in unrehearsed and complex exchanges on a wide range of topics of personal and global significance
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iii. express ideas and feelings, and communicate information in simple and complex texts	iii. express ideas, opinions and feelings, and communicate information in a wide range of situations	iii. express a wide range of ideas, opinions and feelings, and communicate information in a wide range of social and academic contexts
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iv. communicate with a sense of audience and purpose.	iv. communicate with a sense of register, purpose and style.	iv. communicate with a sense of register, purpose and style.
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