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.

Year 7 and 8 (Year 7 Entry) Achievement Standard

By the end of Year 8, students use written and spoken Arabic to exchange information about their personal worlds and to express feelings, likes and dislikes. They use formulaic language for a range of classroom functions and processes, such as asking and responding to questions, following instructions, requesting repetition and asking for permission and assistance, for example, ساعدك من ال بحث؟ أكمل ت م تى؟ أس تخدم أن ممكن سمحت؛ لو ال سؤال؟؛ت عيد أن يمكن هل ال مدر سي؟؛ الواجب إكمال في صندوق ال كتب؟. Students use rehearsed and some spontaneous language to engage in planning, transacting, making arrangements and negotiating. They apply features of pronunciation and rhythm in spoken Arabic to a range of sentence types. They locate, classify and sequence key points of information from a range of sources and communicate information and ideas related to home, school, leisure and interests using different modes of presentation. They share their responses to different imaginative texts by expressing feelings and ideas about the ways in which characters, settings and events are represented. Students use modelled language to create imaginative texts or alternative versions of texts they have listened to, read or viewed. They use key grammatical forms and structures in spoken and written texts, such as articles, nouns, adjectives, personal pronouns, verbs and verb tenses, conjunctions, adverbs (for example, ال بيت؛ ال تعزيف ال؛ عاد ل تك؛ بيرة؛ مدرس ت ي م فيدة؛فؤ يدم مم تعة؛/س تع طوي لة؛/طويل/ك بيرة؛الهواي ات ال دراسية؛بير الدراسة؛ال درا سة؛ المدرسة؛ إلى الذهبنا ال سينما؛ إلى نذهب المدرسة؛ إلى أذهب هم؛ هي؛ أن تم؛ أنت؛ هو؛ أن ت؛ ضديق؛ شارعنا واسع ه؛ ب ي تي صغيرة؛ باكرأ ال مسرح إلى ى وصلت متأخرأ؛ إس ت توقضت بحماس؛ ت كلمت بشدّة؛ب كيت أح يانا؛ غال با؛ يوميا؛ لأن أيضأ؛ كذلك؛ أو؛ و؛ الأق ارب زيارة), They apply writing conventions to written texts, such as ال بحث؛ أكمل أن أس تطع لم ال؛ أيبح على أجي عم ذلة جم تحان ال؛ أين الإم ؟؛ كرة ت تمرن ؛ أدوات ال فواصل؛ال فقرات؛ال عنوان؛ إس تخدام عاد ل تك؟ في ي وجد شخص كم ال م فضلة؛ت لعب م تى ال قدم؟؛ مادة هي ما ال ريا ضة؟. They use contextual cues and textual features to translate and interpret everyday texts from Arabic into English and vice versa, and identify similarities and differences in translation. They create texts in Arabic and English, identifying words and expressions that do not readily translate, such as ب الهناء؛ الله وال ش فاء؛ و ي قولي ى توف ال.. They compare ways of communicating in Arabic and English and explain how their own biography influences their cultural identity and ways of communicating.

Students identify and apply the writing conventions of the Arabic alphabet and script, making connections between spoken and written Arabic in texts. They identify the structure and features of different personal, informative and imaginative texts and provide simple explanations as to how these elements contribute to meaning. They identify ways in which spoken Arabic varies according to regions and countries, and provide examples of how Arabic has changed over time due to influences from other languages and cultures. Students identify how written Arabic varies in style and in the use of formal and informal forms, for example, ح ضرت كم/حضرتك/أنت, according to context, situation and the relationship between participants. They identify ways in which language use reflects cultural ideas, thoughts and perceptions.

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.

Year 7 and 8 (Year 7 Entry) Level Description

The nature of the learners

Students who enter the background language learner pathway in Arabic in Year 7 may have strong connections to Arabic language and culture through family and community and varying degrees of oracy in Arabic. Their textual knowledge developed through English literacy supports the development of literacy in Arabic. Skills in analysing, comparing and reflecting on language and culture in both languages are mutually supportive.

Arabic language learning and use

Learners use modelled and rehearsed language in familiar and unfamiliar contexts and increasingly generate original and personal language. They interact in class routines and activities, expressing their ideas and feelings (كثيراً جدي أحب), exchanging opinions (الواجب هذا صعب؛ تحان طويل الإمـ) and managing shared tasks (الأدوار دوزع ثـ نـد يا الـ فريق؛ أفـ رادـ ذخ تار أولا؛). They listen to, read and view a range of texts and create spoken and written texts to present ideas and information to a variety of audiences in different contexts. Learners work both collaboratively and independently, exploring different modes and genres of communication with particular reference to their current social, cultural and communicative interests. They explore and discuss themes, characters and events in Arabic folk tales, fables and films, and plan, draft and present imaginative texts, such as stories, plays, cartoons and comics. They make cross-curricular connections and explore intercultural perspectives and experiences through interaction with an increasing range of Arabic speakers.

Contexts of interaction

Learners come to the classroom understanding and using Arabic within the world of their experience, which is likely to be the home and community domains. At this level, possible contexts of interaction could include the world of learning, for example, discussing the shift from primary to secondary school, the concepts of home and friendship, family, shared events and leisure activities. Learners contextualise and use their background language and culture as much as possible while socialising and exchanging information. They pool language knowledge and resources to plan, problem-solve, monitor and reflect. This will not necessarily be characterised by the fluent use of Arabic, but rather by the way they use their background knowledge of Arabic language and culture in communication. Interactions are authentic in relating to the world of teenage experience, and performance based. Additional opportunities for interaction are provided through purposeful and integrated use of information and communications technologies (ICT), for example, videoconferencing and online activities such as e-learning.

Texts and resources

Learners work with a range of texts designed for language learning, such as textbooks, audio recordings, teacher-generated materials and online resources. They also use authentic materials such as blogs, newsletters, advertisements, magazines, video clips and apps. Their knowledge is extended through exploration of Arabic texts on the internet, and audiovisual materials, cultural performances, and community events and activities, such as the Arabic Film Festival. As background language learners, they are also likely to engage with bilingual, subtitled and captioned texts.

Features of Arabic language use

Learners understand and use features of the Arabic sound and writing systems, and make connections between spoken and written texts. They use appropriate pronunciation and intonation when communicating and interacting in a range of contexts, and apply spelling rules when writing in Arabic script. They explore Arabic syntax and linguistic structures and begin to use metalanguage by identifying grammatical terms. They apply elements of Arabic grammar to the production of texts, such as articles, nouns, adjectives, personal pronouns, verb tenses, conjunctions, adverbs, statements, negation and questions, to describe people, actions and events (الـ صـ باح فـ يـ أسـ دـ يـ قظ), discuss preferences (طعام أحب؛ طعام الأكـ ل أحب لا أمي), expand on expression (الـ سريـ ع الأكـ ل فـ يـ الـ طريـ ق فـ), and link ideas and information (ر سةالمد إلـ ى الـ طريـ ق فـ), They understand ways in which the (كذلـ ك أيـ ضا؛ أوـ؛). English language works as a system and how English is similar to and different from Arabic. They discuss the influence of other languages and cultures on Arabic language, and recognise variations in language use across Arabic-speaking countries, regions and communities. They make connections between texts and cultural contexts, identifying how cultural values and perspectives are embedded in language and how language choices determine ways in which people, issues and circumstances are represented.

Level of support

Learners have varying degrees of Arabic oracy and literacy competence and are supported through multilevel and differentiated tasks. Support includes scaffolding, modelling and monitoring, explicit instruction and feedback, structured activities for practising new language, and the use of gesture and movement. Students are supported to develop autonomy as language learners and users, and to self-monitor and adjust their language use in response to their experience in diverse contexts. Opportunities to review and consolidate are an important component of learning at this level.

The role of English

Arabic is the main language of instruction and interaction. Arabic and English may be used when discussing concepts, functions and structures relating to language use, and when exchanging and comparing experiences in learning Arabic and English. English may be used for conceptually demanding explanations and discussions, particularly when making connections between Arabic and other languages and cultures and discussing how language and culture connect to make meaning. Learners are encouraged to reflect on how they interact in Arabic and English, and on their own sense of identity from a bilingual perspective.

Year 7 and 8 (Year 7 Entry) Content Descriptions

Communicating		Understanding
Socialising	**Creating**	**Systems of Language**
Interact with peers and the teacher to exchange information about self, family and friends, routines, leisure activities, interests and special days, and express feelings, likes and dislikes. [Key concepts: personal world, leisure; Key processes: interacting, describing, socialising]	Participate in imaginative experience by listening to, viewing and reading texts, such as songs, cartoons, folk tales and other stories, and sharing opinions, ideas and responses relating to characters, settings and events. [Key concepts: imagination, plot, tradition, character, message; Key processes: identifying, relating, describing]	Understand features of the Arabic sound system, including intonation and pronunciation, and how these are represented in written form, and apply writing conventions to form letters, words and texts. [Key concepts: alphabetical systems, writing conventions, sound and letter differentiation; Key processes: distinguishing, relating, applying]
Participate in collaborative planning, decision making and shared transactions, using different modes of communication. [Key concepts: collaborative learning, performance, presentation; Key processes: planning, listening, deciding, transacting]	Create and adapt texts with imaginary scenarios, characters and events, using modelled language and different modes of presentation. [Key concepts: imagination, genre, performance; Key processes: creating, experimenting, presenting]	Understand and use aspects of key grammatical forms and structures in spoken and written texts, such as articles, nouns, adjectives, personal pronouns, verbs and verb tenses, conjunctions, adverbs, statements, negation and questions, and use vocabulary that relates to familiar environments and activities. [Key concepts: grammar, syntactic relationship; Key processes: understanding, applying, comparing]
Interact in classroom routines and activities, developing language for a range of classroom functions and processes, such as following instructions, asking and answering questions, and requesting support by asking for repetition, permission and help. [Key concepts: roles, routines; Key processes: listening, responding, contributing]	**Translating** Translate and interpret short spoken and written texts, such as dialogues, speeches, labels, signs and messages, from Arabic into English and vice versa, using contextual cues and textual features, and recognising aspects that are similar or different in each language. [Key concepts: equivalence, difference, context; Key processes: translating, interpreting, comparing, explaining]	Identify the structure and textual features of a range of personal, informative and imaginative texts, and recognise how these contribute to meaning. [Key concepts: meaning, genre, structure; Key processes: identifying, sequencing, organising]
Informing Listen to, read and view a range of spoken, written and multimodal texts; identify, sequence and classify key points of information such as details about people and events; and use the information in new ways. [Key concepts: information, text; Key processes: listening, reading, viewing, locating, transposing]	Create bilingual texts such as posters, games and signs for the classroom and school community, making decisions about words and expressions that do not readily translate. [Key concepts: bilingualism, audience, meaning; Key processes: translating, reasoning, explaining]	**Language variation and change** Understand that spoken and written Arabic varies according to regions and countries, and according to context, situations and relationships. [Key concepts: variation, dialect, context; Key processes: identifying, distinguishing, relating, analysing]
Convey and present ideas and information obtained from different sources relating to home, school, leisure and interests. [Key concepts: information, text, personal world; Key processes: presenting, conveying, reporting]	**Reflecting** Reflect on personal responses and reactions during interactions in Arabic, recognising how interaction involves culture as well as language. [Key concepts: intercultural exchange, language, culture, response; Key processes: identifying, reflecting, explaining]	Understand that the Arabic language has changed and continues to change through interaction with other languages and cultures. [Key concepts: change, language contact, intercultural contact; Key processes: observing, identifying, classifying]
	Reflect on own identity, including aspects that relate to personal observations, experiences and feelings, and recognise how elements of identity such as family background, school and interests impact on intercultural exchange. [Key concepts: self, profile, identity; Key processes: recognising, relating, discussing]	**Role of language and culture** Explore how language use reflects one's thoughts, perceptions and culture, recognising that language and culture are interrelated systems for meaning-making. [Key concepts: perception, influence; Key processes: reflecting, discussing, questioning, making meaning]