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 9 and 10 (Year 7 Entry) Achievement Standard

By the end of Year 10, students use written and spoken Arabic to initiate and sustain interactions with peers and adults. They use language spontaneously to exchange ideas, opinions and feelings, compare experiences and discuss future plans. They sustain interactions by asking and responding to questions, requesting clarification (for example, ما ...تَ عني لي؟ صدك؟), elaborating on opinions, and expressing agreement or disagreement, for example, أع ترض أتَ فق؛ لا أتَ فق؟ على. In classroom interactions, they share ideas and suggestions, negotiate options, solve problems and complete transactions. They apply pronunciation and intonation rules to convey emotions and enhance expression. They obtain information from multiple sources on a range of issues and analyse and evaluate meaning, gist and purpose. They convey ideas and viewpoints from a range of perspectives using different text types and modes of presentation selected to suit different audiences and to achieve different purposes. They share their responses to different imaginative texts by expressing opinions on themes, events and values and explaining key ideas and messages. They manipulate language and use different techniques to produce imaginative texts in a range of forms that draw on past experiences or future possibilities, such as تلاعب الـ فاظ الأل اسطة بـ وا تخدام إسـ فردات ذات المـ. When creating texts, students use a variety of grammatical elements, such as conditional and subjunctive moods, embedded clauses and imperative forms (for example, سمح لو إلى نذهب ... هو كـ ثيرا أح به والذي لدي الـ فضل الـ عطلة؛الـ سبت يوم والـ سينما إلى نذهب ما معك ⌐اتي لـ أبي), future tense and vocative case to convey meaning. They use vocabulary and expressions that are culturally embedded, such as سوف تـ كتب أكـ بالة إلى المدير برا أع بها؛عن فـ. and apply appropriate writing conventions to increase text cohesion and enhance expression. Students translate and interpret texts from Arabic into English and vice versa, comparing own interpretations with others' and explaining reasons for differences in translations. Students create bilingual texts for the wider community, interpreting cultural and linguistic aspects of texts. They explain how cultural concepts, practices and values influence ways in which they communicate from a bilingual perspective, and question assumptions and describe adjustments they make when moving from Arabic to English and vice versa.

Students identify the meaning and emotions conveyed in spoken texts, such as ماذا سم ير ه. لا لا قررت؟ and apply their understanding of the Arabic writing system to enhance meaning and aesthetic effect in written texts. They analyse the relationship between language choices and textual features, and the audience, purpose and context of different spoken, written and multimodal texts. Students explain how spoken and written forms of Arabic vary according to context, purpose and audience, and identify ways in which the Arabic language influences and is influenced by cultural, political and social change. They explain the power of language in determining the nature of intercultural communication in local and global contexts.

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 9 and 10 (Year 7 Entry) Level Description

The nature of the learners

Learners increasingly communicate in Arabic in everyday interactions and in domains beyond the home. They continue to be immersed in Arabic language and culture, making connections and comparisons with other languages and cultures. They have a growing awareness of the wider world, including the diversity of languages, cultures and forms of intercultural communication. They begin to consider their role as bilingual, intercultural communicators in the Australian context. They are considering future pathways and prospects, including how Arabic may feature in these.

Arabic language learning and use

This is a period of language exploration, vocabulary expansion, and experimentation with different modes of communication. Learners use Arabic to communicate and interact, exchange information, express and justify opinions (أريد أركوب الـعجلة لكن لـيس ولـد عـندي لـ خوذة), and plan, negotiate and solve problems in shared tasks and transactions (الـمدر سة؟ عطلـة فـ يـذهب لـو ماذا). They access and evaluate information from a range of sources, and present ideas and views from a range of perspectives in different formats and contexts and for particular audiences. They use their imagination to create a range of texts, such as stories, plays and video clips, about past events and experiences and future possibilities, using a range of techniques to entertain different audiences. There is a balance between activities that focus on language forms and structures and those that emphasise communicative tasks and performance. Learners recognise that moving between Arabic and English involves interpretation and personal response as well as literal translation and factual reporting. Task characteristics and conditions at this level are more complex and challenging, providing opportunities for collaborative as well as independent language planning and performance, and development and strategic use of language and cultural resources. Learners discuss the relationship between language, culture and identity, exploring in more depth the concept of being bilingual and bicultural.

Contexts of interaction

Greater control of language structures and systems increases confidence and interest in communicating in a wider range of contexts beyond the home. Contexts of interaction in Arabic move beyond the immediate world of teenage experience to more active participation in the local community, for example, by engaging in local community events or celebrations. Learners participate in discussions and presentations on topics of interest and on life experiences in different contexts and cultures, and view television programs, documentaries, music performances and films to further explore Arabic language and culture. Additional opportunities for interaction are provided by purposeful and integrated use of information and communications technologies (ICT), for example, videoconferencing and e-learning.

Texts and resources

Learners read, view and interact with a broad range of texts and resources specifically designed for learning Arabic in school contexts, such as textbooks, readers, videos and online materials, including those developed for computer-supported collaborative learning. They also access authentic materials created for Arabic-speaking communities, such as films, literature, websites and magazines. They use a range of dictionaries and translation methods to support comprehension, build vocabulary and elaborate on ideas.

Features of Arabic language use

Learners use appropriate pronunciation, rhythm and intonation in communication and interaction, and apply accurate spelling and punctuation in a range of written texts. They gain greater control of grammatical elements, such as word order, a range of tenses, conditional and subjunctive moods, embedded clauses, imperative forms, and vocative case, to elaborate on ideas and information relating to people and events (لـعب أخي كنت كثيرأ ي أخ تـي لـ درس دائمأ), discuss future plans and aspirations (سوف أذهب إلى الـجامعة؛ سوف ا سافـ ر مع أهلي؛ سـ يارة أ شـ تري سوف), persuade audiences (الـمعلم إلى لـ نذهب) سألـه؛ مرة حاول هياون), and link and extend ideas and information (بـ عد بـ دايـة؛ الـ سـ بتـ يـ و م الـ سـ ينما إلى نـ ذهب ربـ ما), express doubt, uncertainty or emotion (سامر مع تـ كلم أحـ دنت؛ إصـ تاز ثـ اذ يـة؛). They analyse text more critically, identifying how language choices reflect perspectives and meaning in a range of texts, and developing their understanding of the relationship between context, purpose and audience. They demonstrate understanding of language variation and change, and of how intercultural experience, technology, popular culture, migration and globalisation influence forms of communication.

Level of support

This stage of learning involves consolidation and progression. Learners need opportunities for new challenges and more independent learning experiences. Continued scaffolding, modelling and monitoring are required to support these challenges. A range of resources is provided and processes modelled for the development of more autonomous self-monitoring and reflecting strategies, such as online journalling, video documenting and discussion forums. Continued focused attention on grammatical and textual features supports learners in the production of texts.

The role of English

The classroom is increasingly characterised by bilinguality, with Arabic being the principal language of communication. English continues to be used as the medium for substantive discussion, comparison, analysis and reflection, although learners at this level are able to discuss some abstract and complex views and ideas on language, culture and intercultural experience in Arabic. They explore the interrelationship between language, culture and identity, and reflect in more depth on the concept of being bilingual. They discuss the influence of Arabic and English on their ways of communicating, thinking and behaving, how living and moving between cultures has impacted on their own bilingual identity, and how successful communication requires flexibility, awareness and openness to alternative ways.

Year 9 and 10 (Year 7 Entry) Content Descriptions

Communicating		Understanding

Communicating

Socialising

Initiate and sustain interactions to develop relationships with peers and adults, exchanging ideas, opinions and feelings, comparing experiences and discussing future plans.
[Key concepts: relationships, opinion, experiences, future; Key processes: exchanging, comparing, discussing]

Participate in collaborative projects, providing ideas and suggestions, negotiating and justifying options, solving problems and completing transactions.
[Key concepts: participation, contribution, prioritisation; Key processes: suggesting, justifying, discussing, negotiating, transacting]

Contribute to structured discussions and tasks by asking and responding to questions, clarifying understanding, elaborating on opinions and expressing agreement or disagreement .
[Key concepts: discussion, opinion; Key processes: discussing, clarifying, expressing]

Informing

Extract, organise and evaluate information and ideas from a range of texts, analysing meaning, gist and purpose.
[Key concepts: meaning, purpose, audience; Key processes: extracting, organising, analysing]

Convey ideas and viewpoints from a range of perspectives to various audiences in familiar contexts using different modes of presentation.
[Key concepts: context, audience, perspective; Key processes: selecting, conveying, constructing, presenting]

Creating

Respond to imaginative texts such as poems and films, explaining messages and key ideas, stating views on themes, events and values, and making connections with own experiences.
[Key concepts: genre, theme, values, connection; Key processes: comparing, explaining, analysing]

Create imaginative texts in multimodal forms, including digital, that draw on past experiences or future possibilities, experimenting with different techniques.
[Key concepts: culture, narrative, creativity; Key processes: creating, imagining, entertaining, relating]

Translating

Translate and interpret texts from Arabic into English and vice versa, compare own translations and interpretations with others' and discuss reasons for differences.
[Key concepts: representation, perspectives, interpretation; Key processes: translating, interpreting, comparing, critical and cultural understanding]

Create bilingual texts for the wider community, such as notices, promotional material, instructions or announcements, interpreting cultural and linguistic aspects.
[Key concepts: culture, interpretation, equivalence; Key processes: interpreting, composing, selecting, explaining]

Reflecting

Reflect on how conventions of speech and Arabic cultural concepts can influence own communication style when using both English and Arabic.
[Key concepts: cultural concept, norms, communication; Key processes: understanding, explaining, reflecting]

Reflect on own sense of identity as an Arabic and English speaker, recognising how own cultural assumptions, practices and values influence ways of communicating, and considering reactions and how they adjust behaviours and language in own interactions.
[Key concepts: assumptions, values, impact, judgement, adjustments; Key processes: reflecting, connecting interculturally]

Understanding

Systems of Language

Understand rules of pronunciation and intonation and writing conventions, and apply these to own constructions to enhance meaning and aesthetic effect.
[Key concepts: sound and writing systems; Key processes: experimenting, speaking, writing, connecting, transposing]

Expand spoken and written expression by extending grammatical knowledge of Arabic, including features such as conditional and subjunctive moods, embedded clauses, imperative, future tense and vocative case, and acquisition of vocabulary and expressions that are culturally embedded.
[Key concepts: grammatical structures, irregularity, expansion of ideas; Key processes: applying, analysing, selecting]

Analyse different texts in a variety of forms, including digital, , considering the relationship between audience, purpose and context, and the use of textual conventions, features and cohesive devices.
[Key concepts: genre, purpose, audience, cohesion; Key processes: analysing, explaining, comparing]

Language variation and change

Explore how spoken and written forms of Arabic can be used for different purposes and audiences, in different contexts and situations, and with specific meanings and intentions.
[Key concepts: formality, register, intention; Key processes: analysing, explaining]

Explore and reflect on how the Arabic language influences and is influenced by cultural, political and social change.
[Key concepts: globalisation, popular culture; Key processes: reflecting, discussing, examining]

Role of language and culture

Understand the symbolic nature and influence of language in local and global contexts and how the use of language determines the nature of intercultural communication.
[Key concepts: symbolism, globalisation, new terminology; Key processes: exploring, reflecting, evaluating, understanding]