

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 3 and 4 Achievement Standard

By the end of Year 4, students interact with the teacher and peers to share personal information about aspects of their lives, such as experiences, everyday routines and leisure activities, for example, *وأنا أسعد ترال يا إلى أت بيت أسد ترال يا؛ في مولود أنا سدنوت؛ ت ساع عمري الحديقة البحر؛ المتحف؛ إلى عائلتي مع أذهب...المساء في...المدرسة بعد...الساعة في أذام باكراً؛ أسد تيقظ الصداح في صغير*. They use formulaic expressions when interacting, such as giving and following instructions, asking for repetition, planning shared activities and completing simple transactions, for example, *من الجملة؟ الكلمة؟ تعيد أن يمكن هي فـ ذلك من أن؛ أسد تظيع هي الحمام؟؛ إلى أذهب أن المساعدة؛ أريد فـ ذلك*.

They use features of Arabic pronunciation and intonation when speaking and reading aloud. Students locate and classify information relating to familiar contexts and present it in modelled spoken, written and visual texts. They describe characters, events and ideas and express opinions about favourite elements in imaginative texts, and use formulaic expressions, for example, *هناك كان الأمام؛ من يوم في*, and modelled language to create short imaginative texts. They use vocabulary related to school, home and everyday routines, for example, *الدراسة؛ الفطور؛ أت ناول النوم؛ من أسد تيقظ العلوي الطابق المطبخ؛ أخي؛ غرفة/غرفة تي النوم؛ غرفة المدرسه؛ مواد فـ روضي؛ ال تعلم؛ الك تاب أقرأ ال تلافاز؛ أشاه المدرسه؛ واجبات أكمل ال باص؛ أسد تقل مدرس تي؛ أخي؛ غرفة/غرفة تي ك تبي؛ ك تبي هي/هي أنت؛ أنت؛ صديق صديق صديق صديق؛ صف غرف؛ غرفة ك تبي؛ ك تبي*, and prepositions such as *ال نوم قبل العشاء؛ بعد الدرس؛ أذناء والساحة؛ الملعب بين المدرسه؛ إلى البيت؛ في*. Students translate familiar and frequently used language relating to familiar environments and create simple bilingual texts for the classroom and school community. They describe how language involves behaviours as well as words and share their own experience as background speakers as they interact with others.

Students identify and use Arabic sound and writing patterns, for example *أ؛ ن؛ أ؛*, including combining letters to form words, vocalisation, and features of individual syllable blocks such as *التونين*: *ال ش ت ر ي*: *ال ش ت ر ي*: *ال ش ت ر ي*. They identify the features and structure of different types of texts, for example, *الامر؛ فعل القافية؛ النهاية الحبكة؛ العنوان؛ الحوار؛ في الأدوار الحوار؛ أدوات القصيدة الجمل؛* how meaning can be influenced by gestures and tone. Students provide examples of how the Arabic language has changed over time and identify words and expressions in Arabic that have emerged from contact with other languages and vice versa. They compare language use and cultural practices in Arabic-speaking communities and in the wider Australian context, identifying culture-specific terms and expressions, particularly those related to special occasions, for example, *بأع ياد الإحدت فال الأع ياد؛ في الأهل ارتقي المناسبات؛ في الإحدت فال ك ي فية*, *الميلاد*

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 3 and 4 Level Description

The nature of the learners

At this level, children are developing awareness of their social worlds and their membership of various groups, including the Arabic class. They are further developing literacy capabilities in both Arabic and English, as well as biliteracy capabilities. They benefit from multimodal, activity-based learning that builds on their interests and capabilities and makes connections with other areas of learning.

Arabic language learning and use

Learners interact with family and the wider Arabic-speaking community, and at school they interact with their peers and the teacher in a variety of communicative activities. Specific language learning skills such as memory and communication strategies are developed. Learners primarily engage in a variety of listening and viewing activities, and understand familiar stories, songs and poems. They use Arabic in everyday interactions, such as giving and following instructions **سم على خطأ** أو **تب الورقة**؛ **فوق** **العنوان** **أك** **تب الورقة**؛ **على خطأ** **أر سم** attracting attention and seeking help **عندي كرة** **عفة** **إرانة** **عفة** **كرة** **عندي**. They participate in collaborative activities such as sharing information about their routines, friendships and leisure activities. They listen to, view and read a range of print, digital and spoken texts, such as interactive stories and performances, and use their imagination to create simple texts such as dialogues, stories and cartoons. They locate and classify key points of information in spoken, written and multimodal texts, and convey information about their family, home and neighbourhood in simple texts such as diary entries, emails and short stories.

Contexts of interaction

The contexts in which students interact in learning and using Arabic are primarily the classroom, school and home. They have access to the wider community of Arabic speakers and resources through out-of-classroom activities and the use of virtual and digital technology. They work both independently and cooperatively, further developing their sense of personal as well as group identity, and of the cultural significance of family relationships.

Texts and resources

Learners develop biliteracy skills through interacting with a range of spoken, written, visual and multimodal texts. Texts such as recipes, reports and family profiles show how language is used in different ways and for different purposes.

Features of Arabic language use

Learners explore Arabic sounds, intonation and writing conventions to further develop their speaking and writing skills and initial understanding of their developing biliteracy. They use key grammatical forms and structures, such as verbs, pronouns, singular/plural forms and prepositions, to provide information in simple sentences and short texts about places **يد جاء** **ول** **عندما** **مصر** **من** **ول** **يد جاء**, people, actions, events and feelings, for example, **سنوات** **أرد** **ع** **عمره** **كان** **عندما** **مصر** **من** **ول** **يد جاء**, **فرح** **أشعر** **الموسيقى** **أعزف** **عندما**, **ب** **ال** **فرح** **أشعر** **الموسيقى** **أعزف** **عندما**. They begin to develop a metalanguage for understanding and discussing language features, and make connections and comparisons between Arabic and English. Comparing the structures and patterns of Arabic with those of English helps learners understand both languages, assisting in the development of their biliteracy skills.

Level of support

In the classroom, this stage of learning involves extensive support through scaffolding. Teachers model what is expected, introduce language concepts and resources needed to manage and complete tasks, and make time for experimentation, drafting and redrafting, providing support for self-monitoring and reflection. Support includes a range of spoken, written, visual and interactive resources, such as poems, songs, video clips and digital games.

The role of English

Learners use Arabic in classroom routines, social interactions, learning tasks, and language experimentation and practice. Arabic and English are used for discussion, explanation and reflection. Learners explore connections between culture and language use in various Arabic-speaking communities and the wider Australian context, and reflect on their own sense of identity and their experiences as Arabic background speakers when communicating and interacting with others.

Year 3 and 4 Content Descriptions

Communicating

Socialising

Socialise and build relationships with the teacher, family and friends through the exchange of personal information relating to home and school environment, such as everyday routines.
[Key concepts: friendship, experiences, routine, time; Key processes: describing, expressing, sharing]

Participate in collaborative tasks and shared experiences that involve planning and simple transactional exchanges, such as playing games, role-playing dialogues, and preparing and presenting group work.
[Key concepts: participation, cooperation, collaboration; Key processes: sharing, negotiating]

Participate in everyday classroom activities, such as giving and following instructions, attracting the teacher's attention and asking for repetition.
[Key concepts: respect, politeness; Key processes: participating, requesting, responding]

Informing

Locate and classify information relating to familiar contexts, routines and interests from spoken, written and visual texts.
[Key concepts: time (routines), leisure; Key processes: listening, reading, viewing, selecting, sequencing]

Present information relating to home, school, neighbourhood and leisure in a range of spoken, written and digital modes.
[Key concept: representation (private life); Key processes: organising, selecting, presenting]

Creating

Respond to imaginative texts, such as interactive stories and performances, identifying and describing characters, events, ideas and favourite elements.
[Key concepts: character, people, places, experiences; Key processes: participating, responding, relating, reflecting]

Create and perform short imaginative texts, such as dialogues or collaborative stories based on Arabic fables, using formulaic expressions and modelled language.
[Key concepts: imagination, experience; Key processes: presenting, creating, performing]

Translating

Translate and interpret words, expressions and sentences in simple English and Arabic texts, noticing similarities and differences or non-equivalence.
[Key concepts: meaning, translation; Key processes: moving between languages, comparing]

Produce bilingual texts and resources, including digital and online resources such as digital picture dictionaries, posters and signs, for their class and school community.
[Key concepts: similarity, difference; Key processes: selecting, describing]

Reflecting

Reflect on their experiences as Arabic background speakers when interacting in English and Arabic, observing differences in language use and behaviours.
[Key concepts: culture, language, behaviour; Key processes: examining, connecting]

Explore their own sense of identity, including elements such as family, background and experiences, and ways of using language in Arabic- and English-speaking contexts.
[Key concepts: communication, identity; Key processes: reflecting, adjusting]

Understanding

Systems of Language

Recognise and reproduce Arabic pronunciation and intonation patterns using vocalisation and features of individual syllable blocks, and understand that in Arabic script, most letters change appearance depending on their position.
[Key concepts: sound and writing systems, syllables; Key processes: noticing, describing, comparing]

Understand and use key grammatical forms and structures, such as basic pronouns and possessive pronouns, singular/plural forms of regular nouns and adjectives, and prepositions.
[Key concepts: number, syntax, verb forms; Key processes: sequencing, applying, relating]

Understand that familiar spoken and written Arabic texts, such as conversations and stories, have particular features and structures relating to different purposes and audiences.
[Key concepts: linguistic features, genre, structure; Key processes: observing patterns, distinguishing]

Language variation and change

Understand that Arabic as a spoken language varies according to region and country and that meaning can be influenced by gestures, tone and purpose.
[Key concepts: dialect, variation; Key processes: observing, explaining]

Recognise that languages change over time and influence one another.
[Key concepts: language change, influence, exchange; Key processes: observing, identifying, discussing]

Role of language and culture

Compare and reflect on cultural practices relating to ways in which language is used in various Arabic-speaking communities and in the wider Australian context.
[Key concepts: difference, expression, practices; Key processes: identifying, distinguishing, relating, comparing]