Rationale

Through learning languages, students acquire:

- communication skills in the language being learnt ف ي الأع ياد؛ ف ي وجدت ي جدي لزي ارة عائ ل تي مع أذهب
- an intercultural capability, and an understanding of the role of language and culture in communication الـ عامة الـحدي قة ف ي المدر سة ب عد أصدقائ ي مع الـم فضلة زي اض تي ألأ لعب and other interests such
- 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 5 and 6 Achievement Standard

By the end of Year 6, students use spoken and written Arabic to exchange personal information and describe people, places and ideas related to their personal experiences and social activities such as celebrations for example, ف ي الأع ياد؛ ف ي وجدت ي جدي لزي ارة عائ ل تي مع أذهب sport (for example, ألأ لعب تي المـ فضلة زي اض تي مع الـم عد أصدقائ ي في المدر سة), and other interests such as الـ س بوع ية الـ عطلة . They make shared decisions, for example, ...أن أري د, provide suggestions such as ...ي مكن أن..., and complete transactions. When participating in classroom routines and activities, they follow shared rules and procedures, express opinions and ask for clarification, for example, ذ عم حسنا؛ ...أن أع ت قدول كن؛ ...ما ي معنى . Students use patterns of Arabic pronunciation and intonation when interacting. They locate, classify and organise information from a range of spoken, written and visual texts related to aspects of culture and lifestyle. They present ideas and information on topics of interest and aspects of culture in different formats for particular audiences. They respond to a range of imaginative texts by expressing opinions on key elements for example, الـ قصة من, characters for example, لأنـه الـدي ن علاء أحب ؛لأنـه الـ فيلمـ في الـملك أحب لا ؛..., and actions for example, أن ذ يمو عـلـى يـ جب, and making connections with own experience, for example أب يه كـلامـ ي سمع ؛ ...مـ ثل أذا ؛...أن يـ جب أي ضاأذا . They create and perform short imaginative texts based on a stimulus, concept or theme. They use a variety of tenses for example, الأفـ عال والمـ ضارعة المـاضـ ية verb conjugation for example, أك لت/أكل/أكلتُ , suffixes for example, تـ ذهبي/ ذهب /أذهب, basic conjunctions for example, أو،و and a range of adjectives for example, لأ شخاصي؛ال لأ شياء الـ لمؤنث؛وال صـ فقة لمذكر الـ صـ فة and adverbs for example, يومـيًا صباحًا؛ ليلًا؛ سريعاً , to construct sentences and to produce short texts. Students translate texts from Arabic into English and vice versa, identifying words that are not easily translated, such as فون؛ أي فون؛ رتـ ل فاز؛أي كوم بـ يوت رتـ , and create bilingual texts for their own learning and for the school community. They identify ways in which their own biography for example, الـ سيرة الـ خاصـ ة الـ خبرات الـذاتـ ية ; traditions for example, الـ عادات والإجـ تماع ية الـ عائـ لية الـ, and beliefs for example, الـ خاصـ ة المعـ ت قدات impact on their identity and influence the ways in which they communicate in Arabic and English.

Students identify the role of vowels in softening and extending sounds and apply writing conventions to own constructions. They distinguish between the structure and features of different types of spoken and written Arabic texts and identify ways in which audience, context and purpose influence language choices and the form of Arabic used. They provide examples of how language use and ways of communicating vary according to the relationship between participants and the purpose of the exchange, for example, وال فـ عل ية؛ الإ سمـ ية :الـ جمل أنواع . They identify how languages influence one another, including the influence of indigenous languages of the Arabic-speaking world and regional languages such as Aramaic, Syriac, Phoenician, Persian, Kurdish and Turkish on Arabic, for example جدي دة؛الأدبـ فردات الـمـ تجارة؛ الـمـ الـ س د أصل كـلمات الـ. They give examples of how language use reflects particular value systems, attitudes and patterns of behaviour across cultures.

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 5 and 6 Level Description

The nature of the learners
At this level, learners have established communication and literacy skills in Arabic that enable them to explore aspects of Arabic language and culture as well as topical issues drawn from other key learning areas. They are widening their social networks, experiences and communication repertoires in both Arabic and English and developing some biliteracy capabilities. They participate in collaborative tasks that both recycle and extend language. They are gaining greater independence and becoming more conscious of their peers and social context, and increasingly aware of the world around them.

Arabic language learning and use
Purposeful language use in authentic contexts and shared activities in the classroom develop language skills and enhance communication and understanding. Learning how Arabic is structured reinforces learners' oracy and literacy. Learners develop their speaking skills by interacting with teachers, peers, family and local Arabic speakers to share their own and enquire about others' experiences أقرأ صة قة بل قة، نوم الَ وأنتِ قرأينِ ھى تَ بل قَ نوم؟ قَ نوم الَ, social activities and opinions. They have access to a broader range of vocabulary, and use a growing range of strategies such as effective listening skills to support communication. They write more accurately and fluently for a range of purposes, contexts and audiences. They listen to, view and read Arabic folk tales, fables and films to engage with themes, characters and events, exploring embedded cultural beliefs, values and practices, and use their imagination to create and perform songs, poems, short plays and video clips. They obtain information from a range of sources about social, cultural and communicative aspects of lifestyles in Arabic-speaking communities, and present the information in different formats for particular audiences. Individual and group presentation and performance skills are developed through modelling, rehearsing and resourcing the content of presentations.

Contexts of interaction
Learners use Arabic in the classroom and in their extended social space, such as family, neighbourhood and the community, for a growing range of purposes, for example, exchanging information, expressing ideas and feelings, and responding to experiences. They are able to work more independently, but also enjoy working collaboratively in pairs and in groups. They explore cultural aspects of communication, and use information and communications technologies (ICT) to support and enhance their learning.

Texts and resources
Learners interact with an increasing range of informative, persuasive and imaginative texts about neighbourhoods, places, and Arabic-speaking communities and individuals. They refer to and use more established grammatical and lexical resources to understand and communicate in Arabic. The use of dictionaries is encouraged for accuracy and expansion of language acquisition.

Features of Arabic language use
Learners' pronunciation, intonation and phrasing are more confident, and they apply appropriate writing conventions, including spelling and punctuation, in a range of print, digital and multimodal texts. They use grammatical structures, such as verb conjugation, suffixes, linguistic elements such as conjunctions and a range of adjectives and adverbs to describe actions and events according to time and place هو؛ كتبَ هي ضنت ركَ, share information about life at home and school بخ أمي طاعامأتَ طَ بخ أمي لذيذاً؛ طاعامأتَ غ سل أبِ يَ سيارةِ ديَ سيارةِ الَ سد بوعكلِ الَ سد, elaborate on ideas and information and express opinions relating to their personal and social worlds. They understand how language use varies when interacting with different people and for different purposes. They explore cross-linguistic and intercultural influences of other languages on Arabic, such as Aramaic, Syriac and Assyrian, and regional languages such as Persian, Kurdish and Turkish.

Level of support
While learners work both independently and collaboratively at this level, ongoing support and feedback are incorporated into task activities such as the production of written texts. Support includes the provision of models, scaffolds, stimulus materials, and resources such as word charts, vocabulary lists and dictionaries.

The role of English
Classroom interactions are increasingly bilingual. Arabic is used primarily for communication, while English and Arabic are used for discussion of linguistic features and cultural practices, and for reflective tasks and explanations. Learners are given opportunities to think about personal and community identity. They explore the relationship between language and culture, and ask questions about cultural values and practices and how these relate to their own sense of identity as Arabic background speakers when interacting in different Arabic- and English-speaking contexts.

Year 5 and 6 Content Descriptions

Communicating		Understanding

Communicating

Socialising
Socialise and maintain relationships with peers and the teacher by sharing information about their personal experiences and social activities.
[Key concepts: relationships, experiences; Key processes: describing, listening, comparing, explaining]

Collaborate in group tasks and organise shared experiences that involve making suggestions and decisions and engaging in transactions.
[Key concepts: organisation, transaction; Key processes: negotiating, explaining, advising, making choices]

Interact in classroom activities, such as creating and following shared rules and procedures, expressing opinions, and asking for and providing clarification.
[Key concepts: attitude, values, roles, responsibility; Key processes: expressing, sharing, requesting, clarifying, planning]

Informing
Listen to, view and read a range of texts to locate, classify and organise information relating to social and cultural worlds.
[Key concepts: time, place, media, culture; Key processes: listening, viewing, reading, selecting, organising]

Convey ideas and information on topics of interest and aspects of culture in different formats for particular audiences.
[Key concepts: audience, context, lifestyle; Key processes: using, transposing, summarising]

Creating
Share responses to a range of imaginative texts, including multimodal and digital texts, such as cartoons, folk tales, fables and films, by expressing opinions on key ideas, characters and actions, and making connections with own experiences and feelings.
[Key concepts: connection, feelings; Key processes: interpreting, expressing, explaining, comparing]

Create and perform imaginative texts in print, digital or online formats, such as songs, stories, video clips or short plays, based on a stimulus, concept or theme.
[Key concepts: imagination, creativity, expression; Key processes: composing, performing, imagining]

Translating
Translate and interpret texts from Arabic into English and vice versa for peers, family and community, and identify words and expressions that may not readily correspond across the two languages.
[Key concepts: correspondence, interpretation, audience; Key processes: translating, comparing, explaining]

Produce bilingual texts and resources such as displays, instructions and newsletters for own learning and for the school community, identifying cultural terms in either language to assist meaning.
[Key concepts: bilingualism, linguistic landscape; Key processes: translating, modifying]

Reflecting
Reflect on their experiences of interacting in Arabic- and English-speaking contexts, discussing adjustments made when moving between languages.
[Key concepts: biculturality, meaning, context, belonging; Key processes: comparing, explaining]

Reflect on how own biography, including family origins, traditions and beliefs, impacts on identity and communication.
[Key concepts: self, complexity, belief systems; Key processes: finding connections, reflecting, discussing]

Understanding

Systems of Language
Understand patterns of intonation and pronunciation, including the way vowels soften and extend sounds, and apply appropriate conventions to their writing.
[Key concepts: sound systems, application, writing systems; Key processes: analysing, applying]

Develop and apply understanding of verb conjugation, suffixes, basic conjunctions and a range of adjectives and adverbs to construct simple sentences.
[Key concepts: grammar, syntax, vocabulary knowledge; Key processes: applying, explaining, understanding]

Explore the structure and language features of spoken and written Arabic texts, such as news reports and conversations, recognising that language choices and the form of Arabic used depend on purpose, context and audience.
[Key concepts: structure, coherence, textual features; Key processes: connecting, applying]

Language variation and change
Explore how language use differs between spoken and written Arabic texts, and depends on the relationship between participants and on the context of the situation.
[Key concepts: language, variation, context, relationship; Key processes: observing, explaining]

Explore the origins of Arabic and how it has been influenced by and influences other languages.
[Key concepts: language, change, borrowing; Key processes: reflecting, selecting, connecting]

Role of language and culture
Explore how language use reflects particular value systems, attitudes and patterns of behaviour by comparing ways of communicating across cultures.
[Key concepts: values, attitudes, behaviour; Key processes: exploring, describing, comparing]