Rationale

Through learning languages, students acquire:

- communication skills in the language being learnt مهارات التواصل عند استخدام اللغة
- an intercultural capability, and an understanding of the role of language and culture in communication التواصل الثقافي، والوعي بدور اللغة والثقافة في عملية التواصل
- 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 Achievement Standard

By the end of Year 8, students use written and spoken Arabic to initiate and sustain classroom interactions with others, to exchange views, for example, تتقدم تعبيرية عن أنفسهم وعن أصدقائهم وعائلاتهم, and express feelings such as أشعر بالفرح؛, They use language conventions, such as أنا أحب الموسيقى وأعزف عندما المفضلة؛, vocabulary and sentence structures to apologise (for example, أنا آسف؛ عن أعتذر...,), invite (for example, أدعوك...,), They clarify meaning, explain actions and responses, and complete transactions by negotiating, making arrangements and solving problems, for example, ...أنا أعتقد؛... أن رأيي؛... في رأيي..., and offer praise, for example, ...أرجو أن تحضر...؛ ميلادي عيد احتفل. They apply pronunciation and rhythm patterns in spoken Arabic to a range of sentence types. They locate, interpret and compare information and ideas on topics of interest from a range of written, spoken and multimodal texts, and convey information and ideas in a range of formats selected to suit audience and purpose. They express opinions on the ways in which characters and events are represented in imaginative texts, and explain ideas, themes and messages, for example, في القصة هياكل أذكى من كبير؛ نصف الأول...إنما في النص الثاني... Students create texts with imagined places, events, people and experiences in a range of forms to entertain different audiences. They use grammatical forms and features such as adjective–noun agreement for example, شاب يمشى والسيدة/الشاب الجميلة الجديدة, adverbial phrases to indicate time, place and manner for example, في الصباح الباكر؛ في تصف قمذ الطريق, and irregular, plural, imperative and auxiliary verbs for example, كان, to elaborate their oral and written communication. They translate texts from Arabic into English and vice versa, and compare own translations with others', explaining differences and possible reasons and alternatives. They make language choices that best reflect meaning to create bilingual texts, identifying and using words and expressions that carry specific cultural meaning. Students explain how and why they adjust their language use according to different cultural contexts, and how being a speaker of Arabic contributes to their own sense of identity.

Students apply their knowledge of writing conventions, such as punctuation, to convey specific meaning in a range of texts, for example, فواصل وعلامات تذكار سد تعجب والاستفهام وجمل البطنة المة. They analyse the structure and linguistic features of a range of personal, informative and imaginative texts and explain how these features are influenced by the context, audience and purpose. Students explain how and why changes to social settings affect verbal and non-verbal forms of communication. They explain the impact of social, cultural and intercultural changes such as globalisation and new technologies on the use of Arabic in different contexts. They explain how language choices they make reflect cultural ideas, assumptions and perspectives, for example, عبارات العبية؛ دلالات مصطلحات الشعبية؛ والمؤنث لمذكر رمز يسمى مثل الذكورية العناوين دينية؛.

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 Level Description

The nature of the learners

These years represent a transition to secondary school. Students in this sequence are continuing to study Arabic, bringing with them an established capability to interact in different situations, to engage with a variety of texts and to communicate about their immediate world and that of Arabic-speaking countries and communities overseas.

Arabic language learning and use

The focus of learning shifts from the world of learners' own experience and imagination to the wider world. Learners make cross-curricular connections and explore intercultural perspectives and experiences relating to teenage life and interests. They engage in a range of interactions with others, expressing their feelings متأخراً إسا تُ قضتُ لأذ ني الـ صُ باح فـ تُ أخرت, and negotiating and making arrangements أن تُ أذ مني ساف رُ إلـى دـ نزلاد دـ يكوي فـ عطلة المدرسة, exchanging and clarifying their views ما؛رأيك سامي رأيك أعطا كأيـر, describing and explaining their actions and responses أخرت تُ ني الـ صُ باح فـ تُ قضتُ إسا متأخراً, and negotiating and making arrangements ني ساعدتُ فـي؛ البحثـ على درجة يـة عالـ. They increasingly access information from local sources and the internet to explore perspectives and views on topics of interest to teenagers, such as leisure, entertainment and special occasions. Learners use different processing strategies and their knowledge of language, increasingly drawing on their understanding of text types, when conveying information in a range of texts. They produce personal, informative and persuasive texts, such as blogs, diary entries, emails, reports, articles and speeches, about their own social and cultural experiences at home, at school, and in Arabic-speaking communities in the Australian context. They examine a range of imaginative texts, such as Arabic legends, to analyse and give their opinions on themes, characters, events, messages and ideas مُ يلـ فـ الـ يرا غـ مـعي واقـ, and discuss and compare how elements of Arabic culture are represented. They use their imagination to create and perform songs, short plays and stories to entertain different audiences. They use vocabulary and grammar with increasing accuracy, drafting and editing to improve structure and clarify expression and meaning.

Contexts of interaction

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 pool language knowledge and resources to plan, problem-solve, monitor and reflect. They use Arabic to interact with teachers, peers and local Arabic speakers, participating in authentic situations at home, at school and within the local community. The context of interactions extends beyond the home and classroom and involves participation in community events or celebrations. 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.

Features of Arabic language use

Learners use appropriate pronunciation, intonation, rhythm patterns and writing conventions to convey specific meaning in a range of texts. By building their vocabulary knowledge, learners are able to develop and express more complex concepts in Arabic. They use a range of grammatical forms and structures to convey relationships between people, places, events and ideas. They employ a variety of sentence structures, including grammatical elements such as adjective–noun agreement, dual forms of nouns and verbs, and irregular plural, imperative and auxiliary verbs to describe and compare people, actions and events, elaborate on ideas and opinions ▭ and enrich their understanding and use of language. They make connections between texts and cultural contexts, identifying how cultural values and perspectives are embedded in language, and how Arabic speakers use particular language and gestures to convey their feelings about and attitudes towards other people and ideas.

Level of support

The class will likely comprise background learners with a range of prior experience in studying Arabic. Learners are supported through multilevel and differentiated tasks. Consolidation of prior learning is balanced with the provision of new, engaging and challenging experiences. As they develop increasing autonomy as language learners and users, learners are supported to self-monitor and reflect on language use in response to their experiences in diverse contexts.

The role of English

The classroom is increasingly characterised by binguality, with Arabic being the principal language of communication. English may be used separately or in conjunction with Arabic to express ideas, personal views and experiences relating to communicating in Arabic and English in different contexts of interaction. Learners continue to develop a metalanguage for thinking and communicating about language, culture and their sense of identity from a bilingual perspective, and about the importance of maintaining their Arabic cultural heritage.

Year 7 and 8 Content Descriptions

Communicating		Understanding

Communicating

Socialising

Initiate and sustain interactions with others by expressing and exchanging opinions on topics of interest, and maintain relationships through apologising, inviting or praising.
[Key concepts: experiences, attitudes, etiquette, respect; Key processes: speaking, writing, expressing, inviting, accepting and declining, explaining]

Take action in collaborative tasks, activities and experiences that involve negotiation, making arrangements, problem-solving and shared transactions.
[Key concepts: negotiation, expressing preference, collaboration; Key processes: planning, discussing, agreeing/disagreeing, making decisions]

Engage in classroom interactions and exchanges, clarifying meaning, and describing and explaining actions and responses.
[Key concepts: opinion, perspective, mindful learning, exchange; Key processes: describing, explaining, clarifying, expressing]

Informing

Locate, interpret and compare information and ideas from a variety of texts relating to topics of interest such as leisure, entertainment and special occasions.
[Key concepts: representation, community; Key processes: identifying, classifying, comparing, summarising, relating, understanding]

Present information to describe, compare and report on ideas and experiences in print, digital and multimodal formats selected to suit audience and purpose.
[Key concepts: representation, experience, audience; Key processes: describing, summarising, comparing, reporting]

Creating

Compare ways in which people, places and experiences are represented in different imaginative texts, analysing ideas, themes and messages and contrasting them with own experiences.
[Key concepts: representation, morality, context; Key processes: analysing, comparing, contextualising, explaining]

Create and present imaginative texts, including multimodal and digital texts, such as songs, poems, plays, stories or video clips, involving fictional characters, events and contexts, to entertain different audiences.
[Key concepts: imagination, emotion, context, audience; Key processes: composing, performing, building context and character, entertaining]

Translating

Translate and interpret texts from Arabic into English and vice versa, compare own translations with others', discuss differences and possible reasons and alternatives, and make language choices that best convey equivalent meaning.
[Key concepts: meaning, equivalence, choice; Key processes: interpreting, comparing, refining]

Create bilingual texts on particular themes or events in different modes, including multimodal and digital modes, such as menus, brochures, cartoons or video clips, explaining culture-specific words and expressions, for example, by using captions and descriptions.
[Key concepts: language, culture, meaning; Key processes: selecting, relating interculturally, designing]

Reflecting

Reflect on cultural differences between Arabic and English communicative styles, and discuss how and why they modify language for different cultural perspectives.
[Key concepts: communication, cultural perspectives; Key processes: reflecting, discussing, connecting]

Reflect on how and why being a speaker of Arabic contributes to their sense of identity and is an important part of their Arabic cultural heritage.
[Key concepts: cultural heritage, identity; Key processes: reflecting, explaining]

Understanding

Systems of Language

Understand and apply rules of intonation and pronunciation in spoken texts, and apply writing conventions with increased accuracy in written texts.
[Key concepts: writing conventions, pronunciation, sounds; Key processes: selecting, speaking, writing]

Understand and use grammatical forms and structures, such as adjective–noun agreement, adverbial phrases (time, place and manner), and irregular plural, imperative and auxiliary verbs, to expand on spoken and written ideas.
[Key concepts: grammar, accuracy; Key processes: elaborating, speaking, writing]

Expand understanding of how the structure and language features of personal, informative and imaginative Arabic texts suit diverse audiences, contexts and purposes.
[Key concept: textual conventions; Key processes: comparing, examining]

Language variation and change

Explain how elements of communication and choice of language and register vary according to the cultural context and situation.
[Key concepts: body language, expression, negotiation, choice; Key processes: reflecting, selecting, connecting]

Explore and reflect on the impact of social, cultural and intercultural changes such as globalisation and new technologies on the use of Arabic in different contexts.
[Key concepts: globalisation, technology, dynamic systems; Key processes: researching, explaining, reflecting]

Role of language and culture

Understand and reflect on language choices made in everyday communication in order to express ideas and perspectives that relate to cultural elements.
[Key concepts: cultural expression, representation; Key processes: analysing, selecting, reflecting]