

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.

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.

Foundation to Year 2 Achievement Standard

By the end of Year 2, students interact with the teacher and peers to exchange information about themselves, their family and friends, for example, *رنا صديقتي رامي؛ صديقي وأختي؛ أخ عندي خالد؛ أبي سميرة؛ أمي سنوات؛ ست عمري ليلي؛ أنا هذي؛ إسمي؛* and initiate interactions by asking and responding to questions. They use repetitive language when participating in shared activities and transactions and responding to classroom instructions. When speaking, they use the sounds of the Arabic language, for example, *ص؛ ط؛ ح؛ خ؛ م؛ ث؛ حروف*. They locate information about people, places and objects in simple texts, and share information in different formats, using illustrations and gestures to support meaning, for example, *ي عمل ماذا عندك؟ أختكم أصدقاء؟ عندك هل كحال كفيف؟ سكن؛ أين اسمك ما المدرسه؟ تحب هل معلمتك؟ هي من مدرستك؟ اسم ما أبوك؟*

They make simple statements about favourite elements in response to imaginative experiences, and create own representations of imagined characters and events, using illustrations, familiar language and non-verbal forms of expression. Students identify specific parts of speech, such as nouns, verbs and adjectives, in spoken and written texts, and use familiar words and phrases, for example, *الأم؛ العائل؛ المدرسة؛ نظيف؛ جميل؛ قدير؛ طويل؛ كبير؛ صغير؛ أغني؛ ألب؛ أذهب؛ أكل؛ أحب؛ عات؛ لتي؛ مع أسكن؛ البيت المعلمة؛ الأصدقاء؛ الـ صنف؛ الأب؛ ...أكل أن أحب؛ and sentence patterns in simple texts, such as* *ف في صديقتك من تلعب؟ أن تحب اذا/ أسمك؛ ما . مع؛ أذهب إلى؛ ذهاب؛ ...أن أحب لا إلى؛ لينا ذهبيت المدرسة؛ إلى سمير ذهب؛ and use vocabulary and simple sentences to communicate information about themselves, their family and classroom, such as* *البيت؛ applying basic rules of word order and gender. Students translate frequently used words and simple phrases using visual cues, and create word lists, labels and captions in both Arabic and English for their immediate environment, for example, أحب هلاة؛ أنة اسمها معلمتي؛ هذه عادل؛ إسمه. أبي؛ هذا الدكان المعلم؛ الـ باص؛ الشارع؛ المدير؛ المدرس؛ المعلمة؛ الـ صنف؛ المدرسة؛ الـ حديق؛ الـ غرفة؛ الـ بيت؛ They describe their roles as members of particular groups, and share their feelings and ways of behaving as they use Arabic at home and in the classroom, such as* *أنا كثرأ؛ صديقتي الـ قدم؛ كرة فريقي أنا كثرأ؛ الـ عربي أفهم لا عربي؛ الـ أمي مع أت كلم أن أحب سعيد؛ أنا.*

Students identify letters of the Arabic alphabet and join some letters to form simple words. They identify features of familiar texts. They distinguish between the language spoken by different Arabic speakers in different situations, such as at home with family or at school with the teacher, for example, *...لو سمحت؛ ...أن أقدر هل؛ ...أن يمكن هل؛ ف ذلك؛ من*. Students name some of the many languages that are spoken in Australia, including Arabic, and provide examples of simple words in Arabic that have been borrowed from English and vice versa. They identify how the ways people use language reflect where and how they live and what is important to them.

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.

Foundation to Year 2 Level Description

The nature of the learners

Children enter the early years of schooling with varying degrees of early literacy capability in Arabic and/or English. For young students, learning typically focuses on their immediate world of family, home, school, friends and neighbourhood. They are learning how to socialise with new people in settings outside the home, share with others, and participate in structured routines and activities at school.

Arabic language learning and use

Arabic is learnt in parallel with English language and literacy. While the learning of Arabic differs from the learning of English, each supports and enriches the other. Arabic is used at home and in familiar Arabic-speaking settings, and in classroom interactions, routines and activities, supported by the use of materials and resources, gestures and body language. At this stage, there is a focus on play, imaginative activities, games, music, dance and familiar routines, which provide scaffolding for language development. Repetition and consolidation help learners to identify familiar and new words and simple phrases, and to recognise the purpose of simple texts. Learners use Arabic for functions such as greeting (الخير صباحاً)، sharing information (سنوات ست عمري لينا؛ أخذت هذه)، responding to instructions (حاضر هنا؛ أذا نعمل)، and taking turns in games and simple shared tasks. The transition from spoken to written language is scaffolded via shared exploration of simple texts and language features. Learners use a variety of cues, including images, context and frequently used word patterns, to comprehend texts and communicate.

Contexts of interaction

The primary contexts for interaction in Arabic are the immediate environment of home and the classroom. Learners use Arabic to interact with each other and the teacher within the learning environment at school and with immediate family members at home. The use of information and communications technologies (ICT) enriches the learning of Arabic language and culture by providing alternative experiences, a range of resources, and opportunities to access authentic language in different contexts.

Texts and resources

Learners engage with a variety of spoken, written and visual texts, such as children's songs and nursery rhymes, stories from Big Books and interactive resources. Writing skills progress from identifying the alphabet to tracing, labelling and copying letters, and then to constructing simple, short texts using familiar vocabulary.

Features of Arabic language use

Learners become familiar with how the sounds of the Arabic language are represented in letters and words. They practise pronunciation and intonation through activities such as reciting rhymes and poems and singing songs, and experiment with sounds, short and long vowels, phonemes, words, simple phrases and sentences relating to pictures, objects and actions, for example, صدقة بيرة طويلة. They learn to recognise the letters of the Arabic alphabet, including new sounds, for example، ق؛ ع؛ غ؛ خ؛ ص؛ ظ؛ ض؛ ص؛ ق؛ ع؛ غ؛ خ؛ and the way letters are joined to make words, for example، ذهب طير؛ طار؛ and make comparisons with the English alphabet. They write letters, words and simple sentences using familiar vocabulary, prelearnt language features and structures, and formulaic expressions, for example، كان ما يكان. They begin to recognise how language use changes according to the speakers and context.

Level of support

The classroom is a new context of communication where learners rely on the teacher to assist their learning. Learning experiences are supported by the teacher through scaffolding, modelling, cueing, monitoring, feedback and encouragement. Multiple and varied sources of input and stimulus are used, including visual cues, such as the use of gestures, and resources, for example, bilingual Big Books and picture books, subtitled cartoons and video programs, and realia, objects, maps and charts.

The role of English

Arabic is used as the medium for class interaction and to demonstrate and model new language acquisition. English may be used to explain features of language and aspects of culture. Both English and Arabic may be used when learners are communicating about similarities and differences between Arabic and other languages and cultures and reflecting on how they talk and behave in Arabic-speaking and English-speaking contexts.

Foundation to Year 2 Content Descriptions

Communicating

Socialising

Initiate interactions with peers and the teacher by asking and responding to questions and exchanging information about self and family, friends and school.

[Key concepts: personal world, place, belonging; Key processes: introducing, exchanging, expressing preferences]

Engage in guided group activities and transactions such as playing games, role-playing, singing and dancing, and communicate ideas, using movement, gestures and pictures to support meaning.

[Key concepts: play, performance, action learning; Key processes: active listening, speaking, giving and following instructions]

Participate in classroom activities and routines, such as opening and closing of lessons, responding to instructions and taking turns.

[Key concepts: roles, routines; Key processes: listening, speaking, cooperating, following instructions, taking turns]

Informing

Locate and organise information from simple spoken, written and visual texts to identify details about people and objects.

[Key concepts: meaning, context; Key processes: listening, reading, locating, categorising]

Share information obtained from different sources, including online and digital sources, by listing, tabulating or sequencing information and using illustrations and gestures to support meaning.

[Key concepts: self, family, school; Key processes: describing, showing, presenting]

Creating

Listen to, view and read to simple imaginative texts, including digital and multimodal texts, and respond by making simple statements about favourite elements and through action, mime, dance, drawing and other forms of expression.

[Key concepts: imagination, response, character; Key processes: participating, acting, listening, reading]

Create own representations of people or events in imaginative texts using familiar words, illustrations, actions and other verbal and non-verbal forms of expression.

[Key concepts: performance, expression; Key processes: experimenting, drawing, captioning, labelling]

Translating

Translate familiar Arabic and English words, phrases and expressions, using visual cues and word lists, and explain the meaning of particular words and verbal and non-verbal expressions.

[Key concepts: meaning, expression; Key processes: noticing, matching, translating]

Create simple print or digital bilingual texts in Arabic and English, such as word lists, labels and captions, for their class, school and family.

[Key concepts: representation, equivalence; Key processes: naming, labelling, displaying]

Reflecting

Describe the experience of using Arabic at home and at school, such as how it feels and the particular behaviours they associate with speaking Arabic.

[Key concepts: self, identity, belonging; Key processes: identifying, comparing]

Identify themselves as members of different groups, including the Arabic class, the school, and their family and community, describing their roles within these different groups.

[Key concepts: membership, roles, belonging; Key processes: recognising, describing, connecting]

Understanding

Systems of Language

Recognise the letters and sounds of the Arabic alphabet and identify how letters are modified so they can be joined to form words.

[Key concepts: phonic awareness, script, directionality (writing right to left); Key processes: recognising, distinguishing, listening]

Recognise parts of speech and frequently used words in familiar contexts, and understand the basic rules of word order in simple sentences, such as the role of verbs in a sentence; the masculine and feminine forms of nouns, verbs and adjectives; and simple possessive forms.

[Key concepts: word order, gender variation; Key processes: noticing, selecting]

Recognise that language is organised as text, and that texts such as songs, stories and labels have different features.

[Key concepts: textual features, form; Key processes: recognising, identifying]

Language variation and change

Recognise that there are variations in the language used by Arabic speakers in different situations, such as at home with family, and that the language used varies between different Arabic speakers.

[Key concept: variation based on gender, age and context; Key processes: noticing, comparing, understanding]

Recognise that Australia has speakers of many different languages, including Arabic, and that languages borrow words from one another.

[Key concepts: place, word-borrowing; Key processes: noticing, selecting]

Role of language and culture

Understand that the languages people use and the way they use them relate to who they are, where and how they live and what is important to them.

[Key concepts: language, culture and identity; Key processes: noticing, understanding, making connections]