LANGUAGES-SPANSIH

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 Achievement Standard

By the end of Year 10, students use written and spoken Spanish to initiate and sustain interactions with teachers, peers and others in a range of settings and for a range of purposes. They use language spontaneously to offer opinions on social issues and to discuss young people's interests, behaviours and values across cultural contexts. They justify opinions such as No creo que sea la mejor manera de resolver…, Estoy en contra de esa idea porque…, evaluate perspectives and reflect on their own language learning. They collaboratively plan and organise events and manage diverse views by using the subjunctive mood to express emotion and doubt and give negative commands (for example; Siento que no puedas ir a La Habana, Es posible que compre un reproductor MP3, No pienso que sea … Siento que estés enfermo … ¡No grites tanto!), the imperative mood for commands (for example, Hazlo bien, Toma el jugo/zumo, Escríbeme, Llámala …), and passive voice when appropriate (for example, se cometieron errores). Students locate, analyse, synthesise and evaluate ideas and information on local and global issues from a range of perspectives and sources. They present information using different modes of presentation to suit different audiences and to achieve different purposes. They select appropriate nouns and adjectives to describe values and attitudes identified in different imaginative texts, such as Ese joven no sirve para nada / Es un joven valiente, Ellos son ilegales / Ellos los refugiados. They produce a variety of imaginative texts that reflect ideas, attitudes or values associated with Spanish-speaking communities, applying knowledge of the imperfect (for example, Cuando era joven vivíamos en Bogotá, Vivía en Granada cuando Pedro se graduó) and conditional tenses (for example, Valdría la pena ver los murales de Diego Rivera). They use grammatical elements such as reflexive verbs (for example, acostarse, cepillarse) and relative pronouns (for example, el amigo que visitamos), and use cohesive devices (for example, sin embargo, por eso, pero) to link and extend ideas, and time markers such as al día siguiente, después de…, más tarde… for sequencing. When translating Spanish, students identify cultural perspectives and explain how they have been represented. They create bilingual texts that reflect aspects of language and culture for both English-speaking and Spanish-speaking audiences. They contribute to mutual understanding when participating in intercultural experiences, and explain how family and cultural traditions shape people's sense of identity.

Students identify connections between the variety of other languages used in different communities in the Spanish-speaking world and explain some of the variations in Spanish, such as the pronunciation of the letters c, s and z, and different ways of pronouncing ll and y. They use appropriate metalanguage to explain grammatical features such as word order, tenses and subjunctive mood and the purpose and features of different texts, such as informative and persuasive texts. Students analyse the influence of language on peoples' actions, values and beliefs, including its capacity to include and exclude. They explain ways in which language and culture are interrelated and influence each other.

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 Level Description

The nature of the learners

At this level, students bring to their learning existing knowledge of the Spanish language and the cultures of Spanish speakers and a range of learning strategies. They are increasingly aware of the world beyond their own and are engaging with youth-related and social and environmental issues. They require continued guidance and mentoring but work increasingly independently to analyse, reflect on and monitor their language learning and intercultural experiences. They are considering future pathways and options, including the possible role of Spanish in these.

Spanish language learning and use

This is a period of language exploration, vocabulary expansion and experimentation with different modes of communication (for example, digital media, collaborative performance and group discussions). Learners become more confident in communicating in a wider range of contexts through greater control of language structures and increased understanding of the variability of language use. They use Spanish to communicate and interact; to access and exchange information; to express feelings and opinions; to participate in imaginative and creative experiences; and to create, interpret and analyse a wider range of texts and experiences. They use Spanish more fluently, with a greater degree of self-correction and repair. They reference the accuracy of their language use against a stronger frame of grammatical knowledge. They demonstrate understanding of language variation and change and of how intercultural experience, technology, media and globalisation influence communication.

Contexts of interaction

Learners interact with peers, teachers and other Spanish speakers in immediate and local contexts, and with wider communities and cultural resources via virtual and online environments. They may access additional experience of the Spanish language and the cultures of the Spanish speaking world through interschool events, or community events such as film festivals or cultural performances.

Texts and resources

Learners use texts designed for language learning, such as textbooks, teacher-generated materials and online resources. Learning is enriched by exposure to a range of authentic materials designed for or generated by young Spanish speakers in a variety of Spanish-speaking regions, such as video clips, magazine features, television programs or advertisements. Students take some responsibility for sourcing additional materials to support their own learning.

Features of Spanish language use

Learners use more complex language in spoken and written forms. They adjust tone, expression and intonation to shade meaning and to convey emotions. They expand their knowledge and control of grammatical elements such as verb tenses (*imperfecto, futuro simple, condicional*) and direct and indirect object pronouns. They use a range of cohesive devices to sequence and describe events in detail and to complete communicative tasks that involve planning, performance, and collaborative and independent work. Their language production includes elements of interpreting, creating, evaluating and performing. They engage in critical analysis of texts such as advertisements and media reports, identifying how language choices reflect perspectives and cultural contexts.

Learners examine the processes involved in using a different language, recognising them as cognitive, cultural and personal as well as linguistic. They explore the reciprocal nature of intercultural communication: how moving between different languages and cultural systems impacts on ways of thinking and behaving; and how successful communication requires flexibility, awareness and openness to alternative ways. They develop the capacity to 'decentre' from normative ways of thinking and communicating, to consider themselves through the eyes of others, and to communicate in interculturally appropriate ways.

Level of support

Support at this level of learning includes provision of rich and varied stimulus materials, continued scaffolding and modelling of language functions and communicative tasks, and explicit instruction and explanation of the grammatical system. Learners are provided with opportunities to discuss, clarify, practise and apply their knowledge. Critical and constructive teacher feedback combines with peer support and self-review to monitor and evaluate learning outcomes (for example, portfolios, peer review, digital journals).

The role of English

Spanish is used in more extended and elaborated ways. English continues to be used when needed for substantive discussion, explanation and analysis. This allows learners to talk in depth and detail about the experience of learning Spanish and about their thoughts on culture, identity and intercultural experience, supporting discussion of concepts such as 'stereotypes', 'difference', 'diversity' and 'values'. It allows for a degree of expression and reflection that is beyond learners' communicative capabilities in Spanish.

Year 9 and 10 Content Descriptions

Communicating		Understanding

Communicating

Socialising

Discuss and compare young people's interests, behaviours and values across cultural contexts.
[Key concepts: social change, youth culture, communication, memory; Key processes: discussing, responding, building connections]

Engage in shared activities such as planning and organising events by contributing ideas, opinions and suggestions and managing diverse views.
[Key concepts: perspectives, change; Key processes: planning, debating, persuading]

Engage in class discussions and debates, justifying opinions, evaluating perspectives and reflecting on own language learning.
[Key concepts: perspectives, standpoint, representation; Key processes: debating, persuading, justifying, explaining]

Informing

Analyse, synthesise and evaluate ideas and information from multiple sources on a range of local and global issues.
[Key concepts: environment, standpoint, representation; Key processes: analysing, synthesising, evaluating perspectives]

Convey information on a range of issues using different modes of presentation to suit different audiences.
[Key concepts: perspective, society, environment; Key processes: constructing, reporting, persuading]

Creating

Engage with and review creative texts, identifying and explaining cultural attitudes and key messages.
[Key concepts: relationship, perspective, values; Key processes: analysing, evaluating, reviewing]

Produce a variety of imaginative texts to express ideas, attitudes and values for a range of audiences.
[Key concepts: values, emotion, entertainment; Key processes: expressing, adapting, considering impact]

Translating

Translate both Spanish and English texts, and discuss cultural and other dimensions of the process.
[Key concepts: culture, text, context; Key processes: evaluating, translating, comparing]

Create bilingual texts that interpret aspects of Australian language and culture for Spanish-speaking audiences.
[Key concept: bilinguality; Key processes: adjusting, interpreting, reflecting]

Reflecting

Participate in intercultural experiences, reflecting on own ways of communicating and considering how intercultural communication involves shared responsibility for meaning-making.
[Key concept: mutual understanding; Key processes: making connections, questioning assumptions, adapting, adjusting]

Explore and compare cultural traditions in both the Spanish-speaking world and their own cultural contexts, considering how these influence identity.
[Key concepts: identity, culture, worldview; Key processes: comparing, explaining]

Understanding

Systems of Language

Recognise that pronunciation, intonation, rhythm and pace assist in fluency and in meaning-making in spoken interactions.
[Key concepts: expression, fluency, accents; Key processes: discriminating, emphasising]

Apply complex grammatical rules such as those relating to reflexive verbs and subjunctive and conditional moods, and use cohesive devices to link and extend ideas in own spoken and written texts.
[Key concepts: grammatical analysis, metalanguage; Key processes: analysing, manipulating]

Discuss the purpose and features of a range of texts, such as informative, argumentative or persuasive texts, using appropriate metalanguage to identify and describe characteristics.
[Key concepts: textual features, stylistic devices, perspective; Key processes: analysing, correlating]

Language variation and change

Analyse how language use in both spoken and written modes varies according to the geographical location and cultural profile of Spanish-speaking communities.
[Key concepts: variation, diversity; Key processes: analysing language, comparing, explaining]

Understand and analyse the power of language to influence people, actions, values and beliefs.
[Key concepts: power, influence; Key processes: reflecting, connecting, critical analysis]

Investigate the variety of languages used in different communities in the Spanish-speaking world, for example, Mapudungun, Basque/Euskera and Náhuatl.
[Key concepts: diversity, status, recognition; Key processes: researching, analysing, discussing]

Role of language and culture

Understand and describe ways in which language and culture are interrelated and influence each other.
[Key concepts: culture, language, meaning, interdependence; Key processes: discussing, reflecting, comparing]