



ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT

General course

**Year 12 syllabus – What’s changing: Rationale and Aims
For teaching in 2027**

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

Background

As part of the WACE Refreshment for the nomenclature of ATAR and General courses, the Authority has updated the rationale and aims of each syllabus.

The revised rationale and aims connect with the mapping of the general capabilities to provide more authentic links between the rationale, aims and syllabus content. The rationale includes information on what the subject is about and why it is important; what students can expect to study in the course; the knowledge, skills and understandings developed by studying the course; the application of the knowledge, skills and understandings in the course in everyday life; and reference to potential future pathways outlining how students might connect what they could learn in the course to further education, training and employment.

Important information

WACE Refreshment: Rationale and Aims (Nomenclature)

This document contains information that will be included in the syllabus effective from 1 January 2027.

Users of the syllabus are responsible for checking its currency.

Syllabuses are formally reviewed by the Authority on a cyclical basis, typically every five years.

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Rationale

The English as an Additional Language or Dialect (EAL/D) General course focuses on language learning and the explicit teaching of the structure, linguistic features and sociolinguistic and sociocultural aspects of Standard Australian English (SAE). In the Western Australian context, the course makes specific provision for the development of SAE by users of Aboriginal English (AE) in a bi-dialectal approach based on the growing understanding of AE as a marker of identity and a source and reflection of deep-level cultural conceptualisations.

Students explore the connection between language and culture by examining a broad range of texts. They investigate and compare attitudes in texts and plan, create and refine oral, written and multimodal texts appropriate to different contexts, purposes and audiences. Using knowledge from their own languages and cultures, students use English to investigate social contexts beyond their immediate communities. As cross-cultural learners, they examine issues and varying points of view, enabling them to develop, present and express ideas and opinions on a range of topics

Students use the language modes of listening, speaking, reading, viewing and writing to develop their communicative skills in SAE. They develop an understanding of text structures and language features, and their relationship to the context, purpose and audience of each text. This exploration builds students' confidence in creating texts for different purposes and in various contexts, refining their ability to plan, edit and structure oral, written and multimodal texts in SAE. Through this process, they develop and consolidate strategies for collecting, organising and presenting ideas and information, preparing them for employment and further education.

Students learn key language skills that will enable them to successfully engage in further education, training and employment. These skills include the ability to communicate effectively in formal and non-formal settings; understand and use culturally appropriate non-verbal behaviour in different contexts; engage with texts through active listening, reading, and viewing; identify, analyse and respond to literal and inferred meaning in texts; identify and evaluate cultural references, stereotypes, and assumptions; plan, create and refine oral, written and multimodal texts appropriate to different contexts, purposes and audiences; and use communication skills, such as active listening strategies, negotiating meaning, and asking for clarification.

The EAL/D General Year 12 course develops students' language skills so that they can communicate effectively in a range of contexts and for a variety of purposes and become effective cross-cultural users of language and dialect in Australian society. . In conjunction with EAL/D General Year 11, the course develops students' English skills in order to prepare them for a range of post-secondary settings, such as alternative entry for tertiary studies, further education, training and employment.

Aims

All senior secondary English courses aim to develop students’:

- skills in listening, speaking, reading, viewing and writing
- capacity to create texts for a range of purposes, audiences and contexts
- understanding and appreciation of different uses of language.

In addition, the EAL/D General course aims to develop students’:

- understanding of the relationships between language, texts and ways of thinking and knowing in SAE
- ability to communicate ideas, feelings, attitudes and information appropriately in and through SAE across the curriculum areas
- inferential comprehension, critical analysis and reflection skills
- ability to navigate intercultural contexts and engage with and reflect on cultural and linguistic diversity.