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 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 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 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 development. 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 interrelatedness 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
- revamp language learner pathway
- second language learner pathway.

Year 7 and 8 (Year 7 Entry) Achievement Standard

By the end of Year 7, students use Greek to describe feelings (for example, Αυτό με το καλόνι). They use everyday expressions (for example, Σου αρέσει η σοκολάτα) and exchange information about their personal worlds, including information about themselves (for example, Με ηλία, Μίνα στην Αυστραλία, την οικογένειά της για πρώτη φορά). They identify ways that Greek language and culture have influenced and continue to influence many global languages. They analyse words and expressions to identify and explain connections between language and culture such as, Στη γεια σου στην Σουηδία. They use the present tense (for example, Το πατέρα μου είναι ψηλός), common verbs (for example, γιορτάζω, διαλέγω, δίνω, μιλάω, είμαι, είναι) and other grammatical structures such as verb endings (for example, έχεις, είστε, είναι, είμαι, είναι) and singular and plural forms (for example, Είμαι στην Αυστραλία). They use language in different ways to communicate, and to express the progression of content across the learning sequences. The strands and strata provide a useful structure for learning and the related content can be taught and learned.

The content of the Australian Curriculum: Languages is organised through two interrelated strands which realises 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 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).
Year 7 and 8 (Year 7 Entry) Level Description

The nature of the learners

Students are beginning their study of Modern Greek and typically have little prior exposure to the language and associated cultures. Many will have learnt a different language in primary school, while some will have proficiency in different home languages and bring existing language learning strategies and intercultural awareness to the new experience of learning Modern Greek. Students’ textual knowledge developed through English literacy supports the development of literacy in Modern Greek. Skills in analysing, comparing and reflecting on language and culture in both languages are mutually supportive. Students may need encouragement to take risks in learning a new language at this stage of social development and to consider how the experience impacts on the sense of ‘norms’ associated with their first language and culture.

Modern Greek language learning and use

Students listen to, speak, read and write Modern Greek in a widening range of interactions for a variety of purposes. They participate in role-plays, discussions, games, practical activities and competitions, and are supported to use Modern Greek as much as possible. They use modelled and rehearsed language in familiar and unfamiliar contexts and increasingly generate original and personal language. They plan, draft and present imaginative texts and design interactive events and collaborative tasks. They express ideas and feelings, exchange opinions, and manage shared activities. Learners work 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 focus on the different systems that structure language use (grammar, vocabulary, sounds, the Greek alphabet and script) and gradually build a vocabulary and grammatical base that allows them to compose and present different kinds of texts, such as posters, advertisements and songs. They make cross-curricular connections and are encouraged to reflect on language, ideas and their sense of self, and consider connections within and across languages and cultures.

Contexts of interaction

Modern Greek is used not only for classroom interactions and transactions, but also for broader interactive and intercultural experiences, for example, in school excursions, sister-school relationships, and study trips to Greece, Cyprus and other Greek-speaking communities. Extra opportunities for interaction are provided through purposeful and integrated use of information and communication technologies (ICT), for example, videoconferencing and online activities such as e-learning. Texts and resources

Learners work with a range of texts designed for language learning, such as textbooks, audio recordings, teacher-generated materials and online resources. They also use materials designed for students of Modern Greek in different contexts, for example, blogs, newsletters, advertisements, magazines, video clips and apps. Authentic texts from different sources provide opportunities for discussion and analysis of the relationship between language and culture.

Features of Modern Greek language use

Learners become familiar with the sounds of Modern Greek, including pronunciation, rhythm, pitch and stress (Το το αριθμό το Αγιος). They approximate the pronunciation and phrasing of vocabulary and short sentences (Δεν μπορώ άρα να το ξεχάσω) and develop their understanding and use of the Greek alphabet. They apply elements of Modern Greek grammar to the production of simple texts, such as subject–verb–object word order, simple verb forms (είμαι, παίζω, θέλω, γίνομαι), adjectives and adverbs (πολύς, μικρός, μεγάλος, μικρά, μεγάλα) and conjunctions (και, αλλά) to link ideas. They make comparisons between Greek and English, for example, το αυτοκίνητο/automobile/car, το αμφιθέατρο/amphitheatre, and other languages they know, focusing on similarities and differences between languages and cultural systems. They make comparisons between texts and cultural contexts, identifying how cultural values and perspectives are embedded in language and how language choices determine ways in which people, issues and circumstances are represented (καλό/μαλά, καλή/μαλά, με το καλό, με γαλάκτωμα).

Level of support

A multilevel and personalised approach to teaching and task design caters for the diversity of prior experience of learners. Support includes scaffolding, modelling and monitoring, explicit instruction and feedback, and structured activities for practising new language. Students are supported to develop autonomy as language learners and users, and to self-monitor and adjust simple language in response to their experience in diverse contexts. Opportunities to review and consolidate are an important component of learning at this level.

The role of English

Modern Greek is the main language of instruction and interaction, while English may be used for conceptually demanding explanations. The role of English develops autonomy as language learners and users, and to self-monitor and adjust simple language in response to their experience in diverse contexts. Opportunities to review and consolidate are an important component of learning at this level.

Year 7 and 8 (Year 7 Entry) Content Descriptions

Communicating

Socialising

Interact with peers and teacher to exchange information and opinions about self, family, friends and interests, and express feelings, likes and dislikes.

[Key concepts: family, friendship, leisure; Key processes: introducing, interacting, describing]

Participate in collaborative activities, such as performances and presentations, that involve planning and making arrangements.

[Key concepts: tasks, performance, transaction, collaborative learning; Key processes: planning and managing tasks, contributing]

Interact in class routines and exchanges by asking and responding to questions, following instructions and seeking help and permission.

[Key concepts: routine, roles; Key processes: participating, questioning, responding]

Informing

Locate and use key points of information, such as main ideas, specific details and general descriptions from a range of spoken, written, visual, digital or multimodal texts.

[Key concepts: interconnection across events and actions, discovery; Key processes: listening, reading, identifying, classifying]

Use spoken, written and multimodal forms of presentation to convey information on selected topics of interest.

[Key concepts: representation, culture; Key processes: informing, reporting, speaking, writing]

Creating

Access imaginative texts such as cartoons, songs, stories or digital texts, and respond by describing aspects such as characters, events and ideas.

[Key concepts: plot, character, experience; Key processes: interpreting, recounting, describing]

Create or represent and perform original scenarios, characters and events, using stimulus materials and modelled language.

[Key concepts: imagination, creativity; Key processes: expressing, performing]

Translate and interpret texts such as emails, signs and notices from Greek to English and English to Greek, using contextual cues and familiar textual features and recognising aspects that are similar and different in the two language versions.

[Key concepts: equivalence, representation; Key processes: interpreting, translating, explaining]

Create bilingual texts and resources to support their own learning, such as glossaries and personal dictionaries, digital resources and charts.

[Key concepts: equivalence, context, meaning; Key processes: translating, interpreting, explaining]

Reflecting

Engage with speakers of Greek recognising that interaction involves the expression of cultural experience and values as well as language.

[Key concepts: exchange, awareness, interaction, cultural frames; Key processes: noticing, reflecting, responding]

Recognise their own and others’ ways of expressing identity, reflecting on the relationship between language, culture and identity.

[Key concepts: communication, identity; Key processes: noticing, reflecting, comparing, connecting]

Understanding

Systems of Language

Identify similarities and differences between the phonological and orthographic systems of English and Greek, including accentuation and intonation in oral language, and decode and use the Greek script.

[Key concepts: sound system, writing system; Key processes: recognising, imitating, comparing]

Recognise and use vocabulary and grammatical elements such as articles, pronouns and gender forms, and a limited range of common verbs in the present tense to create simple sentences and phrases.

[Key concepts: vocabulary, grammatical structures; Key processes: understanding, making connections, applying]

Recognise and understand characteristic features of common types of text, comparing them with equivalent texts in English.

[Key concepts: equivalence, genre; Key processes: noticing, comparing, explaining]

Language variation and change

Understand that Greek, like all languages, varies according to participants, roles and relationships, context and culture.

[Key concepts: variation, register; Key processes: noticing, comparing]

Understand that Greek is a language that has influenced many global languages and continues to influence and change through interaction with other languages and cultures.

[Key concepts: dynamic systems, communication, relationships; Key processes: recognising, comparing, discussing]

Role of language and culture

Identify connections between language, culture and communication, recognising how communication styles and practices vary across cultures and how intercultural exchange involves the exchange of meaning as well as words.

[Key concepts: interdependence, values, norms; Key processes: analysing, making connections]