

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 3 and 4 Achievement Standard

By the end of Year 4, students interact with the teacher and peers to share information about their interests, activities and personal worlds, for example, नमस्ते, मुझे अपने दोस्तों के साथ खेलना अच्छा लगता है, मुझे क्रिकेट खेलना अच्छा लगता है क्योंकि ..., गृह कार्य करने के बाद मैं टीवी देखता हूँ, नहा कर मैं पूजा करता हूँ, हर रविवार मैं मंदिर जाता हूँ, हम सब मिल कर काम करते हैं। मेरे परिवार में पाँच लोग रहते हैं। मैं रोज़ अपने भाई के साथ खेलता हूँ। आपकी सहायता के लिये धन्यवाद। They use formulaic expressions to participate in simple transactional exchanges and shared activities, for example, मेरे साथ आओ, हम मिल कर काम करेंगे। मैं लिखता हूँ, यह यहाँ रखो, थोड़ा मैं लिखता हूँ बाकी तुम लिखो। मैं काटता हूँ, तुम चिपकाओ। वाह! यह अच्छी बात है। क्या तुम कम्प्यूटर पर काम करना चाहते हो? They use simple questions and statements to follow instructions, respond to questions, ask for help and permission and seek clarification in everyday classroom routines, for example, यह क्या है? मुझे समझ नहीं आया। क्या आप मेरी मदद करेंगे? यहाँ आओ, फिर से कहो। धन्यवाद, सब आराम से बैठो। स्कूल कब शुरू हो रहे हैं? स्कूल का खेल-दिवस कब है? When speaking and reading aloud, they use features of Hindi pronunciation and intonation. Students locate and organise information relating to their personal, social and natural worlds from different types of texts and present information about home, school and community in simple texts, using visual support, such as photos, maps or charts. They respond to imaginative texts by acting out key events or interactions and identifying favourite elements, and create simple imaginative texts, such as dialogues, puppet shows and songs. They use vocabulary related to school, home and the local environment, for example, चावल, रोटी, दाल, घर, कमरा, दरवाज़ा, घड़ी, कुर्सी, मेज़, किताबे, छात्र, पेंसिल, बोर्ड, पढ़ाई, लिखना, बोलना, पौधा, पेड़, फूल, घास, झूला, मोटरकार, रेलगाड़ी. Students use key grammatical forms and structures, such as verb tenses, nouns and adjectives, gender and number markers and conjunctions, for example, गया था, गयी, आऊँगी, आये, लड़का, लड़की, छोटा लड़का, छोटी लड़की, और, या, लेकिन, इसलिये, क्योंकि in simple spoken and written texts. They translate simple texts, such as captions and songs, identify words and phrases that are difficult to translate, and create simple bilingual texts for the classroom and school community. Students describe how the way they communicate reflects ways of behaving and thinking. They share their experiences of communicating in Hindi and English-speaking contexts and describe how their individual and group sense of identity is expressed in the languages they use.

Students identify and use Hindi sound and writing patterns, such as under-dot characters and punctuation conventions, for example, क, ख, ग, ज, फ़. They identify levels of compulsion implied in statements such as मुझे जाना चाहिए। मुझे जाना है। मुझे जाना पड़ता है। They identify ways that texts differ according to mode and context and compare Hindi texts with similar texts in English. They identify similarities and differences between various Hindi dialects and explain how age, gender and social position influence language use. Students provide examples of how the Hindi language has been influenced by and has influenced other languages. They investigate the use of Hindi and the nature of Hindi speakers in the international context. They compare Hindi and English language use and cultural practices, identifying culture-specific terms and expressions.

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).

Year 3 and 4 Level Description

The nature of learners

At this stage, children are developing cognitive and social capabilities that allow for increased control of their own learning. They are able to conceptualise and reason, and have better memory and focus. This is a stage of social experimentation, with children referencing themselves against their peers. They are more independent and less egocentric, enjoying both competitive and cooperative activities. They benefit from varied, activity-based learning, which builds on their interests and capabilities and makes connections with other areas of learning.

Hindi language learning and use

Children interact with peers and the teacher in classroom routines and a variety of learning experiences and activities. They engage in a lot of listening, and build oral proficiency through the provision of rich language input and opportunities to engage in communicative activities where grammatical forms and language features are purposefully integrated. The language they use and hear is authentic with some modification. Vocabulary is familiar and structures are simple. Children follow instructions, exchange simple information and express ideas and feelings related to their personal worlds. They negotiate interactions and activities and participate in shared tasks, performance and play. They read and create short texts on topics relevant to their interests and enjoyment, such as family, pets, favourite activities or food. They continue to build vocabulary that relates to a wider range of domains, such as areas of the curriculum that involve some specialised language use. The language used in routine activities is re-used and reinforced from lesson to lesson in different situations, making connections between what has been learnt and what is to be learnt.

Contexts of interaction

The contexts in which students interact in learning and using Hindi are primarily local: the classroom, school, home and community, with some access to wider communities of Hindi speakers and resources through virtual and digital technology. The development of oral proficiency is similar in many ways to their parallel development of English language and literacy and continues to rely on rich language input in different modes and from different sources.

Texts and resources

Learners engage primarily with a variety of teacher-generated materials, stories, songs, puppet shows and games, and with materials produced for young Hindi learners such as computer language games, cards and readers. They may also have access to materials developed for children in India and other Hindi-speaking regions of the world, such as television programs, advertisements or web pages, as a means of broadening cultural knowledge and awareness of diversity of language experience.

Features of Hindi language use

Children recognise and apply elements of Hindi grammar, such as the use of tenses, गया था, जाऊँगा, जा रहा हूँ, खाया था, खा रहा हूँ, खाऊँगा, possessive adjectives to express ownership, मेरी पुस्तक, तुम्हारा बस्ता, and pronouns for places and objects, यहाँ, वहाँ, यह, वह. They understand the use of constructions related to compulsion, conditional sentences and compound verbs to indicate capabilities or completion of actions. Children's development of literacy skills progresses from supported comprehension and use of familiar and personally significant sight words to working with more elaborated texts that take account of context, purpose and audience. The development of reading skills and textual knowledge is supported through interaction with a range of spoken, written, visual and multimodal texts. Imaginative and interactive texts, such as picture books, rhymes, stories, puppet play, songs and games, engage the expressive and cultural dimensions of language. Procedural, informative and descriptive texts, such as negotiated classroom rules, tuckshop orders or family and class profiles, show how language is used to 'get things done'. A balance between language knowledge and language use is established by integrating focused attention to grammar, vocabulary building, pronunciation, and non-verbal and cultural dimensions of language use with communicative and purposeful learning activity.

Children talk about differences and similarities they notice between Hindi, English and other languages they know, and also between cultural behaviours and ways of communicating.

Learning Hindi in school contributes to the process of making sense of the children's worlds which characterises this stage of development. Children are increasingly aware that the Hindi language is used not only in their own community in Australia and in India, but also in many other places around the world. As they engage consciously with differences between languages and cultures, they make comparisons and consider differences and possibilities in ways of communicating in different languages. This leads them to explore concepts of identity and difference, to think about cultural and linguistic diversity, and about what it means to speak more than one language in the contemporary world.

Level of support

This stage of learning involves continued extensive support. Form-focused activities build children's grammatical knowledge and develop accuracy and control in spoken and written Hindi; opportunities to apply this knowledge in meaningful learning experiences build communicative skills, confidence and fluency. Tasks are carefully scaffolded: teachers provide models and examples; introduce language, concepts and resources needed to manage and complete the activity; make time for experimentation, drafting and redrafting; and provide support for self-monitoring and reflection.

The role of English

The teacher and learners use Hindi wherever possible in classroom interactions and learning activities. English is used for discussion, reflection and explanation when appropriate, for example, when considering the nature and relationship of language and culture, or in tasks which involve bilingual work that includes comparison and analysis of Hindi and English. Discussion in Hindi and English supports learning, develops children's conceptual frames and builds *metalanguage* for talking about language and culture systems. The process of moving between languages consolidates their already established sense of what it means to be bilingual or multilingual and provides opportunities for reflection on the experience of living interculturally in intersecting language communities.

Year 3 and 4 Content Descriptions

Communicating

Socialising

Engage in simple interactions such as asking and answering questions or issuing and responding to invitations, and exchange information about their interests, activities and personal worlds.

[Key concepts: communication, information, leisure, interests; Key processes: interacting, exchanging, describing]

Participate in shared learning activities and transactions, such as science experiments, cooking or craft activities, creating displays or swapping items.

[Key concepts: roles, collaboration, learning experiences, transactions; Key processes: negotiating, creating, transacting]

Respond to questions, directions and requests and use simple questions and statements to ask for help or permission, attract attention and check understanding.

[Key concepts: directions, response, support; Key processes: interacting, responding]

Informing

Locate and organise information in different types of spoken, written and visual texts relating to personal, social and natural worlds.

[Key concepts: information, natural world, physical world, daily life; Key processes: listening, reading, identifying, classifying]

Present simple information about home, school and community, using visual support such as photos, maps or charts.

[Key concepts: family, communication, identity; Key processes: surveying, describing, presenting, reflecting]

Creating

Engage with creative and imaginative texts such as stories, rhymes, dance and action songs, identifying favourite elements and acting out key events or interactions.

[Key concepts: imagination, character, plot; Key processes: responding, identifying, creating, evaluating; Key text types: films, stories, myths, puppetry]

Create simple imaginative texts, such as dialogues, storyboards, puppet shows or songs that encourage exploration and enjoyment of language.

[Key concepts: expression, humour, entertainment, enjoyment; Key processes: creating, performing, experimenting; Key text types: poems, songs, puppet shows, animations, stories]

Translating

Translate simple texts such as rhymes, captions, story books or familiar social interactions, noticing words and expressions that are difficult to translate.

[Key concepts: meaning, translation, interpretation, culture; Key processes: translating, noticing, reflecting, explaining]

Create simple bilingual texts, such as signs, notices or captions for displays in the classroom and wider school community.

[Key concepts: bilingualism, translating, meaning, pronunciation; Key processes: composing, discussing, selecting]

Reflecting

Recognise that ways of communicating in different languages reflect ways of behaving and thinking.

[Key concepts: culture, communication, respect, values, difference; Key processes: noticing, reflecting, comparing, describing]

Talk about their individual and group sense of identity and how this is expressed through the different languages they use.

[Key concepts: language, culture, identity, community; Key processes: reflecting, comparing, analysing, representing]

Understanding

Systems of Language

Build phonic awareness and pronunciation skills through singing, reciting and experimenting with sounds; develop familiarity with the use of the under-dotted characters representing loan sounds in Hindi and conventions governing punctuation marks in written script.

[Key concepts: pronunciation, sounds, loan words; Key processes: identifying, distinguishing, recording]

Recognise and apply elements of grammar, such as noun and adjectival forms, conjunctions, gender and number markers, verb tenses and compound forms, and constructions related to compulsion.

[Key concepts: grammar, tense, gender, number; Key processes: recognising, applying, naming]

Notice differences between simple spoken, written and multimodal texts used in different contexts, comparing with similar texts in English.

[Key concepts: genre, language features; Key processes: identifying, comparing, distinguishing]

Language variation and change

Understand that the way the Hindi language is used varies according to the age, gender and background of speakers and that it involves different dialects and accents.

[Key concepts: standard language, variation, status, relationship; Key processes: noticing, comparing, differentiating]

Understand that the Hindi language is influenced by and in turn influences other languages and cultures.

[Key concepts: change, influence, contact; Key processes: identifying, investigating]

Understand that Hindi is an important regional and international language used by speakers who are often multilingual in different contexts around the world.

[Key concepts: multilingualism, accent, dialect; Key processes: mapping, grouping, identifying]

Role of language and culture

Recognise the relationship between language and culture, for example, by identifying expressions, gestures or forms of address associated with different cultural practices.

[Key concepts: non-verbal language, politeness, culture, traditions; Key processes: discussing, describing, comparing, reflecting]