

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.

Year 5 and 6 Achievement Standard

By the end of Year 6, students use spoken and written Hindi to exchange personal information and experiences, to give opinions and express feelings. When interacting with others, they use expressive and descriptive language, for example, नमस्ते आप कैसे हैं, मैं ठीक हूँ। मेरी माँ मुझे बहुत प्यार करती है, मैं उनकी आँखों का तारा हूँ। मेरे परिवार में हम सब साथ साथ रहते हैं। मुझे लगता है आप ठीक कह रहे हैं। Students show interest in and respect for others, for example, मुझे माफ़ कीजिये, यह बहुत अच्छा है। बहुत खूब, मजा आ गया, यह बहुत अच्छा है। रमा मुझे माफ़ करना लेकिन मुझे लगता है कि...। सच पूछो तो मेरे विचार से...। मैं इस बात से सहमत हूँ कि...। They use action-oriented language to plan and conduct shared activities, for example, हम यह कहना चाहते हैं कि...। मैं आज आप को कुछ जानकारी देने जा रहा हूँ। हमारे समूह का विचार है कि..., हम आप के सामने आप एक नाटक पेश करने जा रहे हैं, आज हम आप के सामने प्रस्तुत करने जा रहे हैं... and complete transactions, for example, इसका क्या दाम है?, मुझे एक किलो दाल दीजिये। यह पोशाक कितने की है ये आम कितने के हैं? आपकी दुकान में सब से अच्छी फोटो कौन सी है, मुझे ठंडा शरबत चाहिये। क्या आप के यहाँ शाकाहारी भोजन मिलता है? आप के भोजनालय में सबसे स्वादिष्ट व्यंजन कौन सा है? मुझे दो रोटी के साथ एक दाल मक्खनी दे दीजिए.. When participating in classroom routines and activities, they ask and respond to questions, express opinions and ask for clarification, for example, है न?, नहीं, हाँ, यह क्या है?, मुझे समझ नहीं आया फिर से समझाइये, ठीक है, यह कैसे करना है, मेरे हिसाब से वहाँ जाना ठीक नहीं है, यह खाना बहुत स्वादिष्ट है, हमें वहाँ से खाना लेना चाहिये. Students use patterns of Hindi pronunciation and intonation when interacting, identifying regional variations. They gather, classify and compare information related to social and cultural worlds from a range of spoken, written and visual texts. They present information about aspects of language and culture in different formats selected to suit audience and context. They respond to a range of imaginative texts by identifying and discussing key elements such as storylines, characters and themes, for example, अमर चित्र कथा, पंचतंत्र की कहानियाँ, दादी की कहानियाँ, अल्लादीन का चिराग, चाचा चौधरी और साबू, विक्रम और बैताल, पिकी और बबलू, अकबर -बीरबल के किस्से. They create and perform short imaginative texts based on a stimulus, concept or theme, for example, दोस्ती, प्रेम, अहिंसा, अतिथि-सत्कार, अनेकता में एकता. When constructing texts, students use a variety of tenses, for example, खा रहा था, खा रही थी, खा रहा हूँ, खाऊँगा, खायेगा, खायेगी, जा रहा था, जाऊँगा, जा रहा हूँ adverbs, for example, साथ-साथ, अगर-मगर, कभी-कभी, धीरे-धीरे, जल्दी में, दौड़ते हुए and verb forms expressing actions happening, being made to happen or caused to happen, for example, बनना, बनाना, बन जाना। They connect their ideas using conjunctions, for example, मैंने स्वेटर पहना क्योंकि मुझे ठण्ड लग रही थी, तुम यहाँ बैठो या वहाँ जा कर खड़े हो जाओ, उसने दवाई खाई पर असर नहीं हुआ, राम ने खाना खाया और सो गया। They use number and gender distinctions such as एक आदमी, कई आदमी, एक लड़का, तीन लड़के, बेटी, बेटियाँ, नदी, नदियाँ. Students translate texts from Hindi into English and vice versa, identifying words and phrases that need interpretation, for example, उँगली पर नचाना, नाक में दम करना, अपने घर में कुत्ता भी शेर होता है, अंगूर खट्टे हैं. They create bilingual texts for their own and others' learning. They identify how being bilingual and bicultural contributes to their own identity and influences their ways of communicating.

Students identify the relationship between word formation and pronunciation and apply the conventions of written script to their own constructions. They distinguish between active and passive voice and the intonation patterns of statements, questions and exclamations, for example, वह पास हो गया! क्या आप वहाँ जाएँगे? तुम अच्छे बच्चे हो। They identify negative constructions, including negative forms of verbs and adjectives and the form and function of tenses, for example, सोहन ने फिल्म नहीं देखी। झूठ कभी मत बोलो. They distinguish between the structure and features of different forms of spoken and written texts and identify ways that texts create effects to suit different audiences. They give examples of how language use and ways of communicating vary according to the degree of formality and context, purpose and audience. They explain factors that have affected Hindi language over time, including the impact of other languages and cultures such as Sanskrit, Persian, English and Arabic. They give examples of how their language use varies according to social context and purpose and identify how ways of using languages are shaped by values and belief systems.

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 5 and 6 Level Description

The nature of learners

This is a key transitional phase of learning. Learners communicate more confidently, are more self-directed, and self-reference in relation to wider contexts. Response to experience is more analytical and critical, allowing for a reflective dimension to language learning and to referencing cultural frameworks. Language and literacy capabilities in Hindi and English are developing in parallel trajectories within the curriculum. For some learners there will be greater discrepancy between proficiency in the two languages than for others. The curriculum ensures that learning experiences and activities are flexible enough to cater for learner variables, while being appropriate for learners' general cognitive and social levels.

Hindi language learning and use

Learners use Hindi in the classroom for a widening range of purposes: exchanging information, expressing ideas and feelings, competing and cooperating, performing, and responding to resources and experiences. Their communicative capabilities are stronger and more elaborated. They control and access wider vocabulary resources and use an increasingly sophisticated range of non-verbal strategies to support communication. Shared activities develop social, cognitive and language skills and provide a context for purposeful language experience and experimentation. At this level, focused attention to language structures and systems, literacy skills development and exploration of cultural elements of communication are conducted primarily in Hindi. Learners use ICT to support their learning in increasingly independent and intentional ways, exchanging resources and information with each other and with young people of the same age in other Hindi-speaking communities, accessing music and media resources, maintaining blogs and other web pages, and participating in social networks.

Oracy development at this level includes listening to a range of varied input from different sources and building more elaborated conversational and interactional skills. This includes initiating and sustaining conversations, using turn-taking protocols, 'reading' language for cultural and contextual meaning, reflecting on and responding to others' contributions, making appropriate responses and adjustments, and engaging in debate and discussion. Individual and group oral presentation and performance skills are developed through researching and organising information; structuring, rehearsing and resourcing the content of the presentation; and selecting appropriate language to engage a particular audience.

Contexts of interaction

Learners interact in Hindi with each other and the teacher, and with members of their families and communities. They have some access to Hindi speakers and cultural resources in wider contexts and communities through the use of ICT and through the media. Language development and use are incorporated into collaborative and interactive learning experiences, games and activities.

Texts and resources

Learners engage with a growing range of published texts in print and digital forms, such as stories, videos, readers, songs and computer-generated learning materials. They also engage with resources prepared by their teacher, including games, performances, presentations and language exercises. They may have additional access to Hindi language and cultural resources created for Hindi-speaking communities, such as children's television programs, websites, music or video clips.

Features of Hindi language use

Learners expand their understanding of Hindi grammatical forms and features, including the function of tenses to express actions or events in the past, present or future, जाता था, जाता हूँ, जाऊँगा, and of the passive voice to convey the distinction between actions happening and being caused to happen, बनना, बनाना, बनवाना. They use nouns and pronouns in singular and plural forms, मैं, हम, यह, ये and conjunctions to connect elements, phrases or sentences, राम ने खाना खाया और सो गया। Literacy development involves increasingly independent interaction with a wider range of texts. Learners draw on more established grammatical and lexical resources to compose and comprehend more complex language. They use a range of cues and decoding strategies to help comprehension and to make connections between ideas, contexts and language within and between texts. They write more accurately and fluently for a wider range of purposes and audiences. With support, they build increasing cohesion and complexity into their written language production in terms of both content and expression. While learners work more independently at this level, ongoing support is incorporated into task activity, and systematic feedback and review support the interactive process of learning. The use of Hindi and English for discussion, reflection and explanation ensures the continued development of learners' knowledge base and metalinguistic and intercultural capabilities.

Understanding of the relationship between language, culture and identity is developed through guided investigation of how language features and expressions carry specific cultural meaning; through critical analysis of cultural stereotypes, attitudes and perspectives; and through exploration of issues related to personal and community identities. Learners take account of the variability of language use and textual practice in relation to factors such as gender, generation and status; and geographical, cultural and ethnic diversity. They reference themselves in relation to similar variables, and reflect on the relationship between language, culture and identity and how these affect communication and intercultural experience through the lens of their own bicultural experiences.

Level of support

While learners become more autonomous and independent, ongoing support is still needed, including explicit instruction, structured modelling and scaffolding, provision of appropriate stimulus materials and timely feedback. Learning experiences incorporate implicit form-focused language learning activities and examples of texts and tasks. Learners are supported to use electronic and print reference resources, such as word banks, dictionaries and translating tools, and are encouraged to adopt a critical approach to resource selection.

The role of English

Hindi is the primary language for classroom routines, interactions and language learning tasks with English used in a supporting role. While the use of Hindi for discussion, reflection and explanation of content drawn from other learning areas is encouraged as much as possible, the use of some English for these aspects of learning supports the continued development of learners' knowledge base, metalanguage and intercultural capability. The language of response varies according to task demands, with Hindi used primarily for communicating in structured and supported tasks and familiar interactions, and both Hindi and English for more open-ended and comparative discussions that develop understanding of language and culture.

Year 5 and 6 Content Descriptions

Year 5 and 6 Content Descriptions	
Communicating	Understanding
<p>Socialising Interact using descriptive and expressive language to give opinions, talk about themselves and their feelings and show interest in and respect for others. [Key concepts: communication, feelings, experiences; Key processes: interacting, responding, describing, comparing]</p> <p>Use action-oriented language to plan and conduct shared events and activities, such as performances at school assembly, activities with a buddy class or real or simulated shopping transactions. [Key concepts: performance, demonstration, exchange, transaction; Key processes: planning, collaborating, presenting, transacting]</p> <p>Participate in familiar classroom interactions by asking and responding to questions, seeking clarification, reflecting on learning experiences and expressing preferences. [Key concepts: respect, negotiation, reflection; Key processes: initiating, responding, reflecting]</p> <p>Informing Collect, classify and compare information from a range of sources relating to social and cultural worlds. [Key concepts: environment, social worlds, community, values; Key processes: classifying, reviewing, comparing, analysing]</p> <p>Convey information about aspects of language and culture in formats to suit different audiences and contexts. [Key concepts: content, cultural experience, audience; Key processes: planning, selecting, presenting]</p>	<p>Systems of Language Understand how the conventions of written script determine the structure and organisation of written language, and understand the relationship between word formation and pronunciation. [Key concepts: variation, discrimination, representation; Key processes: understanding, recognising, applying conventions]</p> <p>Consolidate knowledge of grammatical elements such as distinctions between active and passive voice, the form and function of tenses, markers of cohesion such as conjunctions and adverbs, verb moods and number and gender distinctions. [Key concepts: word order, mood, tense, rules; Key processes: discriminating, classifying, applying rules]</p> <p>Understand how different text forms, such as prose and verse, create effects to suit different audiences. [Key concepts: genre, imagery, register; Key processes: noticing, comparing, experimenting, explaining]</p> <p>Language variation and change Demonstrate awareness that Hindi language use involves variations in formal and informal styles, in spoken and written forms, and that it reflects relationships between participants. [Key concepts: mode, register, non-verbal language; Key processes: noticing, comparing, identifying]</p> <p>Recognise that Hindi has evolved and developed through different periods of influence by other languages and cultures. [Key concepts: language contact, language change, globalisation; Key processes: observing, analysing, discussing, reflecting]</p> <p>Reflect on their own use of Hindi, English and other languages or dialects for different social purposes, and recognise that they sometimes mix and switch between languages. [Key concepts: language domains, multilingualism; Key processes: comparing, explaining, analysing, reflecting]</p> <p>Role of language and culture Reflect on how communities' ways of using languages are shaped by values and belief systems, and how these may be differently interpreted by speakers of other languages. [Key concepts: perspective, culture, place, values; Key processes: questioning, analysing, identifying]</p>