

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 7 and 8 Achievement Standard

By the end of Year 8, students initiate and sustain a range of spoken and written interactions on topics of mutual interest, for example, आपका क्या हाल है? आप कब वापस आये? परिवार में सब कैसे हैं? आप कहना क्या चाहते हैं? रमा मुझे माफ करना लेकिन मुझे लगता है कि ..., सच पूछो तो मेरे विचार से; मैं इस बात से सहमत हूँ कि ... They exchange views or experiences and offer opinions using language to encourage feedback and to express empathy or indicate agreement, for example, सुन कर बहुत खुशी हुई, बधाई हो!, मुबारक हो। जन्मदिन की हार्दिक शुभकामनायें। बड़े दुःख की बात है: मुझे आप से सहानुभूति है आप बिलकुल सही कह रहे हैं। मैं आप से सौ प्रतिशत सहमत हूँ. Student complete transactions by negotiating, planning and solving problems, for example, यह लहंगा कितने का है? यह और कौन कौन से रंगों में उपलब्ध है? खाने में मिर्ची थोड़ी ज्यादा डालना। चाय गरमा गरम होनी चाहिए। हम यह सामान वापिस नहीं ले सकते क्योंकि आपने रसीद खो दी है. They use reflective and evaluative language to support their own and others' learning and to manage discussion and debate, for example, ध्यान देने की बात है क..., यह एक और दिलचस्प पहलू है...; जो आप कह रहे हैं वह ठीक है मगर यदि दूसरे व्यक्तिओं से देखा जाए तो यह कहना गलत नहीं होगा कि.... यह विषय विवादास्पद है. When speaking Hindi, they apply pronunciation and rhythm patterns, including consonant clusters and English words used in Hindi, to a range of sentence types. They locate, collate and analyse information from a range of written, spoken and multimodal texts to provide an overview or to develop a position on selected issues or interests. They use different modes of communication to report on perspectives, views and experiences or to invite action and debate. They interpret ways in which values, characters and events are represented in a range of traditional and contemporary imaginative texts. Students create texts with imaginary characters and contexts in a range of forms to entertain different audiences. They use grammatical forms and features such as prefixes, for example, जान-अजान-, समान-असमान and suffixes, for example, कृपालु, दयालु, लड़ाई, चढ़ाई), and create compound and complex sentences by using postpositions such as तुम अगर समय पर काम करोगे तो खेल सकोगे। हम सब को अपना कार्य मेहनत और सच्ची लगन से करना चाहिये जिस से हमें सफलता मिले। मैं अभी लिखूँगा ताकि समय पूरा होने से पहले लेख खत्म कर लूँ, comparative adjectives, for example, गीता अपनी बहन से सुन्दर है। मोहन अपनी कक्षा में सब से होशियार है। राम थोड़ा लम्बा है। हेमा से अधिक चतुर है। and basic joining rules such as इ+आ = ए to achieve cohesion. They translate texts from Hindi into English and vice versa, and compare their own translations with others', interpreting cultural elements. They produce texts in Hindi and English that reflect a bilingual and bicultural perspective. Students identify differences and similarities in the way they interact in Hindi and English, and describe the nature of identity and cultural experience and identify the relationship between the two.

Students identify the relationship between individual and combined elements of spoken and written Hindi and apply writing conventions, including spelling, to convey specific meaning in a range of texts. They use metalanguage to explain aspects of language and apply grammatical and lexical knowledge to determine the meaning of unfamiliar words and to form and spell new ones. They use their knowledge of text structure and organisation to interpret the unfamiliar texts and create new ones. Students explain how and why language use varies according to context, purpose, audience, mode of delivery and the relationship between participants. They explain how and why their own use of Hindi has changed over time and depends on context. They identify the intercultural and multilingual nature of language use across global communities and in social media and popular culture and explain how this influences their own lives. Students explain how language forms and usage reflect cultural ideas, values and perspectives.

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 7 and 8 Level Description

The nature of the learners

The transition to secondary schooling involves social and academic demands that coincide with a period of maturational and physical change. Learners are adjusting to a new school culture with sharper divisions between curriculum areas. There is a need for continuity through change in relation to their language learning. Learners at this level may find themselves in classes involving a range of previous experience with Hindi language-culture. A multilevel and differentiated approach to teaching and task design responds to this diversity of prior experience.

Hindi language learning and use

Hindi is used for classroom interactions and transactions, for creating and maintaining classroom relationships, for explaining and practising language forms, and for developing cultural understanding. Additional opportunities for interaction in the target language are provided by purposeful and integrated use of ICT. 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 use modelled and rehearsed language in familiar and unfamiliar contexts, and increasingly generate original and personal language. They compose and present more complex and varied texts (for example, media and hypermedia texts, shared stories, poetry, songs/raps, blogs, advertisements, reports and journal entries), and plan, draft and present imaginative and informative texts. They design interactive events and collaborative learning experiences and participate in discussions and activities. They use vocabulary and grammar with increasing accuracy, drafting and editing written work to improve structure and clarify meaning. They make cross-curricular connections and explore intercultural perspectives and experience.

Contexts of interaction

While the primary context of interaction remains the Hindi language classroom, learners are encouraged to engage in interactions with peers in India and other Hindi-speaking regions of the world, including Australia, through electronic means of communication. Learners have additional access to Hindi speakers through media and community events, websites, social media and radio streaming.

Texts and resources

Learners work with a range of texts specifically designed for learning Hindi in school, such as textbooks, literary texts, videos, readers and online media resources. They also access materials created for Hindi-speaking communities, such as songs, films, magazines, advertisements and websites. They read, view and interact with a growing range of texts for a wider range of purposes (for example, informational, transactional, communicative, imaginative and expressive).

Features of Hindi language use

Learners expand their range of vocabulary to domains beyond their personal experience and interests, applying phonic and grammatical knowledge to spell and write unfamiliar words. They use a range of grammatical forms and language structures to convey more complex relationships between ideas and experiences, creating compound and complex sentences by using postpositions such as में अभी लिखूँगा तकि समय पूरा होने से पहले लेख खत्म कर लूँ। They recognise the function and form of commonly used suffixes and prefixes and relationships between words with a shared base, such as बुद्धि, सुबुद्धि, बुद्धिमान, बुद्धिमती. They distinguish between active and passive voice according to context, मैंने आपको बुलाया है। आपको बुलाया गया है। and use a range of tenses to describe routines and actions, मैं दिल्ली जा रहा हूँ। मैं दिल्ली गया था। मैं दिल्ली जाऊँगा। They develop awareness of how language structures shape textual features, and they adopt a wider range of processing strategies, drawing increasingly on their understanding of text conventions when encountering unfamiliar texts. They continue to build metalanguage to describe grammatical and textual features. They recognise and use idiomatic expressions such as आँख का तारा, and employ descriptive and expressive language, including onomatopoeic and mimetic words, to create particular effects and engage interest.

Learners make connections between texts and cultural contexts, identifying how cultural values and perspectives are embedded in language and how language choices determine how people, issues and circumstances are represented. They are increasingly aware of the relationship between languages and cultures, noticing, for example, values such as family commitment and respect expressed in cultural practices as well as embedded in Hindi grammatical and vocabulary systems. They reflect on the nature of bicultural and intercultural experience, on how languages change in response to social and cultural change, and on their individual identities as users of two or more languages in a multicultural social context.

Level of support

Particular support is required at this stage of learning to manage the transition to secondary schooling and to encourage continued engagement with language learning. Opportunities to review and consolidate prior learning are balanced against provision of engaging and relevant new experiences and more challenging tasks. Learners require continued scaffolding, modelling and material support at paragraph and whole-text level for written language and for developing fluency and accuracy in spoken language. They are supported to develop increasing autonomy as language learners and users, and to self-monitor and adjust language in response to their experience in various contexts. They are encouraged to engage more critically with resources such as websites, dictionaries, translating tools and other language resources designed to enrich their receptive and productive language use.

The role of English

Hindi is used in more extended and elaborated ways and English is used when appropriate for comparison or reflection. Using Hindi to express ideas and feelings, exchange opinions and manage shared activities increasingly involves 'cultural' as well as 'linguistic' choices, personal and social elements as well as grammatical ones, such as making decisions about the use of titles and polite prefixes. At this stage, learners draw from both languages as they move from the *what* considerations to the *why* and *how* questions: from noticing that language and communication are culturally shaped to thinking about the values, experiences and perspectives that lie inside cultural differences, and about how these impact on their own experience as they move between languages and cultural systems.

Year 7 and 8 Content Descriptions

Communicating	Understanding
<p>Socialising Initiate and sustain a range of spoken, written and online interactions, for example, exchanging views or experiences, offering opinions and making connections across different areas of interest. [Key concepts: relationship, experience, communication; Key processes: interacting, listening, responding, recounting]</p> <p>Engage in collaborative activities that involve planning, problem-solving, communicating and transacting in real or simulated situations and contexts. [Key concepts: design, transaction, planning; Key processes: transacting, considering, problem-solving, decision-making]</p> <p>Interact with peers and the teacher to complete learning activities and to support their own and others' learning by managing debate and discussion and checking understanding. [Key concepts: debate, perspective, exchange, response; Key processes: discussing, responding, evaluating, reflecting]</p> <p>Informing Access, collate and analyse information from different print and digital sources to present an overview or develop a position on selected issues or interests. [Key concepts: perspective, context, representation; Key processes: comparing, analysing, presenting, profiling]</p> <p>Use different modes of communication to report on personal or shared perspectives, views and experiences or to invite action or debate. [Key concepts: experience, cultural expression; Key processes: designing, reporting, comparing]</p>	<p>Creating Interpret and compare representations of values, characters and events from a range of traditional and contemporary imaginative texts. [Key concepts: theme, representation, values, humour; Key processes: comparing, analysing, identifying; Key text types: cartoons, games, fables, films]</p> <p>Create and perform a range of texts to entertain others that involve imagined characters and contexts and different modes of presentation. [Key concepts: creativity, characterisation, imagination, emotion; Key processes: composing, performing; Key text types: sketches, drama, songs, stories, cartoons]</p> <p>Translating Translate a range of short texts used in different contexts from Hindi into English and vice versa, comparing each other's versions and how they translated elements that involve cultural knowledge and understanding. [Key concepts: meaning, equivalence, translation; Key processes: translating, approximating, comparing, evaluating]</p> <p>Produce bilingual texts such as digital stories, programs for events, performances, skits or poems that reflect the experience of 'living between languages'. [Key concepts: equivalence, interpretation; Key processes: composing, selecting, translating]</p> <p>Reflecting Consider differences and similarities in style and use of language when interacting in Hindi and in English, noticing when the choice is made to use either or both languages. [Key concepts: code-switching, code-mixing, intercultural communication; Key processes: monitoring, analysing, discussing]</p> <p>Discuss the nature of identity and of cultural experience, considering the dynamic and responsive relationship between the two. [Key concepts: bilingualism/multilingualism, culture; Key processes: reflecting, analysing, comparing]</p>