Australian CURRICULUM

LANGUAGES-HINDI

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 9 and 10 Achievement Standard

By the end of Year 10, students initiate, sustain and extend a range of spoken and written formal and informal interactions about young people's interests, behaviours and values, for example, आप कब वापस आये?, आप के जीवन में सुखी जीवन को व्यतीत करने के क्या उपाय हैं?तुम्हारे विचार में संयुक्त और एकल परिवार में से कौन सी पारिवारिक संरंचना आज के युग में ज़्यादा उपयुक्त है? आप के विचार में आज की युवा पीढ़ी पर किस का प्रभाव पड़ रहा है? तुम अपने दोस्तों के बारे में कुछ बताओ. They participate in activities that involve interactions, transactions, negotiations and managing different opinions and social/cultural behaviours, for example, यह ठीक है, हम सब मिल कर करेंगे, हमें इस में कुछ चित्र भी सम्मिलित करने चाहिये?, क्यों न हम सब ..., यही उचित रहेगा। आपको इसमें से एक चुनना है. When interacting, they use culturally appropriate expressions and protocols, for example, धन्यवाद, आप का बहुत बधाई हो ।अपनी पुत्री के शुभ विवाह पर मैं आपको आमंत्रित करना चाहता हूँ । मैं नेहा बेटी को आशीर्वाद देने ज़रूर आऊँगा। यह मेरा सौभाग्य है कि आप ने मुझे इतने महत्त्वपूर्ण अवसर में सम्मिलित होने का अवसर दिया, किन्तु मैं किसी कारणवश नहीं आ पाऊँगा। They extend discussions and justify their views by asking open-ended questions and providing elaborated responses, for example, इस विषय पर आपके क्या विचार हैं, आप क्या सोचते हैं?, इसका क्या प्रभाव पड़ेगा मुझे विस्तार से बताओ। मेरे कहने का तात्पर्य है कि ..., तुम यह कहना चाहते हो कि..., मुझे लगता है कि .... When speaking, they apply pronunciation rules and rhythm, including social and regional variations, to complex sentences. They research, interpret and evaluate information and perspectives on social issues or issues of interest to young people, and identify how culture and context influence the way information is presented. They convey information and perspectives using different text types and modes of presentation. They respond to different expressive and imaginative texts by analysing techniques and cultural influences used for aesthetic, humorous or emotional effects. Students create imaginative texts to express ideas, attitudes and emotions through characters, events and settings relating to bilingual and bicultural experiences. When creating texts, they use a variety of grammatical elements, such as joining rules, for example, आ+ओ=औ, क्+अ+ल= कल, कारक ; case, for example, ने, को, से, के लिए, में, पर; and a range of tenses and participles, for example, आ, ई, ऐ, जाना, वाला, रहा, सकना, पहुँचना, दिल्ली जाने वाले लोग, साइकिल पर लड़की चल रही है to produce complex sentences such as मैं पहले दिल्ली जाऊँगा फिर वहाँ से बम्बई जाऊँगा; कल मैं काम खत्म कर के आपने साथियो के साथ खेलने जाऊँगा. Students compare translations and interpretations of literary, community and social media texts, including those that use both Hindi and English. They create a range of bilingual texts that reflect the nature of their own and each other's intercultural experience. They describe their experience of being bilingual or multilingual and explain the relationship between language, culture and identity.

Students apply their understanding of complex pronunciation rules and writing conventions, such as variations between spoken and written Hindi and between Sanskrit and Perso-Arabic script. They explain how elements of grammar and word formation allow for the expression of ideas and meaning. They analyse and construct a range of texts for different purpose and audiences and identify cultural, textual and contextual features. They explain how and why variations in Hindi language use relate to roles, relationships and contexts of interaction. Students identify and categorise changes to Hindi and to other languages in different domains of use such as education and popular culture. They explain how being bilingual or multilingual affects the ways they and their peers think, behave and communicate.

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 9 and 10 Level Description

The nature of the learners

This stage of learning coincides with social, physical and cognitive changes associated with adolescence. Increased cognitive maturity enables learners to work more deductively with language and culture systems, to apply more intentional learning strategies and to reflect productively on their learning. Motivation and engagement with language learning and use are influenced by peer group dynamics, personal interests and values and issues related to self-concept. This is particularly the case for bilingual learners for whom the duality of living between languages and cultural frames impacts continually on the process of identity construction. The role of language is central to this process and is reflected in the degree to which learners define themselves as members of language communities, how they position themselves in relation to peer groups, the choices they make in relation to linguistic and social practices. These processes are fluid and context-responsive and impact on learners' engagement with both Hindi and English language learning.

Hindi language learning and use

This is a period of language exploration, vocabulary expansion and experimentation with different modes of communication (for example, digital and hypermedia, collaborative performance and group discussions). Greater control of language structures and systems increases confidence and interest in communicating in a wider range of contexts. Learners use Hindi to communicate and interact; to access and exchange information; to express feelings and opinions; to participate in imaginative and creative experiences; and to design, interpret and analyse a wider range of texts and experiences. They use language in different contexts more fluently, with a greater degree of self-correction and repair. They reference the accuracy of their written language against a stronger frame of grammatical and systems knowledge. They demonstrate understanding of language variation and change, and of how intercultural experience, technology, media and globalisation influence language use and forms of communication.

Contexts of interaction

Learners interact with peers, teachers and other Hindi speakers in immediate and local contexts, and with wider Hindi-speaking communities and cultural resources via virtual and online environments. They may participate in community events such as film or cultural festivals, intercultural forums or exchange travel opportunities.

Texts and resources

Learners use an extensive range of texts and materials designed for in-class learning of Hindi, such as textbooks, literary texts, teacher-generated materials and online resources. Learning is enriched by exposure to authentic materials designed for or generated by young Hindi speakers, such as blogs, video clips, discussion forums, television programs or newspaper features. Learners are encouraged to source additional materials to support their own learning and to pursue personal interests in aspects of Hindi language and associated cultures.

Features of Hindi language use

Learners extend and consolidate grammatical knowledge, including the use of compound sentences by using postpositions मैं पहले दिल्ली जाऊँगा और अपना काम पूरा करने के बाद कोलकता पहुँचूँगा। and of a range of tenses to describe events and personal experiences, पिछले वर्ष जैसे हमने होली का त्योहार मनाया था उसी प्रकार इस वर्ष भी हम होली का त्योहार धूमधाम से मनाएंगे। They make passive and active voice distinctions, राम उर्दू लिख रहा ह, उर्दू लिखी जा रही है, understand the appropriate use of participles and the function and use of case, ने, को, से, के लिए, में, पर. Their vocabulary knowledge expands to include more abstract words and specialised vocabulary drawn from other learning areas or areas of wider personal interest. Textual knowledge and capability are strengthened through maintaining a balance between activities that focus on language forms and structures and communicative tasks and performance. Learners recognise, analyse and construct different types of texts for different purposes and audiences. Task characteristics and conditions at this level are more complex and challenging, involving collaborative as well as independent language planning and performance, and development and strategic use of language and cultural resources. Elements of tasks involve interpreting, creating, evaluating and performing. Working with media resources, fiction and non-fiction texts, performances and research projects allows for exploration of themes of personal and contemporary relevance (for example, global and environmental issues, identity and relationship issues, questions of diversity and inclusivity). Learners investigate texts through more critical analysis, identifying how language choices reflect perspectives and shape meaning, and how they in turn are shaped by context and intention.

Learners at this level understand the relationship between language, culture and identity. They explore in more depth and detail the processes involved in learning and using different languages, recognising the role of cognitive, cultural and personal as well as linguistic resources. They identify how meaning-making and representation in different languages involve interpretation and personal response as well as literal translation and factual reporting. They explore the reciprocal nature of intercultural communication: how moving between different languages and cultural systems impacts on their ways of thinking and behaving; and how successful communication requires flexibility, awareness and openness to alternative ways. They develop the capacity to 'decentre' from normative ways of thinking and communicating, to consider their own cultural ways through the eyes of others, and to communicate in interculturally appropriate ways.

Level of support

While learners are increasingly less reliant on the teacher for support during communicative interactions, continued support, provision of rich language input and modelled language is needed to consolidate and sustain the learning of Hindi. The teacher provides both implicit and explicit modelling and scaffolding in relation to meaningful language use in a range of contexts, situations and learning experiences, and explicit instruction and explanation in relation to complex structures, grammatical functions and abstract concepts and vocabulary. Provision of opportunities to discuss, clarify, rehearse and apply their knowledge is critical in consolidating knowledge and skills and developing autonomy. Learners are encouraged to self-monitor, for example, by keeping records of feedback and through peer support and self-review.

The role of English

Learners and teachers use Hindi as the primary medium of interaction in language-oriented and most content-oriented learning experiences. English is used for comparative analysis and for elements of discussion or conceptual analysis which may be better responded to in English than in Hindi. Learners are supported to reflect on the different roles English and Hindi play in their academic work.

Year 9 and 10 Content Descriptions

Communicating		Understanding

Communicating	Communicating	Understanding
Socialising Use formal and informal registers to discuss and compare young people's interests, behaviours and values across different cultural contexts. [Key concepts: values, responsibility, social worlds, environment; Key processes: discussing, comparing] Participate in activities that involve interactions, transactions, negotiations and management of different opinions and social/cultural behaviours. [Key concepts: social/cultural behaviours, community, environment; Key processes: planning, inviting, presenting opinions] Use communicative strategies such as asking open questions and providing elaborated responses to extend discussion, justify views and to reflect on the experience of learning and using Hindi in and out of school. [Key concepts: discussion, language learning, language domains; Key processes: elaborating, responding, designing, identifying] **Informing** Research, interpret and evaluate information presented from different perspectives in relation to youth-related interests, identifying how culture and context affect how information is presented. [Key concepts: perspective, context, culture; Key processes: comparing, analysing, explaining] Present information related to social and cultural issues of interest to their peer group using different modes and formats to take positions and to capture different perspectives. [Key concepts: environment, lifestyle, inclusivity; Key processes: reviewing, commenting, arguing]	**Creating** Explore how expressive and imaginative texts create aesthetic, humorous or emotional effects in ways that reflect cultural influence. [Key concepts: humour, effect, mood, composition; Key processes: analysing, comparing, identifying; Key text types: film, TV shows, poetry, drama] Create imaginative or expressive texts that draw from and reflect elements of their own tastes and experience. [Key concepts: expression, emotion, experience, culture; Key processes: creating, performing, expressing; Key text types: poetry, song, report] **Translating** Compare translations and interpretations of literary, community and social media texts, including those that mix Hindi and English words, expressions and sentence structures. [Key concepts: code-mixing, code-switching, hybridity, recast; Key processes: analysing, exemplifying, discussing] Create texts that draw on bilingual resources to explore and reflect the multicultural nature of their personal, school and community experience. [Key concepts: expression, bilingualism, multilingualism, code-mixing; Key processes: composing, reviewing, analysing, reflecting] **Reflecting** Reflect on the nature of bilingual/multilingual communication and experience. [Key concepts: mutual understanding, miscommunication, intercultural exchange, language domains; Key processes: reflecting, monitoring, explaining, analysing] Reflect on the relationship between language, culture and identity and on how this shapes and reflects ways of communicating and thinking. [Key concepts: identity formation, culture, intercultural experience; Key processes: reflecting, describing, analysing]	**Systems of Language** Recognise regular and variable elements of spoken Hindi, such as social and regional variations in the pronunciation of diphthongs, or inconsistencies between Hindi pronunciation and spelling and variations from Sanskrit and Perso-Arabic conventions. [Key concepts: language variation, accent, register; Key processes: understanding, identifying, responding] Investigate, demonstrate and explain how elements of grammar and word formation allow for complex expression of ideas and meaning. [Key concepts: cohesion, voice, compound words; Key processes: identifying, applying understanding] Analyse and compose different types of texts for specific purposes and audiences that involve different cultural, textual and contextual features. [Key concepts: genre, language features, context; Key processes: comparing, composing, identifying] **Language variation and change** Analyse variations in Hindi language use that relate to social roles, values and contexts and to the nature of the interaction. [Key concepts: variation, adaptation, register, values; Key processes: identifying, explaining, evaluating] Categorise observed changes to Hindi in domains of use such as education, media, popular culture and intercultural communication. [Key concepts: influence, exchange, language contact; Key processes: investigating, demonstrating, identifying] Explore how using different languages to make meaning affects how they and their peers think, behave and communicate. [Key concepts: identity formation, intercultural communication; Key processes: reflecting, identifying, explaining] **Role of language and culture** Understand that Hindi language and associated cultures are inter-related, that they shape and are shaped by each other and that their relationship changes over time and across contexts. [Key concepts: interdependence, meaning, change; Key processes: investigating, identifying, classifying]