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.

Foundation to Year 2 Achievement Standard

By the end of Year 2, students interact with the teacher and peers to exchange greetings and talk about themselves and their families, for example, नमस्ते, आप कैसे हैं?, मेरा नाम गीता है, आप का क्या नाम है? मेरे घर में चार लोग हैं। मेरा एक भाई है। मेरी एक बहन है। ये मेरे पिताजी हैं। ये बहुत अच्छे हैं। ये मेरी माता जी हैं। ये बहुत सुन्दर हैं। ये मेरे बड़े भाई हैं। यह मेरी छोटी बहन है। इसका नाम सुधा है। यह पाँच साल की है. They express thanks, likes and dislikes, feelings and wishes, for example, मुझे आइस क्रीम अच्छी लगती है। आप को क्या अच्छा लगता है? मैं आप से नाराज़ हूँ। मुझे खेलना पसंद है। मुझे किताबें पढ़ना पसंद नहीं है। मैं उदास हूँ । मैं बहुत ख़ुश हूँ। They use repetitive language when participating in guided activities and responding to classroom routines, for example, नमस्ते, बच्चो बैठ जाओ, किताब खोलो। जी अच्छा, ठीक है। अपनी किताबें निकालो। पाठ ख़त्म हुआ। अब तुम सब जा सकते हो। कल मिलेंगे। नमस्ते। धन्यवाद. When speaking, they use the sounds and patterns of the Hindi language, for example, त ,थ ,ग ,घ ,ट,ठ ,द ,ध.They identify words and phrases in simple texts and locate and share specific points of information about their immediate environment using illustrations and gestures to support meaning, for example, मेरे पास एक लाल गाड़ी है। मैंने एक पीला फूल देखा। मेरी किताब बहुत भारी है। मैंने अपने परिवार के साथ खाना खाया। मेरे घर के सामने एक बस स्टॉप है। मैं प्रार्थना करने मंदिर/ मस्जिद / गुरुद्वारे / गिरजाघर जाता हूँ. They respond to imaginative texts that have listened to, viewed or participated in through singing, drawing, movement and action, and use illustrations, familiar language and non-verbal forms of expression to interpret and adapt Hindi stories, poems and songs. Students use familiar words and phrases, for example, बैठ जाओ। यहाँ आओ। वहाँ जाओ। इधर बैठो। उधर जाकर खड़े हो। इस जगह पर मत कूदो। चलो उधर चलें. They use basic rules of word order, and gender and number agreement in simple sentences, for example, लड़का खड़ा है। लड़की खड़ी है। लड़के जा रहे हैं। लड़कियाँ जा रही हैं। बेटा खाना खा रहा है। बेटे खाना खा रहे हैं, बेटियाँ खाना खा रही हैं. They translate and interpret frequently used words and simple phrases, and create word lists, labels and captions in Hindi and English for the classroom environment. Students identify themselves as members of different groups and describe different words and behaviours they use when communicating in Hindi and English. Students make connections between spoken Hindi, including vowels, consonants and conjuncts, and the use of Devanagari script, and join characters to form simple words. They distinguish between question, answer and statement forms, for example, आप कहाँ जा रहे हैं? तुम कैसे हो? क्या आप मेरे साथ चलेंगे? वहाँ कौन है? आप वहाँ क्यों जा रहे हैं? They identify the use of pronouns, postpositions and verbs in relation to actions and commands. They identify features of familiar texts. They distinguish between the language spoken by different Hindi speakers in different contexts and situations, such as at home with family or at school with the teacher.Students name some of the many languages that are spoken in Australia, including Hindi, and give examples of simple words in English that have been borrowed from Hindi, such as पायजामा, योग, साड़ी, ख़ाकी. They identify how language usage reflects where and how people live and what is important to them.

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.

Foundation to Year 2 Level Description

The nature of learners
Children in this pathway enter the early years of schooling with established oracy skills in Hindi, English and sometimes other languages or dialects. There will be variation in terms of proficiency in Hindi, depending on variables such as home language environment, generational language shift and parental cultural and linguistic background. Children will have varying degrees of literacy capability in both/either Hindi and/or English, and share the experience of belonging to worlds in which languages play a key role. Cognitive and social development at this stage is exploratory and egocentric. The curriculum builds on children's interests, sense of enjoyment and curiosity, with an emphasis on active learning and confidence building. Hindi is learnt in parallel with English language and literacy, which for some children will be being learnt as a second or additional language. Learning in the two areas differs significantly but each supports and enriches the other.

Hindi language learning and use
Rich language input characterises the first stages of learning. Children are familiar with the sounds and patterns of Hindi, and their fluency and accuracy are further developed through activities such as rhymes, songs, clapping and action games. Children identify and use high-frequency expressions and phrases, and recognise the purpose and intention of simple texts. They use culturally appropriate non-verbal strategies, and produce statements and expressions in response to prompts and cues. They are supported to use Hindi for different language functions, such as asking and responding to questions, expressing wishes, responding to directions, and taking turns in games and simple shared learning activities. They notice that the languages that they know are used differently in different situations and that they themselves communicate differently in some situations when using Hindi, English or other languages. Creative play provides opportunities for exploring these differences and for using Hindi for purposeful interaction in some less familiar contexts.

Contexts of interaction
Children interact with each other and the teacher, with some access to wider school and community members. Information and communications technology (ICT) resources provide additional access to Hindi language and associated cultural experience, connecting children's social worlds with those of Hindi-speaking children in communities other than their own. Hindi is the dominant language used in classroom interactions, routines and activities, supported by the use of English when required. The early stage of language and literacy development is supported by use of concrete materials and resources, gestures and body language. Play and imaginative activities, games, music, movement and familiar routines provide essential scaffolding and context for language development.

Texts and resources
Children engage with a variety of spoken, visual, written and digital texts. They listen and respond to teacher talk, share ideas and join in songs, rhymes, stories and chants, and various forms of play and simple conversational exchanges. Written and digital texts include stories, shared Big Books, wall charts and teacher-generated materials, such as games, labels, captions and flashcards.

Features of Hindi language use
Children's familiarity with the spoken form of Hindi supports their introduction to the written form of the language. They make connections between speech and writing, and are introduced to the Devanagari script, recognising and reproducing written forms of the 13 sounds classified as vowels and the 33 consonant sounds. They become familiar with the syllabic structure of the script and the use of matra and conjunct forms of consonants. They recognise basic elements of grammar, such as the subject-object-verb order of sentences, the placing of adjectives before nouns, सुंदर लड़की, छोटा बच्चा, रंग-बिरंगी तितली, agreements for number and gender, मैं, हम, मेरा, तुम्हारा, variable use of pronouns and postpositions and the use of simple verbs to describe actions, गाना, खाना, खेलना, दौड़ना. Writing skills progress from labelling and copying familiar words and phrases to co-constructing simple texts using familiar vocabulary, language features and sentence structures. As children learn to adjust language to suit different purposes and situations, they begin to understand how culture shapes language use. They compare how they feel when they use different languages and how they view different languages and people who use them. This introduction to the meta-dimension of intercultural learning develops the ability to 'decentre', to consider different perspectives and ways of being, and to become aware of themselves as communicators and cultural participants.

Level of support
Learning is supported via the provision of experiences that are challenging but achievable with appropriate scaffolding and support. This involves modelling, monitoring and moderating by the teacher; provision of multiple and varied sources of input; opportunities for revisiting, recycling and reviewing; and continuous cueing, feedback, response and encouragement.

The role of English
While learners are encouraged to use Hindi whenever possible, English is used when appropriate for discussion, comparison, reflection and explanations. Mixing the two languages is common at this level; it reflects children's experience in their home communities.

Foundation to Year 2 Content Descriptions

Communicating		Understanding
Socialising Interact with teacher and peers to exchange greetings, talk about themselves and their families, to express thanks, wishes, feelings and preferences. [Key concepts: self, family, home, wishes; Key processes: interacting, greeting, describing] Participate in guided activities, such as songs, games, simple tasks and transactions, using movement, gestures, pictures and concrete materials to support meaning. [Key concepts: play, performance, action learning; Key processes: participating, playing, describing] Recognise and respond to classroom routines and interactions, such as opening and closing of lessons, transition activities, following instructions and taking turns. [Key concepts: routines, directions, interactions; Key processes: listening, responding, interacting] **Informing** Locate specific phrases and points of information in simple texts such as charts, lists, stories and songs, and use the information to complete guided oral and written tasks. [Key concepts: information, meaning, context, text; Key processes: making meaning, predicting, identifying] Use simple statements, gestures and support materials to convey factual information about self, family, friends and the immediate environment. [Key concepts: self, interests, environment; Key processes: naming, labelling, describing, presenting]	**Creating** Participate in imaginative texts such as stories, rhymes, puppet shows, lullabies or action songs, and respond through singing, dancing, drawing, movement and action. [Key concepts: rhythm, expression, character, response; Key processes: singing, responding, drawing, evaluating; Key text types: stories, songs, poems, rhymes] Play with sound patterns, rhythm and rhyme to interpret and adapt Hindi stories, poems and songs that involve familiar language and non-verbal forms of expression. [Key concepts: performance, rhythm, expression; Key processes: performing, imagining, creating, presenting; Key text types: songs, plays, mime, puppet shows, drawings, poems] **Translating** Explain the meaning of simple Hindi words, phrases and gestures, noticing similarities or differences with English or other known languages. [Key concepts: language, meaning, translation; Key processes: noticing, comparing, translating, explaining] Create simple spoken, print or digital texts for the classroom that combine Hindi and English, such as songs, captions, picture dictionaries, wall charts or labels. [Key concepts: bilingualism, vocabulary, translation; Key processes: creating, comparing, matching, comparing] **Reflecting** Notice and describe ways in which they use Hindi and English and how these involve different words and behaviours. [Key concepts: meaning, culture, difference; Key processes: noticing, comparing, reflecting, describing] Use simple statements, gestures and support materials to identify themselves as members of different groups, including their family, community and school. [Key concepts: identity, self, community, culture; key processes: describing, representing, comparing, reflecting]	**Systems of Language** Recognise the relationship between the sounds and patterns of pronunciation and elements of the Devanagari script, including the representation of long and short vowels, consonants and conjuncts. [Key concepts: pronunciation, characters, writing; Key processes: listening, distinguishing, reciting, writing] Understand elements of Hindi grammar, such as the subject-object-verb sentence structure, question, answer and statement forms, agreements for gender and number, the use of pronouns and postpositions and of verbs in relation to actions and commands. [Key concepts: grammar, sentences, patterns, rules; Key processes: noticing, identifying, explaining] Understand that language is organised as 'texts' that take different forms and use different structures to achieve their purposes. [Key concepts: text, meaning, language features; Key processes: recognising, comparing, describing] **Language variation and change** Recognise that different words, expressions and gestures are used by Hindi speakers to interact with different people in different situations. [Key concepts: language variation, respect, difference; Key processes: noticing, selecting, adapting] Recognise that all languages change over time and borrow words and expressions from each other. [Key concepts: language change, word-borrowing; Key processes: noticing, comparing, identifying] **Role of language and culture** Recognise that Australia is a multicultural society with communities of speakers of many different languages including Hindi. [Key concepts: culture, multiculturalism, diversity, family, community; Key processes: observing, noting, describing, comparing]