

**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 (Year 7 Entry) Achievement Standard**

By the end of Year 8, students use Greek to describe feelings (for example, Αγαπώ τη μουσική), express likes and dislikes (for example, Δε μου αρέσει η σοκολάτα) and exchange information about their personal worlds, including information about themselves (for example, Με λένε Γιώργο, Μένω στην Αυστραλία), their family (for example, Ο πατέρας μου είναι ψηλός), friends (for example, Ο Γιάννης είναι φίλος μου) and interests such as, Μου αρέσει η μπάλα. They interact with others in collaborative and classroom activities, using modelled language to carry out transactions (for example, Τι ώρα θα πάμε κυρία; Πόσο κάνουν οι καφέδες;), ask and respond to familiar questions such as, Το τρένο φεύγει στις δέκα; follow instructions, and seek help or permission (for example, Μπορώ να πάω σινεμά; Η τράπεζα είναι στο δεύτερο δρόμο δεξιά, Συγγνώμη κύριε αλλά δεν καταλαβαίνω). When interacting, students pronounce Greek sounds, and use intonation and accentuation such as, Το σχολείο, ο φίλος, οι φίλοι, Η Ελένη αγόρασε καινούρια μπλούζα. They obtain information and identify key points from different sources, using non-verbal and contextual clues to help make meaning. Students describe characters, events and ideas in imaginative texts using high-frequency vocabulary and create short informative and imaginative texts using modelled sentence structures and formulaic expressions (for example, Για σου μαμά / Καλημέρα κυρία Σοφία, Πώς είστε; χαιρετισμούς, Με αγάπη). They use the present tense (for example, Μένω στην Αυστραλία), common verbs (for example, γράφω, διαβάζω, θέλω, είμαι, έχω) and other grammatical structures such as verb endings (for example, ω, εις, ει, ουμε, ετε, ουν) and singular and plural forms (for example, ο, οι, η, οι, το, τα) to create simple sentences and phrases such as, Τι κάνεις σήμερα; They translate and interpret texts using contextual clues and textual features and create simple bilingual texts for classroom use. When interacting, students modify their language and behaviour and recognise that aspects of their own language and culture impact on intercultural exchange (for example, Το Πάσχα βάφουμε κόκκινα αυγά).

Students identify the similarities and differences between the sound systems of Greek and English (for example, γγ, μπρ, τσ, γκ, ντρ, ντ, γ, ζ, υ, ξ, ψ, χ, μυθολογία, ιστορία, οξυγόνο, χιλιόμετρο). They describe the key features of common types of texts, comparing them with equivalent text types in English. They give examples of how language varies according to participants, roles and relationships, and context and culture (for example, η μαμά, η μητέρα). They identify ways that Greek language and culture have influenced and continue to influence many global languages. They analyse words and expressions to identify and explain connections between language and culture such as, Στην υγεία σου/σας, Με γεια, Για στα χέρια σου/σας.

**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 (Year 7 Entry) Level Description

### The nature of the learners

Students are beginning their study of Modern Greek and typically have little prior exposure to the language and associated cultures. Many will have learnt a different language in primary school, while some will have proficiency in different home languages and bring existing language learning strategies and intercultural awareness to the new experience of learning Modern Greek. Students' textual knowledge developed through English literacy supports the development of literacy in Modern Greek. Skills in analysing, comparing and reflecting on language and culture in both languages are mutually supportive. Students may need encouragement to take risks in learning a new language at this stage of social development and to consider how the experience impacts on the sense of 'norms' associated with their first language and culture.

### Modern Greek language learning and use

Learners listen to, speak, read and write Modern Greek in a widening range of interactions for a variety of purposes. They participate in role-plays, discussions, games, practical activities and competitions, and are supported to use Modern Greek as much as possible. They use modelled and rehearsed language in familiar and unfamiliar contexts and increasingly generate original and personal language. They plan, draft and present imaginative texts, and design interactive events and collaborative tasks. They express ideas and feelings, exchange opinions, and manage shared activities. 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 focus on the different systems that structure language use (grammar, vocabulary, sounds, the Greek alphabet and script) and gradually build a vocabulary and grammatical base that allows them to compose and present different kinds of texts, such as posters, advertisements and songs. They make cross-curricular connections and explore intercultural perspectives and experiences through interaction with speakers of Greek. They are encouraged to reflect on language, ideas and their sense of self, and consider connections within and across languages and cultures.

### Contexts of interaction

Modern Greek is used not only for classroom interactions and transactions, but also for broader interactive and intercultural experiences, for example, in school excursions, sister-school relationships, and study trips to Greece, Cyprus and other Greek-speaking communities. Extra opportunities for interaction are provided through purposeful and integrated use of information and communication technologies (ICT), for example, videoconferencing and online activities such as e-learning. Texts and resources

### Texts and resources

Learners work with a range of texts designed for language learning, such as textbooks, audio recordings, teacher-generated materials and online resources. They also use materials designed for students of Modern Greek in different contexts, for example, blogs, newsletters, advertisements, magazines, video clips and apps. Authentic texts from different sources provide opportunities for discussion and analysis of the relationship between language and culture.

### Features of Modern Greek language use

Learners become familiar with the sounds of Modern Greek, including pronunciation, rhythm, pitch and stress (*Πώς πας Αντώνη; το αυτοκίνητό μου*). They approximate the pronunciation and phrasing of vocabulary and short sentences (*Σας αρέσει το παγωτό;*) and develop their understanding and use of the Greek alphabet. They apply elements of Modern Greek grammar to the production of simple texts, such as subject–verb–object word order, simple verb forms (*είμαι, παίζω, θέλω, γράφω*), adjectives and adverbs (*μεγάλος, μικρός, πολλή, πολύ*) and conjunctions (*και, αλλά*) to link ideas. They make comparisons between Greek and English, for example, *το αυτοκίνητο/automobile/car, το αμφιθέατρο/amphitheatre*, and other languages they know, focusing on similarities and differences between languages and cultural systems. They make connections between texts and cultural contexts, identifying how cultural values and perspectives are embedded in language and how language choices determine ways in which people, issues and circumstances are represented (*καλή όρεξη, καλό ταξίδι, με το καλό, με γεια*).

### Level of support

A multilevel and personalised approach to teaching and task design caters for the diversity of prior experience of learners. Support includes scaffolding, modelling and monitoring, explicit instruction and feedback, and structured activities for practising new language. Students are supported to develop autonomy as language learners and users, and to self-monitor and adjust simple language in response to their experience in diverse contexts. Opportunities to review and consolidate are an important component of learning at this level.

### The role of English

Modern Greek is the main language of instruction and interaction, while English may be used for conceptually demanding explanations and discussions, particularly when making connections between Modern Greek and other languages and cultures.

## Year 7 and 8 (Year 7 Entry) Content Descriptions

Communicating	Understanding	
<p><b>Socialising</b> Interact with peers and teacher to exchange information and opinions about self, family, friends and interests, and express feelings, likes and dislikes. [Key concepts: family, friendship, leisure; Key processes: introducing, interacting, describing]</p> <p>Participate in collaborative activities, such as performances and presentations, that involve planning and making arrangements. [Key concepts: tasks, performance, transaction, collaborative learning; Key processes: planning and managing tasks, contributing]</p> <p>Interact in class routines and exchanges by asking and responding to questions, following instructions and seeking help and permission. [Key concepts: routine, roles; Key processes: participating, questioning, responding]</p> <p><b>Informing</b> Locate and use key points of information, such as main ideas, specific details and general descriptions from a range of spoken, written, visual, digital or multimodal texts. [Key concepts: interconnection across events and actions, discovery; Key processes: listening, reading, identifying, classifying]</p> <p>Use spoken, written and multimodal forms of presentation to convey information on selected topics of interest. [Key concepts: representation, culture; Key processes: informing, reporting, speaking, writing]</p>	<p><b>Creating</b> Access imaginative texts such as cartoons, songs, stories or digital texts, and respond by describing aspects such as characters, events and ideas. [Key concepts: plot, character, experience; Key processes: interpreting, recounting, describing]</p> <p>Create or represent and perform own imagined scenarios, characters and events, using stimulus materials and modelled language. [Key concepts: imagination, creativity; Key processes: expressing, performing]</p> <p><b>Translating</b> Translate and interpret texts such as emails, signs and notices from Greek to English and English to Greek, using contextual cues and familiar textual features and recognising aspects that are similar and different in the two language versions. [Key concepts: equivalence, representation; Key processes: interpreting, translating, explaining]</p> <p>Create bilingual texts and resources to support their own learning, such as glossaries and personal dictionaries, digital resources and charts. [Key concepts: equivalence, context, meaning; Key processes: translating, interpreting, explaining]</p> <p><b>Reflecting</b> Engage with speakers of Greek recognising that interaction involves the expression of cultural experience and values as well as language. [Key concepts: exchange, awareness, interpretation, cultural frames; Key processes: noticing, reflecting, responding]</p> <p>Recognise their own and others' ways of expressing identity, reflecting on the relationship between language, culture and identity. [Key concepts: communication, identity; Key processes: noticing, reflecting, comparing, connecting]</p>	<p><b>Systems of Language</b> Identify similarities and differences between the phonological and orthographic systems of English and Greek, including accentuation and intonation in oral language, and decode and use the Greek script. [Key concepts: sound system, writing system; Key processes: recognising, imitating, comparing]</p> <p>Recognise and use vocabulary and grammatical elements such as articles, pronouns and gender forms, and a limited range of common verbs in the present tense to create simple sentences and phrases. [Key concepts: vocabulary, grammatical structures; Key processes: understanding, making connections, applying]</p> <p>Recognise and understand characteristic features of common types of text, comparing them with equivalent texts in English. [Key concepts: equivalence, genre; Key processes: noticing, comparing, explaining]</p> <p><b>Language variation and change</b> Understand that Greek, like all languages, varies according to participants, roles and relationships, context and culture. [Key concepts: variation, register; Key processes: noticing, comparing]</p> <p>Understand that Greek is a language that has influenced many global languages and continues to influence and change through interaction with other languages and cultures. [Key concepts: dynamic systems, communication, relationships; Key processes: recognising, comparing, discussing]</p> <p><b>Role of language and culture</b> Identify connections between language, culture and communication, recognising how communication styles and practices vary across cultures and how intercultural exchange involves the exchange of meaning as well as words. [Key concepts: interdependence, values, norms; Key processes: analysing, making connections]</p>