

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 (Year 7 Entry) Achievement Standard

By the end of Year 10, students initiate and sustain interactions with peers by sharing opinions and experiences and comparing aspects of teenage life (for example, Πού θα πας διακοπές; Θέλω να γίνω πιλότος γιατί ...). They interact with others to make decisions and plan events. They ask and respond to questions, clarify understanding and express agreement or disagreement in structured discussions and tasks, and spoken and written transactions (for example, Πάμε στο σινεμά αύριο; Συμφωνείς; Θέλω/Δε θέλω). When interacting, they use appropriate pronunciation, rhythm and stress (for example, σ' αυτόν, κοντά στην πόλη, Πάω στο ταχυδρομείο, Πάμε στη λαϊκή αύριο;). Students locate and analyse information and perspectives from a range of texts and communicate information and ideas using different modes of presentation selected to suit audience and purpose (for example, Μου αρέσει αυτό το έργο γιατί ..., είναι ωραίο, πιστεύω, νομίζω, διαφωνώ). They share their responses to imaginative texts by expressing personal preferences, feelings and opinions about themes, mood and language choices (for example, Η μόδα είναι μονότονη, Αγόρασα καινούριο κινητό). They use different techniques to produce imaginative texts for different audiences. They use a range of grammatical structures and elements to describe, situate and link people, objects and events, and apply their knowledge of vocabulary and grammatical structures such as Είναι καλό, πολύ καλό, πάρα πολύ καλό, to extend meaning. They translate, interpret and create texts in Greek and English for the wider community (for example, Απαγορεύεται, Περσαστικά). When interacting, students share responsibility for making meaning. They give examples on how their identity influences their intercultural exchanges.

Students identify and reproduce regularities and irregularities of sound–letter relationships and combinations such as, αυ, ευ, ββ, λλ, ρρ, π, ιου, ιο/ιό (for example, τετράδιο-χωριό), εισ/ειου, αϊ, άι, -ασμα, (for example, διάβασμα). They analyse a range of text types in various modes to explain the relationship between context, purpose and audience and to identify structural, linguistic and culturally specific features. They compare Greek language and culture in various linguistic and cultural settings in Australia and overseas, and give reasons for variations that exist. They identify ways that Greek language has changed over time and propose reasons why it continues to change. They explain how cultural assumptions, attitudes and beliefs can affect interactions and appreciate the importance of mutual understanding to effective communication.

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 (Year 7 Entry) Level Description**The nature of the learners**

Students have prior experience of learning Modern Greek and bring a range of capabilities, strategies and knowledge that can be applied to new learning. They are expanding the range and nature of their learning experiences and of the contexts in which they communicate with others. They have a growing awareness of the wider world, including the diversity of languages, cultures and forms of intercultural communication. They are considering future pathways and prospects, including how Modern Greek may feature in these.

Modern Greek language learning and use

This is a period of language exploration and vocabulary expansion and experimentation with different modes of communication. Greater control of language structures and systems increases confidence and interest in communicating in a wider range of contexts. Learners use Modern Greek to communicate and interact, access and exchange information, express feelings and opinions, and participate in imaginative and creative experiences. There is a balance between activities which focus on language forms and structures and those which emphasise communicative tasks and performance. Learners recognise that deriving meaning from a different language involves interpretation and personal response as well as literal translation and factual reporting. Task characteristics and conditions at this level are more complex and challenging, providing opportunities for collaborative as well as independent language planning and performance, and development and strategic use of language and cultural resources. Learners demonstrate understanding of language variation and change, and of how intercultural experience, technology, media and globalisation influence forms of communication. They discuss the relationship between language, culture and identity, exploring in more depth the processes involved in learning and using a different language. They recognise the value of learning a second language and have a growing awareness of the interconnection between Australia and Greek-speaking communities in Australia and overseas.

Contexts of interaction

The language class remains the principal context for learning and using Modern Greek. Learners use spoken and written Modern Greek to interact with peers and the teacher in the classroom, and extend their interactions beyond the school setting through communication with Greek speakers in local contexts and online environments. They participate in wider experiences relating to Greek language and culture, such as film festivals and competitions, drama and art programs, Greek festivals, interacting with Greek-speaking guests, artists and musicians, and in-country study trips. These authentic experiences give learners a sense of connectedness and purpose, and make use of and extend their language capability beyond the school context.

Texts and resources

Learners engage with a range of texts and resources, such as textbooks, videos, apps and online materials, media resources, fiction and non-fiction texts, and performances

Features of Modern Greek language use

Learners recognise and approximate the pronunciation, rhythms and intonation patterns of extended phrases and compound sentences. They use vocabulary with more complex syllable combinations and become more fluent and accurate in spoken and written language production. They gain greater control of grammatical elements, using a range of verb tenses to describe past (*έπαιξα/έπαιζα*), present (*παίζω*), future events (*θα παίξω/θα παίζω*), and experiences (*ήταν καλά, πέρασα ωραία*), a range of adverbs (*χιτες, μεθαύριο*), adjectives to elaborate on meaning (*πιο μεγάλος, μεγαλύτερος, ο πιο μεγάλος, Η Άννα είναι μεγαλύτερη από όλους μας*), and cohesive devices to link and sequence actions, events and ideas (*μετά, τότε, Θέλω να πάω στην Κύπρο και μετά να πάω στην Ελλάδα*). They analyse text more critically, identifying how language choices reflect perspectives and meaning in a range of texts, and developing their understanding of the relationship between context, purpose and audience. They explore the reciprocal nature of intercultural communication, how moving between different languages and cultural systems impacts on learners' ways of thinking and behaving and how successful communication needs flexibility, awareness and openness to alternative ways. They consider their own cultural practices from the perspective of others and communicate in intercultural appropriate ways.

Level of support

This stage of learning involves consolidation and progression. Learners need opportunities for new challenges and more independent learning experiences. Continued scaffolding, modelling and monitoring are needed to support these challenges. A range of resources is provided and processes are modelled for the development of more autonomous self-monitoring and reflecting strategies, such as e-journals, video documenting and discussion forums. Continued focused attention on grammatical and textual features supports learners in the production of texts.

The role of English

Learners at this level increasingly use Modern Greek for classroom interactions and routines, and are able to express some complex concepts and reactions in Modern Greek, in structured discussions. English continues to be used as the medium for substantive discussion, comparison, analysis and reflection. This allows learners to express abstract and complex views and ideas about language, culture, intercultural experience and identity that may be beyond their existing ability in Modern Greek.

Year 9 and 10 (Year 7 Entry) Content Descriptions

Communicating	Understanding
<p>Socialising Initiate and sustain interactions by sharing personal opinions and experiences, face-to-face or online, with peers, and comparing aspects of young people's lives, such as relationships, events and aspirations. [Key concepts: youth, relationships, future; Key processes: interacting, comparing, sharing]</p> <p>Participate in collaborative planning and decision-making for events and shared experiences, and engage in different transactions. [Key concepts: roles, transactions, tasks; Key processes: negotiating, collaborating]</p> <p>Participate in structured discussions and tasks by asking and responding to questions, clarifying understanding and expressing agreement or disagreement. [Key concepts: learning, contribution; Key processes: discussing, clarifying]</p> <p>Informing Obtain, analyse and use information from a range of spoken, written, digital and visual texts, identifying and comparing perspectives on social and cultural issues. [Key concepts: community, perspectives; Key processes: selecting, sharing, analysing]</p> <p>Adapt and present information and ideas on a variety of topics using presentation modes selected to suit different audiences and to achieve specific purposes. [Key concepts: content, audience, mode; Key processes: selecting, designing, presenting]</p>	<p>Systems of Language Recognise and reproduce Greek sound-letter relationships and combinations in spoken and written forms and key features of pronunciation, rhythm and stress, including some irregularities. [Key concepts: liaisons, rhythm, intonation, pitch; Key processes: recognising, discriminating, imitating, producing]</p> <p>Develop knowledge of vocabulary and sentence structures to elaborate meaning, for example, by using a range of verbs and tenses, personal pronouns, adverbs, adjectives and time indicators to describe, situate and link people, objects and events. [Key concepts: grammatical systems, connections; Key processes: experimenting, applying]</p> <p>Compare and contrast the structure and linguistic features of different types of text, developing understanding of the relationship between context, purpose and audience, and identifying culturally specific elements. [Key concepts: genre, textual conventions, register; Key processes: exploring, connecting, comparing]</p> <p>Language variation and change Examine how Greek language and culture is variously expressed in different linguistic and cultural settings, identifying and explaining variations. [Key concepts: change, place, impact; Key processes: exploring, comparing, analysing]</p> <p>Understand how the Greek language has evolved, and how it continues to change over time due to processes such as globalisation, migration, and the influence of technology and popular culture. [Key concepts: evolution, influence, dynamism; Key processes: researching, analysing, discussing]</p> <p>Role of language and culture Explain how meanings may vary according to cultural assumptions and perspectives that people bring to interactions and experiences, recognising that such variations impact on intercultural communication. [Key concepts: stereotypes, social norms, values and attitudes; Key processes: analysing, explaining, reflecting]</p>