

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 3 and 4 Achievement Standard

By the end of Year 4, students interact with the teacher and peers to share simple information about aspects of their lives, such as school (for example, Μαθαίνω ελληνικά), home (for example, Το σπίτι μου είναι μεγάλο) and everyday routines (for example, Παίζω μπάλα). They use formulaic expressions when participating in classroom routines, collaborative activities and simple transactional exchanges, such as praising and encouraging others (for example, Μπράβο σου), asking for help, seeking clarification (for example, Συγγνώμη, κυρία), and requesting permission (for example, Μπορώ να πάω έξω;). They use features of Greek pronunciation when asking questions such as, Πού είναι; , and making statements and exclamations (for example, Ελάτε τώρα!), including use of the accent mark. Students locate information from spoken and written texts related to everyday contexts and routines such as, Να το βιβλίο μου, Τη Δευτέρα παίζω τένις, and use simple statements and support materials to present information about themselves (for example, Αγαπώ τη μουσική, Είμαι οχτώ χρονών), others (for example, Πόσων χρονών είσαι;), home (for example, Μένω στο ...) and school (for example, Να η τάξη μου). They respond to imaginative texts by discussing favourite elements, acting out events and making simple statements about characters. They perform and create short imaginative texts, using formulaic expressions and modelled language (for example, Πού είναι ο Φρίξος; Είναι ...). Students use vocabulary related to school, home and everyday routines such as, η πόρτα, το σπίτι, το σχολείο, τα χόμπυ μου, η οικογένειά μου, and describe people, objects or events using adjectives and adverbs. They use appropriate word order, gender, and singular and plural forms in simple spoken and written texts (for example, Να η γάτα, Να ο γάτος, Να οι γάτες). They translate and interpret common words and frequently used language relating to familiar environments (for example, Ορίστε Μαρία, Παρακαλώ), and create simple bilingual resources for the classroom. They identify ways that their own language and the Greek language reflect ways of behaving as well as words.

Students write letters of the Greek alphabet, and identify sound–letter relationships, letter clusters, vowel–consonant combinations and the most common digraphs (for example, ου, αι, οι, ει, μπ, ντ). They identify the structure and linguistic features of texts used in familiar contexts, such as stories, songs, recipes and conversations (for example, Τέλος, Καλημέρα, Τι κάνεις;). They give examples of how language use varies according to the context and purpose of the exchange (for example, Γεια σου / σας). They identify ways that languages change over time, and how languages influence each other, providing examples of words in English that are borrowed from Greek and words in Greek that are borrowed from other languages. They compare Greek and English, identifying similarities and differences, particularly in vocabulary, behaviours and expressions related to cultural practices, such as special occasions.

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 3 and 4 Level Description

The nature of the learners

At this level, children are developing awareness of their social worlds and of their memberships of various groups including the Modern Greek class. They are further developing literacy capabilities in English, such as writing in the Roman alphabet, and this helps to some degree in learning Modern Greek. They benefit from multimodal, activity-based learning which builds on their interests and capabilities and makes connections with other areas of learning, including English and other languages.

Modern Greek language learning and use

Learners interact with peers and the teacher in a variety of communicative activities where grammar, vocabulary and pronunciation are purposefully integrated. They primarily engage in a variety of listening and viewing activities, and understand familiar stories, songs and poems. Language use remains at a simplistic, repetitive level within familiar and predictable contexts. Students use simple language structures, vocabulary and phrases (*Τι καιρό κάνει σήμερα; Χρόνια πολλά*). They understand basic grammatical features such as the position of the possessive pronoun (*η μαμά μου*), and the importance of the use of articles (*η Άννα*), and apply them in their own speech and writing. Specific language learning skills such as memory and communication strategies are developed. Listening skills are developed further, and through constant repetition and consolidation learners ask and respond to questions, give information, and read and write simple texts. With extensive support, students use their imagination to create short songs, games and performances. They discuss and begin to explore the significance of certain traditions, practices and values and the language associated with these, such as *25^η Μαρτίου, Απόκριες, 28^η Οκτωβρίου*.

Contexts of interaction

The contexts in which learners interact in learning and using Modern Greek are primarily the classroom and school, with some sharing of their learning at home. Students may have access to wider communities of Greek speakers and resources through out-of-classroom activities and the use of virtual and digital technology. They work independently and cooperatively, further developing their sense of personal as well as group identity.

Texts and resources

Learners develop literacy skills through interacting with a range of spoken, written, visual and multimodal texts. Procedural, informative and descriptive texts, for example, recipes, weather reports and family descriptions, show how language is used in different ways and for different purposes.

Features of Modern Greek language use

Learners begin to develop a metalanguage for understanding and discussing language features, and make connections and comparisons between English and Modern Greek. For example, they understand that in English there is one word for the definite article ('the'), whereas in Greek the definite article changes according to case, gender and number (*ο, η, το, οι, οι, τα*). Comparing the structures and patterns of Modern Greek to those of English helps learners understand both languages, helping in the development of their overall literacy skills. At this level, learners have control of writing the Greek alphabet letters.

Level of support

This stage of learning involves extensive support through scaffolding. Teachers model what is expected, introduce language concepts and resources needed to manage and complete tasks, and make time for experimentation, drafting and redrafting, providing support for self-monitoring and reflection. Support includes a range of spoken, written, visual and interactive resources, such as puppet plays, songs, YouTube clips and digital games.

The role of English

Learners are encouraged to use Modern Greek as much as possible for classroom routines, social interactions, structured learning tasks, and language experimentation and practice. English is used for discussion, explanation and reflection, as learners become aware of the interdependence of Greek language and culture and how these systems connect and compare to their own language and culture.

Year 3 and 4 Content Descriptions

Communicating

Socialising

Interact with peers and teacher to exchange personal information about everyday routines involving school and home environment.

[Key concept: everyday routines (home and school); Key processes: interacting, participating, exchanging]

Participate collaboratively in shared class experiences which involve planning and simple transactional exchanges, such as cooking or craft activities, creating a display or taking part in a role-play.

[Key concepts: collaboration; creativity; Key processes: contributing, participating]

Participate in everyday classroom activities, such as asking for permission, requesting help, asking how to say or write something, and praising or encouraging peers.

[Key concepts: communication, support; Key processes: speaking, contributing, taking turns]

Informing

Locate key information about everyday contexts and routines from written, spoken, digital and visual texts.

[Key concepts: home, self, others; Key processes: identifying, selecting, recording]

Convey and present information about self, others, home and school life, using simple statements and support materials such as photos, maps, digital texts and displays or charts.

[Key concepts: home, school, information; Key processes: selecting, presenting]

Creating

Participate in shared imaginative activities and respond by acting out events, identifying favourite elements, and making simple statements about characters.

[Key concepts: response, action, expression; Key processes: participating, imagining, interpreting]

Create and perform short spoken and written imaginative texts such as dialogues or collaborative online stories, using formulaic expressions and modelled language.

[Key concepts: fantasy, humour, imagination; Key processes: experimenting, creating, performing]

Translating

Translate and interpret words, phrases and sentences used in familiar environments such as school and home, recognising how they may have similar or different meanings to words in English or other known languages.

[Key concepts: equivalence, personal world; Key processes: translating, identifying, labelling]

Create simple bilingual resources such as picture dictionaries, action games or labels for the classroom.

[Key concepts: translation, meaning; Key processes: selecting, explaining]

Reflecting

Share own experiences of communicating in Greek, recognising how it involves behaviours as well as words.

[Key concepts: language, culture, difference; Key processes: noticing, comparing]

Interact with others, noticing how identity matters, such as use of terms of address, who and what is included and what language is used.

[Key concepts: belonging, identity; Key processes: interacting, noticing]

Understanding

Systems of Language

Experiment with the pronunciation and writing of the alphabet letters, recognising sound–letter relationships, letter clusters and vowel–consonant combinations, using the accent mark to aid pronunciation.

[Key concept: sound and writing system; Key processes: identifying, recognising, repeating]

Recognise and use elements of Greek grammar, such as word order, gender and singular/plural forms, to describe people, objects or events.

[Key concepts: sentence, grammar, word order; Key processes: recognising, applying, naming]

Recognise the linguistic features and structures of different texts used in familiar contexts, such as stories, songs, recipes and conversations.

[Key concepts: genre, textual features; Key processes: observing, identifying]

Language variation and change

Understand that the context and purpose of interactions influence language choices.

[Key concepts: change; register, variation; Key processes: observing, comparing]

Understand that languages change over time and that they influence each other, recognising words in English that are derived from Greek and words in Greek that are derived from other languages.

[Key concepts: continuity, change; Key processes: identifying, processing]

Role of language and culture

Make connections between cultural practices and language use, for example, by identifying vocabulary, behaviours and expressions which reflect cultural values, beliefs and traditions.

[Key concepts: celebrations, symbolism; Key processes: understanding, identifying]