

**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 5 and 6 Achievement Standard**

By the end of Year 6, students use spoken and written Greek to exchange personal information such as, Οι δάσκαλοί μου είναι ..., Έχω πολλούς φίλους, Αγαπώ τη μουσική, describe feelings and express preferences, for example, Μου αρέσει να παίζω σκάκι στο κομπιούτερ. When participating in collaborative activities, transactions and classroom routines, they ask and respond to questions (for example, Πώς σε λένε;), plan collaboratively, and make suggestions and statements such as, Τώρα το βρήκα! When interacting, students use key features of pronunciation and intonation, including accents (for example, η οικογένειά μου, η and ή). They obtain and compare information from a variety of texts related to aspects of daily life and events (for example, Τι καιρό θα κάνει σήμερα;). They present information about their personal world in different formats (for example, Μου αρέσει ο τραγουδιστής ...). They respond to the storyline and characters encountered in texts and create and perform simple imaginative texts using familiar language such as, Ο αγαπημένος μου δάσκαλος ... . They use verbs (for example, Έχω, θέλω, είμαι, ήταν, θα είναι), nouns (for example, ο άνθρωπος, η μητέρα, το παιδί), adjectives (for example, καλός, μεγάλος, ωραία) and conjunctions to construct and expand sentences and apply basic rules of spelling and punctuation, such as question marks, capital letters, commas, exclamation marks and speech marks. They translate and interpret simple texts, identifying words that are not easily translated (for example, το φιλότιμο) and create bilingual texts for the classroom and school community. They compare ways of communicating in Greek and English to identify similarities and differences and suggest how culture influences language use.

Students identify and reproduce orally and in writing letter clusters, and the digraphs/diphthongs. They identify the relationship between language choices, and the audience and purpose of different text types. They describe the importance of register in different contexts and situations (for example, Έλα / Ελάτε σπίτι μου, Σε / σας περιμένω). They identify the impact of Greek on other languages, especially English (for example, το κινητό, ο υπολογιστής), and appreciate the dynamic nature of Greek, identifying changes that have occurred due to new technologies and knowledge. They describe ways that identity and communication are directly related to language and culture, for example, greeting familiar people by kissing them on both cheeks.

**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 5 and 6 Level Description

### The nature of the learners

At this level, students are widening their social networks, experiences and communication repertoires in their first language and Modern Greek. They continue to need guidance, and participate in structured, collaborative tasks that both recycle and extend language. Students are gaining greater independence and becoming more conscious of their peers and social context. They are gaining greater awareness of the world around them. Learners are noticing extra similarities and differences between Modern Greek language and culture and their own.

### Modern Greek language learning and use

Learners use Modern Greek in the classroom for a widening range of purposes: exchanging information, expressing ideas and opinions, performing role-plays, dialogues, and responding to experiences. Key concepts that underpin language use are associated with this extended social space such as family, neighbourhood, locality and community. Students' pronunciation, intonation and phrasing are more confident. Learners have access to a broader vocabulary, and use a widening range of strategies to support communication. Purposeful contexts and shared activities in the classroom develop language skills and enhance understanding and communication. More attention is paid to language structure and reinforcing oracy and literacy. Individual and group presentation and performance skills are developed through modelling, rehearsing and resourcing the content of presentations, and selecting appropriate language to use with particular audiences (*γεια, χαίρετε, να, τι, ορίστε*). Students enjoy reading for meaning and apply their language knowledge and skills to decode unknown words and predict meaning. They write more accurately and fluently for a wider range of purposes and audiences, for example, creating birthday invitations, emails and advertisements.

### Contexts of interaction

Learners use Modern Greek with each other and the teacher for an increasing range of purposes. They are able to work more independently, but also enjoy working collaboratively and in groups. They explore cultural elements of communication, and use information and communication technologies (ICT) to support and enhance their learning.

### Texts and resources

Learners interact with an increasing range of informative, persuasive and imaginative texts about neighbourhoods, places, Greek-speaking communities and individuals. They refer to and use more established grammatical and lexical resources to understand and communicate in Modern Greek. The use of dictionaries is encouraged for accuracy in language acquisition, such as ensuring the correct interpretation of similar words (*βάζω, βάζο, σήκω, σύκο, γέρος, γερός, ώμος, ωμός, μήλο, μύλος, μιλώ*).

### Features of Modern Greek language use

Learners begin to reflect on language and how it is used in different ways to communicate. As they use Modern Greek for a wider range of interactions, learners develop a stronger understanding of the interconnection between language and culture. They begin to recognise how language features and expressions reflect cultural values, for example, *κέφι, φιλοξενία*, and the cultural and social impact of some grammatical forms or vocabulary, for example, using informal or formal language to address others, or using masculine forms of some professional titles when referring to women (*η γιατρός, η δικηγόρος*).

### Level of support

While learners work independently and collaboratively at this level, ongoing support and feedback are incorporated into task activities such as the production of written text. Support includes the provision of models, scaffolds, stimulus materials, and resources such as word charts, vocabulary lists and dictionaries.

### The role of English

The language of response varies according to task demands, with Modern Greek being the primary language of communication, while English may be used for reflective tasks and explanations. Learners are given opportunities to think about personal and community identity. They engage with texts that reflect Greek culture, and ask questions about cultural values and practices and how these relate to their own.

## Year 5 and 6 Content Descriptions

Communicating	Understanding	
<p><b>Socialising</b> Initiate interactions and exchange information with peers, face-to-face or online, describing opinions and preferences, aspects of daily life, school, friends and hobbies. [Key concepts: friendship, leisure; Key processes: asking, responding, interacting]</p> <p>Collaborate in group tasks and shared experiences, online or face-to-face, which involve planning, making suggestions and completing transactions, such as hosting a party, working with another class or group or creating and performing a role-play. [Key concepts: collaboration, contribution; Key processes: planning, organising, negotiating]</p> <p>Interact in class activities, using questions, statements and responses to enhance, demonstrate and share understanding. [Key concepts: mindful learning, process, outcome; Key processes: discussing, planning, monitoring, reflecting]</p> <p><b>Informing</b> Obtain, organise and compare information about aspects of daily life and significant events from written, spoken, or digital texts. [Key concepts: lifestyle, event; Key processes: classifying, comparing]</p> <p>Convey and present information about aspects of personal world through prepared texts such as digital presentations, diagrams, dialogues and timelines. [Key concepts: self, family, community, significant events; Key processes: understanding, sharing, reflecting, presenting]</p>	<p><b>Creating</b> Listen to, read and view imaginative spoken, written, digital or multimodal texts and respond by expressing ideas and opinions about the storyline and characters. [Key concepts: theme, myth, legend; Key processes: sharing, responding, understanding]</p> <p>Create and perform imaginative texts such as stories, skits or rap, using familiar language. [Key concept: imagination; Key processes: experimenting, performing]</p> <p><b>Translating</b> Translate simple texts from Greek to English and vice versa, identifying words and expressions that do not always translate literally and may have more than one meaning. [Key concepts: non-equivalent words, contexts and situations, intercultural; Key processes: translating, noting, comparing]</p> <p>Create bilingual texts and learning resources, such as signs, notices, games, displays, websites or word banks, for the school community. [Key concepts: bilingualism, meaning; Key processes: identifying, classifying, selecting, explaining]</p> <p><b>Reflecting</b> Engage in intercultural experiences, comparing ways of communicating in Australian and Greek-speaking contexts and identifying ways that culture influences language use. [Key concepts: difference, language, culture, respect; Key processes: recognising, comparing, questioning, understanding]</p> <p>Share experiences of learning and using Greek, in person or online, and reflect on the effect of language learning on own identity. [Key concept: identity; Key processes: discussing, interconnecting, agreeing, disagreeing]</p>	<p><b>Systems of Language</b> Identify and reproduce letter clusters, the digraphs/diphthongs, reproduce key features of intonation and pronunciation, experiment with the spelling of common words and apply basic punctuation rules. [Key concepts: sound and writing systems; Key processes: recognising, understanding]</p> <p>Develop knowledge of grammatical elements such as tenses, combining them with an increasing range of verbs, nouns and adjectives, and use conjunctions to construct and expand sentences. [Key concepts: grammatical rules, patterns; Key processes: applying, building vocabulary, expanding on meaning]</p> <p>Identify and use language features of different types of oral, digital and written texts, such as dialogues, descriptions, short narratives and reports, recognising that linguistic choices depend on audience and purpose. [Key concepts: genre, structure, audience, sequencing; Key processes: comparing, noticing, explaining]</p> <p><b>Language variation and change</b> Understand the importance of register in a range of contexts and situations, such as at home, at school or in more formal situations. [Key concepts: language contact, word borrowing; Key processes: observing, identifying]</p> <p>Explore the influence of Greek on the English language, such as morphemes in medical/scientific fields and in everyday language, such as school subjects and occupations, and how Greek has been influenced by the impact of new technology and knowledge. [Key concepts: language contact, word borrowing; Key processes: observing, identifying]</p> <p><b>Role of language and culture</b> Explore the relationship between language and culture and how they are reflected in communication styles. [Key concepts: language use, cultural behaviour and practices; Key processes: recognising exploring, discussing, connecting]</p>