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 Achievement Standard

By the end of Year 8, students use written and spoken Greek to initiate and sustain classroom interactions, (for example, Πότε θα πάμε σινεμά;) to carry out transactions (for example, Πώς πέρασες τις διακοπές σου;) and to exchange information, ideas, thoughts and feelings about people, (for example, Ο μπαμπάς μου είναι καλός μάγειρας), objects, places and events such as, Τι ώρα θα πάμε στη συναυλία αύριο; They ask and respond to open-ended questions (for example, Πού θα ήθελες να ταξιδέψεις στο μέλλον;) and use rehearsed and spontaneous language to engage in discussions, negotiate, make decisions and arrangements, and offer opinions such as, Θέλω να πάω στην Ελλάδα κάποια μέρα. They apply appropriate pronunciation and rhythm in spoken Greek to a range of sentence types, including the use of the accent mark for both intonation and meaning. They locate and interpret information and ideas on topics of interest, such as, Πώς διασκεδάζουν στην Ελλάδα; from a range of texts and communicate information, views and ideas using different modes of presentation. They share their response to different imaginative texts by expressing thoughts and opinions and describing ways in which ideas, characters, places and events are represented. Students create imaginative texts about people, places and experiences to entertain others (for example, Μία αξέχαστη εκδρομή, Όταν ξέχασα να ...). They use grammatical features, such as regular verbs, irregular verbs, adverbs, adjectives (for example, έμεινα, έπαιζα, θα μείνω, είπε, να μπορέσω, γρήγορα, πιο γρήγορα, γρηγορότερα, πολύ), pronouns (for example, αυτός, κάτι) and conjunctions (for example, που, πως, ότι, επειδή, δηλαδή, αλλά, γιατί) to construct compound and complex sentences and link ideas and sentences. They apply rules of punctuation and spelling to their own written constructions. They translate and interpret texts, identifying and explaining words with particular cultural significance in Greek, and create bilingual texts for the school and wider community, providing subtitles, captions or commentaries to help meaning. They explain why communication with others involves shared responsibility for making meaning, and identify the choices and adjustments they make when participating in intercultural interactions.

Students identify and reproduce irregularities of some sound–letter relationships and combinations. They analyse the structure and linguistic features of different text types to identify their relationship with audience and purpose. They analyse language use in different contexts, including formal and informal (for example, Συγγνώμη, Με συγχωρείτε), explaining the impact of purpose, audience and social setting. They explain the dynamic nature of the Greek language from ancient to modern times, and suggest reasons for change. They give examples of ways that language use reflects cultural ideas, assumptions and perspectives such as, Έχει φιλότιμο, Καλύτερα να σου βγει το μάτι παρά το όνομα, and how what is considered normal in communication varies across cultures.

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 Level Description

The nature of the learners

These years represent a transition to secondary school. Students in this sequence are continuing to study Modern Greek, bringing with them an established capability to interact in different situations, to engage with a variety of texts and to communicate with some help about their immediate world and that of Greece, Cyprus and other Greek-speaking communities. They have experience in analysing the major features of the language system and in reflecting on the intercultural exchanges in which they are involved.

Modern Greek language learning and use

At this level, learners express ideas and feelings**,** exchange opinions, negotiate relationships and manage shared activities. They use modelled and rehearsed language in familiar and unfamiliar contexts and increasingly generate original and personal language (*Τα ενδιαφέροντά μου είναι ..., Σου αρέσει η μαγειρική;).* They create and perform more complex and varied texts, for example, role-plays of interactions at a restaurant, songs about leisure activities, acrostic poems, blogs about experiences at school, tourism advertisements for a Greek island and journal entries. They plan, draft and present imaginative and informative texts, for example, a children's book, design interactive texts, for example, word games, and collaborative tasks, for example, menus, and participate in discussions and games, such as Greek board games. They use vocabulary and grammar with increasing accuracy, drafting and editing to improve structure and clarify meaning.

Contexts of interaction

Learners work collaboratively and independently, exploring different modes and genres of communication with particular reference to their social, cultural and communicative interests. They pool language knowledge and resources to plan, problem-solve, monitor and reflect. Modern Greek is used not only for classroom interactions and transactions but also for broader interactive and intercultural experiences, such as the exchange of language and culture that occurs with sister-school relationships, and study trips to Greece or Cyprus (*Θα επικοινωνήσουμε αύριο με το σχολείο μας στην Ελλάδα ...).* Extra opportunities for interaction are provided by purposeful and integrated use of information and communication technologies (ICT), for example, videoconferencing, internet video and audio calling, instant messaging and e-learning.

Texts and resources

Learners read, view and interact with a broad range of texts and resources specifically designed for learning Modern Greek in school contexts, such as textbooks, readers, videos and online materials, including those developed for computer-supported collaborative learning. They also access authentic materials created for Greek-speaking communities, such as films, websites, advertisements and magazines.

Features of Modern Greek language use

By building their vocabulary knowledge, learners are able to develop and express more complex concepts in Modern Greek. They use a range of grammatical forms and structures to convey relationships between ideas, events and experiences, developing awareness of the language structures and features of specific texts. They use different processing strategies and their knowledge of language, increasingly drawing on understanding of text types, for example, writing a journal entry, and patterns, for example, correctly using verb endings. They make connections between texts and cultural contexts, identifying how cultural values and perspectives are embedded in language (*το παλικάρι, η πατρίδα),* and how language choices determine how people, issues and circumstances are represented (*Να ζήσετε, Πάντα άξιος, Καλά στέφανα, Καλή όρεξη, Στην υγειά σου, Γεια μας, Σιδερένιος!).*

Level of support

Learners may have a range of previous experience in the language or may be new learners. A multilevel and personalised approach to teaching and task design is needed for this diversity of prior experience. Consolidation of prior learning is balanced with the provision of new, engaging and challenging experiences. Learners are supported, as they develop increasing autonomy as language learners and users, to self-monitor and reflect on language use in response to their experiences in diverse contexts.

The role of English

Modern Greek is the main language of instruction and interaction, and English is used for conceptually demanding explanations and discussions. Learners continue to develop a metalanguage for thinking and communicating about language, culture and their sense of self, and connections within and across languages and cultures.

Year 7 and 8 Content Descriptions

Communicating		Understanding
Socialising Initiate and sustain interactions, face-to-face or online, to share information, ideas, thoughts and opinions about people, objects, places and events. [Key concepts: relationships, experiences; Key processes: exchanging, sharing, discussing] Participate in collaborative tasks, activities and experiences which involve making decisions, negotiating, planning and shared transactions. [Key concepts: friendship, task, experience; Key processes: negotiating, collaborating, participating] Participate in classroom interactions and exchanges through asking and responding to open-ended questions and offering opinions. [Key concepts: discussion, exchange; Key processes: responding, expressing] **Informing** Obtain and interpret information from a range of spoken, written, print or digital texts related to topics of interest such as leisure, food and diet, entertainment and special occasions. [Key concept: personal world; Key processes: identifying, selecting, interpreting] Convey and present information and ideas on a range of topics in different types of texts and modes. [Key concepts: representation, experience; Key processes: sequencing and ordering, interpreting, presenting]	**Creating** Engage with and respond to imaginative texts, describing and expressing thoughts and opinions about key ideas, characters, places and events. [Key concepts: imagination, aesthetic, tradition; Key processes: evaluating, reflecting, analysing, comparing] Create and perform own and shared texts about imaginary people, places and experiences, to entertain others. [Key concepts: entertainment, imagination; Key processes: composing, expressing, performing] **Translating** Translate texts from Greek to English and vice versa, interpreting meaning and identifying words or expressions of specific cultural significance in Greek. [Key concepts: culture, equivalence, idiom; Key processes: translating, interpreting, mediating] Create bilingual texts in Greek and English, such as menus, posters or brochures on the same theme or event. [Key concepts: equivalence, meaning; Key processes: translating, identifying, interpreting, explaining] **Reflecting** Participate in intercultural interactions, reflecting on choices and adjustments made to language and behaviour when communicating in Greek and demonstrating awareness of the importance of shared understanding. [Key concepts: difference, communication, interpretation; Key processes: reflecting, decentring, clarifying] Reflect on how own biography, including personal experiences, family origins, traditions and beliefs, impacts on identity and shapes own intercultural experiences. [Key concepts: language, culture, identity, experience; Key processes: identifying, reflecting, decentring, making judgments]	**Systems of Language** Identify and reproduce irregularities of some sound–letter relationships and combinations, such as σμ, αυ, ευ, μία/μια, όι, άι, οϊ, αϊ, κι εγώ, build on pronunciation, using the accent mark for both intonation and meaning, spell frequently used words and apply accurate punctuation to writing. [Key concepts: sound and writing systems; Key processes: repeating, experimenting, comparing, applying] Apply knowledge of grammatical features, such as tense, voice, regular and irregular verbs, adverbs, pronouns and adjectives, and use conjunctions to construct compound and complex sentences. [Key concepts: tenses, metalanguage; Key processes: identifying, emphasising, expanding] Examine the structure and linguistic choices of a range of personal, informative and imaginative texts, such as digital/online diary entries, news reports, cartoons and stories, and consider how these choices were influenced by audience and purpose. [Key concepts: textual conventions, linguistic choices, audience, purpose; Key processes: identifying, comparing] **Language variation and change** Understand how language use varies according to context, purpose, audience and mode of delivery, and how language choices, such as shifting from a formal to an informal style, may signal changes in social settings. [Key concept: register; Key processes: identifying, connecting, analysing] Recognise that Modern Greek has evolved from Ancient Greek and that changes to the Greek alphabet, number system and style of writing have occurred through the ages; considering factors that have influenced this change. [Key concepts: change, continuity; Key processes: identifying, comparing] **Role of language and culture** Understand how language use reflects cultural ideas, assumptions and perspectives, and reflect on how what is considered acceptable in communication varies across cultures. [Key concepts: attitudes, norms, sameness and difference; Key processes: analysing, interpreting, reflecting]