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 Achievement Standard

By the end of Year 10, students use written and spoken Greek to initiate, sustain and extend formal and informal interactions with teachers, peers and others in a range of settings such as, Τι θα κάνεις μετά το σχολείο; They use language spontaneously to respond to others, seek and give advice (for example, Δεν ξέρω τι να κάνω), contribute ideas and opinions, describe relationships, discuss aspirations (for example, Θέλω να κάνω ένα ταξίδι), compare experiences and express opinions on issues of interest such as, Πώς θα προστατέψουμε το δάσος; They interact with others to take action, make decisions, negotiate, plan and organise events and complete transactions. They sustain and extend conversations by elaborating on opinions and ideas, expanding questions, and seeking and discussing responses and opinions. They apply appropriate pronunciation, rhythm and stress in spoken Greek in their interactions. They analyse and evaluate ideas and information obtained from multiple spoken and written sources on a range of issues such as, Η τεχνολογία σήμερα, Πού μιλάνε τα ελληνικά; They present information using different text types and modes of presentation to suit different audiences and to achieve different purposes (for example, blog για το σχολικό περιοδικό για τη μόδα, μιά μουσική εκδήλωση). They share their responses to different imaginative texts by expressing and justifying opinions on language use, themes, moods and emotions. They manipulate language and use different techniques to produce imaginative texts for different audiences. When creating texts, they use a variety of grammatical elements, such as passive and active voice (for example, Καθόμουν, Θα καθίσω, Έλα κάθισε), negation (for example, Ούτε τώρα, ούτε ποτέ), word order and time clauses (for example, Μιλούσε στο τηλέφωνο όταν τον είδα), to shape meaning (for example, Όταν έρθεις σπίτι μου, θα πάμε να φάμε έξω). They accurately apply rules of punctuation and spelling to their own written constructions. Students translate and analyse a range of texts, compare interpretations and explain differences. They create a range of bilingual texts that convey intended meaning for a variety of purposes and audiences. They explain the relationship between language, culture and identity, question assumptions and modify language and behaviours in intercultural interactions as appropriate.

Students analyse a range of texts to identify cultural elements and perspectives and to explain the interrelationship between linguistic elements, context, purpose, audience and structure. They give examples of how language use varies according to cultural contexts, explaining why Greek interactions differ from those in English or other languages. They explain why Greek, like other languages, is fluid and dynamic as well as solid and influential. They explain ways in which language and culture are interrelated and influence each other.

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 Level Description

The nature of the learners

At this level, students bring to their learning existing knowledge of Modern Greek language and culture and a range of strategies. They are increasingly aware of the world beyond their own and are engaging with youth-related and social and environmental issues. They require continued guidance and mentoring but work increasingly independently to analyse, reflect on and monitor their language learning and intercultural experiences. They are considering future pathways and options, including the possible role of Modern Greek in these.

Modern Greek language learning and use

This is a period of language exploration, vocabulary expansion and experimentation. As learners develop greater control of language structures and systems, their confidence increases, as does their interest in communicating in a wider range of contexts. They use Modern Greek to communicate and interact, to access and exchange information, to express thoughts and opinions, and to participate in imaginative and creative experiences *Αύριο στη Θεσσαλονίκη ο καιρός θα είναι ..., Τι γνώμη έχετε για τη σχολική στολή;). They demonstrate understanding of language variation and change, and of how intercultural experience, technology, media* and globalisation influence language use and forms of communication (*το φαστφουντάδικο, το ματς).*

Contexts of interaction

Learners interact with peers, the teacher and other Greek speakers locally and globally through a variety of means and modes of communication, including digital, online, collaborative performance and group discussions. They may participate in wider experiences related to Greek language and culture, such as film festivals, film competitions, drama and art competitions and programs, local 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 capability beyond the school context.

Texts and resources

Media resources, fiction and non-fiction texts, performances and research projects allow for exploration of themes of personal and contemporary relevance, for example, global issues such as the environment (*Πώς θα προστατέψουμε το δάσος;*), Greek-specific issues such as the diaspora, identity and relationship issues such as the concept of 'journey and belonging', and questions of diversity and inclusivity such as the concept of 'One World'.

Features of Modern Greek language use

Learners communicate with greater fluency, and use their knowledge of grammar and orthographic systems, such as understanding of primary tenses and declensions, to self-correct more readily. They investigate texts through more critical analysis, identifying how language choices reflect perspectives and shape meaning. Task characteristics at this level are more complex and challenging. Elements of tasks may involve interpreting, creating, evaluating and performing, collaborative as well as independent language planning and performance, and development and strategic use of language and cultural resources.

Learners understand the relationship between language, culture and identity. They explore in more depth and detail the cultural, personal and linguistic processes involved in learning and using a different language. They recognise that deriving meaning from a different language involves interpretation and personal response as well as accurate translation and factual reporting. They explore intercultural communication, and how moving between different languages and cultural systems enables flexibility, and awareness of and openness to alternative ways.

Level of support

Support at this level of learning includes provision of rich and varied stimulus materials, continued scaffolding and modelling of language functions and communicative tasks, and explicit instruction and explanation of the grammatical system, with opportunities for learners to discuss, clarify, practise and apply their knowledge. Critical and constructive teacher feedback combines with peer support and self-review to monitor and evaluate learning outcomes, for example, through portfolios, peer review, e-journals.

The role of English

Modern Greek is used as the primary medium of interaction in both language-oriented and most content-oriented tasks. While learners at this level are able to express some complex concepts and reactions in Modern Greek, English is the medium they use for substantive discussion, explanation and analysis. This allows learners to communicate in depth and detail about their experience of learning Modern Greek, and their thoughts on culture, identity and intercultural experience, at a level that may be beyond their existing ability in Modern Greek.

Year 9 and 10 Content Descriptions

Communicating

Understanding

Socialising

Initiate, sustain and extend interactions by exchanging experiences, seeking and giving advice, and discussing aspirations and relationships.
[Key concepts: social awareness, aspirations, interconnectedness, wellbeing; Key processes: interacting, reflecting, comparing]

Take action, and contribute ideas and opinions in collaborative tasks, activities and experiences which involve making decisions, negotiating, planning and shared transactions.
[Key concepts: friendship, task, perspective, negotiation; Key processes: transacting, expressing points of view, understanding]

Participate in and sustain classroom interactions by elaborating on opinions and ideas and discussing the opinions and views of others.
[Key concepts: interaction, contribution; Key processes: stating views, discussing, sharing experiences]

Informing

Obtain, analyse and evaluate information and ideas from multiple spoken, written, print or digital sources on a range of issues.
[Key concepts: information, representation; Key processes: analysing, evaluating, synthesising]

Adapt and present information, ideas and opinions on a range of issues in a variety of text types and modes selected to suit audience and purpose.
[Key concepts: information, representation, evaluation; Key processes: interpreting, evaluating, explaining, synthesising, presenting]

Creating

Interpret and discuss different imaginative texts, expressing and justifying opinions on aspects such as themes, mood, emotions and language choices.
[Key concepts: imagination, experience; Key processes: interpreting, relating, connecting, justifying]

Create and perform a variety of imaginative texts for different audiences, manipulating language and experimenting with different techniques such as imagery or sound effects.
[Key concepts: imagination, experience; Key processes: experimenting, performing, expressing]

Translating

Translate and analyse a range of texts from Greek to English and vice versa, comparing interpretations and explaining differences in meaning.
[Key concepts: equivalence, representation; Key processes: translating, analysing, comparing]

Create a range of bilingual texts for a variety of purposes and audiences, reflecting on how meaning can be conveyed effectively.
[Key concepts: bilingualism, meaning; Key processes: adjusting, interpreting, reflecting]

Reflecting

Reflect on issues related to intercultural experiences, questioning preconceptions and generalisations, and taking responsibility for modifying language and behaviours.
[Key concepts: understanding, intercultural experience; Key processes: communicating, observing, reflecting, responding]

Engage in intercultural experience, reflecting on own cultural identity and how this shapes personal ways of communicating and thinking.
[Key concepts: self, interconnection across concepts and actions; Key processes: reflecting, discussing, analysing, evaluating]

Systems of Language

Use pronunciation rules and apply features of spoken Greek such as intonation, stress and rhythm to polysyllabic words, and extend to more advanced spelling and punctuation rules.
[Key concept: sound and writing systems; Key processes: applying, expanding]

Understand and apply grammatical structures, such as passive and active voice, negation, word order and time clauses, recognising that they serve particular functions and that grammatical choices shape meaning.
[Key concept: grammatical system; Key processes: analysing, selecting, applying]

Discuss the interrelationship between linguistic elements, context, purpose, audience and structure of a wide range of text types, such as poetry, biographies, blogs, emails and advertisements, and identify how cultural elements are incorporated.
[Key concepts: context, culture, perspective; Key processes: comparing, analysing, identifying]

Language variation and change

Analyse culturally specific ways of interacting in Greek and how and why language use varies according to cultural contexts, considering why these differ from interactions in English or in other languages.
[Key concepts: norms, variation; Key processes: analysing, comparing]

Reflect on the dynamic and ecological nature of language, recognising that Modern Greek still uses some words and phrases from earlier Greek versions of its language, and that all languages influence each other.
[Key concepts: dynamic systems, impact; Key processes: analysing, reflecting]

Role of language and culture

Understand that language, culture and communication are interrelated and shaped by each other, and recognise how this impacts on attitudes and beliefs.
[Key concepts: culture, language, meaning, values and attitudes; Key processes: discussing, reflecting, comparing]