

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.

Foundation to Year 2 Achievement Standard

By the end of Year 2, students interact with teachers and peers through action-related talk and play. They introduce themselves, (for example, Καλημέρα, Με λένε Γιώργο) and their family and exchange greetings, farewells, (for example, Για σου, Καληνύχτα) and express thanks such as Ευχαριστώ πολύ. They use simple, repetitive language when participating in shared activities and simple exchanges, respond to simple instructions such as, Έλα εδώ, and imitate frequently used classroom language, for example, Όλοι μαζί, Μπράβο, Κλείσε την πόρτα. When speaking, they reproduce distinctive sounds and letters of the Greek language such as, γ-γάτα, ρ-νερό, μπ-μπαμπάς, ξ-ξέρω, ψ-ψάρι, ου-μου. Students identify specific words, such as names of people (for example, Ο Γιάννης), places (for example, το σχολείο) or objects (for example, η γόμα), in simple spoken and written texts and respond to imaginative experiences through singing and performing. They present information about themselves (for example, Το σκυλάκι μου), their family (for example, Να η γιαγιά μου), friends (for example, οι φίλοι μου) and possessions such as, το βιβλίο μου, using gestures and modelled language. They create simple texts, such as captions to images, using familiar words, phrases and sentence patterns (for example, Σ' αγαπώ μαμά). They use vocabulary related to their classroom and family (for example, Η οικογένειά μου, Η τάξη μου). They recognise questions such as, Τι κάνετε; and commands such as, Καθίστε κάτω, and use short sentences with appropriate word order, verb forms and personal pronouns to communicate about themselves, their family and classroom (for example, Είμαι έξι, Να η μαμά μου, Να το σχολείο μου). They translate frequently used words and simple phrases relating to their immediate environment, using visual cues and identifying similarities and differences. They give examples of ways the Greek language sounds and looks different from other languages that they bring to the classroom.

Students identify how letters of the Greek alphabet are represented in words and read vowel-consonant combinations (for example, τα, τε, τη, τι, το, τυ, τω). They identify features of familiar texts such as songs, labels and captions. They provide examples of the different titles and greetings that are used to address people in different situations (for example, κύριε, κυρία). They list different languages that are spoken in Australia and identify words in English that have been borrowed from Greek and vice versa. They identify similarities and differences between Greek and their own language and culture.

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.

Foundation to Year 2 Level Description

The nature of the learners

Children enter the early years of schooling with established communication skills in one or more languages and varying degrees of early literacy capability. For young students, learning typically focuses on their immediate world of family, home, school, friends and neighbourhood. They are learning how to socialise with new people, share with others, and participate in structured routines and activities at school. Typically, they have little to no experience of Modern Greek language and culture.

Modern Greek language learning and use

Modern Greek is learnt in parallel with English language and literacy. While the learning of Modern Greek differs from the learning of English, each supports and enriches the other. Modern Greek is used in classroom interactions, routines and activities, supported by the use of materials and resources, gestures and body language. At this stage, there is a focus on play, imaginative activities, games, music, dance and familiar routines, which provide scaffolding for language development. Learners listen to the sounds and patterns specific to the Modern Greek language and try to reproduce them through activities such as rhymes, songs, clapping and action games. Repetition and consolidation help learners to identify high-frequency words and simple phrases, and to recognise the purpose of simple texts. Learners identify and use Modern Greek non-verbal communication strategies, including gestures, and experiment with one- or two-word responses and simple expressions when prompted. They progress to using Modern Greek for functions such as greeting, asking and answering questions (*Πώς σε λένε; Τι κάνεις; Τι κάνετε;*), responding to directions (*έλα, έλατε, κάθισε, καθίστε, σήκω, σηκωθείτε*), singing songs, and taking turns in games and simple shared tasks. There is a natural transition from spoken to written language. Learners use a variety of cues, including images, context and frequently used word patterns, to comprehend texts and communicate.

Contexts of interaction

Learners interact with each other and the teacher within the learning environment. The use of information and communication technologies (ICT) enriches the experience of Modern Greek language and culture by providing alternative modes of learning, numerous resources and opportunities to access authentic language in different contexts.

Texts and resources

Learners engage with a variety of spoken, written and visual texts such as traditional children's songs and nursery rhymes, stories from big books, plays and interactive resources. Writing skills progress from alphabet recognition to tracing, labelling and copying letters, then to constructing simple, short texts using familiar vocabulary.

Features of Modern Greek language use

Learners become familiar with the sound system of the Modern Greek language, such as syllables using consonants and vowels, and new sounds, such as the guttural γ , ρ and $\gamma\kappa$ and ξ and ψ in words. They learn to identify and write letters, words and simple sentences using the Greek alphabet, making comparisons with the English alphabet. They begin to notice that Modern Greek speakers may communicate in ways which are different to their own, and that language can be used in a variety of ways.

Level of support

Rich language input characterises the first stages of learning. Learning experiences are supported by the teacher through scaffolding, modelling, cueing, monitoring, feedback and encouragement. Multiple and varied sources of input and stimulus are used, including visual cues and resources such as pictures, realia, objects, maps and charts.

The role of English

Modern Greek is used whenever possible as the medium for class interaction. English is used for discussion and explanation. This allows learners to share ideas about differences and similarities between Modern Greek and other languages and cultures, and how language and culture are interconnected, giving them opportunities to consider perspectives other than their own and to reflect on their learning.

Foundation to Year 2 Content Descriptions

Communicating

Socialising

Interact with peers and teacher using simple language and gestures for exchanges such as greetings and farewells, thanks, introductions and sharing information about self and family.

[Key concepts: self, relationship, social exchange, naming; Key processes: greeting, interacting, introducing]

Participate in guided activities and simple exchanges, such as songs, rhymes, and games, using simple repetitive language.

[Key concepts: play, performance, action learning, exchange; Key processes: participating, performing, taking turns]

Participate with teacher and peers in class routines and activities, such as following instructions and taking turns.

[Key concepts: routine, sharing; Key processes: shared reading, following instructions]

Informing

Identify key words and information with guidance, in simple written, spoken, digital and visual texts.

[Key concepts: language, texts; Key processes: listening, gathering, naming, grouping]

Share and present information about self, family, friends and possessions, using gestures, labels, pictures and modelled language.

[Key concepts: self, family, friends; Key processes: naming, labelling, showing, describing]

Creating

Participate in shared imaginative activities and respond in a variety of ways such as through predicting, singing, chanting, play-acting and movement.

[Key concepts: character, story; Key processes: action learning, participating in shared reading]

Create and participate in shared performances and imaginative activities using familiar words, phrases, captions and language patterns.

[Key concepts: imagination, expression; Key processes: performing, captioning]

Translating

Translate familiar words or phrases using visual cues or word lists, explaining the meaning of particular words, gestures or expressions.

[Key concepts: language, vocabulary, meaning; Key processes: demonstrating, explaining, comparing]

Create simple print or digital texts in Greek and English, such as captions and labels, for the immediate learning environment.

[Key concepts: meaning, equivalence; Key processes: labelling, displaying]

Reflecting

Reflect on what sounds, looks or appears similar or different to own language and culture when interacting in Greek.

[Key concepts: communication, difference, respect; Key processes: noticing, comparing, reflecting]

Describe aspects of self, such as family, school/class and language/s, recognising how these are part of one's identity.

[Key concept: self; Key processes: describing, noticing]

Understanding

Systems of Language

Recognise and reproduce the sounds and letters of the Greek alphabet, identifying how they are represented in words, and read vowel-consonant combinations, including the most common digraphs/diphthongs such as ou and μπ.

[Key concepts: stress, intonation, letters, pronunciation; Key processes: listening, reading, recognising]

Understand elements of grammar such as word order, verb forms and personal pronouns related to questions, commands and short sentences, and develop vocabulary to describe self, friends and family.

[Key concepts: grammar, sentence, word order; Key processes: naming, noticing patterns]

Recognise features of familiar spoken, written and visual texts, such as songs, labels and captions.

[Key concept: text; Key processes: recognising, identifying]

Language variation and change

Recognise that in Greek, greetings and forms of address vary according to such things as the time of day, age, gender and relationship of participants.

[Key concepts: register, relationships; Key processes: selecting, noticing]

Recognise that Australia has speakers of many different languages, including Greek, and that languages borrow words from each other and sometimes use the same alphabet symbols and vocabulary.

[Key concepts: language, change, word borrowing; Key processes: noticing, comparing]

Role of language and culture

Recognise that the languages people use reflect their culture, such as who they are, where and how they live, and find examples of similarities and differences between Greek and their own ways of communicating.

[Key concepts: norm, culture; Key processes: making connections]