

# The Australian Curriculum

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# The Australian Curriculum Languages

## Overview

### Introduction

The **Australian Curriculum: Languages** is designed to enable all students to engage in learning a language in addition to English. The design of the Australian Curriculum: Languages recognises the features that languages share as well as the distinctiveness of specific languages.

There are aspects of the curriculum that pertain to all languages. The key concepts of language, culture and learning, as described in the **Shape of the Australian Curriculum: Languages**, underpin the learning area. They also provide the basis for a common rationale and set of aims for all languages.

The Australian Curriculum: Languages includes language-specific curricula for world languages and a **Framework for Aboriginal Languages and Torres Strait Islander Languages**.

### Language specificity

The curriculum content and achievement standards are different for each specific language because of inherent differences in the languages themselves.

Each language has its own distinctive structure, systems, conventions for use, related culture(s), place in the Australian and international communities, as well as its own history in Australian education.

### Diversity of language learners

Understanding who learners are, as language learners and as young people, is the starting point for developing their language learning. An increasingly varied range of students now study languages in Australian classrooms. The changing pattern of migration to Australia is extending the range of languages students bring with them to school. Education systems seek to provide for this diversity of language background and for the fact that languages classrooms include students with varying degrees of experience of and proficiency in the language being learnt, as well as their particular affiliations with additional languages.

Learners come to learning languages with diverse linguistic, cultural and personal profiles, bringing distinctive biographies which include individual histories; biographies; previous experiences of and relationships with the target language and particular motivations, expectations, and aspirations.

As unique, social and cultural beings, students interpret the world and make sense of their experiences through their own social and cultural traditions, understanding and values.

Learners of languages in Australia comprise three major groups:

- second language learners
- background language learners
- first language learners.

**Second language learners** are those who are introduced to learning the target language at school as an additional, new language. The first language used before they start school and/or the language they use at home is not the language being learnt.

**Background language learners** are those who may use the language at home, not necessarily exclusively, and have varying degrees of knowledge of and proficiency in the language being learnt. These learners have a base for literacy development in the language.

**First language learners** are users of the language being learnt who have undertaken at least primary schooling in the target language. They have had their primary socialisation as well as initial literacy development in that language and use the target language at home. For Aboriginal languages and Torres Strait Islander languages, first language learners are learners whose primary socialisation is in the language being learnt and who may or may not have yet developed initial literacy.

Within each of these groups, there are differences in proficiency in the language being learnt. It is acknowledged that the span of language experiences of background learners is particularly wide, and learners in this group are likely to have quite diverse affiliations with the target language. Nevertheless, for pragmatic reasons, it is not feasible to identify further groupings.

A framework is being developed for Aboriginal languages and Torres Strait Islander languages that caters for different learner pathways that also take into account the state of the particular language involved.

## 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.

## 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.

## Diagram 1: Relationship between strands and sub-strands

The following table provides a brief description of each of the strands and sub-strands.

Strand	Sub-strand	Description
<b>Communicating:</b> <i>Using language for communicative purposes in interpreting, creating and exchanging meaning.</i>	1.1 Socialising	Interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action.
	1.2 Informing	Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; developing and applying knowledge.
	1.3 Creating	Engaging with imaginative experience by participating in, responding to and creating a range of texts, such as stories, songs, drama and music.
	1.4 Translating	Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others.
	1.5 Reflecting	Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity.
<b>Understanding:</b> <i>Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.</i>	2.1 Systems of language	Understanding language as a system, including sound, writing, grammatical and textual conventions.
	2.2 Language variation and change	Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place.
	2.3 The role of language and culture	Analysing and understanding the role of language and culture in the exchange of meaning.

## Student diversity

ACARA is committed to the development of a high-quality curriculum that promotes excellence and equity in education for all Australian students.

All students are entitled to rigorous, relevant and engaging learning programs drawn from the Australian Curriculum: Languages. Teachers take account of the range of their students' current levels of learning, strengths, goals and interests and make adjustments where necessary. The three-dimensional design of the Australian Curriculum, comprising learning areas, general capabilities and cross-curriculum priorities, provides teachers with flexibility to cater for the diverse needs of students across Australia and to personalise their learning.

More detailed advice for schools and teachers on using the Australian Curriculum to meet diverse learning needs is available under Student Diversity on the Australian Curriculum website.

### **Students with disability**

The *Disability Discrimination Act 1992* and the *Disability Standards for Education 2005* require education and training service providers to support the rights of students with disability to access the curriculum on the same basis as students without disability.

Many students with disability are able to achieve educational standards commensurate with their peers, as long as the necessary adjustments are made to the way in which they are taught and to the means through which they demonstrate their learning.

In some cases curriculum adjustments are necessary to provide equitable opportunities for students to access age-equivalent content in the Australian Curriculum: Languages. Teachers can draw from content at different levels along the Foundation to Year 10 sequence. Teachers can also use the extended general capabilities learning continua in Literacy, Numeracy and Personal and social capability to adjust the focus of learning according to individual student need.

### **English as an additional language or dialect**

Languages play a crucial role in the educational experience of students and in the curriculum as a whole. Given the diversity of students in Australian education, it is important to recognise that a range of languages is used either as part of the formal curriculum or as part of learners' socialisation within and outside the school.

Learners bring their first language or languages as the one(s) they use for their initial socialisation in their family or community. For the majority, this is English. For many, it can be a range of different languages. Learners also encounter the language or languages of instruction at school. For most in Australia, this is English. For many students in Australia, the language of instruction is not the same as their first language. These students may learn through English as an additional language/dialect (EALD) programs.

In contemporary understandings of language acquisition, development and learning all the languages learners experience in their socialisation and education form part of learners' distinctive linguistic and cultural repertoires. These are variously developed by both the experience of schooling and broader social community experience. These repertoires are an integral part of learners' identities and what they bring to the learning of additional languages as part of the languages learning area within the school curriculum.

While the curriculum for languages primarily addresses the learning of languages, this learning cannot be separated from the development of learners' more general communicative repertoires. It is through such a relational and holistic approach to languages education that learners develop their capabilities in knowing and using multiple languages. Learners extend their communicative and conceptual development, learning and identity formation.

In various kinds of bilingual programs, students are afforded an opportunity to learn through the medium of English and another language (learners' first or additional language). These programs are of particular value in ensuring learners continue to develop at least two languages that are of value to them. They are of value to both their conceptual development and learning and to their identity formation.

Aboriginal and Torres Strait Islander communities recognise the importance of literacy to their children. They support literacy education programs that are founded on establishing literacy in their children's first language. These are the Aboriginal and Torres Strait Islander languages their communities use. Literacy in English is regarded as concomitant on first establishing students' literacy in their first language. Although most bilingual programs in Aboriginal and Torres Strait Islander languages are designed to help students' transition into learning in English, their fundamental value is in the development of bilingual literacy. Strengthening the bilingual literacy of Aboriginal and Torres Strait Islander students can significantly contribute to improving their overall academic achievement and success.

A national ***English as an Additional Language or Dialect: Teacher Resource*** has been developed to support teachers in making the Australian Curriculum: Foundation – Year 10 in each learning area accessible to EALD students.

### **Gifted and talented students**

Teachers can use the Australian Curriculum: Languages flexibly to meet the individual learning needs of gifted and talented students.

Teachers can enrich learning by providing students with opportunities to work with learning area content in more depth or breadth; emphasising specific aspects of the general capabilities learning continua (for example, the higher order cognitive skills of the Critical and creative thinking capability); and/or focusing on cross-curriculum priorities. Teachers can also accelerate student learning by drawing on content from later levels in the Australian Curriculum: Languages and/or from local state and territory teaching and learning materials.

### **General capabilities**

In the Australian Curriculum, general capabilities encompass knowledge, skills, behaviours, and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will enable students to live and work successfully in the 21st century.

There are seven general capabilities:

- literacy
- numeracy
- information and communication technology (ICT) capability
- critical and creative thinking
- personal and social capability
- ethical understanding
- intercultural understanding.

In the Australian Curriculum: Languages, general capabilities are identified wherever they are developed or applied in content descriptions.

They are also identified where they offer opportunities to add depth and richness to student learning through content elaborations. Icons indicate where general capabilities have been identified in languages content. Teachers may find further opportunities to incorporate explicit teaching of the capabilities, depending on their choice of activities.

Detailed descriptions and elaborations of each of the general capabilities and the way these capabilities may be developed, including learning continua, can be found in the Australian Curriculum website: [www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au)

### **Literacy**

Learning languages develops overall literacy. It is in this sense ‘value added’, strengthening literacy-related capabilities that are transferable across languages, both the language being learnt and all other languages that are part of the learner’s repertoire. Languages learning also strengthens literacy-related capabilities across domains of use, such as the academic domain and the domains of home language use, and across learning areas.

Literacy development involves conscious attention and focused learning. It involves skills and knowledge that need guidance, time and support to develop. These skills include the:

- ability to decode and encode from sound to written systems
- the learning of grammatical, orthographic and textual conventions
- development of semantic, pragmatic and interpretative, critical and reflective literacy skills.

Literacy development for second language learners is cognitively demanding. It involves these same elements but often without the powerful support of a surrounding oral culture and context. The strangeness of the additional language requires scaffolding. In the language classroom, analysis is prioritised alongside experience. Explicit, explanatory and exploratory talk around language and literacy is a core element. Learners are supported to develop their own meta-awareness, to be able to think and talk about how the language works and about how they learn to use it. Similarly, for first language learners, literacy development that extends to additional domains and contexts of use requires comparative analysis that extends literacy development in their first language and English.

## **Numeracy**

Learning languages affords opportunities for learners to use the target language to develop skills in numeracy, to understand, analyse, categorise, critically respond to and use mathematics in different contexts. This includes processes such as using and understanding patterns, order and relationships to reinforce concepts such as number, time or space in their own and in others’ cultural and linguistic systems.

## **Information and communication technology (ICT) capability**

Learning languages is enhanced through the use of multimodal resources, digital environments and technologies in the target language. Accessing live target language environments and texts via digital media contributes to the development of information technology capabilities as well as linguistic and cultural knowledge. Accessing different real-time contexts extends the boundaries of the classroom.

## **Critical and creative thinking**

In learning a language, students interact with people and ideas from diverse backgrounds and perspectives, which enhances critical thinking, reflection and encourages creative, divergent and imaginative thinking. By learning to notice, connect, compare and analyse aspects of the target language, students develop critical, analytic and problem-solving skills.

## **Personal and social capability**

Interacting effectively in an additional language and with people of diverse language backgrounds involves negotiating and interpreting meaning in a range of social and cultural situations. This involves understanding and empathising, which are important elements of social and intercultural competence. Being open-minded and recognising that people view and experience the world in different ways, and learning to interact in a collaborative and respectful manner are key elements of personal and social competence.

## **Ethical understanding**

When learning another language, students are taught explicitly to acknowledge and value difference in their interactions with others and to develop respect for diverse ways of perceiving and acting in the world. Opportunities are provided to monitor and to adjust their own ethical points of view. In learning Aboriginal and Torres Strait Islander languages, students should consider appropriate ethical behaviour in terms of engaging with the owners and custodians of the languages. Similar consideration is required when interpreting and translating or when collecting and analysing primary research data.

## **Intercultural understanding**

The development of intercultural understanding is a central aim of learning languages, as it is integral to communicating in the context of diversity, the development of global citizenship and lifelong learning. Students bring to their learning various preconceptions, assumptions and orientations shaped by their existing language(s) culture(s) to their learning that can be challenged by the new language experience. Learning to move between the existing and new languages and cultures is integral to language learning and is the key to the development of students' intercultural capability. By learning a new language, or learning to use an existing language in new domains and contexts, students are able to notice, compare and reflect on things previously taken for granted; to explore their own linguistic, social and cultural practices as well as those associated with the target language. They begin to see the complexity, variability and sometimes the contradictions involved in using language.

Learning a new language does not require forsaking the first language. It is an enriching and cumulative process, which broadens the learners' communicative repertoire, providing additional resources for interpreting and making meaning. Learners come to realise that interactions between different people through the use of different languages also involves interactions between the different kinds of knowledge, understanding and values that are articulated through language(s) and culture(s). They realise that successful intercultural communication is not only determined by what they do or say, but also by what members of the other language and culture understand from what they say or do.

## **Cross-curriculum priorities**

The Australian Curriculum gives special attention to three cross-curriculum priorities:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- sustainability.

The cross-curriculum priorities are embedded in the curriculum and will have a strong but varying presence depending on their relevance to each of the learning areas.

### **Aboriginal and Torres Strait Islander histories and cultures**

Aboriginal and Torres Strait Islander communities are strong, rich and diverse. Aboriginal and Torres Strait Islander identity is central to this priority. It is intrinsically linked to living and learning in Aboriginal and Torres Strait Islander communities, deep knowledge of traditions and holistic world view.

A conceptual framework based on Aboriginal and Torres Strait Islander peoples' unique sense of identity has been developed as a tool for embedding Aboriginal and Torres Strait Islander histories and cultures within the Australian curriculum. This sense of identity is approached through the interconnected concepts of Country/Place, people and culture. Embracing these elements enhances all areas of the curriculum.

The Aboriginal and Torres Strait Islander priority provides opportunities for all learners to deepen their knowledge of Australia by engaging with the world's oldest continuous living cultures. This knowledge and understanding will enrich their ability to participate positively in the evolving history of Australia.

A direct way of learning about and engaging with diverse Aboriginal and Torres Strait Islander communities is to learn an Aboriginal language and/or a Torres Strait Islander language. There is an inseparable connection between Aboriginal languages and Torres Strait Islander languages and land/sea, Country/Place, the environment, fauna and flora. Aboriginal and Torres Strait Islander histories and cultures are an integral part of the learning of Aboriginal languages and Torres Strait Islander languages.

In learning all languages, there is a scope for making interlinguistic and intercultural comparisons across languages, including Aboriginal and Torres Strait Islander languages, to develop understanding of concepts related to the linguistic landscape of Australia and to the concepts of language and culture in general.

### **Asia and Australia's engagement with Asia**

In the Australian Curriculum: Languages, the cross-curriculum priority of Asia and Australia's engagement with Asia enables the development of rich and engaging content and contexts for developing students' capabilities to engage with the languages and cultures of Asia and of people of Asian heritage within Australia.

The Australian Curriculum: Languages enables students to learn the languages of the Asian region, learning to communicate and interact in interculturally appropriate ways, exploring concepts, experiences and perspectives from within and across Asian cultures.

In the languages learning area, students develop an appreciation for the place of Australia within the Asian region, including the interconnections of languages and cultures, peoples and communities, histories and economies. Students learn how Australia is situated within the Asian region, how our national linguistic and cultural identity is continuously evolving both locally, regionally and within an international context.

### **Sustainability**

In the Australian Curriculum: Languages, the priority of sustainability provides a context for developing students' capability to communicate ideas, understanding and perspectives on issues and concepts related to the environment.

The Australian Curriculum: Languages contributes to students' capabilities to investigate, analyse and communicate concepts and understandings related to sustainability in broad contexts, and to advocate, generate and evaluate actions for sustainable futures. Within each language, students engage with a range of texts focused on concepts related to sustainability.

These include:

- environment
- conservation
- social and political change
- linguistic and cultural ecologies
- change, both within the target language and culture, and across languages and cultures in general.

In this way, students develop knowledge, skills and understanding about sustainability within particular cultural contexts. This is crucial in the context of national and international concerns about, for example, climate change, food shortages and alternative ways of caring for land and agriculture. Through developing a capability to interact with others, negotiating meaning and mutual understanding respectfully and reflecting on communication, students learn to live and work in ways that are both productive and sustainable.

Learning Aboriginal languages and Torres Strait Islander languages contributes to the global effort to exchange knowledge among people with varied practices in caring for the land. It also contributes to the reconciliation process in Australia and goals for language revival.

## Glossary

### abstract symbols

can include: speech, sign language, Braille, alphabet, whole words, pictographs and line drawings

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### Accent

A manner of pronunciation of a language which marks speakers as belonging to identifiable categories such as geographical or ethnic origin, social class or generation.

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### Accent marks

Marks placed on a letter to indicate pronunciation, stress or intonation, or to indicate a different meaning or different grammatical usage for the word within which they appear. For example, *résumé*, *piñata*, *ou/où*.

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### Accuracy

Production of structurally correct forms of the target language.

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### Adjective

A word that modifies or describes a noun or pronoun. For example, *astonishing* in *an astonishing discovery*.

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### Adverb

A word class that may modify or qualify a verb, an adjective or another adverb. For example, *beautifully* in *she sings beautifully*; *really* in *he is really interesting*; *very* and *slowly* in *she walks very slowly*.

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### Adverbial

A word or group of words that functions as an adverb.

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### adverbs

a word class that may modify a verb (for example, 'beautifully' in 'She sings beautifully'), an adjective (for example 'really' in 'He is really interesting') or another adverb (for example 'very' in 'She walks very slowly'). In English many adverbs have an -ly ending.

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## **Aesthetic**

Relates to a sense of beauty or appreciation of artistic expression.

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## **Alliteration**

A recurrence of the same consonant sounds at the beginning of words in close succession (for example, ripe, red raspberry)

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## **Audience**

Intended readers, listeners or viewers.

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## **audiences**

the intended group of readers, listeners or viewers that the writer, designer, filmmaker or speaker is addressing

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## **Authentic (texts/materials)**

Texts or materials produced for 'real-life' purposes and contexts as opposed to being created specifically for learning tasks or language practice.

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## **Author**

A composer or originator of a work (for example, a novel, film, website, speech, essay, autobiography).

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## **behaviours that are not intentionally directed at another person**

can include vocalising, turning away, startling, relaxing, frowning, smiling, blinking. The meaning of these behaviours is reliant on a communication partner interpreting and attributing meaning to them.

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## **Bilingualism**

An ability to use two or more languages.

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## **Biography**

A detailed account of an individual's life; a text genre that lends itself to different modes of expression and construction. In the context of intercultural language learning, the concept of biography can be considered in relation to identity, to the formation of identity over time, and to the understanding that language is involved in the shaping and expressing of identity.

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## Character components

Individual elements of a written character which have a separate linguistic identity.

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### Characters

- (i) graphic symbols used in writing in some languages
  - (ii) assumed roles in dramatic performance
- 

### Clause

A grammatical unit that contains a subject and a predicate (verb) and expresses the complete proposition.

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### clauses

a grammatical unit that refers to a happening or state (for example, 'The netball team won' [happening], 'The cartoon is an animation' [state]). A clause usually contains a subject and a verb group/phrase (for example, 'The team [subject] has played [verb group/phrase] a fantastic game'), which may be accompanied by an object or other complements (elements that are closely related to the verb – for example, 'the match' in 'The team lost the match') and/or adverbials (for example, 'on a rainy night' in 'The team won on a rainy night').

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### CLIL

Content and language integrated learning. An approach to learning content through an additional language.

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### Code-switching

A use of more than one language in a single utterance. For example, *Papa, can you buy me a panini, please?* A common feature of bilingual and multilingual language use.

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### Cognates

Similar or identical words which have shared origins. For example, *father* (English), *Vater* (German) and *pater* (Latin) have a shared origin. *Gratitude* (English) and *gratitud* (Spanish) are both derived from *gratitudo* (Latin). English *ship* and *skiff* share the same Germanic origin.

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## Cohesion

Grammatical or lexical relationships that bind different parts of a text together and give it unity. Cohesion is achieved through various devices such as connectives, ellipses and word associations. These associations include synonyms, antonyms (for example, *study/laze about*, *ugly/beautiful*), repetition (for example, *work, work, work – that's all we do!*) and collocation (for example, *friend* and *pal* in, *My friend did me a big favour last week. She's been a real pal.*)

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### cohesion

grammatical or lexical relationships that bind different parts of a text together and give it unity. Cohesion is achieved through various devices such as connectives, ellipses and word associations (sometimes called lexical cohesion). These associations include synonyms, antonyms (for example, 'study/laze about', 'ugly/ beautiful'), repetition (for example, 'work, work, work – that's all we do!') and collocation (for example, 'friend' and 'pal' in, 'My friend did me a big favour last week. She's been a real pal.')

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### Collocation

Words that typically occur in close association and in particular sequence. For example, *salt and pepper* rather than *pepper and salt* and *ladies and gentlemen* rather than *gentlemen and ladies*.

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## Communication

A mutual and reciprocal exchange of meaning.

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### Communicative competence

An acquired capability to understand and interact in context using the target language (TL). Defined by the use of appropriate phonological, lexical, grammatical, sociolinguistic and intercultural elements.

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### Complex sentence

A sentence with more than one clause. In the following examples, the subordinate clauses are indicated by square brackets: *I took my umbrella [because it was raining]; The man [who came to dinner] is my brother.*

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### complex sentence

has one or more subordinate clauses. In the following examples, the subordinate clauses are indicated by square brackets: 'I took my umbrella [because it was raining].'; '[Because I am studying for an exam], my time is limited.'; and 'The man [who came to dinner] is my brother.'

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## Complexity

A degree to which language use is complex as opposed to simple. Elements of language complexity include:

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## Composing

A process of producing written, spoken, graphic, visual or multi-modal texts. It includes:

It also includes applying knowledge and control of language forms, features and structures required to complete the task.

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## Compound sentence

A sentence with two or more main clauses of equal grammatical status, usually marked by a coordinating conjunction such as *or*, *and*, *but*. In the following examples, the main clauses are indicated by square brackets: *[Alice came home this morning] [but she didn't stay long]*. *[Kim is an actor]*, *[Pat is a teacher]*, *[and Sam is an architect]*.

---

## compound sentences

has two or more main clauses of equal grammatical status, usually marked by a coordinating conjunction such as 'and', 'but' or 'or'. In the following examples below, the main clauses are indicated by square brackets: '[Jill came home this morning] [but she didn't stay long].'; '[Kim is an actor]', '[Pat is a teacher]', '[and Sam is an architect]'.

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## comprehension strategies

strategies and processes used by readers to make meaning from texts. Key comprehension strategies include: activating and using prior knowledge; identifying literal information explicitly stated in the text; making inferences, based on information in the text and their own prior knowledge; predicting likely future events in a text; visualising by creating mental images of elements in a text; summarising and organising information from a text; integrating ideas and information in texts; and critically reflecting on content, structure, language and images used to construct meaning in a text.

---

## Comprehension strategies

Strategies and processes used by listeners, readers and viewers of text to understand and make meaning. These include:

- making hypotheses based on illustrations or text layout
  - drawing on language knowledge and experience (for example, gender forms)
  - listening for intonation or expression cues
  - interpreting grapho-phonetic, semantic and syntactic cues.
-

## Comprehension/comprehending

An active process of making/constructing/deciphering meaning of language input through listening, reading, viewing, touching (as in braille) and combinations of these modes. It involves different elements: decoding, working out meaning, evaluating and imagining. The process draws upon the learner's existing knowledge and understanding, text-processing strategies and capabilities; for example, inferencing or applying knowledge of text types and social and cultural resources.

---

## Concrete language

A language used to refer to the perceptible and material world and to particular persons, places and objects. For example, *school, girl*; as opposed to *abstract language*, used to refer to ideas or concepts removed from the material world such as *peace, kindness, beauty*.

---

## concrete symbols

can include: whole or part of real objects; a miniature version of the real object; photographs; pictures (pictures must clearly depict the object)

---

## Conjunction

A part of speech that signals relationships between people, things, events, ideas. For example, Sophie and her mother might come and visit, or they might stay at home. The conjunction *and* links the two participants, *while* or *links* alternative options.

---

## conjunction

a word that joins other words, phrases or clauses together in logical relationships such as addition, time, cause or comparison. There are two types of conjunctions: coordinating conjunctions and subordinating conjunctions. Coordinating conjunctions are words that link words, groups/phrases and clauses in such a way that the elements have equal grammatical status. They include conjunctions such as 'and', 'or' and 'but'. Subordinating conjunctions introduce certain kinds of subordinate clauses. They include conjunctions such as 'after', 'when', 'because', 'if' and 'that'.

---

## conjunctions

a word that joins other words, phrases or clauses together in logical relationships such as addition, time, cause or comparison. There are two types of conjunctions: coordinating conjunctions and subordinating conjunctions. Coordinating conjunctions are words that link words, groups/phrases and clauses in such a way that the elements have equal grammatical status. They include conjunctions such as 'and', 'or' and 'but'. Subordinating conjunctions introduce certain kinds of subordinate clauses. They include conjunctions such as 'after', 'when', 'because', 'if' and 'that'.

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## Content

A subject matter used as a vehicle for language learning.

---

## **context**

the environment in which a text is responded to or created. Context can include the general social, historical and cultural conditions in which a text is responded to and created (the context of culture) or the specific features of its immediate environment (context of situation). The term is also used to refer to the wording surrounding an unfamiliar word that a reader or listener uses to understand its meaning.

---

## **Context**

An environment and circumstances in which a text is created or interpreted. Context can include the general social, historical and cultural conditions in which a text exists or the specific features of its immediate environment, such as participants, roles, relationships and setting. The term is also used to refer to the wording surrounding an unfamiliar word that a reader or listener uses to understand its meaning.

---

## **contexts**

the environment in which a text is responded to or created. Context can include the general social, historical and cultural conditions in which a text is responded to and created (the context of culture) or the specific features of its immediate environment (context of situation). The term is also used to refer to the wording surrounding an unfamiliar word that a reader or listener uses to understand its meaning.

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## **Convention**

An accepted language or communicative practice that has developed and become established over time. For example, use of punctuation or directionality.

---

## **conventional behaviours**

can include: speech, actions, formal gesture (eg head nod, shake, wave hello/goodbye), directing others' attention and pointing.

---

## **conventions**

an accepted language practice that has developed over time and is generally used and understood (for example, use of punctuation)

---

## **create**

develop and/or produce spoken, written or multimodal texts in print or digital forms

---

## **Create**

Develop and/or produce spoken, written or multimodal texts in print or digital forms.

---

## Cues

Sources of information used to facilitate comprehension of language, that may be visual, grammatical, gestural or contextual.

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## Culture

In earlier models of language teaching and learning, *culture* was represented as a combination of literary and historical resources, and visible, functional aspects of a community group's way of life such as food, celebrations and folklore. While these elements of culture are parts of cultural experience and organisation, current orientations to language teaching and learning employ a less static model of culture. Culture is understood as a framework in which things come to be seen as having meaning. It involves the lens through which:

- people see, think, interpret the world and experience
- make assumptions about self and others
- understand and represent individual and community identity.

Culture involves understandings about 'norms' and expectations, which shape perspectives and attitudes. It can be defined as social practices, patterns of behaviour, and organisational processes and perspectives associated with the values, beliefs and understandings shared by members of a community or cultural group. Language, culture and identity are understood to be closely interrelated and involved in the shaping and expression of each other. The intercultural orientation to language teaching and learning is informed by this understanding.

---

## De-centre

A capacity to step outside familiar frames of reference, to consider alternative views, experiences and perspectives and to look critically and objectively at one's own linguistic and cultural behaviour.

---

## Decode

A process of working out the meaning of a text. Decoding strategies involve readers/listeners/viewers drawing on contextual, lexical, alphabetic, grammatical and phonic knowledge to decipher meaning. Readers who decode effectively combine these forms of knowledge fluently and automatically, using meaning to recognise when they make an error and to self-correct.

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## Dialect

A variant of a language that is characteristic of a region or social group.

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## Diaspora

A scattered population with a common origin in a smaller geographical area.

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## **Digital media**

Various platforms via which people communicate electronically.

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## **Digital texts**

Audio, visual or multimodal texts produced through digital or electronic technology. They may be interactive and include animations or hyperlinks. Examples of digital texts include DVDs, websites and e-literature.

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---

## **Digraph**

Two letters that represent a single sound:

- vowel digraphs have two vowels (for example, 'oo', 'ea')
  - consonant digraphs have two consonants (for example, 'sh', 'th')
- 

## **Diphthongs**

Two vowel sounds pronounced in a single syllable with the individual vowel sounds distinguished. (For example, *hour*)

---

## **Directionality**

A direction in which writing/script occurs, for example, from left to right, right to left.

---

## **Encode**

A process of changing spoken language into symbols of written/digital language.

---

## **Enunciation**

A clear and distinct pronunciation of language.

---

## **evaluative language**

positive or negative language that judges the worth of something. It includes language to express feelings and opinions, to make judgments about aspects of people such as their behaviour, and to assess the quality of objects such as literary works. Evaluations can be made explicit (for example, through the use of adjectives as in: 'She's a lovely girl', 'He's an awful man', or 'How wonderful!'). They can also be left implicit (for example, 'He dropped the ball when he was tackled', or 'Mary put her arm around the child while she wept').

---

## **Face**

A 'socio-dynamic' term which concerns self-delineated worth that comes from knowing one's status. Relates to concepts such as reputation, self-respect, honour and prestige. A key element of social relations in Chinese, Japanese and many other cultures.

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## **Filler**

A sound or word used in spoken conversation to signal a pause, hesitation or unfinished contribution. For example, *I went to the station...er... then I caught a train...* Frequent use of fillers characterises early stages of second language (L2) development, but proficient speakers and first language (L1) speakers also use them as an opportunity to reflect or recast.

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## **Fluency**

An ability to produce spoken or written language with appropriate phrasing, rhythm and pace. It involves the smooth flow of language, lack of hesitation or undue pausing and characterises the largely accurate use and automatism of the target language.

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## **Form-focused learning activities**

Activities designed to rehearse, practise, control and demonstrate particular language structures, forms or features. For example, drills, rehearsed role plays/dialogues, games and songs, set sequences of language patterns.

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## **Formulaic language**

Words or expressions which are commonly used in fixed patterns and learned as such without grammatical analysis. For example, *Once upon a time* (story-starter); *G'day, how are you going?* (greeting in Australian English).

---

## **Framing**

A way in which elements of text are arranged to create a specific interpretation of the whole.

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## framing

the way in which elements in a still or moving image are arranged to create a specific interpretation of the whole. Strong framing creates a sense of enclosure around elements while weak framing creates a sense of openness

---

## Genre

A category used to classify text types and language use; characterised by distinguishing features such as subject matter, form, function and intended audience. Examples of genres typically used in early language learning include greetings, classroom instructions and apologies. More advanced language proficiency includes the ability to use genres such as narrative or persuasive text, creative performance and debates.

The language we use and the description of language as a system. In describing language, attention is paid to both structure (form) and meaning (function) at the level of the word, the sentence and the text.

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## grammar

the language we use and the description of language as a system. In describing language, attention is paid to both structure (form) and meaning (function) at the level of the word, the sentence and the text

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## Grapho-phonetic knowledge

Knowledge of how letters in printed language relate to the sounds of the language and of how symbols (letters, characters) represent spoken language.

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## Homophone

A word identical in pronunciation with another but different in meaning (for example, *bare* and *bear*, *air* and *heir*).

---

## Honorific

A grammatical form, typically a word or affix, that has at least part of its meaning the relative social status of the speaker in relation to the addressee, other participant or context. Parts of speech which signify respect, politeness and emphasize social distance or status.

---

## Hybrid texts

Composite texts resulting from a mixing of elements from different sources or *genres*. For example, email, which combines the immediacy of talk and the expectation of a reply with the permanence of print.

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## Hypermedia

A multimedia system in which related items and forms of information, such as data, texts, graphics, video and audio, are linked and can be presented together by a hypertext program.

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## Hypertext

A text which contains links to other texts.

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## Identity

A person's conception and expression of individuality or group affiliation, self-concept and self-representation. Identity is closely connected to both culture and language. Thinking and talking about the self is influenced by the cultural frames, which are offered by different languages and cultural systems. Identity is not fixed. Second language learners' experience with different linguistic and cultural systems introduces them to alternative ways of considering the nature and the possibilities associated with identity.

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## Ideograph

A graphic character that indicates meanings without reference to the sounds used to pronounce the word.

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## Idiomatic expressions

A group of (more or less) fixed words having a meaning not deducible from the individual words. Idioms are typically informal expressions used by particular social groups and need to be explained as one unit (for example, *I am over the moon*, *on thin ice*, *a fish out of water*, *fed up to the back teeth*).

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## Indicative hours

An indication for the purposes of curriculum development of the assumption about learning time on task.

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## Infinitive

A base form of a verb.

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## informal behaviours

can include vocalising; turning/pushing/moving away; leaning/moving/reaching towards; frowning; smiling; blinking; looking at/touching/person; guiding person's hand; pointing to/touching desired object

---

## Input

Direct contact with and experience of the target language; the stimulus required for language acquisition and learning. Input can take multiple forms and be received through different modes.

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## Intensifiers

Words that are usually used with adjectives to emphasise their meaning and are expressed by means of an adverb (for example, *very interesting*, *awfully boring*)

---

## Intercultural capability

An ability to understand and to engage in the relationship between language, culture and people from diverse backgrounds and experience. This involves understanding the dynamic and interdependent nature of both language and culture, that communicating and interacting in different languages involves interacting with values, beliefs and experiences as well as with words and grammars. An intercultural capability involves being open to different perspectives, being flexible and curious, responsive and reflective; being able to decentre, to look objectively at one's own cultural ways of thinking and behaving, and at how these affect attitudes to others, shade assumptions and shape behaviours. Characteristics of an intercultural capability include cognitive and communicative flexibility and an orientation and ability to act in ways that are inclusive and ethical in relation to diversity and difference.

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## Intercultural language teaching and learning

An orientation to language teaching and learning that informs current curriculum design; framed by the understanding that language and culture are dynamic, interconnected systems of meaning-making; that proficiency in an additional language involves cultural and intercultural as well as linguistic capabilities. The focus is on developing communicative proficiency and on moving between language–culture systems. It includes the reflexive and reciprocal dimension of attention to learners' own language(s) and cultural frame(s).

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## Interpret

In the context of L2 learning, *interpret* refers to two distinct processes:

- the act of translation from one language to another
  - the process of understanding and explaining; the ability to conceive significance and construct meaning, and to explain to self or others
- 

## Intonation

A key component of communication, involving patterns of pitch and melody of spoken language that can be used like punctuation; for example, to express surprise or suggest a question, to shade, accentuate or diminish emphasis or meaning, and to regulate turn-taking in conversations.

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## Language

A human cognitive and communicative capability which makes it possible to communicate, to create and comprehend meaning, to build and sustain relationships, to represent and shape knowledge, and to imagine, analyse, express and evaluate.

Language is described and employed:

- **as code** – comprising systems, rules, a fixed body of knowledge; for example, grammar and vocabulary, sound and writing systems
- **as social practice** – used to do things, create relationships, interact with others, represent the world and the self; to organise social systems and practices in dynamic, variable, and changing ways
- **as cultural and intercultural practice** – means by which communities construct and express their experience, values, beliefs and aspirations
- **as cognitive process** – means by which ideas are shaped, knowledge is constructed, and analysis and reflection are structured

---

## Language comprehension

A process of interpreting meaning from spoken, written, tactile and multimodal representations of language.

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## Language features

Features of language that support meaning; for example, sentence structure, noun group/phrase, vocabulary, punctuation, figurative language. Choices in language features and text structures together define a type of text and shape its meaning. These choices vary according to the purpose of a text, its subject matter, audience and mode or medium of production.

---

## language features

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## Language functions

Varied ways in which language is used to achieve particular purposes; for example, to persuade, to entertain, to apologise, to argue and/or to compliment.

## Language patterns

Identifiable repeated or corresponding elements in a text. These include patterns of repetition or similarity, such as the repetition of imperative verb forms at the beginning of each step in a recipe, or the repetition of a chorus after each verse in a song. Patterns may alternate, as in the call and response pattern of some games, or the to-and-fro of a dialogue. Patterns may also contrast, as in opposing viewpoints in a discussion or contrasting patterns of imagery in a poem.

---

## Language specificity

Distinguishing features of a particular language. These include lexico-grammatical and textual features, writing system(s), phonetic systems, and cultural elements which influence language use such as:

- politeness or kinship protocols
  - the nature of language communities which use the language
  - the historical and/or current relationship of a language with education in Australia
  - features of its 'learnability' in terms of teaching and learning in the context of Australian schooling.
- 

## Language systems

Elements that organise how a language works, including the systems of signs and rules (phonological, syntactic, semantic and pragmatic) that underpin language use. These systems have to be internalised for effective communication and comprehension.

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## layout

the spatial arrangement of print and graphics on a page or screen including size of font, positioning of illustrations, inclusion of captions, labels, headings, bullet points, borders and text boxes

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## Learning trajectory

A conceptualised developmental sequence of learning, including learning goals, learning activities, knowledge and skills to be developed at progressive levels.

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## Level statements

Descriptions in broad terms of the developmental characteristics of students and their language learning at particular phases along the Foundation–Year 12 continuum.

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## **Lexical cohesion**

A use of word associations to create links in texts. Links can be made through the use of repetition of words, synonyms, antonyms and words that are related, such as by class and subclass.

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## **listen**

to use the sense of hearing as well as a range of active behaviours to comprehend information received through gesture, body language and other sensory systems

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## **Literacy resources**

Individual resources and capabilities which learners bring to their learning experience; these include text knowledge, grammatical and vocabulary knowledge, knowledge of phonetic and writing systems. They also include critical, reflective and intercultural capabilities that support new literacy experience in a different language.

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## **Macro skills**

Four major language skills of listening, speaking, reading and writing.

---

## **Media texts**

Spoken, print, graphic, or electronic communications created for a public audience. They often involve numerous people in their construction and are usually shaped by the technology used in their production. Media texts studied in different languages can be found in newspapers, magazines and on television, film, radio, computer software and the internet.

---

## Mediate

To move between different linguistic and cultural systems, referencing own first language(s)/culture(s) while learning to use and to understand those of the target language. This movement involves:

- noticing, interpreting, responding sensitively and flexibly
- conveying culturally-shaped ideas, values, experience to others
- exploring how ideas and experiences are represented and conveyed in different languages and cultures
- considering similarities, overlaps, collisions and adjustments
- developing the capacity to communicate and represent different perspectives and interpretations.

Mediating operates in two distinctive ways:

- in practices such as interpreting and translating, with attention to what can happen in these processes in terms of 'losing' or 'gaining' meaning
- as the element of the learning experience, which involves noticing, responding, comparing and explaining differences in expression and perspective.

---

## Medium

Resources used in the production and transmission of texts, including tools and materials used (for example, digital text and the computer, writing and the pen or the keyboard).

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## Metalinguage

A vocabulary used to discuss language conventions and use ( for example, language used to talk about grammatical terms such as *sentence, clause, conjunction*; or about the social and cultural nature of language, such as *face, reciprocating, register*.)

---

## Mnemonic

Memorising information by use of an aid such as a pattern, rhyme, acronym, visual image.

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## Modal verb

A verb attached to another verb to express a degree of probability (for example, *I might come home*) or a degree of obligation (for example, *You must give it to me, You are to leave now*).

---

## Mode

Various processes of communication: listening, speaking, reading/viewing, signing and writing/creating. Modes are also used to refer to the semiotic (meaning making) resources associated with these communicative processes, such as sound, print, image and gesture.

---

## Morpheme

The smallest meaningful unit in the grammar of a language. Morphemes are not necessarily the same as either words or syllables. The word *cat* has one morpheme while the word *cats* has two morphemes: *cat* for the animal and *s* to indicate that there is more than one. Similarly, *like* has one morpheme while *dislike* has two: *like* to describe appreciation and *dis* to indicate the opposite. The process of identifying morphemes assists comprehension, vocabulary building and spelling.

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## Morphology

Principles of word formation and inflection, especially with respect to constituent morphemes.

---

## Multimodal text

A text which involves two or more communication modes; for example, the combining of print, image and spoken text in film or computer presentations.

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### multimodal text

combination of two or more communication modes (for example, print, image and spoken text, as in film or computer presentations)

---

### multimodal texts

combination of two or more communication modes (for example, print, image and spoken text, as in film or computer presentations)

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## Narrative

A story of events or experiences, real or imagined.

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## Narrative devices

Techniques used to help in the narrating of a story or reported event. For example, imagery, metaphor, allusion.

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## **narratives**

ways of making sense of the past based on a selection of events. There are different types of narratives such as accounts of the past that relate a story (for example personal, fictitious) and historical recounts (such as the course of events during the Second World War)

---

## **Neologism**

A new word is created, for example, *Smartphone, modem, AIDS* or an existing word is used in a new way, for example, *deadly*.

---

## **nominalisation**

process for forming nouns from verbs (for example, 'reaction' from 'react' or 'departure' from 'depart') or adjectives (for example, 'length' from 'long', 'eagerness' from 'eager'). Nominalisation is also a process for forming noun groups/phrases from clauses (for example, 'their destruction of the city' from 'they destroyed the city'). Nominalisation is a way of making a text more compact and is often a feature of texts that contain abstract ideas and concepts.

---

## **Noun**

A part of speech that includes all words denoting physical objects such as *man, woman, boy, girl, car, window*. These are *concrete nouns*. *Abstract nouns* express intangibles, such as *democracy, courage, success, idea*.

---

## **nouns**

a word class that includes all words denoting physical objects such as 'man', 'woman', 'boy', 'girl', 'diamond', 'car', 'window' etc. These are called 'concrete nouns'. 'Abstract nouns' express intangibles such as 'democracy', 'courage', 'success', 'fact', 'idea'.

---

## **Oracy**

An ability to express oneself in and to understand spoken language; it includes oral and aural proficiency.

---

## **Orthography**

Writing words with correct letters or characters according to common usage.

---

## **Paralanguage**

Additional elements of spoken communication which are integrated with vocal (voice) and verbal (words) elements, and contribute significantly to communication and meaning-making. For example, voice quality, volume and pacing, facial expressions, gestures, posture and body movement.

---

## **Paralinguistics**

A study of paralanguage elements of expression.

---

## **Pedagogy**

A combination of conceptual knowledge, practical skills and reflective capabilities which constitute the 'art and science' of teaching.

---

## **Performance**

A use of the language in real situations, putting language knowledge into practice; it involves accuracy, fluency and complexity.

---

## **Phoneme**

The smallest meaningful unit in the sound system of a language. For example, the word *is* has two phonemes: /i/ and /s/; *ship* has three phonemes: /sh/, /i/, /p/. A phoneme usually has several manifestations dependent on varying phonological contexts. For example, the *p* in *pin* and *spin* differs slightly in pronunciation but is regarded as being the same phoneme; that is, as having the same functional meaning within each word.

---

## **Phonics**

A relationship between letters or characters and the sounds they make when pronounced. L2 learning involves developing phonic awareness and proficiency.

---

## **phonics**

the term used to refer to the ability to identify the relationships between letters and sounds when reading and spelling

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## **Phonological awareness**

Understanding that every spoken word is composed of small units of sound, identifying relationships between letters and sounds when listening, reading and spelling. It includes understandings about words, rhyme and syllables.

---

## **Pragmatics**

A study of how context affects communication; for example, in relation to the status of participants, the situation in which the communication is happening, or the intention of the speaker.

---

## Prediction

An informed presumption about something that might happen. Predicting at text level can include working out what a text might contain by looking at the cover, or working out what might happen next in a narrative. Predicting at sentence level includes identifying what word is likely to come next in a sentence.

---

## Prefix

A meaningful element (morpheme) added before the main part of a word to change its meaning. For example, unhappy.

---

### prefixes

meaningful elements (morphemes) added to the beginning of words to change their meaning (for example, 'un' to 'happy' to make 'unhappy')

---

## Preposition

A part of speech that precede a noun, noun phrase phrase or pronoun, thereby describing relationships in a sentence in respect to:

- space/direction (below, in, on, to, under – for example, she sat on the table).
- time (after, before, since – for example, I will go to the beach after lunch).
- those that do not relate to space or time (of, besides, except, despite – for example, he ate all the beans except the purple ones)

Prepositions usually combine with a noun group or phrase to form a prepositional phrase. For example, in the office, besides these two articles.

---

### prepositional phrases

typically consist of a preposition followed by a noun group/phrase. Prepositional phrases occur with a range of functions, including: adverbial in clause structure (for example, 'on the train' in 'We met on the train.');

modifier in noun group/phrase structure (for example, 'with two children' in 'a couple with two children');

and modifier in adjective group/phrase structure (for example, 'on golf' in 'keen on golf').

---

## Productive language use

One of the two aspects of communication through language (see *receptive language*) involving the ability to express, articulate and produce utterances or texts in the target language.

---

## Pronoun

A part of speech that refers to nouns, or substituting for them, within and across sentences. For example, *Ahmad chose a chocolate cake. He ate it that evening* (where *he* and *it* are personal pronouns; and *that* is a demonstrative pronoun).

---

## Pronunciation

A manner in which a syllable is uttered.

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## Prosody

Patterns of rhythm, tempo, stress, pitch and intonation used in language; for example, in poetry or public speaking.

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## Proxemics

A use of space, posture and touch as elements of non-verbal communication.

---

## Purposeful learning

Learning which results from authentic language experiences that involve real purpose and achievable outcomes.

---

## Question

A commonly employed prompt to elicit language use. A key element of scaffolding to support learners' use of language and to encourage further contributions. Different types of questions provide different prompts:

- **closed questions** are questions for which there are predictable answers. For example, *What time is it?* These are typically used as prompts for short answers, as a framework for testing comprehension or reviewing facts, and for routinized interactions. They are frequently used to scaffold early language development.
- **open questions** are questions with unknown and unpredictable answers that invite and support more elaborated and extended contributions from learners. For example, *How do you feel about that? What do you think might happen next?* They are used as stimulus to discussion, reflection and investigation.

Questions are an important element of intercultural language teaching and learning. The quality of questions determines the quality and substance of the learning experience. Effective questions relating to the nature of language, culture and identity and the processes involved in language learning and intercultural experience guide the processes of investigating, interpreting and reflecting which support new understanding and knowledge development.

---

## Read

Process visual or tactile symbols (for example, braille), words or actions in order to derive and/or construct meaning. Reading includes elements of decoding (of sounds and symbols), interpreting, critically analysing and reflecting upon meaning in a wide range of written, visual, print and non-print texts.

---

## Receptive language

One of the two components of communication through language (see *productive language*): the 'receiving' aspect of language input, the gathering of information and making of meaning via listening, reading, viewing processes.

---

## Reciprocating

An integrating element of intercultural communication that involves movement and relationship, interpreting and creating meaning, and understanding the process of doing so. It involves not only the exchange of words but also an exchange of understanding between the people involved. It comes into play when the learner 'self' encounters and interacts with the 'other' (the target language speaker, the target language itself as text or experience); when the existing language code and cultural frame encounters a different code and frame. This experience impacts on the learner's perspective and sense of identity and on their usual ways of communicating. Reciprocating involves conscious attention to the process: attention to the self (*intraculturality*) and to the likely impact of the self on the other person involved (*interculturality*). Things previously taken for granted are noticed in reference to new or different ways. Key elements of reciprocating include conscious attention, comparison, reflection and analysis:

- recognition that both partners in an exchange are involved in the 'effort of meaning'
  - willingness to work out what the other person means, the cultural and social context they are speaking from and the perspectives, which frame what they are saying
  - making necessary adjustments to own and each other's input, orientation and stance that will help the exchange to be successful.
- 

## Register

A variety of language used for a particular purpose or in a particular situation, the variation being defined by *use* as well as *user*. For example, informal register or academic register.

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## Romanisation

A transcription from a differently scripted language, such as Chinese or Japanese, into the Latin alphabet.

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## Root of a word

A word/word element that cannot be reduced to a smaller unit and from which other words are formed. For example, plant in replanting.

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## **Scaffolding**

Support provided to assist the learning process or to complete a learning task. Scaffolded language support involves using the target language at a level slightly beyond learners' current level of performance, and involves incremental increasing and decreasing of assistance. Task support provides assistance to perform just beyond what learners can currently do unassisted, to progress to being able to do it independently. Scaffolding includes modelling and structuring input in ways that provide additional cues or interactive questioning to activate existing knowledge, probe existing conceptions or cue noticing and reflecting.

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## **Scanning**

A text processing strategy adopted to search for specific words, ideas or information in a text without reading every word. For example, looking for a word in the dictionary or a name in a phone directory. Scanning involves moving the eyes quickly down the text looking for specific words and phrases to gain a quick overall impression/to get the gist.

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## **Script**

A writing system in which characters or symbols represent components of language (letters, syllables, words).

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## **Semantic knowledge**

Knowledge gained at a meaning rather than a decoding level. This involves understanding the relationship between signifiers (words, phrases, symbols, signs) and the meanings they represent. Semantic information is supported through reference to prior knowledge, cultural connotations and contextual considerations.

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## **simple sentences**

have the form of a single clause (for example, 'David walked to the shops.' or 'Take a seat.')

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## **Skimming**

A text processing strategy aimed at gaining information quickly without focusing on every word.

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## **Speak**

Convey meaning and communicate with purpose. Some students participate in speaking activities using communication systems and assistive technologies to communicate wants, and needs, and to comment about the world

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## **Stereotype**

A widely held but fixed and oversimplified image or idea of a particular type of person or thing

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## **Stress**

An emphasis in pronunciation that is placed on a particular syllable of a word; for example, *she will conduct the orchestra; her conduct is exemplary.*

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## **Suffix**

A meaningful element added after the root of a word to change its meaning (for example, to show its tense : *-ed* in *passed*. Common suffixes in English include *-ing; -ed; ness; -less; -able*).

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## **suffixes**

meaningful elements added to the ends of words to change their meaning (for example, to show its tense: 'ed' in 'passed'). Common suffixes are 'ing', 'ed', 'ness', 'less' and 'able')

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## **Synchronous**

Occurring or existing at the same time.

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## **Syntax**

An ordering of sentence elements such as words, group/phrases and clauses. In some education settings, the terms *syntax* and *grammar* are used interchangeably.

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## **Talk**

Convey meaning and communicate with purpose. Some students participate in speaking activities using communication systems and assistive technologies to communicate wants, and needs, and to comment about the world

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## **Task**

An integrated experience and use of language, set in a context, accomplishing a purpose, focused on meaning. A task provides an organising structure and context for meaning-focused language learning. Unlike form-focused language activities and exercises, task-based learning involves the achievement of a goal or authentic outcome. Learners draw from existing language resources and seek out unfamiliar resources as needed to complete the task. Scaffolding is provided by the teacher via the task cycle, which includes form-focused teaching. Examples of tasks: researching an issue, sharing ideas and then categorising and presenting results; planning and having a picnic; designing and publishing an online newsletter.

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## Task-based language learning (TBLL)

An orientation to language teaching and learning, which focuses on the use of the language in meaningful and 'life-like' tasks and activities. The completion of the task is not an end in itself, as tasks are part of the overall learning and using of the language, providing a context and purpose for developing language competence and a means of assessing and evaluating learning outcomes. Learners work independently and/or collaboratively, draw on existing language resources, generate solutions to communicative problems, seek out additional or new language and other resources needed to complete the task. Focused language work, such as grammar knowledge, vocabulary building, social and cultural competence, is integrated with task preparation and completion processes. Tasks provide opportunities to integrate the four modes of language use, to develop fluency, complexity and problem-solving capacity, as well as including work on accuracy and focus on form. A task has limits as a one-off learning event, but is used as a meaningful component of learners' overall learning progression.

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## tenses

a grammatical category marked by a verb in which the situation described in the clause is located in time. For example, present tense 'has' in 'Sarah has a headache' locates the situation in present time, while past tense 'had' in 'Sarah had a headache' locates it in past time. However, the relation between grammatical tense and (semantic) time is not always as simple as this. For example, present tense is typically used to talk about: present states, as in 'He lives in Darwin'; actions that happen regularly in the present, as in 'He watches television every night'; 'timeless' happenings, as in information reports such as 'Bears hibernate in winter'; references to future events, as in 'The match starts tomorrow' where the tense is present but the time future. Likewise in 'I thought the match started tomorrow' where the subordinate clause 'the match started tomorrow' has past tense but refers to future time texts.

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## Text

An identified stretch of language, used as a means for communication or the focus of learning and investigation. Text forms and conventions have developed to support communication with a variety of audiences for a range of purposes. Texts can be written, spoken or multimodal and in print or digital/online forms. Multimodal texts combine language with other systems for communication, such as print text, visual images, soundtrack and spoken word, as in film or computer presentation media.

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## Text processing strategies

Strategies learners use to decode and understand text. These involve drawing on contextual, semantic, grammatical and phonic knowledge in systematic ways to work out what a text says. They include predicting, recognising words and working out unknown words, monitoring comprehension, identifying and correcting errors, reading on and re-reading.

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## Text structure

Ways in which information is organised in different types of texts (for example, chapter headings, subheadings, tables of contents, indexes and glossaries, overviews, introductory and concluding paragraphs, sequencing, topic sentences, taxonomies, cause and effect). Choices in text structures and language features together define a text type and shape its meaning. Different languages/cultures structure texts differently in many instances.

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## **text structures**

the ways in which information is organised in different types of texts (for example, chapter headings, subheadings, tables of contents, indexes and glossaries, overviews, introductory and concluding paragraphs, sequencing, topic sentences, taxonomies, cause and effect). Choices in text structures and language features together define a text type and shape its meaning.

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## **Text types (genres)**

Categories of text, classified according to the particular purposes they are designed to achieve, which influence the features the texts employ. For example, texts may be imaginative, informative or persuasive; or can belong to more than one category. Text types vary significantly in terms of structure and language features across different languages and cultural contexts. For example, a business letter in French will be more elaborated than a similar text in English; a request or an offer of hospitality will be differently expressed in Japanese or German.

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## **texts**

the means for communication. Their forms and conventions have developed to help us communicate effectively with a variety of audiences for a range of purposes. Texts can be written, spoken or multimodal and in print or digital/online forms. Multimodal texts combine language with other systems for communication, such as print text, visual images, soundtrack and spoken word as in film or computer presentation media.

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## **Textual features/conventions**

Structural components and elements that combine to construct meaning and achieve purpose, and are recognisable as characterising particular text types (*see language features*).

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## **Tone**

A use of pitch and contour in spoken language to nuance words and, in some languages, to distinguish lexical or grammatical meaning. In Chinese, for example, the tones are distinguished by their pitch range (register), duration and contour (shape). All Chinese syllables have a set tone, which distinguishes it and its meaning from another syllable. However, in certain environments tones can change or be modified, while in rapid spoken Chinese a great many unstressed syllables carry no tone at all.

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## **Translation**

A process of translating words/text from one language into another, recognising that the process involves movement of meanings and attention to cultural context as well as the transposition of individual words.

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## **Transliteration**

Writing a letter or word using the closest corresponding letter or word from a different language or alphabet.

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## Verb

A part of speech which expresses existence, action, state or occurrence. For example, *they watch football; she is exhausted; the day finally came.*

**auxiliary verb** – a verb that combines with another verb in a verb phrase to form tense, mood, voice or condition. For example, *they will go, I did eat lunch, she might fail the exam.*

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## verb

a word class that describes a kind of situation such as a happening (for example, 'climbed' in 'She climbed the ladder') or a state (for example, 'is' in 'The koala is an Australian mammal').

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## verb groups

consists of a main verb, alone or preceded by one or more auxiliary or modal verbs as modifiers. For example, verb groups/phrases: create tense, as in 'He [was happy]', 'She [is working] at home', 'I [have seen] him before'; express modality using modal verbs such as 'can', 'may', 'must', 'will', 'shall' and so on, as in 'You [must be] mad', 'He [will have arrived] by now', 'She [may know] them'; and create passive voice, as in 'A photo [was taken]'.

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## verbs

a word class that describes a kind of situation such as a happening (for example, 'climbed' in 'She climbed the ladder') or a state (for example, 'is' in 'The koala is an Australian mammal').

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## view

observe with purpose, understanding and critical awareness. Some students participate in viewing activities by listening to an adult or peer describing the visual features of text, diagrams, pictures and multimedia

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## voice

in English grammar voice is used to describe the contrast between such pairs of clauses as 'The dog bit me' (active voice) and 'I was bitten by the dog' (passive voice). Active and passive clauses differ in the way participant roles are associated with grammatical functions. In clauses expressing actions, like the above examples, the subject of the active ('the dog') has the role of actor, and the object ('me') the role of patient; whereas, in the passive, the subject ('I') has the role of patient and the object of the preposition by ('the dog') the role of actor. In clauses that describe situations other than actions, such as 'Everyone admired the minister' and 'The minister was admired by everyone', the same grammatical difference is found, so that the object of the active ('the minister') corresponds to the subject of the passive; and the subject of the active ('everyone') corresponds to the object of the preposition 'by'. And in the literary sense, it can be used to refer to the nature of the voice projected in a text by an author (for example, 'authorial voice' in a literary text or 'expert voice' in an exposition).

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## **Word borrowing**

A practice of incorporating words from one language into another. For example, the use of Italian words such as *pianissimo*, *cannelloni* in English and the use of English ICT terms in many languages. The increasing frequency of word-borrowing between languages reflects intercultural contact, contemporary cultural shifts and practices in a globalised world, issues of ease of communication and efficiency and technological specialisation.

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## **write**

plan, compose, edit and publish texts in print or digital forms. Writing usually involves activities using pencils, pens, word processors; and/or using drawings, models, photos to represent text; and/or using a scribe to record responses or produce recorded responses

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# The Australian Curriculum Languages - Hindi

## Overview

### Context statement

#### The place of the Hindi language and associated cultures in Australia and the world

Hindi is an official language of India and Fiji. It is the most widely spoken language of the Indian subcontinent and is also widely spoken throughout the world in countries that include the United States, the United Kingdom, Canada, Mauritius, the Gulf countries and Australia. The language and associated cultures have evolved over time due to processes such as colonialism, globalisation and technological change, and to India's geopolitical and historical position in the world.

The languages of India belong to several language families. Modern Hindi evolved into a distinct language in the New Indo-Aryan Period (from the 11<sup>th</sup>–12<sup>th</sup> century). Current understandings of the language are based on the idea of there being a Modern Standard Hindi (मानक हिंदी), based on the Khari Boli dialect spoken in the Delhi area and written in Devanagari script. More broadly, the notion of Hindi also includes a variety of dialect forms that are not covered by this curriculum, such as Braj Bhasa (ब्रज भाषा) and Avadhi (अवधी), which have their own distinctive grammatical standards. Following independence in 1947, the Indian Government instituted a standardisation of grammar, using the Devanagari script to standardise orthography and bring about uniformity in writing. The Constituent Assembly adopted Hindi as the Official Language of the Union on 14 September 1949, now celebrated each year as Hindi Day.

Hindi follows a consistent set of grammatical standards that derive from the same roots as classical Sanskrit. Its vocabulary includes elements not only from Sanskrit but also from Persian, Arabic, Dravidian, other Indian languages and from world languages such as Turkish, Portuguese and English. The lexicon comprises of words taken directly (तत्सम words) and derived from Sanskrit (तद्भव words), as well as other languages. Like all languages, Hindi has multiple registers and freely uses loan words in different registers of speech and writing. Popular everyday registers incorporate many words derived from Persian and Arabic and increasingly incorporate English loan words and expressions.

Hindi is the first language of a large proportion of the population of India and is spoken by more than half the overall population. It is an official language in Delhi, Uttar Pradesh, Uttarakhand, Chhattisgarh, Himachal Pradesh, Chandigarh, Bihar, Jharkhand, Madhya Pradesh, Haryana and Rajasthan. By virtue of its role as a lingua franca, Hindi has also developed regional dialects, such as Bumbaiya Hindi in Mumbai, Dakhini in parts of Telangana and Bangalori Urdu in Bangalore, Karnataka. Hindi's role as a lingua franca is evidenced in many forms of popular culture, such as music and film.

Hindi has been an important element of Indian educational systems, both as a first and second language and as a language of instruction. In non-Hindi states, Hindi may be learnt as the third language.

Significant Indian migration to Australia began in the 1980s and continued through the 1990s. The majority of migrants come to Australia through family connections, and the number of skilled migrants continue to grow. According to the Australian Census, in 2011 there were 111,352 Hindi speakers in Australia. Most Indians are multilingual and Hindi is one of the most widely spoken languages in the Australian Indian community.

#### The place of the Hindi language in Australian education

The community's commitment to maintain and to express Hindi identity through language, culture and religion is reflected in the strength of Hindi language use in home and community contexts and in well-established after-hours Hindi school programs. Since 2007, there has been an increase in numbers of students learning Hindi, primarily in community language schools and weekend language schools in New South Wales, Victoria and South Australia. Some programs are now offered in mainstream schools, including programs that cater for second language learners. Total student numbers are relatively low, but increasing enrolments reflect the growing Indian community in Australia and the Australian Government's commitment to support linguistic diversity in the community and to develop capabilities in the languages of the region, including Hindi (Australia in the Asian Century white paper 2012).

### **The nature of Hindi language learning**

Hindi language learning in the context of this curriculum reflects the profile of the cohort of learners for whom it is designed. They are background language learners, with different levels of familiarity with the language and associated cultures. For many, this existing capability is more oral than literacy-based, and initial challenges associated with learning relate primarily to literacy development. Modern Standard Hindi is written in the Devanagari script, which is also used for Sanskrit, Marathi and Nepali. It is a phonetic script, which accurately represents the sounds and syllabic structure of Hindi. Study of the script involves learning the 13 sounds classified as vowels in their long and short forms and the 33 consonant sounds, distinguished between unaspirated and aspirated consonants and of retroflex and dental 'ta' and 'da' sounds. There are five Persian and Arabic consonant sounds used in Hindi and represented in script, as well as two 'flapped' forms of retroflex 'r' sounds. The syllabic structure of Hindi is represented in Devanagari by a system where vowels following consonants are represented by symbols called matra, and two or more consonants can be combined in a syllable without intervening vowels by conjunct forms of consonants.

Learning the Hindi grammatical system is supported by the regularity of key elements. These include a normative subject-object-verb sentence structure and the use of postpositions that impact on agreements with nouns, pronouns and adjectives. Sociolinguistic aspects of Hindi-speaking communities are reflected in aspects of the grammar, such as the system of three levels of pronouns for 'you' and linguistic variations that indicate levels of respect. Hindi is a highly inflected language. All nouns are grammatically masculine or feminine, so adjectives agree with nouns, and verbs show agreement for both number and gender. Actions are distinguished not only by time and manner of performance but also through a distinction between habitual actions and actions completed at a particular time. Learning Hindi involves some complexities at higher levels of study, as learners need to understand complex combinations of verbs and the use of causative verb forms, and to recognise ways in which Hindi draws on Sanskrit, Persian and Arabic in the formation of complex compound words in higher registers of speech.

The Hindi language used in the Australian Curriculum reflects the use of Hindi in contemporary times, engaging learners in the full range of contexts in which the language is presently used in India and Australia.

### **The diversity of learners of Hindi**

The Australian Curriculum: Languages – Hindi is pitched to background language learners, the dominant cohort of learners in the Australian context. Students vary significantly in terms of language and cultural experience, variability being defined in part by home language environments, generational language shifts and parental cultural and linguistic backgrounds. Learners may be first-, second- or third-generation Australians. Some may have established literacy skills in Hindi; others will use Hindi in the home or community alongside other languages; others will extend their use of it to social or friendship groups. Others may have learnt the language in large part from forms of mass media, such as Bollywood productions, music and popular fiction. Some have more receptive than productive language capabilities.

The Australian Curriculum: Languages – Hindi has been developed according to two learning sequences: Foundation – Year 10, and Years 7–10 (Year 7 entry). Teachers will use the curriculum to cater for learners of different backgrounds by making appropriate adjustments to differentiate learning experiences for these students.

The intercultural language learning orientation of the curriculum explores the cultural dimension that shapes and is shaped by languages. Background learners of Hindi already have lived experience of this relationship, 'living between' Hindi and English in the Australian context. The curriculum provides opportunities for analysis, explicit focus and reflection on this lived experience and further opportunities for students to participate in intercultural experiences, to extend their ways of perceiving and being in the world, and to understand themselves and others as culturally, bi-culturally and inter-culturally situated.

## **PDF documents**

Resources and support materials for the Australian Curriculum: Languages - Hindi are available as PDF documents.

Languages - Hindi: Sequence of content

Languages - Hindi: Sequence of Achievement - F-10 Sequence

Languages - Hindi: Sequence of Achievement - 7-10 Sequence

# The Australian Curriculum Languages - Hindi Years F–10 Sequence

## Foundation to Year 2

### The nature of learners

Children in this pathway enter the early years of schooling with established oracy skills in Hindi, English and sometimes other languages or dialects. There will be variation in terms of proficiency in Hindi, depending on variables such as home language environment, generational language shift and parental cultural and linguistic background. Children will have varying degrees of literacy capability in both/either Hindi and/or English, and share the experience of belonging to worlds in which languages play a key role. Cognitive and social development at this stage is exploratory and egocentric. The curriculum builds on children's interests, sense of enjoyment and curiosity, with an emphasis on active learning and confidence building. Hindi is learnt in parallel with English language and literacy, which for some children will be being learnt as a second or additional language. Learning in the two areas differs significantly but each supports and enriches the other.

### Hindi language learning and use

Rich language input characterises the first stages of learning. Children are familiar with the sounds and patterns of Hindi, and their fluency and accuracy are further developed through activities such as rhymes, songs, clapping and action games. Children identify and use high-frequency expressions and phrases, and recognise the purpose and intention of simple texts. They use culturally appropriate non-verbal strategies, and produce statements and expressions in response to prompts and cues. They are supported to use Hindi for different language functions, such as asking and responding to questions, expressing wishes, responding to directions, and taking turns in games and simple shared learning activities. They notice that the languages that they know are used differently in different situations and that they themselves communicate differently in some situations when using Hindi, English or other languages. Creative play provides opportunities for exploring these differences and for using Hindi for purposeful interaction in some less familiar contexts.

### Contexts of interaction

Children interact with each other and the teacher, with some access to wider school and community members. Information and communications technology (ICT) resources provide additional access to Hindi language and associated cultural experience, connecting children's social worlds with those of Hindi-speaking children in communities other than their own. Hindi is the dominant language used in classroom interactions, routines and activities, supported by the use of English when required. The early stage of language and literacy development is supported by use of concrete materials and resources, gestures and body language. Play and imaginative activities, games, music, movement and familiar routines provide essential scaffolding and context for language development.

### Texts and resources

Children engage with a variety of spoken, visual, written and digital texts. They listen and respond to teacher talk, share ideas and join in songs, rhymes, stories and chants, and various forms of play and simple conversational exchanges. Written and digital texts include stories, shared Big Books, wall charts and teacher-generated materials, such as games, labels, captions and flashcards.

### Features of Hindi language use

Children’s familiarity with the spoken form of Hindi supports their introduction to the written form of the language. They make connections between speech and writing, and are introduced to the Devanagari script, recognising and reproducing written forms of the 13 sounds classified as vowels and the 33 consonant sounds. They become familiar with the syllabic structure of the script and the use of matra and conjunct forms of consonants. They recognise basic elements of grammar, such as the subject-object-verb order of sentences, the placing of adjectives before nouns, सुंदर लड़की, छोटा बच्चा, रंग-बिरंगी तितली, agreements for number and gender, मैं, हम, मेरा, तुम्हारा, variable use of pronouns and postpositions and the use of simple verbs to describe actions, गाना, खाना, खेलना, दौड़ना. Writing skills progress from labelling and copying familiar words and phrases to co-constructing simple texts using familiar vocabulary, language features and sentence structures. As children learn to adjust language to suit different purposes and situations, they begin to understand how culture shapes language use. They compare how they feel when they use different languages and how they view different languages and people who use them. This introduction to the meta-dimension of intercultural learning develops the ability to ‘decentre’, to consider different perspectives and ways of being, and to become aware of themselves as communicators and cultural participants.

### Level of support

Learning is supported via the provision of experiences that are challenging but achievable with appropriate scaffolding and support. This involves modelling, monitoring and moderating by the teacher; provision of multiple and varied sources of input; opportunities for revisiting, recycling and reviewing; and continuous cueing, feedback, response and encouragement.

### The role of English

While learners are encouraged to use Hindi whenever possible, English is used when appropriate for discussion, comparison, reflection and explanations. Mixing the two languages is common at this level; it reflects children’s experience in their home communities.

## Foundation to Year 2 Content Descriptions

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### Communicating

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#### Socialising

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#### Elaborations

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Interact with teacher and peers to exchange greetings, talk about themselves and their families, to express thanks, wishes, feelings and preferences

[Key concepts: self, family, home, wishes; Key processes: interacting, greeting, describing]

(ACLHIC001)



- greeting and farewelling each other and the teacher using appropriate expressions and body language, for example, joining both hands and bowing the head while saying नमस्ते and using terms, such as फिर मिलेंगे and गुरुजी
- using appropriate greetings in different contexts, for example, अध्यापिका जी! आप कैसी हैं? नमस्ते विनोद, तुम कैसे हो?
- introducing and describing themselves, their friends and family members, for example, मेरा नाम कविता है। ये मेरे पिताजी हैं। ये बहुत दयालु व्यक्ति हैं। ये मेरी माता जी हैं। ये बहुत सुन्दर हैं। ये मेरे बड़े भाई हैं। ये बहुत परिश्रमी हैं। यह मेरी छोटी बहन है। इसका नाम सुधा है। यह पाँच साल की है।
- exchanging phrases used in everyday social interactions, such as thanking, apologising or offering congratulations, for example, धन्यवाद; शुक्रिया; माफ़ करना; बधाई हो; बहुत अच्छे! वाह! क्या बात है!
- using simple statements to express likes or dislikes, preferences or feelings, for example, मुझे खेलना पसंद है। मुझे किताबें पढ़ना पसंद नहीं है। मैं उदास हूँ। मैं बहुत खुश हूँ।
- expressing wishes for different kinds of occasions and events, for example, दिवाली की शुभ कामनाएँ; ईद मुबारक; जन्मदिन की बधाई
- asking and answering questions about each other's daily routines at home and at school, for example, तुम्हें अपने खाली समय में क्या करना पसंद है? मैं आठ बजे सो जाता हूँ। तुम विद्यालय कैसे जाते हो?

Participate in guided activities, such as songs, games, simple tasks and transactions, using movement, gestures, pictures and concrete materials to support meaning

[Key concepts: play, performance, action learning; Key processes: participating, playing, describing]

(ACLHIC002)



- participating in songs, rhymes and chants, imitating and repeating sound patterns and experimenting with alliteration and rhyme, for example, मछली जल की रानी है; लकड़ी की काठी; चंदा मामा दूर के; नानी तेरी मोरनी को; रे मामा रे मामा रे
- participating in traditional and contemporary games such as खो-खो, पिद्दू, गिल्ली-डंडा, कबड्डी that involve repetitive phrases and behaviours, for example, भागो; जल्दी करो; गेंद पकड़ो; बहुत अच्छे; शाबाश!
- using appropriate phrases and expressions when taking turns in games such as साँप और सीढ़ी; कैरम बोर्ड; for example, तुम्हारी बारी; अब मैं पासा फेंकता हूँ; गोटियाँ चलो।
- responding to instructions by using actions such as forming groups, taking up positions or placing/removing objects in activities that involve concepts such as space, time and memory
- participating in activities that involve competing and guessing, matching or choosing objects, using modelled questions and responses and phrases such as मैं जीत गया; तुम हार गए; बाहर फेंको; अब कौन दूँडेगा; चलो दौड़ लगाते हैं; बेईमानी मत करो
- swapping items or describing and classifying objects and attributes such as shapes, colours and numbers, for example, तुम्हें कौन सा रंग चाहिए? अगर तुम मुझे लाल कंचे दो तो मैं तुम्हें नीले कंचे दे दूँगा।

Recognise and respond to classroom routines and interactions, such as opening and closing of lessons, transition activities, following instructions and taking turns  
[Key concepts: routines, directions, interactions; Key processes: listening, responding, interacting]

(ACLHIC003)



- using and responding to language that structures routines such as opening and closing of lessons, for example, नमस्ते बच्चो, बैठ जाओ; किताब खोलो; जी, ठीक है। अपने अपने आई पैड्स निकालो; पाठ खत्म हुआ; अब तुम सब जा सकते हो; कल मिलेंगे
- participating in daily classroom interactions such as roll call, naming the months and days of the week and describing the weather, for example, परसों २० जून है; कल सोमवार है; आज बहुत सर्दी है।
- following instructions in learning activities, for example, किताब में लिखो; बारी बारी पढ़ो; चार का समूह बनाओ; गोल घेरा बनाओ और बैठ जाओ; बैग ज़मीन पर रखो; कृपया खड़े हो जाओ
- using appropriate language to apologise or make excuses, for example, माफ़ कीजिए, मुझे देरी हो गई क्योंकि ..., or to ask for help, for example, मुझे समझ नहीं आया, क्या आप मेरी मदद कर सकते हैं?
- responding with actions, gestures or verbal responses to teacher instructions such as धीरे बोलो; ध्यान से सुनो; मेरी ओर देखो; बात मत करो; चुपचाप बैठो

### Informing

Locate specific phrases and points of information in simple texts such as charts, lists, stories and songs, and use the information to complete guided oral and written tasks  
[Key concepts: information, meaning, context, text; Key processes: making meaning, predicting, identifying]

(ACLHIC004)



### Elaborations

- listening for specific information in stories, rhymes or songs, such as लाला जी ने केला खाया; एक कौआ प्यासा था; चूहा और शेर, using intonation, gestures and facial expressions to help understanding
- recognising simple written words in familiar contexts, such as labels, captions and story titles
- participating in shared readings of Big Book stories about familiar events or contexts, for example, पंचतन्त्र की कहानियाँ, using pictures, punctuation, intonation and contextual clues to predict meaning, and recording words associated with main characters and events
- identifying key points in simple spoken, written or digital texts by miming, drawing, onscreen pointing, clicking or dragging

Use simple statements, gestures and support materials to convey factual information about self, family, friends and the immediate environment

[Key concepts: self, interests, environment; Key processes: naming, labelling, describing, presenting]

(ACLHIC005)



- labelling or naming classroom items, resources and personal possessions, for example, मेज़, कुर्सी, कम्प्यूटर, पेंसिल, बस्ता
- contributing to a class photo story by creating and reading captions to their own photos, for example, मैं खुश/ उदास हूँ।, or by presenting points of personal information, मुझे चॉकलेट पसंद है। मेरे पास एक काली बिल्ली है। मैं एक अच्छी क्रिकेट खिलाड़ी हूँ।
- using simple sentence structures, familiar vocabulary and supporting gestures to talk about themselves and their immediate environment, for example, मेरे पास एक लाल गाड़ी है। मैं प्रार्थना करने मंदिर / मस्जिद / गुरुद्वारे / गिरिजाघर जाता हूँ।
- representing aspects of their daily routines by writing captions to drawings/pictures or attaching word bubbles, such as स्कूल जाना, दोपहर का खाना, पार्क में खेलना।
- participating in 'Show and Tell' by presenting and commenting on items of personal interest, for example, मेरा पालतू जानवर; मेरा मनपसंद खिलौना

### Creating

Participate in imaginative texts such as stories, rhymes, puppet shows, lullabies or action songs, and respond through singing, dancing, drawing, movement and action

[Key concepts: rhythm, expression, character, response; Key processes: singing, responding, drawing, evaluating; Key text types: stories, songs, poems, rhymes]

(ACLHIC006)



### Elaborations

- participating in songs, rhymes, lullabies, and poems, for example, लल्ला लल्ला लोरी, दूध की कटोरी, चंदा है तू मेरा सूरज है तू, हम होंगे कामयाब, राष्ट्रीय गान, using facial expressions and gestures to convey meaning
- listening to and viewing Hindi versions of familiar English-language stories, such as खट्टे अंगूर, लालची बिल्लियाँ, गाँधी जी के तीन बन्दर, comparing words and expressions in each language at key points of the story
- responding to stories, rhymes, puppet shows and songs, such as कछुआ और खरगोश; चंदा मामा दूर के, गाँधी जी के तीन बंदर through drawing or painting, facial expression or movement
- comparing their responses to favourite characters or events in stories, rhymes or songs by making simple evaluative statements, such as मुझे 'चालाक बन्दर' कहानी में बन्दर पसंद है क्योंकि उसने बिल्लियों को चालाकी से मूर्ख बना दिया
- responding to rhythmic features by using movement, facial expressions and gestures to convey meaning, for example, by learning and performing the Indian and Australian national anthems जन गण मन

Play with sound patterns, rhythm and rhyme to interpret and adapt Hindi stories, poems and songs that involve familiar language and non-verbal forms of expression

[Key concepts: performance, rhythm, expression; Key processes: performing, imagining, creating, presenting; Key text types: songs, plays, mime, puppet shows, drawings, poems]

(ACLHIC007)



- performing songs, rhymes, and action stories, for example, आलू-कचालू, पानी बरसा छम छम छम, हाथी राजा कहाँ चले, using non-verbal expression such as clapping, head gestures and facial expressions to convey meaning and express emotion
- creating own poems, puppet shows or rhymes by adapting favourite stories to perform at a school or community event, for example, 'चुन्नू - मुन्नू थे दो भाई ; लोक-कथाएँ
- creating and presenting own Big Books, story boards or digital texts based on selected characters or elements of favourite texts
- re-creating stories, rhymes and poems through mime, dance or captioned drawings
- experimenting with devices such as alliteration, word play or repetition to add to the enjoyment of songs, stories and poems

### Translating

Explain the meaning of simple Hindi words, phrases and gestures, noticing similarities or differences with English or other known languages

[Key concepts: language, meaning, translation; Key processes: noticing, comparing, translating, explaining]

(ACLHIC008)



### Elaborations

- recognising that every language has its own words, sounds and gestures that it uses to make meaning
- translating and explaining the meaning of Hindi words and expressions often used by children of their age, for example, अच्छा!, comparing with expressions they use in similar situations in English
- translating simple classroom texts, such as captions, signs, word lists, charts
- demonstrating body language, gestures or facial expressions that they use with families and friends when speaking Hindi, such as moving the head in different ways to mean different things
- explaining why particular forms of behaviour accompany interactions such as greetings in Hindi, for example, touching the feet of elders while saying प्रणाम to show respect, and receiving blessings

Create simple spoken, print or digital texts for the classroom that combine Hindi and English, such as songs, captions, picture dictionaries, wall charts or labels

[Key concepts: bilingualism, vocabulary, translation; Key processes: creating, comparing, matching, comparing]

(ACLHIC009)



- creating and performing bilingual versions of nursery rhymes such as धोबी और चिड़िया; alternating verses in Hindi and English
- creating a bilingual picture dictionary for classroom use, labelling items in both languages
- creating sets of matching vocabulary cards in Hindi and English and playing *Matching Pairs* or *Memory*
- creating captions in Hindi and English for photos or images to create simple bilingual storybooks in print or digital formats
- creating a personal ID card with details in both Hindi and English, for example, नाम, कद, आँखों का रंग, जन्म तिथि: 'name', 'height', 'eye colour', 'date of birth'

### Reflecting

### Elaborations

Notice and describe ways in which they use Hindi and English and how these involve different words and behaviours

[Key concepts: meaning, culture, difference; Key processes: noticing, comparing, reflecting, describing]

(ACLHIC010)



- noticing differences in ways they communicate with friends and family in Hindi and English, such as using different forms of address in Hindi for relatives on a father's or mother's side of the family, for example, बुआ जी for a father's sister and मौसी जी for a mother's sister; and using first names in English when addressing parents of their friends
- noticing which language they choose to use in which contexts, and when they mix or switch between Hindi, English or other languages, for example, when playing with friends, interacting with grandparents or reciting prayers
- noticing aspects of Hindi that relate to culture, such as using terms like दीदी when speaking to a woman who is older but not yet old enough to be addressed as माताजी
- describing how it feels to use Hindi in the classroom compared to using it at home or in their community
- developing language for talking about language and culture, for example, using terms such as 'difference', 'behaviour' and 'culture', and considering questions such as लोग ऐसा क्यों/किसलिए करते हैं?

Use simple statements, gestures and support materials to identify themselves as members of different groups, including their family, community and school

[Key concepts: identity, self, community, culture; key processes: describing, representing, comparing, reflecting]

(ACLHIC011)



- sharing information about their family background, such as country or region of origin, languages and dialects spoken in the home and where extended family members live
- representing their membership of family, peer or community groups through pictures or captions to photos
- discussing the role of Hindi in their lives, for example, in family relationships, in special events or things they like to do
- describing how it feels to use Hindi in different contexts, for example, when singing or playing games or when listening to other people using the language
- considering their personal cultural identity, for example, by discussing how 'Australian' or 'Indian' they feel in different situations

## Understanding

Systems of language

Elaborations

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Recognise the relationship between the sounds and patterns of pronunciation and elements of the Devanagari script, including the representation of long and short vowels, consonants and conjuncts

[Key concepts: pronunciation, characters, writing; Key processes: listening, distinguishing, reciting, writing]

(ACLHIU012)



- recognising and reproducing the sounds and letters of spoken and written Hindi
  - building phonic awareness by recognising and experimenting with sounds and focusing on those that are new and initially difficult, such as त, थ, ग, घ, ट, द, ध।
  - learning how the Hindi sound system is conventionally represented in the Devanagari system by the use of 13 letters classified as vowels (अ-अः) and 33 consonants (क-ह and इ-इः)
  - developing pronunciation skills by singing, reciting, reproducing and mimicking alphabetic elements in context
  - understanding how vowels are pronounced without any obstruction of air coming out of the mouth and consonants are pronounced with obstruction of air by different parts of the mouth
  - recognising that a line on the top of written letters joins them to make words and establishes spaces between words बस, घर। अब घर चल।
  - practising the writing of Devanagari letters 'hanging' from a line, noticing the difference between this and English, where letters are written above the line क ख ग - a, b, c
  - recognising the *matra* form of vowels, such as ि, ी, and distinguishing long and short vowel sounds, such as ि, ी
  - identifying and practising pronunciation of vowel sounds with consonants, for example, कइ/कि, कई/की
  - understanding the formation of conjunct consonants such as क्ष, त्र, ज्ञ
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Understand elements of Hindi grammar, such as the subject-object-verb sentence structure, question, answer and statement forms, agreements for gender and number, the use of pronouns and postpositions and of verbs in relation to actions and commands

[Key concepts: grammar, sentences, patterns, rules; Key processes: noticing, identifying, explaining]

(ACLHIU013)



- identifying people by using pronouns, such as तुम, तू, आप, मैं, मेरा, तुम्हारा।
- understanding and responding to imperative verb forms, such as बैठ जाओ, यहाँ आओ, मेरी बात सुनो।
- exploring how to use singular and plural forms, such as मैं, हम, मेरा, तुम्हारा
- referring to objects using cardinal numbers, for example, एक, दो, पाँच, सात
- noticing that adjectives are used to describe people, objects or places and are usually placed before the noun, for example, सुंदर लड़की, छोटा बच्चा, रंग-बिरंगी तितली
- understanding the role of different words for asking questions, such as कहाँ? कौन? कब? क्या?
- expressing negation, for example, नहीं, मत, ना
- learning the structure of simple statements and questions, based on models such as तुम मेरे साथ चलो। तुम कैसे हो?
- understanding that verb forms change according to gender and number, for example, लड़का गाता है। लड़की गाती है। लड़के गाते हैं।
- describing actions using simple verbs, such as गाना, खाना, खेलना, दौड़ना
- understanding the use of commands and post positions as in मुझको दीजिए। राम से लीजिए। वहाँ पर रखो।

Understand that language is organised as 'texts' that take different forms and use different structures to achieve their purposes

[Key concepts: text, meaning, language features; Key processes: recognising, comparing, describing]

(ACLHIU014)



- understanding texts as different forms of communication that can be spoken, written, digital or visual, recognising that they can be very short, for example, रूको, or much longer, for example, तुम ज़रा ठहर जाओ।
- recognising that different types of texts have different features, for example, repetition and rhythm in action songs and rhymes, listing of items on a shopping list
- using metalanguage to talk about texts, for example, by naming different genres, such as lullabies, stories, rhymes, tongue twisters, and by describing typical features, for example, 'कहानियों की शुरुआत ...', 'गाने अक्सर ...',
- noticing how familiar texts, such as poems or stories, are sequenced and organised, for example, by identifying titles, connections between pictures and written texts or familiar opening lines, such as एक समय की बात है...

## Language variation and change

## Elaborations

Recognise that different words, expressions and gestures are used by Hindi speakers to interact with different people in different situations

[Key concepts: language variation, respect, difference; Key processes: noticing, selecting, adapting]

(ACLHIU015)



- recognising that language they use at home or when playing with friends is sometimes different to language they use in school, for example, addressing each other as तू/तुम rather than the more respectful form of आप, or using the informal pronunciation of ये/वो rather than the formal pronunciation यह/वह
- recognising that children in their class may use different words and expressions that come from different dialects and languages
- understanding that different forms of address are used to greet different people, for example, addressing elders as आप, equal or younger people as तुम and being addressed by older relatives as जीते रहो
- understanding that different greetings are used with people from different community and religious groups, for example, नमस्ते/नमस्कार to a Hindu, अस्सलाम अलैकुम to a Muslim and सत् श्री अकाल to a Sikh

Recognise that all languages change over time and borrow words and expressions from each other

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

(ACLHIU016)



- recognising that languages borrow words and expressions from each other and that Hindi includes many words that originated in languages such as Persian, Arabic and English
- identifying loan words and expressions from English used in Hindi, understanding that they may be pronounced differently in the two languages, for example, *phone* is pronounced as फ़ोन, *dollar* is pronounced as डालर
- finding examples of Hindi words that are used in other languages, for example, 'yoga' (योग), 'sari' (साड़ी), 'khaki' (खाकी), 'pyjama' (पायजामा)
- noticing words that they use in their everyday lives that come from different languages

Recognise that Australia is a multicultural society with communities of speakers of many different languages including Hindi

[Key concepts: culture, multiculturalism, diversity, family, community; Key processes: observing, noting, describing, comparing]

(ACLHIU017)



- understanding that there are many different languages in the world and in the Australian community and that many people speak more than one language
- exploring the range of languages spoken in Australia, including Aboriginal and Torres Strait Islander languages
- identifying different languages and dialects used by children in their class or friendship groups, for example, by creating a language map with greetings in each language
- identifying different languages that they come into contact with in their extended family and communities

## Role of language and culture

## Elaborations

Understand that people use language in ways that reflect their culture, such as where and how they live and what is important to them

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

(ACLHIU018)



- noticing how gestures and body language differ between cultures, such as the way Hindi speakers move their heads when saying अच्छा; fold their hands and bow when saying नमस्ते to an older person; touch the feet of elders and say प्रणाम; hold the ear lobe when apologising
- exploring the meaning of 'culture', how it involves visible elements, such as dressing, eating and dancing, and invisible elements, such as attitudes and values, for example, the use of the expression फिर मिलेंगे when leaving, to avoid the finality associated with 'goodbye'
- noticing similarities and differences in how they communicate in Hindi in the classroom and in their homes, for example, बेटा, बेटी; being called मुन्ना, मुन्नी
- learning to talk about language and culture and how they are connected by responding to prompt questions such as आप क्या सोचते हैं ... आपको क्यों लगता है कि लोग ...?

## Foundation to Year 2 Achievement Standard

By the end of Year 2, students interact with the teacher and peers to exchange greetings and talk about themselves and their families, for example, नमस्ते, आप कैसे हैं?, मेरा नाम गीता है, आप का क्या नाम है? मेरे घर में चार लोग हैं। मेरा एक भाई है। मेरी एक बहन है। ये मेरे पिताजी हैं। ये बहुत अच्छे हैं। ये मेरी माता जी हैं। ये बहुत सुन्दर हैं। ये मेरे बड़े भाई हैं। यह मेरी छोटी बहन है। इसका नाम सुधा है। यह पाँच साल की है। They express thanks, likes and dislikes, feelings and wishes, for example, मुझे आइस क्रीम अच्छी लगती है। आप को क्या अच्छा लगता है? मैं आप से नाराज़ हूँ। मुझे खेलना पसंद है। मुझे किताबें पढ़ना पसंद नहीं है। मैं उदास हूँ। मैं बहुत खुश हूँ। They use repetitive language when participating in guided activities and responding to classroom routines, for example, नमस्ते, बच्चो बैठ जाओ, किताब खोलो। जी अच्छा, ठीक है। अपनी किताबें निकालो। पाठ खत्म हुआ। अब तुम सब जा सकते हो। कल मिलेंगे। नमस्ते। धन्यवाद। When speaking, they use the sounds and patterns of the Hindi language, for example, त, थ, ग, घ, ट, ठ, द, ध. They identify words and phrases in simple texts and locate and share specific points of information about their immediate environment using illustrations and gestures to support meaning, for example, मेरे पास एक लाल गाड़ी है। मैंने एक पीला फूल देखा। मेरी किताब बहुत भारी है। मैंने अपने परिवार के साथ खाना खाया। मेरे घर के सामने एक बस स्टॉप है। मैं प्रार्थना करने मंदिर/ मस्जिद / गुरुद्वारे / गिरजाघर जाता हूँ। They respond to imaginative texts that have listened to, viewed or participated in through singing, drawing, movement and action, and use illustrations, familiar language and non-verbal forms of expression to interpret and adapt Hindi stories, poems and songs. Students use familiar words and phrases, for example, बैठ जाओ। यहाँ आओ। वहाँ जाओ। इधर बैठो। उधर जाकर खड़े हो। इस जगह पर मत कूदो। चलो उधर चलें। They use basic rules of word order, and gender and number agreement in simple sentences, for example, लड़का खड़ा है। लड़की खड़ी है। लड़के जा रहे हैं। लड़कियाँ जा रही हैं। बेटा खाना खा रहा है। बेटे खाना खा रहे हैं, बेटियाँ खाना खा रही हैं। They translate and interpret frequently used words and simple phrases, and create word lists, labels and captions in Hindi and English for the classroom environment. Students identify themselves as members of different groups and describe different words and behaviours they use when communicating in Hindi and English.

Students make connections between spoken Hindi, including vowels, consonants and conjuncts, and the use of Devanagari script, and join characters to form simple words. They distinguish between question, answer and statement forms, for example, आप कहाँ जा रहे हैं? तुम कैसे हो? क्या आप मेरे साथ चलेंगे? वहाँ कौन है? आप वहाँ क्यों जा रहे हैं? They identify the use of pronouns, postpositions and verbs in relation to actions and commands. They identify features of familiar texts. They distinguish between the language spoken by different Hindi speakers in different contexts and situations, such as at home with family or at school with the teacher. Students name some of the many languages that are spoken in Australia, including Hindi, and give examples of simple words in English that have been borrowed from Hindi, such as पायजामा, योग, साड़ी, खाकी. They identify how language usage reflects where and how people live and what is important to them.

## Years 3 and 4

### The nature of learners

At this stage, children are developing cognitive and social capabilities that allow for increased control of their own learning. They are able to conceptualise and reason, and have better memory and focus. This is a stage of social experimentation, with children referencing themselves against their peers. They are more independent and less egocentric, enjoying both competitive and cooperative activities. They benefit from varied, activity-based learning, which builds on their interests and capabilities and makes connections with other areas of learning.

### Hindi language learning and use

Children interact with peers and the teacher in classroom routines and a variety of learning experiences and activities. They engage in a lot of listening, and build oral proficiency through the provision of rich language input and opportunities to engage in communicative activities where grammatical forms and language features are purposefully integrated. The language they use and hear is authentic with some modification. Vocabulary is familiar and structures are simple. Children follow instructions, exchange simple information and express ideas and feelings related to their personal worlds. They negotiate interactions and activities and participate in shared tasks, performance and play. They read and create short texts on topics relevant to their interests and enjoyment, such as family, pets, favourite activities or food. They continue to build vocabulary that relates to a wider range of domains, such as areas of the curriculum that involve some specialised language use. The language used in routine activities is re-used and reinforced from lesson to lesson in different situations, making connections between what has been learnt and what is to be learnt.

### Contexts of interaction

The contexts in which students interact in learning and using Hindi are primarily local: the classroom, school, home and community, with some access to wider communities of Hindi speakers and resources through virtual and digital technology. The development of oral proficiency is similar in many ways to their parallel development of English language and literacy and continues to rely on rich language input in different modes and from different sources.

### Texts and resources

Learners engage primarily with a variety of teacher-generated materials, stories, songs, puppet shows and games, and with materials produced for young Hindi learners such as computer language games, cards and readers. They may also have access to materials developed for children in India and other Hindi-speaking regions of the world, such as television programs, advertisements or web pages, as a means of broadening cultural knowledge and awareness of diversity of language experience.

### Features of Hindi language use

Children recognise and apply elements of Hindi grammar, such as the use of tenses, गया था, जाऊँगा, जा रहा हूँ, खाया था, खा रहा हूँ, खाऊँगा, possessive adjectives to express ownership, मेरी पुस्तक, तुम्हारा बस्ता, and pronouns for places and objects, यहाँ, वहाँ, यह, वह. They understand the use of constructions related to compulsion, conditional sentences and compound verbs to indicate capabilities or completion of actions. Children’s development of literacy skills progresses from supported comprehension and use of familiar and personally significant sight words to working with more elaborated texts that take account of context, purpose and audience. The development of reading skills and textual knowledge is supported through interaction with a range of spoken, written, visual and multimodal texts. Imaginative and interactive texts, such as picture books, rhymes, stories, puppet play, songs and games, engage the expressive and cultural dimensions of language. Procedural, informative and descriptive texts, such as negotiated classroom rules, tuckshop orders or family and class profiles, show how language is used to ‘get things done’. A balance between language knowledge and language use is established by integrating focused attention to grammar, vocabulary building, pronunciation, and non-verbal and cultural dimensions of language use with communicative and purposeful learning activity.

Children talk about differences and similarities they notice between Hindi, English and other languages they know, and also between cultural behaviours and ways of communicating.

Learning Hindi in school contributes to the process of making sense of the children’s worlds which characterises this stage of development. Children are increasingly aware that the Hindi language is used not only in their own community in Australia and in India, but also in many other places around the world. As they engage consciously with differences between languages and cultures, they make comparisons and consider differences and possibilities in ways of communicating in different languages. This leads them to explore concepts of identity and difference, to think about cultural and linguistic diversity, and about what it means to speak more than one language in the contemporary world.

#### Level of support

This stage of learning involves continued extensive support. Form-focused activities build children’s grammatical knowledge and develop accuracy and control in spoken and written Hindi; opportunities to apply this knowledge in meaningful learning experiences build communicative skills, confidence and fluency. Tasks are carefully scaffolded: teachers provide models and examples; introduce language, concepts and resources needed to manage and complete the activity; make time for experimentation, drafting and redrafting; and provide support for self-monitoring and reflection.

#### The role of English

The teacher and learners use Hindi wherever possible in classroom interactions and learning activities. English is used for discussion, reflection and explanation when appropriate, for example, when considering the nature and relationship of language and culture, or in tasks which involve bilingual work that includes comparison and analysis of Hindi and English. Discussion in Hindi and English supports learning, develops children’s conceptual frames and builds **metalanguage** for talking about language and culture systems. The process of moving between languages consolidates their already established sense of what it means to be bilingual or multilingual and provides opportunities for reflection on the experience of living interculturally in intersecting language communities.

## Years 3 and 4 Content Descriptions

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### Communicating

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#### Socialising

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#### Elaborations

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Engage in simple interactions such as asking and answering questions or issuing and responding to invitations, and exchange information about their interests, activities and personal worlds

[Key concepts: communication, information, leisure, interests; Key processes: interacting, exchanging, describing]

(ACLHIC019)



- exchanging different types of correspondence such as greeting cards or invitations, using modelled language such as नए साल की बधाई; राखी की शुभ कामनाएँ; ईद मुबारक; शुक्रिया; तुम्हें भी; शिक्षक दिवस शुभ हो
- exchanging information about interests, experiences, leisure activities and community events, building descriptive vocabulary and using statements such as मुझे क्रिकेट खेलना अच्छा लगता है क्योंकि ...; गृह कार्य करने के बाद मैं टीवी देखता हूँ। नहा कर मैं पूजा करता हूँ। जल्दी जाग कर मैं इलेक्ट्रॉनिक खेल खेलता हूँ। हर रविवार मैं मंदिर जाता हूँ। सभी लोग बड़े ही उत्साह के साथ बैसाखी मेले जाते हैं।
- asking each other about recent events or significant occasions, using language associated with time, location and frequency, for example, तुम ननिहाल कब जाते हो? मैं हर साल गर्मी की छुट्टियों में ननिहाल जाता हूँ, आप क्रिसमस कैसे मनाते हैं?; होली के त्योहार में रंग क्यों लगाया जाता है?
- responding to frequently asked questions or comments, using appropriate intonation, gestures and short responses, such as ठीक है; जी हाँ; निश्चित रूप से; बिल्कुल ठीक
- asking each other about their personal worlds, for example, आपका जन्म कहाँ हुआ था? क्या तुम घर पर हिंदी बोलते हो? तुम्हारे पिताजी क्या काम करते हैं? आपके दोस्त कौन हैं? क्या तुम अपनी दादी से प्यार करते हो? आप अपने पालतू कुत्ते की देखभाल कैसे करते हैं?

Participate in shared learning activities and transactions, such as science experiments, cooking or craft activities, creating displays or swapping items

[Key concepts: roles, collaboration, learning experiences, transactions; Key processes: negotiating, creating, transacting]

(ACLHIC020)



- negotiating roles and responsibilities when collaborating in shared learning experiences, using expressions such as थोड़ा मैं लिखता हूँ बाकी तुम लिखो। मैं काटता हूँ, तुम चिपकाओ। वाह! यह अच्छी बात है। क्या तुम कम्प्यूटर पर काम करना चाहते हो?
- making shared decisions about content, vocabulary and design when working together to create digital displays or posters for special events, such as स्वतंत्रता दिवस; पर्यावरण दिवस; वार्षिक खेल दिवस; स्वच्छता अभियान
- following procedures/giving instructions for activities such as cooking, craft activities or science experiments, using language forms such as imperative verbs and measurement terms, for example, 100 ग्राम आटा, सबसे पहले पानी मिलाओ; कढ़ाई में तेल गरम करो; एक चम्मच नमक डालो; गोल कागज़ काटो; बीच से मोड़ो; धागे से बाँधो
- using tokens that represent Indian and Australian currencies to carry out simulated transactions in different contexts

Respond to questions, directions and requests and use simple questions and statements to ask for help or permission, attract attention and check understanding  
[Key concepts: directions, response, support; Key processes: interacting, responding]

(ACLHIC021)



- using appropriate language to ask for help, information or to attract attention, for example, यह क्या है? मुझे समझ नहीं आया। क्या आप मेरी मदद करेंगे? विद्यालय का खेल-दिवस कब है?
- interacting with each other to complete learning activities and check on understanding, for example, मुझे पैन दो। क्या यह सही है? अपने हिस्से का कार्य जल्दी समाप्त करो।
- responding to directions when playing games, completing work or getting ready for class, for example, मुझे एक बार फिर से दिखाएँ। जोर से गाओ। वाक्य लिखो। इसे ध्यान से सुनो। इन चित्रों को देखो। एक सीधी पंक्ति में खड़े हो जाइए।
- praising and encouraging each other during learning activities, for example, बहुत बढ़िया! बुरा नहीं है। ठीक-ठाक है।
- using interaction skills such as questioning, responding and interpreting non-verbal clues when working collaboratively

### Informing

Locate and organise information in different types of spoken, written and visual texts relating to personal, social and natural worlds

[Key concepts: information, natural world, physical world, daily life; Key processes: listening, reading, identifying, classifying]

(ACLHIC022)



### Elaborations

- listening to short spoken texts that contain some unfamiliar language, such as announcements or directions for a game or task, identifying specific points of information
- collecting information from print or digital resources about selected topics, such as animal species, famous places, national flags or world geography, to create captioned displays with simple descriptive statements, for example, तिरंगा झंडा; संकटग्रस्त जानवर; विश्व के सबसे ऊँचे पर्वत
- locating information from a range of multimedia materials relating to school routines and activities in Hindi language contexts, comparing with school life in Australia, for example, the 'midday meals' scheme in India compared to school canteens in Australia
- finding Hindi language at home or in the community to create language resources for their own use in different contexts and situations, for example, collecting Hindi words in English-language advertisements, menus or shop signs, such as *roti*, *naan*, *mela*.
- using digital/online resources to collect information about children's out-of-school daily activities in Hindi-speaking communities in different contexts

Present simple information about home, school and community, using visual support such as photos, maps or charts

[Key concepts: family, communication, identity; Key processes: surveying, describing, presenting, reflecting]

(ACLHIC023)



- using simple descriptive language and supporting resources to introduce family members and friends and to identify relationships with them, for example, मौसी; चाचा, providing details such as age, religion, occupation or regional backgrounds, for example, वह ऑस्ट्रेलियाई है। उसकी उम्र तीस साल की है।
- presenting information they have collected about each other's likes, dislikes or interests to create a class profile, chart or database, using checklists, surveys or question cues
- presenting information via picture stories or multimodal displays on events or topics of potential interest to Hindi-speaking children of their own age in other contexts
- working together to design posters or web pages to promote a cultural event or regional profile
- creating a class book or digital display about topics they have been studying in Hindi and/or other curriculum areas, for example, इस्तेमाल की जा चुकी वस्तुओं से कुछ और बनाना; जीवन-चक्र; विश्व संगीत

## Creating

Engage with creative and imaginative texts such as stories, rhymes, dance and action songs, identifying favourite elements and acting out key events or interactions

[Key concepts: imagination, character, plot; Key processes: responding, identifying, creating, evaluating; Key text types: films, stories, myths, puppetry]

(ACLHIC024)



## Elaborations

- reading, listening to and viewing stories, children's TV programs, excerpts from films, identifying and describing favourite elements, ideas and events
- viewing excerpts from traditional texts such as जातक कथाएँ, explaining key elements, for example, नमस्ते/नमस्कार; चरण स्पर्श, आशीर्वाद
- adopting and adapting styles and ideas from writers or artists that they enjoy to create their own imaginative texts, for example, a skit based on a scene from a favourite story
- demonstrating understanding of plot and sequence in imaginative texts by creating a storyboard or timeline
- describing favourite animal characters in Panchatantra Stories, comparing with the role of animals in stories from other world cultures
- discussing favourite characters or events in familiar traditional texts such as दादी माँ की कहानियाँ
- exploring rhythms, sound patterns and alliteration of Hindi, for example, by creating their own tongue twisters similar to कच्चा पापड़ पक्का पापड़

Create simple imaginative texts, such as dialogues, storyboards, puppet shows or songs that encourage exploration and enjoyment of language  
 [Key concepts: expression, humour, entertainment, enjoyment; Key processes: creating, performing, experimenting; Key text types: poems, songs, puppet shows, animations, stories]

(ACLHIC025)



- creating variations on Hindi poems or songs that include repetitive phrases, established rhythms, rhymes and actions
- using puppets to create dialogues between characters from favourite stories or fables
- creating their own simple storyboards or picture books, using captions and dialogue
- designing and creating Voki animations that use expressive, entertaining and humorous language
- imitating the style and structure of a favourite song to create their own song that explores different combinations of sounds and rhythms
- acting out elements of events such as the *Rakhi* festival, using traditional expressions and culturally appropriate behaviours, such as भाई की कलाई पर राखी बांधना
- drawing their own versions of characters encountered in imaginative texts and selecting simple descriptive statements as captions to their pictures

### Translating

Translate simple texts such as rhymes, captions, story books or familiar social interactions, noticing words and expressions that are difficult to translate  
 [Key concepts: meaning, translation, interpretation, culture; Key processes: translating, noticing, reflecting, explaining]

(ACLHIC026)



### Elaborations

- translating popular children's rhymes into English, for example, चूँ-चूँ करती आई चिड़िया; चंदा मामा, noticing words that are difficult to translate or explain
- identifying Hindi words or expressions that do not easily translate into English, for example, आँखों का तारा
- translating exchanges between characters in favourite stories from Hindi into English
- discussing the meaning of traditional Hindi phrases used on special occasions, comparing how similar wishes are expressed in English, for example, जीते रहो
- translating lines from cartoon or comic-strip characters such as पिकी और बबली, noticing how meanings sometimes get changed or confused when translated into another language

Create simple bilingual texts, such as signs, notices or captions for displays in the classroom and wider school community  
 [Key concepts: bilingualism, translating, meaning, pronunciation; Key processes: composing, discussing, selecting]

(ACLHIC027)



- creating bilingual captions for a photographic or digital display to show parents or other student groups
- designing a flyer for a class event or performance that uses both Hindi and English, considering how to convey information and ideas in each language
- creating bilingual texts for the classroom or school community, such as a school map or signs indicating appropriate behaviour
- generating parallel Hindi and English versions of classroom texts such as timetables, menus or instructions for activities or games
- matching and sequencing words and pictures in Hindi and in English to complete speech bubbles in digital or print versions of short conversations or picture stories

### Reflecting

### Elaborations

Recognise that ways of communicating in different languages reflect ways of behaving and thinking

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

(ACLHIC028)



- recognising differences in attitudes or ways of expressing feelings when using Hindi or English, for example, when being polite and respectful, when thanking or sympathising with people or when exchanging wishes on special occasions
- identifying non-verbal aspects of communication in Hindi that may be unfamiliar to non-Hindi speakers, such as the way that older relatives greet children by holding their hand over the child's head and saying जीते रहो, or shaking the head from side to side or back and forth to show varying levels of agreement
- recognising how the Hindi language reflects traditions and social distinctions to do with how people are regarded in society, how old they are or what religion they practise, for example, the use of the honorific particle जी after a surname to show respect or after an individual name to show affection
- discussing how Australian behaviours and expressions might be understood or misunderstood by newcomers to the language and culture, for example, the use of terms such as 'bushwalking' or 'arvo', or expressions such as 'she'll be right' and children's use of first names with some adults
- comparing how they communicate in Hindi, English or other languages when they are interacting with different people, such as elders, friends, strangers, parents, small children

Talk about their individual and group sense of identity and how this is expressed through the different languages they use

[Key concepts: language, culture, identity, community; Key processes: reflecting, comparing, analysing, representing]

(ACLHIC029)



- talking about how they feel when using English, Hindi or other languages and whether there are some things that feel more natural in one language than in the other
- demonstrating gestures or behaviours that they feel 'belong' in Hindi but not in English or vice versa
- sharing opinions about whether they have a different sense of identity when they are using different languages
- creating drawings or photo displays that show their connections with family, friendship groups and communities, writing captions of words or phrases that they associate with each group
- considering the importance to their identity of speaking Hindi to some people, such as older relatives or members of the wider Hindi-speaking community
- observing themselves and reporting to each other how they use Hindi and English in different contexts and for different purposes, identifying favourite expressions or gestures in each language

## Understanding

### Systems of language

### Elaborations

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Build phonic awareness and pronunciation skills through singing, reciting and experimenting with sounds; develop familiarity with the use of the under-dotted characters representing loan sounds in Hindi and conventions governing punctuation marks in written script

[Key concepts: pronunciation, sounds, loan words; Key processes: identifying, distinguishing, recording]

(ACLHIU030)



- creating an alphabet bank, collecting words beginning with each letter, for example, कमल, कसरत, कोयल।
  - imitating the discrimination of unaspirated and aspirated sounds, for example, क-ख, द-ध।
  - understanding that the sound and letter correspondence is the same in written and spoken Hindi, that there are no silent letters or more than one sound for any one letter, apart from the letters ह, य and व, whose pronunciation is influenced by their context
  - understanding that Hindi vowels can be pronounced with a nasal quality added to them which is represented by either a चंद्रबिंदु or a small dot (बिंदु) above the headstroke, for example, हाँ, मैं
  - recognising how to distinguish between nasal vowel sounds and nasal consonants, and the rules that govern how to represent nasal consonant combinations in words such as गंगा, पंजाब, ठंड/ठण्ड, बंद/बन्द and तुम्हारा
  - recognising that there are loan words in Hindi from languages such as English, Persian, Arabic, Turkish and Portuguese, and learning how the underdotted characters क, ख, ग, ज़, फ़ are used to represent such loan sounds
  - recognising how pitch, stress and rhythm help to convey meaning even when individual words are unfamiliar
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Recognise and apply elements of grammar, such as noun and adjectival forms, conjunctions, gender and number markers, verb tenses and compound forms, and constructions related to compulsion

[Key concepts: grammar, tense, gender, number; Key processes: recognising, applying, naming]

(ACLHIU031)



- describing objects using concrete nouns related to home, school and local environments, for example, forms of transport मोटरकार , रेलगाड़ी , food items चावल , रोटी , दाल and classroom objects कुर्सी , मेज़ , पेंसिल
- describing quantity using cardinal numbers, such as पाँच रोटियाँ , दस गिलास
- using appropriate forms of tenses, for example, गया था , जाऊँगा , जा रहा हूँ , खाया था , खा रहा हूँ , खाऊँगा
- using adjectives to describe characteristics or qualities of a person or object, such as nationality, shape and colour, and noticing that they change with gender and number, for example, छोटा लड़का , छोटी लड़की , छोटे लड़के
- using possessive adjectives to express ownership, for example, मेरी पुस्तक , तुम्हारा बस्ता
- creating simple sentence structures such as मैं पढ़ता हूँ।
- using pronouns for places and objects, for example, यहाँ , वहाँ , यह , वह
- recognising that punctuation in English is the same as in Hindi apart from the use of capital letters and a different symbol for a full stop
- using conjunctions to link elements of sentences or phrases, for example, और , या , लेकिन
- constructing questions to seek information, for example, क्यों ? कैसे ?
- identifying regular forms of gender and number
- understanding how actions completed at a particular time in the past are described using perfective tenses and how ने is used as the agent marker for transitive verb actions in these tenses
- showing how actions are performed by using compound verb forms such as in मैंने काम खत्म कर दिया , दुकान बंद हो गई।
- understanding the distinctions in levels of compulsion implied in statements like मुझे जाना चाहिए। मुझे जाना है। मुझे जाना पड़ता है।

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Notice differences between simple spoken, written and multimodal texts used in different contexts, comparing with similar texts in English

[Key concepts: genre, language features; Key processes: identifying, comparing, distinguishing]

(ACLHIU032)



- recognising features of familiar genres of Hindi texts, such as digital books or puppet shows, video clips or children's songs
  - recognising differences between the layout and language features of different types of texts and formats, such as चित्र-कथाएँ and लोक-कथाएँ
  - recognising the role played by different elements in texts to contribute to meaning-making, for example, the layout, title, illustration and punctuation in a picture book or the use of repetition and rhyme in poems and chants
  - recognising differences in spoken and written forms of everyday texts, such as greetings or wishes, for example, आपको बहुत-बहुत बधाई हो (spoken) and हार्दिक शुभकामनाएँ (written), comparing with similar differences between spoken and written texts in English
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Language variation and change	Elaborations
<p>Understand that the way the Hindi language is used varies according to the age, gender and background of speakers and that it involves different dialects and accents [Key concepts: standard language, variation, status, relationship; Key processes: noticing, comparing, differentiating]</p> <p>(ACLHIU033)</p> 	<ul style="list-style-type: none"> <li>• understanding that there is a standard form of Hindi called मानक हिंदी which is used in writing and spoken by many people, and also many spoken dialects that differ from region to region, for example, ब्रज भाषा, अवधी</li> <li>• reflecting on how they communicate with family and friends and people less close to them or in authority, noticing differences in word choice, gestures and communicative behaviour</li> <li>• comparing language used among different family members, such as grandparents, parents and siblings, noticing words that reflect status or position in the family, for example, addressing older siblings as आप rather than तुम</li> <li>• comparing language use at home and school, for example, by identifying differences in ways of thanking someone or asking for help; the use of nicknames or terms of affection such as राजा बेटा, रानी बिटिया</li> <li>• making personal connections with different language dialects spoken in regions of India, in Fiji, Mauritius and other parts of the world</li> <li>• understanding the importance of using appropriate language when interacting with different people, for example, the use of ultra-formal language such as बैठिएगा when speaking with elders or strangers</li> </ul>
<p>Understand that the Hindi language is influenced by and in turn influences other languages and cultures [Key concepts: change, influence, contact; Key processes: identifying, investigating]</p> <p>(ACLHIU034)</p> 	<ul style="list-style-type: none"> <li>• understanding the influence on Hindi of different languages over different times, for example, the use of English words such as 'post-box', 'railway station', 'bus', 'school'</li> <li>• identifying more examples of Hindi words or expressions that are commonly used in English, such as 'verandah' from बरामदा, 'bandana' from बांधना</li> <li>• identifying how words from Sanskrit, Perso-Arabic and English are used in different contexts to mean related concepts such as 'concern/anxiety': Sanskrit चिंता; Arabic फ़िर; and 'tension', English टेन्शन</li> <li>• finding examples of expressions in Hindi that include words from English or other languages, for example, क्या यह आपका फ़ाइनल उत्तर है?</li> </ul>

Understand that Hindi is an important regional and international language used by speakers who are often multilingual in different contexts around the world

[Key concepts: multilingualism, accent, dialect; Key processes: mapping, grouping, identifying]

(ACLHIU035)



- understanding that Hindi is used by communities of speakers in many regions of the world beyond their immediate and extended family
- talking to people they know in their families, at school and in the wider community about the languages they speak and how they use them
- understanding that Hindi is one of many languages spoken in India and other communities around the world, and that most Hindi speakers also speak other languages
- recognising that there are many different Indian languages spoken in India and other regions of the world, involving different dialects, accents and vocabulary

### Role of language and culture

Recognise the relationship between language and culture, for example, by identifying expressions, gestures or forms of address associated with different cultural practices

[Key concepts: non-verbal language, politeness, culture, traditions; Key processes: discussing, describing, comparing, reflecting]

(ACLHIU036)



### Elaborations

- understanding that languages carry cultural ideas and values, as in the use of words such as देसी as opposed to विदेशी, the use of blessings by older people to children, the use of indirect forms of language such as कोई बात नहीं as a way of deflecting a difficult situation
- identifying forms of address or expressions associated with cultural events or celebrations that reflect values and traditions, for example, बधाई हो
- noticing how family values such as familiarity, politeness or respect are expressed in Hindi and associated behaviours, for example, addressing cousins or distant male siblings as भइया; the concept of जूठा
- identifying words and expressions that reflect cultural beliefs, practices and traditions, such as offering of प्रसाद to God, offering to God or visitors फूल, मिठाई, फल, पानी पौजिए to guests when they visit
- noticing that some Australian terms and expressions are only meaningful in the Australian context and have no equivalent in Hindi, for example, 'fair go', 'she'll be right'
- recognising words and expressions in Hindi that reflect traditions and distinctions that are not easily translated into English, for example, forms of address such as स्वामी जी for a religious leader, गुरुजी for a male teacher, बाबाजी for an older male person and राम राम as a mode of greeting in villages

## Years 3 and 4 Achievement Standard

By the end of Year 4, students interact with the teacher and peers to share information about their interests, activities and personal worlds, for example, नमस्ते, मुझे अपने दोस्तों के साथ खेलना अच्छा लगता है, मुझे क्रिकेट खेलना अच्छा लगता है क्योंकि ..., गृह कार्य करने के बाद मैं टीवी देखता हूँ, नहा कर मैं पूजा करता हूँ, हर रविवार मैं मंदिर जाता हूँ, हम सब मिल कर काम करते हैं। मेरे परिवार में पाँच लोग रहते हैं। मैं रोज़ अपने भाई के साथ खेलता हूँ। आपकी सहायता के लिये धन्यवाद। They use formulaic expressions to participate in simple transactional exchanges and shared activities, for example, मेरे साथ आओ, हम मिल कर काम करेंगे। मैं लिखता हूँ, यह यहाँ रखो, थोड़ा मैं लिखता हूँ बाकी तुम लिखो। मैं काटता हूँ, तुम चिपकाओ। वाह! यह अच्छी बात है। क्या तुम कम्प्यूटर पर काम करना चाहते हो? They use simple questions and statements to follow instructions, respond to questions, ask for help and permission and seek clarification in everyday classroom routines, for example, यह क्या है? मुझे समझ नहीं आया। क्या आप मेरी मदद करेंगे? यहाँ आओ, फिर से कहो। धन्यवाद, सब आराम से बैठो। स्कूल कब शुरू हो रहे हैं? स्कूल का खेल-दिवस कब है? When speaking and reading aloud, they use features of Hindi pronunciation and intonation. Students locate and organise information relating to their personal, social and natural worlds from different types of texts and present information about home, school and community in simple texts, using visual support, such as photos, maps or charts. They respond to imaginative texts by acting out key events or interactions and identifying favourite elements, and create simple imaginative texts, such as dialogues, puppet shows and songs. They use vocabulary related to school, home and the local environment, for example, चावल, रोटी, दाल, घर, कमरा, दरवाज़ा, घड़ी, कुर्सी, मेज़, किताबे, छात्र, पेंसिल, बोर्ड, पढ़ाई, लिखना, बोलना, पौधा, पेड़, फूल, घास, झूला, मोटरकार, रेलगाड़ी। Students use key grammatical forms and structures, such as verb tenses, nouns and adjectives, gender and number markers and conjunctions, for example, गया था, गयी, आऊँगी, आये, लड़का, लड़की, छोटा लड़का, छोटी लड़की, और, या, लेकिन, इसलिये, क्योंकि in simple spoken and written texts. They translate simple texts, such as captions and songs, identify words and phrases that are difficult to translate, and create simple bilingual texts for the classroom and school community. Students describe how the way they communicate reflects ways of behaving and thinking. They share their experiences of communicating in Hindi and English-speaking contexts and describe how their individual and group sense of identity is expressed in the languages they use.

Students identify and use Hindi sound and writing patterns, such as under-dot characters and punctuation conventions, for example, क़, ख़, ग़, ज़, फ़. They identify levels of compulsion implied in statements such as मुझे जाना चाहिए। मुझे जाना है। मुझे जाना पड़ता है। They identify ways that texts differ according to mode and context and compare Hindi texts with similar texts in English. They identify similarities and differences between various Hindi dialects and explain how age, gender and social position influence language use. Students provide examples of how the Hindi language has been influenced by and has influenced other languages. They investigate the use of Hindi and the nature of Hindi speakers in the international context. They compare Hindi and English language use and cultural practices, identifying culture-specific terms and expressions.

## Years 5 and 6

### The nature of learners

This is a key transitional phase of learning. Learners communicate more confidently, are more self-directed, and self-reference in relation to wider contexts. Response to experience is more analytical and critical, allowing for a reflective dimension to language learning and to referencing cultural frameworks. Language and literacy capabilities in Hindi and English are developing in parallel trajectories within the curriculum. For some learners there will be greater discrepancy between proficiency in the two languages than for others. The curriculum ensures that learning experiences and activities are flexible enough to cater for learner variables, while being appropriate for learners' general cognitive and social levels.

### Hindi language learning and use

Learners use Hindi in the classroom for a widening range of purposes: exchanging information, expressing ideas and feelings, competing and cooperating, performing, and responding to resources and experiences. Their communicative capabilities are stronger and more elaborated. They control and access wider vocabulary resources and use an increasingly sophisticated range of non-verbal strategies to support communication. Shared activities develop social, cognitive and language skills and provide a context for purposeful language experience and experimentation. At this level, focused attention to language structures and systems, literacy skills development and exploration of cultural elements of communication are conducted primarily in Hindi. Learners use ICT to support their learning in increasingly independent and intentional ways, exchanging resources and information with each other and with young people of the same age in other Hindi-speaking communities, accessing music and media resources, maintaining blogs and other web pages, and participating in social networks.

Oracy development at this level includes listening to a range of varied input from different sources and building more elaborated conversational and interactional skills. This includes initiating and sustaining conversations, using turn-taking protocols, 'reading' language for cultural and contextual meaning, reflecting on and responding to others' contributions, making appropriate responses and adjustments, and engaging in debate and discussion. Individual and group oral presentation and performance skills are developed through researching and organising information; structuring, rehearsing and resourcing the content of the presentation; and selecting appropriate language to engage a particular audience.

### Contexts of interaction

Learners interact in Hindi with each other and the teacher, and with members of their families and communities. They have some access to Hindi speakers and cultural resources in wider contexts and communities through the use of ICT and through the media. Language development and use are incorporated into collaborative and interactive learning experiences, games and activities.

### Texts and resources

Learners engage with a growing range of published texts in print and digital forms, such as stories, videos, readers, songs and computer-generated learning materials. They also engage with resources prepared by their teacher, including games, performances, presentations and language exercises. They may have additional access to Hindi language and cultural resources created for Hindi-speaking communities, such as children's television programs, websites, music or video clips.

### Features of Hindi language use

Learners expand their understanding of Hindi grammatical forms and features, including the function of tenses to express actions or events in the past, present or future, जाता था, जाता हूँ, जाऊँगा, and of the passive voice to convey the distinction between actions happening and being caused to happen, बनना, बनाना, बनवाना. They use nouns and pronouns in singular and plural forms, मैं, हम, यह, ये and conjunctions to connect elements, phrases or sentences, राम ने खाना खाया और सो गया। Literacy development involves increasingly independent interaction with a wider range of texts. Learners draw on more established grammatical and lexical resources to compose and comprehend more complex language. They use a range of cues and decoding strategies to help comprehension and to make connections between ideas, contexts and language within and between texts. They write more accurately and fluently for a wider range of purposes and audiences. With support, they build increasing cohesion and complexity into their written language production in terms of both content and expression. While learners work more independently at this level, ongoing support is incorporated into task activity, and systematic feedback and review support the interactive process of learning. The use of Hindi and English for discussion, reflection and explanation ensures the continued development of learners' knowledge base and metalinguistic and intercultural capabilities.

Understanding of the relationship between language, culture and identity is developed through guided investigation of how language features and expressions carry specific cultural meaning; through critical analysis of cultural stereotypes, attitudes and perspectives; and through exploration of issues related to personal and community identities. Learners take account of the variability of language use and textual practice in relation to factors such as gender, generation and status; and geographical, cultural and ethnic diversity. They reference themselves in relation to similar variables, and reflect on the relationship between language, culture and identity and how these affect communication and intercultural experience through the lens of their own bicultural experiences.

#### Level of support

While learners become more autonomous and independent, ongoing support is still needed, including explicit instruction, structured modelling and scaffolding, provision of appropriate stimulus materials and timely feedback. Learning experiences incorporate implicit form-focused language learning activities and examples of texts and tasks. Learners are supported to use electronic and print reference resources, such as word banks, dictionaries and translating tools, and are encouraged to adopt a critical approach to resource selection.

#### The role of English

Hindi is the primary language for classroom routines, interactions and language learning tasks with English used in a supporting role. While the use of Hindi for discussion, reflection and explanation of content drawn from other learning areas is encouraged as much as possible, the use of some English for these aspects of learning supports the continued development of learners' knowledge base, metalanguage and intercultural capability. The language of response varies according to task demands, with Hindi used primarily for communicating in structured and supported tasks and familiar interactions, and both Hindi and English for more open-ended and comparative discussions that develop understanding of language and culture.

## Years 5 and 6 Content Descriptions

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### Communicating

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#### Socialising

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#### Elaborations

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Interact using descriptive and expressive language to give opinions, talk about themselves and their feelings and show interest in and respect for others

[Key concepts: communication, feelings, experiences; Key processes: interacting, responding, describing, comparing]

(ACLHIC037)



- comparing personal experiences and opinions and expressing agreement or disagreement in a respectful manner, for example, रमा मुझे माफ़ करना लेकिन मुझे लगता है कि ...; सच पूछो तो मेरे विचार से; मैं इस बात से सहमत हूँ कि ...
- using strategies such as active listening skills, turn-taking cues or requests for more detail to show interest in each other's opinions and to support continued interaction, for example, क्या यह सच है?; दिलचस्प है ....; मुझे बताओ; अच्छा!; आप इस विषय में क्या सोचते हैं?
- using descriptive and expressive language, including colloquial expressions and idioms, to describe people, places or experiences and to express feelings, for example, अँगुली पर नचाना; नाक में दम करना; मेरी चाची मुझसे बहुत प्यार करती हैं; मैं उनकी आँखों का तारा हूँ; अपने घर में कुत्ता भी शेर होता है।
- identifying and using words, phrases or interjections that are used as 'hooks' or fillers in conversation to show interest and maintain the flow of conversation, for example, आह: यह अच्छी बात है; तो ठीक है ...; अच्छा; ओहो!; अरे वाह!
- engaging in conversations and discussions with guest speakers, using active listening behaviours and contributing ideas, questions and opinions
- participating in online exchanges, such as video blogs with sister-schools in India or other Hindi- language contexts to describe and compare routines, interests and activities

Use action-oriented language to plan and conduct shared events and activities, such as performances at school assembly, activities with a buddy class or real or simulated shopping transactions

[Key concepts: performance, demonstration, exchange, transaction; Key processes: planning, collaborating, presenting, transacting]

(ACLHIC038)



- planning presentations or performances for school assemblies or community events such as होली, गाँधी जयंती, using expressions such as आज हम आप के सामने प्रस्तुत करने जा रहे हैं....
- working collaboratively to create instructional or procedural texts to demonstrate and explain activities, such as रोटी बनाना; दीया बनाना; राखी बनाना
- introducing a buddy class to aspects of Hindi language and associated cultures, for example, presenting a workshop on भांगड़ा or डाँडिया, or demonstrating protocols associated with giving or receiving gifts on occasions such as क्रिसमस /बड़ा दिन; ईद; or भाईदूज
- participating in authentic or simulated exchanges and transactions, such as ordering in Indian shops or restaurants or buying items from mobile street vendors, using appropriate gestures, expressions and exchanges, for example, हाँ भैया, ये आम कितने के हैं? आप के भोजनालय में सबसे स्वादिष्ट व्यंजन कौन सा है? मुझे दो रोटी के साथ एक दाल मक्खनी दे दीजिए।
- carrying out real or simulated transactions and exchanges that involve Indian and Australian currencies, comparing values and associated transactional behaviours

Participate in familiar classroom interactions by asking and responding to questions, seeking clarification, reflecting on learning experiences and expressing preferences

[Key concepts: respect, negotiation, reflection; Key processes: initiating, responding, reflecting]

(ACLHIC039)



- indicating understanding using comments such as जी हाँ, मैं समझ गई। यह तो बहुत आसान है। ठीक है।
- using interaction skills such as topic initiation or change and negotiation of differences in perspectives, for example, मुझे ऐसा लगता है...; क्या हम इस बात पर चर्चा कर सकते हैं?
- checking on their own and each other's progress during learning activities, using comments and questions such as सब खत्म हो गया? अभी नहीं, पर जल्द ही हो जाएगा... आप समझते हैं, है न? आप कितनी तेज़ी से लिख सकते हैं?
- requesting help or clarification, for example, नहीं, मुझे समझ नहीं आया। कृपया फिर से दोहराइए। यह बहुत कठिन है। इस में मुझे क्या करना है?
- reflecting on the process of learning and using Hindi in the classroom context, for example, मुझे हिंदी पढ़ना अच्छा लगता है लेकिन सबके सामने बोलने में झिझक होती है।

### Informing

Collect, classify and compare information from a range of sources relating to social and cultural worlds

[Key concepts: environment, social worlds, community, values; Key processes: classifying, reviewing, comparing, analysing]

(ACLHIC040)



### Elaborations

- collecting facts, figures and vocabulary from resources such as posters, books and websites, and using them to prepare for in-class discussions about topics such as healthy eating or animal protection
- collecting information from each other and from family members to create an overview of selected trends or social behaviours, for example, preferred modes of communication, फ़ोन; ईमेल; आमने सामने बातचीत; टेक्स्टिंग
- interviewing older members of their families or communities about different cultural traditions, comparing what they say with their own thoughts on similar issues, for example, जब आप छोटे थे तब लोग कैसे कपड़े पहनते थे? आपके और हमारे स्कूल में क्या अंतर है? कम्प्यूटर के बिना आप अपने दोस्तों से कैसे बात करते थे?
- comparing information accessed via videos, books and websites produced in different cultural contexts on topics such as family life, housing or schooling
- viewing documentaries that reflect lifestyles in Hindi-speaking communities in different regions of the world, for example, Fiji, Mauritius or Trinidad, recording key facts and noting unfamiliar vocabulary or expressions
- researching media texts produced for teen markets in Hindi- and English-speaking communities, comparing representations of young people's values and lifestyles in different contexts

Convey information about aspects of language and culture in formats to suit different audiences and contexts

[Key concepts: content, cultural experience, audience; Key processes: planning, selecting, presenting]

(ACLHIC041)



- planning presentations that showcase their bilingual and bicultural experience, incorporating multimodal elements and opportunities for active audience participation
- creating a website for contact groups of Hindi-speaking students in overseas contexts, posting information on their personal interests and experiences, for example, छुट्टियाँ, लोकप्रिय खेल, फिल्म जगत
- constructing a multimedia profile of the local community for Hindi speakers arriving from overseas, using information collected from websites, newsletters and brochures
- creating informative videos for audiences such as sister-schools or overseas visitors that present elements of Australian cultural traditions in and out of school
- creating an interactive presentation for younger children, friends or members of their extended families to highlight the benefits of operating in two or more languages and cultural worlds
- creating a multimodal profile of an important Hindi community or family occasion such as रक्षाबन्धन, selecting language that reflects cultural traditions and values

## Creating

Respond to texts such as folktales or contemporary cartoons or comic books, comparing responses to elements such as storylines, characters and themes

[Key concepts: characterisation, response, identification; Key processes: comparing, evaluating, identifying; Key text types: fables, comic books, songs, stories]

(ACLHIC042)



## Elaborations

- describing and illustrating favourite characters and events in texts such as चाचा चौधरी और साबू, विक्रम और बेताल; पिकी और बबलू; अकबर -बीरबल के किस्से
- making connections between their own experiences and events represented in traditional folktales such as एकता में बल है, श्रवण कुमार की कहानी, सत्यवादी राजा हरिश्चन्द्र
- comparing favourite comic book characters or superheroes such as चाचा चौधरी; बहादुर नागराज, identifying language or behaviours they associate with them, for example, चाचा चौधरी का दिमाग कम्प्यूटर से भी तेज़ चलता है। बेताल कहता है " तू बोला विक्रम और मैं गया, हा हा हा।"
- discussing messages, morals and character traits featured in fables, songs and stories, for example, माता-पिता की आज्ञा का पालन करना। सूझबूझ से कठिन से कठिन कार्य भी संभव है।
- creating short plays, performances or stories based on extracts from familiar texts about historical events, such as श्रवणकुमार और राजा हरिश्चन्द्र, सीता हरण, दांडी यात्रा

Compose and perform expressive and imaginative texts such as stories, songs, skits or video clips based on a stimulus concept, theme or resource

[Key concepts: adaptation, genre, audience, effect; Key processes: creating, adapting, performing, experimenting; Key text types: stories, poems, cartoons, songs, fables]

(ACLHIC043)



- adapting a familiar story, cartoon or poem to include a new character, event or change of mood, for example, an Australian partner for चाचा चौधरी; a lullaby that is exciting rather than soothing
- developing storylines, characters and settings that explore themes or concepts that are relevant to their own social worlds, for example, मित्रता; परिवार; दया
- creating and performing expressive texts that incorporate features such as mime, music, video clips and evocative language to convey concepts such as दोस्ती; प्रेम; अहिंसा; अतिथि-सत्कार; अनेकता में एकता
- adapting an existing resource such as a story, fable or cartoon to suit a younger or different kind of audience
- experimenting with text structures and language features to create entertaining or expressive effects suitable for specific audiences, such as younger children or people with limited Hindi proficiency

### Translating

Translate simple school, community or media texts from Hindi to English and vice versa, explaining words or phrases that need to be interpreted or explained

[Key concepts: meaning, translation, interpretation, culture; Key processes: translating, interpreting, explaining, evaluating]

(ACLHIC044)



### Elaborations

- translating simple texts such as signs, menu items or public announcements from Hindi to English and vice versa, comparing which words they chose to convey the closest equivalent meaning
- explaining Hindi words or expressions that they find difficult or amusing to explain to non-Hindi-speaking friends, for example, पेट में चूहे दौड़ रहे हैं।
- identifying and working out the meaning of unfamiliar English words used in other curriculum areas, such as *erosion*, *fraction*, *consumer*, discussing how they would translate or explain them in Hindi
- collecting proverbs used in their families, such as दूर के ढोल सुहावने, considering how to explain their meaning to non-Hindi-speaking friends
- providing a literal translation of commonly-used expressions such as the greeting नमस्ते, and comparing with greetings used in English
- learning to use bilingual print and digital dictionaries, identifying issues such as multiple meanings for words and the fact that meaning is not always literal

Create bilingual texts such as websites, posters, games and word banks to support their own and others' learning

[Key concepts: equivalence, alternatives; Key processes: explaining, commenting, reviewing]

(ACLHIC045)



- creating bilingual learning resources for shared use in the classroom, for example, glossaries of Hindi terms that have no direct translation in English
- creating bilingual texts for specific audiences, for example, a Big Book or interactive digital game for younger learners of Hindi
- creating short animations in Hindi with subtitles in English
- creating bilingual brochures or posters to promote school or community events
- creating and performing short bilingual chants, songs or raps that move between Hindi and English

Reflecting	Elaborations
<p>Discuss the effects of switching between languages, noticing when they choose to use either Hindi or English and how each language and associated cultures influences their ways of communicating</p> <p>[Key concepts: intercultural communication, difference, language domains; Key processes: monitoring, adjusting, reflecting, describing]</p> <p>(ACLHIC046)</p> 	<ul style="list-style-type: none"> <li>● reflecting on the experience of moving between Hindi- and English-speaking contexts, comparing instances that have resulted in difficulties, surprises or amusement due to differences in cultural expectations</li> <li>● comparing gestures and other forms of non-verbal behaviour used when communicating in Hindi, English and other languages</li> <li>● reflecting on situations when they use both Hindi and English, discussing why they do this, for example, when talking about sport, food or music or when using social media</li> <li>● identifying adjustments they make when moving between languages, for example, to ways of addressing people or expressing affection or respect, discussing why these adjustments are necessary and whether they are easy to make</li> <li>● developing metalanguage for explaining the relationship between languages and cultures and for describing intercultural communication in different contexts, for example, discussing the need to apply distinctions such as तू जा, तुम जाओ, आप जाइए, आप जाइएगा or using forms of language to show respect or status</li> </ul>
<p>Compare their experiences of moving between Hindi and English, considering advantages and challenges involved in using more than one language</p> <p>[Key concepts: identity, intercultural communication; Key processes: reflecting, evaluating, comparing]</p> <p>(ACLHIC047)</p> 	<ul style="list-style-type: none"> <li>● reflecting on the experience of being bilingual or multilingual, identifying ways in which they draw upon different language and cultural resources to make meaning</li> <li>● identifying benefits of knowing more than one language and considering whether moving between languages affects their sense of identity or 'belonging'</li> <li>● comparing their family cultures, considering how their family and community life shape their sense of identity and how culture is reflected in their daily activities and interests</li> <li>● evaluating their ability to communicate across and through different languages and to use their language and cultural skills in Hindi and English to best effect</li> <li>● comparing observations about how interacting in Hindi feels different to interacting in English, identifying ways of socialising or communicating that they see to be culture-specific</li> </ul>

## Understanding

Systems of language	Elaborations
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Understand how the conventions of written script determine the structure and organisation of written language, and understand the relationship between word formation and pronunciation

[Key concepts: variation, discrimination, representation; Key processes: understanding, recognising, applying conventions]

(ACLHIU048)



- understanding that the Hindi language varies from region to region as it is influenced by local culture, practices and customs, and that this variation impacts on pronunciation but is not represented in written Hindi; for example, the word for 'much/many' is pronounced by many speakers as बहौत but is spelled according to its standard spelling as बहुत
- recognising the Hindi pronunciation and Devanagari spelling of old loan words from English into Hindi, such as -अस्पताल/हस्पताल; अफसर; पलस्तर
- understanding the conventions by which new loan words are written in Hindi, for example, the way in which English 't' and 'd' sounds are represented normally as ट and ड, the replacement of English 'th' sounds by थ and ways in which English vowels such as short 'a' sounds are replaced by Hindi vowel sounds, as in डॉलर versus डालर
- recognising and practising the spelling of words in Devanagari script that involve combinations of pronouns and postpositions that lose the inherent 'a' inside a word such as उसका, and understanding how the loss of the inherent 'a' at the end of a verb stem is not represented in Devanagari, for example, सुनना/सुनता

Consolidate knowledge of grammatical elements such as distinctions between active and passive voice, the form and function of tenses, markers of cohesion such as conjunctions and adverbs, verb moods and number and gender distinctions

[Key concepts: word order, mood, tense, rules; Key processes: discriminating, classifying, applying rules]

(ACLHIU049)



- knowing how to place adverbs correctly in sentences, for example, धीरे-धीरे, जल्दी में, दौड़ते हुए
- using ordinal numbers such as पहला, दूसरा
- distinguishing between questions and requests, for example, क्या मैं पानी पीने जा सकता हूँ? कृपया मुझे पानी पीने जाने दीजिए।
- situating actions or events through the correct use of past, present and future tenses, for example, जाता था, जाता हूँ, जाऊँगा
- using conjunctions to connect different elements of a sentence, for example, राम ने खाना खाया और सो गया।
- using the singular and plural forms of nouns and pronouns, for example, मैं, हम, यह, ये
- using negative forms of verbs and adjectives, for example, सोहन ने फिल्म नहीं देखी। झूठ कभी मत बोलो।
- distinguishing between intonation patterns of statements, questions and exclamations, for example, वह पास हो गया! क्या आप वहाँ जाएँगे? तुम अच्छे बच्चे हो।
- locating events in time, for example, by using days of the week and months and correct tenses
- extending knowledge of negative constructions, such as कभी नहीं, सोचना भी मत
- recognising and understanding how Hindi verbs indicate the idea of actions happening or being made to happen बनना, बनाना, बनवाना

Understand how different text forms, such as prose and verse, create effects to suit different audiences  
[Key concepts: genre, imagery, register; Key processes: noticing, comparing, experimenting, explaining]

(ACLHIU050)



- experimenting with language appropriate to particular types of texts, such as descriptive language in recounts or narratives, persuasive language in advertisements and humorous language in comic verse
- comparing the use of imagery or satire in a range of imaginative texts, discussing how these features are used to convey meaning and engage/entertain the audience
- understanding the significance and cultural importance of features of different types of texts, such as language associated with rituals or celebrations, such as आदरणीय, पूज्य, मान्यवर, महोदय (formal), प्रिय मित्र (informal)
- considering how the choice of language features and text organisation reflect the purpose and audience of different types of text, for example, the use of suspense and vocal effects in children's stories or the use of instructions and lists of ingredients in cooking recipes

### Language variation and change

Demonstrate awareness that Hindi language use involves variations in formal and informal styles, in spoken and written forms, and that it reflects relationships between participants  
[Key concepts: mode, register, non-verbal language; Key processes: noticing, comparing, identifying]

(ACLHIU051)



### Elaborations

- distinguishing between spoken and written forms of Hindi, identifying examples of colloquialisms and words and expressions used mainly in spoken conversation, for example, the non-standard मेरे को in place of the formal Hindi मुझे or the use of मतलब ... at the beginning of spoken utterances
- knowing that meaning is shaped not only by words but also by expression, gestures and use of the voice, and that these variations occur in both formal and informal language
- recognising how language use varies to reflect different feelings, relationships, moods or attitudes, for example, the respectful tone of devotional texts compared to the liveliness, humour and colour of Bollywood scripts
- noticing patterns in language use that reflect age, gender and social status as well as the context and purpose of interaction
- recognising how language use such as levels of politeness or of Sanskrit-derived terms such as श्रीमान reflects the intention of a speaker or writer and the relationship between participants

Recognise that Hindi has evolved and developed through different periods of influence by other languages and cultures

[Key concepts: language contact, language change, globalisation; Key processes: observing, analysing, discussing, reflecting]

(ACLHIU052)



- understanding key influences and stages of development of Hindi over time and through different cultural influences
- exploring the relationship between Hindi and English across different historical and cultural contexts up to today
- identifying changes to contemporary forms of Hindi due to the influence of globalisation, technology and intercultural relationships
- identifying Hindi words derived from other languages, such as चश्मा, borrowed from Persian, क्षेत्र directly from Sanskrit versus खेत from Hindi via Pali/Prakrit
- recognising the influence of Sanskrit on Hindi and other languages, for example, by identifying Sanskrit words adopted and adapted in different ways in different languages
- identifying influences from other languages in their own/their family's use of Hindi, for example, the use of terms associated with social media, popular culture and technology स्क्रीन, माउस
- understanding that all languages change in response to changing circumstances, for example, the addition of new terms for new inventions or experiences, word-borrowing from other languages or, as in the case of Aboriginal languages and Torres Strait Islander languages, the reversal of language loss through revival and retrieval programs

Reflect on their own use of Hindi, English and other languages or dialects for different social purposes, and recognise that they sometimes mix and switch between languages

[Key concepts: language domains, multilingualism; Key processes: comparing, explaining, analysing, reflecting]

(ACLHIU053)



- creating individual language profiles, explaining which languages or dialects they use in their family, social and community lives
- recognising that language use among bilingual/multilingual speakers varies according to ethnicity, age, profession or social status and to the context of use
- reflecting on the different role of elements such as gestures, body language and the use of space or silence when they are using different languages
- reflecting on the impact on their lives and on their sense of identity of speaking more than one language
- reflecting on how they use language differently in interactions across different contexts, and how these differences help to signal social roles and relationships
- sharing examples of how they sometimes mix and switch between languages when they are speaking to each other

## Role of language and culture

## Elaborations

Reflect on how communities' ways of using languages are shaped by values and belief systems, and how these may be differently interpreted by speakers of other languages

[Key concepts: perspective, culture, place, values; Key processes: questioning, analysing, identifying]

(ACLHIU054)



- understanding that people 'read' intercultural communication in different ways depending on their own cultural perspectives, and recognising the validity of different perspectives and questioning notions of 'right' or 'wrong' ideas
- noticing ways in which the Hindi language reflects values and traditions of Indian communities, for example, understanding concepts such as सत्संग, घूँघट
- reflecting on how different languages and cultures represented in the classroom influence ways of talking or acting in social, physical and temporal environments, for example, Aboriginal and Torres Strait Islander relationships with place, language and culture; the concept of non-linear time expressed in Hindi कल, परसों, the concepts of अहिंसा and कर्म
- identifying Australian values and traditions such as informality, mateship and loyalty that resonate in particular words, expressions or behaviours that may be misunderstood by others, for example, 'bring a plate', 'fair dinkum', 'mate'

## Years 5 and 6 Achievement Standard

By the end of Year 6, students use spoken and written Hindi to exchange personal information and experiences, to give opinions and express feelings. When interacting with others, they use expressive and descriptive language, for example, नमस्ते आप कैसे हैं, मैं ठीक हूँ। मेरी माँ मुझे बहुत प्यार करती है, मैं उनकी आँखों का तारा हूँ। मेरे परिवार में हम सब साथ साथ रहते हैं।, मुझे लगता है आप ठीक कह रहे हैं। Students show interest in and respect for others, for example, मुझे माफ़ कीजिये, यह बहुत अच्छा है। बहुत खूब, मजा आ गया, यह बहुत अच्छा है। रमा मुझे माफ़ करना लेकिन मुझे लगता है कि...। सच पूछो तो मेरे विचार से...। मैं इस बात से सहमत हूँ कि...। They use action-oriented language to plan and conduct shared activities, for example, हम यह कहना चाहते हैं कि...। मैं आज आप को कुछ जानकारी देने जा रहा हूँ। हमारे समूह का विचार है कि..., हम आप के सामने आप एक नाटक पेश करने जा रहे हैं, आज हम आप के सामने प्रस्तुत करने जा रहे हैं... and complete transactions, for example, इसका क्या दाम है?, मुझे एक किलो दाल दीजिये। यह पोशाक कितने की है ये आम कितने के हैं? आपकी दुकान में सब से अच्छी फोटो कौन सी है, मुझे ठंडा शरबत चाहिये। क्या आप के यहाँ शाकाहारी भोजन मिलता है? आप के भोजनालय में सबसे स्वादिष्ट व्यंजन कौन सा है? मुझे दो रोटी के साथ एक दाल मक्खनी दे दीजिए.. When participating in classroom routines and activities, they ask and respond to questions, express opinions and ask for clarification, for example, है न?, नहीं, हाँ, यह क्या है?, मुझे समझ नहीं आया फिर से समझाइये, ठीक है, यह कैसे करना है, मेरे हिसाब से वहाँ जाना ठीक नहीं है, यह खाना बहुत स्वादिष्ट है, हमें वहाँ से खाना लेना चाहिये. Students use patterns of Hindi pronunciation and intonation when interacting, identifying regional variations. They gather, classify and compare information related to social and cultural worlds from a range of spoken, written and visual texts. They present information about aspects of language and culture in different formats selected to suit audience and context. They respond to a range of imaginative texts by identifying and discussing key elements such as storylines, characters and themes, for example, अमर चित्र कथा, पंचतंत्र की कहानियाँ, दादी की कहानियाँ, अल्लादीन का चिराग, चाचा चौधरी और साबू, विक्रम और बैताल, पिंकी और बबलू, अकबर - बीरबल के किस्से. They create and perform short imaginative texts based on a stimulus, concept or theme, for example, दोस्ती, प्रेम, अहिंसा, अतिथि-सत्कार, अनेकता में एकता. When constructing texts, students use a variety of tenses, for example, खा रहा था, खा रही थी, खा रहा हूँ, खाऊँगा, खायेगा, खायेगी, जा रहा था, जाऊँगा, जा रहा हूँ adverbs, for example, साथ-साथ, अगर-मगर, कभी-कभी, धीरे-धीरे, जल्दी में, दौड़ते हुए and verb forms expressing actions happening, being made to happen or caused to happen, for example, बनना, बनाना, बन जाना। They connect their ideas using conjunctions, for example, मैंने स्वेटर पहना क्योंकि मुझे ठण्ड लग रही थी, तुम यहाँ बैठो या वहाँ जा कर खड़े हो जाओ, उसने दवाई खाई पर असर नहीं हुआ, राम ने खाना खाया और सो गया। They use number and gender distinctions such as एक आदमी, कई आदमी, एक लड़का, तीन लड़के, बेटी, बेटियाँ, नदी, नदियाँ. Students translate texts from Hindi into English and vice versa, identifying words and phrases that need interpretation, for example, उँगली पर नचाना, नाक में दम करना, अपने घर में कुत्ता भी शेर होता है, अंगूर खट्टे हैं. They create bilingual texts for their own and others' learning. They identify how being bilingual and bicultural contributes to their own identity and influences their ways of communicating.

Students identify the relationship between word formation and pronunciation and apply the conventions of written script to their own constructions. They distinguish between active and passive voice and the intonation patterns of statements, questions and exclamations, for example, वह पास हो गया! क्या आप वहाँ जाएँगे? तुम अच्छे बच्चे हो।. They identify negative constructions, including negative forms of verbs and adjectives and the form and function of tenses, for example, सोहन ने फिल्म नहीं देखी। झूठ कभी मत बोलो. They distinguish between the structure and features of different forms of spoken and written texts and identify ways that texts create effects to suit different audiences. They give examples of how language use and ways of communicating vary according to the degree of formality and context, purpose and audience. They explain factors that have affected Hindi language over time, including the impact of other languages and cultures such as Sanskrit, Persian, English and Arabic. They give examples of how their language use varies according to social context and purpose and identify how ways of using languages are shaped by values and belief systems.

## Years 7 and 8

### The nature of the learners

The transition to secondary schooling involves social and academic demands that coincide with a period of maturational and physical change. Learners are adjusting to a new school culture with sharper divisions between curriculum areas. There is a need for continuity through change in relation to their language learning. Learners at this level may find themselves in classes involving a range of previous experience with Hindi language-culture. A multilevel and differentiated approach to teaching and task design responds to this diversity of prior experience.

### Hindi language learning and use

Hindi is used for classroom interactions and transactions, for creating and maintaining classroom relationships, for explaining and practising language forms, and for developing cultural understanding. Additional opportunities for interaction in the target language are provided by purposeful and integrated use of ICT. Learners work collaboratively and independently, exploring different modes and genres of communication with particular reference to their current social, cultural and communicative interests. They pool language knowledge and resources to plan, problem-solve, monitor and reflect. They use modelled and rehearsed language in familiar and unfamiliar contexts, and increasingly generate original and personal language. They compose and present more complex and varied texts (for example, media and hypermedia texts, shared stories, poetry, songs/raps, blogs, advertisements, reports and journal entries), and plan, draft and present imaginative and informative texts. They design interactive events and collaborative learning experiences and participate in discussions and activities. They use vocabulary and grammar with increasing accuracy, drafting and editing written work to improve structure and clarify meaning. They make cross-curricular connections and explore intercultural perspectives and experience.

### Contexts of interaction

While the primary context of interaction remains the Hindi language classroom, learners are encouraged to engage in interactions with peers in India and other Hindi-speaking regions of the world, including Australia, through electronic means of communication. Learners have additional access to Hindi speakers through media and community events, websites, social media and radio streaming.

### Texts and resources

Learners work with a range of texts specifically designed for learning Hindi in school, such as textbooks, literary texts, videos, readers and online media resources. They also access materials created for Hindi-speaking communities, such as songs, films, magazines, advertisements and websites. They read, view and interact with a growing range of texts for a wider range of purposes (for example, informational, transactional, communicative, imaginative and expressive).

### Features of Hindi language use

Learners expand their range of vocabulary to domains beyond their personal experience and interests, applying phonic and grammatical knowledge to spell and write unfamiliar words. They use a range of grammatical forms and language structures to convey more complex relationships between ideas and experiences, creating compound and complex sentences by using postpositions such as मैं अभी लिखूँगा ताकि समय पूरा होने से पहले लेख खत्म कर लूँ। They recognise the function and form of commonly used suffixes and prefixes and relationships between words with a shared base, such as बुद्धि, सुबुद्धि, बुद्धिमान, बुद्धिमती. They distinguish between active and passive voice according to context, मैंने आपको बुलाया है। आपको बुलाया गया है। and use a range of tenses to describe routines and actions, मैं दिल्ली जा रहा हूँ। मैं दिल्ली गया था। मैं दिल्ली जाऊँगा. They develop awareness of how language structures shape textual features, and they adopt a wider range of processing strategies, drawing increasingly on their understanding of text conventions when encountering unfamiliar texts. They continue to build metalanguage to describe grammatical and textual features. They recognise and use idiomatic expressions such as आँख का तारा, and employ descriptive and expressive language, including onomatopoeic and mimetic words, to create particular effects and engage interest.

Learners make connections between texts and cultural contexts, identifying how cultural values and perspectives are embedded in language and how language choices determine how people, issues and circumstances are represented. They are increasingly aware of the relationship between languages and cultures, noticing, for example, values such as family commitment and respect expressed in cultural practices as well as embedded in Hindi grammatical and vocabulary systems. They reflect on the nature of bicultural and intercultural experience, on how languages change in response to social and cultural change, and on their individual identities as users of two or more languages in a multicultural social context.

#### Level of support

Particular support is required at this stage of learning to manage the transition to secondary schooling and to encourage continued engagement with language learning. Opportunities to review and consolidate prior learning are balanced against provision of engaging and relevant new experiences and more challenging tasks. Learners require continued scaffolding, modelling and material support at paragraph and whole-text level for written language and for developing fluency and accuracy in spoken language. They are supported to develop increasing autonomy as language learners and users, and to self-monitor and adjust language in response to their experience in various contexts. They are encouraged to engage more critically with resources such as websites, dictionaries, translating tools and other language resources designed to enrich their receptive and productive language use.

#### The role of English

Hindi is used in more extended and elaborated ways and English is used when appropriate for comparison or reflection. Using Hindi to express ideas and feelings, exchange opinions and manage shared activities increasingly involves 'cultural' as well as 'linguistic' choices, personal and social elements as well as grammatical ones, such as making decisions about the use of titles and polite prefixes. At this stage, learners draw from both languages as they move from the **what** considerations to the **why** and **how** questions: from noticing that language and communication are culturally shaped to thinking about the values, experiences and perspectives that lie inside cultural differences, and about how these impact on their own experience as they move between languages and cultural systems.

## Years 7 and 8 Content Descriptions

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### Communicating

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#### Socialising

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#### Elaborations

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Initiate and sustain a range of spoken, written and online interactions, for example, exchanging views or experiences, offering opinions and making connections across different areas of interest

[Key concepts: relationship, experience, communication; Key processes: interacting, listening, responding, recounting]

(ACLHIC055)



- initiating and sustaining conversations with peers and adults on topics of mutual interest such as sport, games, music, for example, यू ट्यूब पर मैंने हनी सिंह का नया गाना देखा। मुझे वह बहुत पसंद आया। तुमने देखा क्या?
- using face-to-face, written and online forms of communication to compare experiences and offer opinions on concepts such as family, education, friendship, interests and travel, for example, तुम्हारी भारत यात्रा कैसी रही?; तुम कौन कौन से स्थान पर घूमने गए?
- using descriptive and expressive language to encourage feedback and to express empathy or indicate agreement, for example, बड़े दुःख की बात है; मुझे आप से सहानुभूति है। आप बिलकुल सही कह रहे हैं। मैं आप से सौ प्रतिशत सहमत हूँ।
- participating in informal conversations and more structured discussions to share and compare attitudes to social and cultural issues, for example, स्वस्थ जीवनशैली; पारिवारिक रिश्ते; संयुक्त परिवार या एकल परिवार; बहुसांस्कृतिक समाज
- developing narrative and descriptive skills by exchanging accounts of significant events, influences or milestones, for example, पिछले साल मैं अपने माता पिता के साथ राष्ट्रीय संग्रहालय देखने गया और वहाँ स्वदेशी कलाकृतिओं को देख कर बहुत प्रभावित हुआ। कल एक कवि सम्मेलन का सफल मंचन करने के लिए मेरी काफी सराहना की गई।

Engage in collaborative activities that involve planning, problem-solving, communicating and transacting in real or simulated situations and contexts

[Key concepts: design, transaction, planning; Key processes: transacting, considering, problem-solving, decision-making]

(ACLHIC056)



- transacting authentic or simulated purchases or exchanges, such as sourcing and buying media products, fashion or food items from online or retail outlets, or returning damaged articles, for example, यह लहंगा कितने का है? यह और कौन कौन से रंगों में उपलब्ध है? खाने में मिर्ची थोड़ी ज्यादा डालना। चाय गरमा गरम होनी चाहिए। हम यह सामान वापिस नहीं ले सकते क्योंकि आपने रसीद खो दी है।
- planning for an excursion, event or celebration such as a Bollywood night or दिवाली, indicating preferences, considering options and deciding on actions, for example, हमें माता पिता से अनुमति पत्र चाहिए। हमें कमेटी बनानी पड़ेगी। फिर सभी को अलग-अलग कार्य दिए जाएंगे।
- designing a web page to support social contact and information exchange between themselves and young Hindi-speakers in different contexts, brainstorming possible stimulus questions such as आप अपनी पढ़ाई और सामाजिक जीवन में संतुलन कैसे बनाते हैं?
- sharing responsibilities for filming, editing and presenting a short documentary on aspects of their shared experiences, for example, हमारा समुदाय; गणतंत्र दिवस; बैसाखी; बॉलीवुड फिल्म समारोह

Interact with peers and the teacher to complete learning activities and to support their own and others' learning by managing debate and discussion and checking understanding  
[Key concepts: debate, perspective, exchange, response; Key processes: discussing, responding, evaluating, reflecting]

(ACLHIC057)



- using more elaborated sentence structures and interactional strategies to support debate and to provide clarification, for example, अपनी बात के समर्थन में आप के पास कोई प्रमाण है? and to maintain cohesion and focus in discussion, for example, दूसरे शब्दों में; आपको नहीं लगता कि...; मेरा सुझाव तो यही है कि.....
- contributing to discussion and debate by expressing opinions, responding to others' perspectives and using reflective language, for example, ध्यान देने की बात... है कि; यह एक और दिलचस्प पहलू है....., जो आप कह रहे हैं वह ठीक है मगर यदि दूसरे दृष्टिकोण से देखा जाए तो यह कहना ग़लत नहीं होगा कि... यह विवादास्पद है।
- using evaluative language to acknowledge strengths in others' arguments or to challenge their views in a courteous manner, for example, आपका कहना एकदम स्पष्ट और उचित है।; वास्तविकता यह है कि इस बात पर मैं आप से बिल्कुल सहमत नहीं हूँ।
- reflecting on the usefulness and potential application of particular learning experiences, comparing their language and literacy development in Hindi and English

### Informing

Access, collate and analyse information from different print and digital sources to present an overview or develop a position on selected issues or interests  
[Key concepts: perspective, context, representation; Key processes: comparing, analysing, presenting, profiling]

(ACLHIC058)



### Elaborations

- accessing and collating information produced in different contexts that reflect Indian and/or Australian lifestyles over different times and contexts
- engaging critically with texts that report on personal, social or community activities, for example, blogs, social media texts or community announcements, discussing how texts reflect cultural contexts
- using organisers such as concept maps, pie charts or tables to summarise information and develop a position on issues of interest to their peer group
- summarising information from differently-sourced texts that report on contributions of important historical figures and moments, such as the influence of Gandhi to peace movements, the freedom struggle in India and civil rights
- collecting information from websites, newspapers or magazines to build reference resources on different topics/issues, classifying information according to concepts such as संचार; गरीबी; स्वास्थ्य
- gathering information about well-known people in fields such as sport, entertainment, youth culture, the arts or history to create a digital profile to present to their peers

Use different modes of communication to report on personal or shared perspectives, views and experiences or to invite action or debate

[Key concepts: experience, cultural expression; Key processes: designing, reporting, comparing]

(ACLHIC059)



- creating texts such as notices, web posts or posters to promote and inform others about planned events, for example, "उत्तर भारत के पर्यटक स्थान", भारतीय-भोजन उत्सव, होली के मेले का विवरण
- reporting on experiences of events associated with cultural expression and traditions, using formats, such as personal recounts, blogs or digital/oral presentations, for example, ऑस्ट्रेलिया के सामुदायिक शिविर; दिवाली उत्सव
- presenting a personal perspective on a shared learning experience such as the viewing of a documentary on an environmental or community issue
- organising information for a presentation to a young Hindi-speaking audience on distinctive features of Australian landscape, peoples and cultures
- presenting information on a community issue such as conservation or homelessness through digital displays

### Creating

Interpret and compare representations of values, characters and events from a range of traditional and contemporary imaginative texts

[Key concepts: theme, representation, values, humour; Key processes: comparing, analysing, identifying; Key text types: cartoons, games, fables, films]

(ACLHIC060)



### Elaborations

- comparing themes and values represented in contemporary texts such as cartoons or video games with those conveyed in traditional fables, epic poems and legends
- analysing cultural styles of humour in comedies or cartoons, for example, by comparing Hindi jokes about family relationships, such as mother-in-law/daughter-in-law and husband/wife jokes पति- पत्नी इत्यादि के चुटकुले, with humour around similar relationships in Australian English
- identifying characters in fables and legends that embody particular qualities, values or defects that have come to represent recognisable character traits in everyday speech, for example, referring to a playful or naughty child as *Krishna* or *Kahnaiyya*, or to a late-sleeper as *Kumbakaran*
- considering whether values and aspirations expressed in historical texts such as letters written during the freedom struggles in India might have relevance to their own lives
- comparing style, creative effects and cultural values reflected in popular Hindi and Australian music by listening to music stations, reading print or online music magazines, classifying song titles or viewing clips from Bollywood films
- comparing representations of traditions and beliefs across cultures through visual and performing arts, for example, by comparing different living traditions present in Australia, including cultural and artistic expression associated with Aboriginal and Torres Strait Islander people
- providing a live commentary to a dance performance, interpreting movements, commenting on the significance of costume and interpreting messages conveyed through the performance

Create and perform a range of texts to entertain others that involve imagined characters and contexts and different modes of presentation

[Key concepts: creativity, characterisation, imagination, emotion; Key processes: composing, performing; Key text types: sketches, drama, songs, stories, cartoons]

(ACLHIC061)



- creating and performing sketches that involve characterisation, context and dramatic tension, for example, the first day at a new school or appearing on a reality show
- creating an additional scene, new character or alternative ending that adds suspense or a twist to a familiar story, drama or film script, for example, शेखचिल्ली का सपना पूरा होना
- creating, rehearsing and performing interpretations of poems for a public recitation or verse-speaking competition
- composing, performing or presenting jingles or digital animations to create new interest in existing or imagined products
- creating texts such as picture books, bedtime stories or cartoons for younger children, selecting appropriate language, rhythms and images to enrich the aural and visual experience
- performing unscripted explorations of characters, contexts and feelings, for example, मित्रता; निष्ठा; साहस, using gestures, voice and props to build mood and to explore relationships and emotions

### Translating

Translate a range of short texts used in different contexts from Hindi into English and vice versa, comparing each other's versions and how they translated elements that involve cultural knowledge and understanding

[Key concepts: meaning, equivalence, translation; Key processes: translating, approximating, comparing, evaluating]

(ACLHIC062)



### Elaborations

- translating popular Hindi proverbs or lines of poems into English, considering how to adapt or adjust them to convey equivalent meanings in English, for example, गंगा गए तो गंगादास जमना गए तो जमनादास; चोर की दाढ़ी में तिनका
- translating school or community texts such as directions, rules or notices in Hindi and English, considering how each language reflects cultural styles, for example, the use of words like निवेदन in a formal request and कृपया गंदगी न फैलाएँ in public notices
- translating media texts such as appeals, slogans or advertisements from Hindi to English or vice versa, noticing how each language uses elements such as verb moods or emotive language for particular effect: सारी धरती की यह पुकार, पर्यावरण का करो सुधार; जागो ग्राहक जागो
- translating short excerpts from traditional fables and legends, identifying words and expressions that reflect cultural values or history and are difficult to express in English, for example, गृहप्रवेश, सात्विक, भक्ति
- critically evaluating the effectiveness of resources such as print and digital dictionaries and electronic translators, for example, by comparing individual translations, back-translating or swapping references

Produce bilingual texts such as digital stories, programs for events, performances, skits or poems that reflect the experience of 'living between languages'

[Key concepts: equivalence, interpretation; Key processes: composing, selecting, translating]

(ACLHIC063)



- creating a short bilingual documentary about a local community event or locale, with narration in one language and subtitles in the other
- composing menus or programs for school or community events that include footnotes in English to explain key terms or items
- creating a bilingual resource to present to the school library, for example, an illustrated anthology of popular Hindi poems or proverbs with English translations
- performing a role play, skit or song for a school concert or assembly, using Hindi for the performance and English for supporting explanations and commentary

### Reflecting

Consider differences and similarities in style and use of language when interacting in Hindi and in English, noticing when the choice is made to use either or both languages

[Key concepts: code-switching, code-mixing, intercultural communication; Key processes: monitoring, analysing, discussing]

(ACLHIC064)



### Elaborations

- identifying ways in which they change their ways of communicating when switching from Hindi to English
- providing examples of interactions which feel more natural in Hindi than they do in English or vice versa, for example, using Hindi to talk about family experiences, rituals or relationships, using English to talk about school work, music or films
- using a reflective journal to record and compare when and why they consciously choose to use one language rather than the other, considering whether their ways of thinking and communicating change between languages
- identifying instances when using both Hindi and English in the same interaction makes for easier communication
- discussing what they need to consider when interacting with speakers of different language and cultural backgrounds, such as being flexible, noticing people's reactions to what they say, watching for signals of misunderstanding, being mindful of different perspectives and traditions
- reflecting on choices they make when interacting with friends who also speak both Hindi and English, identifying instances when they move between languages for either practical or cultural reasons

Discuss the nature of identity and of cultural experience, considering the dynamic and responsive relationship between the two

[Key concepts: bilingualism/multilingualism, culture; Key processes: reflecting, analysing, comparing]

(ACLHIC065)



- comparing views about the nature of *identity*, for example, by discussing elements that they believe shape and reflect their personal sense of identity, such as community, ethnicity, personality, languages, tastes and interests
- considering how identity changes over time, taking into account ways of thinking, behaving and communicating, and influences such as education, intercultural experience, digital worlds and popular culture
- sharing views about the nature of *culture*, referencing their own relationship with different elements of Indian and Australian cultural experience
- exploring how individual ways of thinking and communicating both shape and reflect cultural identity
- considering whether their sense of cultural identity varies according to place, time and situation

## Understanding

### Systems of language

Identify correspondence between individual and combined elements of spoken and written Hindi, such as pronunciation of consonant clusters or the pronunciation and spelling of English words used in Hindi

[Key concepts: syntax, prefixes, suffixes, word derivation; Key processes: recognising, analysing]

(ACLHIU066)



### Elaborations

- recognising individual elements of spoken and written words, phrases and non-verbal forms of expression and noticing how they combine to make or to change meaning
- recognising how words can be formed from base words, and understanding how prefixes and suffixes change the meaning of words, for example, जीव, सजीव, जीवंत, understanding the impact this has on pronunciation
- recognising and identifying how to pronounce and spell loan words commonly used in Hindi from Persian and Arabic, such as क़ानून, फ़ालतू, and from English, such as ट्रेन, स्टेशन, स्कूल
- recognising and understanding the impact on Hindi pronunciation and spelling in Devanagari of Sanskrit words (*tatsam* words) and of derived forms (*tadbhav* words), understanding that both forms can be used in different contexts; for example, क्षेत्र for 'field' in an abstract sense and खेत for a field for farming

Apply grammatical and lexical knowledge to work out the meaning of unfamiliar words, to form and spell new ones, to create compound sentences, to recognise and use prefixes and suffixes and to develop metalanguage

[Key concepts: phonics, word building, idiom; Key processes: understanding, applying rules, using metalanguage]

(ACLHIU067)



- strengthening vocabulary resources related to personal, social and educational worlds
- applying phonic and grammatical knowledge to the spelling and writing of unfamiliar words such as वाक्यविन्यास
- creating compound and complex sentences by using conjunctions such as मैं अभी लिखूँगा ताकि समय पूरा होने से पहले लेख खत्म कर लूँ।
- recognising the function and form of commonly used suffixes and prefixes, for example, by collecting groups of words that share a base word, such as बुद्धि, सुबुद्धि, बुद्धिमान, बुद्धिमती
- recognising and using idiomatic expressions such as आँख का तारा
- using numbers in fraction, multiple and collective forms, such as आधा, चौथाई, एक तिहाई, सैंकड़ों, हजारों, तीन गुणा
- continuing to build metalanguage to describe grammatical concepts and to organise learning resources such as verb charts, vocabulary lists, groups of pronouns, adverbs and adjectives
- understanding and using basic joining (सन्धि) rules such as इ+आ = ए to achieve text cohesion
- understanding the use of the active and passive voice according to context, for example, मैंने आपको बुलाया है। आपको बुलाया गया है।
- using a range of tenses to describe routines and actions, for example, मैं दिल्ली जा रहा हूँ। मैं दिल्ली गया था। मैं दिल्ली जाऊँगा।
- using adjectives in comparative structures such as राम थोड़ा लम्बा है। राधा हेमा से अधिक चतुर है।

Apply understanding of text structure and organisation to interpret unfamiliar texts and to create own texts for specific purposes

[Key concepts: textual conventions, tenor, audience; Key processes: identifying, classifying, explaining]

(ACLHIU068)



- using their shared knowledge of typical features of familiar types of text to understand unfamiliar content, for example, in public announcements, commercials or quizzes, recognising how language and style vary according to the context, purpose and intended audience of a text, for example, by comparing a formal presentation at Speech Day with an email to a close friend
- identifying how texts achieve cohesion through the use of paragraphing or conjunctions to sequence and link ideas and to maintain the flow of expression, for example, यदि आप चाहें तो...
- creating and comparing their own examples of particular text genres, such as horoscopes, prayers or weather forecasts, explaining their choice of particular language or text organisation
- composing multimodal texts designed to appeal to a particular age group or demographic, noticing how/why they decide to use particular vocabulary and style

## Language variation and change

## Elaborations

Explore how language use varies according to context, purpose, audience and mode of delivery

[Key concepts: register, mode, audience; Key processes: comparing, explaining]

(ACLHIU069)



- comparing and explaining the use of different styles of communication in different contexts, such as respectful, devotional or colloquial forms of expression आपकी यात्रा मंगलमय हो, सब ठीक-ठाक है?
- identifying differences in features and register between spoken and written language, for example, in apologies, invitations or narratives कल मेरे घर आना, कल हमारे घर पधारिए/दर्शन दीजिए
- comparing language and textual features used when communicating with different age groups, for example, amusing rhymes and terms of affection for small children, devotional texts for religious expression
- identifying variations in language use between people of different ages, gender or status, for example, ways of showing authority or expressing humility
- understanding that facial expressions, gestures and body language are key elements of communication and that they can be interpreted differently by different people
- explaining variations in style, content and register of different expressions of wishes for a particular event or occasion such as Diwali, for example, हर घर में हो उजाला, आए न कभी रात काली हर घर मनाए खुशियाँ, हर घर में हो दिवाली compared to an sms message such as शुभ दिवाली

Reflect on changes in their own use of Hindi over time in social, community and school contexts, explaining reasons for changes or adaptations

[Key concepts: language change, expression, experience; Key processes: reflecting, monitoring, analysing]

(ACLHIU070)



- reflecting on changes in their ways of communicating in Hindi, identifying terms, expressions or behaviours that have become part of their everyday language through the influence of technology, social media and intercultural experience
- talking with older members of their families or communities about changes they have experienced in their use of Hindi and about their observations of how the language has changed over time
- discussing how their use of language reflects different and changing relationships, for example, familiarity with friends, respect for elders and authority figures
- finding examples of changes in language use within their own families and friendship groups which have come about through globalisation and the influence of other languages, for example, माँ, अम्मा, माताजी being replaced in some families by मम्मी
- identifying how social media and technology have influenced their own ways of communicating, for example, by compiling a glossary of terms they use in emails or text messages, such as अब (ATM), फिर मिलेंगे CU, जाना होगा (G2G), हे हे (LOL), फिर बात करते हैं (TTL)

Recognise the intercultural and multilingual nature of language use in social media and popular culture, considering how this influences aspects of their lives

[Key concepts: globalisation, cultural expression, multilingualism; Key processes: researching, classifying, explaining]

(ACLHIU071)



- finding examples of language/behaviours associated with Indian culture that are part of everyday life in Australia, for example, words and expressions associated with religion, yoga, dance, Bollywood, food, sport
- explaining the influence of Indian language and culture on their ways of communicating in different situations, for example, by creating a glossary of Hindi words and expressions they use when communicating in English or when thinking about themselves and their families
- investigating different forms and functions of multilingualism in today's society, for example, by tracking the mixing of languages such as Hindi, Urdu, Punjabi and English in Bollywood scripts and song lyrics, or by creating their own hybrid-language advertisements, songs or raps, for example, *Life style से तय होगा car का premium...*
- reflecting on other people's reactions to their use of Hindi and/or English, considering how perceptions of people's ways of communicating are shaped by cultural standpoints and perspectives

### Role of language and culture

### Elaborations

Understand that language is not neutral and that its forms and usage reflect cultural ideas, values and perspectives

[Key concepts: culture, language change, representation, values; Key processes: reflecting, analysing, comparing]

(ACLHIU072)



- sharing understandings of what *culture* is and how it relates to language and to identity, using prompt statements such as 'संस्कृति में ...'
- identifying Hindi words or expressions that carry cultural connotations and values, for example, terms such as सुहागन and विधवा in relation to auspicious or inauspicious roles at occasions such as नामकरण or गृहप्रवेश
- identifying expressions used in news reports or sports commentaries that reflect traditional beliefs and include cultural allusions, for example, references to gods and legendary heroes such as अगर इंद्रदेव मेहरबान हुए तो भारत बिना मैच खेले पहुंचेगा फाइनल में
- identifying cultural distinctions expressed through language, for example, forms of address such as नमस्कार, नमस्ते, आप कैसे हैं?, तुम कैसे हो? the addition of श्री, श्रीमती for married women and कुमारी for unmarried women, considering whether English makes similar distinctions
- exploring the cultural significance of concepts expressed in a single word in Hindi or English which are difficult to translate, for example, the term जूठा in Hindi or *mateship* in Australian English
- exploring how cultural values and ideals such as truth, duty or filial respect are embedded in traditional fables and legends, such as brotherly love or the concept of the obedient/dutiful child in the stories राम और लक्ष्मण, श्रवण कुमार
- discussing commonly used words and expressions that reflect family/community values, for example, the practice of using the English terms 'Auntie' or 'Uncle' when addressing older people even when they are strangers

## Years 7 and 8 Achievement Standard

By the end of Year 8, students initiate and sustain a range of spoken and written interactions on topics of mutual interest, for example, आपका क्या हाल है? आप कब वापस आये? परिवार में सब कैसे हैं? आप कहना क्या चाहते हैं? रमा मुझे माफ़ करना लेकिन मुझे लगता है कि ... , सच पूछो तो मेरे विचार से; मैं इस बात से सहमत हूँ कि ... They exchange views or experiences and offer opinions using language to encourage feedback and to express empathy or indicate agreement, for example, सुन कर बहुत खुशी हुई, बधाई हो!, मुबारक हो। जन्मदिन की हार्दिक शुभकामनाएँ। बड़े दुःख की बात है; मुझे आप से सहानुभूति है। आप बिल्कुल सही कह रहे हैं। मैं आप से सौ प्रतिशत सहमत हूँ। Student complete transactions by negotiating, planning and solving problems, for example, यह लहंगा कितने का है? यह और कौन कौन से रंगों में उपलब्ध है? खाने में मिर्ची थोड़ी ज़्यादा डालना। चाय गरमा गरम होनी चाहिए। हम यह सामान वापिस नहीं ले सकते क्योंकि आपने रसीद खो दी है। They use reflective and evaluative language to support their own and others' learning and to manage discussion and debate, for example, ध्यान देने की बात है क...., यह एक और दिलचस्प पहलू है...; जो आप कह रहे हैं वह ठीक है मगर यदि दूसरे दृष्टिकोण से देखा जाए तो यह कहना गलत नहीं होगा कि.... यह विषय विवादास्पद है। When speaking Hindi, they apply pronunciation and rhythm patterns, including consonant clusters and English words used in Hindi, to a range of sentence types. They locate, collate and analyse information from a range of written, spoken and multimodal texts to provide an overview or to develop a position on selected issues or interests. They use different modes of communication to report on perspectives, views and experiences or to invite action and debate. They interpret ways in which values, characters and events are represented in a range of traditional and contemporary imaginative texts. Students create texts with imaginary characters and contexts in a range of forms to entertain different audiences. They use grammatical forms and features such as prefixes, for example, ज्ञान-अज्ञान-,समान-असमान and suffixes, for example, कृपालु, दयालु, लड़ाई, चढ़ाई), and create compound and complex sentences by using postpositions such as तुम अगर समय पर काम करोगे तो खेल सकोगे। हम सब को अपना कार्य मेहनत और सच्ची लगन से करना चाहिये जिस से हमें सफलता मिले। मैं अभी लिखूँगा ताकि समय पूरा होने से पहले लेख खत्म कर लूँ, comparative adjectives, for example, गीता अपनी बहन से सुन्दर है। मोहन अपनी कक्षा में सब से होशियार है। राम थोड़ा लम्बा है। हेमा से अधिक चतुर है। and basic joining rules such as इ+आ = ए to achieve cohesion. They translate texts from Hindi into English and vice versa, and compare their own translations with others', interpreting cultural elements. They produce texts in Hindi and English that reflect a bilingual and bicultural perspective. Students identify differences and similarities in the way they interact in Hindi and English, and describe the nature of identity and cultural experience and identify the relationship between the two.

Students identify the relationship between individual and combined elements of spoken and written Hindi and apply writing conventions, including spelling, to convey specific meaning in a range of texts. They use metalanguage to explain aspects of language and apply grammatical and lexical knowledge to determine the meaning of unfamiliar words and to form and spell new ones. They use their knowledge of text structure and organisation to interpret the unfamiliar texts and create new ones. Students explain how and why language use varies according to context, purpose, audience, mode of delivery and the relationship between participants. They explain how and why their own use of Hindi has changed over time and depends on context. They identify the intercultural and multilingual nature of language use across global communities and in social media and popular culture and explain how this influences their own lives. Students explain how language forms and usage reflect cultural ideas, values and perspectives.

## Years 9 and 10

### The nature of the learners

This stage of learning coincides with social, physical and cognitive changes associated with adolescence. Increased cognitive maturity enables learners to work more deductively with language and culture systems, to apply more intentional learning strategies and to reflect productively on their learning. Motivation and engagement with language learning and use are influenced by peer group dynamics, personal interests and values and issues related to self-concept. This is particularly the case for bilingual learners for whom the duality of living between languages and cultural frames impacts continually on the process of identity construction. The role of language is central to this process and is reflected in the degree to which learners define themselves as members of language communities, how they position themselves in relation to peer groups, the choices they make in relation to linguistic and social practices. These processes are fluid and context-responsive and impact on learners' engagement with both Hindi and English language learning.

### Hindi language learning and use

This is a period of language exploration, vocabulary expansion and experimentation with different modes of communication (for example, digital and hypermedia, collaborative performance and group discussions). Greater control of language structures and systems increases confidence and interest in communicating in a wider range of contexts. Learners use Hindi to communicate and interact; to access and exchange information; to express feelings and opinions; to participate in imaginative and creative experiences; and to design, interpret and analyse a wider range of texts and experiences. They use language in different contexts more fluently, with a greater degree of self-correction and repair. They reference the accuracy of their written language against a stronger frame of grammatical and systems knowledge. They demonstrate understanding of language variation and change, and of how intercultural experience, technology, media and globalisation influence language use and forms of communication.

### Contexts of interaction

Learners interact with peers, teachers and other Hindi speakers in immediate and local contexts, and with wider Hindi-speaking communities and cultural resources via virtual and online environments. They may participate in community events such as film or cultural festivals, intercultural forums or exchange travel opportunities.

### Texts and resources

Learners use an extensive range of texts and materials designed for in-class learning of Hindi, such as textbooks, literary texts, teacher-generated materials and online resources. Learning is enriched by exposure to authentic materials designed for or generated by young Hindi speakers, such as blogs, video clips, discussion forums, television programs or newspaper features. Learners are encouraged to source additional materials to support their own learning and to pursue personal interests in aspects of Hindi language and associated cultures.

### Features of Hindi language use

Learners extend and consolidate grammatical knowledge, including the use of compound sentences by using postpositions में पहले दिल्ली जाऊँगा और अपना काम पूरा करने के बाद कोलकता पहुँचूँगा। and of a range of tenses to describe events and personal experiences, पिछले वर्ष जैसे हमने होली का त्योहार मनाया था उसी प्रकार इस वर्ष भी हम होली का त्योहार धूमधाम से मनाएंगे। They make passive and active voice distinctions, राम उर्दू लिख रहा ह, उर्दू लिखी जा रही है, understand the appropriate use of participles and the function and use of case, ने, को, से, के लिए, में, पर. Their vocabulary knowledge expands to include more abstract words and specialised vocabulary drawn from other learning areas or areas of wider personal interest. Textual knowledge and capability are strengthened through maintaining a balance between activities that focus on language forms and structures and communicative tasks and performance. Learners recognise, analyse and construct different types of texts for different purposes and audiences. Task characteristics and conditions at this level are more complex and challenging, involving collaborative as well as independent language planning and performance, and development and strategic use of language and cultural resources. Elements of tasks involve interpreting, creating, evaluating and performing. Working with media resources, fiction and non-fiction texts, performances and research projects allows for exploration of themes of personal and contemporary relevance (for example, global and environmental issues, identity and relationship issues, questions of diversity and inclusivity). Learners investigate texts through more critical analysis, identifying how language choices reflect perspectives and shape meaning, and how they in turn are shaped by context and intention.

Learners at this level understand the relationship between language, culture and identity. They explore in more depth and detail the processes involved in learning and using different languages, recognising the role of cognitive, cultural and personal as well as linguistic resources. They identify how meaning-making and representation in different languages involve interpretation and personal response as well as literal translation and factual reporting. They explore the reciprocal nature of intercultural communication: how moving between different languages and cultural systems impacts on their ways of thinking and behaving; and how successful communication requires flexibility, awareness and openness to alternative ways. They develop the capacity to 'decentre' from normative ways of thinking and communicating, to consider their own cultural ways through the eyes of others, and to communicate in interculturally appropriate ways.

#### Level of support

While learners are increasingly less reliant on the teacher for support during communicative interactions, continued support, provision of rich language input and modelled language is needed to consolidate and sustain the learning of Hindi. The teacher provides both implicit and explicit modelling and scaffolding in relation to meaningful language use in a range of contexts, situations and learning experiences, and explicit instruction and explanation in relation to complex structures, grammatical functions and abstract concepts and vocabulary. Provision of opportunities to discuss, clarify, rehearse and apply their knowledge is critical in consolidating knowledge and skills and developing autonomy. Learners are encouraged to self-monitor, for example, by keeping records of feedback and through peer support and self-review.

#### The role of English

Learners and teachers use Hindi as the primary medium of interaction in language-oriented and most content-oriented learning experiences. English is used for comparative analysis and for elements of discussion or conceptual analysis which may be better responded to in English than in Hindi. Learners are supported to reflect on the different roles English and Hindi play in their academic work.

## Years 9 and 10 Content Descriptions

### Communicating

#### Socialising

#### Elaborations

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Use formal and informal registers to discuss and compare young people's interests, behaviours and values across different cultural contexts

[Key concepts: values, responsibility, social worlds, environment; Key processes: discussing, comparing]

(ACLHIC073)



- interviewing each other and family members to compare views on cultural behaviours and values across different times and contexts, for example, तुम्हारे विचार में संयुक्त और एकल परिवार में से कौन सी पारिवारिक संरचना आज के युग में ज्यादा उपयुक्त है?
- discussing responsibilities related to home, school and part-time work, comparing with those of young people living in India and other Hindi speaking contexts and noting the relative importance of concepts such as परिवार, समुदाय और सहयोग, for example, भारत में घर के कामकाज के लिए नौकर नौकरानियाँ होती हैं। ऑस्ट्रेलिया में रह रहे भारतीय बच्चे घर के कामों में अपने मातापिता का हाथ बँटाते हैं।
- using formal and informal registers to discuss differences in language use between peers and adults at different social events, for example, क्या आप अगले सप्ताह शास्त्रीय संगीत का कार्यक्रम देखने जाना चाहेंगे? अपनी टीम को प्रोत्साहित करने के लिए तुम कल मैच देखने अवश्य आना।
- participating in formal debates on social or educational issues with reference to Indian and Australian perspectives, values and frames of reference, for example, क्या विदेशी भाषा सीखना अनिवार्य होना चाहिए? क्या उच्चशिक्षा की प्राप्ति ही जीवन में सफलता की कुंजी है? क्या बालिग होने पर बच्चों को अपने माता पिता का घर छोड़ देना चाहिए?

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Participate in activities that involve interactions, transactions, negotiations and management of different opinions and social/cultural behaviours

[Key concepts: social/cultural behaviours, community, environment; Key processes: planning, inviting, presenting opinions]

(ACLHIC074)



- negotiating arrangements, weighing up alternatives and reaching shared decisions when planning performances or presentations to showcase Hindi language learning, for example, हमें इस में कुछ चित्र भी सम्मिलित करने चाहिये?; क्यों न हम सब ...; यही उचित रहेगा; आपको इसमें से एक चुनना है।
- issuing, accepting and declining invitations, using culturally appropriate expressions and protocols, for example, अपनी पुत्री के शुभ विवाह पर मैं आपको आमंत्रित करना चाहता हूँ। मैं नेहा बेटी को आशीर्वाद देने जरूर आऊंगा। यह मेरा सौभाग्य है कि आप ने मुझे इतने महत्त्वपूर्ण अवसर में सम्मिलित होने का अवसर दिया, किन्तु मैं किसी कारण वश नहीं आ पाऊंगा।
- comparing opinions on social and cultural behaviours and values associated with Hindi-speaking communities via online forms of communication such as emails, school chat forums and community websites, for example, भारतीय जीवन शैली में रंगों का विशेष महत्व है। बिंदी का महत्त्व केवल सौंदर्य और श्रंगार तक ही सीमित नहीं है। भारतीय संस्कृति की परम्परा है कि हम अपने अतिथियों का अपनी सामर्थ्य के अनुसार स्वागत सत्कार करने में कोई कसर नहीं छोड़ते। भारत में विवाह न केवल एक महिला और पुरुष को आपस में जोड़ता है बल्कि दो परिवारों को आपसी सहयोग और प्रेम की भावना में भी बाँधता है।
- organising an event such as a campaign or social media forum to raise awareness of community, environmental or ethical issues, for example, महिलाओं की सुरक्षा; स्वच्छ स्थानीय पर्यावरण, पुनर्चक्रण का महत्त्व
- transacting for goods and services, considering concepts such as value, availability, competition and ethics
- building vocabulary to support commercial and technological exchange between English- and Hindi-speaking communities, for example, मुद्रा विनिमय दर, भारत में आस्ट्रेलियाई निवेश, अंतर्राष्ट्रीय व्यापार, प्रौद्योगिकी का आदान-प्रदान

Use communicative strategies such as asking open questions and providing elaborated responses to extend discussion, justify views and to reflect on the experience of learning and using Hindi in and out of school

[Key concepts: discussion, language learning, language domains; Key processes: elaborating, responding, designing, identifying]

(ACLHIC075)



- extending discussion on topics of shared interest by inviting opinions or further elaboration and by clarifying or justifying statements, for example, इसका क्या प्रभाव पड़ेगा, मुझे विस्तार से बताओ। मेरे कहने का तात्पर्य है कि ...; तुम यह कहना चाहते हो कि ...; मुझे लगता है कि ...
- designing websites, posters or presentations that reflect on challenges and benefits associated with the experience of learning and using Hindi in the classroom context, for example, मैं बहुत अच्छी हिंदी बोल लेता हूँ, मगर लिखते समय लिंग को लेकर अनेक गलतियाँ होती हैं। हिंदी सीख जाने से मैं अपने दादा-दादी के साथ अच्छी तरह से बातचीत कर पाऊँगी। हिंदी सीखना मुश्किल लग रहा है मगर दिलचस्प बात यह है कि अब मैं हिन्दी फिल्मों का पहले से अधिक आनंद ले रही हूँ।
- reflecting on differences between forms of Hindi spoken at home and in the classroom, such as the use of more words influenced by English in the home context, for example, स्कूल compared to विद्यालय, मम्मी-पापा compared to माता-पिता
- identifying and comparing learning strategies that support their formal study of Hindi in the school context, for example, learning grammar and textual conventions associated with different domains of language use and using purer forms of the language
- identifying and discussing Hindi idioms and proverbs that may be applied to the experience of learning languages, for example, आकाश से तारे तोड़ लाना; कमर कसना, अब पछताए होत क्या जब चिड़िया चुग गई खेत

Informing

Elaborations

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Research, interpret and evaluate information presented from different perspectives in relation to youth-related interests, identifying how culture and context affect how information is presented

[Key concepts: perspective, context, culture; Key processes: comparing, analysing, explaining]

(ACLHIC076)



- identifying different perspectives on selected social issues featured on television, radio or online forums, using the material as stimulus for debates or presentations, for example, जनसंख्या; भेदभाव; बेरोज़गारी, वेश्ठीकरण, मानव अधिकार
- comparing information published in different media on topical issues or well-known personalities in order to demonstrate the relationship between texts and cultural contexts, for example, by analysing language used in commentaries on क्रिकेट or reflections on Bhagat Singh, Subhash Chandra Bose, Rabindranath Tagore
- conducting face-to-face or online interviews or surveys with peers, family or community members to compare experiences such as migration to Australia, living 'across' cultures or relationships with technology
- critically analysing texts such as blogs, letters or newspaper announcements, distinguishing between facts and opinions, and identifying author intent, for example, by reading and discussing letters by Jawahar Lal Nehru, पिता के पत्र पुत्री के नाम
- comparing representations in texts such as advertisements for mobile phones, beauty products or fast food in Hindi and English, considering why particular language or images have been selected
- listening to interviews with celebrities from fields such as entertainment, sport or politics, identifying expressions or cultural references that convey a sense of culture or context

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Present information related to social and cultural issues of interest to their peer group using different modes and formats to take positions and to capture different perspectives

[Key concepts: environment, lifestyle, inclusivity; Key processes: reviewing, commenting, arguing]

(ACLHIC077)



- writing a review or creating a commentary of an event such as an India-Australia cricket match, music festival or street fashion show, incorporating expressions and style that characterise these text genres and reflect the writer's perspective
  - creating texts such as blog posts or items in school newsletters that address social and environmental issues such as पर्यावरण परिवर्तन; बेरोज़गारी
  - producing a segment for a local radio station to report on a charity fund raising activity
  - presenting information in the form of promotional or persuasive letters or speeches for audiences such as peers, parents or authorities in order to argue a case or establish a position on an issue, for example, प्रदूषण के प्रभाव, पढ़ाई और मनोरंजन में तालमेल, पौष्टिक आहार और स्वास्थ्य
  - using data collected via online research or recorded/published interviews to create a digital profile of a significant member of their local community or of the wider Hindi-speaking world, such as a musician, chef, artist or sporting figure
  - presenting an overview of traditional games and sports played in different Hindi-speaking regions, such as कबड्डी or खो-खो, for example, by watching video clips and then writing up the rules
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Creating	Elaborations
<p>Explore how expressive and imaginative texts create aesthetic, humorous or emotional effects in ways that reflect cultural influence</p> <p>[Key concepts: humour, effect, mood, composition; Key processes: analysing, comparing, identifying; Key text types: film, TV shows, poetry, drama]</p> <p>(ACLHIC078)</p> 	<ul style="list-style-type: none"> <li>• comparing how elements such as humour, compassion or suspense are created in different forms of popular culture in Hindi and English, for example, in folk/fairy tales, game shows, advertisements, commercial films or talent/reality shows</li> <li>• identifying how imaginative texts from different eras use structure, expression and mood to build action, convey emotion and reflect cultural values, for example, by comparing the pre-Independence story <i>बड़े भाई साहब</i> by प्रेमचंद with a contemporary text such as <i>3 इंडियट्स</i></li> <li>• analysing how techniques such as the use of rhythm, imagery and metaphor in Hindi poetry create humorous, emotional or dramatic effects that reflect cultural traditions and styles, for example, in poetry by रवीन्द्रनाथ टैगोर; हरिवंश राय बच्चन; नीरज, गुलज़ार, महादेवी वर्मा or in texts by writers such as भीष्म साहनी; जयशंकर प्रसाद; मुँशी प्रेमचंद, मन्नु भंडारी</li> <li>• identifying and explaining characteristic elements of traditional forms of Hindi literature, for example, verse celebrating bravery/warriors such as वीर गाथाएँ और गीत, जैसे पुष्प की अभिलाषा, devotional verse such as मीराबाई और सूरदास के भक्ति गीत or children's poems that celebrate nature such as आया बसन्त</li> <li>• using evaluative and expressive language to compare responses to visual texts such as paintings, sculptures and relief art, for example, <i>Rajasthani</i> miniature paintings, <i>Patachitra</i> from Bengal, <i>Madhubani</i> paintings, <i>Warli</i> from <i>Maharashtra</i>, discussing the relationship between representation and culture</li> </ul>

Create imaginative or expressive texts that draw from and reflect elements of their own tastes and experience  
 [Key concepts: expression, emotion, experience, culture; Key processes: creating, performing, expressing; Key text types: poetry, song, report]

(ACLHIC079)



- collaborating with peers to create dramatic or humorous representations of people, situations or events encountered in their own lives
- creating riddles to compete with and entertain each other, imitating the use of meter, rhythm, rhyme and metaphor exemplified in riddles from Hindi literature and folklore
- composing and performing poems or songs that incorporate elements of traditional or contemporary literary and musical forms and reflect their own experiences, for example, भक्ति or वीर गाथा verse, nonsense songs, raps
- creating and performing texts that exaggerate characteristic elements of a selected genre for comic effect, such as a biased commentary on a sporting event
- creating an imaginative text such as a diary entry or song lyric that expresses either positive or negative responses to the experience of living across different languages and cultures
- creating an English-language commentary to an observed Hindi-language sitcom, discussing how to transfer or explain the humour or dramatic effects of the original text
- using digital resources to create imaginary characters and situations associated with school or home contexts to entertain younger learners

### Translating

Compare translations and interpretations of literary, community and social media texts, including those that mix Hindi and English words, expressions and sentence structures

[Key concepts: code-mixing, code-switching, hybridity, recast; Key processes: analysing, exemplifying, discussing]

(ACLHIC080)



### Elaborations

- identifying and translating texts produced within the media and entertainment industry that use 'Hinglish' for different purposes, for example, *Life ho to aisi!*, *Youngistaan ka wow!*
- exploring the language of Bollywood by translating short excerpts that include code-mixing and code-switching between languages and dialects
- critically evaluating the accuracy and effectiveness of subtitles used in movies, video clips and documentaries, identifying examples of 'meaning lost in translation'
- translating parts of conversations recorded between family and friends that involve the mixing of Hindi and English, discussing the relationship between code switching and domains of use
- considering challenges involved in translating texts by contemporary poets and songwriters who incorporate English words or stylistic features into their texts
- identifying how translation sometimes involves literal exchange of word-for-word meaning, sometimes involves interpreting and expressing meaning in appropriate forms, and sometimes involves cultural meaning that cannot be translated

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Create texts that draw on bilingual resources to explore and reflect the multicultural nature of their personal, school and community experience

[Key concepts: expression, bilingualism, multilingualism, code-mixing; Key processes: composing, reviewing, analysing, reflecting]

(ACLHIC081)



- interviewing community members about their life stories and experiences to create digital/multimodal profiles that include the use of voice-overs in Hindi, images, music and English subtitles
- creating raps or jingles that mix English and Hindi words/expressions, rhythms and gestures to capture elements of their own communicative behaviours
- creating a bilingual information pack in print and/or digital form about their school and local community to present to a visiting school
- creating glossaries and annotations in English that provide explanations for cultural and contextual references in contemporary Hindi texts

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### Reflecting

Reflect on the nature of bilingual/multilingual communication and experience

[Key concepts: mutual understanding, miscommunication, intercultural exchange, language domains; Key processes: reflecting, monitoring, explaining, analysing]

(ACLHIC082)



### Elaborations

- exploring the concept of *translanguage* in relation to mediating thought, action and communication in situations that involve two or more languages
  - reflecting on how speakers of more than one language draw strategically on a wide range of linguistic and cultural resources to make meaning of experience and to communicate with others
  - considering whether thinking or communicating in one language rather than another affects the ways ideas or attitudes are understood or expressed
  - identifying benefits associated with bilingualism/multilingualism, drawing examples from their personal experience
  - comparing assumptions sometimes made when communicating with speakers of different languages, identifying instances when they consciously adjust how they communicate due to personal assumptions or attitudes
  - identifying cultural cues in intercultural interactions that signal variations in expectations, values or traditions that may complicate communication
  - monitoring their use of Hindi and English in different domains, for example, by keeping a record of when they use each language, for which language functions and in which contexts
  - considering how their language and interactional behaviour might be interpreted or responded to by people from different language backgrounds
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Reflect on the relationship between language, culture and identity and on how this shapes and reflects ways of communicating and thinking

[Key concepts: identity formation, culture, intercultural experience; Key processes: reflecting, describing, analysing]

(ACLHIC083)



- discussing whether being bilingual/multilingual allows for a more flexible sense of identity in ways that involve culture as well as language
- reflecting on the nature of intercultural learning in school and on intercultural experience in and out of school, discussing how different domains of language use present opportunities for the development of intercultural capabilities
- reflecting on how their perspectives and ways of communicating may be perceived by others, for example, in relation to language choice or code-switching/mixing and to behaviours that may be perceived as 'cultural'
- reflecting on their own and each other's ways of communicating when interacting with people from different cultural backgrounds, for example, when joking or speaking formally, describing adjustments they make in different languages, contexts and relationships

## Understanding

### Systems of language

Recognise regular and variable elements of spoken Hindi, such as social and regional variations in the pronunciation of diphthongs, or inconsistencies between Hindi pronunciation and spelling and variations from Sanskrit and Perso-Arabic conventions

[Key concepts: language variation, accent, register; Key processes: understanding, identifying, responding]

(ACLHIU084)



### Elaborations

- increasing control of regular and irregular elements of spoken and written Hindi, such as the influence of accents and expression on pronunciation and spelling, for example, the use of वो in spoken Hindi in place of वह in written Hindi
- recognising ways in which genres of written literary Hindi may differ from everyday speech registers, for example, the use of Sanskrit words in official Hindi, with terms like विनिर्माण क्षेत्र for the manufacturing sector, demonstrating understanding of how such terms are written and spoken
- understanding that the appreciation of film song lyrics and verse forms can be enhanced by understanding how compound words are formed in Arabic and Persian and used in Hindi, for example, in the film title मुग़ल- ए- आज़म
- recognising the impermanent and fluid nature of spoken language and how it is influenced by local customs, cultures and regional languages, for example, the addition of honorifics such as sister, ताई, to women's names by Marathi speakers and देवी to married women's names by Biharis
- identifying features of spoken language, such as the use of repetition, pauses, interruptions, incomplete sentences and non-verbal expression, which are not represented in written Hindi but are important elements of 'live' interactions
- recognising and responding to challenges associated with clarity and pace in audio texts such as airport announcements or recorded phone messages

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Investigate, demonstrate and explain how elements of grammar and word formation allow for complex expression of ideas and meaning

[Key concepts: cohesion, voice, compound words; Key processes: identifying, applying understanding]

(ACLHIU085)



- expanding vocabulary related to more complex concepts to compose richer descriptions and expression of ideas
- using conjunctions to create more complex and elaborated sentences, for example, मैं पहले दिल्ली जाऊँगा और अपना काम पूरा करने के बाद कोलकता पहुँचूँगा।
- extending knowledge of text cohesion and basic joining (सन्धि) rules, for example, word ending in अ plus word starting in उ becomes the सन्धि sound ओ as in पूर्वोत्तर. आ +ओ=औ, क्+द्=ग्
- using the active and passive voice to establish distinctions of agency, for example, राम उर्दू लिख रहा है।, उर्दू लिखी जा रही है।
- understanding the function and use of case (कारक), for example, ने, को, से, के लिए, में, पर
- using participles (पदबंध): imperfect – डूबती हुई नाव, perfect – डूबी हुई नाव, adverbial present – रोते हुए, लिखते हुए, adverbial past – वह लड़की का हाथ पकड़े हुए था, वाला as participle – सब्जी वाला, डिब्बे वाला
- expanding metalanguage to describe additional grammatical concepts and the relationship between form, function and meaning
- using a range of tenses in complex sentences to move between events and personal experiences across time, for example, पिछले वर्ष जैसे हमने होली का त्योहार मनाया था, उसी प्रकार इस वर्ष भी हम होली का त्योहार धूमधाम से मनाएंगे।

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Analyse and compose different types of texts for specific purposes and audiences that involve different cultural, textual and contextual features

[Key concepts: genre, language features, context; Key processes: comparing, composing, identifying]

(ACLHIU086)



- composing and comparing texts such as emails, songs, slogans or public signs, noticing how the choice of vocabulary, structure and tenor combine to achieve each text's purpose
- comparing Hindi and English versions of texts such as invitations or newspaper announcements, noticing forms of expression that are culturally significant, such as जय के विवाह का शुभ मुहूर्त ... के दिन ... बजे से.. बजे तक तय हुआ है। आपकी उपस्थिति और आशीर्वाद की प्रतीक्षा रहेगी or रमेश और लीला के पुत्र के नामकरण पर आपको सादर आमंत्रित करते हैं।
- demonstrating the different organisation of elements, such as introductions, ordering of content and expression of wishes or greetings within different forms of communication, for example, formal letters, emails or web posts
- composing spoken and written versions of texts such as advertisements, invitations or personal messages, identifying key differences in syntax, register and language choice
- comparing the textual features of different kinds of Hindi verse, identifying differences in rhythm, meter and cultural framing
- composing formal and informal versions of selected text genres, such as a written invitation and an invitation by text message, मोहन और गीताकी सगाई के शुभ अवसर पर आपकी परिवार सहित उपस्थिति प्रार्थनीय है; क्या तुम... के दिन.. समय मुझे मिल सकते हो?

Language variation and change	Elaborations
<p>Analyse variations in Hindi language use that relate to social roles, values and contexts and to the nature of the interaction [Key concepts: variation, adaptation, register, values; Key processes: identifying, explaining, evaluating]</p> <p>(ACLHIU087)</p> 	<ul style="list-style-type: none"> <li>• classifying forms of address in terms of social, cultural or family relationships, for example, बड़ी दीदी, मुन्ना-मुन्नी, भैया, बाबाजी and discussing the relationship between language, culture and context</li> <li>• evaluating how language choices reflect social values and attitudes, such as family loyalty, status or peer group identity</li> <li>• finding examples of colloquial and contemporary forms of language used by young people of their age, such as using words and expressions from other languages when talking about popular culture, अरे यार, कल क्या कमाल मैच देखा</li> <li>• observing non-verbal elements of communication such as gestures, facial expressions or use of space and silence, discussing their importance in communication and how they vary in formal and informal contexts</li> <li>• noticing and explaining differences in text structure and grammar between formal and informal Hindi, for example, between the structure of a business letter and an informal email आपको सूचित किया जाता है..., मैं तुम्हें बताता हूँ...</li> </ul>
<p>Categorise observed changes to Hindi in domains of use such as education, media, popular culture and intercultural communication [Key concepts: influence, exchange, language contact; Key processes: investigating, demonstrating, identifying]</p> <p>(ACLHIU088)</p> 	<ul style="list-style-type: none"> <li>• identifying changes in Hindi language forms and communicative styles in domains of use such as IT, diplomacy and commerce</li> <li>• classifying words and expressions from other languages that they use in different curriculum areas such as science, visual arts, economics, social studies</li> <li>• creating glossaries of terms that originated in other languages that they use in different areas of their own lives, for example, Persian सरकार, Arabic अदालत, Turkish कुली and Japanese रिक्शा</li> <li>• talking with older members of their families or communities about changes to Hindi across their lifetime, such as the blending of English and Hindi in language used in entertainment, news and sports commentary or advertising</li> <li>• analysing the language of the internet in terms of inter-language influences, for example, by identifying examples of Hindi words that have been adapted to accommodate concepts expressed in other languages</li> </ul>

Explore how using different languages to make meaning affects how they and their peers think, behave and communicate

[Key concepts: identity formation, intercultural communication; Key processes: reflecting, identifying, explaining]

(ACLHIU089)



- reflecting on the relationship between their use of Hindi, English and other languages/dialects and their sense of identity
- discussing whether ideas and values are expressed differently in different languages, for example, in relation to family relationships or peer group interests
- reflecting on concepts such as *global citizenship*, *national identity* and *intercultural communication*, discussing the relationship between these concepts and languages and cultures
- discussing the effects of using either Hindi or English on how they express feelings, debate ideas or construct arguments

### Role of language and culture

Understand that Hindi language and associated cultures are inter-related, that they shape and are shaped by each other and that their relationship changes over time and across contexts

[Key concepts: interdependence, meaning, change; Key processes: investigating, identifying, classifying]

(ACLHIU090)



### Elaborations

- identifying words such as अहिंसा, धर्म-कर्म that carry cultural connotations and may be differently used and understood by people in different cultural contexts
- tracking changes in Hindi language forms and usage over different times and contexts, for example, मोटरगाड़-कार
- identifying compound words used in contemporary Hindi that fuse Hindi and English to capture trends, convey concepts and engage with intercultural experience, for example, *tension mat lo*, *accent maarna*
- identifying changes in Hindi that reflect the impact of globalisation and transcultural experience, such as the mixing of languages and the adoption of practices associated with different communities and cultures
- analysing the relationship between language and culture by examining a concept such as that of शुभमुहुर्त, for example, मोहन और गीता की सगाई के शुभ अवसर पर आपकी परिवार सहित उपस्थिति प्रार्थनीय है

## Years 9 and 10 Achievement Standard

By the end of Year 10, students initiate, sustain and extend a range of spoken and written formal and informal interactions about young people's interests, behaviours and values, for example, आप कब वापस आये?, आप के जीवन में सुखी जीवन को व्यतीत करने के क्या उपाय हैं? तुम्हारे विचार में संयुक्त और एकल परिवार में से कौन सी पारिवारिक संरचना आज के युग में ज्यादा उपयुक्त है? आप के विचार में आज की युवा पीढ़ी पर किस का प्रभाव पड़ रहा है? तुम अपने दोस्तों के बारे में कुछ बताओ। They participate in activities that involve interactions, transactions, negotiations and managing different opinions and social/cultural behaviours, for example, यह ठीक है, हम सब मिल कर करेंगे, हमें इस में कुछ चित्र भी सम्मिलित करने चाहिये?, क्यों न हम सब ..., यही उचित रहेगा। आपको इसमें से एक चुनना है। When interacting, they use culturally appropriate expressions and protocols, for example, धन्यवाद, आप का बहुत बधाई हो। अपनी पुत्री के शुभ विवाह पर मैं आपको आमंत्रित करना चाहता हूँ। मैं नेहा बेटी को आशीर्वाद देने जरूर आऊँगा। यह मेरा सौभाग्य है कि आप ने मुझे इतने महत्त्वपूर्ण अवसर में सम्मिलित होने का अवसर दिया, किन्तु मैं किसी कारणवश नहीं आ पाऊँगा। They extend discussions and justify their views by asking open-ended questions and providing elaborated responses, for example, इस विषय पर आपके क्या विचार हैं, आप क्या सोचते हैं?, इसका क्या प्रभाव पड़ेगा मुझे विस्तार से बताओ। मेरे कहने का तात्पर्य है कि ..., तुम यह कहना चाहते हो कि..., मुझे लगता है कि .... When speaking, they apply pronunciation rules and rhythm, including social and regional variations, to complex sentences. They research, interpret and evaluate information and perspectives on social issues or issues of interest to young people, and identify how culture and context influence the way information is presented. They convey information and perspectives using different text types and modes of presentation. They respond to different expressive and imaginative texts by analysing techniques and cultural influences used for aesthetic, humorous or emotional effects. Students create imaginative texts to express ideas, attitudes and emotions through characters, events and settings relating to bilingual and bicultural experiences. When creating texts, they use a variety of grammatical elements, such as joining rules, for example, आ+ओ=औ, क्+अ+ल= कल, कारक ; case, for example, ने, को, से, के लिए, मैं, पर; and a range of tenses and participles, for example, आ, ई, ऐ, जाना, वाला, रहा, सकना, पहुँचना, दिल्ली जाने वाले लोग, साइकिल पर लड़की चल रही है to produce complex sentences such as मैं पहले दिल्ली जाऊँगा फिर वहाँ से बम्बई जाऊँगा; कल मैं काम खत्म कर के आपने साथियों के साथ खेलने जाऊँगा। Students compare translations and interpretations of literary, community and social media texts, including those that use both Hindi and English. They create a range of bilingual texts that reflect the nature of their own and each other's intercultural experience. They describe their experience of being bilingual or multilingual and explain the relationship between language, culture and identity.

Students apply their understanding of complex pronunciation rules and writing conventions, such as variations between spoken and written Hindi and between Sanskrit and Perso-Arabic script. They explain how elements of grammar and word formation allow for the expression of ideas and meaning. They analyse and construct a range of texts for different purpose and audiences and identify cultural, textual and contextual features. They explain how and why variations in Hindi language use relate to roles, relationships and contexts of interaction. Students identify and categorise changes to Hindi and to other languages in different domains of use such as education and popular culture. They explain how being bilingual or multilingual affects the ways they and their peers think, behave and communicate.

# The Australian Curriculum Languages - Hindi Years 7–10 (Year 7 Entry) Sequence

## Years 7 and 8

### The nature of the learners

Students coming into this pathway are background learners of Hindi with varying degrees of proficiency in the language. All have family and community connections with the language and associated cultures, or with languages or dialects related to Hindi. Some may have recently arrived in Australia, have completed the primary years of schooling in Hindi or other Indian languages and have established literacy as well as oracy skills in the language. Others may have participated in community language programs during these years and have some literacy capabilities in Hindi. Others may have minimal experience of formal learning of the language, with little literacy proficiency and varying degrees of oral capabilities, depending on their home language environment. All students share the experience of belonging to worlds in which languages play a key role and diversity of language use is common. The curriculum takes into account the diversity of learners, ensuring that tasks and activities are flexible to cater for different language capabilities while being appropriately pitched to all learners' cognitive and social levels.

### Hindi language learning and use

Students use Hindi to interact with each other, the teacher and other speakers of the language, to access and exchange information, to express ideas and feelings, to participate and to cooperate in learning experiences and activities. They build vocabulary resources, grammatical knowledge and communicative capabilities such as active listening skills and interactional strategies through shared tasks that provide a context for purposeful language experience and through focused learning episodes that develop understanding of language systems and the ability to use metalanguage. They use modelled and rehearsed language to compose and present different types of texts (for example, shared stories, media and hypermedia texts, songs, poems, reports or journal entries). They plan, draft and present imaginative and informative texts, design interactive events and participate in discussions. They make cross-curricular connections and explore intercultural perspectives and experiences. Learners use ICT to support their learning in increasingly independent and intentional ways, exchanging resources with each other and with learners in different contexts.

### Contexts of interaction

Students interact primarily with each other and the teacher in class, with some access to broader Hindi-speaking networks in the school and local community. ICT resources such as email, online chats or wikis provide access to additional experiences of authentic communication, connecting learners' social worlds with those of Hindi-speaking peers in other contexts. Learners also have access to Hindi language experience through media, community events, websites, social media and radio streaming.

### Texts and resources

Learners work with a range of texts designed for in-school learning of Hindi, such as textbooks, readers, literary texts, videos, online media resources and materials. They also access materials created for Hindi-speaking communities, such as songs, films, magazines and social media texts such as blogs, advertisements and websites. They interact with a range of texts created for different purposes (for example, informational, transactional, communicative, expressive and imaginative texts) and make connections between these genres in Hindi and the work they do around similar texts in the English learning area.

### Features of Hindi language use

Learners develop explicit knowledge of the forms and functions of language elements that they may already use fluently in their spoken language. Literacy development provides the opportunity not only to read and write the language but also to understand how it is formed and how it works. Learners learn how spoken language is represented in the Devanagari script by the use of 13 characters classified as vowels (अ-अः) and 35 as consonants (क-ह and इ-ढ़) and that a line on the top joins letters to make words and leave spaces between words बस, घर। अब घर चला। They recognise the matra form of vowels, such as ि, ी, distinguish long and short vowel sounds such as ि, ी and identify the pronunciation of vowel sounds in conjunction with consonants, कइ/कि, कई/की. They develop understanding of key features and core elements of grammar, including sentence structures, the form and function of pronouns, मैं, हम, यह, ये, तुम, तू, आप, मैं, मेरा, तुम्हारा।, the use of postpositions and gender and number agreements, लड़का गाता है। लड़की गाती है। लड़के गाते हैं। They compose statements and questions, such as तुम मेरे साथ चलो। तुम कैसे हो and use simple verb tenses such as गया था, जाऊँगा, जा रहा हूँ, खाया था, खा रहा हूँ, खाऊँगा. They position adverbs correctly in sentences, for example, धीरे-धीरे, जल्दी में, दौड़ते हुए and use negative forms of verbs and adjectives, for example, सोहन ने फिल्म नहीं देखी। झूठ कभी मत बोलो. They increase their range of vocabulary to domains beyond their personal experience and interests, and recognise loan words from languages such as English, Persian, Arabic, Turkish and Portuguese. They learn how the under-dotted characters क, ख, ग, ज, फ़ are used to represent loan sounds in Hindi. Learners use and analyse grammatical forms and sentence structures that express relationships between ideas, experiences and relationships, and develop awareness of how language structures shape textual features. They use descriptive and expressive language to create particular effects and to engage interest. They develop language knowledge, processing strategies and understanding of text conventions to assist in comprehending unfamiliar texts. They make connections between texts and cultural contexts, identifying how values and perspectives are embedded in language and how language choices determine how people, issues and experiences are represented. They are aware of the nature of the relationship between languages and cultures, noticing, for example, how particular Hindi words or expressions ‘carry’ cultural values or experiences. They reflect on the nature of bicultural and multicultural experience, on how languages change in response to broader social and cultural shifts, and how they perceive their own identities as users of two or more languages in a multicultural society.

### Level of support

Differentiated support is required for learners with different levels of oracy and literacy proficiency. All learners require opportunities to review and consolidate learning; different degrees of balance between consolidation work and provision of more challenging tasks ensure learners at different levels are catered for. Teachers provide scaffolding, modelling and material and resource support for the development of fluency and accuracy in spoken language and of grammatical and literacy capabilities. Learners are supported to develop autonomy as language learners and users and to self-monitor and adjust language in response to their experience in different communicative contexts. They are encouraged to engage critically with resources such as websites, translating tools and other resources designed to strengthen their receptive and productive language use.

### The role of English

Learners are encouraged to use Hindi whenever possible, including for discussion, explanation, comparison and reflection. English is used when appropriate, for example, when considering the nature and relationship of language and culture or in tasks that involve comparison and analysis of Hindi and English. The process of moving between/using both languages consolidates learners’ already established sense of what it means to be bilingual or multilingual and provides opportunities for reflection on the experience of living inter-culturally in intersecting language communities.

## Years 7 and 8 Content Descriptions

### Communicating

#### Socialising

#### Elaborations

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Interact with peers and teacher to exchange greetings, wishes, information and opinions, to talk about their personal worlds and to express feelings

[Key concepts: self, family, leisure, preferences; Key processes: interacting, exchanging information, describing]

(ACLHIC091)



- engaging in everyday social interactions such as greetings and farewells, apologies or thanks, using appropriate informal and formal language, such as नमस्ते, फिर मिलेंगे, माफ़ कीजिए
- exchanging greetings, wishes and congratulations on specific occasions, for example, दीपावली की हार्दिक शुभकामनाएं, दीपों की ज्योति की तरह आपका जीवन भी हमेशा उज्ज्वलित रहे, परीक्षा पास करने के लिए बधाई हो
- sharing aspects of their personal worlds and experiences, for example, by describing significant events or milestones or by comparing their experiences of using different languages in different areas of their lives
- talking about themselves and their families, sharing ideas and opinions and expressing likes, dislikes and preferences, for example, मेरे परिवार के अधिकतर सदस्य ऑस्ट्रेलिया में रहते हैं लेकिन कुछ सदस्य भारत में भी रहते हैं; मुझे क्रिकेट खेलना अच्छा लगता है क्योंकि....
- asking and answering questions about their interests and leisure activities, for example, आप अपनी पढ़ाई और सामाजिक जीवन में संतुलन कैसे बनाते हैं?
- participating in informal conversations with each other, encouraging equal participation, for example, तुम ने कुछ नहीं कहा, क्या तुम इस से सहमत हो? and keeping conversation moving by asking for clarification or elaboration, आप ऐसा क्यों कह रहे हैं?
- maintaining social contact with peers and contacts in other contexts by exchanging emails, posts on shared websites or personal blogs that highlight school, home or leisure activities
- using descriptive and expressive language, including colloquial expressions, idioms or proverbs, to describe people, places or experiences and to express feelings, for example, अँगुली पर नचना; नाक में दम करना; मेरी चाचीजी मुझसे बहुत प्यार करती हैं; मैं उनकी आँखों का तारा हूँ; हरे भरे खेत हवा के झोंकों के संग लहलहा रहे थे; पेड़ों के पत्तों में से सूरज की किरणें छन छन कर आ रही थीं। अपने घर में कुत्ता भी शेर होता है।

Participate in shared activities such as performances, celebrations, presentations or website design that involve planning, collaborating, making arrangements, transacting and negotiating

[Key concepts: interaction, collaboration, negotiation; Key processes: planning, negotiating, responding]

(ACLHIC092)



- making decisions about collaborative projects such as displays or performances, discussing roles and responsibilities and sharing ideas, for example, इसके लिए संगीत की व्यवस्था कौन करेगा ? किन चित्रों का उपयोग होगा इसका निर्णय हम कैसे करेंगे ? यदि तुम तबला बजाओगे तो मैं गाऊँगी।
- designing a website that provides opportunities for intercultural exchange between themselves and young Hindi-speakers in different contexts, preparing possible stimulus questions such as क्या तुम्हें यह रूपरेखा ठीक लगती है? हमें किस भाषा का प्रयोग करना चाहिए? इस वेबसाइट को कौन देखेगा?
- contributing to the planning of presentations or displays that reflect their individual and/or shared experiences of living and communicating across different languages and cultures, for example, composing captions for photos/images or selecting multimodal resources
- negotiating details of real or simulated online transactions that involve discussion of comparability, value, price and availability, using terms such as बजट की सीमा, विनिमय दर, पैसे वसूल करना
- negotiating differences in opinions or preferences when planning events or excursions, for example, the hosting of an exchange group of students or a visit to a culturally significant site
- planning a party menu or picnic, for example, by deciding on elements of a थाली comprised of a selection of their favourite dishes, such as दाल, रोटी, सब्जी, and discussing individual and shared preferences or dislikes, for example, माँसाहारी, शाकाहारी

Interact in classroom routines and exchanges such as asking and responding to questions, requesting help, repetition or permission, following directions, giving praise or encouragement and reflecting on learning experiences

[Key concepts: conversation, discussion, comparison, meaning; Key processes: discussing, responding, comparing, reflecting]

(ACLHIC093)



- participating in regular classroom interactions such as asking and answering questions, for example, आज २० जून है; आज सोमवार है; आज बहुत सर्दी है; requesting permission or clarification, नहीं, मुझे समझ नहीं आया, कृपया फिर से दोहराइए। यह बहुत कठिन है। इस में मुझे क्या करना है? इस प्रश्न का उत्तर क्या है? कृपया, यह फिर से समझाइए; and responding to praise or criticism, बहुत बढ़िया! बुरा नहीं है। ठीक ठाक है।
- using language of comparison, opinion, reflection and response, for example, इस विकल्प को अधिक लोग चुनते हैं ... मुझे यह कार्य बहुत कठिन लगा।
- monitoring progress during learning experiences, responding to each other's contributions and expressing opinions and preferences, किसकी बारी है? यह बहुत कठिन लग रहा है। मैं फिर से शुरू करूँगा ...
- using evaluative language to provide feedback and encouragement and to review learning experiences, for example, by reflecting on completed tasks, हमने अच्छा प्रबंध किया। हमें उम्मीद से ज़्यादा समय लगा, प्रभावशाली सुधार, प्रयत्न करते रहो
- identifying and discussing Hindi idioms and proverbs that may be applied to the experience of learning languages, for example, डूबते को तिनके का सहारा, नाच न जाने आंगन टेढ़ा, अंधे की लाठी, चार-चाँद लगाना

Informing

Elaborations

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Access and identify specific points of information such as details about people, places or events from a range of spoken, written and digital texts and use the information in new ways

[Key concepts: social worlds, environment, communication, lifestyle; Key processes: researching, recording, reporting]

(ACLHIC094)



- collecting information from print and digital sources on social or environmentally related events, recording key facts and associated vocabulary for use in their own projects, for example, प्रदूषण एवं पर्यावरण; स्वच्छ भारत; गंगा नदी की सफाई; स्वच्छ ऑस्ट्रेलिया दिवस
  - collecting information via surveys or face-to-face conversations with friends and family members on questions related to social behaviours or trends, such as preferred modes of communication, for example, फ़ोन; ईमेल; आमने सामने बातचीत; टेक्स्टिंग, compiling a summary of findings in table or graph form
  - listening to recordings of phone conversations, announcements or radio interviews, transcribing key facts or details such as dates, times, events or locations in note form or through checklists or timelines
  - accessing information from videos, books and websites produced in different cultural contexts on topics such as family life, community living, housing or schooling, summarising and reporting back on key trends and cultural factors
  - collecting facts, figures and vocabulary from resources such as posters, websites and brochures, and using them to draft a position for an in-class discussion of a topic such as healthy lifestyles, benefits of travel or animal protection
  - presenting an oral summary of an action or event reported in the media, using appropriate register, language features and non-verbal language to capture key elements and engage audience interest
-

Convey information obtained from different sources relating to personal, social and natural worlds in spoken, written and multimodal forms suitable for a particular audience

[Key concepts: community, experience, bilingualism; Key processes: selecting, presenting, creating]

(ACLHIC095)



- creating multimodal texts to share with Hindi speakers in different contexts that capture elements of their personal and social worlds, for example, हमारे स्कूल का एक दिन, मेरी मित्र-मण्डली
- using different modes of presentation such as photo montages, written journals or recorded interviews to provide information for extended family members overseas about their social and educational experience in Australia
- creating a video clip to support new students to the school, introducing aspects of school culture, key personnel and available study and extra-curricular options
- presenting information gathered from print media/online sources on selected topics, using formats such as tables, graphs or spreadsheets to present statistical information or captions or spoken commentaries to report on environmental issues such as disaster relief or land degradation
- creating a short video to post on their school website to report on a good news story, such as a successful fund-raising event or sporting or academic achievements
- creating an interactive presentation for younger children to highlight the advantages of being bilingual/multilingual in a globalised world and of maintaining and strengthening a home/first language

Creating

Elaborations

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Engage with imaginative and creative texts such as stories, cartoons, paintings, poems, songs and TV programs, comparing favourite elements and discussing structure, characters, themes and effects

[Key concepts: imagination, creativity, imagery, representation; Key processes: responding, comparing, analysing, discussing; Key text types: poetry, folk tales, TV programs, films, music]

(ACLHIC096)



- interacting with different types of verse, drama and song lyrics, discussing how imagery, rhythm and rhyme are used to create mood and effect, and experimenting with expressive language to create their own texts
- comparing their life experiences with those of characters in traditional folktales such as एकता में बल है, identifying elements of universal human experience such as loss, love or loyalty
- comparing story lines and characterisation in popular Hindi- and English-language TV series, identifying themes or issues that seem to be differently responded to in one cultural context than in the other
- identifying how cultural traditions and beliefs are communicated through visual and performing arts, and comparing different living traditions present in Australia, including artistic expression associated with Aboriginal and Torres Strait Islander people.
- comparing style, creative effects and cultural traditions reflected in popular forms of Hindi and Australian entertainment, for example, *The Voice India* or *India's Got Talent* and Australian versions of the shows, Bollywood movies and English-language musicals, TV programs such as अशोक सम्राट and Australian programs popular with a similar age-group
- discussing characters from favourite stories, comics or cartoons, such as चाचा चौधरी; बहादुर नागराज, identifying elements of their personalities that they most admire, enjoy or identify with
- considering how humour is expressed and shared in culturally specific ways and whether it 'travels' successfully across languages, for example, by comparing favourite jokes, cartoons or amusing stories in Hindi with humorous texts in English
- analysing the structure of traditional or contemporary Hindi poetry, for example, by identifying the use of rhythm, rhyme and repetition, or comparing examples of lyrical or poetic expression, बुन्देले हरबोलों के मुख हमने सुनी कहानी थी खूब लड़ी मर्दानी वो तो झांसी वाली रानी थी

Create original texts that involve imagination and expression, experimenting with a range of modes and performance genres

[Key concepts: expression, imagination, adaptation, performance; Key processes: experimenting, adapting, designing, performing; Key text types: stories, plays, music]

(ACLHIC097)



- experimenting with text structure and imaginative language to create entertaining texts for younger children, for example, by using dramatic and emotive words and vocal expression to build suspense in a story
- creating dramatic or humorous representations of people, situations or events encountered in their own lives
- composing and performing poems or songs that incorporate elements of traditional or contemporary literary and musical forms, for example, भक्ति or वीर गाथा verse, nonsense songs, raps
- creating, rehearsing and performing interpretations of poems for a public recitation or verse-speaking competition
- creating a multimodal text that captures impressions of their local community through images, sound effects and spoken commentary
- preparing and presenting a contribution to their school Speech Day, for example, an opening address that uses formal expressions such as माननीय प्रधानाचार्य जी...
- planning performances that incorporate elements such as mime, music and expressive commentary and invite reflection on ethical or humanitarian principles, for example, अहिंसा; अनेकता में एकता
- creating texts such as short stories or cartoons that involve imaginary characters and fantasy scenarios, for example, a new species, parallel universe or superhero
- improvising unscripted exchanges between imaginary characters who find themselves in challenging situations, for example, मित्रता; निष्ठा; साहस, using gestures, voice and props to build mood, explore relationships and express emotions
- creating a segment for a community radio station, such as an imaginary cricket commentary or news flash about an imagined catastrophe

Translating

Elaborations

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Translate and interpret short texts such as public signs, proverbs or menus from Hindi to English and vice versa, noticing which words or phrases translate easily and which do not

[Key concepts: equivalence, meaning, translation, interpretation; Key processes: translating, explaining, evaluating]

(ACLHIC098)



- translating short community texts such as public signs, menu items or public announcements from Hindi to English and vice versa, comparing choices they each made to arrive at the closest equivalent meaning
- translating and explaining proverbs or colloquial expressions used in their families, for example, दूर के ढोल सुहावने; पेट में चूहे दौड़ रहे हैं, discussing how they would explain them to non-Hindi speaking friends
- translating short media texts such as appeals or slogans from Hindi to English or vice versa, noticing how the two languages convey meaning in similar or different ways, for example, by using imperative verb moods or emotive language: 'Never refuse to re-use!'; 'Don't be trashy - recycle!'; सारी धरती की यह पुकार, पर्यावरण का करो सुधार
- translating excerpts from traditional fables and legends, identifying words and expressions that reference cultural values, history and beliefs and are difficult to translate into English
- evaluating the effectiveness of print and digital dictionaries and electronic translators, for example, by comparing each other's translations of a text, back-translating or swapping references, considering issues such as alternative or multiple meanings of words and the importance of context to meaning
- considering the significance of naming practices in Hindi, for example, by translating popular names such as पवन, माला, दीपक, आशा, comparing with naming practices in Australian English
- classifying commonly used informal expressions in Hindi, including colloquialisms and proverbs, into those that are easily understood when translated into English and those that require interpretation and explanation

Create shared bilingual texts and learning resources such as word banks, databases, promotional materials or hyperlinks for digital presentations for the classroom and wider school or local community

[Key concepts; expression, meaning, elaboration; Key processes: creating, reviewing, exemplifying, designing]

(ACLHIC099)



- designing a flyer for a class event or performance which uses Hindi and English, considering how to convey information and ideas in each language
- creating bilingual captions or hyperlinks for a photographic or digital display to show parents and other student groups key elements of their learning experiences
- contributing reviews, reports or recipes to a shared bilingual or multilingual website, using Hindi, English and other languages as appropriate to different domains of language use
- creating a bilingual blog, wiki or contribution to an online discussion forum that shares examples of challenges associated with translating and interpreting
- developing bilingual instructional texts or directions that cater for Hindi- and English-speaking friends, family members or participants, for example, computer game instructions or information for an extended-family event
- creating a short documentary about a local community event or locale that uses both Hindi and English, for example, with narration in one language and subtitles in the other
- designing bilingual signage for the school campus, including names of facilities, directions to locations or advice on expected behaviours, noting differences in phrasing or expression, as in 'Silence Please': 'कृपया शांति बनाए रखें'
- composing menus or programs for school or community events/celebrations that include footnotes in English to explain key terms or items

Reflecting

Elaborations

Consider similarities and differences in their ways of communicating in Hindi or English, or when switching between the two, noticing when they choose to use either or both languages

[Key concepts: language domains, culture, expression; Key processes: comparing, identifying, monitoring, analysing]

(ACLHIC100)



- identifying differences between how they communicate in Hindi and in English, including the use of gestures and other forms of non-verbal communication such as hand or head movements, the use of space or silence
- comparing examples of interactions which feel more natural in Hindi than they do in English or vice versa, noticing the contexts of those interactions, the people they are communicating with and the kinds of topics being discussed
- identifying instances when using both Hindi and English in the same interaction makes for easier communication, for example, when using English technical terms such as लाइट जला दो
- identifying behaviours that may be similar or dissimilar when communicating in Hindi and in English, for example, when using direct or indirect questions, interruptions, silence, turn-taking
- monitoring their use of Hindi and English in different areas of their lives, for example, by keeping a record of what they use each language for over a particular day
- reflecting on the nature of *culture* and its relationship with language with reference to Hindi, English and other languages they know, for example, by identifying words, phrases or behaviours that carry cultural information or reflect cultural values

Discuss the nature of identity and of cultural experience, considering the relationship between the two

[Key concepts: identity, multiculturalism, code-switching; Key processes: reflecting, discussing, comparing]

(ACLHIC101)



- discussing what *identity* is and how their own sense of identity is influenced by their experience of living in a multicultural society and of identifying with particular language communities
- considering how their sense of identity changes over time, taking into account changes in language use at home, in school and in the wider community
- discussing whether their relationships with people of different generations, gender and language backgrounds influence their ways of communicating
- reflecting on how their own perspectives and ways of communicating may be perceived by others, for example, in relation to language choice or code-switching and to behaviours that may be perceived as 'cultural'
- exploring how using different languages to make meaning and drawing from varied cultural resources affects how they think, behave and communicate
- discussing whether being bilingual and bicultural affects their sense of identity in ways that involve culture as well as language

## Understanding

Systems of language

Elaborations

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Understand the relationship between the sounds of spoken Hindi and elements of the Devanagari script, such as the writing of conjunct characters and the combinations of consonants and matras

[Key concepts: pronunciation, intonation, writing conventions;  
Key processes: listening, distinguishing, recognising]

(ACLHIU102)



- building phonic awareness by recognising and experimenting with sounds and focusing on those that are new and initially difficult, for example, त, थ, ग, घ, ट, द, ध।
- learning how the Hindi sound system is conventionally represented in the Devanagari sound system by the use of 13 letters classified as vowels (अ-अः) and 33 consonants (क-ह and इ-इः)
- recognising that a line on the top joins letters to make words in addition to leaving spaces between words बस, घर। अब घर चल।
- recognising the *matra* form of vowels, such as ि, ी, and distinguishing long and short vowel sounds such as ि, ी
- identifying and practising pronunciation of vowel sounds in conjunction with consonants कइ/कि, कई/की
- understanding the formation of conjunct consonants such as क्ष, त्र, ज्ञ
- imitating discrimination of unaspirated and aspirated sounds such as क-ख, द-ध।
- understanding that Hindi vowels can be pronounced with a nasal quality added to them which is represented by either a (चंद्रबिंदु) or (बिंदु) above the headstroke, for example, हॉ, मै
- learning how the under-dotted characters क, ख, ग, ज, फ़ are used to represent loan sounds in Hindi from other languages such as English, Persian, Arabic, Turkish and Portuguese
- understanding conventions by which new loan words are written in Hindi, for example, the way in which English 't' and 'd' sounds are represented normally as ट and ड, the replacement of English 'th' sounds by थ and the ways in which English vowels such as short 'a' sounds are replaced by Hindi vowel sounds such as in डॉलर versus डालर

Develop knowledge of key elements of the Hindi grammatical and vocabulary systems, such as sentence structures, use of pronouns, postpositions and gender and number agreements  
[Key concepts: grammar, sentence structure; Key processes: understanding, applying]

(ACLHIU103)



- identifying people by using pronouns in singular and plural forms, for example, मैं, हम, यह, ये, तुम, तू, आप, मैं, मेरा, तुम्हारा।
- recognising and using pronouns for places and objects, for example, यहाँ, वहाँ, यह, वह
- referring to objects and describing quantities using cardinal numbers, for example, एक, दो, पाँच, सात and पाँच रोटियाँ, दस गिलास
- learning the structure of declarative and interrogative verb forms, for example, by composing simple statements and questions based on models such as तुम मेरे साथ चलो। तुम कैसे हो?
- understanding that verbs change according to the gender and number of the noun, as in लड़का गाता है। लड़की गाती है। लड़के गाते हैं।
- using simple verb tenses such as गया था, जाऊँगा, जा रहा हूँ, खाया था, खा रहा हूँ, खाऊँगा
- using adjectives to describe characteristics or qualities of a person or object, such as nationality, shape or colour, and noticing that they change with gender and number, for example, छोटा लड़का, छोटी लड़की, छोटे लड़के, छोटे लड़के को, छोटे लड़कों को
- using possessive adjectives to express ownership, for example, मेरी पुस्तक, तुम्हारा बस्ता
- positioning adverbs correctly in sentences, for example, धीरे-धीरे, जल्दी में, दौड़ते हुए
- using ordinal numbers such as पहला, दूसरा
- using negative forms of verbs and adjectives, for example, सोहन ने फिल्म नहीं देखी। झूठ कभी मत बोलो।
- building lexical competence for example, by collating vocabulary sets in relation to meaning or function, such as words for different kinds of fruit such as आम, पपीता, अमरुद, नारंगी, संतरा, मौसंबी or verbs of action such as जाना, आना, पहुँचना, लौटना, घूमना, भटकना.

Identify textual and grammatical features that characterise different types of literary, instructional, persuasive or imaginative texts in Hindi, comparing them with similar texts in English and other languages

[Key concepts: genre, language features, metalanguage; Key processes: noticing, analysing, comparing]

(ACLHIU104)



- recognising characteristic features of different text genres, such as headings, footnotes and reference lists in textbooks, rhetorical questions and persuasive language in advertisements, abbreviations and emoticons in emails and text messages, an opening orientation statement at the beginning of a narrative, such as जब वे केवल चौदह वर्ष के थे, उनकी पिता की मृत्यु हो गयी ।
- comparing Hindi- and English-language versions of text types such as phone conversations, business letters or sports reports, considering whether differences in style or structure reflect differences in cultural values or practices
- recognising rules of structure and composition in Hindi poetry, for example, by identifying patterns of rhythm, rhyme, repetition and meter in poems by सुभद्रा कुमारी चौहान or जयशंकर प्रसाद
- developing metalanguage to talk about texts, for example, by identifying the purpose, features and typical structure of text genres, for example, निबन्ध में तीन भाग होते हैं- भूमिका, विषय-वस्तु और उपसंहार
- recognising differences between the layout and language features of different types of texts and formats, such as चित्र-कथाएँ और लोक-कथाएँ
- recognising the role played by different textual elements, for example, the layout, title, illustration and use of punctuation in a picture book or the use of repetition and rhyme in poems and chants
- comparing the use of imagery or satire in a range of imaginative texts, discussing how these elements convey meaning and engage/entertain the audience

Language variation and change

Elaborations

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Understand that both spoken and written Hindi vary in form and function when used by different people in different contexts and situations

[Key concepts: variation, context, register; Key processes: noticing, comparing, explaining]

(ACLHIU105)



- understanding that there is a standard form of Hindi, मानक हिंदी used in writing and spoken by many people, and also a range of spoken dialects that differ from region to region, for example, ब्रज भाषा, अवधी
- creating a map that identifies regions of India, Fiji, Mauritius and other parts of the world which have communities of Hindi-speakers and of related languages/dialects represented in the classroom, such as तमिल, गुजराती, पंजाबी, मराठी
- examining how language users vary modes of expression to reflect different feelings, relationships, intentions or attitudes, for example, by comparing the respectful tone of devotional texts such as भजन, दोहे, the exuberance, humour and colour of Bollywood scripts and the directive tone of rules and regulations in school rules or official documents
- comparing the style, structure and register of informal and formal texts such as invitations or the expression of wishes, noticing elements such as vocabulary used, economy/elaboration of expression, and grammatical style (मोहन और गीता की सगाई के शुभ अवसर पर आपकी परिवार सहित उपस्थिति प्रार्थनीय है। क्या तुम... के दिन.. समय मुझे मिल सकते हो?)
- comparing the informal use of greetings and wishes between friends and family members with those used in more formal situations, for example, अरे राहुल! प्यारे माता पिता, ढेर सारा प्यार

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Recognise that the Hindi language has evolved and developed through different periods of time and as a result of different influences and interactions, that it is related to many other languages used in India and in the Australian community, and that it has influenced/influences other languages

[Key concepts: language change, language contact, loan words, globalisation; Key processes: discussing, classifying]

(ACLHIU106)



- understanding that all languages are dynamic, continuously changing over time, that some grow, adding new words and borrowing from other languages, as in the case of both Hindi and Australian English, while others are no longer spoken (often referred to as 'sleeping' by owners) as in the case of many Indigenous languages of Australia and North America
  - recognising connections between language families and individual languages, such as that between Hindi and Punjabi, including the practice of adopting and adapting words and expressions from each other, for example, the use of Hindi words that originated in languages such as Persian, Arabic and English
  - identifying Hindi words derived from other languages, such as दफ़्तर, borrowed from Arabic, क्षेत्र (*field* in an abstract sense) directly from Sanskrit versus खेत (*field* as in for farming) from Hindi via Pali/Prakrit, मेज़ via Persian from Portuguese
  - exploring the relationship between Hindi and English language systems and practice and identifying changes to Hindi that have come about as a result of processes such as globalisation, technological change and intercultural exchange
  - identifying Hindi words and expressions used in English and other languages, such as *pyjamas, bungalow, sorbet, avatar, cashmere, juggernaut, yoga, sari* researching their origins and comparing original and current meanings
  - finding examples of Hindi words that retain their identity as non-English words but are increasingly incorporated into English and understood by bilingual speakers, for example, the familiar, affectionate use of यार and देसी
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Recognise that Australia is a multicultural society with communities of speakers of many different languages including Hindi, and reflect on the diversity of language practices that characterise members of this multicultural community

[Key concepts: multilingualism, dialect; Key processes: understanding, mapping, reflecting]

(ACLHIU107)



- recognising the linguistic diversity of the global community, understanding that many people around the world speak more than one language, comparing with the multilingual character of Australian society, for example, by talking about the different languages represented in the classroom and local community
- exploring the range of languages spoken in Australia, including Aboriginal and Torres Strait Islander languages, for example, by constructing a linguistic profile of their own class or school community
- recognising that there are many different Indian languages and dialects spoken in India and other regions of the world, such as Hindi, Tamil, Gujarati, Panjabi, Marathi, involving variations in accents, vocabulary and syntax, and that most Hindi speakers also speak other languages
- comparing their individual language profiles, explaining which languages or dialects they use in their family, social and community lives
- reflecting on the impact on their personal lives and sense of identity of being bilingual or multilingual
- explaining the influence of Indian language and culture on their ways of communicating in different situations, for example, by creating a glossary of Hindi words and expressions that they use when communicating in English

Role of language and culture

Elaborations

Understand the relationship between language and culture, reflecting on how languages reflect values, belief systems and perspectives that may be differently interpreted by speakers of other languages

[Key concepts: culture, language, meaning, interdependence;  
Key processes: analysing, identifying, making connections]

(ACLHIU108)



- identifying elements of Hindi that reflect cultural traditions and values, such as the use of forms of address that reflect status, age and relationship, for example, using the suffix *ji* when referring to elders or people who merit respect, forms of address such as नमस्कार, नमस्ते; आप कैसे हैं, तुम कैसे हो; the addition of श्री, श्रीमती for married women and the formal honorific कुमारी attached to forms of address to unmarried women
- exploring how culturally defined concepts such as *family*, *responsibility* or *hospitality* influence forms of expression and patterns of interaction in Hindi, considering whether changes in cultural and social practices over time are translated into changes in language use
- recognising Hindi words and expressions that reflect traditions, values and cultural priorities, such as forms of address like स्वामी जी for a religious leader, गुरु जी for a male teacher, बाबा जी for an older male person and राम राम as a mode of greeting in villages
- reflecting on the dynamic nature of culture and on the relationship between language and culture, identifying visible and invisible elements of culture expressed in language that may be differently interpreted by speakers of other languages
- discussing the cultural significance of expressions in Hindi that characterise more indirect forms of language compared to English, for example, by saying कोई बात नहीं, चलो जाने दो.
- reflecting on how cultures influence ways of thinking about or acting in social, physical and temporal environments, for example, Aboriginal and Torres Strait Islander relationships with place, language and culture; the concept of non-linear time expressed in Hindi, as in कल – ‘yesterday/tomorrow’; परसों – ‘day before yesterday/day after tomorrow’; the concepts of अहिंसा and कर्म
- identifying expressions used in news reports or sports commentaries that reflect traditional beliefs and include cultural allusions, such as references to gods and legendary heroes, for example, अगर इंद्रदेव मेहरबान हुए तो भारत बिना मैच खेले पहुँचेगा फाइनल में
- finding examples of language and behaviours associated with Indian culture that are part of everyday life in Australia and around the world, for example, words and expressions associated with religion, yoga, dance, Bollywood, food, sport

## Years 7 and 8 Achievement Standard

By the end of Year 8, students interact with the teacher and peers to exchange information and opinions about their personal worlds, for example, मेरे परिवार के अधिकतर सदस्य ऑस्ट्रेलिया में रहते हैं लेकिन कुछ सदस्य भारत में भी रहते हैं। मुझे क्रिकेट खेलना अच्छा लगता है क्योंकि..... They exchange greetings and wishes, for example, दीपावली की हार्दिक शुभकामनाएँ, ईद मुबारक, परीक्षा में सफल होने के लिए बधाई and use descriptive and expressive language to share feelings, for example, उँगली पर नचाना, नाक में दम करना, मेरी चाचीजी मुझसे बहुत प्यार करती हैं, मैं उनकी आँखों का तारा हूँ। हरे भरे खेत हवा के झोंकों के संग लहलहा रहे थे। पेड़ों के पत्तों में से सूरज की किरणें छन छन कर आ रही थीं। अपने घर में कुत्ता भी शेर होता है। Students use action-related and rehearsed language to engage in shared activities that involve planning, collaborating, making arrangements, transacting and negotiating, for example, इसके लिए संगीत की व्यवस्था कौन करेगा? किन चित्रों का उपयोग होगा इसका निर्णय हम कैसे करेंगे? यदि तुम तबला बजाओगे तो मैं गाऊँगी। They interact in classroom routines and exchanges by following instructions, asking and responding to questions, for example, आज २० जून है, आज सोमवार है, आज बहुत सर्दी है, requesting permission or clarification, for example, नहीं, मुझे समझ नहीं आया, कृपया फिर से दोहराइए। यह बहुत कठिन है। इसमें मुझे क्या करना है? इस प्रश्न का उत्तर क्या है? कृपया, यह फिर से समझाइये and responding to praise or criticism, for example, बहुत बढ़िया! बुरा नहीं है। ठीकठाक! Students apply features of pronunciation and rhythm in spoken Hindi to a range of sentence types. They locate key points of information from a range of spoken, written and visual texts and communicate information and ideas related to personal, social and natural worlds using different modes of presentation. They share their responses to different imaginative texts by identifying and comparing favourite elements and discussing, characters, themes, effects and structure. Students use imaginative language to create original creative texts in different genres. They use key grammatical forms and structures in spoken and written texts, such as basic rules of word order, pronouns, for example, मैं, हम, तुम, ये, मैं, मेरा, तुम्हारा। यहाँ- वहाँ, यह-वह, postpositions, and gender and number agreement, for example, लड़का गाता है। लड़की गाती है। लड़के गाते हैं। Students compose simple statements and questions based on models such as तुम मेरे साथ चलो। तुम कैसे हो? They translate and interpret short texts from Hindi into English and vice versa, identifying words and expressions that do not readily translate, such as दूर के ढोल सुहावने, पेट में चूहे दौड़ रहे हैं। They create shared bilingual texts for the classroom, school and wider community. They identify differences and similarities in the way they interact in Hindi and English and describe the relationship between identity and cultural experience.

Students make connections between spoken and written Hindi and identify and apply the conventions of the Devanagari script, including elements such as the writing of conjunct characters, for example, क्ष, त्र, ज्ञ, consonant combinations, for example, क+इ = कि, क+ई=की and *matras*, for example, कु, क्. They identify the structure and textual and grammatical features of different personal, informative, persuasive and imaginative texts. They identify ways in which spoken and written Hindi vary according to context and situation. Students give examples of how Hindi has changed over time due to different influences and interactions and how it has in turn influenced other languages. They identify the diversity of language practices in multicultural communities and describe how languages reflect values, belief systems and perspectives.

## Years 9 and 10

### The nature of the learners

This stage of learning coincides with social, physical and cognitive changes associated with adolescence. Increased cognitive maturity enables learners to work more deductively with language and culture systems, to apply more intentional learning strategies and to reflect productively on their learning. Motivation and engagement with language learning are influenced by peer–group dynamics, personal interests and values, and issues related to self-concept. This is particularly the case for bilingual learners for whom the duality of living between languages and cultural communities continuously impacts on the process of identity construction. The role of language is central to this process and is reflected in the degree to which learners self-define as members of language communities, how they position themselves in relation to peer groups, and the choices they make in relation to linguistic and social practices. These processes are fluid and context-responsive and impact on learners' engagement with both Hindi and English language learning and use.

### Hindi language learning and use

This is a stage of language exploration and of vocabulary expansion. Learners experiment with different modes of communication, such as digital and hypermedia, performance and discussion. Greater control of language structures and systems increases confidence and interest in communicating in wider contexts. Learners use Hindi to communicate and interact; to access and exchange information; to express feelings and opinions; to participate in imaginative and creative experiences; and to design, interpret and analyse a wide range of texts and experiences. They use language in different contexts more fluently, with a developing degree of self-correction and repair. They reference the accuracy of their written language use against a stronger frame of grammatical and systems knowledge. They demonstrate understanding of language variation and change, and of how intercultural experience, technology, media and globalisation influence language use and forms of communication.

### Contexts of interaction

The language classroom is the main context of interaction for learning Hindi, involving interactions with peers, teachers and a wide range of texts and resources. Learners continue to interact with peers, family members and other Hindi speakers in immediate and local contexts, and with wider Hindi-speaking communities and cultural resources via virtual and online environments. They also encounter Hindi in wider contexts such as media, cultural or film festivals, community events or in-country travel.

### Texts and resources

Learners engage with a range of language-learning texts and resources, such as textbooks, videos, media texts and online resources, including those developed for computer-supported collaborative learning. They engage with abridged versions of classic and contemporary Hindi literature and their film and TV adaptations. Learners may also access authentic materials designed for or generated by young Hindi speakers in a range of contexts, such as blogs, video clips, discussion forums, television programs or newspaper articles. Learners are encouraged to source additional materials to support their learning and to share with others, and to pursue personal interests in aspects of Hindi language and associated cultures.

### Features of Hindi language use

Learners consolidate their understanding of the conventions of written script, applying these to their own language production in increasingly complex ways. They recognise the role of prefixes and suffixes and how these change the meaning of words, जीव, सजीव, जीवित, and they understand the impact on written script and vocabulary of tatsam words and tadbhav words. They increasingly control both regular and irregular elements of spoken and written Hindi, such as the influence of accents and expression on pronunciation and their impact on spelling, for example, the use of वो in spoken Hindi in place of वह in written script. Learners use more complex elements of Hindi grammar, such as the passive voice, compound words and variations in register. They understand the function and use of case, for example, ने, को, से, के लिए, में, पर, and use a range of tenses in complex sentences to describe events and personal experiences, for example, पिछले वर्ष जैसे हमने होली का त्योहार मनाया था, उसी प्रकार इस वर्ष भी हम होली का त्योहार धूमधाम से मनाएंगे।

Vocabulary knowledge expands to include more abstract words and specialised vocabulary drawn from other learning areas or areas of wider personal interest. Textual knowledge and capability are strengthened through maintaining a balance between activities which focus on language forms and structures and communicative tasks and performance. Learners recognise, analyse and construct different types of texts for different purposes and audiences. Task characteristics and conditions become more complex and challenging, involving collaborative as well as independent language planning and performance. Elements of learning experiences involve interpreting, creating, evaluating and performing. Genres such as media resources, fiction and non-fiction texts, performances and research projects allow for exploration of themes of personal and contemporary relevance (for example, global and environmental issues, identity and relationship issues, questions of diversity and inclusivity). Learners investigate texts through more critical analysis, identifying how language choices reflect perspectives and shape meaning, and how they are shaped in turn by context and intention.

Learners at this level understand the relationship between language, culture and identity. They explore in more depth and detail the processes involved in learning and using different languages, recognising them as involving cognitive, cultural and personal as well as linguistic resources. They identify how meaning-making and representation in different languages involve interpretation and personal response as well as literal translation and factual reporting. They explore the reciprocal nature of intercultural communication: how moving between different languages and cultural systems impacts on ways of thinking and behaving; how successful communication requires flexibility, awareness and openness to alternative ways. They develop the capacity to 'decentre' from normative ways of thinking and communicating, to consider their own cultural ways through the eyes of others, and to communicate in inter-culturally appropriate ways.

### **Level of support**

At this level learners become less reliant on the teacher for support during communicative interactions and learning experiences, but provision of rich language input and modelled language are needed to continue to support and sustain language learning. The teacher provides both implicit and explicit modelling and scaffolding in relation to meaningful language use in context, and explicit instruction and explanation in relation to language structures, grammatical functions, abstract concepts and vocabulary knowledge. Provision of opportunities to discuss, clarify, rehearse and apply their knowledge is critical in consolidating knowledge and skills and in developing autonomy. Learners are encouraged to self-monitor, for example, by keeping records of feedback and contributing to peer support and self-review.

### **The role of English**

Learners and teachers use Hindi as the primary medium of interaction in language-oriented and content-oriented learning experiences. English is used if appropriate for discussion, explanation or analysis that involves comparison between Hindi and English or concepts which may be better responded to in English. Learners are supported to reflect on the different roles English and Hindi play in their academic work and in their personal and community lives.

## **Years 9 and 10 Content Descriptions**

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## Communicating

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### Socialising

Interact with peers and others in familiar and unfamiliar contexts to compare experiences and to express views on local and global issues, such as relationships, education and popular culture

[Key concepts: relationship, education, communication; Key processes: discussing, debating, responding, comparing]

(ACLHIC109)



### Elaborations

- exchanging views and experiences in relation to issues of shared relevance in the global context, for example, पारिवारिक सम्बन्ध या सामाजिक मीडिया का उपयोग – डिजिटल दुनिया
- contributing to in-class discussions of social attitudes, for example, to gender roles, public or private education, arranged or love marriages, using active listening skills, asking for and providing elaboration and expressing agreement or disagreement
- developing narrative and descriptive skills by exchanging accounts of significant events or influences in their lives, for example, पिछले साल मैं अपने माता पिता के साथ राष्ट्रीय संग्रहालय देखने गया और वहाँ स्वदेशी कलाकृतिओं को देख कर बहुत प्रभावित हुआ। कल एक कवि सम्मेलन का सफल मंचन करने के लिए मेरी काफी सराहना की गई।
- participating in online or face-to-face debates, providing evidence to support a position, challenging opposing views and using expressive language to encourage feedback or indicate agreement, for example, बड़े दुख की बात है, मुझे आप से सहानुभूति है। आप बिल्कुल सही कह रहे हैं। मैं आप से बिल्कुल सहमत हूँ।
- exchanging views with young Hindi speakers in other contexts on local or global issues that they see impacting on their current or future lives, for example, शिक्षा, सम्बन्ध, प्राकृतिक स्थिरता, मानवाधिकार
- participating in informal conversations and more structured debates to share and compare attitudes to social and cultural issues, for example, युवाओं का स्वास्थ्य; पारिवारिक रिश्ते; संयुक्त परिवार या एकल परिवार; विवाह या प्रेम विवाह
- discussing their responsibilities at home, school and in part-time work, comparing with those of young people living in India and other Hindi-speaking contexts and noting the relative importance of concepts such as परिवार, समुदाय और सहयोग

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Participate in individual and shared projects and activities that involve brainstorming, transacting, negotiating and problem-solving

[Key concepts: action, transaction, negotiation, environment, community; Key processes: planning, transacting, brainstorming]

(ACLHIC110)



- participating in real or simulated transactions and negotiations, for example, bidding for an item online, ordering food for a class celebration or negotiating purchases of learning resources, for example, आपकी पसंद क्या है? हम कितना खर्च कर सकते हैं? हम में से कितने लोग इसे चुनेंगे?
- compiling a glossary of key terms required to engage in commercial exchanges between English- and Hindi-speaking communities, using language associated with business and communication, such as निवेश, व्यापार, मुद्रा-विनिमय, प्रौद्योगिकी
- designing resources such as website posts, press releases or flyers to promote action on social or environmental issues, for example, आवासहीनता, पशु क्रूरता, आपातकालीन सहायता
- participating in imagined scenarios that involve buying and selling, bidding, transacting and negotiating, such as online shopping or conducting a market stall, discussing issues of value, availability and popularity
- participating in virtual excursions to cultural sites or exhibitions, for example, प्रसिद्ध संग्रहालय, पूजा स्थल, sharing responsibility for different elements of a multimodal report on the experience
- negotiating roles and responsibilities for the planning, filming and editing of a short documentary on aspects of their shared school experience, for example, मेरा समुदाय, श्रमिक दिवस, स्वतंत्रता दिवस, बैसाखी, भारत का शास्त्रीय संगीत, बॉलीवुड फिल्मों का इतिहास, ऑस्ट्रेलिया के दर्शनीय स्थान
- organising a campaign or social media forum to raise awareness of a community, environmental or ethical issue, for example, पर्यावरण परिवर्तन, आप्रवासन, प्रौद्योगिकी और बेरोज़गारी, discussing strategies for responding to possible challenges

Participate in structured discussions, reflections and learning activities by managing contributions, asking and responding respectfully to questions, clarifying statements, elaborating opinions and expressing agreement or disagreement in culturally-appropriate ways

[Key concepts: debate, response, dialogue; Key processes: expressing, responding, evaluating, reflecting]

(ACLHIC111)



- using elaborated sentences and interactional cues to support debate and maintain cohesion and focus of discussion, for example, तो, उदाहरण के लिए, तदनुसार, आम तौर पर, दूसरे शब्दों में, विशेष रूप से, इस प्रकार, इसलिये, आप इस विषय में क्या सोचते हैं? क्या आप इसे विस्तार में समझाने की कृपा करेंगे? तुम समझ रहे हो न मैं क्या कह रहा हूँ। मेरी राय में..... मेरे कहने का अर्थ है ... आपको नहीं लगता कि... मेरा सुझाव तो यही है कि...
- observing conversational protocols such as signalling the end of a contribution, listening without interrupting, using pauses or silence to indicate consideration of what has been said and responding respectfully to different views, for example, मेरे विचार में.....; ऐसा लगता है कि...; गौर तलब है कि...; हमें ध्यान रखना चाहिए...; यह विवादास्पद है; लेकिन वास्तव में; मेरा विश्वास है...; मैं आश्चर्य हूँ.....
- using evaluative language to acknowledge strengths in others' arguments and to justify or challenge views in a courteous manner, for example, आप का कहना एकदम स्पष्ट और उचित है। वास्तविकता यह है कि इस बात पर मैं आप से बिलकुल सहमत नहीं हूँ। आप ठीक कह रहे हैं ... लेकिन मेरा मत यह है कि...
- using reflective language to evaluate the usefulness of learning experiences and to compare their language and literacy development in Hindi and English, for example, ध्यान से विचार करने के बाद मेरी राय है कि.....; मुझे लगता है कि ... मुझे एहसास हुआ.....; मुझे यही समझ आया कि ... मेरा मानना है....।
- exchanging opinions on their experience of learning Hindi in school, describing personal learning strategies and identifying preferred learning modes, using statements such as लिखित अभ्यास से मेरी हिन्दी में सुधार हुआ है।

Informing

Elaborations

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Organise information from different sources and in different modes of presentation for re-presentation in formats suitable for specific audiences and purposes

[Key concepts: information, perspective, representation, media; Key processes: researching, processing, evaluating, analysing]

(ACLHIC112)



- identifying different perspectives on selected issues presented in different media outlets, such as news sites or specialty magazines such as प्रदूषण, जनसंख्या, भेदभाव, and using the material as stimulus for in-class or online debates or opinion pieces
  - listening to interviews with celebrities from fields such as sport, the arts, entertainment or politics, identifying and classifying words, expressions or cultural references that convey information about culture or context
  - presenting information collected from print and digital sources on a topic such as regional food specialities, for example, by creating a glossary of terms by categories, for example, *herbs and spices* मसाले, हल्दी, धनिया, फल, सब्जियाँ, सूखे
  - evaluating information retrieved from online discussion forums and social media outlets on issues relevant to their peer group, for example, family relationships, youth identity or generational change, selecting and editing content to include in a summary statement or report
  - analysing coverage of issues relating to Hindi-speaking communities from a range of news media, classifying and recording in a shared data base the most commonly addressed issues or perspectives
  - researching aspects of a selected activity or business operating in their community, for example, restaurants, boutiques, youth centres, presenting their findings in the form of digital displays or posters for a community information evening
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Convey information on selected people, issues, places or interests, using appropriate modes of presentation to represent different perspectives and contexts

[Key concepts: argument, opinion, preference; Key processes: selecting, presenting, reporting]

(ACLHIC113)



- presenting information in the form of promotional or persuasive texts for audiences such as peers, younger children, parents or authorities in order to argue a case or establish a position on an issue, for example, प्रदूषण के प्रभाव, पढ़ाई और मनोरंजन में तालमेल, पौष्टिक आहार और स्वास्थ्य
- creating a digital profile of a significant member of their community, for example, by featuring achievements and challenges of an older migrant to Australia, or by recording commentaries and impressions of a celebrity visitor to the country
- presenting an overview of traditional games and sports played in different Hindi-speaking regions, such as कबड्डी or खो-खो, for example, by watching video clips and writing up rules for the game
- reporting on survey data collected from each other in relation to preferred leisure activities or favourite foods, using PowerPoint presentations to represent key findings
- creating a multimodal resource to introduce prospective overseas visitors to different features of Australia, for example, its cultural diversity, city attractions and outback exploration
- creating a portfolio representation of a particular group or community, for example, a collection of mini-biographies of class members, family or friendship groups, including details such as personal achievements and music/food/sports preferences
- using data collected via online research or personal or published interviews to create a digital profile of a significant member of their local community or of the wider Hindi-speaking world, for example, a musician, chef, artist or sporting figure

Creating

Elaborations

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Respond to a range of traditional and contemporary creative and literary texts, describing settings, identifying key themes, values and concepts, discussing representation of characters and events and the stylistic effects of different genres

[Key concepts: expression, themes, values, creativity; Key processes: comparing, analysing, responding; Key text types: stories, films, poetry, myths, cartoons]

(ACLHIC114)



- comparing themes and values represented in contemporary texts such as cartoons or video games with those conveyed in traditional fables, epic poems and legends, for example, एकलव्य की गुरुदक्षिणा
  - discussing the enduring influence of classical fables and legends in passing on cultural values through allegory and storying, for example, by identifying classical references to describe personal traits or qualities, as in सत्यवादी हरिश्चन्द्र, श्रवण कुमार
  - identifying the use of English words and expressions by contemporary poets or songwriters writing in Hindi, considering possible reasons for this
  - analysing how the use of rhythm, rhyme, imagery and metaphor by poets such as कबीर, रवीन्द्रनाथ टैगोर; हरिवंश राय बच्चन; नीरज, गुलज़ार, महादेवी वर्मा and writers such as भीष्म साहनी; जयशंकर प्रसाद; मुँशी प्रेमचंद, मन्नू भंडारी create emotional, dramatic or humorous effects that reflect cultural traditions and literary genres
  - identifying characteristic elements of traditional forms of Hindi literature, such as verse celebrating bravery/warriors, for example, वीर गाथाएँ और गीत, जैसे पुष्प की अभिलाषा, devotional verse such as मीराबाई और सूरदास के भक्ति गीत, or children's poems that celebrate nature, such as आया बसन्त
  - comparing the style, themes and language associated with different musical genres, for example, patriotic music such as राष्ट्रीय गान and सारे जहाँ से अच्छा, film songs or advertising jingles
  - exploring the playfulness, creativity and competitiveness of riddles, comparing their function as traditional entertainment in village communities with that of language play among young children today
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Create individual and collaborative imaginative texts in a range of modes and formats to entertain, convey ideas, express emotions and explore the creativity of language

[Key concepts: cultural identity, stereotype, humour, emotion;

Key processes: creating, performing, adapting; Key text types: poems, songs, sitcoms, cartoons]

(ACLHIC115)



- using different modes of presentation such as skits or cartoons to develop storylines and characters that explore bicultural experiences, for example, responding to stereotypes, negotiating intergenerational relationships, expressing identity in different languages
- adapting an existing resource such as a traditional story or fable such as दुष्यन्त और शकुन्तला की कहानी to suit a different kind of audience, for example, young people in today's society
- creating texts for specific age or interest groups, selecting appropriate vocabulary, structure and content for the intended audience, for example, युवाओं के लिए स्वास्थ्य जानकारी, जंगल बचाओ, प्रवासी भारतीयों के लिए जानकारी
- creating texts that incorporate humorous and expressive language to entertain younger audiences, for example, puppet plays, short video clips or voki animations, selecting language and images that enhance the visual or listening experience
- creating riddles to entertain each other, imitating the use of meter, rhythm, rhyme and metaphor exemplified in riddles from Hindi literature and folklore
- creating an English-language commentary to an observed Hindi-language sitcom, discussing how to transfer or explain the humour or dramatic effects of the original text into English
- using descriptive and evocative language to create an imagined scene or interaction between two characters designed to create a strong emotional response, such as fear, anticipation or amazement
- designing, illustrating and captioning texts such as cartoons or photo-stories, using expressive and imaginative language to capture character and emotion
- using digital resources to create imaginary characters and situations associated with school or home contexts to entertain younger learners
- providing a live commentary of a dance performance, interpreting movements, commenting on the significance of costume and adornments and interpreting key messages conveyed through the performance

Translating

Elaborations

Translate and interpret familiar social and community texts such as emails/text messages, informal conversations with friends or family, proverbs or quotations, considering the nature of translation and the role of culture when transferring meaning from one language to another

[Key concepts: code-mixing, code-switching, translating, interpreting; Key processes: analysing, monitoring, explaining]

(ACLHIC116)



- translating and glossing words, symbols or expressions commonly used in emails and sms messages, for example, हे हे – LOL
- recording, transcribing and translating short conversations between family members or friends from English into Hindi or vice versa, recording words or phrases that either do not translate or require no translation
- translating proverbs such as दूर के ढोल सुहावने, examining literal translations for cultural information and identifying English-language proverbs that approximate the ideas behind the words (*The grass is always greener on the other side of the fence*)
- identifying the need to sometimes recast language, considering why one language may use more words than another to communicate a particular meaning
- discussing how translation sometimes involves literal decoding of word-for-word meaning, sometimes involves interpreting meaning and finding equivalent forms in the other language, and sometimes involves cultural meaning that cannot be translated
- interpreting the significance of terms or phrases that carry specific cultural connotations which might be unfamiliar when translated into English, for example, साला, बहु, दलाल

Compose bilingual texts such as digital stories, comics, blogs or contributions to websites that capture the experience of 'living between languages'

[Key concepts: interculturality, multiculturalism, identity, fluidity; Key processes: reflecting, analysing, describing, comparing]

(ACLHIC117)



- creating texts such as blogs or posts on online forums that draw on their personal bilingual resources to explore the dynamic nature of intercultural experience
- corresponding with young Hindi speakers in different contexts, using Hindi and English to describe and explain aspects of life in Australia
- creating bilingual digital stories for younger learners that capture elements of their own experiences of using two languages and living in a multilingual society
- creating glossaries in English to explain cultural references in contemporary Hindi texts that relate to trans-cultural experience
- creating a bilingual virtual tour of the school for new or intending students, noticing which language is more appropriate for different elements of the presentation
- creating bilingual texts such as leaflets or slogans to raise awareness of health or environmental issues among both language communities, for example, स्वच्छ भारत; छोटा परिवार - सुखी परिवार; बेटी बचाओ-बेटी पढ़ाओ

Reflecting

Elaborations

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Reflect on their own language choices and communicative behaviour when using Hindi or English, including adjustments they make between languages and strategies they adopt to support intercultural communication

[Key concepts: interculturality, reflection, flexibility reciprocity;  
Key processes: reflecting, monitoring, comparing, discussing]

(ACLHIC118)



- discussing differences they are conscious of when interacting in Hindi or English, for example, when expressing feelings such as anger or sadness or when talking about personal issues
  - reflecting on the importance of non-verbal elements of communication, such as hand gestures, head movements and facial expressions, and on how these are sometimes used to mean different things in different languages
  - identifying elements of successful interaction when communicating with speakers of different languages, for example, being responsive and flexible, picking up on cues that indicate misunderstanding, respecting different perspectives and traditions
  - identifying differences in the interpretation of conversational strategies such as the use of pauses or silence when speaking in Hindi as compared to English, for example, to signal disapproval, respect for an elder, waiting for consensus, reflection or waiting for the end of a turn
  - reporting on moments of intercultural miscommunication, discussing possible reasons why they happened, repair and recovery strategies and what they learnt from these experiences
  - reflecting on language choices they make when interacting with friends who also speak both Hindi and English, identifying instances when they move between languages for practical or cultural reasons
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Reflect on the relationship between language, culture and identity, and how this shapes and reflects ways of communicating and thinking

[Key concepts: affiliation, identity, communication; Key processes: reflecting, evaluating, explaining]

(ACLHIC119)



- identifying variations in the ways they communicate with people from different language backgrounds, for example, in relation to the use of humour, respect or communication in public or formal situations
- reflecting on differences in communication styles between speakers of different languages that they know, such as ways of expressing identity or responding to others' comments, including observations of each other's ways of communicating in different contexts and languages
- considering the relationship between styles of communication and cultural factors such as generation or social environment, for example, by talking about the kinds of questions they ask or comments they make when interacting with people of their own age compared to how they talk with older people in their families or communities
- describing ways they adjust their interactions in different languages, situations and contexts, for example, by comparing typical exchanges with Hindi- or English-speaking friends in different situations
- exploring how ways of thinking, communicating and behaving both influence and reflect cultural identity, for example, by identifying ways of expressing ideas that they see as being more *Australian* or *Indian*
- reflecting on intercultural learning in school and intercultural experience in and out of school, discussing how each context presents different opportunities for developing intercultural capabilities

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## Understanding

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Systems of language	Elaborations
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Recognise regularities and irregularities of spoken Hindi and conventions of the written script, and apply these to their own language production in increasingly complex ways

[Key concepts: word building, pronunciation, accent; Key processes: recognising, applying]

(ACLHIU120)



- recognising and practising the spelling of words that involve combinations of pronouns and postpositions that lose the inherent 'a' inside a word in the representation in Devanagari script, such as in उसका, and understanding how the loss of the inherent 'a' at the end of a verb stem is not represented in Devanagari, for example, सुनना/ सुनता
  - explaining and applying basic rules of Hindi pronunciation, spelling, punctuation and intonation
  - applying phonic and grammatical knowledge to the spelling and writing of unfamiliar words
  - recognising how words can be formed from base words and understanding how prefixes and suffixes change the meaning of words, for example, जीव, सजीव, जीवंत and the impact this has on pronunciation
  - recognising and understanding the impact on Hindi pronunciation and spelling in Devanagari of elements of direct forms of Sanskrit words (तत्सम words) and of derived forms (तद्भव words), understanding that both forms can be used in different contexts, for example, क्षेत्र for *field* in an abstract sense and खेत for a *field* for farming
  - increasing control of regular and irregular elements of spoken and written Hindi, such as the influence of accents and expressions on pronunciation and their impact on spelling, for example, the use of वो in spoken Hindi in place of वह in written Hindi
  - recognising the impermanent and fluid nature of spoken language and how it is influenced by local customs, cultures and regional languages, for example, the addition of honorifics such as ताई to women's names by Marathi speakers and देवी to married women's names by Biharis
  - recognising and responding to challenges associated with clarity and pace in audio texts, such as station or airport announcements or recorded phone messages
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Extend knowledge and use more complex features and patterns of the Hindi grammatical system, such as the use of passive voice, compound words and phrases and variations in register

[Key concepts: grammatical systems, tense, sentence structure, cohesion; Key processes: understanding, classifying, applying]

(ACLHIU121)



- indicating situations and events by using past, present and future tense forms, for example, जाता था, जाता हूँ, जाऊँगा
- creating simple sentences using conjunctions such as राम ने खाना खाया और सो गया।
- creating compound and complex sentences such as मैं पहले दिल्ली जाऊँगा और अपना काम पूरा करने के बाद कोलकता पहुँचूँगा।
- expanding vocabulary related to personal, social, environmental and global worlds
- recognising and using idiomatic expressions such as आँख का तारा and दाल में कुछ काला
- using numbers in fraction, multiple and collective forms, for example, आधा, चौथाई, एक तिहाई, सैंकड़ों, हजारों, तीन गुणा
- continuing to build and expand metalanguage to describe grammatical concepts and to organise learning resources such as verb charts, vocabulary lists and groups of pronouns, adverbs and adjectives
- understanding and extending knowledge of basic joining (सन्धि) rules, such as इ+आ = ए
- extending knowledge of the use of the active and passive voice according to context, for example, राम उर्दू लिख रहा है। उर्दू लिखी जा रही है।
- understanding the function and use of case (कारक), for example, ने, को, से, के लिए, में, पर
- using participles (पदबंध): imperfect – डूबती हुई नाव, perfect – डूबी हुई नाव, adverbial present – रोते हुए, लिखते हुए, adverbial past – वह लड़की का हाथ पकड़े हुए था, वाला as participle – सब्जी वाला, डिब्बे वाला
- using a range of tenses in complex sentences to describe events and personal experiences, for example, पिछले वर्ष जैसे हमने होली का त्योहार मनाया था, उसी प्रकार इस वर्ष भी हम होली का त्योहार धूमधाम से मनाएंगे।
- understanding that in different contexts words from different registers are used for related concepts, such as ईसाफ़ and न्याय

Know how to construct different types of texts to suit different contexts, purposes and audiences, incorporating appropriate cultural elements

[Key concepts: genre, context, mode, audience; Key processes: analysing, comparing, composing]

(ACLHIU122)



- understanding the significance and cultural importance of features of different types of texts, such as forms of address or language associated with rituals or celebrations, such as आदरणीय, पूज्य, मान्यवर, महोदय (*formal*) प्रिय मित्र (*informal*)
- identifying key features and structures of familiar text types to understand unfamiliar content, for example, recognising core words associated with time or place in airport announcements, 'reading' images as well as written language in advertisements
- recognising the format of different Hindi texts and stylistic conventions such as the need for elaborated forms of address in formal invitations or congratulations, understanding how these vary according to the context, occasion and intended audience
- composing and comparing examples of familiar texts such as emails, songs, slogans or public signs, noticing how choice of language and text structure positions the reader and indicates the text's purpose
- comparing language features of Hindi and English versions of genres such as news headlines or school reports, noticing differences that appear to be culturally significant
- composing a formal and an informal version of a selected text genre, such as a written invitation or a text message, for example, मोहन और गीता की सगाई के शुभ अवसर पर आपकी परिवार सहित उपस्थिति प्रार्थनीय है। क्या तुम... के दिन.. समय मुझे मिल सकते हो?

Language variation and change

Elaborations

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Identify variations in the use of Hindi that relate to social roles, contexts and modes of expression, considering similar variations in language use in English or other known languages

[Key concepts: register, respect, mode, non-verbal communication; Key processes: identifying, explaining, comparing]

(ACLHIU123)



- explaining variations in language use between people of different ages, gender or relationships that reflect attitudes and values, for example, ways of expressing authority or humility or inclusivity or exclusivity
- identifying differences in terms of language features and register between spoken and written forms of texts such as apologies, invitations or narratives माफ़ कीजिए, क्षमा कीजिए
- noticing and explaining differences in text structure and grammar between formal and informal Hindi use, for example, between the structure of a business letter and an informal email, आपको सूचित किया जाता है..., मैं तुम्हें बताता हूँ...
- analysing non-verbal elements of communication between Hindi speakers, such as gestures, facial expressions and the use of space and silence, discussing to what extent they contribute to the exchange of meaning and whether they vary in formal and informal contexts
- finding examples and explaining variations in style, content and intention of different expressions of wishes for a particular event or occasion such as Diwali, for example, हर घर में हो उजाला, आए न कभी रात काली हर घर मनाए खुशियाँ, हर घर में हो दिवाली compared to an sms message such as शुभ दिवाली

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Understand that languages and associated cultures shape and are shaped by each other and change over time and contexts in ways that are creative, dynamic and responsive to both internal and external influences

[Key concepts: change, memory, history, culture; Key processes: tracking, reflecting, discussing]

(ACLHIU124)



- reflecting on their own and each other's use of Hindi, identifying influences from other languages and cultures such as terms used in everyday language as a result of the influence of social media, popular culture and technology
- talking with older members of their families or communities about changes they have experienced in the use of Hindi across their lifetime, such as the increasing blending of English and Hindi in particular domains of language use such as entertainment, news and sports commentary and advertising
- recognising that Hindi, like all languages, carries histories of contact with other languages and cultures, for example, by identifying and classifying words that originate in languages such as Persian सरकार; Arabic तलाक़; Turkish कुली; and Japanese रिक्शा
- understanding that languages and cultures change continuously due to contact with each other and in response to new ideas, developments in technology, communication and design, considering why some types of words and expressions are most frequently borrowed, such as vocabulary associated with fashion, sport and technology
- identifying ways in which social media and technology have brought about changes in communication in their own lives, for example, by compiling a glossary of terms routinely used in emails or text messages, such as अब (ATM), फिर मिलेंगे CU, जाना होगा (G2G), हे हे (LOL), फिर बात करते हैं (TTL)

Identify key features of multilingual experience, referencing their own individual and community language practices

[Key concepts: multilingualism, context, culture; Key processes: explaining, reflecting, analysing]

(ACLHIU125)



- explaining the influence of Hindi language and associated cultures on their ways of communicating in different situations, for example, by creating a glossary of Hindi words and expressions that they use when communicating in English and English words and expressions that they use when communicating in Hindi
- considering the advantages of being bilingual or multicultural, the limitations of being monolingual, and the meaning of concepts such as *intercultural competence* and *translanguaging*
- discussing the effects of using either Hindi or English on how they express feelings, debate ideas or construct arguments
- reflecting on how they use different languages when communicating across different social contexts, and to what extent these choices signal or define social roles or relationships and provide additional resources for thinking and talking about ideas and experience
- recognising that language use among bilingual and multilingual speakers varies according to ethnicity, age, profession or social status, and to the context of language use
- reflecting on other people's reactions to their use of Hindi and/or English, considering how perceptions of other people's ways of communicating are shaped by cultural standpoints, experiences and perspectives
- creating and comparing individual language profiles, explaining which languages or dialects they use in their family, social and community lives
- reflecting on elements such as gestures, body language and the use of space or silence when they are using different languages to communicate

## Role of language and culture

## Elaborations

Understand that the Hindi language and associated cultures, like all languages and cultures, shape and are shaped by each other in ways that change over time and contexts, and that cultural experience, values and identities are reflected in language

[Key concepts: values, concepts, expression; Key processes: tracking, identifying, analysing]

(ACLHIU126)



- tracking changes in Hindi language forms and usage over different times and contexts such as मोटरगाड़ी, कार
- explaining the significance of single words in Hindi that represent complex and culturally significant concepts that do not translate directly into English, for example, दक्षिणा, शुभमुहूर्त, पूजा, साधू
- considering reasons for the trend among young Hindi speakers to create abbreviated adaptations of English words, for example, *funda* (*fundamental*), *despo* (*desperate*), *enthu* (*enthusiastic*), comparing with the use of abbreviations such as 'arvo', 'brekkie', 'footie', 'barbie' in Australian English
- identifying compound words used in colloquial Hindi that fuse Hindi and English to capture trends, convey concepts and engage with intercultural experience, for example, *tension mat lo*, *accent maarna*
- discussing the significance of naming in different languages and cultures, for example, by exploring the origins and meanings of Hindi names such as आदया, आशा, आर्य, बोधि, धर्म, गीता, सलमान and comparing with popular names in English and other languages
- identifying changes in some forms of Hindi that reflect the impact of globalisation and intercultural experience, for example, the increasing mixing of languages and adoption of practices associated with other communities and cultures
- exploring the idea that some elements of a language carry particular cultural significance, having come to assume symbolic as well literal value in ways that make translation difficult, for example, Hindi terms such as बिदाई, सन्यास, शुभमुहूर्त, मुहूर्त, and Australian expressions such as 'mateship' or 'fair dinkum'
- researching and classifying terms associated with particular cultural traditions and practices that have cultural significance or history and whose meanings are difficult to convey in other languages, for example, words associated with yogic practice such as संसार, मंत्र, कर्म, गुरु, ब्राह्मण, मोक्ष

## Years 9 and 10 Achievement Standard

By the end of Year 10, students use written and spoken Hindi in familiar and unfamiliar contexts to discuss and compare experiences and to express views on local and global issues, for example, पारिवारिक सम्बन्ध या सामाजिक मीडिया का उपयोग – डिजिटल दुनिया, मेरा समुदाय, श्रमिक दिवस, स्वतंत्रता दिवस, बैसाखी, भारत का शास्त्रीय संगीत, बॉलीवुड फिल्मों का इतिहास, ऑस्ट्रेलिया के दर्शनीय स्थल. They use action-related and spontaneous language to engage in shared activities that involve brainstorming, transacting, negotiation and problem-solving, for example, मृत्यु-दण्ड या इच्छा-मृत्यु के बारे में विचार विनिमय, बाज़ार में खरीददारी, शरणार्थियों की समस्या पर परिचर्चा. They interact in classroom exchanges by asking and responding respectfully to questions. When participating in discussions and shared learning activities, students use elaborated sentences and interactional cues to support debate, provide clarification and maintain cohesion and focus of discussion, for example, तो, उदाहरण के लिए, तदनुसार, आम तौर पर, दूसरे शब्दों में, विशेष रूप से, इस प्रकार, इसलिये, आप इस विषय में क्या सोचते हैं? क्या आप इसे विस्तार में समझाने की कृपा करेंगे? तुम समझ रहे हो न मैं क्या कह रहा हूँ। मेरी राय में..... मेरे कहने का अर्थ है... आपको नहीं लगता कि... मेरा सुझाव तो यही है कि .... They respond respectfully to different views, for example, मेरे विचार में.....ऐसा लगता है कि...; ... हमें ध्यान रखना चाहिए ... यह विवादास्पद है , लेकिन वास्तव में , मेरा विश्वास है...., मैं आश्चर्य हूँ ... and express agreement and disagreement in culturally appropriate ways. They apply appropriate pronunciation and intonation to spoken Hindi, identifying regularities and irregularities. They locate, process and analyse information obtained from different sources. They convey ideas and viewpoints from a range of perspectives using different text types and modes of presentation suited to context. They share their responses to different imaginative texts by identifying settings, themes and values, and discussing stylistic devices and the representation of characters and events. They produce imaginative texts using expressive, descriptive and evocative language in a range of modes and formats. When creating texts, students use complex features and patterns of the Hindi grammatical system such as passive voice, for example, रंगोली बनवायी जा रही है, छुट्टी करवाई जा रही है , compound words and phrases, and a variety of verb tenses, for example, पिछले वर्ष जैसे हमने होली का त्योहार मनाया था, उसी प्रकार इस वर्ष भी हम होली का त्योहार धूमधाम से मनाएँगे . They use vocabulary and expressions related to personal, social, environmental and global worlds, and apply appropriate writing conventions to increase text cohesion and enhance expression. Students translate and interpret familiar texts from Hindi into English and vice versa, explaining how cultural elements affect meaning. Students create bilingual texts that reflect the experience of being bilingual and bicultural. They explain their language choices and communicative behaviours in different intercultural interactions, and identify the adjustments they make according to context. They explain how language, culture and identity shape and reflect ways of communicating and thinking.

Students identify regular and irregular elements of spoken and written Hindi, and apply their understanding of the Hindi writing system to express complex information and ideas and enhance meaning. They analyse the relationship between language choices, cultural elements and textual features, and the audience, purpose and context of different spoken, written and multimodal texts. Students explain how spoken and written forms of Hindi vary according to social roles, contexts and modes of expression, and compare these variations to those in other languages. They explain the dynamic nature of language and give examples of how languages change over time and contexts. They identify key features of multilingual experience, with reference to their own and community language practices. They explain how languages and cultures shape and are shaped by each and how cultural experience, values and identities are reflected in language.