

Rationale

Through learning languages, students acquire:

- communication skills in the language being learnt
- an intercultural capability, and an understanding of the role of language and culture in communication
- a capability for reflection on language use and language learning.

Language learning provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples, to reflect on their understanding of experience in various aspects of social life, and on their own participation and ways of being in the world.

Learning languages broadens students' horizons in relation to the personal, social, cultural and employment opportunities that an increasingly interconnected and interdependent world presents. The interdependence of countries and communities means people in all spheres of life are required to negotiate experiences and meanings across languages and cultures. Despite its status as a world language, a capability in English only is no longer sufficient. A bilingual or plurilingual capability is the norm in most parts of the world.

Learning languages:

- extends the capability to communicate and extends literacy repertoires
- strengthens understanding of the nature of language, of culture, and of the processes of communication
- develops intercultural capability
- develops understanding of and respect for diversity and difference, and an openness to different experiences and perspectives
- develops understanding of how culture shapes worldviews and extends learners' understanding of themselves, their own heritage, values, culture and identity
- strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.

Learning languages also contributes to strengthening the community's social, economic and international development capabilities. Language capabilities represent linguistic and cultural resources through which the community can engage socially, culturally and economically, in domains which include business, trade, science, law, education, tourism, diplomacy, international relations, health and communications.

Learning Aboriginal languages and Torres Strait Islander languages meets the needs and rights of young people to learn their own languages and recognises their significance in the language ecology of Australia. For Aboriginal and Torres Strait Islander students, learning their own languages is crucial to overall learning and achievements, to developing a sense of identity and recognition and understanding of language, culture, Country and Place. For all students, learning Aboriginal languages and Torres Strait Islander languages provides a distinctive means of understanding the country in which they live, including the relationship between land, the environment and people. The ongoing and necessary reclamation and revitalisation of these languages also contribute to reconciliation.

Year 7 and 8 (Year 7 Entry) Achievement Standard

By the end of Year 8, students interact with the teacher and peers to exchange information and express opinions, for example, Arkadaşlarım la sinemaya gitmeyi severim. They use descriptive and expressive language to share feelings and to express preferences such as Suyu gazoz a tercih ederim. Students use action-related and rehearsed language to engage in shared activities that involve planning, collaborating, transacting and negotiating, for example, Haftada kaç kez ... yapıyorsun? ... hakkında ne düşünüyorsun? They interact in classroom routines and exchanges by asking and responding to questions, for example, Ben ne yapabilirim? Sen not alır mısın?, requesting help or permission, for example, Sence bu doğru mu? Tekrar eder misiniz? Arkadaşlar bakar mısınız? Bunu nasıl yapacağız? and giving praise or encouragement, such as çok güzel, aferin, harika, tebrikler, başarılarının devamını dilerim, seninle gurur duyuyorum. When interacting, they use the features of the sound system to their pronunciation of Turkish, including applying stress, rhythm and intonation patterns to statements, for example, kapı açık kaldı, inanmıyorum, and questions, for example, gerçekten mi? Students locate key points of information from a range of spoken, written and visual texts, and present information related to social, cultural and environmental contexts using different modes of presentation. They share their responses to different imaginative texts by identifying and comparing favourite elements and discussing events, characters and messages, for example, beni... çok etkiledi çünkü ..., Çok komikti çok sürükleyiciydi, akıcıydı, dili anlaşılırdı, biraz uzundu. Sıkıcıydı, karmaşıktı... Çok üzücüydü, Anlaşılması zordu. Students use imaginative language to create original or adapt familiar imaginative texts in different genres. They use key elements of Turkish grammar in spoken and written texts, such as basic rules of word order, for example, Ali topu attı, Ali topu al ve at! and Ali topu Tarkan dan sonra bana atar mısın?, adjectives, for example, mavi köşkte adverbs, for example, çok dikkatli yürü, postpositions, for example, dün sabah geldi, verb tenses and subject-verb agreement, for example, Defne yemekten sonra ödevini yaptı ve uyudu. They apply rules of agglutination to verbs, for example, bilmiyorum/biliyorum, okur/okumaz, uyudu/uyumadı, geleceğim/gelmeyeceğim, gitmiş/gitmemiş, and nouns, for example, ev-e, ev-i, ev-de, ev-den, kebabçı, simitçi. They translate and interpret familiar texts from Turkish into English and vice versa, identifying words and phrases that are not easily translated, such as imece, hayırlı olsun, nazar değmesin, and create shared bilingual texts to support their own learning. They compare ways of communicating in Turkish and English and explain how being bilingual influences their cultural identity and ways of communicating.

Students apply elements of the Turkish writing system to write and spell unfamiliar words, including symbols and characters, for example, hala-hâlâ, kar-kâr, kitap-kitabı, ağaç-ağacı, vowel harmony and sound assimilation of consonants. They identify how grammatical forms and functions are represented through agglutination. They identify the characteristic features of different types of texts and compare these features with texts in English to identify similarities and differences. They describe how language use varies according to age, gender, social position or region. Students provide examples of how the Turkish language has changed over time due to different influences and interactions, identifying Turkish words that have emerged through contact with other languages, for example, e-posta, yazıcı, tarayıcı, genel ağ, fare, tıklamak, sanal âlemde gezmek, sanal gerçek. They identify the relationship between language and culture and describe how languages reflect personal and community experience and values.

Aims

The Australian Curriculum: Languages aims to develop the knowledge, understanding and skills to ensure students:

- communicate in the target language
- understand language, culture, and learning and their relationship, and thereby develop an intercultural capability in communication
- understand themselves as communicators.

These three aims are interrelated and provide the basis for the two organising strands: Communicating and Understanding. The three aims are common to all languages.

Key Ideas

Language and culture

The interrelationship of language, culture and learning provides the foundation for the Australian Curriculum: Languages.

In the languages learning area the focus is on both language and culture, as students learn to communicate meaningfully across linguistic and cultural systems, and different contexts. This process involves reflection and analysis, as students move between the new language being learnt and their own existing language(s). It is a reciprocal and dynamic process which develops language use within intercultural dimensions of learning experiences. It is not a 'one plus one' relationship between two languages and cultures, where each language and culture stay separate and self-contained. Comparison and referencing between (at least) two languages and cultures build understanding of how languages 'work', how they relate to each other and how language and culture shape and reflect experience; that is, the experience of language using and language learning. The experience of being in two worlds at once involves noticing, questioning and developing awareness of how language and culture shape identity.

Structure

Learner background and time-on-task are two major variables that influence language learning and they provide the basis for the structure of the Australian Curriculum: Languages. These variables are addressed through the specification of content and the description of achievement standards according to pathways and learning sequences respectively.

Pathways

In the Australian Curriculum: Languages, pathways for second language learners, background language learners and first language learners have been developed as appropriate to cater for the dominant group(s) of students learning each specific language within the current Australian context. For the majority of languages, one curriculum pathway has been developed for Years F–10, catering for the dominant cohort of learners for that language in the current Australian context. For Chinese, pathways have been developed for three learner groups: first language learners, background language learners and second language learners.

The Framework for Aboriginal languages and Torres Strait Islander Languages includes three learner pathways:

- first language learner pathway
- revival language learner pathway
- second language learner pathway.

Sequences of learning

The design of the Australian Curriculum: Languages takes account of different entry points into language learning across Foundation – Year 10, which reflects current practice in languages.

For the second language learner pathway and the background language learner pathway, there are two learning sequences:

- Foundation–Year 10 sequence
- Years 7–10 (Year 7 Entry) sequence.

For the first language learner pathway, there is one learning sequence:

- Years 7–10 (Year 7 Entry) sequence.

Content and achievement standards are described initially in a three-year band for Foundation–Year 2 followed by two-year bands of learning: Years 3–4; Years 5–6, Years 7–8 and Years 9–10.

The Framework for Aboriginal Languages and Torres Strait Islander Languages is written in the bands Foundation – Year 2, Years 3–6 and Years 7–10. In the absence of pedagogical evidence across the country for all these languages, the broader band distinctions provide maximum local flexibility in curriculum development.

Content structure

The content of the Australian Curriculum: Languages is organised through two interrelated strands which realise the three aims. The two strands are:

- Communicating: using language for communicative purposes in interpreting, creating and exchanging meaning
- Understanding: analysing language and culture as a resource for interpreting and creating meaning.

The strands reflect three important aspects of language learning:

- 1) communication
- 2) analysis of aspects of language and culture
- 3) reflection that involves
 - reflection on the experience of communicating
 - reflection on comparative dimensions of the languages available in students' repertoires (for example, the first language in relation to second language and self in relation to others).

Strands and sub-strands

A set of sub-strands has been identified within each strand, which reflects dimensions of language use and the related content to be taught and learned. The strands and sub-strands do not operate in isolation but are integrated in relation to language use for different purposes in different contexts. The relative contribution of each sub-strand differs for described languages, pathways and bands of learning. The sub-strands are further differentiated according to a set of 'threads' that support the internal organisation of content in each sub-strand. These 'threads' are designed to capture (1) range and variety in the scope of learning and (2) a means for expressing the progression of content across the learning sequences.

Year 7 and 8 (Year 7 Entry) Level Description

The nature of the learners

Students coming into this pathway are background learners of Turkish 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 Turkish. Some may have recently arrived in Australia, may have completed the primary years of schooling in Turkish and may have established literacy as well as oracy skills in the language. Others will have participated in community language programs during these years and have some literacy capabilities. Others may have minimal experience of formal learning of Turkish, with no 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.

Turkish language learning and use

Students use Turkish to interact with each other, the teacher and other speakers of the language, to access and exchange information, to express ideas and feelings, to compete and to cooperate in learning tasks and activities. They build vocabulary resources, grammatical knowledge and communicative capabilities such as active listening skills and interactional strategies through shared learning experiences that provide a context for purposeful language use and through focused learning episodes that develop understanding of language systems and an 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 Turkish-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 Turkish-speaking peers in other contexts. Learners have additional access to Turkish 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 Turkish, such as textbooks, readers, literary texts, videos, online media resources and materials. They also access materials created for Turkish-speaking communities, such as songs, films, magazines and social media texts such as blogs and 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 text types in Turkish and the work they do around similar texts in the English learning area.

Features of Turkish language use

Learners recognise and use key elements of Turkish grammar, such as word order, positions of adjectives, adverbs and postpositions, and recognise how grammatical forms and functions are represented through agglutination. They apply the principles of vowel harmony, for example, when adding nominal case endings, *-(e)*, *-(i)*, *-d(e)*, *-d(e)n* to nouns, such as *ev-e*, *ev-i*, *ev-de*, *ev-den*, *ev-in*. They understand and use simple verb tenses, using negation and affirmation and suffixes to form sentences, such as *biliyorum/bilmiyorum*, *okur/okumaz*, *uyudu/uyumadı*, *geleceğim/gelmeyeceğim*, *gitmiş/gitmemiş*. They use a range of adjectives, adverbs and postpositions to describe actions, places and people in their own texts, for example, *mavi köşkte*, *Kısa saçlı biriydi*, *Çok dikkatli yürü*, *Dün sabah geldi*; and understand and use the conditional marker *-s(e)* and/or *the word eğer* in compound sentences, for example, *Eğer kitap okursan hayal gücün gelişir*. They develop their range of vocabulary to domains beyond their personal experience and interests, use and analyse grammatical forms and structures and develop awareness of how these shape textual features. They use descriptive and expressive language to create particular effects and engage interest. They develop language knowledge, processing strategies and understanding of text conventions and patterns 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 Turkish 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 and translating tools and other resources designed to strengthen their receptive and productive language use.

The role of English

Learners are encouraged to use Turkish whenever possible. English is used when appropriate for discussion, explanation, comparison and reflection, 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 Turkish and English. The process of moving between and 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 interculturally in intersecting language communities.

Year 7 and 8 (Year 7 Entry) Content Descriptions

Communicating		Understanding
<p>Socialising</p> <p>Interact with peers and teacher to socialise, exchange information and opinions, talk about personal worlds. [Key concepts: self, family, leisure, preferences; Key processes: interacting, exchanging information, describing]</p> <p>Plan and participate in collaborative activities such as performances, displays and events which involve planning, transacting and negotiating. [Key concepts: interaction, collaboration, negotiation; Key processes: planning, negotiating, responding, creating]</p> <p>Interact in classroom routines and exchanges, such as asking and responding to questions, requesting help, repetition or permission, giving praise or encouragement. [Key concepts: discussion, clarification, feedback; Key processes: questioning, suggesting, responding]</p> <p>Informing</p> <p>Identify key points of information such as details about people, places or events in a range of spoken, written and digital texts and use the information in new ways. [Key concepts: data, information, experience; Key processes: researching, recording, reporting]</p> <p>Convey information, obtained from personal, community and media sources relating to their own cultural, social and environmental contexts, using spoken, written and digital modes of communication. [Key concepts: experience, lifestyle, culture, diversity; Key processes: creating, presenting]</p>	<p>Creating</p> <p>Engage with imaginative and creative texts such as stories, cartoons, poems and songs, identifying favourite elements and discussing events, characters and messages. [Key concepts: imagination, creativity, character, narrative, representation; Key processes: responding, creating, analysing, reviewing; Key text types: poetry, folktales, story, song]</p> <p>Reinterpret or create texts that involve imagination and creativity, experimenting with a range of expressive and performance genres. [Key concepts: humour, suspense, character, dramatisation; Key processes: composing, creating, performing; Key text types: stories, cartoons, songs, role plays, speeches]</p> <p>Translating</p> <p>Translate and interpret familiar texts such as public signs, song titles or menus from Turkish 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]</p> <p>Create shared bilingual texts and learning resources such as word banks, glossaries, displays and digital presentations. [Key concepts: language codes, meaning, equivalence; Key processes: creating, interpreting, exemplifying, explaining]</p> <p>Reflecting</p> <p>Consider similarities and differences in ways of communicating in Turkish and English, noticing how/when they choose to use either language or both languages [Key concepts: language domains, code-switching, generation, expression; Key processes: comparing, identifying, monitoring, analysing]</p> <p>Consider the nature of identity and of cultural experience, reflecting on how their linguistic and cultural background contributes to their sense of identity. [Key concepts: identity, multiculturalism, code-switching, communication; Key processes: reflecting, discussing, comparing]</p>	<p>Systems of Language</p> <p>Understand the relationship between the sounds, rhythms, stress and intonation patterns of spoken Turkish, and recognise elements of the written language, such as spelling patterns, agglutination, vowel harmony and symbols. [Key concepts: pronunciation, intonation, vowel harmony, agglutination; Key processes: listening, distinguishing, recognising, applying]</p> <p>Recognise and use key elements of Turkish grammar, such as word order, positions of adjectives, adverbs and postpositions and sentence structures, recognising how grammatical forms and functions are represented through agglutination. [Key concepts: grammar, sentence structure, agglutination; Key processes: understanding, recognising, applying]</p> <p>Identify features that characterise different types of texts in Turkish, comparing them with similar texts in English. [Key concepts: genre, language features, register; Key processes: noticing, analysing, comparing]</p> <p>Language variation and change</p> <p>Understand that Turkish language use varies according to factors such as age, gender, social position or regional variation. [Key concepts: variation, context, register, relationship; Key processes: noticing, identifying, comparing, explaining]</p> <p>Recognise that the Turkish language has evolved and developed through different periods of time, across different contexts and as a result of different influences and interactions, and that it is related to many other languages and has influenced other languages used in the Australian community. [Key concepts: language change, language contact, loan words, globalisation; Key processes: investigating, identifying, classifying]</p> <p>Role of language and culture</p> <p>Understand the relationship between language and culture, reflecting on how language reflects personal and community experience and values, and may be differently interpreted by speakers of other languages. [Key concepts: culture, language, meaning, interdependence, perspective; Key processes: analysing, identifying, reflecting, making connections]</p>