Rationale

Through learning languages, students acquire:

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

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

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

Learning languages:

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

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

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

Year 9 and 10 (Year 7 Entry) Achievement Standard

By the end of Year 10, students interact in written and spoken Turkish to exchange and compare views and experiences on personal, local and global issues, for example, liseyi bitirince Türkiye'de üniversiteye gitmek istiyorum, okulu bitirdikten sonra seyahat etmek istiyorum. They use action-related and spontaneous language to engage in shared activities that involve brainstorming, transacting, negotiating, problem-solving and taking action, for example, Nasıl bir yöntem izleyelim? Bence bu yöntemi izlersek daha uygun, Sen nasıl uygun görürsen. They offer opinions, for example, bana göre, and justify them, for example, şöyle ki, Haklısın ama bence …. They engage in structured discussions by asking and responding to questions, for example, görüşünü destekleyecek kanıtın var mı? and expressing agreement or disagreement, for example, seninle aynı fikirde değilim. When speaking, they apply the vowel elision rule to suffixes of multisyllabic words, the principles of word stress to pronounce unfamiliar words and phrases and intonation patterns, stress and tone to contribute to the cohesion of longer spoken texts. Students organise and classify information and ideas obtained from different sources, re-presenting content in new formats for different audiences. They convey information and perspectives using different modes of presentation appropriate to a variety of contexts and to achieve different purposes. They share their responses to a range of traditional and contemporary imaginative texts by describing key elements, including settings, themes and values and discussing the representation of characters and events. They use expressive, descriptive and evocative language to produce imaginative texts in a range of modes and formats selected to suit particular audiences. When writing, they identify and use a variety of verb moods, such as potential, for example, yazabilmek, koşabilmek, reflexive, for example, Tayla giyindi ve süslendi, reciprocal, for example, Babası ile araba için tartıştı, causative, for example, Dün kuaförde saçını boyattı and passive, for example, Pirinç ayıklandı ve pilav pişirildi. They use grammatical forms such as auxiliary verbs, for example, yardım etmek, namaz kılmak, ayıp olmak; particles, for example, karşı, gibi, beri, dek, kadar, üzere; and honorific forms, for example, Bey/Hanım, Amca/Teyze, Efendi, Ağa/Hanımağa, Sayın, Ağabey(Abi)/Ablaı, Hoca/Öğretmen, Bay/Bayan/. Students translate and interpret a range of texts from Turkish into English and vice versa, explaining how cultural elements affect meaning. They produce a range of multimodal resources in Turkish and English for the wider community which reflect the bilingual experience. 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 apply their understanding of the Turkish writing system, including spelling patterns, symbols, characters and punctuation, to express complex ideas and information and to engage in extended interactions. They use metalanguage to explain language forms, structures and conventions. They apply their understanding of texts to construct a range of written, spoken and multimodal texts, incorporating elements appropriate to culture and context. They explain how language use varies according to roles, relationships and contexts, and make comparisons with other languages, including English. They identify influences, such as technology and social media on Turkish and other languages, such as abbreviations in text messages, for example, nbr (ne haber), tmm (tamam), slm (selam), kib (kendine iyi bak), bye (güle güle) and aeo (allaha emanet ol). They explain variations in their own language use in different contexts, the reciprocal and evolving nature of the relationship between language and culture, and how cultural experiences, values and identities are reflected in language.

Aims

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

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

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

Key Ideas

Language and culture

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

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

Structure

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

Pathways

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

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

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

Sequences of learning

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

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

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

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

- Years 7–10 (Year 7 Entry) sequence.

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

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

Content structure

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

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

The strands reflect three important aspects of language learning:

1) communication

2) analysis of aspects of language and culture

3) reflection that involves

- reflection on the experience of communicating
- reflection on comparative dimensions of the languages available in students' repertoires (for example, the first language in relation to second language and self in relation to others).

Strands and sub-strands

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

Year 9 and 10 (Year 7 Entry) Level Description

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 communities continuously impacts on the process of identity construction. The role of language is central to this process. It 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 they impact on learners' engagement with both Turkish and English language learning and use.

Turkish language learning and use

This is a stage of language exploration and vocabulary expansion. Learners experiment with different modes of communication, for example, digital and hypermedia, performance and discussion. Greater control of language structures and systems increases confidence and interest in communicating in wider contexts. Learners use Turkish 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 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 in Turkish, involving interactions with peers, teachers and a wide range of texts and resources. Learners continue to interact with peers, family members and other Turkish speakers in immediate and local contexts, and with wider Turkish-speaking communities and cultural resources via virtual and online environments. They also encounter Turkish 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 selected abridged versions of classic and contemporary Turkish literature and their film and TV adaptations. Learners may also access authentic materials designed for or generated by young Turkish speakers in a range of contexts, such as blogs, video clips, discussion forums, television programs or newspaper features. Learners are encouraged to source additional materials to support their learning, share them with others and pursue personal interests in aspects of Turkish language and associated cultures.

Features of Turkish language use

Learners understand and use more elaborated grammatical structures, such as verb moods, auxiliary verbs and particles. They recognise and use different types of formal and informal honorific forms, such as *Bey/Hanım, Amca/Teyze, Efendi, Ağa/Hanımağa, Sayın, Ağabey (Abi)/Abla, Hoca/Öğretmen, Bay/Bayan,* and learn the conditions that apply to the use of familiar and formal second person singular forms *-n* and *-n(ı)z,* for example, *Yemeğin hazır, Yemeğininz hazır,* and second person pronouns, *sen* and *siz.* They understand and use verb moods, recognising relevant suffixes used to create each mood. They learn how to use different auxiliary verbs by adding the verbs *etmek, kılmak* and *olmak* to nouns, for example, *yardım etmek, namaz kılmak, ayıp olmak* and attaching them onto single-syllable words, for example, *reddetmek, affetmek, kaybolmak.* They understand and use the three types of reduplication for emphasis. They use metalanguage to identify or explain language structures, forms and conventions. Learners' 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 learning experiences 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 involve interpreting, creating, evaluating and performing. Genres such as media resources, fiction and nonfiction 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 in turn are shaped by context and intention.

Learners at this level understand and discuss 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 their ways of thinking and behaving; and how successful communication requires flexibility, awareness and openness to alternative ways. They develop a 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

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 is needed to continue to support and sustain their 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 and 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, through and contributing to peer support and through self-review.

The role of English

Learners and teachers use Turkish as the primary medium of interaction in both language-oriented and content-oriented learning activities. English is used when appropriate for discussion, explanation and analysis that involves comparative analysis or conceptual demands which may be better articulated in English. Learners are supported to reflect on the different roles English and Turkish play in their academic work, their conceptual development and their social and community lives.

Year 9 and 10 (Year 7 Entry) Content Descriptions

Communicating		Understanding
Socialising Exchange views and information on local and global issues, including aspects of their own lives, such as family relationships and responsibilities, education and community. [Key concepts: relationship, education, family, community; Key processes: discussing, debating, responding, comparing]	**Creating** Respond to a range of traditional and contemporary creative and imaginative texts, describing settings, identifying key themes and values and discussing the representation of characters and events. [Key concepts: expression, themes, representation, values; Key processes: comparing, analysing, explaining, narrating; Key text types: stories, song lyrics, films, poetry, dance, diaries]	**Systems of Language** Understand and apply features of the Turkish sound and writing systems, including pronunciation and spelling patterns, to produce different types of texts and to participate in extended interactions. [Key concepts: word building, pronunciation, stress, cohesion; Key processes: recognising, applying, glossing]
Participate in individual and collaborative projects and learning experiences that involve brainstorming, negotiating, transacting, problem-solving and action. [Key concepts: discussion, action, responsibility, collaboration; Key processes: problem-solving, planning, negotiating, collaborating]	Create imaginative texts in different modes and formats to entertain, convey ideas and express emotions for particular audiences. [Key concepts: adaptation, audience, characterisation, context; Key processes: creating, adapting, performing; Key text types: poems, stories, songs, skits]	Understand and use grammatical forms such as verb moods, auxiliary verbs, particles and honorific forms, and use metalanguage to identify or explain language forms, structures and conventions. [Key concepts: grammatical systems, tenses, verb moods, sentence structure, cohesion; Key processes: understanding, classifying, applying]
Contribute to structured discussions and shared learning experiences by asking and responding to questions, clarifying statements, demonstrating understanding, expressing agreement or disagreement and reflecting on their learning. [Key concepts: debate, response, dialogue; Key processes: questioning, responding, evaluating, reflecting]	**Translating** Translate and interpret a range of texts, including conversational exchanges, proverbs, media and literary texts, considering the role of culture when transferring meaning from one language to the other. [Key concepts: bilingualism, translation, interpretation, equivalence; Key processes: composing, interpreting, explaining]	Know how to construct different types of texts to suit different contexts, purposes and audiences, incorporating appropriate cultural elements. [Key concepts: genre, context, register, mode, audience; Key processes: analysing, comparing, composing]
Informing Organise and classify information compiled from different sources in different modes of presentation, re-presenting chosen elements in formats suitable for particular audiences. [Key concepts: information, data, perspective, representation, media; Key processes: summarising, surveying, comparing, analysing]	Produce bilingual texts for the school or wider community, such as instructions, presentations, commentaries or contributions to newsletters that capture the experience of 'living between languages'. [Key concepts: interculturality, multiculturalism, identity, fluidity; Key processes: reflecting, analysing, describing, comparing]	**Language variation and change** Understand that variations in the use of spoken and written Turkish relate to roles, relationships and contexts, and consider how and why these differ from similar interactions in English. [Key concepts: register, values, non-verbal communication; Key processes: identifying, explaining, comparing]
Present information collected from different sources that represents different perspectives on selected issues or activities, using appropriate modes of presentation to suit different contexts and purposes. [Key concepts: argument, opinion, action; Key processes: selecting, composing, presenting]	**Reflecting** Reflect on their own and others' language choices when interacting in bilingual/bicultural situations, identifying adjustments they make and strategies they adopt to assist in intercultural communication. [Key concepts: interculturality, response, reflection, reciprocity; Key processes: reflecting, monitoring, comparing, discussing]	Investigate changes to Turkish over time and across contexts, reflecting on changes in their personal use of the language. [Key concepts: change, social media, history, culture; Key processes: tracking, reflecting, discussing]
	Reflect on the relationship between language, culture and identity, and how this shapes and reflects ways of communicating and thinking. [Key concepts: affiliation, identity, community, representation; Key processes: representing, discussing, reflecting]	**Role of language and culture** Understand that the Turkish language and associated cultures shape and are shaped by each other in ways that change over time and across contexts, and that cultural experience, values and identities are reflected in language. [Key concepts: change, social practice, values, concepts, expression; Key processes: tracking, identifying, comparing, analysing]