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 3 and 4 Achievement Standard

By the end of Year 4, students interact with the teacher and peers to exchange information about themselves and others, everyday routines and events at school and in their local Turkish and multilingual communities. They ask and respond to questions to elicit information about each other, for example, Kendini tanıtır mısın? Nerelisin? Ailen nereden geldi? Ben Türküm ve Avustralyalıyım. Ailem Avustralya'ya İzmir'den geldi and identify wishes associated with events in their communities, for example, Bayramınız kutlu olsun! Mutluluklar dilerim. Kınan kutlu olsun! They compare preferences, for example, Futbol yerine tenis oynamak istiyorum and exchange simple written forms of social correspondence, such as invitations, messages for birthdays, Mother's and Father's Days, religious celebrations and national days, for example, Bayramınız mübarek olsun! 23 Nisan Ulusal Egemenlik ve Çocuk Bayramınız kutlu olsun! Anneler günün kutlu olsun!. They use formulaic expressions to participate in shared tasks, activities and transactional exchanges such as working together to organise an event, for example, Doğum günü davetiyesini kim yazacak? Ben pastayı getiririm. They use modelled language to interact in classroom routines, such as responding to questions directions and requests, for example, Bugün hava nasıl? Bugün hava güneşli ve sıcak! Bugün önce birlikte bir kitap okuyacağız, sonra bir oyun oynayacağız, asking for help or permission, for example, Anlayamadım, tekrar eder misiniz? Bu kelime nasıl okunur?, attracting attention and rehearsing new language. When interacting, they use Turkish pronunciation and intonation and apply the vowel harmony rule to high-frequency words. Students locate and organise key points of information in different types of spoken, written and visual texts relating to personal, social and natural worlds and, with the assistance of support materials such as photos and maps, present information about home, school and community. They respond to imaginative texts by making simple statements about favourite elements and acting out key events and interactions. They create simple imaginative texts using formulaic expressions and modelled language. Students use key grammatical forms and structures, such as verbs, adjectives and adverbs, to describe and elaborate on action, places and people, for example, mavi köşkte, Kısa saçlı biriydi, Çok dikkatli yürü and Dün sabah geldi and conjunctions to link ideas. They express facts using simple present and past tense suffixes, and use negation and affirmation suffixes to form simple sentences, for example, biliyorum/ bilmiyorum, okur/okumaz, uyudu/uyumadı, geleceğim/gelmeyeceğim, gitmis/gitmemiş. They translate and compare common Turkish and English expressions, words or gestures and create simple bilingual texts for the classroom and community. Students describe similarities and differences in ways of using language and interacting with people when communicating in Turkish and English, and identify how their individual and group sense of identity is expressed in the languages they use.

Students identify Turkish sound and writing patterns to pronounce and spell high frequency words. They use simple metalanguage such as isimler, fiiller, sıfatlar, zarflar, ekler- ismin halleri, zamirler to talk about language. They identify ways that the features of texts differ according to mode and context, and compare Turkish texts with similar texts in English. They provide examples of how language use varies according to age, gender and social position, for example, lütfen yapmayın/yapmasana!/yapma!, and identify regional differences in language use, including dialects and accents. They identify how languages change over time, providing examples of Turkish words borrowed from other languages such as English and vice versa. They make connections between Turkish language and culture, identifying culture-specific terms, expressions and gestures.

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 3 and 4 Level Description

The nature of the learners

At this stage, children are developing cognitive and social capabilities that allow for increased control of their 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.

Turkish 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 responding to 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, using familiar vocabulary and simple structures. 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 experiences, 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 reused and reinforced from lesson to lesson in different situations, allowing learners to make 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 Turkish are primarily local: the classroom, school, home and community, with some access to wider communities of Turkish 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 Turkish learners, such as computer language games, cards and readers. They may also have access to materials developed for children in Turkey and other Turkish-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 Turkish language use

Children's development of literacy skills progresses from supported comprehension and use of high-frequency and personally significant sight words to understanding and applying basic grammatical features of the language, such as simple verb tenses and verb moods, for example, recognising question and imperative forms such as *olay ne? Nerede geçti? Neler oldu? Neden oldu? Başla! Başlayabilirsin, Kalk! Kalkabilirsin! Çabuk gel!* They recognise in more detail the relationship between spoken and written language, applying spelling patterns, the spacing rule and the principles of vowel harmony, for example, to question endings such as *alır mısın? alıyor musun?* They use an increasing range of verbs, adjectives and adverbs to describe actions, places and people, for example, *mavi köşkte, Kısa saçlı biriydi, Çok dikkatli yürü and Dün sabah geldi,* simple conjunctions to link ideas, *ve, ile/-(y)le, ama, çünkü,* and prepositions to indicate direction, for example, *ileride, ortasında, üzerinde, köşesinde, aşağıda, yukarıda, doğu, batı, kuzey, güney.* Children develop metalanguage for talking about language, using terms such as *isimler, fiiller, sıfatlar, zarflar, ekler- ismin halleri, zamirler.* 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, informational 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 task activity.

Learning Turkish 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 Turkish language is used not only in their own community in Australia and in Turkey, 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 Turkish; 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 Turkish 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 that involve bilingual work that includes comparison and analysis of Turkish and English. Discussion in both languages 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/multilingual, and provides opportunities for reflection on the experience of living interculturally in intersecting language communities.

Year 3 and 4 Content Descriptions

Communicating		Understanding

Socialising	Creating	Systems of Language

Socialising

Participate in conversations about themselves and others, everyday routines and events at school and in their local communities.
[Key concepts: self, experience, community; Key processes: interacting, responding, comparing]

Participate in shared learning experiences and transactions, such as science experiments, cooking or craft activities, creating displays or swapping items.
[Key concepts: collaboration, learning experiences, transactions; Key processes: negotiating, creating, transacting]

Respond to questions, directions and requests from the teacher and each other, and use questions and statements to ask for help or permission, to attract attention and to rehearse new language.
[Key concepts: direction, support, learning experience; Key processes: interacting, responding]

Informing

Locate and organise information in 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]

Convey information about their home, school and community, using simple statements and support materials such as photos, maps or charts.
[Key concepts: information, topic, promotion; Key processes: sharing information, promoting, explaining, informing]

Creating

Engage with imaginative texts such as stories, puppet shows, songs or dance, identifying favourite elements and acting out key events or interactions.
[Key concepts: imagination, expression, response; Key processes: responding, interpreting; Key text types: stories, poems, fables, plays, songs]

Create simple imaginative texts, such as stories, dialogues, songs or chants, which allow for exploration and enjoyment of language.
[Key concepts: relationship, emotion, expression, rhythm; Key processes: creating, composing, adapting, presenting]

Translating

Identify common spoken Turkish expressions, words or gestures that translate/do not translate readily into English and words that are used in both languages.
[Key concepts: equivalence, translation; Key processes: comparing, translating, explaining]

Create simple bilingual texts such as signs, notices or captions for displays for the classroom and wider school community.
[Key concepts: meaning, bilingualism; Key processes: selecting, considering, creating]

Reflecting

Notice and describe differences and similarities in ways of using language and interacting with people when communicating in Turkish and in English.
[Key concepts: difference, similarity, respect, relationship; Key processes: observing, comparing, explaining]

Explore their individual and group sense of identity and how this is expressed through the different languages they use.
[Key concepts: identity, self, community, membership; Key processes: reflecting, comparing, explaining]

Systems of Language

Understand and apply the principle of vowel harmony, experiment with Turkish pronunciation, intonation and spelling patterns.
[Key concepts: intonation, vowel harmony, pronunciation; Key processes: recognising, applying, distinguishing]

Understand and use key grammatical forms and structures, such as simple verb tenses, recognising how grammatical forms and functions are represented through suffixation.
[Key concepts: action, description, time; Key processes: recognising, selecting, applying]

Notice characteristic features of simple spoken, written and multimodal texts that they use in their home and community and of similar texts in English.
[Key concepts: genre, language features; Key processes: identifying, comparing, distinguishing]

Language variation and change

Understand that language varies according to factors such as the age, gender and social position of speakers, and that it involves regional dialects and accents.
[Key concepts: variation, status, relationship, standard language; Key processes: noticing, comparing, differentiating]

Recognise that languages change over time and that Turkish language is influenced by and also influences other languages and cultures.
[Key concepts: change, influence, time, contact; Key processes: comparing, investigating, identifying]

Role of language and culture

Make connections between Turkish language and culture, for example, by identifying words, gestures, forms of address or expressions that reflect cultural values and practices.
[Key concepts: culture, practice, values; Key processes: noticing, discussing, comparing, interpreting]