

**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 5 and 6 Achievement Standard**

By the end of Year 6, students use spoken and written Turkish to interact by sharing ideas and experiences, for example, 23 Nisan Ulusal Egemenlik ve Çocuk Bayramında ben şiir okudum. Ramazan Bayramında dedem bana harçlık verdi. When interacting, they show interest and respect for others by actively listening and providing feedback, for example, Siz ne düşünüyorsunuz? Evet! Tabii ki. İlginç! Sen ne dersin? They use action-oriented language to make shared arrangements, organise events and complete transactions. When participating in classroom and collaborative activities, they ask and respond to questions, for example, Ben ne yapabilirim? Sen not alır mısın? Cevapları maddeler halinde yazsak daha iyi olur. and seek clarification, for example, Bu sayfayı mı okuyacaktık? They use evaluative language to reflect on learning activities and to provide each other with feedback, for example, Süper, harika, mükemmel, unutma, çok zor. Students use specific features of pronunciation, intonation and stress when interacting. They locate, classify and compare information about their physical environment and social and cultural worlds from a range of sources in different modes. 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 sharing opinions on key elements such as storylines, characters, messages and themes, for example, Ben ... çok beğendim çünkü ..., ... hiç sevmedim, Çok üzücüydü, and create and perform short imaginative texts based on a stimulus, concept or theme. When constructing texts, students use grammatical features of spoken and written language, such as negative and interrogative sentence structures, for example, Ramazan Bayramı'nda tüm okullar tatile girmeyecek; conjugations of verbs, for example, 'oku-mak': oku-r-um, oku-r-sun, oku-r oku-r-uz, oku-r-sunuz, oku-r-lar; And oku-yor-um, oku-yor-sun, oku-yor, oku-yor-uz, oku-yor-sunuz, oku-yor-lar; and subject-verb agreements. When writing, they apply appropriate spelling and punctuation to a range of sentence types. Students translate simple texts from Turkish into English and vice versa, identifying words that are easy or difficult to translate, and create bilingual texts and resources for their own language learning and to support interactions with non-Turkish speakers. Students identify ways in which their bilingual and bicultural experiences impact on their identity and influence how they communicate in Turkish and English.

Students apply their knowledge of vowels, consonants and suffixes to form new words, for example, kapkaççı, bankacı, yolcu, oduncu; sokak+da=sokakta, süt+-de= sütte, and identify how vowel length and accent affect the meaning of words, for example, hala-hâlâ and kar-kâr. They distinguish between the structure and features of different types of 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, for example, gelir misiniz lütfen?/gelin lütfen. Students provide examples of influences on the Turkish language over time, including the influence from other languages and cultures, for example, e-posta, yazıcı, tarayıcı, çevrimiçi. They explain how language use is shaped by values and belief systems, and identify why these may be interpreted differently by speakers of other languages.

**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).

## Year 5 and 6 Level Description

### The nature of the 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 Turkish 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' cognitive and social levels.

### Turkish language learning and use

Learners use Turkish 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 tasks 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 Turkish. 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 Turkish-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, building on 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 Turkish with each other, the teacher and members of their families and communities. They have some access to Turkish 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 Turkish language and cultural resources created for Turkish-speaking communities, such as children's television programs, websites, music or video clips.

### Features of Turkish language use

Learners draw on more established grammatical and lexical resources to compose and comprehend more complex language. They recognise and use verb conjugations and common noun and adjective forming suffixes, such as *(-li, -li, -lu, -lü) as in kar-li, kir-li, toz-lu...; (-lik, -lık, -luk, -lük) as in yaz-lık, göz-lük...; (-ci, -ci, -cu, -cü/-çü, -çi, -çu, -çü) as in gemi-ci, kira-ci, su-cu, çiçek-çi...; (-gi, -gi, -gu, -gü) as in sar-gı, sil-gi...; (-sız, -sız, -suz, -süz) as in ev-siz... They apply the rule of great vowel harmony when adding nominal case endings, *-(e), -(i), -(d)e, -(d)e)n* to different nouns, such as *ev-e, ev-i, ev-de, ev-den, ev-in*. They use the conditional marker *-s(e)* and/or the word *eğer* in compound sentences, for example, *yağmur yağarsa gitmeyeceğiz*, and appropriate endings for subject–verb agreements in simple and compound sentences.*

They use a range of cues and decoding strategies to assist 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 work 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. They build metalanguage to talk about aspects of language such as grammar, for example, *bağlaçlar, özne ile yüklem uyumu, -de/-da ekler, ilgi zamiri –ki, edatlar*, and the use of both Turkish 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, 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 are becoming more autonomous and independent, ongoing support is still needed, including explicit instruction, structured modelling and scaffolding, provision of appropriate stimulus materials and timely feedback. Task activities 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

Turkish is the primary language for classroom routines, interactions and language learning experiences, with English used more in a supporting role. The use of Turkish for discussion, reflection and explanation of content drawn from other learning areas is encouraged as much as possible, and English is used for comparative analysis between languages and for the continued development of metalanguage in both languages.

## Year 5 and 6 Content Descriptions

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Communicating	Understanding	
<p><b>Socialising</b> Participate in spoken, written and digital interactions to share ideas and experiences, showing interest and respect for others. [Key concepts: discussion, correspondence, interests, experiences; Key processes: composing, describing, discussing, responding]</p> <p>Plan shared activities or events, such as a display or presentation, an interview, awareness campaign or virtual shopping expedition. [Key concepts: collaboration, action, plan; Key processes: planning, designing, budgeting]</p> <p>Participate in classroom interactions that involve asking and responding to questions, seeking clarification, indicating understanding, reflecting and providing feedback. [Key concepts: classroom interaction, debate, responsibility; Key processes: questioning, responding, evaluating]</p> <p><b>Informing</b> Gather, classify and compare information from print, digital and multimodal resources relating to their physical environment and social and cultural worlds. [Key concepts: environment, values, experience, heritage; Key processes: investigating, comparing, classifying]</p> <p>Convey information about aspects of their own language(s), culture(s) and communities in suitable formats for different audiences and contexts. [Key concepts: culture, interests, transition; Key processes: creating, resourcing, explaining]</p>	<p><b>Creating</b> Respond to imaginative texts such as TV programs, folktales, performances or cartoons by sharing opinions on elements such as storylines, messages, characters and themes. [Key concepts: characterisation, response, storytelling; Key processes: comparing, describing, identifying; Key text types: folktales, comic books, songs, stories]</p> <p>Create and perform expressive and imaginative texts such as stories, dance, 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]</p> <p><b>Translating</b> Translate simple texts from Turkish to English and vice versa, identifying elements that require interpretation rather than translation and noticing words that are similar but pronounced differently. [Key concepts: meaning, interpretation, culture; Key processes: identifying, translating, classifying]</p> <p>Create bilingual texts such as websites, posters, class journals and menus to support their own learning and to assist interactions with non-Turkish speakers. [Key concepts: equivalence, alternatives; Key processes: considering, selecting, translating]</p> <p><b>Reflecting</b> Discuss the experience of switching between languages, noticing when they choose to use either Turkish or English and how each culture influences ways of communicating. [Key concepts: code-switching, intercultural communication, language domains; Key processes: monitoring, adjusting, reflecting, describing]</p> <p>Compare their experiences of moving between Turkish and English, identifying advantages and challenges in respect to being bilingual or multilingual. [Key concepts: identity, culture, communication, bilingualism; Key processes: reflecting, evaluating, comparing]</p>	<p><b>Systems of Language</b> Understand the relationships between intonation and stress in Turkish, and apply this understanding to their own written and spoken language and meaning-making. [Key concepts: accent, emphasis, vowel harmony, discrimination; Key processes: understanding, recognising, applying conventions]</p> <p>Recognise and apply grammatical features of spoken and written language, such as verbal conjugations and nominal declensions and modifications, negative and interrogative sentence structures and subject–verb agreements. [Key concepts: word order, conjugation, marker, word endings; Key processes: discriminating, classifying, applying rules]</p> <p>Understand how different types of text in Turkish, including prose and verse, create effects to suit different audiences. [Key concepts: genre, text features, imagery, register; Key processes: noticing, comparing, analysing]</p> <p><b>Language variation and change</b> Understand that spoken and written forms of Turkish both vary in terms of formality according to context, purpose and audience. [Key concepts: mode, register, respect; Key processes: noticing, comparing, identifying]</p> <p>Understand that the Turkish language has evolved and developed through different periods of influence from other languages, cultures and changes. [Key concepts: language contact, language change, globalisation; Key processes: observing, analysing, discussing, reflecting]</p> <p><b>Role of language and culture</b> 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: culture, perspective, values, practice; Key processes: comparing, explaining, analysing, reflecting]</p>