

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 Achievement Standard

By the end of Year 10, students use spoken and written Turkish to initiate, sustain and extend interactions with peers, teachers and others in a range of contexts and for a range of purposes. They exchange ideas, opinions and aspirations, for example, Türkçe öğretmeni olmak istiyorum. They use analytical and comparative language when comparing views, preferences and responses to different experiences, for example, Doktorluğu tercih ederim çünkü doktor olunca Türkçe konuşmak çok yararlı olacak. They use spontaneous language to participate in activities that involve taking action, transacting, problem-solving, negotiating and managing different opinions and perspectives, for example, Bazıları böyle düşünse de ben tamamen farklı düşünüyorum. They extend discussions and justify their views by asking questions that invite reflection, analysis and comparison of experience, for example, okuduğunuz metindeki bu düşünce izlediğiniz filmde nasıl işlenmiştir? Hangi dilde duygularını daha rahat ifade ediyorsun and by providing elaborated responses, for example, Türkçe'yi daha farklı ortamlarda rahatça kullanabiliyorum. They speak fluently, pausing where appropriate, and use stress in extended sentences to enhance communication. Students gather, synthesise and evaluate information from different perspectives and sources, and present information, views and perspectives on topics of interest in different modes and formats selected to suit purpose and audience. Students respond to different expressive and imaginative texts by analysing techniques and cultural influences used for aesthetic, humorous or emotional effects. They create a range of imaginative texts that reflect their bilingual and bicultural experiences and use language for effect. When creating texts, students use a variety of tenses, such as simple present, past, progressive, simple past perfect, for example, geldi, gitti, and evidential past perfect tense, for example, gelmiş, gitmiş, uyuyormuş. They use cohesive devices to sequence and connect actions and ideas in texts, and apply the rules of agglutination to adverbs, adjectives and nouns. They compare translations of Turkish texts and identify factors that may have influenced the translation. They create explanations in English of cultural and contextual references embedded in traditional and contemporary Turkish texts. They explain the relationship between language, culture and identity, question cultural assumptions, and modify language and behaviours in intercultural interactions as appropriate.

Students identify regular and irregular elements of spoken and written Turkish and apply their understanding to produce complex phrases and elaborated texts, and to participate in extended interactions. They analyse how grammatical elements such as agglutination and cohesive devices impact on mood, register and tense variation. They know how to construct a range of spoken, written and multimodal texts to suit context, purpose and audience, incorporating elements appropriate to culture and context. They analyse how spoken and written Turkish varies according to social roles, communities and contexts, explaining why they adjust their vocabulary and level of politeness and formality in intercultural interactions, for example, özür dilerim/affınıza sığınırım, naber(nbr)/nasılsın. Students explain why languages and culture change over time, including the impact of education, new technologies, changing values and intercultural exchange. They explain the reciprocal and evolving nature of the relationship between language and culture.

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 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 frames impacts continually on the process of identity construction. The role of language is central to this process and is reflected in the degree to which learners define themselves as members of language communities, how they position themselves in relation to peer groups, choices they make in relation to linguistic and social practices. These processes are fluid and context-responsive and impact on learners' engagement with both Turkish and English language learning.

Turkish language learning and use

This is a period of language exploration, vocabulary expansion and experimentation with different modes of communication, for example, digital and hypermedia, collaborative performance and group discussions. Greater control of language structures and systems increases confidence and interest in communicating in a wider range of contexts. Learners use 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 greater degree of self-correction and repair. They reference the accuracy of their written language against a stronger frame of grammatical and systems knowledge. They demonstrate understanding of language variation and change, and of how intercultural experience, technology, media and globalisation influence language use and forms of communication.

Contexts of interaction

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

Texts and resources

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

Features of Turkish language use

Learners extend their grammatical knowledge to a range of forms and functions that give them control of more complex elements of text construction and word formation. They analyse functions of affixation through the identification of adverbial, adjectival and noun phrases, for example, by recognising how some adverbs derived from verbs and adverbial phrases modify time and manner of action, for example, the adverb *-erek/-arak*, as in *Koşarak geldi, gülererek gitti*; adding the suffix *-ca* to the adjective as in *dikkatlice* and *hızlıca*. They analyse the use of optative endings, *-(y)eyim*, *-(y)elim*, *-(y)in* and *-sin* in first person, for example, *alayım*, *alalım*, *alın*; and *alsın* in different tenses and in sentences to express a request; and distinguish between the use of the progressive form *-(i)yor* and the simple present *-(i)r* and past tense *-d(i)* of verbs that describe actions and the evidential past perfect tense *-miş*, as in, *gelmiş* and *gitmiş* and *uyuyormuş*. Their vocabulary knowledge expands to include more abstract words and specialised vocabulary drawn from other learning areas or areas of wider personal interest. Textual knowledge and capability are strengthened through maintaining a balance between activities which focus on language forms and structures, and communicative learning experiences and performance. Learners recognise, analyse and construct different types of texts for different purposes and audiences. Task characteristics and conditions at this level are more complex and challenging, involving collaborative as well as independent language planning and performance, and development and strategic use of language and cultural resources. Elements of learning experiences involve interpreting, creating, evaluating and performing. Text types 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 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 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 intercultural appropriate ways.

Level of support

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

The role of English

Learners and teachers use Turkish as the primary medium of interaction in language-oriented and content-oriented tasks. English is sometimes used for comparative analysis and for discussion or explanation that involve concepts more easily articulated in English. Learners are supported to reflect on the different roles English and Turkish play in their academic work and in their conceptual development

Year 9 and 10 Content Descriptions

Year 9 and 10 Content Descriptions	
Communicating	Understanding
Socialising Exchange ideas, opinions and aspirations, comparing views, preferences and responses to different experiences, noting commonalities and differences. [Key concepts: values, environment, social worlds, aspirations; Key processes: discussing, comparing] Participate in activities that involve taking action, transacting, problem-solving, negotiating and managing different opinions and perspectives. [Key concepts: action, awareness, problem-solving; Key processes: planning, designing, transacting, discussing] Ask and respond to questions that invite reflection, analysis and comparison of experiences, for example, as learners and users of Turkish in and out of school. [Key concepts: meaning, analysis, language learning; Key processes: elaborating, responding, comparing, recording, evaluating]	Systems of Language Understand regular and irregular elements of spoken and written Turkish, and use elements such as affixation and compound patterns to produce complex phrases and elaborated texts and to participate in extended interactions. [Key concepts: stress, register, emphasis, pace, mode; Key processes: understanding, experimenting, identifying] Analyse how grammatical elements, such as rules of agglutination and cohesive devices, impact on more complex elements of text construction and word formation, such as mood, register and tense variation. [Key concepts: agglutination, affixation, tense, action; Key processes: identifying, analysing, explaining] Know how to construct different types of texts to suit different contexts, purposes and audiences, incorporating appropriate cultural and contextual elements. [Key concepts: genre, context, audience; Key processes: composing, identifying, analysing]
Informing Research, synthesise and evaluate information on a selected subject from a range of perspectives and sources, identifying how culture and context affect how information is presented. [Key concepts: perspective, context, culture; Key processes: comparing, analysing, explaining] Present information related to social and cultural issues or events of interest to their peer group, using different modes and formats to capture different perspectives. [Key concepts: lifestyle, text production, perspective; Key processes: composing, summarising, presenting]	Language variation and change Understand that variations in the use of spoken and written Turkish relate to social roles, communities and contexts, and consider how and why these differ from similar variations in the use of Australian English. [Key concepts: variation, culture, register, values; Key processes: identifying, explaining, distinguishing] Understand that Turkish and other languages and cultures continuously change over time, identifying influences such as education, changing values, new technologies and intercultural exchange. [Key concepts: change, time, context, attitude; Key processes: investigating, exemplifying, identifying, analysing] Role of language and culture Explore how the Turkish language and associated cultures, like all languages and cultures, are interrelated, how they shape and are shaped by each other in ways that change over time. [Key concepts: interdependence, influence, change; Key processes: tracking, analysing, comparing, discussing]
Creating Analyse how expressive and imaginative texts create aesthetic, humorous or emotional effects in ways that reflect cultural influence. [Key concepts: humour, effect, mood, composition; Key processes: analysing, comparing, narrating; Key text types: film, poetry, drama, carpets] Create a range of imaginative or expressive texts that reflect elements of their experience of living in Turkish- and English-speaking communities, and using language for humorous or emotive effect. [Key concepts: expression, emotion, experience, culture; Key processes: creating, performing, expressing; Key text types: drama, poem, song, speech]	
Translating Compare translations of familiar Turkish texts, such as community notices or literary texts, considering factors that may have influenced the translation from one language to the other. [Key concepts: translation, meaning, expression; Key processes: translating, analysing, comparing, evaluating] Create glossaries and annotations in English that provide explanations for cultural and contextual references in contemporary and traditional Turkish texts. [Key concepts: expression, culture, religion, lifestyle; Key processes: identifying, explaining, researching, interpreting]	
Reflecting Reflect on their language choices and styles of communicating when interacting with speakers of different languages, identifying strategies that assist in intercultural communication. [Key concepts: intercultural communication/miscommunication, responsibility, repair; Key processes: comparing, reflecting, monitoring, explaining] Reflect on the relationship between language, culture and identity and on how this shapes and reflects ways of thinking and communicating. [Key concepts: identity formation, culture, intercultural experience; Key processes: reflecting, describing, analysing]	