

**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.

**Foundation to Year 2 Achievement Standard**

By the end of Year 2, students interact with the teacher and peers to share information about themselves and to exchange greetings, for example, Merhaba! Günaydın! Tünaydın! İyi günler! İyi akşamlar! İyi geceler! Hoşça kal! Güle güle! Hoş geldiniz! Hoş bulduk! They describe familiar objects and experiences that are important to them, for example, Benim bir köpeğim var. Onun adı Minnoş. Benim en sevdiğim oyuncak, Bugün benim doğum günüm, and compare likes and dislikes, for example, Ben çileği çok severim, Ben elmayı hiç sevmem. They use repetitive language when participating in guided activities and use movement, gestures, pictures and objects to support meaning-making, for example, by singing and performing actions to songs such as Mini mini bir kuş donmuştu. They respond to familiar classroom routines, such as the opening and closing of lessons, and transition activities. They interact in classroom routines, by following instructions, for example, Ayağa kalkın! Oturun! Konuşmak için elinizi kaldırın! Sıraya girin! Defterlerinizi açın, Tabletlerinizin ekranını açın, and taking turns. When interacting, they reproduce the sounds of Turkish and use intonation to distinguish between questions, statements and exclamations, for example, Geliyor musun? / Geliyorsun / Gelsene! They locate key words and information in simple spoken and written texts, such as names of people, places, or categories of objects, for example, meyveler, sebzeler, evcil hayvanlar, çiftlik hayvanları, vahşi hayvanlar, and convey factual information about themselves, their family, friends and experiences, using gestures, support materials and simple statements such as Bugün ben en sevdiğim oyuncuğayı tanıtacağım. They respond to imaginative experiences through singing, drawing, movement and action, and create and perform simple imaginative texts, such as adaptations to Turkish songs, puppet performances and texts such as Keloğlan stories, using familiar language and non-verbal forms of expression. Students use vocabulary related to familiar contexts, for example, anne, kitap, kedi, and cognates, such as ev, okul, aile, hayvanlar. They use simple sentences with appropriate word order to communicate information about themselves. Students translate the meaning of Turkish words, phrases and gestures used in everyday contexts and situations, and create simple print or digital texts that use both Turkish and English. They identify differences in the ways they communicate and behave in Turkish- and English-speaking contexts, and identify themselves as members of different groups, including the Turkish class and their family and community.

Students identify the sounds of the Turkish language and Turkish spellings of specific phonemes, for example, /ı/, /ö/, /ü/, /ç/, /ğ/, /ş/. They identify parts of speech and basic rules of word order in simple sentences. They identify similarities and differences in features and structures of different types of familiar texts. They provide examples of different words, expressions and gestures that are used by speakers of Turkish to address and greet people in different contexts and situations. They identify words and expressions that different languages, including Turkish, have borrowed from each other. They identify how ways in which people use language reflect where and how they live and what is important to them.

**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.

## Foundation to Year 2 Level Description

### The nature of the learners

Children in this pathway enter the early years of schooling with established oracy skills in Turkish, English and sometimes other languages or dialects. There will be variation in terms of proficiency in Turkish depending on variables such as home language environment, generational language shift and parental cultural and linguistic background. Children will have varying degrees of literacy capability in both/either Turkish and/or English, and share the experience of belonging to worlds in which languages play a key role. Cognitive and social development at this stage is exploratory and egocentric. The curriculum builds on children's interests, sense of enjoyment and curiosity, with an emphasis on active learning and confidence building. Turkish is learnt in parallel with English language and literacy, which for some children will be being learned as a second or additional language. Learning in the two areas differs significantly but each supports and enriches the other.

### Turkish language learning and use

Rich language input characterises the first stages of learning. Children are familiar with the sounds and patterns of Turkish and their fluency and accuracy is further developed through activities such as rhymes, songs, clapping and action games. Children identify and use high-frequency sentences and phrases, and recognise the purpose and intention of simple texts. They use culturally appropriate non-verbal strategies, and produce statements and expressions in response to prompts and cues. They are supported to use Turkish for different language functions, such as asking and responding to questions, expressing wishes, responding to directions, and taking turns in games and simple shared learning activities. They notice differences between the languages they know and use, and differences in how they communicate in some situations when using Turkish or English. Creative play provides opportunities for exploring these differences and for using Turkish for purposeful interaction in some less familiar contexts.

### Contexts of interaction

Children interact with one another and the teacher, with some access to wider school and community members. Information and communications technology (ICT) resources provide additional access to Turkish language and cultural experience, connecting children's social worlds with those of Turkish-speaking children in communities other than their own. Turkish is the dominant language used in classroom interactions, routines and activities, supported by the use of English when required. The early stage of language and literacy development is supported by use of concrete materials and resources, gestures and body language. Play and imaginative activities, games, music, movement and familiar routines provide essential scaffolding and context for language development.

### Texts and resources

Children engage with a variety of spoken, visual, written and digital texts. They listen and respond to teacher talk, share ideas and join in songs, rhymes, stories and chants, and various forms of play and conversational exchanges. Written and digital texts include stories, shared Big Books, walls charts and teacher-generated materials, such as games, labels, captions and flashcards.

### Features of Turkish language use

Children's familiarity with the spoken form of Turkish supports their introduction to the written form of the language. They become familiar with the Turkish alphabet and writing conventions, and are introduced to the sound–letter correspondence of the 21 consonants and eight vowels that make up the alphabet. Writing skills progress from labelling and copying high-frequency words to co-constructing simple texts using familiar vocabulary, language features and structures such as subject–object–verb word order. They apply this order to simple statements, imperatives and questions such as *Ali gel. Ali okula gel. Ali okula geldi. Ali okula geldi mi?* They learn to describe things, such as colour, *mavi*, size, *büyük/küçük*, and shape, *üçgen*, and recognise that adjectives come before nouns. They use cardinal numbers such as *bir-yüz* and ordinal numbers such as *birinci, ikinci*, and use the ending *-ler/-lar* to express plurality with countable nouns such as *çocuklar, ördekler*. They form affirmative and negative responses, such as *evet, hayır, değil, doğru, yanlış*, and use simple suffixes and subject and possessive pronouns, for example, *ben/benim, sen/senin, o/onun* and *evim/evimiz, evin/eviniz, evi/evleri*. They describe actions using simple verbs, such as *otur, kalk, elini kaldır, koş, yürü, gel, git, oku, yaz*. As children learn to adjust language to suit different purposes and situations, they begin to understand how culture shapes language use. They are supported to talk about differences and similarities they notice between Turkish, English and other languages they know, and also between cultural behaviours and ways of communicating. They talk about how they feel when they use different languages, and how they view different languages and the people who use them. This introduction to the *meta-* dimension of intercultural learning develops the ability to 'decentre', to consider different perspectives and ways of being, and to become aware of themselves as communicators and cultural participants.

### Level of support

Learning is supported via the provision of experiences which are challenging but achievable with appropriate scaffolding and support. This involves modelling, monitoring and moderating by the teacher; provision of multiple and varied sources of input; opportunities for revisiting, recycling and reviewing; and continuous cueing, feedback, response and encouragement.

### The role of English

While learners are encouraged to use Turkish whenever possible, English is used, when appropriate, for discussion, comparison, reflection and explanations. Mixing the two languages is common at this level and reflects children's experience in their home communities.

## Foundation to Year 2 Content Descriptions

Communicating	Understanding	
<p><b>Socialising</b> Interact with the teacher and with peers to exchange greetings and share information about themselves, noticing ways of using language that are similar or different at home and at school. [Key concepts: self, family, home; Key processes: interacting, greeting, describing]</p> <p>Participate in guided activities such as songs, games, tasks and transactions, using movement, gestures, pictures and concrete materials to support meaning-making. [Key concepts: play, performance, action learning; Key processes: participating, playing, describing]</p> <p>Recognise and respond to familiar classroom routines, such as the opening and closing of lessons, transition activities, following instructions and taking turns. [Key concepts: routines, directions, interactions; Key processes: responding, requesting, participating]</p> <p><b>Informing</b> Locate key phrases and points of information in simple texts such as messages, announcements, charts, lists or illustrated reference materials, and use the information to complete guided oral and written tasks. [Key concepts: information, meaning, context; Key processes: identifying, matching, creating]</p> <p>Convey factual information about themselves, their family, friends and experiences using simple phrases, gestures and support materials. [Key concepts: family, community, interests; Key processes: presenting, describing]</p>	<p><b>Creating</b> Listen to, view and participate in readings of stories, rhymes or action songs, and respond through singing, drawing, gesture and action. [Key concepts: story, imagination, response; Key processes: participating, responding, performing; Key text types: story, puppetry, rhyme]</p> <p>Express imaginative experience in stories, songs, rhymes and puppet performances using sound patterns, familiar language and non-verbal forms of expression. [Key concepts: character, rhythm, imagination; Key processes: composing, performing, presenting; Key text types: story, songs, rhymes]</p> <p><b>Translating</b> Explain in English the meaning of everyday Turkish words, phrases and gestures, noticing which are similar or different to equivalent words in English or other known languages. [Key concepts: translation, meaning, similarity, difference; Key processes: noticing, translating, comparing, explaining]</p> <p>Create simple bilingual print or digital texts, such as captioned picture dictionaries, wall charts, labels for the classroom or ID cards. [Key concepts: meaning, code; Key processes: comparing, matching, translating]</p> <p><b>Reflecting</b> Notice how using Turkish and English involves some different ways of communicating and behaving. [Key concepts: communication, culture, self, difference; Key processes: noticing, comparing]</p> <p>Identify themselves as members of different groups, including their family, community and school, using simple statements, gestures and support materials. [Key concepts: self, family, community, communication; Key processes: identifying, describing]</p>	<p><b>Systems of Language</b> Recognise and reproduce the sounds and spellings of Turkish-specific phonemes, /ı/, /ğ/, /ö/, /ü/ /ş/ and /ç/ and make connections between spoken language, alphabetic elements and written forms of the language. [Key concepts: pronunciation, letters, sounds; Key processes: listening, distinguishing, reciting]</p> <p>Recognise parts of speech and frequently used words in familiar contexts and understand the basic rules of word order in simple sentences. [Key concepts: sentences, grammar, patterns; Key processes: recognising, naming, applying]</p> <p>Understand that language is organised as 'texts' that take different forms and use different structures to achieve their purposes. [Key concepts: text, meaning; Key processes: recognising, selecting]</p> <p><b>Language variation and change</b> Recognise that different words, expressions and gestures are used by speakers of Turkish to address and greet people in different contexts and situations. [Key concepts: variation, context, relationship; Key processes: noticing, comparing, adapting]</p> <p>Recognise that different languages, including Turkish, borrow words and expressions from each other. [Key concepts: language change, word borrowing; Key processes: noticing, comparing, identifying]</p> <p><b>Role of language and culture</b> Understand that people use language in ways that reflect their culture, such as where and how they live and what is important to them. [Key concepts: culture, meaning, language; Key processes: noticing, identifying, explaining]</p>