

# The Australian Curriculum

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# The Australian Curriculum Languages

## Overview

### Introduction

The **Australian Curriculum: Languages** is designed to enable all students to engage in learning a language in addition to English. The design of the Australian Curriculum: Languages recognises the features that languages share as well as the distinctiveness of specific languages.

There are aspects of the curriculum that pertain to all languages. The key concepts of language, culture and learning, as described in the **Shape of the Australian Curriculum: Languages**, underpin the learning area. They also provide the basis for a common rationale and set of aims for all languages.

The Australian Curriculum: Languages includes language-specific curricula for world languages and a **Framework for Aboriginal Languages and Torres Strait Islander Languages**.

### Language specificity

The curriculum content and achievement standards are different for each specific language because of inherent differences in the languages themselves.

Each language has its own distinctive structure, systems, conventions for use, related culture(s), place in the Australian and international communities, as well as its own history in Australian education.

### Diversity of language learners

Understanding who learners are, as language learners and as young people, is the starting point for developing their language learning. An increasingly varied range of students now study languages in Australian classrooms. The changing pattern of migration to Australia is extending the range of languages students bring with them to school. Education systems seek to provide for this diversity of language background and for the fact that languages classrooms include students with varying degrees of experience of and proficiency in the language being learnt, as well as their particular affiliations with additional languages.

Learners come to learning languages with diverse linguistic, cultural and personal profiles, bringing distinctive biographies which include individual histories; biographies; previous experiences of and relationships with the target language and particular motivations, expectations, and aspirations.

As unique, social and cultural beings, students interpret the world and make sense of their experiences through their own social and cultural traditions, understanding and values.

Learners of languages in Australia comprise three major groups:

- second language learners
- background language learners
- first language learners.

**Second language learners** are those who are introduced to learning the target language at school as an additional, new language. The first language used before they start school and/or the language they use at home is not the language being learnt.

**Background language learners** are those who may use the language at home, not necessarily exclusively, and have varying degrees of knowledge of and proficiency in the language being learnt. These learners have a base for literacy development in the language.

**First language learners** are users of the language being learnt who have undertaken at least primary schooling in the target language. They have had their primary socialisation as well as initial literacy development in that language and use the target language at home. For Aboriginal languages and Torres Strait Islander languages, first language learners are learners whose primary socialisation is in the language being learnt and who may or may not have yet developed initial literacy.

Within each of these groups, there are differences in proficiency in the language being learnt. It is acknowledged that the span of language experiences of background learners is particularly wide, and learners in this group are likely to have quite diverse affiliations with the target language. Nevertheless, for pragmatic reasons, it is not feasible to identify further groupings.

A framework is being developed for Aboriginal languages and Torres Strait Islander languages that caters for different learner pathways that also take into account the state of the particular language involved.

## 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.

## 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.

## Diagram 1: Relationship between strands and sub-strands

The following table provides a brief description of each of the strands and sub-strands.

Strand	Sub-strand	Description
<b>Communicating:</b> <i>Using language for communicative purposes in interpreting, creating and exchanging meaning.</i>	1.1 Socialising	Interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action.
	1.2 Informing	Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; developing and applying knowledge.
	1.3 Creating	Engaging with imaginative experience by participating in, responding to and creating a range of texts, such as stories, songs, drama and music.
	1.4 Translating	Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others.
	1.5 Reflecting	Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity.
<b>Understanding:</b> <i>Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.</i>	2.1 Systems of language	Understanding language as a system, including sound, writing, grammatical and textual conventions.
	2.2 Language variation and change	Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place.
	2.3 The role of language and culture	Analysing and understanding the role of language and culture in the exchange of meaning.

## Student diversity

ACARA is committed to the development of a high-quality curriculum that promotes excellence and equity in education for all Australian students.

All students are entitled to rigorous, relevant and engaging learning programs drawn from the Australian Curriculum: Languages. Teachers take account of the range of their students' current levels of learning, strengths, goals and interests and make adjustments where necessary. The three-dimensional design of the Australian Curriculum, comprising learning areas, general capabilities and cross-curriculum priorities, provides teachers with flexibility to cater for the diverse needs of students across Australia and to personalise their learning.

More detailed advice for schools and teachers on using the Australian Curriculum to meet diverse learning needs is available under Student Diversity on the Australian Curriculum website.

### **Students with disability**

The *Disability Discrimination Act 1992* and the *Disability Standards for Education 2005* require education and training service providers to support the rights of students with disability to access the curriculum on the same basis as students without disability.

Many students with disability are able to achieve educational standards commensurate with their peers, as long as the necessary adjustments are made to the way in which they are taught and to the means through which they demonstrate their learning.

In some cases curriculum adjustments are necessary to provide equitable opportunities for students to access age-equivalent content in the Australian Curriculum: Languages. Teachers can draw from content at different levels along the Foundation to Year 10 sequence. Teachers can also use the extended general capabilities learning continua in Literacy, Numeracy and Personal and social capability to adjust the focus of learning according to individual student need.

### **English as an additional language or dialect**

Languages play a crucial role in the educational experience of students and in the curriculum as a whole. Given the diversity of students in Australian education, it is important to recognise that a range of languages is used either as part of the formal curriculum or as part of learners' socialisation within and outside the school.

Learners bring their first language or languages as the one(s) they use for their initial socialisation in their family or community. For the majority, this is English. For many, it can be a range of different languages. Learners also encounter the language or languages of instruction at school. For most in Australia, this is English. For many students in Australia, the language of instruction is not the same as their first language. These students may learn through English as an additional language/dialect (EALD) programs.

In contemporary understandings of language acquisition, development and learning all the languages learners experience in their socialisation and education form part of learners' distinctive linguistic and cultural repertoires. These are variously developed by both the experience of schooling and broader social community experience. These repertoires are an integral part of learners' identities and what they bring to the learning of additional languages as part of the languages learning area within the school curriculum.

While the curriculum for languages primarily addresses the learning of languages, this learning cannot be separated from the development of learners' more general communicative repertoires. It is through such a relational and holistic approach to languages education that learners develop their capabilities in knowing and using multiple languages. Learners extend their communicative and conceptual development, learning and identity formation.

In various kinds of bilingual programs, students are afforded an opportunity to learn through the medium of English and another language (learners' first or additional language). These programs are of particular value in ensuring learners continue to develop at least two languages that are of value to them. They are of value to both their conceptual development and learning and to their identity formation.

Aboriginal and Torres Strait Islander communities recognise the importance of literacy to their children. They support literacy education programs that are founded on establishing literacy in their children's first language. These are the Aboriginal and Torres Strait Islander languages their communities use. Literacy in English is regarded as concomitant on first establishing students' literacy in their first language. Although most bilingual programs in Aboriginal and Torres Strait Islander languages are designed to help students' transition into learning in English, their fundamental value is in the development of bilingual literacy. Strengthening the bilingual literacy of Aboriginal and Torres Strait Islander students can significantly contribute to improving their overall academic achievement and success.

A national ***English as an Additional Language or Dialect: Teacher Resource*** has been developed to support teachers in making the Australian Curriculum: Foundation – Year 10 in each learning area accessible to EALD students.

### **Gifted and talented students**

Teachers can use the Australian Curriculum: Languages flexibly to meet the individual learning needs of gifted and talented students.

Teachers can enrich learning by providing students with opportunities to work with learning area content in more depth or breadth; emphasising specific aspects of the general capabilities learning continua (for example, the higher order cognitive skills of the Critical and creative thinking capability); and/or focusing on cross-curriculum priorities. Teachers can also accelerate student learning by drawing on content from later levels in the Australian Curriculum: Languages and/or from local state and territory teaching and learning materials.

### **General capabilities**

In the Australian Curriculum, general capabilities encompass knowledge, skills, behaviours, and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will enable students to live and work successfully in the 21st century.

There are seven general capabilities:

- literacy
- numeracy
- information and communication technology (ICT) capability
- critical and creative thinking
- personal and social capability
- ethical understanding
- intercultural understanding.

In the Australian Curriculum: Languages, general capabilities are identified wherever they are developed or applied in content descriptions.

They are also identified where they offer opportunities to add depth and richness to student learning through content elaborations. Icons indicate where general capabilities have been identified in languages content. Teachers may find further opportunities to incorporate explicit teaching of the capabilities, depending on their choice of activities.

Detailed descriptions and elaborations of each of the general capabilities and the way these capabilities may be developed, including learning continua, can be found in the Australian Curriculum website: [www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au)

### **Literacy**

Learning languages develops overall literacy. It is in this sense ‘value added’, strengthening literacy-related capabilities that are transferable across languages, both the language being learnt and all other languages that are part of the learner’s repertoire. Languages learning also strengthens literacy-related capabilities across domains of use, such as the academic domain and the domains of home language use, and across learning areas.

Literacy development involves conscious attention and focused learning. It involves skills and knowledge that need guidance, time and support to develop. These skills include the:

- ability to decode and encode from sound to written systems
- the learning of grammatical, orthographic and textual conventions
- development of semantic, pragmatic and interpretative, critical and reflective literacy skills.

Literacy development for second language learners is cognitively demanding. It involves these same elements but often without the powerful support of a surrounding oral culture and context. The strangeness of the additional language requires scaffolding. In the language classroom, analysis is prioritised alongside experience. Explicit, explanatory and exploratory talk around language and literacy is a core element. Learners are supported to develop their own meta-awareness, to be able to think and talk about how the language works and about how they learn to use it. Similarly, for first language learners, literacy development that extends to additional domains and contexts of use requires comparative analysis that extends literacy development in their first language and English.

## **Numeracy**

Learning languages affords opportunities for learners to use the target language to develop skills in numeracy, to understand, analyse, categorise, critically respond to and use mathematics in different contexts. This includes processes such as using and understanding patterns, order and relationships to reinforce concepts such as number, time or space in their own and in others’ cultural and linguistic systems.

## **Information and communication technology (ICT) capability**

Learning languages is enhanced through the use of multimodal resources, digital environments and technologies in the target language. Accessing live target language environments and texts via digital media contributes to the development of information technology capabilities as well as linguistic and cultural knowledge. Accessing different real-time contexts extends the boundaries of the classroom.

## **Critical and creative thinking**

In learning a language, students interact with people and ideas from diverse backgrounds and perspectives, which enhances critical thinking, reflection and encourages creative, divergent and imaginative thinking. By learning to notice, connect, compare and analyse aspects of the target language, students develop critical, analytic and problem-solving skills.

## **Personal and social capability**

Interacting effectively in an additional language and with people of diverse language backgrounds involves negotiating and interpreting meaning in a range of social and cultural situations. This involves understanding and empathising, which are important elements of social and intercultural competence. Being open-minded and recognising that people view and experience the world in different ways, and learning to interact in a collaborative and respectful manner are key elements of personal and social competence.

## **Ethical understanding**

When learning another language, students are taught explicitly to acknowledge and value difference in their interactions with others and to develop respect for diverse ways of perceiving and acting in the world. Opportunities are provided to monitor and to adjust their own ethical points of view. In learning Aboriginal and Torres Strait Islander languages, students should consider appropriate ethical behaviour in terms of engaging with the owners and custodians of the languages. Similar consideration is required when interpreting and translating or when collecting and analysing primary research data.

## **Intercultural understanding**

The development of intercultural understanding is a central aim of learning languages, as it is integral to communicating in the context of diversity, the development of global citizenship and lifelong learning. Students bring to their learning various preconceptions, assumptions and orientations shaped by their existing language(s) culture(s) to their learning that can be challenged by the new language experience. Learning to move between the existing and new languages and cultures is integral to language learning and is the key to the development of students' intercultural capability. By learning a new language, or learning to use an existing language in new domains and contexts, students are able to notice, compare and reflect on things previously taken for granted; to explore their own linguistic, social and cultural practices as well as those associated with the target language. They begin to see the complexity, variability and sometimes the contradictions involved in using language.

Learning a new language does not require forsaking the first language. It is an enriching and cumulative process, which broadens the learners' communicative repertoire, providing additional resources for interpreting and making meaning. Learners come to realise that interactions between different people through the use of different languages also involves interactions between the different kinds of knowledge, understanding and values that are articulated through language(s) and culture(s). They realise that successful intercultural communication is not only determined by what they do or say, but also by what members of the other language and culture understand from what they say or do.

## **Cross-curriculum priorities**

The Australian Curriculum gives special attention to three cross-curriculum priorities:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- sustainability.

The cross-curriculum priorities are embedded in the curriculum and will have a strong but varying presence depending on their relevance to each of the learning areas.

### **Aboriginal and Torres Strait Islander histories and cultures**

Aboriginal and Torres Strait Islander communities are strong, rich and diverse. Aboriginal and Torres Strait Islander identity is central to this priority. It is intrinsically linked to living and learning in Aboriginal and Torres Strait Islander communities, deep knowledge of traditions and holistic world view.

A conceptual framework based on Aboriginal and Torres Strait Islander peoples' unique sense of identity has been developed as a tool for embedding Aboriginal and Torres Strait Islander histories and cultures within the Australian curriculum. This sense of identity is approached through the interconnected concepts of Country/Place, people and culture. Embracing these elements enhances all areas of the curriculum.

The Aboriginal and Torres Strait Islander priority provides opportunities for all learners to deepen their knowledge of Australia by engaging with the world's oldest continuous living cultures. This knowledge and understanding will enrich their ability to participate positively in the evolving history of Australia.

A direct way of learning about and engaging with diverse Aboriginal and Torres Strait Islander communities is to learn an Aboriginal language and/or a Torres Strait Islander language. There is an inseparable connection between Aboriginal languages and Torres Strait Islander languages and land/sea, Country/Place, the environment, fauna and flora. Aboriginal and Torres Strait Islander histories and cultures are an integral part of the learning of Aboriginal languages and Torres Strait Islander languages.

In learning all languages, there is a scope for making interlinguistic and intercultural comparisons across languages, including Aboriginal and Torres Strait Islander languages, to develop understanding of concepts related to the linguistic landscape of Australia and to the concepts of language and culture in general.

### **Asia and Australia's engagement with Asia**

In the Australian Curriculum: Languages, the cross-curriculum priority of Asia and Australia's engagement with Asia enables the development of rich and engaging content and contexts for developing students' capabilities to engage with the languages and cultures of Asia and of people of Asian heritage within Australia.

The Australian Curriculum: Languages enables students to learn the languages of the Asian region, learning to communicate and interact in interculturally appropriate ways, exploring concepts, experiences and perspectives from within and across Asian cultures.

In the languages learning area, students develop an appreciation for the place of Australia within the Asian region, including the interconnections of languages and cultures, peoples and communities, histories and economies. Students learn how Australia is situated within the Asian region, how our national linguistic and cultural identity is continuously evolving both locally, regionally and within an international context.

### **Sustainability**

In the Australian Curriculum: Languages, the priority of sustainability provides a context for developing students' capability to communicate ideas, understanding and perspectives on issues and concepts related to the environment.

The Australian Curriculum: Languages contributes to students' capabilities to investigate, analyse and communicate concepts and understandings related to sustainability in broad contexts, and to advocate, generate and evaluate actions for sustainable futures. Within each language, students engage with a range of texts focused on concepts related to sustainability.

These include:

- environment
- conservation
- social and political change
- linguistic and cultural ecologies
- change, both within the target language and culture, and across languages and cultures in general.

In this way, students develop knowledge, skills and understanding about sustainability within particular cultural contexts. This is crucial in the context of national and international concerns about, for example, climate change, food shortages and alternative ways of caring for land and agriculture. Through developing a capability to interact with others, negotiating meaning and mutual understanding respectfully and reflecting on communication, students learn to live and work in ways that are both productive and sustainable.

Learning Aboriginal languages and Torres Strait Islander languages contributes to the global effort to exchange knowledge among people with varied practices in caring for the land. It also contributes to the reconciliation process in Australia and goals for language revival.

## Glossary

### abstract symbols

can include: speech, sign language, Braille, alphabet, whole words, pictographs and line drawings

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### Accent

A manner of pronunciation of a language which marks speakers as belonging to identifiable categories such as geographical or ethnic origin, social class or generation.

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### Accent marks

Marks placed on a letter to indicate pronunciation, stress or intonation, or to indicate a different meaning or different grammatical usage for the word within which they appear. For example, *résumé*, *piñata*, *ou/òu*.

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### Accuracy

Production of structurally correct forms of the target language.

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### Adjective

A word that modifies or describes a noun or pronoun. For example, *astonishing* in *an astonishing discovery*.

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### Adverb

A word class that may modify or qualify a verb, an adjective or another adverb. For example, *beautifully* in *she sings beautifully*; *really* in *he is really interesting*; *very* and *slowly* in *she walks very slowly*.

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### Adverbial

A word or group of words that functions as an adverb.

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### adverbs

a word class that may modify a verb (for example, 'beautifully' in 'She sings beautifully'), an adjective (for example 'really' in 'He is really interesting') or another adverb (for example 'very' in 'She walks very slowly'). In English many adverbs have an -ly ending.

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**Aesthetic**

Relates to a sense of beauty or appreciation of artistic expression.

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**Alliteration**

A recurrence of the same consonant sounds at the beginning of words in close succession (for example, ripe, red raspberry)

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**Audience**

Intended readers, listeners or viewers.

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**audiences**

the intended group of readers, listeners or viewers that the writer, designer, filmmaker or speaker is addressing

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**Authentic (texts/materials)**

Texts or materials produced for 'real-life' purposes and contexts as opposed to being created specifically for learning tasks or language practice.

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**Author**

A composer or originator of a work (for example, a novel, film, website, speech, essay, autobiography).

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**behaviours that are not intentionally directed at another person**

can include vocalising, turning away, startling, relaxing, frowning, smiling, blinking. The meaning of these behaviours is reliant on a communication partner interpreting and attributing meaning to them.

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**Bilingualism**

An ability to use two or more languages.

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**Biography**

A detailed account of an individual's life; a text genre that lends itself to different modes of expression and construction. In the context of intercultural language learning, the concept of biography can be considered in relation to identity, to the formation of identity over time, and to the understanding that language is involved in the shaping and expressing of identity.

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## Character components

Individual elements of a written character which have a separate linguistic identity.

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### Characters

- (i) graphic symbols used in writing in some languages
  - (ii) assumed roles in dramatic performance
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### Clause

A grammatical unit that contains a subject and a predicate (verb) and expresses the complete proposition.

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### clauses

a grammatical unit that refers to a happening or state (for example, 'The netball team won' [happening], 'The cartoon is an animation' [state]). A clause usually contains a subject and a verb group/phrase (for example, 'The team [subject] has played [verb group/phrase] a fantastic game'), which may be accompanied by an object or other complements (elements that are closely related to the verb – for example, 'the match' in 'The team lost the match') and/or adverbials (for example, 'on a rainy night' in 'The team won on a rainy night').

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### CLIL

Content and language integrated learning. An approach to learning content through an additional language.

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### Code-switching

A use of more than one language in a single utterance. For example, *Papa, can you buy me a panini, please?* A common feature of bilingual and multilingual language use.

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### Cognates

Similar or identical words which have shared origins. For example, *father* (English), *Vater* (German) and *pater* (Latin) have a shared origin. *Gratitude* (English) and *gratitud* (Spanish) are both derived from *gratitudo* (Latin). English *ship* and *skiff* share the same Germanic origin.

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## Cohesion

Grammatical or lexical relationships that bind different parts of a text together and give it unity. Cohesion is achieved through various devices such as connectives, ellipses and word associations. These associations include synonyms, antonyms (for example, *study/laze about*, *ugly/beautiful*), repetition (for example, *work, work, work – that's all we do!*) and collocation (for example, *friend* and *pal* in, *My friend did me a big favour last week. She's been a real pal.*)

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### cohesion

grammatical or lexical relationships that bind different parts of a text together and give it unity. Cohesion is achieved through various devices such as connectives, ellipses and word associations (sometimes called lexical cohesion). These associations include synonyms, antonyms (for example, 'study/laze about', 'ugly/ beautiful'), repetition (for example, 'work, work, work – that's all we do!') and collocation (for example, 'friend' and 'pal' in, 'My friend did me a big favour last week. She's been a real pal.')

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### Collocation

Words that typically occur in close association and in particular sequence. For example, *salt and pepper* rather than *pepper and salt* and *ladies and gentlemen* rather than *gentlemen and ladies*.

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## Communication

A mutual and reciprocal exchange of meaning.

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### Communicative competence

An acquired capability to understand and interact in context using the target language (TL). Defined by the use of appropriate phonological, lexical, grammatical, sociolinguistic and intercultural elements.

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### Complex sentence

A sentence with more than one clause. In the following examples, the subordinate clauses are indicated by square brackets: *I took my umbrella [because it was raining]; The man [who came to dinner] is my brother.*

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### complex sentence

has one or more subordinate clauses. In the following examples, the subordinate clauses are indicated by square brackets: 'I took my umbrella [because it was raining].'; '[Because I am studying for an exam], my time is limited.'; and 'The man [who came to dinner] is my brother.'

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## Complexity

A degree to which language use is complex as opposed to simple. Elements of language complexity include:

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## Composing

A process of producing written, spoken, graphic, visual or multi-modal texts. It includes:

It also includes applying knowledge and control of language forms, features and structures required to complete the task.

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## Compound sentence

A sentence with two or more main clauses of equal grammatical status, usually marked by a coordinating conjunction such as *or*, *and*, *but*. In the following examples, the main clauses are indicated by square brackets: *[Alice came home this morning] [but she didn't stay long]*. *[Kim is an actor]*, *[Pat is a teacher]*, *[and Sam is an architect]*.

---

## compound sentences

has two or more main clauses of equal grammatical status, usually marked by a coordinating conjunction such as 'and', 'but' or 'or'. In the following examples below, the main clauses are indicated by square brackets: '[Jill came home this morning] [but she didn't stay long].'; '[Kim is an actor]', '[Pat is a teacher]', '[and Sam is an architect]'.

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## comprehension strategies

strategies and processes used by readers to make meaning from texts. Key comprehension strategies include: activating and using prior knowledge; identifying literal information explicitly stated in the text; making inferences, based on information in the text and their own prior knowledge; predicting likely future events in a text; visualising by creating mental images of elements in a text; summarising and organising information from a text; integrating ideas and information in texts; and critically reflecting on content, structure, language and images used to construct meaning in a text.

---

## Comprehension strategies

Strategies and processes used by listeners, readers and viewers of text to understand and make meaning. These include:

- making hypotheses based on illustrations or text layout
  - drawing on language knowledge and experience (for example, gender forms)
  - listening for intonation or expression cues
  - interpreting grapho-phonetic, semantic and syntactic cues.
-

## Comprehension/comprehending

An active process of making/constructing/deciphering meaning of language input through listening, reading, viewing, touching (as in braille) and combinations of these modes. It involves different elements: decoding, working out meaning, evaluating and imagining. The process draws upon the learner's existing knowledge and understanding, text-processing strategies and capabilities; for example, inferencing or applying knowledge of text types and social and cultural resources.

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## Concrete language

A language used to refer to the perceptible and material world and to particular persons, places and objects. For example, *school, girl*; as opposed to *abstract language*, used to refer to ideas or concepts removed from the material world such as *peace, kindness, beauty*.

---

## concrete symbols

can include: whole or part of real objects; a miniature version of the real object; photographs; pictures (pictures must clearly depict the object)

---

## Conjunction

A part of speech that signals relationships between people, things, events, ideas. For example, Sophie and her mother might come and visit, or they might stay at home. The conjunction *and* links the two participants, *while* or *links* alternative options.

---

## conjunction

a word that joins other words, phrases or clauses together in logical relationships such as addition, time, cause or comparison. There are two types of conjunctions: coordinating conjunctions and subordinating conjunctions. Coordinating conjunctions are words that link words, groups/phrases and clauses in such a way that the elements have equal grammatical status. They include conjunctions such as 'and', 'or' and 'but'. Subordinating conjunctions introduce certain kinds of subordinate clauses. They include conjunctions such as 'after', 'when', 'because', 'if' and 'that'.

---

## conjunctions

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## Content

A subject matter used as a vehicle for language learning.

---

## **context**

the environment in which a text is responded to or created. Context can include the general social, historical and cultural conditions in which a text is responded to and created (the context of culture) or the specific features of its immediate environment (context of situation). The term is also used to refer to the wording surrounding an unfamiliar word that a reader or listener uses to understand its meaning.

---

## **Context**

An environment and circumstances in which a text is created or interpreted. Context can include the general social, historical and cultural conditions in which a text exists or the specific features of its immediate environment, such as participants, roles, relationships and setting. The term is also used to refer to the wording surrounding an unfamiliar word that a reader or listener uses to understand its meaning.

---

## **contexts**

the environment in which a text is responded to or created. Context can include the general social, historical and cultural conditions in which a text is responded to and created (the context of culture) or the specific features of its immediate environment (context of situation). The term is also used to refer to the wording surrounding an unfamiliar word that a reader or listener uses to understand its meaning.

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## **Convention**

An accepted language or communicative practice that has developed and become established over time. For example, use of punctuation or directionality.

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## **conventional behaviours**

can include: speech, actions, formal gesture (eg head nod, shake, wave hello/goodbye), directing others' attention and pointing.

---

## **conventions**

an accepted language practice that has developed over time and is generally used and understood (for example, use of punctuation)

---

## **create**

develop and/or produce spoken, written or multimodal texts in print or digital forms

---

## **Create**

Develop and/or produce spoken, written or multimodal texts in print or digital forms.

---

## Cues

Sources of information used to facilitate comprehension of language, that may be visual, grammatical, gestural or contextual.

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## Culture

In earlier models of language teaching and learning, *culture* was represented as a combination of literary and historical resources, and visible, functional aspects of a community group's way of life such as food, celebrations and folklore. While these elements of culture are parts of cultural experience and organisation, current orientations to language teaching and learning employ a less static model of culture. Culture is understood as a framework in which things come to be seen as having meaning. It involves the lens through which:

- people see, think, interpret the world and experience
- make assumptions about self and others
- understand and represent individual and community identity.

Culture involves understandings about 'norms' and expectations, which shape perspectives and attitudes. It can be defined as social practices, patterns of behaviour, and organisational processes and perspectives associated with the values, beliefs and understandings shared by members of a community or cultural group. Language, culture and identity are understood to be closely interrelated and involved in the shaping and expression of each other. The intercultural orientation to language teaching and learning is informed by this understanding.

---

## De-centre

A capacity to step outside familiar frames of reference, to consider alternative views, experiences and perspectives and to look critically and objectively at one's own linguistic and cultural behaviour.

---

## Decode

A process of working out the meaning of a text. Decoding strategies involve readers/listeners/viewers drawing on contextual, lexical, alphabetic, grammatical and phonic knowledge to decipher meaning. Readers who decode effectively combine these forms of knowledge fluently and automatically, using meaning to recognise when they make an error and to self-correct.

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## Dialect

A variant of a language that is characteristic of a region or social group.

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## Diaspora

A scattered population with a common origin in a smaller geographical area.

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## **Digital media**

Various platforms via which people communicate electronically.

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## **Digital texts**

Audio, visual or multimodal texts produced through digital or electronic technology. They may be interactive and include animations or hyperlinks. Examples of digital texts include DVDs, websites and e-literature.

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## **Digraph**

Two letters that represent a single sound:

- vowel digraphs have two vowels (for example, 'oo', 'ea')
  - consonant digraphs have two consonants (for example, 'sh', 'th')
- 

## **Diphthongs**

Two vowel sounds pronounced in a single syllable with the individual vowel sounds distinguished. (For example, *hour*)

---

## **Directionality**

A direction in which writing/script occurs, for example, from left to right, right to left.

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## **Encode**

A process of changing spoken language into symbols of written/digital language.

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## **Enunciation**

A clear and distinct pronunciation of language.

---

## **evaluative language**

positive or negative language that judges the worth of something. It includes language to express feelings and opinions, to make judgments about aspects of people such as their behaviour, and to assess the quality of objects such as literary works. Evaluations can be made explicit (for example, through the use of adjectives as in: 'She's a lovely girl', 'He's an awful man', or 'How wonderful!'). They can also be left implicit (for example, 'He dropped the ball when he was tackled', or 'Mary put her arm around the child while she wept').

---

## **Face**

A 'socio-dynamic' term which concerns self-delineated worth that comes from knowing one's status. Relates to concepts such as reputation, self-respect, honour and prestige. A key element of social relations in Chinese, Japanese and many other cultures.

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## **Filler**

A sound or word used in spoken conversation to signal a pause, hesitation or unfinished contribution. For example, *I went to the station...er... then I caught a train...* Frequent use of fillers characterises early stages of second language (L2) development, but proficient speakers and first language (L1) speakers also use them as an opportunity to reflect or recast.

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## **Fluency**

An ability to produce spoken or written language with appropriate phrasing, rhythm and pace. It involves the smooth flow of language, lack of hesitation or undue pausing and characterises the largely accurate use and automatism of the target language.

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## **Form-focused learning activities**

Activities designed to rehearse, practise, control and demonstrate particular language structures, forms or features. For example, drills, rehearsed role plays/dialogues, games and songs, set sequences of language patterns.

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## **Formulaic language**

Words or expressions which are commonly used in fixed patterns and learned as such without grammatical analysis. For example, *Once upon a time* (story-starter); *G'day, how are you going?* (greeting in Australian English).

---

## **Framing**

A way in which elements of text are arranged to create a specific interpretation of the whole.

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## **framing**

the way in which elements in a still or moving image are arranged to create a specific interpretation of the whole. Strong framing creates a sense of enclosure around elements while weak framing creates a sense of openness

---

## **Genre**

A category used to classify text types and language use; characterised by distinguishing features such as subject matter, form, function and intended audience. Examples of genres typically used in early language learning include greetings, classroom instructions and apologies. More advanced language proficiency includes the ability to use genres such as narrative or persuasive text, creative performance and debates.

The language we use and the description of language as a system. In describing language, attention is paid to both structure (form) and meaning (function) at the level of the word, the sentence and the text.

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## **grammar**

the language we use and the description of language as a system. In describing language, attention is paid to both structure (form) and meaning (function) at the level of the word, the sentence and the text

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## **Grapho-phonetic knowledge**

Knowledge of how letters in printed language relate to the sounds of the language and of how symbols (letters, characters) represent spoken language.

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## **Homophone**

A word identical in pronunciation with another but different in meaning (for example, *bare* and *bear*, *air* and *heir*).

---

## **Honorific**

A grammatical form, typically a word or affix, that has at least part of its meaning the relative social status of the speaker in relation to the addressee, other participant or context. Parts of speech which signify respect, politeness and emphasize social distance or status.

---

## **Hybrid texts**

Composite texts resulting from a mixing of elements from different sources or *genres*. For example, email, which combines the immediacy of talk and the expectation of a reply with the permanence of print.

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## Hypermedia

A multimedia system in which related items and forms of information, such as data, texts, graphics, video and audio, are linked and can be presented together by a hypertext program.

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## Hypertext

A text which contains links to other texts.

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## Identity

A person's conception and expression of individuality or group affiliation, self-concept and self-representation. Identity is closely connected to both culture and language. Thinking and talking about the self is influenced by the cultural frames, which are offered by different languages and cultural systems. Identity is not fixed. Second language learners' experience with different linguistic and cultural systems introduces them to alternative ways of considering the nature and the possibilities associated with identity.

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## Ideograph

A graphic character that indicates meanings without reference to the sounds used to pronounce the word.

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## Idiomatic expressions

A group of (more or less) fixed words having a meaning not deducible from the individual words. Idioms are typically informal expressions used by particular social groups and need to be explained as one unit (for example, *I am over the moon*, *on thin ice*, *a fish out of water*, *fed up to the back teeth*).

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## Indicative hours

An indication for the purposes of curriculum development of the assumption about learning time on task.

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## Infinitive

A base form of a verb.

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## informal behaviours

can include vocalising; turning/pushing/moving away; leaning/moving/reaching towards; frowning; smiling; blinking; looking at/touching/person; guiding person's hand; pointing to/touching desired object

---

## Input

Direct contact with and experience of the target language; the stimulus required for language acquisition and learning. Input can take multiple forms and be received through different modes.

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## Intensifiers

Words that are usually used with adjectives to emphasise their meaning and are expressed by means of an adverb (for example, *very interesting*, *awfully boring*)

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## Intercultural capability

An ability to understand and to engage in the relationship between language, culture and people from diverse backgrounds and experience. This involves understanding the dynamic and interdependent nature of both language and culture, that communicating and interacting in different languages involves interacting with values, beliefs and experiences as well as with words and grammars. An intercultural capability involves being open to different perspectives, being flexible and curious, responsive and reflective; being able to decentre, to look objectively at one's own cultural ways of thinking and behaving, and at how these affect attitudes to others, shade assumptions and shape behaviours. Characteristics of an intercultural capability include cognitive and communicative flexibility and an orientation and ability to act in ways that are inclusive and ethical in relation to diversity and difference.

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## Intercultural language teaching and learning

An orientation to language teaching and learning that informs current curriculum design; framed by the understanding that language and culture are dynamic, interconnected systems of meaning-making; that proficiency in an additional language involves cultural and intercultural as well as linguistic capabilities. The focus is on developing communicative proficiency and on moving between language–culture systems. It includes the reflexive and reciprocal dimension of attention to learners' own language(s) and cultural frame(s).

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## Interpret

In the context of L2 learning, *interpret* refers to two distinct processes:

- the act of translation from one language to another
  - the process of understanding and explaining; the ability to conceive significance and construct meaning, and to explain to self or others
- 

## Intonation

A key component of communication, involving patterns of pitch and melody of spoken language that can be used like punctuation; for example, to express surprise or suggest a question, to shade, accentuate or diminish emphasis or meaning, and to regulate turn-taking in conversations.

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## Language

A human cognitive and communicative capability which makes it possible to communicate, to create and comprehend meaning, to build and sustain relationships, to represent and shape knowledge, and to imagine, analyse, express and evaluate.

Language is described and employed:

- **as code** – comprising systems, rules, a fixed body of knowledge; for example, grammar and vocabulary, sound and writing systems
- **as social practice** – used to do things, create relationships, interact with others, represent the world and the self; to organise social systems and practices in dynamic, variable, and changing ways
- **as cultural and intercultural practice** – means by which communities construct and express their experience, values, beliefs and aspirations
- **as cognitive process** – means by which ideas are shaped, knowledge is constructed, and analysis and reflection are structured

---

## Language comprehension

A process of interpreting meaning from spoken, written, tactile and multimodal representations of language.

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## Language features

Features of language that support meaning; for example, sentence structure, noun group/phrase, vocabulary, punctuation, figurative language. Choices in language features and text structures together define a type of text and shape its meaning. These choices vary according to the purpose of a text, its subject matter, audience and mode or medium of production.

---

## language features

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## Language functions

Varied ways in which language is used to achieve particular purposes; for example, to persuade, to entertain, to apologise, to argue and/or to compliment.

## Language patterns

Identifiable repeated or corresponding elements in a text. These include patterns of repetition or similarity, such as the repetition of imperative verb forms at the beginning of each step in a recipe, or the repetition of a chorus after each verse in a song. Patterns may alternate, as in the call and response pattern of some games, or the to-and-fro of a dialogue. Patterns may also contrast, as in opposing viewpoints in a discussion or contrasting patterns of imagery in a poem.

---

## Language specificity

Distinguishing features of a particular language. These include lexico-grammatical and textual features, writing system(s), phonetic systems, and cultural elements which influence language use such as:

- politeness or kinship protocols
  - the nature of language communities which use the language
  - the historical and/or current relationship of a language with education in Australia
  - features of its 'learnability' in terms of teaching and learning in the context of Australian schooling.
- 

## Language systems

Elements that organise how a language works, including the systems of signs and rules (phonological, syntactic, semantic and pragmatic) that underpin language use. These systems have to be internalised for effective communication and comprehension.

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## layout

the spatial arrangement of print and graphics on a page or screen including size of font, positioning of illustrations, inclusion of captions, labels, headings, bullet points, borders and text boxes

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## Learning trajectory

A conceptualised developmental sequence of learning, including learning goals, learning activities, knowledge and skills to be developed at progressive levels.

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## Level statements

Descriptions in broad terms of the developmental characteristics of students and their language learning at particular phases along the Foundation–Year 12 continuum.

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## **Lexical cohesion**

A use of word associations to create links in texts. Links can be made through the use of repetition of words, synonyms, antonyms and words that are related, such as by class and subclass.

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## **listen**

to use the sense of hearing as well as a range of active behaviours to comprehend information received through gesture, body language and other sensory systems

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## **Literacy resources**

Individual resources and capabilities which learners bring to their learning experience; these include text knowledge, grammatical and vocabulary knowledge, knowledge of phonetic and writing systems. They also include critical, reflective and intercultural capabilities that support new literacy experience in a different language.

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## **Macro skills**

Four major language skills of listening, speaking, reading and writing.

---

## **Media texts**

Spoken, print, graphic, or electronic communications created for a public audience. They often involve numerous people in their construction and are usually shaped by the technology used in their production. Media texts studied in different languages can be found in newspapers, magazines and on television, film, radio, computer software and the internet.

---

## Mediate

To move between different linguistic and cultural systems, referencing own first language(s)/culture(s) while learning to use and to understand those of the target language. This movement involves:

- noticing, interpreting, responding sensitively and flexibly
- conveying culturally-shaped ideas, values, experience to others
- exploring how ideas and experiences are represented and conveyed in different languages and cultures
- considering similarities, overlaps, collisions and adjustments
- developing the capacity to communicate and represent different perspectives and interpretations.

Mediating operates in two distinctive ways:

- in practices such as interpreting and translating, with attention to what can happen in these processes in terms of 'losing' or 'gaining' meaning
- as the element of the learning experience, which involves noticing, responding, comparing and explaining differences in expression and perspective.

---

## Medium

Resources used in the production and transmission of texts, including tools and materials used (for example, digital text and the computer, writing and the pen or the keyboard).

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## Metalinguage

A vocabulary used to discuss language conventions and use ( for example, language used to talk about grammatical terms such as *sentence, clause, conjunction*; or about the social and cultural nature of language, such as *face, reciprocating, register*.)

---

## Mnemonic

Memorising information by use of an aid such as a pattern, rhyme, acronym, visual image.

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## Modal verb

A verb attached to another verb to express a degree of probability (for example, *I might come home*) or a degree of obligation (for example, *You must give it to me, You are to leave now*).

---

## Mode

Various processes of communication: listening, speaking, reading/viewing, signing and writing/creating. Modes are also used to refer to the semiotic (meaning making) resources associated with these communicative processes, such as sound, print, image and gesture.

---

## Morpheme

The smallest meaningful unit in the grammar of a language. Morphemes are not necessarily the same as either words or syllables. The word *cat* has one morpheme while the word *cats* has two morphemes: *cat* for the animal and *s* to indicate that there is more than one. Similarly, *like* has one morpheme while *dislike* has two: *like* to describe appreciation and *dis* to indicate the opposite. The process of identifying morphemes assists comprehension, vocabulary building and spelling.

---

## Morphology

Principles of word formation and inflection, especially with respect to constituent morphemes.

---

## Multimodal text

A text which involves two or more communication modes; for example, the combining of print, image and spoken text in film or computer presentations.

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### multimodal text

combination of two or more communication modes (for example, print, image and spoken text, as in film or computer presentations)

---

### multimodal texts

combination of two or more communication modes (for example, print, image and spoken text, as in film or computer presentations)

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## Narrative

A story of events or experiences, real or imagined.

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## Narrative devices

Techniques used to help in the narrating of a story or reported event. For example, imagery, metaphor, allusion.

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## **narratives**

ways of making sense of the past based on a selection of events. There are different types of narratives such as accounts of the past that relate a story (for example personal, fictitious) and historical recounts (such as the course of events during the Second World War)

---

## **Neologism**

A new word is created, for example, *Smartphone*, *modem*, *AIDS* or an existing word is used in a new way, for example, *deadly*.

---

## **nominalisation**

process for forming nouns from verbs (for example, 'reaction' from 'react' or 'departure' from 'depart') or adjectives (for example, 'length' from 'long', 'eagerness' from 'eager'). Nominalisation is also a process for forming noun groups/phrases from clauses (for example, 'their destruction of the city' from 'they destroyed the city'). Nominalisation is a way of making a text more compact and is often a feature of texts that contain abstract ideas and concepts.

---

## **Noun**

A part of speech that includes all words denoting physical objects such as *man*, *woman*, *boy*, *girl*, *car*, *window*. These are *concrete nouns*. *Abstract nouns* express intangibles, such as *democracy*, *courage*, *success*, *idea*.

---

## **nouns**

a word class that includes all words denoting physical objects such as 'man', 'woman', 'boy', 'girl', 'diamond', 'car', 'window' etc. These are called 'concrete nouns'. 'Abstract nouns' express intangibles such as 'democracy', 'courage', 'success', 'fact', 'idea'.

---

## **Oracy**

An ability to express oneself in and to understand spoken language; it includes oral and aural proficiency.

---

## **Orthography**

Writing words with correct letters or characters according to common usage.

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## **Paralanguage**

Additional elements of spoken communication which are integrated with vocal (voice) and verbal (words) elements, and contribute significantly to communication and meaning-making. For example, voice quality, volume and pacing, facial expressions, gestures, posture and body movement.

---

## **Paralinguistics**

A study of paralanguage elements of expression.

---

## **Pedagogy**

A combination of conceptual knowledge, practical skills and reflective capabilities which constitute the 'art and science' of teaching.

---

## **Performance**

A use of the language in real situations, putting language knowledge into practice; it involves accuracy, fluency and complexity.

---

## **Phoneme**

The smallest meaningful unit in the sound system of a language. For example, the word *is* has two phonemes: /i/ and /s/; *ship* has three phonemes: /sh/, /i/, /p/. A phoneme usually has several manifestations dependent on varying phonological contexts. For example, the *p* in *pin* and *spin* differs slightly in pronunciation but is regarded as being the same phoneme; that is, as having the same functional meaning within each word.

---

## **Phonics**

A relationship between letters or characters and the sounds they make when pronounced. L2 learning involves developing phonic awareness and proficiency.

---

## **phonics**

the term used to refer to the ability to identify the relationships between letters and sounds when reading and spelling

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## **Phonological awareness**

Understanding that every spoken word is composed of small units of sound, identifying relationships between letters and sounds when listening, reading and spelling. It includes understandings about words, rhyme and syllables.

---

## **Pragmatics**

A study of how context affects communication; for example, in relation to the status of participants, the situation in which the communication is happening, or the intention of the speaker.

---

## Prediction

An informed presumption about something that might happen. Predicting at text level can include working out what a text might contain by looking at the cover, or working out what might happen next in a narrative. Predicting at sentence level includes identifying what word is likely to come next in a sentence.

---

## Prefix

A meaningful element (morpheme) added before the main part of a word to change its meaning. For example, unhappy.

---

## prefixes

meaningful elements (morphemes) added to the beginning of words to change their meaning (for example, 'un' to 'happy' to make 'unhappy')

---

## Preposition

A part of speech that precede a noun, noun phrase phrase or pronoun, thereby describing relationships in a sentence in respect to:

- space/direction (below, in, on, to, under – for example, she sat on the table).
- time (after, before, since – for example, I will go to the beach after lunch).
- those that do not relate to space or time (of, besides, except, despite – for example, he ate all the beans except the purple ones)

Prepositions usually combine with a noun group or phrase to form a prepositional phrase. For example, in the office, besides these two articles.

---

## prepositional phrases

typically consist of a preposition followed by a noun group/phrase. Prepositional phrases occur with a range of functions, including: adverbial in clause structure (for example, 'on the train' in 'We met on the train.');

modifier in noun group/phrase structure (for example, 'with two children' in 'a couple with two children');

and modifier in adjective group/phrase structure (for example, 'on golf' in 'keen on golf').

---

## Productive language use

One of the two aspects of communication through language (see *receptive language*) involving the ability to express, articulate and produce utterances or texts in the target language.

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## Pronoun

A part of speech that refers to nouns, or substituting for them, within and across sentences. For example, *Ahmad chose a chocolate cake. He ate it that evening* (where *he* and *it* are personal pronouns; and *that* is a demonstrative pronoun).

---

## Pronunciation

A manner in which a syllable is uttered.

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## Prosody

Patterns of rhythm, tempo, stress, pitch and intonation used in language; for example, in poetry or public speaking.

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## Proxemics

A use of space, posture and touch as elements of non-verbal communication.

---

## Purposeful learning

Learning which results from authentic language experiences that involve real purpose and achievable outcomes.

---

## Question

A commonly employed prompt to elicit language use. A key element of scaffolding to support learners' use of language and to encourage further contributions. Different types of questions provide different prompts:

- **closed questions** are questions for which there are predictable answers. For example, *What time is it?* These are typically used as prompts for short answers, as a framework for testing comprehension or reviewing facts, and for routinized interactions. They are frequently used to scaffold early language development.
- **open questions** are questions with unknown and unpredictable answers that invite and support more elaborated and extended contributions from learners. For example, *How do you feel about that? What do you think might happen next?* They are used as stimulus to discussion, reflection and investigation.

Questions are an important element of intercultural language teaching and learning. The quality of questions determines the quality and substance of the learning experience. Effective questions relating to the nature of language, culture and identity and the processes involved in language learning and intercultural experience guide the processes of investigating, interpreting and reflecting which support new understanding and knowledge development.

---

## Read

Process visual or tactile symbols (for example, braille), words or actions in order to derive and/or construct meaning. Reading includes elements of decoding (of sounds and symbols), interpreting, critically analysing and reflecting upon meaning in a wide range of written, visual, print and non-print texts.

---

## Receptive language

One of the two components of communication through language (see *productive language*): the 'receiving' aspect of language input, the gathering of information and making of meaning via listening, reading, viewing processes.

---

## Reciprocating

An integrating element of intercultural communication that involves movement and relationship, interpreting and creating meaning, and understanding the process of doing so. It involves not only the exchange of words but also an exchange of understanding between the people involved. It comes into play when the learner 'self' encounters and interacts with the 'other' (the target language speaker, the target language itself as text or experience); when the existing language code and cultural frame encounters a different code and frame. This experience impacts on the learner's perspective and sense of identity and on their usual ways of communicating. Reciprocating involves conscious attention to the process: attention to the self (*intraculturality*) and to the likely impact of the self on the other person involved (*interculturality*). Things previously taken for granted are noticed in reference to new or different ways. Key elements of reciprocating include conscious attention, comparison, reflection and analysis:

- recognition that both partners in an exchange are involved in the 'effort of meaning'
  - willingness to work out what the other person means, the cultural and social context they are speaking from and the perspectives, which frame what they are saying
  - making necessary adjustments to own and each other's input, orientation and stance that will help the exchange to be successful.
- 

## Register

A variety of language used for a particular purpose or in a particular situation, the variation being defined by *use* as well as *user*. For example, informal register or academic register.

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## Romanisation

A transcription from a differently scripted language, such as Chinese or Japanese, into the Latin alphabet.

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## Root of a word

A word/word element that cannot be reduced to a smaller unit and from which other words are formed. For example, plant in replanting.

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## **Scaffolding**

Support provided to assist the learning process or to complete a learning task. Scaffolded language support involves using the target language at a level slightly beyond learners' current level of performance, and involves incremental increasing and decreasing of assistance. Task support provides assistance to perform just beyond what learners can currently do unassisted, to progress to being able to do it independently. Scaffolding includes modelling and structuring input in ways that provide additional cues or interactive questioning to activate existing knowledge, probe existing conceptions or cue noticing and reflecting.

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## **Scanning**

A text processing strategy adopted to search for specific words, ideas or information in a text without reading every word. For example, looking for a word in the dictionary or a name in a phone directory. Scanning involves moving the eyes quickly down the text looking for specific words and phrases to gain a quick overall impression/to get the gist.

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## **Script**

A writing system in which characters or symbols represent components of language (letters, syllables, words).

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## **Semantic knowledge**

Knowledge gained at a meaning rather than a decoding level. This involves understanding the relationship between signifiers (words, phrases, symbols, signs) and the meanings they represent. Semantic information is supported through reference to prior knowledge, cultural connotations and contextual considerations.

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## **simple sentences**

have the form of a single clause (for example, 'David walked to the shops.' or 'Take a seat.')

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## **Skimming**

A text processing strategy aimed at gaining information quickly without focusing on every word.

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## **Speak**

Convey meaning and communicate with purpose. Some students participate in speaking activities using communication systems and assistive technologies to communicate wants, and needs, and to comment about the world

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## **Stereotype**

A widely held but fixed and oversimplified image or idea of a particular type of person or thing

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## **Stress**

An emphasis in pronunciation that is placed on a particular syllable of a word; for example, *she will conduct the orchestra; her conduct is exemplary.*

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## **Suffix**

A meaningful element added after the root of a word to change its meaning (for example, to show its tense : *–ed* in *passed*. Common suffixes in English include *–ing; –ed; ness; –less; –able*).

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## **suffixes**

meaningful elements added to the ends of words to change their meaning (for example, to show its tense: 'ed' in 'passed'). Common suffixes are 'ing', 'ed', 'ness', 'less' and 'able')

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## **Synchronous**

Occurring or existing at the same time.

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## **Syntax**

An ordering of sentence elements such as words, group/phrases and clauses. In some education settings, the terms *syntax* and *grammar* are used interchangeably.

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## **Talk**

Convey meaning and communicate with purpose. Some students participate in speaking activities using communication systems and assistive technologies to communicate wants, and needs, and to comment about the world

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## **Task**

An integrated experience and use of language, set in a context, accomplishing a purpose, focused on meaning. A task provides an organising structure and context for meaning-focused language learning. Unlike form-focused language activities and exercises, task-based learning involves the achievement of a goal or authentic outcome. Learners draw from existing language resources and seek out unfamiliar resources as needed to complete the task. Scaffolding is provided by the teacher via the task cycle, which includes form-focused teaching. Examples of tasks: researching an issue, sharing ideas and then categorising and presenting results; planning and having a picnic; designing and publishing an online newsletter.

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## **Task-based language learning (TBLL)**

An orientation to language teaching and learning, which focuses on the use of the language in meaningful and 'life-like' tasks and activities. The completion of the task is not an end in itself, as tasks are part of the overall learning and using of the language, providing a context and purpose for developing language competence and a means of assessing and evaluating learning outcomes. Learners work independently and/or collaboratively, draw on existing language resources, generate solutions to communicative problems, seek out additional or new language and other resources needed to complete the task. Focused language work, such as grammar knowledge, vocabulary building, social and cultural competence, is integrated with task preparation and completion processes. Tasks provide opportunities to integrate the four modes of language use, to develop fluency, complexity and problem-solving capacity, as well as including work on accuracy and focus on form. A task has limits as a one-off learning event, but is used as a meaningful component of learners' overall learning progression.

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## **tenses**

a grammatical category marked by a verb in which the situation described in the clause is located in time. For example, present tense 'has' in 'Sarah has a headache' locates the situation in present time, while past tense 'had' in 'Sarah had a headache' locates it in past time. However, the relation between grammatical tense and (semantic) time is not always as simple as this. For example, present tense is typically used to talk about: present states, as in 'He lives in Darwin'; actions that happen regularly in the present, as in 'He watches television every night'; 'timeless' happenings, as in information reports such as 'Bears hibernate in winter'; references to future events, as in 'The match starts tomorrow' where the tense is present but the time future. Likewise in 'I thought the match started tomorrow' where the subordinate clause 'the match started tomorrow' has past tense but refers to future time texts.

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## **Text**

An identified stretch of language, used as a means for communication or the focus of learning and investigation. Text forms and conventions have developed to support communication with a variety of audiences for a range of purposes. Texts can be written, spoken or multimodal and in print or digital/online forms. Multimodal texts combine language with other systems for communication, such as print text, visual images, soundtrack and spoken word, as in film or computer presentation media.

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## **Text processing strategies**

Strategies learners use to decode and understand text. These involve drawing on contextual, semantic, grammatical and phonic knowledge in systematic ways to work out what a text says. They include predicting, recognising words and working out unknown words, monitoring comprehension, identifying and correcting errors, reading on and re-reading.

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## **Text structure**

Ways in which information is organised in different types of texts (for example, chapter headings, subheadings, tables of contents, indexes and glossaries, overviews, introductory and concluding paragraphs, sequencing, topic sentences, taxonomies, cause and effect). Choices in text structures and language features together define a text type and shape its meaning. Different languages/cultures structure texts differently in many instances.

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## **text structures**

the ways in which information is organised in different types of texts (for example, chapter headings, subheadings, tables of contents, indexes and glossaries, overviews, introductory and concluding paragraphs, sequencing, topic sentences, taxonomies, cause and effect). Choices in text structures and language features together define a text type and shape its meaning.

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## **Text types (genres)**

Categories of text, classified according to the particular purposes they are designed to achieve, which influence the features the texts employ. For example, texts may be imaginative, informative or persuasive; or can belong to more than one category. Text types vary significantly in terms of structure and language features across different languages and cultural contexts. For example, a business letter in French will be more elaborated than a similar text in English; a request or an offer of hospitality will be differently expressed in Japanese or German.

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## **texts**

the means for communication. Their forms and conventions have developed to help us communicate effectively with a variety of audiences for a range of purposes. Texts can be written, spoken or multimodal and in print or digital/online forms. Multimodal texts combine language with other systems for communication, such as print text, visual images, soundtrack and spoken word as in film or computer presentation media.

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## **Textual features/conventions**

Structural components and elements that combine to construct meaning and achieve purpose, and are recognisable as characterising particular text types (*see language features*).

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## **Tone**

A use of pitch and contour in spoken language to nuance words and, in some languages, to distinguish lexical or grammatical meaning. In Chinese, for example, the tones are distinguished by their pitch range (register), duration and contour (shape). All Chinese syllables have a set tone, which distinguishes it and its meaning from another syllable. However, in certain environments tones can change or be modified, while in rapid spoken Chinese a great many unstressed syllables carry no tone at all.

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## **Translation**

A process of translating words/text from one language into another, recognising that the process involves movement of meanings and attention to cultural context as well as the transposition of individual words.

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## **Transliteration**

Writing a letter or word using the closest corresponding letter or word from a different language or alphabet.

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## Verb

A part of speech which expresses existence, action, state or occurrence. For example, *they watch football; she is exhausted; the day finally came.*

**auxiliary verb** – a verb that combines with another verb in a verb phrase to form tense, mood, voice or condition. For example, *they will go, I did eat lunch, she might fail the exam.*

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## verb

a word class that describes a kind of situation such as a happening (for example, 'climbed' in 'She climbed the ladder') or a state (for example, 'is' in 'The koala is an Australian mammal').

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## verb groups

consists of a main verb, alone or preceded by one or more auxiliary or modal verbs as modifiers. For example, verb groups/phrases: create tense, as in 'He [was happy]', 'She [is working] at home', 'I [have seen] him before'; express modality using modal verbs such as 'can', 'may', 'must', 'will', 'shall' and so on, as in 'You [must be] mad', 'He [will have arrived] by now', 'She [may know] them'; and create passive voice, as in 'A photo [was taken]'.

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## verbs

a word class that describes a kind of situation such as a happening (for example, 'climbed' in 'She climbed the ladder') or a state (for example, 'is' in 'The koala is an Australian mammal').

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## view

observe with purpose, understanding and critical awareness. Some students participate in viewing activities by listening to an adult or peer describing the visual features of text, diagrams, pictures and multimedia

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## voice

in English grammar voice is used to describe the contrast between such pairs of clauses as 'The dog bit me' (active voice) and 'I was bitten by the dog' (passive voice). Active and passive clauses differ in the way participant roles are associated with grammatical functions. In clauses expressing actions, like the above examples, the subject of the active ('the dog') has the role of actor, and the object ('me') the role of patient; whereas, in the passive, the subject ('I') has the role of patient and the object of the preposition by ('the dog') the role of actor. In clauses that describe situations other than actions, such as 'Everyone admired the minister' and 'The minister was admired by everyone', the same grammatical difference is found, so that the object of the active ('the minister') corresponds to the subject of the passive; and the subject of the active ('everyone') corresponds to the object of the preposition 'by'. And in the literary sense, it can be used to refer to the nature of the voice projected in a text by an author (for example, 'authorial voice' in a literary text or 'expert voice' in an exposition).

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## **Word borrowing**

A practice of incorporating words from one language into another. For example, the use of Italian words such as *pianissimo*, *cannelloni* in English and the use of English ICT terms in many languages. The increasing frequency of word-borrowing between languages reflects intercultural contact, contemporary cultural shifts and practices in a globalised world, issues of ease of communication and efficiency and technological specialisation.

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## **write**

plan, compose, edit and publish texts in print or digital forms. Writing usually involves activities using pencils, pens, word processors; and/or using drawings, models, photos to represent text; and/or using a scribe to record responses or produce recorded responses

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# The Australian Curriculum Languages - Turkish

## Overview

### Context statement

#### The place of the Turkish language and culture in Australia and the world

Turkish is the official language of the Republic of Turkey and one of the official languages of Cyprus.

It originated many centuries ago in the Northern Siberian Altay Mountain Range. Nomadic people brought the language with them as they expanded out to Turkmenistan, Uzbekistan, Azerbaijan, Kazakhstan and a number of other countries. Today, Turkish is the most commonly spoken Turkic language worldwide.

The first written records of the Turkish language date back about 1,300 years, and originate from central Asia. Turkish is also called Istanbul Turkish or Anatolian Turkish. As the language was developing, it was influenced by the language spoken during the Ottoman Empire. Eventually, in 1928, the Ottoman alphabet was replaced by the Latin alphabet by the founder of the Republic of Turkey, Mustafa Kemal Atatürk. The new alphabet made reading and writing of the language easier and resulted in significant increases in literacy levels in Turkey. The Turkish Language Association, founded in 1932, worked to reform the language and to officially standardise it among Turkish speakers. In the process, many loan words from other languages were removed and many old Turkish words that had not been used for centuries were reintroduced.

Turkish Cypriot migration to Australia began in the late 1940s, the first migrants coming for work opportunities. Numbers grew from 1963 onwards as a result of the conflict in Cyprus. Larger scale migration from Turkey began once a bilateral agreement was signed in 1967 between the Turkish and Australian governments. Migration from Turkey continued in the 1980s, involving family reunion programs and an increase in general skilled and educational migration. While more than half of the migrant population settled in Victoria, mostly in Melbourne, significant numbers also settled in Sydney, New South Wales (NSW), and smaller numbers in other states and territories. Turkish is a strong community language in many major Australian cities and in regional centres, such as Mildura and Shepparton in Victoria.

According to the Australian Census, in 2011 there were 59,624 Turkish speakers in Australia. The Turkish-speaking community in Australia includes people from Turkey, Cyprus, Bulgaria, Western Thrace and smaller groups from other Turkic backgrounds.

The campaign of the Gallipoli Peninsula during World War I laid the foundations of what later developed as strong, steadily growing Australian–Turkish connections. Tens of thousands of Australians, including Turkish Australians, visit Gallipoli each year to pay tribute and to gain understanding of shared Australian–Turkish history. The two countries enjoy strong contemporary connections, characterised by productive and steadily developing economic and bilateral trade relationships, cultural exchange and consular cooperation.

#### The place of the Turkish language in Australian education

Turkish has been taught in Australian schools since the 1950s. Originally offered by community-based organisations, it became part of the mainstream school curriculum in Victoria and NSW in the early 1970s.

Enrolments in Turkish language classes in some government and non-government schools and in community language school programs in Victoria and NSW have increased in recent years. Some students from non-Turkish backgrounds now learn Turkish as a second language in school, and community-based organisations such as the Council of Adult Education offer Turkish language classes for adult learners wishing to develop their language skills in particular domains of Turkish language use.

#### The nature of Turkish language learning

Turkish is a phonetic language with 29 letters derived from the Latin alphabet. Each letter represents only one sound. The decoding of Turkish words is assisted by a familiarity with English or other languages that use the Latin alphabet. Learning Turkish is also aided by the regularity of the grammatical system and the agglutinated nature of the language (that is, the addition of suffixes to root words regulates grammatical elements and generates new words and meanings, for example, the root word *gör* (see) becomes *görmek* (to see) and *gördüm* (I saw)).

While Turkish uses the same Latin alphabet as English, the pronunciation of some letters differs significantly. The use of diacritics on some letters represents an extra complexity. While the grammatical system is comparatively regular, there are differences between it and languages spoken by some learners, for example, the lack of gender forms and articles such as ‘the’ in English. The Turkish word order is subject + object + verb; however, this may change in spoken language or when there is variation in required emphasis or meaning, as when the word that is emphasised in terms of meaning is placed closest to the verb.

### **The diversity of learners of Turkish**

The Australian Curriculum: Languages, Foundation – Year 10 (F–10) for Turkish is pitched to background learners, the dominant cohort of learners in the current Australian context for whom Turkish is a background but not necessarily the first language. Some students speak Turkish at home and have strong connections to mainland Turkey, Cyprus and Turkic countries; others are second- or third-generation Turkish Australians, with varying degrees of knowledge of Turkish language and culture; others are members of bicultural families, who may use some Turkish at home.

Small numbers of students from other language backgrounds may be studying Turkish in schools. For such learners, Turkish will represent similar challenges to those which frame their experience of learning English as their language of schooling. Teachers will use the Turkish F–10 curriculum to cater for learners of different backgrounds by making appropriate adjustments to differentiate learning experiences for these students.

The Australian Curriculum: Languages – Turkish has been developed according to two learning sequences: Foundation – Year 10, and Years 7–10 (Year 7 entry). Teachers will use the curriculum to cater for learners of different backgrounds by making appropriate adjustments to differentiate learning experiences for these students.

The intercultural language learning orientation of the curriculum explores the cultural dimension that shapes and is shaped by languages. Background language learners of Turkish already have lived experience of this relationship, ‘living between’ Turkish and English in the Australian context. The curriculum gives students opportunities for analysis, explicit focus and reflection on this lived experience and further opportunities to participate in intercultural experiences, to extend their ways of perceiving and being in the world, and to understand themselves as culturally, biculturally and interculturally situated.

### **PDF documents**

Resources and support materials for the Australian Curriculum: Languages - Turkish are available as PDF documents.

Languages - Turkish: Sequence of content

Languages - Turkish: Sequence of Achievement - F-10 Sequence

Languages - Turkish: Sequence of Achievement - 7-10 Sequence

# The Australian Curriculum Languages - Turkish Years F–10 Sequence

## Foundation to Year 2

### 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

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### Communicating

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#### Socialising

#### Elaborations

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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]

(ACLTUC001)



- using simple greetings relevant to the time of day, context or relationship to the person, for example, *Merhaba! Günaydın! Tünaydın! İyi günler! İyi akşamlar! İyi geceler! Hoşça kal! Güle güle! Hoş geldiniz! Hoş bulduk!*, noticing any differences between how they greet their teachers, family members and friends, for example, *Merhaba Ayşe! Nasılsın? Günaydın öğretmenim! Siz nasılsınız?*
- using appropriate gestures and actions when greeting different people, for example, shaking hands, kissing hands of elders and kissing people on both cheeks
- introducing and describing themselves and others, for example, *Adın ne? Benim adım ..., Senin adın ne? Bu benim babam. Babamın adı Aydın*
- describing familiar items, such as pets or favourite toys, and experiences that are important to them, for example, *Benim bir köpeğim var. Onun adı Minnoş. Benim en sevdiğim oyuncak... Bugün benim doğum günüm.*
- using everyday social exchanges, such as thanking someone, *Teşekkür ederim*; apologising, *Özür dilerim*; or offering wishes for particular occasions such as *Doğum günün kutlu olsun! Bayramınız kutlu olsun! Afiyet olsun! Geçmiş olsun! Tebrik ederim!*
- comparing their likes and dislikes, for example, *Ben çileği çok severim. Ben elmayı hiç sevmem*

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]

(ACLTUC002)



- participating in activities that involve taking turns, making choices or swapping items, such as games used to reinforce number and memory skills, for example, *Jale sıra sende. Şimdi benim sıram. Bu benim. Bu senin. Bu Deniz'in. Kaç top var?*
- participating in songs, poems and chants, such as counting or rhyming games, singing and performing actions, for example, *Mini mini bir kuş donmuştu, Çan çan çikolata, Sağ elimde beş parmak, Kutu kutu pense, El ele verin çocuklar*
- participating in tasks that involve exchanging objects and classifying attributes such as shapes, colours and numbers, using simple question forms and affirmative/negative responses, for example, *Ben kırmızı karelerle çatı yapacağım. Yeşil dairelerle ağaç yapalım. Ben sarı üçgenleri istemiyorum. Sende pembe dikdörtgen var mı? Hayır, yok. Mavi var*
- creating and describing pictures or crafted items, for example, *Pamuktan kardan adam yapalım. Düğmelerden göz yapalım. Burnuna turuncu çubuk koyalım.*
- following instructions by moving around or by locating or moving objects in the classroom, for example, *Kurşun kalemi masanın üstüne koy. Pencerenin yanındaki sandalyeye otur. Resmi arkadaki duvara as.*

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]

(ACLTUC003)



- participating in class routines, such as calling the roll, exchanging greetings and stating the day and date, for example, *Günaydın çocuklar! Nasılsınız? Ayşe! Buradayım öğretmenim! Bugün 18 Ekim 2015, Cuma*
- responding to instructions through actions, gestures and verbal responses such as *Ayağa kalkın!, Oturun! Konuşmak için elinizi kaldırın! Sıraya girin! Defterlerinizi açın. Tabletlerinizin ekranını açın*
- asking for help, information or permission, for example, *Bana yardım eder misin, lütfen? Ben bunu anlamadım. Ben de oynayabilir miyim?* and responding to directions such as *İkişerli gruplara ayrılın. Biz ikimiz bir grupta olalım. Yerlerinize oturun. El ele tutuşun. Daire şeklinde durun. Şapkalarınızı giymeyi unutmayın. Teneffüse çıkabilirsiniz*
- participating in *Bayrak töreni*, the routine singing of national anthems and the recitation of *Andımız*, taking turns to lead

## Informing

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]

(ACLTUC004)



## Elaborations

- demonstrating comprehension of individual words, phrases and sentences in simple spoken, written and digital texts, for example, by labelling, drawing, miming or onscreen pointing, clicking or dragging
- locating specific details about places, events or objects featured in picture books, charts or posters, for example, by responding to questions such as, *Masaldaki kişiler kimler? Nerede yaşıyorlar? Neyi kutluyorlar? Bu masal bize ne anlatmak istiyor?*
- matching items from picture dictionaries or word lists to vocabulary sets associated with particular categories, such as people, animals or food groups, for example, *meyveler, sebzeler, evcil hayvanlar, çiftlik hayvanları, vahşi hayvanlar*
- collecting information from texts such as charts, calendars, posters, timetables or tuckshop menus to create their own resources, such as lists of favourite lessons, colours, animals or food
- listening to spoken texts such as class and school announcements or recorded phone messages, identifying key words and facts, such as names, places, numbers or times

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]

(ACLTUC005)



- using a family album to talk about their extended family and community, for example, *Bu benim dedem. O bizimle yaşıyor. Dedem bana her gece kitap okur ... Bu bizim Türk bakkalı. Oradan simit alırız*
- contributing to shared recounts of events, such as excursions, sports days or community celebrations, for example, *23 Nisan Ulusal Egemenlik ve Çocuk Bayramı. Hayvanat bahçesine gezi*
- presenting information about their backgrounds and interests in 'Show and Tell', for example, *Bugün ben en sevdiğim oyuncağı tanıtacağım, Aile fotoğrafını tanıt, Odanı tanıt*
- conveying basic information about a particular experience, for example, *Kuzenlerimle mangal yapıyoruz, using drawings with captions containing key words and simple phrases*
- working in pairs to gather and then present information about their partner to the larger group, for example, *Defne yüzmeyi çok sever. Her pazar havuza gider. O sporu çok sever.*

Creating

Elaborations

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]

(ACLUC006)



- participating in shared readings of Turkish versions of familiar stories, such as *Kırmızı Başlıklı Kız* (Little Red Riding Hood) or *Aç Tırtıl* (The Very Hungry Caterpillar), *Çirkin Ördek Yavrusu* (The Ugly Duckling), *Kül Kedisi* (Cinderella) *Pinokyo* (Pinocchio), comparing with English versions and re-enacting favourite elements with puppets, props or actions
- responding to stories such as *Arı Maya*, rhymes such as *Komşu komşu hu hu* and songs such as *Küçük Kurbağa*, *Ali Baba'nın Çiftliği*, through actions, drawings and simple statements and expressions
- viewing scenes of the shadow puppet play *Karagöz ve Hacivat*, repeating key words and expressions and drawing and describing the characters, for example, *Hacivat akıllı, bilgili ve kurnaz birisidir. Hacivat'ın sivri sakalı vardır. Karagöz bilgisiz ve komik birisidir. Karagöz top sakallıdır*
- performing rhymes, tongue twisters, poems and songs that use repetition, gestures, mime and finger puppet play to support language development, for example, *Ben bir küçük insanım, Hem aklım var hem canım ... Portakalı Soydum, O piti piti karamela sepeti!*
- building vocabulary skills and developing appreciation of language by participating in shared readings of simple stories that use repetition and recycling of phrases or actions, such as *Cin Ali*, *Keloğlan*
- performing marching songs, for example, *Türk Çocukları, Sol sağ sol sağ yarın bayram olsa, Hoş gelişler ola, Dağ başını duman almış*
- viewing children's TV programs, such as *Sevimli Dostlar*, *Pepe*, *Biz İkimiz*, *Niloya*, and responding by singing, chanting, mimicking and acting out favourite moments

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]

(ACLUC007)



- creating and drawing/captioning new situations or settings for popular characters from texts such as the *Keloğlan* stories in print and digital forms
- composing and performing their own simple rhymes and action songs that build on familiar language and content and use non-verbal forms of support, such as clapping, gestures and facial expressions
- composing original short stories by matching and sequencing a series of pictures with captions or by creating a story board with labels using modelled language
- creating and presenting their own Big Books or digital texts based on selected characters or elements of favourite texts

Translating

Elaborations

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]

(ACLTUC008)



- translating simple words and expressions related to 'Things I do everyday', using matching word cards, pictures, large print dictionaries, word lists and labels, noticing words that are similar in the two languages, such as *televizyon, radyo, yogurt, tren, taksi*
- explaining the English meaning of Turkish words and phrases used for greetings, apologies and appreciations, such as *hoş geldiniz, hoş bulduk, geçmiş olsun, merhaba, hoşça kal, günaydın, iyi günler, iyi akşamlar, iyi geceler*, and discussing how and when they are used
- comparing and contrasting the meaning and sounds of key words and expressions that feature in Turkish and English versions of popular children's rhymes, games and songs, such as 'Old MacDonald' and *Ali Baba'nın Çiftliği*, 'Are you sleeping?' and *Tembel Çocuk Kalksana*
- demonstrating and explaining in Turkish gestures that are associated with cultural traditions, such as greeting elders by kissing their hand and placing it on the forehead to show respect
- noticing words or expressions in Turkish that are not easy to translate into English because they carry different meanings, for example, *Ellerine sağlık. Çok yaşa! Sen de gör! Geçmiş olsun!*

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]

(ACLTUC009)



- creating individual bilingual picture dictionaries
- matching and sequencing words and pictures in English and Turkish to complete speech bubbles in digital or print versions of short conversations or picture stories
- creating bilingual labels for objects used in the classroom and at home
- creating illustrated lists of words and phrases in Turkish and English which are similar in sound and meaning, for example, *polis, ambulans, doktor, spor, müzik, hobi*
- creating and performing short bilingual chants, songs and poems that move between Turkish and English

Reflecting

Elaborations

Notice how using Turkish and English involves some different ways of communicating and behaving

[Key concepts: communication, culture, self, difference; Key processes: noticing, comparing]

(ACLTUC010)



- noticing which language they are more comfortable in and choose to use in particular situations, for example, at home or on the phone with grandparents, at *bayram* or in the playground
- identifying language or behaviours that fit well in their Turkish family or community context but not in other contexts or situations, for example, kissing hands of older people and receiving spending money during *bayram*
- identifying gestures or body language that are used more often in Turkish than in English, for example, raising the head to indicate 'no', tutting to indicate shock or upset, raising the index finger to ask permission to speak in class
- considering whether they feel different when using Turkish in the classroom to how they feel when using it at home
- reflecting on their impressions of cultural differences when viewing images, video clips, singing songs, dancing or listening to stories from Turkish-speaking regions, responding to teacher prompts such as *Neyi farkettiliniz? Neden öyle düşünüyorsunuz? Farklılıkları ve benzerlikleri nelerdir?*

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]

(ACLTUC011)



- sharing information about their family background, such as their country or region of origin, languages spoken at home and connections with extended family overseas, for example, *Ben Avustralyalıyım/Türküm. Türkçe konuşurum. Ailem İstanbul'dan geldi*
- creating self-profiles, using drawings and captions or photos to identify their membership of different groups and communities, for example, home, school, friendship or sporting groups
- identifying words or expressions in Turkish that they particularly associate with their sense of home and 'who they are'
- designing a 'class tree' that reflects the linguistic and cultural diversity represented in their class
- considering how they communicate with different friends and family members who speak different languages

## Understanding

Systems of language

Elaborations

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Recognise and reproduce the sounds and spellings of Turkish-specific phonemes, /l/, /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]

(ACLTUU012)



- becoming familiar with the Turkish alphabet and writing conventions, for example, by identifying sounds and spelling of specific phonemes, such as, /l/, /ö/, /ü/, /ç/, /ğ/, /ş/ and comparing them with English sounds
- understanding that intonation patterns create different meanings, as in the distinction between questions, statements and exclamations, *geliyor musun?* / *geliyorsun* / *gelsene!*
- differentiating between vowel and consonant sounds
- experimenting with sounds in onomatopoeic words, such as those related to animal sounds, *üüürüüü* (*horoz*), *miyav miyav* (*keci*), *möö* (*inek*), *hav hav* (*köpek*), *cik cik* (*kuş*); comparing with the pronunciation of equivalent animal sounds in English
- developing pronunciation, phrasing, syllabification and intonation skills by singing, reciting and repeating words and phrases in context

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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]

(ACLTUU013)



- recognising the basic word order, subject–object–verb, and applying it in simple statements, imperatives and questions, for example, *Ali gel. Ali okula gel. Ali okula geldi. Ali okula geldi mi?*
- describing colour (*mavi*), size (*büyük/küçük*) and shape (*üçgen*), and recognising that adjectives come before nouns
- describing quantity, using cardinal numbers such as *bir-yüz* and ordinal numbers such as *birinci, ikinci*
- using the ending *-ler/-lar* to express plurality, mainly with countable nouns, such as *çocuklar, ördekler*
- recognising question words and anticipating likely answers, for example, *Kim? Ne? Nerede? Nereye? Kimle? Ne kadar? Ne zaman? Nasıl? Hangisi?*
- expressing affirmative and negative responses, such as *evet, hayır, değil, doğru, yanlış*
- learning how to use simple suffixes and subject and possessive pronouns, for example, *ben/benim, sen/senin, o/onun* and *evim/evimiz, evin/eviniz, evi/evleri*
- building vocabulary related to familiar environments, such as *anne, kitap, keci*, and using cognates, such as *ev, okul, aile, hayvanlar*
- using prepositions to specify locations, for example, *üstünde, altında, yanında, arkasında, önünde, arasında, sağında, solunda*
- describing actions using imperatives and simple verbs, such as *otur, kalk, elini kaldır, koş, yürü, gel, git, oku, yaz*
- linking ideas using simple conjunctions, for example, *ve, ile, ama*

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]

(ACLTUU014)



- understanding texts as different forms of communication which can be spoken, written, digital or visual, can be very short, for example, *tekerleme*, *bilmece*, *not*, *fıkra*, *e-posta*, or much longer, for example, *mektup*, *masal* and *hikaye*
- understanding that different types of texts have different features, for example, repetition and rhythm in action songs and chants such as *Komşu komşu*, *Yağ satarım bal satarım*, *Portakalı soydum*
- beginning to use metalanguage to talk about texts, for example, by identifying text types, such as *bilmece*, *tekerleme*, *masal*, *fıkra*, and describing typical features, for example, *masal* starts with *Bir varmış, bir yokmuş, evvel zaman içinde ...* and ends with *Gökten üç elma düşmüş, biri masalı anlatana, biri dinleyene, biri de bütün iyi insanlara*; *tekerleme* and *bilmece* both have rhymes and rhythms
- noticing how familiar texts such as poems or stories are sequenced and organised, for example, by identifying titles, connections between pictures and texts, or familiar lines, as in *dua* (call to prayers), *23 Nisan şiirleri ve dizeler/dörtlükler*, *Resimlerle Atatürk'ün hayatı*, *Keloğlan resimleri ile başlıklar*, *Bayram Günü*

### Language variation and change

### Elaborations

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]

(ACLTUU015)



- identifying different relationships between people by noticing how they speak to each other, for example, in storybooks, real life conversations, puppet plays or video clips
- understanding that different forms of Turkish are used by people in different contexts and relationships, for example, the appropriate use of pronouns, *sen* and *siz*, and honorifics, *Orhan Bey*, *Ayla Hanım*, *Sayın*, *Hakan Ağabey*, *Cengiz Amca*, *Ayşe Teyze*
- understanding that interactions such as greetings vary according to time of day, occasion, degree of familiarity and age of people involved, for example, *günaydın*, *merhaba*, *iyi akşamlar*, *Nasılsın?* or *Nasılsınız?* *Ne haber? Ne var, ne yok? Selam!*
- understanding that gestures used in greetings vary according to degrees of familiarity and relationship, for example, kissing hands of elders and placing hands on the forehead
- recognising the importance of using either formal or informal language in any context, for example, never using first names when addressing elders, such as teachers or parents

Recognise that different languages, including Turkish, borrow words and expressions from each other

[Key concepts: language change, word borrowing; Key processes: noticing, comparing, identifying]

(ACLTUU016)



- recognising that languages continuously change and borrow from one another
- recognising that Turkish uses loan words from English, such as *internet*, *TV*, *ceket*, *film* and *futbol*, and that English uses words from Turkish, such as *yoghurt*, *coffee*, *horde*, *kiosk*, *turquoise*
- creating a class record of Turkish words used in English, such as *doner kebab*, *shish kebab*, *yoghurt*, *dolma*, *cacik*, comparing how these words are pronounced in the two languages
- noticing words that come from different languages that students use in their everyday lives

### Role of language and culture

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]

(ACLTUU017)



### Elaborations

- exploring the meaning of 'culture', how it involves visible elements, such as ways of dressing, eating and dancing, and invisible elements, such as ways of thinking and valuing
- recognising that there are words and expressions in Turkish that 'belong' to Turkish and not to English, for example, *Hoş bulduk*, *Çok yaşa*, *Sen de gör*
- noticing that some Australian terms and expressions only have meaning in the Australian context and have no equivalent in Turkish, for example, 'the outback', 'bush tucker', 'Good on ya!'
- noticing that using Turkish and using English involves different ways of communicating; considering what this reveals about cultural values or traditions

## 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 oyuncuğu 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.

## Years 3 and 4

### 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.

## Years 3 and 4 Content Descriptions

Communicating	
Socialising	Elaborations

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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]

(ACLTUC018)



- sharing information about themselves, such as details of their daily routines, family, friends and things they like to do, for example, *Şarkı söylemeyi severim, Akşam kitap okurum, Sabah erken kalkarım, Bazen kardeşim ile oyun oynarım, Hafta sonunda futbol oynarım. Uyumadan önce dişlerimi fırçalarım. Uyandıktan sonra kahvaltı yaparım*
- asking and responding to questions about themselves and others, such as *Kendini tanıtır mısın? Nerelisin? Ailen Avustralya'ya nereden geldi? Ben Türküm ve Avustralyalıyım. Ailem Avustralya'ya İzmir'den geldi*
- identifying wishes associated with key events in their community, such as *Bayramınız kutlu olsun! Mutluluklar dilerim. Kınan kutlu olsun! Elinize sağlık! Çok yaşa!* and responding appropriately to expressions of wishes such as *Bayramınız kutlu olsun! – Sizin de, Mutluluklar dilerim! / Kınan kutlu olsun! – Teşekkür ederim, Elinize sağlık! – Afiyet olsun, Çok yaşa! – Sen de gör!*
- asking and answering questions that involve concepts such as time, place or number, including days of the week, months and seasons, for example, *Saat kaç? Saat 5. Hangi mevsimdeyiz? Kış mevsimindeyiz. Bugün ayın kaç? Bugün ayın 20'si. Adresin nedir? Adresim...*
- exchanging simple written forms of 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!*
- comparing their preferences, for example, *Futbol yerine tenis oynamak istiyorum, Benim en sevdiğim meyve muzdur. Ben kirazı muzdan daha çok severim.*

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]

(ACLUC019)



- working together on collaborative activities such as designing posters or menus for special events, planning puppet shows or creating picture books for 'buddy' classes, negotiating and making decisions about content, vocabulary and design, for example, *Kim Karagöz olmak ister? Kuklaları kartondan yapalım. Doğum günü davetiyesini kim yazacak? Ben pastayı getiririm*
- working with visual, print and digital modes of expression to create texts such as invitations to a party, performance, class or community event, for example, *bayram eğlencesi, yıl sonu eğlencesi*
- composing instructions for simple recipes such as *kısır* or *çoban salatası*, using imperative verb forms such as *yık, doğra, karıştır* and language for quantifying ingredients, for example, *3 domates, bir demet maydanoz, 100 gram peynir*
- conducting simple science experiments that involve asking and answering factual questions and recording basic results
- participating in group interactions such as role plays or simple interviews that involve asking and responding to questions or invitations and providing insights to cultural experience or values, for example, *misafir ağırlamak, huzurevinde yaşlıları ziyaret etmek*
- participating in real or imagined transactions that involve requesting information, considering options and buying or selling, for example, *Elmanın kilosu ne kadar? Bana bir porsiyon köfte, yanına da piyaz lütfen*
- following instructions to create craft, artworks and designs adapted from *Türk el sanatları*, such as *ebru sanatı, hat sanatı, halıcılık, çinçilik*, for example, *boya, kes, katla, yapıştır*

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]

(ACLUC020)



- responding to questions concerning topics such as the weather or the day's schedule, using modelled language such as *Bugün hava nasıl? Bugün hava güneşli ve sıcak! Bugün önce birlikte bir kitap okuyacağız, sonra bir oyun oynayacağız*
- negotiating turns and complimenting their friends, for example, *Sen kazandın! Tebrikler! Şimdi ben oynayabilir miyim?*
- preparing and displaying classroom rules, routines or priorities, such as *saygı, nezaket, işbirliği*
- seeking clarification, attracting attention, asking for help or for something to be repeated, for example, *Anlayamadım, tekrar eder misiniz? Bu kelime nasıl okunur?*
- responding to directions and instructions when playing games, participating in dances or performances, preparing for activities and completing work, for example, *soldan sağa, sıranı bekle, geri dön, karşılıklı dur*

Informing

Elaborations

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]

(ACLTUC021)



- obtaining information from each other and their teacher about likes, dislikes and interests, for example, *en sevdiğin hayvanlar, spor, ya da oyun*, and presenting findings in formats such as individual/group profiles, charts or graphs
- recognising key phrases and sentences when viewing/listening to simple community texts such as sports programs or announcements, for example, *Gösteri saat 7'de başlayacak, Kapılar bir saat sonar açılacak, Kapıda lütfen biletlerinizi gösterin, spor, takım, sporcular, oyunun kuralları*
- collating information about aspects of Turkey or Australia from texts such as magazines, brochures or maps, for example, *Türkiye ve Avustralya'nın haritadaki konumu, bölgeleri, başlıca illeri, iklimi, gölleri, nehirleri ve dağları*
- collecting information from texts such as advertisements, catalogues or menus about products, ranges and prices to create a shared wish list of purchases or future excursions
- locating information about children's social activities in different Turkish-speaking regions of the world, drawing comparisons with typically Australian activities and things they do in their own local community context

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]

(ACLTUC022)



- presenting information to other children in the school or to their families about shared in-class projects, for example, *Okulumuzdaki sebze bahçemiz, sınıf içinde hazırladığımız zorbalığa hayır piyesi*
- creating texts such as flyers, posters or posts on the school website to advertise special events such as *bayram kutlamaları, çokkültürlülük kutlamaları, okul kermesi, nineler ve dedeler günü, Avustralya Temizlik Günü, Okula Yürüme Günü*
- presenting information in the form of a class profile, chart or database about each other's likes, dislikes or interests that they have collected using checklists, surveys or question cues
- providing simple directions and clues in print, spoken or visual formats for activities such as a treasure hunt or mystery tour, for example, *sağa dön, sola dön, ileri git, düz git*
- explaining a favourite computer game, sport or playground game, highlighting key terms and supporting information with pictures, gestures or demonstrations
- creating a class book or digital display about their local environment, making connections with topics they have been studying in other curriculum areas, for example, *Mahalledeki bitkiler: çiçekler, ağaçlar and/or okul bahçesindeki bitkiler...*
- presenting information via picture stories or multimodal displays on aspects of their lives that would interest Turkish-speaking children of their own age in other contexts

Creating	Elaborations
<p>Engage with imaginative texts such as stories, puppet shows, songs or dance, identifying favourite elements and acting out key events or interactions</p> <p>[Key concepts: imagination, expression, response; Key processes: responding, interpreting; Key text types: stories, poems, fables, plays, songs]</p> <p>(ACLUC023)</p> 	<ul style="list-style-type: none"> <li>• using movement, facial expressions and actions to interpret meaning in texts such as <i>Karagöz ve Hacivat Nasrettin Hoca</i>, identifying key messages, morals and amusing moments</li> <li>• acting out elements of classic texts narrated by the teacher, such as <i>Şirin Kız ve Üç Ayı, İki İnatçı Keçi</i>, using facial expressions and actions to mirror emotions and emphasise meaning</li> <li>• participating in group recitals of poems on special occasions such as Mother's Day, national days, religious and cultural celebrations</li> <li>• participating in shared and guided reading of texts such as cartoons, poems, fairytales and fables, responding to questions about characters, ideas and events</li> <li>• responding to words of songs through movement and dance, for example, <i>Ah benim turnam, Yeşil başlı turnam ..., Pazara gidelim...</i></li> <li>• responding to traditional songs and folk music such as <i>halay, çiftetelli, Silifke'nin yoğurdu</i>, for example, by using wooden spoons to mark rhythm and creating and narrating their own versions of the dance</li> </ul>
<p>Create simple imaginative texts, such as stories, dialogues, songs or chants, which allow for exploration and enjoyment of language</p> <p>[Key concepts: relationship, emotion, expression, rhythm; Key processes: creating, composing, adapting, presenting]</p> <p>(ACLUC024)</p> 	<ul style="list-style-type: none"> <li>• using puppet characters from traditional texts such as <i>Karagöz ve Hacivat</i> to create and enact representations of relationships and experiences from their own worlds</li> <li>• collecting rhyming words and using them to create their own poems on selected topics, such as <i>mevsimler, milli bayramlar</i></li> <li>• composing dialogues between imagined characters in challenging or amusing situations, using expressions and behaviours that convey emotion or humour and capture elements that are typical of the context or experience</li> <li>• using models such as the nursery rhyme <i>Komşu komşu</i> to create and present a digital story or scripted play that uses words and expressions to build rhythm and rhyme</li> <li>• creating simple rhymes, raps or songs that experiment with alliteration, repetition and word play</li> <li>• creating texts to share with younger learners, such as Big Books, comics or Vokis, incorporating humorous and expressive language</li> <li>• adapting modelled examples of tongue twisters such as <i>Al Şu Taka Tukaları Taka Tukacıya Götür</i> to experiment with a range of letter combinations and sounds</li> </ul>
Translating	Elaborations

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]

(ACLTUC025)



- translating and comparing familiar Turkish and English expressions, using bilingual and monolingual dictionaries and identifying those that have no literal translation, such as *başın sağolsun*, *darısı başına*, *güle güle kullan*, *gözün aydın*, *hoş bulduk*, *Allahaismarladık*
- translating and matching words to describe family members and relatives in Turkish and English, finding examples of words that have no English equivalents, such as *dayı/amca/enişte*, *hala/yenge/teyze*, *ağabey/abla*
- collecting and classifying words, phrases and expressions in Turkish that also exist in English, such as *TV*,  *radyo*, *prens*, *prenses*, identifying any differences in meaning or usage, for example, kiosk – *köşk*, Ottoman – *Osmanlı*
- playing matching pair games to reinforce Turkish and English words and phrases used in everyday conversations, for example, *ev ile ilgili kelimeler*,  *yiyecekler*,  *nesnelere*,  *haftanın günleri*,  *aylar ve mevsimler*, sorting the matched pairs into groups based on equivalence or non-equivalence
- identifying expressions, words and phrases in Turkish children's songs, poems and storybooks which have no direct English equivalents, using dictionaries to work out 'best fit' translations, for example, from the stories of *Hacıvat ve Karagöz*, the words *sadaka* and *mirasyedi* in *Dilenci Hacıvat*, the phrase *avucunu yalamak* in *Parayı Kim Buldu?*, the expression *Ellerin dert görmesin* in the children's song *Postacı*

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]

(ACLTUC026)



- building bilingual picture dictionaries, using vocabulary encountered in texts such as school signs and notices, songs and storybooks
- creating and sequencing captions in English for images in Turkish storybooks such as *Karagöz ve Hacıvat*, *Nasrettin Hoca* and *Keloğlan*
- creating bilingual signs, posters, notices and labels in digital and print forms to be displayed in the classroom and around the school
- participating in bilingual story building, rhymes or games, for example, contributing alternating lines in Turkish and English to a new or reconfigured story

Reflecting

Elaborations

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]

(ACLTUC027)



- explaining to each other why they prefer to use either Turkish or English in particular situations or with particular people
- noticing similarities and differences in how they use Turkish in different contexts such as at home and in the classroom, for example, using less/more formal language
- comparing how people speak or refer to other people in Turkish and English, such as to older relatives, classmates or teachers, for example, *abla*, *ağabey*, *amca*, *teyze*, *öğretmenim*
- identifying Australian English terms and expressions that might be difficult to understand for newly arrived Turkish migrants, for example, 'bushwalking', 'Good on you!'
- comparing their impressions of aspects of children's lives in different Turkish-speaking regions as represented in video clips, television programs and stories, for example, ways of playing games, preparing and eating food, telling stories or interacting at school, home or in the community

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]

(ACLTUC028)



- demonstrating gestures or behaviours that they feel 'belong' with the Turkish language and are associated with their sense of identity, comparing with other gestures or behaviours that they identify with being Australian
- talking about the relationship between identity and languages, creating drawings or photo displays that show their connections with family, friendship groups and communities, with captions of words or phrases that they particularly associate with each group, such as *Dini bayramlarda aile ve akraba ziyaretleri*, *Arkadaşlarla oyun oynarken*, *Huzur evinde yaşlılara kitap okurken*
- discussing the importance to their own identity of speaking Turkish with some relatives, friends or members of the wider Turkish-speaking community
- observing themselves and reporting to each other how they use Turkish and English in different contexts and for different purposes, identifying favourite expressions or gestures in each language
- talking about how they feel when using English, Turkish or other languages and whether there are some things that feel more natural in one language than in the other

## Understanding

Systems of language

Elaborations

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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]

(ACLTUU029)



- learning about back (*a, ı, o, u*) and front (*e, i, ö, ü*) vowels in Turkish and applying the vowel harmony rule to high-frequency words
  - matching root words to suffixes to apply the rule of vowel harmony and to learn about exceptions to the rule in relation to loan and compound words and to some Turkish words, such as *bugün*, *kardeş* and *kalem*, which have changed their original forms
  - learning the pronunciation and spelling of high-frequency words with *yumuşak g* (soft g) *ğ*, as in *yağmur* and *ağaç*, understanding that this sound is never used at the beginning of words
  - learning that Turkish syllables only have one vowel, and that apart from loan words, they never have vowel sequences; applying this understanding through activities such as creating words by matching different prefixes and suffixes
  - understanding spelling patterns, the spacing rule and the application of vowel harmony to question endings such as *alır mısın?* *alıyor musun?*
  - understanding the use of an apostrophe for separating proper nouns from their inflectional suffixes, as in *Tarık'ın* and *İstanbul'da*, *Avustralya'nın*
  - learning about the devoicing and doubling of final consonants, as in *kitap – kitabı*, *kanat–kanadı*, *sokak-sokağa* and *git-gittim*, *sır-sırrım*
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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]

(ACLTUU030)



- describing quantity using cardinal numbers, *yüz, iki yüz, üç yüz, bin*, and ordinal numbers using the *-inci* suffix and its variations, *birinci, ikinci, üçüncü*
- understanding the function of verb moods, for example, by recognising and using questions to seek information, such as *Olay ne? Nerede geçti? Neler oldu? Neden oldu? Ne zaman oldu? Kahramanlar kimdi?* and imperative forms such as *başla! Başlayabilirsin, Kalk! Kalkabilirsin! Çabuk gel!*
- using a range of verbs, adjectives and adverbs to describe and elaborate on action, time, places and people, for example, *mavi köşkte, Kısa saçlı biriydi, Çok dikkatli yürü and Dün sabah geldi*
- using a range of simple conjunctions to link basic ideas and action, for example, *-den önce, -den sonra, ile/(y)le, ama, çünkü*
- using simple and compound sentences
- using comparatives and superlatives such as *en* and *daha* plus *çok/az* in order to talk about likes, dislikes and interests
- understanding and using *-(i)r, -(u)r, -(a)r* simple present tense suffixes to express habitual actions and facts, for example, *Güneş doğudan doğar, batıdan batır and Dişlerimi fırçalarım, Erken yatarım, Erken kalkarım*
- recognising and using simple verb tenses with negation and affirmation suffixes to form sentences such as *biliyorum/bilmiyorum, okur/okumaz, uyudu/uyumadı, geleceğim/gelmeyeceğim, gitmiş/gitmemiş*
- understanding and using common interrogative pronouns such as *kim, hangi, ne, neden, kaç, Bu akşam bize saat kaçta geliyor? Doğum günü davetiyesini kim yazacak?*
- identifying exclamations and exploring the range of emotions they express and the contexts in which they are used, for example, *Eyvah! Ya! Öf be!*
- understanding and using the simple past tense suffix *-d(i)*, for example, *Annem çarşıdan ekmek aldı*
- understanding and using prepositions to indicate direction, for example, *ileride, ortasında, üzerinde, köşesinde, aşağıda, yukarıda, doğu, batı, kuzey, güney*
- developing metalanguage for talking about language, using terms such as *isimler, fiiller, sıfatlar, zarflar, ekler-ismismin halleri, zamirler*
- using honorifics, such as *Yaşar Amca, Ayşe Teyze*

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]

(ACLTUU031)



- recognising features of familiar texts that they interact with at home and in school, such as digital books, puppet shows, rhymes or children's songs, for example, how *Karagöz ve Hacivat* talk, rhyming words in the song *Küçük Kurbağa*
- recognising differences between the layout, language features and formats of different types of texts such as *masal, şarkı, şiir, mektup, makale, haber metni*
- identifying and comparing characteristic elements in texts such as poems or fables, for example, *kuklalar ve gölge oyunları, şiirde kafiye, dize ve dörtlük, masallardaki insanüstü kişiler ve olaylar*
- recognising differences between spoken and written versions of texts such as greetings or farewells, *merhaba, hoşça kal*; or how *güle güle* can be used in spoken texts, but *Sevgili Ayşe Teyze* and *görüşmek dileğiyle* would be used in written texts
- comparing familiar texts in Turkish and English and noticing features they have in common, for example, the start of fairytales in English, 'Once upon a time ...' compared to *Bir varmış, bir yokmuş, evvel zaman içinde ...* in Turkish; rhymes, lines and verses in English and Turkish poems
- distinguishing between different types of texts based on identified purpose and intended audience, for example, differences between SMS *mesajı-telefon görüşmesi, yazılı piyes-kukla oyunu, masal-fıkra*.

### 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]

(ACLTUU032)



### Elaborations

- understanding that language varies based on the age, gender and social relationships between speakers, for example, ways of speaking to parents are different to ways of speaking to siblings, *lütfen yapma(yın)/yapmasana!*
- recognising how language used to greet, apologise and show appreciation with friends, family, elders and less familiar people varies, for example, the use of first names only in greeting cards to friends compared to the use of honorifics to older family members or authority figures, such as *teyze, amca*
- noticing how people adapt language when speaking with young children, using expressions such as *bebişim, cici*, and how young children speak differently to adults and to older children, for example, using the ending *-cik* as in *anneciğim ve babacığim* when talking to parents
- understanding that Turkish has a standard form spoken in Istanbul and many varieties involving different accents, dialects and vocabulary spoken in different countries and regions in the world
- discussing how accents and dialects vary between different Turkish-speaking communities and different regions of Turkey

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]

(ACLTUU033)



- understanding that Turkish, like all languages, changes over time, for example, in the spelling and pronunciation of certain words, such as *alma/elma, ana/anne, karındaş/kardaş/kardeş, cevap/yanıt, tabiat/doğa*
- recognising differences in language use across generations, for example, by comparing words and expressions used by their grandparents and parents, such as *sabah şerifleriniz hayırlı olsun*, with some of their own expressions, such as *günaydın*
- finding English words used in Turkish, such as *web sitesi, Twitter, tişört* and *blucin*, considering differences between these and the types of Turkish words used in English
- identifying loan words from other languages, for example, *tren, doktor, baklava, çikolata, sıfır, şeker, tiyatro, balkon*, discussing why particular kinds of words are more likely to be adopted

### 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]

(ACLTUU034)



### Elaborations

- noticing that languages carry cultural information, for example, by identifying words or expressions used by friends and family members in Turkish, English or other languages which only 'work' in that language, for example, *Güle güle kullan, Afiyet olsun, Helal olsun, Ellerine sağlık*
- finding examples of forms of address or expressions associated with cultural events that reflect Turkish values and traditions, for example, *Dedeciğim iyi bayramlar, Allah kabul etsin*
- noticing how values such as politeness, affection or respect are conveyed in Turkish, for example, by comparing interactions in their family and home community with interactions they observe in non-Turkish speaking families and communities, for example, *yavrum, canım, bir tanem, lütfen*
- recognising that in each culture there are general rules about what to say and do, when, where and with whom, and that these rules differ from culture to culture

## Years 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, gitmiş/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.

## Years 5 and 6

### 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 *(-lı, -li, -lu, -lü) as in kar-lı, kir-li, toz-lu...; (-lık, -lık, -luk, -lük) as in yaz-lık, göz-lük...; (-cı, -ci, -cu, -cü/-çı, -çı, -çu, -çü) as in gemi-ci, kira-cı, su-cu, çiçek-çi...; (-gi, -gi, -gu, -gü) as in sar-gı, sil-gi...; (-sız, -siz, -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.

## Years 5 and 6 Content Descriptions

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### Communicating

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#### Socialising

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#### Elaborations

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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]

(ACLTUC035)



- expressing own views and preferences and asking about those of others, for example, *Ne tercih edersiniz? Ne içersiniz?*, using appropriate language to agree or disagree, for example, *Bence Atilla çok iyi bir sporcu. Bence de. Haklısın aynı fikirdeyim. Bence öyle değil. Ben sana katılmıyorum. Ben senin gibi düşünmüyorum.*
- composing written or digital texts such as cards, emails or letters to invite, congratulate or thank someone, for example, *Lütfen buyurun! Davetlisiniz. Gözün aydın! Güle güle oturun! Hayırlı ve uğurlu olsun! Tebrikler! Teşekkür ederim*
- describing and comparing experiences of social activities, special community celebrations or events, for example, *29 Ekim Cumhuriyet Bayramında ben şiir okudum. Ramazan bayramında dedem bana harçlık verdi*
- participating in online exchanges such as video blogs with sister schools in Turkey or other Turkish-speaking contexts, comparing interests, routines and social activities
- sustaining interactions with others by asking questions, using active listening skills and providing feedback, for example, *Siz ne düşünüyorsunuz? Evet! Tabii ki. İlginç! Sen ne dersin?*

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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]

(ACLTUC036)



- preparing performance texts such as *Hacıvat ve Karagöz oyunları, skeçler, piyesler, marşlar, Ramazan manileri*, to present to younger students at a community event or school assembly
- planning and creating displays or resources such as timelines, schedules, posters or appeals for a fundraiser
- planning for a Turkish-speaking guest by developing an interview schedule using questions such as *Kendinizi tanıtır mısınız? Ne tür müzikten hoşlanırsınız?*
- creating interactive learning experiences to encourage children in a buddy class to learn Turkish or to use their existing Turkish language in different domains
- budgeting for hypothetical shopping expeditions, for example, by consulting online catalogues and websites, comparing prices and values and discussing intended purchases, for example, *Bu çok pahalı, İndirimli satışlar varmış, Ay, bu en son çıkan, Bu kelepir!*
- planning a campaign, for example, to introduce healthy Turkish food at the school canteen, raise awareness about pollution or prevent bullying, for example, by creating posters, pamphlets and flyers or by making presentations to school council/board

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]

(ACLTUC037)



- interacting during group learning experiences by asking each other questions, making suggestions or checking on progress, for example, *Ben ne yapabilirim? Sen not alırmısın? Bu sayfayı mı okuyacaktık? Cevapları maddeler halinde yazsak daha iyi olur. Ne dersiniz?*
- participating in discussions and debates on issues and experiences that affect their school, home or community lives, for example, *Zorbalık, evde iş bölümü, Türk festivalinde çocuklar için neler yapılmalı*, and clarifying their own statements, for example, *Bence, bana göre*
- evaluating each other's comments or suggestions when working together, indicating agreement or disagreement and negotiating changes, for example, *Anladım, Anlayamadım, Yardım eder misin? Cevabım doğru mu? Emin değilim, şöyle yaparsak... daha iyi olur, peki öyle olsun ... Bence ... daha güzel olur*
- reflecting on their learning experiences and providing each other with feedback, advice or reminders, for example, *Süper, harika, mükemmel, unutmama, çok zor*

Informing

Elaborations

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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]

(ACLTUC038)



- gathering information from a range of digital and print resources about social and cultural activities in their community, making a list of terms, expressions or behaviours, such as *Bayramınız kutlu olsun!*, *Başınız sağ olsun!*, *Hayırlara vesile olsun*, *Allah izin verirse*, *Hayırlı olsun*
  - conducting interviews with family members or friends to collect stories of migration to Australia, identifying words and expressions that reflect important values and feelings, such as *gurbet*, *özlem*, *heyecan*, *güvenlik*, *dostluk*, *komşuluk*
  - gathering and comparing information on topics such as significant elements of family life, community or schooling in Australian and Turkish contexts
  - surveying friends and family members to report on cultural trends or changing social behaviours, such as preferred modes of communication
  - researching their own bicultural biographies, for example, by talking with relatives in Australia and elsewhere to know more about their family's heritage, history or circumstances, comparing their details with those of their friends
  - collecting and presenting information from a range of print and digital resources about features of their local environment, for example, *su*, *orman yangınları*, *ekosistem*, *yabani yaşam*
  - viewing documentaries that reflect lifestyles of Turkish-speaking communities in different regions of the world, such as *Kuzey Kıbrıs Türk Cumhuriyeti*, *Türkmenistan*, recording key facts and unfamiliar vocabulary or expressions
  - gathering information about well-known people in fields such as sport, entertainment, pop culture, the arts or history, to create a profile to present to their peers
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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]

(ACLTUC039)



- presenting information related to elements of Turkish lifestyles and culture, for example, *kırsal ve kentseel yaşam, hamam, Türk kahvesi, el sanatları, halk dansları* to present to students in the school who are not learning Turkish
- creating a multimodal profile of their local community for newly arriving migrants from Turkish-speaking regions of the world
- creating a website for a contact group of Turkish-speaking students, posting information on their interests and experiences and using sound, visual or graphic resources to feature elements which may be unfamiliar to the intended audience
- writing a post on a website for young people that flags upcoming events in their community, for example, *mezuniyet balosu, eğlence gecesi, 19 Mayıs ve Gençlik ve Spor Bayramı*
- assembling an information pack to support new students arriving at their school, including a glossary of key terms that may need explaining, for example, *sınıf, müdür odası, öğretmenler odası, nöbetçi öğretmen, revir, kantin, ofis, lavabo, kütüphane, spor salonu, konferans salonu*
- creating an interactive presentation for younger children, friends or members of their extended families to showcase their bilingual/multilingual experience and identify the advantages of being able to communicate in more than one language

Creating

Elaborations

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]

(ACLTUC040)



- listening to, reading or viewing traditional folktales, contemporary stories and cartoons, responding by retelling or re-enacting the story in their own words or by creating a timeline to track sequences of events
- creating digital profiles of characters they enjoy in different stories, plays or poems, providing physical and character descriptions and examples of the ways they speak and behave
- composing a personal response or commentary, such as a letter or journal entry, to a message conveyed by a character in a folktale, legend or fable relating to a concept such as truthfulness, courage or honesty
- presenting a critical review of a song, story or television program, using evaluative language such as *Ben ... çok beğendim çünkü ..., ... hiç sevmedim. Çok üzücüydü*
- sharing responses to recorded performances of *Türk Halk Oyunları* by making expressive and descriptive statements to interpret the meaning and impact of the music and movements
- describing their reactions to imaginative texts that evoke responses such as sadness, fear or excitement, relating them to their own experiences by using stem statements such as *Bir defa benim de başıma gelmişti, Ben de benzer bir olay yaşadım*
- recognising that there are different ways of telling a story, as in the case of *Türk halıları ve kilimleri*, discussing the uniqueness of symbols, colours, stories and feelings represented in carpets and rugs from different regions

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]

(ACLTUC041)



- creating and performing texts to entertain others which incorporate elements such as dance, mime, singing and narration and reference values and traditions associated with Turkish communities
- creating a video clip to launch an imagined product designed to appeal to their peer group
- creating their own music and lyrics modelled on a traditional Turkish song such as *Tren Gelir Hoş Gelir, Tin Tini Mini Hanım*
- adopting the role of parent or older sibling to tell a bedtime story or sing a lullaby, using props, gestures and appropriate language
- creating their own presentations adapted from performances they have enjoyed to perform at a school or community event, combining language, music and movements to communicate key messages and cultural expression
- creating stories based on a theme such as values associated with Turkish communities to share with younger learners, for example, by creating Big Books, comics or digital texts

Translating

Elaborations

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]

(ACLTUC042)



- explaining in English the meaning of Turkish expressions that do not translate literally, comparing with expressions in English for which there are no easy Turkish translations
- finding expressions in English that convey similar meanings to those expressed in phrases used in advertisements, shop signs or folktales, such as *ateş pahası, darısı başına, küplere binmek, kulakları çınlamak, pabucu dama atılmak, güme gitmek, demli çay* and *ocakbaşı*
- identifying words that are similar in Turkish and English, comparing their spelling, pronunciation, intonation and stress in the two languages, for example, *ağustos, alfabe, ansiklopedi, çikolata, doktor, elektrik, fotoğraf, laboratuvar, paraşüt, tren, veteriner, yoğurt*
- creating and cross-referencing banks of Turkish words and phrases that do or do not have direct equivalents in English
- working out the meaning of unfamiliar English words and expressions used in other curriculum areas, such as 'drought', 'starvation', 'flood', 'snowstorm', and considering how they would convey their meaning in Turkish, for example, *kuraklık, açlık, kıtlık, sel, kar fırtınası*
- collecting examples of proverbs used in their families, such as *Damlaya damlaya göl olur, Ak akçe kara gün içindir, Denize düşen yılana sarılır*, and discussing how to explain their meaning to non-Turkish speaking friends
- learning to use bilingual print and digital dictionaries, identifying issues such as multiple meanings for words and the fact that meaning is not always literal

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]

(ACLTUC043)



- creating bilingual texts such as invitations to performances, newsletters, cartoons or menus, reflecting on how different meanings are communicated in different languages
- designing a menu for a Turkish meal which includes footnotes in English to explain characteristics and ingredients of unfamiliar dishes such as *imambayıldı, Alınazık, mücver, hünkarbeğendi*
- creating bilingual brochures, digital presentations or posters to promote community events, providing English translations for key words, expressions and items of information
- designing and co-maintaining a bilingual website with a sister school or contact group of young English learners in a Turkish-speaking community elsewhere
- contributing to a shared class journal that records significant learning experiences and events in both Turkish and English

Reflecting

Elaborations

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]

(ACLTUC044)



- identifying and comparing instances when they switch between Turkish and English, considering why they do this in particular situations or interactions
- comparing experiences of using Turkish and English with a particular person, such as a parent or older relative, noticing which topics or interactions fit more easily into one language than the other and considering reasons for this
- reflecting on experiences of feeling either uncomfortable or comfortable when switching between languages, explaining why this might have been the case, for example, when translating for parents or other family members or interpreting for visitors
- identifying adjustments they make when moving between Turkish and English at school and at home, such as using different forms of address and showing respect or affection in particular ways, discussing why these adjustments are necessary
- reflecting on instances when their use of Turkish, English or other languages has been misinterpreted and discussing possible reasons for this

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]

(ACLTUC045)



- reflecting on the experience of being bilingual or multilingual, discussing the benefits of knowing more than one language and considering whether moving between languages affects their sense of identity
- comparing family cultures, considering how their own upbringing has shaped their sense of identity, for example, how Turkish and Australian cultural influences are differently reflected in their daily lives, interests and social activities
- reflecting on how interacting in Turkish feels different to interacting in English and identifying elements that feel culturally specific
- considering how identity is expressed across languages and cultures, discussing the idea of belonging as expressed in different languages

## Understanding

### Systems of language

### Elaborations

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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]

(ACLTUU046)



- recognising differences in the pronunciation of long and short vowels with and without accent, and understanding that the length of a vowel and accent can change meaning, as in *hala-hâlâ*, and palatalise the previous consonant, as in *kar-kâr*
- understanding sound assimilation, for example, how in words ending in *k*, the *k* softens to become *yumuşak g* (soft *g*), *ğ* before suffixes starting with a vowel, for example, *kulak – kulağırma, küçük-küçüğüüm*
- understanding how to use emphasis to enhance meaning, for example, using high-pitch tone and primary stress at the end of words, as in *gel'dim ya!*
- understanding how stress is usually placed on the last syllable in Turkish, except in the case of some question words, compounds and place names, such as *'Ankara, 'Türkiye* but *Bulgaris'tan, Gürcis'tan, 'hangi, 'niçin*
- applying the principles of vowel harmony and sound assimilation of consonants and grammatical knowledge to the spelling and writing of unfamiliar words, for example, suffixes such as *-cı, kapkaççı, bankacı, yolcu, oduncu*, examples of sound assimilation, *sokak+-da = sokakta, süt+-de = sütte, kebab+-cı = kebabçı, simit+-ci = simitçi*
- noticing the pronunciation of loan words, including vowels and consonant clusters, for example, *plaj, spor, tren*
- recognising the effect of non-verbal language and tone in reinforcing meaning in spoken Turkish, for example, *Buyrun! Vay be! Mahvoldum ya!, İnanmıyorum! Git yaa! Eeee, başka? Hadi be! Öf ya!*

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]

(ACLTUU047)



- recognising and using verb conjugations 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*
- recognising and using nominal conjugations through adjective- and noun-making suffixes such as *(-li, -lı, -lu, -lü)* as in *kar-lı, kir-li, toz-lu..*; *(-lik, -lık, -luk, -lük)* as in *yaz-lık, göz-lük...*; *(-cı, -ci, -cu, -cü/-çı, -çi, -çu, -çü)* as in *gemi-ci, kira-cı, su-cu, çiçek-çi..*; *(-gı, -gi, -gu, -gü)* as in *sar-gı, sil-gi,..*; *(-sız, -siz, -suz, -süz)* as in *ev-siz...*
- applying 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*
- learning the correct written form of suffixes, for example, instead of using spoken/colloquial predicates such as *gelcem* or *alcan*, using the written form, *geleceğim* and *alacaksın*; instead of using *geliyom*, using the correct spelling *geliyorum*
- using the conditional marker *-s(e)* and/or the word *eğer* in compound sentences, for example, *(Eğer) yağmur yağarsa geziye gitmeyeceğiz*, comparing this with conditional verb forms in English
- using interrogative word endings in different tenses and personal pronouns, for example, *Geliyor musun? Gelecek misiniz?*
- using the negative marker *-m(a)*, as in *Ramazan Bayramı'nda tüm okullar tatile girmeyecek*, and the adverb for negation *-değil* to negate any sentences without a verb, and using appropriate suffixes as in *değil-im, değil-sin – Ramazan Bayramı'nda tüm okullar tatile girmeyecek değil mi?*
- using appropriate endings for subject–verb agreements in simple and compound sentences
- recognising different types of formal and informal honorific forms such as *Efendi, Sayın, Bey/Hanım, Amca, Teyze*
- using conjunctions and comparatives to evaluate and express opinion, for example, *-a göre, sence, hiç/çok uzun değil*
- recognising and using compound and some complex sentences
- learning basic metaphors, similes such as *aslan gibi* and common idiomatic expressions and proverbs, for example, *Damlaya damlaya göl olur, ateş pahası, nazar değmesin*
- building metalanguage to talk about grammar, using terms such as *bağlaçlar, Özne ile yüklem uyumu, -de/-da ekler, ilgi zamiri –ki, edatlar*

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]

(ACLTUU048)



- analysing and comparing language used in particular types of texts, for example, descriptive language in recounts or narratives, persuasive language in advertisements, humorous language in comic verse or puppet theatre plays, instructional language in recipes and manuals, expository language and factual statements in news reports
- analysing characteristic features of texts that they use and interact with in their everyday lives, for example, the use of abbreviations and emoticons in texting, rhetorical questions in advertisements, numerical terms in recipes and receipts, emotive and rhyming words in song lyrics, headings in blogs and on websites
- discussing the use of imagery in different kinds of creative or performative texts, identifying how this helps to convey meaning and engage/entertain the audience
- understanding the cultural significance of features of particular types of texts, such as forms of address and language associated with rituals or celebrations, anonymous or *Anatolian* stories in the lyrics of *türkü* songs, the use of dialogue and oaths in *Andımız*, characterisation in *Turkish Nasrettin Hoca ve diğer fıkralar*, *kukla oyunu* and *masal*, the use of *deyimler ve atasözleri* in Turkish legends and short stories
- discussing how poems or song lyrics, such as *Arkadaşım Eşşek* and *Çanakkale Türküsü*, create particular moods (*özlem ve acıma*) and tap into particular emotions by using techniques such as repetition, rhyme and direct forms of address

Language variation and change

Elaborations

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]

(ACLTUU049)



- understanding how language is adapted to control levels of politeness and formality and to reflect relationship, age and intention, for example, the use of the pronoun *siz* and the second plural indicator *-iz* indicates more politeness in requests such as *gelir misiniz lütfen?* compared with *gelin lütfen*
- recognising that written forms of Turkish vary depending on levels of formality and informality, for example, formal letters adopt the use of *-iz* and of titles such as *Hanım/Bey sayın* instead of *sevgili, canım*, compared to the use of first names to address family and friends in informal letters
- understanding that the use of honorifics such as *Ali Ağabey (Abi), Fatma Abla, Mehmet Amca, Mustafa Dayı, Ahmet Bey, Nazmiye Hanım* can be varied when speaking to older people who are less familiar, depending on their age and degree of closeness
- recognising characteristic differences between spoken and written forms of Turkish, for example, by identifying colloquialisms and expressions used mainly in spoken conversation, for example, the non-standard *abi* in place of the more formal *ağabey* or the use of *ya* at the beginning of spoken utterances
- knowing that meaning is shaped not only by words but also by expression, gestures and use of voice, and that these elements also vary in formal and informal language
- recognising how variations in language use reflect different feelings, moods or attitudes, for example, the respectful tone of devotional texts compared to the liveliness, humour and colour of *Nasrettin Hoca fıkraları, Temel fıkraları, Çizgi filmler, fabllar*

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]

(ACLTUU050)



- identifying loan words and phrases used in particular domains, such as food, music or social media, discussing how the Turkish language and associated behaviours reflect contemporary and global influences, for example, the use of *web sitesi, rap yapmak, fast food, part time, single*
- understanding causes and effects of historical developments and reforms to the Turkish language, such as changes implemented under the leadership of Atatürk and changing the script from Arabic to Latin in 1928
- understanding that languages constantly expand to include new words and expressions, due to influences such as changing technologies, digital media and intercultural exchange, for example, *e-posta, yazıcı, tarayıcı, çevrimiçi*; and that they sometimes lose terms or expressions which have no relevance to current contexts, such as *karatahta, telgraf, arzuhalci*
- identifying how loan words are incorporated into Turkish by changing the spelling to fit Turkish pronunciation and the principles of great vowel harmony, for example, *mektup, kalem, sandalye, polis*

Role of language and culture

Elaborations

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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]

(ACLTUU051)



- understanding that people interpret and respond to intercultural experiences in different ways depending on their own cultural perspectives, recognising the validity of different perspectives and questioning notions of 'right' or 'wrong' ideas or behaviours
- noticing ways in which the Turkish language reflects values and traditions of Turkish communities, such as *Nazar değmesin*
- comparing superstitions across cultures, for example, *Yerde uzanan çocukların üzerinden atlama*, *Geceleyin tırnak kesilmez*, *tahtaya vurmak*, *yıldız kayarken dilek tutmak* compared to 'breaking a mirror will bring you seven years of bad luck', researching their origins and considering their relevance today
- considering how Turkish interaction patterns around familiar routines such as meal times reflect cultural practices and values associated with family life, food and social relationships, for example, *selamlaşma*, *yemek zamanı-öğünler*, *sofra adabı*
- identifying examples of Australian values and traditions reflected in ways of communicating that may not be familiar to members of other language communities, for example, ways of addressing people, behaviour and interactions around meal times

## Years 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, unutmama, 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.

## Years 7 and 8

### The nature of the learners

The transition to secondary schooling involves social and academic demands that coincide with a period of maturational and physical change. Learners are adjusting to a new school culture with sharper divisions between curriculum areas. There is a need for continuity through change in relation to their language learning. Learners at this level may find themselves in classes that include learners with a range of previous experience with Turkish language-culture. A multilevel and differentiated approach to teaching and task design responds to this diversity of prior experience.

### Turkish language learning and use

Turkish is used for classroom interactions and transactions, for creating and maintaining classroom relationships, for explaining and practising language forms, and for developing cultural understanding. Additional opportunities for interaction in the target language are provided by purposeful and integrated use of ICT. Learners work collaboratively and independently, exploring different modes and genres of communication with particular reference to their current social, cultural and communicative interests. They pool language knowledge and resources to plan, problem-solve, monitor and reflect. They use modelled and rehearsed language in familiar and unfamiliar contexts, and increasingly generate original and personal language. They compose and present more complex and varied texts, for example, media and hypermedia texts, shared stories, poetry, songs/raps, blogs, advertisements, reports and journal entries, and plan, draft and present imaginative and informative texts. They design interactive events and collaborative tasks and participate in discussions and activities. They use vocabulary and grammar with increasing accuracy, drafting and editing written work to improve structure and clarify meaning. They make cross-curricular connections and explore intercultural perspectives and experience.

### Contexts of interaction

While the primary context of interaction remains the Turkish language classroom, learners are encouraged to engage in interactions with peers in Turkey and other Turkish-speaking regions of the world, including Australia, through electronic means of communication. Learners will have additional occasional access to Turkish speakers through media and community events, websites, social media and radio streaming.

### Texts and resources

Learners work with a range of texts specifically designed for learning Turkish in school, such as textbooks, literary texts, videos, readers and online media resources. They also access materials created for Turkish-speaking communities, such as songs, films, magazines, advertisements and websites. They read, view and interact with a growing range of texts for a wider range of purposes, for example, informational, transactional, communicative, imaginative and expressive.

### Features of Turkish language use

Learners continue to expand their range of vocabulary to domains beyond their personal experience and interests. They use a range of grammatical forms and language structures to convey more complex ideas and experiences, for example, by using reflexive, reciprocal, causative and passive verbal mood suffixes, *Ozan yıkandı* ve *sonra giyindi*. (reflexive), *Maçtan sonra arkadaşları ile buluştu*. (reciprocal), *Dün kuaförde saçını kestirdi*. (causative), *Bugün işten kovuldu*. (passive). They recognise and use formal and informal honorific forms, such as *Bey/Hanım, Amca/Teyze, Efendi, Ağa/Hanımağa, Sayın, abi/ağabey/abla, hoca/öğretmen, bay/bayan*, different types of reduplication for emphasis and more complex conjunctions, such as *hem...hem de, ne...ne, -ki*), *ancak, yoksa, oysa, hatta, rağmen, yani, --e göre*. They use interrogative word endings and interrogative pronouns, such as *kim, hangi, ne, kaç*, for example, *Bu akşam bize kim geliyor? Babam kahveyi yapacak mı?* They use different auxiliary verb forms by adding verbs such as *etmek, kılmak* and *olmak* to nouns and attaching them onto single-syllable words, for example, *reddetmek, affetmek, kaybolmak* but *yardım etmek, namaz kılmak geç kalmak*. Learners develop awareness of how language structures shape textual features. They use descriptive and expressive language, including onomatopoeic and mimetic words to create particular effects and engage interest. They adopt a wider range of processing strategies and broader language knowledge when encountering unfamiliar texts, drawing increasingly on their understanding of text conventions and patterns.

Learners make connections between texts and cultural contexts, identifying how cultural values and perspectives are embedded in language and how language choices determine how people, issues and circumstances are represented. They are increasingly aware of the nature of the relationship between languages and cultures, noticing, for example, values such as family commitment and respect expressed in cultural practices as well as embedded in Turkish grammatical and vocabulary systems. They reflect on the nature of bicultural and intercultural experience, on how languages change in response to social and cultural change, and on their individual identities as users of two or more languages in a multicultural social context.

#### Level of support

Particular support is required at this stage of learning to manage the transition to secondary schooling and to encourage continued engagement with language learning. Opportunities to review and consolidate prior learning are balanced against provision of engaging and relevant new experiences and more challenging tasks. Learners require continued scaffolding, modelling and material support at paragraph and whole-text level for written language and for developing fluency and accuracy in spoken language. They are supported to develop increasing autonomy as language learners and users, and to self-monitor and adjust language in response to their experience in various contexts. They are encouraged to engage more critically with resources such as websites, dictionaries, translating tools and other language resources designed to enrich their receptive and productive language use.

#### The role of English

Turkish is used in more extended and elaborated ways, and English is used when required for comparison or for explanations that are more easily articulated in English. Opportunities to express ideas and feelings, exchange opinions and manage shared learning experiences increasingly involve 'cultural' as well as 'linguistic' choices, personal and social elements as well as grammatical ones, such as making decisions about the use of titles and polite prefixes. At this stage, learners can move from the *what* considerations to the *why* and *how* questions: from noticing that language and communication are culturally shaped to thinking about the values, experiences and perspectives which lie inside these cultural differences, and about how these impact on their own experience as they move between linguistic and cultural systems.

## Years 7 and 8 Content Descriptions

Communicating	
Socialising	Elaborations

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Initiate and sustain a range of spoken and written social interactions and personal reflections, including discussion of their experiences as members of different friendship groups or language communities

[Key concepts: communication, friendship, perspective; Key processes: discussing, comparing, responding]

(ACLTUC052)



- engaging in face-to-face or online discussions of experiences such as travel, using social media, being part of different friendship or interest groups, or using Turkish and English in different contexts
- recounting significant events or milestones in their lives as members of a multicultural society, for example, *Türkiye'ye ilk ziyaret, Avustralya'ya ilk geliş, sünnet düşünüşü*, comparing with those of their peers and identifying commonalities or differences
- comparing aspects of their personal worlds, such as home, school and social lives, including their use of different languages and involvement in different cultural practices, for example, *aile yaşamı, düşünler, batıl inançlar, misafirperverlik (konukseverlik)*
- sharing opinions about issues of shared interest, such as parental expectations or peer pressure, identifying points of consensus or disagreement
- acknowledging others' ideas and opinions and indicating agreement or disagreement in non-judgemental ways, for example, *Sana katılıyorum ama... Seninle tamamen aynı fikirdeyim. Sana katılmıyorum çünkü... Ben aynı fikirde değilim*
- contributing to online forums that invite discussion of shared interests from different contexts and perspectives, for example, *moda, diyet, müzik, dans, spor*

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Engage in shared activities in real or imagined situations that involve planning, transacting, negotiating, and taking action

[Key concepts: negotiation, planning, responsibility, collaboration; Key processes: discussing, selecting, designing]

(ACLTUC053)



- negotiating solutions to perceived problems in particular contexts, by discussing ideas, considering options, making concessions or finding ways to reach agreement, for example, *Bana göre ... Diğeri bence daha uygun, Nasıl bir yol izleyelim? Sen karar ver.*
- planning a demonstration, performance or celebration that involves cultural elements that require explanation and interpretation for the intended audience, discussing how to do this most effectively
- preparing for activities that combine linguistic and cultural elements, such as an excursion to a Turkish exhibition, performance, restaurant or community event, by rehearsing appropriate language forms and behaviours
- negotiating roles and responsibilities for the filming and editing of a short documentary on shared cultural experiences, for example, migration stories, visiting Turkish markets, participating in a henna ceremony
- supporting younger learners of Turkish, for example, by developing learning resources or peer mentoring schemes, discussing the best use of their shared skills and capabilities
- working together to design a web page to support information exchange between themselves and young Turkish-speakers in different contexts

Interact with peers and teachers to complete learning activities and to support their own and others' learning, by managing debate and discussion, checking understanding and reflecting on their learning

[Key concepts: collaboration, response; Key processes: discussing, responding, providing feedback]

(ACLTUC054)



- contributing to discussion and debate by expressing opinions, listening to alternative perspectives and responding appropriately, for example, *inanıyorum ki, bana kalsa, anlıyorum ama katılmıyorum, bence, aynı fikirde değilim*
- interacting constructively at different stages of collaborative learning, for example, by asking for clarification, *açıklar mısınız? Tekrar eder misiniz? Ne demek istiyorsun?*, providing feedback, *çok güzel, çok iyi çalıştık* and reflecting on completion of the task, *Bir dahaki sefere böyle yapalım, Bitti, çok rahatladık*
- managing interactions with peers in activities such as games, tasks or competitions by taking turns, adopting different roles or responsibilities and providing encouragement or feedback
- using language of comparison, reflection and evaluation in relation to their individual or shared learning experiences, for example, *Türkçe öğrenmek İngilizce öğrenmekten daha kolay. Bu sorularda çok zorlandım. Hem tekrar ederek hem yazarak öğreniyorum.*

Informing

Elaborations

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Access, collate and analyse information from different print, digital and visual sources to develop deeper understanding of events, personalities or circumstances

[Key concepts: data, context, representation; Key processes: researching, comparing, analysing, presenting, profiling]

(ACLUC055)



- researching, recording, comparing and representing statistics related to Turkish and Australian lifestyles, for example, *nüfus* and *yüzölçümü*, *iklim*, *evcil hayvan edinimi*, *kadın ve erkeğin iş hayatındaki yeri*, *popüler faaliyetler*
- collating information from different sources about historical events or famous people to re-present in different formats, for example, an annotated timeline of events, such as *Cumhuriyetin kuruluşu*, *Çanakkale Savaşları*, *Kıbrıs Barış Harekatı*, or a multimedia profile of a famous Turk, such as *Atatürk*, *Yunus Emre*, *Mimar Sinan*, *Sabiha Gökçen*, *Evlîya Çelebi*, *Piri Reis*
- classifying details abstracted from a range of texts on a selected topic, such as schooling in Turkey or regional cultural celebrations, identifying terms and representations that have particular cultural significance, for example, *bayramlar*, *sünnet düğünü*, *kınalar*, *köy düğünleri*
- collecting information from a range of print and online resources to build reference materials for their own project work or class discussion, classifying information according to topics or concepts
- summarising and annotating information accessed via the internet, teen magazines and personal communications on youth-related issues and interests, such as *müzik*, *sanal zorbalık*, *spor*, *sosyal medya*, *moda*, *seyahat*
- researching aspects of young people's lifestyles across Turkish-speaking cultures and contexts, identifying and comparing the influence of factors such as geography, climate, social and community environments
- analysing information that reflects different perspectives on the contribution of important figures from different times, such as the influence of *Nene Hatun*, *Fatih Sultan Mehmet*, *Kanuni Sultan Süleyman*, *İbni Sina*

Present information and personal perspectives on issues of local or global interest, using a range of spoken, written and multimodal forms

[Key concepts: action, experience, cultural expression; Key processes: summarising, reporting, comparing, presenting]

(ACLTUC056)



- presenting information gathered from different media sources to raise awareness or invite action on social or community issues, such as *Avustralya'da Türkçenin önemini vurgulayan çalışmalar, sağlıklı yaşam, çevre kirliliği*, combining elements such as print, sound, visual images and hyperlinks
- reporting on *good news* items, such as successful fundraising activities, academic or sporting achievements, for example, via posts on the school website or segments on local radio
- creating a shared database of information produced in different media which reflects Turkish lifestyles over different times and contexts, classifying material in terms of domains such as fashion, family, leisure, sport, work
- creating shared reference resources to support class projects on different topics, classifying information according to concepts, such as *sağlık, çevre, fen, coğrafya, turizm*
- combining modes of presentation such as displays, videos or music to present an overview of cultural themes such as *aile yaşamı, misafirperverlik, evlilik*
- creating an interactive multimodal text that presents elements of a significant cultural experience or event to share with other learners of Turkish, for example, *köy düğünü, misafirperverlik*

## Creating

Interpret and compare representations of values, characters and events in a range of traditional and contemporary imaginative texts

[Key concepts: theme, representation, values, concept; Key processes: comparing, analysing, identifying; Key text types: cartoons, song lyrics, stories, films]

(ACLTUC057)



## Elaborations

- comparing representations, values and social commentary represented in current TV programs or song lyrics with those conveyed in traditional short stories such as *Kaşığı* or *Eskici*, and novels such as *Çalığışu* or *Hababam Sınıfı*
- discussing television series or songs, such as *Türk dizileri, Türkçe pop, şarkılar ve türküler*, identifying either shifts in social or cultural attitudes from those reflected in traditional texts, such as *efsane*, or evidence of continuing values across time
- identifying concepts such as courage, loyalty or social justice portrayed in traditional texts through characters such as *Köroğlu, Çakırcalı Efe, Karacaoğlan*, discussing their relevance to today's society
- assuming the persona of a character from a favourite contemporary novel or film and then adapting it to an earlier time or context, noticing changes required to language forms and expression
- comparing representations of traditions and beliefs across cultures through visual and performing arts, for example, by comparing several living traditions present in Australia, including those associated with cultural and artistic expression of Aboriginal and Torres Strait Islander Peoples

Present, reinterpret or create alternative versions of songs, images or stories, adapting events or characters to different modes or cultural contexts

[Key concepts: creativity, characterisation, imagination, emotion; Key processes: adapting, composing, performing; Key text types: sketches, drama, songs, stories, cartoons]

(ACLTUC058)



- collaborating with peers to create imagined scenarios between contemporary versions of characters or events encountered in traditional Turkish literature or songs
- selecting an imaginative text that they enjoy, such as a poem or song, and adapting it to a different text genre, such as a rap or children's story
- planning and performing a short play for younger learners of Turkish, which contains references to favourite stories or legends
- adapting a popular contemporary or traditional song to suit a different audience or context, for example, *Süt içtim dilim yandı*, *Mavi Boncuk*, *Sev kardeşim*, *Domates biber patlıcan- Barış Manço*
- creating and performing skits that respond to stimulus themes and involve characterisation, context and dramatic tension, for example, *kuşak çatışması*, *zeka oyunları*
- creating an additional scene, new character or alternative ending that adds suspense or a twist to a familiar story, drama or film script

Translating

Elaborations

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Translate and interpret short texts from Turkish into English and vice versa, comparing versions and considering how to explain elements that involve cultural knowledge or understanding

[Key concepts: meaning, equivalence, culture, translation;  
Key processes: translating, approximating, explaining, comparing]

(ACLTUC059)



- identifying language associated with cultural categories such as *aile hayatı*, *kıyafetler* or *batıl inançlar* encountered when translating short texts from Turkish into English, noticing when expressions require explanation as well as translation
- paraphrasing words or expressions that require cultural knowledge of events such as *bayram* or personal celebrations, such as *sünnet* and *kına gecesi*, noting the dangers of literal translation, for example, *çay, kahve alır mısın?* instead of *çay, kahve içer misin?*
- translating short excerpts of folktales, stories, songs or plays into English, demonstrating how cultural elements cannot be translated literally, for example, the opening rhymes of *Bir varmış, bir yokmuş*; vocabulary such as *Evvel zaman içinde, kalbur saman içinde, pireler berber, develer tellâl iken ben anamın beşiğini tıngır mıngır sallar iken*; or the closing rhymes of stories such as *Gökten üç elma düşmüş, biri masalı anlatana, biri dinleyene, biri de bütün iyi insanlara*
- comparing translations of fairytales such as *Snow White*, *Little Red Riding Hood* and *Cinderella* into Turkish, noticing challenges related to the use of tenses, such as *-miş'li Geçmiş Zaman*, to vocabulary equivalence and to the translation of cultural elements
- comparing their own translations of short texts with those of their classmates, then comparing both to versions produced by digital or electronic translators, discussing reasons for variations and discrepancies
- interpreting for a guest speaker to their class or wider school community, explaining cultural references and reflecting on their significance in terms of effective intercultural communication
- identifying and interpreting examples of colloquialisms, slang and idioms typically used by young people, such as *fırça çekmek*, *tuzlu*, *kafa ütölemek*, *cebi delik*

Produce short bilingual texts such as digital stories, comics, blogs and contributions to newsletters or websites which capture the experience of 'living between languages'

[Key concepts: equivalence, interpretation; Key processes: explaining, creating, selecting, glossing, translating]

(ACLTUC060)



- contributing posts to websites or online forums which provide examples of challenges involved in bilingual communication, for example, by glossing Australian expressions, such as 'to cost an arm and a leg', 'to barrack for', 'bush tucker', 'snags' and 'good on you!'
- creating menus or programs for Turkish-themed events, with key items/information in Turkish and explanatory footnotes/glossaries in English
- creating subtitles, captions or commentaries for texts such as video clips, displays or slide shows which introduce the school community to significant aspects of Turkish culture, such as *Ramazan/Kurban Bayramı*, *19 Mayıs Gençlik ve Spor Bayramı*, *Cumhuriyet Bayramı*, *yayla festivalleri*
- creating glossaries for friends and relatives in other Turkish-speaking countries to explain aspects of Australian lifestyles and terminology, for example, the use of abbreviations and colloquialisms such as 'barbie', 'arvo', 'brekkie', 'g'day', 'fair dinkum' or 'No worries!'
- creating humorous bilingual texts, such as comics, stories or dialogues between Turkish-speaking characters in Australia, highlighting challenges associated with the experience of 'living between languages'

### Reflecting

Consider their use of Turkish and English in different contexts, considering how their choices position them as intercultural communicators

[Key concepts: code-switching, code-mixing, intercultural communication; Key processes: monitoring, analysing, reflecting]

(ACLTUC061)



### Elaborations

- reflecting on the experience of learning their home language in the school context, for example, by identifying elements that provide new challenges, such as having to adopt the standard form of Turkish as opposed to colloquial or regional varieties used at home
- drawing on their bilingual/multilingual experience to identify elements of successful intercultural communication, such as being aware of differences in expectations, recognising and responding to signals of misunderstanding, switching between Turkish and English when it helps communication
- providing examples of interactions that 'work' better in Turkish than they do in English and vice versa, for example, *duygular*, *saymak*, discussing why this might be the case
- considering how they adjust their ways of communicating in Turkish or English when interacting with people such as elders, friends of the same or different gender, people in authority, small children or close relatives
- keeping a journal of humorous, satisfying or challenging experiences associated with learning and using Turkish, noting personal reactions and reflections over time and insights gained into their own communicative behaviour

Consider how their personal biography, including family origins, traditions, interests and experiences, shapes their sense of identity and influences their ways of communicating  
[Key concepts: bilingualism/multilingualism, culture, identity; Key processes: reflecting, analysing, comparing]

(ACLTUC062)



- creating written, spoken and multimodal texts, such as digital profiles, identity maps, timelines or journals, to describe significant milestones in their lives, and influential people, events or experiences that have helped shape their sense of identity
- analysing elements of their individual identity which reflect bicultural or multicultural experience and influences, for example, *arabesk/pop/özgün/türkü, halay, moda, giyim tarzı, kitap zevki, eğlence tarzı, yemek çeşitleri, futbol takımları*
- reflecting on their ways of communicating and expressing identity across home, school and social contexts, considering reasons for variations they notice
- reflecting on how their ways of communicating might be perceived by other people, such as teachers, friends or strangers, for example, how they communicate, switch between languages or use body language
- talking about what they mean by *identity*, comparing their own and others' understandings of the concept

## Understanding

### Systems of language

Recognise and use appropriate features of Turkish sound and writing systems to produce texts that include specialised and less familiar language  
[Key concepts: vowel elision, rhythm, stress; Key processes: identifying, experimenting, applying]

(ACLTUU063)



### Elaborations

- recognising the vowel elision rule in two-syllable words and how this is related to suffixes, for example, *burun-burnu, beyin-beyni, göğüs- göğsü, karın-karnı* and *oğul-oğlu*
- understanding sound assimilation in spoken Turkish which does not exist in the written form, for example, the written word *onbaşı* is pronounced *ombaşı*, *herkes* is pronounced *herkez* and *eczane* is pronounced *ezzane*
- learning pronunciation of vowels and consonant clusters in loan words, for example, the stress and pronunciation of vowels in *mükemmel* and consonant clusters *tr-* in *tren*, *-ks-* in *faksla* and *sp-* in *spor*, *pl-* in *plaj*
- identifying the different use of homophones in Turkish, learning how these affect meaning in sentences, for example, *gül, yüz, dolu, ben, aç* and *çay*
- experimenting with rhythm and tempo in recitation of poems and ballads, developing understanding of the function of stress and applying it to unfamiliar words and phrases in more complex sentences and texts
- developing a glossary of ICT terms and using the terms in their own texts, for example, *bilgisayar, fare, yükleme/indirme, ağ, e-posta, bilgisayar korsanı, yazıcı and aktarma, sanal alem*

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Understand and use grammatical forms and structures such as reduplication, auxiliary verbs, particles and honorific forms, using metalanguage to identify or explain forms, structures and parts of speech

[Key concepts: verb mood, reduplication, honorific forms; Key processes: understanding, applying rules)

(ACLTUU064)



- recognising and using reflexive, reciprocal, causative and passive verbal mood suffixes in simple sentences, for example, *Ozan yıkandı ve sonra giyindi* (reflexive), *Maçtan sonra arkadaşı ile buluştu* (reciprocal), *Dün kuaförde saçını kestirdi* (causative), *Bugün işten kovuldu* (passive)
- using verb conjugation in different tenses to form new words and phrases, for example, *açıkladım*, *açıklayacaklar*, *iyi açıklıyor*
- learning the conditions that apply to using familiar and formal second person singular forms *-n* and *-n(i)z*, for example, *yemeğin hazır*, *yemeğiniz hazır* and second person pronouns, *sen* and *siz*
- understanding and using the three types of reduplication for emphasis, for example, emphatic reduplication, *kapkara*, *upuzun*, *-m* reduplication, *çirkin mirkin*, *Selma'yı Melma'yı görmedim* and doubling, as in *yavaş yavaş*, *ikişer ikişer*, *koşa koşa*, *ağlaya ağlaya*
- learning to use more complex conjunctions, such as *hem... hem de*, *ne... ne*, *ki*, *ancak*, *yoksa*, *oysa*, *hatta*, *rağmen*, *yani*, *-e göre*
- using different types of formal and informal honorific forms, such as *Bey/Hanım*, *Amca/Teyze*, *Efendi*, *Ağa/Hanımağa*, *Sayın*, *abi/ağabey/abla*, *hoca/öğretmen*, *bay/bayan*
- using a range of interrogative word endings and more complex interrogative pronouns, for example, *Babam kahveyi yapacak mı?* *Sunumu beraber yapıyor muyuz?* *Ne kadar uzun olsun?* *Yaklaşık otuz santim*
- using compound and complex sentences, for example, *Ayşe telefonda konuşur ve bilgisayarda oyun oynar*, *Ama Zeynep ne telefonda konuşmaktan ne de bilgisayarda oyun oynamaktan hoşlanır*
- recognising a wider range of idiomatic expressions and using a variety of phrases to discuss opinions
- developing metalanguage for identifying and explaining different types of adverbs, adjectives and sentence structures relating to grammatical functions, such as predicates, subjects and objects
- learning how to use different auxiliary verbs formed by adding verbs such as *etmek*, *kılmak*, *kalmak* and *olmak* to nouns and attaching them to single-syllable words, for example, *reddetmek*, *affetmek*, *kaybolmak* but *yardım etmek*, *namaz kılmak*, *geç kalmak*

Understand the influence of purpose, audience and context on the structure and organisation of texts, and apply this understanding to interpret unfamiliar texts

[Key concepts: genre, tenor, audience; Key processes: identifying, classifying, explaining]

(ACLTUU065)



- applying their understanding of key features of familiar types of texts to understand unfamiliar content, for example, in public announcements, commercials, print advertisements or itineraries
- creating and comparing their own examples of particular text types, such as horoscopes, prayers or weather forecasts, explaining their choice of particular language and text organisation
- recognising the format of different Turkish texts and stylistic conventions, such as *resmi ve kişisel mektupta hitap, selamlama, adres ve imza, konuşmada hitap*, identifying how these vary according to context, purpose and intended audience, and applying the conventions in their own spoken and written texts
- demonstrating how texts achieve cohesion, for example, by using elements such as paragraphing or conjunctions to sequence and link ideas and to maintain the flow of expression, for example, *konu cümlesi, giriş, gelişme ve sonuç paragrafları, 'Öncelikle, Sonuç olarak, Bu yüzden' gibi bağlaçlar*
- analysing unfamiliar texts to establish register, for example, by identifying words and expressions that suggest degrees of formality, audience and context, such as, *siz/sen, sayın, saygıdeğer, müstakbel, beyefendi/hanımfefendi*, the use of first person diminutives, *c(i)ğ(i)m (anneciğim)* with *bey (bey amcacığım or hanım teyzeciğim)* and with *canım (canım teyzeciğim), kuzucuklarım* and *canım kuzucuklarım*

Language variation and change

Elaborations

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Understand the nature of regional and national variations in language use and that language varies according to context, mode of delivery and relationship between participants

[Key concepts: language variation, context, mode, audience, diversity; Key processes: identifying, comparing, explaining]

(ACLTUU066)



- recognising the diversity of Turkish speakers around the world and of regional and national variations that involve accents, dialects and vocabulary, for example, the word *geliyorum* is *gelirem* (Azerbaijan), *gelikene* (Western Thrace), *celiyurum/geliyem/geliyom* (Black Sea/South East Anatolian Region/North Cyprus)
- recognising features of language used in different texts which identify the purpose for which it is intended and the audience it is aimed at, for example, *beğenmiyorum, hiç beğenmedim, bana yaramaz, iğrenç bir şey!*
- explaining differences in style and register between different texts, for example, *futbol maçındaki tezahürat: En büyük Fener başka büyük yok! Şampiyon Galatasaray! Beşiktaş sen çok yaşa! compared to Okul karnesi: Murat bütün ödevlerini zamanında tamamladı, Değerli misafirler, bugünkü toplantımızda gençlerimizin sorunları hakkında konuşacağız*
- analysing samples of language from different media texts, for example, *haber programları, çocuk ve gençlik programları* and *Türk dizileri*, to demonstrate the influence of factors such as age, gender, social position and regional variation on language use and text composition
- collecting and comparing language samples that show how people vary their language based on their relationships with others, different situations, social status and ethnic background, for example, language used by teachers and students at school, politicians' speeches
- analysing how Turkish proverbs and idioms are used differently in different text types and modes of delivery, for example, *fıkralar, hikayeler, mektuplar* or *resmi konuşmalar*
- noticing variations in language use according to context and relationship, for example, by identifying differences in exchanges in English, such as 'apologies for any convenience caused', 'not at all', 'sorry mate', 'no worries' and Turkish, *Kusurumuza bakmayın lütfen, Çok özür dilerim anneciğim, Rica ederim, Lafı mı olur? Ne olur affedin beni! Sürç-i lisan ettiyse affola! Yemin ederim*

Understand how their own use of Turkish in social, school and community contexts has changed over time, discussing reasons for changes or adaptations

[Key concepts: language change, expression, experience, context; Key processes: reflecting, monitoring, analysing]

(ACLTUU067)



- identifying changes in their ways of communicating in Turkish as a result of influences such as social media, popular culture, technology and intercultural experience, for example, the use of acronyms, emoticons, 'selfies' in text messaging, and of abbreviations such as *nbr* (*ne haber*), *tmm* (*tamam*), *slm* (*selam*), *kib* (*kendine iyi bak*), *bye* (*güle güle*) and *aeo* (*Allaha emanet ol*)
- reflecting on how their use of language develops as they grow older and as they communicate in different contexts, with different people, for different purposes, discussing how speaking more than one language provides additional resources for making meaning
- monitoring their own and others' use of new forms of language, behaviour and self-expression across different contexts such as school and social worlds, including virtual forms of communication
- investigating changes in their use of Turkish in wider contexts, for example, as a result of increased exposure to Turkish-language media in Australia, comparing the language used in various television dramas to their own use of the language in daily life

#### Role of language and culture

#### Elaborations

Understand that language is not neutral and that its forms and usage reflect cultural values, ideas and perspectives

[Key concepts: culture, the power of language, language change, metalanguage; Key processes: discussing, reflecting, analysing, comparing]

(ACLTUU068)



- sharing understandings of what culture is and of how it relates to language and to identity, using statements such as *Kültür ... demektir, Kültür ... oluşur, Kültür ve dil bir milletin en önemli özelliklerindedir, Kültür dili, dil kültürü yaratır*
- drawing on their own experience of using Turkish, English and other languages in different contexts to consider how language can make people feel powerful or weak, can feel inclusive or exclusive
- noticing how their choice of language such as forms of address, use of adjectives, nouns or pronouns when interacting in Turkish both influences and reflects relationships with people and attitudes and values
- experimenting with 'reading between the lines' of unfamiliar texts such as news reports or speeches to identify values or attitudes that underlie the text, for example, editorials or news reports from different cultural contexts
- identifying changes in ways of communicating in Turkish or English in today's society that reflect changes in cultural and social practices, for example, *Allahısmarladık/hoşça kal! Allaha emanet ol/İyi yolculuklar*
- developing language for thinking and talking about cultural expression and representation, for example, *bakış açısı, değerler, görüntü, klişe, dahil etmek, dışında bırakmak*
- identifying how words, expressions and actions reflect relationships and social hierarchies, such as the use of titles such as *bey/hanım, ağa/hanımağa, usta, çırak, muavin, yardımcı, paşa, öğretmen, hoca*, and considering how concepts such as *respector hierarchy* are expressed in English

## Years 7 and 8 Achievement Standard

By the end of Year 8, students use spoken and written Turkish to initiate and sustain social interactions and to reflect on their experiences. They exchange ideas on topics such as *Türkiye'ye ilk ziyaret, Avustralya'ya ilk geliş* and offer and justify opinions, for example, *Sana katılmıyorum çünkü..., Seninle tamamen aynı fikirdeyim*. Students use action-related and spontaneous language to engage in shared activities that involve planning, transacting, negotiating and taking action, for example, *Bana göre... Diğeri bence daha uygun, Nasıl bir yol izleyelim? Sen karar ver*. They use reflective and evaluative language to support their own and others' learning, for example, *Türkçe öğrenmek İngilizce öğrenmekten daha kolay, Bu sorularda çok zorlandım, Hem tekrar ederek hem yazarak öğreniyorum*, and to manage discussion and debate, for example, *inanıyorum ki, bana kalsa, anlıyorum ama katılmıyorum, bence, aynı fikirde değilim*. When interacting, they apply pronunciation, rhythm and intonation in spoken Turkish to a range of sentence types. Students locate, collate and analyse information from a variety of texts to develop a deep understanding of events, personalities or circumstances. They convey information, ideas and perspectives on issues of interest in different modes of presentation using specialised and less familiar language. They respond to traditional and contemporary imaginative texts by interpreting and comparing how values, characters and events are represented and present, reinterpret or create alternative versions of imaginary texts in different modes. When creating texts, they use a variety of verb tenses and moods, for example, *Ozan yıkandı ve sonra giyindi, Maçtan sonra arkadaşı ile buluştu. Dün kuaförde saçını kestirdi, Bugün işten kovuldu*; reduplication, for example, *kapkara, upuzun, çirkin mirkin, Selma'yı Melma'yı görmedim*; doubling, for example, *yavaş yavaş, ikişer ikişer, koşa koşa, ağlaya ağlaya*; auxiliary verbs, for example, *reddetmek, affetmek, kaybolmak*; particles and honorific forms, for example, *Bey/Hanım, Amca/Teyze, Efendi, Ağa/Hanımağa, Sayın, abi/ağabey/abla, hoca/öğretmen, bay/bayan*. They translate and interpret texts from Turkish into English and vice versa, compare their versions and explain cultural elements. They produce short multimodal resources in Turkish and English that reflect the bilingual experience. They reflect on their own bilingualism, on the importance of language in intercultural communication and how their own biography contributes to their sense of identity and influences their ways of communicating.

Students identify and apply features of the Turkish sound and writing system to convey meaning in a range of texts, including identifying when sound assimilation in spoken Turkish does not exist in the written form, for example, *onbaşı/ombaşı, herkes/herkez and eczane/ezzane*. They use metalanguage to identify and explain different types of adverbs, adjectives and sentence structures relating to grammatical functions, such as predicates, subjects and objects. They explain how structure and organisation of texts depend on the context, audience and purpose of the exchange, for example, *beğenmiyorum, hiç beğenmedim, bana yaramaz or iğrenç bir şey!* They identify and explain regional and national variations in language use and how language use also varies according to context, mode of delivery and relationship between participants. They explain how and why their own use of Turkish has changed over time and depends on context. They explain how cultural values, ideas and perspectives are embedded in language use and communication styles.

## Years 9 and 10

### 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, gülerek gitti**; adding the suffix **-ce/-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 interculturally 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

## Years 9 and 10 Content Descriptions

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### Communicating

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Socialising	Elaborations
<p>Exchange ideas, opinions and aspirations , comparing views, preferences and responses to different experiences, noting commonalities and differences</p> <p>[Key concepts: values, environment, social worlds, aspirations; Key processes: discussing, comparing]</p> <p>(ACLTUC069)</p> 	<ul style="list-style-type: none"> <li>● exploring concepts related to their own and each other's social worlds, such as equity, the environment, popular culture or gender roles, explaining their views in terms of values and expectations</li> <li>● interviewing each other about their opinions on effective communication, focusing on issues such as their use of social media and of different languages in different contexts</li> <li>● using electronic media to communicate with young people in other contexts, discussing aspects of their social lives, such as the importance of popular culture, friendship groups and interests</li> <li>● using social media to document their social, cultural and intercultural experiences, for example, by posting a weekly blog to share with others</li> <li>● comparing aspirations in relation to social, educational and professional futures, including consideration of the role languages will play in these projections, for example, <i>Türkçe öğretmeni olmak istiyorum. Doktor olunca Türkçe konuşmak çok yararlı olacak</i></li> </ul>
<p>Participate in activities that involve taking action, transacting, problem-solving, negotiating and managing different opinions and perspectives</p> <p>[Key concepts: action, awareness, problem-solving; Key processes: planning, designing, transacting, discussing]</p> <p>(ACLTUC070)</p> 	<ul style="list-style-type: none"> <li>● organising an event, such as an information evening or social media forum to raise awareness of community, environmental or ethical issues, such as the importance of learning languages, social harmony or waste management, brain-storming and allocating roles and responsibilities</li> <li>● transacting for real or hypothetical goods and services, for example, reviewing online shopping sites, discussing issues such as value, availability, competition and ethical sourcing</li> <li>● solving problems that arise during collaborative learning experiences by discussing ideas, weighing up alternatives and negotiating shared decisions</li> <li>● conducting simulated job interviews as either the employer or prospective employee, observing expected professional protocols, for example, <i>İş deneyimlerinizden bahsedebilir misiniz?</i></li> </ul>

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]

(ACLTUC071)



- responding to questions that encourage reflection and require the use of elaborated and evaluative language, for example, how meanings can be interpreted or misinterpreted by others, with particular reference to their experience of moving between Turkish and English
- asking each other questions that require the use of analytical or comparative language in response, for example, *okuduğunuz metindeki bu düşünce izlediğiniz filmde nasıl işlenmiştir? Hangi dilde duygularını daha rahat ifade ediyorsun*
- documenting their experience of learning and using Turkish in the school context, for example, by maintaining a reflective journal that records responses to stimulus questions such as *Türkçe'yi daha farklı ortamlarda rahatça kullanabiliyorum*
- using evaluative language to acknowledge elements of others' arguments or to challenge ideas in a respectful manner, for example, *Bazıları böyle düşünse de ben tamamen farklı düşünüyorum*

## 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]

(ACLTUC072)



## Elaborations

- distinguishing between fact and opinion in texts such as newspaper articles and media reports, using critical analytical skills and textual knowledge to recognise elements such as bias and perspective
- comparing and evaluating information presented on a particular subject by authors writing from different perspectives and contexts, for example, from a mainstream newspaper editorial or an online personal blog
- analysing how spoken, written and digital texts convey cultural as well as factual information, for example, by identifying priorities and perspectives in regional news headlines, local community announcements, advertisements or notices in public spaces such as *Bergama'daki çevre problemi*
- comparing advertisements for the same product in different languages, such as *Türkiye ve Avustralya'daki cep telefonları, Yiyecek ve içecek ya da yemek reklamları arasındaki fark*, discussing why particular language or images have been selected and distinguishing between culture-specific and universal representations and interests
- analysing reports of an event from different media sources to identify variations in perspectives and interpretations, for example, *Gelibolu'nun Avustralya ve Türkiye açısından önemi*

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]

(ACLTUC073)



- designing texts such as video clips, memes or magazine covers to draw attention to an issue of concern to their peer group, such as *kadın hakları*, *hayvan hakları*, *küresel ısınma*, *geri dönüşüm*, *enerji birikimi*, discussing selection of the most effective language, images and cultural references
- creating digital presentations to report on events such as a Turkish Film Festival, Tulip Festival, coffee festival or theatre production, including excerpts from interviews with actors, singers or directors
- summarising and presenting information relating to topics or themes studied in other curriculum areas, using different modes of presentation to cater for different learning styles
- creating digital clips or social media posts designed to persuade, dissuade, inform or inspire, for example, *sağlıklı yaşamı destekleyen posterler*, *doğal felaketler için yardım kampanyası*, *seyahat broşürü*, *geri dönüşüm*
- writing reviews or creating commentaries of an event such as a World Cup soccer match, music festival or street fashion show, selecting details likely to be of most interest to their peers

Creating

Elaborations

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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]

(ACLTUC074)



- analysing humorous texts, such as *Hababam Sınıfı*, *Temel fıkraları*, *Nasrettin Hoca Fıkraları*, *karikatürler*, identifying techniques used to engage and amuse the audience, considering whether the humour would ‘travel’ if translated into English
- exploring how the use of rhythm, rhyme, imagery and metaphor, for example, in *şiiirler*, *maniler*, *türküler*, *tasavvuf müziği*, create effects that reflect cultural traditions and values
- identifying features of traditional forms of literature, for example, meter, the use of repetition, identification of the composer in a refrain, as in *halk şiiiri veya türküsü*, comparing with characteristic features of more contemporary literature, such as poems by *Ümit Yaşar Oğuzcan* or *Atilla İlhan* or novels by *Ayşe Kulin* or *Elif Şafak*
- comparing how concepts such as sadness, joy, humour or regret are conveyed in music, art, drama and poetry across languages and cultures, for example, by comparing the lyrics of popular songs in Turkish and English
- comparing the impact of different texts relating to *Gelibolu* and *Çanakkale*, including songs, films, diaries and letters, identifying commonalities and differences in perspectives and expression by soldiers involved in either side of the combat
- telling the story of *Türk halıları ve kilimleri* in their own words, comparing their interpretations of the design, symbols and colours in the rug
- providing a commentary of a performance of *Mevlevi Dervişleri*, *Halk Dansları*, interpreting movements, significance of costumes and key ‘messages’ of the performance

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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]

(ACLTUC075)



- collaborating with peers to create their own dramatic or humorous representations of people, situations or events encountered in their own lives that reflect their experiences of living in a multicultural and multilingual society
  - composing and performing poems, songs or dramatic monologues that incorporate elements of either contemporary or traditional literary or musical forms
  - composing expressive texts, such as protest statements, personal letters or persuasive speeches, selecting emotive or powerful language and noticing the basis for this selection
  - creating riddles to compete with and entertain each other, imitating the use of meter, rhythm, rhyme and metaphor exemplified in riddles from Turkish literature and folklore
  - creating English language commentaries to an observed Turkish language sitcom, discussing how to transfer or explain humour or dramatic effects of the original text for non-Turkish speaking Australian viewers
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Translating	Elaborations
<p>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</p> <p>[Key concepts: translation, meaning, expression; Key processes: translating, analysing, comparing, evaluating]</p> <p>(ACLTUC076)</p> 	<ul style="list-style-type: none"> <li>• discussing the nature of translation with reference to strategies such as decoding literal meaning (<i>word-for-word</i>), reading for meaning (<i>sense-for-sense</i>) and cultural reading (<i>reading between the lines</i>)</li> <li>• comparing Turkish versions of English language community notices relating to health or education, such as notices in doctors' waiting rooms or school notices, comparing with equivalent texts produced in Turkish-speaking communities, identifying similarities and differences that reflect cultural context and communicative styles</li> <li>• evaluating the effectiveness and accuracy of subtitles used in English or Turkish films, video clips or documentaries, finding examples of meaning 'lost in translation' such as <i>The Water Diviner – Son Umut (Su Cengaveri)</i></li> <li>• providing annotated translations of excerpts from literary and media texts such as poems, newspaper or radio reports, identifying challenges involved in transferring meaning, expression and mood from one language and cultural tradition to another</li> <li>• comparing their translations of short literary texts, such as folktales <i>Keloğlan</i>, <i>Karagöz ve Hacivat</i> and <i>Nasrettin Hoca</i>, riddles or folk songs such as <i>türkü</i> and <i>mani</i>, discussing how the process of translation clarifies understanding of the relationship between language, culture and experience, as in <i>kına yakmak</i>, <i>kız isteme</i> ve <i>sünnet töreni</i></li> <li>• translating Turkish idioms and proverbs that contain cultural elements and references, such as <i>Ateş olmayan yerden duman çıkmaz</i>, <i>Bir fincan kahvenin kırk yıl hatırı vardır</i>, <i>Üzüm üzüme baka baka kararır</i>, <i>ayağına kına yakmak</i>, <i>saman altından su yürütmek</i>, researching stories behind the references and discussing how their meaning can be conveyed in English</li> <li>• critically evaluating the effectiveness of resources used to assist translation, such as bilingual and monolingual dictionaries, electronic translators and style guides such as <i>İmlâ Kılavuzu</i></li> </ul>

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]

(ACLTUC077)



- identifying and explaining cultural references in media texts such as letters to the editor or opinion pieces on issues related to traditional or contemporary Turkish culture, for example, *Küçük çocukların evlendirilmesi doğru mu? Pazara kadar değil, mezara kadar*
- explaining cultural allusions in texts associated with historical, religious, national or civic events, for example, *bir yastıkta kocayın, maşallah, nazar değmesin, Allah kabul etsin, bayramınız mübarek olsun, sıhhatler olsun, kolay gelsin*
- identifying terms associated with particular elements of Turkish culture and lifestyle, such as *aile hayatı, batıl inanç, yemek kültürü, yayla ve Türk düğünü*, discussing how they exemplify Turkish values, traditions and changes over time, and how they might be understood by non-Turkish speakers
- creating a bilingual virtual tour of the school for new or intending students, noticing which language ‘works’ most effectively for different elements of the presentation

### 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]

(ACLTUC078)



### Elaborations

- comparing reflections on successful or unsuccessful intercultural communication, identifying factors such as social relationships, age, status, values and traditions
- discussing the concept of *shared responsibility* in relation to intercultural communication, considering how effective interaction involves elements of noticing, analysing, reflecting, responding and adjusting
- comparing ‘repair and recovery strategies’ that can be used to respond to miscommunication between speakers from different language and cultural backgrounds, for example, self-correction, asking for repetition or clarification, rephrasing, considering the other person’s standpoint
- considering which language they are more comfortable using when expressing particular feelings, ideas or experiences, for example, *başından geçenleri anlatmak, korkmak, şaşırarak, üzülme, heyecanlanmak, sayı saymak*

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]

(ACLTUC079)



- considering how languages carry cultural meanings that may not always be understood by speakers of other languages
- discussing whether being bilingual or multilingual allows for a more flexible sense of identity in ways that involve culture as well as language
- exploring how ways of thinking, communicating and behaving reflect cultural identity, for example, by noticing when they identify more as Turkish or Australian, and how these shifts vary according to context and situation
- reflecting on the experience of learning and using their home language in school, considering whether it impacts on their relationship with the language or on their sense of 'balance' in terms of identifying with different languages
- creating a multimedia self-profile that captures elements of the experience of living across languages, communities and cultural traditions
- comparing their responses to particular media representations of cultural difference or diversity
- reflecting on how speakers of more than one language draw on a wider range of linguistic and cultural resources to make meaning of experience and to communicate with others

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## Understanding

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### Systems of language

### Elaborations

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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]

(ACLTUU080)



- understanding the use of lexical stress in Turkish, and the relation between morphemes and stress, where usually the left-most morpheme is the one that determines the stress, as in a range of compounds such as *atlıkarınca*, *kadınbudu*, *imambayıldı*, *akşamüstü*, *güneydoğu*, *Fenerbahçe*, and *depremzede*
  - experimenting with different registers and vocal and stylistic effects in creating specific emphases in different types of spoken and written texts, for example, speeches, songs, letters to the editor
  - using elision in informal interactions, for example, *napcaz? gelcen mi? naber?*
  - knowing when to pause and what tone to use for required effects, such as emphasis or persuasion
  - recognising ways in which written language differs from spoken language, such as being more crafted, precise, elaborated or complex, for example, the use of subordinate clauses and support details, *Cumartesi günü maçta Atatürk Kupası'nı kazanan takım, Galatasaray'ı 89'uncu dakikada Mehmet'in attığı golle 1-0 yenerek kupayı 5'inci kez evine götürən Beşiktaş oldu*
  - recognising the impermanent and fluid nature of spoken language, identifying features such as interactivity and turn-taking, the use of repetition, pauses, interruptions and contractions, inverted syntax, such as *ben de isterim gelmeyi* and the use of non-verbal language and vocal effects
  - using challenging word combinations in written and spoken Turkish tongue twisters
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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]

(ACLTUU081)



- analysing functions of affixation through the identification of adverbial, adjectival and noun phrases in Turkish idioms and proverbs
- using compounds in different cases, for example, *cep telefonları, Türkiye Cumhuriyeti'ni, Ağrı Dağı'na, Osmanlı İmparatorluğu'nun*
- learning about nominalisation to form complex words such as *iş deneyimleri* in a range of sentence structures
- identifying how adverbs/determiners are used for describing people, places and objects in texts, for example, *Çamaşırlar kar gibi beyaz oldu, turp gibi bir çocuk, Çocuk gibi ağladı, Buz gibi su içtim, İnci gibi dişleri var, saray gibi bir ev, pamuk gibi bulutlar*
- analysing how some adverbs derived from verbs and adverbial phrases can modify time and manner of action, for example, the adverb *-arak* indicates whether the action expressed by another verb is taking place at the same time or before the action it denotes, for example, *Koşarak geldi, gülerek gitti*; adding the suffix *-ce/-ca* to the adjective as in *dikkatlice* and *hızlıca*
- distinguishing the two different uses of *de/-de* as a suffix and as a conjunction, noting the impact on meaning if they are used inaccurately, for example, *Araba da ev de İstanbul'da kaldı* and *Arabada ve evde sigara içmek yasaktır* have totally different meanings
- explaining different uses of the suffix *-ki* as a relative pronoun in relative clauses, such as *Yunus'unkinden, benimki*; as a locative suffix, *yanımdaki* and *evdeki*, for idiomatic use as in *halbuki, mademki, oysaki*; and as a conjunction meaning 'who', 'which' and 'that' as in *görüyorum ki, biliyorum ki, tabii ki*
- analysing 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
- distinguishing between the use of the simple past perfect *-di*, as in, *geldi, gitti* and the evidential past perfect tense *-miş*, as in *gelmiş* and *gitmiş* and *uyuyormuş*
- comparing the use of the progressive form *-(i)yor* and the simple present *-(i)r* and past tense *-d(i)* of verbs that describe actions
- understanding when to use formal and informal registers in different contexts
- using a range of complex and complex-compound sentences in different tenses, for example, *Ali eşyalarını toplayıp, odasını temizledikten sonra yola çıktı, Ali yola çıkmadan önce eşalarını topladı ve odasını temizledi*
- analysing how a range of noun, verb and adjective endings, such as *-daş, -lik* and *-cı, -li* can be used to form new words, for example, *tarayıcı, yoldaş, demlik, kirlî*

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]

(ACLTUU082)



- composing texts such as emails, songs, slogans or public signs, explaining their selection of vocabulary and grammatical and textual features in terms of their intended purpose and audience
- identifying effective examples of imagery and metaphor in literary texts and using them as models for their own compositions
- analysing the use of rhetorical devices in texts such as advertisements, editorials or political speeches, identifying culturally specific features and experimenting with similar devices in their own spoken and written communication
- composing a spoken and a written version of a particular communication, such as an invitation, apology or personal message, explaining differences in language selection, structure and expression
- comparing language features of Turkish and English versions of a news headline or a school report, noting differences that appear to be culturally significant

### 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]

(ACLTUU083)



### Elaborations

- identifying protocols associated with the use of language, body language and gestures when using Turkish which are different to those used by people from other language backgrounds, for example, kissing hands, avoiding crossing legs or putting hands in pockets when in the company of elders
- tracking variations in language use among different community or social groups, identifying how they reflect cultural values, hierarchies or relationships, for example, language used between members of sporting or interest groups
- discussing the use of *Avustralya Türkçesi* among people in different contexts, for example, the use of words such as 'yep', 'mate', *shoplar*, 'you know' within sentences in Turkish, for example, at local events such as *festivallerdeki duyurular*, *saticıların dili*, *camide imamın konuşması*
- comparing style, register and grammatical choices adopted in spoken, written or digital versions of an interaction such as a greeting, announcement or apology, for example, *özür dilerim/affınıza sığınırım*, *naber(nbr)/nasılsın*
- understanding why older Turkish speakers and government officials are more likely to use loan words from Persian and Arabic compared to younger generations in social contexts, for example, the use of *teferruat* instead of *ayrıntı*, or *tercüme* instead of *çeviri*, *müracaat* for *başvuru*

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]

(ACLTUU084)



- identifying key factors in the ongoing process of change that characterises all languages and cultures, for example, *teknoloji, küreselleşme, iletişim, sosyal medya ve popüler kültür*, providing examples of how the Turkish language continues to grow, change and adapt in response to these influences, for example, *yazıcı, fare, genel ağ, klavye, ekran*
- exploring how the use of Turkish language and the representation of Turkish culture in different media have changed over time, for example, by comparing old Turkish films and commercials in historical and traditional settings with contemporary films or news channels
- identifying differences in interaction patterns and forms of expression and cultural representation that suggest shifts in cultural values and practices, for example, *nesiller arası ilişkiler, kadın-erkek eşitliği, sınıf ayrımı*
- identifying changes to language that reflect changes in social relationships and community attitudes, for example, the use of the word *eş*, *Müdüre Hanım* to reflect women's rights, and *engelli* instead of *özürlü*, which reflects changing attitudes towards people with disability
- identifying how political leaders and language policies can change or promote particular values and beliefs, for example, the change of Turkish script first to Arabic during the Ottoman period under the leadership of the sultans and then to modern Turkish script under the leadership of Atatürk
- understanding different ways of forming new words, phrases and expressions in Turkish, for example, *tarayıcı, yoldaş* and *demlik* through the use of suffixes -*daş*, -*lik* and -*cı*

## Role of language and culture

## Elaborations

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]

(ACLTUU085)



- tracking changes in Turkish language and communicative practices over different times and contexts, identifying concepts and values that are differently expressed in the language at different times
- analysing how and why Turkish-language community and media texts such as advertisements or notices use different representations of culture, for example, choosing traditional or contemporary references or images, or using terms from English or other languages
- comparing examples of wording in texts such as public signs or announcements, which reflect cultural expectations or priorities, for example, *duyduk duymadık demeyin, sayın yolcular, insaniyet namına*
- analysing core cultural concepts reflected in the Turkish language, such as *saygı, sevgi, mecburiyet, sorumluluk, görev, dürüstlük*, and discussing whether they can be expressed in English
- finding traditional Turkish values and cultural references such as *Türk misafirperverliği* in everyday language, for example, using *rica ederim, başka bir arzunuz var mı? Başımızın üstünde yeriniz var, Ne zahmeti canım!*
- identifying perspectives or values reflected in Turkish song lyrics, poems, idioms and expressions, such as *Kırk fırın ekmek yemen lazım, Saçlarımı süpürge ettim, tanrı misafiri, misafir odası, şöhret için, Gel kim olursan ol gel*, and comparing them with values expressed in similar text types in Australian English

## Years 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.

# The Australian Curriculum Languages - Turkish Years 7–10 (Year 7 Entry) Sequence

## Years 7 and 8

### The nature of the learners

Students coming into this pathway are background learners of Turkish with varying degrees of proficiency in the language. All have family and community connections with the language and associated cultures, or with languages or dialects related to Turkish. Some may have recently arrived in Australia, may have completed the primary years of schooling in Turkish and may have established literacy as well as oracy skills in the language. Others will have participated in community language programs during these years and have some literacy capabilities. Others may have minimal experience of formal learning of Turkish, with no literacy proficiency and varying degrees of oral capabilities, depending on their home language environment. All students share the experience of belonging to worlds in which languages play a key role and diversity of language use is common. The curriculum takes into account the diversity of learners, ensuring that tasks and activities are flexible to cater for different language capabilities while being appropriately pitched to all learners' cognitive and social levels.

### Turkish language learning and use

Students use Turkish to interact with each other, the teacher and other speakers of the language, to access and exchange information, to express ideas and feelings, to compete and to cooperate in learning tasks and activities. They build vocabulary resources, grammatical knowledge and communicative capabilities such as active listening skills and interactional strategies through shared learning experiences that provide a context for purposeful language use and through focused learning episodes that develop understanding of language systems and an ability to use metalanguage. They use modelled and rehearsed language to compose and present different types of texts, for example, shared stories, media and hypermedia texts, songs, poems, reports or journal entries. They plan, draft and present imaginative and informative texts, design interactive events and participate in discussions. They make cross-curricular connections and explore intercultural perspectives and experiences. Learners use ICT to support their learning in increasingly independent and intentional ways, exchanging resources with each other and with learners in different contexts.

### Contexts of interaction

Students interact primarily with each other and the teacher in class, with some access to broader Turkish-speaking networks in the school and local community. ICT resources, such as email, online chats or wikis, provide access to additional experiences of authentic communication, connecting learners' social worlds with those of Turkish-speaking peers in other contexts. Learners have additional access to Turkish language experience through media, community events, websites, social media and radio streaming.

### Texts and resources

Learners work with a range of texts designed for in-school learning of Turkish, such as textbooks, readers, literary texts, videos, online media resources and materials. They also access materials created for Turkish-speaking communities, such as songs, films, magazines and social media texts such as blogs and advertisements and websites. They interact with a range of texts created for different purposes, for example, informational, transactional, communicative, expressive and imaginative texts, and make connections between these text types in Turkish and the work they do around similar texts in the English learning area.

### Features of Turkish language use

Learners recognise and use key elements of Turkish grammar, such as word order, positions of adjectives, adverbs and postpositions, and recognise how grammatical forms and functions are represented through agglutination. They apply the principles of vowel harmony, for example, when adding nominal case endings, **-(e), -(i), -d(e), -d(e)n** to nouns, such as **ev-e, ev-i, ev-de, ev-den, ev-in**. They understand and use simple verb tenses, using negation and affirmation and suffixes to form sentences, such as **biliyorum/bilmiyorum, okur/okumaz, uyudu/uyumadı, geleceğim/gelmeyeceğim, gitmiş/gitmemiş**. They use a range of adjectives, adverbs and postpositions to describe actions, places and people in their own texts, for example, **mavi köşkte, Kısa saçlı biriydi, Çok dikkatli yürü, Dün sabah geldi**; and understand and use the conditional marker **-s(e)** and/or **the word eğer** in compound sentences, for example, **Eğer kitap okursan hayal gücün gelişir**. They develop their range of vocabulary to domains beyond their personal experience and interests, use and analyse grammatical forms and structures and develop awareness of how these shape textual features. They use descriptive and expressive language to create particular effects and engage interest. They develop language knowledge, processing strategies and understanding of text conventions and patterns to assist in comprehending unfamiliar texts. They make connections between texts and cultural contexts, identifying how values and perspectives are embedded in language and how language choices determine how people, issues and experiences are represented. They are aware of the nature of the relationship between languages and cultures, noticing, for example, how particular Turkish words or expressions ‘carry’ cultural values or experiences. They reflect on the nature of bicultural and multicultural experience, on how languages change in response to broader social and cultural shifts, and how they perceive their own identities as users of two or more languages in a multicultural society.

#### Level of support

Differentiated support is required for learners with different levels of oracy and literacy proficiency. All learners require opportunities to review and consolidate learning; different degrees of balance between consolidation work and provision of more challenging tasks ensure learners at different levels are catered for. Teachers provide scaffolding, modelling and material and resource support for the development of fluency and accuracy in spoken language and of grammatical and literacy capabilities. Learners are supported to develop autonomy as language learners and users, and to self-monitor and adjust language in response to their experience in different communicative contexts. They are encouraged to engage critically with resources such as websites and translating tools and other resources designed to strengthen their receptive and productive language use.

#### The role of English

Learners are encouraged to use Turkish whenever possible. English is used when appropriate for discussion, explanation, comparison and reflection, for example, when considering the nature and relationship of language and culture or in tasks which involve bilingual work that includes comparison and analysis of Turkish and English. The process of moving between and using both languages consolidates learners’ already established sense of what it means to be bilingual or multilingual and provides opportunities for reflection on the experience of living interculturally in intersecting language communities.

## Years 7 and 8 Content Descriptions

### Communicating

#### Socialising

#### Elaborations

Interact with peers and teacher to socialise, exchange information and opinions, talk about personal worlds  
[Key concepts: self, family, leisure, preferences; Key processes: interacting, exchanging information, describing]

(ACLTUC086)



- using simple greetings relevant to the time of day, context or relationship, for example, *Merhaba! Günaydın! Tünaydın! İyi günler! İyi akşamlar! İyi geceler! Hoşça kal! Güle güle! Hoş geldiniz! Hoş bulduk!*, noticing differences between how they greet different people, such as teachers or family members, for example, *Merhaba Ayşe! Nasılsın? Günaydın öğretmenim! Siz nasılsınız?*
- offering and responding to general wishes such as *Afiyet olsun! Elinize sağlık! Teşekkür ederim. Bir şey değil! Çok yaşa! Sen de gör!* and to wishes associated with significant events in their community such as *Bayramınız kutlu olsun! Mutluluklar dilerim. Kınan kutlu olsun!*
- composing written or digital texts, such as emails, cards, letters or text messages, to invite, congratulate or thank someone, for example, *Lütfen buyurun! Davetlisiniz. Gözün aydın! Güle güle oturun! Hayırlı ve uğurlu olsun! Tebrikler! Teşekkür ederim*
- describing and comparing accounts of social activities or special community celebrations or events, for example, *Cumhuriyet Bayramında ben şiir okudum, Ramazan Bayramında dedem bana harçlık verdi*
- talking about themselves and their families and expressing likes, dislikes and preferences, for example, *Arkadaşlarımla sinemaya gitmeyi severim, Suyu gazozu tercih ederim*
- participating in online exchanges with sister schools in Turkey or other Turkish-speaking contexts, asking and answering questions about studies, interests and daily routines, for example, *Kaçıncı sınıftasın? En sevdiğin ders hangisi? Okuldan sonra futbol oynuyorum, Akşamları saat onda yatıyorum, Cumartesi günü bağlama kursuna gidiyorum*
- describing and comparing with others aspects of their cultural and communicative worlds, including the use of different languages at home, at school and in their social lives, and their involvement in different activities, for example, *aile yaşamı, düğünler, spor, bayramlar, misafirperverlik*

Plan and participate in collaborative activities such as performances, displays and events which involve planning, transacting and negotiating

[Key concepts: interaction, collaboration, negotiation; Key processes: planning, negotiating, responding, creating]

(ACLTUC087)



- participating in group activities such as surveys or interviews which involve asking and responding to questions and collecting data about individual preferences, attitudes and lifestyles, for example, *Haftada kaç kez (spor) yapıyorsun? (Nesli tükenmekte olan hayvanlar) hakkında ne düşünüyorsun?*
- engaging in shared planning, creating and negotiating, for example, designing displays or resources, such as timelines, schedules, posters or appeals for a fundraiser
- planning for an upcoming event, such as a visit of a Turkish-speaking guest to the classroom, for example, by developing an interview schedule using questions such as *Lütfen kendinizi bize tanıtır mısınız? ... hakkında ne düşünüyorsunuz? Ne zaman ... yapmaya başladınız?*
- creating presentations, performances or interactive experiences to encourage others to either learn Turkish or to use their existing language in different domains
- negotiating real or simulated online or face-to-face transactions that involve discussion of issues such as value, price, availability, for example, by raising questions such as *... kaçta aldın? Aa, çok ucuzmuş, ... dün ayısını daha pahalıya aldı*
- planning and participating in activities that combine linguistic and cultural elements, such as an excursion to a Turkish exhibition, film festival, performance, restaurant or community event, for example, *Ne zaman gideceğiz? Saat onda, ... da buluşalım, Neler getirelim?, Üniforma giymeyelim, Önce (biletimizi alalım). Sonra (sinemaya gidelim)*

Interact in classroom routines and exchanges, such as asking and responding to questions, requesting help, repetition or permission, giving praise or encouragement

[Key concepts: discussion, clarification, feedback; Key processes: questioning, suggesting, responding]

(ACLTUC088)



- interacting during group activities by asking each other questions, making suggestions or checking on progress, for example, *Ben ne yapabilirim? Sen not alır mısın? Bu sayfayı mı okuyacaktık? Cevapları maddeler halinde yazsak daha iyi olur. Ne dersiniz?*
- praising or encouraging each other, for example, *çok güzel, aferin, harika, tebrikler, başarılarının devamını dilerim, seninle gurur duyuyorum*
- using appropriate language to seek clarification, to attract attention or to ask for something to be repeated, for example, *Sence bu doğru mu? Tekrar eder misiniz? Arkadaşlar bakar mısınız? Bunu nasıl yapacağız?*
- using evaluative language to reflect on learning activities, for example, *... başardık, ... konularda zorlandık, ... bu çalışmada ... öğrendik*
- identifying and discussing Turkish idioms or proverbs that could be applied to their experience of learning languages in school, for example, *Bir lisan, bir insan, Bir elin nesi var, iki elin sesi var*

Informing

Elaborations

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Identify key points of information such as details about people, places or events in a range of spoken, written and digital texts and use the information in new ways

[Key concepts: data, information, experience; Key processes: researching, recording, reporting]

(ACLTUC089)



- reading/viewing texts such as promotional materials, websites and maps to compile information about geographical features, lifestyles and cultural practices in Turkey or other Turkish-speaking countries, using the information to create a shared database to support their own projects
- gathering information about people or events recently featured in media reports and using this information to create timelines, digital profiles, diary entries or schedules that re-present key points of interest
- listening for key facts in short spoken or recorded texts, such as phone messages, announcements or TV advertisements, and transposing them to note form in order to communicate to others
- identifying points of information in media texts such as sports commentaries, weather reports or newflash items, using them to create messages or announcements to other people, for example, notifying the cancellation of an event due to a bad weather forecast or summarising sports results
- classifying and summarising data collected via class surveys on issues such as study options, music preferences or favourite foods, presenting findings in table or graph form
- compiling details of their family biographies through talking with family members, presenting key elements in oral or digital presentation modes
- compiling facts, statistics and commentaries from sources such as websites, documentaries, travel brochures and magazine articles on famous sites, such as *Kapadokya*, *Pamukkale*, *Kapalıçarşı*, *Ayasofya*, *Galata Kulesi*

Convey information, obtained from personal, community and media sources relating to their own cultural, social and environmental contexts, using spoken, written and digital modes of communication

[Key concepts: experience, lifestyle, culture, diversity; Key processes: creating, presenting]

(ACLTUC090)



- creating a video, digital presentation, web post or print newsletter to report on a recent experience, such as a visit to a Turkish retirement village or to Turkish shops, markets or venues in their local community
- using different modes of presentation such as displays or recorded commentaries to visual texts to profile events, characters or places related to Turkish culture, history or experience, such as *Gelibolu ve Anzaklar*, *Atatürk*, *Göç*
- creating multimedia presentations to invite reflection on aspects of environmental or ecological concerns, for example, *çevre kirliliği*, *geri dönüşüm*, *nesli tükenen hayvanlar*
- providing information on aspects of their own lives that may interest learners in other Turkish-speaking environments, for example, *spor*, *okul kampları veya gezileri*, *konserler*, *festivaller*, *düğünler*, *tatil gezileri*, supporting their commentaries with sound or visual elements
- using modes of presentation such as photo montages, written journals or recorded interviews to inform members of their extended family overseas about their social and educational experience in Australia
- presenting an aspect of Australian culture, for example, multicultural or traditional cuisine, daily life and routines in urban/rural settings, significant places or cultural practices associated with Aboriginal and Torres Strait Islander communities, highlighting elements that reflect the diversity of Australian experience

Creating

Elaborations

Engage with imaginative and creative texts such as stories, cartoons, poems and songs, identifying favourite elements and discussing events, characters and messages

[Key concepts: imagination, creativity, character, narrative, representation; Key processes: responding, creating, analysing, reviewing; Key text types: poetry, folktales, story, song]

(ACLTUC091)



- listening to, reading and viewing imaginative texts such as folktales, shadow puppetry or short stories, such as *Karagöz ve Hacivat*, *Kaşağı*, *Falaka*, demonstrating understanding of plot, sequence and characters, for example, by retelling or re-enacting events in their own words or by creating a timeline
- creating digital profiles of characters they enjoy in fictional and imaginative texts, providing physical and character descriptions and examples of their style of communicating and behaving
- sharing responses to songs, stories, poems or television programs, providing both positive and negative critique, such as *...beni... çok etkiledi çünkü ...*, *Çok komikti, çok sürükleyiciydi, akıcıydı, dili anlaşılırdı, biraz uzundu. Sıkıcıydı, Karmaşıktı, Çok üzücüydü, Anlaşılması zordu*
- identifying key messages in traditional texts such as *Nasreddin Hoca fıkraları*, *Keloğlan*, discussing their relevance to contemporary times and contexts
- considering how humour is expressed in culturally specific ways and whether it 'travels' successfully across languages, for example, by comparing favourite jokes, cartoons or amusing stories in Turkish and English
- recognising the many different ways a story can be told, for example, through *Türk halıları ve kilimleri*, discussing the uniqueness of symbols, colours, stories and feelings represented in carpets and rugs from different regions

Reinterpret or create texts that involve imagination and creativity, experimenting with a range of expressive and performance genres

[Key concepts: humour, suspense, character, dramatisation; Key processes: composing, creating, performing; Key text types: stories, cartoons, songs, role plays, speeches]

(ACLTUC092)



- creating texts such as photo stories, plays, cartoons, comic strips, animations or video clips with voiceovers or subtitles, experimenting with elements such as humour, pathos or suspense
- composing songs, jingles, posters or video clips to promote real or imaginary Australian products for a Turkish market
- rehearsing and performing interpretations of poems or choral recitations for a public performance or verse speaking competition
- creating a new event, character or alternative ending for a familiar text such as *Keloğlan*, *Hacivat ve Karagöz*
- performing unscripted scenarios that involve challenging situations or intercultural encounters, using gestures, expression and props to build mood and explore relationships and emotions
- composing and performing a song or assuming the character of a figure associated with a significant contemporary celebration or event in Australia or the Turkish-speaking world, for example, *Cumhuriyet Bayramı*, *Atatürk'ü Anma Gençlik ve Spor Bayramı*, *Çanakkale Şehitlerini Anma Günü*, *dini bayramlar*

Translating

Elaborations

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Translate and interpret familiar texts such as public signs, song titles or menus from Turkish to English and vice versa, noticing which words or phrases translate easily and which do not

[Key concepts: equivalence, meaning, translation, interpretation; Key processes: translating, explaining, evaluating]

(ACLTUC093)



- translating public signs and notices, comparing each other's versions and considering reasons for differences in how they transferred meaning from one language to the other
- recognising when literal translation is not possible and discussing reasons for equivalence or non-equivalence in the case of idiomatic expressions such as *samanlıkta iğne aramak, kulak misafiri olmak davulun sesi uzaktan hoş gelir, armut dalının dibine düşer*
- identifying and translating words and expressions that reference cultural values or histories and are difficult to translate into English, for example, *başınız sağ olsun, sıhhatler olsun, imece, hayırlı olsun, nazar değmesin*
- evaluating the effectiveness of bilingual dictionaries and electronic translation tools, identifying issues such as alternative or multiple meanings of words and the importance of context to meaning
- translating and interpreting familiar social interactions, such as emails, phone conversations or greetings on special occasions, noticing similarities and differences between Turkish and English language versions
- interpreting words and expressions from popular Turkish language poems or song titles/lyrics that do not translate easily into English and that reflect aspects of Turkish culture
- examining literal translations of everyday interactions in different domains of language use, such as school, home or special interest activities, identifying culturally significant concepts reflected in expressions such as *ellerinize sağlık, afiyet olsun*, used after meals, *yine bekleriz*, in a restaurant, or in language used for apologising or excusing, *kusura bakma, yazıklar olsun*

Create shared bilingual texts and learning resources such as word banks, glossaries, displays and digital presentations  
[Key concepts: language codes, meaning, equivalence; Key processes: creating, interpreting, exemplifying, explaining]

(ACLTUC094)



- creating bilingual signs or menus for the school or local environment, for example, *kütüphane/library*, *revir/sickbay*, *hastahane/hospital*, *doktor/doctor*, preparing bilingual captions for texts such as digital presentations or photographic displays for the school or local Turkish-speaking community, discussing how to convey particular concepts in the two languages
- creating bilingual resources to support their language learning, such as glossaries for personal Turkish–English dictionaries, with examples and explanations of terms that have cultural associations and do not readily translate from one language to the other
- designing a flyer for a class event or performance which uses Turkish and English, considering how to convey information and ideas in each language
- developing bilingual instructional texts or directions that cater for Turkish- and English-speaking friends, family members or participants, for example, computer game instructions or information for an extended-family event
- creating a short bilingual documentary about a local community event or locale, with narration in one language and subtitles in the other
- creating menus or programs for Turkish-themed events, with key items/information in Turkish and explanatory footnotes/glossaries in English

Reflecting

Elaborations

Consider similarities and differences in ways of communicating in Turkish and English, noticing how/when they choose to use either language or both languages

[Key concepts: language domains, code-switching, generation, expression; Key processes: comparing, identifying, monitoring, analysing]

(ACLTUC095)



- identifying instances when they switch between or mix Turkish and English, considering why they do this in particular situations or interactions, comparing their observations with those of their peers
- reflecting on the experience of using Turkish and English with a particular person, such as a parent or older relative, noticing which topics or interactions fit more easily into one language than the other and considering reasons for this
- reflecting on experiences of feeling either comfortable or uncomfortable when switching between languages, explaining why this might have been the case, for example, when translating for parents or other family members or interpreting for visitors
- considering how and why they adjust their ways of using Turkish or English when interacting with older people, friends of the same or different gender, people in authority, small children or close friends, for example, using different forms of address or ways of showing respect or affection
- discussing whether they feel different when using Turkish in the classroom to how they feel when using it at home, for example, using standardised forms of Turkish in school
- reflecting on ways in which different languages provide alternative ways of thinking or speaking about ideas or experiences

Consider the nature of identity and of cultural experience, reflecting on how their linguistic and cultural background contributes to their sense of identity

[Key concepts: identity, multiculturalism, code-switching, communication; Key processes: reflecting, discussing, comparing]

(ACLTUC096)



- discussing the nature of identity, including the fact that it is dynamic, changing and involves values and beliefs as well as practices and behaviours
- reflecting on how their own identity is shaped by and also reflects the experience of living in a multicultural society, using more than one language and identifying with particular language communities
- considering ways in which different languages offer different ways of thinking about experience, or of 'reading' the world; how these different standpoints influence the way meaning is made and how people think about themselves and others
- discussing how Turkish and Australian cultural influences are reflected in their daily lives, interests, social activities and ways of thinking
- reflecting on the relationship between language, culture and identity, for example, by identifying experiences that feel different when interacting in Turkish or in English
- discussing whether their sense of identity changes over time, taking into account changes in language use at home, in school or in the wider and virtual community

## Understanding

Systems of language

Elaborations

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Understand the relationship between the sounds, rhythms, stress and intonation patterns of spoken Turkish, and recognise elements of the written language, such as spelling patterns, agglutination, vowel harmony and symbols

[Key concepts: pronunciation, intonation, vowel harmony, agglutination; Key processes: listening, distinguishing, recognising, applying]

(ACLTUU097)



- identifying and using the sounds and spelling of letters *ı-i, o-ö, u-ü, ş, ç, ğ* in spoken and written Turkish
- recognising the use of *yumuşak g* (soft *g*) *ğ* only in the middle and end of words
- recognising different stress, intonation patterns and rhythms, as in statements, questions or exclamations, and understanding how these affect meaning, for example, *kapı açık kaldı, inanmıyorum, gerçekten mi, onun yalanlarına inanmıyorum, bana eposta yazdı, Türkiye'ye gittiğimde yazdı*
- recognising spelling patterns such as softening *p, ç, t, k* before suffixes starting with a vowel, and understanding how these affect meaning, for example, *kitap-kitabı, ağaç-ağacı, kağıt-kağıdı, kapak-kapağı*
- learning about the pronunciation of long and short vowels with and without the accent and understanding how the length of the vowel and the accent can change the meaning of words, as in *murâdına-Murat* and *hala-hâlâ*, and palatalise the previous consonant, as in *kar-kâr*
- applying principles of vowel harmony, sound assimilation of consonants and grammatical knowledge to spelling and writing unfamiliar words, for example, suffixes such as *-cı, kapkaç çı, banka cı, yol cu, odun cu*, sound assimilation such as *sokak+- d a = sokak t a, süt+- d e = süt t e, kebab+- c ı = kebab ç ı, simit+- c i = simit ç i*

Recognise and use key elements of Turkish grammar, such as word order, positions of adjectives, adverbs and postpositions and sentence structures, recognising how grammatical forms and functions are represented through agglutination

[Key concepts: grammar, sentence structure, agglutination;  
Key processes: understanding, recognising, applying]

(ACLTUU098)



- understanding and responding to instructions by learning the subject–object–verb word order in simple and complex statements, imperatives and questions, such as *Ali topu attı, Ali topu al ve at!* and *Ali topu Tarkan dan sonra bana atar mısın?*
- learning the conditions that apply to the use of familiar and formal second person singular forms *-n* and *-n(i)z*, for example, *yemeğin hazır, yemeğiniz hazır* and second person pronouns, *sen* and *siz* as well as different honorifics, such as *Teyze/Amca, Hanım/Bey, as in Serren Teyze and Doktor Hanım*
- using a range of common interrogative word endings and pronouns, for example, *Haftada kaç kez ... yapıyorsun? ... hakkında ne düşünüyorsun? Lütfen kendinizi bize tanıtır mısınız? Bu sayfayı mı okuyacaktık? Bunu nasıl yapacağız? Tekrar eder misiniz?*
- recognising and using a range of common compounds such as *çevre kirliliği, geri dönüşüm, Türk halları* in different sentences
- recognising common idiomatic expressions and proverbs, for example, *samanlıkta iğne aramak, kulak misafiri olmak, Bir lisan, bir insan, Bir elin nesi var, iki elin sesi var*
- recognising passive voice endings in simple instructions, for example, *mektuba hitap ile başlanır, elektronik mesajda kısaltmalar kullanılır*
- applying the rule of great vowel harmony when adding nominal case endings *-(e), -(i), -(e), -(e)n* to different nouns, such as *ev-e, ev-i, ev-de, ev-den*
- understanding and recognising simple verb tenses, using negation and affirmation and suffixes to form simple and compound sentences, for example, *biliyorum/bilmiyorum, okur/okumaz, uyudu/uyumadı, geleceğim/gelmeyeceğim, gitmiş/gitmemiş*
- recognising and using appropriate endings and sentence structures for subject–verb agreement in simple and compound sentences, for example, *Taylan yemeğini yedi, Defne yemekten sonra ödevini yaptı ve uyudu*
- recognising and using verbal conjugations and nominal declensions through common noun- and adjective-forming suffixes, such as *-(a)l* as in *san-al, -(a)y* as in *dene-y, -(a)k* as in *sol-ak* and *kur-ak, -(c)a* as in *çocuk-ça, binler-ce, İngiliz-ce, güzel-ce, -(d)aş / (d)eş* as in *kardeş, -(h)ane* as in *hasta-hane -(ç)ı* as in *kebab ç ı, simit ç i, eskici*
- using a range of adjectives, adverbs and postpositions to describe actions, places and people, for example, *mavi köşkte, Kısa saçlı biriydi, Çok dikkatli yürü, Dün sabah geldi*, learning the correct written form of suffixes, for example, using the written form *geleceğim* and *alacaksın* instead of the spoken and colloquial use of predicates *gelcem, alcan*; using the correct spelling *geliyorum* instead of *geliyom*
- building metalanguage to talk about grammar, using terms such as *bağlaçlar, özne ve yüklem uyumu, -de/-da ekler, ilgi zamiri -ki, edatlar*

- understanding and using the conditional marker *-s(e)* and/or the word *eğer* in compound sentences, for example, *Eğer kitap okursan hayal gücün gelişir*

Identify features that characterise different types of texts in Turkish, comparing them with similar texts in English  
[Key concepts: genre, language features, register; Key processes: noticing, analysing, comparing]

(ACLTUU099)



- comparing features of different types of texts encountered in and out of school, considering differences in structure, layout, language features and register; for example, the use of imperatives and instructional language in recipes or directions; expressive language and rhythm in poetry or song lyrics; the use of abbreviations and emoticons in text messaging
- identifying characteristic elements of texts associated with national, religious or cultural events, such as festivals or weddings, for example, formulaic and respectful language such as *bayramınız kutlu olsun*, *Allah analı babalı büyütsün*, *Allah mesut etsin*, *Allah kavuştursun*, comparing with typical elements or features of equivalent texts in English
- identifying differences between spoken and written forms of familiar text types, such as invitations, apologies or greetings, noticing variations in grammar, structure and cohesion, for example, *sizleri de aramızda görmekten mutluluk duyarız*, *mutlaka gelin*, *affınızı rica ederim*, *çok üzgünüm*
- comparing features of texts that share a purpose but use different modes of communication, for example, by explaining how and why a text message is different to a phone call, or a puppet show to a written story
- recognising conventions relating to structure and composition in Turkish poetry, for example, by identifying patterns of rhythm, rhyme, repetition and meter in poems by *Orhan Veli Kanık*, *Yunus Emre*
- selecting excerpts of favourite comedy routines or cartoons to demonstrate how creative and performative texts use imagery, satire and expression to create mood, tap into emotions and engage and entertain an audience
- developing metalanguage to talk about texts, for example, by referring to textual elements such as structure, mood, register, and by identifying features of text types, for example, *mektuba hitap ile başlanır*, *elektronik mesajda kısaltmalar kullanılır*

Language variation and change

Elaborations

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Understand that Turkish language use varies according to factors such as age, gender, social position or regional variation

[Key concepts: variation, context, register, relationship; Key processes: noticing, identifying, comparing, explaining]

(ACLTUU100)



- understanding that language is used differently to reflect levels of politeness and formality, for example, the use of the pronoun *siz* instead of *sen* and the second plural indicator *-iz*; the use of professional titles or honorifics with elders and strangers, instead of their names, *Serren Teyze/Serren Hanım gelir misiniz lütfen?* compared with *Mustafa gelir misin lütfen? Melek gelsene! Hazel buraya gel! Doktor Hanım, Müdür Bey*
  - comparing features of standard Turkish and regional varieties used in Turkey and elsewhere in the world, understanding that these variations involve accents, dialects and vocabulary, for example, the word *geliyorum* is *gelirem* (Azerbaijan) *gelikene* (Western Thrace), *celiyrum/geliyem/geliyom* (Black Sea/South East Anatolian Region/North Cyprus)
  - analysing samples of language used in the media, for example, *haber programları*, *çocuk ve gençlik programları* and *Türk dizileri*, to identify the influence of factors such as age, gender, social position and regional variation on language use and text composition
  - collecting and comparing language samples that show how people vary their language based on relationships, context, status and background, for example, by comparing language used by teachers in the classroom with that of students in the playground, or politicians' speeches with storytelling in a playgroup
  - analysing language used in social interactions such as greetings, apologies, farewells and good wishes in relation to social relationships, age or backgrounds of speakers, for example, *Şeref verdiniz efendim buyrun, Merhaba Leman Teyze, nasılsın? Selam Zeynep, Ne haber Suzan? Hoşça kal, Allahısmarladık, Yine görüşmek dileğiyle*
  - identifying and explaining protocols associated with the use of body language and gestures that reflect cultural values or traditions in Turkish-speaking interactions, such as kissing hands, avoiding crossing of the legs or placing hands in pockets
-

Recognise that the Turkish language has evolved and developed through different periods of time, across different contexts and as a result of different influences and interactions, and that it is related to many other languages and has influenced other languages used in the Australian community

[Key concepts: language change, language contact, loan words, globalisation; Key processes: investigating, identifying, classifying]

(ACLTUU101)



- understanding that all languages, including Turkish, change over time, that some grow, adding new words and borrowing from other languages, as in the case of both Turkish and Australian English, while others are no longer spoken (often referred to as 'sleeping' by owners) as in the case of many Indigenous languages of Australia and North America
- investigating the influence of different languages on Turkish through different periods, such as Persian and Arabic after the adoption of the religion of Islam, and of French during the 19th century following reforms in the Ottoman Empire
- understanding reasons for historical developments and reforms in relation to the Turkish language, such as changes implemented under the leadership of Atatürk, for example, changing the script from the Arabic to the Latin alphabet in 1928
- understanding that Turkish culture and language constantly change due to contact with other cultures and languages and in response to developments in communications, popular culture and technology, for example, through the adoption and adaptation of new words and expressions, such as *e-posta*, *yazıcı*, *tarayıcı*, *genel ağ*, *fare*, *tıklamak*, *sanal âlemde gezmek*, *sanal gerçek*
- recognising connections between language families and individual languages, for example, between Turkish and languages such as *Azeri*
- identifying examples of Turkish word-borrowings from other languages, noticing groups of words or expressions in particular categories or areas of interest, such as food, music and sport, for example, *hamburger*, *nota*, *gitar* and *Avustralya futbolu*
- recognising the influence of Turkish on English, for example, by identifying words commonly used in Australian English, such as *yoghurt* (*yoğurt*), *coffee* (*kahve*), *horde* (*ordu*), *kiosk* (*köşk*), *kebab* (*kebap*), *turquoise* (*turkuaz*);
- classifying loan words from English used in Turkish in terms of domains of language use, for example, technological words such as, *televizyon*,  *radyo*, *internet*, *video*, *cd*

## Role of language and culture

## Elaborations

Understand the relationship between language and culture, reflecting on how language reflects personal and community experience and values, and may be differently interpreted by speakers of other languages

[Key concepts :culture, language, meaning, interdependence, perspective; Key processes: analysing, identifying, reflecting, making connections]

(ACLTUU102)



- discussing how values, such as politeness, affection or respect, are conveyed in Turkish, for example, by comparing interactions in their family with interactions they observe in non-Turkish speaking families, for example, the use of terms of affection, such as *güzelim*, *hayatım*, *kuzum*, *canım*, or terms of politeness, such as *lütfen*, *rica ederim*
- understanding that people respond to intercultural experiences in different ways depending on their own cultural perspectives and recognising the validity of different perspectives and questioning notions of 'right' or 'wrong' ideas
- identifying interaction patterns around familiar routines, such as meal times or welcoming guests, which reflect cultural values associated with family life and social relationships, for example, *Afiyet olsun!*, *Elinize sağlık!* *Buyurun!* *Hoş geldiniz!* *Hoşça kal!* *Güle güle!*
- drawing on their own experience of using Turkish, English and other languages in different contexts to consider how language can be both empowering and disempowering and inclusive and exclusive, for example, the use of expressions such as *Sen benim kim olduğumu biliyor musun?*
- noticing how choice of language when communicating with different people, such as forms of address, choice of adjectives, nouns or pronouns, reflects relationships, attitudes and values
- experimenting with 'reading between the lines' of unfamiliar texts, such as an editorial, news report or advertisement, to identify cultural references, values or perspectives that reflect the intention of the text and the context in which it was produced
- identifying changes in contemporary ways of communicating in Turkish that reflect changes in cultural and social practices, for example, *Hayırlı sabahlar/günaydın*, *sohbet etmek/iki lafın belini kırmak*

## Years 7 and 8 Achievement Standard

By the end of Year 8, students interact with the teacher and peers to exchange information and express opinions, for example, *Arkadaşlarımla sinemaya gitmeyi severim*. They use descriptive and expressive language to share feelings and to express preferences such as *Suyu gazozu tercih ederim*. Students use action-related and rehearsed language to engage in shared activities that involve planning, collaborating, transacting and negotiating, for example, *Haftada kaç kez ... yapıyorsun? ... hakkında ne düşünüyorsun?* They interact in classroom routines and exchanges by asking and responding to questions, for example, *Ben ne yapabilirim? Sen not alır mısın?*, requesting help or permission, for example, *Sence bu doğru mu? Tekrar eder misiniz? Arkadaşlar bakar mısınız? Bunu nasıl yapacağız?* and giving praise or encouragement, such as *çok güzel, aferin, harika, tebrikler, başarılarının devamını dilerim, seninle gurur duyuyorum*. When interacting, they use the features of the sound system to their pronunciation of Turkish, including applying stress, rhythm and intonation patterns to statements, for example, *kapı açık kaldı, inanmıyorum*, and questions, for example, *gerçekten mi?* Students locate key points of information from a range of spoken, written and visual texts, and present information related to social, cultural and environmental contexts using different modes of presentation. They share their responses to different imaginative texts by identifying and comparing favourite elements and discussing events, characters and messages, for example, *beni... çok etkiledi çünkü ..., Çok komikti çok sürükleyiciydi, akıcıydı, dili anlaşılırdı, biraz uzundu. Sıkıcıydı, karmaşıktı... Çok üzücüydü, Anlaşılması zordu*. Students use imaginative language to create original or adapt familiar imaginative texts in different genres. They use key elements of Turkish grammar in spoken and written texts, such as basic rules of word order, for example, *Ali topu attı, Ali topu al ve at!* and *Ali topu Tarkan dan sonra bana atar mısın?*, adjectives, for example, *mavi köşkte* adverbs, for example, *çok dikkatli yürü*, postpositions, for example, *dün sabah geldi*, verb tenses and subject–verb agreement, for example, *Defne yemekten sonra ödevini yaptı ve uyudu*. They apply rules of agglutination to verbs, for example, *bilmiyorum/biliyorum, okur/okumaz, uyudu/uyumadı, geleceğim/gelmeyeceğim, gitmiş/gitmemiş*, and nouns, for example, *ev-e, ev-i, ev-de, ev-den, kebabçı, simitçi*. They translate and interpret familiar texts from Turkish into English and vice versa, identifying words and phrases that are not easily translated, such as *imece, hayırlı olsun, nazar değmesin*, and create shared bilingual texts to support their own learning. They compare ways of communicating in Turkish and English and explain how being bilingual influences their cultural identity and ways of communicating.

Students apply elements of the Turkish writing system to write and spell unfamiliar words, including symbols and characters, for example, *hala-hâlâ, kar-kâr, kitap-kitabı, ağaç-ağacı*, vowel harmony and sound assimilation of consonants. They identify how grammatical forms and functions are represented through agglutination. They identify the characteristic features of different types of texts and compare these features with texts in English to identify similarities and differences. They describe how language use varies according to age, gender, social position or region. Students provide examples of how the Turkish language has changed over time due to different influences and interactions, identifying Turkish words that have emerged through contact with other languages, for example, *e-posta, yazıcı, tarayıcı, genel ağ, fare, tıklamak, sanal âlemde gezmek, sanal gerçek*. They identify the relationship between language and culture and describe how languages reflect personal and community experience and values.

## Years 9 and 10

### The nature of the learners

This stage of learning coincides with social, physical and cognitive changes associated with adolescence. Increased cognitive maturity enables learners to work more deductively with language and culture systems, to apply more intentional learning strategies and to reflect productively on their learning. Motivation and engagement with language learning and use are influenced by peer–group dynamics, personal interests and values, and issues related to self-concept. This is particularly the case for bilingual learners for whom the duality of living between languages and cultural communities continuously impacts on the process of identity construction. The role of language is central to this process. It is reflected in the degree to which learners self-define as members of language communities, how they position themselves in relation to peer groups and the choices they make in relation to linguistic and social practices. These processes are fluid and context-responsive, and they impact on learners' engagement with both Turkish and English language learning and use.

### Turkish language learning and use

This is a stage of language exploration and vocabulary expansion. Learners experiment with different modes of communication, for example, digital and hypermedia, performance and discussion. Greater control of language structures and systems increases confidence and interest in communicating in wider contexts. Learners use Turkish to communicate and interact; to access and exchange information; to express feelings and opinions; to participate in imaginative and creative experiences; and to design, interpret and analyse a wider range of texts and experiences. They use language in different contexts more fluently, with a developing degree of self-correction and repair. They reference the accuracy of their written language use against a stronger frame of grammatical and systems knowledge. They demonstrate understanding of language variation and change, and of how intercultural experience, technology, media and globalisation influence language use and forms of communication.

### Contexts of interaction

The language classroom is the main context of interaction in Turkish, involving interactions with peers, teachers and a wide range of texts and resources. Learners continue to interact with peers, family members and other Turkish speakers in immediate and local contexts, and with wider Turkish-speaking communities and cultural resources via virtual and online environments. They also encounter Turkish in wider contexts such as media, cultural or film festivals, community events or in-country travel.

### Texts and resources

Learners engage with a range of language-learning texts and resources, such as textbooks, videos, media texts and online resources, including those developed for computer-supported collaborative learning. They engage with selected abridged versions of classic and contemporary Turkish literature and their film and TV adaptations. Learners may also access authentic materials designed for or generated by young Turkish speakers in a range of contexts, such as blogs, video clips, discussion forums, television programs or newspaper features. Learners are encouraged to source additional materials to support their learning, share them with others and pursue personal interests in aspects of Turkish language and associated cultures.

### Features of Turkish language use

Learners understand and use more elaborated grammatical structures, such as verb moods, auxiliary verbs and particles. They recognise and use different types of formal and informal honorific forms, such as *Bey/Hanım, Amca/Teyze, Efendi, Ağa/Hanımağa, Sayın, Ağabey (Abi)/Abla, Hoca/Öğretmen, Bay/Bayan*, and learn the conditions that apply to the use of familiar and formal second person singular forms *-n* and *-n(i)z*, for example, *Yemeğin hazır, Yemeğininiz hazır*, and second person pronouns, *sen* and *siz*. They understand and use verb moods, recognising relevant suffixes used to create each mood. They learn how to use different auxiliary verbs by adding the verbs *etmek, kılmak* and *olmak* to nouns, for example, *yardım etmek, namaz kılmak, ayıp olmak* and attaching them onto single-syllable words, for example, *reddetmek, affetmek, kaybolmak*. They understand and use the three types of reduplication for emphasis. They use metalanguage to identify or explain language structures, forms and conventions. Learners' vocabulary knowledge expands to include more abstract words and specialised vocabulary drawn from other learning areas or areas of wider personal interest. Textual knowledge and capability are strengthened through maintaining a balance between learning experiences which focus on language forms and structures and communicative tasks and performance. Learners recognise, analyse and construct different types of texts for different purposes and audiences. Task characteristics and conditions become more complex and challenging, involving collaborative as well as independent language planning and performance. Elements involve interpreting, creating, evaluating and performing. Genres such as media resources, fiction and nonfiction texts, performances and research projects allow for exploration of themes of personal and contemporary relevance, for example, global and environmental issues, identity and relationship issues, questions of diversity and inclusivity. Learners investigate texts through more critical analysis, identifying how language choices reflect perspectives and shape meaning, and how they in turn are shaped by context and intention.

Learners at this level understand and discuss the relationship between language, culture and identity. They explore in more depth and detail the processes involved in learning and using different languages, recognising them as involving cognitive, cultural and personal as well as linguistic resources. They identify how meaning-making and representation in different languages involve interpretation and personal response as well as literal translation and factual reporting. They explore the reciprocal nature of intercultural communication: how moving between different languages and cultural systems impacts on their ways of thinking and behaving; and how successful communication requires flexibility, awareness and openness to alternative ways. They develop a capacity to 'decentre' from normative ways of thinking and communicating, to consider their own cultural ways through the eyes of others, and to communicate in interculturally appropriate ways.

### Level of support

At this level learners become less reliant on the teacher for support during communicative interactions and learning experiences, but provision of rich language input and modelled language is needed to continue to support and sustain their language learning. The teacher provides both implicit and explicit modelling and scaffolding in relation to meaningful language use in context, and explicit instruction and explanation in relation to language structures, grammatical functions and abstract concepts and vocabulary knowledge. Provision of opportunities to discuss, clarify, rehearse and apply their knowledge is critical in consolidating knowledge and skills and in developing autonomy. Learners are encouraged to self-monitor, for example, by keeping records of feedback, through and contributing to peer support and through self-review.

### The role of English

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

## Years 9 and 10 Content Descriptions

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### Communicating

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Socialising	Elaborations
<p>Exchange views and information on local and global issues, including aspects of their own lives, such as family relationships and responsibilities, education and community [Key concepts: relationship, education, family, community; Key processes: discussing, debating, responding, comparing]</p> <p>(ACLTUC103)</p> 	<ul style="list-style-type: none"> <li>● discussing issues that are relevant to this stage of their lives, such as school, peer pressure, the use and impact of social media or the nature of parental expectations, identifying points of agreement or disagreement, for example, <i>Ailem gece dışarı çıkmama izin vermiyor</i></li> <li>● participating in discussions on local issues that they see impacting on their current or future lives, such as environmental change, for example by focusing on questions such as <i>Çevremizi korumak için neler yapmalıyız? Arkadaşlarıyla sosyal medyayı nasıl kullanıyorsun?</i></li> <li>● engaging in online discussions with Turkish-speaking students in different contexts on topics of shared interest, such as music, sports, fashion, travel, and comparing their aspirations in terms of personal and professional opportunities, for example, <i>liseyi bitirince Türkiye’de üniversiteye gitmek istiyorum, okulu bitirdikten sonra seyahat etmek istiyorum</i></li> <li>● discussing their responsibilities at home and at school, comparing with those of young people living in Turkey or other Turkish-speaking communities around the world, noting the relative importance of concepts such as <i>Derslerde başarılı olmak, küçük kardeşlere bakmak, Türkçe öğrenmek büyük sorumluluk, aile işyerinde çalışmak</i></li> <li>● developing narrative skills by exchanging accounts of personally significant people, events, influences or milestones in their lives, for example, <i>Türkiye’ye ilk ziyaret, Avustralya’ya geliş, sünnet düğünü, ilk iş görüşmesi, Türk konserine gitmek</i></li> </ul>

Participate in individual and collaborative projects and learning experiences that involve brainstorming, negotiating, transacting, problem-solving and action

[Key concepts: discussion, action, responsibility, collaboration; Key processes: problem-solving, planning, negotiating, collaborating]

(ACL TUC104)



- reaching negotiated decisions by making suggestions, discussing ideas, justifying opinions and reaching agreement, for example, *Nasıl bir yöntem izleyelim? Bence bu yöntemi izlersek daha uygun, Sen nasıl uygun görürsen*
- designing resources such as web posts, information leaflets or segments for a local radio station to promote community action on a social or environmental issue, for example, *zorbalık, kadın-erkek eşitliği, teknoloji bağımlılığı, Avustralya'da Türkçe'yi yaşatmak*
- sharing responsibilities for filming and editing a short documentary that presents aspects of shared cultural experiences, for example, family migration stories, shopping at Turkish markets, participating in a henna ceremony
- setting up and maintaining a shared blog to support contact and information exchange between themselves and young Turkish speakers in different contexts
- participating in transactions that involve negotiation, for example, bidding in a class auction or voting on the allocation of learning resources, using language associated with exchange and evaluation, such as *Var mı artıran? Satıyorum, satıyorum sattım! Biraz indirim yapar mısınız? Bence bu kadar etmez*
- participating in virtual excursions to famous cultural sites or exhibitions, such as *Gelibolu, Anıtkabir, Topkapı Sarayı*, sharing responsibility for individual elements of a multimodal report on the experience

Contribute to structured discussions and shared learning experiences by asking and responding to questions, clarifying statements, demonstrating understanding, expressing agreement or disagreement and reflecting on their learning

[Key concepts: debate, response, dialogue; Key processes: questioning, responding, evaluating, reflecting]

(ACL TUC105)



- asking and responding to questions, expressing opinions and clarifying statements in structured discussions or debates, for example, *bana göre, şöyle ki, seninle aynı fikirde değilim*
- using evaluative language to acknowledge strengths in others' arguments or challenge views in a courteous manner, for example, *İnanıyorum ki ..., Görüşünü destekleyecek kanıtın var mı? Haklısın ama bence ..., Seninle tamamen aynı fikirdeyim, hemfikiriz*
- using metalanguage to discuss language, culture and language-learning and to engage in peer- and self-reflection, for example, *şimdi daha rahat Türkçe konuşabiliyorum, Türkçe TV programlarını daha iyi anlayabiliyorum, Evde Türkçeyi daha rahat konuşuyorum ama okulda zorlanıyorum*
- comparing their reflections on the experience of learning Turkish in school, identifying personal learning strategies and preferred learning modes, using statements such as *Ben çok sık tekrar yapıyorum, Yeni öğrendiğim kelimeleri cümle içinde kullanıyorum, Ben görerek daha iyi öğreniyorum, Benim ezberim çok iyi, Benim ezberim iyi değil*

Informing

Elaborations

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Organise and classify information compiled from different sources in different modes of presentation, re-presenting chosen elements in formats suitable for particular audiences [Key concepts: information, data, perspective, representation, media; Key processes: summarising, surveying, comparing, analysing]

(ACL TUC106)



- viewing, reading, listening to texts such as documentaries or travel brochures, which depict aspects of Turkish culture, art, history or geography, summarising the information to share with others, for example, by preparing a digital display or photo montage with recorded commentary for younger students
- comparing information on a particular news event or topical issue as reported in newspapers or online discussions forums, identifying differences in perspectives reflected in choice of language and style of representation
- conducting surveys and reporting on attitudes among peers and family members towards issues such as the impact of social media and technology on communication or environmental concerns, reporting back to the class on perceived differences in perspective
- examining information obtained from different sources to analyse how young people are represented in the media, for example, by comparing letters to the editor *about* young people with postings on forums *by* young people
- researching aspects of young people's lifestyles across Turkish-speaking cultures and contexts, identifying the influence of factors such as geography, belief systems, climate, social and community environments on lifestyles and practices
- creating and presenting critical analyses in oral or digital mode of media texts such as advertisements, promotional websites or documentaries which involve different representations of Turkish culture and experience
- collecting examples of good news/success stories related to their school, homes or local communities, for example, sporting achievements or successful fundraising, sharing their findings in formats such as digital displays or newsletter contributions

Present information collected from different sources that represents different perspectives on selected issues or activities, using appropriate modes of presentation to suit different contexts and purposes

[Key concepts: argument, opinion, action; Key processes: selecting, composing, presenting]

(ACLTUC107)



- preparing and presenting an oral or multimodal report on an issue that invites different viewpoints, such as *kız-erkek çocukların evdeki rolü*, *yaşlıların huzurevine gönderilmesi*, identifying alternative perspectives and inviting discussion and debate
- writing an article for a print or online magazine/newspaper with a specified audience in mind, for example, a film review for young learners of Turkish or a travel guide for young Turkish visitors planning a trip to Australia
- creating texts to inform or promote events or community action, for example, a poster or web post to advertise a multicultural evening or a letter to a community newspaper to highlight a school fundraiser
- creating an interactive presentation for younger students, friends or members of extended families to highlight the advantages of being bilingual/multilingual in today's world and of maintaining and strengthening a home/first language
- explaining a procedure to a specified audience such as older or younger people, using supporting images, actions and gestures to highlight key elements and explain key terms, for example, rules of a sport or board game, elements of a video game, instructions on the care of a sick pet, procedure for a henna night

Creating

Elaborations

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Respond to a range of traditional and contemporary creative and imaginative texts, describing settings, identifying key themes and values and discussing the representation of characters and events

[Key concepts: expression, themes, representation, values;  
Key processes: comparing, analysing, explaining, narrating;  
Key text types: stories, song lyrics, films, poetry, dance, diaries]

(ACLTUC108)



- comparing themes, representation of characters, moral messages and social commentary in contemporary texts such as TV programs and popular song lyrics with those embodied in traditional texts such as fables or epic poems by *Karacaođlan* and *Körođlu*
- viewing and listening to television series or songs, such as *Türk dizileri*, *Türkçe pop şarkılar ve türküler*, describing settings, identifying key events and themes and noticing elements that reflect cultural views or contexts
- comparing their own life experiences with those depicted in traditional texts such as *Nasreddin Hoca*, *Hababam Sınıfı filmleri*, *Aşık Veysel türkeleri*, identifying elements of human experience that apply across time, such as family, love, truth
- discussing concepts such as courage, loyalty and social justice embodied in characters such as *Karaođlan*, *Körođlu*, *Kara Murat*, considering the relevance of such concepts and portrayals to their own lives
- providing a live commentary of dance performances such as *Silifkenin Yođurdu*, *Harmandalı*, *Horon*, *Kıbrıs Çiftetellisi*, interpreting movements, commenting on the significance of costume and adornments and interpreting messages conveyed through the performance
- telling the story of *Türk halıları ve kilimleri* in their own words, comparing their individual interpretations of the design, symbols and colours in the rug
- viewing performances of *Mevlevi Dervişleri*, using descriptive and expressive language to describe the rhythms and movements, commenting on the significance of costumes and interpreting key 'messages' of the performance
- comparing responses to authentic texts related to *Gelibolu* and *Çanakkale*, such as songs, movies, photos, stories, diaries or letters, which reflect soldiers' experiences from either Australian or Turkish perspectives
- identifying how cultural traditions and beliefs are communicated through visual and creative arts, including traditions of oral storytelling, for example, by comparing representations of animals or landscapes in Indigenous Dreaming stories with Turkish mythologies, art and dance
- responding to different genres of verse, drama and song lyrics, discussing how imagery, rhythm and rhyme create mood and effect, and experimenting with imaginative and expressive language to create their own texts in these genres

Create imaginative texts in different modes and formats to entertain, convey ideas and express emotions for particular audiences

[Key concepts: adaptation, audience, characterisation, context; Key processes: creating, adapting, performing; Key text types: poems, stories, songs, skits]

(ACLTUC109)



- working together to create imagined scenarios that involve contemporary versions of characters or events encountered in traditional Turkish literature or songs, such as *Keloğlan Avustralya'da*
- creating stories about a fantasy character or context, using descriptive and expressive language suitable to engage younger learners
- selecting an imaginative text that they enjoy, for example, an excerpt from a novel such as *Çalılıkusu* or a poem such as *İstanbul'u Düşünüyorum*, and adapting it to a different text genre, such as a rap or children's story
- creating and performing skits that respond to stimulus themes and involve characterisation, context and dramatic tension, for example, *kuşak çatışması*, *zeka oyunları*, *aile problemleri*, *bağımlılık*
- using digital resources such as *Cartoon Story Maker* to create imaginary characters in familiar situations associated with school or home contexts to entertain young learners
- creating riddles to compete with and entertain each other, imitating the use of rhythm, rhyme and metaphor exemplified in riddles from traditional folktales

Translating

Elaborations

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Translate and interpret a range of texts, including conversational exchanges, proverbs, media and literary texts, considering the role of culture when transferring meaning from one language to the other

[Key concepts: bilingualism, translation, interpretation, equivalence; Key processes: composing, interpreting, explaining]

(ACLTUC110)



- recording, transcribing and translating short conversations between friends or family members from English into Turkish and vice versa, identifying words or expressions that either do not translate meaningfully, such as *yuvarlanıp gidiyoruz*, *canıma tak dedi*, *yetti artık*, or require no translation, for example, *yoğurt*, *kebab*
- translating and glossing words, symbols or expressions commonly used in emails and text messages, such as *slm* (*Selam*), *mrb* (*merhaba*), *kib* (*kendine iyi bak*), *inş* (*inşallah*)
- interpreting elements of spoken texts for non-Turkish speakers, for example, by providing a commentary on an item presented at a class, school or community event, including explanations in English of culturally significant allusions, expressions and gestures
- creating an English language commentary to a Turkish language sitcom, discussing how to transfer or explain the humour or dramatic effects of the original text for non-Turkish speaking Australians
- comparing their translated versions of news headlines or popular advertisements, discussing perceived differences in focus or emphasis between the two language versions
- interpreting the significance of Turkish terms or phrases used on formal occasions, such as weddings, school speech days or religious occasions, for example, *Saygıdeğer misafirler ve sevgili çocuklar*, *Allah bir yastıkta kocatsın*, *darısı başına*, *Allah kabul etsin*, explaining cultural connotations that are unfamiliar when translated directly into English
- translating proverbs such as *ağaç yaşken eğilir*, *ayağını yorganına göre uzat*, explaining cultural allusions that do not translate meaningfully into English, and finding English language proverbs that express similar ideas or concepts
- critically evaluating the accuracy and effectiveness of subtitles used in movies, video clips and documentaries, identifying examples of 'meaning lost in translation'
- identifying the need to sometimes recast language, considering why one language may use more words than another to communicate a particular meaning

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Produce bilingual texts for the school or wider community, such as instructions, presentations, commentaries or contributions to newsletters that capture the experience of 'living between languages'

[Key concepts: interculturality, multiculturalism, identity, fluidity; Key processes: reflecting, analysing, describing, comparing]

(ACLTUC111)



- creating bilingual texts such as community information leaflets, menus, timetables or instructions which cater to the needs of members of both language communities
- creating bilingual texts for specific audiences, for example, songs or games for younger learners of Turkish, or a schedule for a multicultural event, noticing how information and representation is differently shaped in each language
- creating bilingual texts to inform the local community of events such as a lunchtime concert, fundraising food stall or a display at a local library or gallery
- composing and presenting a cultural exhibition or performance for members of the school community, providing English language support in the form of captions or recorded/live commentaries
- providing bilingual commentaries to events such as a sports carnival or talent show
- combining excerpts of interviews in Turkish and English with older community members about life stories and migration experiences with elements such as music, images or timelines to build a multimodal presentation for a community festival or multicultural event
- writing/recording bilingual directions for a virtual tour of the school campus, discussing how to convey particular elements in the two languages

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Reflecting

Elaborations

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Reflect on their own and others' language choices when interacting in bilingual/bicultural situations, identifying adjustments they make and strategies they adopt to assist in intercultural communication

[Key concepts: interculturality, response, reflection, reciprocity; Key processes: reflecting, monitoring, comparing, discussing]

(ACLTUC112)



- drawing on their own bilingual/multilingual experience to identify elements of successful intercultural communication, for example, noticing differences in expectations, recognising and responding to signals of misunderstanding, switching strategically between Turkish and English
  - providing examples of interactions that 'work' better in Turkish than they do in English, for example, talking to their grandparents, participating in cultural events, joking between themselves, and discussing why this might be the case
  - keeping a journal of memorable experiences associated with learning and using Turkish in and out of school, noting personal reactions and reflections over time and insights gained into themselves as language users, for example, how they choose to use either English or Turkish in different contexts and situations
  - considering the idea of shared responsibility in relation to intercultural communication, considering how effective interaction involves elements of noticing, analysing, reflecting, responding and adjusting
  - comparing 'repair and recovery strategies' they use to respond to miscommunication between speakers from different language and cultural backgrounds, for example, self-correction, rephrasing, apology, requests for repetition or clarification
  - reflecting on choices they make when interacting with friends who also speak both Turkish and English, identifying instances when they move between languages for practical or cultural reasons
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Reflect on the relationship between language, culture and identity, and how this shapes and reflects ways of communicating and thinking

[Key concepts: affiliation, identity, community, representation;  
Key processes: representing, discussing, reflecting]

(ACLTUC113)



- discussing the inter-relationship of language, culture and identity, referencing their own relationship with different languages and with elements of Turkish and Australian cultural experience
- considering the dynamic nature of both identity and culture, and reflecting on how identification with different communities and languages affects their sense of individual or group identity
- comparing choices they consciously make in relation to values or practices typically associated with either Turkish or Australian traditions and priorities, such as social interactions with friends, relationships, educational experience, and considering how these choices both reflect and contribute to their sense of identity
- exploring how ways of thinking, communicating and behaving reflect cultural identity, considering, for example, in what respects they identify as Turkish or Australian, and whether these ways shift over time and according to context and situation
- analysing the relationship between culture, identity and representation, for example, by comparing responses to media representations of cultural difference or diversity
- reflecting on the experience of learning and using their home language in school, considering whether it impacts on their relationship with the language in out-of-school contexts or on their degree of identification with language communities
- identifying elements of their personal worlds that contribute to their sense of community and identity, including their use of different languages and involvement in different cultural practices, for example, *aile yaşamı, düğünler, futbol maçları*

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## Understanding

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Systems of language	Elaborations
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Understand and apply features of the Turkish sound and writing systems, including pronunciation and spelling patterns, to produce different types of texts and to participate in extended interactions

[Key concepts: word building, pronunciation, stress, cohesion;  
Key processes: recognising, applying, glossing]

(ACLTUU114)



- recognising and applying the vowel elision rule to suffixes of multisyllabic words, understanding how this is related to the spelling and pronunciation of words, for example, *oğul-oğlu*, *burun-burnu*, *beyin-beyni*, *göğüs-göğsü* and *karın-karnı*
  - using homophones such as *gül*, *yüz*, *dolu*, *yaz*, *kır*, *ekmek*, *Pazar*, *ben*, *aç* and *çay* in spoken and written texts, and learning how homophones affect meaning in sentences and in familiar idioms, for example, *Gülü seven dikenine katlanır*, *Güle güle gidin* and *Gülmekten kırılıyordum*
  - developing understanding of and applying the principles of word stress when pronouncing unfamiliar words and phrases, for example, stressing the first syllable of each word in the sentence *Atatürk, cumhuriyeti kurdu*
  - developing a glossary of ICT terms and meanings, and using these in their own sentences and texts, for example, *bilgisayar*, *fare*, *yükleme/indirme*, *ağ*, *e-posta*, *bilgisayar korsanı*, *yazıcı* and *aktarma*
  - varying the use of tone for emphasis during extended interactions and to contribute to the cohesion of longer spoken texts
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Understand and use grammatical forms such as verb moods, auxiliary verbs, particles and honorific forms, and use metalanguage to identify or explain language forms, structures and conventions

[Key concepts: grammatical systems, tenses, verb moods, sentence structure, cohesion; Key processes: understanding, classifying, applying]

(ACLTUU115)



- understanding and using different types of formal and informal honorific forms, such as *Bey/Hanım, Amca/Teyze, Efendi, Ağa/Hanımağa, Sayın, Ağabey(Abi)/Abla, Hoca/Öğretmen, Bay/Bayan* in a range of contexts
- learning how to use different auxiliary verbs formed by adding the verbs *etmek, kılmak* and *olmak* to nouns, for example, *yardım etmek, namaz kılmak, ayıp olmak* and attaching them to single-syllable words, for example, *reddetmek, affetmek, kaybolmak*, as well as suffixes for modality such as *-malı/-meli* as in *Neler yapmalıyız? Türkçe öğrenmeliyim, Büyüklerimizi saymalıyız ve sevmeliyiz*
- understanding verb moods, such as imperative, potential *-(e)bilmek*, reciprocal, causative and passive, and relevant suffixes used to create each mood, *yazabilmek, koşabilmek* (potential), *okuyabilirim*, *Tayla giyindi ve süslendi* (reflexive), *Babası ile araba için tartıştı* (reciprocal), *Dün kuaförde saçını boyattı* (causative), *Pirinç ayıklandı ve pilav pişirildi* (passive)
- learning to use particles such as *karşı, gibi, beri, dek, kadar, üzere* and complex conjunctions such as *hem...hem de, ne...ne, -k(i), ancak, yoksa, oysa, hatta, rağmen, yani*
- understanding and using more complex verb tenses, compound and complex sentence structures and parts of speech to describe, recount, reflect, inform and express opinions, as in *İnanıyorum ki, Seninle tamamen aynı fikirdeyim*
- understanding and using the conditional marker *-s(e)* and/or the word *eğer* in compound and complex sentences to make suggestions, for example, *Bence bu yöntemi izlersek daha uygun, Sen nasıl uygun görürsen öyle yapalım, Çevremizi kirlletmeye devam edersek eğer gelecekte dünyamız yok olacak*
- using quotations, idiomatic expressions and proverbs, for example, *Onlar, bu toprakta canlarını verdikten sonra, artık bizim evlâtlarımız olmuşlardır, Allah bir yastıkta kocatsın, darısı başına, ağaç yaşken eğilir, ayağını yorganına göre uzat*
- understanding how a range of noun, verb and adjective endings such as *-daş, -lik* and *-cı* can be used to form new words, for example, *yazıcı, yoldaş, demlik*
- understanding and using the three types of reduplication for emphasis, for example, emphatic reduplication, *kapkara, upuzun*; *-m* reduplication, *çirkin mirkin, Selma'yı Melma'yı görmedim*; and doubling, as in *yavaş yavaş, ikişer ikişer, koşu koşu, ağlaya ağlaya*
- understanding and developing metalanguage for talking about forms and functions of language, for example, by identifying and explaining different types of adverbs, adjectives and sentence structures relating to grammatical functions such as predicates, subjects and objects

Know how to construct different types of texts to suit different contexts, purposes and audiences, incorporating appropriate cultural elements

[Key concepts: genre, context, register, mode, audience; Key processes: analysing, comparing, composing]

(ACLTUU116)



- identifying the intended purpose and audience of particular texts by analysing language features and text structures, such as colourful and persuasive language in advertisements compared to economical, factual language in product labelling or signage; and applying their understanding to the composition of their own texts
- discussing the significance of particular types of texts that reflect cultural values or priorities, such as language and interactions associated with celebrations, for example, the use of dialogue and oath in *Andımız* and *Gençliğin Atatürk'e Cevabı*, or the adoption of terms from other languages in various expressions of popular culture such as *artık trend topik olamayacağım*
- analysing persuasive texts such as advertisements, slogans or speeches, recognising the use of rhetorical devices and emotive language to engage the intended audience
- composing spoken and written versions of a particular text type, such as an instruction or observation, to demonstrate how text mode determines selection of language features and text structure
- identifying ways that texts achieve cohesion, for example, by explaining the effects of paragraphing or cohesive devices used to sequence and link ideas and maintain the flow of expression, for example, *konu cümlesi, giriş, gelişme ve sonuç paragrafları, 'İlk olarak, Bununla beraber, Bu nedenle' gibi bağlaçlar*
- using knowledge of characteristic elements of particular types of texts to make meaning of unfamiliar content, for example, by recognising terms associated with time or place in airport announcements, or by 'reading' images as well as written text in advertisements

## Language variation and change

## Elaborations

Understand that variations in the use of spoken and written Turkish relate to roles, relationships and contexts, and consider how and why these differ from similar interactions in English

[Key concepts: register, values, non-verbal communication;  
Key processes: identifying, explaining, comparing]

(ACLTUU117)



- demonstrating the use of different language styles, features and levels of formality that characterise different types of spoken and written texts, for example, *futbol maçındaki tezahürat: En büyük Fener, başka büyük yok! compared to Okul karnesi: Murat ödevlerini hep zamanında tamamladı*
- identifying variations in the use of both Turkish and English according to context, purpose and intended audience, for example, considering differences in exchanges such as 'apologies for any convenience caused', 'I am so sorry'; 'sorry mate –no worries!' and *kusurumuza bakmayın lütfen, çok özür dilerim anneciğim, rica ederim, lafı mı olur!, ne olur affedin beni*
- identifying features of spoken and written language that reflect the purpose of the interaction and the nature of the relationship between the people involved, for example, *tercih etmiyorum-hiç beğenmedim, bana göre değil- bana yaramaz, Daha iyi olabilirdi-Ay, çok iğrenç! Bunları niye yıkamadın oğlum? Şunu da alır mısın yavrucuğum?*
- recognising differences in the use of quotations, proverbs and idioms in different text genres or modes of delivery, for example, *fıkralar, masallar, öyküler, resmi veya okul konuşmaları, mektuplar*
- analysing the use of appropriate language in different contexts and situations, for example, using *rica ederim, başka bir arzunuz var mı* at a shop or restaurant as opposed to *başımızın üstünde yeriniz var, ne zahmeti canım!*
- recognising characteristic differences between spoken and written forms of Turkish, for example, by identifying colloquialisms and expressions used mainly in spoken conversation, for example, the non-standard *abi* in place of the more formal *ağabey*, or the use of *ya* at the beginning of spoken utterances

Investigate changes to Turkish over time and across contexts, reflecting on changes in their personal use of the language [Key concepts: change, social media, history, culture; Key processes: tracking, reflecting, discussing]

(ACLTUU118)



- identifying changes in their ways of communicating in Turkish due to the influence of factors such as technology, social media, peer influence and intercultural experience, for example, the use of acronyms, emoticons, 'selfies' and abbreviations in text messaging such as *nbr* (*ne haber*), *tmm* (*tamam*), *slm* (*selam*), *kib* (*kendine iyi bak*), *bye* (*güle güle*) and *aeo* (*allaha emanet ol*)
- finding evidence of cross-cultural influences in Turkish and Australian English, for example, the use of words such as *Anzaklar*, *bumerang*, *bay bay* and *Aborijini* in Turkish and 'Gallipoli', 'young Turks', 'doner', 'coffee', 'kebab' and 'kiosk' in Australian English
- analysing texts such as the Turkish national anthem, *istiklal marşı*, investigating the origins of loan words such as *şafak*, *istiklal*, *çehre*
- investigating changes in communication styles due to influences from other languages and cultures in contemporary forms of Turkish expression, for example, the use of words such as, *enteresan*, *genetik*, *avantaj*, *çare*, and *otoban*, identifying existing equivalent terms such as *ilginç*, *kalımsal*, *fayda/üstünlük*, *çözüm* and *otoyol*
- collecting examples of words, expressions or gestures used by their grandparents or parents but less frequently used among people in their age group, for example, *nâfile*, *derya*, *zat-ı alî*, *sultanım*, *hazretleri*, *cihanda sulh*, reflecting on reasons for such changes
- investigating how Turkish uses word derivation tools to create new words that reflect social or cultural change or innovation, for example, the use of *gün-* in *günce*, the use of *yaz-* to create *yazgı*, *yazılım*, *yazıcı*, *yazışma* and *yazdırım*
- comparing variations in language forms and modes of expression in different Turkish-speaking regions and countries, such as Azerbaijan or Cyprus
- identifying how language change reflects social, political and historical influences and events, for example, the change of Turkish script firstly to Arabic during the Ottoman period under the leadership of the sultans and then to modern Turkish script under the leadership of Atatürk

## Role of language and culture

## Elaborations

Understand that the Turkish language and associated cultures shape and are shaped by each other in ways that change over time and across contexts, and that cultural experience, values and identities are reflected in language

[Key concepts: change, social practice, values, concepts, expression; Key processes: tracking, identifying, comparing, analysing]

(ACLTUU119)



- tracking changes in Turkish language and ways of communicating over different times and contexts, identifying concepts and values that are differently expressed at different times
- analysing Turkish language media texts such as notices or advertisements which use representations of culture in different ways, for example, by referencing either traditional or contemporary attitudes or values
- comparing wordings of texts such as public signs or community announcements which reflect cultural expectations or priorities, for example, *duyurular, ilanlar, Bu fırsat kaçmaz!, Son dakika haberi!*
- explaining the significance of single Turkish words that reflect complex cultural concepts that are difficult to translate, such as *saygı, mecburiyet, sorumluluk, görev*, comparing with expressions in Australian English that are similarly difficult to translate, such as *mateship* or *the bush*
- developing metalanguage for thinking and talking about cultural expression and representation, for example, *bakış açısı, değerler, görüntü, klişe, dahil etmek, dışında bırakmak*
- comparing superstitions in Turkish and English, for example, *Ayakkabılarınızdan biri ters olarak durursa, hastalık gelir, Ocak ayının birinci günü evine gelen kişi ya da ilk gördüğün kişi sana uğur veya uğursuzluk getirebilir* and 'breaking a mirror brings seven years of bad luck'; considering possible origins, how they reflect cultural experience and whether they stay relevant across time and cultural change
- examining how cultural values are reflected in Turkish song lyrics, poems, idioms and expressions, for example, *tanrı misafiri, misafir odası, kırk fırın ekmek yemen lazım, gel kim olursan ol gel*

## Years 9 and 10 Achievement Standard

By the end of Year 10, students interact in written and spoken Turkish to exchange and compare views and experiences on personal, local and global issues, for example, *liseyi bitirince Türkiye’de üniversiteye gitmek istiyorum, okulu bitirdikten sonra seyahat etmek istiyorum*. They use action-related and spontaneous language to engage in shared activities that involve brainstorming, transacting, negotiating, problem-solving and taking action, for example, *Nasıl bir yöntem izleyelim? Bence bu yöntemi izlersek daha uygun, Sen nasıl uygun görürsen*. They offer opinions, for example, *bana göre*, and justify them, for example, *şöyle ki, Haklısın ama bence ....* They engage in structured discussions by asking and responding to questions, for example, *görüşünü destekleyecek kanıtın var mı?* and expressing agreement or disagreement, for example, *seninle aynı fikirde değilim*. When speaking, they apply the vowel elision rule to suffixes of multisyllabic words, the principles of word stress to pronounce unfamiliar words and phrases and intonation patterns, stress and tone to contribute to the cohesion of longer spoken texts. Students organise and classify information and ideas obtained from different sources, re-presenting content in new formats for different audiences. They convey information and perspectives using different modes of presentation appropriate to a variety of contexts and to achieve different purposes. They share their responses to a range of traditional and contemporary imaginative texts by describing key elements, including settings, themes and values and discussing the representation of characters and events. They use expressive, descriptive and evocative language to produce imaginative texts in a range of modes and formats selected to suit particular audiences. When writing, they identify and use a variety of verb moods, such as potential, for example, *yazabilmek, koşabilmek*, reflexive, for example, *Tayla giyindi ve süslendi*, reciprocal, for example, *Babası ile araba için tartıştı*, causative, for example, *Dün kuaförde saçını boyattı* and passive, for example, *Pirinç ayıklandı ve pilav pişirildi*. They use grammatical forms such as auxiliary verbs, for example, *yardım etmek, namaz kılmak, ayıp olmak*; particles, for example, *karşı, gibi, beri, dek, kadar, üzere*; and honorific forms, for example, *Bey/Hanım, Amca/Teyze, Efendi, Ağa/Hanımağa, Sayın, Ağabey(Abi)/Ablai, Hoca/Öğretmen, Bay/Bayan!*. Students translate and interpret a range of texts from Turkish into English and vice versa, explaining how cultural elements affect meaning. They produce a range of multimodal resources in Turkish and English for the wider community which reflect the bilingual experience. They explain their language choices and communicative behaviours in different intercultural interactions and identify the adjustments they make according to context. They explain how language, culture and identity shape and reflect ways of communicating and thinking.

Students apply their understanding of the Turkish writing system, including spelling patterns, symbols, characters and punctuation, to express complex ideas and information and to engage in extended interactions. They use metalanguage to explain language forms, structures and conventions. They apply their understanding of texts to construct a range of written, spoken and multimodal texts, incorporating elements appropriate to culture and context. They explain how language use varies according to roles, relationships and contexts, and make comparisons with other languages, including English. They identify influences, such as technology and social media on Turkish and other languages, such as abbreviations in text messages, for example, *nbr (ne haber), tmm (tamam), slm (selam), kib (kendine iyi bak), bye (güle güle)* and *aeo (allaha emanet ol)*. They explain variations in their own language use in different contexts, the reciprocal and evolving nature of the relationship between language and culture, and how cultural experiences, values and identities are reflected in language.