

Level description: Years 7 and 8

In Years 7 and 8, students are beginning their learning of Turkish language . This will be influenced by the extent of students' backgrounds and prior experiences of language learning. Students use Turkish to describe their personal worlds and interact and collaborate with teachers and peers within and beyond the classroom. Background-language learners may also interact in Turkish within their family and in their local community.

Listening, speaking , reading and viewing, and writing activities are supported by modelling, scaffolding and feedback as required. Background-language learners and second-language learners may work collaboratively to facilitate learning.

Students access authentic and purpose-developed spoken, written and multimodal resources which may include traditional and contemporary stories, conversations, audio and video clips, textbooks, advertisements, blogs and magazines. Background-language learners may source texts and other resources from their local community to share with peers. Students use their English and/or Turkish literacy knowledge of metalanguage to reflect on similarities and differences between Turkish and English language pronunciation , structures and features. They recognise differences between using the Roman alphabet in Turkish and English, including the use of diacritic marks . They recognise that language choices reflect cultural identity , beliefs and values .

Achievement standard: Years 7 and 8

By the end of Year 8, students use Turkish language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Turkish or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language and modelled sentence and grammatical structures to create texts.

Students approximate pronunciation and intonation in spoken Turkish. They demonstrate understanding that Turkish has conventions and rules for non-verbal, spoken and written communication. They comment on aspects of Turkish and English language structures and features, using metalanguage. They demonstrate awareness that the Turkish language is connected with culture and identity, and that this connection is reflected in their own language(s), culture(s) and identity.