

# The Australian Curriculum

<b>Subjects</b>	Turkish
<b>Year levels</b>	Year 7

## Years 7 and 8 Content Descriptions

### Communicating

#### Socialising

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 - Scootle](#) )



#### Elaborations

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 düğünü*, 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, düğünler, 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*

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 - Scootle](#) )



#### Elaborations

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 - Scootle](#))



#### Elaborations

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

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]

[\(ACLTUC055 - Scootle !\[\]\(e78f798d4ea5c530c9db49e7d26e6b95\_img.jpg\)](#))



#### Elaborations

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*, *Evliya 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 - Scootle !\[\]\(899d8b7697d64725bf017d3296cfcf1b\_img.jpg\)](#))



#### Elaborations

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]

([ACLUC057 - Scootle](#))



## 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 *Koroğlu*, *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]

([ACLUC058 - Scootle](#))



#### Elaborations

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

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]

([ACLUC059 - Scootle](#))



#### Elaborations

identifying language associated with cultural categories such as *aille 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]

[\(ACLUC060 - Scootle !\[\]\(3cb60d42b10e53f9522bb0b392c1c4cd\_img.jpg\)\)](#)



#### Elaborations

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 - Scootle](#) )



### 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 - Scootle](#) )



### Elaborations

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 - Scootle](#) )



### 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*

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

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

(ACLTUU064 - Scootle [↗](#))



#### Elaborations

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 metalinguage 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 - Scootle](#) )



#### Elaborations

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

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 - Scootle](#) )



#### Elaborations

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), *celiyrum/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 - Scootle](#))



#### Elaborations

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

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 - Scootle [↗](#))



### Elaborations

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 Content Descriptions

### Communicating

#### Socialising

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 - Scootle](#) )



#### Elaborations

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, Cumartesiye 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]

([ACLUC087 - Scootle](#))



#### Elaborations

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 aynısını daha pahalıya aldım*

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]

([ACLUC088 - Scootle](#))



#### Elaborations

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

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 - Scootle](#))



### Elaborations

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 - Scootle](#))



#### Elaborations

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*, *düşünler*, *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

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 - Scootle](#))



#### Elaborations

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 - Scootle](#))



#### Elaborations

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

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 - Scootle](#) )



### Elaborations

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 - Scootle](#) )



### Elaborations

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

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 - Scootle](#) )



## Elaborations

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 - Scootle](#))



#### Elaborations

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

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 - Scootle](#))



#### Elaborations

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 - Scootle](#))



#### Elaborations

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 halıları* 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)*, *-d(e)*, *-d(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 *kar-deş*, *-(h)ane* as in *hastahane* *-(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 - Scootle](#) )



## Elaborations

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

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 - Scootle](#))



## Elaborations

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 - Scootle](#) )



#### Elaborations

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 (*kebab*), 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

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 - Scootle](#))



### Elaborations

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 lafin belini kırmak*