

# The Australian Curriculum

<b>Subjects</b>	Turkish
<b>Year levels</b>	Year 9

## Years 9 and 10 Content Descriptions

### Communicating

#### Socialising

Exchange ideas, opinions and aspirations , comparing views, preferences and responses to different experiences, noting commonalities and differences

[Key concepts: values, environment, social worlds, aspirations; Key processes: discussing, comparing]

([ACLUC069 - Scootle](#))



#### Elaborations

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

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

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

using social media to document their social, cultural and intercultural experiences, for example, by posting a weekly blog to share with others

comparing aspirations in relation to social, educational and professional futures, including consideration of the role languages will play in these projections, for example, *Türkçe öğretmeni olmak istiyorum. Doktor olunca Türkçe konuşmak çok yararlı olacak*

Participate in activities that involve taking action, transacting, problem-solving, negotiating and managing different opinions and perspectives

[Key concepts: action, awareness, problem-solving; Key processes: planning, designing, transacting, discussing]

([ACLUC070 - Scootle](#))



#### Elaborations

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

transacting for real or hypothetical goods and services, for example, reviewing online shopping sites, discussing issues such as value, availability, competition and ethical sourcing

solving problems that arise during collaborative learning experiences by discussing ideas, weighing up alternatives and negotiating shared decisions

conducting simulated job interviews as either the employer or prospective employee, observing expected professional protocols, for example, *İş deneyimlerinizden bahsediyor musunuz?*

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 - Scootle](#))



#### Elaborations

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 - Scootle](#))



#### 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 - Scootle](#))



#### Elaborations

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

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 - Scootle](#))



#### Elaborations

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

**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 - Scootle](#))



#### Elaborations

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

## Translating

Compare translations of familiar Turkish texts, such as community notices or literary texts, considering factors that may have influenced the [translation](#) from one [language](#) to the other

[Key concepts: [translation](#), meaning, expression; Key processes: translating, analysing, comparing, evaluating]

([ACLTUC076 - Scootle](#) )



## Elaborations

discussing the nature of translation with reference to strategies such as decoding literal meaning (*word-for-word*), reading for meaning (*sense-for-sense*) and cultural reading (*reading between the lines*)

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

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 *The Water Diviner – Son Umut (Su Cengaveri)*

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

comparing their translations of short literary texts, such as folktales *Keloğlan*, *Karagöz ve Hacivat* and *Nasrettin Hoca*, riddles or folk songs such as *türkü* and *mani*, discussing how the process of translation clarifies understanding of the relationship between language, culture and experience, as in *kına yakmak*, *kız isteme* ve *sünnet töreni*

translating Turkish idioms and proverbs that contain cultural elements and references, such as *Ateş olmayan yerden duman çıkmaz*, *Bir fincan kahvenin kırk yıl hatırı vardır*, *Üzüm üzümüne baka baka kararır*, *ayağına kına yakmak*, *saman altından su yürütmek*, researching stories behind the references and discussing how their meaning can be conveyed in English

critically evaluating the effectiveness of resources used to assist translation, such as bilingual and monolingual dictionaries, electronic translators and style guides such as *İmlâ Kılavuzu*

**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 - Scootle](#))



#### Elaborations

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 - Scootle](#))



#### 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*, *şaşırmak*, *üzülmek*, *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 - Scootle](#) )



### Elaborations

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

## Understanding

### Systems of language

Understand regular and irregular elements of spoken and written Turkish, and use elements such as



affixation and compound patterns to produce complex phrases and elaborated texts and to participate in extended interactions

[Key concepts: [stress](#), [register](#), emphasis, pace, [mode](#); Key processes: understanding, experimenting, identifying]

([ACLTUU080 - Scootle](#) )



#### Elaborations

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*, *aşamüstü*, *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

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 - Scootle](#) )



#### Elaborations

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 eşyalarını 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, kirli*

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 - Scootle](#))



## Elaborations

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 - Scootle](#))



## 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 - Scootle [↗](#))



#### Elaborations

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

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 - Scootle [↗](#))



#### Elaborations

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 Content Descriptions

### Communicating

#### Socialising

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]

([ACLUC103 - Scootle](#))



#### Elaborations

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, *Ailem gece dışarı çıkmama izin vermiyor*

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 *Çevremizi korumak için neler yapmalıyız? Arkadaşlarınla sosyal medyayı nasıl kullanıyorsun?*

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, *liseyi bitirince Türkiye’de üniversiteye gitmek istiyorum, okulu bitirdikten sonra seyahat etmek istiyorum*

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 *Derlerde başarılı olmak, küçük kardeşlere bakmak, Türkçe öğrenmek büyük sorumluluk, aile işyerinde çalışmak*

developing narrative skills by exchanging accounts of personally significant people, events, influences or milestones in their lives, for example, *Türkiye’ye ilk ziyaret, Avustralya’ya geliş, sünnet düğünü, ilk iş görüşmesi, Türk konserine gitmek*

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]

([ACLUC104 - Scootle](#))



#### Elaborations

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]

[\(ACLTUC105 - Scootle !\[\]\(d0262bbe9d2356661a2e89321dfcc781\_img.jpg\)\)](#)



#### Elaborations

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

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]

([ACLUC106 - Scootle](#))



## Elaborations

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]

([ACLUC107 - Scootle](#))





### Elaborations

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

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 - Scootle](#))



### Elaborations

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 *Karacaoğlan* and *Köroğlu*

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 türküleri*, 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*, *Korođlu*, *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 - Scootle](#) )



#### Elaborations

working together to create imagined scenarios that involve contemporary versions of characters or events encountered in traditional Turkish literature or songs, such as *Kelođlan 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 *Çalıkuşu* 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

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]

([ACLUC110 - Scootle](#))



## Elaborations

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*), *mrh* (*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

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 - Scootle](#) )



### Elaborations

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

### Reflecting

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 - Scootle](#) )



## Elaborations

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

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 - Scootle](#) )



## Elaborations

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, düşünler, futbol maçları*

## Understanding

### Systems of language

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 - Scootle](#) )



### Elaborations

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

Understand and use grammatical forms such as verb moods, auxiliary verbs, particles and honorific forms, and use metalinguage 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 - Scootle](#) )



### Elaborations

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 kirletmeye 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, koşa koşa, 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 - Scootle](#) )



#### Elaborations

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

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 - Scootle](#) )





## Elaborations

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 inconvenience 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 - Scootle](#) )



## Elaborations

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*, *kalıtımsal*,  *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 ali*, *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

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 - Scootle](#))



### Elaborations

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 kaçırmaz!*, *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*