

## **An Evaluation on the Education of Turkish Language in Australia**

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### **Abstract**

The level and rate of learning the mother tongue of individuals whose mother tongue is different from the language of the society they live is not the same compared to people who learn their mother tongue in their homeland. Turkish people who live in abroad, have to study more in order to learn Turkish compared to people in Turkey. The language students learn who live in abroad and the language they use in their homes may negatively affect either their success in their lessons or the relationships they have with people who speak the same mother tongue. It is expected from students who live in abroad to be academically successful and build healthy relationships and to learn their mother tongue as well as the language they are educated in order to sustain their culture. Providing opportunity to learn their mother tongue in schools they receive education live positively affects their success. It is extremely important especially in multi-cultured societies. Countries which adopt multi-culturalism also give importance to mother tongue education. Australia, which is a multi-cultured country, provides opportunity for different societies to learn their mother tongue. Certain hours in schools is spared for migrants to learn their mother tongue. Australia prepared and executed Turkish curriculum in 2005. In this paper, Turkish curriculum being applied in the state of Victoria in Australia was evaluated and obtained data were compared in accordance with the purpose, approach and grammar that is applied in Turkey. On the basis of this purpose, the research was conducted with document analysis among qualitative research methods. As a result, it was concluded that Turkish curriculum in Australia is prepared in order to develop metacognitive skills and corresponds to constructivist approach that is being applied in Turkey since 2005.

**Keywords:** Mother tongue education, Turkish education, Australia, Turkish curriculum, multi-culturalism

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## INTRODUCTION

It is possible for individuals to realize themselves and build a healthy communication by a successful language acquisition. Mother tongue education in schools develops the comprehension and interpretation skills of an individual as well as the development of the society. The main purpose of the education of mother tongue is to provide individuals to use their language as good as possible both written and oral (Arslan, 2017:64). With the education of mother tongue, cultural transfer can be achieved as well. Language, which is the most important tool for an individual to socialize also function as a bridge in handing the culture down from generation to generation. Solely with linguistic researches valuable information and trustworthy clues can be obtained about the lifestyle, beliefs, traditions, world perspective and various qualities of a nation even though there are no information on the various incidents that take place in a society throughout the history (Aksan, 2000:64-65).

Language which forms the education system, culture and the essence of the society it is spoken gives the feeling of identity, security, belonging and having a mutual past. It hands down the cultural heritage of the past to today's generation. "The identity of a society can be defined with symbols, clothes, religious beliefs and attitudes, traditions but language is the strongest tool in the formation and definition of the identity" (Yağmur&Yalçınkaya, 2014:284). Culture which is defined in the simplest terms as "Culture may even be described simply as that which makes life worth living" (Eliot, 1949:26) can be transferred the most easily and effectively with the education of mother tongue. Since language provides personal and social developments of individuals as well as culture transfer, the importance of the education of mother tongue can be seen clearly.

Education of mother tongue is extremely important especially for children who live outside of their homeland in terms of not losing their ties with their past and completing their individual and personal developments. The level and rate of learning the mother tongue of children whose mother tongue is different from the language of the society they live is not the same compared to people who learn their mother tongue in their homeland. Turkish people who live in abroad, have to study more in order to learn Turkish compared to people in Turkey. The language students learn who live in abroad and the language they use in their homes may negatively affect either their success in their lessons or the relationships they have with people who speak the same mother tongue. It is expected from students who live in abroad to be academically successful and build healthy relationships with the society and to learn their mother tongue as well as the language they are educated in order to sustain their culture. As individuals' skill improve in their mother tongue, their control on the culture of their nation they belong to also increases (Melanlıoğlu, 2008:66)

The major factor for providing a healthy education for mother tongue is a well-prepared curriculum. Today's curricula are planned student-centered in many countries including Turkey and prepared in accordance with constructivist approach. This system which makes students more active, aims to improve metacognitive skills in the process of constructing the information. Linguistic and mental skills obtained at early ages would contribute to the development of metacognitive skills such as questioning, analyzing, inferring and evaluating that would be acquired at later ages. "The education and habits children acquire in their family and during pre-school period form an important basis about how they will process and use the knowledge they learn at later ages" (Demirel&Yağmur, 2017:96). For this reason, curricula in schools should be planned in accordance with this. At the end of the education process it is expected for metacognitive skills such as learning, problem-solving, critical thinking, and reflective thinking to be improved. In this education process questioning and evaluating the information and creating new information is essential. (Güneş, 2012). With these acquirements, students are prepared to the difficulties of real life. Curricula are regulated with this approach. Education programs that are based on behavioral approach in Turkey are started to be prepared in accordance with constructivist approach since 2005. With the execution of constructivist approach, the human type that is aimed to be raised also changed with Turkish language education.

To what extent Turkish language curriculum that is prepared with this approach corresponds to Turkish curriculum prepared for Turkish people in abroad? The answer for this question is sought in

this research. Providing opportunity to learn their mother tongue in the schools they receive education live positively affects their success. It is extremely important especially in multi-cultural societies. Countries which adopt multi-culturalism also give importance to mother tongue education. Australia has accepted that they have a multi-cultural structure in 1974 (Parlak, Avara, 2012:1826). In this study, Turkish language curriculum prepared for Turkish children in Australia which have a multi-cultural structure will be examined.

Australia is one of the countries which contain many local and immigrant cultures and has a multi-cultural structure. Australia, the sixth largest country in the world, is comprised of states (<http://www.ga.gov.au>). After the discovery of the continent, the country began to receive immigration from all over the world and is among the few countries in the world in terms of ethnic diversity. (<https://dfat.gov.au>). The Ministry of Education of each state in Australia, which consists of six states as West Australia, South Australia, Queensland, Tasmania, New South Wales and Victoria, is responsible for the education of the schools in their region (Australian Government Department of Immigration and Citizenship, 2006).

The total population of Australia is 24.992,400 according to the data of June 30, 2018. 6.459.800 of this population lives in Victoria, which is the second most crowded state in terms of population density (<http://www.abs.gov.au>). For these reasons, Turkish Language Curriculum applied in Victoria is examined.

In Victoria, certain hours in schools is spared for migrants to learn their mother tongue. In accordance with “The Multi-Cultural Policy” (Victorian Government Report in Multicultural Affairs, 2017) that is adopted in Victoria State in 2004, ethnic languages and cultures are attempted to be protected. In parallel with this purpose a program called “Language Other Than English/Study Design/Turkish” was prepared for Turkish language (Parlak, Avara, 2012:1827). Then ACARA authorities considered the request of Turkish society and included Turkish, Hindi, Australian Sign Language (Auslan) along with Classic Languages to the Australian National Curriculum in November 21, 2011 (Parlak, Avara, 2012:1832).

Turkish students whose education of mother tongue is regulated as such can take university exam in Turkish. The scores they have taken from Turkish exam effects their admission to the university (Parlak, Avara, 2012: 1829).

### **Purpose of the research**

In this study it was aimed to evaluate the basic approach, learning domain and acquisition of the curriculum prepared in 2005 for the education of Turkish language in Australia from basic level to 10<sup>th</sup> level and to compare the aims and planning of mother tongue curricula that is prepared in Turkey in accordance with constructivist approach with the obtained data.

## **METHOD**

In this study, document analysis was used among qualitative methods. Document analysis involves the analysis of written materials that includes information about the fact or facts that is aimed to be researched (Yıldırım and Şimşek, 2005:187).

### **Collecting the Data**

The data of the study, as document, constitute of Turkish language curriculum being applied in Australia and prepared from basic level to 10<sup>th</sup> level and mother tongue curricula that is prepared in Turkey in accordance with constructivist approach with the obtained data.

## Analysis of the Data

In the analysis of data, descriptive analysis technique was used. Descriptive analysis includes the summary and interpretation of the data in accordance with the pre-ordained themes (Yıldırım and Şimşek, 2005:224). Turkish language curriculum that is being applied in Australia was evaluated by taking into consideration the constructivist approach with the mother tongue curriculum in Turkey.

## FINDINGS

In Australian education system, curricula are regulated on the basis of literacy, numeracy, information and communication technologies, critical and creative thinking, personal and social ability, ethical understanding and intercultural approach. Sustainability in education is pursued. Teaching knowledge, skill, values and the idea of world perspectives that can be perceived as the necessity of its multicultural structure have shaped the curriculum. These expectations have also reflected on Turkish language curriculum. Turkish language curriculum was performed according to the curricula of other languages up until 2005. The curriculum exclusive for Turkish language was prepared and applied in 2005 (Turkish Curriculum: 2016).

The student type that is demanded to be raised according to Turkish language curriculum in Turkey have changed as of 2005. The rapid change in science and technology necessitates raising individuals who can produce information, can use it functionally in life, have problem-solving and critical thinking, entrepreneur, decisive, have communication skills, can empathize, contribute to the society and culture etc. Individual differences were taken into consideration and the program which is aimed to acquire value and skill was prepared with a cyclical approach. A total of curricula was constituted with using metacognitive skills, providing meaningful and permanent learning, solid and associated learning with early knowledge, integrated learning with other disciplines and values, skills and competences of daily life (TÖP, 2018:3). Desire of raising a student type which can keep up with the developments in science and technology, aim to acquire metacognitive skills and give importance to personal development are the common point of both programs.

Turkish language curriculum in Australia is regulated as two-phase; from beginner level to 6<sup>th</sup> level and 7<sup>th</sup> level to 10<sup>th</sup> level. Turkish language education in Turkey is approached in the scope of primary school, from 1<sup>st</sup> grade to 8<sup>th</sup> grade. It is included in secondary education from 9<sup>th</sup> grade to 12<sup>th</sup> grade. Each grade has different acquisitions.

In Turkish language curriculum in Australia, beginner level with 2<sup>nd</sup>, 3<sup>rd</sup> grade and 4<sup>th</sup> grade, 5<sup>th</sup> grade and 6<sup>th</sup> grade, 7<sup>th</sup> grade and 8<sup>th</sup> grade, 9<sup>th</sup> grade and 10<sup>th</sup> grade are approached together. These grades that are evaluated in doubles are planned under the title of **communication, comprehension and success criterion**. There are sub-dimensions of socializing, informing, creating, translating, reflecting in communication; language systems, linguistic diversity and change, the role of language and culture in comprehension. Under Success Criterion title, the condition of actualizing the acquisitions is explained by giving Turkish examples (TF-6, 2016).

A classification is adopted for Turkish language curriculum as communication, comprehension and success criterion in Australia, and listening/watching, speaking, reading and writing in Turkey. In Turkey, acquisitions are grouped according to listening/watching, speaking, reading and writing skills and given under different titles in accordance with grade levels. Reading consists of sub-dimensions as readiness to reading, fluent reading and comprehending in 1<sup>st</sup> grade and fluent reading, vocabulary and comprehension in later grades.

In the Turkish language curriculum of Australia, in the socializing chapter of communication it is expected from students to communicate with games in beginning level and 2<sup>nd</sup> level, to participate to the conversations and activities with questions in 3<sup>rd</sup> and 4<sup>th</sup> levels, in addition to the other levels to make verbal, written and digital interactions and explanations in 5<sup>th</sup> and 6<sup>th</sup> levels, to participate and manage activities such as planning and discussing in 7<sup>th</sup> and 8<sup>th</sup> levels and metacognitive skills such as

discussing, problem-solving, analyzing as well as comparing point of views, preferences and responsibilities in 9<sup>th</sup> and 10<sup>th</sup> levels. With socializing it is aimed for individuals to actively participate in society. Digital interactions are experienced after 5<sup>th</sup> level. When the expected skills are evaluated, it can be seen that the curriculum is prepared according to constructivist and cyclical approach. Studies about metacognitive skills are in 9<sup>th</sup> and 10<sup>th</sup> levels.

In socializing chapter, behaviors such as recognizing the usages of other languages, sharing information about their teachers, peers and themselves; participating in activities such as singing and playing; using gesture, mimic and concrete materials and following in-class rules are expected from students in beginner and 2<sup>nd</sup> level.

In 3<sup>rd</sup> and 4<sup>th</sup> levels, they are required to participate in conversations, participating in environments where they share their learning experiences such as cooking and handicraft activities, asking questions and answering the questions.

In 5<sup>th</sup> and 6<sup>th</sup> levels, students are required to participate in sharing their opinions and experiences with verbal, written and digital interactions, to plan activities such as demonstration or presentation, interview, awareness campaign or virtual shopping, to ask questions and answer them, to make explanations.

In 7<sup>th</sup> and 8<sup>th</sup> levels, skills such as continuing their personal reactions and social interactions as verbal and written including discussing their experiences as the members of different language communities and friends, participating mutual activities in real or imaginary situations that includes planning, practicality, negotiating and taking action, interacting with their peers and teachers where they can apply what they have learned by managing discussions are aimed.

In 9<sup>th</sup> and 10<sup>th</sup> levels, students are required to change their ideas, opinions and expectations, to compare their opinions, preferences and responsibilities with their experiences, to determine similarities and differences. Furthermore, students in this level participate in activities that include discussing, problem solving and negotiating. They ask analysis-aimed questions and answer these questions.

In the informing section of communication, there are finding, writing and explaining keywords and important points in simple texts in beginner and 2<sup>nd</sup> levels, editing and quoting the information in texts in 3<sup>rd</sup> and 4<sup>th</sup> levels, quoting information in 5<sup>th</sup> and 6<sup>th</sup> levels, accessing information, analyzing and comparing information and evaluating the problems with a distinctive perspective in 7<sup>th</sup> and 8<sup>th</sup> levels, synthesizing, evaluating and presenting the information in 9<sup>th</sup> and 10<sup>th</sup> levels.

In the informing section, students are required to find and write keywords and important points in simple texts such as messages, announcements, graphics, lists or visuals; to make explanations by using gestures, mimics and supportive materials in beginner and 2<sup>nd</sup> levels.

In 3<sup>rd</sup> and 4<sup>th</sup> levels, students are required to find and edit the information in verbal, written and visual texts, to quote information by using simple expressions such as maps or graphics and supportive materials.

In 5<sup>th</sup> and 6<sup>th</sup> levels, it is planned for students to quote information appropriately about the characteristics of their languages, cultures and societies for different viewers and contexts.

In 7<sup>th</sup> and 8<sup>th</sup> levels, they are required to access information in written, digital and visual sources in order to better understand and evaluate personalities and conditions, to analyze and compare information, to evaluate local or global problems by using verbal, written and sources of different content with a distinct perspective and to quote the information about this subject.

In 9<sup>th</sup> and 10<sup>th</sup> levels, students are required to synthesize and evaluate the information, which they obtain by researching different perspectives and sources about a subject, by defining how culture and content affected the presentation of the information, to present the obtained information by using different methods in order to catch perspectives about incidents or social and cultural subjects their peer group interested in.

In the creating section of communication, students are required to create creative texts. Creativity is included in Turkish language curriculum in Turkey with constructivist approach. This concept that is in the aims and techniques of the program, is included in Turkish language curriculum in Turkey as “forming creative text”.

It is considered for students to read stories, to listen and sing rhymes and songs in 3<sup>rd</sup> and 4<sup>th</sup> levels, to be interested in imaginary texts such as stories, puppet shows, songs or dances and to participate in activities by defining which one they like the best, to make simple creative texts such as story, dialog, song or cheering in 3<sup>rd</sup> and 4<sup>th</sup> levels. In 5<sup>th</sup> and 6<sup>th</sup> levels, students are required to be aware of creative texts such as TV programs, folk stories, games or cartoons by sharing their opinions about factors such as subject, message, character and theme and to make and act impressive and creative texts such as stories, dances, skits or video clips.

In 7<sup>th</sup> and 8<sup>th</sup> levels they are required to compare and interpret the presentation of values, characters and incidents of traditional and contemporary fictional texts, presenting alternative versions of songs, visuals or stories by adopting, creating or reinterpreting the incidents or characters to different situations or cultural contexts.

In 9<sup>th</sup> and 10<sup>th</sup> levels, they are required to analyze how the texts impressively and creatively reflect the aesthetic, humorous or emotional formations that are used in the reflection of cultural influence, to quote their life experiences in which societies speak Turkish and English, to create a series of creative and impressive texts in order to leave an emotional and humorous impression.

In the translation section of communication, it is expected from students to create bilingual and digital texts and to make explanations by recognizing cultural elements. This is important in terms of students to adapt the society they live in and to use both languages.

In beginner and 2<sup>nd</sup> levels, students are expected to explain the meanings of sentences and gestures with daily used Turkish words by recognizing the words that are similar to or different from English or other known languages in English, to create simple bilingual or digital texts such as illustrated dictionary, wall charts, classroom labels or identity cards. In 3<sup>rd</sup> and 4<sup>th</sup> levels, students are expected to identify the most spoken Turkish words or gestures which are translated/not translated to English and used in both languages, to create simple bilingual texts such as notices or subtitles. In 5<sup>th</sup> and 6<sup>th</sup> levels, they are required to translate simple texts from Turkish to English and vice versa, to determine elements that require interpretation and recognize words that are pronounced different, to create bilingual texts such as web sites, posters, class magazines and menus.

In 7<sup>th</sup> and 8<sup>th</sup> levels, students are required to translate and interpret short texts from Turkish to English or vice versa, to compare different versions, to evaluate how elements that include cultural information or understanding are discussed, to create short bilingual texts for the purpose of publishing in digital stories, comic books, blogs, news bulletins or web sites that reflect the idea of “living between languages”. In 9<sup>th</sup> and 10<sup>th</sup> levels, they are required to compare the translations of Turkish texts such as informative or literary genre while considering factors that can influence the translation from one language to another, to make English explanations for cultural and contextual references in contemporary and traditional Turkish texts and to lexicalize.

In the reflection section of communication, students are expected to express themselves in the context of language, culture, identity in Turkish and English.

In beginner and 2<sup>nd</sup> level, it is expected from students to be careful about the different usage of Turkish and English in communication, to express themselves while considering their belonging to different groups by using simple expressions, gestures, mimics and supportive materials. In 3<sup>rd</sup> and 4<sup>th</sup> levels, they are required to recognize the differences and similarities in the usage and communication of the language while communicating in Turkish and English, to explore the individuality in their identities and belonging to a group and how to express this with different languages. In 5<sup>th</sup> and 6<sup>th</sup> levels, they are expected to switch between languages, to state when did they choose to use Turkish or English and to discuss their experiences in terms of how cultures influence the ways of communication, to compare the usage of Turkish and English by determining the advantages and difficulties of being bilingual or multilingual.

In 7<sup>th</sup> and 8<sup>th</sup> levels, they are required to think about the usage of Turkish and English in different contexts while considering the intercultural situation of their choices, to consider how personal features such as family origins, traditions, interests and experiences influenced their perception of identity and ways of communication. In 9<sup>th</sup> and 10<sup>th</sup> levels, they are expected to reflect their language preference and communication style while communicating with people who use different languages, to determine strategies which would help intercultural communication, to find the relationship between language, culture and identity, how it effects and shapes the ways of communication.

Students are expected to reach a certain grammar acquisition in the language systems section of understanding.

In beginner and 2<sup>nd</sup> level, students are required to identify the phonemes and spellings of / ı /, / ğ /, / ö /, / ü /, / ş / and / ç / letters special to Turkish and to make connections between speaking language, alphabetic elements and written forms of the language, to identify the frequently used words they know and speaking sections and to comprehend the basic rules of word order in simple sentences, to comprehend that the language is relevant a “text” that takes different forms and uses different structures. In 3<sup>rd</sup> and 4<sup>th</sup> levels, students are expected to comprehend and apply the rules of vowel harmony, Turkish pronunciation, toning and spelling forms, to recognize grammar forms and functions of appendixes, to comprehend and use the important grammar forms and structures such as simple tense verbs, to recognize the characteristic features of verbal and written texts that are similar to English and the words they use in their homes and communities. In 5<sup>th</sup> and 6<sup>th</sup> levels, students are required to understand the difference between toning and emphasis in Turkish and to apply it to their own written and verbal language, to recognize the grammar characteristics of verbal and written language such as conjugation and declension, positive and negative structures and sentences, to comprehend how different text forms such as verse and prose in Turkish have effects on different readers.

In 7<sup>th</sup> and 8<sup>th</sup> levels, students are expected to identify and use the appropriate features of Turkish verbal and written systems for creating texts that include special and less-known language usages, to comprehend structures such as grammatical shapes and duplexing, auxiliary verb and formal forms, to comprehend the effect of aim, reader and context on the structure and editing of texts. In 9<sup>th</sup> and 10<sup>th</sup> levels, students are required to comprehend the regular and irregular elements of spoken and written language and to use elements such as adding and creating compound patterns for producing complex expressions and detailed texts in the context of interaction, to analyze the effect of grammar elements such as abjunction and conjunction on more complex elements in the context and in word structure such as mode, to know how to create different text forms that are appropriate for different context, aim and reader and how the appropriate cultural and contextual elements are included.

In the language diversity and change section of understanding, the influence and borrow of different cultures are stressed.

In beginner and 2<sup>nd</sup> levels, students are expected to recognize how Turkish words, expressions, gestures and mimics are used for addressing and saluting people in different situations and contexts, to recognize that different languages borrowed words and expressions from each other, including Turkish. In 3<sup>rd</sup> and 4<sup>th</sup> levels, students are required to comprehend that language changes according to factors such as the age, gender and social standing of speakers and it includes regional dialects and accents, to accept that languages change over time and Turkish language has influenced other languages and cultures and influenced by them. In 5<sup>th</sup> and 6<sup>th</sup> levels, students are expected to comprehend that the verbal and written forms of Turkish language changes in terms of form according to context, aim and reader, to recognize that Turkish language changed and developed by getting influenced by other languages, cultures and changes.

In 7<sup>th</sup> and 8<sup>th</sup> levels, students are required to comprehend the nature of regional and national differences that occur even between context and reader in the usage of language, to comprehend how the usage of Turkish has changed over time in the contexts of social environment, school and society and to discuss the reasons of changes or adaptations. In 9<sup>th</sup> and 10<sup>th</sup> levels, students are expected to comprehend that the differences in the usage of spoken and written language is related to social roles, communities and contexts and to comprehend how and why they are different from similar differences in the usage of Australian English, to comprehend that Turkish, other languages and cultures constantly change over time and this change derives from factors such as education, changing value judgment, innovations in technology and intercultural changes.

In the role of language and culture section of understanding, it is aimed to comprehend the reflection of culture, value and belief systems on language.

Students are expected to consider how the usage of language methods of societies are shaped by value and belief systems and how they can be interpreted by the speakers of other languages in beginner and 2<sup>nd</sup> level, to recognize how and where people engage in language and how they use it in a way that will reflect their culture and what is important for them in 3<sup>rd</sup> and 4<sup>th</sup> levels, to make connections between Turkish language and culture by defining the words that reflect cultural values and practices, gestures and mimics, explanation forms or expressions in 5<sup>th</sup> and 6<sup>th</sup> levels.

In 7<sup>th</sup> and 8<sup>th</sup> levels, they are expected to comprehend that language is not ineffective, language structures and usages reflect cultural values, opinions and perspectives. In 9<sup>th</sup> and 10<sup>th</sup> levels, they are required to explore how Turkish language and related cultures are connected with each other just as all languages and cultures, how it has changed and shaped over time.

According to the information in the success criterion section, grammar teaching includes greeting, forming short sentences by which they introduce themselves and objects, quantifiers “many” and “any”, duplexing with songs, imperative sentences with in-class instructions, toning in question and exclamation sentences, object categories, the usage of adjectives while introducing themselves, letters that are specific to Turkish and organized sentences in beginner and 2<sup>nd</sup> levels. In 3<sup>rd</sup> and 4<sup>th</sup> levels, they are expected to comprehend celebrations, comparisons “... instead of ...”, present and future tense, requesting, pronunciation, toning and vowel harmony, to find the information by finding keywords, editing and presentation, verbs, adjectives, adverbs and conjunctions, case appendixes among appendixes, request and imperative sentences, characteristics of dialect and accent. In 5<sup>th</sup> and 6<sup>th</sup> levels, there are question sentences, accepting and feedback expressions, forming sentences with cause and effect relation, forming positive, negative and question sentences, conjunction of simple present tense and present continuous tense, punctuation marks, lexicalize, consonant harmony, the effect of long verbs on meaning, use of formal language, exemplifying foreign words in the language, the effect of belief and value system on the usage of language. In the 8<sup>th</sup> level it is required to form sentences about their first visits to Turkey and Australia, arguing their opinion and stating their decisions, evaluating, using different tenses in the same sentence, using reduplications, repetitions, auxiliary verbs, titles, characteristics of dialect and form sentences according to cause and effect relation with adverbs and adjectives. In the 10<sup>th</sup> level it is expected to express their desires and preferences comparatively with cause and effect relation, to explain the opinions they disagree with, to



answer in detail, to speak fluently, to use humorous language, to use different tenses and compound tenses, to recognize the colloquial language and to perform cultural analysis.

Sentences that introduce themselves and objects are expected between beginner and 4<sup>th</sup> level, collaborative learning studies are expected between 4<sup>th</sup> and 8<sup>th</sup> levels and studies about pronunciation and toning are expected in all levels. Turkish and English translations, bilingual text creation and borrowings in language are expected in all language levels (<https://www.australiancurriculum.edu.au>).

## RESULT AND SUGGESTIONS

In Australian education system, curricula are regulated on the basis of literacy, numeracy, information and communication technologies, critical and creative thinking, personal and social ability, ethical understanding and intercultural approach. Turkish language curriculum in Turkey is prepared in accordance with raising a student who can produce information, can use it functionally in life, have problem-solving and critical thinking, entrepreneur, decisive, have communication skills, can empathize, contribute to the society and culture etc. because of the rapid change in science and technology. Both countries include similar purposes in this context.

Sustainability in education and individual differences are included in the curricula of both countries (TÖP, 2018: 6-7).

Desire of raising a student type which can keep up with the developments in science and technology, aim to acquire metacognitive skills and give importance to personal development are the common point of both programs.

Turkish language curriculum in Australia is regulated as two-phase; from beginner level to 6<sup>th</sup> level and 7<sup>th</sup> level to 10<sup>th</sup> level. Turkish language education in Turkey is approached in the scope of primary school, from 1<sup>st</sup> grade to 8<sup>th</sup> grade. It is included in secondary education from 9<sup>th</sup> grade to 12<sup>th</sup> grade. Each grade has different acquisitions.

A classification is adopted for Turkish language curriculum as communication, comprehension and success criterion in Australia, and listening/watching, speaking, reading and writing in Turkey. A classification is adopted for Turkish language curriculum as communication (socializing, informing, creating, translating, reflecting), comprehension (language systems, language variety and change, the role of language and culture) and success criterion in Australia and a curriculum for Turkish language as listening/watching, speaking, reading and writing skills in Turkey. Reading consists of sub-dimensions as readiness to reading, fluent reading and comprehending in 1<sup>st</sup> grade and fluent reading, vocabulary and comprehension in later grades. Acquisitions show similarities with success criterion.

When the expected skills of curricula of both countries are evaluated, it can be seen that the curriculum is prepared according to constructivist and cyclical approach.

Students are expected to form creative texts in Australia. Creativity included in Turkish language curriculum with constructivist approach in Turkey. This concept that is in the aims and techniques of the program, is included in Turkish language curriculum in Turkey as “forming creative text”.

There is also a study of translation in Australian curriculum. Cultural elements are included in both curricula. In Australian curriculum, the influence and borrow of different cultures with each other are stressed. And this is because the country has a multicultural structure. Furthermore, in the curriculum there is also the reflection of value and belief systems on the language.

When the grammar subjects in the curricula are evaluated as a whole both of them show similarities.

Grammar teaching is attempted to be taught with examples by recognizing and adumbration.

In Turkish language curriculum in Turkey, there are basic values such as justice, friendship, honesty, self-control, patience, respect, love, responsibility, patriotism, helpfulness (TÖP, 2018:4). In Turkish language curriculum in Australia, these values are recognized in the regulation of curriculum but are not included separately.

Turkish language curriculum in Turkey is regulated according to Turkish Qualifications Framework. In this context, there are eight key competences as, communication, communication in foreign languages, mathematical competence and basic competences in science/technology, digital competence, learning to learn, competences about socializing and citizenship, taking initiative and entrepreneurship, cultural awareness and expression (TÖP, 2018:4-5). These competences are also included in Australian Turkish language curriculum.

Turkish language curriculum in Australia is regulated in the same framework and content with other curricula that is being taught in the country such as German, French, Italian, Spanish, Greek, Korean (<https://www.australiancurriculum.edu.au>).

When the Turkish language curriculum in Australia is compared with the one in Turkey, similarities can be observed in terms of aim, approach and grammar.

Both curricula are regulated on the basis of constructivist approach and towards developing metacognitive skills. When this is examined in terms of teaching Turkish in abroad, these determinations are pleasing in terms of teaching Turkish correct, favorably and efficiently.

These evaluations can shed light on the education of Turkish in other countries.

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