

Linguistic and Intercultural awareness

PROJECT WORK FILE

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An introduction

We chose Turkey for our presentation. The idea first appeared as a joke about Nika's last name (Turk). But then we decided that this is a country that is historically and culturally interesting, and we want to learn more about it and present it to our colleagues. We found that Turkey is extremely interesting in all aspects, and at the end of the presentation it turned out that most colleagues have not visited Turkey consequently we were happy that we introduced "fun facts" that most of our colleagues did not know about this country.

**WHICH COUNTRY ARE WE
GOING TO PRESENT?**



Turkish flag + the meaning of the flag

After World War One Turkey became a republic and used a modified Ottoman Flag. The flag's design is said to represent the moon and a star reflected in a pool of blood during the Battle of Kosovo.



WHERE IS TURKEY LOCATED?

- Is a country which is located on two continents.
- Is bordered by eight countries: GREECE, BULGARIA, GEORGIA, ARMENIA, NAKHCHIVAN, IRAN, IRAQ and SYRIA



BASIC INFO.

Capital: ANKARA

Largest city: ISTANBUL

Area: 783,356 square km

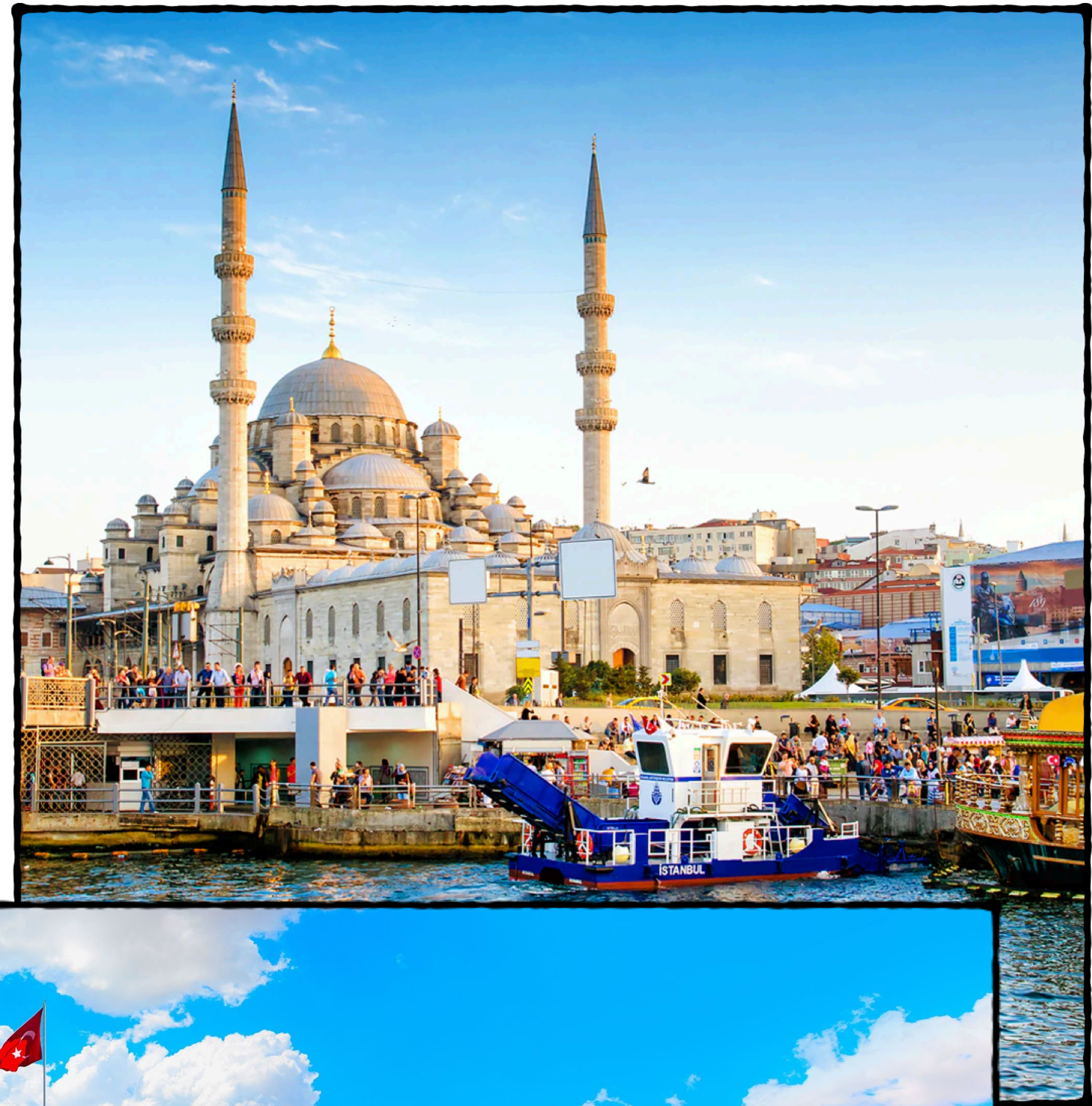
Official language: Turkish (other languages: Kurdish, Zaza Circassian, Laz, Arabic and various others).

Ethnic groups: 70-75% - Turks, 19% - and 6-11% others.

Currency: Turkish lira (₺) (TRY)

Time zone: +2HRS

Religion: is secular state with no official state religion, Islam dominant



A BRIEF HISTORY OF TURKEY

- Turkey has been home to many different civilisations and cultures for ages (including Greeks, Romans and many others).
- The Republic of Turkey was established in 1923 under the leadership of Mustafa Kemal Ataturk, following the fall of the Ottoman Empire after World War I.
- Since then it has become integrated with the West through membership in organisations (NATO etc.). In 2005 full membership negotiations with the European Union.
- Ataturk - founder and first president of Turkish Republic - known as “father of the Turks”
- He introduced many radical reforms to modernise and develop the country such as Democracy, Latin alphabet, civil and political rights to women.





ANTI KABIR

The Mausoleum of Ataturk, located in Ankara

EDUCATION

AT LEAST ONE YEAR OF COMPULSORY PRESCHOOL

- Kindergarten (4,5,6)
- Primary school (7-10)
- Elementary school (11-14)
- Secondary/High school (15-18)
- University (18 - ...)
- It has over 200 universities

COMPULSORY

With a 94.2 percent schooling rate, Turkey ranks second in the world in terms of access to higher education. Turkey, as a member of the European Higher Education Area, is implementing the European Process flawlessly.



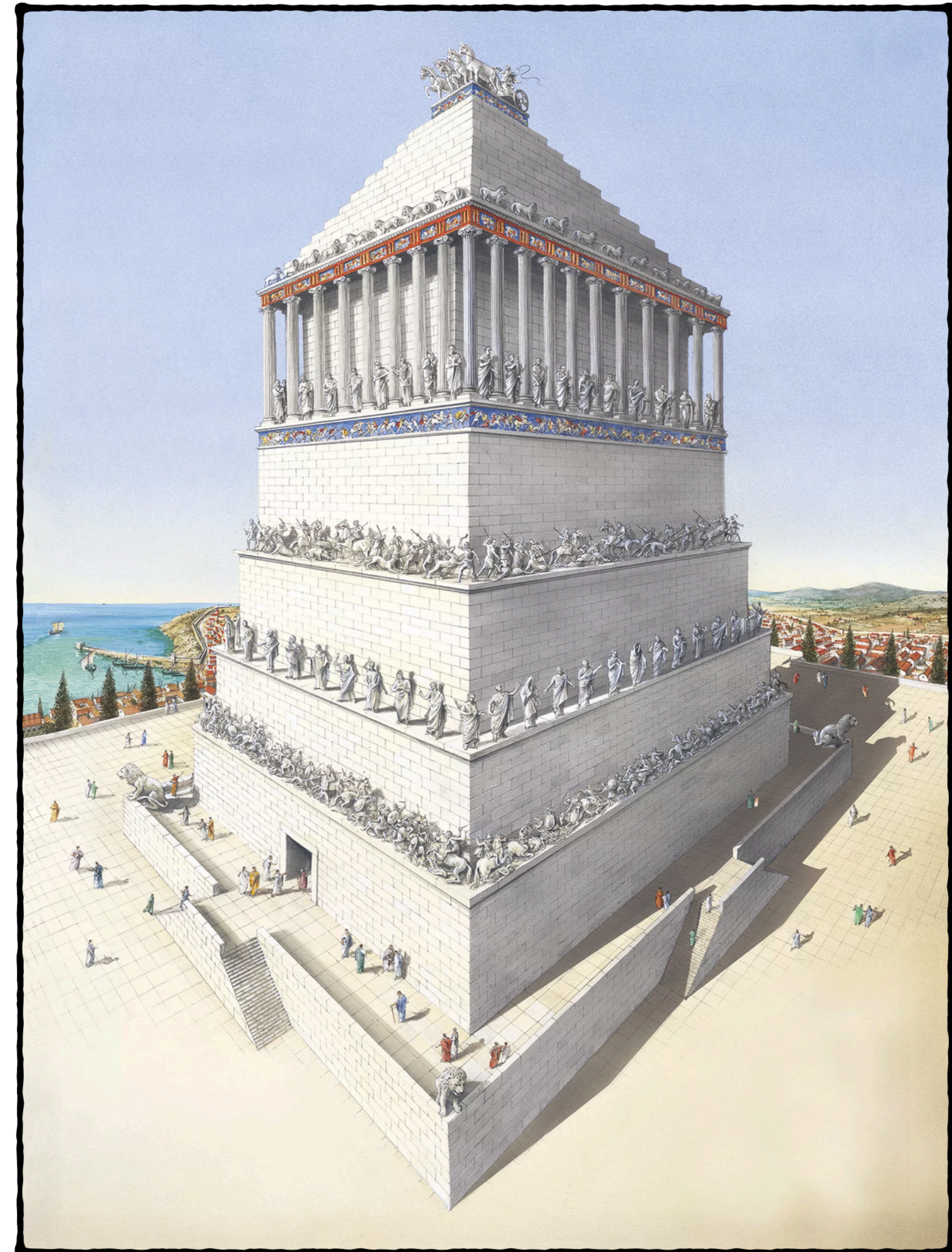
FUN FACTS ABOUT SCHOOLS IN TURKEY

- Summer break is 2.5 months long.
- School uniforms are obligatory to avoid highlighting social class differences between rich and poor students.
- International students pay between 100 - 4k EUR per academic year.
- Turkish Scholarship program is to make the students study to their full potential without thinking about the burden of money. Students don't need to pay any tuition fees. **Education is completely free.**
- Turkey ranks second in the world in terms of access to higher education



POPULAR DESTINATIONS

- The Temple of Artemis & The Mausoleum of Halicarnassus - *two of the seven Wonders of the Ancient World*



MARDIN



PAMUKKALE



CAPPADOCIA



ASPENDOS



ANTALYA



ISTANBUL



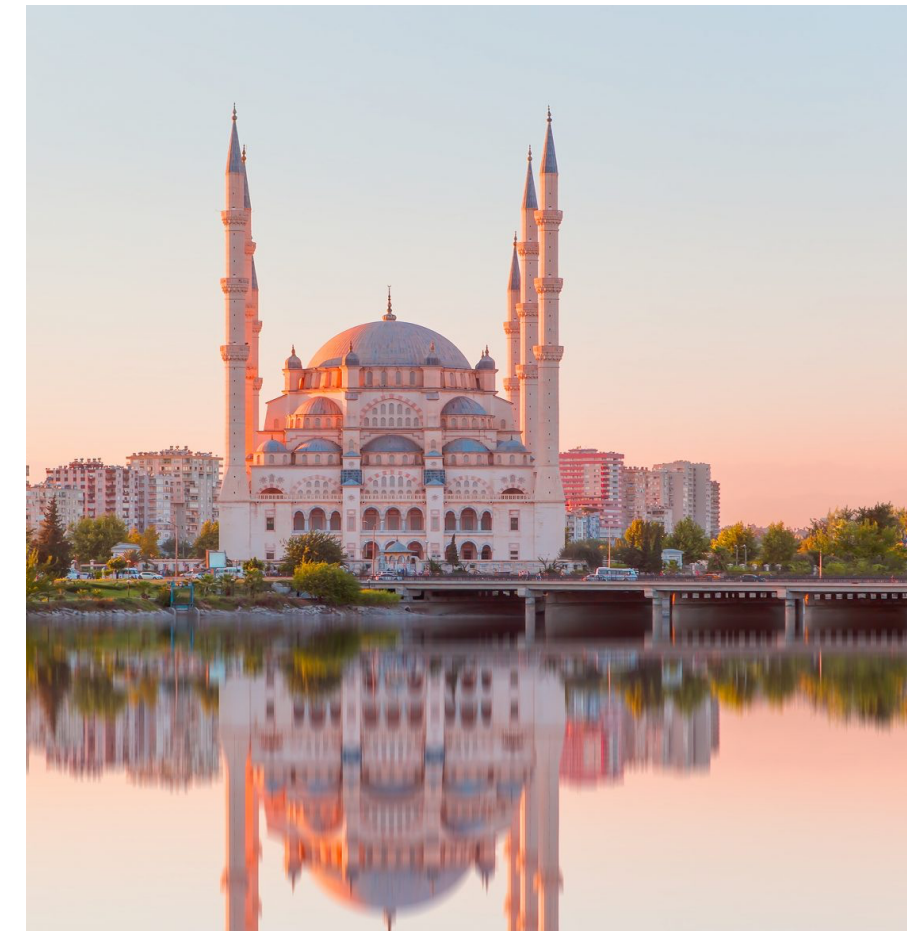
HAGIA SOPHIA

UNESCO world heritage since 1985



RANDOM FACTS

- The largest producer of hazelnut, they produce over 75% of the hazelnut in the world. (Reports about exploited workers)
- Home to 19 UNESCO world heritage sites.
- Birthplace to famous historical figures (Heraclius, Apostle).
- There are over 80 000 mosques in Turkey.
- It's the 6th most visited country in the world (2019)
- The grand Bazaar in Istanbul has 64 streets and over 3600 shops.



TURKISH CULTURE



Sema Show - one of the most visited Istanbul attractions . Very unusual event for tourists. Mystical ceremony and part of the most important heritages from the Islam culture. Inspired and improved by a word famous Islamic mystical poet Sufi.



The **“Nazar Boncuk”** or **“evil eye bead”** - it symbolises the jealous and envious look of others which would have the power to cause various misfortunes to a person or his property. Turkish people believe that this amulet protects its holder from the bad energies.

TURKISH CULTURE



Traditional Turkish clothes



Traditional Turkish tile - they are called Ionic Tile.

TURKISH CUISINE



MANTI - tiny lamb-stuffed dumplings topped with three sauces: caramelised tomato sauce, brown butter sauce, and garlicky yogurt sauce.



MEZZE - it can include olives, fried vegetables, dips prepared with nuts, olive oil, drizzled feta cheese, stuffed mussels, marinated fish, cured & seasoned meat, and so on. It is also eaten at breakfast, lunch, and dinner. A symbol of friendship, bonding, and good times, Turkish meze is made for sharing



BAKLAVA - it's a tasty Turkish dessert made by filling layers of flaky phyllo pastry with a mixture of chopped nuts

STEREOTYPES + YOUR EXPERIENCE

- **TURKEY IS STRICT MUSLIM COUNTRY** *(It is true that majority of the country claim to be Muslim by religion, but the country as a whole is not).*
- **WOMEN WALK AROUND IN BURKAS, COVERED FROM HEAD TO TOE, ONLY SHOWING THEIR EYES** *(False, it is very rare to see women wearing Burkas in Turkey).*
- **TURKISH MEN ARE ALLOWED TO HAVE INFINITE NUMBER OF WIVES** *(False, polygamy is illegal and can be punished with a prison sentence).*
- **ALL TURKISH MEN HAVE A MOUSTACHES** *(False).*
- **TURKISH PEOPLE ARE VERY HOSPITABLE** *(True, sometimes overdosed, guests are highly valued).*
- **TURKISH PEOPLE LOVE TO DRINK COFFEE OR TEA SEVERAL TIMES A DAY** *(True).*
- **TURKEY IS A VERY CONSERVATIVE COUNTRY** *(Partly wrong. It is a mixture of everything, western and eastern, modern and traditional, liberal and conservative country).*
- **WOMEN IN TURKEY DO NOT HAVE THE SAME RIGHTS AS MEN** *(Officially, Turkish women received civil rights in 1926. They can elect and be elected since 1935).*
- **TURKISH IS A DIALECT OF ARABIC** *(Wrong. Turkish language is a part of the Turkic language family; similar languages are spoken in Azerbaijan and Central Asian countries such as Turkmenistan and Uzbekistan).*
- **THE WATER IN TURKEY IS UNCLEAN** *(False. Turkey's water is safe to drink. It just happens to have a higher mineral content).*

COLLECTION OF ACTIVITIES

- Listening the anthem of a certain country and children try to figure out which country it is. (<https://www.youtube.com/watch?v=hW0muL11g8w>).
- A bingo game through which they repeat what they have learned.



1st activity for the children

Name of the activity: Memory Game- Pictures and Descriptions

Aim of the activity: To reinforce vocabulary and meaning of the words by linking pictures with the correct definitions.

Age of learners: 4th grade, 10-year-old pupils

Approximate length of the activity: Maximum 10 minutes

Language level of learners: Pupils must be able to read in English and have prior experiences with English (knowing the basic English vocabulary).

Skills practised (listening/speaking/reading/writing): Emphasis of that activity is on reading.

Vocabulary practised: Expressions, useful for describing a new country. Those are: capital city, typical clothes, typical food, flag, major cultural and historical buildings, production etc.

Materials needed: printed pictures, (computer and printer), printed definitions.

Cross- curricular links:

K 6.7 Knows that words may be constructed differently in different languages

K 7.1 Knows some of the basic principles which underlie the process of learning a language

 K 7.1.1 Knows that learning a language is a long and arduous process

 K 7.1.2 Knows that it is normal to commit errors when one has not yet mastered a language

 K 7.1.3 Knows that certain types of behaviour can help the learner, but that incessant correction or ridicule can in the same way “block” the process

K 12.1 Knows that there is (still) a great plurality of cultures all over the world

 K 12.1.1 Knows that in connection with the diversity of cultures, there exists a great plurality of °practices / customs / uses°

 K 12.1.2 Knows that in connection with the diversity of cultures, there exists a great plurality of °values / norms°

How the activity develops intercultural awareness: With that activity pupils explore cultural aspects of a different country, such as national symbols (flag), traditional clothes and food, culturally important buildings, stereotypes, behaviour patterns etc.

Classroom organisations (group work, pair work, whole-class ...): Memory game is commonly played in pairs. However, pupils can be divided in the groups and play it as a group game. The one, who has the most pairs (pictures and correct definitions) is the winner.

Possible pre- and post- activities: Pre-activities: Teachers must prepare/print pictures and definitions. Post-activities: Teachers have to check if pictures are matched with correct definitions and save the materials for the next occasions.

Variations (if there are any): This game can have numerous variations. Firstly, more pictures and therefore definitions can be added, so pupils have to understand more words. Secondly, there can be odd pictures or odd definitions, which don't have the pair. Thirdly, game can be expanded. Teachers can prepare a few pictures without any definitions given and pupils have to write them on their own. That kind of progressive activity is appropriate for older learners, who will not only practise reading but also writing.

Additional notes (if applicable): /

2nd activity for the children

Name of the activity: Bingo

Aim of the activity: To repeat new vocabulary.

Age of learners: 2nd grade, 7-year-old pupils

Approximate length of the activity: 10-15 minutes

Language level of learners: Pupils do not need any specific knowledge in advance, neither skills. This activity is appropriate for a very young learners, who have just started to learn English.

Skills practised (listening/speaking/reading/writing): Listening

Vocabulary practised: Expressions, useful for describing a new country. Those are: capital city, typical clothes, typical food, flag, major cultural and historical buildings, hazelnuts, production etc.

Materials needed: printed pictures, (computer and printer), printed Bingo charts.

Cross- curricular links:

K 6.7 Knows that words may be constructed differently in different languages

K 7.1 Knows some of the basic principles which underlie the process of learning a language

 K 7.1.1 Knows that learning a language is a long and arduous process

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K 12.1 Knows that there is (still) a great plurality of cultures all over the world

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How the activity develops intercultural awareness: With that activity pupils explore typical traits of the country by observing the pictures and recognizing their meaning. Country traits, that are represented by pictures are: a flag, typical clothes, typical food, important sights, important people etc.

Classroom organisations (group work, pair work, whole-class ...): Bingo game is commonly played individually. No special classroom organisation is needed. Teacher says out loud the words, for example flag. If a pupil has a picture of a Turkey's flag, they put it on the chart. Game ends, when the first pupil fills in the whole spots on the chart.

Possible pre- and post- activities: Pre-activities: Teachers must prepare/print enough pictures and charts. Post-activities: Teachers have to know and write down which words will they say out loud. Besides, teachers must check if pupils put the right pictures on the chart.

Variations (if there are any): This game can have variations. Firstly, more spots on the chart can be added. Secondly, teachers can include more pictures regarding one word. For example, if a country in at issue is Turkey, a teacher can include flags of other countries as well not only Turkish. Consequently, pupils have to know very well the country at issue and its symbols, cultural aspects. For older pupils, game can be played the other way around. A teacher shows a picture and pupils must put the right spelling on the chart (also spelling can be tricky- only a few letters can be written incorrectly.).

Additional notes (if applicable): /

ONE LESSON PLAN FOR TEACHING CHILDREN THIS ACTIVITY

LESSON PLAN FOR THE TOPIC:

GETTING TO KNOW TURKEY

Teachers: Nika Turk, Maja Podgoršek

Subject: English

Grade: 4th

Duration: 45 minutes

Topic: Getting to know other country

Materials needed: computer, audio for playing the anthem, powerpoint presentation, printed out pictures, printed out sentences, quiz Kahoot.

Skills, which are developed in this lesson: mostly listening and speaking, also reading.

Learning aims:

- Pupils are able to tell something about basic information of Turkey (the capital city, the biggest city, location).
- Pupils are able to name three Turkish dishes.
- Pupils know who Ata Turk is.
- Pupils can name at least one important building in Turkey and tell what its function is today.
- Pupils can name at least one interesting fact or trait of Turkey (for example about the amulet, called Nazar Boncuk).
- Pupils are able to cooperate and adjust in group and pair work.

INTRODUCTION PHASE (5 minutes), (frontal work)

Teachers play the audio of Turkish anthem. Pupils listen to it carefully, twice. After the second listening, one of the teachers asks the following questions:

1) What kind of music do you think that is? How do we call it?

If pupils do not know the answer, we explain, that this is an *ANTHEM*.

Pupils repeat the term after the teacher.

2) What do you think- to which country does this anthem belong to? We let the pupils guess. If after several guessing, there still isn't the right answer, we reveal that this is the anthem of Turkey. A country that we are going to talk about today.

INPUT PHASE (15 minutes), (frontal work)

With the help of Powerpoint presentation, we show location of Turkey on the map and its capital and the biggest city. Afterwards we tell which religion is dominant in the country and how many inhabitants it has. On the map we also show Turkey's neighbouring countries. In the next slides, teachers briefly explain the purpose of the most famous and important building in Turkey (such as Hagia Sophia). Then teachers ask, if someone knows any typical Turkish food. We expect answers such as kebab, burek and baklava. Teachers also show pictures of those three dishes. Afterwards, teachers show typical Turkish clothing and Nazar Boncuk, an eye-shaped amulet, very typical part of Turkish tradition. Teachers also explain the meaning of it. After coming to the final slide teachers frontally ask pupils a set of questions in order to check their new-gained knowledge of Turkey.

- 1) What is the capital city of Turkey?
- 2) What is the biggest city of Turkey?
- 3) Who was the first president of the Republic Turkey?
- 4) Name three typical Turkish dishes.
- 5) What is the purpose of Hagia Sophia?
- 6) What is Nazar Boncuk?
- 7) What religion is dominant in Turkey?
- 8) How would you describe typical Turkish clothes?

OUTPUT PHASE (20 minutes), (group work, pair work)

Task number one: LINKING DEFINITIONS WITH THE PICTURES

Teachers divide pupils in six groups of four. Each group receives four pictures of Turkey and for definitions. Their task is to link the definitions with pictures that correspond to them. When a group is done, pupils raise their hands in the air. Teachers come to each group and check the answers.

Task number two: BINGO GAME

Before distributing the Bingo charts and pictures, teachers tell the instructions of adopted Bingo game. When instructions are clear, teacher divide pupils in pairs. The Bingo game will be played in pairs.

Teacher will say out loud a word, for example “a flag”. If a pair has a picture of a Turkey’s flag, they put it on the chart. Game ends, when the first pair fills in all the spots on the chart.

CONCLUSION (5 minutes), (frontal work)

Teachers open the Kahoot quiz, made by them. They read every question out loud and choose the answer that most pupils agree it’s correct. This is a fun, interactive and educational revision of the knowledge, achieved throughout this lesson.