



## Comparison of Cultural Items with Subject Contents in the Turkish as a Foreign Language Textbook *Harmoni 3* and *4* Language Education Set

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**Abstract:** The language that emerged with the existence of human beings forms the basis of human communication. Communication is the most distinctive feature of human interaction in social life. There are hundreds of languages spoken in different structures in the world. The fact that the language contains the characteristics of the culture to which it belongs and the reflection of the cultural accumulation of the society on the language necessitates the use of cultural elements in learning a second language. With the spread of technology, the arousing curiosity about the information obtained about geographies far from each other and providing an opportunity to recognize and understand a new culture has increased the interest in learning a new language other than the mother tongue. It is important to understand the role of cultural elements in language acquisition that nourish the individual's sense of interest and curiosity in a new culture and lead him to research in the language learning process by continuing this interest. For hundreds of years, different methods and researches have been put forward in teaching a second language. The inclusion of cultural elements in these methods stands out as a matter of attention today. Along with the fact of acquiring information in today's world, it is also important to transfer the information to those who speak another language in a healthy way in accordance with its purpose. The use of cultural characteristics of that language in the materials used in foreign language teaching will have a positive contribution to the individual's lifelong information and learning process. In this context, the cultural elements in the textbooks were compared with the content of the subject in the *Harmoni 3* and *4* Foreign Language Teaching Set used for second language teaching.

**Anahtar sözcükler:** *İkinci Dil Öğretimi, İkinci Dil Olarak Türkçe Öğretimi, Dil ve Kültür, İletişim ve Kültür, Harmoni Dil Öğretim Seti*

### Introduction

The changing conditions of today's world have affected the communication and relationship between people and societies. Although the sense of curiosity of different geographies of the world is quite old, this feeling has turned into a desire to be informed with the accumulation and change created by centuries in every field. Accurate and satisfying information and all kinds of knowledge gained through learning make an important and valuable contribution to one's own development process. In this process, the most important factors that provide the accumulation and transfer of knowledge are language and communication. Language acts as a bridge in order to establish healthy communication with the developing and renewed world.

Language is a communication tool. Language is the most effective means of communication between people. The use of language as a means of communication between people reveals that language has a social function, and language also assumes the role of establishing a relationship between that society and its culture (Demirel, 2003). Language is a huge channel through which people can transfer their discoveries, judgments and knowledge to each other (as cited in Haris & Taylor, 2002). To put it briefly, language is also a mirror of a nation and its culture. The most important sign and tool of human and civilization is language (Aksan, 1979).

All the features and characters of the nations are revealed in the languages, and according to Humboldt, it is possible to deduce the world views of the nations from their languages. Nations separate understanding of the world and their characters are determined in the meaning of the words (Akarsu, 1998). Cultural values affect the perception of the social environment, speech and social communication. In order to communicate effectively with a second language, it is necessary to learn the language and the cultural elements of that language together.

It is a fact that the desire to learn a second language or even several languages increases in a world where technological innovations and developments narrow the borders, economic-political and social developments in distant geographies are rapidly transferred, and communication is facilitated. Language teaching also includes teaching culture. Language develops, changes and takes shape with society. The most basic element that activates and makes culture alive is language (Aşkun, 1990). Language is not only an important part of culture, but also the transmitter of culture. For this reason, transferring cultural elements in foreign language teaching positively affects the language learning process.

The person who learns a foreign language also becomes aware of the cultural characteristics that are reflected in the language he/she learns. Teaching the similar and dissimilar features between the taught language and the mother tongue will take a step towards understanding the logical system of the new language. These practices are undoubtedly bringing cultural elements to the fore and teaching them with appropriate methods according to language levels. From this point of view, it will be important to use elements of Turkish culture in the teaching environment of Turkish as a foreign language.

Although the intensity of use of cultural elements in the textbooks used in Turkish teaching varies, it has become widespread in recent years. In second language teaching, cultural nuances specific to that language are mostly included in reading texts in textbooks. In this sense, the texts in the reading passages fulfill an important task in conveying cultural elements. Especially textbooks, the texts in them are, in a sense, the transmitter and teacher of the culture.

Examining the cultural elements in the texts of the textbooks used in teaching Turkish as a second language and determining their suitability will contribute to the learning methods of foreign language. Based on this idea, the cultural elements in the *Harmoni Turkish as a Foreign Language Teaching Set*, one of the newest sets prepared for teaching Turkish as a second language, were compared with the subject content. The cultural richness of the identified items, is very important that it is presented to those who want to learn a language in harmony with language teaching. While teaching Turkish to foreigners, introducing the social environment, art, literature, music and many traditional values belonging to that language, and having examples from different cultures of the world, will provide positive contributions to the language acquisition process as it will provide a sense of interest and curiosity as well as motivation to research and learn.

Teaching Turkish to non-native speakers has a history dating back to the 11th century. The *Divanı Lügatit Türk*, written by Kaşgarlı Mahmut to teach Turkish to the Arabs in the 11th century, is a valuable work where he used the

words frequently used by the people in the daily language of that period, giving an explanatory example in the sentence while giving their meanings, giving place to proverbs and idioms, and setting an example for cultural transfer in language teaching. Kaplan (2010, p.13) likens the dictionary of Kaşgarlı to a "museum of civilization". In this sense, while teaching Turkish to foreigners, many elements of Turkish culture are included in this study.

## Method

Qualitative research model, one of the scientific research methods, was used in this study, which aims to compare the cultural elements in the Harmoni Foreign Language Turkish Teaching Set with the subject contents. In this research model, a case study was conducted. A case study is a method in which a specific situation is examined in detail and in depth, unlike studies that make a survey based on statistical data. In general, case study is a research method used to answer "how" and "why" questions in situations where the researcher do not affect the variables (Ozan Leymun, 2017).

### Population and Sample of the Research

The population of the research is the textbooks used in teaching Turkish to foreigners. The sample is the textbooks in the Harmoni 3 and 4 Foreign Language Turkish Teaching set prepared by Nevsan Publications. The reason why Harmoni Textbooks were chosen among the textbooks published in teaching Turkish as a foreign language is that they are newer in publication year and are thought to be more effective in obtaining up-to-date data on the research subject.

### Data Collection and Analysis

The texts containing cultural elements in the units in the Textbook Harmoni 3 and 4 Foreign Language Turkish Teaching set were examined by scanning method. There are 8 units in the Harmoni-3 Turkish textbook, and each unit of the 85-page textbook includes grammar, listening, reading, speaking and writing texts that include vocabulary exercises related to the subject. At the end of each unit, there is an assessment of the topics. In textbook 3, culture corners are placed at the end of each unit. Unlike textbooks 1 and 2, English translations are not added to the culture corners in Harmoni-3.

There are 8 units in the Harmoni-4 Turkish textbook and it consists of 86 pages. As in the other 3 books, in each unit, there are grammar with exercises related to the subject, texts for listening, reading, speaking and writing, and exercises related to these texts. At the end of the unit, different types of exercises are included under the heading of evaluation. A culture corner is added at the end of each unit. Inside the cultural corners, there are examples of proverbs and idioms.

## Findings and Comments

### Meet and Greet

Türkiye ve Kenya'da iki farklı kültürde selamlaşmanın nasıl olduğu metin ve resimle anlatılmıştır. Ünite sonundaki Kültür köşesi "Helesa Şenliği"ni anlatır. Ünite ile uyumlu değildir. Bu köşede verilen "Bir selam bin hatır yapar" atasözü ve "Merhabayı kesmek" deyimini metinle uyumlu değilse ünite ile uygunluk arz eder (s.49).

In the fifth unit of *Harmoni Turkish Textbook 3*, under the title of "Traditions and Customs", the subject of "How to Greet?" (p.46) is handled using high-resolution pictures of that culture for each in Turkey and in different countries of the world. The culture of shaking hands is mentioned and examples of how to shake hands in different geographies (Morocco-Africa, India-Asia, Romania-Europe, Canada-America, Switzerland-Europe, Ghana-Africa) are given (p.47). The question of "Tell the students about the similarities or different aspects of their own culture" is appropriate in terms of being a cultural reference of their own culture. How to greet in two different cultures in Turkey and Kenya is explained with text and pictures. The Culture corner at the end of the unit describes the "Helesa Festival". It is not compatible with the unit. Though the proverb "One greeting makes a thousand memories" and the statement "stopping the greeting" in this column are not compatible with the text, they are compatible with the unit (p.49).

### **Food and Beverage Culture**

In the culture corner at the end of the "Life" unit in *Harmony Textbook 3*, a reading text with pictures called "The Place of Tea in Turkish Culture" was given. In the text, it is stated that in Turkey, which ranks first among the countries where the most tea is drunk in the world, tea means much more than being a beverage in Turkish culture. The place of tea in daily and economic life is explained with examples. Words and phrases related to tea, such as two brewed tea please, pour tea, bring tea, give tea, etc., which are frequently used in daily life, are included. As it is a part of daily life, rhymes about tea, riddles, mania and folk songs, legends, which are in the field of interest in literature. It is stated in the text that jokes, traditions and customs are cultural values on their own (p.33). As it is a part of daily life, it is stated in the text that rhymes, riddles, mania and folk songs, legends, anecdotes, traditions and customs about tea, which are of interest in literature, are cultural values on their own (p.33). Tea, which is one of the first words that a person from a different nationality who learns Turkish will hear, is appropriate that it is presented in detail in the culture corner.

In *Harmony Textbook 4*, under the title of "Culture" in the fifth unit, food culture is covered in the topic of "Things Specific to Nations and Countries". It has been observed that more detailed information is presented in this section. As Turkish and World cuisine, illustrated examples from Japan, Germany, Indonesia, Tunisia and Mongolia cuisine are given (p.51). In the second lesson, a listening text about the tea tradition in Turkey, China, England and Mongolia was given, and gap filling exercises were given according to the text. On page 52, the Turkish food culture is explained in a broad way as a listening and reading text. It is a tradition that has been going on for a long time, to offer a plate of home-cooked food to a neighbor. The concepts of offering and sharing are among the good customs that should be emphasized. The text has been prepared in such a way as to set an example for this. The fact that the family members are together at the meal and that the service starts from the elders shows the loyalty of the family to each other and respect for the elders. Giving an example from Turkish hospitality, and occasionally inviting neighbors, relatives and friends to dinner, the reading text also focuses on saying nice words to the one who prepares the meal. Saying "God bless your hands" to the cook, while getting up from the table saying "thank you!", saying "Enjoy your meal" to the

one who eats, are expressions included in the food culture in response to "let us eat together". All these statements were given in the text and sentence completion exercises were included in accordance with the text.

In order to express similarities or differences with the culture of the target language, the customs and traditions related to the food culture in different countries are given on page 53 under the title of "Customs and Customs from the World". For example, in Chile it is not appropriate to eat by hand, in China the whole plate should not be finished, in India it is not considered good to waste the food on the plate, in England children do not leave the table without permission, in Bulgaria it is not appropriate to bring yellow flowers to a dinner party, in Pakistan saying Alhamdulillah when getting up from the table is pointed out. It is also stated that Alhamdulillah is said when getting up. In this context, it was requested as an exercise to compare the culture of the target language, as well as the intercultural similarities and differences between the student's own culture (p.53). In the continuation of the topic, idioms related to food such as "polish off, be starving, not to touch, craving" etc. were given together with their meanings and students were asked to place the learned idioms in the dialogue exercises.

It is seen that the culture corner is covered quite extensively in the Harmony Textbook 4. In the evaluation section on page 54, the history of Turkish coffee, which has influenced not only Turkish food culture but also world culture, and how it is made is given as a text. According to the text, the dictionary meanings of the words were requested and question-answer exercises were put. On page 55, there are exercises covering reading-comprehension-writing skills related to nationality specific things and food culture keywords.

At the end of the unit, there is a text about Turkish Cuisine in the Culture corner (p.56). The text has been prepared to complement the subject. It may be more appropriate in terms of holism that the proverb and idiom on this page (a greeting o poor man is worth a thousand gold, teach an old dog new tricks) is related to the food culture.

### **Biographies of Famous Personalities**

Every society has important people who are well-known in the fields of social issues, science, politics, art and sports and have contributed to that culture with their deeds. People who are the mirror of the society in which they live are those adopted, loved, taken as an example and respected by the public, they are in a way the cultural ambassadors of the society they live in. When Spain is mentioned famous football players playing there are remembered first, and the interest in Russia in literature readings is due to the influence of writers such as Tolstoy and Pushkin, who lived in that geography. Introducing important personalities of that culture in foreign language teaching leads to interest and therefore a more willing learning of information about a new culture.

In Harmoni's second course book, Unit 3 is devoted to "Biographies." In the second lesson of the unit, on page 25, biographies of Kemal Sunal, who has an important place in the history of Turkish Cinema, are given as a listening-reading text on the theme of "Born and Growth Istanbulites", and Barış Manço, known by the old and young generations in Turkish Music Culture. Answers were requested to the questions prepared according to the biographical

information. On the same page, a listening text about the famous Spanish football player Messi has been added and question-answer exercises on the topic have been added. On page 26, pictures with the theme of the famous thinker Mevlana who will serve as an example to the topic of centuries and histories, the founder of the Turkish Republic, Mustafa Kemal Atatürk, the Nobel Prize-winning writer Orhan Pamuk, the 17 August Earthquake, Germany's 2014 World Cup champion are displayed. With this information, questions and exercises about the concept of time are given. On page 27, short questions about the author Orhan Pamuk's latest book have been added. A mini-biography has been prepared for Cem Karaca, one of Turkey's famous artists, on page 28. Students were asked to write a biography of one of the famous people in their own country. It is thought that the short texts are useful for the student's understanding. On the same page, there are listening and dialogue exercises for people who are well-known statesmen, painters, physicists, writers, explorers and football players. Listening and writing questions about football player Hakan Şükür and musician Kayahan are added on pages 29 and 30. In the evaluation section, there are various exercises for the unit such as matching, reading-blank filling, answering, sentence completion, and writing questions to the answers.

### **Tourism - Travel and Historical Places**

Textbook 3 has cultural corners on historical and touristic places in different parts of Turkey. Büyükada, and Galata Bridge, which is one of the symbols of Istanbul was introduced in the Culture corner placed at the end of the transportation and road topic (p.19, p.23). In the fourth unit, Mount Everest, Nile River, Death Valley, Atacama Desert, Niagara Falls, Nauru Island, Lake Baikal, Krubera Cave, with their illustrated versions, are covered in the topic of "Introducing the World's Most Famous Places". Question-answer writing exercises were given by providing listening and reading texts about Mount Everest (p.37-38). On page 38, Uzungöl, which is connected to the province of Trabzon at 1100 meters above sea level, attracting the attention of tourists with its natural beauty, was introduced in the Culture corner. Again, at the end of the lesson about the excursion topic of the 4th unit, Ihlara Valley was introduced in the Culture corner on page 43.

The images used are large, clear and of high quality. On page 44, a reading text introducing Madagascar is given in the evaluation section, and questions about the text are answered and gap-filling exercises are included. At the end of the health topic in the 6th unit of the same book, Balıklı Çermik Thermal Spring, a well-known and visited place in health tourism, was introduced in the Culture Corner (p.59). In the 8th unit of the same book, Kuşköy in Giresun, which is famous as the Motherland of Bird Language, is introduced in the Culture section prepared at the end of the topic "from the past to the future" (p.79). In the continuation of the unit, in the Culture Corner on page 83, the ancient city of Ephesus was introduced. Considering the intermediate level in textbook 3, the number of Cultural Corners is high. These corners have been added to the end of the topic as reading text only. There is no evaluation, application or exercise. It could be a methodical study of how cultural corners can be processed.

On the first page of Textbook 4, there is a map showing the famous places of Turkey. In the same book, the subject of travel, transportation and tourism was discussed again and in more detail. In the 3rd unit, interesting transportation

vehicles that are identified with the culture of the country and important in tourism are explained. Illustrated, listening and reading texts are given about Gondola in Venice, Bamboo Train in Cambodia, Sledge used in Madeira Island, and Tünel Metro in Istanbul. Questions were asked about writing skills according to the text. At the end of the unit, on page 36, in the Culture Corner, brief information is given about the Yavuz Sultan Selim Bridge, Fatih Sultan Mehmet Bridge and Fifteen July Martyrs (Bosphorus) Bridge, which connects Asia and Europe, together with their pictures. On the same page, there is the proverb "he that travels knows much" and the phrase "To take a vacation". The proverb and idiom are given in harmony with the unit. In Unit 4, page 38, a listening and reading text called "World Famous Places" is given. It was asked to answer the questions prepared from the information in the texts about the Grand Bazaar, Machu Picchu, the Great Pyramid, the American Museum of Natural History and the Eiffel Tower. On page 40, a listening dialogue about the Forbidden City of China was given and multiple-choice questions prepared accordingly were asked. In the "How Was Your Holiday" lesson of the same Unit, the exercise "what are the popular activities during the holiday" was applied. Illustrated information cards have been prepared about holiday opportunities in Istanbul, Trabzon, Antalya and Şanlıurfa, which have many domestic and foreign visitors in Turkey. The conversational dialogues of the tourists who prefer these resorts are given as listening (p.41). In the continuation of the unit, listening and reading texts of two friends who had a good and bad holiday, explained in their emails, were given. The student was also asked to communicate online and write the evaluation of the holiday with a friend in the place specified in the book (p.42-43). In the evaluation part, the subject of Vacation Notes is given as a reading comprehension text. Travel impressions of a traveler who visited Finland, Tanzania and Bhutan are explained. Accordingly, exercises for filling in the blanks, answering questions, completing true-false-words, and finding the opposite meaning were practiced for reading- comprehension and writing skills (p.44-45). At the end of the unit, there are illustrated texts about Istanbul's Favorite Historical Artifacts in the Culture Corner. Information about the Blue Mosque, Topkapi Palace, Galata Tower, Basilica Cistern is given on the page (p.46). On the same page, there is the proverb "sing before breakfast cry before supper" and the phrase "walk away".

### **Choosing a Profession and Losing Professions**

The first unit in Harmony Textbook 3 is the "Professions" unit. Illustrated introductions of various professions are made on page 6. Matching and gap-filling exercises related to the given professions are included. On page 8, an interview about business life is given as a listening and reading text. It was requested to answer the questions asked in accordance with the topic. On page 9, short biographies of the famous Turkish Architect Mimar Sinan and one of the important writer-poets of Turkish Literature, Necip Fazıl Kısakürek are given. The introduction of two people who have practiced their profession at the top has been associated with the issue of doing their profession well. On the same page, there is the proverb "The best man is evident at work" and the expression "Being a master of his profession". Proverbs and idioms have been chosen in accordance with the subject in the units.

On pages 10 and 11, the topic of "Difficult professions" is given. Firefighting, paper collecting, motorcycle courier works are explained as listening and reading texts. Appropriate exercises have been added to the topic. In the "Culture Corner", which was prepared for the second time in the same unit, biographies of writer Ömer Seyfettin,

the founder of short storytelling in Turkey and Turkish Cinema actor Cüneyt Arkın are given. On the same page, the proverb "He who does not see art from the master does not learn" and the statement "Getting a profession" were added in accordance with the unit (p.13). In the evaluation section, texts about different experiences in business life are given and exercises that cover all basic skills of reading-comprehension-writing such as matching, answering according to the text, matching according to the picture, finding the right information, forming question sentences, completing sentences, and solving puzzles are given.

Harmoni Ders Kitabı 4 orta seviyede ikinci ünite İş hayatı konusunu anlamının bu seviyede daha iyi olacağından ayrıntılı olarak işlenmiştir. Öğrencilere meslek seçimleri hakkında fikir verebilmek adına karakter özelliklerini yansıtan bir anket çalışması alıştırma olarak verilmiştir. Anketi öğrencilerden sıra arkadaşına yapması istenmiştir. Konuyla ilgili soru-cevap diyalogları, tanımları verilen meslek leri boşluklara yazma, kendine uygun meslekleri düşünme gibi ortak aktiviteler konulmuştur (s.18, 19). Devamında iş seçimi, iş ilanı konularıyla ilgili dinleme-okuma metinleri konulmuştur. Bu metinlere yönelik okuma yazma alıştırmaları verilmiştir (s.20, 21). Örnek bir iş ilanı ve iş başvuru formu verilerek öğrenciden doldurması istenmiştir (s.22, 23). Değerlendirme bölümünde "Meslek seçimi ve önemi" isimli okuma metni bulunur. Bu metne göre okuma-yazma becerilerine yönelik farklı şekillerde alıştırma uygulamaları verilmiştir (s.24, 25). Ünite sonunda "Kültür Köşesinde" Türkiye'de "Kaybolan meslekler" hakkında okuma metni eklenmiştir. Bu metinde "Basmacı, Nalbant, Bacacı, Limonatacı, Zerzevatçı, Çömlekçi" meslekleri tanıtılmıştır. Aynı köşede "Başını acemi berbere teslim eden cebinden pamuğu eksik etmesin" atasözü ve "Ekip biçmek" deyiimi bulunur. Üniteye uyumludur. Son sınıf öğrencilerinin gelecekleri hakkında zihinlerini en çok meşgul eden meslek seçimine yönelik konuların işlenmesi yerinde olmuştur.

In the second unit of Harmoni Textbook 4 since it will be better to understand the business life issue at intermediate level, it has been covered in detail. In order to give students an idea about their career choices, a questionnaire reflecting their character traits was given as an exercise. Students were asked to administer the survey to their desk mate. Common activities such as question-answer dialogues on the subject, writing the professions with definitions in the blanks, and thinking about the professions suitable for oneself were included (p.18, 19). Afterwards, listening-reading texts related to job selection and job postings were included. Reading and writing exercises were given for these texts (p.20, 21). A sample job advertisement and job application form were given and the student was asked to fill it out (p.22, 23). In the evaluation part, there is a reading text named "The choice of profession and its importance". According to this text, different forms of practice for literacy skills were given (p.24, 25). At the end of the unit, a reading text on "Disappearing professions" in Turkey was added in the "Culture Corner". In this text, the professions like "colorist, farrier, flue maker, lemonade maker, vegetable seller, pottery" are introduced. In the same corner, there is the proverb "The one who goes to a novice barber should not miss the cotton in his pocket" and the phrase "To cultivate". It is compatible with the unit. It was appropriate to deal with the topics related to the choice of profession that preoccupy the minds of the senior students the most.



### **Inventions and Inventors**

Günümüz dünyasında yaşanan çoğu zamanı hızla yaşayan insanoğlunun işlerini kolaylaştıracak zamandan tasarruf sağlayacak teknolojik yeniliklerdir. İnsanoğlu, tarih boyunca, demirin, tekerleğin, yazının ve paranın bulunmasından bu yana bilim, sanat, sosyal ve başka alanlarda binlerce yeniliğe vesile olmuştur. Yenilikler bir medeniyetin ürünü olsada zamanla başka medeniyetlerin katkısıyla topyekün topluma mal olmuştur. Örneğin demirin ilk defa Orta Asya'da kullanılması sonrasında dünyanın her yerinde her alanda kullanılan vazgeçilmez bir materyal olması.

They are technological innovations that will facilitate the work of human beings, will save time of those who live fast in today's world. Throughout history, mankind has been instrumental in thousands of innovations in science, art, social and other fields since the invention of iron, wheel, writing and money. Although innovations are the product of a civilization, over time, with the contribution of other civilizations, they have become the property of the society as a whole. For instance, after iron was first used in Central Asia, it became an indispensable material used in all areas of the world.

In the 8th unit of Harmoni Turkish Textbook 4, innovations and inventions that make people's lives easier are explained in the topic of "Time and Science". The foundations of the world of the future have been laid starting from the inventions and innovations that have developed since ancient civilizations and participated by people from all cultures. The invention of robots is not independent of the invention of iron and electricity. In this sense, every innovation and development in today's world is built on the foundations of the past. On page 78 of the textbook, a listening and reading text on the Future World is given. According to this text, question-answer exercises were prepared for comprehension and writing skills. The students were asked to write and explain what changes might occur in the future, such as the city, life, work-education, nature, robots, transportation, shopping, transportation and energy, by evaluating them according to the text (p.80). In the continuation of the unit, the topic of "Inventions that Make Life Easier" is discussed on pages 81, 82, 83. Short dialogues were prepared in the form of listening texts, and exercises for comprehension and writing were included. The review section includes reading about Elias Howe, the inventor of the sewing machine, and Hubert Booth, the inventor of the vacuum cleaner. The subject was covered with different kinds of puzzles and exercises for reading and writing skills (p.84,85). At the end of the unit, texts describing the famous Physicist Al-Jazari and the famous Turkish Scholar Hezarfen Ahmet Çelebi, who managed to fly for the first time, were given in the Culture Corner. Al-Jazari, who went down in the history of science as the founder of cybernetics, is known as the first system engineer. His inventions include robots, computer basics, clocks, water machines, locks, and such materials. His books were taught in the first universities in Europe for many years. Some of the machine parts made by Al-Jazari are found in Giovanni de Dondi and Leonardo da Vinci's works, who lived 200-350 years after him. These are good examples of the universality of science, the contributions of people from different nations to innovations, and the internationality of joint work on inventions for the benefit of humanity. Hezarfen Ahmet Çelebi started to fly from the Galata Tower in 1636 with his own wings, crossed the Bosphorus 3200 meters and landed in Üsküdar. It is important because it is the first intercontinental flight. On the same page, there is

the proverb "Today to me, tomorrow to you" and "Go today, come tomorrow". It would be more appropriate in terms of subject integrity to have examples that are compatible with the unit and the culture corner.

### **National Items**

Every nation has its own unique habits, traditions and symbols in its culture. These features are reflected in the language in communicating culture-specific. These features, which attract attention, arouse curiosity, bring them closer to the relevant culture and stimulate the desire to learn a language, are the elements that enrich the lifelong development of the individual by providing a new perspective in seeing and learning the different.

The theme of the fifth unit in Harmony Textbook 4 is "Things of Culture and Nations". In this unit, the elements of that society that symbolize different cultures in different geographies of the world are mentioned. On page 48, a listening text about general culture is given. In the text, since the matryoshka consists of many intertwined dolls made in Russian, Bagpipe is the national musical instrument of the Scots, Pizza is known as an Italian dish, Sombrero is used as a traditional dress in Mexico, bullfighting has been done in Spain for centuries, and oil wrestling is the traditional national wrestling of the Turks is mentioned. In connection with the text, a test was prepared for listening-comprehension and writing basic skills, and question-answer exercises were given. Students were asked to tell what is unique to their country or city (p.48). On page 49, four reading and speaking dialogues are given, and an exercise application is made according to the dialogues given about the Turkish food culture, raw meatballs and künefe, the character traits of the Indonesian people, the climate of Bangkok, and the city structure of London.

In the continuation of the unit, there is a listening and reading text called "Share Your Culture". In the text, Malian Funanya explained the drum, which has a special place in African culture. It mentioned that the "Djembe", the most famous of the African drums, is played at births, weddings, funerals, religious rites, harvest time and dances in West African countries. Diana from Mexico mentioned the traditionally worn colorful Mexican clothing made of wool, cotton, and silk. He stated that the widely known poncho and sombrero are traditional men's clothing. İsmail from Turkey talked about oil wrestling competitions, which is the Turkish national sport and has been going on since the 14th century. Mentioning that matman are called wrestlers, he gave information about the tournaments that wrestlers made in order to get the golden belt and become the chief wrestler. Questions were asked to evaluate the sentences prepared according to the text as true or false. Students were asked to write an article introducing one of their national clothes, national instruments or national sports (p. 50).

In Harmony Textbook 3, there is a text about Mesir Paste, which is made from 41 kinds of spices and herbs to cure the illness of Hafsa Sultan, wife of the Ottoman Sultan Yavuz Sultan Selim. In the passage given as a reading text, the story of Mesir paste, which became traditional in time and was distributed to the public in a festival that was mostly specific to Manisa, is told in the Culture section (p.63). On the same page, the proverb "The doctor enters the house where the sun does not shine" and the phrase "finding healing" were added. They are compatible with the reading text.

World Cuisine is covered in the textbook 4, page 51 (it is mentioned in the Food Culture section). Examples of different dishes belonging to the cultures of the country are given. Short recipes are given about iskender kebab from Turkey, gada from Indonesia, hamburger from Germany, sashamil from Japan, roasted chickpea soup from Tunisia, and carrot salad from Mongolia. Students were asked to answer questions about the meals served. They were asked to mark how they consumed different foods in the "what and how you consume table". The dishes specific to the cultures of different countries are among the topics that attract a lot of attention today. There are quite a variety of programs about it on television and on the Internet. The interest and curiosity in the cuisines of different cultures also increases the interest in the language and social life of that country.

### **Visit and Hospitality**

It has been prepared as a reading text on "Turkish Hospitality" in the Culture section of the "Values" topic in the seventh unit of Harmoni Turkish Textbook 3 (p.77). It is not a coincidence that foreign tourists visiting Turkey are affected by the Turkish hospitality they see in the places they go. The attention and respect shown to the guest is the extension of thousands of years old traditions and customs. In the text, it is mentioned that even though they do not know the language, the Anatolian people try to help the foreign visitor and try their best to solve the problem by trying to understand it. It is explained that even if he is very poor, every house has a quilt-bed reserved for its guests, that it has a separate table cloth to lay it under the table to eat, and that the Anatolian people believe that every guest comes with his share and fortune, and brings abundance and goodness to the house. Values given to guests in Turkish culture are explained with examples (p.73). On the same page, as a proverb, "The guest comes with his fortune" is given as the idiom "Sitting like a guest". The selection of proverbs and idioms appropriate to the subject provided text-subject continuity and integrity.

### **Animal love**

Man continues his life on earth with other living things with whom he shares the soil and environment he lives in. It is a fact that there are plants and animals whose species are extinct or endangered in our world, where millions of plant and animal species make the ecosystem livable. In Turkish culture and belief, it is believed that loving every creature created and showing mercy and compassion to them is a necessity of being human. In this sense, it is known that many foundations protecting animals were established in history. Today, there are many associations related to the topic.

In the first unit of Harmony Textbook 4, one of the listening and reading texts in the "Things We Love" lesson is the story of Mary, who loves her pet very much, which she got from the animal shelter. Matching and question-answer exercises were given according to the text, and the students were asked to answer by writing.

In Textbook 4, there is a reading text called "For Nature Enthusiasts" in the evaluation part of the first unit. It has been reported that there are around four hundred bird species, one hundred twenty mammals, one hundred thirty reptiles and three hundred fish species in Turkey, which is known as the homeland of many animal species. The Mediterranean

region, which is the homeland of the fallow deer, and Samsun and its surroundings as the homeland of the pheasant are mentioned (p.14). Afterwards, the students were asked to answer the questions given according to the text according to the text. Showing mercy and compassion to the plants and animals with which they share the world and life, creating awareness of respecting every living thing, and transferring these values to young people is one of the themes that should be focused on sensitively.

### **Social Events**

The first unit in Harmony Textbook 4 is “Activities”. The lesson was introduced with the question what makes you happy?”. Examples of many activities or events that make people happy are given. By giving pictures, they were asked to talk about the activities that make people happy and about happiness. Afterwards, the students were asked personal questions and asked to tell the class about the events or activities that made them happy. In the given exercises, reading-speaking and writing basic skills are given as texts suitable for intermediate level (p.8, 9,10). The students were asked to write and describe the activities that they spend time on, with the subject of “What do you spend time on”. The subject was continued with the title of “Alternative Activities”. Examples of activities prepared as listening and reading texts were included. Dialogues of people doing different activities were included and short questions were prepared about them.

In the Culture Corner at the end of the first unit of Textbook 4, activities known as chat nights and gold days in Turkish culture are explained. It is told about the traditional chat nights where the men enjoy their time outside of work by chatting and playing various games. In the text, which also describes the gold day when women gather on certain days to spend their time, talk to each other, relax, have fun, and save money; the conversations, meals, and entertainments held at these social gatherings are mentioned (p.16). On the same page, the proverb "Don't ask, the origin of the person it is clear from his/her conversation" and the statement "This is a good talker" are given. The proverb and idiom are given in accordance with the subject.

### **Values**

The subject of values is covered in Harmoni Textbook 3 (p.66). A listening and reading dialogue about Integrity “What Would You Do” is given. Students were asked to explain what they would do about the event given in the text. On page 67, students were asked to read and answer a six-question questionnaire titled "Are you an honest person?". On the same page, the story "The Child Who Doesn't Lie" was prepared as a listening text. This story, which is frequently told in Turkish-Islamic culture, is also told about the bandits trying to get the gold by intercepting the caravan on their way to Baghdad. This is the story of Abdulkadir, one of the passengers in the caravan, who surprised the bandits by revealing the location of the gold, which his mother had sewn into her cardigan so that he would not lose it, even though the bandits could not find it, because he promised that he would not lie to his mother. The students were asked to answer the questions prepared in the book according to the text they listened to. On page 68, four different events, named "Examples of Honesty", are included in the book as listening and reading texts. The students were asked to cross out the wrong places in the sentences given according to the text they listened and read.

At the end of the unit, there is a reading text describing the Turkish Red Crescent in the Culture corner (p.69). Founded in 1868, Mustafa Kemal Atatürk named the Red Crescent in 1935. Red Crescent, which has seven basic principles such as impartiality, humanity, universality, non-discrimination, independence, unity, and voluntary service, produces disaster tents that can be used for a long time at home and abroad. On the same page, as a proverb, "Do good, throw into the sea, if the fish does not know, Halik will know" and "be grateful" is given as an idiom. The given proverb and idiom have been chosen in accordance with the subject of values.

At the end of the "Addictions" topic covered in the seventh unit in Harmony Textbook 4, a culture corner about the Green Crescent was prepared (p.76). On the same page, there is the proverb "One bad person hurts seven neighborhoods" and the idiom "do someone a favour". The proverb and idiom that are seen to be chosen in accordance with the subject will contribute to the unity of the unit. Like the Red Crescent, the Green Crescent was founded in the Ottoman Empire in 1920 in Istanbul under the name "Hilali Ahdar". The institution also works on the fight against alcohol, smoking, drugs, gambling and recently technology addiction. Green Crescent also carries out necessary cooperation and joint studies with national and international public, private and non-governmental organizations. Addictions, one of the problems of today's world, affect people's physical and mental health, family life, economy, time, social communication intensely. It is an important issue to raise awareness in the younger generation in order to draw attention to the harms of these addictions. Giving examples from international institutions and studies working on this subject in different countries in the textbook may increase awareness among students.

### **Traditions and Customs**

The fifth unit in Harmony Textbook 3 is covered with the title of "Traditions and Customs". The first lesson topics, greetings in different cultures, were examined in the meeting and greeting article above. In the second part of the lesson, the traditions of different nations were mentioned. In the culture corner, a text describing the "Helesa Festival" specific to the city of Sinop in Turkey is given (p.49). A story about the festival, which has been told since ancient times, is included in the text. A long listening and reading piece called "Once Upon a Time Aborigines" is given on pages 50 and 51. The unusual traditional lives, customs, traditions and customs of the Aborigines, the indigenous people of Australia, are explained. The students were asked to answer the evaluation questions according to the text.

In the evaluation part of the fifth unit, there is a reading text describing the traditional life of the Eskimos (p.54). The lives they have shaped over the centuries according to the climate they live in and their traditional lives integrated with sea and land hunting are included in the text in detail. The questions asked according to the reading passage were asked to be answered by writing. In the other exercise, they were asked to find out whether the information given according to the text is true or false. In the key phrases section on page 55, the words and words in the unit related to traditions and customs are indicated. Exercises for reading, comprehension, speaking and writing skills have been prepared more intensively.

Ünitenin 53.sayfasında Kültür köşesinde Oğuz Türklerinin bilinen en eski epik destansı hikayelerini anlattığı rivayet edilen “Dede Korkut” ile ilgili metin vardır. Bu okuma parçası Türklerin yaşayışlarını, örf ve adetlerini, geleneklerini, sosyal ve kültürel hayatlarını masal ve hikayelerinde anlatarak bugünlere ulaştıran sözlü kültürün önemli temsilcilerinden biri olan Dede Korkut ve hikayelerini tanıtıcı bir metindir. Aynı sayfada âdetler ile ilgili “Laf olsun âdet yerini bulsun” atasözüyle “Eski köye yeni âdet getirmek” deyimini de eklenmiştir. Üniteyle bütünlük arz edici atasözü ve deyim kullanılmıştır.

On page 53 of the unit, in the Culture corner, there is the text about "Dede Korkut", which is rumored to tell the oldest known epic stories of the Oghuz Turks. This reading piece is an introductory text about Dede Korkut, who is one of the important representatives of oral culture, who brought the Turks' life, customs and traditions, traditions, social and cultural lives to this day by telling them in his tales and stories. The phrase “teach an old dog new tricks” was also added. A proverb and a idiom are used to integrate with the unit.

### **Music and Art**

In the Culture Corner, prepared at the end of the theme of "Health", which is the subject of the sixth unit in Harmony Textbook 4, there is a reading text called "Treatment with Music in the Ottoman Empire" (p.66). In the text, it is mentioned that Edirne Sultan Bayezid Hospital was established for the treatment of mental patients with music and water in the fifteenth century in the Ottoman Empire. It is also stated in the text that music has an effect on heartbeat and blood pressure. The oud picture, which is one of the classical musical instruments, is also included in the reading piece, which also mentions the makams in Ottoman Music.

## **Conclusion and Recommendations**

When the results obtained by scanning the textbooks in the Harmoni 3 and 4 foreign language Turkish teaching sets are examined, it has been determined that cultural elements are used at different rates at the basic and intermediate levels. There are eight cultural corners at the end of each unit in textbooks 3 and 4.

Some of the prepared cultural corners seem independent from the unit contents. The cultural corners were given only as reading texts, and the use of this corner was left to the teacher's discretion. There is no application on how the cultural corners will be processed. Having exercises for listening, understanding and speaking will make the processing of cultural elements suitable for its purpose.

The proverbs and idioms that need to be emphasized because it contains many cultural nuances in teaching Turkish as a second language are used less frequently in the text, and they are mostly included in the cultural corners prepared independently of the unit at the end of the unit. A few of the proverbs and idioms on the culture corners page were not chosen in line with the topic. For example, the last unit in textbook fourth is Time and Science. There are examples of inventions and inventors made in various and different nations. In the culture corner, Turkish inventors are mentioned and the proverb "To me today and to you tomorrow" and the idiom "Go today and come tomorrow" are

given as an example. In the same textbook, the proverbs and idioms "A reeting to a poor man is worth a thousand gold" and "teach an old dog new tricks" can be given as examples in the cultural column titled Food in Turkish Culture. The use of proverbs and idioms that will provide integrity with the topic in the culture corner will make cultural transfer meaningful and understandable. Although the language teacher's use and processing of proverbs and idioms depends to some extent on the teacher's personal methods, it may be appropriate to include simple and easy exercises in the textbook.

Supporting all kinds of cultural elements in the course book topics with visual materials and the high quality of the pictures related to the subject have a positive effect on the functioning of the course and attracting the attention of the students. In this sense, it has been determined that the visual materials in both the texts and the cultural corners are of high quality.

Seeing different aspects of not only the language learned, but also the culture of other countries, will give him a different perspective. In this sense, the interesting cultural characteristics of different countries in the textbook will make the textbook more enjoyable in terms of functioning. In this sense, different cultures are included in the units. A point that is thought to be useful to mention here is the necessity of paying attention to intensity when talking about different cultures.

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