

# Instructor-oriented cultural course materials in teaching Turkish as a foreign language

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## ABSTRACT

Materials are important parts of the language teaching process; and developing these materials are of the important subjects of teaching Turkish as a foreign language. Although there are certain criteria for the development of course materials, the teachers, who would use these materials, should also be a part of this process. Both the process of teaching Turkish as a foreign language and the use of these materials should be instructor-oriented. Each teacher-oriented material would ensure that the teaching process in the classroom is more efficient and more effective. In this study, the principles of material development were mentioned and the elements of making these materials instructor-oriented in cultural terms were emphasized. The effective use of course materials depends on the fact that the materials are instructor-oriented and based on culture. The main purpose of this study is to discuss the importance of teacher-oriented cultural course materials in the process of teaching Turkish as a foreign language and to emphasize the necessity to establish research and development centers for developing instructor-oriented course materials.

**Keywords:** Teaching Turkish as a foreign language, culture transfer, teacher-oriented course materials.

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## INTRODUCTION

Learning a foreign language is important in terms of increasing the living standards as well as affecting the social, cognitive and economic status of the person. Therefore, the desire to learn a foreign language has become a situation that is considered important by people day by day, and they spend their time and money for this purpose in a certain period of their lives. Language teaching is the name of a structure that is not only constantly updated with its living structure, which includes a complex systematic in itself, but also embodies various elements. It is not possible to fully explain the mechanics of language teaching because, with its intricate structure, language teaching includes a structure that can lead to change in the technique used if the target population and time change. Accordingly, various approaches, methods and techniques are used in language teaching systems. In all these strategies, materials are produced for in-class and extracurricular use. Although the expression of *course materials* in the language teaching system is discussed in the literature, such expressions as *materials*, *tools*, *auxiliary resources* and etc. are also used.

Various strategies used in "*teaching Turkish as a foreign language*"<sup>1</sup> bring about different problems. These problems may vary in line with the situation of the target population and the difference in language learning purposes. Among these problems, the use and structure of the materials appear as an important issue. "Lack of course materials that can be used in teaching Turkish as a foreign language is one of the common problems" (Başoğul et al., 2016: 374). This deficiency poses a major problem in the field of teaching Turkish as a foreign language. The use of translated works in Turkish teaching has especially caused some problems. Recently, efforts to develop original materials are among the important academic endeavours due to problems such as cultural problems, language logic and system compatibility. However, the fact that materials are functional, that they can always be used in every environment and can be "generalized" are the factors that make material production difficult. The materials may

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<sup>1</sup> In this study, the statement of "*teaching Turkish as a foreign language*" will be abbreviated as *YTÖ* after this section.

show different effects around various variables, especially instructor and learner groups. The inadequacy of supplementary textbooks is the most important factor that forces teachers to produce different materials "because if the course materials are chosen well, cultural transfer can be provided to students easily" (Nae, 2004: 35-46). Therefore, "the materials that will be developed based on songs, folk songs, short films, advertisements, jokes and games in direct proportion to the teacher's perspective will make the lesson fun and increase the quality of the teaching" (Çangal, 2013: 35). A lot of studies and problems exist in the literature about the importance and necessity of producing materials. Göçer especially addressed the problems that the materials in the textbooks were not suitable for the conditions of the age and stated that the curriculum and materials should be handled structurally according to the mother tongue, age, education level and culture of the learning group (Göçer, 2013: 172). The basic principle in the selection and use of teaching materials is compliance with the aims of the curriculum. In a sense, this is defined as the "goal-means" relationship (Şengül, 2012: 186). The main principle is the goal-means relationship, but the element that conducts, controls and makes sense of this relationship is the position of the instructor. Every tool specific to the instructor becomes meaningful and can be regarded as the only item that can provide a structure that will balance and re-sense the instructional goal-means interest in every situation that deviates from the purpose and when the effect of the tool decreases. In this respect, it is important that the materials be instructor-oriented as well as meeting the goal-means interest. "The way to achieve success in learning outcomes is to design learning environments that encourage active participation, problem solving and collaborative work" (Türker, 2018: 53). The element that enriches these learning environments is the design of the course materials and the applicability of the designed materials and their ability to be changed over time. This is important for both economy and usability. Culture transfer, one of the most important elements of language teaching, should not be forgotten while developing the materials. In this context, the features of instructor-oriented cultural materials and the issues to be considered while developing these materials will be mentioned in our study.

### **GENERAL FEATURES OF LANGUAGE TEACHING MATERIALS USED IN TEACHING TURKISH AS A FOREIGN LANGUAGE**

YTÖ takes place in an environment where all the elements of the language are dealt with and while doing this, different cultural interactions are handled sensitively rather than the classes in which just absolute knowledge is transferred. Creating these environments is basically

the task of the teacher, but it is also one of the most important issues that the administrators of that institution should deal with meticulously. The planned, conscious and systematic use of the materials to be used in the classroom environment will prevent problems arising from the use of random materials and will ensure that language teaching is handled professionally. Especially cultural materials to be used in the classroom should have some basic features. In many sources, material developing principles are given in items (Taşlı, 2011; Gömleksiz et al., 2010). Duman lists the principles of material development specific to teaching Turkish as a foreign language as follows:

*"The principle of relevance, the principle of starting from the known, the principle of multiple sampling, the principle of relativity, the principle of selectivity, the principle of completion, the principle of background relevance, the principle of invariance in perception, the principle of depth, the principle of innovation, the principle of simplicity, the principle of goal-behavior, the principle of convenience for student" (2013: 2-4).*

#### **"From the known to the unknown" principle**

The most important aspect of presenting knowledge is that it is taught in all aspects, but while doing this, it is very important to first relate to the information familiar to the mind for new information to be engraved on an empty mind. Especially, "observations and rule deduction are based on students' previous knowledge; going from unknown to unknown" (Arı, 2010: 65). In the literature, this is called "*From the Known to the Unknown Principle*". In teaching Turkish as a foreign language, many factors such as determining the level of the target population, determining the pre-learning status of the people, grouping the cultural origins they have are important in developing material. In short, readiness status is crucial. Readiness means having the physiological and psychological equipment necessary for an individual to demonstrate certain behavioral competencies (Saribaş and Babadağ, 2015: 26). A journey should be made to an unknown concept from every known concept, taking into account the vocabulary and the learning speed of the students. Each new information learned in a spiral pattern should open the door to new information to be learned and the learned information should be repeated, but one of the important points here is the position of the instructor. Many important factors such as the cultural background of the instructor, environmental perception, and attitude towards Turkish culture and traditions have significant effects on students. It is not a correct policy to include people who are not familiar with Turkish culture and traditions or feel out of them and even find cultural elements strange in YTÖ. This is an attitude that should

be handled within the vocabulary of the language rather than nationalism and exactly corresponds to the nature of the language. Those who work/will be working in the field of YÖD should be familiar with pre-learning about Turkish culture and traditions and should be able to answer questions that may come from students. In this respect, a digital material related to cultural concepts and an electronic cultural map may be needed in order to prevent the teacher from experiencing any deficiencies in the materials to be developed. Instructors should prepare such electronic information repositories and visuals according to their status and level of knowledge. These instructor-oriented materials must be updatable, editable and sharable. Depending on the status of the instructor, cultural facts such as information about the country, traditions, music and food of the country should be included in the documentation to be developed regarding the cultural map and concepts. While developing this material, it is important to analyze the cultural needs of the target population.<sup>2</sup>

### Sampling principle

In order to teach a subject and to understand that subject so as not to forget, examples given about the subject are one of the important parts of teaching. It is of course useful to have many of these examples, but if the examples given are the same in terms of structure, word type, subject choice, etc., it may cause boredom in the learning group. In the selection of these examples, it is important to encompass different word groups, different sentence structures and different cultural elements. In addition, it will attract the attention of the learning group if the instructor presents parts from himself in the examples to be given. For example, if a very tall or very short instructor draws attention to the concept of "height" in the examples he gives, students can find themselves in both a joyful and attractive lesson environment. This is very important in the production of instructor-oriented materials. Presenting irrelevant examples that are not related to the environment or the instructor may cause learning difficulties in the learning group. It is also important to determine examples according to the structure and position of the learning group. The texts to be selected should especially include the cultural elements of the target language and take into account the cultural structure of the target population. "In the processing of texts, which are one of the important tools of cultural transfer in Turkish courses as a foreign language, it is necessary to include activities that will enable students to encounter new ways of thinking and lifestyles through texts and to learn to approach Turkish culture tolerantly by comparing their own culture with Turkish culture" (Bölükbaş and Keskin, 2010: 234). The instructor should choose examples according to the

target population and pass the selected examples through a cultural filter. The instructor should be careful about the subjects that will cause misunderstanding of the target population or will lead to different opinions, and should even avoid such examples. The materials to be developed in this direction should also be changeable according to the target population or convertible into target population and instructor-oriented functions. The materials presented here in the technological structure will easily offer this opportunity.

### Maxim of relation

Materials to be developed according to this principle can be mostly colored, figured, three-dimensional or even virtual reality according to the developing technology. In this case, the target population and the instructor should be able to see the same figure, color and phenomenon. Elements that differ from person to person will cause problems in teaching. In this case, the cultural structure is also important. If the instructor is unfamiliar with the culture of the target population, this may cause feelings such as distrust, doubt and anxiety between the instructor and the learner. One of the important points to be considered in the materials to be developed is that the instructor should be able to predict the perception level of the target population and what they think. Although this situation is about experience, an instructor obtaining information about elements belonging to different cultures before the lesson may create a facilitating effect. In this respect, it is an important preliminary preparation for the instructor to share the materials to be developed with different students and get ideas. In addition, by having the materials developed for each instructor tested by different instructor groups within this understanding, measures can be taken against the problems that may occur in the material in terms of the maxim of relation.

### Selectivity principle

Presentation of four different skills in YÖD forms the basis of language teaching. Gathering four different skills in one material is difficult and expensive. Such materials usually require technological background and expertise. Therefore, it is impossible to offer these four different skills at the same time in every course. While presenting these different skills, the main subject to be taught should be determined and a striking structure should be created about this subject. This striking element may be cultural facts as well as language structures. The techniques used by the instructor are as important as the material to be developed here. Therefore, the instructor should develop materials in line with the techniques s/he will use. The instructor should determine which events and facts should be given importance by the students and design the material to be used accordingly. Functional

<sup>2</sup> For an example of Cultural Needs Analysis in YÖD (Çelik, 2018)

YTÖ materials may not cover the issues specific to that day and that need to be addressed at that time. That is why instructional-oriented materials are important in this regard. In order to attract the attention of the target population, emphasize a subject and address various aspects of that subject, the instructor should produce didactic, focusing materials or shape the material in hand according to the lesson. For example, it may be necessary to touch on an important event that occurred that week in the lesson. In this respect, the instructor should create a selective course material on which the target population will be focused or reshape the material in hand around this subject. Textbooks and available materials may not be sufficient, especially for cultural topics. Or the place, school, city where the instructor is located may result in the presentation of different cultural elements. For example, it is not very appropriate to explain the Adana Kebab meal in the textbook in Kars. Describing a meal belonging to the Kars region as a course material is more suitable for principles such as from known to unknown, from close to far. In this respect, the focus should be on the immediate environment and known phenomena. Here, the instructor should reshape the subject in the textbook according to its immediate surroundings and create a material that is instructor-oriented.

### **Completion principle**

Course materials are mostly created to appeal to large audiences. In this respect, local and regional features, structures and elements can be ignored. Especially, individuals who learn the language together with the cultural elements should be aware of the local and regional cultural elements in order to learn the language structures where the culture-language relationship is seen intensely. This awareness is one of the main elements that will help the student to complete the unfinished or missing aspects in the language teaching process. Culture is the complementary element of language. In this respect, the instructor must complete the grammar, writing, speaking, listening and reading skills to be given during the lesson with cultural elements, or the student must complete these unfinished elements with the materials to be used. At the basic level of language teaching, the use of supplementary materials is not very convenient, because in order for the student to complete, s/he must have a sound background and this background must integrate with the complementary elements of the language. Otherwise, confusion may occur between the target language and the student's mother tongue. The student may choose to supplement the information learned in the target language with the elements in his/her own language. In the language teaching process, at the intermediate level (B1 and B2 levels), the student may have to complete some parts of the language process that they have learned and

supported by environmental factors. In this respect, this situation should be taken into consideration in the materials to be given to the students. It is important to design language teaching books or supplementary materials accordingly. Such drills as filling the gap, completing the story, developing the solution part in the story, etc. improve students' learning and perception skills. However, it is necessary for the instructor to follow an instructor-oriented strategy by evaluating the learning speed and learning potential of the target population according to gender and age. Therefore, completion-oriented materials should be changeable according to the instructor's opinion. In this respect, it is important to shape a gap completion exercise consisting of ten questions from easy to difficult, from known to unknown. The instructor can thus finish the lesson in any question or shorten the material according to their learning level.

### **Background relevance principle**

Context is very important in YTÖ. It is important to consider the teaching in a context because of the multi-meaning of each word that makes up the language. Giving a list of words means that the language taught with this technique leaves the context out. The elements that make up the context can include the use of words in a sentence, the presence of sentences in a paragraph, or even the animation of this unity of meaning. The stronger the context, the clearer and more understandable the meaning is. The cultural context should not be forgotten in YTÖ. Handling a context with cultural structures and seeing this context in social life are important for language teaching. In this respect, the background in the material to be used, that is, the elements that make up the material should be designed according to the context principle, and this context should be able to vary at the time, place and instructional level because language and culture are living phenomena. This living structure can change. It is necessary to be able to produce different results over time and events. In this respect, the material to be used must be instructor-oriented and flexible so that it can vary according to time, place and events.

### **Research objective**

In this study, the textbooks developed for the A1 and A2 levels of the "Yunus Emre Turkish Teaching Set" were discussed. It is aimed to examine the examples in terms of whether the cultural elements in these materials can be instructor-oriented and to determine the elements necessary for the instructor-oriented course materials.

### **METHODOLOGY**

In this study, qualitative research method was used.

Textbooks of Yunus Emre Turkish Teaching Set/Yedi İklim Turkish Set (2015) A1 and A2 (Basic Level) levels were analyzed by document analysis method, one of the analytical research methods. "In qualitative research, in cases where direct observation and interviewing are not possible or in order to increase the validity of the research, in addition to the interview and observation methods, written and visual materials related to the research problem can be included in the study" (Yıldırım and Şimşek, 2011: 187).

While analyzing the document, cultural elements in the textbooks of Yunus Emre Turkish Teaching Set/Yedi İklim Turkish Set A1 and A2 levels were grouped as main headings and sub-headings. Whether the cultural elements in these titles will be instructor-oriented course materials is interpreted.

## FINDINGS AND DISCUSSION

### Cultural elements in Yunus Emre Turkish Teaching Set/Yedi İklim Turkish Set A1 and A2 textbooks<sup>3</sup>

1. Places
  - 1.1. Historical places and expressions
  - 1.2. Social places
  - 1.3. Universities
2. Turkey (regions and cities) and tourism
  - 2.1. Turkey (regions and cities)
  - 2.2. Tourism (places to visit)
3. Food
  - 3.1. Breakfast
  - 3.2. Desserts
  - 3.3. Main Courses
    - 3.3.1. Fish
    - 3.3.2. Soup
  - 3.4. Other
4. Beverages
  - 4.1. Cold Drinks
  - 4.2. Hot Drinks
5. Communication, Social Life
6. Money, Icon, Jewelry
7. Music
8. Celebrities
  - 8.1. Athletes
  - 8.2. Musicians
  - 8.3. Literary People and Characters
  - 8.4. Actors/Actresses and Thespians
  - 8.5. Historical Personalities
  - 8.6. Artists
  - 8.7. Other
9. Professions
10. Films and TV Shows
  - 10.1. Films
  - 10.2. TV Shows

11. Religious Holidays and Rituals
12. Sports
13. Literature

### Place

"Place", one of the cultural elements found in A1 and A2 books, is discussed under three sub-headings in this study: historical places and expressions, social places and universities. When A1 and A2 textbooks were examined, it was determined that common spaces such as Beylerbeyi, Grand Bazaar, Topkapı Palace and Mimar Sinan University were used. It is seen that expressions such as Kızkulesi and bakery were used only once, while the expression *grocery* and its photographs were included most in A1. It is obvious that Istanbul and its surroundings were densely handled as *place*. Differently, it is seen that cities such as Kayseri, Ankara and Antalya were included. The fact that the introduction of the place and detailed explanations were almost non-existent and the limited promotion of *place* in the form of a travel are negative aspects in terms of culture transfer. It is an important issue to express public areas such as bakery, airport, PTT (post office department) in terms of social environment. Seven different universities were included as the name of the university. Only one of these was presented with a photograph. Including historical places and expressions such as Lycian Road, Troy Ancient City may be considered as early for A1 level, because it is necessary to know and transfer the historical background in order to be able to evaluate the historical buildings properly and to understand their importance. This is almost impossible because the students are at A1 level.

### Historical places and expressions

Antalya Kalesi A1, s. 155 (F), s. 162 (F),  
 Anzak Koyu A2, s.73,  
 Ayasofya Müzesi A2, s. 81,  
 Beylerbeyi A1, s. 77, 78, 79 (F) / A2, s. 9 (F),  
 Conkbayırı A2, s. 73,  
 Çanakkale Şehitleri Anıtı A2, s. 73,  
 Eminönü Büyük Postane A1, s. 137 (F),  
 Galata Kulesi / İstanbul A2, s. 71 (F),  
 Hacı Bayram Camisi A1, s. 91, 94 (F),  
 Haydarpaşa Tren Garı A1, s. 117 (F),  
 Kapalı Çarşı A1, s. 97 (F) / A2, s. 81,  
 Kayseri Şeyh İstanbul İbrahim Tunnuri Çeşmesi A2, s. 148 (F),  
 Kervansaray A1, s. 152,  
 Kızkulesi A1, s. 161  
 Likya Yolu A2, s. 77,  
 Mısır Çarşısı A2, s. 81,  
 Nevşehir Kurşunlu Camisi A2, s. 148,  
 Nuh'un Gemisi A2, s. 12, 18  
 Osmanlı Devleti A1, s. 152

<sup>3</sup> It was benefited from the thesis named Yabancı Dil Olarak Türkçe Öğretiminde Kültürel İhtiyaç Analizi Çelik, H. (2018).

Sahaflar Çarşısı / İstanbul A2, s. 49 (F),  
 Saray A2, s. 12  
 Selçuklular A1, s. 152,  
 Selimiye Camisi A2, s. 148,  
 Sultanahmet Camisi A1, s. 173,  
 Süleymaniye Camisi A1, s. 100,  
 Sümela Manastırı A1, s. 159 (F),  
 Tahsin Ağa Kütüphanesi A2, s. 51,  
 Topkapı Sarayı A1, s. 102 / A2, s. 81,  
 Truva Antik Şehri A2, s.73,  
 Türk Şehitliği A2, s. 73,

### **Social places**

Ankara Kızılay Meydanı A1, s. 85,  
 Atatürk Kültür Merkezi A2, s. 82,  
 Beşiktaş Kültür Merkezi A2, s. 126,  
 Boğaz Köprüsü A1, s. 146 (F),  
 Borsa İstanbul A2, s. 99,  
 Büfe A1, s. 80 (F),  
 Çamlıca Korusu İstanbul A2, s. 29,  
 Fırın A1, s. 109,  
 Florya Atatürk Ormanı A2, / İstanbul, s. 113,  
 Gıda ve İhtiyaç Maddeleri Ankara Toptancıları (GİMAT)  
 A2, s. 109,  
 Havaalanı A1, s. 122 (F),  
 Kızılay A2, s. 97,115,  
 Kurna A2, s.46 (F),  
 Mahalle Camisi A1, s. 100, s. 172 (F),  
 Manav A1, s. 51, 56, 64, 74, 87, 102, 102 (F),  
 PTT A1, s. 15, s. 51 (F),  
 Taksim Meydanı A1, s. 124,  
 THY Bilet Satış Noktası A1, s. 57 (F),  
 Türk Hamamı A2, s. 46,  
 Kadıköy Belediyesi A2, s. 168

### **Universities**

Ankara Üniversitesi A1, s. 19,  
 Atatürk Üniversitesi A2, s. 14,  
 Boğaziçi Üniversitesi A2, s. 126,  
 İstanbul Üniversitesi A1, s. 83 (F),  
 Marmara Üniversitesi A2, s. 126,  
 Mimar Sinan Üniversitesi A1, s. 162 / A2, s. 12,  
 ODTÜ A2, s. 40,

### **Turkey (regions and cities) and tourism**

In this study, "Turkey (Regions and Cities) and Tourism" of the cultural elements in A1 and A2 books is discussed under two subheadings: Turkey (Regions and Cities) and Tourism (Places to See). The book analysis shows that common regions, cities and places used in both A1 and

A2 were Mediterranean, Bursa, Marmara, Aegean, Erzincan, Karadeniz and Diyarbakır expressions. Mostly, the expression Ankara was used, but there were 22 cities mentioned in total. Cultural transfer is important in terms of places to visit and tourism, and in these two books, the cultural elements in question were quite rich. As can be seen in the conclusion of this study, the cultural accumulation of students who learn Turkish as a foreign language through travel positively affects their language learning. Travel and place expressions in the books should be handled under a whole discipline. Tourism and culture transfer can be given with expressions to be used from easy to difficult in the books around a character going through an adventure accompanied by a travel guide.

### **Turkey (regions and cities)**

Akdeniz A1, s. 67 / A2, s. 81,  
 Amasra A1, s. 162, s.165 (F)  
 Amasya A2, s. 99,  
 Ankara A2, s. 22, 25, 72, 99, 108,109, 115,  
 Antalya A2, s. 12, 13, 99, 119,  
 Balıkesir A2, s. 99,  
 Bursa A1, s. 114, A2, s. 99,126,  
 Çanakkale A2, s. 73,  
 Denizli A2, s. 99,  
 Diyarbakır A1, s. 114 / A2, s. 99,  
 Doğu Anadolu A2, s. 81,  
 Ege A1, s. 67, A2, s. 81,  
 Erzincan A1, s. 114 / A2, s. 14, 99,  
 Eskişehir A2, s. 21 (F), 72,  
 Gaziantep A1, s. 114,  
 Giresun A2, s. 99,  
 Güneydoğu Anadolu A2, s. 81,  
 İç Anadolu A2, s. 81,  
 İstanbul A2, s. 13, 14, 126, 126  
 Kahramanmaraş A1, s. 114,  
 Karadeniz A1, s. 67 / A2, s. 81, 82,  
 Kayseri A2, s. 18, s. 21, 22, 24, 25 (F),  
 Konya A1, s. 83, s. 21 (F), 72, 99,  
 Marmara A1, s. 67 / A2, s. 81,  
 Mersin A2, s. 99,  
 Nevşehir A2, s. 21 (F), 79 (F),  
 Rize A2, s. 81,  
 Trabzon A2, s. 15, 81, 99,

### **Tourism (places to visit)**

Adalar A1, s. 128,  
 Ağrı Dağı A1, s. 146 (F), A2, s. 12, 18 (F),  
 Antalya-Kemer A1, s. 162  
 Ayder A2, s. 81, A1, s. 159,  
 Beyazıt A2, s. 46,  
 Büyük Ağrı A2, s. 18,

Büyükada A1, s. 156 (F),  
 Cağaloğlu A2, s.46,  
 Çemberlitaş A2, s. 46,  
 Erciyes Dağı A2, s. 25,  
 Fethiye / Ölüdeniz A2, s. 77,  
 Fırtına Vadisi A1, s. 159,  
 Florya A2, s. 120,  
 Kapadokya A1, s. 157 (F), A2, s.79 (F),  
 Kızılcahamam A1, s. 158 (F),  
 Kızılırmak A1, s. 103 (F),  
 Kuzguncuk / İstanbul A2, s. 91 (F),  
 Küçük Ağrı A2, s. 18,  
 Pamukkale A1, s. 161,  
 Peribacaları A1, s. 161,  
 Safranbolu A1, s. 157 (F),  
 Şile A2, s. 80,  
 Tuz Gölü A1, s. 61,  
 Uzungöl A1, s. 159 (F),  
 Ürgüp A2, s. 51,  
 Üsküdar A2, s. 43,151,  
 Van Gölü A1, s. 61,

## Food

The content and images in A1 and A2 books under the code of "Food" were reclassified within themselves, discussed under three subheadings and explained with a total of six items: breakfast, desserts, main courses, fish, soup and others. Common meals and food were mentioned in A1 and A2 textbooks. Breakfast, baklava and "Iskender" were among the common food. Desserts, one of the subtitles included in the food category, were discussed in many and varied forms in these two books. Considering the social life conditions, many food types in the book can be accessed and samples can be presented to students. The presence of traditional foods such as aşure (Noah's pudding), lokma (yeast fritters in thick syrup) etc. in the book allows the sub-story to be presented with the help of the instructor at the same time. The stories of some desserts and food and how they are made were given in the book. If these recipes are done hands-on with international students, they can greatly contribute to cultural transfer. For this reason, having a kitchen in every Turkish teaching center and using this kitchen regularly in a planned and programmed manner can contribute to the development of verbal skills as well as cultural transfer and vocabulary teaching.

## Kahvaltı

Kahvaltı A1, s. 35, / A2, s. 11,  
 Pastırma A2, s. 25,  
 Simit A1, s. 23 (F) / A2, s. 99, 124 (F),  
 Siyah Zeytin A1, s. 23 (F),  
 Sucuk A1, s. 65 (F) / A2, s. 25,

Sucuklu Yumurta A1, s. 23 (F),

## Tatlılar

Aşure A2, s. 88 (F), s. 122 (F),  
 Baklava A1, s. 67 (F) / A2, s. 81,  
 Cevizli Kete A2, s. 81,  
 Dilber Dudağı A2, s. 81,  
 Dondurmalı Kavun Tatlısı A2, s. 99 (F),  
 Ekmek Kadayıfı A2, s. 81,  
 Fincan Tatlısı A2, s. 81,  
 Gül Tatlısı A2, s. 81,  
 Güllaç A2, s. 86 (F), 88 (F),  
 Höşmerim A2, s. 81,  
 İzmir Lokması A2, s. 81,  
 Kabak Tatlısı A2, s. 81,  
 Kadayıf A2, s. 81,  
 Kadayıf Dolması A2, s. 81,  
 Kazandibi A2, s. 86 (F),  
 Kemalpaşa Tatlısı A2, s. 81,  
 Keşkül A2, s. 87,  
 Künefe A2, s. 81,  
 Lokum A2, s. 124 (F),  
 Mısır Un Helvası A2, s. 81,  
 Nuriye Tatlısı A2, s. 81,  
 Peynir Helvası A2, s. 81,  
 Pişmaniye A2, s. 81,  
 Sütlaç A2, s. 87 (F),  
 Tahinli Kek A2, s. 81,

## Ana Yemekler

Adana Kebap A1, s. 92,  
 İçli Köfte A2, s. 25  
 Iskender A1, s. 92, s. 93 (F) / A2, s. 64,  
 Kabak Çiçeği Dolması A2, s. 25,  
 Kayseri Mantısı A2, s. 25, 26 (F),  
 Lahmacun A1, s. 92,  
 Laz Böreği A2, s. 81, 83, 84,  
 Mangal A1, s. 44 (F),  
 Paşa mantısı A2, s. 26,  
 Pide A2, s. 64,  
 Tavuklu mantı A2, s. 26,  
 Urfa Kebap A1, s. 92,  
 Yağ mantısı A2, s. 26,  
 Yağlama A2, s. 25,  
 Yaprak Sarma A2, s. 75 (F),  
 Zeytinyağlı Biber Dolması A2, s. 75 (F),

## Balıklar

Çipura A1, s. 67,  
 Hamsi A1, s. 67, s. 159 (F),  
 Levrek A1, s. 67,

Mercan A1, s. 67,

### **Çorbalar**

Düğün Çorbası A1, s. 92,  
Ezogelin çorba A1, s. 92,  
Mercimek çorbası A1, s. 102 (F),

### **Diğer**

Lor A2, s. 26,  
Yoğurt A1, s. 67,  
Yufka A2, s. 83

### **Beverages**

In A1 and A2 books, the category "Beverages" is discussed under two subheadings. Five items were identified in the section of beverages, which were classified as cold and hot beverages. Tea and ayran (buttermilk) were handled at both levels. It is interesting that sherbet, which is known as indispensable drinks in Turkish culture, was not included. The consumption rate of sherbet in social life has fallen under the influence of carbonated and foreign drinks. Students should be promoted of national beverage elements. Given that Turkey is rich in spices and medicinal aromatic plants, teaching such curative native herbal teas will promote Turkey to international students in terms of the perception of Turkish culture and civilization. In addition, the presentation of these national drinks and refreshments in the Turkish educational centers will create a positive impact on students in terms of perception of Turkey.

### **Soğuk İçecekler**

Ayran A1, s. 67 (F) / A2, s. 64,  
Hoşaf A2, s. 109,  
Şalgam Suyu A1, s. 92, 64 (F),

### **Sıcak İçecekler**

Çay A1, s. 105, s.113 (F) / A2, s. 64, 124 (F), 151 (F),  
Kahve A2, s. 96, 124 (F),

### **Communication, social life**

As one of the cultural elements in A1 and A2 books, 10 items were determined related to "Social Life". Cultural aspects related to hamam and wedding were concentrated at A1 and A2 levels. At A1 level,

expressions about meeting, greeting and leaving were given as dialogues. One of the results of this study is that learning communication elements is important for language learning. There were also cultural expressions of communication at A1 level.

### **İletişim Sosyal Hayat**

Aile A1, s. 33 (F),  
Damat Hamamı A2, s. 46,  
El Öpme A1, s. 35 (F), s. 100, s. 167 (F),  
Elveda A1, s. 30,  
Gelin Hamamı A2, s. 46,  
Hamamda Kız Beğenme A2, s. 46,  
Hayırdır İnşallah A2, s. 147,  
Kuş Evleri A2, s. 148,  
Tanışma ve Ayrılma A1, s. 11, s. 12,  
TRT 1 A2, s. 30 (F),

### **Money, icon, jewelry**

Of the cultural elements found in A1 and A2 books, 8 items were identified related to "Money, Icon and Jewelry". In particular, information regarding money was provided. It is an important issue to introduce the money that international students will frequently use in social life. In addition, symbols unique to Turkey for such transportation media as taxi and tram, like the Red Taksim Tram, that students will use are noteworthy.

### **Para, simge, taki**

Bayrak A1, s. 18 (F),  
Harçlık A1, s.166.  
İznik Çinisi A2, s. 110,  
Kırmızı Taksim Tramvayı A1, s. 118 (F), s. 128 (F),  
Kütahya Çinisi A2, s. 110,  
Para A1, s. 13, s. 66 (F) / A2, 10 t1 s.104 (F),  
Sarı Taksi A1, s. 60 (F), s. 102, (F),  
TL s. 141,

### **Music**

Among the cultural elements found in A1 and A2 books, 4 items were identified in the category of "Music". The audio files used consisted of songs by well-known singers. They were often used to teach grammar structures. If there were small introductory sections about these artists and their music, it would be useful in terms of cultural transfer. Interviews with the artists who are alive could reflect the Turkey message to students effectively. Artists' contribution to the state policy to make Turkish a world language can be seen as an important



way in terms of cultural promotion.

Aşık Veysel / Uzun İnce Bir Yoldayım A1, s. 68 (S),  
Barış Manço / Bugün Bayram A1, s. 171 (S), A2, / Nane  
Limon Kabağı, s. 37 (S),  
Göksel / Senden Başka A2, s. 117 (S),  
Hakan Altun / Güle Güle Sana A1, s. 25 (S),

### **Celebrities**

As one of the cultural elements in A1 and A2 books, 7 subtitles about "Celebrities" were created. Among these subtitles, the biggest part consisted of cinema and theater actors/actresses. While the athletes are still active in their sports lives, there were also some of the famous cinema and theatre actors who are not alive. Important names from the literary figures were included at the basic level. Yunus Emre, Mevlana and Nasreddin Hodja are important names because students are familiar with them. As it is not appropriate to give historical personalities at the basic level, these figures should be mentioned briefly.

### **Sporcular**

Arda Turan A2, s. 14 (F),  
Erden Eruç A2, (rekortmen) s. 66 (F),  
Ersin Düzen A2, s. 139 (F),  
Hidayet Türkoğlu A1, s. 46 (F), S.46,  
Kenan Sofuoğlu A1, s. 126 (F)  
Nasuh Mahruki A2, s. 161 (F),  
Servet Tazegül A2, s. 62 (F),  
Şenol Güneş A2, s. 162 (F),

### **Müziyenler**

Barış Manço A1, s. 171 (F) / A2, s. 168 (F),  
Kıraç A2, s. 14 (F),

### **Edebi Kişiler ve Karakterler**

Keloğlan A1, s. 82 (F),  
Mustafa Kutlu A2, s. 14 (F),  
Nasreddin Hoca A2, s. 21 (F),  
Yunus Emre A2, s. 21 (F),  
Oğuz Atay A2, s. 54,  
Mevlana A2, s. 54,

### **Sinema ve Tiyatrocular**

Adile Naşit A2, s. 59,  
Ahmet Gülhan A2, s. 126,  
Ata Demirer A2, s. 126,128 (F),

Azra Akın A2, s. 32 (F),  
Cem Yılmaz A2, s. 126 (F), 128 (F)  
Erol Günaydın A2, s. 128 (F),  
Ertem Eğilmez A2, s. 139 (F),  
Haldun Taner A2, s. 126,  
Kadir İnanır A2, s. 56 (F),  
Kemal Sunal A2, s. 126,  
Metin Akpınar A2, s. 126,  
Münir Özkul A2, s.59,  
Orhan Aksoy A2, (yönetmen) s. 59,  
Şener Şen A2, s. 60,  
Türkan Şoray A2, s. 56 (F),

### **Tarihi Kişilikler**

Akşemseddin A1, s. 91,  
Fatih Sultan Mehmet A1, s. 91,  
Hacı Bayram-ı Veli A1, s. 91,  
Hacı Bektaş-ı Veli A2, s. 21 (F),  
Mimar Sinan A2, s. 21

### **Ressamlar**

Ressam Eşref Armağan A1, s. 111 (F),

### **Diğer**

Sultan Köse A2, s. 32 (F),

### **Professions**

Of the cultural elements found in A1 and A2 books, 8 items were determined related to "Professions". Most of the professions were traditional professions. Coppersmiths and phaeton making are among the historical professions. Meddah and messenger professions are some of the remarkable old professions. Giving more examples from professional groups still alive in social life could make the daily life of the student easier. Still, if they were desired to be given, they could be given in order in the cultural sense as professions from living professions to those about to die due to the principle of the known to the unknown. In addition, examples of the professions that UNESCO has taken to the cultural heritage group could be given and cultural awareness could be created. It is also seen that not all professions given from daily life are culture specific. Those peculiar to culture can be called coppersmith, phaeton maker, weaver, and meddah.

### **Meslekler**

Bakırcılık A1, s. 114, s. 114 (F),

Faytonculuk A1, s. 118, s. 134 (F),  
 Hostes THY A1, s. 118,  
 Ulak A1, s. 152 (F),  
 Trafik Polisi A1,  
 Polis A1, s. 38, 101, 102, 109 (F)  
 Dokumacılık El Halısı A2, s. 93 (F),  
 Meddahlık A2, s. 128,

### Films and TV shows

As one of the cultural elements in the A1 and A2 books, 2 sub-titles were determined related to "Film and TV Shows". There were expressions of movies and TV shows. Especially, the abundance of posters for comedy movies draws attention. It is important for culture transfer to present examples of Yeşilçam films and to include films that describe the cultural family structure. TV programs were generally TRT-produced programs. However, considering that some of the international students learned Turkish from Turkish TV series, it is understood that the examples given from the TV series were insufficient.

#### Film

Av Mevsimi A2, s. 60 (F),  
 Berlin Kaplanı A2, s. 126,  
 Devlerin Aşkı A2, s. 56 (F),  
 Düğün Dernek Afişi A1, s. 119 (F)  
 Eşkıya A2, s. 60,  
 Eyvah Eyvah A2, s. 126,  
 Fetih 1453 Afişi A1, s. 119 (F),  
 G.O.R.A. A2, s. 126,  
 Gönül Yarası A2, s. 60,  
 Hababam Sınıfı A2, s. 139 (F),  
 Neredesin Firuze A2, s. 126,  
 Neşeli Günler s. 59 (F),  
 Organize İşler A2, s. 126,  
 Osmanlı Cumhuriyeti A2, s. 126,  
 Vizontele A2, s. 126,  
 Yahşi Batı A2, s. 126,

#### TV Programları

Dünyanın Ekonomisi A2, s. 139 (F),  
 Gezelim Görelim TRT A2, s. 139 (F),  
 Haberin Olsun A2, TRT Çocuk s. 139 (F),  
 Mavi Tutku TRT A2, s. 139 (F),  
 Stadyum TRT1 A2, s. 139 (F),

### Religious holidays and rituals

As one of the cultural elements found in the A1 and A2

books, 5 items were determined related to "Religious holidays and rituals". Expressions of Ramadan, Muharram, Bayram and terms belonging to Islamic religion were used. The *Anzac War Memorial Ceremony* that started to be performed in Turkey after the Independence War is also among the interesting rituals, but in order to explain the Anzac commemoration, students' Turkish structure should be at medium level. For the basic level, these ritual and religious narratives are considered incomplete and inadequate.

#### Dini Bayramlar ve Ritüel

Anzak Anma Töreni A2, s. 73,  
 Bayram Namazı A1, s.172,  
 Bayram Şekeri A1, s. 100  
 Muharrem Ayı A2, s. 122,  
 Ramazan A1, s. 166, s.169 / A2, s. 109

### Sports

As one of the cultural elements found in A1 and A2 books, 3 items were determined related to "Sports". The existence of 3-item cultural structure in all A1 and A2 levels is an inadequate situation in terms of culture transfer. Considering the universal structure of sports, it is necessary to emphasize the inclusive effect of sports. Archery and wrestling should be taught at a basic level among cultural sports. In particular, wrestling with world cups must be given at a basic level.

#### Spor

Ampute Milli Futbol Takımı A2,s. 166 (F),  
 Cirit A2, s. 68 (F),  
 Galatasaray A2, s. 14,

### Literature

As one of the cultural elements found in A1 and A2 books, 5 items were determined related to "Literature". Folk story, anecdote, novel and legend were included. It would be more appropriate to give literary works and literature at intermediate levels, where reading skills are further developed, instead of the basic level. Literature pieces that are not given extensively are sufficient for the basic level.

#### Edebiyat

Ağrı Dağı Efsanesi (İki Bacı) A2, s.18  
 Bir Bilim Adamının Romanı A2, s. 55 (F),

Mektup / Nasreddin Hoca Fıkrası A2, s. 127 (R), 158 (S),  
Mesnevi A2, s.54 (F),  
Tuz Kadar Seviyorum A2, (Masal) s. 125,

In line with the results of this study, cultural transmissions regarding communication and communication ways should be presented at A1 and A2 levels. Music and sports can be considered as cultural structures that can attract students' attention. Political elements should also be included in the cultural structure advertently. Cultural elements like cinema, television, etc. presented in the results of this study should be given more place. In terms of food and beverages, cultural local meals and drinks should be offered at a basic level. Yedi İklim Turkish teaching book mostly includes cultural structures, but there are deficiencies in elements such as politics, cultural regions, TV series. Also, the textbook must be able to cover every region of Turkey. In addition, artists, politicians, craftsmen and educators who are members of social culture should support textbooks with materials containing cultural structures (interviews, sound recordings, short films, etc).

## DISCUSSION

### **Necessary elements for a course material with a cultural feature to be instructor oriented**

Many principles can be mentioned in creating course material (the principle of depth, the principle of invariance in perception, etc.). Those we have given above are some of these principles. The common feature of all these principles - especially in teaching Turkish as a foreign language - is that they are instructor-oriented. In order for a course material to be instructor oriented, it:

- a) must be changeable over time,
- b) must be changeable according to the location,
- c) must be changeable according to the target population (learning speed, gender, age etc.)
- d) must be changeable according to the cultural background of the instructor,
- e) must be changeable according to the abilities of the instructor (drawing ability, sound beauty, imitation ability, technology knowledge, etc.)
- f) must be changeable according to the possibilities of language education institution.

### **Material-time-culture relation**

In developing instructor-oriented course materials in YTÖ, it is important that the material be updateable over time. While learning a language, individuals who learn a language are also confronted with the cultural elements of the language they learn, so any information that students will learn should coincide with that cultural

element and misunderstanding and mislearning should not be allowed. It is especially important that the information in the reading texts be up-to-date and accurate. The fact that language learners are confronted with current texts offers positive perceptions to learners in terms of the functionality of that language. For example, "texts related to virtual world, technology and communication are current issues that can be included in daily life from basic-life-experience fields and are of a quality that can attract everyone's attention, and in this aspect, they have a positive contribution to culture transfer in general" (Ülker, 2007: 99). In this regard, language learners perceive language better with current texts and integrate it with social life. In order for course materials to be flexible, time-oriented texts should be included less, and texts containing general information should be selected or edited, especially in the creation of textbooks. According to the findings of Kutlu, it is seen that the rate of current texts in the B1-B2 level books of Gazi Turkish Teaching Set for Foreigners is 12% (Kutlu, 2015: 705). According to this information, this 12% section will become out of date after a certain period of time, which creates the necessity of updating the book. Updating textbooks is difficult both economically and in terms of workload. In order to prevent this, it is important to create the materials of the reading texts from general information, to choose the characters from the people who will not be allowed to change later, and to compile the events and facts from the events that will not become outdated, will not fall off the agenda and will not be forgotten. For example, dropping the atomic bomb over Japan, explaining the nuclear disaster in Russia are the topics that can be preferred while the narration of a football match can be seen as topics of less interest to students for later times because after this competition, more exciting and more interesting competitions may have been held. Putting cultural elements in order of importance to students, choosing living cultural elements and conducting a cultural needs analysis on students at the beginning of the semester are important issues for a healthier culture transfer. It is also possible for cultural elements to wear out over time, lose their importance or be completely forgotten. In this respect, it is important to transfer living cultural elements as well as living language elements.

### **Material-place-culture relation**

While developing instructor-oriented course materials in YTÖ, it is important that the material varies according to the course environment. Considering that the environment in which the lesson will be held may differ, it is an undeniable fact that not every environment will give the students the same opportunity. Stating that one of the features of the content-based foreign language teaching method developed by St. Lambert in Canada after 1965 is that each class has a unique and distinctive

sociocultural context, Memiş and Erdem (2013: 315) argues that the classroom is a unique cultural environment. However, the use of every material in every environment by the instructor may also cause some problems. Today, just as the teaching of Turkish as a foreign language can be made in every city in Turkey it can also be applied abroad, in particular in Yunus Emre Institute and other educational institutions affiliated to the Ministry of Education. In addition, for some reasons, YÖÖ has been carried out in synchronous or asynchronous distance education environments. The student pays particular attention to the teacher's body language, cultural background, style and field knowledge. In this regard, every newly learned knowledge should be supported by different factors, especially body language becomes important. Therefore, YÖÖ should be in the classroom. Of course, the learning process for international students continues outside of the classroom, but the basic information should be teacher-oriented within the classroom, but the concept of "classroom" may not have the same features in every institution. Students need educational environments rather than 4 walls. The instructor may not find the opportunity to teach in classrooms that have instructional features in every institution. Thus, every material supporting the course should be arranged according to various classroom environments and it should be modifiable and improved according to the facilities of these classes. In this respect, it is important that the materials can be used in the most primitive teaching areas and in the most modern areas in order for the instructor to be able to apply his materials easily in every environment he will go. The material must be modifiable, primitivizeable, modernizable, applicable, modifiable, enhanceable, narrowable, updateable, and applicable. Therefore, each designed course material should be developed according to primitive educational environments and enriched with additional studies. Not every material applied on the basis of high technology is a material that can be applied worldwide because they may cause new problems in different environments for education. In this respect, education systems and educational environments around the world should be examined meticulously and a perspective should be presented on the minimum and maximum educational opportunities in these environments. In particular, the ability of instructors to teach in every environment and place should be developed, and formation training should be provided in their professional training programs. It is obvious that many digital resources cannot be used in some environments, and therefore, teachers have difficulties in lecturing. Attention should also be paid to the cultural language of the environments/places. If the environment reflects the culture, this becomes a supportive factor in language teaching. The instructor may also contribute to these environments in reflecting the cultural structure, so each instructor should also produce materials that will provide the cultural atmosphere according to their own expression technique.

### **Material-target population-culture relation**

In language teaching, the instructor communicates with the target population in the classroom environment. This communication can be unilateral or reciprocal. Recently, it has been observed that the elements of communicative approach started to be applied in the classroom, the target audience directly interacted with the instructor, and they tried to determine a style in the face of the instructor's style. In teaching Turkish to international students in Turkey, it is observed that there are different target audiences. Especially asylum seekers, refugees, immigrants under protection, and foreigners who prefer to live in our country and also acquire citizenship have different gender, age and education. In this respect, the development of course materials according to the general student population and the use of these materials especially in public education centers, as well as the presence of student groups of different ages and genders create problems for the instructor. It is necessary to change the course materials or supportive course materials in a way that can vary according to age, educational status and perhaps gender, and can be used accordingly, and the course material should be differentiated with the intervention of the instructor. Creation of course material recently for different age categories and academic studies in this area have provided convenience for instructors, but the increase in number of international students from different countries and Turkey's becoming a teaching center make the production of teaching material for different population necessary. For this, it is important that all kinds of course materials be flexible and changeable according to the target population. At the same time, instructor-centered, applicable and interactive materials should be created in order to establish a link between the cultures of student communities from different cultures and the target culture.

### **Material-instructor-culture relation**

When we look at the language teaching processes, there are many factors that affect the production process, support it and contribute positively to the economic, psychological, sociological and dynamic structure of it. The main element that manages this process most effectively and shapes language teaching is the instructor. The role of the instructor is very important in YÖÖ. A student who learns an unknown language in an unknown country first observes the teacher as a role model. The instructor should be aware of it. At the same time, "a teacher who can reflect his/her own culture and use the elements of his/her culture effectively in teaching; will positively affect the language teaching process and will increase the permanence of learning" (Saygılı and Kana, 2018: 1044).

The beginning of the language teaching process has

many psychological and sociological breaking points. An instructor who can overcome these breaking points can continue the language teaching process in a healthier way. In this respect, the instructor should be very careful, planned and practical at the basic level. S/he should diversify teaching techniques according to the position of the target population and make a preliminary preparation for this. In addition to all these, it should not be forgotten that the instructor and the student are humans and both sides have a culture that they accommodate in their body. The cultural background of the student is of course important, but the student can hide these cultural structures in the language learning process. For instructors, being unfamiliar with their own culture, having negative thoughts about their cultural values or having incomplete information about their own culture are undesirable situations in a teaching process. Individuals with such feelings and thoughts should not be present in YÖD because language and culture are inseparable. Negative thoughts or information about the parts of this whole may cause the process to be interrupted and the student to psychologically hinder the learning process. In YÖD, the instructors should have pedagogical knowledge and at the same time strengthen their cultural background. Taking Turkish into consideration, we can talk about regions where Turkey has many cultural structures and environments where there may be different cultural elements. Here, the instructor should try to learn all the cultural elements that are adopted throughout the country and that will not be odd. One of the undesirable situations in the teaching process is that the instructor concentrates on the cultural elements of the environment in which he was born and grew up and reflects this on the teaching process. Just as the trainer should teach culturally common cultural elements in the language teaching process, which he manages based on Istanbul Turkish, s/he should at the same time determine the cultural needs analysis of the target population before starting the teaching process. The cultural elements that the target population is primarily curious about and the cultural elements they want to learn can be determined in advance so that the language teaching process will be more enjoyable and more effective.

As a result, it is important for the instructor to be equipped in terms of cultural information, to be aware of cultural differences, to recognize the cultural mosaic, to follow all kinds of changing and renewed cultural elements, and to choose a positive, practical, current and used method as a cultural transfer method before starting the teaching process. Another issue is the capabilities of the instructor. Drawing, music, drama, pronunciation, some crafts that are present in the instructor are important facilitators for the language teaching process. The instructor can use one or more of these abilities effectively in the teaching process. With the pure narration system, the student breaks away from language teaching after a while. Different activities in the language teaching process and skills of the instructor will attract the

attention of the student and will make them more closely connected to the process. At the same time, the student's commitment to the instructor, admiration, attention and idolisation will facilitate the process and certain confusion in the language teaching process will be prevented with the trust environment. Some issues in language teaching may bring about complicated situations, long explanations and need more language structure knowledge. Trust in the instructor is very important in explaining these structures. In particular, students' desire to learn some grammar structures immediately and their failure to follow the chronological order in the language teaching process are negative situations that affect the classroom environment. The only effective factor that will eliminate these negative situations is the position of the instructor. The more reliable, skilled and confident the instructor is, the more effective the process. For this, it is important that instructors have certain skills in language teaching processes. For example, they should be able to concretize vocabulary teaching. Pictures and drawings should be used for this purpose. Instructors with painting and drawing skills can develop easier expression styles in the classroom environment.

## CONCLUSION

YÖD has developed in recent years, incorporating a variety of disciplines and having become one of the important topics in the field of education in Turkey. It is important to create the materials used in the language teaching process by considering various criteria and to use these materials in in-class activities. In order to keep the language teaching process healthy, the nature of the course materials is important, and many academic studies have been carried out in this area (Çolak, 2018; Duman, 2013; Yalın, 2010; Seferoğlu, 2010). It is not sufficient for the course materials to cover only the four language skills used in language teaching. The element that creates the language and completes the meaning in terms of context is culture. It is an undeniable fact that language teaching cannot be possible without culture transfer. In this respect, it is necessary to include cultural elements in the creation of course materials in a teaching process, and the course materials should have a cultural transfer function. The instructor, who manages this process and is the main actor in the language teaching process, should be able to use the course materials effectively. In the production of instructor-oriented course materials, the properties of these materials should be determined by instructors, and it is especially important that these materials be changeable according to different time periods, be designed according to different places, be adaptable to different target audiences, and be updateable against changing and differing social phenomena. No matter how well we program the foreign language teaching process and choose the course materials, what is essential is the instructor. The cultural

background of the instructor, his/her formation education and the abilities that s/he has are important issues in determining the course of the language teaching process. In order to make the teaching process effective, it should be ensured that the current course materials are integrated with the instructor. It is important to create course materials to be flexible, changeable, configurable, primitivizeable, modernizable and practical.

In YTÖ, it is a difficult process for the course materials to be instructor-oriented and to be designed according to the different characteristics of each instructor, but it is possible for each instructor to change these materials according to their own structural features when the materials to be created are made accordingly. A course material must be produced on a two-legged element; firstly, the material should address a wider geography and a wider time frame and for this purpose, it is important to produce general course materials and secondly, in order to differentiate these produced materials, the material should be installed on a flexible structure, it should be changeable and this change should be handled practically by the instructor. The instructor should be able to change the material to be used for the lesson of the day in a practical, economical way and apply it according to the technique to be used. We can say that instructor-oriented course material production laboratories and research centers should be established within universities in order for the course materials, which we see to be increasing rapidly in the field, to be instructor-oriented. Considering the existence of laboratories and study centers where R&D studies are carried out in industrial, military and health sectors today, course material production and R&D centers that will support the language teaching processes and enrich the educational environments should be opened. In these centers, academic studies should be carried out on the production of course materials, which take into account the social structure according to the conditions of the day, and then the course materials should be produced in these centers. Especially the academic staff who will work in these centers should be in cooperation with other educational institutions (National Education Directorates, Public Education Centers, Civic Society Organisations) so that the ideas of many educators working in this field can be accumulated, their experiences can be discussed and studies that can have important outputs in order to produce instructor-oriented course materials can be created.

### Annotation

This study has been produced from the doctoral dissertation "Cultural Needs Analysis in Teaching Turkish as a Foreign Language" by Halit Çelik under the supervision of Prof. Dr. Ayten Genç in Hacettepe University, Institute of Turkic Studies, Department of Turkic Studies, Teaching Turkish as a Foreign Language.

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