

# Comparative analysis of cultural elements in textbooks “Schritte” and “Yeni Hitit”

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## ABSTRACT

Textbooks play an undeniable role in education and training. The selection of textbooks, which are crucial materials for both teachers and learners in the teaching-learning process, requires careful consideration of specific criteria. Textbooks wield an effect on intrinsic motivation factors like interest, desire, and curiosity. They also impact academic achievement directly. Considering that a contemporary foreign language textbook should include important elements of other cultures and provide valuable cultural information, it's vital to consider cultural elements while selecting these textbooks. Hence, this study selected two textbooks that follow the communicative parametric method, devised primarily for foreign language education for adults, particularly in integration courses. This study analyzed and compared the textbook “Schritte” for foreigners who want to learn German and the textbook “Yeni Hitit” for foreigners who want to learn Turkish in terms of cultural elements. The study focuses on investigating and elaborating on cultural elements in these textbooks. To achieve these objectives, qualitative research was used in compliance with the criteria of validity and reliability of the research. The research showed that both textbooks adequately included cultural elements and provided the target language-target culture context. Both textbooks were found to present features specific to the countries in which they were written. Furthermore, these textbooks highlight the distinctions that exist in terms of characteristics among different groups of people and cultures. It has been concluded that these books are shaped to provide tolerance and empathy towards other cultures, emphasizing the differences in the characteristics of other cultures, and providing the opportunity to learn the culture of the learned language as well as learning a foreign language.

**Keywords:** Textbook, foreign language textbook analysis, cultural element.

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## INTRODUCTION

Since ancient times, textbooks have been frequently used as teaching aids and remain to be used widely even in today's modern age of technology. Textbooks are defined as well-structured, print-ready materials, which are designed to provide a variety of aids for effective teaching and learning. They are often considered a central component of instruction and regarded as the bridge between teachers and learners. Textbooks serve as a main driver for teaching and learning activities and guide and impact the teaching process (Bayrak, 2006). Neuner (1991) described textbooks as comprehensive teaching

sources including all resources under a single cover where they offer numerous advantages to learners compared to other educational materials. Textbooks play a major role in all fields of education, especially in foreign language teaching. In addition to the features of other textbooks, foreign language textbooks are expected to have more features.

A foreign language textbook is more than just a compilation of language materials and rules. It is also a tool that should facilitate teaching and learning activities in accordance with general principles of teaching,

methodology, and pedagogy. Besides, they serve as a fundamental tool for teaching and learning and as a model for the pedagogical process (Vielau, 2005). A contemporary foreign language textbook should not only offer a set of grammar rules and language resources but also should be a resource that helps students in their pedagogical processes. They should offer an ample variety of practice opportunities for students so that they develop the ability to express themselves orally and in writing in a foreign language (Neuner, 1991). Furthermore, they should enable flexible and creative teaching and offer the opportunity to encourage and support the students to acquire effective communication skills in foreign language classes. As an open didactic and methodological instrument, these textbooks should use different teaching methods and materials by taking into account different learning styles. Thus, it provides a better response to the interests and needs of the learning group and they maintain a more realistic presentation of communication situations.

The most important feature of a contemporary foreign language textbook is that it should contain cultural elements. It should ensure the balance between linguistic and extra-linguistic information in the area of national and cultural studies (Funk, 2004) because foreign language teaching and learning is described as a means of gaining access to another culture (Krumm, 1994). The term, cultural elements, combines a regional linguistic approach with an interdisciplinary cultural approach (Buttjes, 1991). In this frame, Byram (2004) emphasizes the significance of cultural elements in foreign language textbooks and that cultural elements and foreign language teaching are closely connected. Cultural elements in foreign language textbooks provide information necessary to properly understand and communicate everyday situations in target countries (Biechele and Padros, 1992). The term, cultural elements, covers many different areas such as culture, history, geography, politics and knowledge of daily routines, so, these elements provide a comprehensive understanding of a country, its society, and all aspects of life. At this point, cultural elements refer to all references to any society whose language is learned in foreign language instruction. All kinds of learning situations in which foreign language speakers communicate with each other in their environment contain cultural elements (Buttjes, 1991). In brief, cultural elements are about knowing and understanding a target country (Reinbothe, 1997). Hence, the inclusion of cultural elements in foreign language textbooks is of great importance.

During the '60s and '70s, cultural elements took place in the study programs and textbooks with increasing tendency and emerged as a significant subject in foreign language philology (Bräsel, 1997). This emergence resulted in the inclusion of cultural elements in foreign language teaching, which went beyond the conventional teaching of linguistics, literary studies, and behaviorist materials because foreign language teaching and learning

involve not only grammar, vocabulary and four language skills but also understanding the corresponding cultural elements of the languages being learned (Schmidt, 1980). As a result, foreign language teachers started to incorporate the teaching of other cultures, politics, and even social issues into their classes (Siegler, 1972). Afterwards, an intercultural learning model in foreign language teaching is aimed, where the goal is not just the cultural elements of the target language. In the 1980s, the development of intercultural competence is a major topic of educational discourse in the European Community, (Hesse and Göbel, 2007). According to this view, the crucial goal is not to impart specific knowledge about a country, but to maintain communication as well as acquire general cultural sensitivity (Mayer, 2001). Foreign language teaching is not limited to a group of students with similar backgrounds anymore. The classes include learners with distinctive requirements and motivations (Neuner, 1991) so the teaching of cultural elements in foreign language teaching is essential. In this regard, cultural elements can improve expressive ability, communicative competence, and intercultural competence. As already mentioned, cultural elements in foreign language textbooks appear to be significant in multiple aspects.

To sum up, textbooks are vital and valuable tools in the field of foreign language teaching. Accordingly, it is of utmost importance to carefully select an appropriate textbook for the teaching process. To this end, instructors must be attentive to the most current methods and approaches while selecting a textbook. Textbooks should not only serve didactic and methodological purposes but also promote cultural elements as an important aspect of language education and convey cultural knowledge to students. For this reason, it is quite important to investigate whether the textbooks used in foreign language education include cultural elements. There are some studies examining the textbooks in the field of German as a foreign language in Turkey. The first of these studies belongs to Sakarya Maden (2005) and in this study, the textbooks are analyzed from the perspective of tertiary language didactics and as a result of the study proposed the development of a new textbook for a second foreign language. While Bayrak (2006) investigated in his study the cultural elements in the textbook "Hier sind Wir" in the study of Tapan (2007) historical change of cultural concepts in textbooks was examined. In another study, Cuma (2009) transcultural competence and cultural elements in the regionally created German as foreign language textbooks in Turkey. In their study, Bayrak and Erözdemir (2012) researched and compared the cultural characteristics in the textbooks "Tangram" and "Yeni Hitit". Demirel and Adıyaman (2014) investigated in their study, whether the country information of the target culture in the textbooks named "Menschen A1/A2" was used or not. In the master thesis of Gür (2015), cultural elements in the textbooks through the pictures were investigated. Maden

In her article, Çakır (2017) examined the speaking skills in modern regional textbooks in the context of German as a foreign language in Turkey. However, in their study, Erim and Aydemir (2018) searched in textbooks for the usefulness of games in foreign language teaching, while Benzer and Yıldırım (2019) emphasized the pluricentric nature of the German language. While the German language offers linguistic diversity, its pluricentric nature presents challenges in the methodological and didactic teaching of German in foreign language classes. Üstün and Tanrikulu (2021) analyzed the textbook's four language skills, vocabulary, and grammar works. In the study of Sakarya Maden and Ural (2022), the speech orientations in the most recent local textbook used in German as a foreign language course in high schools in Turkey and the linguistic structures required for these speech orientations were compared with Turkish. In the study of Kutlay (2022) textbooks were analyzed in terms of texts and country information. Gönay and Çavuşoğlu (2023) investigate in their study the speaking skills in the textbook according to the Common European Framework of Reference. Finally, Yeğın (2023) researched in her study online exercises in textbooks and concluded the importance of textbooks. She suggested in her work that despite the redesign and addition of new media, the textbook remains an essential educational resource. The extensive provision of material and systematic presentation in textbooks also helps facilitate the teacher's work. Methodically written topics in textbooks can help teach the culture of the target language with great precision

As can be seen, there are studies in which textbooks are examined in terms of various variables. However, no study was found in which textbooks were compared in terms of cultural elements. For this reason, this study aims to examine the components of cultural elements presented in two textbooks, namely, "Schritte" and "Hitit". "Schritte" was chosen as a frequently used textbook in the "German as a Foreign Language" integration course. Similarly, "Hitit" is a highly important textbook used frequently in the Turkish integration course.

## METHODS

In this study, "Schritte" and "Yeni Hitit" textbooks were used and data were obtained through the document analysis technique. The data were obtained directly from the books through activities or exercises. It is possible to record thoughts and opinions directly during qualitative data collection (Yıldırım and Şimşek, 2008). The cultural elements selected from the studies were used to gather more information and explore the topic in depth.

### Data collection

In this study, the books "Schritte" and "Yeni Hitit" were examined". Qualitative data collection was ensured

through direct activities or exercises from the books. Direct recording of thoughts and opinions is possible during qualitative data collection (Yıldırım and Şimşek, 2008). The selected cultural elements from the studies were used to gather more information and delve into the topic.

### Structure of the textbook "Schritte"

The textbook 'Schritte' was written by Monika Bovermann, Sylvette Penning, Franz Specht, and Daniela Wagner (2003) and published by Hueber with the guiding principle of 'the market-leading textbook for integration courses'. The Schritte textbook covers levels from A1 to C2. The course book contains a workbook and an integrated DVD as well. In total, the textbook comprises seven chapters. Every chapter commences with a photo story accompanied by audio, along with exercises and activities regarding the skills of listening, reading, speaking, and writing. There is a summary of grammar at the conclusion of each chapter. The textbook comprises diverse exercises to enable learners to actively and creatively acquire knowledge. This textbook caters to adults and young individuals residing in German-speaking countries, as well as those preparing for life in such a region, including those studying outside the country.

### Structure of the textbook "Yeni Hitit"

The textbook "Yeni Hitit" whose slogan is "Turkish textbook for foreigners" is frequently utilized in integration courses. Authors are Cemil Kurt, E. Nurşen Ayygün, Elif Leblebici, and Özden Altınkaynak Coşkun from Ankara University. "Yeni Hitit" is divided into three volumes, from A1 to C2. This study only examines the A1 to A2 textbook. The textbook is divided into twelve chapters. Every chapter is composed of three parts. Moreover, a workbook and a teacher's handbook are provided alongside. The textbook not only provides grammar rules but also helps develop all four language skills. The book is highly effective and successful due to its use of audio-visual and audio-lingual media to facilitate learning among students.

### Data analysis

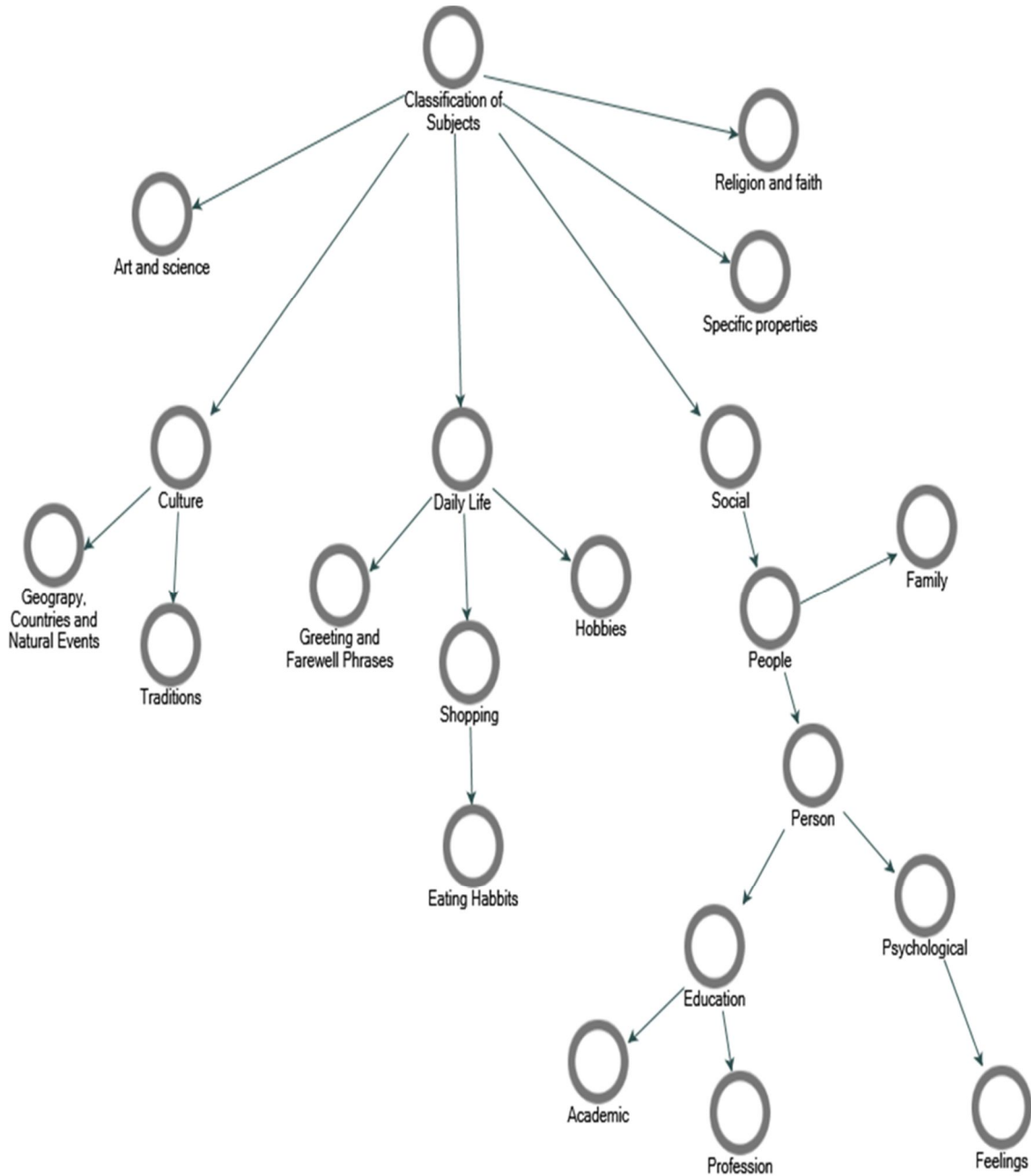
The qualitative data utilized in this study were undergone content analysis. The main goal of content analysis is to categorize similar data into specific concepts and themes. The goal is to interpret the data in a manner that facilitates the reader's understanding (Yıldırım and Şimşek, 2008). This study presents the subjects of content analysis based on cultural elements through specific headings. The content analysis utilizes the inductive method. The research incorporates activities or exercises from books in the form of direct quotations and illustrations.

**RESULTS**

The primary goal of this study is to examine and contrast cultural elements in the textbooks "Schritte"

and "Hitit". To reach this goal the results regarding the cultural elements in the textbooks were included in this section.

Figure 1 reflects the topics covered in both books.



As can be seen in Figure 1, the topics of Art and Science, Culture, Daily Life, Social, Specific Features, Religion and Belief are covered in both books under 6 main headings. It was found that "Yeni Hitit" differs from "Schritte" in the titles of education and specific characteristics. The findings in "Schritte" and the findings in "Yeni Hitit" are shared with examples in the rest of the study.

**Results of the textbook "Schritte"**

***Greeting and farewell phrases***

The introductory chapter covers greeting and farewell formulas within the context of everyday cultural elements. This topic holds significant value in everyday interactions

and allows the learners to acquaint themselves with each other. As the learners are new to the course and have minimal prior knowledge, the initial chapter provides a peek into a multicultural language classroom with the aid of an image in the book.

“Hallo.”

“6.00: Guten Morgen Frau Eco. – Guten Morgen.”

“13.00: Guten Tag, Herr... - Guten Tag”.

“20.45: Guten Abend, Alexander- Guten Abend”.

“Gute Nacht”.

“Auf Wiedersehen”. - “Tschüs”. (Schritte, p. 10).

Such exercises should help learners recognize the different greetings and goodbyes depending on the time period.

### **Geography, countries and natural events**

“Schritte” is an integration course book that introduces learners to many different countries and their languages. In the first chapter (p. 12), the textbook introduces these countries with their languages and introduces the use of the preposition "aus" in conjunction with definite articles as a grammatical rule.

aus	dem	der
Deutschland	Irak	Schweiz
Österreich	Iran	Türkei
Afghanistan	Jemen	Ukraine
Kroatien	Sudan	...
Kasachstan	....	
Marokko		
Russland		
Tunesien		
Vietnam		

Countries also include languages. The languages are given in the next exercise. Another element of geography is learning about countries and their flags by playing a role-playing game. With the help of this exercise, not only the countries but also their flags can be learned. There is a role play on page 18. The students can talk about the flags

with cards.

The second chapter covers the topic of multicultural society and citizenship in German-speaking countries. To illustrate the multiculturalism of German-speaking countries, photos of people from diverse nations can be used. (See page 20.)

C2  
a

**Schreiben Sie.**  
Thi Giang  
Vietnam  
Deutschland  
Dresden  
Müllerstraße  
Afo  
Togo  
Österreich  
Wien  
Burgstraße  
Metin und  
Elif Türkei  
Deutschland  
Köln  
Schillerstraße



Das ist ...  
Sie kommt aus ...  
Sie lebt in ...  
Sie wohnt in ...  
Sie wohnt in der ...

Das ....  
Er kommt ....  
..... lebt ...  
..... wohnt ...  
... wohnt in ...

Das sind ...  
Sie kommen ...  
... leben ...

The second chapter of the textbook presents the capitals and famous cities of the German-speaking countries through iconic photos.





These photos are asked to determine which belongs to which city. To learn directions, it is recommended to take a D-A-CH quiz using a map of the D-A-CH countries. This exercise not only helps you learn directions, but also enables you to locate or display the German-speaking countries and their famous cities on the map (see page 22).

The sixth chapter contains a map that can be used to discuss the weather. The map on page 50 not only contains information about the weather but also the capitals of the neighboring German-speaking countries.

Sehen Sie die Karte an. Fragen Sie und antworten Sie.



- Wie ist das Wetter in Italien
- ◆ Gut. Die Sonne scheint.
- Und in England?
- ◆ Im Norden ist es bewölkt. Im Süden scheint die Sonne

im Norden im Süden  
im Osten im Westen

In addition, learners are capable of not only discussing the weather but also identifying German cities (Schritte, p.110).

### Daily life

Chapter one has different short reading texts. These writings explain what postal codes are in Germany. They give general knowledge about postal codes, vocabulary, locations, firms, and jobs in German-speaking regions (Schritte, p. 14).

Chapter three discusses weights, units of measurement, and currencies. This is how students learn to make and pay for purchases. In Germany, the currency is the euro, consisting of both euros and cents (Schritte, p. 29).

The fourth chapter introduces not only new words related to apartments but also typical German apartments using pictures. The text used two pictures to convey adjectives and their opposites. The pictures demonstrate that in Germany, the price per square meter plays a crucial role in real estate, not the total price.

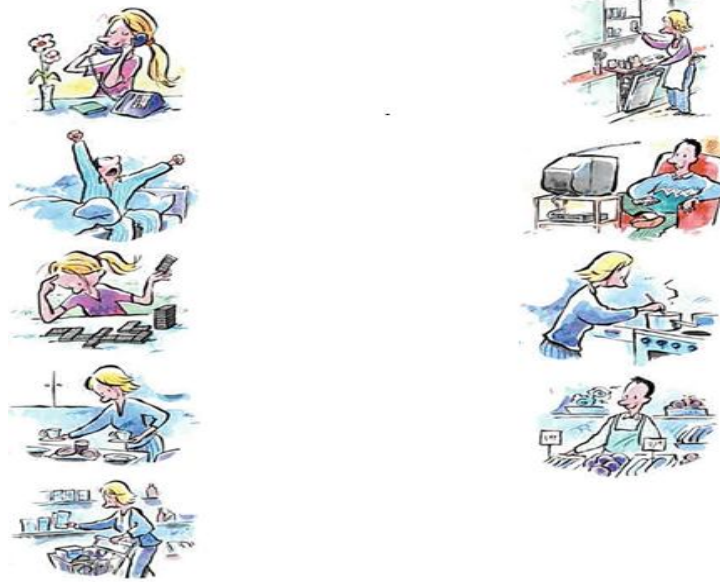
B2 Vergleichen Sie.



(Schritte, p. 34)

In Chapter 4, students discover that in Germany, they need to pay additional charges besides rent such as heating, cleaning, and more. Moreover, they must pay a deposit when signing a contract to rent or buy an apartment. This is explained briefly on page 37.

Chapter five discusses everyday routines using pictures. It is obvious that society has different roles for men and women - similar to the situation in Turkey.



(Schritte, p.43)

Hobbies and other leisure activities are also part of daily life. By looking at the pictures, learners can see what Germans do in their free time. Check pages 45 and 53.

## Freizeit und Hobbys

# D

Ordnen Sie zu.

Lesen Briefe schreiben Fahrrad fahren schwimmen grillen tanzen Freunde treffen schlafen



## People, person

In the regional studies section, the textbook introduces notable individuals along with their respective cultures and countries. Furthermore, the textbook addresses familial relationships in the "My Family" section. The second chapter of the textbook discusses family members (see page 19).

The third chapter provides learners with an experience of various professions through role-playing. The learners gain both new vocabulary and insight into the stores and their product offerings. Moreover, this exercise can also help identify cultural differences. For instance, the act of buying or selling fish in a butcher shop is not allowed. Instead, fish can be purchased or sold in fish markets, supermarkets, or local marketplaces as explained on page 30.

**Rollenspiel: Spielen Sie Gespräche.**

In der Bäckerei



Verkäufer/Verkäuferin Ein Brötchen kostet 18 Cent.

In der Bäckerei



Kunde/Kundin Sie möchten 10 Brötchen kaufen.

Im Obstladen



Verkäufer/Verkäuferin 1 Kilo Tomaten kostet 1,99 €. Sie haben keine Orangen mehr.

Im Obstladen



Kunde/Kundin Sie möchten 1 Kilo Tomaten und 6 Orangen kaufen.

In der Metzgerei

Verkäufer/Verkäuferin 1 Kilo Fleisch kostet 4,69 €, 1 Kilo Fisch kostet 5,19 €.

In der Metzgerei



Kunde/Kundin Sie möchten 1 Kilo Fleisch und 1 Kilo Fisch kaufen.

The exercise above allows the learner to create short dialogs that are set in different stores.

**Eating habits**

Chapter three is called 'Shopping'. This chapter is about food and drink vocabulary, such as fruits and vegetables, and also provides information on the eating habits of Germans (see page 26).

Ordnen Sie zu ...



- A**
- Isoliert
  - Text
  - Brot
  - Cerealien
  - S



- B**
- Salz
  - Fleisch
  - Brot
  - Müli/Luzerner
  - Salz



- C**
- Milch
  - Käse
  - Wasser
  - Fleisch
  - Obst

Bild	1	2	3
Text			

With the help of shopping cart pictures, students can identify foods and beverages, including rolls, cakes, mineral water, beer, wine, cream, and pretzels, and expand their vocabulary.

Chapter six deals with leisure activities and introduces learners to German eating habits, including barbecuing. German people enjoy barbecuing or having picnics during their free time. Common beverages for them are mineral water, apple juice, cola, or wine (p. 51).

**Art and science**

The first exercise focuses on imagining oneself and others. In this section, photographs of the renowned German scientist "Albert Einstein", the acclaimed American actress "Marilyn Monroe" and the popular fictional character "Asterik" from a famous cartoon movie were shown.



### i Foto. Fragen Sie.



(Schritte, p. 11)

The speech exercises help students learn how to introduce themselves and describe others.

### **Traditions**

The fourth chapter revolves around the theme of my apartment. This theme is presented through a visit by the Müller family, who are the main characters and protagonists of the book, to Nikolaj, also a main character and protagonist of the book. As guests, the Müllers bring a present. The present showcases the German tradition of offering either flowers or wine during visits (p.32).

Chapter five features a picture revealing that the game "Malefiz" is well-known in Germany, but unknown in Turkey. On page 41, readers learn about the game traditions of Germans.



Chapter five includes an exercise that focuses on celebrating birthdays. It is customary for Germans to celebrate birthdays by throwing a party. At these parties, Germans usually invite their family, friends, and acquaintances. Celebrating birthdays in this manner is a German tradition, which has been presented in the textbook with an accompanying exercise (p.44).

Germans consider birthday celebrations to be significant events. Invitation cards are frequently given to guests (page 119).

The seventh chapter delves into another German tradition. On the first day of school, students are given a large cone filled with school supplies. A picture is provided on page 127.

### **Religion and faith**

Another reading activity in chapter five displays the work hours of certain establishments. Such as medical clinics, fitness centers, job centers, and beauty parlors. The most crucial detail is that every shop in Germany is shut every Sunday for leisure time or religious practices (p. 46).

### **Feelings**

In the seventh chapter, the disease is discussed. In this chapter, learners will learn more about the standardization of perception in this disease. For example.

“Ich bin krank.”	“I'm sick.”
“Oh, das tut mir leid.”	“Oh, I'm sorry.”
“Ich kann heute nicht kommen.”	“I can't come today.”
“Gute Besserung” (s.63).	“Get well soon.” (p.63)

This chapter teaches when to use 'Too bad' or 'No problem' appropriately.

### **Results of the textbook “Yeni Hitit”**

The main objective of this paper is to examine and contrast the elements of country knowledge presented in 'Schritte ' and 'Yeni Hitit' textbooks. This section of the study presents the results related to the elements of country knowledge in the textbooks, contextualized within cultural elements, to achieve the previously stated objective.

### **Greeting and farewell phrases**

Chapter 1 of the textbook teaches learners how to greet and say goodbye in Turkish, as shown on page 9.

Merhaba, Günaydın, İyi Günler, İyi Akşamlar, İyi geceler, Sonra görüşürüz, Güle güle, Hoşçakal, Hoş geldiniz, Hoş bulduk, Selam, Buyrun

Page 10 offers a brief view of the multicultural world. By examining the various flags featured on page 10, one can identify the nations and languages of diverse communities.



The first chapter discusses through dialogue the two very well-known cities in Turkey, Antalya and Izmir. This exercise enables learners not only to acquire knowledge of pronouns but also to become familiar with important countries frequently visited by tourists (p.12).

- Aylin: Bu çok güzel bir fotoğraf. Burası neresi?
- Ayşen: Antalya
- [...]
- Aylin: Burası da Antalya mı?
- Ayşen: Burası Antalya değil, İzmir [...]

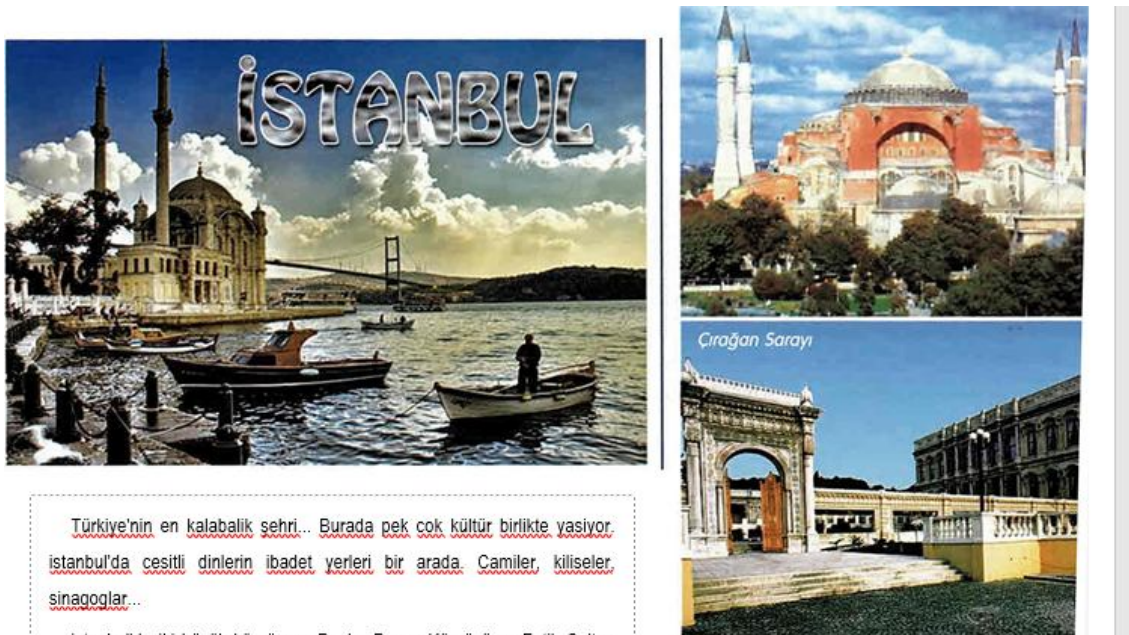
An example on page 12 shows a conversation between two people discussing famous cities in Turkey.

The textbook Yeni Hitit presents not only the cultural elements of Turkey but also those of other countries around the world. The second chapter mentions the capitals of some countries and explains how to compare time in those countries that share the same time zone as Turkey (p. 28).

- Ankara 09.00
- New York 02.00
- Moskova 10.00
- Y. Delhi 12.30
- Tokyo 16.00
- usw.

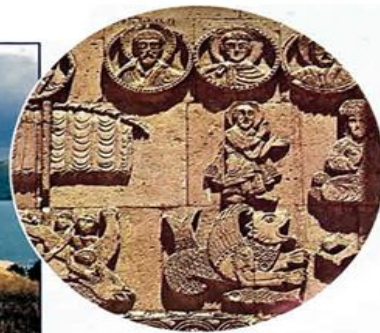
Chapter three discusses the subject of 'Living in Turkey.' Some individuals live in rural areas and others reside in urban centers. The text and images depict the way people lead their lives in rural and urban areas. One can also observe the capital city Ankara in the picture.

Istanbul is Turkey's most beautiful and significant city. Chapter three is about reading comprehension related to Istanbul. Eleven lovely pictures showcase Istanbul, featuring historic landmarks such as Ayasofya Museum, Cicek Passage, Galata Tower, Bosphorus Bridge, Haydarpasa Train Station, Kiz Kulesi, Rumeli Fortress, and Dolmabahce Palace (page 43).



There is a reading text about the island of Akdamar in Van in the eighth chapter. This reading text recounts a legend. The pictures helped to introduce the island (p. 95).

## Ah Tamara!





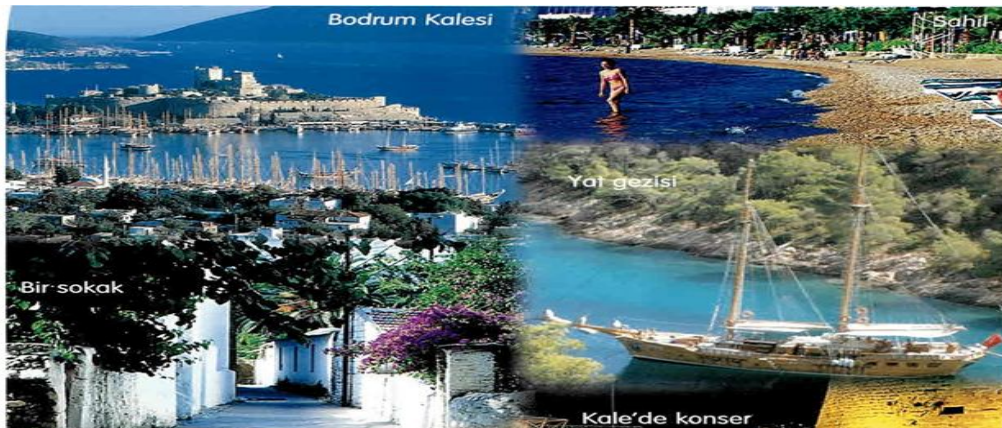
On page 97, you can learn about the past of Anatolia from a cloze text. Furthermore, on page 97, it is mentioned that the Hittites were the pioneers in writing and sending letters.



Chapter eight introduces readers to several diverse cities. The book frequently illustrates the attractions of these cities using stunning photographs to captivate readers and entice them to visit, as seen on page 100.

Chapter twelve is dedicated to discussing vacations. Here, readers discover various landmarks and stunning cities through pictorial presentations. Moreover, readers can explore traditional Turkish carpets through the pictures, as detailed on page 101.

Bodrum is a famous and attractive neighborhood in the city of Muđla that brings in millions of tourists from various countries each year. Not only is this place modern, but it's also stunning. The buildings here have Bodrum's distinctive character. Fethiye, another district in Muđla, is also famous and beautiful, like Bodrum. By doing language exercises, learners can improve their speaking abilities and discover new cities (pp. 175-176).



### Daily life

Leisure activities and interests are connected to culture because culture influences them. On page 26, the Yeni Hitit textbook lists the leisure activities of Turks that can be enjoyed in Turkey.

- |                 |                |
|-----------------|----------------|
| • Dađcılık      | • Maket        |
| • Fotođrafçılık | • Koleksiyon   |
| • M¼zik         | • El sanatları |
| • Dans          | • Bilgisayar   |
| • Resim         | • Yemek yapmak |
| • Parař¼t       | • S¼rf         |

The table above shows the most common hobbies practiced in Turkey.

The sixth chapter displays the emblems of important organizations, such as universities or stores, all of which enjoy a high status in Turkish society (p.68). This includes not only universities but also stores. However, all of them play a significant role in Turkish society (p.68). The organizations are:

• Ankara Üniversitesi	Ankara University
• T.C. Milli Eğitim Bakanlığı	Republic of Turkey Ministry of National Education
• PTT	PTT (Post Office)
• Türk Hava Yolları	Turkish Airlines
• İstanbul Büyükşehir Belediyesi	Istanbul Metropolitan Municipality
• TEDAŞ	Turkey Electricity Distribution Company
• TCDD	State railways of the republic of Turkey
• Trafik Jandarma	Traffic Gendarmerie (S.68)

Students also discover Turkish transportation options. This conversation is crucial for traveling and learning about transportation (p.147). They can learn about everyday life in Turkey on page 24. The different pictures help them learn about various modes of transportation.

### ***People, person***

In the third chapter, you can recognize the traditional Turkish family through the pictures. These old pictures display not just the family but also the historical progress of Turkey (p.34).



A text on page 108 illustrates the roles of women and men in Turkish society. The traits of women and men indicate that they perform distinct societal functions. While some of these attributes are unique to Turkish women and men, others are universal (see p.108).

### ***Eating habits***

Chapter 5 is about food. Here, it can be learned that Turks say "Afiyet olsun" before and after eating. They can learn about Turkish food and drink. Page 59 has a listening exercise about preparing pilav. Additionally, a menu can help learn not only how to order but also about traditional Turkish meals like Çorba, Karnıyarık, Mantı, Köfte, and Sarma (p.60).

Different kinds of foods were also shown through reading exercises. They can learn about traditional Turkish morning meals, veggies, kebabs, and pastries here. The exercise doesn't only cover the traditional dishes but also foods and what to consider for meal (check page 65). Chapter eleven discusses the subject of health. Eating well entails consuming vegetables, fruit, fish and meat. Page 130 provides information about Turkish cuisine for students to learn.

Chapter 11 covers the topic of health. A nutritious diet should contain a variety of vegetables, fruits, fish, and meats. Page 130 covers Turkish cuisine and is recommended for learners to study.



### Art and science

The second chapter of the textbook introduces a program that showcases popular Turkish TV channels, actors, and their films. The chapter highlights renowned actors such as Türkan Şoray, Kemal Sunal and Şener Şen, Perran Kutman, Altan Gördüm, and Beyaz (p. 31).

Chapter Four explores the life of the renowned theater actress Yıldız Kenter within the context of reading comprehension. Starting from her birth, the life of Yıldız Kenter along with several photographs is presented to familiarize the learner (p.48). Page 98 provides an introduction to several renowned actors, singers, and comedians. Notable names such as Tarkan, Cem Yılmaz, Hülya Avşar, and İbrahim Tatlıses are among the introduced figures. In addition to improving listening comprehension, this exercise also presents learners with cultural perspectives (p.98).



Page 167 lists the famous actors along with the movies they acted in. These movies are of high importance to Turkish society. The text piques readers' interest in the films and actors, illustrating how they reflect both traditional and modern characteristics of Turkish society as seen on page 167.



### Traditions

Chapter Four discusses Turkey's history. The topic is introduced to the learners through a reading text. This exercise enhances reading comprehension and illustrates Turkish traditions such as summer cinema, old radios, and photography, which can be found on page 52.

Chapter Five covers the topic of "What do we eat?" This chapter explains that it is traditional in Turkey to say "Afiyet olsun" before and after eating, which learners can learn. Learners can learn through a dialogue that Turkish people usually call someone before visiting and ask if they need anything from the supermarket, among other things.

Here is an example of this dialogue:

- Eren: Alo merhaba Mert ne haber?
- Mert: İyilik Erenciğim, Volkan'la oturuyoruz.
- Eren: Ben şimdi yoldayım sana geliyorum. Markete uğrayayım mı? Bir şey lazım mı?

(- Eren: Hello hello Mert what's up? - Mert: It's good, Eren, I'm sitting with Volkan.

- Eren: I'm on my way now, I'll come to you. Should I stop by the store, do you need anything?)

Weddings are grand and significant events steeped in

tradition in Turkey. Learning about Turkish weddings can be done through pictures and texts. Examples from the past and customs are mentioned as a continuation of the topic.

### ***Religion and faith***

The seventh chapter deals with the future tense. The grammatical structure of the future tense is illustrated by a reading text. This text is about divination. Divination is a very important belief in Turkey. There are different ways of telling a fortune in Turkey. You can tell fortune with Turkish coffee, with broad beans, with your hand, etc. (p. 85).

On page 107, you can read about what Turks do on New Year's Day. The reading text also tells how Turks have fun and what they wish for on this day. You will also learn how to wish for "İyi seneler" and "mutlu yıllar".

### ***Education***

In the seventh chapter, it can be learned about the university entrance exam. With the help of a reading sample, one can learn about the exams and their difficulties. The picture can also show students the location of the exam (p. 82).

### ***Specific properties***

In the textbook "Yeni Hitit", the geographical features of Turkey are also presented with pictures. These pictures are about the Van cat, whose eyes have different colors, which can be seen only in Turkey because these cats are specific only in Turkey, and also about the specific wooden houses (p. 6).

In the second chapter, it can be learned through an exercise that women in Turkey make jewelry or have other hobbies as a hobby. This is very common in Turkey.

The theme of chapter nine is the multicultural world. In this chapter, it is seen that there are different cultures and people. The diversity of cultures is very important and significant. On page 104, it is seen about some countries in the world and their characteristics (104).

Page 139 states a traditional Turkish healing method. The Turks do not go to the doctor, they go to the actar first and buy alternative remedies there. The herbs can heal the sick person and make him healthy again (p. 139).

The results of the cultural and country elements in the textbooks "Schritte" and "Yeni Hitit" were assigned to the individual dimension.

## **CONCLUSION**

This study aimed to determine and compare the cultural

elements in the textbooks Schritte and Yeni Hitit. These two books were selected for this study as they are commonly used in integrated courses. For better comparison, only the A1 level of the textbooks was examined. The study demonstrated that both textbooks follow an intercultural approach and emphasize four essential skills. Grammatical structures in these textbooks are not directly taught but instead reinforced through reading texts or exercises. The two textbooks encourage intercultural competence and respectful engagement with other cultures by learning foreign languages. These textbooks are especially useful for learners who lack any previous knowledge on the subject. By using these textbooks, learners can learn new words, enlarge their vocabulary and improve their language skills in a particular foreign language. According to the findings, both books contain high-frequency cultural elements. Some of these elements originate from the target languages' culture, while others come from different cultures. Elements pertaining to the country were analyzed in several areas: greetings and farewells, geography and countries, everyday life, individuals, eating habits, art and science, traditions, customs, and manners, religion and faith, sentiment normalization, education, and specific characteristics. Both textbooks frequently utilize elements of national history related to geography, countries, and natural events. Although the textbook "Schritte" includes sentiment normalization, it is not present in the textbook "Yeni Hitit". Both textbooks contain cultural elements emphasizing education and specific features. However, "Schritte" does not include these features. "Yeni Hitit" provides information about the education system as well as specific features, including traditional houses, specific houses, and the "Van cat." Both textbooks feature notable scientists, actors, and singers. Both textbooks focus on not only grammar and vocabulary but also on the four language skills. Through diverse exercises, learners can learn a new foreign language while getting to know and appreciating new cultures. Both textbooks enable learners to compare other cultures and people, using diverse exercises and pictures to deepen their knowledge and raise awareness of cultural differences. Teaching cultural elements and promoting intercultural competencies are critical functions of foreign language education. Cultural elements in foreign language classrooms enable students to obtain intercultural competencies because such competencies are highly linked to cultural elements of knowledge. The thorough and careful instruction of regional studies content within foreign language classrooms is necessary for developing intercultural competence.

Furthermore, additional dietary and beverage consumption behaviors may be discerned. Thanks to the two textbooks, students can learn about traditions such as bringing wine or flowers when visiting Germans or presenting a school cone on the first day of school. Similarly, students can learn about fortune-telling through

Turkish coffee and wedding ceremonies. The reading texts show that both textbooks contain cultural and life-world elements. In *Yeni Hitit*, the topics and vocabulary are more difficult than in *Schritte*. This book contains many new words compared to an A1-A2 book for beginners. With the help of these two books, learners can cope with everyday life in an unfamiliar environment. These two textbooks offer specific features of each country.

These textbooks have another significant advantage, which is teaching learners about the distinct characteristics of other cultures. This feature enables learners to explore not only their own culture but also other cultures. In foreign language education, a teacher must aim for multiple goals, not a single objective. Apart from teaching grammar, communication, reading, writing, and vocabulary, language educators must also impart knowledge of the cultures of foreign nations, particularly those of the target country. Individuals who have acquired knowledge in a foreign language have inevitably picked up some information, to varying degrees, about the culture of the target country. Thus, in contemporary times, teaching cultural elements and foreign language didactics should go hand-in-hand. In a borderless world where international boundaries no longer pose a challenge, intercultural competence developed through country studies is vital for those who aspire to work in a global workforce. The use of language incorporates a sociolinguistic dimension with intercultural competence playing a crucial role. Factors such as idioms, proverbs, differences in language level, and social, and dialectical variations must be taken into consideration. This new approach not only generates curiosity in learning foreign languages but also provides extensive knowledge and insight into different countries and their cultures. As previously stated, foreign language instruction should also involve instruction on the culture of other countries (Caspari, 2003).

Textbooks should cover the learning process within a certain period of time, addressing cultural and linguistic aspects (Rösler 2012) because learners are often part of a globalized world with a mobile and culturally diverse work environment, they need to be prepared accordingly (Graf, 2004). The lack of direct contact with other cultures leads to the emergence of various prejudices against foreign people and cultures, or reinforces already existing ones, as noted by Ruthner (2014). It is a well-known fact that foreign language learners develop their ability to be more tolerant, empathetic and open-minded toward the world (Akpınar Dellal, 2005). For this reason, Akpınar Dellal (2013) expresses the importance of giving cultural elements in foreign language lessons. As a result, long-lasting conflicts may disappear between countries and people. Gardner (1962) argued that individuals with intercultural communication skills and specific personality traits, such as integrity, stability, extraversion, socialization that prioritizes universal values, or special empathic or intuitive abilities, ought to express those skills and personality traits in every aspect of their lives. One way to

achieve this is by cultural elements in foreign language teaching. Teaching foreign languages with cultural elements, fosters intercultural understanding. As a result, it should be incorporated into literary and cultural elements curricula. Also, Tanır (2020) emphasized that students who were aware of the culture of the target language gained the ability to tolerate cultural differences. In other words, learners have moved away from prejudice against cultural differences and have tried to think critically. For these reasons, foreign language teaching should not solely focus on language skills but also encompass an interdisciplinary approach that aligns with the study of foreign languages. Besides language skills, learners of foreign languages should acquire factual knowledge of the country, history, literature, and culture. As a result, teachers can motivate foreign language learners through the culture of the target language and the similarities between different countries and peoples. Therefore, those who know a foreign language can gain access to the culture tied to it.

To sum up, with the help of textbooks “*Schritte*” and “*Yeni Hitit*” learners from diverse nations and religions can learn to acknowledge and appreciate other religious beliefs. In conclusion, these two textbook authors provide learners with various cultures along with different elements and aspects of regional studies, which are highly crucial in the modern foreign language classroom.

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