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AN ANALYSIS OF TURKISH AND ENGLISH FOREIGN LANGUAGE TEACHING BOOKS IN TERMS OF MULTICULTURALISM

(Research article)

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Abstract

The research is carried out to determine multiculturalism in foreign language education. For this purpose “Yedi İklim Turkish Teaching Set” is used and in order to evaluate multiculturalism in English teaching “English File English Teaching Set” is used. What is in common for English File English and Yedi İklim Turkish Textbooks is that the elements of multiculturalism are mostly seen in values, beliefs and attitudes and national geography categories, in both. On the other hand, any element of multiculturalism in the body language category is not determined in both foreign language teaching sets. Moreover, it is seen that the number the multiculturalism elements in interpersonal relations category is very close to each other in both of the teaching sets. It is observed that the only category that Yedi İklim Turkish teaching set has more multiculturalism elements than English File English teaching set is ceremonial behaviors. It is found that English File textbooks include more multiculturalism elements in the categories of daily life, living conditions, social traditions and standardization than Yedi İklim Turkish textbooks. With reference to the findings of the research emphasized the importance of multiculturalism in foreign language teaching in the globalizing world, some suggestions are offered.

Keywords: Multiculturalism, teaching Turkish as a foreign language, Turkish and English foreign language textbooks.

1. Introduction

As a reflection of lifestyles of people, culture pertains to the societies. Just as societies living in different geographies have different cultures; groups gathering around common cultural values can have local differences in their culture. Culture is “all of the material and non-material values created in historical and social development process and totality of the instruments used in creation of these values, passing down them to next generations and showing the measure of man's dominance over his natural and social environment” (TDK, 1998: 1436). With the most extensive meaning, culture is a phenomenon formed as combination of distinctive material, non-material, emotional and intellectual characteristics defining a society or a group within a society; and it is a phenomenon that includes not only literature and science, but also lifestyles and value judgments, as well as beliefs and traditions (UNESCO, 1982). While stating that culture is based on human actions Bauman (1998) pays attention to the human activities and production (p. 159). Culture is unifying in national perspective, while it is distinctive in international perspective because of the fact that it has peculiar characteristic (Nurlu & Gülден, 2017). On the other hand, while stating that culture is based on human actions, Bauman (1998) draws attention to the human activities and production. Culture is nourished by the common historical sharing of individuals belonging to the society and preserves its continuity. Language is another important tool of culture, which is a broad set of values. Language is not only a means of transmission for culture. It is

a tool for people to make sense of their environment and to reflect their inner worlds to the outside. In consideration of that, language is a natural part of culture whose subject is human.

Multiculturalism is the form of living together of different groups, having different cultures, which come together for various reasons and exist together via partnership ties among them (Doğan, 2017). The concept of multiculturalism comes into prominence as a result of migration seen in these days and unions formed by different countries for social and economic reasons. As a necessity of the century, it is seen a transition from being local to being universal in societies. This situation makes essential to constitute universal educational principles by building bridges among different cultures and to provide cultural interaction among them in this context. Moreover, in modern societies it is expected that individuals are in interaction with people from different cultures and maintain positive attitudes to them (Cırık, 2008). According to Coşkun (2006) as the level of education and welfare rises in a society, individuals in that society have more respect and interest to different cultures that is to say different lifestyles and beliefs.

Multicultural education is a drastic movement for education. In this educational approach everybody have right to education at schools without considering their ethnicities, social classes, cultural values or genders (Banks and Banks, 2007: 3). In recent years globalization with the effect of migrations lived in various reasons has influence on education and multicultural education appears as the discussing phenomenon. Since migration from underdeveloped or developing countries to developed countries creates a heterogeneous social structure, new approaches are searched in education and multiculturalism is emphasized.

It is observed that after the Second World War the number of people from different cultures and ethnicities increased in countries such as Germany, Netherland, France and England.. In order to maintain economically more comfortably life, migrations to Europe occur from these countries' colonies located in different geographies of the world such as Africa and Asia. It is observed that the cultural diversity has increased in USA where a similar situation was experienced. Therefore, studies have been conducted about how to educate people to get effective citizens (in Banks & Lynch's study 1986, as cited in Banks, 2004). Currently it is known that multicultural education applications have been carried out by beginning from preschool grade in multicultural and multination societies such as England, Germany, Canada, USA and Australia (Güven, 2005).

The effects of multiculturalism observed on social life are also seen on foreign language education. With globalization, linguistic and cultural interaction has become a usual part of social life and learning of at least one language has become a necessity. Knowing a foreign language is also a requirement of having a voice in relations among countries. In these relations, communication is necessary in order to reach a consensus on a common point, and language is necessary to enable this communication. With the developments in communication technologies, globalization gains speed and it brings with the awareness of being respectful and tolerant to the different cultures. The situation of sharing a common life with others brings up understanding the others and thereby multicultural education (Ateş & Aytakin, 2020).

In the cross cultural approach, it is seen that individual's perspective of culture in foreign language teaching has developed in two different directions. In the first one, the individual puts his/her own culture in the center and positions other cultures accordingly. According to this, the individual can create superiority over others in his/her own culture and develop a defense against them or an attitude that they are less valuable. In the other cultural evaluation the individual takes into consideration to the other cultures, respects and tries to understand

those (Demir & Açık, 2011). The factors like understanding and assimilating the mentality of the modern age, improving the level of knowledge and skills and developing culture make essential to applying of cross-cultural approach and culture element in foreign language teaching (Aktaş, 2007: 61). According to Mani (2016) the aim of teaching culture in foreign language teaching is to grow up learners as the cross-cultural speakers in the globalizing world. Cultural transfer in foreign language teaching should both include the cultural elements of the target language and provide for the recognition of different cultures by including them (Aslan, 2007: 118).

Today, many European countries have taken on a multicultural and multilingual structure due to the migration from abroad for various reasons. On the other side, it is seen that turkey is in a situation similar to this. Current living conditions force people to be more tolerant towards each other. The natural bond between language and culture paves the way for the recognition of different cultures and creating an interest in their languages. The importance of foreign language teaching shows itself at this point. In an environment where cultural differences are appreciated with mutual understanding, individuals can understand each other more easily by breaking down the barriers of prejudice. For this reason, multicultural European countries are trying to create a citizen model based on relations shaped within a framework of harmony. In this context, the European Commission published the Common European Framework of Reference for Languages in 2001. In this text, multilingualism is emphasized on an individual basis, and the learner is considered as a social actor within the scope of Action Oriented Approach (Ateş & Aytekin, 2020). The Common European Framework of Reference for Languages emphasizes the importance of culture in foreign language teaching and evaluates it as a part of the education that should be given to learners. In the text, the cultural elements that an individual should learn in the process of foreign language education are classified as follows: Living conditions, daily life, interpersonal relations, beliefs and attitudes, social customs (traditions), values, ceremonial behaviors (MNE Translation Commission, 2009: 98).

The aim of this study is to compare Yedi İklim Turkish Teaching Set prepared by Yunus Emre Institution and English File English Teaching Set in terms of multiculturalism elements.

2. Method

In this section there is information about research model, data source and the process of how data was collected and analyzed.

2.1. Research Model

Document analysis method, one of the qualitative research methods, was used in the study conducted to determine the elements of multiculturalism in Turkish and English textbooks as a foreign language. Document analysis includes the analysis of written sources related to the phenomenon or facts to be searched (Yıldırım & Şimşek, 2011: 187). The general survey model was used in the examination of the textbooks included in the study. The general survey models are the scanning processes conducted in a entire population which has many elements or in a sample obtained from the population. In general survey model it is possible to carry out single screening or relational screening (Karasar, 2012: 79).

2.2. Data Source

In the study Yedi İklim Turkish textbooks in the levels of A1, A2, B1 and B2 prepared by Yunus Emre Institution and English File Elementary Student's Book, Pre-Intermediate Student's Book, Intermediate Student's Book ve Intermediate Plus Student's Book are used as data source. The reason for preferring the basic and intermediate levels is to determine the

frequency of the elements of multiculturalism in different levels. The reason for choosing these books is that they have been used in their fields for a long time, their authors and publishers are target language users, and they have qualification of being institutional books that can contribute to a comparative research. For this reason, the criterion sampling approach under the purposive sampling category, which is one of the non-random sampling methods, was adopted in the sample selection. In research conducted with criterion sampling, observation units can be formed from situations, individuals or events with certain characteristics. In such a case, the units with the criteria taken as a basis for the sample are included in the sample. (Büyüköztürk vd., 2013: 91). The main point in the criterion sample is that the situations to be selected have a rich content in terms of being a source of information. Because these can help identify deficiencies in system or program improvements (Patton, 2014: 238)

2.3. Data Collection Tools

As data collection tool the check list, which consists of the appropriate items received from the cultural elements check list created by Byram (1997) and improved by Dybiec (2005) and the ‘Common European Framework of Reference for Languages (CoE 2003) User/Learner Competencies - socio-cultural knowledge criteria’ placed in Özen’s (2019) study on determining the multiculturalism elements in English textbook are used. This checklist was used by Özen (2019) in his/her master's thesis in which the elements of multiculturalism in secondary school English textbooks were determined. The researcher determined the elements of multiculturalism in the English teacher's guidebook used in secondary education, the texts and visuals in the student course books and workbooks with this checklist.

2.4. Data Analysis

Descriptive analysis technique was used in the analysis of the data. Descriptive analysis is an analysis technique in which the obtained data are interpreted and summarized in accordance with the previously identified themes (Yıldırım & Şimşek, 2011: 224). In the study, reading-listening texts and activities in English and Turkish textbooks were examined according to the categories in the multiculturalism checklist, and their numbers were determined and listed in accordance with these categories. In addition, the sentences containing the multiculturalism element in the activities and texts were identified for the purpose of presenting in the findings.

3. Findings

In the study, foreign language teaching sets were used to examine to what extend multiculturalism is placed in teaching Turkish and English as a foreign language and to compare these two languages teaching in this respect. While Yedi İklim Turkish Teaching Set was used to identify multiculturalism in teaching Turkish as a foreign language, English File English Teaching Set was used to evaluate multiculturalism in English teaching. In this context, the A1, A2, B1 and B2 student books of the Yedi İklim Turkish Teaching Set and the Elementary Student's Book, Pre-Intermediate Student's Book, Intermediate Student's Book and Intermediate Plus Student's Book of the English File English Teaching Set were examined. In order to make evaluations in the context of multiculturalism in foreign language teaching, the reading - listening texts and activities, which constitute the comprehension skills of these books, are focused. While Elementary Student’s Book and Pre-Intermediate Student’s Book from English File English Teaching Set consist of 12 units, Intermediate and Intermediate Plus Student's Books consist of 10 units, that includes A and B parts in each ones. There are 8 units in each textbook from Yedi İklim Turkish Teaching Set.

3.1. Findings on Multiculturalism Categories

In this part of the study, the findings regarding the categories of daily life, living conditions, interpersonal relations, values, beliefs and attitudes, body language, social traditions, ceremonial behaviors, national geography and standardization, which are the subtitles of multiculturalism in English and Turkish teaching sets, are presented in tables. Firstly, in Table 1, the total number of multiculturalism elements in both foreign language teaching sets is presented on the basis of the teaching set.

Table 1. *Total Number of Multicultural Elements in Foreign Language Teaching Sets*

Categories	Yedi İklim Turkish Teaching Set	English File English Teaching Set
	Frequency	Frequency
Daily Life	-	11
Living Condition	-	14
Interpersonal Relations	1	4
Values, Beliefs and Attitudes	129	416
Body Language	-	-
Social Traditions	-	6
Ceremonial behaviors	11	-
National Geography	20	125
Standardization	1	94
Total	162	670

According to Table 1, when evaluated on a category basis, it is seen that the values, beliefs and attitudes (129 - 416) and in national geography (20 - 125) categories have many more multicultural elements than the others. On the other hand, there is no multicultural element concerning to the body language in the comprehension (reading - listening) texts and activities of both foreign language teaching sets.

3.2. Findings on the Daily Life Category

The daily life category, in which multiculturalism elements are reviewed, consists of food and beverages (meal times, table manners), working hours and practices, national holidays, and free time activities criteria. Regarding daily life, while no multicultural elements are found in the comprehension texts and activities of the Yedi İklim Turkish Teaching Set, the findings determined in the English File English Teaching Set are given in Table 2.

Table 2. *Number of Findings Related to Daily Life Category on Reading and Listening Skills*

Daily Life	Elementary Student's Book		Pre-Intermediate Student's Book		Intermediate Student's Book		Intermediate Plus Student's Book	
	Read.	List.	Read.	List.	Read.	List.	Read.	List.
Food and Beverages	4	2	-	-	-	-	3	-
Working Hours and Practices	-	-	-	-	-	-	1	-
Free Time Activities	-	-	-	-	-	-	-	1
Total	4	2	-	-	-	-	4	1

According to the findings in Table 2, the most commonly encountered multiculturalism element in the category of daily life is food and beverages (9) criterion. When considered on the basis of skills, it is seen that the elements of multiculturalism are more in reading (8) texts and activities than listening (3) texts and activities.

Example: *Grappa (an Italian alcoholic drink), sake (a Japanese alcoholic drink), soya (a kind of bean typical in Asia)* (Elementary Student's Book, reading, unit 4, p. 33)

In the quotations above, Italian and Japanese drinks and a kind of bean specific to Asia are mentioned and examples regarding daily life are given through the food and beverages of different cultures. So it is seen that in English File Elementary Student's Book the multiculturalism is placed by mentioning various foods and beverages from different geographies of the world.

3.3. Findings on Living Conditions Category

The living conditions category consists of living standards (regional, class and ethnic differences), accommodation opportunities and welfare status criteria. In the context of the living conditions category, 14 elements of multiculturalism are identified in the English File English Teaching Set. Findings related to these are in Table 3.

Table 3. *Number of Findings on Living Conditions Category considering Reading and Listening Skills*

Daily Life	Elementary Student's Book		Pre-Intermediate Student's Book		Intermediate Student's Book		Intermediate Plus Student's Book	
	Read.	List.	Read.	List.	Read.	List.	Read.	List.
Living standards	-	-	-	-	-	1	1	1
Accommodation opportunities	-	-	-	-	-	-	-	-
Welfare status	4	1	-	-	-	1	3	2
Total	4	1	-	-	-	2	4	3

In the study, there are no findings regarding the accommodation possibilities for the living conditions category. Apart from this, 3 findings regarding living standards and 11 findings related to welfare status are determined. When these data are evaluated according to skills, there are 8 elements of multiculturalism in reading texts and activities, and 6 in listening texts and activities.

Example: *Ecuador: Vilcabamba, a small village in the Andes, is often called “the Valley of long life”. What is its secret? Firstly, Vilcabamba is not very hot or very cold – the temperature is usually between 18 and 27 degrees, and the air is clean. Secondly, people work hard in the fields, and do a lot of exercise. Thirdly, their diet is very healthy – they eat a lot of fruit and vegetables, and they hardly ever eat meat or fish. The water they drink, from the river in Vilcabamba, is very rich in minerals. They also have a good social life.* (Elementary Student’s Book, reading, unit 4, p. 33).

In this text, it is mentioned about people’s, living in Ecuador, working conditions, diets, weather and that they live long. So it gives information about welfare status of people living in there.

3.4. Findings on Interpersonal Relations Category

The category of interpersonal relations consists of the class structure of society and relations between classes, relations between genders, family structure and familial affairs, relations between generations, relations between society and police & officials, relations between ethnicity and society, and relations between political and religious groups. The findings on this category are in Table 4.

Table 4. *Number of Findings on Interpersonal Relations Category Considering Reading and Listening Skills*

Interpersonal Relations		Class structure of society and relations between classes	Relations between genders	Family structure and familial affairs	Relations between generations	Relations between society and police & officials	Relations between ethnicity and society	Relations between political and religious groups	Total
Yedi iklim	A1	Reading	-	-	-	-	-	-	-
		Listening	-	-	-	-	-	-	-
	A2	Reading	-	-	-	-	-	-	-
		Listening	-	-	-	-	-	-	-
	B1	Reading	-	1	-	-	-	-	1
		Listening	-	-	-	-	-	-	-
	B2	Reading	-	-	-	-	-	-	-
		Listening	-	-	-	-	-	-	-
Elementary	Reading	-	-	-	-	-	-	-	

Student's Book	Listening	-	-	-	-	-	-	-	-
Pre-Intermediate Student's Book	Reading	-	-	-	-	-	-	-	-
	Listening	-	-	-	-	1	-	-	1
Intermediate Student's Book	Reading	-	-	-	-	-	-	-	-
	Listening	-	-	-	-	-	-	-	-
Intermediate Plus Student's Book	Reading	-	-	-	-	3	-	-	3
	Listening	-	-	-	-	-	-	-	-

In Table 4, it is seen that there are more multiculturalism elements in English File English Teaching Set (4) than Yedi İklim Turkish Teaching Set regarding interpersonal relations. These elements are belong to the category of relations between society and police & officials. When evaluated in terms of skills, it is determined that there are 4 elements in reading skills and 1 element in listening skills.

Example: *Have you ever worked as a waiter/waitress in a bar or restaurant? Do you know anyone who has or does? What are the main advantages and disadvantages?* (Intermediate Plus Student's Book, reading, unit 6B, p.59).

In this example, it is seen that the multiculturalism regarding interpersonal relations is touched on by questioning the advantages and disadvantages of being waiter/waitress in his/her own culture.

3.5. Findings on Values, Beliefs and Attitudes Category

Values, beliefs and attitudes category is examined as occupational groups, social class, regional culture, health, safety, institutions, history (especially iconic historical persons/events), tradition or social upheaval, minorities, ideologies, national identity, city or persons, foreign university, politics, religion, art and humor. This category is the category which includes the most frequently encountered multiculturalism elements. Related findings are presented in Table 5.

Table 5. *Number of Findings on Values, Beliefs and Attitudes Category Considering Reading and Listening Skills*

Values, Beliefs and Attitudes		Regional culture	Institutions	History	Minorities	National Identity	Ideologies	Foreign University	City or persons	Politics	Art	Total
Yedi İklim	A1	Reading	-	-	1	3	1	3	-	-	-	8
		Listening	-	-	-	-	-	-	-	-	-	-
	A2	Reading	-	-	1	-	-	-	4	-	1	6
		Listening	-	-	1	-	1	-	-	-	-	2
	B1	Reading	-	1	2	-	-	1	10	-	4	18
		Listening	3	14	10	-	4	2	18	-	2	53

B2	Reading	-	-	21	2	-	-	1	7	3	-	34
	Listening	-	-	-	-	3	-	1	4	-	-	8
Elementary Student's Book	Reading	-	1	3	-	10	-	-	25	1	2	42
	Listening	-	-	9	-	31	-	-	37	-	5	82
Pre-Intermediate Student's Book	Reading	1	4	5	-	14	-	2	35	1	1	63
	Listening	-	2	7	-	3	-	2	30	-	-	44
Intermediate Student's Book	Reading	-	4	11	-	13	-	1	21	-	-	50
	Listening	-	3	-	-	3	-	-	10	-	-	16
Intermediate Plus Student's Book	Reading	1	10	10	-	10	4	1	38	3	5	82
	Listening	-	9	2	-	8	-	-	15	-	3	37

When the subheadings of the category of values, beliefs and attitudes are examined, it is seen that the elements of multiculturalism related to social class, occupational groups, health, security, tradition or social upheaval, religion and humor are not included in both foreign language teaching sets. In addition, in the context of values, beliefs and attitudes, city or people category is the most frequently encountered sub-category of multiculturalism [Yedi İklim Turkish Teaching Set (46), English File Teaching English Teaching Set (211)]. While B1 (71) is the book in which the elements of multiculturalism were most frequently encountered in the category of values, beliefs and attitudes in the Yedi İklim Turkish Teaching Set, it is Elementary Student's Book (124) in the English File English Teaching Set. While minorities (2) is the subcategory that includes the least multiculturalism element in Yedi İklim Turkish Teaching Set, it is regional culture in the English File English Teaching Set. Books A1 and A2 from Yedi İklim Turkish Teaching Set are the books that include the least multiculturalism elements (8). On the other hand, Intermediate Student's Book is the book that includes the least number of multiculturalism elements (66) in English File English Teaching Set. Regarding skills of the language, there are 66 multiculturalism elements in reading texts and activities and there are 63 multiculturalism elements in listening texts and activities in Yedi İklim Turkish Teaching Set; when analyzed English File English Teaching Set it is determined that there are 237 multiculturalism elements in reading texts and activities and 179 multiculturalism elements in listening texts and activities.

Example: *Japanese Mountaineer Yuichiro Miura assumes the title of the oldest mountaineer by climbing Everest Mount at the age of 80.* (Yedi İklim Turkish Teaching Set (B1), reading, unit 1, p. 10).

Example: *Buenos Aires University* (Elementary Student's Book, listening, unit 11, p.89), *Stockholm, Munich, Bali, Christchurch, Auckland, Perth, Cairns, Brisbane, Tokyo* (Pre Intermediate Student's Book, listening, unit 8, p.63).

In the examples, multiculturalism elements belonging to values, beliefs and attitudes category are seen on the mentions of foreign cities and people.

3.6. Findings on Social Traditions Category

In the study conducted to determine the elements of multiculturalism in foreign language teaching books, findings related to punctuality, behavior, speaking manner and prohibitions, gift giving, offering food and beverage, clothes, farewell and stay (visit duration) are examined under the category of social traditions. The numerical data regarding the determined multiculturalism elements are given in Table 6.

Table 6. *Number of Findings on Social Traditions Category Considering Reading and Listening Skills*

Social Traditions	Elementary Student's Book		Pre-Intermediate Student's Book		Intermediate Student's Book		Intermediate Plus Student's Book	
	Read.	List.	Read.	List.	Read.	List.	Read.	List.
Offering food and beverage	-	-	-	-	-	-	2	-
Behavior, speaking manner and prohibitions	2	1	-	-	-	-	1	-
Total	2	1	-	-	-	-	3	-

Multiculturalism elements regarding social traditions are determined just in the sub-categories of offering food & beverage and behavior, speaking manner, prohibitions. As seen in Table 6 these elements are just in Elementary Student's Book (3) and Intermediate Plus Students' Book (3) from English File English Teaching Set. Regarding skills of the language, reading texts and activities have more multiculturalism elements (5) than listening texts and activities.

Example: *The women here talk very fast sound very loudly, much more than the men. Valencia (Spain)* (Elementary Student's Book, listening, unit11, p.85).

In the example, it is mentioned that Spanish women have the habits of speaking fast and loudly and they talk much more than men, so it refers to a tradition belonging to Spain.

3.7. Findings on Ceremonial Behaviors Category

The elements of multiculturalism on the category of ceremonial behaviors are examined under the sub-titles of birth / marriage / death, religious ceremonies and rites, the attitude of the audience in the ceremonies, celebrations / festivals / dances. Determined findings and the number of these are shown in Table 7.

Table 7. *Number of Findings on the Category of Ceremonial Behaviors considering Reading and Listening Skills*

Ceremonial Behaviors	A1		A2		B1		B2	
	Read.	List.	Read.	List.	Read.	List.	Read.	List.
Birth/ Marriage/ Death	-	-	-	-	-	-	-	1
Celebrations/ Festivals/ Dances	-	-	-	-	2	8	-	-
Total	-	-	-	-	2	8	-	1

Multiculturalism elements on ceremonial behaviors are determined just in reading-listening texts and activities of Yedi İklim Turkish Teaching Set. These findings belong to the sub- categories of birth/marriage/death (1) and celebrations/ festivals/dances (10). If it is examined in terms of grouping the comprehension skills, it is seen that listening texts and activities (9) have more multiculturalism elements than reading texts and activities (2).

Example: *The ceremonies which arranged for children especially turning to three, five and seven years old are important in Japan. New kimonos are presented to children as gifts. Children go to the temple with their new kimonos. Clergymen give them special candy.* (Yedi İklim Turkish Teaching Set (B1), listening, unit 7, p.143).

In the example, a ceremonial behavior including celebrations about Japanese children is quoted.

3.8. Findings on National Geography Category

In the study, conducted to determine elements of multiculturalism, National Geography is another important aspect of the subject. In this context, geographical factors, seen as important by people, are determined in the comprehension skill texts in foreign language teaching sets. Numeric data related to these are in Table 8.

Table 8. *Number of Findings on National Geography Category Regarding Reading and Listening Skills*

National Geography		The factors seen as important by people		Total
Yedi İklim	A1	Reading	-	20
		Listening	-	
	A2	Reading	2	
		Listening	-	
	B1	Reading	-	
		Listening	2	
	B2	Reading	8	
		Listening	8	
English File	Elementary Student's Book	Reading	12	125
		Listening	21	
	Pre-Intermediate Student's Book	Reading	16	
		Listening	11	
	Intermediate Student's Book	Reading	18	
		Listening	13	
	Intermediate Plus Student's Book	Reading	7	
		Listening	27	

It is seen that multiculturalism elements regarding the factors seen as important by people are in both of the foreign language teaching sets. Seen in Table 8, in this context there are 20 multiculturalism elements in Yedi İklim Turkish Teaching Set and there are 125 multiculturalism elements in English File English Teaching Set. When evaluated in terms of comprehension skills, it is determined that there are 10 elements in reading texts and activities and 10 elements in listening texts and activities of Yedi İklim Turkish Teaching Set; and there are 53 elements in reading texts and activities and 72 elements in listening texts and activities of English File English Teaching Set.

Example: *There is a library in Sandy Beach in Black Sea coast of Bulgaria. There are more than 2.500 books in 10 languages.* (Yedi İklim Turkish Teaching Set (B1), listening, unit 3, p.63).

Example: *Mount Kilimanjaro (Africa)* (English File English Teaching Set (Elementary Student's Book), listening, unit 11, p.87).

In the examples above, there are multiculturalism elements regarding national geography, which place in both of the teaching sets.

3.9. Findings on Standardization Category

In the category of standardization typical perspective or symbols belonging to any nation are searched in the foreign language teaching sets. The findings related to this are in Table 9.

Table 9. *Number of Findings on Standardization Category Regarding Reading and Listening Skills*

	Standardization	Typical perspective or symbols belonging the nation	Total
Yedi İklim	A1	Reading	-
		Listening	-
	A2	Reading	-
		Listening	-
	B1	Reading	1
		Listening	-
	B2	Reading	-
		Listening	-
English File	Elementary Student's Book	Reading	6
		Listening	2
	Pre-Intermediate Student's Book	Reading	13
		Listening	2
	Intermediate Student's Book	Reading	24
		Listening	17
	Intermediate Plus Student's Book	Reading	24
		Listening	6
			94

When the foreign language teaching books are examined considering standardization category, it is determined that there is 1 element of multiculturalism in the Yedi İklim Turkish Teaching Set and 94 elements in the English File English Teaching Set. 67 of multiculturalism elements in the English File English Teaching Set are in reading texts and activities and 94 of them are in listening texts and activities.

Example: *Haka is a kind of dance peculiar to New Zealand.* (Yedi İklim Turkish Teaching Set (B1), reading, unit 7, p.130).

Example: *Sunbathing is extremely popular with Germans. The Greeks are particularly keen on sport during their holidays.* (English File English Teaching Set (Intermediate Plus), reading, unit 2A, p.16).

In the examples above, it is seen that multiculturalism elements are included through situations special to a nation, in terms of understanding and values.

4. Discussion and Conclusion

Thanks to the internet and mass media, globalization gains speed and with these tools the borders between countries have become invisible. This facility of fast access has motivated people to be interested in different cultures and languages. In addition to technological development, the fact that people from different cultures living in the same country for various reasons necessitates cross culture communication. For this reason the concept of multiculturalism in foreign language education has become the topic of discussion.

In the study, it was concluded that when compared to English teaching textbooks there are much less multiculturalism elements in Turkish as a foreign language teaching books in the categories of daily life, living conditions, interpersonal relations, values-beliefs and attitudes, social traditions, national geography and standardization.

Teaching English as a foreign language has much longer history than Turkish. It is seen that teaching Turkish as a foreign language has gained importance especially the last thirty years. In terms of teaching as a foreign language, Turkish has a much more recent history than English, so it seems natural to see some deficiencies. The effects of the multicultural structure of the modern age have reflected also in the understanding of education. The phenomenon of multiculturalism, which is the subject of research in Turkey, which has a rapidly multicultural structure due to reasons for immigration from abroad, is of great importance in the teaching of Turkish as a foreign language. With students coming from different countries to Turkey to receive education, refugees running away the war in their homes and finding asylum in Turkey, and foreigners preferring to live in here, Turkey has become multicultural society. People interacting with each other in such a global multiculturalism need to learn one or more foreign language.

The books used in foreign language teaching, the texts and visuals in these books, and the activities used in developing language skills are very important instruments. Comparative cultural transmission is an important point in foreign language teaching. Teaching to students cultures of the target languages enable that students can learn the rules and practices of the languages and recognize the culture. However, in order to raise cultural awareness and gain a tolerant approach to different cultures in students, it is necessary to give elements of source, target and universal culture all together (Soyşekerci, 2015: 91). There is a depth problem in culture content of the textbooks used in foreign language teaching because of lack of criterion to determine the elements of the concept (Şimşek, 2018). The numbers of studies, which are about to which culture to be included to what extend in foreign language textbooks, conducted in the field of applied linguistic is insufficient. Analyzing the cultural content is seen as a subject that should be studied more (Risager & Carol, 2012: 4).

In this research it is studied the multiculturalism elements in textbooks of English and Turkish as foreign languages and frequency of these elements. In the literature review, it is observed that there are differences about being national or foreign publications of the textbooks used in teaching English as a foreign language related to the sources of cultural elements. While the source culture is more included in English textbooks published by The Ministry of National Education (Avinç, 2012; Barışkan, 2010; Çakır, 2010); in English textbooks published by foreign publishers the target culture is dominant and cultural diversity is limited to Europe (Özışık, 2004; Çelik & Erbay, 2013; Koroğlu, 2013; Bulut & Arıkan, 2015).

In the section where the English File textbook is examined, it is seen that the most multiculturalism elements are included in the categories of values, beliefs and attitudes (416) and national geography (125). Similarly, in Özen and Dağyar's (2020) study, the most

common multiculturalism elements in foreign language textbooks are in the category of values, beliefs and attitudes. In the context of values, beliefs and attitudes; elements of different cultures regarding occupational groups, social class, regional culture, health, safety, institutions, history (especially iconic historical persons/events), tradition or social upheaval, minorities, ideologies, national identity, city or persons, foreign university, politics, religion, art and humor have been examined. Among these, the most common sub-categories included in the materials are city/persons (211) and national identity (92). According to Karahan Üzülmez and Karakuş (2018), the inclusion of different country names in foreign language textbooks is important in terms of creating a familiarity with these cultures in students and reflecting the understanding of multicultural education in the books. As a matter of fact, Göktaş (2013) stated in the research that the name "Çiğdem" in the English textbook attracts the attention of students and the basis of this is the desire of the students to encounter something from their own culture in the textbooks. Similarly, in the study conducted by Dimici, Yıldız, and Başbay (2018) in which they evaluated the English File English Textbook in terms of multiculturalism, it was found that multicultural elements related to gender and ethnicity, which can be evaluated under the title of national identity, are frequently included in visual and written texts. In the same study, dimensions such as social class and political orientations were encountered limitedly, and similarly in this study, it is observed that cultural elements related to interpersonal relations (4), which include the class structure of the society and the relations between classes, were limitedly given place. In this respect, both studies support each other. On the other hand, according to Şimşek (2018), the English File Upper-Intermediate student book is UK and USA centered considerably. This findings show that it is focused the target culture mostly.

In the study conducted by Karahan Üzülmez and Karakuş (2018) about multiculturalism elements in English Net (5. And 6. Grade), Sunshine (7. Grade), Upturn English (8. Grade) textbooks, it is found that the texts, activities and visuals in these textbooks are supportive for multicultural education but quite insufficient. Among the textbooks which base the cultural transmission on target culture, source culture and international culture, the most efficacious ones in terms of reflecting multiculturalism are those give place to target culture and international culture. The reason of it is that the target language is taught by integrating the culture in these textbooks and moreover, other cultural diversity in the world is included (Özışık, 2004). Kayapınar (2009) determined that the source culture is focused too much in the same textbooks and students have expectations of inclusion of their own culture in his study.

In the part of the research where the Yedi İklim Turkish Teaching Set (A1, A2, B1, B2) is examined, it is determined that the categories in which the elements of multiculturalism are most frequently included are values, beliefs and attitudes (129) and national geography (20). Yedi İklim Turkish Teaching Set and English File English Teaching Set have in common that both of them include the most multiculturalism elements in categories of values, beliefs & attitudes and national category. On the other hand it is determined that neither of the foreign language teaching set have multiculturalism element on the category of body language. In addition, it is seen that the number of multicultural elements in the category of interpersonal relations is very close to each other in both teaching sets. It is determined that the only category which is included more multiculturalism elements in Yedi İklim Turkish teaching set than in English File English teaching set is ceremonial behaviors. Apart from these, it is determined that English File Textbooks include more multiculturalism elements than Yedi İklim Turkish Teaching textbooks in the categories of everyday life, living conditions, social traditions and standardization. In his study, Soyşekerci (2015) determined that the number of elements of universal culture and source culture are less in

İzmir A2 Turkish Textbook than Global A2 English Textbook and İzmir A2 Turkish Textbook is insufficient in terms of providing cross cultural communicative competence to students and creating cultural awareness. In addition, İşcan and Yassıtaş (2018) determined in their research that even though Yedi İklim B1-B2 textbooks are proper for transferring the target culture, there are some insufficiencies in raising cultural awareness in students and gaining intercultural communicative competence. These studies support the current research in which the elements of multiculturalism are determined in Turkish and English textbooks. In his study, Korkmaz (2019) emphasized that the number of listening texts created for developing comprehension skills in the Turkish teaching sets prepared for foreigners should be balanced with the reading texts, and stated that texts like songs and folk songs can be used for listening skills and transferring the target culture. İltar and Açık (2019) also state that reading texts, which are another pillar of improving comprehension skills in Turkish (as a foreign language) textbooks, should be suitable for the level of learners and offer diversity. Kaliyeva (2015) emphasized the importance of multicultural education in her study where she stated that in values education in the foreign language teaching books, national values should be included along with universal values in terms of developing sensitivity to differences, respecting different cultures and gaining tolerance.

5. Suggestions

With reference to the study carried out to determine multiculturalism elements in comprehension skills (reading - listening) texts and activities of Turkish and English textbooks prepared for foreigners, it can be suggested those:

1. Language and culture are two important factors which cannot be imagined separately in foreign language teaching. In the process of language teaching it is aimed to teach culture belonging to that language. Currently, globalization is seen in every part of human life and because of this, cultures are in interaction with each other. In such an environment, in order to ensure that people can approach to individuals from different cultures and their life-styles respectfully, tolerantly and prejudice-freely, multicultural education is essential. This understanding of education should also be provided in foreign language teaching. Therefore, in the textbooks prepared for foreign language teaching, besides the transfer of target culture, multiculturalism should be given importance and elements belonging to different cultures should be included in a balanced way.

2. Multicultural themes can be created in order to develop cultural awareness in choosing the themes in the textbooks.

3. Dialogues of individuals from different cultures can be included in reading and listening texts.

4. It is a significant point that an image of one culture is superior to the other should not be created in the selection of elements related to multiculturalism in the textbooks. Otherwise, a discriminatory situation such as the dominant culture or subculture can emerge and this is not suitable for multicultural education principles. In addition, attention should be paid to include the source culture or universal culture element in the texts and activities in a way that does not create prejudices for learners.

5. Considering the existence of approximately 6 million foreigners residing in Turkey for various reasons, the content related to multiculturalism in the textbooks can be placed more in order to ensure a harmonious social order.

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