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FOREIGN PUBLISHING EFFECT AND INTEGRABILITY OF INTANGIBLE CULTURE HERITAGE INTO CHILDREN'S BOOKS

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Abstract

The products of foreign children's book publishing houses are often translated into Turkish and published by Turkish publishing houses mostly causing the foreign cultural elements reflected to some extent in these prints' contexts. Thus, writing style and physical qualities of storybooks in Turkish used for mother tongue, foreign language and second language instruction should keep up with its counterparts more effectively. The study aims to draw attention that American/English children's book are prevalently published by Turkish publishing companies and then to focus on the integrability of Intangible Cultural Heritage elements with children's book especially for the young learners learning Turkish as a second or foreign language. Intangible Cultural Heritage (with its Turkish abbreviation SOKÜM) by UNESCO is defined as practices, representations, expressions, knowledge, skills and related tools, materials, and cultural spaces that communities, groups and in some cases, individuals define as part of their cultural heritage and they constitute a crucial dimension of cultural transfer. Cultural transfer is one of the important functions of language, is also an effective tool in the language instruction. However, there are very few studies in the literature that point to the link between intangible cultural heritage and language teaching. Apart from its instruction as L1, with the enlargement and growing years of Teaching Turkish as a foreign language various teaching sets, materials, thesis' have been created and versatility amplified in the instructive processes. So far, especially the lack of reading materials as well as the lack of elements directly promoting Turkish culture is striking. Mostly the cultural elements embeded in Turkish teaching sets, and in detail, the cultural objects included are limited. But these elements are crucial for the representation and promotion of Turkish culture to foreign or bilingual Turkish youngsters. Among all these versatility and richness in options, deciding just how effective a children's book can be in children's language learning doesn't only depend on looking at the so-called "recto and verso" of the book in question. In present day, foreign cultures (especially lingua franca) and the language in social media is very effective in deciding which book to include in the extensive reading sessions but the lack of appropriate readers designed and prepared according to Turkish culture is strongly felt for foreign/bilingual young children learning Turkish as a foreign/second language. Depending on the necessary qualities of learners of Turkish as the target language, the study presents some possible contexts and physically probable children's book forms for the audience in question.

Keywords: Children's books in English, Children's book in Turkey, cultural transfer and language teaching, Intangible cultural heritage, Teaching Turkish as a foreign/second language

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YABANCI YAYIN ETKİSİ VE SOMUT OLMAYAN KÜLTÜR MİRASININ ÇOCUK KİTAPLARIYLA BÜTÜNLEŞTİRİLEBİLİRLİĞİ

Öz

Yabancı çocuk kitabı yayınevlerinin ürettikleri ürünlerin çoğu zaman Türkçeye çevrilerek Türk yayınevleri tarafından yayımlanması, bu baskıların bağlamlarına bir ölçüde yabancı kültürel unsurların yansımalarına neden olmaktadır. Bu nedenle ana dili, yabancı dil ve ikinci dil öğretimi için kullanılan Türkçe hikâye kitaplarının yazım biçimi ve fiziki nitelikleri muadillerine daha etkin bir şekilde ayak uydurmalıdır. Çalışma, Amerikan/İngiliz çocuk kitaplarına ve Türk yayınevlerinde yaygın olarak basıldıklarına dikkat çekmeye ve ardından özellikle Türkçeyi ikinci veya yabancı dil olarak öğrenen küçük yaşta öğrenciler için Somut Olmayan Kültürel Miras unsurlarının çocuk kitaplarıyla bütünleştirilebilirliğine odaklanmaktadır. Somut Olmayan Kültürel Miras (Türkçe kısaltması SOKÜM), UNESCO tarafından toplulukların, grupların ve bazı durumlarda bireylerin kültürel miraslarının bir parçası olarak tanımladıkları uygulamalar, temsiller, anlatımlar, bilgiler, beceriler ve ilgili araçlar, materyaller ve kültürel mekanlar olarak tanımlanmaktadır. Dilin önemli işlevlerinden biri olan kültür aktarımı, dil öğretiminde de etkili bir araçtır. Ancak, literatürde somut olmayan kültürel miras ve dil öğretimi arasındaki bağlantıya işaret eden çok az sayıda çalışma vardır. Yabancı dil olarak Türkçe öğretiminin gelişmesi ve gelişmesiyle birlikte, L1 olarak öğretiminin yanı sıra, yabancı dil Türkçe öğretiminde de çeşitli öğretim setleri, materyalleri, tezler oluşturulmuş ve öğretim süreçlerinde çok yönlülük artırılmıştır. Buraya kadar özellikle okuma materyallerinin eksikliği ve Türk kültürünü doğrudan tanıtan unsurların olmaması dikkat çekicidir. Çoğunlukla Türkçe öğretim setlerinde yer alan kültürel öğeler ve ayrıntılı olarak yer verilen kültürel öğeler sınırlıdır. Ancak bu unsurlar, yabancı veya iki dilli Türk gençlerine Türk kültürünün temsili ve tanıtımı açısından çok önemlidir. Tüm bu çok yönlülük ve seçenek zenginliği arasında, bir çocuk kitabının çocukların dil öğreniminde ne kadar etkili olabileceğine karar vermek, söz konusu kitabın sadece sözde ön ve arka yüzü ve yazılarına bakmaktan ibaret değildir. Günümüzde yabancı kültürler (özellikle lingua franca) ve sosyal medyadaki dil, kapsamlı okuma oturumlarında hangi kitaba yer verileceğine karar vermede çok etkili olmakla birlikte, Türkçeyi yabancı/ikinci dil olarak öğrenen yabancı/iki dilli küçük çocuklar için Türk kültürüne göre tasarlanmış ve hazırlanmış uygun okuma setlerinin eksikliği hissedilmektedir. Çalışma, hedef dil olarak Türkçe öğrenenler için bazı olası bağlamlar ve fiziksel olarak muhtemel formlara sahip çocuk kitabı formları önermektedir.

Anahtar Kelimeler: İngilizce çocuk kitapları, Türkiye'de çocuk kitabı, Kültür aktarımı ve dil öğretimi, Somut Olmayan Kültürel Miras, Yabancı/İkinci Dil Olarak Türkçe Öğretimi

Introduction

To create a both entertaining and instructional book means attending to intriguing facts in youngsters lives by taking into consideration some stimulating, interactive and novel interfaces so much as contexts a book could possibly have. But the culture and its transfer is one of the most delicate elements that needs to be reflected as professionally as the target linguistic elements. At that point, it would not be irrelevant to mention about combining intangible cultural heritage items with young learners' readers content in terms of reviving cultural heritage and traditional elements of substantial accumulation in Turkish folklore.

Revising the literature it is seen that there have been many researchers focusing on various aspects of cultural transfer while teaching Turkish as L2 or foreign language (See Ökten and Kavanoz, 2016; Bulut, 2013; İşcan & Yassıtaş, 2018; Bölükbaş, 2010; Tanrıkulu, 2019; Okur & Keskin, 2013; Okur, 2013; Elbir & Aka, 2015; Albayrak & Serin, 2012; Ördek, 2019; Turgut Yeşilyurt, 2019; Melanlıoğlu, 2008). Also, there have been some studies on cultural transfer in the context of children's literature and the translations from foreign children's literature (Karakoç Öztürk & Destegüloğlu, 2022, Mert, Albayrak and Serin, 2013; Odacıoğlu & Barut, 2019; Arı, 2018; Çetinkaya and Durmaz, 2020), while there is almost no study focused on ICH and children's literature and children's book, especially on L2 or foreign Turkish instruction.

Looking at the studies aforementioned it is clear that there hasn't been a specific study focusing on including the elements of intangible cultural heritage in reading while learning Turkish as a first or second language. There has been a substantial literature about both the intangible cultural heritage-which will be abbreviated as ICH from here on- and children's book used in foreign/second language learning but a lack of the combination of the two is present which constitutes the gap the study aims to fill in. The study also aims at drawing attention to the need of such content areas in these kinds of complementary instructive materials in addition to course books.

The study was prepared in a literature review form but it also attempts to serve as an opinion article drawing attention on specific measures that needs to be taken in terms of preserving cultural heritage through children's literature and books. The presented data were obtained both from foreign and Turkish studies carried on recently. Foreign resources mostly used in the study were the ones dealing with the evolution of children's literature in countries like U.S and Britain in addition to the studies focusing on the academic knowledge about text, motivation and other pragmatic factors affecting reading processes.

One basic motivation for the former was detecting the relative positions in foreign and Turkish children's books in terms of development in the printing companies' inclinations in printing contents. Because the content is one of the key points in embedding the instruction of the cultural heritage in both academic and non-academic reading. Another basic motivation was to draw attention to the fact that children's books translated or adapted from foreign ones carries the potential of reflecting the culture of the book's origin. It is not a normally desired to teach young children reading skills through books which are mostly foreign in origin with foreign cultural effect. Besides in terms of preserving the elements of Turkish culture or cultural heritage at large, especially is the book is for a bilingual child whose first language or mother tongue is Turkish, it is better to include books reflecting Turkish cultural elements.

The latter academic resources were chosen with the motivation of emphasizing the relationship between reading and language learning and underlining the integrability of cultural elements in children's books. Because especially intangible cultural heritage elements which are mostly neglected in children's book content settings needed to be handled in young learner's agenda especially if they are bilingual Turkish or learning Turkish as a second/foreign language.

1. Children's Literature and Books in Turkey and the Foreign Press Effect in Turkish Children Book Overallly

In modern day Turkey, children's literature and children's books are taken very seriously and they occupy a great place in the imprint sector and there are many children's book companies and hundreds of books are introduced each year most of which are mostly translated versions of foreign popular books.

To give a precise glimpse of the publishing preferences of the companies, Usborne Publishing has been receiving a prevalent and fairly popular appeal by the Turkish publishing companies compared to many other publishing houses for a very long time. It is getting a wider share in Turkish children's book market that many of preschool and young reader scaled books are even sold in English in their originally shipped versions. The company has many distributors in Turkey which means the original books receive a great appeal from the parents who intend to grow up their children as bilingual individual or have them meet with the English language as early as possible considering the lingua franca position of the language around the world. And many other series or individual books of the company has been translated and published by Turkish book printing companies at large as in the case of İş-Kültür Publishing which has a very rich spectrum of the translated imprints from the Usborne series. In essence, this keeps these books' suitability very low for serving reading needs while learning Turkish as a foreign or second language as they are unlikely to represent or promote Turkish culture in general as belonging to a foreign culture.

To give a glimpse of this situation, when two of most leading online bookstores in Turkey, *idefix* and *kitapyurdu* (URL-2 and URL-3) and are searched for, it can be seen that Turkey's leading children's book publishing companies mostly have the translated or adopted versions of the American and British companies and publishing houses. Very few which do not publish foreign children's books are mostly in production with their cooperate authors or they are mostly producing children's book with religious content.

When it comes to the children's books for reading in a second or foreign language, relevance and having the correct and necessary qualities must be highly important in addition to the cultural elements that will be presented or promoted. For example, in their studies Demir and Açıık (2011) evaluated some coursebook sets and they observed that there was no criterion for which of our cultural elements should be given priority and how much should be given among the books. Again, Çiftçi (2019) at the end of the examination she made depending on a scale for assessing the cultural elements' reflection in coursebooks, found that the elements of cultural transfer were not distributed equally or close to each other in areas specified. Also, found that cultural transfer is handled in a shallow framework, the aim of transferring culture is shaped by giving cultural elements only as names.

But to keep in mind, Anglo-Saxon effect coming from the lingua franca quality of English reflected in many translated works, could hinder the accurate reflection of Turkish values, beliefs, interpersonal relations, the essence of religious and ethnic elements, daily life, and variable lifestyles in Turkey if the audience is foreign or bilingual Turkish children living away from their own cultures. The translated works in children literature could lead the Anglo-Saxon culture suppress the emergence of Turkish elements in the texts overtly, the illustrations could reason to false perceptions about Turkey (the streets, people's clothes, the design and lay out of inner spaces could be imagined by the readers could be misleading) and the books must be donated with very original details of the target language culture in question, especially in the context of the study, with Turkish ICH elements.

2. The Necessity of Combining Children's Book and Intangible Cultural Heritage

According to Oğuz (2007: 7) the Convention for the Protection of Intangible Cultural Heritage is based on verbal memory and oral culture, with third world countries with strong oral cultures but not rich in historical structures and sites, transferring their cultural accumulation through non-formal education rather than formal education. It was perceived as a contract that also provides advantages for countries with a strong cultural background. In addition, according to the author, the Convention does not look at the field of heritage only in terms of research, compilation, and archiving. It aims to preserve the heritage by giving priority to issues such as transfer, participation, formal and non-formal education (Oğuz, 2013).

Not only the language but the culture is at a constant transformation itself. For instance, according to the census realized in 1927, roughly %75 of the Turkish nation was settled in rural areas while this number decreased down to %7. Also, "the proportion of people living in provincial and district centers, which was 93 percent in 2020, increased to 93.2 percent in 2021. In other words, the rate of people living in the rural population in Turkey fell below 7 percent. The rate of people living in towns and villages decreased from 7 percent to 6.8 percent" (URL-1).

Besides, schooling age has also been leaning towards zero age in Turkey because of the changing life standards and the rise in the number of small families with both working parents, pre-schooling period spent with grandparents declined, one of the significant reasons of their losing the chance of being exposed to their cultural elements in the natural course of life. Therefore, secondary instructive elements like readers or children's book used in language teaching by instructors or by families who are acquiring books for their children with the aim of presenting them appropriate reading materials, can be dealt in sense of transferring, or introducing the intangible heritage in two terms:

1. Transfer of intangible cultural heritage to bilingual Turkish young learners (or young learners of Turkish descent) living abroad or Turkish young learners in Turkey
2. Introduction and promotion of intangible cultural heritage to young learners learning Turkish as second/foreign language.

The ICH that has elements directly related to the daily life of the societies could be dealt in a more attractive way to appeal young learners. The necessity of this resulting from the fact that Turkey has not been able to transfer or apply its intangible cultural heritage to formal and non-formal education, urban life and international diplomatic areas effectively. According to Oğuz (2009), there has been a perceptible disappearance in the Turkish intangible cultural heritage elements and there has also been great loss of the diversity of cultural expression. Because many reference sources were forgotten and they were replaced by examples produced by mass culture. The negative effects of mass culture and popular cultures are visible degenerating the present generations' perceptions about recognizing, protecting, and promoting their own cultures who are distracted with present day technological and communicational domains around themselves.

In fact, it can be observed that the national culture and language elements of the communities that can make their cultural promotion turn into an effective soft power tool and use them in the international arena show popularity and effectiveness in a wide geography. That the lingua franca effect mentioned in the previous sections is felt on most nations, including today's Turkish society can be supposed to be a result of the effective promotion of both language and cultural elements of Anglo-Saxon culture. But cultural expression, cultural promotion and cultural diversity depends on the survival of the intangible cultural heritage. Here, "cultural diplomacy emerges where it is necessary to avoid conflict or assimilation of cultures, and even to create a more dominant one (Okur, Demir & Köktürk, 2021: 137). For example, a study (Çelepi, 2016) with striking results perfectly exemplifies this: in a survey applied on the university students in Turkey was resulted in a way signifying the dominance of popular foreign cultures and their elements. Participants' answers showed that mythological names like Umay and Tulpar; epic names like Oğuz Kağan and Köroğlu; story characters like Kerem & Aslı and Ferhat & Şirin; fairy tales like Keloğlan&Zümrüdü Anka were surpassed by their (mostly)Anglo-Saxon equivalents and counterparts. Results of the study also showed that they aren't mostly acquainted with cultural practices, either.

3. The Possibility of Combining Cultural Elements with Teaching Young Learners Turkish as a Foreign/Second Language

Language instruction is a domain over which the cultural reflections are provided, and also cultural transfer is realized. But in Turkey, the instruction of culture and traditional character of the community that doesn't apply in art, reflected in media, not commercialized, or not used for an economical objective has mostly been left to the instructive responsibility of the society and families. Thus, the transfer of tradition and culture can continue spontaneously but overtly in the family and in the social environment, mostly informally. Moreover, generally it is believed that the transfer or education of tradition/culture is neglected or seen trivial and unnecessary with the perception of "modernization". "But globalization has become widespread as constantly taking western culture and Christian values, but not being able to give one's own values" (Oğuz, 2001: 6).

Moreover, in studies about material preparation for teaching Turkish as a foreign/second language, "teaching methods of languages such as English, French, and German have been adopted and studies on the methods suitable for the structure and characteristics of the Turkish language have been insufficient as well"

(Demir and Aık, 2011: 52). Seemingly, related to this in the coursebooks used while the selecting reading or listening texts, the principle of appropriateness is generally ignored leading to loss of interest in reading in Turkish consequently. This underlines the fact that these elements must be more intertwined in the foreign language learning processes or in the processes of teaching Turkish to bilingual Turkish children. They should be provided with appropriate and facilitating reading materials which are supplementary to reading development activities in main courses sessions, serving as extensive reading materials at least. Thus, texts used for this purpose must be based on the analysis and interpretation in terms of comprehensiveness and comprehensibility for the target audience of learners. Because texts, in these terms, story books contribute to create specific contexts for detailed cultural representation and transfer of the traditions in Turkish community.

3.1. Communicative Skills, Pragmatic Cultural Knowledge & Children's Books

Pragmatic knowledge on the target culture prepares the learners on what to say, how to say it and when to say it, what would be appropriate/inappropriate to act according to the target language cultural norms etc. In addition to contributing to the self-esteem of the language learner, having a pragmatical background about the communicative norms motivates language learners. According to Kim and Hall (2003) who investigated the link between Korean children's participation in an interactive book reading program and the development of their pragmatic proficiency in English, children's linguistic developments in word count, expressions, and speech management traits, as measured by changes in their use of them during role-playing sessions, resulted in significant changes over a 4-month period. The findings suggest that participation in such reading programs provides opportunities for the development of at least some aspects of L2 pragmatic competence. "Communicative competence means having the necessary information to communicate with a language society and the skills necessary to use them. In other words, it requires the use of signs in the language in a meaningful and timely manner in different environments (Aktař, 2005: 90-91)."

For learners to be exposed to authentic bits of communications while acquiring communicative competence in second/foreign language teaching, the basic source is generally the course book. While the texts are usually present with helpful communicational situations, they might not be adequate most of the time. But this kind of knowledge which is necessary during the learning process, or the acquisition of any target language hints on a kind of "facilitation of pragmatic sub-skills" that could aligning the learner or making him/her realize the cultural macro and microdata of the target culture simultaneously.

In the context of the communicative adequacy on the part of the coursebooks, it would not be wrong to underline the importance of multi-faceted skill development thanks to supplementary role of children's books in teaching Turkish as a foreign or second language. Foreign language learners benefit from reading target-language literature because it provides practice in the pragmatic contextualization of linguistic expression and strengthens integrative motivation.

3.2. Text and Motivation in Second/ Foreign Language Learning

Turkish language instructors use various kinds of materials, and naturally the most prominently these materials are textbooks. But especially looking at the coursebooks used in teaching Turkish as a foreign language or the ones for instructing Turkish to bilingual kids, it is highly remarkable that the texts included in the courses are mostly and dominantly informative in character. These texts are followed by poetry, story, memoirs, and letter. Fable is mostly visible in the books for 4th and 5th graders and so are proverbs, manias, riddles, too. The following genres are listed as travels, essays, dramas, epics, interviews, etc. But it is predictable that informative texts do not appeal to interest of children of these ages (Güle & İnce, 2013: 58).

It is highly predictable that language learners are more motivated to read texts that appeal more to their interests, needs and reasons of learning the language. And these variables depend on their motivation to acquire new vocabulary, practice a tense or learn a cultural connotation while reading it. Rönqvist & Sell (1994), states that while teaching young teenage learners, instead of the texts which are simplified abridgements of canonical classics, it would be more efficient to use real teenage books. Teenage pupils positively like and want to understand these books, not least because they give access to the colloquial

language used by native-speaker teenagers. “Teenage books also meet teenagers' requirements in matters of genre, theme, and plot, and are a great asset in teaching which centres less on the text itself than on what the young reader is doing with it.” A careful selection of teenage books can offer a broader and deeper understanding of target cultures than do traditional textbooks.

For instance, in a study (Karakoç Öztürk & Destegüloğlu, 2022) concentrating on the children’s book in terms of cultural transfer, it has been determined that the frequency of the cultural elements of literature, art and music is very low in children's books. Finally, it has been determined that daily life among cultural elements takes place more in children's books compared to other elements. In another study by Morali & Öner (2019), Turkish textbooks for foreigners published by Gazi University TÖMER were analyzed with the deductive analysis technique. It has been determined that all the examined textbooks include ICH elements, but considering the number of reading texts, the ratio of ICH elements in all books is 20%.

In short, learners could be motivated with the opportunity of being introduced to the culture in different aspects of the target language society or being hinted on and making deductions about the cultural details and texts should provide them with more than probable situations they could come across in cultural concepts in daily life. Thus, children’s book designed with various physical or conceptual qualities specifically designed and written suitably for making learners come across with ICH elements will serve to this purpose.

4. The Versatility in Forms, The Probability to combine Form and Concept in Terms of ICH Elements of Turkey

After all these information presented in the study, at this point, the very problematic question could be: “What areas of life and which elements of ICH of Turkey should be included in a possible series of children’s book production? Or what type of books should they be in their tones and physical qualities?”

There are many ideas of research or specified areas concentrating on the possible topics among which cultural or traditional elements should be included in language teaching process, so researchers make different categorizations. Some researchers make categorical groupings about culture like “daily life, interpersonal relations, values and education, literature, art and music, traditions and folklore, social life, geography and space” (Okur ve Keskin, 2013), while some others depend on functional aspects communicative patterns of the culture like Brooks. He underlines that cultural factors that could be presented during language instructions could be more concentrated on greetings, farewells, conversations between friends, introducing people, words and phrases to be used in conversations according to age, gender, degree of closeness, social status, formality, questions not to be asked, traditions, games, music, telephone conversations, writing letters (Brooks, 1986). While some others agree on that history, daily life and routines, shopping, food and beverage, youth culture (fashion, music, etc.), school and education, geography, family life, social conditions, festivals, traditions, tourism and travel, business life and issues such as unemployment are the subjects that should be taught primarily to foreign language learners in the context of culture (Byram & Risager, 2007: 93). Similarly, Aslan & Ardemagi (2006: 9), groups intangible cultural heritage as music, dance, literature, theatre, oral tradition, traditional performances, social practices, handicrafts, cultural areas, religion, and rituals.

In fact, according to all these and the ones held within the body of UNESCO’s related studies, children’s books to be designed, written, and printed should also be attending to some intangible cultural heritage elements created as five main areas of cultural categorization in the convention (October 17, 2003, Article 2) contract as 1. Performing Arts, 2. Knowledge and Practices Related to Nature and the Universe, 3. Oral Lectures, 4. Social Practices, Ceremonies, Festivals, Rituals, and 5. Handicrafts. Thus, at this point, a valuable and effective establishment, UNESCO’s Intangible Cultural Heritage List could be applied to as one of the most prevailing comprehensive pile of cultural notes that could be benefitted from.

As mentioned above, foreign (especially British) children’s book publishing houses are prominently popular for their success in designing board books for children, young adolescents (flip-the-flap books, etc.), and for even younger age groups and some physical qualities have been presented with more interesting materials and techniques in children's books, especially in western world of literature. During a long span of

printing time across the globe and the emergence of different qualities serving the need for attracting the learner's attention, the diversity in the application of children's book designs new types and physical varieties in instructive components expanded. Here are some types for various age groups of children:

- Picture Books (individual stories, chapter books, series books, comic-strip style books).
- Sensorily augmented books (touch-and-feel books, fingerrails and peep through books, touchy-feely sounds book, scented or fastening activity books, bath books resistant to water or cloth books-soft books with rustling sounds etc.)
- Concept books (christmas, bible, easter, halloween, Ramadan, Eid, etc).
- Quiet (Felt) Books for very young children.
- Pop-up Books with stories dominantly depicted as visually.
- Atlas books with flip-the flaps and pop-up designs
- Flip-the-flap books with thematical or conceptual instructional designs
- Clock books equipped with a practical clock and possible related apparatus.
- Felt or magnet books.
- Chunky board books set.
- Shake, rattle and read books.
- Mix and match books.
- Board books with spinners.
- Story books with a jigsaw building block or a puzzle or press-out-and play puzzle books (toy books (books with trails and a wind-up toy, handcraft kits with instructional books for children).
- Fold-out books (Vertical Fold-outs and play scene fold-outs).
- Sound Books with Story Telling and Instructional Purposes.
- Busy-book and sliding book groups.
- Activity Books (coloring, magic painting, maze books, find-the-hidden-object or spotlight search books- sticker books- cutting books- writing (spelling) activity books, pull-the-tab books (maths), language teaching, drawing-board books, dot-to-dot books.
- Game books.
- Musical instrument books (guitar book, drum book, piano book, etc.).
- Digitally-augmented books (3-D books, non-linear story e-books, etc.)

Considering all the possible book forms, topics and combinability of ICH elements with children's books content various physical options and creating a concept for the successful interpretation and exploitation of any ICH element in the Turkey's ICH list could be possible as seen in Table 2. As can be deduced, only informative and instructive style with classical book form would not appeal to young learners when it comes to provide motivating content to supply reading material in language learning.

The ICH elements like "Meddah's Art" and "Karagöz" in the UNESCO's ICH list of Turkey were picked considering their appropriateness to children's interests and their contextual closeness to story telling content. The same approach can be repeated according to the other ICH elements regarding Turkish culture even creating a series of readers with different approaches of physical qualities in detail. The possible book versions and conceptual organization is presented below.

Table 2. Some Detailed Suggestions on How to Publish ICH Elements Into Children’s Book

ICH List of Turkey	Unesco Category	Possible Content and Contexts for Children’s Book
Arts of the Meddah, public storytellers	Performance Arts	<p>Who is a meddah? What does he do? (descriptive picture books through informative definitional approaches with facts, personas in Turkish history.</p> <p>Digitally augmented books providing audial and visual representations about the performances of meddahs could be effective in terms of attending to permanence of learnings.</p> <p>Stories depicting a Meddah telling a story in childrens books in comic-strip styles or pop-ups could be appealing to young learners.</p> <p>Activity Books (about Meddahs and their performances, clothes, sayings, etc. in form of coloring, magic painting, maze books, find-the-hidden-object or spotlight search books- sticker books- cutting books-writing (spelling) activity books, pull-the-tab books, drawing-board books, dot-to-dot books). These could be prepared for young children learning Turkish as foreign/second language.</p> <p>A flip-flap story depicting the origin of meddah, pages with details on performances, costumes, instruments meddahs uses etc. These kind of books enhance sensory learning.</p> <p>A fictional short story about the performances of meddahs taking place in present time or in the past (with senarios like characters travelling in time, present day children watching the performance of a meddah or searching the profession, etc.</p> <p>Digitally augmented books (press and listen) providing an audial and visual representations about the performances of meddahs could be effective in terms of attending to permanence of learnings) or sound books telling from a meddah performance with some other extra informative details could be effective.</p> <p>Fold-out books or other kind of busy books evolving according to the course of the story of a meddah</p>
Karagöz Shadow Play	Performance Arts	<p>Who are Hacivat and Karagöz? What kind of characteristics do they have? (descriptive picture books with definitional information about a Karagöz performance, approaches with facts, personas of Karagöz, information about Karagöz House in Bursa, the place of Karagöz as a performance type in Turkish cultural history or digitally augmented books providing an audial and visual representations about Karagöz performances could be effective in terms of attending to permanence of learnings)</p> <p>A flap story depicting the origin of Karagöz and related shadow play characters, pages with details on performances, instruments they use, content and qualities of their sayings, interesting facts about how these kind of plays emerged, were the characters real?, how do the shadow play masters speak in the game etc.</p> <p>A fictional short story about a Karagöz shadow play taking place in present time or in the past (senarios like characters travelling in time, meeting the characters in real life, or present day children being an audience in a play and trying out performing their own play).</p> <p>Digitally augmented books providing audial and visual representations about the shadow plays, or sound books like “touch and listen” concept</p>

		<p>depicting the some other extra informative details about what might happen during the on-going performances could be effective.</p> <p>Fold-out books or other kind of busy books evolving according to the course of a Karagöz story in which children can follow the course could be usefull.</p> <p>Concept books only focusing on the Karagöz shadow plays in an informative way and giving out a practical and foldable platforms and applicable cartoon characters with sticks where children can act out their own Karagöz performances.</p>
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Discussion

Motivation coming from the self-perception of the language learner that s/he has the necessary communicative competence to an extend, will increase the language learning performance. Actually, motivation is almost the key concept especially when it comes to second/foreign language learning in all skills, but especially in reading, the qualities of the texts are crucial. They must both pyhsically and conceptually appeal to young learners' perspectives on how a children's book should be, what kind of books are fun to read, usefull for learning new linguistic information, etc.

Foreign children's books (especailly from Britain and U.S.A. are eminently prevalent both with their translated and original versions in Turkish children's book publishing and almost every publishing company give them a place in their preferences of printing one way or another. But these kind of books with foreign origin, despite being highly well-prepared in terms of content and physical quality may hinder the emergence of Turkish culture visibly when used for reading purposes in second/foreign language learning.

And considering the importance of cultural transfer in second/foreign language learning, children's literature is one of the greatest tools for approaching foreign and bilingual Turkish children's cultural learnings, especially when they are about ICH of Turkey. Turkish ICH elements are not a common cultural concept reflected in children's book neither in L1 or L2/foreign language instruction. Centering ICH elements of Turkey could provide a successful promotion and cultural presentation especially if it is realized over rich physical forms with appealing qualities. When successfully embedded in physically and conceptually appropriate forms and styles according to the learning needs and interests of the learners in question as recommended in the study, in question ICH elements can be exploited as topics for effective supplementary and extensive reading materials in language learning.

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