The role of university German language textbooks in meaningful and contextualized grammar instruction

Yalçın, Ceyda [a1]

[a1]Foreign Language Teaching,
Turkey
ceydayalcin55@gmail.com

Abstract

The purpose of this study is to explore to what extent do textbooks taught in preparatory German language classes contribute to meaningful and contextualized grammar instruction. To do so, first of all, the document analysis method was used. The books taught in preparatory German language classes in Turkey were gone through. The first two volumes of *Menschen* and *Netzwerk*, which are most commonly used of these types of books, were chosen to be examined in the study. Grammar exercises in the books were evaluated methodologically using Ellis' (2002) typology. The findings demonstrated that the grammar exercises in these two books, which were taught in preparatory German language classes, were based on the inductive method; nevertheless, both books were inadequate to use original material, and the exercises in the books consist primarily of written material. When the type of exercise is examined, it has been found that exercises based on oral production are more meaning and context-oriented than exercises based on written production. In terms of meaningful and contextualized grammar instruction, it was found that Menschen book is one step ahead of the Netzwerk book due to the greater quantity of input-based exercises based on free oral production as well as discovery based exercises. In conclusion, this study revealed that the investigated textbooks contribute to meaningful and contextualized grammar instruction, but there is a greater need for exercises in the textbooks that emphasize meaning and context. Nevertheless, the study concludes that, in addition to textbooks, supplementary materials should be used in grammar instruction.

Keywords: Meaningful and contextualized grammar instruction, textbooks, preparatory German language class, grammar exercises, production

1. Introduction

Grammar instruction has always been an important part of foreign language education. Although it has been attempted to be put on the back burner in recent years in language instruction, the accurate use and comprehension of language structures is a fundamental and vital aspect of language learning. An

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[1] Corresponding author.
  E-mail address: ceydayalcin55@gmail.com

important aspect of grammar teaching is that it enables students to explore the nature of language, meaning that language consists of predictable patterns which make understandable what we have spoken, read, hear or written. We would have only individual words, sounds, pictures and body expressions to convey meaning if grammar did not exist. Grammar is the weaving that makes up the fabric (Azar, 2007).

The search for alternative and effective ways of teaching grammar in modern foreign language instruction has always been an issue on the front burner. Whatever the way and method adopted in foreign language instruction, the conclusion drawn about the teaching of grammar is that grammar instruction cannot be completely abandoned in curriculum as well as it is necessary to focus on grammar rules, especially in cases where the language is taught in a country other than the country where the foreign language is spoken (Cem, 2005, p. 9).

However, grammar knowledge in foreign language instruction programs defined by the Council of Europe (2001) is not recognized as a learning objective on its own, but as a useful tool for the development of communication skills. The focus is not linguistic analysis, but the real usage of the language in these frameworks. This understanding requires a contextual approach to grammar teaching; grammar is learned in relation to meaning making and communication situations. Therefore, it is important to link form, meaning and use in current grammar instruction (Ellis 2002, 2006; Van Patten 1996; De Keyser 1998; Calvé 1994; Larsen-Freeman 1995).

Along with the innovative approaches developed in recent years, a production-oriented method approach to grammar teaching, rather than traditional, formulaic and mechanical exercises has begun to develop. In order for this production to be managed, the student should be able to link between form and meaning. The content and structures can only be internalized when they are melting in the same pot through meaningful and contextualized grammar teaching. The basic argument for meaningful and contextualized grammar teaching is that when teaching a grammatical structure, the presentation of the rules for that structure to the student in the form of formulas and the inclusion of these rules in sample sentences presented out of context is inadequate in foreign language instruction and this type of knowledge is stored as inert information in the student's memory (Van Lier, 2002). In other words, in this type of grammar teaching, when asked about grammar rules, the student can recall and say these things, but he/she cannot transfer this knowledge from the classroom environment to real life, that is, he/she cannot use this knowledge while speaking and writing in the foreign language he/she is learning (Larsen-Freeman, 2001).

If the purpose of teaching grammar in a foreign language is determined as transferring the grammar rules into real life, that is, using these rules in order to convey a meaning in that language while communicating, a bridge between 'grammar' and 'communication' will be constructed (Cem, 2005, p. 11). Giving grammar in context will improve communication skills of students by facilitating their comprehension. Teaching grammar in context provides a meaningful framework connecting to reality in the target language (Anderson, 2005). Context provides a more precise understanding of how to use grammar and ensures accuracy in both spoken and written skills in the language studied (Wajnryb, 1990, p. 6).

Some components should be examined together for meaningful and contextualized grammar teaching. It is possible to analyze the components for meaningful grammar teaching in different methodological contexts. The study examined these components in great part on the basis of the typology developed by Ellis (2002). Ellis considers exercises in three groups: the deductive-inductive (explicit/implicit) model, course materials, and types of exercises.

If we start with the deductive and inductive models, in the deductive model, one moves from the whole to the part, and an event, situation or example is described based on some principles or rules. The student first learns the language's rules. Following learning language rules, specific situations are explained based on the rules, and a decision is made about the initial situation according to the outcome of an event or a rule (Groupe Dépermentale Maitrise de la Langue, 2008). In the inductive model, however, progress is made from the part to the whole and general rules or results are established based on examples, events, problems and specific cases. In this process, a sample is examined from many viewpoints, observed and compared with other samples, and their similar and different aspects are investigated. The general rules are then arrived at by moving from the common points of the examples. These processes help students explore grammar logic and improve their scientific thinking skills (Groupe Dépermentale Maitrise de la Langue, 2008).

There are two approaches to grammar instruction, like deductive and inductive models, that aim to teaching grammar explicitly or implicitly. Explicit grammar instruction emphasizes teaching grammar rules in a purposeful manner in order to make effective and accurate use of language content. Explicit grammar teaching represents the grammar-translation method in traditional grammar teaching. This approach can enable students to gain a deeper understanding of grammar elements (Ling, 2015, p. 557). Explicit grammar teaching adopts a deductive approach according to these characteristics. Implicit grammar teaching, instead, is a teaching method that emphasizes that students should learn grammar naturally through situational scenes while learning grammar. Implicit grammar teaching is also known as the heuristic method, which mainly adopts the inductive thinking method and encourages grammar rules with the communicative use of language (Ling, 2015, p. 557).

The quality of materials and equipment used in the course is another component which should be taken into considerations in meaningful and contextualized grammar teaching. Material evaluation (Ellis, 2002) is discussed in three subcategories: the dimension that examines whether the text in the books is original (authentic) or contrived; the dimension that investigates whether the texts are composed of discrete sentences or continuous text; and the dimension that examines texts are which of the written, oral and visual materials based on.

The type of exercises is also a significant component in the implementation of meaningful and contextualized grammar instruction. Ellis also discusses exercises in three subcategories: production, reception, and judgment. Production means that students should produce outputs containing the target structure; reception refers to inputs that students need to demonstrate their comprehension of sentences containing the target structure; and judgment means that students need to determine whether sentences containing the target structure are grammatically correct.

Teachers are responsible for the methodology in meaningful and contextualized grammar instruction. They make use of a variety of instructional materials while conveying the content of the course. A dynamic language lesson is the result of a co-production in interaction with the teacher, students and materials (Allwright, 1981). Similarly, Crewe (2011) also argues that the teaching-learning experience generally involves three key components: students, teachers and instructional materials. Textbooks are most prominent of these instructional materials. Textbooks, as well as the most widely used and recognized instructional materials and tools, serve as facilitators and play a major role in foreign language education (Sercu, 2005). The textbook can empower the teacher to mediate learning and teaching content while also providing students with a measurable record of study and learning (Haycroft, 1998). Textbooks play an important role in foreign language instruction and guiding teachers. In this regard, textbooks are important in that they address students, that their content is rich and up to date and that they are of good quality and suitable for language pedagogy.

Nunan (1998, p. 102) points out that grammar is mostly presented out of context in textbooks. Students are given isolated sentences that they are expected to internalize via exercises. These exercises are designed to provide students with mastery; however they only serve the function of developing procedural skills, unless they provide students with the opportunity to explore grammatical structures in context. Thus, using the language for communication becomes more difficult than it should be. Since learners are not given the opportunity to see the systematic relationships that exist between form, meaning and use.

According to Neuner (1995, p. 292), on the other hand, the materials in the textbook should be developed in accordance with the characteristics of the teaching and learning process. These characteristics are factors that can vary depending on a variety of factors such as the target group's mother tongue, age, learning styles, various experiences and learning habits of the learners. However, it is known that the textbooks used in foreign language instruction in Turkey are mostly imported sources. Imported textbooks are resources that are developed for a broad audience and do not take into consideration the differences between target groups. Localized textbooks, on the other hand, are localized versions of imported books adapted for the target group (Ünver& Genç, 2009, p. 321-322). To what extent imported textbooks meet the needs of students in Turkey and how compatible they are with their learning styles is another matter.

The purpose of this study is to explore to how useful the basic German language textbooks included the curriculum of the preparatory German language classes at universities are in providing meaningful and contextualized grammar instruction to students. There has been no study investigating grammar exercises in the textbooks taught in preparatory German classes in Turkey. In this sense, the research is significant in terms of determining what extent do German textbooks support meaningful and contextual grammar instruction. In the study, the two books named *Menschen-Deutsch als Fremdsprache* and *Netzwerk-Deutsch als Fremdsprache*, which are among the most commonly taught books in preparatory German classes in Turkey were discussed and examined. Accordingly, it is aimed to answer three sub-problems based on a basic research question:

1) To what extent do grammar exercises in German foreign language teaching textbooks provide meaningful and contextualized grammar instruction?
   a) Which inductive or deductive model has given more weight in textbooks?
   b) How suitable are the materials and texts in textbooks to provide authentic teaching?
   c) To what extent do the grammar exercises in the textbooks contribute to meaningful and contextualized grammar instruction?

1.1. Literature review

There are studies that discuss the textbooks used in foreign language instruction and German language teaching in Turkey in different aspects. For example, Ataş (2020) obtained some results in his study, in which he investigated teacher opinions about imported and local textbooks used in foreign language instruction. Accordingly, it was demonstrated that a high proportion of the teachers participating in the research, find existing local foreign language textbooks insufficient and hence used imported textbooks. Factors such as spelling, grammar and content errors, challenges in conveying the cultural characteristics of the target language, and inadequate activities to improve verbal communication skills are among the causes.

Genç& Ünver (2012) investigated the texts in the textbooks written for teaching German in Turkey from past to present. As a result of the study, it was found that the methods on which the texts in some books are based are insufficient for teaching. Ünver& Genç (2013) conducted another study in which they discussed the teachers' views on visualization in German textbooks. According to the results of the

research, it was found that the visual elements in the books taught in German as a foreign language have a positive effect on foreign language learning areas. In another study on textbooks, Çelik (2014) compared the vocabulary used in German and Turkish language A1 and A2 level textbooks.

Tapan (1986) also touched upon grammar comprehension in secondary school German language textbooks in her study, which she evaluated over all these books. Accordingly, grammar is not explained to the students one by one in the books. Students learn grammar by inductive method based on example sentences. Similarly, Dolaş (2016), who touched upon the subject of grammar in German textbooks in her study, which delved into grammar teaching in local German textbooks based on communication. In this study, the grammar in the textbooks was examined in terms of the sequence of the grammar rules, the presentation of the grammar, its design and exercises, and was supported by examples from the books. As a result of the research, many linguistic and structural errors were found in the local textbook called *Deutschstube*, which is used in grammar teaching in Turkey. It has also been found that the textbook does not include some concepts and explanations in the mother tongue, as well as comparisons of grammatical structures between languages. Üstün& Tanrıkulu (2021) statistically analyzed the local German textbook named *Netzwerk A1-Deutsch als Fremdsprache* in terms of four basic language skills, vocabulary and grammar activities. According to the results of the assessment, it was found that the grammar activities and exercises in this textbook had the lowest rate of 11% when compared to the other exercises. The cause for this has been demonstrated to be the prevalent idea that the language itself rather than the rules should be taught, in conjunction with modern approaches in foreign language instruction.

As it is seen, there are studies that discuss German language textbooks from various points of view. There is, however, no study that delves into grammar teaching and exercises in German textbooks in a methodological sense. Similarly, no study has been discovered that investigate meaningful and contextualized grammar instruction in textbooks in university preparatory German language classes.

2. Method

Textbooks are the most frequently used guiding materials by teachers in foreign language instruction. Although supplementary materials are used in the teaching process in addition to the textbook, textbooks are the most commonly referenced sources. That is why it is evident how important it is to choose the suitable textbook for the target group in language classes. Despite the significance of textbooks, it is seen that there is no study has been conducted that systematically investigates grammar teaching in German language textbooks used at the beginner level in universities in Turkey. The study investigated the textbooks named *Menschen-Deutsch als Fremdsprache* and *Netzwerk-Deutsch als Fremdsprache*, which are the most commonly, taught books in preparatory German language classes at universities in Turkey. General information about these two textbooks is given in Table 1.

Table 1. Textbooks for preparatory German language classes

Textbook	Authors Publisher

Menschen-Deutsch als Fremdsprache (A 1.1/A 1.2)	Sandra Evans Angela Pude Franz Specht	Hueber
Netzwerk-Deutsch als Fremdsprache (A1.1/A1.2)	Stefanie Dengler Paul Rusch Helen Schmitz Tanja Sieber	Langenscheidt

The book *Menschen-Deutsch als Fremdsprache* is intended for adults and young adults. The book is divided into three volumes (A1, A2, B1) or six volumes (A1.1, A1.2, A2.1, A2.2, B1.1, B1.2). Volumes A1.1 and A1.2 were chosen for examination in this study because the textbooks are structured similarly. Aside from the book, there are many supplementary resources available including a workbook, DVD-ROM, audio CDs and beneficial internet resources. However, only textbooks will be examined in the study. The book's two volumes (A1.1/A1.2) are grouped into four modules of three lessons each. Each module consists of three lessons and there are 12 lessons in total in one book (Evans, Pude& Specht, 2012).

The book *Netzwerk-Deutsch als Fremdsprache*, on the other hand, is a resource for both adults and young people. The book consists of three volumes (A1, A2, B1) or six volumes (A1.1, A1.2, A2.1, A2.2, B1.1, B1.2). Volumes A1.1 and A1.2 were chosen for examination in this study. The source actually consists of five parts; a textbook, a workbook, a teacher's manual, intensive trainer A1 and test booklet A1. In this study, only textbooks will be investigated. Books A1.1 and A1.2 each consist of 6 chapters. The textbook and workbook are combined into a single source in this book. The second half of the book is the workbook. However, only the chapters containing the textbook were investigated in this study (Dengler, Rusch, Schmitz &Sieber, 2011-2012).

2.1. Data collection procedures

Document analysis method was primarily used in the examination of the textbooks. Document analysis (Corbin & Strauss, 2008) is a systematic method used to examine and evaluate all documents, both printed and electronic materials. Document analysis, like other qualitative research methods, necessitates the examination and interpretation of data in order to make sense of it, build an understanding of the relevant subject, and develop empirical knowledge. In the study, the textbooks taught in preparatory German language classes in Turkey were initially explored, and the grammar exercises in them were investigated by choosing the two most commonly taught textbooks.

The A1.1 and A1.2 volumes of the *Menschen-Deutsch als Fremdsprache and Netzwerk-Deutsch als Fremdsprache* textbooks are examined separately in both books. At the beginning of each module in the textbooks, brief information about the grammar topics of the relevant unit is provided. However, grammar exercises are briefly shown in colored table when it comes to grammar exercises within the modules. First and foremost, all grammar exercises in the modules were marked, numbered and recorded in the study. These exercises were then thoroughly analyzed methodologically.

The typology developed by Ellis (2002) was heavily used in the methodological examinations of grammar exercises. Ellis' typology considers grammar exercises in three stages: *explicit description, data and operations*. Ellis checks whether the exercise provides an explanatory text to student at the grammar point (a deductive approach) or whether the students develop these explanations on their own (an inductive approach) (Ellis, 2002). In the present study, however, when the exercises are being handled, the implicit definition statement is also included in addition to Ellis' explicit definition statement since it is regarded to be more objective because it is impossible to judge whether the grammatical rules are given clearly or not in the exercises in the books without examining them. For

this reason, the exercises are examined at this stage in the context of bilateral, explicit-implicit or deductive-inductive models.

The *data* category denotes the nature of material used. This category, according to Ellis (2002), has three more subcategories: these are the category that refers to whether the material is authentic or contrived; the dimension of whether the texts are consists of discrete or continuous sentences, and the part on which the texts are based on written or oral sources. Aside from written and oral materials, the visual material dimension was also included in the study. Because it is believed that visuality is given importance in current textbooks. In addition, a dimension consisting of a combination of written, oral and visual materials was also included to the research.

Finally, the *operations* category addresses the type of activity that students are required to perform. There are three subcategories in Ellis' typology: *production* which means that students have to produce outputs containing the target structure; *reception* which refers to input-based activities in which students are required to demonstrate that they understand sentences containing the target structure; and *judgement* which means that students are required to identify whether sentences containing the target structure are grammatically correct (Ellis, 2002). In the present study, this category is discussed under two main titles as production-based exercises and input-based exercises. There are different subtypes under these main titles depending on the types of exercises in the books.

3. Results

The findings are discussed in the study under different titles in the context of the methodological analysis for grammar exercises. Accordingly, firstly, Table 2 illustrates whether the books contain deductive (explicit) or inductive (implicit) exercises, as well as the ratios for each. In Table 3, the exercises are addressed in three stages (type of source, type of text and medium). The number of exercises for which there is no data on these stages is also given in this table. In Table 4, the types of exercises are evaluated under two main titles as production-oriented and input-oriented activities. Different sub-genres pertaining to these two main titles are shown in the table with their ratios based on the features of the exercises in the textbooks.

Table 2. Classification according to explicit or implicit definition

	Menschen A1.1		Menschen A1.2 A1.1		Netzwerk		Netzwerk A1.2	
Text	%	N	%	N	%	N	%	N
Deductive/explicit	% 4	3	% 5	3	% 2	1	% 2	1
Inductive/implicit	% 96	82	% 95	56	% 98	64	% 98	64
Total	% 100	85	% 100	59	% 100	65	% 100	65

Looking at the ratios in Table 2, it is seen that Menschen A1.1 and A1.2 books with 96% and 95% rates, and Netzwerk A1.1 and A1.2 books both with 98% have inductive exercises. Grammar topics are provided by tables in both books. However, it has been found that the grammar rules are rarely explained. Students were directed to discover the grammar rules themselves or consult the tables. To a considerable extent, no explanatory text on grammar rules were presented, and the rules were given more implicitly in both textbooks. In both books, it was found that only in a few exercises grammatical rules were explained in German and in short form. It has been observed that the two textbooks rarely based on a deductive model and instead heavily follow an inductive approach.

Table 3. Classification in term of source type, size and medium

	Menschen A1.1		Menschen A1.2		Netzwerk A1.1		Netzwerk A1.2	
Source	%	N	%	N	%	N	%	N
Contrived	% 95	81	% 100	59	% 95	62	% 98	64
Authentic	% 5	4	-	-	% 3	2	% 2	1
No sample	-	-	-	-	% 2	1	-	-
Total	% 100	85	% 100	59	% 100	65	% 100	65
Text size	%	N	%	N	%	N	%	N
Discrete	% 100	85	% 95	56	% 86	56	% 80	52
Continuous	-	-	% 5	3	% 12	8	% 11	7
No sample	-	-	-	-	% 2	1	% 9	6
Total	% 100	85	% 100	59	% 100	65	% 100	65
Medium	%	N	%	N	%	N	%	N
Written	% 80	68	% 75	44	% 72	47	% 78	51
Oral	-	-	-	-	% 2	1	% 3	2
Images	-	-	% 5	3	% 3	2	% 5	3
Combinations	% 19	16	% 20	12	% 18	12	% 11	7
No sample	% 1	1	-	-	% 5	3	% 3	2
Total	% 100	85	% 100	59	% 100	65	% 100	65

Table 3 illustrates the proportions of the texts examined in the books in terms of quality, size, and genre. As a result, the grammar exercises of Menschen A1.1 (95%) and Menschen A1.2 (100%) are primarily based on authentic and contrived material. Similarly, it was found that most of the materials used in Netzwerk A1.1 (95%) and Netzwerk A1.2 (98%) books were contrived rather than authentic.

The text dimension, which is the second step in the evaluation, revealed that almost all (100%-95%) discrete sentences were used in the Menschen book's grammar exercises. On the other hand, despite Netzwerk prefers discrete sentences mostly (86%-80%), it was found that 12% on average of continuous sentences was used in grammar exercises in both volume of the book. Netzwerk book contains more continuous sentences examples for grammatical exercises than Menschen book.

When it comes to the text type, which is the third step, it has been found that written material is used in the exercises of the Menschen series at the rate of 80% and 75%, while 72% and 78% is preferred in the Netzwerk series. On the other hand, it was found that no oral material was used in Menschen books, and similarly that only a few exercises in Netzwerk books contained verbal material.

When looking at the use of pictures and images etc. in books, it was found that the rate of image use is 5% in the second series of the Menschen book and 3% and 5% in the Netzwerk series. There are also exercises in the books that combine pictures and text. The Menschen series contains an average of 20% of these combination exercises. Netzwerk also has a similar profile to the Menschen book in that it uses combined material with 18% and 11%. Besides these, it was found that materials were not used in a few exercises in both books. In these exercises, only the type of activity should be undertaken is specified. In the most general sense, it was found that written materials were mostly used in both textbooks.

Table 4. Classification according to types of exercises

	Menschen A1.1	Menschen A1.2	Netzwerk A1.1	Netzwerk A1.2
Productive activities				

Written	%	N	%	N	%	N	%	N
Completion	% 16	7	% 7	2	% 14	5	% 3	1
Free written prod.	% 14	6	% 33	10	% 14	5	% 21	6
Jumbled word	% 2	1	% 3	1	% 3	1	% 3	1
Transformation	-	-	-	-	% 3	1	-	-
Total	% 32		% 43	13	% 33	12	% 27	8
14								
Oral	%		%	N	%	N	%	N
N			% 23	7	% 47	17	% 62	18
Controlled	% 41		% 33	10	% 19	7	% 11	3
18			% 57	17	% 67	24	% 73	21
Total productive act.	% 52		% 51	30	% 55	36	% 45	29
Receptive activities	%		%	N	%	N	%	N
Find rules	% 41		% 62	18	% 69	20	% 33	12
17			% 7	2	% 3	1	% 33	12
Listening comp.	% 32		% 17	5	% 21	6	% 11	4
13			% 14	4	% 7	2	% 22	8
Reading comp.	% 20		-	-	-	-	-	-
8								
Total recep. act.	% 48		% 49	29	% 45	29	% 55	36
Total	% 100		% 100	59	% 100	65	% 100	65

Grammar exercises in the textbooks are shown as major and sub-types in Table 4. When looking at the written exercises from the production-oriented exercises; it was found that there are several types of exercises including *completio*n, *mixed words*, *translation* and *free written production*. Based on the rates in the table, the most common type of exercise for both textbooks is *free written production* followed by *completion* activities. Activities with *mixed words* are on average 3% for both books. While *translation* exercises were found in only one exercise in the Netzwerk series, no such activity was found in the Menschen book. The handling of written exercises in the two books is in a similar profile with 32% and 33%.

When it comes to oral practices from production-oriented exercises, these practices are classified into two sub-types as *controlled* and *free*. There are more exemplary dialogue and activities based on a text in controlled oral practice. When the books Menschen and Netzwerk were compared, it was found that both books mostly included controlled oral practices. Netzwerk, however, contained a greater number of controlled oral practice activities than the Menschen book. Exercises based on free oral production, on the other hand are higher than Netzwerk with 33% and 27% in the Menschen textbook. The overall average of production-oriented exercises in the books was found to be similar to each other, with 52% (Menschen) and 50% (Netzwerk) rates.

Table 4 shows the sub-types of input-based activities, which include various activities such as *finding the rule*, *listening comprehension*, *reading comprehension*, *comparing structures and translation* (German-Turkish). The most prevalent type of exercise in both books is *finding the rule* from the input-based activities. While this type of exercise is found at the rates of 41% in Menschen A1.1 and 62% in Menschen A1.2, this rate is 69% in Netzwerk A1.1 and 33% in Netzwerk A1.2. It has been found that the distribution of listening comprehension exercises is different in different volumes of the books. This rate is higher in the first volume of the Menschen book and the second volume of the Netzwerk book, with an average of 33%. The two textbooks have a similar distribution of reading comprehension exercises. For two textbooks, this type of exercise averages close to 20%. *Compare structures type* exercises are less in number compared to other exercises. While this rate was 2% in Menschen A1.1 and 14% in Menschen A1.2, this type of exercise was identified at 7% and 22% in Menschen A1.2 in

Netzwerk A1.1 book. Only a few (2) exercises in the first series of the Menschen book included *Translation (from German to Turkish)*. When we consider the number of input-based activities in general, this rate was found to be 49% on average in the Menschen textbook and 50% on average in the Netzwerk textbook.

4. Discussion

The purpose of this study is to assess the grammar exercises in German publisher's books, which have been taught in preparatory German language classes in Turkey, using the typology of Elis (2002). These two textbooks show general similarities in terms of methodological approach, use of materials and types of exercises. However, some differences between the exercises in the two textbooks have also been identified in terms of meaningful and contextualized grammar instruction.

The first assessment criterion is concerned with the approach adopted in grammar exercises, which was either deductive/inductive or explicit/implicit. Both Menschen and Netzwerk textbooks are clearly based on the inductive approach. Grammar topics are presented in small tables adjacent to the exercises, but they are not explained. Only brief explanations in German language are provided beside just a few exercises. Grammar exercises are implicit in both textbooks and students are required to find the rules on their own in the exercises.

In both books, the use of contrived material takes precedence over the use of original and authentic material in terms of the characteristics, size, and type of text on which the exercises are based. The use of original material content is almost non-existent. Only a few grammar exercises, largely game-based exercises, are found to provide original material in two books. Looking at the text size, grammar exercises are mostly based on discrete sentences in both books. The use of continuous sentence in the Menschen book is almost non-existent, whereas the Netzwerk book includes more continuous sentence in grammar exercises. The exercises in both books, on the other hand, are largely based on written material. It is remarkable that the use of oral material in books is quite rare. Although CD's are used in addition to textbooks during instruction, they are mostly considered as written and tangible materials. When looking at the use of visual material in grammar exercises, the use of pictures as visual material comes to the fore in only a few exercises in both books. When it comes to grammar exercises in which materials are combined, exercises that combine writing and pictures stand out the most. On the other hand, it was noted that in a few exercises, no material is used and just what kind of activity should be done is indicated in both books.

In terms of exercise types, to begin with, the first series of Menschen has more grammar exercises than the second series. In general, the Menshen book contains more grammar exercises than the Netzwerk book. The exercises in both books encourage students to speak German and acquire common expressions. When the types of exercises and their contents are evaluated, the written exercises are more prominent among the production-oriented activities in the Menschen book than in Netzwerk, albeit the difference is minor. The written exercises in the books are mostly *completion* activities, followed by exercises such as *free written production*, *jumbled words*, and *translation*. There is no need to completely comprehend the expressions and the target language in such activities. It is sufficient to find the right answer. While comprehending the context is important in these written activities, these exercises focus less on comprehension and use. *Free written production* exercises, among them, are more usage-oriented activities since students are required to produce their own sentences. This type of exercise is found 10% more frequently in the Menschen book than it does in the Netzwerk book.

When it comes to exercises based on oral production, it is worth noting that oral production activities are more than written production in both books. Grammar instruction is provided in both books by

directing the exercises through a variety of channels. In other words, grammar topics are reinforced by presenting them first in the written exercise and subsequently in the oral exercises. The exercises include games and active practices, as well as joint studies and dialogues. However, there are differences between controlled production and free production in activities based on oral production in the two textbooks. Netzwerk provides exercises based more on controlled oral production. This majority of exercises are based on creating similar conversations based on existing dialogue and patterns. Giving activities like role-playing and games in strict patterns for example, does not result in a real communication. In this regard, it has been found that there are more in-depth exercises for free oral production in the Menschen book compared to Netzwerk. Such practices are exercises that should to be addressed in order to increase communicative depth. Students are forced to explore more and produce their own sentences in these activities. The student is expected to comprehend the content and convey it to the other party and which results in real communication emerges. It is seen that activities based on free oral production are exercises that prioritize meaning and use. At this point, the grammar exercises for oral production in the Menschen book focus more on context and usage-based grammar teaching than Netzwerk.

There is also a considerable amount of input-based exercises in the two textbooks. The ratio of input-based activities in both books is quite close to the percentage of production-oriented exercises. While the sub-types of input-based exercises are close to each other in the books, there are differences in their contents and characteristics. While the evaluation of production-oriented activities is clearer in terms of context and meaning, there are some distinctions in this sense in input-based exercises as well. For example, finding the rule exercises is the most common type of exercise among input-based activities in both books. When reviewed, however, the majority of the rule-finding exercises in the Netzwerk book are focused on finding/extracting etc. the rules literally from the current written text. These are exercises that do not force the student to explore too much. The number of such exercises in Menschen book, on the other hand, is limited, whereas the number of exercises found by students through exploring and searching the rule themselves is large. In this regard, the Menschen book is mostly based on contextualized and meaningful grammar instruction in input-based activities.

5. Conclusions

In the present study, the extent to which the textbooks taught in preparatory German language classes contribute to the meaningful and contextualized grammar instruction was investigated. The grammar exercises in the Menschen and Netzwerk books, which are the most widely taught sources, were assessed in terms of methodological approach, source and types of exercise. As a result of the research, it has been found that both books are based on the inductive approach as a methodological approach and the grammar rules are not explicitly stated. In this regard, both books demonstrate an attitude differ far from the traditional approach. When the books content is considered as a source, a similar profile applies except for small differences. The original material in both books is relatively infrequently used. On the other hand, although the use of continuous text in the Netzwerk book is one step ahead of the Menschen book, the grammar exercises in the two books are generally given in discrete texts. Moreover, the grammar exercises in the books are mostly based on written material and the use of oral material is very limited. While there are several exercises combining images and writing, the number of these exercises in the two books is close to each other.

There was no apparent difference between books in terms of exercises type and variety. However, some differences were noted in terms of the content and nature of the exercises. The exercises based on oral production have substantially higher proportion than the written production exercises in both books. It was found that grammar exercises for written production are less meaningful and context-oriented exercises. However, the research has also revealed that there are differences between the books in terms

of content in exercises based on oral production. In the Menschen book, there are more free oral production exercises than in the Netzwerk book. These exercises are more meaning and context-oriented, as they prioritize exploration, authentic production, and real communication. The proportion of input-based exercises in the books is close to each other. However, in terms of content, it has been determined that the input-based rule discovery exercises in the Menschen book necessitate a greater focus on context and meaning than the Netzwerk book.

In summary, it was found that the Menschen and Netzwerk textbooks taught in preparatory German language classes contain exercises that support meaningful and contextualized grammar teaching, but not all exercises are contextual and meaning-oriented. Moreover, it has been found that there is a need for developments regarding the lack of the use of original materials in the books. In spite of these data and comparisons of the two textbooks, it is not clear how grammar is taught in the classroom, because it is necessary to assess the teaching as a whole. This whole involves the teacher, methods and supplementary materials. To achieve meaningful and contextualized grammar instruction, some teachers can supply this by including various materials and tools or production-based activities in the teaching process. For this reason, grammar instruction is not limited to textbooks only.

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Anlamlı ve Bağlamsal Dilbilgisi Öğretiminde Üniversite Almanca Ders Kitaplarının Rolü

Özet

Bu çalışma, Almanca hazırlık sınıflarında okutulan ders kitaplarının anlamlı ve bağlamsal dilbilgisi öğretimine ne ölçüde katkılar sağladığını araştırmayı hedeflemiştir. Bunu yaparken öncelikle doküman analizi yönteminden yararlanılmıştır. Türkiye'de Almanca hazırlık sınıflarında okutulan kitaplar taranmıştır. Çalışmada incelemek için bu kitaplardan en yaygın olarak okutulan *Menschen* ve *Netzwerk* isimli kaynakların ilk iki cildi seçilmiştir. Kitaplardaki dilbilgisi alıştırmaları, metodolojik olarak Ellis (2002) tarafından geliştirilen tipoloji kullanılarak değerlendirilmiştir. Bulgular, Almanca hazırlık sınıflarında okutulan bu iki kitaptaki dilbilgisi alıştırmalarının tümevarım metoduna dayandığını, ancak özgün materyal kullanımında iki kitabın da yetersiz kaldığını ve kitaplardaki alıştırmaların çoğunlukla yazılı materyalden oluştuğunu göstermiştir. Alıştırma türü açısından incelendiğinde, sözlü üretime dayalı alıştırmaların yazılı üretime yönelik alıştırmalara göre daha anlam ve bağlam odaklı olduğu tespit edilmiştir. Menschen kitabında serbest sözlü üretime ve aynı zamanda keşfe dayalı girdi temelli alıştırmaların sayısı daha çok olduğundan, anlamlı ve bağlamsal dilbilgisi öğretimi açısından Netzwerk kitabına göre bir adım önde olduğu belirlenmiştir. Sonuç olarak araştırma, incelenen ders kitaplarının anlamlı ve bağlamsal dilbilgisi öğretimine katkı sağladığını, ancak ders kitaplarında anlam ve bağlamı öne çıkaran alıştırmalara daha fazla ihtiyacın olduğunu göstermiştir. Bununla birlikte çalışma dilbilgisi öğretiminde ders kitaplarının yanında ek materyaller kullanılması gerektiği sonucuna varmaktadır.

Anahtar sözcükler: Anlamlı ve bağlamsal dilbilgisi öğretimi, ders kitapları, Almanca hazırlık sınıfı, dilbilgisi alıştırmaları, üretim.

AUTHOR BIODATA

Dr. Ceyda YALÇIN is a graduate of the German Language and Literature Department of Selçuk University. She completed her MA at the same department of Selçuk University. She worked at German Language Teaching Department of Ondokuz Mayıs University as a research assistant for 7 years. She completed her Ph.D. at the same department of Ondokuz Mayıs University. Her interest areas are language teaching, teaching German language skills and linguistics.