MULTICULTURAL ELEMENTS IN AN ELT COURSEBOOK SERIES: *NEW LANGUAGE LEADER*

İrem Simge Gencer

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MASTER'S THESIS
Department of Foreign Languages Education
English Language Teaching Programme
Advisor : Asst. Prof. A. Nejat Töngür

İstanbul
T.C. Maltepe University
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JÜRİ VE ENSTİTÜ ONAYI

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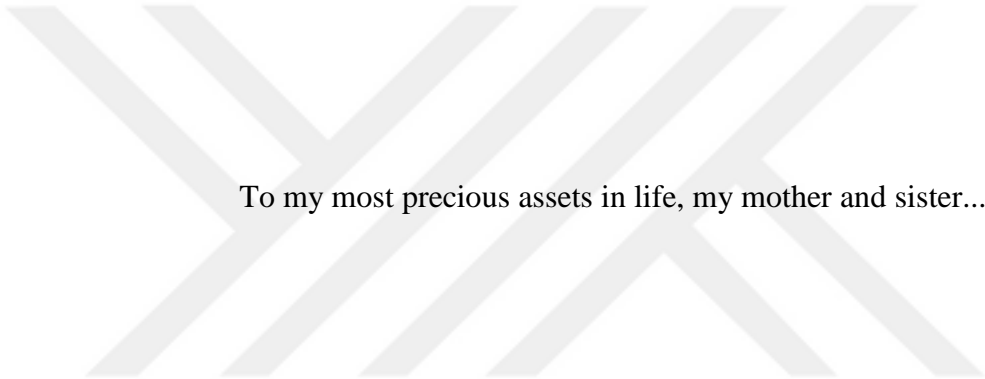
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İrem Simge Gencer

DEDICATION

To my most precious assets in life, my mother and sister...

ACKNOWLEDGEMENTS

ÖZ

BİR İNGİLİZCE ÖĞRETİMİ DERS KİTABI SERİSİNDEKİ ÇOK KÜLTÜRLÜ ÖĞELER: *NEW LANGUAGE LEADER*

İrem Simge Gencer
Yüksek Lisans Tezi
Yabancı Diller Eğitimi Anabilim Dalı
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Bu çalışma bir İngilizce öğretimi ders kitabı serisi olan New Language Leader'ın çok kültürlü öğeleri kapsayıp kapsamadığını anlamak için ortaya konulmuştur. Bu amaçla *NLL*'in ilk iki ders kitabı olan Elementary ve Pre-Intermediate kitapları çok kültürlülük açısından incelenmiş ve bu kitaplarda yer alan çok kültürlü öğeler konularının ilgili oldukları çeşitli noktalarda listelenerek tanımlanmıştır. Konuyla alakalı alt başlıklar altında toplanarak elde edilen örnekler sonuç bölümünde detaylı bir şekilde açıklanmakta ve ayrıca çalışmanın sonunda ekler bölümünde gösterilmektedir.

Çalışmada dil öğrenimi ve öğretimi sürecinde çok kültürlülüğün rolü ve araştırma için seçilen ders kitaplarında çok kültürlü öğelerin nasıl sunulduğu temel konular olarak göz önünde bulundurulmaktadır. Bu bağlamda kapsamlı bir literatür taraması yapılmaktadır. Bu bölüm pek çok araştırmacı tarafından yapılan birkaç tanım yardımıyla tek kültürlülük ve çok kültürlülük arasındaki farkı vurgulamaktadır. Bunun yanı sıra, dil öğretimi ve kültür arasındaki ilişki üzerinde durulmaktadır. Dil öğretimi ders kitaplarındaki çok kültürlü öğeler aracılığıyla kültürel farkındalığı geliştirme ele alınan bir başka husustur.

Sonuç olarak nitel bir araştırma yöntemi ışığında yapılan bu tez çalışması, bahsedilen iki kitabın çok kültürlü bir bakış açısını benimsediğini ve çok sayıda çok kültürlü öğe içerdiğini göstermektedir. Buna ek olarak, çalışmanın sonuçları kitaplarda verilen çok kültürlü öğelerin farklı türde alıştırmalar, okuma parçaları ve etkinlikler içinde yansıtıldığını belirtmektedir. Ders kitaplarında tek kültürlü bir öğretimden çok kültürlü bir anlayışa geçiş olduğu açıkça görülmektedir. Bu sebeple, bu tez çalışmasının dil eğitimi için kullanılan ders kitapları içerisinde çok kültürlü öğelerin yeri ve önemi hakkında faydalı bilgiler sağlayacağı düşünülmektedir.

Anahtar Sözcükler: Kültür, Tek Kültürlülük, Çok Kültürlülük, Kültürel Farkındalık.

ABSTRACT

MULTICULTURAL ELEMENTS IN AN ELT COURSEBOOK SERIES: *NEW LANGUAGE LEADER*

İrem Simge Gencer
Master's Thesis
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This study has been set forth to study out whether *New Language Leader (NLL)*, which is an English language teaching (ELT) coursebook series used to teach English as a foreign language (EFL), covers multicultural elements. With this aim, the first two coursebooks of *NLL*, Elementary and Pre-Intermediate books are investigated in terms of multiculturalism, and multicultural elements included in these books are described by listing them in various landmarks their topics are related to. The obtained samples gathered under these relevant sub-headings are explained in detail within the part of results and shown at the end of the study in the Appendices part as well.

In the study, the role of multiculturalism in the process of language learning and teaching and how multicultural elements are presented within the selected coursebooks for the research are taken into consideration as the main issues. In this respect, a comprehensive literature review is done. This part puts an emphasis on the difference between monoculturalism and multiculturalism with the help of several definitions made by many researchers. Moreover, the relationship between culture and language teaching is urged upon. By means of multicultural elements in language teaching coursebooks, developing cultural awareness is another aspect to deal with.

As a consequence, this thesis study which is completed in the light of a qualitative research method shows that the mentioned two coursebooks adopt a multicultural perspective and involve a wide range of multicultural elements. In addition, the results of the study indicate that multicultural elements presented within the books are reflected in different types of exercises, reading texts and activities. It is obviously seen that there is a transition from a monocultural teaching to a multicultural perception in the coursebooks. Therefore, this thesis study is thought to provide useful information about the place and importance of multicultural elements in coursebooks used for language education.

Keywords: Culture, Monoculturalism, Multiculturalism, Cultural Awareness.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF ABBREVIATIONS

ELF : English as a Lingua Franca

EFL : English as a Foreign Language

ESL : English as a Second Language

ELT : English Language Teaching

NLL : New Language Leader

CLL : The Communicative Approach or Communicative Language Teaching

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2018 – Revisiting the Activities for Multiple Intelligences
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CHAPTER 1. INTRODUCTION

1.1 Statement of the Problem

Language has always become a need for people so that they could communicate with each other. There have been many definitions for it. Sirbu (2015) states that "Language is essentially a means of communication among the members of a society" (p.405) whereas, according to Patrikis, language is basicly defined as "signs that convey meanings" (as cited in Tran, 2010, p.4). Language is also described as "a system of signs that is seen as having itself a cultural value" (Kramsch, 1998, p.3). It can improve understanding and also cultural awareness among people.

There are many languages in the world and it is almost impossible to speak all languages. This can limit communication with people who can only speak their own language. However, English is accepted as an international language, lingua mundi and Lingua Franca (ELF) in many contexts. Because it is commonly spoken, it functions as a mutual communication tool. Therefore, learning English as a Foreign Language (EFL) or English as a Second Language (ESL) gains more importance.

In particular, students try to develop their language skills at school. While language is taught by teachers, various materials can be used but the basic one is teaching with coursebooks. Accordingly, Richards and Schmidt (2002) regard coursebook as "a book on specific subject used as a teaching learning guide, especially in a school or college, often part of a graded series covering either multiple skills or dealing with a single skill" (p.550).

Foreign language coursebooks reflect both language skills and cultural dimensions. So, students can have an idea about cultural knowledge of different nations without inhabiting any foreign country. Culture is a broad term to describe. It refers to "areas of inquiry into human societies, groups, systems, behaviors, and activities" (Hinkel, 1999, pp.1-7). In addition, it has a strong relation with language. Mitchell and Myles (2004) argue that "language and culture are not separate, but are acquired together, with each providing support for the development of the other" (p.235).

Coursebooks, literary texts and exercises within books might function as alternatives to support teaching of culture of the country whose language is being taught. Teachers can guide students in order to represent different values of cultures. Gao (2006) states that "foreign language teachers should be aware of the place of cultural studies in foreign language classroom and attempt to enhance students' cultural awareness and improve their communication competence" (p.59).

Because culture is a tool for teaching a foreign language, there should not only be the transfer of cultural knowledge directly but also the reflections of various cultures should take place in the coursebooks so that students can have a chance to practise the target language and they can improve an effective interaction with the culture of the target language. When language teaching is integrated with its culture, students can express themselves appropriately by having the knowledge about the culture of the target language.

When coursebooks are reviewed, a transition from teaching monocultural elements to multicultural ones is easily spotted. Monoculture is defined as "a culture dominated by a single element: a prevailing culture marked by homogeneity" (Merriam-Webster's Dictionary online, 2019). Previously, foreign language coursebooks had monocultural items, in particular, they mostly used terms from American or British culture and they caused some problems in language lessons. However, as English gradually turns into a language for international communication, it is necessary to include cultural elements from a multicultural dimension and coursebooks include many different cultures without giving a place to just one culture whose language is taught.

In this study, multiculturalism is evaluated according to ethnicities, nationalities, countries and different cultures. Other issues including political or sub-groups are out of scope. This is a basic need for all coursebooks to have multicultural perspectives because monoculturalism causes narrowing of concepts in language for students' visions.

Moreover, while learning a foreign language, students feel themselves limited under a domination of just one culture. Wandel (2003) states that "the role of English is adopted as a world language and two main shifts regarding the cultural dimension of educational work seem unavoidable" and Wandel (2003) also claims that:

1. EFL-teaching must enhance its cultural and geographical scope and include other English-speaking cultures apart from the United Kingdom (the UK) and the United States of America (the USA). Thus areas / countries such as South Africa, Nigeria, Australia, Canada, India and their cultural background must be taken into consideration and will start playing an increasingly more relevant role in the EFL-classroom.

2. On the other hand, educating students to make use of ELF also means developing their intercultural sensitivity. Students should be allowed to get to know a number of different outlooks and perspectives. They ought to be provided with tools to analyse fundamental aspects of cultures. (p.73)

This study aims to focus on multicultural elements in *New Language Leader (NLL)* / Elementary and Pre-Intermediate Coursebooks and attempts to find out whether these two coursebooks have multicultural perspectives. In other words, this study tries to find out whether an EFL coursebook called as *NLL* published in 2014 by Pearson has a multicultural perspective in it. *NLL* has totally five series: elementary, pre-intermediate, intermediate, upper-intermediate and advanced levels. In this study, the first two books are included, namely *NLL* / Elementary and *NLL* / Pre-Intermediate because the first two books suffice to reflect the perspective of the writers and it would be fair to say the other three books are in harmony with the outlook of the first two books. To accomplish the aim of this study, first, coursebooks are dealt in general with since they are accepted as one of the main items for teaching a foreign language in terms of integrating culture with language teaching. After that, the importance of multiculturalism in language teaching is explained.

After exploring these items, especially, multicultural ones are emphasized in detail. The more different cultures they are exposed to, the more language learners can improve perspectives to see the world from other angles and comment on issues objectively by developing respects for other cultures. To demonstrate possible effects of representing various cultures found in sample activities within coursebooks, *NLL* series are investigated whether multicultural elements are included in language teaching in this study.

1.2 The Aim of the Study

In this thesis study, since coursebooks are seen as one of the main tools in learning a foreign language, cultural and multicultural concepts within the first two series of *NLL*

coursebooks used are analysed. That is to say, there should be more multicultural items in the coursebooks rather than having a single nation's cultural points, which would obviously constitute a monocultural perspective.

Multicultural elements are good resources for students as multiculturalism includes different cultural, ethnic, racial, linguistic groups in a society equally and none is ignored or regarded as unimportant. In contrast, if there is a monocultural teaching in coursebooks, a misunderstanding might come out among students that other cultures except for the target one are regarded as insignificant. All these may have a negative effect of learning a foreign language in the end. So, both cultural awareness and multicultural awareness should be provided with the help of teaching materials.

As long as coursebooks include multicultural elements, students can acquire the knowledge, attitudes and interactions from different racial, cultural, language and social-class groups. In other words, they must understand higher levels of knowledge and have a connection between cultural knowledge and language skills.

Because multiculturalism is seen as an alternative way which makes learners become more familiar with various cultures and helps them realize values of all cultures so that a mutual respect for people and social groups can be achieved. For this purpose, two series of coursebooks in *NLL* are analysed according to their multicultural elements which are believed to develop students' curiosity and critical thinking with regard to language learning. After they are analysed according to their ways of usage in the books, the conclusion aims to show whether these coursebooks have a multicultural perspective on language teaching.

As a general overview regarding the studied coursebooks, some similarities about *NLL* are detected in general. Each book has 12 units in total. Every unit has a beginning with a statement of people coming from different countries. As 'Useful Phrases', chunks are given at the end of each unit. All units require students to do a speaking or writing task which makes them compare their own country or way of life. Pronunciation part takes place in per unit as well. There are 9 videos called 'Meet the Expert' and activities related to them at the end of the units. Almost every page mentions a foreign country and gives an example about it. Phonetic Charts and English Phonemes also take place at the

4

end of the *NLL* / Elementary and Pre-Intermediate coursebook series. The last page of each book series in NLL gives information about the authors.

All in all, whether this series has a multicultural aim is the question to be answered. The study shows the significance of studying cultural issues and creating a multicultural awareness in the content of the coursebooks and students are expected to achieve more about having a connection among cultural elements in these coursebooks during their process of learning.

The main objective of this study is to show multicultural elements have been integrated in *NLL* coursebooks as part of a foreign language learning. In this way, the research focuses on the examination of a series of language coursebooks. Two levels of these coursebooks, *NLL* / Elementary and Pre-Intermediate are reviewed in this study. Their necessity and functions are explained at first. Then the criteria of selecting them takes part in terms of comparing the past and current coursebooks in foreign language teaching. Whether students who use these two coursebooks of *NLL* gain an awareness about different cultures is another concern.

To address an analysis of cultural elements, this study demonstrates the significance of culture in language teaching. Because this study sees cultural elements as a supportive way in teaching EFL. It is considered that coursebooks can provide them within exercises or texts. *NLL* series as a coursebook is taken into consideration and observed to obtain appropriate examples.

In addition to the emphasis of these from the points of the context in the coursebook, the role of teaching culture in EFL is mentioned. Since living in a global world requires to learn about other cultures to have better communicative relations, coursebooks show how the transition is needed from a monocultural approach to multicultural approach in language learning. Particularly, multiculturalism and why its elements are essential in English Language Teaching (ELT) are stressed.

Ultimately, the aim of this thesis study is to investigate the mentioned two coursebooks belonging to *NLL* series objectively and to show how multicultural items are included in the coursebooks.

1.3 Limitations of the Study

This study chooses two coursebooks of *NLL*, from elementary to pre-intermediate level which are designed to teach EFL. The aim here is to determine whether they include multicultural elements, what kind of multicultural elements they are and how they are used.

Except for these teaching materials and some other researchers' contributions about multiculturalism in an EFL context, there are other resources for this study in order to gather information such as articles, books and activities in the coursebooks. The time restriction is the biggest impediment to have more materials to include in the study.

The number of cultural elements in the exercises may limit the study from the point of gathering information. Because the main focus is to discover the multicultural perspectives in the coursebooks, monocultural components are not dealt with and as a main material, only the first two books of *NLL* as a series of coursebooks are used in this research. The reason is dependent on these two coursebooks' length. For further study, the other three coursebooks of the series could be reviewed and previous editions can be used to compare.

Other coursebooks published in the same period could also be used to have a better understanding of the time and to decide whether multiculturalism is a prevailing concern or only adopted by the writers and publishers of *NLL*.

1.4 Operational Definitions

Culture: According to Hammers (1985), "culture is a system of concepts, values and behaviors, an approach to life, developed throughout its history by a certain people" (p.53).

Monoculturalism: Haas defines monoculturalism as "the practice of catering to the dominant or mainstream culture, providing second class treatment or no special consideration at all to persons of non-mainstream cultures" (as cited in Ricento, T., & Wiley, T. G. , 2002, p.1).

Multiculturalism: "Multiculturalism can be defined as the state of consisting more than one race, religion, language and tradition as well as the state of equality of different culture's people no matter which community structure they come from. In the word of language teaching, it is the state of recognising different cultures and consisting components of them" (Korkmaz, 2009, p.7).

Cultural Awareness: "Cultural awareness is an approach to culture that includes skills in observing and understanding difference and sameness and perhaps more centrally suspension of judgments, i.e. not being critical of other people's apparently deviant behavior" (Tomlinson & Masuhara, 2004, p.7).

1.5 Review of the Literature

1.5.1. What is Coursebook?

There are many different types of teaching materials in language education. They might distinctively appeal to various kinds of learners whose learning styles differ from a visual learning to an auditory understanding. In broad strokes, materials are accepted as "anything which can be used to facilitate the learning of a language" (Tomlinson, 2001, p.66). One of the most commonly used teaching items is coursebooks. A coursebook can be described in many ways. According to Harris & Hodges (1995), it is "a book used for instructional purposes, especially in schools and colleges" (p.124). As another point of view, Hutchinson and Torres put an emphasis on its significant role in language teaching and learning:

> The textbook is an almost universal element of ELT. Millions of copies are sold every year, and numerous aid projects have been set up to produce them in various countries…No teaching-learning situation, it seems, is complete until it has its relevant textbook. (as cited in Litz, 2005, p.5)

Considering it as a basic tool, coursebooks are designed for negotiating the objectives remarked in education and in language teaching, it is also important to benefit from a well-designed coursebook responding to learners' needs and following the recent approaches. As particularly expressed by Grant (1987), "The reasons why students are learning English will determine our choice of coursebooks and methods. However, our choice of books and methods will also depend not just on the reasons why our students

are learning English, but the way they learn it" (p.10). Because language is a whole in learning by containing all of four skills such as reading, writing, listening and speaking, a good coursebook should be comprehensive enough to draw attention of the learners' needs, interests and learning types as well.

It is obvious that one of the most important things is to select these essential materials. It is significant to draw attention for coursebooks so that they might be preferred to be used, particularly by teachers. In addition, appealing to all language skills in the content is another issue for ELT coursebooks. It is assumed that all coursebooks should be comprehensive enough to make points to language practice and fit the aims of teaching, students learning styles and needs as well.

To sum up, it is pointed out here that coursebooks have always a quite vital role in language education and they are accepted as main resources in teaching. Since coursebooks are one of the biggest primary materials that are used globally to teach and learn a language, it is possible to consider them as the keystone materials. It is believed that they guide both teachers and learners in an EFL environment. They reach millions of people to help them improve their language skills. Several descriptions for a coursebook by many people, critics and authors are available. They could be designed based on different purposes.

1.5.2. What are the Functions of Coursebooks in English Language Teaching (ELT)?

As an instructive map for the process of language learning, coursebooks are believed to have numerous advantages not only for teachers but also for students. It is because of being formed in a systematic frame and creating a curriculum to be followed in a program (Richards, 2001). Also, coursebooks are thought to be "the most convenient form of presenting materials, [they help] to achieve consistency and continuation, it gives learners a sense of system, cohesion and progress and it helps teachers prepare and learners revise" (Tomlinson, 2001, p.67).

It is quite important to know possible advantages and disadvantages of utilizing coursebooks. Ur touches on some advantages of coursebooks:

a. They provide a clear framework which the teacher and the students know where they are going and what is coming next.
b. Mostly, they serve as a syllabus which includes a carefully planned and balanced selection of language content if it is followed systematically.
c. They provide ready-made texts and tasks with possible appropriate level for most of the class, which save time for the teacher.
d. They are the cheapest way of providing learning material for each student.
e. They are convenient packages whose components are bound in order.
f. They are useful guides especially for inexperienced teachers who are occasionally unsure of their language knowledge.
g. They provide autonomy that the students can use them to learn new material, review and monitor progress in order to be less teacher-dependent. (as cited in Kayapınar, 2009, pp.1-2)

On the other hand, in case of having an irrelevant content or improper activities which do not follow the conditions of today's world, it is also a possibility to be faced with the probable disadvantages of coursebooks. After all, the process of learning might be a bit problematic. Hutchinson & Torres (1994) suggest that

the danger with ready-made textbooks is that they can seem to absolve teachers of responsibility. Instead of participating in the day-to-day decisions that have to be made about what to teach and how to teach it, it is easy to just sit back and operate the system, secure in the belief that the wise and virtuous people who produced the textbook knew what was good for us. (p.315)

Thus, to prevent possible disadvantages of coursebooks, there should be still creativity and awareness of learners' needs in learning. As supportive materials, they should be selected so carefully that when they are adjusted into the lesson, learners should be motivated by every important item in the coursebook and encouraged to join the class. Because language teaching contains all language skills in it, coursebooks are formed by giving an importance on all these issues to help learners acquire the language correctly.

When new coursebooks are compared to the past, the new type of books are constituted by following the technological developments and the purpose is not only to inform about grammar but to reveal learners' communicative competence as well. In other words, using language in a correct and proper manner comes into prominence (Hymes, 1972). Adopting this idea, Grant (1987) states that "Coursebooks try to solve the problem by creating opportunities for the students to use the language in the classroom as a sort of 'halfway house' before using it in real life" (p.13).

9

In language teaching, several methods have been employed over the years. The most widely used ones were the Grammar-Translation Method, Direct Method and Suggestopedia. Throughout the years, methods have been so significant for both teachers and students that each method has guided about how to choose the relevant activities, the roles of learners and teachers during the lesson as well. When they are observed in detail, all of them have different functions. As one of the traditional way of teaching, the Grammar-Translation Method is based on an accurate translation and it makes learners learn the language through sentences (Richards & Rodgers, 2014). This method highlights accuracy as the basic point rather than fluency. Therefore, it can be inferred that students are forced to understand all rules and grammar is taught in a deductive manner leading to rote learning.

After some reforms appeared in education, another most commonly applied method, Direct Method came into sight by focusing on meanings of the words in target language through demonstration and action without translation. (Richards & Rodgers, 2014). So, this method urges learners to get the the meanings by themselves and in this way, there is an inductive way of teaching grammar.

Moreover, Suggestopedia which is also known as desuggestopedia has some various characteristics including decoration or furniture in the arrangement of the class and it is seen that there is a use of music in this method as it makes learners relax and believe they can succeed. However, the authoritative behaviour of the teacher is apparent and vocabulary memorization for making the students communicate is regarded as a basic criteria in teaching (Karavas, 2014).

In recent years, it is possible to trace the transfer from an Audiolingual Method / Army Method which emphasizes the significance of structure and rules of a language to a new trend, the Communicative Approach or Communicative Language Teaching (CLT) supporting communicative competence in language teaching.

Audiolingualism basicly depends on behaviorism which actualizes learning with the help of stimulus, response and reinforcement so that students require a habit formation including repetition. Its usage of dialogues in contexts could be beneficial but this technique fails as long as it is based on memorization during learning. Nevertheless,

speaking and listening seem more apparent in the activities and it is quite significant for improving students' skills of using the language they learn. However, only having mechanic drills or teacher-centered learning are not the only way to teach a language (Jurmasari, 2014).

Moreover, students need to learn something intuitively by using their own creativity and internalization. It comes true when they become a participant in the lesson. In this way, communicative language teaching creates a shift in language teaching and language teaching moves from mastery of structures to communicative proficiency and in this regard, fluency gains importance. Thus, rather than vocabulary and grammar, the systems of meanings for the communicative uses of language are emphasized.

In contrast to the traditional approaches, CLT was thought to appear first during the 1970s (Mitchell & Vidal, 2001) and might be accepted as a revolutionary perspective for teaching a language. While traditional methods force learners to memorization because of repeating things, CLT emphasises the exposure to the target language and use for real communication. CLT is also described by Brown as "an approach to language teaching methodology that emphasizes authenticity, interaction, student-centered learning, task based activities, and communication for the real world, meaningful purposes" (as cited in Wood, 2011, p.232).

Additionally, Brown clarifies certain distinctive features of this approach:

1.Classroom goals are focused on all the components of CC (communicative competence) and not restricted to grammatical or linguistic competence.
2. Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purpose. Organizational language forms are not the central focus but rather aspects of language that enable the learner to accomplish those purposes.
3. Fluency and accuracy are seen as complementary principles underlying communicatived techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.
4. In the communicative classroom, students ultimately have to use the language, productively and receptively, in unrehearsed contexts. (as cited in Wood, 2011, p.232)

By means of CLT, meaning becomes more dominant for an effective communication and consequently, as this perception has an effect on the aim of language

11

teaching, the current exercises within any coursebook are most likely to render the increase of using language. Without ignoring grammatical explanations or activities, so many opportunities appear in the coursebooks that learners' participation into the given exercises are encouraged and their speaking abilities improve naturally. This point of view also affects the formation of coursebooks. As long as there is a change in the content occurring in the English language coursebooks, the objectives in the learning and teaching process are determined accordingly.

What is more, coursebooks can be handled for many different purposes such as a supportive or complementary main source in the classroom. No matter whether the coursebooks are applied as the main teaching materials or supplementary by both teachers and learners, it is inevitable that these materials take place during the process of language teaching and is seen as a guide in order to improve an inner vision into the target language.

As for an effective tool for learning, the use of coursebooks in ELT has a considerable emphasis. Especially for a foreign language teaching, they may guide both teachers and students about what or how to progress in language education. Some have an argument that coursebooks are such a powerful tool that they make learners have a sense of system and progress and they are considerably effective to achieve cohesion and continuity (Allwright, 1981; O'Neil, 1982; Littlejohn, 1998).

In other respects, Hutchinson & Torres, (1994), Tomlinson (1998), Basturkman (1999) and Byrd (2001) express the idea that coursebooks are indispensable within the scope of language elements and they force constancy of syllabus. In addition, "coursebooks are seen to have a tendency to dictate what is taught, in an intentional order, and they have a serious impact on how teachers use them" (McGrath, 2006, pp.171-180). All these require an analysis of sample coursebooks in terms of content.

Here it is best to cite some disadvantages and setbacks related to coursebooks. Although it is good to have a ready-made material in hand, not making own decisions for teachers about the process of content in the lesson lessens the burden on the shoulders of teachers so, it might create a problem for actualization of learning. Teachers should support the lesson not only by coursebooks but also other supplementary educational materials such as magazines, internet, CDs, DVDs or pictures according to students'

interests and learning styles. If a coursebook does not meet the expectation and needs of students, these sources cannot be utilized efficiently. Therefore, it makes the use of coursebooks disadvantageous rather than a helpful tool.

Throughout the history, many approaches have been effective on language teaching, however, unlike traditional and old approaches, it is clear that coursebooks are shaped according to the teaching view which is based on CLT currently. As a result, by means of changes coming in language education in time, learning is not seen as just the transfer of grammatical knowledge anymore and coursebooks start to have a different perspective by including other informative parts. Both fluency and accuracy gain an equal importance and communication comes out apparently in the end. In brief, coursebooks including not only some benefits as being supportive for what is taught but also setbacks because of not using them efficiently have a variety of functions determined by the purposes of learning and there is always a need for them as assisting to language teaching.

In this part, some basic functions of coursebooks as fundamental materials used for teaching have been dealt with in consideration of their possible advantages and disadvantages. As stated before, there are many reflections emphasizing coursebooks' positive and negative results in general by some researchers. It is emphasized that coursebooks are advantageous as they follow a systematic process and follow a regular content. There are plenty of texts, a variety of topics, exercises and parts for practising language skills in an ELT coursebook. All these provide an advantage to both teachers and students.

1.5.3. The relationship between language and culture

There is a multiplicity of definitions of culture by many researchers. As Brown mentions, culture is a way of life, it is the context that humans exist in and it should not be considered apart from language (as cited in Tran, 2010, p.5). Culture can also be seen as a way of expressing a nation. After a group of people as a community come together, there exists a culture which reflects that group's certain norms and they have an identity in the end. People living in a culture develop a point of view to the world and they can transfer their different attitudes to the other societies. So, they have various experiences coming from the culture they meet.

Different customs can be observed to develop an idea about the culture. Dibra says "Culture is portrayed not just as a 'tool kit' of resources that facilitate the way we structure our experiences into a representation of reality but as a repository of shared meanings, collectively created and sustained" (as cited in Bakhurst and Shanker, 2001, p.132). In another aspect, culture is described as "learned and shared human patterns or models for living; day-to-day living patterns. These patterns and models pervade all aspects of human social interaction. Culture is mankind's primary adaptive mechanism" (Damen, 1987, p.367). Understanding people from other cultures helps a certain society know about other people in the world.

Every culture has different points of view in itself and it has got an important role on language learning. Six dominant features of culture are pointed by Damen:

1. Culture is learned.
2. Cultures and cultural patterns change.
3. Culture is a universal fact of human life.
4. Cultures provide sets of unique and interrelated, selected blueprints for living and accompanying sets of values and beliefs to support these blueprints.
5. Language and culture are closely related and interactive.
6. Culture functions as a filtering device between its bearers and the great range of stimuli presented by the environment. (as cited in Tran, 2010, p.6)

Here meaning of language must be clarified to relate language to culture. Language is a basic tool for communication and plays a significant role for humanity. It has existed from the early ages around the human being and it has a diversity for every country and globalization allows it to become more common. According to Kramsch (1998), "by means of language people explain what they see, hear and feel". Therefore, using a language makes people approach the way people from the world live and think (p.3). Amberg and Vause (2012) also point out that "Language is a means of communication and communication almost always takes place in a kind of social context" (p.139). Furthermore, there is a quite notable expression by Finocchiaro who claims "language is a system of arbitrary, vocal symbols which permit all people in a given culture, or other people who have learned the system of that culture, to communicate or to interact" (as cited in Goldstein, 2014, p.2). With this point of view, it is clearly deduced that language is indispensable for having a strong interaction among people again.

Culture is an indivisible part of language. The logic among these two concepts' relation is demonstrated as follows: "Language is a part of a culture, and culture is a part of the language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture" (Brown, 1994, p. 165). Kramsch defines (1998) "the relation between language and cultural reality" and says that "language expresses, embodies, and symbolizes cultural reality" (p.3). Since there is a strong relationship among culture and language, it is clear that culture and its role in language teaching and learning has a considerable significance. Both concepts affect communication because people behave in a social context they learn and as long as students face with different cultures, their thinking styles are reshaped within the light of cultural elements mentioned. In support of this idea, there is another view which accepts languages as the keys allowing to have an entrance into foreign cultures and using a language as a key provides a better understanding of people's cultures in any society (Byram, 1990). Therefore, it might be concluded that language helps assemble culture as a whole.

To conclude, culture and language are defined in many ways. Culture is seen as sharing values among people and communities belonging to different nationalities who learn about a variety of traditions and life styles of societies by cultures. On the other hand, language helps people communicate and has a powerful cooperation with culture. For this reason, these two terms, both culture and language cannot be thought as independent. Language becomes a practical way for a transfer of the target culture. With the help of language, different cultures can be uttered and as for language teaching, students face with foreign cultures by using language, it lets them communicate with each other and it is quite useful for their language development as well. So, it evident that culture also contributes to the improvement of language. In this respect, the relationship between language and culture cannot be neglected since both of them affect each other.

1.5.4. The Role of Culture in Language Learning and Teaching

Learning a foreign language is to switch to different worlds and it should not be forgotten that each language has its own cultural world. Language learning is not only getting all grammatical points but also recognizing cultural elements in it. As long as cultural elements are reflected within the lesson, learners create a mutual understanding

by having an empathy with people having different values and beliefs. All events are considered in the light of developing various perspectives.

Since learners who are taught a foreign language are exposed to cultural context, they become a part of the culture as well. In language teaching, it helps students develop an interaction among different communities. Students can comprehend the messages conveyed by different cultures. Thereby, if there is a strong relationship between culture and language, there will also be some techniques about how to teach these points in language education. One of the basic tools for integrating these two concepts into a foreign language classroom is to benefit from an ELT coursebook which includes different cultures. Hence, students can both develop their perspectives and understand the activities having various cultures more easily.

Inclusion of culture in the teaching of English is emphasized by Altay (2005):

No doubt culture should be taught while teaching a foreign language. On the other side, when English language is the core of the question, which language should be considered as the target language? English (British?), American, Australian, New Zealandian or other cultures? Today English is spoken all over the world. Half of the world mail is in English. So, is there any specific culture to handle while teaching it? The answer is not clear, but most scholars agree on the point that the culture of the countries where this language is spoken as mother tongue should be considered so as to teach. However, there may be a more heated discussion on this issue in the future. (p.181)

Knowing the cultural background of people hastens the improvement of communication if language is used appropriately by being acquainted with cultural aspects before. As a main tool, language takes on a task about transferring the cultural knowledge which is obtained from different nationalities. So, language learning makes people have a cultural awareness with the help of adaptation to the target cultures. In this content, Gao (2006) states that "The interdependence of language learning and cultural learning is so evident that one can conclude, language learning is culture learning and consequently, language teaching is cultural teaching" (p.12).

Since language teaching does not contain only linguistic knowledge, there are also other elements such as having an awareness about cultural diversity and becoming a part of multiculturalism to be stressed during a foreign language lesson so that language

16

teaching could be done in a more meaningful environment. Otherwise, some problems are possible to come into sight as Kramsch (1993) claims:

> Paying lip service to the social dynamics that undergird language without trying to identify and gain insights into the very fabric of society and culture that have come to charge language in many and varied ways can only cause misunderstanding and lead to crosscultural miscommunication. (p. 92)

All in all, culture cannot be separated from language teaching and learners need to be exposed to as many cultures as possible so that they can see things from an objective point. In this way, they could also raise their cultural awareness, accept the existence of a variety of cultures belonging to other countries and make a sensible connection between their own culture and other cultures from different parts of the world.

Coursebooks are seen as useful items for being acquainted with different cultures in teaching. These beneficial teaching materials also enlighten students about integrating culture into language learning so that they can use cultural items during their language education and compare the cultures they learn in the coursebooks with their own culture. The aim in language teaching is not teaching culture but benefiting from culture so that it makes learning more enjoyable and easy in addition to rendering it informative with the help of conveyance of cultural concepts. Texts or exercises within the language coursebooks are the parts which mostly apply for target cultures. When language is given in a cultural context, it makes students a part of the culture in question. As a consequence, culture's role is quite inevitable in both language learning and teaching.

1.5.5. The Transition from Monoculture to Multiculturalism in English Language Teaching Coursebooks

People can learn a foreign language for different purposes and when they are conscious about why they need to learn a foreign or second language, it will give them a path to follow in learning. Whatever the reason is, communication is required by all people and this basic need occurs with the use of language.

Throughout history, most of coursebooks are claimed to follow a monocultural pattern so main materials used for a foreign language teaching basically represent a certain prevailing culture. Rhoads (1999) maintains the idea that "Monoculturalism is the

idea that a singular culture prevails or ought to prevail within a given society or organization. Schooling based on monoculturalism reinforces an autharitarian view of education" (p.111). The coursebooks used in ELT used to be formed according to British or American cultural values. However, recent studies come to the conclusion that there are many changes in the way language education is handled and by coming across some new discoveries and technological developments, coursebooks as the materials to teach EFL are also influenced from the current improvements and approaches in language teaching. That is why, it is clear that they need to have a totally new content with a new method.

Coursebooks can be very beneficial to have a reflection of critical cultural points in teaching. In the past, most of the coursebooks had monocultural perspectives whereas the contemporary ones added multicultural perspectives and contents. In contrast to the teaching environments in the past when there were none or few pictures, videotapes or CDs in language teaching classes, it is possible to find abundant material today including online materials. Obviously, ideas in the developing world has contributed to create a multicultural perspective in education. Furthermore, commercial concerns begin to give an importance on book sale in order to have a localisation, too.

Here cultural, economic, social and linguistic dominance of the UK in most parts of the world must be analysed as well as the cultural and linguistic hegemony exerted by the USA after the 1940s. Because "By the beginning of the nineteenth century, Britain had become the world's leading industrial and trading country and British political imperialism had sent English around the globe" (Crystal, 2012, p.10). By the end of the century, it is seen that the USA with its large population gains the major amount of economic power all over the world and English becomes to expand as the dominant language for all societies in the world. According to Crystal:

> The history of a global language can be traced through the successful expeditions of its soldier / sailor speakers. And English…has been no exception. But international language dominance is not solely the result of military might. It may take a militarily powerful nation to establish a language, but it takes an economically powerful one to maintain and expand it. (as cited in Carpenter, 2007, p.10)

In addition, globalization becomes effective to make ELF in most contexts, for contact and communication in the world. Globalization is "a keyword of both academic and popular discourse on economy, society, technology and culture" (Block & Cameron, 2002, p.1) and English has been accepted as a global language for the past few centuries. The main factors for English to become a Lingua Franca in the world are based on the colonization of the lands by the British Empire and the economic dominance of the United States (the US).

The linguistic and cultural dominance of the English language has been exerted in all works of life including education system. In most countries in the world, English is taught either as a first, second, official or foreign language. First, in the colonies and dominions and today in the countries where hegemony of English is felt, English used to be taught with coursebooks prepared by and reflected the biases, world views, values, flora, fauna, traditions, perceptions, institutions, cities and life styles of either people from the UK or from the US. However, in recent years, this trend seems to have been challenged by a new perspective which imposes the idea that coursebooks must be multicultural.

The Common European Framework of Reference for Languages (CEFR) brings two relevant terms into discussion, plurilingualism and pluriculturalism, which should be thought with multiculturalism. The CEFR describes plurilingualism as having a competence to switch in more than one language easily for creating an effective communication (CoE, 2001). Moreover, plurilingualism tries to prevent the idea of accepting one language as superior to another while this understanding is generally held in a multilingual context. In this way, the difference between plurilingualism and multilingualism is accepted as "the knowledge of a number of languages, or the co-existence of different languages in a given society" (CoE, 2001, p.4). As a result of plurilingualism, pluriculturalism appears by the CEFR offers and the development of this term is viewed when "linguistic and cultural competences in respect of each language are modified by knowledge of the other and contribute to intercultural awareness" (CoE, 2001, p.43). Therefore, it provides individuals to meet various cultural contexts and experience new cultures. Unlike multiculturalism in which independent groups are

exposed to distinctive cultural features, pluriculturalism makes several people having diverse backgrounds gather within multiple cultural groups.

Multiculturalism has a very substantial role in language education. It ranks multiple ideas including a variety of traditions, ethinicity and cultural background. In language teaching coursebooks, each multicultural item is thought to be helpful to raise students' awareness about different cultures and they perceive the world from another perspective. This term allows every culture to be handled equally within education as well. In this regard, according to Gorski, multicultural education is seen as:

> a progressive approach for transforming education that holistically critiques and addresses current shortcomings, failings, and discriminatory practices in education. It is grounded in ideals of social justice, education equity, and a dedication to facilitating educational experiences in which all students reach their full potential as learners and as socially aware and active beings, locally, nationally, and globally. (as cited in Göktaş, 2013, p.1)

In addition, Fedorowicz describes the role of multiculturalism to remove barriers as he suggests that

> social interaction and integration (not assimilation) is thus grounded in a theory of communication: a multicultural society is not the sum of many disparate cultural identities and practice, but the possibility of their standing in mutual relationships, retaining distinctiveness while being able to communicate with each other. (as cited in Belay, 2016, p.28)

On the other hand, Kymlicka (2012) points out how the multi-ethnic features are welcome with this approach as he says:

> In much of the post-multiculturalist literature, multiculturalism is characterized as a feel-good celebration of ethnocultural diversity, encouraging citizens to acknowledge and embrace the panoply of customs, traditions, music, and cuisine that exist in a multiethnic society. (p.4)

In general, the given descriptions obviously remark that multiculturalism is not exclusive because it creates a mutual atmosphere by bringing diverse cultural identities from all over the world. Moreover, it is possible to infer that it motivates learning by accepting each other's values and norms in a harmony. In this way, a foreign language teaching in a multicultural perspective considers the integration of the different ethnic structures and cultures into the language learning.

What is more, there is not only British, American or Australian nations' impact on English teaching coursebooks but also there are other cultures which contributed to the shaping of the English language. Today, these are presented in various activities and exercises within the material and shared with all students in the classroom. So, by courtesy of multiculturalism, students might feel freer in learning because there is no one dominant cultural information forced by the understanding of monoculturalism and students also become more knowledgeable about the differences from various societies in the world.

In addition, Gay (1994) agrees with the idea of multicultural education which gets the basics of multiculturalism that students should be exposed to a variety of cultures coming from a different society so that they could create a mutual respect and understanding against their different ethnicities. This kind of education is thought to make a connection with their own cultural identities as well. In this sense, Spindler claims that

> One premise of multicultural education is that teaching and learning are cultural processes that take place in a social context. To make teaching and learning more accessible and equitable for a wide variety of students, students' cultures need to be more clearly understood. Such an understanding can be achieved by analyzing education from multiple cultural perspectives and thereby removing the blindness imposed on education by the dominant cultural experience. (as cited in Gay, 1994, p.15)

Okin (1999) underlines the humanistic approach multiculturalism has adopted:

> the radical idea that people in other cultures, foreign and domestic, are human beings, too-moral equals, entitled to equal respect and concern, not to be discounted or treated as a subordinate caste. Thus understood, multiculturalism condemns intolerance of other ways of life, finds the human in what might seem other, and encourages cultural diversity. (p.4)

Whereas Rosado (1996) emphasizes the inclusivity of multiculturalism

> Multiculturalism is a system of beliefs and behaviours that recognizes and respects the presence of all diverse groups in an organization or society, acknowledges and values their socio-cultural differences, and encourages and enables their continued contribution within an inclusive cultural context which empowers all within the organization or society. (p.2)

Schools might benefit from coursebooks as supportive materials during language teaching. In spite of reflecting a dominance of both the colonist and cultural approach for English and having their effects within coursebooks used in teaching for a long time,

because of global changes happening in the 21st century, it is clearly seen that ELT coursebooks start to differentiate in time and their contents have been adopting new approaches for almost 50 years. As long as technological developments are added day by day, having a novelty in language teaching coursebooks becomes unavoidable. As a matter of fact, most of the coursebooks are written from a multicultural point of view nowadays and they are promoted by many multicultural elements including different societies' values, beliefs or lifestyles. There are a lot of definitions for multiculturalism.

In teaching, multicultural competence lets students realize other cultures' identities and compare them with their native ones by making a meaningful inference and they gradually become proficent in language as they are encouraged with these varieties taken part within the coursebooks. Utley draws attention to the role of context for language learners:

> Linguistic knowledge as well as cultural integration into professional and academic contexts has become a necessary condition leading to successful international pathways. In fact, recent research focuses on the impact of intercultural training and the ensuing proficiency of English Language Learners. (as cited in Doğan, 2015, p.14)

The integration of multicultural dimension into language teaching coursebooks are visible at the present time. Byram et al. also put an emphasis to the place of multicultural elements in language teaching:

> Developing the intercultural dimension in language teaching involves recognizing that the aims are to give learners intercultural competence as well as linguistic competence; to prepare them for interaction with people of other cultures; to enable them to understand and accept people from other cultures as individuals with other distinctive perspectives, values and behaviors; and to help them to see that such interaction is an enriching experience. (as cited in Doğan, 2015, p.14)

When coursebooks are considered in terms of language teaching styles, it is concluded that language and culture are treated as an indivisible whole. For this reason, exercises or texts within coursebooks are commonly based on cultural items at the present time. Particularly, the view of monoculturalism has been given up within the content of coursebooks owing to being insufficient to convey only one dominant culture. Because language learning is also found to teach culture as well, it requires to exhibit many different cultures with a variety of people coming from different continents of the world

within language education. By this way, multiculturalism holding various cultural elements in it, not just containing a definite culture has become prominent and many descriptions are made for this different perspective for coursebooks.

Briefly, culture is integrated into the language learning with the help of coursebooks as ultimate tools in language education. Multicultural elements take place within coursebooks and this situation causes multicultural education become widespread. All in all, students studying these kind of coursebooks with full of multicultural elements obtain different thinking skills from different ethnicities and it is also deduced that multiculturalism allows coursebooks to have a diversity in many ways. Language learning leads up to communication in its fullest sense and people have their own reason for learning a foreign language. It could happen because of supporting their education, business or interests. Apparently, coursebooks are seen the first basic materials assisting language teaching.

CHAPTER 2. METHODOLOGY

In this part of the study, Research Questions, Data Collection Instruments, Data Collection Procedure and Data Analysis Procedure are taken part in detail.

2.1. Research Questions

This thesis proposal follows a thorough study of the coursebooks which allows to review and analyse their contents with the help of some basic research questions constituted by the researcher. These questions are aimed to find possible answers and make meaningful contributions to the field. The aim of the research is to find out whether the selected coursebooks for this study include multicultural elements. Several samples from the coursebooks are demonstrated and explained clearly in the study part of this thesis. Additionally, technical questions become basic needs and many different sources as field notes, other researchers' findings and observations will be exploited as well. To have a holistic interpretation in detail, these research questions below are mainly centered upon:

- What is the function of culture in language teaching?
- Does *NLL* have a multicultural perspective?

2.2. Data Collection Instruments

Qualitative literature review and taking notes from various sources are the data collection elements in this study. Articles, journals, internet sources and books which are related to the topic of this research are other supplementary resources. *NLL* coursebooks are probed into in order to determine if they include multicultural elements or not. After different kinds of examples in the books are interpreted about their benefits of usage in a foreign language teaching, some other effects of using multicultural concepts from the cultural texts and given exercises in *NLL* series are analysed by the researcher. Referenced sources and data collection materials are indicated in detail and examples within the exercises are also shown.

Although there are totally five books in the series, two of them have been included in this study because of their length and width. For this reason, the first two levels of *NLL*,

Elementary and Pre-Intermediate ones belonging to a publisher known as Pearson, a British-owned education publishing house are probed in detail and the main purpose of this thesis is to reveal if there are multicultural elements in any of these teaching materials or not, and whether these books leave out monocultural items which should be excluded from teaching a language as a foreign language any more.

While Elementary Coursebook with 160 pages aims at reaching A1 and A2 levels as it is stated in its back cover, the Pre-Intermediate Book with 168 pages is designed for A2 and B1 levels and the authors of these coursebooks are Gareth Rees and Ian Lebeau. They also enclose an access code inside that makes online videos, audio resources or any other extra material accessible easily for the students using it. Besides, the two studied coursebooks have a teacher book which helps teachers about the use of the books and gives various ideas to teachers about the process of each subject during the lesson.

From a general point of view, all the units have colorful pictures to get students' attention into the topics and the cover page has its components written on both front and back pages. It is also noted that there are a lot of warm-up questions to make the class ready for the coming topic, especially, pre-reading activities are introduced by a variety of discussion questions.

During the research of these two coursebooks of *NLL* publication, it is clearly noticed that each book has 12 units based on different topics under the head of contents. The main titles for Elementary Coursebook are in order of *Cities, Work and Study, Nature, Leisure Time, Transport, Food, Shopping, History and Culture, Inventions, Money, Homes* and *Travel*. On the other hand, Pre-Intermediate Coursebook comprises 12 units representing a variety of topics such as *Human Planet, People, The Media, Health, Natural World, Society and Family, Science, The Night, Work and Industry, Global Affairs, The Environment* and *Sport*.

Each unit has a beginning with a statement of people coming from different countries. It is a vital instance for the research from just the beginning whether the coursebook has got not only the views of British well-known sayings but also other people's with several nationalities.

It is also noted that both have certain chunks about the topic of any unit under the title of "*Grammar Tip*" and "*Useful Phrases*" at the end of each unit. Their aim is to enable students to remember and practise what is taught one more time before proceeding to other units. These informative categories mostly contain grammatical patterns and they are considered as highly remindful for students using these coursebooks as sources within the lesson. They are shown in a small box on the page and possess short phrases as well.

Moreover, each unit asks students to do a speaking or writing task which makes them compare their own country or way of life with other cultures included within the activities given. Each task in the two coursebooks provides a lot of questions under the head of speaking activities. These kind of exercises are intended to arouse curiosity among students. All units within the coursebooks allow each language skill to rank equally in terms of grammatical explanations or exercises.

In addition, at the end of every unit, particular tasks related to the mentioned topics are placed to improve students' language learning individually or in group works. Writing exercises are mostly about stating the individual's own life or culture. So, when the given activities are dealt with, it is directly recognized that two different lifestyles are compared with the help of the mentioned texts or tasks and students are expected to have cultural awareness towards other cultures. The content is followed in a creative process and it is seen enough to enhance students' creativity and mental abilities.

As to form and substance, these two levels of coursebooks give a place to whole skills of language by mixing them with elements appropriately within the activities on each page. It was found that they especially take place in reading texts and the exercises of completion. The detailed research shows that elements are supported by various pictures on the pages. "*Language Reference*" part also takes part at the end of the units and summarizes each unit's topic grammatically by giving the short explanations, exercises and key words for practice both in vocabulary and grammatical points.

In addition, there are totally nine videos titled as "*Meet the Expert*" in the coursebooks and it provides authentic video interviews of some experts from different fields and professionel speakers' talks about any subject. After watching these parts, students are expected to discuss the video clips with its questions which take place in

given exercises taken part at the end of the units and do the activities related to the video they watched. Although they are usually about measuring grammatical skills, these videos assist listening skills and provide both visual and auditory materials which have a contribution to create a permanent learning for any type of learner.

Furthermore, pronunciation part is offered in every unit in order to teach the pronunciation of certain words included in topics correctly. "*Communication Activities*" could be seen as supportive pages for speaking skills and they are mostly exhibited by charts and pictures in order to develop interpretation within language learning.

While "*Phonetic Charts*" and "*English Phonemes*" involving both consonants and vowels are represented on page 159 in Elementary Coursebook, they are given on page 167 in Pre-Intermediate Book which has more pages than the previous one. These pages are given as an indicator of giving importance on pronunciation. In addition, some common spellings of the English sounds are emphasized in the schedule of *English Phonemes*. There is also an opportunity to see all the transcript of listening exercises within "*Audio Scripts*" at the back of two coursebooks. Ultimately, the last page of each book series in *NLL* gives information about the authors.

In conclusion, the coursebooks are analysed in terms of their cultural elements and the elements mentioned in each page are obviously multicultural. It is easily discernible that the coursebooks are designed with a multicultural perspective. Different cultures are reflected within the texts or exercises in the coursebook and it is a clear fact that there is no just British culture as dominant.

2.3. Data Collection Procedure

Although the main aim is to explore whether *NLL* has multicultural elements, this study also attempts to explore the role of coursebooks in ELT and it also touches upon the relationship between culture and language learning. The question is to find out if two books of ELT coursebooks under the name of *NLL* has a multicultural view. It mostly focuses on the effects of teaching multicultural elements in an EFL context. Therefore, the significance of the integration of different cultures with foreign language teaching and its contributions to the language education are going to be emphasized.

The coursebooks included in this study are used to teach adult or young adult learners and cultural texts are the main instruments in order to teach English to students. Review of literature from different sources including the effects of various cultures from all over the world to teaching English is another technique to add more knowledge to the subject of this research.

Furthermore, this study is based on some research questions and they direct the process of this study. They are described and their answers improve some solutions to the problems. By means of content analysis, two selected coursebooks are investigated from the point of multiculturalism and the results of the frequencies of available multicultural elements in use within these two coursebooks are analysed comparatively. Many researchers' reflections and field notes are taken into consideration to have a concrete result.

2.4. Data Analysis Procedure

In this thesis, data analysis covers a comprehensive description and interpretation of literature review. It benefits from a content analysis that studies or examples from various articles can be approached holistically. The obtained results are commented objectively by the researcher and all notes are stated as well. Previous research studies are also other sources to be applied for a whole study.

Since the multicultural elements of each book are studied and explained, a qualitative research method through a content analysis is used in this thesis. Content analysis is a research tool used to determine the presence of certain words or concepts within texts or sets of texts. Researchers quantify and analyse the presence, meanings and relationships of such words and concepts, then make inferences about the messages within the texts, the writer(s), the audience, and even the culture and time of which these are a part. Texts can be defined broadly as books, book chapters, essays, interviews, discussions, newspaper headlines and articles, historical documents, speeches, conversations, advertising, theater, informal conversation, or really any occurrence of communicative language (Carley, 1990, p.7).

As the range of multicultural elements from the coursebooks are assessed and demonstrated in the Appendices part, a descriptive method of research is decided on this study. According to Seliger and Shohamy:

> a descriptive study model provides information about how often certain language phenomena occur and the typical use of language elements is demonstrated in accordance with the various variables which can be used in the studies of language teaching. (as cited in Korkmaz, 2009, p.66)

Through the use of this research model, the multicultural elements are described in light of descriptions about multiculturalism and ranked within the appropriate landmarks. Besides, during the study, how they are reflected in the *NLL* teaching is explained extensively with the frequencies determined.

In this thesis study, an evaluation of key findings about an ELT coursebook series with two coursebooks-*NLL* is presented. These language coursebooks are named as *NLL* and the idea of carrying on this study with these books is basicly dependent upon the consideration that they include multicultural elements and issues. The basic criterion of the research is the multicultural items and issues which are generally regarded as one of the novelties of the new generation coursebooks which attempts to break down the dominant British / American culture upon which the English language is annexed.

CHAPTER 3. RESULTS

In this part, the analysis of two coursebooks of *NLL* used for the study is given and the multicultural elements found in the books are shown within appropriate landmarks.

3.1. The Analysis of Elementary *New Language Leader*

NLL is an ELT coursebook series which has five levels in total and they are respectively Elementary, Pre-Intermediate, Intermediate, Upper-Intermediate and Advanced. In this chapter, Elementary book of *NLL* is reviewed in detail and the contained multicultural elements within each page are classified according to their functions in the coursebook.

While all multicultural elements in this ELT coursebook are indicated in the study, they are gathered in 16 landmarks and separated accordingly. These main landmarks are Races, Ethnicities and Nationalities; City Names and Pictures about Cities; Country Names, Pictures about Countries and Texts about Countries; Local Facilities; Food & Cuisine and Pictures about Food & Cuisine from Different Countries; Flora, Fauna and Pictures about Different Fauna; Geographical Formations; Traditions; Companies; Historical Concepts and Civilisations; Travel; Entertainment; Global Issues; Universities and Schools; Architecture and Monumental Buildings and Languages.

Various landmarks are taken in hand in order to have a category within multicultural elements in the coursebook. To begin with, it is firstly noted that each unit starts with a statement of a person coming from a different nationality. As for races, ethnicities and nationalities, the first unit appears with a statement of a British film director while the second unit has a beginning with a saying of a Chinese philosopher, Lao Tzu. The third unit begins with a British poet's saying and there is an English proverb in the fourth unit's introduction as well. At the beginning of unit 5, it shows up a famous statement of a British playwright once again. Unit 6 has an Estonian proverb in the introduction and unit 7 comes in sight with a famous statement of a US dramatist. In addition, there is an Arabic proverb in unit 8, a saying of a US inventor / scientist and businessman, Thomas A. Edison in unit 9, a known statement of Coco Chanel / French

fashion designer in unit 10, an African proverb in unit 11 and a famous statement of a Greek playwright in unit 12. It is possible to conclude that there is an impact of the British nation at the beginning of each unit at least. However, all the exercises in the coursebook have a major reflection of multiculturalism with the help of many kinds of words and explanations used in almost every page. It visibly gives a message that there is not only British culture but also other cultures' way of life which is directly about multicultural elements. Moreover, the book presents other elements about race such as the world's first woman in computers, the first African-American woman millionaire, the richest African-American woman (p.77) and women's fashion-design business (p.81). Most of the units mostly try to have a representation of a different person from various nations and it is noted that there are a few of pictures of people without considering racial features. Thus, the book involves people from different continents and from different nationalities (p.14), pictures of people involving a black person (p.16), a black man's photo (p.28), a photo of a black woman within the reading text (p.33), photos of black people (p.48), some famous inventors' pictures such as Alfred Nobel, Levi Strauss and Leonardo da Vinci at the beginning of the unit (p.70), a black man's photo within the activity (p.89), some children's photos from different nationalities shown within the reading text (p.95), pictures of people coming from different nationalities (p.96) and a picture of a woman from South Korea in the reading text (p.107). With these data, it can be stated that although there are already white people as British on the pages, other nationalities' presentation within pictures is offered to the language teaching.

In terms of having a citation to famous and known people, the landmark of celebrities mentions famous fashion designers (p.14), Leonardo da Vinci (p.44), Alfred Nobel, Levi Strauss (p.70), a Frenchman called Alexis Duchateau (p.72), Thomas Edison, Christopher Colombus (p.73), Marco Polo (p.76), Lady Ada Lovelace, William King, Sarah Breedlove, Hedy Lamarr-Hollywood star and communications expert, Simon Reeve (p.96), James Bond, Tom Cruise (p.111), Martin Scorsese and Leonardo DiCaprio, Robert de Niro (p.127), apart from Henry VIII, Elizabeth I (p.128), historical heroes (p.129), a British traveller-Jonas Hanway and the poet Lord Byron and Anne Milbanke (p.154).

As far as nationalities are concerned, it is clearly noticed that British people take up much space in the book, such as British (p.21), British people (p.79), an Englishman-Mr. J. Ingram (p.145), an Englishman-Peter Durand (p.147), a British traveller (p.154), UK bank account, the English bank (p.85), Scottish (p.35), Scotland's people (p.36), adults in England, and adults in Scotland (p.37). However, there are also Canadian (p.21), Argentinian actors, Argentinian directors, the Austrian director, a French couple (p.30), Indians (p.45), Ethiopians (p.48), Ugandans, a South African, an Indian food expert (p.49), Lebanese, the kind of food-nationality (p.53), the people of Çatal Hüyük (p.62), the Romans (p.63), the Inuits of Northern Canada (p.64), the Italian woman (p.66), American Indians (p.69), the Japanese, a Frenchman called Alexis Duchateau (p.72), German scientists, Europeans, the Americans (p.73), the Chinese (p.76), Colombian account, the Colombian bank, (p.85), Erdem-a Turkish name (p.93), the San people (p.96), Mehmet as a Turkish name (p.97), French (p.103), American groups, American cowboys (p.109), Punjabi people (p.128), the Aztec people (p.136), a German chemist (p.137), the Mayan people (p.138), Chinese students (p.140), an American scientist (p.154), a non-UK bank account (p.155), people who grow up in different countries, friends from different countries and an African country (p.157) in the coursebook.

As for city names, there are not only British cities but there are cities from across the globe, such as Istanbul, Jakarta, Lagos, Mexico City, New York, Shanghai, Tokyo, the capital of Indonesia (p.6), Beijing, the capital city of Turkey (p.7), Rio de Janeiro, Mumbai, Los Angeles, Venice, Copacabana (p.8), Paris, Nairobi, Cape Town, Lima, Kyoto, Chicago (p.9), Sydney (p.12), Toronto, Ontario (p.13), Seoul, Amsterdam, Rome, Frankfurt (p.14), Antofagasta, Reykjavik (p.22), Sao Paulo (p.39), Moscow, another Russian city-St Petersburg which is called a 'City of Trams', New York's Staten Island, Shinjuku (p.40), Milan, Beijing / Nanjing, Khartoum / Cairo, Amsterdam / Anderlecht (p.41), Naples, Oristano, Cagliari, Palermo, Catania (p.44), Kanyakumari, Dibrugarh in the north-east to Kanyakumari in the south (p.45), Charleston-a historic town in the south of the US (p.58), Berlin (p.64), Florence (p.70), Pittsburgh, Indianapolis, Vienna, Florida (p.77), Johannesburg (p.86), Krakow, Brasilia, Auckland (p.103), Atlanta (107), Hong Kong, Monaco (p.108), Warsaw, Madrid (p.111), Zurich (p.112), Bologna, Cadiz (p.119), Delhi, Budapest (p.125), Tianjin (p.126), Bangkok, Amman (p.136), San Francisco, Nimes and Manhattan (p.157). In addition, as for pictures about cities, a picture of city

life (p.6), Istanbul and some other different cities' pictures (p.7), pictures of famous buildings from different cities (p.9), the places' photos mentioned in the text (p.45) and a photo of downtown Charleston (p.58) are encountered in the coursebook.

As far as country names are concerned, Indonesia (p.6), Turkey, China, Mexico (p.7), the south-east of Brazil, the west of India, the north-east of Italy (p.8), Canada, the south-east of Canada (p.13), South Korea, Holland, the USA (p.14), Chile, Iceland, Australia (p.22), Argentina, France, Iraq, Mali, Malaysia (p.30), Thailand (p.34), Italy (p.44), India (p.45), Uganda, Nigeria, Ethiopia (p.48), Portugal (p.49), Russia, Japan, Morocco (p.50), Vietnam (p.52), Egypt (p.61), Pakistan (p.62), Guatemala, Honduras, Belize (p.63), Estonia, European countries, Northern Canada (p.64), Hawaii (p.71), southern Italy (p.72), Sweden (p.76), Louisina / USA, Austria, America-Algiers (p.77), Dubai (p.81), Brazil, South Africa (p.86), Saudi Arabia, Philippines, Kuwait, Venezuela, Kazakhstan (p.95), unusual countries, countries in central Asia, Somalia (p.96), Spain, New Zealand (p.97), Singapore, Bali (p.101), Poland, the north island of New Zealand (p.103), Jordan, Germany (p.131), Bulgaria, Latvia, Belgium (p.133), Bolivia (p.136), east coast of Mexico (p.138), Greece (p.141), Peru, the west of Japan (p.148) and Oman (p.157) are presented in the coursebook. Another common landmark as far as multiculturalism is concerned is pictures about countries which allows photos of countries symbolizing themselves. As examples in the coursebook, Brazil, India and Italy are given on page 8. Moreover, it is possible to trace other countries within some reading texts in the book. As for the example of texts about countries, New Zealand is mentioned on page 16 and it identifies a New Zealand university's website.

As part of expressing local facilities, in conjunction with including anticipated concepts about Britain like the capital city of the UK (p.7), the English alphabet (p.12), Scottish household survey (p.36), the most famous buses in the world-the red double-deckers, London's underground trains (p.40), London tourism (p.41), the national bank of England (p.85), London's Heathrow Airport (p.126), Big Ben, the London Eye, Trafalgar Square, Buckingham Palace, Oxford Street (p.128), London Road, Oxford Road (p.131), British Heart Foundation Physical Activity Statistics (p.133), UAL Air Fair (p.142) and Trinity Street and King's Parade (p.148), there are also other elements taken part in the book such as, mosques (p.7), a church (p.8), international airports in New York, museums

in Nairobi, Chinese shops (p.13), airports in Europe (p.14), Paris office (p.21), national parks (p.25), the number of cinemas in Argentina (p.30), Chicago O'Hare Airport, Paris Charles de Gaulle Airport (p.39), a travel agent (p.43), Genoa-the biggest sea port (p.44), transport in India, air transport in India, Italian motorways (p.45), a new Lebanese restaurant in the city centre, French restaurants in the city (p.53), Roman roads (p.63), local shops (p.90), Enfield Town station (p.93), Changi Airport (p.101), a good Indian restaurant (p.115), water-sports facilities, local villages (p.138), the 'Life in Roman times' exhibition (p.143) and local radio (p.144).

In addition to food cooked, served and prepared in Britain, the book allows the readers a diversity of food and cuisine from different parts of the world like broccoli, green tea, noodles, salmon, sardines (p.46), fast food (p.47), food adventure, new food and dishes (p.48), food culture, kebabs, traditional food in South Africa, food from different cultures, traditional drinks (p.49), sushi, pasta, noodles, curry, lamb kebab, couscous, caviar, chilli con carne, national food, international food (p.50), noodle soup, Chinese-style noodles, sushi meal-fish and vegetarian (p.51), food in Vietnam (p.52), Lebanese food, a real Lebanese coffee, French food, the best French restaurant in the world (p.53), the Mexican dishes (p.61), food from other countries (p.64), foreign food (p.73), Indian food (p.95), unusual food (p.96), Chinese / Malay food (p.101), burger, rice cakes (p.112), a good Indian restaurant (p.115), Spanish food, Japanese food (p.125), different food from different parts of one country, the tandoori naans, the tandoori chicken, family meals, food at birthdays, food at festivals and ceremonies (p.128), Italian and American food (p.136), vegetarian curry, Asian / Mediterranean food (p.138), five different restaurants-Thai, Chinese, Indian, Italian and American (p.150), traditional food, the African dishes, dried meat-called Biltong, Peri Peri chicken and a red tea called rooibos (p.151). Also, pictures about food & cuisine from different countries which refer to meals from other countries visually contain kinds of food within pictures on page 50.

When flora are in question, the book includes diverse plants like the Saguaro cactus (p.23), plant forests of the pandas' favourite food-bamboo (p.26), the Botanic Garden in Singapore, unusual plants (p.101) and the Saguaro cactus in North America (p.149). On the other hand, there are some species mentioned from other countries. They are camel, dangerous animals (p.22), koala bears, seals, large sharks (p.24), kangaroos

(p.25), pandas (p.26), wild tigers in the world (p.36), bison, swan (p.69), the animals in Africa (p.97), unusual animals (101), penguins (p.111), alligator (p.125) and the kangaroo rat (p.149). There are also pictures about different fauna involving some photos of a variety of animals on page 24 and pictures of living creatures mentioned in the reading passage on page 26.

As regards geographical formations, the book presents Copacabana Beach (p.8), the world's deserts (p.22), Kangaroo Island (p.24), rainforests (p.25), oceans (p.26), Lake Ontario, Niagara Falls (p.13), the Suez Canal, the Panama Canal (p.39), the River Ganges, rivers in India (p.45), Mount Fuji (p.69), the Arabian Gulf (p.76), gated communities (p.86), the North and South Poles, the Kalahari Desert in southern Africa, a typical desert (p.96), the Indian ocean (p.97), Table Mountain, the Great Pyramid, the Great Wall of China, Angkor Wat, Uluru-Ayers Rock, Easter Island, the Grand Canyon, Machu Picchu, the Amazon Forest (p.98), the north island of New Zealand (p.103), wildlife (p.106), Mount Everest, the highest mountain in the world (p.111), Bermuda, Sahara desert (p.125), Shutter Island (p.127), hot deserts, cold deserts and the western hills (p.149).

Another landmark to be considered is traditions and the book applies to food culture, traditional food in South Africa, food from different cultures, Indian food traditions (p.49), US culture, countries and cultures (p.64), cultural changes, religion and cultural changes, grandparents' way of life (p.65), Native American Drum, Balalaika (p.69), an ancient culture (p.98), food and welcoming people, food and religion (p.128), traditional buildings or styles (p.130), different African cultures, the Portuguese culture and baby-naming ceremonies (p.151).

Furthermore, there are different sorts of companies from all around the world adapted to the activities in the coursebook and these are categorized under the landmark of companies as World Computer Company (p.21), Hyundai, Skoda (p.39), a local company (p.105), Porsche, Lamborghini (p.125) and the Nobel Prize Foundation (p.154).

In addition to the British historical figures and elements in the book like royal family (p.129), a royal connection and the Royal Naval (p.128), there are also other concepts referring to history, such as the history of Argentina (p.30), the history of the umbrella (p.74), World War II (p.77), king, wars, historic documents, early literature and

multicultural histories, such as Gilgamesh, historical places around the world, historical heroes, history tourism (p.129), Adolf Hitler (p.77), life in Roman times (p.143), a Roman statue and a statue of Venus / the goddess of love (p.153). As for civilisations, the book covers some elements, such as Çatal Hüyük (p.62), early cities, the Mayan, Inca and Aztec civilisations (p.63), ancient civilizations, Egyptian, Sumerian, Ancient Greek, Ancient Chinese-Qin and Han dynasties, Roman and Ancient India (p.129).

Travelling is another landmark which provides a multicultural dimension to the coursebook as it paves the way to travel to other countries. The book comprises international airports in New York (p.9), guided tours (p.25), the Chinese high-speed train (p.38), Eastern Europe's longest tram system, public transport in Tokyo, Shinjuku Station-central Tokyo, New York's metro system, Tokyo's metro stations (p.40), international budget air, an international airline (p.42), Moscow flight (p.43), the metro in Tokyo (p.41), transport in Italy (p.44), international airports, Indira Gandhi international Airport-Delhi, the biggest international airport, transport in India (p.45), travelling to many different countries (p.48), business trips, the EU (p.64), going abroad on holiday (p.75), travellers like 'Marco Polo' (p.76), international money transfer (p.85), travel agencies (p.86), a travel book and visit another continent, international citizens of the twenty-first century and work / study with someone from another country (p.95). Besides the book has parts about travel programmes on TV, a TV travel-programme presenter, discovering the world with Simon Reeve, travel show, travel TV series, travel shows, different trips, a travel-show presenter (p.96), a travel diary or blog (p.101), business trips abroad (p.133) and day trips with the students (p.134).

As for entertainment, in addition to cultures of the target culture like a film from Ireland (p.30), the holiday brochure: Scottish Dream (p.35), Matilda by Roald Dahl (p.61), songs in English, (p.100), Scottish music (p.136), Birds without wings (book), the Hobbit (movie) (p.151), a good news site such as the BBC or CNN and the BBC World Service (p.157), the book submits many multicultural elements, such as the European art film (p.77), Hollywood films (p.30), US culture-films, food, music (p.64), the musical-Cabaret (p.82), an American film (p.98), the film 'Star Fight' (p.107) and the musical Grease (p.31), samba and bossa-nova music, Bollywood films (p.8), wildlife shows on TV (p.25), films in Argentina, the number of cinemas in Argentina, a film about people

in France, films from all over the world (p.30), Tokyo Story-film, film from another country (p.31), the holiday brochure: Club Mexico (p.35), street arts, culturally specific festival, (p.37), first-fruit ceremony, national barbeque day (p.49), Russian novels, Japanese novels (p.61), a national festival (p.98), the Songkran Water Festival, the Thai New Year (p.108), a national barbecue day (p.151), the film King Kong (p.157), the Oscar awards (p.127) and international stars (p.146).

Global issues cover pollution, climate change, pollution of the seas, plastic pollution (p.26), the World Cinema website, Hollywood blockbusters (p.30), urban transport around the world, the world's biggest metro system, the world's largest station, the busiest ferry in the world (p.40), the world's biggest station, the most expensive metro system in the world (p.41), global nomads (p.95) and global warming (p.123) are mentioned in the text.

When education is the point in question alongside, a famous university city in the UK, the University of Cambridge-King's and Trinity (p.10), Trinity College, King's College (p.11), English language classes, IELTS or PTEA qualification, IELTS score, international students' office (p.16), a language school in the UK (p.17), Bristol School for girls (p.21), a university in the UK (p.26), international conference, students and lecturers from all over the world (p.50), Sheffield Metropolitan University, international students, international student welfare officer (p.78), Oxford University (p.105), the School of Oriental and African Studies in London (p.129), the Cam English School (p.148) and Nottingham University (p.154) are included but there are also universities and schools from other countries like Moscow University (p.15), New Zealand University, Central Auckland University, summer schools, the history of the university, a foundation course (p.16), Toronto Metropolitan University, MA Business and Economics (p.21), a painting class, a kids' club (p.34), City University, University of Cairo, the Sorbonne (p.50), art classes (p.70), acting school (p.77), film school (p.97), the University of Hong Kong (p.115), Bologna University (p.119), education in megacities (p.126), an Indian cookery school (p.128), golf course (p.136) and music training (p.146).

When architecture and monumental buildings symbolizing the countries are shown, it is obvious that the buildings and cities are included with a multicultural perspective because there are new buildings, old buildings, temples (p.9), the statue

(p.66), the Great Pyramid, the Taj Mahal, Angkor Wat, the Djenne Mosque, an old religious building, art-paintings / statues (p.98), famous buildings (p.102), the castle (p.113), a historic building (p.128), tower blocks (p.130), old castles (p.136) and the Egyptian mummies (p.141) in the book.

Languages offer another landmark for a multicultural perspective and apart from English (p.12), British English (p.112), many other languages are additionally indicated like American English (p.112), Chinese (p.13), Spanish (p.15), Arabic (p.17), French (p.21), Polish (p.28), German (p.64), a foreign language (p.109), Italian (p.153) and Japanese (p.157).

As for the frequency of occurrence of the multicultural elements within the 16 relevant landmarks they belong to, it covers 81 elements about Races, Ethnicities and Nationalities; 81 elemens about City Names and Pictures about Cities; 77 elements about Country Names, Pictures about Countries and Texts about Countries; 27 elements about Local Facilities; 65 elements about Food & Cuisine and Pictures about Food & Cuisine from Different Countries; 22 elements about Flora, Fauna and Pictures about Different Fauna; 37 elements about Geographical Formations; 18 elements about Traditions; 7 elements about Companies; 26 elements about Historical Concepts and Civilisations; 37 elements about Travel; 30 elements about Entertainment; 14 elements about Global Issues; 22 elements about Universities and Schools; 16 elements about Architecture and Monumental Buildings and 10 elements about Languages.

Table 1

The frequency of occurrence of the multicultural elements in Elementary New Language Leader.

Landmarks	Frequency	Percentage
Races, Ethnicities and Nationalities	81	14.2
City Names and Pictures about Cities	81	14.2
Country Names, Pictures about Countries and Texts about Countries	77	13.5
Food & Cuisine and Pictures about Food & Cuisine from Different Countries	65	11.4
Geographical Formations	37	6.4
Travel	37	6.4
Entertainment	30	5.2
Local Facilities	27	4.7
Historical Concepts and Civilisations	26	4.5
Flora, Fauna and Pictures about Different Fauna	22	3.8
Universities and Schools	22	3.8
Traditions	18	3.1
Architecture and Monumental Buildings	16	2.8
Global Issues	14	2.4
Languages	10	1.7
Companies	7	1.2
Total	570	100%

As a general overview, *NLL* / Elementary Coursebook is examined under 16 main landmarks and each one finds appropriate examples related to the topic. There are sometimes repetitions or similar instances within exercises on the following pages of the coursebook. When all the criteria are taken into consideration, it is obvious that the

coursebook is comprised of multicultural elements and information about cultures or ways of reflecting life styles of a country in the world.

3.2 The Analysis of Pre-Intermediate *New Language Leader*

As the second level of *NLL* coursebook series, Pre-Intermediate Book is another coursebook set for young adults and adults. This comprehensive source aims to have a beneficial effect on teaching EFL and supplies numerous exercises with the explanations of grammar teaching parts. They are found quite relevant with the topics in each unit.

In general, it is similiar to *NLL* / Elementary Coursebook. Although the design and distribution of topics within the main titles have a harmony with the previous coursebook, Pre-Intermediate one is devised in a more detailed frame by having a higher degree within the samples and activities on the pages. Language skills known are equally given importance in each unit and they are sometimes supported by both writing or speaking tasks in the units as well.

The remarkable multicultural elements from this coursebook are put forward in 16 attached landmarks expressed as Races, Ethnicities and Nationalities; City Names, Pictures about Cities and Texts about Cities; Country Names and Texts about Countries; Local Facilities; Food & Cuisine; Flora, Fauna and Pictures about Different Fauna; Weather; Geographical Formations; Companies; Historical Concepts and Civilisations; Travel; Entertainment; Global Issues and International Concepts, Universities and Schools, Architecture and Monumental Buildings and Languages. Multicultural elements which are spotted during the research of *NLL* / Pre-Intermediate Coursebook are listed in each title and when the categorization of these elements is completed, it is seen that the items found are miscellaneous and students learn them inductively by dealing with the exercises holded on the pages.

Each unit in the book has a saying pointing to a different nationality in the beginning. In point of races, ethinicities and nationalities, the first unit begins with a statement of a US writer. It follows a statement of a US cultural anthtropologist in the second unit, a famous statement of a US writer in the third and fourth units, a saying of a British naturalist in unit 5, a saying of a US comedian at the beginning of unit 6, a Polish

scientist's known saying in unit 7, a Greek poet's statement in unit 8, a British writer's famous statement at at the beginning of unit 9, a famous expression of a Turkish statesman, Kemal Ataturk in unit 10, an expression of a US writer in unit 11 and lastly a US journalist's expression in unit 12. It is noticable that the beginnings of units predominantly emphasize British and American statements in spite of showing some other examples of other countries' sayings. In addition, the elements got from the exercises are Chinese, Russians (p.8), an ordinary Kenyan family (p.14), a Japanese manga artist, a Korean manga artist (p.16), a Mexican painter (p.17), Canadian (p.18), Western journalists, US politics and business, the western TV broadcasters (p.24), foreign students and visitors (p.27), local people in Kenya (p.30), refugees in Darfur (p.31), American (p.34), European (p.39), German mothers, German female graduates, German employers (p.48), German families (p.52), Australian performers (p.66), the Spanish (p.76), Asian football fans (p.96), Brazilian, Ghanaian, Polish, Saudi Arabian, Thai, New Zealander (p.102), Antarctic workers (p.128), Roman, Ancient Greek, Incan (p.138), Young Japanese man (p.140), the Iranian Minister of Education, the Thai Minister of Culture, the Brazilian Ambassador (p.142), Young French woman (p.148), Australian (p.149), French women (p.154), the Spaniard, the Ghanaian Minister (p.159) and a French policeman from the 1960s (p.161). In addition, as a name from a different country, Ahmed is seen in the exercise of Writing on page 7.

Moreover, this criterion is supported by some pictures about people from different continents which demonstrate pictures of people from different nationalities within the reading text on page 6, 19, 64, 142 and 146. A picture of a black woman / Chimokel Chilapong within the text (p.14), Osamu Tezuka / a Korean manga artist within the text (p.16), Frida Kahlo and Esperanza Spalding within the listening exercise (p.17) are also recognized and after these pictures, a picture of a family from a different nationality (p.50) gets the attention directly. Then pictures of some families coming from a different nationality support this topic on page 51. Both black and white people are shown at the same time on page 53 and 153 while the picture of a black person from a different country within the pages 78 and 126 and a black child's photo at the beginning of the unit (p.30) are given individually. Others are pictures of women from different countries as they are signalized within the article (p.96) and athletes coming from different nationalities again

(p.98). Some female footballers whose nationalities are different from each other are also picturized on page 130.

As for celebrities of other races and ethnicities, in addition to referring to some British people like Stephen William Hawking (p.56), Agatha Christie (p.122), Shakespeare (p.156) and George Orwell (p.160), Frida Kahlo, Pablo Picasso (p.17), Mark Zuckerberg (p.23), George Clooney-actor, Midori Gato-violinist, Muhammad Ali-boxer (p.78), Steve Jobs, Steve Wozniak, Ronald Wayne (p.80), world-famous architect Zaha Hadid (p.83), Katie Holmes, Tom Cruise, Marie Curie, Bill Gates (p.106) and Einstein (p.128) are also mentioned within the exercises in the coursebook and all these people coming from different countries in the world provide a multicultural point of view. Esperanza Spalding-a jazz singer and a musician from the USA (p.149), an American journalist-Justin Hall (p.150) and Gutenberg (p.154) are other famous people stated as multicultural elements in the Audio Scripts coming along the signified criterion as well.

Furthermore, city names, pictures about cities and texts about cities prove that there are a lot of cities taken part within almost every exercise from reading texts to completion of the sentence exercises. Some of them are Moscow, Beijing (p.9), Seoul, Venice (p.13), Chicago, Madrid (p.21), Geneva (p.23), Copenhagen (p.29), Aceh, Gaza, Darfur (p.31), Vaitape (p.38), Tokyo (p.45), California (p.57), Oslo (p.62), Sydney (p.66), Ontario (p.74), Los Altos (p.80), Taegu (p.81), Los Angeles, Paris, Mexico City, Nairobi, New York, Abu Dhabi (p.82), Turin (p.86), Brussels, Krakow (p.103), Atlanta (p.109), Rome (110), Washington (p.121), San Francisco (p.122), Athens (p.124), Machu Picchu (p.131), Bangkok, Cairo, Rio de Janeiro (p.134), Bologna (p.138), Tehran (p.142), Portland / Oregon (p.149), Toronto (p.150), Vienna and Lyon (p.161). There are also some pictures about cities covering pictures of Seoul which is mentioned in the reading text (p.13) and Sydney (p.66). So, the places cited within the lines on the coursebook are visualized and becomes more understandable with the help of these pictures. In the same manner, in terms of texts about cities Seoul is represented on page 13 and the text informs the learners about this city.

As regards country names and texts about countries, China, Canada, Saudi Arabia, Brazil, Thailand, Poland, Ghana, New Zealand, the Arab World (p.7), Russia, Siberia, western Siberia, eastern Siberia (p.8), Dubai (p.9), Australia, Central and South America,

southern Argentina (p.10), Argentina (p.11), South Korea (p.13), Japan, eastern Kenya (p.14), Poland, Hong Kong (p.18), USA, Spain (p.21), Switzerland (p.23), Denmark (p.29), Sri Lanka, the Congo, Kenya, Ethiopia (p.30), Nepal, Peru (p.31), Hawaii, the south coast of Iceland (p.45), Germany, Sweden (p.48), France (p.60), India (p.64), Asian countries, America (p.66), UAE (p.83), European countries (p.88), Mexico (p.106), Bangladesh (p.109), Korea, the Netherlands, the south of France and northern Italy, the north of France (p.119), Singapore (p.121), the BRIC countries (p.129), Belize, Chile (p.131), Italy, Uruguay (p.138), Turkey (p.142), Jamaica (p.143), Madagascar, the east coast of Madagascar (p.152), Egypt (p.159), Monaco and Austria (p.161) are reflected in the book. When texts about countries are dealt with, Siberia on page 8 draws the attention and even though there are a lot of countries shown in the exercises, Siberia is the only example talked about specifically within a reading text.

In the context of local facilities, the National Museum of Science (p.7) is mentioned in a given writing exercise while page 13 shows some facilities like a city as Bukchon village and the famous Namdaemun market within a text about Seoul. There are other exercises exemplifying the elements for local facilities such as the Prado museum (p.21) and the Sydney Symphony Orchestra (p.66). The other landmarks supporting multicultural elements about local facilities are Thailand beaches (p.103), Argentinian healthcare charity (p.109), the Ataturk Cultural Centre (p.142), Sydney Harbour (p.144), mobile clinics in Ethiopia and health centres in Africa (p.151).

Furthermore, most of these detected multicultural elements appear in the sentence completion exercises and reading texts. However, others also follow these elements as regards the landmarks as criteria. The other elements which are accepted as indicators of multiculturalism are categorized by taking the landmark of food & cuisine into consideration and in this way. Types of food are exhibited as students talk about different food while doing the exercises using multicultural elements about this landmark. So, they use language and have an idea about different cultures at the same time and all these effects could draw students' attention since differences easily stand out for most students. As it is stated in the book, as a term about food & cuisine, cold chicken is given in the exercise of Understanding Meaning on page 12 and the same page also shows another one as Thai fish soups in the writing the correct definition exercise. These kinds of

43

examples about food supply an extra information by showing other cultural items existing within the coursebook. In addition, kimchi-the national dish on page 13 is cited in a text giving information about a city, Seoul and when students meet this word, they become aware of this traditional food and learn about South Korea more. As long as they remain curious, they are likely to continue reading the text enthusiastically and all these combinations have a considerable contribution to their language learning. Moreover, salmon, brown rice (p.32), junk food (p.33), a coconut drink, coconut (p.38), a Mexican restaurant and tacos (p.105) are mentioned as the samples under this heading.

From the point of flora, native plants are shown in the paragraph completion exercise on page 41. However, fauna is displayed in more contexts, such as lemurs (p.39), grey squirrels from North America, European red deer, the apple snail from South America, foreign animals, local animals (p.40), wild animals, whales (p.43), endangered animals (p.79), tigers (p.110) and penguins (p.149). However, there are still explanations belonging to British culture, such as native red squirrels in England (p.40) and the UK grey squirrels (p.111) within the coursebook. Under the category of pictures about different fauna, some pictures of different types of animals are located on page 40 and the page is already full of plenty of words about different types of animals.

Except for the weather in the UK (p.102), in order to signify different climatic conditions, multicultural elements related to weather point to winter in Russia and Siberia on page 8 through the instrument of discussion questions as a pre-reading activity and within the reading text as well. By using these elements under the landmark of weather, the climate about Russia and Siberia are mentioned and the knowledge of these two places are measured. Also, tropical storms (p.129) are encountered under this sub-criteria.

As for geographical formations, Cheong-gyechong stream (p.13), the Pacific Ocean (p.14), Bora Bora, Tropical Islands, Mount Otemanu (p.38), Greenland, Madagascar (p.39), the forests in South America (p.40), Eyjafjiallojökull-a volcano near the south coast of Iceland (p.44), Katla-volcano, Mount Fuji-the world's most famous volcano, the volcano Mauna Loa (p.45), the river Po (p.86), the Pyrenees (p.107), the Apennine Mountains in Italy, the Carpathians in Romania, the Alps, the Atlantic Ocean, the Mediterranean (p.110), the Canary Islands, Lake Erie, Lake Ontario, Lake Superior,

all the other Greek islands (p.111), the Sinai desert (p.126), the Red Sea (p.131) and the Gobi desert (p.149) are presented in the book.

Within the context of companies, BBC World, Al Jazeera International, OneWorldTV, CNN, NowPublic, Al Jazeera International-an Arabic company (p.24), McDonald's (p.34), Ferrari, Fiat, Tesco, Marks & Spencer (p.74), Toyota, Coca-Cola, Volkswagen, Nestlé, Samsung, Google, Zara, PetroChina, Shell, Apple, Roche, HSBC, Apple Computer (p.80), advertising companies, the TV companies (p.96), BBC1 (p.102), Microsoft (p.106), marketing companies (p.113), the internet company, internet travel company (p.121), social media companies (p.129), Sony, Ford (p.136), Atari-the most important technology company, a lot of American companies, Amazon, European companies like Volkswagen and Asian companies (p.160) are included.

Important elements which are grouped under the title of historical concepts include the Second World War (p.16), the early days of the internet (p.23), the first Moon landing in 1969, the Wright brothers' flight in 1903 (p.52), the discovery of electricity, the discovery of DNA, the discovery of nuclear energy (p.59), history of chocolate, in the 17th century, in the 19th century (p.76), the first football World Cup finals in 1930 (p.138) and the First World War (p.161). All these phrases are mostly reflected visually on the pages by showing things about history and try to generate a discussion which utilizes speaking within language skills. It could create an environment to have comparisons between old times and the present day. On the other hand, about the elements used for showing civilisations, Mayans and Aztec civilisation are urged upon on page 76 and after the exercise suggests a video on this page, it is seen that these two civilisations are confronted in the part of completing the notes.

Subsequently, another landmark, travel finds some related items, such as bus or train journey (p.68), the trip to Ghana (p.79), the French world-class train (p.121), travel to Iran (p.142), travel to Afghanistan (p.146) and global travel (p.156).

When entertainment is in question, by including both a play about Shakespeare (p.80) and British Comedy (p.148) in the coursebook, the other expressed elements as accepted multicultural are Japanese comics, manga stories (p.16), the American comedy, soap opera (p.29), Christmas Day (p.31), Sydney Festival, Beethoven' Symphony No. 9,

movies from around the world, Hum Tum-an Indian film made in true Bollywood style, Hollywood, music and dance from all around the world, Japanese Taiko drumming, the Bollywood film, the drum show (p.66), a music performance called World Beats, digital music (p.80), graffiti (p.90), American musicals (p.139), Chinese opera in the Sydney Opera House, a remake of Frankenstein, an exhibition of art about food, a contemporary sculpture of Sydney made of biscuits (p.140), A Space Odyssey / the great science-fiction film 2001 (p.144), Bollywood Bonanza-dance, live performances of the dances from Indian films, Australia's latest young rock and pop groups, (p.148), music from the chart-topping band the Hoodies (p.150) and a James Bond film or Mission Impossible (p.161).

According to another criteria, since the coursebook is concerned with global issues, there is considerable space in the coursebook for global issues such as climate change (p.8), World news, global lies, local news (p.24), the United Nations, the developing world and human rights, a global organisation, world problems (p.25), pollution, the global environment (p.41), the Global Council for Youth (p.53), global warming (p.58), light pollution (p.62), World Gold Council (p.71), the global market, globalisation, a global brand (p.81), a global sporting event (p.82), a global police communication system (p.84), air pollution (p.87), the pollution in Bangkok (p.111), global food (p.147), global temperature (p.161), a global increase in the cost of basic food and the global price of wheat (p.162). On the other hand, with regards to international concepts, International Women's Day Awards (p.14), the European Union (p.21), an international news programme, international channels (p.24), the international news channels (p.25), International Medi-Aid (p.30), Animal Aid International (p.43), International Writing Competition (p.53), international justice, international civil servants / the Secretariat (p.78), the International Olympic Committee-IOC (p.82), Interpol, the international police organisation (p.84), international competitions (p.94), international affairs (p.107), the International Culture Conference in Bangkok (p.142), the International Culture Conference (p.146), the court of International Justice (p.159) and international conferences on crime (p.161) are the elements located in the various exercises of the stated pages.

As far as universities / schools are concerned, the coursebook presents some British perspectives with the items such as Barnet School (p.32), the Universities of

Oxford and Cambridge (p.56), the first modern Olympics English classes (p.104) and (the) York Language Center (p.133), other schools from different parts of the world are also included like Grey University (p.21), the University of California in Los Angeles / UCLA, Stanford Research Institute (p.22), Harvard University (p.23), an academic institution (p.42), Mainz University (p.48), Institute of Astronomy, religious education (p.78), Manhattan Languge Academy (p.139), a musical school in Tehran (p.146), a charity theatre school for children, the National University (p.159) and Imperial College (p.162). It could be concluded that this landmark with the obtained notions in it refers to both specifically named colleges and the concepts about education including types of lessons or classes.

Considering architecture and monumental buildings, Gyeongbok Palace (p.13), the world-famous Sydney Opera House (p.66) and the Burj Khalifa building (p.149) are some multicultural elements which are offered by the coursebook.

Except for including English (p.6) more than once, many other different languages such as Spanish (p.21), Danish (p.29), Korean (p.81), Russian, Latin (p.115), Portuguese (p.149), Japanese, Italian (p.150), Arabic and French (p.161) are used, too. Besides, an extra information in Audio Scripts from a recording is provided about the Japanese word for 'train' which means densha (p.150).

All in all, there are 87 multicultural elements as for Races, Ethnicities and Nationalities; 46 elements for City Names, Pictures about Cities and Texts about Cities; 64 elements for Country Names and Texts about Countries; 11 elements for Local Facilities; 10 elements for Food & Cuisine; 13 elements for Flora, Fauna and Pictures about Different Fauna; 3 elements for Weather; 27 elements for Geographical Formations; 39 elements for Companies; 14 elements for Historical Concepts and Civilisations; 7 elements for Travel; 28 elements for Entertainment; 44 elements for Global Issues and International Concepts; 13 elements for Universities and Schools; 3 elements for Architecture and Monumental Buildings and 11 elements for Languages.

Table 2

The frequency of occurrence of the multicultural elements in Pre-Intermediate New Language Leader.

Landmarks	Frequency	Percentage
Races, Ethnicities and Nationalities	87	20.7
Country Names and Texts about Countries	64	15.2
City Names, Pictures about Cities and Texts about Cities	46	10.9
Global Issues and International Concepts	44	10.4
Companies	39	9.2
Entertainment	28	6.6
Geographical Formations	27	6.4
Historical Concepts and Civilisations	14	3.3
Flora, Fauna and Pictures about Different Fauna	13	3.09
Universities and Schools	13	3.09
Local Facilities	11	3.8
Languages	11	2.6
Food & Cuisine	10	2.3
Travel	7	1.6
Weather	3	0.7
Architecture and Monumental Buildings	3	0.7
Total	420	100%

When every piece of element used in the coursebook of *NLL* / Pre-Intermediate is taken into consideration, it is possible to draw a conclusion that this coursebook with all its items including different kinds of exercises towards overall language skills, tasks, reading texts, vocabulary, pronunciation, pictures, grammar tips, speaking parts, warm-up questions, watching the interviews under the heading of *Meet the Expert*, writing practice and even *Audio Scripts* is perceptibly full of multicultural elements. It is because

of the obtained results from the coursebook's detailed analysis as they are also shown in the Appendices. After having been reviewed thoroughly for this coursebook, it is explicitly induced that even if it is published by a British-owned education, different points of views or lifestyles from various nationalities are covered in a considerable amount and just as the same situation happens in the first level of *NLL*, namely Elementary, there is not only one culture like British but also multicultural elements outperforming here in *NLL* / Pre-Intermediate again. Each element discovered on the pages aims at reflecting the opulence of other cultures in the world. The coursebook actualizes it with the help of using all other countries' aspects in any subject and many different cultural items are mentioned within the lines of the pages without ignoring the British culture as well.

In addition, all exercises which are thought as main materials within the book follows a communicative approach which helps learners use the language they learn and in this way, these multicultural elements are made benefits since they are already appeared in lots of questions or explanations in this coursebook. Having an idea or a comparison about differences on any topic might support the speaking skill and the examples promoting multiculturalism might have many opportunities for this purpose since they arouse curiosity easily.

Furthermore, these elements are useful tools because of giving information about a multiple vision and contributing to have a general culture. The first thing beholded for the evaluation of this coursebook is to find out whether they have a multicultural perspective or not and after the acquired elements are determined, they are listed under 16 landmarks as mentioned above in detail. It is recognized that some of these multicultural elements are repeated for several times on different pages.

In a nutshell, the overall analysis of this coursebook prepared by Pearson is another proof of how multicultural elements a coursebook has motivate language learning, expand the use of practice for each exercise within the coursebook and create a cultural awareness in the classroom thanks to being aware of other cultures. As a whole, language and culture teaching are tackled together and it is clearly recognized that there are not just certain dominant cultures which support monoculturalism and after an overall evaluation of the determinated main 16 landmarks, it is an obvious fact that multicultural

49

elements are supported since there are a lot of examples about different cultural issues in the world. It indicates that the use of these elements within language teaching is a beneficial tool so as to gain a global perspective and intellection to the target group of students.

CHAPTER 4. CONCLUSION

This part includes Conclusion, Implications for ELT and Recommendations for Further Research.

4.1 Conclusion

To start with, the study basicly focuses on determining multicultural elements by including the examples used in the two selected books of an ELT coursebook series, *NLL*. So, it is based on an assumption that they are the products of multicultural awareness in language. Although, the coursebooks investigated, namely Elementary and Pre-Intermediate Books, are bound up by a British-owned education publishing house, multicultural elements are reflected in these two coursebooks and it can be deduced that this is the result of changing tendencies in ELT practices and developing world.

Learners of EFL are expected to have a link between language learning and other cultures. Since every language contains its own culture, language and culture cannot be thought as separate. Therefore, the inevitable connection between these two terms shows that culture takes place in language education. In particular, it can be emphasized in ELT coursebooks and with the help of the coursebooks, students can be exposed to a variety of cultural elements belonging to different countries in the world. By using them, it can be seen that they are able to transfer the value of each culture, understand what to say or how to act in a different situation rather than being familiar with just their own habits. In this way, while they are dealing with the coursebooks and studying for the exercises which are full of multicultural elements, they start to create a cultural awareness as well. Their attention can also be drawn to language learning with the help of cultural differences. That is to say, improving cultural awareness can have a contribution to language awareness. Because of conveying a diversity of cultures, coursebooks make students become a part of the target culture and improve their linguistic comprehension more. For this reason, many different kinds of samples related to multicultural elements are clarified to support this thesis study and each chapter is composed of a variety of sources to gather information in the process of the study.

As things stand, for many years, a great amount of researchers have tried to make definitions of both monoculturalism and multiculturalism. The differences among these two terms are explicitly expressed by the given descriptions. This study attempts to decide whether multicultural elements are available on language learning and mentioned in the selected two coursebooks or not. It also aims to have another reflection for other studies. Owing to this fact, the samples collected from the coursebooks are gathered under the landmarks they refer to. The landmarks are formed based on the contents multicultural elements are related to. When viewed from this aspect, both Elementary and Pre-Intermediate Coursebooks are analysed by considering 16 landmarks. During the study, it is seen that the two coursebooks almost consider a similar categorization with the emerging landmarks and have a balance between items referring to the target culture and items belonging to other cultures. The multicultural elements are shown in both coursebooks in different amounts.

As it is mentioned before, when they are classified into some landmarks in accordance with their topics they are related to, they might be distinguished clearly. The multicultural elements appeared in the mentioned sample coursebooks are noticed to point out some of the topics included in various landmarks. These are listed as Races, Ethnicities and Nationalities; City Names and Pictures about Cities; Country Names, Pictures about Countries and Texts about Countries; Local Facilities; Food & Cuisine and Pictures about Food & Cuisine from Different Countries; Flora, Fauna and Pictures about Different Fauna; Geographical Formations; Traditions; Companies; Historical Concepts and Civilisations; Travel; Entertainment involving movies, plays, music, TV, fests, festivals and holidays as criteria; Global Issues; Universities and Schools; Architecture and Monumental Buildings and Languages in Elemantary Coursebook.

On the other hand, Pre-Intermediate / *NLL* is scanned by 16 landmarks remarked above. However, it has some other different landmarks as well as including similar landmarks in the Elementary Coursebook. When it is compared with the Elementary level, it is seen that during the evaluation of elements, some landmarks, such as Pictures about Countries, Pictures about Food & Cuisine from Different Countries and Traditions do not have any example of multicultural elements here in Pre-Intermediate Coursebook much. Instead; Texts about Cities, Weather and International Concepts as more

landmarks are added since there are concepts related to these categories within the exercises when they are handled from a multicultural review. According to the classified landmarks of some encountered multicultural elements, it is also observed that some elements are repeated more than once on each page. Apparently, coursebook publishers intend to offer the learners more multicultural issues and useful information about diverse cultures.

In the light of the data acquired from the results of the studied two coursebooks, it can be concluded that in terms of covering multicultural elements, *NLL* / Elementary book seems to include more examples of City Names and Pictures about Cities; Country Names, Pictures about Countries and Texts about Countries; Local Facilities; Food & Cuisine and Pictures about Food & Cuisine from Different Countries; Geographical Formations; Traditions; Historical Concepts and Civilisations; Travel; Entertainment; Universities and Schools; Architecture and Monumental Buildings. In contrast, the results for the Pre-Intermediate book show that it has much more multicultural items in the aspects of landmarks about Races, Ethnicities and Nationalities; Texts about Cities; Flora, Fauna and Pictures about Different Fauna; Weather; Companies; Global Issues and International Concepts and Languages. In fact, it is clearly seen that these two coursebooks provide multicultural samples highlighting different cultures from all over the world but in different amounts.

As stated before, other cultures coming from different countries start to gain more importance and it becomes clear that teaching culture is not something ignored with the help of changing world any more. Therefore, the two coursebooks used for this thesis study are accepted as multicultural and beneficial sources meeting the needs of both students and teachers. Even if monocultural elements reflecting British culture or its way of life are still encountered in the two series of *NLL* coursebooks, it has been noted that there is a transition from monocultural elements to multicultural ones indeed. However, both of them follow a parallel order as part of the contents, types of exercises, authors and number of units in the coursebooks. So, the books include British cultural heritage but they do not only reflect British culture but also concepts related to other cultures.

In the coursebooks analysed, there is an appreciable effort to have a perception integrating different ways of life for people from all around the world into the language

53

teaching. It becomes more apparent as long as the coursebook's level increases. It is especially comprehensible within vocabulary or texts. There are also some beneficial knowledge about British culture. However, it is an obvious fact that both versions of *NLL* series have a teaching perspective based on multiculturalism rather than monoculturalism. Teachers can also benefit from them so as to present many different issues in their lessons as it is believed that they will be more intriguing to mention among students.

The obtained results show that the coursebooks used in the research are suitable for combining students' own culture with other cultures. Thus, all students can improve their awareness about both language and cultural differences and comment about the matters in the exercises of these coursebooks both verbally or in a written form. Moreover, it is asserted that learning a foreign language can be perceived as an enjoyable experience for any learner using these kinds of useful sources which has a reflection of multiculturalism.

What is more, it becomes possible for learners to widen both their language skills and world knowledge more easily that they may have some comparisons among differences of countries around the world by being aware of multicultural elements and try to approach some new points of views by means of language learning. Thus, it is concluded from the study that English as a global means of communication could be practised by the use of multicultural elements in ELT coursebooks because communication is a mutual activity. That is why, multicultural elements in language coursebooks become quite effective for being a transition to other cultures and achieving communicative objectives in learning process as well.

To sum up, regarding all elements culturally used in two levels of coursebooks as Elementary and Pre-Intermediate in *NLL*, in light of the findings, this study has arrived at a conclusion that both of these coursebooks as main teaching materials in ELT reflect a multicultural perspective as there are a lot of written samples within the pages and these multicultural elements are embedded in the coursebooks to transfer indirectly with the help of exercises in language skills. With regard to the representation of multicultural elements in the coursebooks, this study has come up with some important conclusions. Both Elementary and Pre-Intermediate Coursebooks are formed from a multicultural perspective and they support an awareness of the growing multiculturalism. That is to

say, the obtained results represent that the studied books are multiculturally conscious. Overall, the result of this thesis study could be summarized as language and culture have an interrelation and this situation leads to a perpetual entity of cultural studies in language teaching and learning. Consequently, the increase of the representation of multicultural items in language coursebooks gains highly prominence currently and it is still a field of study improving to provide assistance to the language teaching and learning process.

4.2 Implications for ELT

Over the years, a great number of studies has attempted to find out the relationship between culture and foreign language teaching. Until 1960s, there were no multicultural elements included in language learning. With the help of new approaches and theories coming into the picture in a the period of time comprising the 1970s and the 1980s, foreign language teaching with a multicultural perspective started to take place in language education and the integration of cultural items into foreign language courses has become an issue to discuss from that moment on. In this way, teaching culture gains a considerable significance and plays a part during foreign language learning.

In this sense, this thesis study uses the importance of multiculturalism within language teaching process and as main teaching materials, two books having different levels of a language teaching coursebook series with five books in total are basically focused in terms of the content. These Elementary and Pre-Intermediate Coursebooks of *NLL* series are dealt with according to the perspective they adopt. In addition, the study is assumed to have a contribution to ELT area since the reflections about what multiculturalism essentially refers to are considered in the mentioned coursebooks.

Moreover, it is emphasized that an awareness about multicultural point of view will come out by this ongoing process of change in ELT coursebooks. The representation of multicultural elements within the exercises and texts of coursebooks is also quite important to create a consciousness for the duration and practice of inserting cultural elements into the foreign language education.

ELF makes people use English as a common language in the world and in this study, the review of selected coursebooks obviously indicates that even if the books

belong to a British publishing firm, there is not just one dominant target culture like British in the coursebooks any more. Different cultural elements are also incorporated into the books. Therefore, this study has a purpose to make a significant contribution to ELT area in that it is a pattern reflecting the traces of the changing practices in inserting cultural elements into foreign language education.

It is inferred that by means of new proceeds from the changes in the 21st century, other cultures should also be included within language learning. It appears an opportunity with regards to meeting a variety of different cultures, and coursebooks as supportive materials provides it by having its elements related to the content of the coursebooks from a multicultural perspective. Furthermore, because language is assumed as a tool for communication, being exposed to multicultural elements could motivate learners to talk about differences or similarities about cultures around the world as well.

All in all, this study signifies that multiculturalism is handled as a way to make learners inform about new cultures and have a great sense to differences without any kinds of discrimination. It is supported by each part of coursebooks' exercises, texts, pictures, tasks and many other things taken part in several contexts. As a conclusion, the two selected coursebooks used for this study set a good example of a transition from monoculturalism to multiculturalism and both of them rank many multicultural elements within the frame of different landmarks.

4.3 Recommendations for Future Research

The following areas can be investigated for further research:

- Investigation of the content of a wide range of coursebooks to gain insight about reflection of multiculturalism from a broader perspective,
- Reflections of the influence of multicultural elements in the coursebooks on learners' communicative competence,
- Investigation of teacher trainees', teachers' and students' perceptions of the multicultural elements in the coursebooks,
- A comparative case study of monocultural and multicultural language teaching,
- Investigation of the impacts of a multicultural perspective in the coursebooks on language education.

APPENDICES

Appendix 1: Findings from *NLL* / Elementary Coursebook

NEW LANGUAGE LEADER

ELEMENTARY

(PEARSON)

UNIT

1. Cities
2. Work and study
3. Nature
4. Leisure time
5. Transport
6. Food
7. Shopping
8. History and culture
9. Inventions
10. Money
11. Homes
12. Travel

UNIT 1

This unit starts with a statement of a British film director.

PAGE 6:

City Names and Pictures about Cities: "Istanbul, Jakarta, Lagos, Mexico City,

New York, Shanghai, Tokyo, a picture of city life, the capital of Indonesia."

Country Names, Pictures about Countries and Texts about Countries:

"Indonesia."

PAGE 7:

City Names and Pictures about Cities: "Istanbul, Beijing and Shanghai, New

York, Tokyo, Istanbul and some other different cities' pictures, the capital city of

Turkey."

Country Names, Pictures about Countries and Texts about Countries:

"Turkey, China, Mexico."

Local Facilities: "mosques."

PAGE 8:

Country Names, Pictures about Countries and Texts about Countries:

"Brazil, India and Italy the south-east of Brazil, the west of India, the north-east of Italy."

City Names and Pictures about Cities: "Rio de Janeiro, Mumbai, Los Angeles, Venice, Copacabana."

Entertainment: "samba and bossa-nova music, Hollywood, Bollywood films."

Geographical Formations: "Copacabana Beach."

PAGE 9

City Names and Pictures about Cities: "Rio, Mumbai, Venice, New York, Mexico City, Paris, Nairobi, Cape Town, Lima, Kyoto, Chicago, There are also pictures of famous buildings from different cities on the page."

Local Facilities: "international airports in New York, museums in Nairobi."

Architecture and Monumental Buildings: "new buildings, old buildings, temples."

Travel: "international airports in New York."

PAGE 10

Universities and Schools: "a famous university city in the UK, the University of Cambridge-King's and Trinity."

PAGE 11

Universities and Schools: "Trinity College, King's College."

PAGE 12

Local Facilities: "the English alphabet."

Languages: "English."

City Names and Pictures about Cities: "Sydney, Mumbai."

PAGE 13

Languages: "Chinese."

City Names and Pictures about Cities: "Toronto, Venice, Sydney, Ontario."

Local Facilities: "churches, Chinese shops."

Country Names, Pictures about Countries and Texts about Countries:

"Canada, the south-east of Canada."

Geographical Formations: "Lake Ontario, Niagara Falls."

UNIT 2

It starts with a statement of a Chinese philosopher / Lao Tzu.

PAGE 14

Local Facilities: "airports in Europe."

City Names and Pictures about Cities: "Seoul, Amsterdam, Rome, Frankfurt."

Country Names, Pictures about Countries and Texts about Countries: "South

Korea, Holland, the USA."

Languages: "English."

Races, Ethnicities and Nationalities: "famous fashion designers, pictures of

people coming from different continents and different nationalities on the page."

PAGE 15

City Names and Pictures about Cities: "Amsterdam, Frankfurt."

Races, Ethnicities and Nationalities: "famous fashion designers."

Languages: "Spanish."

Universities and Schools: "Moscow University."

PAGE 16

Races, Ethnicities and Nationalities: "pictures of people involving a black person as well on the page."

Universities and Schools: "New Zealand university, Central Auckland University, summer schools, the history of the university, a foundation course, English language classes, international students' office, IELTS or PTEA qualification, IELTS score."

Country Names, Pictures about Countries and Texts about Countries: "New Zealand."

PAGE 17

Universities and Schools: "A language school in the UK."

Languages: "English, Chinese, Arabic, Spanish."

PAGE 21

City Names and Pictures about Cities: "Paris, Toronto."

Local Facilities: "Paris office."

Universities and Schools: "Cambridge University, Bristol School for girls, Toronto Metropolitan University, MA Business and Economics."

Races, Ethnicities and Nationalities: "British, Canadian."

Languages: "French, Chinese, Spanish-elementary."

Country Names, Pictures about Countries and Texts about Countries: "USA."

Companies: "World Computer Company."

UNIT 3

There is a British poet's saying and some photos such as a desert, a camel etc. on

the page.

PAGE 22

City Names and Pictures about Cities: "Antofagasta, Reykjavik."

Country Names, Pictures about Countries and Texts about Countries: "Chile, Iceland, the US, China, Australia."

PAGE 23

Geographical Formations: "the world's deserts."

Flora, Fauna and Pictures about Different Fauna: "The Saguaro cactus, camel, dangerous animals."

Languages: "English."

PAGE 24

Country Names, Pictures about Countries and Texts about Countries: "Australia."

Geographical Formations: "Kangaroo Island."

Flora, Fauna and Pictures about Different Fauna: "koala bears, seals, large sharks, some photos of a variety of animals on the page."

PAGE 25

Flora, Fauna and Pictures about Different Fauna: "koala bears, kangaroos."

Geographical Formations: "rainforests."

Entertainment: "wildlife shows on TV."

Local Facilities: "national parks."

Travel: "guided tours."

PAGE 26

Flora, Fauna and Pictures about Different Fauna: "Pandas, pictures of living creatures mentioned in the reading passage on the page, plant forests of the pandas' favourite food-bamboo."

Companies: "the Woolong Panda Centre, the marine conservation society."

Country Names, Pictures about Countries and Texts about Countries: "China."

Geographical formations: "oceans, the rainforest."

Global Issues: "pollution, climate change, pollution of the seas, plastic pollution."

Universities and Schools: "a university in the UK."

PAGE 28

Races, Ethnicities and Nationalities: "a black man's photo on the page."

Languages: "Polish, English."

UNIT 4

This unit begins with an English proverb.

PAGE 30

Entertainment: "a film from Ireland, films in Argentina, the number of cinemas in Argentina, a film about people in France, Hollywood films, films from all over the world, Argentinian films."

Local Facilities: "the number of cinemas in Argentina."

Global Issues: "the World Cinema website, Hollywood blockbusters."

Country Names, Pictures about Countries and Texts about Countries: "Argentina, France, Iraq, Mali, Malaysia."

Historical Concepts and Civilisations: "the history of Argentina."

Races, Ethnicities and Nationalities: "Argentinian actors, Argentinian directors, the Austrian director, a French couple."

City Names and Pictures about Cities: "Paris."

Languages: "French."

PAGE 31

Entertainment: "Argentinian films, thrillers, war films, the musical Grease, westerns, comedy and romantic comedy, Tokyo Story-film, film from another country."

Races, Ethnicities and Nationalities: "a French couple."

City Names and Pictures about Cities: "Tokyo."

PAGE 33

Races, Ethnicities and Nationalities: "a photo of a black woman within the reading text."

PAGE 34

Universities and Schools: "a painting class, a kids' club."

Country Names, Pictures about Countries and Texts about Countries: "Thailand."

PAGE 35

Entertainment: "the holiday brochures: Scottish Dream, Club Mexico."

Country Names, Pictures about Countries and Texts about Countries: "Mexico."

Races, Ethnicities and Nationalities: "Scottish."

PAGE 36

Country Names, Pictures about Countries and Texts about Countries: "Australia."

Flora, Fauna and Pictures about Different Fauna: "wild tigers in the world."

Races, Ethnicities and Nationalities: "Scotland's people."

Local Facilities: "Scottish household survey."

Country Names, Pictures about Countries and Texts about Countries:
"Scotland."

Races, Ethnicities and Nationalities: "Adults in England, adults in Scotland, Scotland's people."

Entertainment: "street arts, culturally specific festival."

Local Facilities: "Scottish household survey."

UNIT 5

This unit starts with a famous statement of a British playwright.

PAGE 38

Travel: "The Chinese high-speed train."

City Names and Pictures about Cities: "Beijing, Shanghai."

PAGE 39

Travel: "The Chinese high-speed train."

Local Facilities: "Chicago O'Hare Airport, Paris Charles de Gaulle Airport."

City Names and Pictures about Cities: "Beijing, Shanghai, Sao Paulo."

Companies: "Hyundai, Skoda."

Geographical Formations: "The Suez Canal, the Panama Canal."

Country Names, Pictures about Countries and Texts about Countries: "the USA."

PAGE 40

Global Issues: "urban transport around the world, the world's biggest metro system, the world's largest station, the busiest ferry in the world."

City Names and Pictures about Cities: "Moscow, another Russian city-St Petersburg which is called a 'City of Trams', New York, Tokyo, New York's

64

Staten Island, Shinjuku."

Travel: "Eastern Europe's longest tram system, public transport in Tokyo, Shinjuku Station-central Tokyo, New York's metro system, Tokyo's metro stations."

Local Facilities: "the most famous buses in the world-the red double-deckers, London's underground trains."

PAGE 41

City Names and Pictures about Cities: "New York, Tokyo, Milan, Beijing / Nanjing, Khartoum / Cairo, Amsterdam / Anderlecht."

Global Issues: "the world's biggest station, the most expensive metro system in the world."

Travel: "the metro system in New York, the metro in Tokyo."

Local Facilities: "London tourism."

PAGE 42

City Names and Pictures about Cities: "Rio."

Travel: "international budget air, an international airline."

PAGE 43

Country Names, Pictures about Countries and Texts about Countries: "Australia."

City Names and Pictures about Cities: "New York, Sydney, Moscow."

Travel: "Moscow flight."

PAGE 44

Travel: "transport in Italy."

Country Names, Pictures about Countries and Texts about Countries: "Italy, France."

Local Facilities: "Genoa-the biggest sea port."

Geographical Formations: "The Fréjus tunnel, the Alps, Genoa-the biggest sea port, Frejus Tunnel."

City Names and Pictures about Cities: "Milan, Rome, Venice, Naples, Oristano, Cagliari, Palermo, Catania."

Races, Ethnicities and Nationalities: "Leonardo da Vinci."

PAGE 45

Country Names, Pictures about Countries and Texts about Countries: "India, Mexico."

Local Facilites: "Transport in India, air transport in India, Italian motorways."

Geographical Formations: "the River Ganges, rivers in India."

City Names and Pictures about Cities: "Kanyakumari, Dibrugarh in the north-east to Kanyakumari in the south and the reading has got the places' photos mentioned in the text as well."

Races, Ethnicities and Nationalities: "Indians."

Travel: "international airports, Indira Gandhi International Airport-Delhi, the biggest international airport, transport in India."

UNIT 6

It starts with an Estonian proverb.

PAGE 46

Food & Cuisine and Pictures about Food & Cuisine from Different Countries: "broccoli, green tea, noodles, salmon, sardines."

PAGE 47

Food & Cuisine and Pictures about Food & Cuisine from Different Countries: "fast food."

Food & Cuisine and Pictures about Food & Cuisine from Different

Countries: "Food adventure, new food and dishes."

Travel: "travelling to many different countries."

Country Names, Pictures about Countries and Texts about Countries:

"Uganda, Nigeria, Ethiopia."

Traditions: "coffee culture, a special coffee ceremony."

Races, Ethnicities and Nationalities: "Ethiopians and there are photos of black

people on the page."

PAGE 49

Nationalities: "Ugandans, a South African, an Indian food expert."

Country Names, Pictures about Countries and Texts about Countries:

"Ethiopia, Uganda, Portugal, Holland, India."

Traditions: "food culture, traditional food in South Africa, food from different

cultures, Indian food traditions."

Food & Cuisine and Pictures about Food & Cuisine from Different

Countries: "food culture, kebabs, traditional food in South Africa, food from

different cultures, traditional drinks."

Entertainment: "first-fruit ceremony, national barbeque day."

PAGE 50

Food & Cuisine and Pictures about Food & Cuisine from Different

Countries: "sushi, pasta, noodles, curry, lamb kebab, couscous, caviar, chilli con

carne, fast food, national food, kebabs, national food and kinds of food are shown

within pictures on the page, international food."

Country Names, Pictures about Countries and Texts about Countries: "Italy,

China, India, Russia, Japan, Morocco, Turkey, Mexico, Canada."

Universities and Schools: "City University, University of Cairo, the Sorbonne, international conference, students and lecturers from all over the world."

City Names and Pictures about Cities: "Toronto, Cairo, Paris."

PAGE 51

Food & Cuisine and Pictures about Food & Cuisine from Different Countries: "Noodle soup, Chinese-style noodles, lamb kebabs, sushi meal-fish and vegetarian."

PAGE 52

Food & Cuisine and Pictures about Food & Cuisine from Different Countries: "Food in Vietnam."

Country Names, Pictures about Countries and Texts about Countries: "Vietnam."

PAGE 53

Food & Cuisine and Pictures about Food & Cuisine from Different Countries: "Lebanese food, a real Lebanese coffee, French food, the best French restaurant in the world."

Local Facilities: "a new Lebanese restaurant in the city centre, French restaurants in the city, a new French restaurant in the city."

Races, Ethnicities and Nationalities: "Lebanese, the kind of food-nationality."

City Names and Pictures about Cities: "Paris, Venice, Kyoto, Sydney."

Languages: "French and English."

UNIT 7

This unit has a beginning with a famous statement of a US dramatist.

PAGE 57

Languages: "English."

PAGE 58

City Names and Pictures about Cities: "Charleston-a historic town in the south of the US and there is a photo of downtown Charleston on the page."

Country Names, Pictures about Countries and Texts about Countries: "the US."

PAGE 61

Entertainment: "Matilda by Roald Dahl, Russian novels, Japanese novels."

Country Names, Pictures about Countries and Texts about Countries: "Egypt, Mexico."

Languages: "English, Arabic."

City Names and Pictures about Cities: "Cairo, Tokyo."

Food & Cuisine and Pictures about Food & Cuisine from Different Countries: "the Mexican dishes."

UNIT 8

It starts with an Arabic proverb.

PAGE 62

Historical Concepts and Civilisations: "Anatolia, Çatal Hüyük."

Country Names, Pictures about Countries and Texts about Countries: "Turkey, Iraq, Pakistan."

Races, Ethnicities and Nationalities: "the people of Çatal Hüyük."

PAGE 63

Local Facilities: "Roman roads, a museum."

Races, Ethnicities and Nationalities: "the Romans, Cleopatra."

Historical Concepts and Civilisations: "early cities, the Mayan, Inca and Aztec civilisations, Çatal Hüyük."

Country Names, Pictures about Countries and Texts about Countries: "Mexico, Guatemala, Honduras, Belize."

PAGE 64

Food & Cuisine and Pictures about Food & Cuisine from Different Countries: "Food from other countries."

Entertainment: "US culture-films, food, music."

Traditions: "US culture, Countries and cultures."

Travel: "business trips, the EU."

Country Names, Pictures about Countries and Texts about Countries: "China, Estonia, European countries, Northern Canada."

Languages: "German and English."

Races, Ethnicities and Nationalities: "The Inuits of Northern Canada."

City Names and Pictures about Cities: "Toronto, Berlin."

PAGE 65

Languages: "English."

Traditions: "cultural changes, religion and cultural changes, grandparents' way of life."

Travel: "a business trip."

Historical Concepts and Civilisations: "the Mayan civilisation."

PAGE 66

Architecture and Monumental Buildings: "the statue."

Races, Ethnicities and Nationalities: "the Italian woman."

PAGE 69

Country Names, Pictures about Countries and Texts about Countries:

"Japan, the US, Russia."

Architecture and Monumental Buildings: "temple."

Geographical Formations: "Mount Fuji."

Traditions: "Native American Drum, Balalaika."

Races, Ethnicities and Nationalities: "American Indians."

Flora, Fauna and Pictures about Different Fauna: "bison, swan."

UNIT 9

This unit has a saying of a US inventor / scientist and businessman, Thomas A. Edison in the beginning.

PAGE 70

Country Names, Pictures about Countries and Texts about Countries: "Italy,

France."

City Names and Pictures about Cities: "Florence, Milan."

Universities and Schools: "art classes."

Races, Ethnicities and Nationalities: "Leonardo da Vinci, Alfred Nobel, Levi

Strauss and there are some famous inventors' pictures such as Alfred Nobel, Levi

Strauss and Leonardo da Vinci at the beginning of the unit."

PAGE 71

Country Names, Pictures about Countries and Texts about Countries:

"Hawaii, Russia."

Races, Ethnicities and Nationalities: "Alfred Nobel and Levi Strauss."

PAGE 72

Country Names, Pictures about Countries and Texts about Countries:

"Holland, modern Iraq, China, southern Italy."

Races, Ethnicities and Nationalities: "a Frenchman called Alexis Duchateau, the

Japanese."

PAGE 73

Races, Ethnicities and Nationalities: "Thomas Edison, Christopher Colombus,

German scientists, Europeans, the Americans."

Country Names, Pictures about Countries and Texts about Countries:

"America."

Food & Cuisine and Pictures about Food & Cuisine from Different

Countries: "foreign food."

PAGE 74

Historical Concepts and Civilisations: "the history of the umbrella."

Country Names, Pictures about Countries and Texts about Countries: "India,

Egypt, China."

Races, Ethnicities and Nationalities: "the British."

PAGE 75

Languages: "English."

Travel: "going abroad on holiday."

PAGE 76

Country Names, Pictures about Countries and Texts about Countries:

"Sweden, China."

Geographical Formations: "the Arabian Gulf."

Travel: "travellers like 'Marco Polo'."

Races, Ethnicities and Nationalities: "Marco Polo, the Chinese, Europeans."

PAGE 77

Races, Ethnicities and Nationalities: "the world's first woman in computers, Lady Ada Lovelace, William King, the first African-American woman millionaire, Sarah Breedlove, Hedy Lamarr-Hollywood star and communications expert, the world's first woman in computers, the first African-American woman millionaire, the richest African-American woman."

Country Names, Pictures about Countries and Texts about Countries: "Louisina / USA, Austria, the US, America-Algiers."

City Names and Pictures about Cities: "Pittsburgh, Indianapolis, New York State, Vienna, Berlin, Paris, Florida."

Universities and Schools: "acting school."

Entertainment: "the European art film."

Historical Concepts and Civilisations: "World War II, Adolf Hitler ."

UNIT 10

This unit has a beginning with a known statement of Coco Chanel / French fashion designer.

PAGE 78

Universities and Schools: "Sheffield Metropolitan University, international students, international student welfare officer."

PAGE 79

Races, Ethnicities and Nationalities: "British people."

PAGE 80

Races, Ethnicities and Nationalities: "British, a Spanish person."

PAGE 81

Races, Ethnicities and Nationalities: "women's fashion-design business."

73

Country Names, Pictures about Countries and Texts about Countries: "Dubai."

PAGE 82

Entertainment: "the musical-Cabaret."

PAGE 85

Travel: "international money transfer."

Races, Ethnicities and Nationalities: "UK bank account, Colombian account, the Colombian bank, the English bank."

Local Facilities: "the national bank of England."

UNIT 11

It starts with an African proverb.

PAGE 86

Geographical Formations: "gated communities."

Travel: "travel agencies."

Country Names, Pictures about Countries and Texts about Countries: "Brazil, South Africa."

City Names and Pictures about Cities: "Los Angeles, Johannesburg."

PAGE 87

Country Names, Pictures about Countries and Texts about Countries: "Australia, India."

Geographical Formations: "gated communities."

Languages: "English."

PAGE 89

Races, Ethnicities and Nationalities: "There is a black man's photo within the activity on the page."

PAGE 90

Local Facilities: "local shops."

PAGE 93

Races, Ethnicities and Nationalities: "Erdem-a Turkish name."

Local Facilities: "Enfield Town station."

UNIT 12

It starts with a famous statement of a Greek playwright.

PAGE 95

Global Issues: "global nomads."

Country Names, Pictures about Countries and Texts about Countries:
"Sweden, Saudi Arabia, Philippines, Argentina, Malaysia, Nigeria, Russia,
Kuwait, Venezuela, Kazakhstan."

Travel: "a travel book, visit another continent, international citizens of the
twenty-first century, work / study with someone from another country."

City Names and Pictures about Cities: "Paris."

Food & cuisine and pictures about food & cuisine from different countries:
"Indian food."

Races, Ethnicities and Nationalities: "There are some children's photos from
different nationalities shown within the reading text on the page."

PAGE 96

Travel: "travel programmes on TV, a TV travel-programme presenter,
discovering the world with Simon Reeve, travel show, travel TV series, travel
shows, different trips, a travel-show presenter."

Races, Ethnicities and Nationalities: "Simon Reeve and there are pictures of
people coming from different nationalities on the page, the San people."

Country Names, Pictures about Countries and Texts about Countries:

"unusual countries, countries in central Asia, Kazakhstan, Australia, Somalia."

Geographical Formations: "the North and South Poles, the Kalahari Desert in southern Africa, a typical desert."

Food & Cuisine and Pictures about Food & Cuisine from Different Countries: "unusual food."

Flora, Fauna and Pictures about Different Fauna: "a camel."

PAGE 97

Country Names, Pictures about Countries and Texts about Countries:

"Argentina, Kazakhstan, France, Spain, Thailand, Japan, China, New Zealand."

Geographical Formations: "the Indian ocean."

Flora, Fauna and Pictures about Different Fauna: "sharks, the animals in Africa."

Languages: "English."

Universities and Schools: "film school."

Races, Ethnicities and Nationalities: "Mehmet-as a Turkish name."

PAGE 98

Geographical Formations: "the North Pole, the South Pole, Table Mountain, the Great Pyramid, the Great Wall of China, Angkor Wat, Uluru-Ayers Rock, Easter Island, the Grand Canyon, Machu Picchu, the Amazon Forest."

Architecture and Monumental Buildings: "the Great Pyramid, the Taj Mahal, Angkor Wat, the Djenne Mosque, an old religious building, art-paintings / statues."

Country Names, Pictures about Countries and Texts about Countries: "China."

Food & Cuisine and Pictures about Food & Cuisine from Different

Countries: "food from other countries."

Entertainment: "an American film, a national festival."

Traditions: "an ancient culture."

PAGE 100

Entertainment: "songs in English."

PAGE 101

Travel: "a travel diary or blog."

Architecture and Monumental Buildings: "famous buildings."

Food & Cuisine and Pictures about Food & Cuisine from Different

Countries: "Chinese / Indian / Malay food."

Country Names, Pictures about Countries and Texts about Countries:

"Singapore, Bali."

Flora, Fauna and Pictures about Different Fauna: "the Botanic Garden in

Singapore, unusual plants, unusual animals."

Geographical Formations: "rainforest."

Local Facilities: "Changi Airport."

LANGUAGE REFERENCE

There are also some extra materials at the end of the units in the book.

PAGE 102

Local Facilities: "church, mosques."

City Names and Pictures about Cities: "New York, Sao Paulo, Venice, Mumbai,

Beijing, Istanbul, Jakarta, Lagos, Mexico City, Shangai."

Architecture and Monumental Buildings: "famous buildings, temple."

PAGE 103

City Names and Pictures about Cities: "New York, Krakow, Istanbul, Brasilia, Sao Paulo, Tokyo, Sydney, Venice, Chicago, Kyoto, Auckland."

Country Names, Pictures about Countries and Texts about Countries: "Poland, Brazil, Japan, New Zealand, the north island of New Zealand."

Races, Ethnicities and Nationalities: "Spanish, French."

Architecture and Monumental Buildings: "old buildings, temple."

Geographical Formations: "the north island of New Zealand."

PAGE 104

City Names and Pictures about Cities: "New York, Rome, Berlin, Paris."

Languages: "Arabic."

PAGE 105

Country Names, Pictures about Countries and Texts about Countries: "China, Holland, Spain, Morocco, India, Singapore"

Universities and Schools: "Oxford University."

Languages: "Spanish."

City Names and Pictures about Cities: "Sydney, Seoul."

Companies: "a local company."

PAGE 106

Languages: "Spanish, Chinese."

Local Facilities: "a national park."

Flora, Fauna and Pictures about Different Fauna: "a camel, a kangaroo, a koala bear, a panda, a seal, a shark."

Geographical Formations: "a desert, a rainforest, wildlife."

PAGE 107

City Names and Pictures about Cities: "Krakow, Atlanta, New York, Seoul."

Country Names, Pictures about Countries and Texts about Countries: "South Korea."

Travel: "the guided tours."

Races, Ethnicities and Nationalities: "There is a picture of a woman from South Korea in the reading text as well."

Entertainment: "the film 'Star Fight'."

Flora, Fauna and Pictures about Different Fauna: "camel, kangaroo, koala bear, panda, shark."

Geographical Formations: "rainforest, wildlife, the desert, Kangaroo Island."

PAGE 108

City Names and Pictures about Cities: "Hong Kong, Monaco."

Entertainment: "the Songkran Water Festival, the Thai New Year."

Universities and Schools: "painting class."

PAGE 109

Races, Ethnicities and Nationalities: "American groups, American cowboys."

City Names and Pictures about Cities: "New York."

Languages: "a foreign language."

PAGE 110

Country Names, Pictures about Countries and Texts about Countries:

"Singapore, Turkey."

PAGE 111

Country Names, Pictures about Countries and Texts about Countries:

"Poland, the USA, Brazil, Japan."

City Names and Pictures about Cities: "Krakow, Warsaw, New York, Madrid."

Languages: "the German language."

Geographical Formations: "Mount Everest-the highest mountain in the world,

deserts."

Races, Ethnicities and Nationalities: "James Bond, Tom Cruise."

Flora, Fauna and Pictures about Different Fauna: "penguins."

PAGE 112

City Names and Pictures about Cities: "Zurich."

Geographical Formations: "the desert."

Languages: "British English, American English."

Food & Cuisine and Pictures about Food & Cuisine from Different

Countries: "burger, caviar, chilli con carne, fast food, green tea, kebab, noodles, rice cakes, salmon, sardine, sushi."

PAGE 113

Food & Cuisine and Pictures about Food & Cuisine from Different

Countries: "Green teas."

City Names and Pictures about Cities: "St Petersburg."

Country Names, Pictures about Countries and Texts about Countries: "Russia."

Architecture and Monumental Buildings: "old buildings, the castle."

PAGE 114

Languages: "Spanish, English."

City Names and Pictures about Cities: "Beijing."

PAGE 115

Local Facilities: "a good Indian restaurant."

Country Names, Pictures about Countries and Texts about Countries: "Japan."

Food & Cuisine and Pictures about Food & Cuisine from Different

Countries: "a good Indian restaurant."

Universities and Schools: "the University of Hong Kong."

City Names and Pictures about Cities: "Hong Kong."

Languages: "US English, UK English."

PAGE 116

Geographical Formations: "the desert."

PAGE 117

City Names and Pictures about Cities: "Paris."

Travel: "a business trip."

PAGE 118

Country Names, Pictures about Countries and Texts about Countries: "Singapore."

City Names and Pictures about Cities: "Cape Town."

PAGE 119

Country Names, Pictures about Countries and Texts about Countries: "Brazil, Morocco."

Universities and Schools: "Bologna University."

City Names and Pictures about Cities: "Bologna, Cadiz, Madrid."

Races, Ethnicities and Nationalities: "Leonardo da Vinci, the Romans."

PAGE 122

Country Names, Pictures about Countries and Texts about Countries: "China."

PAGE 123

Global Issues: "global warming."

PAGE 124

Food & Cuisine and Pictures about Food & Cuisine from Different Countries: "sushi."

Country Names, Pictures about Countries and Texts about Countries:

"France, Mexico, Japan."

Geographical Formations: "the desert."

Flora, Fauna and Pictures about Different Fauna: "sharks."

PAGE 125

Companies: "Porsche, Lamborghini."

Food & Cuisine and Pictures about Food & Cuisine from Different

Countries: "Spanish food, Japanese food."

Geographical Formations: "Bermuda, Sahara desert, the desert, the Grand

Canyon, the Amazon Forest, Uluru."

Flora, Fauna and Pictures about Different Fauna: "alligator."

City Names and Pictures about Cities: "Florida, Florence, Delhi, Budapest."

Country Names, Pictures about Countries and Texts about Countries:

"Australia, India, Mexico."

Languages: "Chinese, English.

MEET THE EXPERT

PAGE 126

Country Names, Pictures about Countries and Texts about Countries:

"Brazil, China, India, Indonesia, Japan, Mexico, Nigeria, Thailand, Turkey, the

United States-USA, different countries, Dubai."

Universities and Schools: "education in megacities."

City Names and Pictures about Cities: "Mexico City, Tianjin, the centre of

Mexico City, Delhi, Mumbai, Rio de Janeiro, Seoul, Toronto."

Architecture and Monumental Buildings: "temple."

PAGE 127

Entertainment: "American movies, Hollywood, the Oscar awards."

Races, Ethnicities and Nationalities: "Martin Scorsese, Leonardo DiCaprio, Robert de Niro."

Geographical Formations: "Shutter Island."

PAGE 128

Local Facilities: "Big Ben, the London Eye, Trafalgar Square, Buckingham Palace, Oxford Street, London tourism."

Historical Concepts and Civilisations: "a royal connection, the Royal Naval."

Races, Ethnicities and Nationalities: "Henry VIII, Elizabeth I, Punjabi people."

Architecture and Monumental Buildings: "A historic building."

Food & Cuisine and Pictures about Food & Cuisine from Different Countries: "food from different countries, different food from different parts of one country, the tandoori naans, the tandoori chicken, family meals, food at birthdays, food at festivals and ceremonies."

Universities and Schools: "an Indian cookery school."

Traditions: "food and welcoming people, food and religion."

Country names, pictures about countries and texts about countries: "India."

PAGE 129

Universities and Schools: "the School of Oriental and African Studies in London."

Historical Concepts and Civilisations: "king, wars, historic documents, early literature, Gilgamesh, historical places around the world, historical heroes, history tourism, ancient civilizations, Egyptian, Mayan, Sumerian, Ancient Greek, Ancient Chinese-Qin and Han dynasties, Roman, Aztec, Ancient India, royal family."

Races, Ethnicities and Nationalities: "historical heroes."

PAGE 130

Traditions: "traditional buildings or styles."

Architecture and Monumental Buildings: "tower blocks.

COMMUNICATION ACTIVITIES

PAGE 131

Country Names, Pictures about Countries and Texts about Countries:

"Thailand, Jordan, New Zealand, Germany."

City Names and Pictures about Cities: "Bangkok, Amman, Auckland, Berlin."

Geographical Formations: "desert."

Flora, Fauna and Pictures about Different Fauna: "camels."

Local Facilities: "London Road, Oxford Road."

PAGE 132

Country Names, Pictures about Countries and Texts about Countries:

"Thailand, Jordan, New Zealand, Germany."

City Names and Pictures about Cities: "Bangkok, Amman, Auckland, Berlin."

Geographical Formations: "deserts, oceans."

PAGE 133

Travel: "business trips abroad."

Country Names, Pictures about Countries and Texts about Countries: "EU

countries, Bulgaria, Latvia, Belgium, Ireland."

Local Facilities: "British Heart Foundation Physical Activity Statistics."

Languages: "English."

PAGE 134

Travel: "day trips with the students."

Languages: "English."

Country Names, Pictures about Countries and Texts about Countries: "EU countries, Bulgaria, Latvia, Belgium, Ireland."

Local Facilities: "British Heart Foundation Physical Activity Statistics."

PAGE 135

Geographical Formations: "the rainforest, the wildlife."

Travel: "guided tours."

Flora, Fauna and Pictures about Different Fauna: " the rainforest, the wildlife, unusual animals, koala bears."

Historical Concepts and Civilisations: "historical places."

City Names and Pictures about Cities: "Sydney, Moscow."

PAGE 136

Entertainment: "Scottish music."

Food & Cuisine and Pictures about Food & Cuisine from Different Countries: "Chinese, Indian, Italian and American food."

Universities and Schools: "golf course."

Architecture and Monumental Buildings: "old castles."

Civilisations: "Mayan civilisation, Inca civilisation, the Aztec people."

Races, Ethnicities and Nationalities: "the Aztec people."

Country Names, Pictures about Countries and Texts about Countries: "modern-day Peru, Bolivia, Chile, Mexico."

City Names and Pictures about Cities: "modern-day Mexico City."

PAGE 137

Country Names, Pictures about Countries and Texts about Countries: "Turkey, China."

Races, Ethnicities and Nationalities: "a German chemist."

85

Food & Cuisine and Pictures about Food & Cuisine from Different

Countries: "Noodle soup, Chinese-style with noodles, Lamb kebab, Vegetarian

curry, Vegetarian pizza, Sushi meal-fish and vegetarian."

PAGE 138

Local Facilities: "water - sports facilities, local villages."

Food & Cuisine and Pictures about Food & Cuisine from Different

Countries: "Asian, American, Mediterranean and African food."

Travel: "day trips."

Historical Concepts and Civilisations: "Inca civilisation, Aztec civilisation, the

Mayan people."

Races, Ethnicities and Nationalities: "the Mayan people."

Country Names, Pictures about Countries and Texts about Countries:

"modern-day Mexico, Guatemala, Honduras, Belize, east coast of Mexico."

Architecture and Monumental Buildings: "temples."

PAGE 139

Races, Ethnicities and Nationalities: "Americans."

Food & Cuisine and Pictures about Food & Cuisine from Different

Countries: "noodle soup, Chinese-style with noodles, lamb kebab, vegetarian

curry, vegetarian pizza, sushi meal-fish and vegetarian."

PAGE 140

Country Names, Pictures about Countries and Texts about Countries:

"China, Poland, Germany."

Races, Ethnicities and Nationalities: "Chinese students."

Languages: "English."

PAGE 141

Architecture and Monumental Buildings: "the Egyptian mummies."

Country Names, Pictures about Countries and Texts about Countries:

"Greece, Rome."

PAGE 142

City Names and Pictures about Cities: "Charleston."

Universities and Schools: "Manchester University, art, art students, BA in Art

Business and Management, University of the Arts London-UAL."

Local Facilities: "UAL Air Fair."

PAGE 143

Historical Concepts and Civilisations: "Life in Roman times."

Local Facilities: "the 'Life in Roman times' exhibition."

Architecture and Monumental Buildings: "the Egyptian mummies."

Country Names, Pictures about Countries and Texts about Countries:

"Greece."

City Names and Pictures about Cities: "Rome."

PAGE 144

Local Facilities: "Local radio."

Country Names, Pictures about Countries and Texts about Countries:

"Sweden, Germany, France."

City Names and Pictures about Cities: "New York, San Francisco, Nimes."

Races, Ethnicities and Nationalities: "The Chinese."

Geographical Formations: " the Caribbean Islands."

Universities and Schools: "Business Studies Diploma, business studies, school's

student website."

PAGE 145

Food & Cuisine and Pictures about Food & Cuisine from Different

Countries: "unusual food."

Races, Ethnicities and Nationalities: "An Englishman-Mr. J. Ingram."

Local Facilities: "American shops."

PAGE 146

Universities and Schools: "music training."

Entertainment: "international stars."

PAGE 147

Races, Ethnicities and Nationalities: "an Englishman-Peter Durand."

Local Facilities: "London Road, Oxford Road.

AUDIO SCRIPTS

PAGE 148

City Names and Pictures about Cities: "Mexico City, Istanbul, Kyoto, Lima, Chicago, Cape Town."

Country Names, Pictures about Countries and Texts about Countries:

"Mexico, Turkey, Japan, Peru, the United States, South Africa, the west of Japan."

Local Facilities: "Trinity Street and King's Parade."

Architecture and Monumental Buildings: "temples."

Universities and Schools: "the Cam English School, Trinity College."

Languages: "English."

PAGE 149

Languages: "English."

Geographical Formations: "hot deserts and cold deserts, the western hills."

Flora, Fauna and Pictures about Different Fauna: "The Saguaro cactus in North America, the kangaroo rat."

Country Names, Pictures about Countries and Texts about Countries:

"Australia."

PAGE 150

Food & Cuisine and Pictures about Food & Cuisine from Different

Countries: "five different restaurants-Thai, Chinese, Indian, Italian and American, the Indian restaurant."

City Names and Pictures about Cities: "Beijing, Cairo, Amsterdam, New York."

Universities and Schools: "Cairo University."

PAGE 151

Food & Cuisine and Pictures about Food & Cuisine from Different

Countries: "traditional food, the African dishes, dried meat-called Biltong, Peri Peri chicken, a red tea called rooibos, traditional drinks, kebabs, rice cakes, lamb kebabs."

Traditions: "different African Cultures, the Portuguese culture, traditional drinks, baby-naming ceremonies."

Country Names, Pictures about Countries and Texts about Countries: "South Africa, Portugal, Holland, India."

Entertainment: "a national barbecue day, Birds without wings-book, the Hobbit movie."

PAGE 152

Traditions: "cultural change."

PAGE 153

City Names and Pictures about Cities: "Pompeii."

Historical Concepts and Civilisations: "a Roman statue, a statue of Venus / the goddess of love."

Country Names, Pictures about Countries and Texts about Countries: "Italy."

Languages: "Italian, English."

PAGE 154

Races, Ethnicities and Nationalities: "Alfred Nobel, Levi Strauss, a British traveller-Jonas Hanway, the poet Lord Byron and Anne Milbanke, an American scientist, the Chinese, a British traveller."

Country Names, Pictures about Countries and Texts about Countries: "Sweden, Germany, France, China, India, Egypt."

Companies: "the Nobel Prize Foundation."

City Names and Pictures about Cities: "New York, San Francisco, Nimes."

Universities and Schools: "Nottingham University."

PAGE 155

Country names, pictures about countries and texts about countries: "Thailand."

Races, Ethnicities and Nationalities: "a non-UK bank account."

PAGE 157

Races, Ethnicities and Nationalities: "people who grow up in different countries, friends from different countries, an African country."

Country Names, Pictures about Countries and Texts about Countries: "Oman and Japan, Australia."

Languages: "Japanese, English."

City Names and Pictures about Cities: "New York, Manhattan, New York City."

Entertainment: "the film King Kong, a good news site such as the BBC or CNN, the BBC World Service."

NEW LANGUAGE LEADER

PRE-INTERMEDIATE

(PEARSON)

UNIT

1. Human Planet
2. People
3. The Media
4. Health
5. Natural World
6. Society and Family
7. Science
8. The Night
9. Work and Industry
10. Global Affairs
11. The Enviroment
12. Sport

UNIT 1

This unit begins with a statement of a US writer.

PAGE 6

Languages: "English."

Races, Ethnicities and Nationalities: "Pictures of people from different

nationalities within the reading text."

PAGE 7

Country Names, Pictures about Countries and Texts about Countries:

"China, Canada, Saudi Arabia, Brazil, Thailand, Poland, Ghana, New Zealand,

the Arab World."

Races, Ethnicities and Nationalities:"Chinese, Ahmed as a name from a

different county."

Local Facilities: "the National Museum of Science."

PAGE 8

Weather: "winter in Russia, winter in Siberia."

Country Names and Texts about Countries: "Russia, Siberia, western Siberia, eastern Siberia."

Global Issues and International Concepts: "climate change."

Entertainment: "TV programmes, documentaries."

Races, Ethnicities and Nationalities: "Russians."

PAGE 9

City Names and Pictures about Cities and Texts about Cities: "Moscow, Beijing, London."

Country Names and Texts about Countries: "Dubai, Siberia."

Languages: "English."

Global Issues and International Concepts: "climate changing."

PAGE 10

Country Names and Texts about Countries: "Australia, Central and South America, southern Argentina."

PAGE 11

Country Names and Texts about Countries: "Argentina."

PAGE 12

Food & Cuisine: "cold chicken, Thai fish soups."

PAGE 13

City Names and Pictures about Cities and Texts about Cities: "Seoul, Venice, pictures about Seoul which is mentioned in the reading text."

Country Names and Texts about Countries: "South Korea."

Architecture and Monumental Buildings: "Gyeongbok Palace."

Historical Concepts and Civilisations: "Korea's history."

Local Facilities: "Bukchon village, the famous Namdaemun market."

Food & Cuisine: "kimchi-the national dish."

Geographical Formations: "Cheong-gyechong stream."

Languages: "English."

UNIT 2

It begins with a statement of a US cultural anthtropologist.

PAGE 14

Global Issues and International Concepts: "International Women's Day Awards."

Races, Ethnicities and Nationalities: "an ordinary Kenyan family, a picture of a black woman / Chimokel Chilapong within the text."

Country Names and Texts about Countries: "Japan, eastern Kenya."

Universities and Schools: "School community group."

Geographical Formations: "the Pacific Ocean."

PAGE 15

Languages: "English."

Country Names and Texts about Countries: "Japan."

PAGE 16

Entertainment: "Japanese comics-manga, manga stories."

Races, Ethnicities and Nationalities: "a Japanese manga artist, a Korean manga artist, a picture of Osamu Tezuka / a Korean manga artist within the text."

Historical Concepts and Civilisations: "the Second World War."

PAGE 17

Races, Ethnicities and Nationalities: "a Mexican painter, Frida Kahlo, Pablo Picasso, a picture of Frida Kahlo on the page, a picture of Esperanza Spalding within the listening exercise."

PAGE 18

Country Names and Texts about Countries: "Poland, Hong Kong."

Races, Ethnicities and Nationalities: "Canadian."

PAGE 19

Races, Ethnicities and Nationalities: "a picture of a person from a different nation on the page."

PAGE 21

Universities and Schools: "Grey University."

City Names and Pictures about Cities and Texts about Cities: "Chicago, Madrid."

Country Names and Texts about Countries: "USA, Spain."

Local Facilities: "the Prado museum."

Global Issues and International Concepts: "the European Union."

Languages: "Spanish."

UNIT 3

This unit has a statement of a US writer in the beginning.

PAGE 22

Universities and Schools: "the University of California in Los Angeles / UCLA, Stanford Research Institute."

PAGE 23

Historical Concepts and Civilisations: "the early days of the internet."

Universities and Schools: "UCLA, Harvard University."

City Names and Pictures about Cities and Texts about Cities: "Genava."

Country Names and Texts about Countries: "Switzerland."

Races, Ethnicities and Nationalities: "Mark Zuckerberg."

PAGE 24

Companies: "BBC World, Al Jazeera International, OneWorldTV, CNN, NowPublic, Al Jazeera International-an Arabic company."

Global Issues and International Concepts: "an international news programme, international channels, TV news, World news, global lies, local news."

Country Names and Texts about Countries: "the USA, Russia."

Languages: "English."

Races, Ethnicities and Nationalities: "Western journalists, US politics and business, the western TV broadcasters."

PAGE 25

Global Issues and International Concepts: "the international news channels, BBC World and CNN-channels, the United Nations, the developing world and human rights, a global organisation, world problems."

Races, Ethnicities and Nationalities: "Western journalists."

Companies: "OneWorld."

PAGE 27

Races, Ethnicities and Nationalities: "foreign students and visitors."

PAGE 29

Entertainment: "TV programmes, political drama, the American comedy, soap opera."

Country Names and Texts about Countries: "Denmark."

Languages: "Danish."

City Names and Pictures about Cities and Texts about Cities: "Copenhagen."

UNIT 4

It begins with a famous statement of a US writer.

PAGE 30

Races, Ethnicities and Nationalities: "local people in Kenya, a black child's photo at the beginning of the unit.

Global Issues and International Concepts: "International Medi-Aid."

Country Names and Texts about Countries: "Sri Lanka, the Congo, Kenya, Ethiopia."

PAGE 31

Country Names and Texts about Countries: "Sri Lanka, Kenya, Nepal, Peru."

Global Issues and International Concepts: "International Medi-Aid."

City Names and Pictures about Cities and Texts about Cities: "Aceh, Gaza, Darfur."

Races, Ethnicities and Nationalities: "refugees in Darfur."

Entertainment: "Christmas Day."

PAGE 32

Universities and Schools: "Barnet School."

Food & Cuisine: "salmon, brown rice."

PAGE 33

Food & Cuisine: " junk food."

Universities and Schools: "Barnet School."

PAGE 34

Companies: "McDonald's."

Races, Ethnicities and Nationalities: "American."

UNIT 5

This unit has a saying of a British naturalist in the beginning.

PAGE 38

Geographical Formations: "island, lagoon, Bora Bora, tropical islands, the Pacific Ocean, Mount Otemanu."

Flora, Fauna and Pictures about Different Fauna: "the sharks."

City Names and Pictures about Cities and Texts about Cities: "Vaitape."

Food & Cuisine: "a coconut drink, coconut."

PAGE 39

Geographical Formations: "Greenland, Great Britain, Madagascar, Bora Bora, the lagoon."

Country Names and Texts about Countries: "Spain."

Flora, Fauna and Pictures about Different Fauna: "lemurs."

Races, Ethnicities and Nationalities: "European."

PAGE 40

Flora, Fauna and Pictures about Different Fauna: "grey squirrels from North America, native red squirrels in England, European red deer, the apple snail from South America, foreign animals, local animals and there are some pictures of different types of animals on the page ."

Geographical Formations: "the forests in South America."

PAGE 41

Flora, Fauna and Pictures about Different Fauna: "Grey squirrels, Apple

snails, native plants."

Country Names and Texts about Countries: "Ethiopia."

Global Issues and International Concepts: "pollution, the global environment."

PAGE 42

Universities and Schools: "an academic institution."

PAGE 43

Global Issues and International Concepts: "Animal Aid International."

Flora, Fauna and Pictures about Different Fauna: "wild animals, whales."

PAGE 44

Geographical Formations: "Greenland, Great Britain, Eyjafjiallojökull-a volcano near the south coast of Iceland."

PAGE 45

Geographical Formations: "Eyjafjiallajökull-an volcano near the south coast of Iceland, Katla-volcano, Mount Fuji-the world's most famous volcano, the volcano Mauna Loa, Pacific Ocean."

City Names and Pictures about Cities and Texts about Cities: "Tokyo."

Country Names and Texts about Countries: "Japan, Hawaii."

UNIT 6

It has a saying of a US comedian at the beginning of the unit.

PAGE 47

Entertainment: "party and adventure holidays, activity holidays."

Languages: "English."

PAGE 48

Races, Ethnicities and Nationalities: "German mothers, German female graduates, German employers."

Country Names and Texts about Countries: "Germany, Sweden, the UK."

Universities and Schools: "Mainz University."

PAGE 49

Country Names and Texts about Countries: "Germany."

PAGE 50

Races, Ethnicities and Nationalities: "a picture of a family from a different nationality."

PAGE 51

Races, Ethnicities and Nationalities: "pictures of some families coming from a different nationality."

PAGE 52

Races, Ethnicities and Nationalities: "German families."

Geographical Formations: "Mount Fuji."

Historical Concepts and Civilisations: "the first Moon landing in 1969, the Wright brothers' flight in 1903."

Companies: "BBC News."

PAGE 53

Global Issues and International Concepts: "International Writing Competition, the Global Council for Youth."

Races, Ethnicities and Nationalities: "British people, pictures of both white and black people on the page."

UNIT 7

It starts with a Polish scientist's known saying.

PAGE 56

Races, Ethnicities and Nationalities: "Stephen William Hawking."

Universities and Schools: "Institute of Astronomy, the Universities of Oxford

and Cambridge."

Country Names and Texts about Countries: "the US."

PAGE 57

City Names and Pictures about Cities and Texts about Cities: "California."

PAGE 58

Global Issues and International Concepts: "global warming."

Races, Ethnicities and Nationalities: "Gutenberg-invented the printing press."

PAGE 59

Global Issues and International Concepts: "rapid global warming."

Historical Concepts and Civilisations: "the discovery of electricity, the discovery of DNA, the discovery of nuclear energy."

PAGE 60

Country Names and Texts about Countries: "France."

UNIT 8

It starts with a Greek poet's statement.

PAGE 62

Global Issues and International Concepts: "light pollution."

City Names and Pictures about Cities and Texts about Cities: "Oslo."

PAGE 64

Universities and Schools: "a teacher-training course."

Country Names and Texts about Countries: "India."

Languages: "English."

Races, Ethnicities and Nationalities: "pictures of some people from different countries."

PAGE 66

Local Facilities: "the Sydney Symphony Orchestra."

Entertainment: "Sydney Festival, Beethoven' Symphony No. 9, movies from around the world, Hum Tum-an Indian film made in true Bollywood style, Hollywood, music and dance from all around the world, Japanese Taiko drumming, the Bollywood film, the drum show."

City Names and Pictures about Cities and Texts about Cities: "Sydney is stated and there is also a picture of Sydney on the page ."

Country Names and Texts about Countries: "Australia, Asian countries, America."

Architecture and Monumental Buildings: "the world-famous Sydney Opera House."

Races, Ethnicities and Nationalities: "Australian performers, Shakespeare, locally born actor Hugh Jackman."

PAGE 67

Entertainment: "a play about Shakespeare, a Beethoven symphony, an Indian film, a Bollywood film, a music performance called World Beats."

PAGE 68

Travel: "bus or train journey."

UNIT 9

It has a British writer's famous statement at the beginning of this unit.

PAGE 71

Global Issues and International Concepts: "World Gold Council."

PAGE 73

Country Names and Texts about Countries: "the Arab World."

PAGE 74

Country Names and Texts about Countries: "Canada, China."

Companies: "Ferrari and Fiat, Tesco and Marks & Spencer."

Races, Ethnicities and Nationalities: "British."

City Names and Pictures about Cities and Texts about Cities: "Ontario."

PAGE 76

Historical Concepts and Civilisations: "History of Chocolate, in the 17th century, in the 19th century, Mayans, Aztec civilisation."

Country Names and Texts about Countries: "Spain."

Races, Ethnicities and Nationalities: "the Spanish."

UNIT 10

This unit has a famous expression of a Turkish statesman, Kemal Ataturk in the beginning.

PAGE 78

Races, Ethnicities and Nationalities: "George Clooney-actor, Midori Gato-violinist, Muhammad Ali-boxer and the picture of a black person from a different country."

Global Issues and International Concepts: "international justice, international civil servants / the Secretariat, the United Nations-UN, world problems."

Universities and Schools: "religious education."

PAGE 79

Global Issues and International Concepts: "the UN / the United Nations."

Flora, Fauna and Pictures about Different Fauna: "endangered animals."

Travel: "the trip to Ghana."

Country Names and Texts about Countries: "Ghana."

PAGE 80

Companies: "Toyota, Coca-Cola, Volkswagen, Nestlé, McDonald's, Samsung, Google, Zara, PetroChina, Shell, Apple, Roche, HSBC, Apple Computer."

Races, Ethnicities and Nationalities: "Steve Jobs, Steve Wozniak, Ronald Wayne."

City Names and Pictures about Cities and Texts about Cities: "Los Altos, California."

Country Names and Texts about Countries: "the USA."

Entertainment: "a play about Shakespeare, digital music."

PAGE 81

Companies: "Apple, Samsung."

Country Names and Texts about Countries: "the USA, South Korea, China."

City Names and Pictures about Cities and Texts about Cities: "Taegu."

Languages: "Korean."

Global Issues and International Concepts: "the global market, globalisation, a global brand."

PAGE 82

Sports: "the Summer Olympic Games, the Olympic Games."

City Names and Pictures about Cities and Texts about Cities: "Los Angeles, Paris, Mexico City, Nairobi, New York, Abu Dhabi, Moscow, Seoul."

Global Issues and International Concepts: "The International Olympic Committee-IOC, a global sporting event."

Companies: "media companies."

PAGE 83

Races, Ethnicities and Nationalities: "world-famous architect Zaha Hadid."

Country Names and Texts about Countries: "Kenya, UAE."

City Names and Pictures about Cities and Texts about Cities: "Nairobi, Abu Dhabi."

PAGE 84

Global Issues and International Concepts: "Interpol, the international police organisation, a global police communication system."

PAGE 85

Country Names and Texts about Countries: "the US."

UNIT 11

It has an expression of a US writer.

PAGE 86

Geographical Formations: "the river Po."

City Names and Pictures about Cities and Texts about Cities: "Turin."

Global Issues and International Concepts: "climate change, global warming, UN."

Country Names and Texts about Countries: "Russia, the US."

PAGE 87

Global Issues and International Concepts: "air pollution, global warming, climate change."

Languages: "English."

PAGE 88

Food & Cuisine: "coconuts."

Country Names and Texts about Countries: "European countries."

PAGE 90

Entertainment: "graffiti."

Country Names and Texts about Countries: "New Zealand."

PAGE 93

Global Issues and International Concepts: "Gatsted Airport."

UNIT 12

This unit includes a US journalist's expression in the beginning.

PAGE 94

Global Issues and International Concepts: "international competitions."

PAGE 95

Global Issues and International Concepts: "international competitions."

PAGE 96

Races, Ethnicities and Nationalities: "Asian football fans, pictures of women from different countries within the article."

Country Names and Texts about Countries: "Argentina and South Korea, Japan."

Companies: "advertising companies, the TV companies."

PAGE 98

Races, Ethnicities and Nationalities: "pictures of athletes from different nationalities."

PAGE 101

Languages: "English."

City Names and Pictures about Cities and Texts about Cities: "New York."

LANGUAGE REFERENCE

This part has a review for each unit in the coursebook and it also involves an extra practice section which gives an opportunity to test what is learned by the students.

PAGE 102

Country Names and Texts about Countries: "Dubai, Brazil, Canada, China, Ghana, Poland, Saudi Arabia, Thailand, New Zealand, the Arab World."

Geographical Formations: "Greenland."

Companies: "BBC1."

Weather: "The weather in the UK."

Races, Ethnicities and Nationalities: "Brazilian, Canadian, Chinese, Ghanaian, Polish, Saudi Arabian, Thai, New Zealander."

PAGE 103

Country Names and Texts about Countries: "Dubai, Brazil, Ghana, China, Poland, Canada."

Local Facilities: "Thailand beaches."

Weather: "the weather in the UK."

City Names and Pictures about Cities and Texts about Cities: "Brussels, Krakow."

PAGE 104

Universities and Schools: "The first modern Olympics English classes."

PAGE 105

City Names and Pictures about Cities and Texts about Cities: "Paris."

Food & Cuisine: "a Mexican restaurant, tacos."

Languages: "English."

PAGE 106

Country Names and Texts about Countries: "Mexico, the United States."

City Names and Pictures about Cities and Texts about Cities: "New York."

Races, Ethnicities and Nationalities: "Katie Holmes, Tom Cruise, Marie Curie, Bill Gates."

Companies: "Microsoft."

PAGE 107

Languages: "English."

Country Names and Texts about Countries: "Russia."

Geographical Formations: "the Pyrenees."

Global Issues and International Concepts: "international affairs."

PAGE 108

National Status: "the local newspaper."

Food & Cuisine: "junk food, salmon."

PAGE 109

Country Names and Texts about Countries: "Bangladesh, China, the USA."

City Names and Pictures about Cities and Texts about Cities: "Atlanta."

Local Facilities: "local hospital, Argentinian healthcare charity."

PAGE 110

Geographical Formations: "the Apennine Mountains in Italy, the Carpathians in Romania, the Alps, the Atlantic Ocean, the Mediterranean."

City Names and Pictures about Cities and Texts about Cities: "Rome, Paris."

Flora, Fauna and Pictures about Different Fauna: "grey squirrels, red squirrels, tigers."

PAGE 111

City Names and Pictures about Cities and Texts about Cities: "Paris, Sydney, Moscow, New York, Madrid."

Geographical Formations: "the Canary Islands, Lake Erie, Lake Ontario, Lake Superior, all the other Greek islands."

Country Names and Texts about Countries: "Spain."

Global Issues and International Concepts: "the pollution in Bangkok."

Companies: "Porsche, Hyundai."

Food & Cuisine: "junk food."

Flora, Fauna and Pictures about Different Fauna: "the UK grey squirrels."

PAGE 112

Companies: "Microsoft."

PAGE 113

Companies: "marketing companies."

PAGE 114

Country Names and Texts about Countries: "the United States."

PAGE 115

Country Names and Texts about Countries: "the United States."

Languages: "Russian, Latin."

PAGE 117

Country Names and Texts about Countries: "France."

PAGE 118

Country Names and Texts about Countries: "China, India."

PAGE 119

Country Names and Texts about Countries: "the USA, Korea, Hong Kong, the Netherlands, the south of France and northern Italy, the north of France."

PAGE 120

Entertainment: "James Bond film."

Country Names and Texts about Countries: "Germany, the USA, Japan."

PAGE 121

City Names and Pictures about Cities and Texts about Cities: "Geneva, Beijing, Seoul, Washington."

Companies: "the internet company, internet travel company, Microsoft."

Races, Ethnicities and Nationalities: "Picasso."

Country Names and Texts about Countries: "Singapore."

Travel: "the French world-class train."

PAGE 122

Races, Ethnicities and Nationalities: "Agatha Christie."

Country Names and Texts about Countries: "the US."

City Names and Pictures about Cities and Texts about Cities: "New York, Washington, San Francisco."

Global Issues and International Concepts: "air pollution, climate change, global warming."

Entertainment: "graffiti."

PAGE 123

Global Issues and International Concepts: "global warming, air pollution.

PAGE 124

City Names and Pictures about Cities and Texts about Cities: "Athens."

MEET THE EXPERT

PAGE 126

Races, Ethnicities and Nationalities: "a picture of a black man on the page."

Geographical Formations: "the Sinai desert."

Entertainment: "Manga."

PAGE 128

Races, Ethnicities and Nationalities: "Antarctic workers, Einstein, Stephen Hawking."

PAGE 129

Companies: "social media companies."

Country Names and Texts about Countries: "the BRIC countries."

Weather: "tropical storms."

Geographical Formations: "Pacific Ocean."

PAGE 130

Races, Ethnicities and Nationalities: "pictures of some female footballers whose nationalities are different from each other on the page."

COMMUNICATION ACTIVITIES

PAGE 131

Country Names and Texts about Countries: "Belize, Peru, Chile."

City Names and Pictures about Cities and Texts about Cities: "Machu Picchu."

Geographical Formations: "The Red Sea."

PAGE 133

Universities and Schools: " (the) York Language Center."

PAGE 134

City Names and Pictures about Cities and Texts about Cities: "Bangkok, Beijing, Cairo, Moscow, New York, Rio de Janeiro, Seoul, Sydney, Vaitape."

PAGE 136

Companies: "Sony, Ford."

City Names and Pictures about Cities and Texts about Cities: "Nairobi, New York, Abu Dhabi, Los Angeles, Paris, Mexico City, Moscow, Seoul."

PAGE 137

Entertainment: "graffiti."

Global Issues and International Concepts: "global warming."

City Names and Pictures about Cities and Texts about Cities: "Beijing, Bologna."

Country Names and Texts about Countries: "China, Italy, France, Chile, Uruguay, Switzerland."

Races, Ethnicities and Nationalities: "Roman, Ancient Greek, Incan."

Historical Concepts and Civilisations: "the first football World Cup finals in 1930."

Universities and Schools: "Manhattan Languge Academy."

Languages: "English."

Entertainment: "American musicals."

Races, Ethnicities and Nationalities: "Young Japanese man."

Entertainment: "Sydney Festival, Chinese opera in the Sydney Opera House, a remake of Frankenstein, a contemporary sculpture of Sydney made of biscuits."

Languages: "English."

Races, Ethnicities and Nationalities: "the Iranian Minister of Education, the Thai Minister of Culture, the Brazilian Ambassador two people's pictures from different nationalities are shown on the page."

Country Names and Texts about Countries: "Turkey, China, Thailand, Brazil."

Local Facilities: "the Ataturk Cultural Centre."

Travel: "Travel to Iran."

City Names and Pictures about Cities and Texts about Cities: "Tehran."

Global Issues and International Concepts: "the International Culture

Conference in Bangkok."

PAGE 143

Country Names and Texts about Countries: "India, China, Jamaica."

City Names and Pictures about Cities and Texts about Cities: "Abu Dhabi."

PAGE 144

Entertainment: "Sydney Festival, A Space Odyssey / the great science-fiction film 2001."

Local Facilities: "Sydney Harbour, the Sydney Symphony Orchestra."

PAGE 145

Races, Ethnicities and Nationalities: "Both black and white people shown on the page."

PAGE 146

Races, Ethnicities and Nationalities: "the Brazilian Ambassador, two people's pictures different nationalities are shown on the page."

Country Names and Texts about Countries: "Turkey, China, Thailand."

Local Facilities: "the Ataturk Cultural Centre."

Universities and Schools: "a musical school in Tehran."

Travel: "Travel to Afghanistan."

City Names and Pictures about Cities and Texts about Cities: "Bangkok."

Global Issues and International Concepts: "the International Culture Conference."

PAGE 147

City Names and Pictures about Cities and Texts about Cities: "Nairobi."

Global Issues and International Concepts: "global food."

PAGE 148

Races, Ethnicities and Nationalities: "Young French woman."

Languages: "English."

Entertainment: "Sydney Festival, British Comedy, Bollywood Bonanza-dance, live performances of the dances from Indian films, Australia's latest young rock and pop groups."

AUDIO SCRIPTS

PAGE 149

Races, Ethnicities and Nationalities: "Chinese, Australian, Brazilian, Esperanza Spalding-a jazz singer and a musician from the USA."

Country Names and Texts about Countries: "Dubai, Japan."

Architecture and Monumental Buildings: "the Burj Khalifa building."

City Names and Pictures about Cities and Texts about Cities: "Rio, Portland / Oregon."

Flora, Fauna and Pictures about Different Fauna: "penguins."

Geographical Formations: "the Gobi desert."

Languages: "English, Spanish and Portuguese."

PAGE 150

Races, Ethnicities and Nationalities: "Canadian, an American journalist-Justin Hall."

City Names and Pictures about Cities and Texts about Cities: "Toronto, Tokyo."

Country Names and Texts about Countries: "Japan, America."

Languages: "Japanese, Italian, the Japanese word for 'train' is densha."

Entertainment: "music from the chart-topping band the Hoodies."

PAGE 151

Local Facilities: "mobile clinics in Ethiopia, health centres in Africa."

Country Names and Texts about Countries: "Kenya, Nepal, Peru, Sri Lanka, the US."

PAGE 152

Companies: "McDonald's."

Geographical Formations: "Greenland, Great Britain."

Country Names and Texts about Countries: "Italy, Switzerland, Madagascar, the east coast of Madagascar."

Local Facilities: "churches."

Flora, Fauna and Pictures about Different Fauna: "the lemurs."

PAGE 154

Races, Ethnicities and Nationalities: "French women, Gutenberg, male attitudes, female scientists, male scientists."

Country Names and Texts about Countries: "France."

City Names and Pictures about Cities and Texts about Cities: "Paris."

PAGE 155

Gender, Pictures about People from Different Continents and Celebrities: "French women, Gutenberg, male attitudes, female scientists, male scientists, women scientists."

City Names and Pictures about Cities and Texts about Cities: "Paris."

PAGE 156

Travel: "global travel."

Entertainment: "Beethoven's symphony number nine, an Indian film, a Bollywood film, a music performance called World Beats, Taiko drumming, a play about Shakespeare."

Races, Ethnicities and Nationalities: "Shakespeare."

PAGE 157

Entertainment: "Beethoven's symphony, an Indian film, a Bollywood film, a music performance called World Beats, Taiko drumming."

Races, Ethnicities and Nationalities: "Shakespeare."

PAGE 159

Historical Concepts and Civilisations: "the Mayans, the Aztec civilisation, the Second World War."

Country Names and Texts about Countries: "Mexico, Spain, Egypt, Peru and Sweden, Ghana."

City Names and Pictures about Cities and Texts about Cities: "modern Mexico City, New York."

Races, Ethnicities and Nationalities: "the Spaniard, the Spanish, the Ghanaian Minister."

Global Issues and International Concepts: "the United Nations, the court of International Justice."

Universities and Schools: "religious education, a charity theatre school for children, the National University."

PAGE 160

Companies: "Apple, Atari-the most important technology company, a lot of American companies, Google, Amazon, Coca-Cola, European companies like Volkswagen and Nestlé, Asian companies-Toyota and Samsung."

Races, Ethnicities and Nationalities: "Americans, Steve Jobs, George Orwell, world-famous architect Zaha Hadid."

City Names and Pictures about Cities and Texts about Cities: "Oregon, Tokyo."

Country Names and Texts about Countries: "the USA, Japan."

PAGE 161

Races, Ethnicities and Nationalities: "a French policeman from the 1960s."

Entertainment: "a James Bond film or Mission Impossible."

Country Names and Texts about Countries: "Monaco, Austria, France, the US."

Historical Concepts and Civilisations: "the First World War, the Second World War."

City Names and Pictures about Cities and Texts about Cities: "Vienna, Paris, Lyon."

Global Issues and International Concepts: "the United Nations, a global police communication system, global warming, climate change, global temperature, international conferences on crime."

Languages: "Arabic, English, French and Spanish."

PAGE 162

Global Issues and International Concepts: "global warming, a global increase in the cost of basic food, the global price of wheat, international competitions."

Universities and Schools: "Imperial College."

Country Names and Texts about Countries: "the US, Sweden."

Entertainment: "graffiti."

Races, Ethnicities and Nationalities: "the actress Keri Miller."

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