

Republic of Turkey
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Institute of Educational Sciences
Foreign Languages Teaching Department
English Language Teaching MA Programme

Evaluation of Textbook Series ‘Life’ in Terms of Cultural Components

Ayça Berna BÖCÜ

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Supervisor

Assist. Prof. Dr. Salim RAZI

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Taahhütname

Yüksek lisans tezi olarak sunduğum “‘Life’ Ders Kitapları Serisinin Kültürel Bileşenleri Açısından Değerlendirilmesi” adlı çalışmanın, tarafımdan, bilimsel ahlak ve değerlere aykırı düşecek bir yardıma başvurmaksızın yazıldığını ve yararlandığım eserlerin kaynakçada gösterilenlerden oluştuğunu, bunlara atıf yaparak yararlanmış olduğumu belirtir ve bunu onurumla doğrularım.

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ONAY

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Başkan

Yrd. Doç. Dr. Salim RAZI

Üye

Prof. Dr. Dinçay KÖKSAL

Üye

Doç. Dr. Amanda YEŞİLBURSA

Tez No

Tez Savunma Tarihi

:10286287

:31.07.2015

Onay

Doç. Dr. Salih Zeki GENÇ

Enstitü Müdürü

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The proverb ‘one hand washes the other and together they wash the face’ tells a lot about the process of managing a research study. Therefore, I would like to mention about my motivation for the study shortly and express my gratitude to everybody who coordinated and cooperated with me directly or indirectly throughout this journey.

First, I would like to speak of why I chose to work on an intercultural issue and how important I find it to experience and feel what we, teachers of English, want learners of English go through rather than only ‘knowing’ the theory of an intercultural approach and atmosphere.

I am usually an optimistic person who likes tasting life. More specifically, I like learning and trying different things. This feeling inside took me to some different countries to do some different activities during my under graduate years at Çanakkale. I started to experience cultural differences, which were awkward at the beginning and turned out to be enjoyable after some time thanks to people I got to know and the friendship. This was not enough, for sure, and it is never once you have felt the joy of personal enlightenment. Therefore, I moved to Portugal with the Comenius Assistantship Program and lived in another culture. All these processes in 3 or 4 years made me realize how significant it is to break your shell and go out of your comfort zone to be a total individual.

Considering the interconnectedness of learning and teaching, I naturally wanted to pass my experience on my young friends to tackle them about broadening their horizons and opening doors to others’ worlds. Fortunately, I have been a teacher and I would have a group of youngsters whom I could try to be a guide. In the first year of my teaching in a vocational school in Gökçeada, Çanakkale, I had the chance to take four of my students to an international youth exchange programme in Marseille, France. This was an amazing

experience for me to observe the four young people engaging in the multicultural and multilingual atmosphere there slowly. The students were also thrilled.

In addition, I strongly believe that intercultural studies have great importance in strengthening world peace in the long term reminding individuals that all people have the same needs and go through the same path of life when we annihilate prejudices and welcome differences. Education could be regarded as one of the most powerful tools to bring about this slow but revolutionary change. This view is perfectly summarized in M. Scott Peck's words:

“The key to community is the acceptance, in fact the celebration of our individual and cultural differences. It is also the key to world peace.”

All in all, studying on culture in EFL classes in my MA thesis could be the most meaningful topic for me as a result of the reasons mentioned. In sum, this study is planned with a sincere starting point under the guidance of my supervisor Salim Razı and with the contributions of many people.

I am very grateful to my supervisor, Salim Razı, for his wise guidance and friendly attitude in motivating all the time. I can truly say that he has been a very good model both as a person and a supervisor for me who answered even my strange questions at times.

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Abstract

The present study aims to identify the elements that might be related to 'intercultural communicative competence' in the adult textbooks "Life" in A1 and A2 levels which include National Geographic content and published in 2012. The activities which are based on the four skills (reading, writing, speaking, listening) are analyzed through a checklist that focuses on the cultural content of the books. More specifically, source, target and international culture elements have been evaluated and the four skill activities have been examined regarding big c and small c features which lead learners to promote their intercultural communicative competence. The images and the videos used in the textbooks were analyzed in terms of their cultural representations, as well. Furthermore, a questionnaire was applied to six lecturers from two universities in Istanbul who used the books in English preparatory classes. The same questionnaire was adapted for students and applied to 26 of them. The purpose of the questionnaire was to explore the lecturers' and the students' opinions about the cultural content of the books to compare and contrast with the findings of the textbook analysis. Besides, four of the lecturers were interviewed. The findings indicated that the textbooks were quite rich in terms of a variety of cultures except direct references to the source culture, which is Turkish. Big C and little c themes were found to be nearly balanced with the overrepresentation of geography theme thanks to the textbooks' National Geographic content. Images were found to be authentic that have the possibility of motivating language learning. However, the guidance for teachers needs to be developed for an effective implementation in the classroom to be able to integrate cultural components into the lessons.

Keywords: cultural components, intercultural communicative competence, teaching culture, textbook evaluation

Öz

'Life' Ders Kitapları Serisinin Kültürel Bileşenleri Açısından Değerlendirilmesi

Ayça Berna Böcü

Yüksek Lisans Tezi, Eğitim Bilimleri Enstitüsü

Tez Danışmanı: Yrd. Doç. Dr. Salim Razi

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Bu çalışma 2012'de yayımlanan ve NationalGeographic içeriğine sahip yetişkin ders kitapları 'Life' A2 ve A2 seviyelerini 'kültürlerarası iletişimsel edinç' ile ilgili olabilecek elementler açısından incelemeyi hedeflemektedir. Okuma, yazma, konuşma ve dinleme becerilerini içeren aktiviteler kitapların kültürel içeriğini incelemek üzere hazırlanmış bir kontrol listesi ile analiz edilmiştir. Daha detaylı bir şekilde, kitapların öğrencilerin kültürlerarası iletişim edinci geliştirmesine yardımcı olan kaynak, hedef ve uluslararası kültürlere ait elementleri değerlendirilmiş ve dört beceri etkinlikleri coğrafya, edebiyat gibi büyük kültür ve yaşam tarzı, gelenekler gibi küçük kültür öğeleri açısından incelenmiştir. Görseller ve videolar da kültürel ifadeleri açısından analiz edilmiştir. Aynı zamanda, İstanbul'da iki üniversitede daha önce hazırlık sınıflarında Life ders kitaplarını kullanmış altı öğretim elemanına araştırmayla ilgili anket uygulanmıştır. Aynı anket 26 hazırlık öğrencisi için de adapte edilmiştir. Bu anketlerin amacı, öğretmen ve öğrencilerin kitapların kültürel içeriğine dair görüşlerini almak ve araştırmacının inceleme bulgularıyla karşılaştırmaktır. Bunun yanı sıra, öğretim elemanlarının 4 tanesi ile anket bulgularını desteklemek amacıyla görüşme yapılmıştır. Bulgular, kitapların kültür çeşitliliği açısından zengin olduğunu, fakat Türk kültürü olan kaynak kültüre dair direkt referanslar bulunmadığını göstermiştir. Büyük ve küçük kültür öğelerinin çoğunlukla dengeli olduğu, fakat NationalGeographic içeriğinden

dolayı coğrafya temasının diđer temalardan baskın olduđu gözlemlenmiştir. Kitaplarda kullanılan görsel materyalin otantik olduđu ve dolayısıyla öğrenciyi dil öğrenimi için teşvik edebileceđi düşünölmektedir. Fakat, kitapların derslere kültür öğretimi dahil etmede etkili bir şekilde kullanılabilmesi için öğretmen kitaplarının bu açıdan geliştirilmesi gerekmektedir.

Anahtar Kelimeler: ders kitabı inceleme, kültür öğretimi, kültürel bileşenler, kültürlerarası iletişimsel edinç



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List of Abbreviations

College English (CE)

English as a Foreign Language (EFL)

English as a Lingua Franca” (ELF)

English as an International Language (EIL)

English Language Teaching (ELT)

Foreign Language (FL)

Foreign Language Classrooms (FLC)

Intercultural Communicative Competence’ (ICC)

National Geographic (NG)

National Geographic Learning (NGL)

World Englishes (WE)

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Chapter 1

Introduction

Overview of the chapter. This chapter illustrates the background to the study as the position of culture in English Language Teaching (ELT) together with its changing role and the significance of the coursebook evaluation in terms of culture teaching. Next, it states the purpose and the research questions which the study attempt to answer. Finally, the limitations related to it can be viewed in chapter 1.

Background to the study. The integration of culture into foreign language (FL) classes has taken great attention in the recent years as a result of the changes in ELT field, naturally, with the influences of different approaches and methodologies as well as its position as a lingua franca (Seidlhofer, 2011; Canagarajah, 2006; Maley, 2009). Becoming an international language owing to political and economic developments in the world, educational settings have been influenced by current role of English. To put it in a different way, the way English language and culture is taught has been updated when it started to be unclear to whom English belongs. Furthermore, perceived as a world language, its culture is thought to be a world culture. In this respect, discussions over the definition of culture have arisen. Corder and Meyerhoff (2007) give the definition of culture as follows:

Culture refers to a way of life shared by a group of people. We will assume that this way of life consists of cultivated, i.e. learnt, behaviors, and that these – as well as the experiences that underlie them, and the knowledge or values they are understood to validate – are accumulated over a period of time and reproduced even as the members of the group might change. In this way, the culture of a group ultimately becomes a set

of practices, beliefs and values which are accepted relatively unthinkingly by the members of the group (p. 442).

In Corder and Meyerhoff's (2007) definition, culture has a dynamic meaning concerning that it is 'reproduced' as the individuals who share it alter, and this study takes it as an active phenomenon. In addition, 'shared by a group of people' or referring culture as common practices, beliefs and values hints at the communication between human beings which is possible through a shared language. Culture formed through language and language is shaped through culture, so we can deduce that one without the other would not be possible. Plus, it could be stated that they represent two sides of the same coin (Derrick, 2008). Therefore, it is inevitable that foreign language classes include cultural components which can be provided through classroom materials or real life experiences, where possible.

The spread of English through the historical developments has led it to become lingua franca of the era (Canagarajah, 2006) and it has taken its place as an international language which is said to have more non-native speakers than native speakers (Maley, 2009). This has made the relationships between languages and cultures more complex, changeable and emergent (Baker, 2008) with the numerous interactions of people from different cultures.

The impacts of these shifts have been observed in educational settings, as well. A review of the literature suggests that the appearance of the notion of intercultural communicative competence (ICC) could be one shifting thought about teaching culture in Foreign Language Classrooms (FLC). Developed as a reaction to Chomsky's linguistic competence, Canale and Swain (1983) contributed to the concept of communicative competence with four sub-competences to be acquired which were grammatical, sociolinguistic, discourse and strategic competences. However, that sub-competences

were insufficient to the learners' needs in today's multicultural and globalized world. For this reason, it has been argued that it would be unrealistic to take only the target cultures of English as reference in FLCs. A new competence is supposed to join to the four which considers English as a world language (Alptekin, 2002). Additionally, the eminence of ICC has been emphasized as critical to achieve communication in English in English as a Foreign Language (EFL) contexts as linguistic knowledge of grammar and vocabulary items (Baker, 2008). Besides, it has been stated that the ultimate goal of an intercultural approach to language education is not so much 'native speaker competence' but rather an 'intercultural communicative competence' (e.g. Byram, 1997; Guilherme, 2002, as cited in Corbett, 2003). Corbett defined ICC as "The ability to understand the language and behavior of the target community, and explain it to members of the 'home' community – and vice versa. In other words, an intercultural approach trains learners to be 'diplomats' who are able to view different cultures from a perspective of informed understanding" (2003, p. 208). Thus, the content of teaching culture has become integrating "intercultural dimensions" into language classrooms (Lessard-Clouston, 1997).

As a result of these changes, language learners are expected to be exposed to intercultural situations for the improvement of the skills mentioned. Ihm (1996) states that EFL students often have little chance to experience the cultural contact and the EFL class is the prime source of the cultural information. Mackey (2003) also remarks that the cultural content of the materials used in EFL context should not be ascribed solely to native speaker cultures, but should cover the world cultures. In this respect, EFL textbooks become a significant source in presenting the cultural information to foreign language learners systematically, especially when it is not possible to provide them real life environments.

Significance of the study. As one of the main components of language classroom, textbooks are great sources for learners both inside and outside of the learning environment, especially in EFL context. Depending on age and level of English, many learners have their first encounter with the language through a course book, which is facilitated by a teacher. Even though individuals are more informed of the other countries and cultures thanks to the easier mobility and technology of today, this is true only for a small portion of people living in Turkey where English is taught as a foreign language. For this reason, a course book is usually the primary source both for learners and teachers and textbook analysis is very important in choosing the most useful and contextually appropriate material (Alemi & Sadehvandi, 2012). Furthermore, Aytuğ (2007) underscores the importance of textbook evaluation from specific points such as the presentation of culture in accordance with English as an International Language (EIL) in Turkey since there are not many related studies. It means that textbooks are supposed to cover a variety of cultures through text, images and videos to expose learners to use of English in the multicultural environments. American and British textbook writers have been harshly criticized by some scholars (Alptekin, 1993, 2002) for, deliberately or not, reflecting the 'target culture' through their work. In this respect, textbook analysis is important to be the third eye and evaluate how appropriate a textbook is to a specific group of learners regarding that every learner comes with different background to class.

The present study aims to identify the elements that might be related to 'ICC' in the textbooks for adult learners 'Life' in A1 (Dummett, Hughes, & Stephenson, 2012a) and A2 (Dummett, Hughes, & Stephenson, 2012b) levels which include National Geographic content and published in 2012. Through the analysis and feedback of the lecturers' and learners' who have used the textbooks, the strengths and weaknesses of the cultural content are identified.

Known for its successful and high quality photos and videos, National Geographic (NG) can boast in its learning material regarding the wide variety of cultural and geographical archive all over the world. However, produced internationally and used in an EFL context, positive and negative results of this analysis would become valuable feedback to enhance the potential of improving cultural awareness, tolerance to otherness and the international skills of learners. Hence, the current study might be a mirror for textbook writers, their publishers and educators by reminding some eminent issues for material development.

Purpose of the study and research questions. The purpose of this study is to analyse Life A1 and A2 textbooks in terms of their intercultural components. More specifically, the books have been examined regarding their variety of cultural themes and types of cultures namely ‘target culture’ ‘source culture’ and ‘international culture’ categories as well as ‘big C’ and ‘little c’ culture themes. The three research questions are aimed to answer:

1. What features does the textbook Life include in terms of intercultural communicative competence by means of:
 - a) target, source and international cultures?
 - b) big C and little c cultures?
2. What is the university lecturers’ opinions related to intercultural dimensions of the book?
3. What are the undergraduate students’ opinions about the intercultural dimensions of the book?

Limitations of the study. Analysing the textbooks theoretically would provide a useful feedback certainly. However, opinions of teachers and students who actually ‘live’ with the textbooks in the classroom are valuable for forming a more realistic feedback. Thus, it would

be better reflection for there to be more participant learners and teachers to provide feedback about how the books are used in the classroom. Even though the books seem to be successful theoretically, it is vitally important to analyse how successful they are practically.



Chapter 2

Teaching Culture in EFL

Overview of the chapter. This chapter presents the background for the study. First, it reviews the relationship between language and culture, how culture teaching has changed throughout years depending on its evolving status as an international language and lingua franca; and thus, how English should be handled in textbooks. Then, it continues with the importance of visuals in promoting ICC and its impact on learner motivation since the coursebooks analysed contain NG content which is powerful in their visual materials. Finally, relevant studies are represented.

Defining the notion of culture. The literature indicates that there have been two different views on the definition of culture. Hofstede (1984) defines culture as “*The collective programming of the mind which distinguishes the members of one human group from another*” (p. 31). From an anthropological perspective, it is defined as “*the system of shared beliefs, values, customs, behaviours, and artifacts that the members of society use to cope with their world and with one another, and that are transmitted from generation to generation through learning*” (Bates & Plog, 1991, p. 7, as quoted in Bayyurt, 2006, p. 234). Goode, Sockalingam, Brown and Jones (2000, as cited in Peterson & Coltrane, 2003, p. 1) give a broader definition mentioning some sub categories of culture:

Integrated pattern of human behavior that includes thoughts, communications, languages, practices, beliefs, values, customs, courtesies, rituals, manners of interacting and roles, relationships and expected behaviors of a racial, ethnic, religious or social group; and the ability to transmit the above to succeeding generations (Goode et al., 2000).

With reference to the definitions above, it could be inferred that culture is usually attributed to a group of people and, it includes some shared features and that are passed from one generation to another. Therefore, it has a static sense in these definitions. However, the recent view about the definition of culture is that rather than being static, culture is something dynamic in its essence because it is a living organism. It has always been in a circle of transformation (Corbett, 2003). Besides, it would be misleading to ascribe culture to one nation since nations consist of ethnic groups such as Hispanic community in the USA (Martin-Jones, 2003, as cited in Bayyurt, 2006) or the Gypsy society in Turkey. It has been a common view that individuals live in a global village where people from different countries have more and more interaction through trade, education or touristic acts and which entails to reconstruct the definition of culture. As Holliday (2009) states, this reconstruction draws a cosmopolitan picture in which borders between countries progressively fade. Wardhaugh (2006) defines culture as competences and skills a person is supposed to own to function in society; moreover, for some it entails the knowledge of music, literature, and arts. Dahl (2014) also points out that individuals may not view culture as an essentialist and specific- to- one- nation issue. In today's global world, cultures are highly blended and culture has turned out to be something created through the shared meanings and mutual relations of people. Holliday (2009) refers to this shift as from "top down" to "bottom- up" process. In this respect, the constructivist nature of culture has been formed which has indicated that it is active and changes constantly.

Language and culture. The interdependence of language and culture has been approved by several studies. For example, Kuo and Lai (2006) point out to the interdependence of language and culture and states that even though they seem to be two different fields, they have reciprocal impact on each other. One of the most outstanding

studies which explains the relationship between language and culture is the Sapir- Whorf Theory, or linguistic relativity (Kramersch, 2004), also assumes that there is some relationship between the phonemes, lexicon, and sentence structure of a language and the way which speakers of that language perceive the world and act in (Wardhaugh, 2006). To Wardhaugh, the theory emphasizes their interrelation by showing that one would not understand language without the knowledge of culture. Furthermore, rather than being autonomous, language is formed in the contexts that people live as well as form the same contexts through interaction. Herder ([1772] 1960, pp. 99–100, my translation, as cited in Kramersch, p. 236) highlights the connectedness of language and culture in a very simple way:

If it be true that we . . . learn to think through words, then language is what defines and delineates the whole of human knowledge . . . In everyday life, it is clear that to think is almost nothing else but to speak. Every nation speaks . . . according to the way it thinks and thinks according to the way it speaks.

Herder's (1960) words evidently indicate how language and culture depends on each other and how our thoughts have been formed through that interconnectedness. Stressing the inseparability of language and culture, it is unavoidable to include cultural elements in language classes bearing the discussions 'teaching language through culture' in mind. If "*culture is the foundation of communication*", it may change from one country to another based on the language used and the knowledge of its culture is important in managing the lingual features (Kuo & Lai, 2006). Miki (1995) has stated that language learners are supposed to be knowledgeable about the environment in which the language is spoken. Otherwise, it would not be possible to employ the language items correctly and appropriately since they are mostly culturally bounded. Referring to culture, Duranti (1997) states that it is not possible to distinguish between the nature of language and use by a specific group of

people at specific times in linguistic anthropologists' eyes. Language does not consist of the symbols of an independent environment. It links individuals to their past, present and future and it becomes their past, present, and future, as well. Therefore, language teaching inevitably includes some culture.

The discussion in the field of ELT has been which culture to include in English language lessons. Regarding the changing stance towards a dynamic view, it would be elucidative to have a look at Paige, Jorstad, Siaya, Klein and Jeanette's (1999) definition which may well exhibit the current understanding of culture:

Culture learning is the process of acquiring the culture-specific and culture-general knowledge, skills, and attitudes required for effective communication and interaction with individuals from other cultures. It is a dynamic, developmental, and ongoing process which engages the learner cognitively, behaviorally, and affectively (p. 4).

This view of culture basically suggests exposing learners to a variety of cultures thanks to role of English as a Lingua Franca and an international language. Remembering Herder's (1960) explanation above, since language and culture creates different thoughts in the societies they belong to, it would be quite natural that the thoughts sometimes collide when people whose first language is different but communicates through an international language, which is English. Concerning the mobility of people today, it is likely for misunderstandings or misinterpretations of speeches to be experienced in international contacts. That is why, improving tolerance towards otherness and gaining international skills have become some of the aims of culture teaching in English language classes.

The status of English in the 21st century. Starting with English colonialism in the 16th century, English has been the common language between the colonizers and the colonized countries. Following the end of colonization, it has become the medium of communication in the ‘global world’ as a result of the growing technologies, international economy as well as fading boundaries between countries (Canagarajah, 2006). Recently, people travel around the world or have global contacts for a variety of reasons (Yuno, 2009). This position of English has generated the term “English as a Lingua Franca” (ELF) for more or less three out of every four users of English in the world are non- native speakers (Crystal, 2003, as cited in Seidlhofer, 2005). Therefore, it has been basically defined as “a way of referring to communication in English between speakers with different first languages” (p. 339). In addition, Jenkins (2009) has stated that ELF has a context in which English is used as “the common language of choice, among speakers who come from different linguacultural backgrounds” (p. 200). Furthermore, she mentions that ELF consists of a “common ground” and “local variation”. The common ground refers to some shared linguistic features of the language while the local variation is the effects of the speakers’ first languages. Other terms emerged are “English as an International Language” and “World Englishes” (WE), which, according to Seidlhofer (2005), comprise ELF, as well. EIL and WE consist of Kachru’ s (n. d.) Inner Circle, Outer Circle, and Expanding Circle contexts both in intranational and international communication and “refers to all local English varieties” (Jenkins, 2009).

The circles are illustrated in Figure 1:

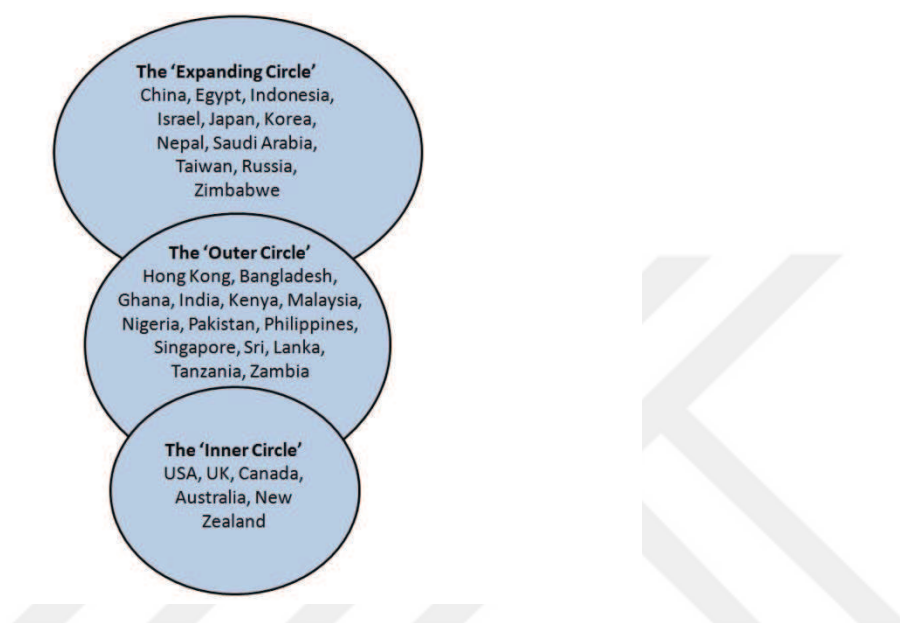


Figure 1. “The Three Circles of English” suggested by Kachru (Yi, n.d.)

Considering the developments mentioned above, it can be declared that English functions as a global lingua franca (Seidlhofer, 2005). Thus, people have needed to learn English and it became the commonly taught language in the world (Yuno, 2009). Rather than belonging only to the British or Americans, it is fed with the world cultures. For this reason, the type of cultures handled in the classroom is supposed to reflect cultures all around the world and the aim is supposed to be raising learners’ levels of intercultural awareness and mutual tolerance through having them understand multicultural and hybrid nature of English (Hurst, 2014).

Target, source and international cultures. EIL and WE has created types of culture, which Cortazzi and Jin (1999) have categorized into three as being ‘Target’, ‘Source’ and ‘International’ cultures. The types of culture that are used in the present study have been inspired from them, as well. Bysourcecultureelements in textbooks, the materials that reflect learners’ own culture have been intended. Source culture materials are significant in that they are one of the key concepts to promote ICC in classrooms (Byram, Gribkova & Starkey, 2002) as learners’ being aware of their own culture is one of the aims. Target culture materials, on the other hand, refers to Kachru’s (n.d.) inner circle countries, mostly denoted ones are the British and the American cultures. Including this type of culture in ELT materials has been criticized severely by several scholars such as Alptekin (1993, 2002) since English does not only belong to the British or American cultures any more. He basically criticized the situation that learners of English have been exposed a lot to the target cultures since the emergence of the idea of communicative competence and the textbook writers, being aware or not, usually reflected a perfect image of British or American culture. Finally, international culture materials consist of activities or examples from outer and expanding circle countries, what the rationale of today’s teaching culture supports to include in textbooks. Integrating international culture material into lessons has been embraced as they highlight the diversity of our world (Alptekin, 2003) and assist learners in developing some skills of ICC such as positive attitudes towards other cultures/ otherness.

Big C and little c cultures. Big C and little c themes of culture form another aspect of the current study since the variation of the two has been regarded as a significant feature of cultural content in textbooks. As mentioned previously, definition of culture has changed throughout years. First defined as high culture, which is big C, little c features have been specified as it shifted from a static to dynamic view. Chastain (1988) defined big/ capital C

culture as the one which is related to contributing to a community and its people such as political, economic, historical, literature/ artistic, scientific and geographical features of a community. By big C culture, Lafayette (1975) refers to features recognizing and explaining geographical monuments, historical events, major institutions (administrative, political, religious, educational, etc.), and major artistic monuments. Small/ Little c culture, on the other hand, has been defined as features of communities related to the daily routines such as food, holidays, living style, customs and values (Pulverness 1995; Tomalin & Stempleski 1993). According to Lafayette (1997), it acts like recognizing and explaining everyday active cultural patterns such eating, shopping and greeting people; every passive pattern such as social stratification, marriage and work; and acting appropriately in common everyday situations. The two ideas of culture are demonstrated in Hall's (1976) iceberg model of culture:

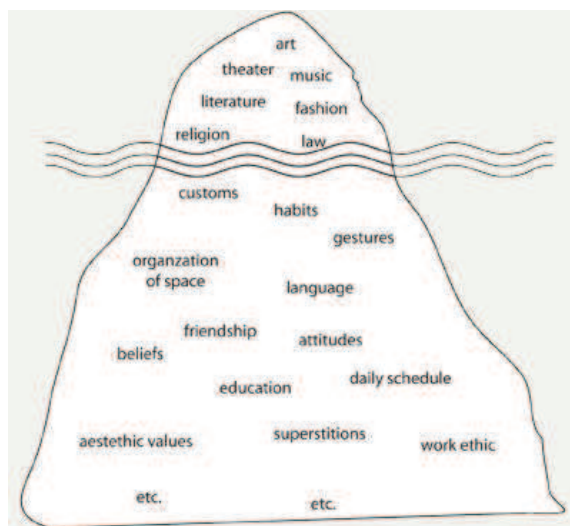


Figure 2. Hall's iceberg model of culture (Schadewitz 2009, p. 38).

Viewing the illustration, the visible part of the iceberg is related to the big C culture while the invisible part indicates the little c culture features (Lange, 2011). Considering this dynamic nature of culture, the cultural content of foreign language textbooks is supposed to be designed accordingly. In other words, the activities that learners are exposed should contain not only big C themes, but also little c themes so that they would perceive the dynamic sense of culture since the socio-cultural values, norms, beliefs and assumptions provided through little “c” culture help EFL learners better perceive how to communicate in multicultural surroundings in English (Liu & Laohawiriyanon, 2012).

Historical review of teaching culture in EFL classrooms. To master linguistic proficiency, knowledge of the culture is vital (Kuo & Lai, 2006). In the early 1900s, one of the first times it appeared in a report in British journal, *Modern Studies*, that learning a second language requires the knowledge of its country and people, as well (Stern, 1992, as cited in Xiao, 2008). It has been observed that the changing approaches and methods of ELT field have clearly affected the understanding of culture teaching in ELT classes. Allen (1985, as cited in Clouston, 1997) states that there were clear lines between the language and culture during the times of Grammar Translation Method before the 1960s since languages were mainly learnt to be able to reach to the great literary masterpieces of civilization. Sociopolitical changes and the dominant schools of thoughts caused changes in ELT following the Second World War. After 1960, when it was the Audiolingual era in language teaching, the importance of culture not for the study of literature but for language learning was highlighted. Thus, the importance of small c culture - the behavioral patterns and lifestyles of everyday people- as well as Big C culture - art, music, literature, politics and so on- was highlighted. Besides, it was accepted that language and culture are interdependent and cultural content consisted of the target cultures as American and English (Oral, 2010). In

the 1970s, with the help of sociolinguistic studies such as that of Savignon (1972, as cited in Clouston, 1997, p. 7) on communicative competence, in which he mentioned the “value of training in communicative skills from the very beginning of the foreign language program”, teaching culture in classrooms. Therefore, the culture content of the foreign language curriculum was developed (Xiao, 2010) and highlighted features of culture teaching were communicative competence, small c cultures, target culture as content and context, ‘authentic’, ‘real-life’ materials along with an interest in source culture. The reigning approach of that period had turned out to be the Communicative Approach. Canale and Swain (1980, p. 31) supported this shift by admitting that it would be a better integration of language and culture “through a more communicative approach than through a more grammatically based approach” (Clouston, 1997, p. 7).

Communicative competence has had more objectives than grammatical accuracy and contextualization of the linguistic items with real life situations (Corbett, 2003). It consists of four competences: strategic competence, grammatical competence, sociolinguistic competence and discourse competence. Grammatical competence refers to the knowledge of grammar, basically, which involves syntactic, lexical, morphological, and phonological features of the language. It has been important to achieve accurate sentences and language items. Sociolinguistic competence, on the other hand, is related to social factors of the language, which means to have the knowledge of socially constructed meanings, shared values as well as social norms, beliefs and behavior patterns of the target languages’ people. Discourse competence deals with the ability to comprehend the different meanings formed in a specific context. In other words, discourse competence aims to have learners understand the inferred meanings in the language. Finally, strategic competence, is related to survival in the language when one’s other competences cannot be sufficient at the moment of speaking. For

instance, when one cannot remember a word and compensate for it with mimes and gestures (Alptekin, 2002).

Since language and culture have been living organisms, they continued to be shaped by the social changes in the world. The increase of immigration and international travels, to be able to reach a pile of information through the internet and international trading has led to a “borderless” world (Alagic, Gibson & Rimmington, 2006) and turned it out to be a “global village”. Since the medium of communication has been English in these contexts, it has gained the title of English as a Lingua Franca and English as an International Language. These changes have made the scholars question the identity and ownership of the language (Holliday, 2009) and forced the ELT field to make some changes in the way it has handled language and culture in the classrooms. The popular approach of the time- Communicative Competence- has been prone to ignore the cultural sides of the language (Corbett, 2003). This vanity arouses the need for another competence.

In the 1990s, postmodern or postcultural views have started to affect ELT thanks to ELF and EIL (Oral, 2010). Postmodern ideas stimulated the way culture is handled and rather than answering what culture is, postculturalists attempt to answer what culture does (Morgan, 2007, p. 1042, as cited in Oral, 2010). In the meantime, the cultural syllabus has been supported by some research and its importance was reaffirmed (Clouston, 1997).

The studies gave way to emergence of the term “intercultural communicative competence” (ICC) which means that teaching culture does not only aim to introduce customs, traditions or food to EFL learners, but also aims to develop their ability to ensure a shared understanding by people of different social identities, and their ability to interact with people as complex human beings with multiple identities and their own individuality (Council

of Europe, 2002). Small c culture features have been emphasized in the cultural content and there have been a transition towards “context and poetic dimensions of culture teaching”. Moreover, the issues of “cross-cultural comparisons” as a technique in culture teaching and “cultural pluralism in materials” have gained significance (Oral, 2010). In this respect, bringing a variety of cultures to EFL classes and activities to have learners negotiate meanings across languages and cultures have been some main implications during teaching. The ultimate aim would be equipping learners with both intercultural and linguistic competence so that they are ready to live in today’s multicultural world (Ho, 2009). Gunashekar (2013, p. 10) refers to Kumaravadivelu’s lecture regarding today’s point of view about culture teaching:

... one’s cultural growth should be rooted in one’s own cultural traditions but must also be enriched by an ability and willingness to learn not only about other cultures but also from other cultures. Learning about other cultures merely leads us to cultural literacy. It is learning from other cultures that will lead us to cultural liberty.

(Kumaravadivelu, n.d. as quoted in Gunashekar, 2013, p. 10, emphasis original)

To achieve what Kumaravadivelu mentions, learners of English are likely to need a good guide during the route. Because without the “guide”, “a group of tourists” would be most probably lost in the city they have arrived even though they have some facilities such as maps if they do not know how to use them. Thus, teachers’ effective guidance to apply all these current issues is compulsory. As one of the components of the education, teachers are supposed to behave like researchers and be knowledgeable and competent about integrating culture into EFL classes. No matter how perfect materials are, they could help a lot and

supply precious input for learners when implemented appropriately (Neumann & Segarra 2012).

Intercultural Communicative Competence. A key term for the present study is intercultural communicative competence. Ruben (1976) marks ICC in a nutshell as “Empathy is an individual’s ability to put [himself] in another’s shoes” (p. 337). Byram (1997) defines it as ‘individual’s ability to communicate and interact across cultural boundaries’ (p. 7). Moreover, Corbett (2003) specifies ICC as the skill of comprehending the language along with the behavior of the target community, and transfer it to the members of ‘source’ community. Fantini (2012) suggests the proverb “looking out is looking in” to emphasize one point of ICC which means “upon entering a new paradigm, we are able to compare and contrast this with our initial worldview, something not possible without a second vantage point” (p. 271). Considering the definitions, it can be stated that ICC is usually regarded as an empathetic phenomena which includes awareness of similarities and differences between cultures as individuals move from their constant places. To make the concept more clear and applicable in ELT, Byram et. al. (2002) suggest a set of skills to be developed for learners via language education:

- **Intercultural attitudes (*savoir être*):** curiosity and openness, readiness to suspend disbelief about other cultures and belief about one’s own
- **Knowledge (*savoirs*):** of social groups and their products and practices in one’s own and in one’s interlocutor’s country, and of the general processes of societal and individual interaction
- **Skills of interpreting and relating (*savoir comprendre*):** ability to interpret a document or event from another culture, to explain it and relate it to documents or events from one’s own

- **Skills of discovery and interaction (*savoir apprendre/faire*):** ability to acquire newknowledge of a culture and cultural practices and the ability to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction.
- **Critical cultural awareness (*savoir s'engager*):** an ability to evaluate, critically and on the basis of explicit criteria, perspectives, practices and products in one's own and other cultures and countries (Byram et. al., 2002, pp. 7- 9, emphasis original)

Clarifying the skills, Fantini (2012) refers to critical cultural awareness as central for learners to achieve cross- cultural development. In addition, he asserts that knowledge, intercultural attitudes, skills of interpreting, relating, discovery and interaction contributes to the process of developing ICC. Furthermore, going through the process, he simplifies the expected characteristics of learners as flexibility, humor, patience, openness, interest, curiosity, empathy, tolerancefor ambiguity, and suspending judgments, among others. Finally, it can be inferred that learners go through a process to improve ICC which can be long or challenging since change of thoughts and behavior takes time. Even so, ICC is an important concept that should be understood well and highlighted in ELT classes as the competence and applying it would contribute to language learning as well as the learners of English.

Materials in ELT- the importance of coursebooks in ELT classes. This part explains the significance of textbooks as one of the primary sources in ELT classes. It touches upon their role as a guide for learners without a teacher, culture in textbooks as well as how they should be to boost ICC throughout learning English. Moreover, it highlights the fact that textbooks are supposed to keep up with the changing needs of learners such as the borderless world and multiculturalism.

Coursebooks as a tool of teaching English. Throughout many crucial factors in ELT classes, coursebooks are considered as one of the basic components which are applied to

teach English (Litz, 2005). They are one of the main sources which provide linguistic input for language learners and assist learning out of classroom, as well. Some scholars mention some of the key points that coursebooks fulfil in the process of learning and teaching English. For instance, they are usually time efficient for teachers since they decrease the time for lesson planning and preparation which gives relief to teachers and saves energy at the same time. Moreover, they can be cost efficient compared to self- prepared materials in the long run (O'Neill, 1982 & Sheldon, 1988). Serving as a guide, well- prepared coursebooks have the potential to liberate learners for their own learning (Cunningsworth, 1995), which is valuable for educational purposes and the society to have self- supporting individuals. Haycroft (1998) points out the psychological support that coursebooks provide for learners in observing their progress by teachers. Thus, it can be stated that they foster the process of learning and teaching via making it visible and assessable.

On the other hand, Litz (2005) remarks some negative opinions related to use of textbooks in ELT classes such as thought manipulation or limiting the content of lessons referring to the insufficiently prepared coursebooks. However, he states that they are much more advantageous than being disadvantageous and would remain as one of the main guides in the classrooms. Hence, it can be assured that coursebooks plays a role which can be as important as teachers sometimes especially in EFL contexts when it is not possible most of the time to meet learners with real life experiences. Usually being the second source of information following the teachers for EFL learners (Hashemi & Borani, 2012), they can be thought as maps which guide the discoverers of the language. To be safe on the road may depend on them at times.

The role of coursebooks in teaching culture. Paige et al. (2000) express the need for learning language and culture as ‘the context’ which consists of “the setting; the teacher; the

learner; instructional methods; instructional materials; and assessment approaches” (p. 9). Cortazzi and Jin (1999) express the significance of coursebooks by referring it as a potentially ‘a teacher, a map, a resource, a trainer, an authority, a de- skiller and an ideology’. Learners of EFL do not usually have the opportunity to contact with the culture of the specific language. For this reason, it can be asserted that the EFL classroom is generally the only place for those learners to have some connection with the culture. In that point, textbooks are important inputs to create some cultural contact for learners which consider the authentic material impact (Ihm, 1996). It may not be possible to conduct a whole culture teaching class in EFL classes so often because of time limit and curriculum concerns depending on the teaching environment. However, it would be possible to touch upon some cultural issues through the activities in course book. When used effectively by teachers, cultural themes and activities may have learners be interested in the language and develop their intercultural communicative competence which is one of the ultimate aims of language teaching. Thus, it is crucial to integrate cultural features into the textbooks to provide learners compact, ready- made materials and equip them with the ICC skills.

How they are supposed to be prepared to promote ICC. Suneetha and Sundaravalli (2011) explain the primary goal of intercultural communication as “the development of capability of multidisciplinary handling of communication, through the development of the historical and thematic global vision” (p. 127). In this respect, the skills suggested by some scholars such as Byram et. al. (2002) are to be considered. As one of the major components of EFL classroom, course books are supposed to be designed accordingly and both linguistic and cultural objectives should overlap. Going over the cultural representations in course books, it can be observed that they have been in line with the specific era’s approaches and objectives. Before the 1940s, since culture was perceived as a static and easy- to- describe phenomena, a

variety of components of it were not in the textbooks. Rather, it was seen as a set of facts that could be learnt through studying and they usually reflected it from the authors' window. With the existence of communicative opinion in ELT, integrating the target culture into EFL classes through authentic cultural materials gained importance (Paige & Jorstad, 2000). Following this trend, ICC has become significant in ELT and the way course books designed has suggested to be changed. Byram et. al. (2002) state that reading and listening texts together with all kinds of visuals in an ICC integrated lesson are supposed to be authentic, which means, they are supposed to be examples from real life situations. Furthermore, they mention the implementation features of these materials in the class to have learners gain ICC skills. They also assert that the activities are supposed to give way to understanding, discussing and writing in the target language, rather than the memorization of some information. Moreover, the course book activities should support critical thinking via comparing and contrasting that leads them to analyse the information. Furthermore, Alptekin (2002) points to "global appropriacy and local appropriation" (p. 63) of ELT materials and mentions about some key features regarding the EIL pedagogy. He directs attention to materials' including local and international characteristics and their relevance to language learners' experiences. As Forman (2014, as cited in Hilliard, 2014) advises, that could be provided via the content of course books which contain a variety of cultures along with learners' own culture.

Finally, Young (1969) gives a compact definition related to how to prepare course books with a satisfying content: "Learning intercultural communication would proceed better if it is proceeded through relatively complex and carefully constructed simulations of culturally embedded institutional talk contexts, and focused not on rules but on strategies and critique." (p. 182, as cited in Remington et. al, 2006). Apparently, Young refers to functional real life

conversation examples and activities that are beyond knowledge level. In other words, intercultural communication would go one step further through textbooks which embed learners in comparing, contrasting and critical thinking processes.

Learner styles in coursebooks -use of visuals for providing a variety of input. The importance of cultural representation in ELT materials is supposed to be mentioned regarding the symbiotic connection of ‘culture’ and ‘language’ (Hurst, 2014), which can be considered as a complementing element for the current study. Cultural representation has been defined as interpretation which is built via language, discourse and image (Hall, 1997). Corbett (2003) highlights the value of visuals in EFL by “visuals bring vocabulary to life”, and this is perhaps vital for visual/ spatial learners who comprehend much better through creating linkages between images or between texts and images in particular. In addition, he declares that visuals make EFL coursebooks interesting and render the linguistic items more meaningful for learners. EIL context has yielded to some international expectations in textbooks such as embodying visuals powerful in variety which requires examples from all over the world rather than focusing on some specific groups of people or things. Feng and Byram (2002) provide some fundamental issues to include “authenticity” in EFL course books one of which is related to the image representation. They mention about a “balance” through the images which means visuals are supposed to include a variety of examples of social features. More specifically, personalities are to be shown balancing the social groups, geographic identities as well as the material environment in the course books. Furthermore, they are supposed to contain stereotypical representations of societies to present learners a “real” face, rather than showing positively manipulated faces. In addition to that, it has been underlined that they should immediately be challenged regarding that the learners might not have the change to criticize. Finally, they state that placing the dominant groups in a society

in the course books is also important since it reflects the reality of it. Byramet. al. (2002) point to visual materials being critical and emphasizes that the visuals should have the readers question what they see by bringing the opposing views together. Thus, learners obtain the skills of examining the materials rather than memorizing some factual information. All in all, using visuals in teaching leads learners develop their critical awareness through exploring problems, contrasts and issues associated with learners' own knowledge and practices (Canagarajah, 2005).

Authentic visuals as a motivation tool for students. According to Oxford (1992), motivation can be one of the key factors to continue learning English and achieve some goals. It guides the extent of activities implemented in classroom and taking part actively in the learning process. If learners show interest and participate in one activity, rather than the others, if they continue to follow it even though there have been some intervenes throughout the process, it means that they are motivated. Ellis (2004) gives the two basic types of motivation as 'extrinsic' and 'intrinsic' motivations. He defines the former as "the motivation that students bring to the language classroom" while the later as "the motivation that is generated inside the classroom through the choice of instructional activities" (p. 536). Furthermore, Dörnyei and Guilloteaux (2008) offer some strategies to create motivation in the classroom such as "creating a pleasant and supportive atmosphere in the classroom" and "make learning stimulating and enjoyable for the learners by enlisting them as active task participants" (p. 58). In this respect, the choice of materials gains importance to promote motivation and trigger learners' curiosity for engaging in the language. Regarding the EIL context of English, authentic texts or visuals, which are basically defined as coming from the "real world" (MacDonald, Badger, & Dasli, 2006, p. 252), are expected to offer examples from all the cultures that English belongs to. MacDonald et al. also mention about the variety

of cultural representations in ELT materials and declares that it would be ‘poverty of language’ including only the inner circle countries as authentic called materials. Real world instances would probably better prepare learners for the real life encounters and being aware of that, they would be more eager to work on the specific material with a practical approach.

In this respect, it can be stated that the authenticity of teaching materials would be one of the factors that lead the motivation for learning. Mentioning the authenticity, visuals which support and enrich the learning atmosphere are significant in this sense. The power of image as one part of visuals has long been recognized and they are great sources since images help learners improve their skills to comprehend a visual stimuli and respond to it, which can be considered as one of the aims of student- centered classrooms (Hurst, 2014). Moreover, studies (e.g. Hibbing & Rankin-Erickson 2003; Schnotz & Bannert, 2003) about using images have indicated that uniting a text with an ‘active’ illustration may especially help weaker learners grasp meanings. When individuals go through levels of learning, images may also contribute to the learners’ process of language production through exercises such as matching images to describe a story (Hurst, 2014). This approach would be fruitful for learners who have visual sensory preference and more image-based learning style (Oxford, 2003) along with for those who have visual intelligence (Gardner, 1999). To continue with more advantages, Hurst states that images could create situations for “information gap” in a natural way considering pair work activities and differences in learners’ background knowledge. This kind of an activity may also give way to peer learning when one learner has better knowledge of English or when it leads learner to analyse via discussion about a specific image.

Given that the authentic visuals have the high potential of helping and engaging learners in the learning process, they are likely to create a learner- centered environment which pretty well increases the motivation for learning. It has been known that the images

which are related to the topics and appeal to learners' interest take their attentions easily. Considering that a lesson starts with "getting attention", it can be inferred that authentic visuals which is to learners' interests can possibly achieve a great deal during the learning/teaching process.

Relevant studies. In this part, studies which are in relation with the current research are presented in chronological order. It can be stated that the researcher was inspired from the previous studies in the literature when forming the research questions and when observing the progress of the study. Besides, they provide an understanding about how integrating ICC into EFL classrooms has evolved through the years; hence, they have been quite enlightening for the present study.

Ihm (1996) studied a series of textbooks in EFL context to evaluate the cultural representation such as if they reflect the diversity of the target culture as well as the racial and gender stereotypes. The findings indicated that the textbooks did not reflect the multicultural structure of the American community. In addition, they had some prejudiced images of Asian Americans, Native American, Japanese and Chinese people. Regarding that the images in textbooks affect learners, Ihm suggests that they are not supposed to include misleading and inaccurate information. Rather, textbook writers are supposed to be very conscientious about this issue.

Aliakbari (2002) investigated whose cultures are presented in the cultural content of the four Iranian English textbooks and to what extent it is reflected along with the textbooks can foster learners' intercultural communication in English. His findings indicated that the cultural content in both the New Words and Reading comprehension sections are extremely limited and basic.

Basabe (2004) examined four course books regarding the inclusion of target, source and international cultures as well as the topics which are published in different years. He found that there is the dominance of British and American cultures in the early publications while it seems to have change in the books which have published in the 1990s. Three of the books contain examples from the source culture (Argentinian - South American). Moreover, items of international culture have also been identified with less percentage than the target culture. All in all, he thought that the books fall short of balancing the target, source, and international cultures and there have been American and European emphases through the texts and activities.

Xiao (2010) examined ICC features in the listening textbook Contemporary College English for Listening 3. More specifically, she analysed its cultural content as well as the target, source and international cultures. In addition, teachers and students' opinions about the book were gathered. The results indicated that the course book has been designed mainly to present the target culture to learners, particularly the British and the American cultures. Analyzing the Big C and Little c culture themes, it has been found that top three themes included in the course book belong to the Big C themes as politics, education, history, music and economy while the scripts related to the Little c cultures are placed under Lifestyles and Values themes. Thus, the researcher concluded that the significance of the little c culture has been ignored in improving learners' ICC.

Juan (2010) implemented a study to examine the cultural content in the textbook College English (CE) considering the type and the features of the cultural content as well as the advantages and disadvantages of it. The researcher conducted the evaluation unit by unit and focusing on the pre-face of the book, its exercises, and footnotes. It was found that the cultural content input has not received the necessary attention in designing the textbook CE

(New). Even if some implicit culture details can be found in the pre-reading texts, footnotes and exercises for the reason that language and culture are intertwined, the dominant culture has been the target culture, especially the American.

Liu (2013) investigated the eight listening and speaking course books 'New Horizon College English (NHCE)' (four students' books and four teachers' manuals) which are widely used in Chinese colleges and universities. The focus of the analysis were target, source, international cultures as well as 'unidentified sources of culture' and big C, small c cultures. The results of the study indicated that more than half of the cultural content was unidentifiable. Among identified cultural content, the textbooks were dominated by target cultural content while international target culture and source cultural content contained a very small percentage.

Çelik and Erbay (2013) evaluated the three course books Spot on 6, Spot on 7 and Spot on 8 which are used in Turkish elementary schools in terms of intercultural communicative competence. The purpose was to check the books reflect a local, target or international approach towards culture. Besides, they analysed the books in accordance with Yuen's (2011) framework of products, practices, perspectives, and persons. The results have demonstrated that there is a balance between the local, target and international cultures; however, there has been a tendency towards European cultures through the activities. The reason for this was interpreted as the Turkish Government's strategic goals on Common European Framework of Reference.

Rashtchi (2013) analysed four Iranian textbooks to investigate the extent to which they promote intercultural competence. This analysis has been assisted by teachers and the students' opinions since they are the complementary components of teaching. A checklist

developed from Cortazzi and Jin's (1999) work was used for the cultural content which search for target culture elements, own/source culture elements, general culture elements as well as culture free elements. Interviews were applied to the teachers and the students. According to the results, there were more culture free elements than cultural ones in the Iranian textbooks. In addition, there are little representations of the target culture. The researcher states that the books are weak to improve learners' intercultural competence and to broaden their horizons.

Hilliard (2014) studied on the topics, images, audio material, cultural information, and cultural activities in four English language textbooks from an educational viewpoint. The findings revealed that the topics are insufficient in variety and Caucasian images are dominant. Moreover, Western values were emphasized in cultural content. Cultural presentation has not been deep enough and shown as a set of facts and rules. The researcher states that they might help learners' cultural awareness; however, they are supposed to be developed a little bit more. Furthermore, the cultural material in the textbooks may represent a limited perspective, give students a superficial view of culture as a set of rules or facts, and prove lacking in overall quality of information.

Nuwar (2014) developed evaluation criteria to analyze the course book Action Pack Five which is used at elementary state schools in Jordan in terms of the language features (vocabulary and language skills), cultural activities and home assignments (exercises). She forms evaluation criteria for the cultural content based on international and national scholars' studies on cultural content in EFL textbooks. Thus, the criteria include items such as "Are new vocabularies repeated in subsequent units for reinforcing the meaning of the cultural content in the Student's Book?", "Does the Student's Book perform intercultural understanding and cross-cultural communication in both cultures (i.e. knowing the meaning of those words, and fitting the words into recognized patterns of class activities)?" The

results of the study indicated that the four- skills and the vocabulary activities are not designed to trigger students' understanding of cultural meaning. Besides, they do not help students step into the foreigners' shoes and improve their skills of empathy, tolerance towards otherness, etc. Moreover, it has been recognized that the course book is not very effective in enhancing students' speaking skills. The book contains limited number of cultural activities which are fruitful to have students gain the ability of mutual understanding of the thematic content.

To sum, analysis of coursebooks in terms of cultural content and ICC indicated some common findings. More specifically, insufficient cultural content, unidentifiable cultural activities, dominance of British and American cultures rather than variety were found in the evaluation. The coursebooks were superficial in the presentation of culture or they were weak promoting learners ICC since they do not develop learners' intercultural awareness or empathy towards other cultures/ otherness. On the other hand, slight improvement through the years can be observed such as less exposure to target cultures, more definable cultural content and better structured activities which may somewhat raise learners intercultural awareness.

Chapter 3

Research Methodology

Overview of the chapter. This chapter illustrates the research methodology applied to the current study. It starts with giving some details about the setting and participants. Then, it introduces the instruments used to collect data, which consist of a checklist administered to evaluate the books regarding their ICC features, and the questionnaires administered to the lecturers and students who used the books. Chapter 3 ends with details of the data analysis procedures conducted to see how effective the coursebooks are in the integration of ICC in language classrooms in Turkish context.

Research design. Qualitative and quantitative research design was conducted for the analysis of the data. First, textbook analysis has been carried out. Then the questionnaires which were designed to gather learners and lecturers' opinions about the cultural content of textbooks have been administered. To create triangulation, some of the questionnaire respondents have been interviewed in relation with the answers to questionnaire items.

Setting and participants. A questionnaire was implemented to lecturers and students to find out their opinions about the intercultural elements of the textbooks. Four lecturers from Istanbul Yenyüzyıl University, Turkey and two lecturers from Medipol University, Turkey attended in the questionnaire survey. Besides, three female and one male participant were interviewed in Istanbul Yenyüzyıl University. Student questionnaire was applied to 26 students from Istanbul Yenyüzyıl University. 21 female and five male participants participated to the study.

Materials and research instruments

Materials. Life A1 and A2 levels have been analysed in this study which are published by National Geographic Learning (NGL) in 2012. NGL presents the books' congruity with linguistic, pragmatic, sociolinguistic and communicative competences in its website. Moreover, co-writers of the books, Dummett and Hughes (2012a) talk about culture in language classes. Hughes mentions how interconnected language and culture and the culture taught does not have to be American or British, rather, it should be a global one. Moreover, he states that we should expose learners a variety of cultures. The activities on the books lead learners to think about the different cultures. Then, they ask the same questions about their own culture. He asserts "That is an important part of what we do when we teach culture in our language lessons". Therefore, it can be inferred that they claim that they include global cultures and local cultures in the textbooks and the books are capable of reflecting the EIL idea. The other issue they mention in NGL website is the power of image. Dummet (2012b), states that "Our minds and memories work in images" and reading a text with a photo on the foreground, he exemplifies the power of image. Highlighting the quality of National Geographic content in terms of images, he points out that there is a striking photograph at the beginning of each unit and you are drawn in the text. In addition, he states that these photographs can easily stimulate interesting cultural discussions. In conclusion, it can be put forward that NGL claim certainty regarding their materials in terms of culture and images.

Research instruments. Three instruments were used to collect data in the current study. The first one is a checklist adapted from Xiao (2010) for analysing textbooks in terms of their cultural elements. The second one is a questionnaire adapted from Skopinskaja's (2003) study which is a likert type scale designed for collecting users' opinions about the cultural content of textbooks. It was administered to both the lecturers and students. It was

translated into Turkish for students. Finally, three interview questions were designed for deepening some ideas from the questionnaire. Details of the instruments can be found in the following parts.

Textbook analysis. The textbooks are evaluated using a checklist adapted from Xiao's (2010) study in which she analysed a series of textbooks in China. She formed the types of culture (target, source, international) depending on Cortazzi and Jin's (1999) suppositions about the cultural information used in ELT textbooks and materials. In her study, 'target culture' is taken as the British and American cultures. 'Source culture' is considered as students' own culture, which is Turkish in the current study. The other cultures are classified under 'International Culture' category. To analyse the themes of culture as 'big C' and 'little c', she modified Chen (2004) and Lee's (2009) items. Big C culture category included politics, economy, history, geography, literature/ art, social norms, education, architecture and music themes while small c culture category consists of food, holiday, lifestyles, customs, values, hobbies and gestures themes. The criteria about how the activities are themed can be examined in appendix A.

Lecturers and students' questionnaire. To learn the lecturers and students' opinions about the cultural elements of the textbooks, a questionnaire was administered. The questionnaire was developed by Skopinskaja (2003) to evaluate textbooks from an intercultural perspective. It was adapted for the current study and this adaptation was controlled by the advisor of the research and also by an experienced lecturer who is a graduate student in English Language Education, as well.

Skopinskaja' (2003) questionnaire consisted of six sections originally. For the present study, five sections were used as the first part was not related to the aims of this study. The

five sections were specified as the (A) cultural content, (B) knowledge, (C) attitudes, (D) intercultural awareness and (E) culture and language. Section A aimed to find out the respondents' opinions if the cultural content of the textbooks include only tourism-oriented contexts or isolated facts or if it also presents the negative and problematic situations of cultures. Section B was concerned with the presentation of content through cultural knowledge which is to explore the respondents' ideas about the inclusion of a variety of themes such as history, geography, politics, creative arts perspectives, different ethnic origins and sub-cultural groups, socio-political problems, socially acceptable or taboo topics, cultural/racial/gender stereotypes; and learners' own culture. Section C, on the other hand, focused on the reflections of cultural presentation on the learners. It questioned if the textbooks trigger the development of tolerance and empathy towards otherness together with a feeling of the national identity and equip students with the necessary behaviour in the target language. Section D was related to comparing and contrasting the target and the international cultures with learners' own by means of mutual representations, images and stereotypes of the students' own and the foreign culture. Finally, section E was to learn the respondents' opinions about if the cultural content of the textbooks enabled development of students' linguistic and paralinguistic awareness and contained authentic materials in texts, exercises, tapes, etc.

The same questionnaire was translated into Turkish for student respondents to be able to get concrete results. For a reliable evaluation, it was translated by another expert in English. The results were compared and corrected. Finally, opinions of the thesis advisor were taken for the final version of the questionnaire in Turkish.

The interview questions. To support some opinions from the questionnaire and to make sure that the textbooks help English learners improve their ICC, three interview questions were prepared with the confirmation of the thesis advisor as follows:

1. Are the reading and listening texts as well as the videos and images authentic in the books? Does it assist to show learners how language is formed within culture?

2. Do the students have stereotypes? Do Life A1 and A2 have the potential to make them aware of their stereotypes?

3. Do the textbooks offer examples from different cultures? Does it make the students aware of their own culture?

Four lecturers were interviewed in Yeniyüzyıl University and three of them were recorded with consent. One of the conversations was noted down since the interviewee did not want the voice recording.

Data Analysis. Four different types of data were analysed in total namely the textbook analysis, lecturers' questionnaire, students' questionnaire and the interview.

Analysis of the textbooks. First, reading, writing, listening and speaking activities were set under 'target culture' 'source culture' and 'international culture' categories. Activities related to American and British cultures were considered as the target culture since they are the cultures to which students are mostly exposed. Turkish culture is the source culture since the target group is Turkish. Bearing Byram et. al.'s (2002, p. 20) criteria of promoting ICC as "learners compare and contrast their own culture with another one and develop awareness" in mind, the activities which asks for a reflection on students' own culture were set under the source culture category even though a component of Turkish

culture was not mentioned directly in the activity. The researcher examined the teachers' manual and supported the evaluation by this guidance when placing activities under that category, as well. Moreover, this point of view was confirmed during the researcher's interview with the lecturers who had been using the textbooks as they reported that there has always become a discussion of similarities and differences when the topic was about cultures. Finally, countries from the inner circle such as Australia, Canada, New Zealand, the outer circle cultures and expanding circle cultures represented in the textbooks were set under the international culture category.

Second, the activities were specified according to their themes under "big C" and "little c" cultures. The focus of the units, the aims of the activities as well as the guidance in the teachers' manual were taken into consideration while placing them. Some of the activities were discussed with the thesis advisor when categorizing.

The researcher repeated the analysis for three times with some time gaps to prevent any mistakes. In addition, the supervisor of the present study checked the textbook evaluation and some points have been discussed.

Analysis of the questionnaire. Descriptive statistics were applied to the questionnaire data using SPSS 16.00. The sections of the questionnaire were ranked in descending order to see which sides of the books are powerful and weak according to the participant. Furthermore, items of each section were checked in descending order. The findings were interpreted taking Xiao's (2010) criteria as a reference.

1. 00 – 1.80 not at all

1. 81 – 2. 60 not really

2. 61 – 3. 40 to some extent

3. 41 – 4.20 to a large extent

4. 21 – 5.00 completely

Analysis of the interview. Interviewees' responses were evaluated in their accordance with the questionnaire findings and parallel and unparallel views related to textbook evaluation findings were identified. The lecturers mentioned their experiences with the books eagerly and it provided valuable information. It was during the analysis of the interview that the researcher decided to label compare and contrast activities as source culture activities. Finally, it can be stated that the interview was in line both with the questionnaire and textbook analysis findings.

Chapter 4

Findings and Discussion

Overview of the chapter. Chapter 4 presents the findings related to evaluation of the textbook via the checklist which reports on the source, target, international cultures and the numbers of big C and little c cultures in the coursebooks. Furthermore, it exhibits the findings of the questionnaires which report the lecturers and students' views. Analysis of the interview can also be seen following the questionnaire findings. At last, the findings are followed by some discussions that contain the connections between the researcher's evaluation and the participants' opinions as well as the connections with the literature.

Findings of the textbook analysis. Figure 3 and 4 indicate the target, source and international culture categories found in the textbooks.

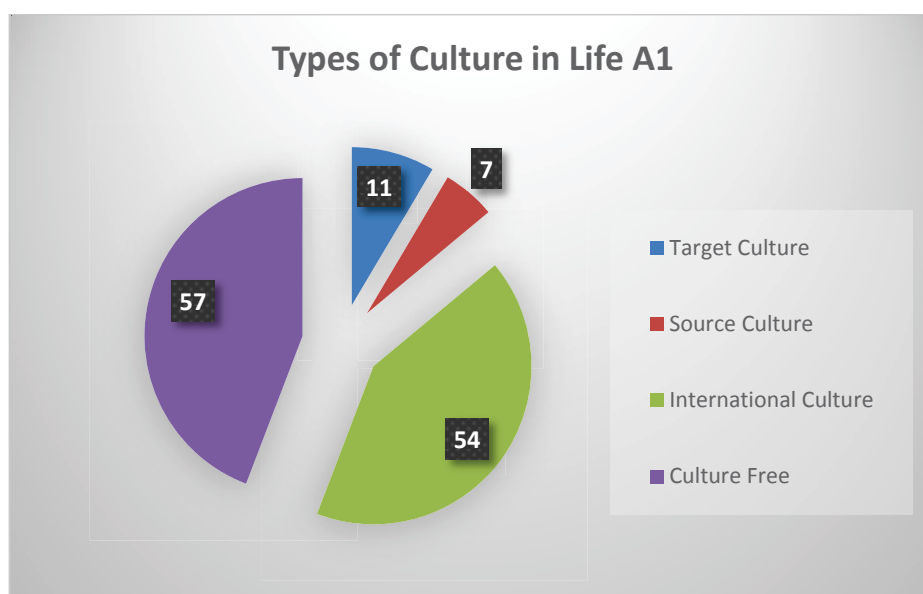


Figure 3. Types of culture in Life A1 ($N_{Total\ activities} = 129$).

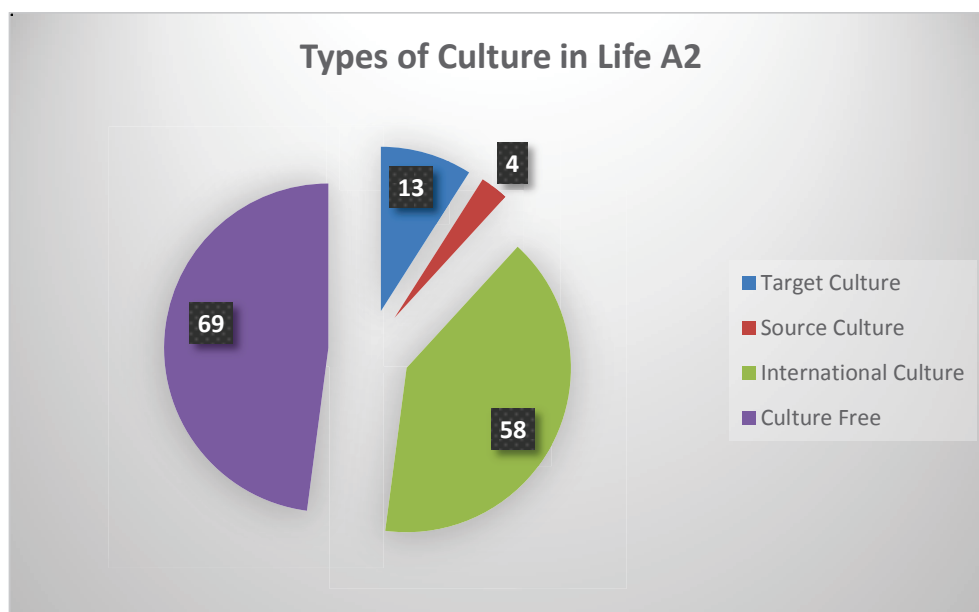


Figure 4. Types of culture in Life A2 ($N_{Total\ activities} = 184$).

The results indicated that Life A1 level textbook contains 11 activities teaching the basic skills of reading, listening, speaking, writing that belong to the Target Culture category, 7 Source Culture activities and 54 International Culture activities. 57 of the activities have been categorized as Culture Free. The target activities include reading passages, listening and speaking activities supported by visuals if possible. Figure 5 illustrates a reading passage that appeared under the target culture category:

6a A passion for vegetables

Reading

- 1 Look at the photo and the caption. What is Steve Weston's passion?
- 2 Read about Steve Weston. Answer the questions.
 - 1 Where is Steve Weston in the photo?
 - 2 What's the name of this kind of vegetable?
 - 3 What is the weight of the vegetable in the photo?
 - 4 Can you eat this vegetable?


Grammar like

- 3 Look at the grammar box. Then look at the article again. Underline the sentences with *like* and *don't like*.

▶ LIKE		
I/You/We/You/They	like	pumpkins.
(don't = do not)	don't like	pumpkin pie.


For further information and practice, see page 164.

Competitions for giant vegetables are popular here in the United States. This is my prize pumpkin!



A passion for vegetables
STEVE WESTON

Hi! My name's Steve Weston and I'm passionate about vegetables! Here I am in my garden with a giant pumpkin. I like pumpkins a lot because they can grow big. This pumpkin is about 700 kilograms. You can make a dish called pumpkin pie from pumpkins. It's a traditional dish in the United States. A lot of people like pumpkin pie, but I don't like it!

pumpkin pie (n)
/'pʌmpkɪn paɪ/ 

70

Figure 5. A target culture activity (Life A1, 2012, p. 70).

The passage introduces pumpkins and pumpkin pie as a traditional food in the United States. It is upheld by a picture and the popularity of competitions for giant vegetables have also been emphasized.

Source culture activities, on the other hand, are not directly about students' source culture, which is Turkish in the present study. The activities included under this category have usually asked students to compare a cultural feature with their own culture. The activity below is an example for the case mentioned:

Writing and speaking

- 10** Work in pairs. Write five tips for travellers in your country or a country you know. Think of reasons for the tips.

Don't travel by bus.

- 11** Work in groups of four. Discuss your travel tips. Ask follow-up questions.

Don't travel by bus.

Why?

The buses are very slow.

Figure 6. A source culture activity (Life A1, 2012, p. 110).

Byram, Gribkova and Starkey (2002) explain one of the skills that assist learners promote ICC as Critical Cultural Awareness which is defined as “an ability to evaluate, critically and on the basis of explicit criteria, perspectives, practices and products in one’s own and other cultures and countries” (p. 9). Comparing and contrasting the similarities and differences between the cultures is said to develop Critical Cultural Awareness in time. For Byram et. al., the rationale behind is to expose learners to the texts and materials which contain contrasting perspectives and raise learners’ awareness by having them analyse texts rather than factual information. For this reason, the activities which require learners to reflect on their own cultures have been considered as source culture activities that lead them to an awareness of their own cultures as well as the others’. To decide this, the instructions for the activities in the teachers’ manuals were also taken into account. The activities which are supported by the instructions such as “ask students to compare it with their own cultures...”

have been chosen since they were intended to create a discussion atmosphere in the classrooms.

Writing and speaking

10 Ask students to prepare a list of tips. Start students off by providing two or three tips for your own country, and reasons for them. If students are from the same country, ask them to prepare tips in pairs first.

11 Ask students to form groups of four. Tell them to take turns to share their travel tips and reasons. In feedback, ask which tips were most helpful.

Extra activity

Ask students to prepare this task in groups of four. Give them a sheet of A4 paper and tell them to make a poster with tips on it. Students put the poster on the wall when they are ready. Tell two students to stay with the poster and tell two students to walk round the room and 'visit' the other posters. Students must ask and answer questions about the posters they visit.

Figure 7. Instruction that guides for source culture activity (Life A1 teachers' manual, 2012, p. 102).

Analysing five coursebooks, Hamiloğlu and Mehdi (2010) also point out the importance of comparison of cultures in EFL classes and have confirmed that New Hotline coursebook partially fulfils its objective as it include a variety of cultures such as Pakistan, Austria and Turkey which it explicitly stated in the book as "Students are encouraged to compare their own language and culture to that of the world of English speakers" (p. 22).

This standpoint has been confirmed by the questionnaire item related to the source culture which is "Does the TM offer insights into students' own culture?" Both teachers and students responded positively ($Item = 9, M_{student} = 3.17, SD = 1.24, M_{teacher} = 2.50, SD = 1.04$). In addition to that, teachers' responses to one of the questions in the interview have assisted

this view. All of the interviewees answered the question “Do the textbooks raise students’ awareness about their own culture through comparing and contrasting cultures?” quite positively. Here are some examples from interviewees:

C: Yes, there are compare and contrast activities such as “How about in your country?” and this works in the class.

G: Yes, after talking about a different culture, “How about your culture?” questions have students be aware of the differences and similarities.

M: Yes, it happens after every new topic. For example, think about marriage in Korea. At the end of this topic, we talk about marriage in Turkey since the books lead us to these kind of questions. Thus, the students have the chance to compare and contrast the cultures.

H: Well, may be. I think it also depends on the teacher. I try to do this most of the time by asking “How is it in our culture?” We automatically compare things such as food and clothes especially in speaking parts.

Ayça: So you raise the cultural awareness in the class?

H: Yes, of course. It is always good to compare things!

Note. The letters C, G, M and H represent the interviewees.

The last interviewee’s answer is in line with the textbook analysis findings in pointing to the inclusion of source culture through speaking activities. The researcher has also found out that the source culture activities are mainly based on the productive skills rather than the receptive skills. This could be because the books have an international status and not prepared specifically for Turkish context. Thus, it would not be realistic to expect direct cultural

features about Turkish culture through reading or listening activities which may provide linguistic input as well as cultural knowledge.

International culture activities comprise nearly the half of the activities as it can be seen in figures 3 and 4. These activities include cultural elements from such countries as Mongolia, North Pole, Australia and China. Thanks to the National Geographic content, cultures presented in the books are not only well known countries and cultures, but they also present unique cultures about which individuals may not hear very often such as the life of Sami People, Home life in Sumatra, Indonesia or plants that grow up in the forests of Madagascar. Here is an example:

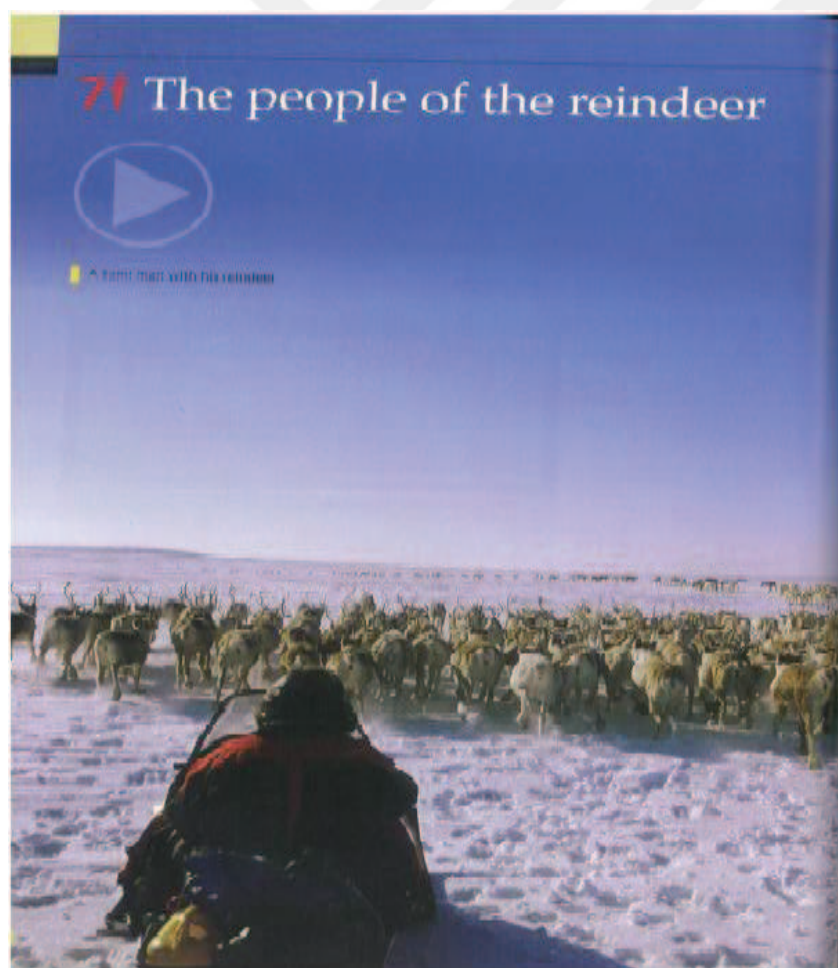


Figure 8. An international culture activity (Life A1, 2012, p. 90).

Figure 8 indicates a video activity at the end of unit 7 in Life A1. The video focuses on the traditional lives of Sami people with spectacular sceneries and typical people.

Thus, it can be declared that the course book provides samples from many different cultures, even less well-known ones. These findings are in line with both students and teachers' opinions about the cultural knowledge part of the questionnaire applied. Both students and teachers stated that the books exhibit a variety of cultures (*Item 8*, $M_{teacher} = 4.50$, $SD = 0.54$, $M_{student} = 3.73$, $SD = 1.04$). The course book includes texts that focus on the lifestyles of farmers or some facts about the first Americans which are subcultures of their society. Teachers' opinions about "Does the TM offer insight into a variety of sub-cultural groups (namely, professions)?" confirms this point of view since they are highly positive about the item mentioned ($M = 3.83$, $SD = 0.40$).

Regarding the first research question of the study which is "What features does the textbook Life include in terms of intercultural communicative competence?", it can be stated that the findings related to promoting ICC are highly positive. The types of culture are well balanced throughout the activities. The target culture (namely, British and American) is not over presented and the international culture elements include a wide variety as suggested for the improvement of ICC skills. Moreover, even though not directly denoted, the textbooks contain some reference to the source culture through compare and contrast activities. All in all, it can be inferred that Life A1 and A2 textbooks appeal to EIL context ELT textbooks.

These findings are similar to Hamiloğlu and Mehdi's (2010) findings in which they analysed five course books checking the cross cultural elements. Their results indicated that four of the books include activities both from native speaker countries and countries such as Turkey, Pakistan, Argentina, Africa, Austria, Switzerland, Cuba and Brazil. For the reason of

the similarity, the years and the countries they are produced can be considered. In Hamiloğlu and Mehdi's case, the international status of the books that the researchers examined is probably the reason for the similar results. Çelik and Erbay's (2013) results are also in line with the current study since they have reported that there is a balance between the local, target and international cultures. The justification for the similar results might be the cultural adaptation of the course books Çelik and Erbay's examined as that course books are provided by the Ministry of Education in Turkey. Studying the topics, images, audio material, cultural information, and cultural activities in four English language textbooks, Hilliard's (2014) findings pointed out that they might help learners' cultural awareness; however, they are supposed to be developed a little bit more. The similarity is probably because the books are examined in the United States context, which is a highly multicultural place.

However, the literature indicates several studies which have contrasting results. Analysing the Iranian textbooks in terms of source, target and international cultures, Aliakbari (2002) found out that the books are extremely limited and basic and are not well designed for fostering ICC. Furthermore, Basabe (2004) has examined four course books regarding the inclusion of target, source and international cultures as well as the topics which are published in different years. He concluded that the books are weak in balancing the target, source, and international cultures and there have been an American and European emphases through the texts and activities.

Xiao (2010) examined ICC features in the listening textbook *Contemporary College English for Listening 3*. Types of cultures were the concern in her study, as well. According to the results, the course book has been designed mainly to present the target culture to learners, particularly the British and the American cultures. Juan's (2010) results are not in line with the present study, as well. Evaluating the *College English (CE)* textbooks

concerning its cultural content, he resolved that the cultural content input has not received the necessary attention in designing the textbook CE (New). The dominant culture has been the target culture, especially the American. In addition, the results of Liu's (2013) study indicated that the cultural content of New Horizon College English course books have been dominated by target culture while international target culture and source culture contained a very small percentage. Rashtchi's (2013) findings have also pointed out that the textbooks he evaluated regarding the source, target and intercultural features are weak to improve learners' intercultural competence and to broaden their horizons. Nuwar's (2014) study also has not shown similar results to the present study since she found out that the course books contain a limited number of cultural activities and not deep enough to promote learners' skills of empathy, tolerance towards otherness, or awareness. Finally, examining two English language textbooks used in Hong Kong, Yuen (2011, as cited in Hilliard, 2014) found that the cultures of English-speaking countries were over-represented, while Asian or African cultures were under-represented. Hence, the research on textbook evaluation about cultural features has negative results as they may contain insufficient numbers of cultural activities or include target culture elements excessively. The other common problem can be reported as the absence of activities that are demanding cognitively to have learners reflect on their learning and the lack of source culture activities which would have learners compare other cultures with their own.

Evidently, the number of contrasting studies is more than the number of similar studies and the textbooks which include a well-balanced cultural content are usually published after the 2000s (Hamiloğlu & Mehdi, 2010 between: 1998 – 2006; Çelik & Erbay 2013 in 2012, Hilliard 2014 between: 2003 – 2011). ICC and the variety of cultures perspective in course books can be regarded as a new issue since it gained significance in the 1990s.

It usually takes time to change beliefs and attitudes especially in educational settings, on purpose or not, because educational goals are constructed by ideologies, as well. Moreover, Alptekin (1993) states that textbooks are mainly written by native speakers of English and as the nature of writing requires, they reflect their beliefs, feelings, perspectives and values in the textbooks. Barfield and Uzarski (2009) also mentioned that through the international experiences recently, textbook writers have realized that curricula from English speaking countries is used in many EFL programs and that is why the researchers come across with target culture dominant textbooks in general. It is quite recent that countries such as Mexico, Ecuador, and Peru have started to produce textbooks in which source culture features are taken into consideration. It means that there are developments that give green light for future. Still, textbook writers are experts of their fields and are supposed to be knowledgeable about the latest approaches in textbook design. They are expected to be neutral and supposed to pay more attention to the cultural features since the aims of developing ICC skills are vitally important to set peace between nations and cultures.

Table 1 indicates the distribution of big C and small c cultures of each unit in Life A1.

Table 1.

Distribution of Big C and Small c Cultures in Each Unit

<i>Units / Topics</i>	<i>N</i>	<i>Target Culture</i>		<i>Source Culture</i>		<i>Int. Culture</i>		<i>Culture</i>
		<i>Big C</i>	<i>Little c</i>	<i>Big C</i>	<i>Little c</i>	<i>Big C</i>	<i>Little c</i>	
Unit 1: Hello	11	-	-	-	-	3	3	5
Unit 2: Holidays	9	-	-	1	1	2	3	3
Unit 3: Families	12	-	-	-	2	1	5	4
Unit 4: Cities	11	2	-	1	-	4	-	4
Unit 5 :Inventions	11	-	-	-	-	1	2	8
Unit 6: Passions	11	1	2	-	-	-	3	5
Unit 7: Different lives	9	-	-	-	-	-	5	4
Unit 8: Routines	11	-	1	-	-	3	2	5
Unit 9: Travel	10	-	-	1	-	4	-	5
Unit 10: History	10	3	-	1	-	2	-	4
Unit 11: Discovery	12	1	-	-	-	7	-	4
Unit 12: The Weekend	10	-	1	-	1	-	3	5

Distribution of the cultural content has been presented in table 1. Analysis showed that the cultural content mostly consist the aspects of the international culture such as Mongolian, Japanese or Australian. The other crucial point that can be observed in the table related to ICC in Life A1 and A2 is the themes of culture which reflect the multiple sense of culture. Considering the Big C and Little c culture themes, the number of activities are nearly equal in the Life Beginner book ($N_{Big\ C} = 38$, $N_{Little\ c} = 34$); however, there has been a slight accumulation towards Big C cultures content in the Life elementary book ($N_{Big\ C} = 52$, $N_{Little\ c}$

$\epsilon = 30$) which includes information about geography, literature/ art, history or social norms of different cultures. The reason of this difference can be learners' developing linguistic knowledge and skills in English in the elementary level.

Reflecting the dynamic aspect of culture, some scholars (Chastain, 1988; Pulverness, 1995; Tomalin & Stempleski, 1993) put emphasis on the existence of little c themes (values, food, customs...) in EFL textbooks. In relation with this, Xiao (2010) asserts that cultural themes should focus on customs, habits, holidays, life styles or values of societies as they have more potential of fostering ICC of learners. A balance between the two themes would be perhaps the welcomed picture in textbooks since reflecting that different aspects of culture is crucial in improving the skills of ICC. For the present study, while Life A1 includes nearly the same numbers of cultural themes, there is a tendency towards big C culture themes in Life A2. The reason of this difference might be learners' increasing level of English in A2 as big C themes entail a higher command of language such as literature, history, geography, social norms and architecture. In that point, it would be noteworthy that Life A1 and A2 textbooks are published by National Geographic Learning (NGL). Thus, National Geographic content can easily be observed through both books with high numbers of geography theme activities and it is by far the first theme in number occurred in both books ($A1_{geography} = 29$, $A2_{geography} = 26$). On the other hand, grammar and vocabulary items such as daily routines and food are intended to be taught in Life A1. Hence, the related themes occurred in A1 level more than A2 level of the books. Besides, these themes are easier to comprehend for lower levels of learning.

These finding is in line with Yuen's (2011 as cited in Hilliard, 2014) study in which it has been concluded that big C culture themes were pictured more often than little c culture themes. Furthermore, in Xiao's (2010) study, top three culture themes have found as politics,

education, history, music and economy which belong to big C. Little c themes, on the other hand, have been Lifestyles and Values themes. The researcher concluded that the significance of the little c culture has been ignored in improving learners' ICC. However, in Lui's (2013) study of eight course books, the evidence pointed out that among the 19 cultural themes under big "C" and little "c" cultures, the predominant theme was little "c" such as food, holidays, hobbies and body language themes. Dehbozorgi, Amalsaleh and Kafipour (2014) evaluated three EFL textbooks taking Chen's (2004) and Lee's (2009) lists for big C and little c cultures as the criteria. Considering the three books, little c cultural themes have been calculated as the dominant ones which include norms, beliefs, age, sex, social position.

The reason of the similarities and differences with the previous studies may have several reasons. First, the percentages of cultural themes may change depending on the internationally or locally produced textbooks. Second, the target learner of the textbook such as young learners or adults may differ the levels of big C and little c themes. Here, interests or the purposes of learning English can also be considered.

Total	6	6	7	7	3	6	5	6	5	6	8	5	71
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Table 2 represents the distribution of the cultural themes in each unit in Life A1. The findings indicated a little tendency towards geography. Some missing themes such as politics, economy and music have been recognized in Life A1. However, A2 level include activities related to all themes above. This is perhaps because of the difference in linguistic knowledge provided in the two books. Activities focused on the information about politics and economy would entail higher level of linguistic knowledge.

Mostly introduced big C themes have been geography, lifestyles, holiday, history, food, and customs. The activities related to ‘geography’ include topics such as international phone calls in which different countries are shown on a map, a tour to Antarctica video or places in a town. ‘Lifestyles’ are introduced by topics such as a Mongolian family or the daily routines do Sami people. Activities which informs about the space race between countries or the history of a currency are placed under ‘history’ theme. ‘Food’ is introduced by menus in a restaurant, famous food of countries or food markets. Finally, examples of ‘Customs’ themes include wedding celebrations, a traditional party in a country or a Scottish bagpiper playing in the streets.

During this analysis, the linguistic objectives of units have given hints about the primary concerns of activities. When placing the activities under the themes, the names of the units has been taken into consideration since they provide information about the main focuses in terms of grammar, vocabulary and the skills to be developed. All in all, it can be reported that Life A1 and A2 contains a variety of culture themes when evaluated within their level of English.

This finding indicates similarity with Juan (2010)' s study, even though the same criteria with this study is not used, it has been concluded that College English textbook in China contains a variety of topics such as social customs, contemporary society, bibliography of famous people, novel except, culture differences, technology and science. These topics can be related with big C and little c themes of the present study; for instance, equalizing social customs with customs or the novel except with literature/ art themes.

Figures 9 and 10 present the top 5 themes in the textbook Life A1 and A2 levels.



Figure 9. Top 5 themes in Life A1 ($N_{Total\ activities} = 60$).



Figure 10. Top 5 themes in Life A2 ($N_{Total\ activities} = 55$).

Top five culture themes are demonstrated in Figures 9 and 10. Geography theme has evidently the highest number of activities in both course books ($N_{geography} = 29$). In Life A1, Lifestyles is the second mostly touched on theme ($N_{lifestyles} = 16$) while holiday is in the third rank ($N_{holiday} = 7$). History and customs themes have the same number of activities ($N_{history}, N_{customs} = 6$). Finally, social norms and architecture are the fifth themes ($N_{socialnorms} = 2, N_{architecture} = 2$) which are dealt with in the textbook. In Life A2, on the other hand, Literature/ Art theme ($N_{literature/art} = 10$) is in the second, History theme ($N_{history} = 8$) is in the third rank. Moreover, Food and Holiday themes ($N_{holiday} = 7, N_{food} = 7$) come next while Lifestyles, Values, Customs, Social Norms themes share the same number of activities in the last place ($N_{lifestyles} = 4, N_{values} = 4, N_{customs} = 4, N_{socialnorms} = 4$).

The distribution of the themes is more or less the same in both books with little changes in the order. Big c and little distribution seems to be almost equal in Life A1 while the dominance of big c can be observed in Life A2.

Not surprisingly, Geography theme is by far the most utilized theme through the activities as mentioned previously. The affluent content of National Geographic (NG) can be apparently observed through the course books as high quality pictures which have been taken in distinctive geographical places all over the world. Most of the videos used at the end of each unit also reflect the NG effect. Lecturers and learners' answers to the item "the geographical perspective presented to explain certain features of the national character of the foreign culture(s)" have also assisted this view since they gave high points to the item ($M_{teacher}= 4.00, SD = 0.63, M_{student}= 3.08, SD = 1.09$)

Concerning the contribution of visuals to learner motivation, the textbooks would probably assist the learning and teaching processes a lot. As mentioned in the second chapter, the powerful affect of visuals in taking learners' attention and enriching the meanings of texts or vocabulary has been recognized. Since real life visuals have the high potential of raising learner motivation, the textbooks evaluated may be quite fruitful in EFL classes both from linguistic and cultural sides. Lecturers interviewed have also agreed with Life's power of authentic images and videos.

Ayça : Are the visuals and videos authentic in the books?

Ç: Yes, videos are authentic.

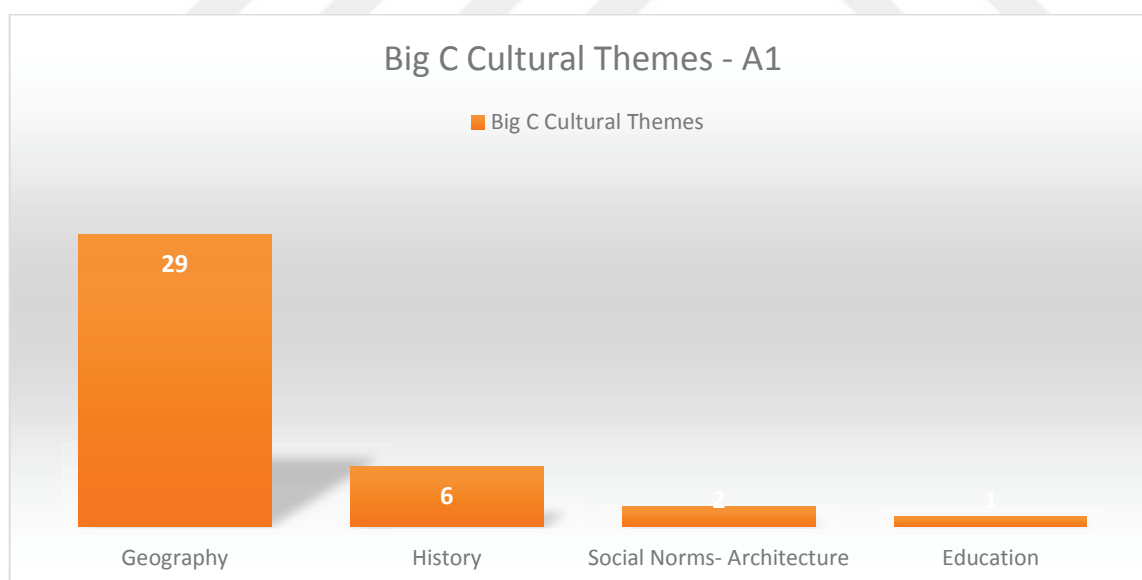
G: Since they are directly taken from real life, videos and visuals are quite successful. For example, I was teaching colors recently. The video we of that unit was also about a group of locals who wears colorful clothes. It was great.

M: they are authentic, I think. Real life materials capture learners' attention and it makes lessons fun.

H: Yes. We learn a lot of different information and it takes attention in the class. I think because the books are published by National Geographic, there are distinctive topics from different places and this works a lot in the classroom.

As it can be understood from the conversation, all of the lecturers appreciate the authenticity of the images and videos and report that they can use them effectively in the class. Moreover, this has helped getting attention of learners and has them participate in the lesson eagerly. Thus, it would be realistic to say that the authentic National Geographic content and quality of the two books is helpful to motivate learners for language learning which also have variety in types of culture.

Figures 11 and 12 demonstrate the top five themes of the Big C cultures category for A1 and A2 levels of Life.



Figures 11. Big C cultures in Life A1 ($N_{Total\ activities} = 38$).

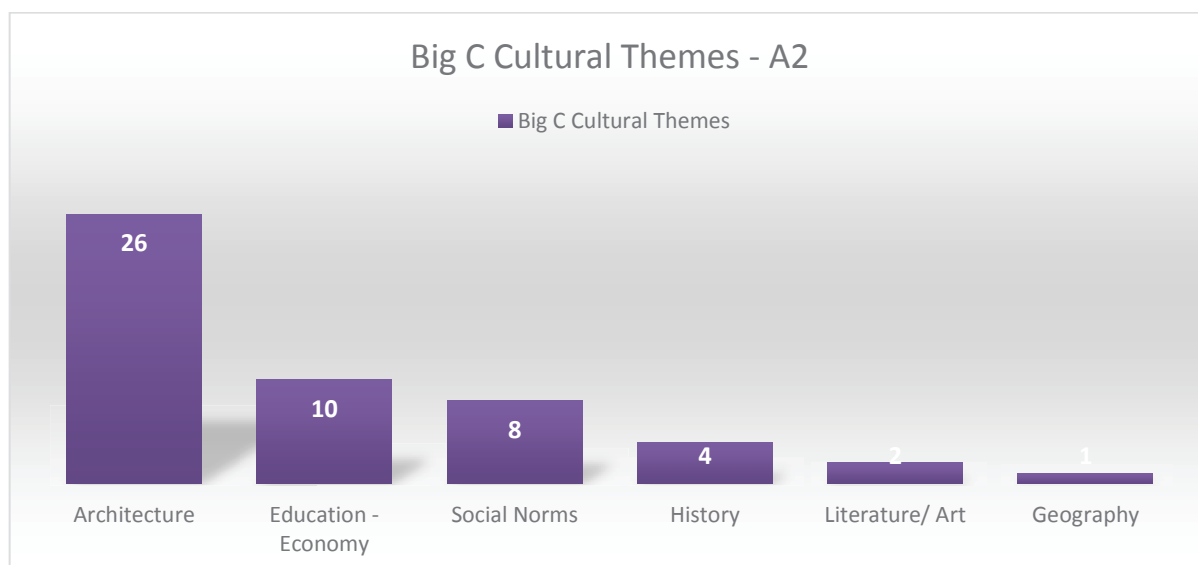


Figure 12. Big C Cultures in Life A2 ($N_{Total\ activities} = 51$).

Geography related activities possess the highest number through Big C culture category ($N_{geography} = 29$). Next comes the History theme ($N_{history} = 6$) prosecuted by Social Norms and Architecture ($N_{socialnorms} = 7$, $N_{architecture} = 2$) themes. Education theme has only 1 activity in this category. As it can be clearly seen in the table, there has been a huge difference between the highest numbered theme, which is Geography, and the rest of the themes. Finally, no examples have been recognized about Politics, Economy, Music and Literature/ Art themes in Big C cultures.

The two levels represent similar range of big C themes with slight differences. A2 level included activities related to Literature/ Art theme. Teachers and students views are also in line with these findings. Item 4 “Does the TM offer insight into the creative arts of the foreign culture(s)?” and item 1 “Is the historical perspective present to explain the national identity of the foreign culture(s)?” which supports the “Literature” and “History” themes have been responded positively by the participants (*Item 4*, $M_{student} = 3.42$, $SD = 1.04$, $M_{teacher} = 3.50$, $SD = 0.51$) (*Item 1*, $M_{student} = 3.35$, $SD = 0.84$, $M_{teacher} = 3.33$, $SD = 0.54$). No direct activities

have been found related to Politics, Music and Economy themes. Students' opinions are in line with this finding since they answered item 3 "Are the political (also ideological and religious) perspectives of the foreign culture(s) taken into consideration?" negatively ($M = 2.50$, $SD = 0.99$). However, teachers think that the books contain political features to some extent ($M = 3.17$, $SD = 0.75$). The reason for this slight difference can be teachers' interpretation of some activities which may have underlying meanings. Since placing the activities in accordance with their themes has been conducted through direct references and the dominant unit topics, this slight difference in the point of view has occurred.

Figures 13 and 14 are related to the numbers of small c cultures in descending order in Life A1 and A2.

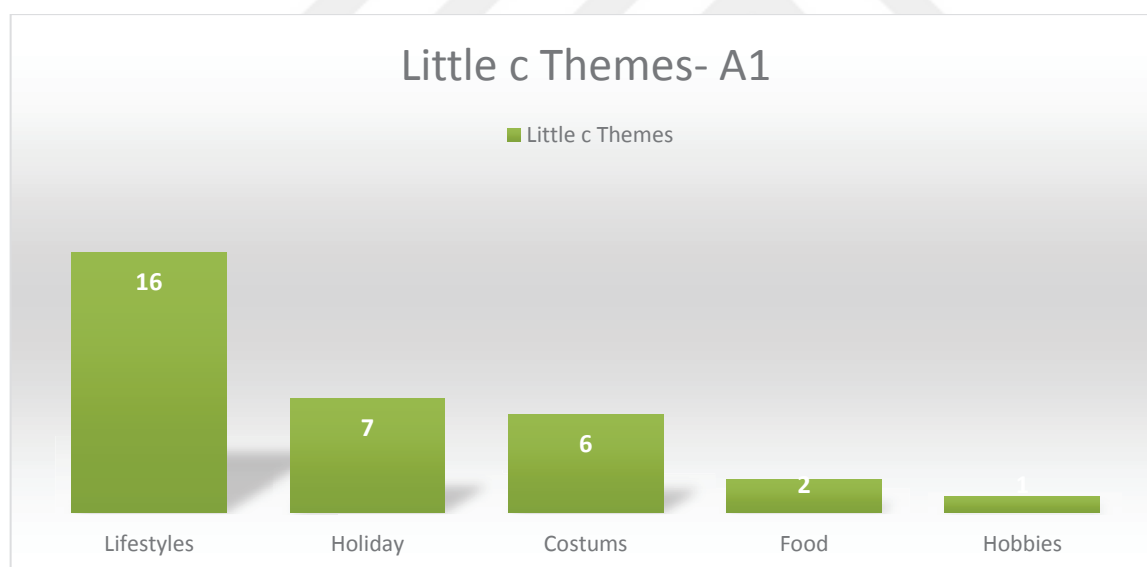


Figure 13. Small C Cultures in Life A1 ($N_{Total\ activities} = 32$).

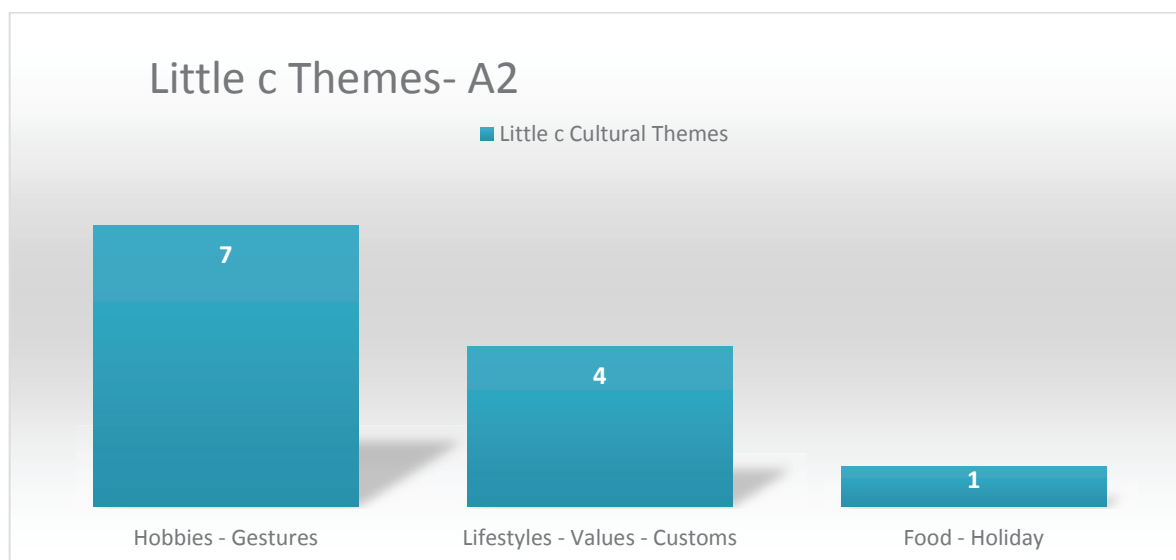


Figure 14. Small C Cultures in Life A2 ($N_{Total\ activities} = 28$).

The findings related to the descending order of little c themes can be observed in Figure 16 for Life A1 level. Lifestyle themed culture activities are at the top of this category ($N_{lifestyle} = 16$). It is followed by Holiday ($N_{holiday} = 7$) and Customs ($N_{customs} = 6$) themes. Moreover, the themes that contain the lowest activities are Food ($N_{food} = 2$) and Hobbies ($N_{hobbies} = 1$) in the little c cultures category. No examples of activities related to Values and Gestures/ Body Language themes have been found in the Life beginner level course book.

A2 level contains activities for all themes with a little difference in numbers from A1 level.

Considering the results, it can be inferred that both books embody a variety of themes with a fluctuation depending on the focus of units. When the linguistic focus is in the Past Simple Tense, for instance, there is a tendency towards the history theme throughout the activities. On the other hand, when the linguistic feature to be practiced is likes/ dislikes, the theme is likely to be Hobbies most of the time.

The activities have been divided into two categories as culture themed and culture free activities to analyse accumulation of cultural themes in each skill. Figure 15 represents the culture themed skills and their accumulation in numbers.

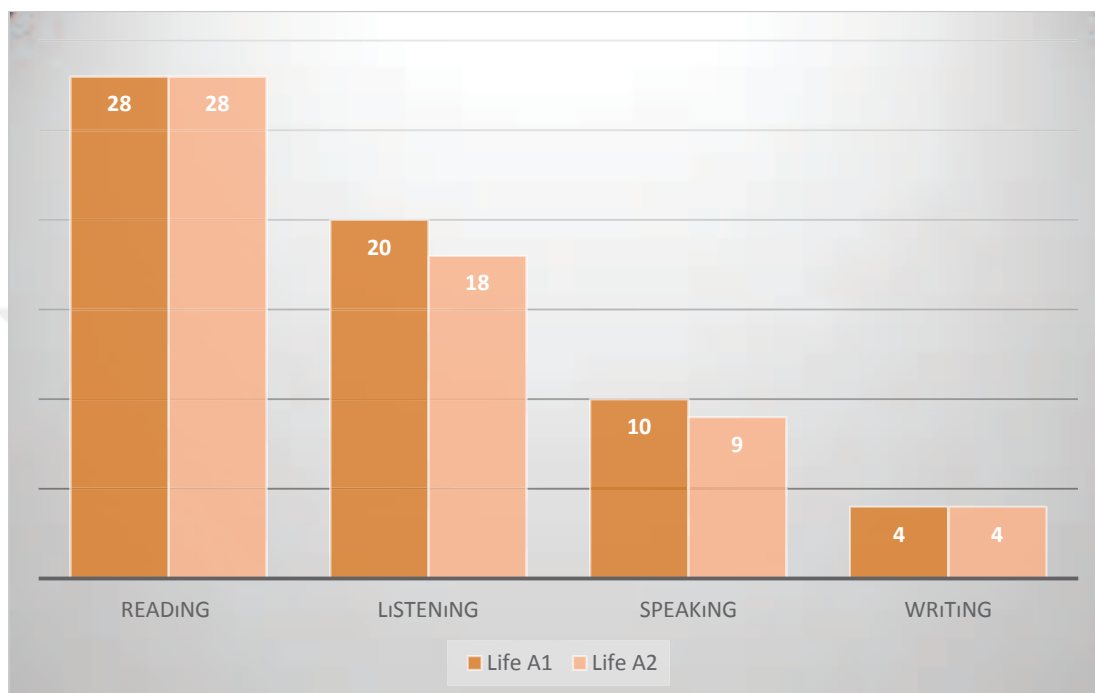


Figure 15. Distribution of the cultural contents for reading, listening, speaking and writing activities ($N_{Total\ activities\ Life\ A1} = 62$; $N_{Total\ activities\ Life\ A2} = 59$).

Table 3 indicates the number of the reading, listening, speaking and writing activities which have a cultural theme. Reading activities have the biggest portion in this category with 28 activities. The second mostly included skill with a cultural theme is listening with the number of 20 while the lowest ones are speaking ($N_{speaking} = 10$) and writing ($N_{writing} = 4$) respectively.

In Figure 16, the accumulation of the four skills in the culture free category can be analysed both for Life A1 and A2.

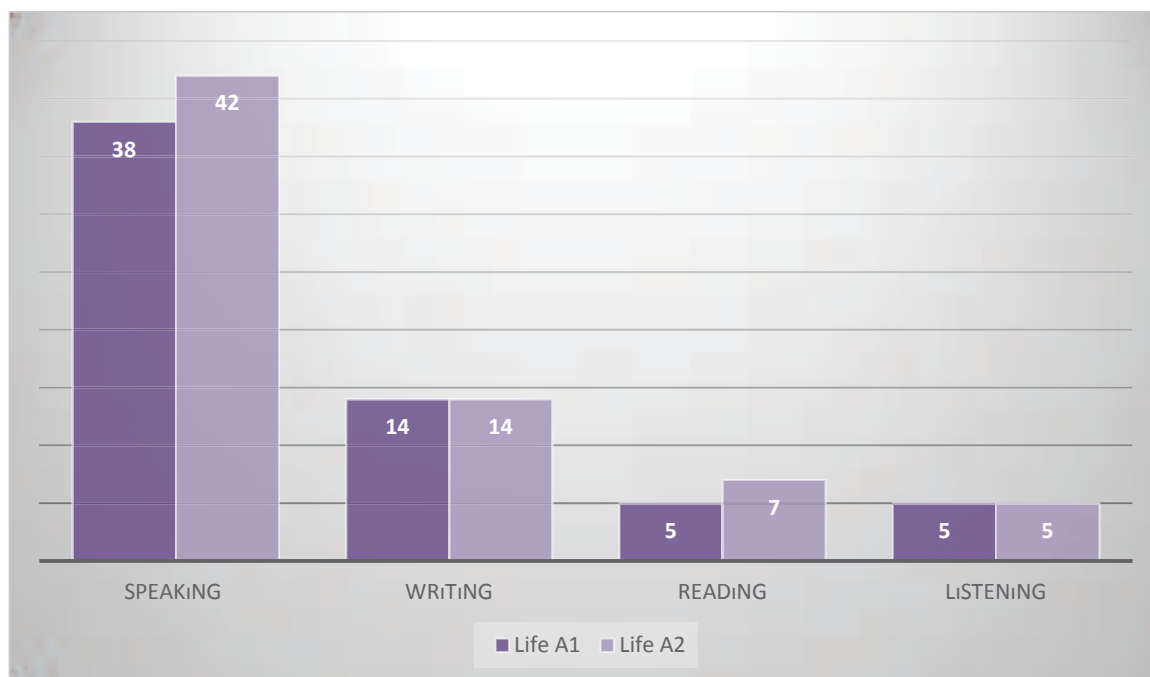


Figure 16. Reading, Listening, Speaking and Writing activities of Culture Free Category in Life A1 and A2 ($N_{Total\ activities\ Life\ A1} = 62$; $N_{Total\ activities\ Life\ A2} = 68$).

According to findings, there have been 38 speaking activities in culture free category, which has distinctively the highest number. Writing ($N_{writing} = 14$) activities are in the second rank while reading and listening skills has the lowest number of activities ($N_{listening} = 5$, $N_{reading} = 5$) in culture free category.

As it can be observed in figure 10 and 11, the receptive skills (reading, listening) have the highest numbers of activities in culture themed category while the productive skills (speaking, writing) are quite dominant in culture free category. Hamiloğlu and Mehdi (2010) also reached to similar results and found that while reading and listening activities have higher numbers in cultural themed category, speaking and writing activities indicate higher

numbers in culture free category. The reason for this might be that the cultural input has been mainly provided through reading and listening texts such as information about countries. Still, there are some speaking and writing activities through the culture themed exercises since they have learners compare and contrast their own cultures with some others.

Findings of the students' questionnaire. This part aimed to answer the second research question “What is the university lecturers’ opinions related to intercultural dimensions of the book?” to evaluate the textbook analysis findings. Descriptive statistics were run. First, the sections of the questionnaire have been ordered according to the highest and lowest mean values for each group of participants. Second, descending order analysis has been administered for the items of each section to identify the powerful and weak sides of the textbooks in terms of the cultural contents according to the students.

In Table 3, the findings about categories of the questionnaire can be observed from the highest to the lowest pointed category.

Table 3.

Mean Values Related to the Comparison of the Questionnaire's Sections According to the Students (N = 26)

<i>Questionnaire Sections</i>	<i>Min.</i>	<i>Max.</i>	<i>M</i>	<i>SD</i>
Intercultural Awareness	1.00	5.00	3.57	0.92
Cultural Content	1.86	4.43	3.46	0.68
Attitudes	1.83	4.83	3.37	0.75
Culture and Language	1.75	4.63	3.14	0.70
Knowledge	1.70	4.00	3.11	0.50

The analysis indicated that the intercultural awareness section has the highest mean value ($M = 3.57$, $SD = 0.92$) while the cultural content ($M = 3.46$, $SD = 0.68$) is in the second and the attitudes section ($M = 3.37$, $SD = 0.75$) is in the third rank. While culture and language section ($M = 3.14$, $SD = 0.70$) has the fourth highest mean value, knowledge section ($M = 3.11$, $SD = 0.50$) has been ranked as the least included component of intercultural communicative competence. Thus, students agree with the sections through a scale from “to some extent” to “to a large extent”.

Table 4 present the findings related to the cultural content section of the students' questionnaire in descending order.

Table 4.

Mean Values of the Cultural Content Section of the Students' Questionnaire (N = 26)

<i>Questionnaire Sections</i>	<i>Min.</i>	<i>Max.</i>	<i>M</i>	<i>SD</i>
1. To what extent does the TM reflect the cultural character of the foreign society (s)?	3	5	3.85	0.61
3. c. Consider the variety of representativeness and identify to what extent the characters in the TM are representative of the foreign society (s) with regard to their interests.	1	5	3.73	1.21
2. To what extent is the cultural content integrated in the course book?	1	5	3.73	1.02
3. b. Consider the variety of representativeness and identify to what extent the characters in the TM are	1	5	3.69	0.83

representative of the foreign society (s) with regard to their social class.

3. d. Consider the variety of representativeness and identify to what extent the characters in the TM are representative of the foreign society (s) with regard to their mentality.	1	5	3.38	1.20
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3. a. Consider the variety of representativeness and identify to what extent the characters in the TM are representative of the foreign society (s) with regard to their age	1	5	3.15	1.00
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3. e. Consider the variety of representativeness and identify to what extent the characters in the TM are representative of the foreign society (s) with regard to their family situation.	1	5	2.69	1.19
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The first section of the questionnaire asks for the extent of cultural content of the textbooks. It consists of three items, the third one including five sub questions. Students stated that the textbooks reflect the cultural character of the foreign society (s) to a large extent, including negative or problematic social or cultural aspects ($M = 3.85$, $SD = 0.61$). Besides, they think that the textbooks are representative of the foreign society's interest and the cultural content is integrated in contexts to a large extent ($M = 3.73$, $SD = 1.21$). The items have close mean values except the textbooks' representativeness of the foreign society' family situation ($M = 2.69$, $SD = 1.19$).

In Table 5, students' answers about the cultural knowledge of the textbooks can be analysed.

Table 5.

Mean Values of the Cultural Knowledge Section of the Questionnaire According to Students (N = 26)

Items	<i>Min.</i>	<i>Max.</i>	<i>M</i>	<i>SD</i>
To what extent...				
5. ... does the TM offer insight into a variety of cultures (for example, British, American, Indian, African, etc.)?	1	5	3.73	1.04
4. ... does the TM offer insight into the creative arts of the foreign culture(s)?	2	5	3.42	1.13
1. ... is the historical perspective present to explain the national identity of the foreign culture(s)?	2	5	3.35	0.84
10.... does the TM offer insight into socio- political problems of the foreign culture(s) (unemployment, pollution, etc.)?	1	5	3.31	1.15
7. ... does the TM offer insight into the socially acceptable or taboo topics of the foreign culture(s)?	1	5	3.12	0.99
9. ... does the TM offer insight into the students' own culture?	1	5	3.12	1.24
2. ... is the geographical perspective present to explain certain features of the national character of the foreign culture(s)?	1	5	3.08	1.09

6. ... does the TM offer insight into a variety of sub-cultural groups (namely, professions)?	1	4	2.81	1.02
8. ... does the TM offer insight into the stereotypes such as cultural /racial /gender?	1	4	2.77	0.99
3. ... are the political (also ideological and religious) perspectives of the foreign culture(s) taken into consideration?	1	4	2.50	0.99

About the presentation of cultural knowledge in the textbooks (section B, Appendix B), the students think that they offer insight into a variety of cultures (for example, British, American, Indian, African, etc.) to a large extent ($M = 3.73$, $SD = 1.04$). Moreover, they stated that the topics in the textbooks offer insight into the creative arts of the foreign cultures ($M = 3.42$, $SD = 1.13$) and the historical perspective is presented to explain the national identity of the foreign cultures ($M = 3.35$, $SD = 0.84$). However, the items about the presentation of the political (also ideological and religious) perspectives of the foreign culture(s) ($M = 2.50$, $SD = 0.99$) and the cultural /racial /gender stereotypes ($M = 2.77$, $SD = 0.99$) are ranked as the least included topics.

Table 6 represents the findings of the attitudes section of according to the students.

Table 6.

Mean Values of the Attitudes Section of the Students' Questionnaire (N = 26)

<i>Items</i>	<i>Min.</i>	<i>Max.</i>	<i>M</i>	<i>SD</i>
To what extent...				
5. ... does the TM encourage curiosity about the other culture(s)?	1	5	4.27	0.96
6. ... does the TM prepare students to behave adequately when in contact with the members of other culture(s)?	2	5	3.69	1.05
4. ... does the TM develop a feeling of the national identity (and an awareness of being a member of an international community as well)?	1	5	3.23	1.27
1. ... does the TM develop tolerance towards "otherness"?	1	5	3.15	1.19
2. ... does the TM develop empathy towards "otherness"?	1	5	3.12	1.03
3. ... does the TM challenge the students' existing stereotypes?	1	4	2.77	1.03

The third section of the questionnaire aims to investigate the students' opinions on how the textbooks affect their attitudes. The item "The TM encourage curiosity about the other culture(s)" has the highest mean value in that group ($M= 4.27$, $SD = 0.96$). The items

“The TM prepare students to behave adequately when in contact with the members of other culture(s)” ($M = 3.69$, $SD = 1.05$), “The TM develops a feeling of the national identity” ($M = 3.23$, $SD = 1.27$), “The TM develops tolerance towards “otherness” ($M = 3.15$, $SD = 1.19$) and “The TM develops empathy towards ‘otherness’ ” ($M = 3.12$, $SD = 1.03$) have been ranked closely by the students while they think that the textbooks do not really challenge the their existing stereotypes (*Item 16*, $M = 2.77$, $SD = 1.03$).

In Table 7, findings related to the intercultural awareness side of the books according to the students can be found.

Table 7.

Mean Values of the Intercultural Awareness Section of the Students' Questionnaire (N = 26)

<i>Items</i>	<i>Min.</i>	<i>Max.</i>	<i>M</i>	<i>SD</i>
<i>To what extent ...</i>				
1. ... does the TM encourage students to compare the foreign culture (s) with their own (namely, to observe and analyze similarities and differences between their own and the foreign culture)?	1	5	3.92	1.09
2. ... does the TM offer mutual representations, images and stereotypes of the students' own and the foreign culture?	1	5	3.23	1.10

For the intercultural awareness section, the students agreed with the item “The TM encourage students to compare the foreign culture (s) with their own (namely, to observe and analyze similarities and differences between their own and the foreign culture)” nearly “to a

large extent” ($M = 3.92$, $SD = 1.09$). Besides, more than half of them think that the TM offer mutual representations, images and stereotypes of the students’ own and the foreign culture? (*Item 21*, $M = 3.23$, $SD = 1.10$)



Table 8 points out the findings of the culture and language section of the students' questionnaire.

Table 8.

Mean Values of the Culture and Language Section of the Students' Questionnaire (N = 26)

<i>Item</i>	<i>Min.</i>	<i>Max.</i>	<i>M</i>	<i>SD</i>
To what extent...				
6. ... does the TM help students broaden their minds / perspectives by means of cultural contents?	2	5	3.96	0.91
5. ... does the TM motivate/ encourage students to learn English language?	1	5	3.88	1.07
4. ... is the material (such as exercises, tapes, etc.) used in the texts authentic?	1	5	3.65	1.41
1. ...does the cultural context of the TM develop students' awareness of different linguistic means to express their attitudes?	1	5	3.31	0.88
2. ... does the TM develop students' awareness of the paralinguistic (such as mimes and gestures) means to express their attitudes?	1	5	2.85	1.19
7. ... does the TM provide students with various varieties of English such as Chinese, French, Indian?	1	5	2.35	1.44
3. ... does the TM teach the register appropriate to the students' needs (formal-informal, slang, regional idioms, etc.)?	1	5	2.31	1.25

Regarding how the relationship between culture and language is set in the textbooks (section E, Appendix B), the students reported that the TM help them broaden their minds/ perspectives (*Item 26, M = 3.96, SD = 0.91*). They also think that the TM motivate/ encourage to learn English language (*Item 25, M = 3.88, SD = 1.07*) and the material (such as exercises, tapes, etc.) used in the texts authentic (*Item 24, M = 3.65, SD = 1.41*). On the other hand, most of them believe that the TM does not really teach the register appropriate to their needs (formal- informal, slang, regional idioms, etc.) (*Item 23, M = 2.31, SD = 1.25*) and it does not really provide students with various varieties of English such as Chinese, French, Indian (*Item 27, M = 2.35, SD = 1.44*).

The findings of the lecturers' questionnaires. In relation with the second research question "What is the university lecturers' opinions related to intercultural dimensions of the book?", table 9 presents the teachers' responses about five different points of culture in textbooks in descending order.

Table 9.

The Mean Scores of the Lecturers' Responds for each Sections in Descending Order (N = 26)

<i>Questionnaire Sections</i>	<i>Min.</i>	<i>Max.</i>	<i>M</i>	<i>SD</i>
Knowledge	3.30	4.00	3.55	0.28
Cultural Content	2.43	4.29	3.50	0.63
Culture and Language	2.00	4.38	3.41	0.93
Attitude	3.00	4.17	3.41	0.60
Intercultural Awareness	2.33	4.00	3.41	0.49

Teachers reported knowledge section of the questionnaire as the most powerful part of the textbooks ($M = 3.55$, $SD = 0.28$). Cultural content of the textbooks was in the second rank ($M = 3.50$, $SD = 0.63$) while culture and language, attitudes and intercultural awareness parts were in the third rank with the same mean values ($M = 3.41$, $SD = 0.93$). According to the findings, it can be declared that the teachers considers the textbooks as quite powerful in integrating and applying culture in lessons from all aspects evaluated through the questionnaire. This finding has also been supported during the interviews since all of the lecturers' interviewed reported that the textbooks offer a variety of cultures which helps taking students' attention easily. In addition to that, both lecturers and students learn interesting facts about other countries, which supports the finding related to the "knowledge" section. Finally, all of them stated that through the comparison and contrasting exercises, they usually have the chance to improve some awareness of differences.

Table 10 displays the findings of the cultural content in descending order according to lecturers.

Table 10.

Mean Scores of the Cultural Content in Descending Order of Lecturers' Questionnaire (N = 6)

Table 10 represents the lecturers' answers related to the cultural content of the textbooks in descending order.

<i>Items</i>	<i>Min.</i>	<i>Max.</i>	<i>M</i>	<i>SD</i>
To what extent				
2. ... is the cultural content integrated in the course book?	3	5	4.17	0.75
7. ... are the characters in the TM representative of the foreign society (s) with regard to their family situation.	2	5	3.50	1.04
6. ... are the characters in the TM representative of the foreign society (s) with regard to their mentality.	3	5	3.50	0.83
1. ... does the TM reflect the cultural character of the foreign society (s)?	3	4	3.50	0.54
5. ... are the characters in the TM are representative of the foreign society (s) with regard to their interests.	2	5	3.33	1.21
4.... are the characters in the TM representative of the foreign society (s) with regard to their age.	2	4	3.33	0.81
3. ... are the characters in the TM representative of the foreign society (s) with regard to their social class.	2	4	3.17	0.75

The findings regarding the cultural content indicated that most of the lecturers think the cultural content is integrated in context (*Item 2*, $M = 4.17$, $SD = 0.75$). They marked the same scores ($M = 3.50$, $SD = 1.04$) for the items “7. ... are the characters in the TM representative of the foreign society (s) with regard to their family situation” “6. ... are the characters in the TM representative of the foreign society (s) with regard to their mentality” and “1. ... does the TM reflect the cultural character of the foreign society (s)? For example, if they also include negative or problematic social or cultural aspects, mark completely or to a large extent, but if they only incorporate tourism-oriented situations, mark not really or not at all depending on the amount and type of information”. The textbooks’ representativeness of the foreign society (s) with regard to their social class has the lowest mean value in that section ($M = 3.17$, $SD = 0.75$).

The lecturers’ answers related to the cultural content might be considered as quite positive since they agree with the items usually “to a large extent”. In addition, they almost strongly agree with the item for the integration of cultural content. Life A1 and A2 can be considered as powerful in terms of their cultural content with reference to the lecturers’ opinions who actively use them.

In table 11, lecturers' answers regarding the presentation of content about cultural knowledge in the books are presented in descending order.

Table 11.

Mean Values of the Presentation of Content about Knowledge in Descending Order in Lecturers' Questionnaire (N = 26)

<i>Items</i>	<i>Min.</i>	<i>Max.</i>	<i>M</i>	<i>SD</i>
To what extent...				
5. ... does the TM offer insight into a variety of cultures (for example, British, American, Indian, African, etc.)?	4	5	4.50	0.54
10.... does the TM offer insight into socio- political problems of the foreign culture(s) (unemployment, pollution, etc.)?	3	5	4.17	0.75
2. ... is the geographical perspective present to explain certain features of the national character of the foreign culture(s)?	3	5	4.00	0.63
6. ... does the TM offer insight into a variety of sub-cultural groups (namely, professions)?	3	4	3.83	0.40
1. ... is the historical perspective present to explain the national identity of the foreign culture(s)?	3	4	3.50	0.54
8. ... does the TM offer insight into the stereotypes such as cultural /racial /gender?	3	4	3.33	0.51
4. ... does the TM offer insight into the creative arts of the foreign culture(s)?	3	4	3.33	0.51
7. ... does the TM offer insight into the socially acceptable or taboo topics of the foreign culture(s)?	2	4	3.17	.75

3. ... are the political (also ideological and religious) perspectives of the foreign culture(s) taken into consideration?	2	4	3.17	.75
9. ... does the TM offer insight into the students' own culture?	1	4	2.50	1.04

Table 11 shows the powerful and weak sides of the textbooks regarding the knowledge of the cultural content. First, the textbooks' presenting a variety of cultures has remarkably the highest mean value in this section (*Item 5*, $M = 4.50$, $SD = 0.54$). Second, the lecturers believe that they offer insights into socio-political problems of the foreign cultures (unemployment, pollution, etc.) ($M = 4.17$, $SD = 0.75$) and consist of the geographical perspective that explain certain features of the national character of the foreign cultures to a large extent (*Item 2*, $M = 4.00$, $SD = 0.63$). The items about offering insight into the creative arts, racial/ gender stereotypes or socially acceptable and taboo topics have close mean values. Finally, the item in the last rank is about offering insights into the students' own culture in knowledge section ($M = 2.50$, $SD = 1.04$).

Regarding responses, it could be stated that the lecturers conceive the textbooks as powerful in terms of presenting a variety of cultures. Since they agree with most of the items "to a large extent", it can be asserted that the books are prosperous with some points to be improved according to them.

Table 12 represents the findings of the presentation of content about attitudes in descending order in lecturers' questionnaire.

Table 12.

Mean Values of the Presentation of Content about Attitudes in Descending Order in Lecturers' Questionnaire (N = 26)

<i>Items</i>	<i>Min.</i>	<i>Max.</i>	<i>M</i>	<i>SD</i>
To what extent...				
5. ... does the TM encourage curiosity about the other culture(s)?	4	5	4.33	0.51
6. ... does the TM prepare students to behave adequately when in contact with the members of other culture(s)?	3	4	3.67	0.51
1. ... does the TM develop tolerance towards "otherness"?	2	5	3.33	1.03
4. ... does the TM develop a feeling of the national identity (and an awareness of being a member of an international community as well)?	2	4	3.17	0.75
2. ... does the TM develop empathy towards "otherness"?	2	4	3.17	0.75
3. ... does the TM challenge the students' existing stereotypes?	1	4	2.83	0.98

The results of attitudes section are presented in Table 12. The respondents strongly agree that the textbooks encourage curiosity about other cultures ($M = 4.33$, $SD = 0.51$). Moreover, they think that the textbooks help students behave adequately when in contact with the members of other cultures ($M = 3.67$, $SD = 0.51$) and develop tolerance towards otherness to some extent ($M = 3.33$, $SD = 1.03$). The items "The TM develop a feeling of the national

identity (and an awareness of being a member of an international community as well)” and “The TM develop empathy towards otherness” are given the same mean value which means they believe that the textbooks fulfil the expectations to some extent ($M = 3.17, SD = 0.75$). The item related to the textbooks’challenging the students’ existing stereotypes is in the last order in this section ($M = 2.83, SD = 0.98$).

The interviews support the finding about the books’ stimulating curiosity about other cultures since the lecturers reported that students show great interest when they talk about different cultures. They also declared that students’ interests may depend on how teachers present the topics. One of the lecturers “When I present the topic showing an excitement of discovering something new, I can clearly observe the students’ raising interest as well as their concentration into the topic.” Therefore, it can be concluded that Life A1 and A2 are effective in triggering and amending an ‘understanding towards other cultures’ in practice, as well.

Table 13 indicates the lecturers' responses in relation with the presentation of content about intercultural awareness in the books.

Table 13.

Findings of the Presentation of Content about Intercultural Awareness in Descending Order in Lecturers' Questionnaire (N = 26)

Table 13 points out the features of the textbooks concerning development of the intercultural awareness.

<i>Items</i>	<i>Min.</i>	<i>Max.</i>	<i>M</i>	<i>SD</i>
To what extent ...				
1. ... does the TM encourage students to compare the foreign culture (s) with their own?	3	4	3.67	0.51
2. ... does the TM offer mutual representations, images and stereotypes of the students' own and the foreign culture?	2	4	3.17	0.75

As it can be seen Table 13, the textbooks have the potential to trigger learners' intercultural awareness. The mean value considering the textbooks' encouraging student to compare the foreign culture (s) with their own is quite high (*Item 1, M = 3.67, SD = 0.51*). The respondents also think that they offer mutual representations, images and stereotypes of the students' own and the foreign culture to some extent (*Item 2, M = 3.17, SD = 0.75*).

Table 14 indicates the teacher' ideas about how culture and language promote each other in the textbooks.

Table 14.

Mean Values of the Presentation of Content about Culture and Language in Descending Order in Lecturers' Questionnaire (N = 26)

<i>Items</i>	<i>Min.</i>	<i>Max.</i>	<i>M</i>	<i>SD</i>
To what extent ...				
6. ... does the TM help students broaden their minds / perspectives by means of cultural contents?	4	5	4.17	0.40
5. ... does the TM motivate/ encourage students to learn English language?	3	5	3.67	0.81
4. ... is the material (such as exercises, tapes, etc.) used in the texts authentic?	1	5	3.67	1.50
7. ... does the TM provide students with various varieties of English such as Chinese, French, Indian?	2	5	3.50	1.37
1. ...does the cultural context of the TM develop students' awareness of different linguistic means to express their attitudes?	3	5	3.50	0.83
3. ... does the TM teach the register appropriate to the students' needs (formal-informal, slang, regional idioms, etc.)?	1	5	3.33	1.50
2. ... does the TM develop students' awareness of the paralinguistic (such as mimes and gestures) means to	1	4	3.00	1.26

express their attitudes?

Teachers strongly believe that the books broaden students' minds / perspectives by means of cultural contents (*Item 6*, $M = 4.17$, $SD = 0.40$). Furthermore, they agree with the idea that the books motivate/ encourage students to learn English language and the material (such as exercises, tapes, etc.) used in the texts authentic to a large extent ($M = 3.67$, $SD = 0.81$). Teachers' opinions regarding varieties of English in the textbooks as well as their improving students' awareness of different linguistic means to express their attitudes can be considered as positive ($M = 3.50$, $SD = 1.50$). The weak aspect of this section is related to developing students' awareness of the paralinguistic (such as mimes and gestures) means to express their attitudes ($M = 3.00$, $SD = 1.26$).

The interview findings have also confirmed items 6 and 4 as all the teachers interviewed mentioned about the effective text authenticity and they pointed out that the topics assist students in enlarging horizons by providing outstanding examples to them.

The three questions that were specifically asked to the teachers being interviewed are:

1. Are reading and listening texts authentic? Do they help learners understand how language is used through culture?
2. Do the learners have stereotypes? Do Life A1 and A2 have learners be aware of their stereotypes?
3. Do the textbooks present samples from different cultures? Do these samples lead learners to compare and contrast their own cultures with others? Do they promote awareness of the learners' own cultures?

The teachers' answers have been similar to the questionnaire answers. They all agreed that the texts in the books are authentic and this makes the students more eager to participate in the lessons and be active. They stated that the students do not have stereotypes towards the different cultures presented in the books. Rather, they are curious about different cultural features. Furthermore, they assured that the textbooks include activities which promote students' awareness of their own cultures, particularly the speaking activities which direct the question "How about your country/ culture?" Besides, they stated that it is important to utilize these parts effectively to trigger learners' awareness. All in all, the teachers' attitudes have been quite positive towards Life A1 and A2 regarding their variety of activities which easily take learners' attention and their powerful authentic content.

Chapter 5

Conclusion

Overview of the chapter. Chapter 5 illustrates the concluding remarks related to the present study which can be considered as positive in general regarding the ICC features of the coursebooks evaluated. It continues with pedagogical and methodological implications. Pedagogical implications include some suggestions for enhancing the coursebooks in terms of culture teaching in ELT classes. Methodological implications, on the other hand, attempt to show guidance for further research related to the topic searched.

Conclusions. The final chapter presents an overview of the findings along with the concluding remarks drawn upon the findings. Moreover, the limitations and strengths of the study are noted. It ends with some implications that may assist the textbooks in providing a better guidance for teachers and improving learners' ICC.

This study aimed to answer the following research questions:

1. What features does the textbook Life include in terms of intercultural communicative competence?
2. What are the university lecturers' opinions related to intercultural dimensions of the book?
3. What are the undergraduate students' opinions about the intercultural dimensions of the book?

Concerning the first research question, Life A1 and A2 are examined in terms of target, source, and international culture types. The results indicated that they offer a variety of cultures in their activities, even the less familiar ones such as Mongolian families and life of

Sami people thanks to the National Geographic content. They do not solely focus on British or American cultures. Source culture activities have also been recognized considering that compare and contrast activities in each unit which may lead students improve awareness in their own cultures. This thought has been approved by the guidance of teachers' book and the lecturers report as they mentioned that they talk about the source culture in their classes. Still, they can be considered as limited in number. On this basis, it may be inferred that Life A1 and A2 is partially well- balanced regarding the types of culture and may assist EFL learners in developing their ICC.

The other analysis administered has been related to the big C (geography, literature/ art, economy) and little c (food, hobbies, lifestyles, holidays) culture themes. The findings pointed out that the number of big C and little c themes are balanced in Life A1 with a few missing themes from big C such as politics and economy. The reason for this is thought to be the limited linguistic level of learners since these themes could entail higher level of vocabulary as well as more complex language patterns. On the other hand, it was found that in Life A2, the number of big C and little c themes are not balanced. It contain more big C themes than little c in numbers. However, examples of all themes can be found in that level. This is probably because big C culture themes may require higher levels of linguistic competence and learners are more capable of comprehending in A2 level. Perhaps with the same reason, a rise in the variety of the themes has been also recognized in this level. Given this evidence, it can be reported that both A1 and A2 levels include activities related to almost all of the themes which is crucial regarding the dynamic sense of culture.

Among the top five themes, geography, lifestyles, literature/ art, holidays and social norms were listed. Geography is the dominant theme with authentic images and videos all over the world since the books have NG content. Concerning the literature about the

contribution of authentic visuals to learner motivation and the lecturers' positive opinions about the real life content of the textbooks, it can be concluded that Life A1 and A2 are powerful in engaging learners in the learning process.

Another aspect analysed is the cultural accumulation through the four skills. According to the results, it has been found out that cultural content is mostly provided via the receptive skills which are reading and listening. Productive skills, writing and speaking, have been categorized under culture free category most of the time. Given this evidence, the researcher regarded this result as natural since receptive skills are needed to provide some cultural input for learner, which is used in compare and contrast via speaking and writing activities then.

Furthermore, lecturers and students' responses were usually positive regarding the cultural content of the textbooks. The questionnaire administered contains sections of (A) cultural content, (B) knowledge, (C) attitudes, (D) intercultural awareness and (E) culture and language. Almost all of the lecturers and students stated that Life A1 and A2 foster these intercultural features to a large extent. Interview results have also assisted these views since the lecturers were all highly positive about the cultural variety and authenticity of the books. On the other hand, the interviewees reported that the effectiveness of the textbooks in terms of culture teaching may depend on how they are handled. Thus, the evidence seems to be strong that Life A1 and A2 can promote ICC in practice, as well, depending on the implementation.

All in all, it can be inferred that Life A1 and A2 textbooks appeal to EIL context of ELT textbooks with their intercultural elements and have the potential to foster ICC in EFL classes. They take English learners' attention to the international features of English language

and have the potential to develop intercultural skills of learners, though there are some lacking parts.

Implications. This section indicates the pedagogical and methodological implications that have been deduced from this study and that can be useful for researchers.

Pedagogical implications. Throughout the research, some implications that are supposed to be considered in textbook design have been recognized. First, the teachers' books do not give direct and clear instruction about the implementation of the activities in terms of culture integration into EFL classrooms. Thus, it would be more suitable to the aims of culture teaching in EFL classrooms if the teachers' books include full instructions about the cultural implementation of the activities in the classrooms. Second, the teachers' book may include guidance to use the visuals effectively in the classroom to provide the ultimate advantage from the NG content in developing learners ICC. Finally, these implications could be especially helpful for novice teachers who may need assistance in the first years of their teaching.

Methodological implications. The present study investigated Life A1 and A2 levels in terms of the types of cultures as source, target and international and the themes of cultures as big C and small c. The findings indicated positive results mostly with some need of enhancement. One of the suggestions for further research would be a whole evaluation of the series to provide a general perspective regarding the cultural content. In other words, the intermediate and advanced levels of Life could be analysed to see if they have the similar weak and powerful sides.

The other point would be enlarging the number of participant to be able to have different opinions related to in- use side of the coursebooks. Obtaining feedback from more

users may provide better ideas about how to design the teachers' manual that will assist teachers in culture teaching. Opinions of teachers from all regions of Turkey can help us understand if the books are culturally appropriate in Turkish context.

This study dealt with the four skill activities, which are reading, listening, speaking and writing as well as the visuals and videos. Thus, another study can focus on all the activities to see if the textbooks give cultural messages except from four skill activities.

The final methodological implication deduced from the study is related to the numbers or portions of big C and little c cultures. Some scholars (Chastain, 1988 & Pulverness, 1995; Tomalin, Stempleski, 1993; Xiao, 2010) asserted that more emphasis is supposed to put into little c themes in coursebooks since they have more potential to foster learners' ICC. However, a gap has been noticed in the literature to be sure if they should be balanced or little c themes should outnumber big C themes. For this reason, researchers could gather more views related to this from scholar or teachers and learners. In other words, it is needed to define the 'balance' between big C and little c cultures in coursebooks.

To sum, this study could be enlarged and enhanced and a better feedback can be specified related to the cultural features of Life series. In this way, a more fruitful atmosphere for promoting ICC in EFL classes can be created and ELT classroom can be a gateway for learners and individuals who act appropriately in intercultural situations which are reflections of peaceful dialogues.

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Appendices

List of appendices

Appendix A:

Definitions and descriptions of Big C and Little c themes

Appendix B:

Analysis of types of cultures and themes of cultures in Life A1

Appendix C:

Analysis of types of cultures and themes of cultures in Life A2

Appendix D:

Teachers' Questionnaire - Teaching Materials Evaluation Guide

Appendix E:

Students' Questionnaire - Teaching Materials Evaluation Guide

Appendix F:

Interview Transcription

Appendix G:

Lecturers' and Students' Questionnaire Permission E- mail

APPENDIX A: Definitions and descriptions of Big C and Little c themes

The definitions and descriptions of Big c themes based on The Oxford Advanced Learner's Dictionary (6thed.).

Reference for the scale:

Xiao, J. (2010). *Cultural contents of an in-use EFL textbook and English major students' attitudes and perceptions towards culture learning at Jiangxi University of Science and Technology, China*. Unpublished Masters' Thesis, Prince of Songkla University, Thailand.

Themes	Definitions	Examples
Politics	The activities involved in getting and using power in public life, and being able to influence decisions that affect a country or a society.	Legal provision
		Political policies
		Acts of government
		Activities of leaders of countries
		International conferences and affairs in political issues
Economy	The relationship between production, trade and the supply of Money in a particular country or region.	Introduction of enterprises
		Activities of enterprises
		Business in a country
		Statistical data of consumptions
		International economic issues
History	All the events that happened in the past, the past events concerned in the development of a particular place, subject	History of a university
		History of farming and agriculture
Geography	The scientific study of the Earth's surface, physical features, divisions, products, population.	Geographical description of a university
		Geographical description of a city.
		Flora and fauna in specific place
		Characteristics of people in different countries
		Descriptions of mountain, desert, lake
Literature/ art	Literature: pieces of writing that	Paintings

	are valued as Works of art, especially novels, plays and poems. Art: the use of the imagination to express idea for feelings, particularly in painting, drawing or sculpture	Sculpture and decorative arts Textile and costumes Literature
Social norms	Behavioral expectations and cues within a society or group. When and where it is appropriate to say certain things, to use certain words, to discuss certain topics or wear certain clothes, and when not to.	Advice for interviewees Using the appropriate questions when carrying out a management assessment The most important contents which should be included in a resume Order of name- surname in a country Population, religion, language information of a country
Education	A process of teaching, training and learning, especially in schools or colleges, to improve knowledge and develop skills	Organization of education system Curriculum, courses, subject descriptions Educational structure Educational institutions and organizations
Architecture	The art and study of design or style of a building or buildings	Great architectural products or works A method or style of a building Designing and building structures
Music	Sounds that are arranged in a way that is pleasant or exciting to listen to. People sing music or play it in instruments	Types of modern music Traditional and classical music Music appreciation Introduction to great musical works

The definitions and descriptions of little c themes

Themes	Definition	Description
Food	Things that people or animals eat, a particular type of food	Dietary characteristics
		Etiquette when people eat
		Types of food
Holiday	A day when most people do not go to work or school, especially because of a religious or national celebration.	Origin, purpose and significance of the holidays
		Symbols and signs of the holiday
		People's particular activities on the holiday
Lifestyles	The way in which a person or a group of people live and work	Daily routine Schedule
		Interpersonal interaction and social activities
		Activities and styles of family life
		Styles of entertainment, consumption and fashion
Costumes	An accepted way of behaving or of doing things in a society or a community	Wedding ceremony traditions
		Invitation card traditions
		Festival traditions
Values	Beliefs about what is right and wrong and what is important in life	Identifying what is good, beneficial, useful, beautiful, desirable, appropriate, etc. Both negative and positive attitudes involved.
		Values for life, love, jobs
		The new ethics, suggestions on better ethics
		Feminism and women's status in modern society
Hobbies	Activities that you do for pleasure when you are not working	TV programme preferences
		Reading book
		Sports a hobbies
Gestures	A movement that you make with your hands, your head or your face to show a particular meaning	Body posture, gestures, facial expressions, and eye movements. Human send and interpret such signals subconsciously
		The signals from the above aspects which provide clues as to the attitude or state of mind of a person.

APPENDIX B

Analysis of types of cultures and themes of cultures in Life A1

(R = Reading, L = Listening, S = Speaking, W = Writing, P = Pronunciation)

(PA = Pre- Activity)

Unit	Task	Target culture		Source culture		International culture		Culture free
		Big C	Little c	Big C	Little c	Big C	Little c	
Unit 1								
PA	Task 1- 2							X
	Photo					Geography		
1 (a)	Task 8-9 L							X
	Task 17 S							X
1 (b)	Task 1 R						Lifestyles	
	Task 9 R-S						Lifestyles	
1 (c)	Task 5 R					Geography		
	Task 13 S							X
1 (d)								---
1 (e)	Task 1 W					Social norms		
1 (f)	video						Lifestyles	
Review	Task 7 S							X
Unit2								
PA	Tasks 1- 2 L + photo					Geography		
2 (a)	Task 1 R						Holiday	
	Task 10 S					Holiday		
2 (b)	Tasks 8- 9 R- L						Holiday	
	Task 13 S							X
2 (c)	Task 5 R						Holiday	
	Task 10 S							X
2 (d)								---
2 (e)	Task 5 W				Social norms			
2 (f)	Video					Geography		
Review	Task 9 S							X
Unit 3								
PA	Tasks 1-2 L + photo						Lifestyles	
3 (a)	Tasks 3- 4 R- L							X
	Tasks 10- 11 S-W							X
	Task 8 (photo)						Lifestyles	
3 (b)	Task 6 R						Costums	
	Task 10 S						Costums	
3 (c)	Task 4 R					Geography		
	Task 12 S							X
3 (d)								---
3 (e)	Task 3 W				Costums			

3 (f)	Video						Lifestyle	
Review	Task 8 S							X
Unit 4								
PA	Task 1- 3 L + photo					Architecture		
4 (a)	Task 4 R	Geography						
	Task 10 S							X
4 (b)	Task 1 L	Geography						
	Task 7 R					Architecture		
	Task 11 S							X
4 (c)	Task 6 R					Geography		
	Task 11 S			Geography				
4 (d)								---
4 (e)	Task 4 W							X
4 (f)	video					Geography		
Review	Task 10 S							X
Unit 5								
PA	Tasks 1- 2 L + photo					Geography		
5 (a)	Task 2 R						Lifestyles	
	Task 8 L						Lifestyles	
	Task 11 S							X
5 (b)	Task 5 R							X
	Tasks 9- 10 W- S							X
5 (c)	Task 3 R							X
	Task 8 S							X
5 (d)								---
5 (e)	Task 4 W							X
5 (f)	video							X
Review	Task 9 S							X
Unit 6 passions								
PA	Tasks 1- 2 L +Photo						Hobbies	
6 (a)	Task 2 R		Food					
	Task 10 L							X
	Task 14- 15 S- W							X
6 (b)	Task 4 R	Geography						
	Task 11 S							X
6 (c)	Task 1 R						Costums	
	Task 10 S						Costums	
6 (d)								---
6 (e)	Task 4 W							X
6 (f)	Video		Food					
review	Task 8 S							X
Unit 7 Different lives								
PA	Tasks 1- 2L + Photo						Costums	
7 (a)	Task2 R						Lifestyle	
	Task 10 S- W							X
7 (b)	Task 4- 5 R- L						Education	
	Task 10- 11							X

	W- S							
7 (c)	Task 6 R						Lifestyles	
	Task 13 S							X
7 (d)								
7 (e)	Task 4 W							X
7 (f)	Video						Lifestyles	
Review	Task 9 S							X
Unit 8 Routines								
PA	Tasks 1- 2 L + photo		Lifestyles					
8 (a)	Task 5 R- L						Lifestyles	
	Task 11- 12 S- W							X
8 (b)	Task 3 R						Lifestyles	
	Task 7 L					Geography		
	Task 14 S							X
8 (c)	Task 3 R					Geography		
	Task 9 S							X
8 (d)								---
8 (e)	Task 4 W							X
8 (f)	Video					Geography		
Review	Task 9 S							X
Unit 9 Travel								
PA	Tasks 1- 2 L + photo					Geography		
9 (a)	Task 4 R							X
	Tasks 10 – 11 S- W							X
9 (b)	Task 2 L					Geography		
	Task 12 S							X
9 (c)	Task 2 R					Geography		
	Tasks 10- 11 W- S			Geography				
9 (d)								---
9 (e)								X
9 (f)	Video					Geography		
Review	Task 9 S							X
Unit 10 history								
PA	Task 1 + photo	History						
10 (a)	Tasks 1- 2 R- L					History		
	Task 12 S			History				
10 (b)	Tasks 1- 2 R- L							X
	Task 12 S							X
10 (c)	Task 2 R	History						
	Task 9 S	History						
10 (d)								---
10 (e)	Task 6 W							X
10 (f)	Video					History		
review	Task 10 S							X
Unit 11 Discovery								
PA	Task 2 +					Geography		

	photo							
11 (a)	Task 1 R					Geography		
	Task 5 L					Geography		
	Tasks 11- 12 W- S							X
11 (b)	Tasks 1- 2 R- L	Geography						
	Tasks 10- 11 w- s							X
11 (c)	Task 3 R					Geography		
	Task 10 S					Geography		
11 (d)						Geography		
11 (e)	Task 6 W							X
11 (f)	Video					Geography		
Review	Task 9 S							X
Unit 12 The Weekend								
PA	Tasks 1- 2 L + photo							Holiday
12 (a)	Task 6 L							Lifestyles
	Task 14 S					Lifestyle		
12 (b)	Task 4 L							X
	Task 9 S							X
12 (c)	Task 2 R		Holiday					
	Task 9 S							X
12 (d)								
12 (e)	Task 4 W							X
12 (f)	Video							Holiday
Review	Task 8 S							X

APPENDIX C

Analysis of types of cultures and themes of cultures in Life A2

Unit	Task	Target culture		Source culture		International culture		Culture free
		Big C	Little c	Big C	Little c	Big C	Little c	
Unit 1		Big C	Little c	Big C	Little c	Big C	Little c	
People								
PA	Task 2 L							X
PA	Photo					Geography		
1 (a)	Task 1- 2 photo L						Lifestyles	
	Task 9-10 S							X
1 (b)	Task 1 R					Geography		
	Task 10 S							X
1 (c)	Task 1 R			Social norms				
	Task 2					Social norms		
	Task 7 S					Social norms		
1 (d)	Task 1 S- P							X
	Task 3-4 L							X
1 (e)	Task 1 W							X
1 (f)	Video					Geography		
	Task 1 + photo						Costums	
Review	Task 9-10							X
Unit2								
Possessions								
PA	Task 2 + photo							X
2 (a)	Task 5- L	Geography						

	Task 9- S							X
2 (b)	Task 1-2- R					Architecture		
	Task 12- R - S							X
2 (c)	Task 1-					Geography		
	Task 2 R					Economy		
	Task 7- S					Economy		
2 (d)	Tasks 2-3- L							X
2 (e)	Task 1- W							X
2 (f)	video					Geography		
Review	Task 9- S							X
Unit 3 Places								
PA	Tasks 1-2- L					Geography		
3 (a)	Tasks 1-2 R						Lifestyle	
	Tasks 8-9 L		Lifestyle					
	Task 12- S							X
3 (b)	Task 4-5 L							X
	Task 12- S							X
3 (c)	Task 2-3 R					Geography		
	Task 10 S							X
3 (d)								---
3 (e)	Task 2-4 W					Geography		
3 (f)	video	Geography						
review	Task 8- S							X
Unit 4 Free time								
PA	Tasks 1- 2		Lifestyles					

	L (photo)							
4 (a)	Task 1- 2 R							X
	Task 9- 10 S							X
4 (b)	Task 1- 2 R + photo					Geography		
	Tasks 6-7 L					Geography		
	Task 12- 13 S							X
4 (c)	Task 2- 3 R						Hobbies	
	Task 8 S							X
4 (d)	Task 1 R		Values					
	Task 2 R				Values			
4(e)	Task 5 W							X
4 (f)	Video							X
Review	Task 8 S							X
Unit 5 Food								
PA	Tasks 2 L + photo						Food	
5 (a)	Task 4 S						Food	
	Tasks 6-7 L						Food	
	Task 13 S							X
5(b)	Task 2 R						Food	
	Task 7- 8 L						Food	
	Task 11 S							X
5 (c)	Task 2- 3 R					Geography		
	Task 7 S					Geography		
5(d)	Task 1 S				Food			
	Task 2 S		Food					
5 (e)	Task 3 W							X

5 (f)	Video						Education	
Review	Task 8							X
Unit 6 Money								
PA	Task 1- photo		Costums					
6 (a)	Task 4 R	History						
	Tasks 10- 11 W- S							X
6 (b)	Task 1 – 2 L	History						
	Task 7 R	History						
	Task 13 S							X
6 (c)	Task 3 R + photo					History		
	Task 4 S							X
6 (d)	Task 2 L						Values	
6 (e)	Task 5 W							X
6 (f)	Video					History		
Review	Task 9 S							X
Unit 7 Travel								
PA	Task 1- 2 L + photo	History						
7 (a)	Task 2 R					Geography		
	Task 8 L					Geography		
	Task 12 S							X
7 (b)	Task 4 L					Geography		
	Task 12 S							X
7 (c)	Task 3 R	Politics						
	Task 10 W-							X

	S							
7 (d)								----
7 (e)	Task 6 W					Geography		
7 (f)	Video	History						
Review	Task 9 S	History						
Unit 8 Appearance								
PA	Task 2 + photo						Costums	
8 (a)	Task 2 L					Literature/ Art		
	Task 12 S							X
8 (b)	Task 2 R + photo					Literature/ Art		
	Task 11 S							X
8 (c)	Task 3 R + photo					Literature/ Art		
	Task 6 S				Literature/ Art			
8 (d)	Task 2- tube- subway	Social norms						
8 (e)	Task 1 S- R + W						Gestures	
8 (f)	Video					Literature/ Art		
Review	Task 8 S							X
Unit 9 Film & the Arts								
PA								

	Task 2 + photo					Literature/ Art		
9 (a)	Task 3 R	Literature/ Art						
	Task 6 L	Literature/ Art						
	Task 11 S							X
9 (b)	Task 4 R							X
	Task 5 L							X
	Task 11 S							X
9 (c)	Task 3 R					Literature/ Art		
	Task 7 S							X
9 (d)	Task 2 L + photo	Literature/ Art						
9 (e)	Task 5 W							X
9 (f)	Video					Geography		
Review	Task 9 S							X
Unit 10 Science								
PA	Task 3 + photo							X
10 (a)	Task 4 R		Value					
	Task 4 L							X
	Task 11 S							X
10 (b)	Tasks 1- 2 S- R							X
	Task 8 L	Education						
	Task 12 S							X
10 (c)	Task 3 R							X
	Task 8 W							X
10 (d)	Task 2 L					Geography		X

10 (e)	Task 6 W							X
10 (f)	Video						Values	
Review	Task 9 S							X
Unit 11 Science								
PA	Task 1- 2 + photo						Holiday	
11 (a)	Task 1 R							X
	Task 4 L						Holiday	
	Task 11 S							X
11 (b)	Task 2 R						Holiday	
	Task 10- 11 S- W						Holiday	
11 (c)	Task 2- R						Holiday	
	Task 9 W							X
11 (d)	Task 1 L						Holiday	
11 (e)	Task 2 S							X
	Task 6 W							X
11 (f)	Video						Holiday	
Review	Task 8 S							X
Unit 12								
PA	Task 2 L + Photo						Geography	
12 (a)	Task 5 R						Geography	
	Task 12- 13 W- S							X
12 (b)	Task 2 R						Geography	
	Task 9 L						Geography	
	Task 13 S							X

12 (c)	Task 1 S							X
	Task 3 R							X
	Task 6 S							X
12 (d)	Task 1 R		Costums					
12 (e)	Task 4 W							X
12 (f)	Video					Geography		
Review	Task 9- 10 S					Geography		



APPENDIX D

Teachers' Questionnaire - Teaching Materials Evaluation Guide (coursebooks, workbooks/activity books, cassettes, CDs, videotapes, teacher manuals)

Skopinskaja, L. (2003). The role of culture in foreign language teaching materials: An evaluation from an intercultural perspective. In I. Lázár (Ed.), *Incorporating intercultural communicative competence in language teacher education* (pp. 39- 58). Kapfenberg: Council of Europe Publishing.

Dear Colleague,

This questionnaire is a part of my MA Thesis in which I examine the two levels of the course book "Life". It is designed to learn your ideas about the cultural content of the course book "Life" in beginner and elementary levels. You are requested to read each statement below and mark the number that best represents your view of the course book. Mark only one number for each statement.

Thank you very much for your cooperation.

Ayça Berna Böcü

English Language Teaching Department

Canakkale Onsekiz Mart University

aicha_bocu@hotmail.com

General descriptive information

Name of the teaching material (TM): LIFE (Beginner & Elementary)

Author (s): John Hughes, Helen Stephenson, PaulDummet

Date/place of publication: 2012 /United States

Items	A. Cultural Content	Not at all	Not really	To some extent	To a large extent	Completely
1	To what extent does the TM reflect the cultural character of the foreign society (s)? For example, if they also include negative or problematic social or cultural aspects, mark <u>completely</u> or <u>to a large extent</u> , but if they only incorporate tourism-oriented situations, mark <u>not really</u> or <u>not at all</u> depending on the amount and type of information.					
2	To what extent is the cultural content integrated in the course book? For example, if it is presented in context, mark <u>completely</u> or <u>to a large extent</u> , if only as isolated facts, mark <u>not really</u> or <u>not at all</u> .					
3	Consider the variety of representativeness and identify to what extent the characters in the TM are representative of the foreign society (s) with regard to a) ... their age. b) ... their social class. c) ... their interests. d) ... their mentality. e) ... their family situation.					
	B. Presentation of content: Knowledge To what extent ...					
4	... is the historical perspective present to explain the national identity of the foreign culture(s)?					
5	... is the geographical perspective present to explain certain features of the national character of the foreign culture(s)?					
6	... are the political (also ideological and religious) perspectives of the foreign culture(s) taken into consideration?					
7	... does the TM offer insight into the creative arts of the foreign culture(s)?					
8	... does the TM offer insight into a variety of cultures (for example, British, American, Indian, African, etc.)?					
9	... does the TM offer insight into a variety of sub-cultural groups (namely, professions)?					
10	... does the TM offer insight into the socially acceptable or taboo topics of the foreign culture(s)?					
11	... does the TM offer insight into the stereotypes such as cultural /racial /gender?					
12	... does the TM offer insight into the students' own culture?					
13	... does the TM offer insight into socio- political problems of the foreign culture(s) (unemployment, pollution, etc.)?					

	C. Presentation of content: Attitudes To what extent ...					
14	... does the TM develop tolerance towards “otherness” ?					
15	... does the TM develop empathy towards “otherness” ?					
16	... does the TM challenge the students’ existing stereotypes?					
17	... does the TM develop a feeling of the national identity (and an awareness of being a member of an international community as well)?					
18	... does the TM encourage curiosity about the other culture(s)?					
19	... does the TM prepare students to behave adequately when in contact with the members of other culture(s)?					
	D. Presentation of content: Intercultural Awareness To what extent ...					
20	... does the TM encourage students to compare the foreign culture (s) with their own (namely, to observe and analyze similarities and differences between their own and the foreign culture)?					
21	... does the TM offer mutual representations, images and stereotypes of the students’ own and the foreign culture?					
	E. Presentation of content: Culture and Language To what extent ...					
22	...does the cultural context of the TM develop students’ awareness of different linguistic means to express their attitudes?					
23	... does the TM develop students’ awareness of the paralinguistic (such as mimes and gestures) means to express their attitudes?					
24	... does the TM teach the register appropriate to the students’ needs (formal-informal, slang, regional idioms, etc.)?					
25	... is the material (such as exercises, tapes, etc.) used in the texts authentic?					
26	... does the TM motivate/ encourage students to learn English language?					
27	... does the TM help students broaden their minds / perspectives by means of cultural contents?					
28	... does the TM provide students with various varieties of English such as Chinese, French, Indian?					
29	... does the TM give information about the traditional sexual division of labor in different countries?					

APPENDIX E

Students' Questionnaire - Teaching Materials Evaluation Guide (coursebooks, workbooks/activity books, cassettes, CDs, videotapes, teacher manuals)

Skopinskaja, L. (2003). The role of culture in foreign language teaching materials: An evaluation from an intercultural perspective. In I. Lázár (Ed.), *Incorporating intercultural communicative competence in language teacher education* (pp. 39- 58). Kapfenberg: Council of Europe Publishing.

Değerli Katılımcı,

Bu anket, "Life" ders kitaplarını incelediğim yüksek lisans tezimin bir parçasıdır. Anket, Life ders kitabının A1 ve A2 seviyelerinin kültürel içeriği açısından görüşlerinizin alınması için düzenlenmiştir. Anket maddelerini okuyarak kitabın kültürel içeriğiyle ilgili görüşünüzü en iyi yansıtan sütunu işaretlemenizi rica ederim.

İş birliğiniz için teşekkürler.

Ayça Berna Böcü

İngiliz Dili Eğitimi Bölümü

Çanakkale Onsekiz Mart Üniversitesi

aicha_bocu@hotmail.com

Kitap Hakkında Genel Bilgiler

Öğretim Materyalinin Adı: LIFE (Beginner & Elementary)

Yazarlar: John Hughes, Helen Stephenson, Paul Dummet

Basım Tarihi/ Yeri: 2012/ Amerika Birleşik Devletleri

Maddeler	A. Kültürel İçerik	Hiç Değil	Pek değil	Kısmen	Büyük ölçüde	Tamamen
1	Ders kitabı yabancı toplumların kültürel yapısını ne düzeyde yansıtmaktadır? (Bilgi miktarı ve türüne göre, sadece turistik özelliklerini içeriyorsa “hiç değil” veya “pek değil”, olumsuz ya da problemlili yönlerini de yansıtıyorsa “büyük ölçüde” veya “tamamen” sütununu işaretleyiniz)?					
2	Kültürel içerik ders kitabına ne düzeyde dahiledilmiştir (Bir durum içerisinde yer alıyorsa “büyük ölçüde” veya “tamamen” , tek başına cümleler halinde gösterilmişse “hiç değil” veya “pek değil” sütununu işaretleyiniz)?					
3	Ders kitabındaki karakterler, yabancı kültürleri temsil edebilme ve çeşitlilik açısından aşağıdaki özellikleri ne düzeyde göstermektedir? f) Yaş g) Sosyal Statü h) İlgi Alanları i) Düşünce Yapısı j) Aile Durumu					
	B. İçeriğin Sunumu: Bilgi					
4	Ders kitabında, yabancı kültürlerin ulusal kimliğini tanıtmak amacıyla, tarihsel özelliklere ne düzeyde yer verilmiştir?					
5	Ders kitabında, yabancı kültürlerin belirli ulusal yapılarını tanıtmak amacıyla, coğrafi özelliklere ne düzeyde yer verilmiştir?					
6	Ders kitabında, yabancı kültürlerin politik (aynı zamanda ideolojik ve dini) bakış açıları ne düzeyde göz önüne alınmıştır?					
7	Ders kitabı, yabancı kültürlerin sanatına (müzik, resim, karikatür, tiyatro, film, galeriler, müzeler) ne düzeyde anlayış kazandırmaktadır?					
8	Ders kitabı, kültür çeşitliliğine ne düzeyde anlayış kazandırmaktadır? (İngiliz, Amerikan, Hintli, Afrikalı, vb.)					
9	Ders kitabı, alt kültür gruplarına ne düzeyde anlayış kazandırmaktadır?					
10	Ders kitabı, yabancı kültürlerin toplum tarafından kabul gören veya tabu olan konulara ne düzeyde anlayış kazandırmaktadır?					
11	Ders kitabı, kültürel, ırkçı, cinsiyetçi, vb. önyargılara ne düzeyde anlayış kazandırmaktadır?					
12	Ders kitabı, öğrencilerin kendi kültürlerine ne düzeyde anlayış kazandırmaktadır?					
13	Ders kitabı, yabancı kültürlerin işsizlik, çevre kirliliği, sosyo- politik vb. problemlerine ne düzeyde anlayış kazandırmaktadır?					
	C. İçeriğin Sunumu: Tutumlar Ders kitabı;					
14	Farklılıklara hoşgörü geliştirmeme katkı sağlamıştır.					
15	Farklılıklara empati geliştirme yeteneğime katkıda bulunmuştur.					
16	Var olan önyargılarımı sorgulamaya yardımcı olmuştur.					
17	Ulusal kimlik duygumu (aynı zamanda da uluslararası bir toplumun üyesi olma farkındalığımı) geliştirmiştir.					

18	Diğer kültürlere olan merak duygumu teşvik etmiştir.					
19	Beni diğer kültürlerle iletişim kurarken uygun davranmama hazırlamıştır.					
	D. İçeriğin Sunumu: Kültürlerarası Farkındalık					
	Ders kitabı;					
20	Yabancı kültürler ile kendi kültürümü karşılaştırmaya teşvik etmiştir (kendi kültürünüz ve yabancı kültürler arasındaki benzerlik ve farklılıkları gözleme, analiz etme, vb.).					
21	Kendi kültürüm ile yabancı kültürlere ait ortak simge, görüntü ve önyargılara yer vermektedir.					
	E. İçeriğin Sunumu: Kültür ve Dil					
22	Ders kitabının kültürel içeriği, herhangi bir konuyla ilgili tutumumu ifade edebilmem için gerekli olan dilin çeşitliliğinin farkına varmamı sağlamaktadır.					
23	Ders kitabı, kendimi ifade edebilmem için gerekli olan yüz ve beden hareketleri gibi dil dışı anlamları öğrenmeye katkı sağlamaktadır.					
23	Ders kitabı, uygun düzeyde resmi- gayri resmi dili, argo ve deyimleri öğretmektedir.					
24	Yazılı metinlerde, alıştırmalarda ve dinleme etkinliklerinde kullanılan materyaller gerçek hayattan alınmıştır.					
25	Ders kitabı, İngilizce öğrenmeye motive etmektedir.					
26	Ders kitabı, kültürel içeriği sayesinde ufkumu açmaya yardımcı olmaktadır.					
27	Ders kitabı, Çin, Fransız, Hintli İngilizcesi gibi İngilizce türlerini sunmaktadır.					
28	Ders kitabı, farklı ülkelerin cinsiyete göre iş gücü dağılımıyla ilgili bilgi vermektedir.					

APPENDIX F

Interview Transcription

1. Are the reading and listening texts as well as the videos and images authentic in the books? Does it assist to show learners how language is formed within culture?

Ç: Yes, not listening texts, but the videos are authentic. You can find functional language teaching. Plus, one can find a variety of accents in listening activities which is quite appropriate in terms of world Englishes.

G: Since they are taken directly from documentaries of NG, the materials are totally authentic. I find it very successful.

M: They are very authentic, I think. Materials from real life take students' attention and this makes the lessons fun.

H: Yes, they are directly from real life and very interesting. Probably because of the NG content, there are topics from many different places all around the world and this makes the lessons attractive for students.

2. Do the students have stereotypes? Do Life A1 and A2 have the potential to make them aware of their stereotypes?

Ç: Students do not have stereotypes.

G: this may depend on how a teacher runs the lesson. If the teacher is negative, students can be affected by that. However, topics such as Islam or Christianity took my students in a positive way.

M: No. Prep school students are curious about the language and culture and they are open to this. They only laugh a little bit when they hear Indian accent, for example. That is all.

H: Students do not have stereotypes. The lessons go very well. When we start to talk about a culture, students also make contributions from what they know. The books have the potential.

3. Do the textbooks offer examples from different cultures? Does it have the students be aware of their own culture?

Ç: There are comparison activities, especially "how about your country/ culture?" questions at the end of units have us compare. But this may also depend on the teacher. If the teachers use that questions effectively and take students' attention to the point, the books will be useful for intercultural learning.

G: Yes. Following a new cultural topic, it asks "how about your country?" question and we compare and contrast it with our culture in this way.

M: As we talk about different cultures, we compare and contrast it with Turkish culture. For example, when we talk about weddings in Korea, we talk about weddings in Turkey then. Books lead us to that question, as well.

H: There is a variety of cultures nearly from all continents. The videos and other visuals work a lot in the classroom. They are quite unusual. The books can help learners discover their own cultures. This also depends on how teachers handle it. But we do in our lessons.



APPENDIX G

Lecturers' and Students' Questionnaire Permission E- mail

Re: Checklist Use Permission

↑ ↓ ×

Liljana Skopinskaja (liljana@tlu.ee) [Add to contacts](#) 11/3/2014 ▶

To: Ayça Berna Bocu ✉

Dear Ayça Berna Bocu,

I am granting you the permission to use my coursebook evaluation criteria for the purposes of your research. You will definitely have to adapt the checklist for your study as I gave the permission to use the same criteria for another Turkish student. I must be rather popular in Turkey;) I will also be very interested in the results of your research. Will it be at MA level?

Best wishes

Liljana Skopinskaja

