

**EXAMINING THE INTEGRATION OF INTERCULTURAL
COMMUNICATIVE COMPETENCE IN ESL/EFL TEXTBOOKS**



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**EXAMINING THE INTEGRATION OF INTERCULTURAL
COMMUNICATIVE COMPETENCE IN ESL/EFL TEXTBOOKS**

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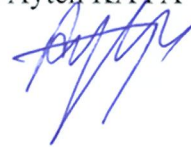
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ABSTRACT

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With the rise of globalization and the increasing role of English as a lingua franca (ELF) over the last decades, intercultural communicative competence (ICC) has become an imperative theme for foreign language learners. This has led to a growing importance of integration of language and culture in foreign language teaching. Since textbooks are one of the most important tools for foreign language teaching, it is essential that they include examples or information regarding various intercultural elements. The illustration of cultural components of different cultures in the content of the textbook and the scope of the textbooks with regards to intercultural communicative competence are the expected criteria from textbooks. This thesis investigates the EFL/ESL textbook content in terms of intercultural communicative competence. In this content analysis study, a set of ESL/EFL textbooks for A1 and A2 levels commonly used in Turkey were examined to identify intercultural elements. The aim of the study was to answer two research questions related to the integration of ICC competence to the textbooks. The first question aimed to display the extent of intercultural elements integrated to the textbooks. The second question aimed to find out how the ICC components were integrated to the textbook. The findings revealed ICC has been integrated in these textbooks to a certain extent. The most common areas of ICC integration include encouraging curiosity about other cultures, creative arts of the foreign language culture and representation of variety of cultures. Lastly, this study provides several pedagogical implications for the integration of ICC for EFL/ESL textbooks integration.

Keywords: Intercultural Communicative Competence, Language Teaching, Textbook Evaluation



ÖZ
KÜLTÜRLERARASI İLETİŞİMSEL YETERLİLİĞİN İKİNCİ/YABANCI DİL
OLARAK İNGİLİZCE DERS KİTAPLARINDA BULUNAN ENTEGRASYONUNUN
İNCELENMESİ

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Son yıllarda artan globalleşme ve İngilizce dilinin lingua franca (ortak dil) anlamındaki artan rolü ile birlikte kültürlerarası iletişimsel yeterlik yabancı dil öğrencileri açısından bir zorunlu tema haline gelmiştir. Bu durum dil ve kültür entegrasyonunun yabancı dil öğretiminde artan önemi sonucunu doğurmuştur. Yabancı dil öğretiminde en önemli araçlardan biri olan ders kitaplarının örnek ve bilgi açısından çeşitli kültürler arası elementler içermesi önem arz etmektedir. Ders kitaplarının içeriğinde farklı kültürlere ait kültürel öğelerin yansması ve kültürlerarası iletişim yeterliği edinişi ders kitaplarından beklenen özelliklerdir. Mevcut tez ikinci/yabancı dil olarak İngilizce ders kitaplarının içeriğini kültürler arası iletişimsel yeterlilik bağlamında incelemektedir. Bu içerik analizi çalışmasında Türkiye’de yaygın olarak kullanılan A1 ve A2 seviyelerinde ikinci/yabancı dil olarak İngilizce ders kitapları kültürler arası elementler açısından incelenmiştir. Bu çalışmanın amacı ders kitaplarına entegre edilen kültürlerarası iletişim yeterliliği öğelerini iki araştırma sorusunu bağlamında cevaplamaktır. İlk soru kültürler arası iletişim yeterliliği öğelerinin ders kitaplarına entegre edilme boyutunu yansıtmayı

hedeflemektedir. İkinci soru kültürlerarası iletişim yeterliliği öğelerinin ders kitaplarına nasıl entegre edildiğini bulmayı hedeflemektedir. Sonuçlar ders kitaplarına belli bir dereceye kadar kültürler arası iletişim yeterliliği entegre edildiğini ortaya çıkarmıştır. En yaygın kültürler arası iletişimsel entegrasyon alanları farklı kültürler hakkında merak uyandırma, yabancı dil kültürünün yaratıcı sanat eserleri ve çeşitli kültürlerin yansıtılmasını içermektedir. Son olarak bu çalışma ikinci/yabancı dil olarak İngilizce ders kitaplarında kültürler arası iletişimsel yeterliliği açısından çeşitli pedagojik çıkarımlar sağlamaktadır.

Anahtar Kelimeler: Kültürlerarası İletişimsel Yeterlik, Dil Öğretimi, Ders Kitabı Değerlendirmesi



To My Father

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LIST OF ABBREVIATIONS

ICC Intercultural Communicative Competence

CEFR Common European Framework

EFL English as a Foreign Language

ESL English as a Second Language

ELF English as Lingua Franca

EU European Union

Chapter 1

Introduction

English, as spoken by over 1.5 billion people as a second/foreign language, extends the need for the English teaching profession to develop (Crystal, 2012); and the global use of English as a lingua franca has emerged some approaches to teaching foreign languages more recently. Alptekin (2002) states that modern language education should equip students with effective communication skills from diverse cultures. Namely, the *communicative approach* can be counted as an example of them having the objective of accelerating individuals' *communicative competence*, and the *intercultural approach* targeting the improvement of *intercultural competence*. In spite of the fact that these two approaches have some similar characteristics, they also differ in many respects. Recently, international understanding has gained prominence in the field of English use, and the concept of intercultural competence has been significant in the global community.

Nowadays, language teaching world has focused on intercultural approach with various publications. The intercultural approach in foreign language teaching is a special field for both teachers and linguists. The objective of learning a language is not only gaining communicative competence, which means having the ability of using the foreign language linguistically and pragmatically appropriate (Council of Europe, 2001) but as stated by Byram (1997), it is the ability to see the others' own culture, and the success of communication is not only the exchange of information. Additionally, intercultural communication as stated by Skopinskaja (2003) is the ability to delve into other cultures and have an efficient and appropriate communication with them as well as having the ability to create and maintaining relationships and engaging activities with the people of these cultures.

Attaining intercultural communicative competence should be one of the objectives of cultural instruction. Also, this instruction should incorporate other features

than teaching students the facts about the history, arts, politics or literature of the target culture.



Benefits of this approach will lead to improved patterns of behaviour and communication, coping with the new and unexpected situations and raising the awareness of foreign culture and the students' own culture (Skopinskaja, 2003).

From this perspective, the teaching materials used in English as a Second Language (ESL) and English as a Foreign Language (EFL) contexts should contain several diversities of intercultural elements. As a result, language trainers, material developers and researchers have given importance to including international cultural elements to language learning textbooks. Cortazzi and Jin (1999) state that language learners and teachers would expect to see cultural contexts in EFL and ESL textbooks. It would also be expected that textbooks would raise the learners' cultural awareness in intercultural contexts and permit them to gain the ability to interact appropriately in diverse communication contexts. Specifically, the fact of using ELF accelerated modern textbooks that include different cultures for raising cultural awareness. In that sense, Garcia (2005) emphasizes that the cultural content of English language teaching textbooks is an efficient way to prepare students to otherness. For foreign language learners, international and intercultural aspects of textbooks are important sources of information because they provide knowledge about the target cultures in relation with the rest of the world.

As for the context of Turkey, Hişmanoğlu (2012) state that foreign language teaching policy in Turkey has been influenced by the globalization and information technology since English is used as EFL for international trade, business, and economics. To adapt to globalization process and to the EU standards, Turkey has given importance to English language teaching. That is, English has been used as an international access in Turkey. It is not an official language; yet it has been taught in the formal education system starting from the 2nd grade. As Doğançay-Aktuna and Kızıltepe (2005) state, "the most significant function of English in Turkey is its instrumental use within public and private educational institutions that also act as the main agents of the language spread" (p.254). However, the teaching of English has not reached its aim in Turkey.

This study examines ELT textbooks used in the Anatolian high school level in Turkey in order to see how today's students are taught intercultural communicative competence. The main goal of the analysis is to investigate how textbooks present intercultural differences. In other words, the study seeks to understand the integration of intercultural communication related topics in EFL textbooks. In doing so, recent perspectives on intercultural communicative competence have been utilized in the study. Therefore, the following section elaborates on the theoretical framework for better understanding what intercultural communicative competence involves.

1.1 Theoretical Framework

In this section, the theoretical framework for analysing EFL course books from the perspective of intercultural communicative competence is presented. To accomplish this, culture and its relationship with language is first explained. Since the overarching framework in this study is intercultural communicative competence, the relevant terms, such as intercultural awareness and intercultural speaker, are introduced. Finally, after presenting some former models of intercultural competence, the framework of intercultural communicative competence is elaborated in much detail.

1.1.1 Language, culture and foreign language teaching

The term culture had some connotations before the Second World War such as having knowledge about masterpieces of literature, history, and social institutions, which were learned through written texts. However, after the Second World War, linguistics and social sciences gained prominence, which has led to spoken language as defining culture. Therefore, the communication across cultures permits the understanding and exchange of ideas that develop amongst different cultures (Lange, 2011).

Peck (1998) defines the term culture as a group of people's accepted and patterned ways of behaviour and a kind of membership of a discourse community with the same social space and history. The term 'culture' can be understood as connotations of literature, arts and history of a particular group of people. When people are asked

about their culture, they generally talk about their history or geography of their country since these remind them of the term ‘culture’. Also, people may include styles of clothing, their dishes, traditions and festivals to their definition of culture. These connotations can be thought of as *visible culture*. However, socio-cultural norms, worldviews, beliefs and value system of a community may be referred as *invisible culture* and it also includes the assumptions of which people are not even aware of. Therefore, they cannot be examined acutely (Hinkel, 1999).

In that sense, culture is inseparable from language, language and culture are integral part of individuals in terms of communication; therefore, they are closely linked to each other. There have been several discussions about the relationship between culture and language. House (2007) states that several linguists described language as a social phenomenon and inevitably engaged with culture and that language seems to be so embedded in culture that any meaning of a minimal linguistic item can thoroughly be understood within the context in which it is being presented. In an earlier discussion of the connection between language and culture, Byram and Fleming (1998) assert that learning a language that belongs to a group of people has the same meaning of learning their values, practices of this group as these are concretized in the language. In a similar vein, Peck (1998) states the relationship between language and culture as “without the study of culture, foreign language instruction is inaccurate and incomplete” (p.1). There have always been some gaps between what teachers apply in classroom setting about culture and the findings of the research on culture teaching. Stapleton (2000) claim that teaching culture is a difficult phenomenon and teachers find it dangerous to teach culture because they abstain making presumptions about another culture and also the student’s own culture. Byram (1989) states that learning some inconsequential knowledge about a foreign country is not culture learning, far from it is enabling changes in the attitudes of students in the target culture.

In foreign language education, culture teaching has always been a controversial and difficult task. However, the teaching of culture cannot be postponed no longer since there has been a shift in language teaching. From this perspective, teaching culture should include linguistic and extra linguistic cultural elements. Besides, an unsuccessful

teaching may result in miscommunication and misinterpretation for students. The teaching of culture in classroom should aim to raise students' awareness to new cultures (Krasner, 1999). Culture teaching allows students to have more authentic language learning and it has many advantages to students. Peck (1998) states that it gives the students the chance to "feel, touch, smell, and see the foreign peoples and not just hear their language" (p.3). With culture teaching the language learning context becomes more real and purposeful. The aims of foreign culture teaching that need to be included in the foreign language teaching are; the development of communicative competence, the development of awareness of the nature of language and language learning, the development of insight into the foreign culture and positive attitudes toward foreign people. From this angle, 21st century foreign language teachers may facilitate learners to explore, discover, analyze and evaluate information through materials rather than just transmitting data about culture of the studied language (Byram, 2002). While teaching culture to students, there are many ways that teachers may benefit. Cullen and Sato (2000) suggest using various materials that are visual and audio-based that would find the appropriate style of learners' way of acquiring the new culture. They also state use of newspapers, songs, videos and stories are also beneficial.

1.1.2 Intercultural awareness

Intercultural awareness "covers beliefs, values, attitudes and feelings conveyed not only by language but by paralinguistic features such as dress, gestures, facial expressions, stance and movement" (Tomalin & Stempleski, 1993, p 5). As Vrborca (2006) states, improving one's sensitivity and understanding towards another culture comprises internal exchanges in attitudes, values, and also characteristics, such as openness and flexibility to other cultures' people. Developing such awareness is a crucial factor for developing intercultural awareness. In that sense, individuals cannot be accepted as competent in a language if they do not possess an awareness of that culture (Kramsch, 1993). According to Common European Framework for Languages (2001), intercultural awareness is reflected as an output of the relationship between knowledge, awareness, and understanding of the origin and the world of the foreign culture.

Intercultural awareness embraces awareness of diversifications of both cultures and how the culture is perceived from the angle of other culture.

1.1.3 Intercultural speaker

Intercultural speaker is someone who has the ability to perform both in his own culture or the other culture which has been learned later. Foreign language learners should always have the capability of being successful in carrying out communication between people of different cultures or languages. In other words, learners of foreign language should be intercultural speakers (Soler & Jordia, 2007). They have to get into communication with other individuals from different perspectives emerging from their own culture and the new culture also. In another definition, House (2007) views intercultural speaker “as a person who has managed to settle for the in-between, who knows and can perform in both his or her native culture and in another one acquired at some later time” and an intercultural speaker is someone who has achieved to improve his third way among the cultures he has been exposed to. In that sense, Byram (1995) states that an intercultural speaker is someone who can use both linguistic competence and sociolinguistic awareness at the same time to create a successful communication across boundaries and can prevent the misunderstandings caused by the differences in values and meanings.

1.1.4 Intercultural competence

The attention to intercultural competence initially started with westerners working abroad and in the 1970s and 1980s. The context for research of intercultural competence was widened by study abroad, international business, cross-cultural training, refugees living overseas, and immigrant acculturation. Research on intercultural competence was carried out by open-ended interviews, surveys and self-reports to measure people’s attitudes, personalities and values (Sinicrope, Norris & Watanabe, 2007). More recently, research on intercultural competence has a wider code ranging from international schools and medical trainings to permanent residency in foreign cultures, which has also widened the purposes of research. Therefore, the description

and assessment of intercultural competence changed and gained many perspectives as a hard concept to be defined. Sinicrope et al. (2007) explains that the preparation of individuals to interact properly and actively with individuals from other cultural backgrounds is at the main point of intercultural competence. Therefore, understanding culture is a core constituent of intercultural competence. The fast changing of society because of the era of science, technology, and globalization enforces the intercultural targets to enlighten the requirements of individuals and communities in the modern times (Steward, 2007).

Intercultural competence can be defined as the ability to communicate effectively with people from cultures that are different from one's own (Guilherme, 2000; Skopinskaja, 2009). To attain this, learners are required to have some insight into the target language culture and they should display this on their own culture in connection with other cultures (McKay, 2002). In learning about other cultures' knowledge and displaying this on the target culture, learners should not only observe similarities and differences between cultures but they should also be able to see them from the perspective of other cultures. By this way, they would be able to connect between their own and other cultures (Hall, 1996).

Fantini and Tirmizi (2006) explains intercultural competence as "a complex of abilities needed to perform *effectively* and *appropriately* when interacting with others who are linguistically different from oneself" (p.12) and adds that it is the ability to move one step forward one's culture and function with other people from linguistically and culturally different bases. Although an exact definition of intercultural competence lacks, there are some terms that the literature provides. Hammer, Bennet and Wiseman (2003), for instance, tried to prevent the uncertainty of definitions of intercultural competence by making distinctions of *intercultural sensitivity* and *intercultural competence*. They define intercultural sensitivity as "the ability to discriminate and experience relevant cultural differences" and intercultural competence as "the ability to think and act in interculturally appropriate ways" (Hammer et al., p. 422). In the following part, the two well-known models of intercultural competence by Bennet (1998) and Kramsch (1993) are provided.

1.1.4.1 Bennett's intercultural sensitivity model. One of the models of intercultural competence is Bennett's Developmental Model of Intercultural Sensitivity (DMIS). This model was developed by Bennett in 1986/1993 to explain the experiences of individuals on intercultural situations. Bennett (1998) observed students in workshops, in student exchange programmes, in classes, and in graduate programmes, which lead to the result that students faced cultural differences. This observation process was divided into six steps of increasing sensitivity to cultural differences. They are denial, defense, minimization, acceptance, adaptation, and integration. The first three DMIS steps are ethnocentric which means that one's own culture is perceived as the central to reality. The second three DMIS steps are ethno relative which means that one's own culture is perceived in the context of other cultures.

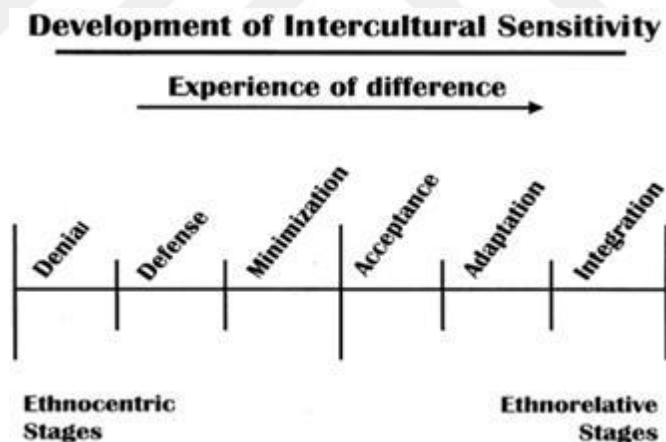


Figure 1. Bennet's DMIS (1993)

As can be seen in Figure 1, in *denial* stage, individuals experience their culture as the only real culture and they avoid thinking about other cultures by creating a psychological and physical barrier to differences. In *defense* stage, individuals perceive their culture being the only good one and they criticise the cultural differences. In *minimization*, the cultural elements of own culture are seen as universal in spite of the differences from other cultures. In *acceptance*, other cultures are experienced as complex as own culture; however, there are different constructions of reality. In

adaptation, individuals achieve the ability to see from other perspectives so that they perceive the different cultural experiences. In *integration*, individuals expand their cultural experiences in and out of various cultural worldviews. It can be concluded that *ethnocentric* stages are of avoiding cultural differences by denying it and having defenses to it or by minimizing its importance. The *ethno relative* stages are of searching cultural difference by accepting its significance, by adapting a perspective, or by integrating it to their identity. Bennett's model illustrates that intercultural competence is a continuous process and it requires time to develop.

1.1.4.2 Kramsch's notion of third space. Although it is not an intercultural competence model, Kramsch (1993) has influenced the intercultural approach with her perspectives of culture and language. Kramsch states that the knowledge and skills individuals get from their own culture has an effect on the language and culture they are learning. Individuals do not need a new identity when they learn a new language. Claire Kramsch's book *Culture in Language Teaching* (1993) explains that learners require to be located in a place which is shaped between the cultures learners grew up and the ones they are met. This situation is defined as the third space. She explains that learners need to discover the cultural dimensions of the language they are learning if they want to be communicatively competent.

1.1.5 Intercultural communicative competence

The concept of ICC has been defined by many researchers. There are precious variety of ICC definitions in the literature; for instance, Byram, Gribkova and Starkey (2002) define ICC as an ability to confirm a common comprehension by individuals of different identities, and getting into contact with individuals as complex human beings with various identities. In the same line, Byram (1997) gives another definition of ICC as "individual's ability to communicate and interact across boundaries" (p.7). Another important scholar, Fantini and Tirmizi (2006), illustrates the term as a skill which is required to be performed effectively and appropriately and which is crucial when

individuals get into communication with other people who are linguistically and culturally different from each other. From the same perspective, it is the skill of communicating effectively and appropriately during intercultural cases that requires individual's intercultural knowledge, skills, and attitudes.

Nowadays, more and more people are interested in studying and exploring new issues of ICC and this issue is not just concerned by interculturalists. In various areas such as business, sports, tourism and education ICC is seen as a means of to provide qualified interaction (Troncoso, 2010). From the perspective of Aguliar (2008) in the foreign language learning and teaching environment the integration of ICC has been used in recent years. The integration of culture and attitudes to the foreign language learning environment is not a new phenomenon. Even though it has been introduced by other scholars before, it has been broadly developed by Byram in mid 1990s. Byram (1997) explains someone who is successful in ICC as a person whose relationships are effective while speaking in the foreign languages. This person also can negotiate meaning effectively that both parties understand the communicative needs, and also can accomplish the communicative skills of different cultural backgrounds.

Attaining intercultural communicative competence is not just making exchanges but the ability to create relationships and engaging in a communication although the participants are not in the same worldview (Byram, 1997). In Byram's Model of Intercultural Communicative Competence, foreign language teaching has the role of guide in the acquisition process of attitude, knowledge, and skills in terms of intercultural communicative competence (see section 1.1.5.1 for a detailed discussion).

As a result of the social and economic globalization of the world, English is being used as an international means of communication. It is projected that the number of non-native English speakers would exceed the number of native speakers. Therefore, this would bear the result of interaction of non-native and native speakers (Alptekin, 2002). Since English is in the position of international language, in the coming years it will be used generally in business, sports, academics, education, and trade. From this perspective it is important to understand interculturally competent people in our global era (McKay, 2002).

1.1.5.1. Components of intercultural communicative competence.

A well-known model of ICC belongs to Byram (1997). In his model, Byram (1997) links intercultural competence with communicative competence and defines intercultural communicative competence as the interaction of linguistic competence, sociolinguistic competence, discourse competence and intercultural competence.

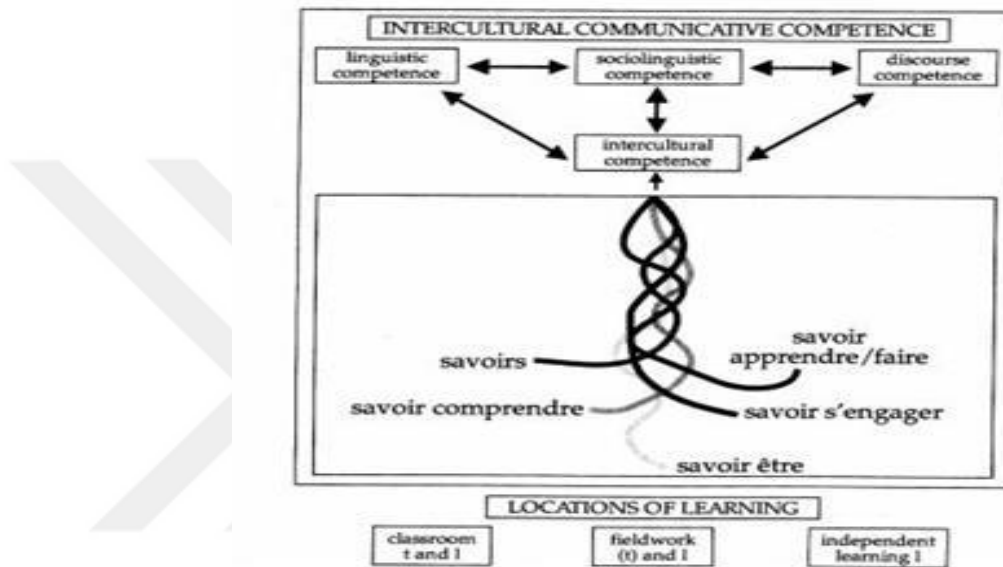


Figure 2. Dimensions of intercultural communicative competence (Byram, 1997). Adapted from “Teaching and Assessing Intercultural Communicative Competence” by Byram, M., 1997, Clevedon, UK: Multilingual Matters. p.34.

Byram’s (1997) model of ICC created the basic definitions of the term today and he had a significant effect on the definition of ICC in the Common European Framework and national standards as well. When people from different cultures communicate socially, they carry their knowledge about their own country and others’ to the situation. The success of this interaction will depend on partly to the humanistic relationship, which Byram (1997) explains as attitudinal factors. Such knowledge and attitudes will influence the intercultural communication the skills of interpretation and creating connections between the two cultures and the skills of discovery and interaction. Lastly, all these factors are linked and they developed the critical cultural awareness of the

cultures in the context. Thus, he lists these factors influencing intercultural communicative competence, as *attitudes*, *knowledge* and *skills* respectively.

The components of ICC are defined by Byram (1997, p. 57-64) as follows;

Savoir etre (attitudes) is concerned with attitudes and values and consists in showing curiosity, openness, and readiness to suspend disbelief about other cultures and belief about one's own.

Savoirs (knowledge) refers to the knowledge of social groups and their products, and practices, in one's own and in one's interlocutor's country and of the general process of societal and individual interaction;

Savoir comprendre (skills of interpreting and relating), as the name suggests, is related with interpreting and relating, also the ability of interpreting one document or an event from one culture, to explain it and relate it to document from one's own.

Savoir apprendre / faire (skills of discovery and interaction) is connected to the skills of discovery and interaction or the ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes, and skills under the constraints of real-time communication and interaction.

Savoir s'engager (critical cultural awareness) is in relation to the critical cultural awareness and/or political education which means having the ability to evaluate critically and on the basis of explicit criteria perspectives, practices, and products of one's own and other cultures and countries.

In the light of this theoretical framework, the main objective of this current study is encouraging intercultural communicative competence in foreign language education. In addition, as it is well known today textbooks are crucial parts of education and this case is also true for Turkey. From this perspective, textbooks and their contents have an impact on intercultural communicative competence.

1.2 Statement of the Problem

The needs of the learners and the society have a significant role in language learning and teaching and thus the language learning and teaching environment should be focused around these themes (CEFR, 2001). The connection of language and culture has always been a significant concern of language teaching. This significance has gained importance with English being the global language. In our global world, learning grammar rules alone is not sufficient for an efficient multicultural communication and development of intercultural communicative competence. Hence, the materials that are used while teaching English should present different cultural elements to improve intercultural communicative competence. From this perspective, English has a crucial role in international setting because of its being the international language of communication. McKay (2003) stated that a language cannot be just owned by a country or culture, every person that uses it for communication purposes may own it. All in all, with the increasing role of English as a lingua franca has made the term intercultural communicative competence more meaningful.

From this perspective, learning a language cannot be separated from culture. In order to learn more about cultural dimensions in contemporary textbooks, recent curricula may tend to include more intercultural elements. Textbooks play a crucial role compared with other teaching materials in the class. They provide the teachers with the topics to be covered, display visuals, and provide texts. However, L2 textbooks are generally designed to teach the linguistic features of the foreign language whereas language and culture are intertwined, and thus culture cannot be separated from language teaching/learning. The textbooks should also include some aspects of the foreign cultures. However, it may not always be possible to say that all textbooks meet such expectations, and they are even not efficient to teach the intercultural communicative competence. For this reason, the present study examines to what extent high school students are exposed to intercultural elements by means of the textbooks.

1.3 Purpose of the Study

The presentation of cultural elements in foreign language textbooks has received increasing attention in the last few decades specifically with the awareness of ICC. This brings with it the idea that L2 textbooks should have a facilitative role in increasing the intercultural awareness of learners. Moreover, the cultural content of ELT textbooks is not only in Turkey but also various contexts has not been explicitly discussed. Therefore, the major purpose of this study is to examine whether a specific set of ELT textbooks are efficient in terms of providing students with intercultural content and developing their intercultural competence.

1.4 Research Questions

The following research questions have been investigated in the study:

- 1- To what extent the *Solutions* textbooks contain elements that aimed to improve the students' intercultural communicative competence?
- 2- What dimensions of intercultural communicative competence are represented in the *Solutions* textbooks?

1.5 Significance of the Study

As stated earlier, textbooks have a crucial role in foreign language teaching/learning. In that sense, the integration of culture should be included in L2 textbooks. From this perspective, Davcheva and Sercu (2005) stress that textbooks have a significant role in promoting teaching systematically for foreign language teachers. Therefore, it is a generally accepted idea that the contents of the textbooks that are used in the education setting has a crucial role in culture teaching and intercultural communication setting. However, it could be supported that learning a culture should not mean to be assimilated or denial of own culture. Reversely, it provides the students to be aware of the similarities and differences of target cultures and overcome the negative attitudes they may see (Çakir, 2010).

In this respect, examining how ICC is taught through textbooks was the main objective of this present study. By investigating the extent of integration of ICC elements in textbooks, this study offers implications for curriculum developers and textbook authors. In addition, this study presents teaching implications for L2 teachers in promoting the ICC in the learning environment.

A review of the literature displayed that majority of the studies on ICC were generally conceptualizing, identifying, and assessing it from the perspectives of teachers from various regions of the world (Gomez, 2015; Yuen, 2001). Also, there were majority of analysis of materials within the framework of ICC. However, most of them analyzed textbooks in terms of inner culture and deep culture or in terms of finding out whose culture was represented in the textbooks (Shin, Eslami, & Chen, 2011). In this current study, the gap in the literature was aimed to fill by analysing the textbooks through a checklist to find out the intercultural elements that are present in the textbooks.

Chapter 2

Literature Review

In this chapter, the review of literature related to ICC will be presented. The main purpose of this study is to foster intercultural communicative competence in the foreign language education by investigating the ICC elements that are integrated to the EFL/ESL textbooks and within this framework a related review of literature will be presented. In this respect, to have a clear understanding in the light of the previous studies and research, a bulk of empirical studies will be presented. The studies in this chapter are mainly categorized under the subsections of research on ICC and research on textbook analysis.

2.1 Research on ICC

Byram and Risager (1999) conducted a study by collecting data from a questionnaire from 212 teachers from England and 653 in Denmark. Besides, an interview was done with 18 teachers from England and 42 teachers in Denmark. The study aimed to find out and describe teachers' opinions about the European integration to their work and to their language teaching in secondary school curricula. The findings displayed that teachers of both England and Denmark do not have enough knowledge of culture and they are not aware of the importance of culture in foreign language teaching. Besides, it was found out that national culture was more stressed which means intercultural understanding was absent in the foreign language learning process. However, the researchers stated that teachers were eager to integrate intercultural elements to the foreign language learning context.

In Turkish context, Atay, Kurt, Çamlıbel and Kaslıoğlu (2009) examined the opinions and attitudes of non-native English teachers on intercultural communicative competence teaching and their reflection to foreign language teaching environment. A questionnaire was used as a data collection tool and 503 EFL teachers from variety of regions in Turkey filled out the questionnaire. The results of the questionnaires showed that teachers had positive attitudes towards integration of culture into foreign language

education. However, they did not utilize culture-related practices into their classrooms which may be due to the fact that they do not know how to integrate culture into education.

Young and Sachdev (2011) searched the beliefs and practices of teachers in England, France, and the USA in terms of ICC application to their English teaching context. Byram's model of ICC was taken as the basis. The obtained data illustrated that majority of the teachers had positive attitudes towards ICC. Nevertheless, they expressed their intercultural elements were not their priority during the classroom application. On their curriculum, testing, and textbooks, intercultural elements were not given emphasis.

Gomez (2014) conducted an action research which is an instruction based study in advanced level in EFL classroom in state university of Colombia. Authentic multicultural short stories from USA were utilized in order to foster ICC. As this was a qualitative study, semi structured interviews, journals, field notes were the sources of data. The obtained data shed light into the result that short stories improved the students' intercultural skills. The findings suggested that adapting new applications to the language teaching environment and making use of authentic material during the teaching process will raise the level of intercultural awareness.

There are several researchers who searched for the perceptions of the teachers, lecturers about the intercultural environment and the content of the textbooks in terms of ICC components. In this part, these studies are summed. The findings from these studies are significant as they provide us to see the culturally different settings, textbooks which have ICC contents and their effects on language learning process.

2.2 Research on Textbook Analysis

Feng and Byram (2002) state that textbook writers should compare various cultures, especially those of target culture and learners' own culture by means of mutual reflections which is a requirement of intercultural approach. This is a significant issue because of the fact that learners gain an opportunity to see the culture from another perspective so that they will extend their culture specific references. The way cultures are

depicted in the textbooks depends on writers' awareness and understanding of cultural teaching in foreign language education, their education philosophy and the political needs for education.

Aliakbari (2004) points out that a textbook can perform the role of a teacher because it involves some materials to teach students directly about English speaking countries. It can also function as a map because it provides an overview of a structured programme of linguistic and cultural elements, guiding teachers and students about the backgrounds to be covered. A textbook also has the feature of being a trainer to the new and untrained teachers because it gives step by step instructions and explanations which can be very helpful. A textbook is also perceived as an authority because it is prepared by experts that's why it is valid and reliable. Lastly, a textbook can mirror the worldview of a cultural system and the cultural views of teachers and students so it has the function of ideology as well. Aliakbari (2004) attempted to find out illustration of culture in ELT in Iran and discovered the place of culture in ELT at high school level. He found out that the cultural elements in the textbooks used are on the surface, therefore they do not reach the aim of teaching cultural skills such as intercultural communication and understanding. "Some books include a range of English-speaking cultures; others include non-English-speaking cultures as well. Stressing more international uses of language. Still there are plenty of textbook which focus on the learners' cultures." (p. 3). That's why the issue of how culture is presented in the textbooks is a crucial one. Aliakbari (2004) found out that the textbooks used in Iranian high schools do not improve students' intercultural competence and cultural skills since the textbooks takes the attention of the learners' away from the culture and cultural points.

Tomlinson (2008) states that relying on textbooks thoroughly may bring with it failure of language learning. Textbooks that focus on linguistic items heavily does not involve learners to cognitive processes; hence, Tomlinson (2008) comments on these textbooks as inadequate since they do not involve students to meaningful communications which a significant element for intercultural communicative competence. Also he states that textbooks are generally prepared for standardized tests which do not measure cultural values.

Türkan and Çelik (2007) draw attention to the fact that foreign language textbooks and classrooms frequently overlook the idea of integration of culture would help students to reach a cultural understanding apart from linguistic knowledge. It is pointed out that culture teaching should be integrated into foreign language textbooks and classroom activities and “integration of culture into language teaching is, by no doubt, a requirement to pass on general humanistic knowledge” (p. 24). The success of integration of culture into the language learning process will lead to learners acting flexibly and logically in terms of cultural issues that they may encounter in the foreign language culture. They suggest that intercultural competence should be improved in every process of English language learning. Even though the language teaching materials do not include the foreign culture elements, it is the teachers’ duty to integrate some activities that are culture related into the lesson. The teachers play a significant role in creating cultural awareness in the language learning. Türkan and Çelik (2007) suggested some lesson plans that can be used to foster intercultural competence. Teachers would be expected to prepare a classroom environment where questions and answers about the foreign culture are discussed and references were given both to the student’s native culture and the foreign culture. They assert that teachers should develop the materials and lessons that will develop the knowledge of the student’s culture and the target culture.

The cultural content of textbooks has been analyzed by various educators. Çelik and Erbay (2013) analysed the textbook series *Spot on* in terms of the cultures represented in the textbooks. They found that the cultural elements in the *Spot on* series which are supplied by the Ministry of Education presents students a well-balanced items of diverse cultures. The textbook series involve the target culture and international cultures as well as home culture. Although the representations of cultures were toward the culture of Europe, there were cultural patterns of Asian countries too. Besides these, the textbooks were analyzed in terms of practices, people, products and perspectives. In the findings practices and perspectives were the least frequently used cultural elements in the textbooks.

Including cultural elements in textbook contents is a significant phenomenon for language learners because this enables them to reach the authentic language that involves cultural expressions which are useful in communication (Çakır, 2010). Many of the materials that are used in primary schools in Turkey lack cultural elements because the textbook writers are not native teachers they are Turkish. Three primary school textbooks of foreign language were evaluated by Çakır (2010) with the aim of finding culture specific expressions. To do this the textbooks were scanned and the culture specific expressions were categorized accordingly. The results showed that the teaching activities do not involve adequate cultural elements. Textbooks are the materials that mostly used by teachers that's why it is expected that textbooks should include all forms of language from linguistics and culture.

Yuen (2001) investigated how the textbooks displayed the foreign cultures and the status of English as an international language. The target of the study was to search to what extent the textbooks reflect the status of English as an international language which means the reflection of different foreign cultures in the textbooks. By classifying the cultural elements as products, perspectives, people and practices the textbooks used in Hong Kong were analysed. It was found out that the representation of English-speaking countries was more frequent while there was less representation of culture of Africa. The obtained data also displayed that the foreign culture elements in textbooks are stereotypical. Products of foreign cultures were utilized more frequently such as travel, entertainment and food. Mainly perspectives and the other aspects were less displayed in the textbooks. Yuen (2001) claims that student's interest can easily be taken by popular products of food, travel and entertainment compared to perspectives. There is a lack of depth in cultural materials.

The cultural content of foreign language textbooks has attracted many scholars because traditionally there was an emphasis on the linguistic issues contrary to the new trend of a language in context approach (Garcia, 2005). Garcia (2005) studied the English speaking communities that are encountered in the English language textbooks that are widely used in Spain. The extent of international and intercultural approaches were the main issues of her study. The study focused on international and intercultural

issues in ELT textbooks and found out that the texts used in the textbooks are useful to reflect upon culture shock and cultural relativity. Also it is stated that English is used differently in certain circumstances and places by English speaking people. The intercultural relations between English speaking countries and Spain is a way to bridge the gap between the cultures.

Gomez (2015) examined whether the English language teaching textbooks include elements of surface culture or deep culture. Surface culture refers to cultural elements that are observable and static which present a nation. ELT materials generally contain holidays, tourist sites, food and famous people which are not effective to teach the foreign cultures and does not have any implication for sociocultural interactions. However, deep culture represents invisible meanings of a region, a group of people, or lifestyles, beliefs and values. The findings have shown that communicative textbooks in language teaching programs does not contain enough deep culture elements. The subjects that are covered generally include surface culture elements which hinder to gain a cultural perspective deeply. It is advised that material developers should use real life sources such as newspapers, documentaries, history and movies to study create awareness about cultural perspectives such as race, discrimination and human rights.

Hamiloğlu and Mendi (2010) analysed some ELT course books from the perspective of cross-cultural topics that belong to various cultures from various countries in the world. They aimed to find out to what degree the textbooks involve intercultural elements. Five books were analysed with a content analysis. The number of cultural elements and the cultures mentioned differed for each book yet, the kinds of exercises were the same. Intercultural issues were used both in reading texts in order to make learners gain cultural awareness for foreign cultures and listening exercises to show the intonation and pronunciation difference in intercultural situations of different cultures.

In the context of English as an international language, the place of culture is a complicated phenomenon because English has been used globally (Shin, Eslami & Chen, 2011). Internationally distributed seven series of ELT textbooks were analyzed with reference to cultural issues of English as an international language paradigm. Although the cultural aspects had diversity in each textbook series, it has been found out

that local cultural content was dominant in the ELT textbooks, compared to foreign cultures even though English is being used internationally. Furthermore, it was explored that the cultural representations were at the traditional level and deep levels of reflection could not be found.

Textbooks, which are used in foreign language teaching are generally prepared to promote language learning, yet this is not the only target because language learning cannot be separated from cultural context (Skopinskaja, 2003). Foreign language classroom should develop the intercultural awareness and the ability to communicate effectively and appropriately in different contexts. The study was conducted with sixty-six teachers of English from different countries and forty teachers of French from five countries. All teachers stated that teaching materials include intercultural activities and these activities are related to topics and texts about their own lives, perspectives and feelings and gave them the opportunity to compare their native culture with that of foreign cultures.

In foreign language education textbooks were generally utilized as language facilitator even so they do not only function of this. Since language learning is inseparable from its cultural context (Skopinskaja, 2003). The problem to be solved in this study was to generate an evaluation checklist from intercultural perspective to check the cultural content of the foreign language textbooks and also the representations of culture of English and French textbooks were analyzed in terms advantages and disadvantages. Both English and French versions of the evaluation checklist were issued to 66 teachers of English from five different countries and to 40 teachers of French from five countries. The evaluation tool was a Likert scale. As a result of the obtained data some strengths and weaknesses of the foreign language textbooks were analyzed. The positive trends were increases in attempts to include intercultural activities, serious social issues and an attempt to personalise the foreign language learning process by enabling opportunities for exchanges of view.

Overall, in our global era, it is important for foreign language materials to include intercultural elements to develop the intercultural understanding of the students. Language education should provide students skills of communicating with people of

other cultures. Therefore, it is important for textbook designers to include intercultural elements in their textbooks since textbooks are used as the main materials in the classrooms. With this perspective, textbook evaluation may focus on cultural content from the perspectives of cultural skills and cultural knowledge. In textbook evaluation, the aim should be to check if culture is only for the purpose of linguistic materials or if social and cultural contexts are meaningful for learners in social situations they may be in (Cunningsworth, 1984).



Chapter 3

Methodology

In this chapter, the methodology of this study is explained in detail including research design, setting, types of sampling, sources of data, data collection and data analysis procedures.

3.1 Philosophical Paradigm

Paradigm refers to the worldview or philosophy of science involving the assumptions inherent in this worldview (Haase & Mayors, 1988). The definition of paradigm was provided by Guba and Lincoln (1994) as “the belief system or the worldview that guides the investigation” (p.105). The most widely used methods are qualitative and quantitative research. These are different in terms of their data collection techniques and purposes. Quantitative research is named as numerical measurement also, this type aims to quantify the opinions and behaviors which help researchers to reach a generalization from a sample population. On the other hand, qualitative research makes the researcher claim some knowledge from the perspective of constructivism and participatory perspectives. This type of research seeks to investigate data of natural occurrences and interpret the data obtained by means of interviews, observations, and photographs (Denzin & Lincoln, 2005).

There are various methods to analyse qualitative data. Content analysis, which is used in many studies, is one of them. Content analysis is a method for examining written, verbal or visual communication messages. Content analysis enables the researcher to test theoretical phenomenon to develop the interpretation of the data.

3.2. Research Design

This study utilized content analysis as its research design. Hsieh and Shannon (2005) define qualitative content analysis as a researcher method for the subjective interpretation of the content of the text data by means of a coding process illustrating

themes and patterns. Thus, the aim of the content analysis is to make the issue under discussion more accurate and more understandable by supplying necessary knowledge. Additionally, according to Weber (1990), content analysis is a research method that makes inferences from the text thanks to some procedures, and it can be used for many purposes. A few of them can be listed as;

- To discuss the psychological state of persons or groups
- To compare media or level of communication
- To reflect to cultural patterns of groups, institutions or societies.
- To describe trends in communication content

Content analysis has been regarded as a flexible method for analyzing text data by many researchers (Cavanagh, 1997). Content analysis has been defined as a research technique for making valid inferences from data to their context (Krippendorff, 1980). The most common notion about content analysis is that it is a word frequency count. It is generally considered that the words that are mentioned frequently are the greatest concern. However, it is beyond that consideration. The most significant point in this technique is particularly its reliance on a coding and categorizing of data (Stemler, 2001). As a result, content analysis is not just word counting technique. Even though it measures the frequency, the obtained data is required to be specified and characterized. The counted thing may be a concept or an image (Neundorf, 2016).

Generally, the aim of this type of study is to investigate information concerning the phenomenon to describe what is available with respect to conditions in a given state. Similarly, the aim of this study is to examine a set of the *Solutions* textbooks with regard to the integration of intercultural elements from the perspectives of ICC. This study employed qualitative content analysis method to understand the extent of reflecting ICC in the *Solutions* series textbooks commonly used in Turkish Anatolian High Schools. The analysis was based on a coding scheme adopted from the previous scholarly work in the field after a comprehensive review (Byram, 1997; Skopinskaja, 2003). The coding scheme was shaped by utilizing specifically the framework of ICC (Byram, 1997). The data was obtained from two series of the *Solutions* textbooks at A1 and A2 levels.

3.3 Target Population and Participants

The textbooks included in this study have been used by English language teachers and their students at various Turkish Anatolian High Schools. There are two types of high schools in Turkey; public and private. Public schools are also classified as vocational (technical, commerce, fine arts), and Anatolian High schools. Anatolian high schools were founded via a government decision in the 1970s with the aim of giving more importance to foreign language education for those learners who could not afford to attend to private schools. Anatolian high schools have dominant curricula of foreign language education. Students are enrolled to Anatolian high schools by their scores they have attained in nationwide exams (Dogancay-Aktuna & Kiziltepe, 2005). In Anatolian High schools, the 9th grade students have exactly 6 hours of compulsory English classes and 2 hours of elective English literature classes in a week. Also, the 10th grade students have exactly 4 hours of compulsory English classes and 2 hours of elective English literature classes. A1 level textbook was used for 9th grade students and A2 level textbook was used for 10th grade students. The teachers are always Turkish teachers. Students are responsible from 2 written exams and 1 applied exam for each term. The applied exam can be either a listening or speaking exam. Finally, they need to prepare a project to be successful at the end of the term.

3.4 Procedures

The information regarding the sampling types, sources of data will be provided in this part of the chapter.

3.4.1 Types of sampling. Sampling is a method of data collection by which representative selection of participants are selected. Sampling is the process of selecting people from a population of interest to conduct the survey (Teddlie & Yu, 2007). It is stated by Latham (2007) that every research focuses on people, places and things. However, it is a big challenge to study the whole population of these places, people and things as it requires time and fund for researchers. In order to collect data on a smaller scale, researchers obtain their data from a portion of sample of the population.

Merriam (2009) states that there are two basic types of sampling, and these are probability and nonprobability sampling. Probability sampling (simple random sampling is an example of it) allows the researchers to generalize results of the study from the sample to the population. However, generalizations in a statistical sense is not a goal of qualitative research. Therefore, probabilistic sampling is not necessary in qualitative studies. Probability sampling includes random sampling, stratified sampling, cluster sampling and systematic sampling.

On the other hand, in nonprobability sampling the researcher is allowed to use already chosen classes. It makes use of the non-random procedures to choose the members of the sample. Convenience sampling, purposive sampling and quota sampling are some form of nonprobability sampling model. Purposive sampling techniques are generally used in qualitative studies and it can be defined as selecting some units (individuals, groups of individuals and institutions) which are deliberately selected focusing on a specific purpose and trying to answer a specific research question. The units are not selected randomly.

For the purpose of this study, purposive sampling is utilized for finding out to what extent ICC is represented in the textbooks because the textbooks under study were the mostly used textbooks among Anatolian High schools representing a wide range of usage. Also the textbooks under study were chosen as I was familiar with the context and the textbooks.

3.4.2 Sources of Data

The data for this study consists of a set of the *Solutions* textbooks at elementary and pre-intermediate levels, corresponding to A1 and A2 levels according to CEFR. It is a five level (elementary, pre-intermediate, intermediate, upper intermediate, advanced) general English course book with speaking, writing, listening, and reading skills published by Oxford. Each textbook consists of 10 units. The books were of English course for teenagers, adapted specifically for Turkey. The back cover of the books included information about the books and stated that the edition was prepared with

Turkish students in mind and it included Turkish culture and tourist areas. Also, the *Solutions* covers the Ministry of Education's suggested topic areas for the A1 and A2 levels. Besides, the textbooks covered the CEFR descriptors at A1 and A2 levels.

Every unit was divided into 7 sections. Besides vocabulary focus, each unit was prepared based on four integrated language learning skills (reading, writing, speaking, and listening). Every unit of the textbooks starts with a small overview on the top of the page illustrating the vocabulary, grammar, speaking and writing themes to be covered through the entire unit. Each reading passage is followed by comprehension questions, and listening exercises are generally related with reading passages. Nearly all sections include speaking activities and writing activities generally focusing on formal or informal types of writing. The last section of each unit is built around everyday English parts, and provides communicative practice of the language.

3.5 Data Collection Procedures

As stated earlier, a content analysis was employed in order to examine the intercultural content of the *Solutions* A1 and A2 level textbooks. Drawing on the framework of ICC, I modified the checklist by Skopinskaja (2003) by adding several more sub-details and items to be checked. Thus, the checklist consists of four dimensions as mentioned previously: Knowledge, attitudes, intercultural awareness, and culture and language.

Knowledge section was designed to find out what types of subject boundaries. Namely, historical, geographical, political, and ideological materials were referred in the textbook with reference to foreign culture(s). As for the attitudes section, since the aim was to enable a better understanding and tolerance towards others, this part investigated whether the textbook provides any content for a change in someone's attitudes. The section for intercultural awareness in the coding scheme was designed to investigate whether there is the presence of intercultural awareness in the textbook. The checklist that belongs to Skopinskaja (2003) on the basis of Byram (1997) consisted of 6 parts. This was a Likert scale and 4 parts from the Likert scale was adopted and they were used

as items of checklist. The foreign language learning process makes learners to be involved in variety of cultures. However, we tend to understand every cultural item from our own cultural perspectives. To illustrate more clearly, textbooks should prepare some opportunities to students that they could reflect on their own culture. Culture and language part tries to evaluate the textbook from the student's development of linguistic as well as paralinguistic awareness and measures also the authenticity of the texts (see Appendix 1 for the coding schema).

3.6 Data Analysis

In the data analysis process, all the parts in the two textbooks were analysed in order to investigate whether the units cover the items prepared in the checklist. Every integrated language skill (listening, reading, writing and speaking) parts were searched separately to find out the intercultural elements. The target here was to discover the parts of the books that contain intercultural elements that are listed in the checklist. For example, in the checklist the attitude dimension of the textbook is about the readiness, curiosity, and openness to suspend disbelief about other cultures. From this perspective, the textbooks should prepare students to otherness by means of the sections it includes. For this target in mind, the textbooks were analysed comprehensively to find out the elements related with otherness. In view of these objectives the two level of textbooks were analysed to find out the all ICC elements that are presented in four dimensions in the checklist. In the analyzing process, each unit was searched for the 21 items listed in the checklist. After examining all the units, a total number of elements were gained. Lastly, the findings were categorized according to the highest and lowest items that were found.

In the evaluation process, the data obtained from the checklist findings were analysed according to the presence of intercultural elements or not. Every section in the textbook was analysed one by one to measure to what degree they are representative of the intercultural communicative competence and the activities which include the mentioned items in the checklist were exemplified and categorised according to the four dimension in the checklist. Each item in the checklist was illustrated with examples and

number of the page and section of the unit was taken notes in the gaps provided in the checklist. Lastly, a detailed evaluation of the textbook and the number of the intercultural elements in a table was provided.

3.7 Trustworthiness

In terms of its trustworthiness, a research study can be evaluated by using a number of criteria. According to Guba and Lincoln (1985), credibility, confirmability, transferability and dependability are criteria for trustworthiness which are similar to external validity, internal validity, reliability and objectivity in a quantitative research design. Trustworthiness is all about establishing these four components which are described as follows.

Credibility is the confidence of the qualitative researcher in the truth of the research study's findings. In other words, it is the extent of researcher's observations' and perspectives' validity. In order to increase the credibility of the study member checks, peer-debriefing, negative case analysis and investigators with various perspectives are some strategies (Denzin & Lincoln, 1998).

Transferability is the extent to which the findings can be transferred to other settings or groups and how they are applicable to other contexts. The researcher can use thick descriptions to show that the findings can be applicable to other contexts, circumstances, and situations (Meriam, 2009).

Confirmability is the extent of neutrality of the findings. This refers to the neutrality of the data rather than neutrality of the researcher. It is related with to what extent the findings are affected by personal interests and biases. To establish confirmability, qualitative researchers can provide an audit trail and also personal notes can be utilized as an important tool enhancing the trustworthiness.

Finally, Meriam (2009) points out that dependability is extent that the study could be repeated by other researchers and the findings would be consistent. In other words, if the study is replicated, the study should provide enough information from the present study and obtain similar findings. A qualitative researcher can use inquiry audit in order to provide dependability, which requires another researcher to review and

examine the research process and the data analysis to make it sure that the findings are consistent and could be repeated.

In this present study, in order to accomplish objectivity and prevent subjective decisions of the researcher other 3 other foreign language teachers working at an Anatolian High School in Istanbul checked the items in the checklist and analysed them. This type of study also enables the intercoder reliability. For this study there was a considerable agreement between the researcher and the intercoder. In addition, the researcher crosschecked the accuracy of the classified items withher supervisor of the study.

3.8 Limitations and Delimitations

In spite of the importance of the research, it has also some limitations. First of all, this study was conducted to the textbooks that are mainly used in Anatolian high schools in Turkey. Thus, the result of this study can only be generalized to the textbooks used in Anatolian high schools. To be able to generalize the result of the study to larger populations, the same study should be replicated with different textbooks used for proficiency levels in different schools.

Secondly, this study was only concerned with materials through content analysis. Therefore, in this study the effect of teacher, student, learning environment and other factors affecting foreign language learning environment are not taken into consideration. Another study should be conducted to find out how learning environment affects the use of teaching materials.

Last but not the least, the scope of this study was restricted to only the *Solutions* A1 and A2 level; the results may not be enough to draw a generalization. A further study that will focus on other levels will be beneficial to draw a more comprehensive evaluation of a textbook with regard to intercultural communicative competence of the learners.

Chapter 4

Results

This chapter presents the results of the data gathered by the content analysis of the two textbooks which aimed to find out the intercultural elements illustrated in the textbooks. The data was analyzed by means of a checklist. The data was examined by investigating each item on the checklist and presented by giving examples for each item in terms of integration of ICC.

4.1 Results Pertaining to the Research Question 1

Regarding the first research question, the findings are described as following.

Research Question 1: To what extent the *Solutions* textbooks integrate ICC components?

To obtain an answer for this question, all the units in two textbooks series of the *Solutions* were analysed in order to find out whether the units were increasing students' intercultural communicative competence. Regarding the evaluation, the Table 1 displays that there are a total of 99 intercultural elements that are integrated to the *Solutions* A1 and A2 books. While the *Solutions* A1 textbook illustrated 53 intercultural elements, the *Solutions* A2 level textbook represented 46 elements integrated in terms of ICC.

As stated earlier, the purpose of the content analysis in this study was to find out the intercultural elements presented in the textbook. Table 1 illustrates the overall number of cultural elements found in the textbooks. This table was generated after a comprehensive scrutiny of each unit.

Table 1
Overall Number of Cultural Elements Found in the Textbooks

	Solutions 1	Solutions 2	Total
1- The TB presents the historical perspective to explain the national identity of the foreign culture	5	3	8
2- The TB presents the geographical perspective to explain certain features of national identity of the foreign culture	1	1	2
3- The TB takes into account the political (also ideological and religious) perspectives of foreign culture	3	2	5
4- The TB offers insight into the creative arts of the foreign language culture	6	5	11
5- The TB offers insight into a variety of cultures (for example, British, American, Indian, African, etc.)	6	5	11
6- The TB offers insight into a variety of sub-cultural groups (namely, professions)	6	1	7
7- The TB offers insight into the socially acceptable or taboo topics of the foreign language cultures.	0	0	0
8- The TB offers insight into the cultural/racial/gender stereotypes	1	0	1
9- The TB offers insight into the students' own culture	3	3	6
10- The TB offers insight into socio-political problems of the foreign language cultures (unemployment, pollution, etc.)	0	3	3
11- The TB develops tolerance towards otherness	1	0	1
12- The TB challenges students' existing stereotypes	5	1	6
13- The TB develops a feeling of the national identity	0	0	0
14- The TB encourages curiosity about other cultures	4	9	13
15- The TB prepares students to behave adequately when in contact with the members of other cultures	0	2	2
16- The TB encourages students to compare the foreign culture with their own (similarities, differences)	4	5	9
17- The TB offers mutual representations and stereotypes of the students' own and foreign culture	0	1	1
18- The cultural content of the TB develops students' awareness of different linguistic means to express their attitudes	3	0	3
19- The TB develops students' awareness of the paralinguistic means to express their attitude	0	0	0
20- The TB teaches the register appropriate to the students' needs. (formal-informal, slang, regional, idioms)	1	0	1
21- TB uses authentic texts, exercises and tapes	5	4	9
TOTAL	53	46	99

Item 14, which was about the extent the textbook encourages curiosity about other cultures, showed the highest number of integration of ICC elements in the checklist, and was integrated 13 times totally in the two textbooks. Although the *Solutions* A1 level textbook integrated curiosity about other cultures 4 times in the textbook, the *Solutions* A2 level represented this item 9 times. As the second highest items, items 4 and 5 were equally integrated 11 times in both textbooks. Item 4 offering insight for the representation of creative arts of the foreign language culture was 6 times in the *Solution* A1 level textbook and 5 times in the *Solutions* A2 level textbook. Item 5 searching in the textbook insights from variety of cultures such as American, British, Indian and African, was observed 6 times in the *Solutions* A1 and 5 times in the *Solutions* A2 textbooks. The comparison of students' own culture with the foreign culture was investigated in the item 16. A total of 9 instances of integration was found with regard to item 16; the *Solutions* A1 with 4 times and *Solutions* A2 level with 5 times. As for item 21, which is the use of authentic texts, exercises and tapes, again 9 instances of integration were observed in 2 textbooks. In that sense, the use of authenticity was integrated 5 times in *Solutions* A1 level and 4 times in *Solutions* A2 level textbooks. Moving towards the lower numbers of integration, item 1 was integrated to 8 times in total, which was about finding the historical perspectives trying to explain the national identity of the foreign cultures (5 times in the *Solutions* A1 textbook and 3 times *Solutions* A2 textbook). As for the integration of sub-cultural groups to the textbooks as indicated in the item 6, a total of 7 instances were check listed; and the *Solutions* A1 had 6 instances whereas *Solutions* A2 did so only once. Items 9 and 12 were integrated 6 times in two textbooks in total. Item 9 was about offering insight into the students' own culture and in both textbooks it was found only 3 times. Item 12 was about challenging students' existing stereotypes and the integration was 5 times in *Solutions* A1 and once in *Solution* A2. Item 3 that investigated elements taking into account the political (ideological, religious) perspectives of foreign culture was found 5 times and the ratio for the two textbooks was 3/2 times. In the item 10, the socio-political problems of the foreign culture were investigated throughout the textbooks. However, this was found only 3 times in total; and this belongs to *Solutions* A2 level

textbook only. Similarly, item 18 was integrated 3 times only in the *Solutions A1* textbook. This item was related to the integration of the content that would develop students' awareness of different linguistic means to express their attitudes. Moreover, items 2, 15, 8, 11, and 17 were the least integrated ICC elements being observed only 2 times or once in the two textbooks. These items were related to geographical features for explaining the certain features of the foreign culture, and whether the textbook prepares students to behave adequately when in contact with the members of other cultures. Also, there were no elements found for the items 7, 13, and 19 in the two textbooks under investigation. These items were about socially acceptable or taboo topics of the foreign language cultures, developing a feeling of the national identity and developing students' awareness of the paralinguistic means to express their attitude.

4.1 Results Pertaining to the Research Question 2

In this section, results related to the second research question is presented. In the second research question, the goal was to observe how *Solutions* textbooks integrated ICC components. To answer the research question 2, a checklist consisting of 21 items were utilized. As a result, 12 different categories emerged as the highest integrated themes in relation with ICC. Encouraging curiosity about other cultures and historical perspectives were mentioned in detail and they were in relation with attitudes component of ICC. Representation of creative arts of the foreign language culture section and representation of variety of cultures were in relation with knowledge component of ICC and they were examined in detail. In addition, comparing foreign culture with their own was another category of finding after the analysis which was in relation with intercultural awareness. Also in relation with culture and language authentic texts, tapes, and exercises were examined in great detail. The findings displayed that insights into a variety of sub-cultural groups, insights into socio-political problems of the foreign language cultures, insights into students' own culture and geographical perspectives were other significant themes for knowledge component of ICC in the textbooks. Lastly, awareness of different

linguistic means was mentioned as it was also in relation with culture and language part of the checklist.

4.2.1 Encouraging curiosity about other cultures. Item 14 in the checklist was searching for elements that was encouraging curiosity about other cultures. As stated above, this was integrated 4 times in the *Solutions* A1 level textbook. In 1C part of the Unit 1 in the textbook, for instance, a reading paragraph about *Royal Family* and one about *Monarchy* were presented. After the presentation of these topics, a speaking section was followed including 3 questions. These questions were ‘Can you think any other monarchies in the world?’ and ‘Do you think monarchies are a good or bad idea?’ which stimulated students to think about other cultures. Also, in 2C part of the Unit 2, the integration of intercultural elements through encouraging curiosity can be exemplified. The reading passage *Cheerleading* was given as an example of intercultural element since it was introduced as a very popular activity in the USA and its being a tradition in most of the secondary schools there. Apart from these, in Unit 4 two elements were also represented. In 4C part, there is a reading text about *Halloween*. The reading text gives some information about this popular festival and how it is celebrated in foreign cultures. Lastly, in 4E part of the same unit, the different types of weddings from different cultures were explained to encourage curiosity about other cultures. As for the *Solutions* A2 level textbook, it contains 9 elements that creates curiosity about other cultures, which is presented earlier. The Unit 7 in the textbook, for example, presents how people greet each other from different countries. In the listening section of 7A part, various types of greetings were presented from various cultures. As can be seen in Figure 4, such examples include different types of greeting from different cultures such as Japan, Saudi Arabia, and Italy. In this figure three different cultures were introduced from different parts of the world to create curiosity.


- 5  2.33 Choose the correct words. Listen again and check
- 1 In Japan, when you meet a woman, you should **bow / kiss her on the cheek**.
 - 2 It is **OK / not OK** to beckon someone with your fingers in Japan.
 - 3 Italians usually shake hands **every time they meet / when they meet for the first time**.
 - 4 When Italians kiss, they usually start on the **right / left** cheek.
 - 5 In Italy, men sometimes greet each other with **a hug / a pat on the back**.
 - 6 In Saudi Arabia, men shake hands when they meet, **but not / and sometimes** when they say goodbye.
 - 7 Saudi male friends **sometimes / always** kiss more than once when they meet.

Figure 3. Example of Curiosity about Other Cultures

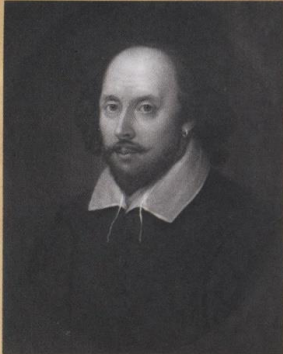
Moreover, the curiosity about other cultures was presented by a reading text on table manners in part 7B of the same unit. In this part, the students are made aware of another cultures' table manner. It was stated that even though some table manners in Peru are the same with Europe, there were some other occasions required to be careful. For instance, you mustn't keep your hands under the table and you should keep them on the table.

4.2.2 Creative arts of the foreign language culture. Item 4 in the checklist examined the representation of insights into the creative arts of the foreign language culture. As stated before, this item was integrated 6 times in the *Solutions* A1 level textbook. In 6B part of Unit 6, different art people were given for writing their abilities. Mozart, Tiger Woods, Asad Ullah Quayum were some instances of this type. They are from different cultures and provide students with insight into other cultures' art. In the *Solutions* A2 level textbook, the creative arts of the foreign culture were represented 5 times. The reading text *The Oscars* on page 32 gave the information about the award ceremony and emphasized that it is one of the most famous ceremonies which is watched live on Tv over 200 countries in the world. In this reading text, students are able to get information about the history, members and the categories of this art event. Additionally, in 10C part of Unit 10, famous

playwright of the time *William Shakespeare* was introduced. His most famous plays were listed as familiarizing the art products of other cultures. The textbook presented the reading passage *William Shakespeare* as introducing an artistic person of different cultures.

William Shakespeare

William Shakespeare is probably the most famous playwright in history. He was born on 23 April 1564 in Stratford-upon-Avon in England. He was one of eight brothers and sisters. His father, John Shakespeare, was a successful businessman. William went to school in Stratford and learnt Latin and Greek, but he didn't go to university. At the age of fifteen he went straight to work in his father's business.



When he was eighteen, he met and fell in love with Anne Hathaway. She was eight years older than him. They got married in November 1582, and six months later their daughter Susanna was born. In 1585 they had twins, Hamnet and Judith. Little is known about the following seven years of his life. We only know that he moved to London, leaving Anne and the children in Stratford, and that by 1592 he was writing plays and working as an actor.

His plays were very popular and he made a lot of money. In 1597 he bought a big house in Stratford for his family, but he stayed in London for a further thirteen years. He continued to write and act and also bought a theatre. In 1611 he finally retired and moved back to Stratford to live in the house he had bought. In total, Shakespeare wrote 37 plays and 154 sonnets (fourteen-line poems). Some of his love poems are addressed to a married woman, and some of them are addressed to a young man. Nobody knows the identity of these two people. Shakespeare died in Stratford on his birthday, on 23 April 1616, and was buried in the church where he had been christened 52 years earlier.

Figure 4. Example of Creative Arts of the Foreign Culture

4.2.3 Representation of variety of cultures. The *Solutions A1* textbook integrated insights from different cultures 6 times including the Amish people, Irish, American, Japanese, Chinese, Italians, and Arabians. In Unit 1, the reading passage at the 1E part A *Simple Life* was about the Amish community. The textbook introduced a group of religious community, and the objective here was to understand their history and way of life that is different from the students' own. This reading passage enabled the learners to have understanding of other cultures by presenting the life of a different community apart from theirs.

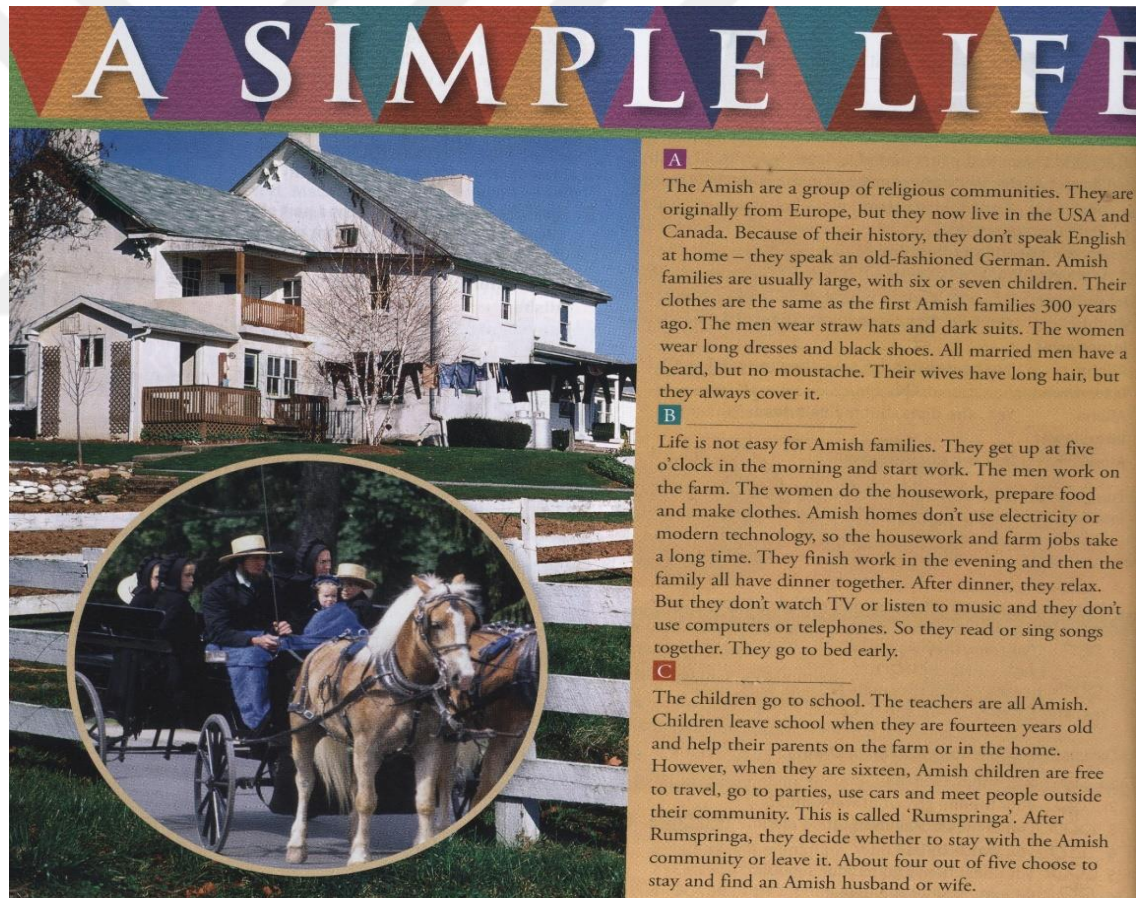


Figure 5. Example of Representation of Variety of Cultures

Additionally, 10C part in Unit 10, the reading passage *Ellis Island* introduces the migration of 12 million people and their journey to New York. The reading text

gives information about the variety of cultures that lived together in Ellis Island. As for *Solutions* A2 level textbook, there are 5 elements that gives insights into other cultures. Unit 7 includes this at 7B part. The facts about certain customs around the world were presented in the part 6; and these customs belong to Britain, Asia, Saudi Arabia, which illustrates a wide range of cultures. The figure below illustrates that different cultures from different parts of the world were provided to enrich the knowledge about traditions of other people from various parts of the world. Also in 7C part the reading passage about *Christmas* also gives different ideas from different cultural perspectives. The extent of how people view Christmas is represented by people of different cultures such as Wales and Ireland.

6 Complete the facts about customs around the world with *must*, *mustn't* or *needn't*.



- 1 In Britain, if you are invited for a meal at somebody's home, you _____ take a gift. It's very rude not to bring anything.
- 2 In many parts of Asia, you _____ touch or pat somebody on the head – it is considered impolite.
- 3 If you receive an invitation with RSVP on it, you _____ reply.
- 4 In Saudi Arabia, you _____ use a knife and fork to eat – you can use your fingers if you prefer.
- 5 In many countries, you _____ use your finger to beckon somebody – it is very rude.
- 6 In most cultures, you _____ speak with food in your mouth. Swallow your food before you start talking.
- 7 Generally, you _____ use formal language in emails to friends. But in business emails, you _____ use colloquial language.

Figure 6. Example of Representation of Variety of Cultures

4.2.4 Comparison of foreign culture with students' own. In item 16, the comparison of foreign culture and students' own culture was investigated. As stated before, a total of 9 elements were integrated into the two books. In the *Solutions A1* level textbook, there were 4 elements. In the 4C part of the Unit 4, for instance, there was a reading passage about Halloween. After the presentation of the passage, vocabulary and questions, a speaking exercise was provided. In the speaking part the

questions were ‘Is Halloween a popular festival in Turkey? Do you celebrate it?’ and ‘Are there any special festivals in your region? When are they? What do people do to celebrate them?’. These questions enabled students to think about both their own culture and foreign cultures. As for *Solutions* A2 level textbook, there were 5 elements found with regard to the comparison of foreign cultures and students’ own. In 2C part of Unit 2, there was a project to work in groups. The objective was to find information about an unusual sporting event in students’ own country and abroad; and the students will talk about where these events take place and when/how often. Also, they will mention the names of the events and what happens at these events. In addition, Unit 7 includes also another element of comparison at 7D part. In exercise 4, for example, superstitions belonging to different cultures were presented including the students’ own cultures. In the figure below, it can be seen that Turkey (students’ own culture) was exemplified apart from other countries such as China, France, Ireland, Korea and Russia. Including Turkey, 6 different superstitious beliefs were presented to enable the comparison of different cultures and students own.

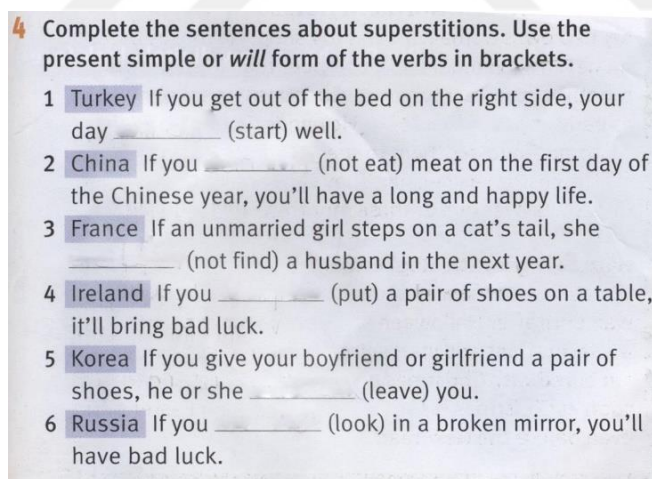


Figure 7. Example of Comparison of Foreign Culture with Students’ Own

4.2.5 Authentic texts, exercises and tapes. Item 21 in the checklist was utilized to investigate the use of authentic texts, exercises, and tapes. This element was integrated to the textbooks 9 times in total. The *Solutions* A1 level textbook included 5 songs and one quiz show which proved authenticity. In the *Solutions* A2

level, authenticity was also provided by 4 different songs. However, there were no authentic texts or exercises in the *Solutions A2* level textbook.

6 1.10 Listen to the song. What is the musical style?

I BET YOU LOOK GOOD ON THE DANCE FLOOR

Stop making the ¹ _____ at me, I'll stop making the eyes at you.
 What it is that surprises me is that I don't really want you to.
 And your ² _____ are frozen (as cold as the night).
 Oh, but you're an ³ _____! (You're dynamite!)
 Your name isn't Rio, but I don't care for sand
 And lighting the fuse might result in a bang, with a bang-go.

CHORUS

Well, I bet that you look good on the dance floor.
 I don't know if you're looking for ⁴ _____ or ...
 I don't know what you're looking for.
 I said, I bet that you look good on the dance floor,
 Dancing to electro-pop like a ⁵ _____ from 1984,
 From 1984!

I wish you'd stop ignoring me because you're sending me to ⁶ _____.
 Without a sound, yeah, you're calling me and I don't think it's very fair
 That your ⁷ _____ are frozen (as cold as the night).
 Oh, but you're an ⁸ _____. (You're dynamite!)
 Your name isn't Rio, but I don't care for sand
 And lighting the fuse might result in a bang, with a bang-go.

CHORUS

And oh, there ain't no ⁹ _____, no Montagues or Capulets.
 There're just banging ¹⁰ _____ and DJ sets and ...
 Dirty dance floors, and ¹¹ _____ of tenderness!

CHORUS

Figure 8. Example of Authentic Texts, Tapes and Exercises

4.2.6 Historical perspective. Item 1 in the checklist was about how the textbook presented the historical perspectives to explain the national identity of the foreign culture. The analysis showed that there were a total of 8 elements in both the *Solutions A1* and *A2* levels. The *Solutions A1* level exemplified this type of information 5 times. In 1C part of Unit 1, the reading text was about British royal family. The reading passage gave information about the members of the British royal family and their relationship to Prince William and to the Queen. Also it represented information about the duties of prince and his wife. This reading passage *A Royal Couple* gives historical information about an English speaking community.

1 SPEAKING Look at the photo. Who are the man and woman? Can you name any of their family members?

His brother's name is ... His grandmother's name is ...



2  1.20 Read the text. Match paragraph headings 1–5 with paragraphs A–D. There is one heading that you do not need.

1 An ordinary couple	4 William's family
2 Together at university	5 Kate's family
3 Royal duties	

A ROYAL COUPLE

A
Prince William is a member of the British royal family. He's the Queen's grandson and the eldest son of Charles and Diana. His brother's name is Harry. Diana, their mother, isn't alive now, but they have a stepmother, Camilla.

B
William's wife is Kate Middleton. She is originally from an ordinary family – but of course, she's now the Duchess of Cambridge and part of the royal family! Kate has a brother, James, and a sister, Pippa. Their parents, Michael and Carole, have an online business.

C
In some ways, Kate and William are a normal couple. They have friends from university and they have hobbies and interests too. For example, William loves football and Kate likes photography. In the winter, they go skiing together.

D
In other ways, their lives are very different from their friends' lives. William is the future King of the United Kingdom – and fifteen other countries too, including Canada and Australia. Kate and William have a lot of official duties. They help charities in the UK and Africa, they visit other countries and they meet important visitors to the UK.

Figure 9. Example of Historical Perspective

In Unit 7 in 7C part the reading passage Rosa Parks provided some information about the historical event that effected the perspectives of identity in the USA and also it represented the changes the people experienced in 60-year period. The figure below is an example of how different cultures and their history was represented in the textbook.

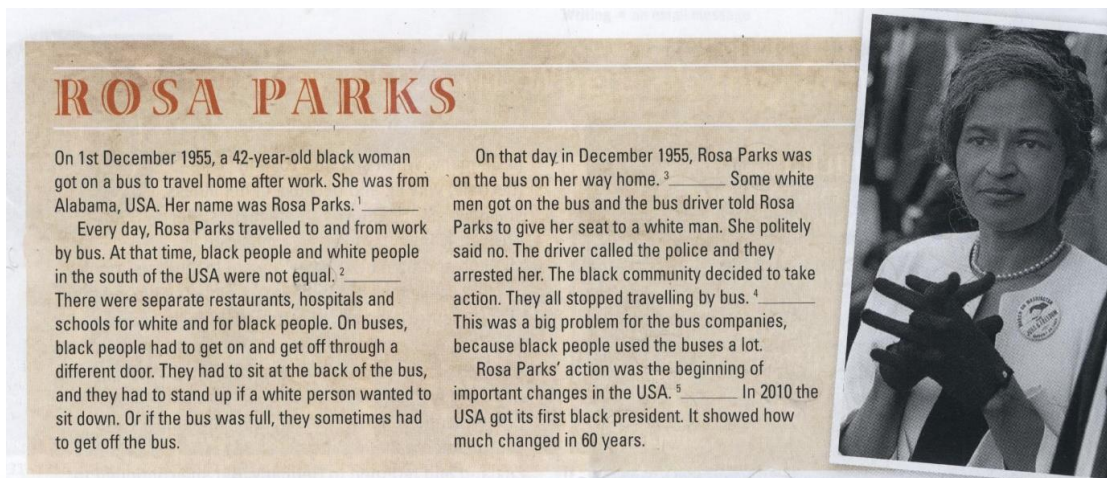


Figure 10. Example of Historical Perspective

The *Solution A2* also represented historical perspectives in 4 different units. In Unit 5 the reading passage *Covent Garden* presented the readers the habits of the people in Britain. The introduced places showed the shopping, eating and entertainment habits of the people in Britain. Also the Legend of Robin Hood on page 78 in Unit 9 is an illustration of historical perspective. The text tries to use historical perspective by both displaying the places in the foreign culture and by remarking the significant people of the time.

4.2.7 A variety of sub-cultural groups. The variety of sub-cultural groups through the two textbooks was integrated 7 times. In Solution A1 level textbook sub-cultural groups were observed 6 times. In 3B part of Unit 3 a *Sumo Fact File* is presented. It gives details about the important points of sumo sport and the sumo wrestlers which represents a sub-cultural element apart from the students own. Also in the 7B part of Unit 7, there was a paragraph introducing *Nicolaus Copernicus* a famous astronomer which is a sub-cultural element also. Besides at 7E part there were two paragraphs describing Pablo Picasso and Vincent Van Gogh. These two artists in terms of their professions represents the sub-cultural groups in the textbook.

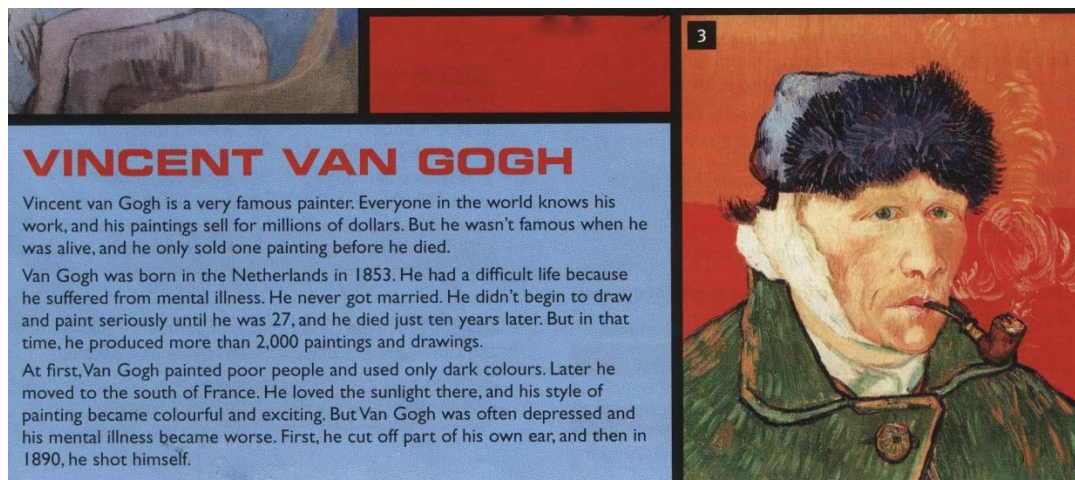


Figure 11. Example of Variety of Sub-Cultural Groups

In *Solutions* A2 level textbook sub-cultural groups from different cultures was represented 1 time in Unit 10. In 10A part, exercise 6 presents five authors from different cultures and also their books were given in exercise 5. This representation of various authors and their works is a sub-cultural element signifying different professions.

4.2.8 Insights into students' own culture. Item 9 in the checklist examined whether the textbook represents insights into the students' own culture and it was explored that the total elements investigated in both *Solutions* A1 and *Solutions* A2 level textbooks were 6 times. In the *Solutions* A1 textbook 3 elements representing insights into students' own culture was found. In the 1B part of Unit 1 there was a reading passage introducing a TV show which is famous in students' own culture. Also the reading introduced the actress who had acted in the TV show, who is also from students' own culture.

1 Look at the photo. Do you know the name of the character and the TV show she is from? Read the text and check.

Al Yazmalım

In the TV show *Al Yazmalım*, Asiye lives in the countryside in Turkey with her family. She is beautiful and smart, and she's got a son called Samet, but her life isn't easy. She is a stubborn woman and doesn't listen to her family. In the show, Asiye makes many difficult decisions.

The star of *Al Yazmalım* is the talented Turkish actress Özge Özpirinçci. She doesn't live in the countryside, and she hasn't got a son. But like Asiye, Özge is beautiful and smart! She has a BA degree in Management, and she speaks English very well. She acts in several soap operas and TV advertisements. 'I travel a lot,' Özge says, 'and I don't see my family very often. But I love my job!'




Figure 12. Example of Insights into Students' Own Culture

The other two examples of this item was integrated to the textbook by means of the speaking activities which were questioning the insights from students' own culture. In the *Solutions A2* level textbook these elements were also presented by speaking activities. In the 7A part of Unit 7 the speaking section had 3 questions searching for the greeting traditions of students' own culture. 'How do you greet people you see every day?' 'How do you greet friends and family that you haven't seen for a few weeks?' 'How do you greet an adult or a girl of your age or a boy of your own age, when you meet them for the first time?'. These questions were searching insights from students' own culture.

4.2.9 The political perspectives of foreign culture. Item 3 in the checklist was searching for the political (also religious and ideological) perspectives of the foreign culture. In the two textbooks under study, this element was integrated 5 times which was represented 3 times in *Solutions A1* level and 2 times in *Solutions A2* level. In *Solutions A1* in Unit 1 a paragraph about *Monarchy* was provided. The political system was introduced and also stated that the UK is a monarchy. This paragraph exemplified a political perspective to the students. The reading passage about Amish people in the same unit also gives a religious perspective to students by

explaining them as “*The Amish are a group of religious communities*”. Also another example of religious and ideological perspective was illustrated by the reading passage *Rosa Parks* in the 7C part of Unit 7. In this passage an ideological perspective in 1955 was presented by an event which emerged between a black woman and a white man.

4.2.10 Socio-political problems of the foreign language culture. In item 13 the socio-political problems of the foreign culture were investigated. However, *Solutions A1* level textbook represented no elements for this item. Besides *Solutions A2* level textbook integrated 3 elements for socio-political problems of the foreign culture. In the 6C part of the Unit 6 a reading passage on Electronic obsessions was provided. The passage deals with the problems that people face in the UK with Facebook. Also it provides examples of Facebook addiction by means of 4 teenagers.



Figure 13. Example of Socio-Political Problems of the Foreign Language Culture

Also in the 8th unit the reading passage “Proud of their dustbin” provides a social problem. The reading passage mentions recycling. It is stated that plastic bags harm to sea creatures and cause pollution. Therefore, the social problem is presented by environmental problems.



PROUD OF THEIR DUSTBIN!

The dustbin is full to the top with crisp packets and coloured plastic. In fact, it's so full that it's difficult to put the lid on! But the Strauss family, who own this dirty, old dustbin full of rubbish, are very proud of it. Why? Because it contains all the family's rubbish for a whole year!

Two years ago, Richard and Rachele Strauss and their daughter Verona read an article about plastic bags and how they cause pollution and harm sea creatures. They decided to stop using plastic bags completely. Now, when they buy food, they reuse their own bags each time. They recycle as much as they can – glass bottles, plastic bottles, paper, cardboard, cans – and they simply don't buy things if they can't recycle the packaging. (They buy their toothpaste in aluminium tubes just because aluminium can be recycled.) And they never throw food away – they eat their leftovers or use them to make compost.

At the moment, it's impossible to recycle plastic crisp packets and sweet wrappers – and Verona loves crisps. If she bought a packet of crisps a day, she'd have to throw away lots of plastic. So she buys the biggest packets she can find – and each packet lasts for a week!

The family are keeping a record of their lifestyle on their website. They hope that other people will read it and reduce their waste. If everyone recycled a bit more, it would make a huge difference.

Figure 14. Socia-Political Problems of the Foreign Language Culture

4.2.11 Awareness of different linguistic means. Item 18 was obtained 3 times totally in the textbooks. Although the *Solutions* A1 level textbook integrated 3 elements, the *Solutions* A2 level textbook represented no example of awareness of different linguistic means. In the *Solutions* A1 level in the 7F part of Unit 7 vocabulary section provided some expressions of interest and sympathy and wanted

students to classify the given expressions according to these two categories. These expressions were used to express attitudes. The writing strategy at the 7G part also provides some linguistic means to express the linguistic attitudes. It provides some useful phrases for emails, at the start of an email, at the end of an email. In addition, at 8F part of Unit 8 a list of phrases was presented for negotiating and suggesting an alternative which develops students' awareness of different linguistic means.

4.2.12 Geographical perspective

Item 2 in the checklist examined the geographical perspective of the textbooks in terms of their explaining the national identity of the foreign culture. Both the *Solutions* A1 and A2 level textbooks integrated this element 1 time in each book. The *Solution* A1 level presented a reading passage in Unit 8. The name of the passage was *A famous landmark*. The objective of this passage was to provide students some touristic attractions that was famous from the foreign language culture. In addition, in the *Solution* A2 the historical shopping and entertainment district *Covent Garden* was provided to express some of the national tourist attractions of the foreign cultures.

Although most of the items in the checklist were represented, there were also some items which were represented just one time or not represented. The item 8 which was about offering insight about the cultural/racial/gender stereotypes was represented only 1 time in the *Solutions* A1 level textbook in Unit 2. The reading passage *Cheerleading* was mentioning that this popular activity was well known in most of the American schools and it was a popular activity for girls. Also, in the same book item 11 which searched tolerance for otherness was found 1 time. It was in Unit 4, the *Halloween* reading passage which provided students to think about other festivals apart from theirs. The item 17 was questioning whether the textbooks illustrated mutual representations and stereotypes of students own and foreign culture. The *Solutions* A2 textbook integrated this item 1 time in the 7D part of the Unit 7 by presenting some superstitions from various cultures. The superstitious examples were selected from various cultures like Turkey, China, France, Ireland, Korea and Russia. Item 20 in the checklist obtained data whether the textbook

teaches register appropriate to the students' needs and this data was integrated just one time in Unit 1 in the *Solutions* A1 level textbook. In Look Out part in 1A *step* phrase was presented as referring to relationships from remarriage like *stepmother* and *stepfather* that enables students to use the appropriate register when they need.



Chapter 5

Discussion and Conclusion

The acquisition of language could take place when it is integrated both culturally and linguistically for foreign language learners (Çakir, 2010). Therefore, it is a significant issue for language learners to be exposed to intercultural content and skills. From this perspective, the present study focuses on the content of the textbooks from the framework of intercultural communicative competence since the textbooks are the main sources for language learners in instructional settings to develop their intercultural competence. In this chapter, the discussion of the study is presented with a small summary of results and it is followed by some pedagogical implications and recommendations for further research.

5.1 Discussion of findings for Research Questions

The role of English as a lingua franca has stressed the issue that English is not owned by just one country or nation, it is not possessed just by people who speak it as native speaker but it is the language of people who speak it as a second language. Alptekin (2002) states that even though most of the learners have enough linguistic competence they cannot achieve the sociolinguistic competence of the language which result with communicative problems. Many learners of foreign language are not aware of the intercultural elements. Hence, they transfer their native language communicative skills to the foreign language. Instead of teaching learners a specific culture, learners should be thought intercultural skills. Therefore, it can be summarized that ICC is an essential issue to be emphasized in and integrated into ELT classes and also integrated to teaching materials to enable learners gain ICC. Obviously, the main teaching material that support the learning environment is the textbooks for foreign language learners in instructional settings. Therefore, it is a significant phenomenon that textbooks include not only target culture but also intercultural elements in relation to various other cultures.

The present study attempted to illustrate how much the textbooks utilized at Anatolian high schools reflected ICC elements for foreign language learners. To shed light in this issue, two textbooks of Oxford publishing *Solutions* A1 level and A2 level were examined in terms of intercultural communicative competence. From this perspective, all parts in the two textbooks including speaking, reading, writing and listening were examined by means of a checklist. The main objective of the present study was to find answer to the research questions that were given in the third chapter.

1- To what extent the *Solutions* textbook represent ICC components?

2- How do the *Solutions* textbooks integrate the ICC components?

In order to find the answers of the questions all the units in the textbooks were examined to categorize the ICC elements. There were 10 units in *Solutions* A1 level and also there were 10 units in A2 level. There were 99 intercultural elements in two textbooks totally. *Solutions* A1 included 53 and *Solutions* A2 included 46 elements of ICC separately. All in all, this study aimed to investigate the intercultural elements in the two textbooks. This content analysis based thesis found out the extension of Anatolian high school students' exposure to intercultural elements through their textbooks. The textbooks were analysed according to a predetermined set of items in the checklist reflecting the ICC framework.

As a result, the dimension of the attitudes was the most frequently integrated component of ICC in the checklist. Item 14 in the checklist was evaluating the attitudes component of ICC and this was the most frequent item in the checklist. Besides, the integration of attitudes component to the textbook was mostly through reading texts. Hence, the textbooks were sufficient enough in terms of encouraging openness, being positive and readiness to suspend disbelief about other cultures as a requirement of this dimension.

In the 3rd part of the checklist, the second most frequent item was found and that was connected with intercultural awareness. Therefore, it could be claimed that the set of textbooks in this study provide an understanding of other cultures. The textbooks provide an opportunity for learners to have an angle of perception from

another culture. The intercultural awareness was integrated to the textbook through speaking activities, which is reflected as a comparison between knowledge of one's own and foreign culture. Besides, item 21 in the checklist, showed the same frequency with the item 16. Item 21 in the checklist was in relation with culture and language. The language items were given through authentic texts in the textbooks. The results showed that the authenticity in the textbook was provided mostly by songs.

The last but not the least dimension that was found frequently in the checklist was the knowledge component of ICC. The textbooks in this current study generally address the knowledge component of ICC. This is a contribution to the learners in terms of knowledge of one's own culture and other cultures. The integration of culture was through reading texts in all units.

In view of the findings, the *Solutions* textbooks presented a well-balanced integration of ICC. Although some of the items in the checklist was not integrated to the textbook, the number of ICC elements in the textbook was remarkable. Item 7 in the checklist which was about the socially acceptable or taboo topics of the foreign language cultures was not found. However, taboo topics of variety of cultures in the textbooks gives the learners chance to obtain information about different societies. Also, item 13 was not found in the textbooks and it was related with developing a feeling of national identity. The textbooks under study were not developing a national identity of any culture or society. Lastly, item 19 in the checklist was not found in the textbooks. Item 19 was about developing students' awareness of paralinguistic means to express their attitude. Therefore, the findings of this present study is not parallel to the findings of other studies conducted by Çakır (2010) and Gomez (2015). From the same perspective, the fact that the *Solutions* series textbooks include various cultural dimensions can be interpreted as they are in line with the goals of CEFR to a certain extent. It is hoped that this focus on ICC will enhance the learners' communicative competence, the development of cultural identity, the awareness of other identities (Cortazzi and Jin, 1999).

Contradicting with the findings of this current study, another content analysis study by Korkmaz (2009) pointed out that the intercultural items in the textbooks should be focused on. However, in the results of his content analysis, he found out that the multicultural items in the textbooks are not sufficiently presented when compared to target culture elements. Another content analysis research contradicting with the results of this current study was Koroğlu (2013) describing the perception of language teachers about the content of textbooks in terms of fostering ICC. As a result of his study, Koroğlu (2013) found out that the examined textbooks do not include sufficient ICC elements.

Baker (2011) pointed out that the role of English as a lingua franca has enabled it not to belong only one culture in particular. Having insights of only UK and US sociocultural norms is not sufficient for ICC because of the fact that it has become the language of the world. For this reason, it is supported that an international approach should be presented. To apply this in practice, language teaching materials should include not only target culture elements but also intercultural elements. The analysed textbooks can be said to accomplish this since it involves various ICC elements. Hamiloglu and Mendi (2012) supported that in Turkish context there has been some significance given to the edition of textbooks and teaching materials since 2011.

5.2 Pedagogical Implications

English has been gaining the role of international language. Therefore, one of the aims of foreign language teaching should be to provide intercultural communicative competence to learners apart from language competence in the changing era of language education. For an effective language proficiency, it is not sufficient to have linguistic competence of the foreign language. However, it is a significant issue to integrate cultural aspects to the foreign language teaching and learning environment. In the global context, intercultural learning is a requirement for a successful communication. To achieve these language teaching textbooks should include representations of cultural elements from the diversity of cultures as

the main sources of materials in the classroom. In an intercultural language classroom textbooks are considered to be vehicles to different cultures. Foreign language learners are able to perceive the world from the eyes of other people who are from different culture (Corbett, 2003).

From the perspective of ICC, in this current study some improvements of contents were suggested in terms of intercultural elements. The contents of the textbooks should be improved to broaden the perspectives of language learners and to provide intercultural understanding. The textbooks should help learners to develop their knowledge about different societies and they should teach about understanding tolerance towards others and the textbooks should also give the ability to interpret different world views. In addition, the textbooks should include intercultural activities.

In the same line, the status of English as a lingua franca makes it a requirement that textbooks should mention about diversity of cultures apart from target cultures. By this way, learners will have the skill of comparing the variety of cultures to their own. For a successful global communication, intercultural communication has become a priority. Intercultural understanding should be adapted to education system in language teaching so as to have a successful communication across cultures. As a result, as textbooks are the main source of materials in classrooms to provide intercultural communication, evaluation of textbooks and choosing the right one is a crucial issue in the 21st century.

5.3 Conclusion

The findings of this study provide an analysis about integration of ICC to the foreign language teaching materials. It is essential for foreign language teaching material developers to design materials including ICC elements in order to meet the requirements of learners in this globalized world. Also, if the textbook authors include intercultural aspects to their work, EFL/ESL teachers will have chances to implement ICC related activities in the foreign language teaching and learning

environment. As a result, this would lead to more successful intercultural experiences in terms of students.

To sum up, intercultural communicative competence could be gained through textbooks in language learning environments if the textbooks comprise sufficient level of intercultural activities and exercises. When the language learners are exposed to enough amount of cultural components and grasped the intercultural communicative competence by means of the content of the language teaching materials their language learning process would be more productive.

5.4 Recommendations for Future Research

In the scope of this present study, only two levels of foreign language textbooks have been analysed. More recently published textbooks should also be analysed in an in-depth manner. Nowadays, more textbook authors have realized the significance of culture in ELT. Future studies should focus on more recent textbooks and international textbooks. Also, other series of textbooks from all levels should be examined for examining the ICC components. The same analysing methods and the same checklist may be utilized for different textbook in order to receive different findings.

Secondly, ICC is a crucial part of ELT, there is not a reliable assessment form of it. In the absence of a developed assessment, teachers and learners would be less eager to integrate culture to teaching and learning environment especially teachers and learners whose educational system is exam-based. For this reason, a study of assessment of ICC should be developed in order to improve the ICC training.

Lastly, teacher training programs can be designed to improve the intercultural awareness of foreign language teachers. If this is accomplished, even if the textbooks do not comprise intercultural elements, teachers will have an awareness and apply some ICC related activities in the classroom.

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APPENDICES A

		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
1	The TB presents the historical perspective to explain the national identity of the foreign culture										
2	The TB presents the geographical perspective to explain certain features of national identity of the foreign culture										
3	The TB takes into account the political (also ideological and religious) perspectives of foreign culture										
4	The TB offers insight into the creative arts of the foreign language culture										
5	The TB offers insight into a variety of cultures (for example, British, American, Indian, African, etc.)										
6	The TB offers insight into a variety of sub-cultural groups (namely, professions)										
7	The TB offers insight into the socially acceptable or taboo topics of the target language cultures.										
8	The TB offers insight into the cultural/racial/gender stereotypes										
9	The TB offers insight into the students' own culture										
10	The TB offers insight into socio-political problems of the foreign language cultures (unemployment, pollution,										

	etc.)										
11	The TB develops tolerance towards otherness										
12	The TB challenges students' existing stereotypes										
13	The TB develops a feeling of the national identity										
14	The TB encourages curiosity about other cultures										
15	The TB prepares students to behave adequately when in contact with the members of other cultures										
16	The TB encourages students to compare the foreign culture with their own (similarities, differences)										
17	The TB offers mutual representations and stereotypes of the students' own and foreign culture										
18	The cultural content of the TB develops students' awareness of different linguistic means to express their attitudes										
19	The TB develops students' awareness of the paralinguistic means to express their attitudes										
20	The TB teaches the register appropriate to the students' needs. (formal-informal, slang, regional, idioms)										
21	TB uses authentic texts, exercises and tapes.										

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