Sara Vali

Intercultural Learning in Textbooks

A Comparative Study of English Textbooks at Upper-Secondary School Level in Germany, Iran, the Netherlands, and Sweden

Intercultural Learning in Textbooks

Dieses Werk ist copyrightgeschützt und darf in keiner Form vervielfältigt werden noch an Dritte weitergegeben werden.

Sara Vali

Intercultural Learning in Textbooks

A Comparative Study of English
Textbooks at Upper-Secondary
School Level in Germany, Iran,
the Netherlands, and Sweden

Cuvillier Verlag Göttingen
Internationaler wissenschaftlicher Fachverlag

Abstract

Given the interest in recent years in developing Intercultural Communicative Competence (ICC) as a key aim in teaching a foreign language, textbooks are often studied and evaluated in terms of their roles and impacts on the promotion of intercultural awareness among language learners. While some textbook designers prefer to focus on the target language culture, others mainly consider the local culture. However, as most of the research has been conducted on a textbook or a series of coursebooks in a single country, there are few studies which analyze the textbooks comparatively in an international setting concerning cultural matters. Thus, the present work attempts to enrich this discussion by analyzing four English textbooks at the first grade of upper-secondary school level from intercultural perspectives in Germany, Iran, the Netherlands and Sweden. In this case, this study aims to investigate the extent to which the texts and activities in the textbooks develop intercultural competence.

A mixed method approach was chosen to collect and analyze the data. A problem-driven content analysis was run using a checklist method for the textual evaluation, while the opinions of 42 EFL teachers and 496 students of their English textbooks, in particular regarding (inter)cultural issues, were explored via questionnaires (both teachers and students) and interviews (teachers only). Frequencies and percentages were calculated and results were evaluated via Chi-square tests using SPSS for Windows. The findings of the textual analysis regarding the cultural references in the texts and the objectives of the intercultural dimensions in the activities are described in tables and graphs, and then discussed using different examples taken from the textbooks. Qualitative data from interviews and open-ended questions in the questionnaires were codified, categorized, and studied using inductive content analysis.

Findings show that the textbooks analyzed in Germany and Sweden pay more attention to ICC through the development of skills and attitudes than their Dutch counterpart, which focuses mostly on the knowledge dimension. The Iranian textbook does not give deep insights into cultures nor promotes ICC. The European textbooks generally focus mostly on small-c cultural aspects relating to the English speaking countries, especially the US and UK, while the Iranian textbook has small references to big-C cultural topics. Teachers faced some difficulties in terms of presenting the cultural matters in their textbooks, e.g. lack of

topics relevant to the students' age and interest, stereotypes, lack of attention to the varieties of cultures and the local cultures, poor cultural design, old and shallow cultural information, etc. Most German and Swedish participants (both teachers and students) believe their textbooks can contribute to the development of cultural and intercultural awareness, while their Dutch and Iranian counterparts hold the opposite view.

The results of the present work can offer some implications for textbook, test and curriculum designers and policy makers for improving their perspectives towards the inclusion of the cultural topics and development of ICC. Similarly, suggestions for further research in that field are provided.

Key words: Textbook, Textual Analysis, Intercultural Communicative Competence, Teachers' and Learners' Opinions

Zusammenfassung

Angesichts des in den letzten Jahren angestiegenen Interesses an der Entwicklung der Interkulturellen Kommunikativen Kompetenz (IKK) als wichtiges Ziel des Fremdsprachenunterrichts, werden Schulbücher oft bezüglich ihrer Auswirkungen auf die Förderung des interkulturellen Bewusstseins der Sprachlernenden untersucht und ausgewertet. Während einige Autoren von Lehrbüchern eher auf die Kultur der Zielsprachenländer fokussieren, stellen andere vor allem die eigene Kultur in den Mittelpunkt. Die Lehrbuchforschung konzentrierte sich bisher jedoch meist auf die Untersuchung eines Lehrbuchs oder einer Reihe von Lehrbüchern in einem einzelnen Land, so dass es bisher nur wenige Studien gibt, die Lehrbücher hinsichtlich kultureller Themen in einem internationalen Rahmen analysieren. Die vorliegende Arbeit möchte deshalb durch eine Analyse interkultureller Aspekte in vier Englischlehrbüchern für die erste Jahrgangsstufe der Sekundarstufe II (je ein Buch aus Deutschland, dem Iran, den Niederlanden und Schweden) einen Beitrag zur Lehrbuchforschung leisten. Die Studie untersucht, inwieweit die Texte und die Aktivitäten in den Lehrbüchern (inter)kulturelle Kompetenz fördern.

Bei der Datenerhebung sowie -analyse wurden qualitative und quantitative Methoden trianguliert. Zum einen wurde eine problemorientierte Inhaltsanalyse der Lehrbuchtexte durchgeführt, bei der anhand einer Checkliste die Texte kategorisiert wurden; zum anderen wurden die Meinungen von 42 Englischlehrkräften und 496 Schülern zu ihren Englischlehrbüchern, insbesondere in Bezug auf (inter)kulturelle Themen, durch Fragebögen (Lehrer und Schüler) und Interviews (Lehrer) erhoben. Mithilfe von SPSS wurden Häufigkeiten und Prozentsätze berechnet und die Ergebnisse durch Chi-Quadrat-Tests bewertet. Die Ergebnisse der Textanalyse im Hinblick auf die kulturellen Bezüge in den Texten und die Dimensionen der interkulturellen Kompetenz bei den Aktivitäten werden in Tabellen und Diagrammen beschrieben und anhand verschiedener Beispiele aus den Lehrbüchern diskutiert. Die qualitativen Daten aus den Interviews und offenen Fragen der Fragebögen wurden mittels der induktiven Inhaltsanalyse kodiert, kategorisiert und untersucht.

Die Ergebnisse zeigen, dass sich die analysierten Schulbücher aus Deutschland und Schweden mehr mit der Entwicklung von Fähigkeiten und Einstellungen befassen als ihr niederländisches Gegenstück, das sich vor allem auf die Wissensdimension konzentriert. Das iranische Lehrbuch gibt weder einen tiefen Einblick in die Kulturen der Zielsprachenländer

noch fördert es IKK. Generell finden sich in den europäischen Lehrbüchern hauptsächlich Aspekte der Alltagskultur englischsprachiger Länder (insbesondere USA und Großbritannien), während das iranische Lehrbuch wenige sowie oberflächliche Verweise auf Themen der Hochkultur beinhaltet. In Bezug auf die Darstellung kultureller Themen in ihren Lehrbüchern sehen sich die Lehrkräfte mit einigen Schwierigkeiten konfrontiert, z.B. Mangel an relevanten Themen für das Alter und Interesse der Schüler, Darstellung von Stereotypen, Vernachlässigung kultureller Vielfalt und lokaler Kulturen, veraltete und wenig tiefgründige Informationen etc. Während die meisten deutschen und schwedischen Teilnehmer (Lehrer und Schüler) glauben, dass ihre Lehrbücher zur Entwicklung des kulturellen und interkulturellen Bewusstseins beitragen können, sind ihre niederländischen und iranischen Pendants der gegenteiligen Auffassung.

Die Ergebnisse der vorliegenden Arbeit bieten Anregungen für die Entwickler von Lehrbüchern, Tests und Lehrplänen sowie für politische Entscheidungsträger im Hinblick auf die Integration von kulturellen Themen und die Entwicklung der IKK. Ebenso werden Vorschläge für weitere Forschungsmöglichkeiten in diesem Bereich gemacht.

Stichwörter: Lehrbuch, Textanalyse, Interkulturelle Kommunikative Kompetenz, Meinungen der Lehrer und Schüler

Acknowledgements

I owe my deepest gratitude to my first supervisor, Prof. Dr. Engelbert Thaler, for his long lasting encouragement, considerate feedback, and insightful suggestions, and my second supervisor, Prof. Dr. Christiane Fäcke, for her valuable advice and strong support throughout this work. My thanks go especially to Prof. Dr. Anita Fetzer as the third member of my dissertation committee for her time and kind attention and all my colleagues at the English department of Augsburg University for their generous support and encouragement during the course of this study.

I am also grateful to the schools, teachers, and students participating in this research for their kind cooperation, help, and consideration. My gratitude is extended to Mr. Rob Raabe for proofreading the whole work, Ms. Stephanie Bajor and Ms. Stephanie Schaidt for proofreading the German sections and their English translations, as well as the native speakers for the translation of the students' questionnaires.

It is a pleasure for me to thank Prof. Dr. Gabriele Bickendorf and Dr. Stefan Hartmann in the Graduate School, Dr. Sabine Tamm in the international office, as well as Prof. Dr. Sabine Schwarze in the Women's Affairs Office of Augsburg University who made this thesis possible with their generous financial support.

Finally, I am also greatly indebted to my family and my best friend Parnaz Kianiparsa without whose help, understanding, and inspiration this piece of work would have never come to fruition.

Dedication

To my beloved parents, Soheila & Abbas

To my dear sister, Sahar

Table of Contents

List of Tables

List of Figures

Lists of Images

List of Graphs

Abbreviations of Key Terms

CC: Communicative Competence

CLT: Communicative Language Teaching

EFL: English as a Foreign Language

ELF: English as Lingua Franca

ELT: English Language Teaching

ESL: English as a Second Language

IC: Intercultural Competence

ICC: Intercultural Communicative Competence

Chapter 1

Introduction

Coursebooks have been variously regarded by teachers as the Bible, a guide, a crutch, a necessary evil, or a burden.

Costas Gabrielatos (2004)[1]

Materials are considered as an essential part of most language teaching programs in various contexts all over the world. Teachers frequently depend on a range of materials such as textbooks, video tapes or audio tapes, pictures, etc. to support their teaching as well as their students' learning. Among these materials, textbooks are regarded as a key element and the main support both for teachers and learners in most language curricula because they can offer useful language forms and input, a fixed structure and syllabus for a program, and consistent instruction (Crawford, 1995; Domínguez Gaona, 2000; Mahmood, 2009; Tok, 2010; Thaler, 2012). Put differently, "the tangible element that gives a language course face validity to many teachers and learners is the textbook" (Dubin & Olshtain, 1986: 167).

Like all language teaching programs, English language instruction has many essential factors; however, one of the crucial components to many ESL (English as a Second Language)/EFL (English as a Foreign Language) classrooms is the textbook which is often used by language teachers. Arguments have covered both the potential and the pitfalls of textbooks in the learning process and researchers have provided a great deal of information in this regard (Litz, 2005). Many of them believe that textbooks can play different roles in a language program, such as "a core resource, a source of supplemental material, an inspiration for classroom activities, and even the curriculum itself" (Garinger, 2002: 1). Among these scholars, Cunningsworth (1995: 7) defined the roles of coursebooks in English Language Teaching (ELT) as …

- a resource for presentation material (spoken/written)
- a source of activities for learner practice and communicative interaction
- a reference source
- a syllabus

---

[1] source: Session Plan: The coursebook as a flexible tool

- a resource for self-directed learning or self-access work
- a support for less experienced teachers

Moreover, Hutchinson and Torres (1994: 315) suggest …

> The textbook is an almost universal element of [English language] teaching. Millions of copies are sold every year, and numerous aid projects have been set up to produce them in [various] countries […] No teaching-learning situation, it seems, is complete until it has its relevant textbook …

While many scholars try to draw attention to the wide-ranging advantages of using ESL/EFL textbooks, other practitioners take the opposite view and refer to the disadvantages of working with textbooks. Allwright (1981), for example, states that textbooks are not really flexible enough to be used freely as training materials in the classroom since they always show their authors' perspectives and points of views regarding the didactic, psychological, and linguistic aspects of language learning (see also Kitao, 1997; Litz, 2005). Moreover, they present the world "through the cultural lens of the author" (Paige et. al, 2003: 208). Brumfit (1980: 30) also argues that "even the best textbooks" reduce the teachers' inventiveness and creativity by suggesting that there is always a hidden "expert" somewhere who can help them in solving their problems.

Generally speaking, extensive reactions accompanying EFL/ESL textbooks often vary between two extremes. One viewpoint refers to the textbooks as efficient, practical, and profitable tools, but the other sees them as "masses of rubbish skillfully marketed" (Brumfit, 1985: 100, 1980: 30). Due to these two perspectives, teachers have various tendencies towards using textbooks. Some of them plan their lessons working with the textbooks, while others prefer to design their own materials. There is also a group of teachers who use textbooks alongside their own materials simultaneously (see also Thaler, 2012). Because of these tendencies, textbooks have always been exposed to the process of evaluation and analysis in order to be improved for different language programs (Ansary & Babaii, 2002).

The other important factor which has often had a great influence on textbooks is the emergence of different teaching methodologies throughout the history of language teaching. Owing to this fact, textbook designers and practitioners try to develop their books to reflect the current methodologies and the needs of learners. Following the improvement of different methods of teaching, textbooks are always evaluated by the experts from the per-

spective of the latest methodological reform. As Fäcke (2010: 217) maintains, „Lehrwerke spiegeln nicht nur in der visuellen Darstellung ihre Zeit, sondern auch in der methodisch-didaktischen Gestaltung[2].“ Thus, the advent of different teaching methodologies always provides fresh grounds for the critical evaluation of textbooks.

With the emergence of the Communicative Approach and Communicative Language Teaching (CLT), and their emphasis on socio-cultural factors, discourse competence, and learners' roles in the classroom, the concept of foreign language learning was perceived as more than just becoming proficient in the vocabulary, the grammar, and the expressions of the target language. Within this framework, students should be able to use the language in real-life communication. In order to fulfill this task, learners require an understanding of the relationship between language and culture and need to become familiar with those aspects of culture that are significant in situations of language use (Kramsch, 1993). Therefore, the need to include societal context and to acquaint the foreign language learners with the target culture became more and more important. In other words, besides linguistic issues, one of the important aims of English textbooks in non-English speaking societies was to promote intercultural analysis and reflection on the culture of English speaking communities. Furthermore, it was believed that adding cultural content to textbooks could also promote learners' motivation in the process of mastering a foreign language (McKay, 2000).

Following this trend in language teaching, textbook evaluators paid much more attention to the relationship between language and culture. Some of them stated that some textbooks failed to present authentic language models (Porter & Roberts, 1981; Nunan, 1989) and contextual language activities (Walz, 1989), to present adequate cultural understanding (Kramsch, 1987), to address discourse competence (Kaplan & Knutson, 1993), to teach idioms (Mola, 1993), and to represent gender matters in a balanced way (Graci, 1989). On the whole, in their review of the status of culture teaching in the history of foreign language, Paige et al. (2003: 209) conclude that language textbooks mostly indicated cultures from a touristic point of view. Thus, they focused more on cultural topics like "food" and "transport". These kinds of information were presented fragmentally with a high level of generalization, referring to the norms of behaviors in the target society, which usually led to prejudicial and stereotypical images. However, the problems mentioned by these scholars

---

[2] Textbooks do not only reflect their time of production in their visual appearance but also in their methodological and didactic design. (My own translation)

cannot be generalized to all of the textbooks since there are also some coursebooks which consider way of life, contextual activities, cultural understanding, gender differences, idiomatic expressions, and non-prejudicial and stereotypical images in the target society.

Concerning the inclusion of culture in language textbooks, it is firstly necessary to describe the relationship between language and culture. Many theorists believe that language is culturally bound, so language and culture teaching are interrelated and cannot be separated from each other (e.g. Whorf, 1956; Hantrais, 1989; Fishman, 1996; Gupta, 1999, as cited in Jiang, 2010; see also Byram, 1989; Kramsch, 1998; Pulverness, 2003; Saluveer 2004; Lund, 2006; Wang, 2006; Risager, 2007). In line with this view, Prodromou (1988) and Alptekin (1993) state that culture can be considered as a tool in teaching language in the textbooks. To them, it is not possible to teach a language without its cultural aspects. They argue that learning a language without its culture may reinforce stereotypical images and also make learners unwilling and de-motivated towards learning a foreign language. All of these authors unanimously believe that fluency in the target language cannot be attainable only with linguistic aspects of the language. Teachers need to develop a cultural understanding of the target language as well. For this reason, the coursebook, as one of the most important elements in many language teaching contexts, needs to represent a true image of the target language culture alongside its linguistic codes (Çakir, 2010). As a result, since coursebooks can act as a kind of "hidden curriculum" which determines the teaching objectives, content, methods, and assessment, they may also convey implicitly or explicitly a set of ingrained "social and cultural" principles. This invisible curriculum can refer to the unconscious "expression of attitudes and values" and can affect the "content and image of the teaching material" (Cunningsworth, 1995: 90; Neuner, 2007). Thus, it can be more influential than the administrated curriculum presented by the educational system of a country. Likewise Risager (1991: 181) states …

> Foreign language teaching textbooks no longer just develop concurrently with the development of foreign language pedagogy in a narrow sense, but they increasingly participate in the general cultural transmission with the educational system and in the rest of society.

However, one of the controversial issues in the field of foreign language teaching and material design is the question of how culture should be provided in the textbooks. In other words, which culture and what aspects ought to be included in coursebooks? Cortazzi and

Jin (1999: 204-210) identifies three types of cultural knowledge and information that can be presented in English language textbooks:

- *target culture materials* that focus on the culture of English-speaking countries where English is used as a first language;
- *source culture materials* that mirror the learners' local culture;
- *international target culture materials* that include a wide variety of cultures set in English-speaking countries or other countries where English is not a first or second language, but is used as an international language.

According to McKay (2000: 9-10), the most suitable material is based on the international version of the target language, since this necessarily includes a wide range of knowledge from various cultures and countries all around the world using the target language. Two examples of such kinds of textbooks are *One World, Secondary English* by Priesack and Tomscha (1993) and *Panorama* by Potter (1990, as cited in Cortazzi & Jin, 1999). Similarly, Kilickaya (2004) adds that these kinds of materials which do not force learners to learn about only one culture may enhance the learners' interest in learning a foreign language. Moreover, it can help them to respect other people with different cultures and backgrounds. He also mentions that the local culture of the learners and the target culture should be incorporated in the textbooks. In contrast, Pulverness (2000) and Alptekin (2002) maintain that some textbooks relate the teaching of English to the students' local culture because of the fact that students require foreign language skills primarily to express themselves and talk about their own culture. In line with this view, Cortazzi and Jin (1999) state that some of these coursebooks are prepared with the intention to make the students more familiar with their own cultural background (e.g. *libro de Ingles* in Venezuela, *Spotlight on English* in Turkey, and *English for Saudi Arabia* in Saudi Arabia).

Considering the fact that culture is a very broad concept, it seems helpful to distinguish between different aspects of it. One of the most famous classifications in this regard is the so-called *big-C culture* and *small-c culture*. The former is not usually difficult to study, as it represents "factual knowledge about the fine arts, such as literature, music, dance, painting, sculpture, theater, and film", while the latter consists of a wide variety of dimensions which are interrelated, containing "attitudes, assumptions, beliefs, perceptions, norms and values, social relationships, customs, rituals, politeness conventions, patterns of interaction and

discourse organization, the use of time in communication, and the use of physical space and body language" (Chlopek, 2008: 11).

Chlopek (2008: 11) suggests that some of the aspects of the small-c culture, like customs and rituals, are quite palpable and observable, whereas there are some other elements which are "hidden from the eye" and are totally "internalized and subconscious." These factors are often perceived only in contrast with another culture and have an enormous impact on people's attitudes and behaviors. Lack of knowledge of such behaviors may result in misunderstanding and sometimes miscommunication. This happens since these aspects of culture are implicit rules which are formed by a society. She also adds that being aware of such knowledge is a necessity for maintaining successful cross-cultural communication.

In another classification by Adaskou, Britten and Fahsi (1990: 3-4), culture can be distinguished in the following way:

1. The aesthetic: Culture with a capital C: the media, the cinema, music (whether serious or popular) and, above all, literature.

2. The sociological: Culture with a small c: the organization and nature of family, of home life, of interpersonal relations, material conditions, work and leisure, customs and institutions.

3. The semantic: The conceptual system embodied in the language. Many semantic areas (e.g. food, clothes, institutions) are culturally distinctive because they relate to a particular way of life.

4. The pragmatic (or sociolinguistic): The background knowledge, social skills, and paralinguistic skills that, in addition to mastery of the language code, make possible successful communication.

Regarding various aspects of culture and their presentation in language textbooks, Lange (2003: 347) says …

> There is no doubt in anyone's mind that the textbook is the curriculum for the language and culture classroom. The literature review has established that in the classroom setting culture learning is largely assumed to be the accumulation of facts (food, dress, holidays, etc.) about a specific culture.

Aside from the factors mentioned above, which influence textbook development, in today's world, where cultural confrontations and meetings can be important parts of our communi-

cations, especially in international conferences, trades, and exchanges, the ability to under-stand and value different cultural perspectives seems necessary. As is generally accepted, globalization influences societies in all areas: political, economic, cultural and educational. These global changes in societies force people to build up new skills, new experiences, new knowledge and educational systems since they need to establish socio-cultural encounters with others from different cultural backgrounds (Van de Vijver & Leung, 2009). In this situa-tion, in order to communicate and interact at an international level, people need to learn at least a foreign language as a common medium. Nowadays, this common language is mostly English which is spoken by many people in the world. Thus, foreign language teaching, espe-cially ELT, plays an important role in promoting people's skills and knowledge in order to cope with international communications and contacts, and to communicate with people from different cultures. In other words, alongside developing linguistic knowledge, one of the main aims of foreign language teaching is to equip the learners with cultural and inter-cultural skills because as Byram and Fleming (1998: 2) say, "learning a language as it is spo-ken by a particular group is learning the shared meanings, values and practices of that group as they are embodied in the language." In this sense, textbooks and teachers, as the central elements in every educational system, will undoubtedly play a key role in this regard (see also Lund, 2006; Edward & Usher, 2008; Rico, 2012).

Within this framework, practitioners should prepare their students to live and communi-cate cross-culturally in a global society (Mansilla & Gardner, 2007). To do so, modern lan-guage education tries to focus on a new methodology or approach called intercultural lan-guage learning through which learners can be interculturally fluent. Intercultural language learning emphasizes the inseparability of language and culture and preparation of language learners for intercultural communication in an "increasingly multicultural world" (Ho, 2009: 63). Intercultural Communicative Competence (ICC), which is discussed by Byram (1997), is based on the purposes of this approach, and alongside linguistic competence will help learners to become cross-culturally proficient. In other words, teaching from an intercultural viewpoint involves learners in analyzing "their own culturally-shaped worldview and behav-iors" alongside understanding the attitudes of people from other cultures to communicate successfully" (Ho, 2009: 63). Put differently, "successful communication might not be viewed as efficiency of information exchange" (Byram, 1997: 3), but rather as an ability to value others and create and maintain the relationships (Rico, 2012). Therefore, ICC helps

people to become interculturally as well as linguistically competent (Ho, 2009: 63). In this sense, ICC is described based on three main domains of ability: "1) the ability to develop and maintain relationships, 2) the ability to communicate effectively and appropriately with minimal loss or distortion, and 3) the ability to attain compliance and obtain cooperation with others" (Fantini, 2000: 27).

Having discussed the concept of culture, its important place in language teaching, and its inclusion in textbooks as one of the crucial factors in language programs, it can be concluded that …

> [Textbooks] should be designed in such a way that [they make] foreign language learner [familiar with] different aspects of the target language from linguistics to culture. … Finally, and most importantly, […] the teacher must keep in mind that it is not enough to be only linguistically competent, but to be able to use and understand the language appropriately… (Çakir, 2010: 188).

Furthermore, according to Sercu (2000: 248) based on what Ausubel (1977) and Ausubel et al. (1978, as cited in Sercu, 2000) claim, materials and textbooks can encourage language learning when they are significantly connected to the students' "existing schemata," and help them relate the new contents to what they already know. Thus, by making this connection, they are firstly able to analyze their own background and cultural identity and secondly to understand other people's perceptions in order to communicate successfully.

1.1. Statement of the Problem and Research Questions

During the last decades, the number of studies conducted to investigate the impact of cultural content in language textbooks on fostering the acquisition of Intercultural Communicative Competence (ICC), which helps learner to behave and act both linguistically and culturally in an appropriate way when dealing with people from other cultures and countries (Savignon, 1997), has not been great in the international context (e.g. Byram, 1989; Sercu, 2000; Byram, Nichols, & Stevens, 2001; Sercu, et al., 2005; Lázár et al., 2007; Äijälä, 2009). As a result, the focus of most studies in the field of textbook evaluation is on the linguistic appropriateness of the coursebooks, and this has led to the development of various evaluation checklists in terms of linguistic elements (e.g. Daoud & Celce-Murcia, 1979; Williams, 1983; Cunningsworth, 1984; Matthews, 1985; Grant, 1987; Sheldon, 1988; Skierso, 1991;

Cunningsworth, 1995; Ur, 1996; Robert, 1996; Peacock, 1997; Kieweg, 1999; Richards, 2001; Garinger, 2002; McGrath, 2002; Ansary & Babaii, 2002; McDonough & Shaw, 2003; Litz, 2005; Littlejohn, 2011; Mukundan, Nimehchisalem, & Hajimohammadi , 2011).

Language materials, especially textbooks, offer different perspectives on language, communication, and culture. For example, some of them foster the idea that learning a language is associated with the mastery of grammar, vocabulary, expressions needed for daily communication, and communicative skills (e.g. *Spring* and *English Net* in Turkey and *English Book 1, 2, 3* in Iran). In this sense, learners become good communicators when they are able to exchange information and express themselves. Others focus on giving factual information about the products of a country in order to teach culture and sometimes under-represent the concept of culture and refer to it in the form of touristic images (e.g. *New Senior English for China series*). Moreover, there are some textbooks that deal merely with one specific culture, particularly the target culture, thereby failing to refer to the native culture of the students and provoking a sense of cultural imposition (e.g. *Grow with English* in Indonesia and *Think it Over* in Algeria). Because of the important role of English as an international language in the world, however, students need to acquire skills in order to prepare themselves to negotiate meaning with people from different cultures and mediate between their own and other cultures. Given their important role in language classes, textbooks should therefore focus not only on the culture of Britain or the USA, but rather help the learners to become familiar with their own and other cultures including various English-speaking cultures, and even the culture of countries where English is spoken as a second or foreign language. In this way, textbooks can provide the students with a multifaceted image of different countries which can help raise their awareness of cultural diversity and differences in the world.

Nevertheless, apart from the problems mentioned previously, there are some other drawbacks regarding these issues in language textbooks which have been discussed by many authors (Byram, 1989; Risager, 1991; Pohjanen, 2007; Baker, 2011; Yuen, 2011; Rico, 2012; Lindström, 2012). For instance, in many countries, textbooks offer only insights into the native culture of the students because the aim of foreign language teaching in these countries is to prepare the students to express themselves and talk about their own culture in English or other languages (*English Book 1, 2, 3* in Iran, *El libro de Ingles* in Venezuela, *English for Saudi Arabia* in Saudi Arabia, and *Spotlight in English* and *A Modern English*

Course for Turks in Turkey). Furthermore, some textbooks present a shallow and superficial image of cultures, stressing stereotypical images and overgeneralizing about different cultures (e.g. *Mainstream* and *Fresh English* in Japan). However, many scholars argue that in this globalized world textbooks should try to represent a true picture of the cultures, reduce stereotypes, and promote learners' intercultural communicative competence in terms of "sensitivity, tolerability, and flexibility towards cultural diversities" (Xiao, 2010: 2).

Alongside these issues, due to the important influence of learners' beliefs on their language learning, which can cause positive or negative attitudes towards learning a language and its culture (Paige et. al, 2000), the content of the textbooks as one of the most significant teaching materials and transmitter of cultural values in the classroom should be designed in a way that enhances positive attitudes and motivation since textbooks can affect the way the learners think and act in the process of learning a foreign language.

This study has been motivated by the significance of accommodating the concept of ICC in English textbooks, the lack of comparative studies in international contexts (e.g. Byram & Risager, 1999; Sercu et al., 2005; Rimani Nikou & Soleimani, 2012) of the analysis of language textbooks regarding cultural and intercultural aspects, the importance of teaching English as an International language, and finally the researcher's interest in cultural and intercultural teaching and material development. The primary purpose of this work is to evaluate English textbooks regarding the incorporation of ICC at the upper-secondary school level of three European countries (Germany, the Netherlands, and Sweden) and one Asian country (Iran) where English is taught as a foreign language (see Sections 3.1.1, 3.1.2, 3.1.3, & 3.1.5 for the discussion about the selection of these countries). In other words, the main focus of the present research is to investigate the cultural and intercultural aspects presented in the English textbooks of the four aforementioned countries. The secondary aim is to explore teachers' and learners' opinions about their English textbooks both from linguistic and intercultural viewpoints in these countries. In this way, the beliefs of teachers and students as the actual users of the textbooks are presented alongside the textual analysis by the researcher.

In order to achieve the aims of this study, the following research questions are posed:

Research Questions

- How do the English textbooks analyzed in the present study deal with the concept of intercultural communicative competence?

- Which aspects of the target/other culture(s)[3]—big-C and small-c—are stressed in the English textbooks analyzed in the present study?

- What are the probable difficulties of EFL teachers in terms of intercultural matters in their textbooks? What do they do to solve these problems?

- How do the English textbooks analyzed in the present study help learners to grasp the differences and similarities between the target culture(s) and the students' native culture?

- How are the linguistic elements (e.g. skills, vocabulary, grammar, etc.) presented in the English textbooks analyzed in this study?

1.2. Scope of the Study

The participants of this study are EFL teachers and learners who are teaching and studying English at upper-secondary school level in Germany, Iran, the Netherlands, and Sweden. In order to compare the results in these countries, upper-secondary school was selected since the educational systems of these countries are more or less the same at this level[4]. Moreover, regarding the main focus of this study, which is the analysis and evaluation of English textbooks, only the textbooks which are used in the first grade of the upper-secondary school were selected. This decision was made for two reasons:

1. Teachers do not use textbooks so often in the two last grades at the upper-secondary school level in the three aforementioned European countries.

2. In this way, the researcher could narrow the scope of the research in order to manage the data obtained in a more accurate way.

The next issue is related to Germany. Because of the fact that every federal state in this country has its own curriculum, and as a result its own textbooks, the focus of this research

---

[3] For pragmatic and methodological reasons, "target culture(s)" in this study means British and/or US-American cultures, where British culture refers to the culture of English people in England. In this way, Scottish, Welsh, and Irish cultures are excluded and treated as other cultures in order to specify the scope of the research in terms of target cultures in textbooks. Since "English culture" is a very general term, to avoid misunderstandings, the phrase "British culture" in the questionniares refers to the "English culture" only. Furthermore, "other cultures" means the cultures of countries other than England and America (US).
[4] See Chapter 3

was limited to one state, Bavaria. In this way, the data obtained from Germany could be presented and interpreted in a consistent way since different curricula and textbooks might result in various interpretations. Moreover, the textbook analyzed in this research (*Green Line New 6*) is among the leading ones used by the schools participating in this study. Concerning the textbook in Iran, it should be mentioned that *English Book 1* is the only textbook provided by the Ministry of Education for teaching English in the first grade of upper-secondary school level in the old educational system (see Section 3.1.5).

Given the focus of this study, the development of ICC is taken much more into consideration than the linguistic aspects, both in the analysis of the textbooks and the design of the questionnaires used in this work. In other words, the analysis of the textbooks and investigation of the participants' ideas about their coursebooks from the linguistic point of view are presented as a minor focus. In addition, the evaluative criteria used in this study consider some particular aspects (see Appendix A) through which a textbook can be analyzed, and the conclusions are consequently relevant to the criteria applied.

Finally, in order to narrow down the scope of the research, the variable of sex in the sample of this study is controlled, and gender differences are not considered in presenting the results.

1.3. Limitations of the Study

Regarding the limitation of this study, it should be mentioned that in the Netherlands and Sweden, teachers are free to work with or without a fixed textbook at all levels and can choose from a variety of available textbooks. Since the focus of this study is on the analysis and evaluation of English textbooks, this issue has affected the number of participants, especially teachers. As a result, finding participants who worked with the same textbooks in the specified time of data collection was challenging, and led to having fewer subjects, especially teachers, in these two countries in comparison to the other two. Moreover, some Dutch teachers were not particularly willing to take part in such studies because of their workload and shortage of time.

The other important fact related to this issue concerns textbook selection in these two countries. In order to run a logical comparison, those coursebooks (*Progress Gold A* in Sweden and *New Interface HAVO 4* in the Netherlands) which were used by the schools and

teachers participating in this study are analyzed. However, it should be noted that the textbooks analyzed are also among the leading ones in these counties.

1.4. Framework of the Thesis

This work consists of five chapters. The first chapter or introduction was concerned with giving a short review of the importance of textbooks in language programs, the role of culture in foreign language teaching, especially the textbook, and the focus and objectives of this study. The next chapter reviews the literature on textbooks and their role in the classroom, different methods of textbook evaluation and analysis, culture, the relationship between language and culture, the emergence of ICC, the status of culture in the textbooks, and finally some studies in this regard. Chapter three outlines the methodology used to collect the data and run the textbook analysis, presenting a thorough view of the participants, the instruments, and the procedures used to collect and analyze the data. The results are presented in chapter four, and finally, chapter five will analyze and summarize the findings and include suggestions for future improvements.

As mentioned above, the following chapter offers a comprehensive review of the concept of textbook, material evaluation and analysis, culture and ICC in language teaching and material design.

Chapter 2

Review of Literature

Language should 'unlock the door' to the culture.

Michael Byram (1991)[5]

This chapter is dedicated to a review of the literature related to the main foci of this study. The first part is concerned with the concept of the textbook, its roles in the classroom, different views toward it, and principles of material development and textbooks evaluation and analysis. The second section deals with the notion of culture, the relationship between language and culture, the history of teaching culture and its significance, the development of ICC, and three models in this regard. At the end of this chapter, various studies on textbook evaluation in terms of cultural points of view are presented.

2.1. Textbooks

As mentioned before, materials refer to "anything which is used to help language learners to learn. [they] can be in the form, for example, of a textbook, a workbook, a cassette, a CD-ROM, a video, a photocopied handout, a newspaper, a paragraph written on a whiteboard: anything which presents or informs about the language being learned" (Tomlinson, 2011: xiii-xiv). Among them, textbooks are key elements in some language programs. In these situations, they provide the basis for both the language input received by the learners and the language practice taking place in the classroom. Textbooks are designed to contribute to "the content of the lesson, the balance of skills taught and the kinds of language practice the students take part in;" as a result, language learning process is sometimes linked closely to the broad use of textbooks in different contexts (Richards, 2012: 1). In this sense, according to Koenig (2010: 178), "die zentrale Bedeutung des Lehrwerks[6] als stabilisierender

---

[5] source: Teaching culture and language: Towards an integrated model
[6] According to Thaler (2012, see Section 2.1.1), the terms "Lehrbuch (textbook)" and "Lehrwerk (course)" are defined differently in the German context, where "Lehrbuch" is considered as a part of "Lehrwerk" which includes all materials used in language classroom.

Faktor, Planungsgrundlage und Leitmedium im Fremdsprachenunterricht ist dabei unbestritten.[7]"

Before discussing the various roles of the textbook in language learning, a short overview of different definitions of the textbook will be presented in the following part.

2.1.1. Definition

There are different definitions regarding the concept of textbook. Generally speaking, according to the Merriam Webster online dictionary (2014), a textbook is "a book used in the study of a subject as: (a) one containing a presentation of the principles of a subject and (b) a literary work relevant to the study of a subject." Likewise, a textbook is defined as "a book that teaches a particular subject and that is used especially in schools and colleges" (Oxford Advanced Learner's Dictionary, 2013). Moreover, a textbook "is a book containing facts about a particular subject that is used by people studying that subject" (Collins American English Dictionary, 2014).

In another definition by Doff and Giesler (2012: 88), textbooks and teaching materials are indirect resources which are at the same time significant scientific, political, and educational media since …

> [Schulbücher] definieren nicht nur „legitimes Wissen" und wünschenswerte Kompetenzen, sondern vermitteln auch staatlich bzw. gesellschaftlich gewünschte Identitätsangebote. Sie sind deshalb immer auch ein Politikum und verweisen auf die Kontexte, in denen sie hergestellt, genutzt und verhandelt werden. Schulbücher können ethnische, kulturelle, religiöse oder politische Konflikte auflösen oder abbilden, zugleich aber auch als Instrument der Konfliktbewältigung und Verständigung dienen (GEI, 2010, see also Depaepe & Simon, 2002: 10, as cited in Doff & Giesler, 2012: 88)[8].

As McGrath (2013) suggests, a textbook is a book which is produced by a publisher, the Ministry of Education in each country or a large organization, such as a university language center, and it is usually supplemented by the learners' workbook, teachers' guide, audio or video materials, and visual aids. Similarly, Fredriksson and Olsson (2006: 10) argue …

---

[7] The central importance of the course as stabilizing factor, basis for planning, and main medium in foreign language teaching is undisputed. (My own translation)

[8] [Textbooks] not only define "legitimate knowledge" and desirable competences but also provide a range of nationally and socially desired identities. They are, therefore, always a political issue and reference the contexts in which they are produced, used, and discussed. Textbooks can resolve or depict ethnic, cultural, religious or political conflicts; at the same time, however, they may also serve as an instrument of conflict resolution and understanding. (My own translation)

The traditional textbook, as we see it, usually consists of a number of chapters with texts of different lengths that deal with various topics. There may be a different theme for every chapter and sometimes there are a few pre-reading activities, or post-reading exercises. The texts can generally be listened to on CD or tape. In some cases the textbook and the work-book are joined together in the same book, but sometimes they are represented by two separate books. In fact, a textbook is always accompanied by other materials such as CDs, cassettes, tests and a teacher's guide.

According to the Macmillan Dictionary (2009 – 2014), and the Longman Dictionary of Contemporary English (2014), "coursebook" is the British synonym for textbook; however, Thaler (2012: 80, see also Neuner, 2007: 399) makes a distinction between textbook (Lehrbuch) and course (Lehrwerk) and defines them as follows:

Das Lehrbuch (textbook, pupils'/students' book) ist das für die Hand der Lernenden entwickelte Einzelbuch mit üblicherweise in Units gegliederten Texten, Aufgaben (und Wortschatz-/Grammatikanhang).

Das Lehrwerk (course) umfasst das Lehrbuch und alle weiteren darauf abgestimmten, für die Lehrenden und die Lehrkraft gedachten schriftlichen, auditiven, visuellen, audiovisuellen und interaktiven Begleitmaterialien eines Verlags (Peripherie, Produktkranz)—und zwar für alle Jahrgangsbände[9].

Given the fact that there is no definition accepted by everybody, for pragmatic reasons, Thaler's (2012: 80) definition of textbook, which is more compatible with the framework of this study, is chosen. Moreover, due to the differences existing in the use of the accompanying materials and teaching aids in different countries and narrowing down the scope of the research in order to have a deeper view into the textbooks, in this study the focus is only on the textbook as a kind of material. It should be mentioned that to avoid repetition, in the present work, the terms textbook and coursebook, are used interchangeably, and both of them refer to the definition presented by Thaler.

---

[9] The textbook (pupils'/ students' book) is a book developed for the learners and is usually structured in units of texts, tasks, and lexical/grammatical appendix. (My own translation)
The course includes the textbook and all other complementary materials for the teachers and teaching staff in written, auditory, visual, audiovisual and interactive forms designed by a publisher (supplementary material, product range) for each school year edition. (My own translation)

2.1.2. Roles of the Textbook in the Classroom

Textbooks play a well-known and significant role in the process of teaching and learning a foreign language because they are considered as the main tool for transferring information and knowledge to the learners. In addition, one of the important duties of textbooks is to make this knowledge accessible and evident to the learners in a very simple and structured manner (AbdelWahab, 2013). As Gehring (2012: 360) explains …

> Textbooks determine the selection of linguistic devices, set the methodological corner-stones, devise the socio-cultural parameters, and influence the organization of lessons, their work groupings, and the majority of interaction between students and teachers.

Generally speaking, a foreign language textbook can have the following functions:

- The informational function covers learning the information on language and speech elements, situations of language use, spheres of social life, culture and background.
- The motivational function helps stimulate the learners' language activities, stimulates their interest towards the learning subject, and provides a foreign language atmosphere.
- The communicative function helps develop the main forms of language skills, and enables learners to communicate in the respective foreign language.
- The feedback function aims at the execution of assessment and self-assessment of the learners' progress as the condition for the functioning of feedback mechanisms. This function influences the success of the learners' progress towards set aims and stimulates learning (Bim, 1984, as cited in Hrehovcik, 2002: 223).

There are many scholars who consider a crucial role for the textbook in EFL/ESL programs (e.g. Williams, 1983; Sheldon, 1988; Cunningsworth, 1995; del Rocío Domínguez Gaona, 2000; Garinger, 2002; McDonough & Shaw, 2003; Riazi, 2003; Litz, 2005; Mahmood, 2009; Tok, 2010; Gehring, 2012) and define various functions for it such as "the visible heart of any ELT program" (Sheldon, 1988: 237), a useful guidance and support for teaching (O'Neil, 1982; Ur, 1996), a tool for promoting the efficient and practical learning of a language (Cunningsworth, 1995) and "put[ting] flesh on the bones of a syllabus" (Nunan, 1991: 208). In general, textbooks enhance learning, raise motivation, and provide a resource for the language (Cunningsworth, 1995). In other words, they can support both teachers and learn-

ers in the process of teaching and learning. In line with these views, Hutchinson and Torres (1994: 315) state …

> The textbook is an almost universal element of [English language] teaching. Millions of copies are sold every year, and numerous aid projects have been set up to produce them in [various] countries…No teaching-learning situation, it seems, is complete until it has its relevant textbook.

Therefore, many teachers rely on textbooks since they can supply them with a framework which helps them in designing the activities and giving the required instructions in the classroom (Byrd, 2001; Fäcke, 2010). In this sense, „das Lehrbuch hat eine Stützfunktion. Ein Lehrbuch hilft im Fremdsprachenunterricht beim Gliedern, z.B. der grammatischen Schritte. Einzelschritte des Unterrichts bauen aufeinander auf und stützen somit die Lehrprogression[10]“ (Wilhelm, 2000: 120). Accordingly, Cunningsworth (1984) says that textbooks can have multiple roles in English language teaching. For example, it can function as a coordinator in autonomous learning, as a kind of aid for amateur teachers, and a resource for instruction. As González Moncada (2006: 104) argues, "textbooks became an alternative because they were apparently eclectic alternatives to save time and money. Pictures and graphic materials presented in textbooks may be more efficient than teachers' descriptions, and can represent all kinds of objects that may be hard to take to the classroom." Furthermore, according to what Cortazzi and Jin (1999) state, textbooks can also be considered as an authority figure and they can give teachers what they require for presenting new techniques and methodologies in the classroom. Thaler (2012: 15) considers a central function for the textbook and maintains that „das Lehrbuch (textbook, pupil's book) nimmt als Mittler zwischen ministeriell verordnetem Lehrplan und konkreter Unterrichtsstunde eine zentrale Rolle ein.[11]“ Thus, the textbook is "a visible and workable framework around which the many forces and demands of the teaching-learning process can cohere to provide the basis of security and accountability that is necessary for purposeful action in the classroom" (Hutchinson & Torres, 1994: 327). Similarly, Ur (1996, 2012) affirms that coursebooks are principally used as a main source in all language courses.

---

[10] the textbook has a support function. A textbook helps to structure contents in foreign language teaching, e.g. the grammatical steps. Individual steps of the lesson build on previous steps and thus promote the teaching progression. (My own translation)

[11] The textbook (pupil's book) plays a central role as a mediator between the curriculum, which is prescribed by the ministry, and actual lessons. (My own translation)

Considering these roles of the textbooks, it can be concluded that a textbook is a kind of hidden curriculum (see also Fäcke, 2010) which can have the following functions in the classroom:

- Es legt in der Umsetzung der Vorgaben des Lehrplans die Unterrichtsziele für eine bestimmte Jahrgangs- oder Lernstufe fest.
- Es präzisiert die Auswahl und Gewichtung der Lehrstoffe (Themen/Inhalte, Fertigkeiten, Sprachsysteme, etc.).
- Es bringt sie in eine abgestufte und koordinierte Lehrprogression.
- Es gibt Hinweise zu ihrer Überprüfung (Neuner, 2007: 399)[12].

At the same time, it determines the teaching methods, organizes the teaching phases, manages the interaction patterns (teacher-fronted class, individual, pair, or group work), and gives instructions to the selection and use of media (Neuner, 2007: 400).

Because of the arguments mentioned above regarding the role of textbooks, one can say that the pedagogical philosophy implied in a textbook can control the whole learning procedure; therefore, in many situations, textbooks are considered as the core of the teaching process and can consequently have a great impact on everything that occurs in the language classroom (Kitao, 1997). Likewise, Littlejohn and Windeatt (1990) claim that textbooks have an underlying syllabus which contains attitudes towards teaching and learning, the relationship between teacher and learner and their roles in classroom, and also perspectives associated with both linguistic and cultural information. In addition, Choudhury (1998: 153-154) suggests that the textbook is …

- a guide for a teacher
- a memory aid for the pupils
- a permanent record or measure of what has been learnt
- a means of extending linguistic experience beyond the local scene
- a central thread around which the whole teaching-learning process is woven

Cortazzi and Jin (1999: 199-200) describe various roles of the textbook as "a teacher, a map, a resource, a trainer, an authority, a de-skiller, and an ideology." They state that the

---

[12] • It sets out teaching objectives for a particular age group or level of competence based on the requirements of the curriculum.
• It clarifies the selection and weighting of teaching contents (topics, skills, language systems, etc.).
• It puts teaching contents in a graded and coordinated teaching progression.
• There are tips for the assessment of teaching contents. (My own translation)

textbook can be a *teacher* because it includes a lot of information which is necessary for instructing the students about the language and its culture. The textbook can also be a *map* since it can guide the teachers and students in finding the right way by giving an overview of both linguistic and cultural aspects of the language. Although some teachers and students believe that their textbook should contain everything related to language, Cortazzi and Jin (1999) point out that the textbook functions as a *resource* which provides some practical items for them, but the use of other complementary materials is also recommended. According to these two scholars, the textbook can also be a *trainer* which acts as a reference book for less-experienced and novice teachers. Because the textbook has been written by specialists or sometimes native speakers of the language, it can be a "reliable and valid" source for the teachers and therefore considered as an *authority*. Although this role of the textbook may be seen positively, it makes teachers, especially the less experienced ones, uncritical about their textbooks. Even highly experienced teachers may sometimes become excessively dependent on textbooks (Shannon, 1987; Richards, 1993). In this case, the textbook becomes a *de-skiller* and diminishes the creativity and inventiveness of the teachers in both linguistic and cultural aspects. And finally, regarding the last role of the textbook, Cotazzi and Jin (1999: 200) maintain that the textbook can be considered as an *ideology* since "it reflects a world view or cultural system, a social construction that may be imposed on teachers and students and that indirectly constructs their view of a culture."

These different definitions of the roles of the textbook stress its vital function in language learning; therefore, its relationship with the other two elements of the language program—teacher and learner—should not be ignored. As Richards (1998: 125) also states, "the most commonly found elements in second and foreign language classrooms around the world are teachers, learners and textbooks." Thus, its significant impacts on learning and teaching a foreign language should not be overlooked. In line with this view, Selander & Skjelbred (2004, as cited in Lund, 2006) also admit that in spite of the emergence of learner-oriented approaches like CLT which emphasizes the central place of learners in language classes, textbooks as a part of the course still play a crucial role in the process of language learning. Thus, as mentioned before, textbooks stand in the middle of teaching process. They promote a mutual interaction between curriculum, teaching situation, and the learner (Kast & Neuner, 1994: 9).
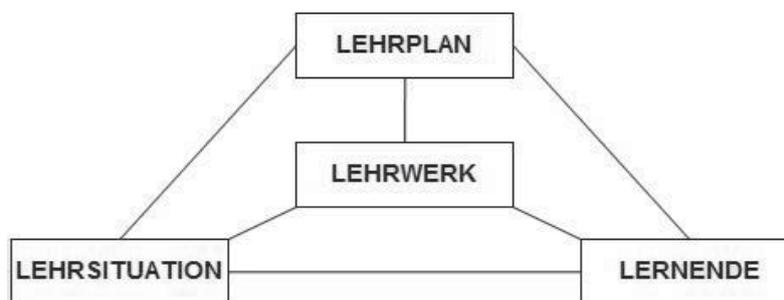
Figure 1. Interactions among various elements in language classroom
(source: Gálová, 2009: 16)[13]

While different scholars have vindicated the significance of the role of textbooks in ELT, various attitudes remain about whether coursebooks can really assist or impede the process of teaching and learning a foreign language. Thus, a more detailed review of positive and negative opinions towards using textbooks in the language classroom may shed light on this issue.

2.1.3. Arguments for and against Using Textbooks

Many scholars have written about the advantages of using textbooks in language classes and supported the view that they can actually help both teachers and learners in the teaching and learning process. For instance, Haycraft (1998) argues that using textbooks is psychologically necessary for learners because their improvement and accomplishment can be clearly examined when they use them. Likewise, Razmjoo (2007) maintains that textbooks make learners feel safe and also give them a sense of progression and advancement. Moreover, O'Neill (1982) states that coursebooks can help learners prepare themselves before instruction. He adds that they are also valuable in terms of saving time, energy, and money. In line with these views, Ur (1996: 184) mentions some important arguments for using textbooks in language classes:

- The textbook provides a clear framework and structure.
- In many places the coursebook serves as a syllabus.
- The textbook provides ready-made texts and tasks.
- The textbook is the cheapest way of providing learning materials.
- The textbook provides useful guidance and support for inexperienced teachers.

---

[13] Lehrplan (curriculum), Lehrwerk (course), Lehrsituation (teaching situation), Lernende (learners)

- The Textbook can make learners autonomous; a learner without a coursebook is more teacher-dependent.
- The textbook is a convenient package both for learners and teachers.

In this sense, „das Lehrwerk stellt vor allem eine Arbeitserleichterung für die Lehrkräfte dar[14]" (Fäcke, 2010: 210). Regarding the use of textbooks in foreign language teaching, Graves (2000: 174, as cited in Alamri, 2008: 16) acknowledges that they can supply a syllabus for the teachers and at the same time the criteria for evaluating learners' progress in language learning. In addition, since it contains a range of various activities, tasks, etc., it can save the teachers' time in classrooms for designing or preparing such materials. She also states that working with a textbook makes the students feel secure in the process of language learning since they have a kind of "road map" for their lessons. Similarly, McGrath (2013: 5-6) refers to the importance of using textbooks in language classes and classifies the advantages of using them as follows:

1. They reduce the time needed for lesson preparation.
2. They provide a visible, coherent program of work.
3. They provide support.
4. They are a convenient resource for learners.
5. They make standardized instruction possible.
6. They are visually appealing, cultural artifacts.
7. Coursebook packages contain "a wealth of extra material."

As is clear from his classification, textbooks can function as a facilitator both for teachers and students in teaching and learning a foreign language because as Kahl (2000: 125) says, „ein Sprachunterricht ohne Lehrwerk ist für Lehrer und Schüler zu aufwändig, im Grunde nicht leistbar und auch nicht wünschenswert.[15]" Thaler (2011: 18, 2012: 83) also deals with this issue and categorizes the advantages of coursebooks in the following table:

---

[14] The course primarily functions as assistance for teachers. (My own translation)
[15] language teaching without course is too time-consuming for teachers and students, actually not manageable nor desirable. (My own translation)

Arguments for using the coursebook	
System	With textbooks you know where you are, what you have done, where you are going.
Syllabus	Textbooks provide a built-in language syllabus.
Guideline	Textbooks provide a plan of work for teacher.
Security	Textbooks provide a clear program of study for the students.
Sense of Progress	With textbooks students see that they have improved (or not).
Language core	Textbooks present a common core of language which learners in different contexts may share.
Revision	With textbooks students and teacher can go back at any time and review material.
Extras	Textbooks are accompanied by enriching components (keys, work-books, CDs, Schulaufgabentrainer[16] etc.).
Timesaver	Textbooks save time for busy teachers.
Compactness	Textbooks are compact—can be easily stacked, stored and carried, are collated within a book binding, so the sheets don't fall out and get lost.
Layout	The materials in textbooks usually look professional.
Alternative	There are no real alternatives to textbooks.

Table 1. Arguments for using the coursebook

As has been mentioned, many scholars have pointed out the advantages of using a text-book in foreign language classes in different periods of time (e.g. O'Neil, 1982; Cunningsworth, 1984; Grant, 1987; Sheldon, 1988; Skierso, 1991; O'Neil, 1993; Hutchinson & Torres, 1994; Cunningsworth, 1995; Ur, 1996; Richards, 1998; McGrath, 2002, Ur, 2012). In line with their points of views, Tomlinson (2001: 67) concludes that the proponents of using textbooks in language learning believe that textbooks are the most suitable form for giving language input to learners since they provide uniformity, coherence and improve-ment in the process of learning. However, there are other scholars who have taken the op-posite view and argue that textbooks are without doubt "superficial" and "reductionist" and cannot really contribute to the extensive and various needs of the learners and teachers. Moreover, the criticisms of textbooks focus on the arguments that coursebooks offer sets of pre-determined choices which make teachers see the textbooks as a kind of authority. Thus, a textbook which contains a self-sufficient program may decrease the motivation of teach-ers to be creative and autonomous in the process of teaching (Lund, 2006). This is the same concept that Cortazzi and Jin (1999) call de-skiller.

In addition, Tomlinson (2003: 162) explains that many of the textbooks "concentrated on the linguistic and analytical aspects of learning and … made insufficient use of the learners'

---

[16] Homework trainer

ability to learn through doing things physically, to learn through feeling emotion, to learn through experiencing things in the mind." He also maintains that "most current coursebooks will reveal a tendency to favor learners with a preference for studial learning and an apparent assumption that all learners are capable of benefiting from this style of learning" (Tomlinson, 2011: 18); however, these learners are in fact in the minority and other learning styles like the auditory, kinesthetic and experiential should also be taken into account. In other words, although textbooks can be helpful, there are "unfortunately many global textbooks [which] are not engaging or relevant for their users" (Tomlinson, 2012: 350). Likewise, McGrath (2013: 8) asserts that "coursebooks do not cater for the whole person; nor do they take adequate account of differences in learning preferences." He continues that textbooks "marginalize" teachers and they should be substituted by "resource" books. Swan (1992, as cited in Hutchinson & Torres, 1994: 315) also warns about this dangerous role of coursebooks and mentions …

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

Aside from these issues, it is important to say that textbooks are the representative of their writers' subjective interpretation of the curricula; thus, "relying on the authors' interpretation as the correct one is a tricky business" (Fenner, 2012: 371).

In summary the counter arguments about textbooks include the following points (Thaler, 2011: 17; Thaler, 2012: 84):

- Irrelevance: Textbooks may not be relevant to the needs of a particular group of learners.
- Homogeneity: Textbooks ignore the heterogeneity of pupils we find in most classrooms.
- Length: Textbooks include texts which may be too long or too short.
- Difficulty: Textbooks include texts which may be too difficult or too easy.
- Publication: Textbooks quickly go out of date.

- Boredom: Textbooks deal with topics that are not interesting, humorous or relevant to pupils.

- Routine: Textbooks can be repetitive (same character, same topic, same format for every unit).

- Passivity: The activities in textbooks do not deserve their name, do not really activate pupils and do not automatically guarantee acquisition of learning input.

- Bias: Textbooks present a middle-class view of reality—sanitized, elitist—and avoid controversial topics or present them in too formalized a way.

- Dependence: Textbooks prohibit the learners' freedom of choice and act against spontaneity in the classroom.

- Straitjacket: Textbooks threaten the teacher's freedom of action.

- Economic interest: Textbooks are merely money-spinners for publishers.

Therefore, in spite of the notable demand for textbooks, they have been criticized by various scholars (e.g. Allwright, 1981; Sheldon, 1988; Thornbury, 2000; Thornbury & Meddings, 2001; Prodromou, 2002; Tomlinson, 2011) on different grounds. As Cunningsworth (1984: 1, 1995: 15) emphasizes, "[language coursebooks] should be seen as the teacher's servant and not his master." Thus, teachers should attempt to create a balance between using their textbooks and providing supplementary materials for the classroom which suit the needs of the learners and the objectives of their lessons (Garinger, 2001; Thaler, 2012). Thus, „optimale Lehrwerkverwendung bedeutet nicht maximale Lehrwerkbindung[17]"(Kurtz, 2001: 43).

The controversial issues regarding the advantages and disadvantages of using textbooks pave the way for the scholars and textbooks designers to present different approaches and methods for developing and evaluating foreign language materials and coursebooks. In the next two sections, principles for material development and issues related to evaluation and analysis of textbooks, such as the importance of textbook evaluation, criteria, and types of evaluation will be discussed briefly.

---

[17] An optimal use of the course does not mean maximum commitment to it. (My own translation)

2.1.4. Principles of Material Development

The effect of using textbooks in language teaching is something which has been discussed for many years. The most significant issue in this argument is to reflect on how textbooks should be developed in order to be the best. It is essential to use the word "best" instead of "perfect" here since, according to Grant (1987: 118), "the perfect textbook does not exist, but the best book available for you and your students certainly does." Along with this issue, various scholars have provided some principles and regulations for designing and developing textbooks and materials. For example, Tomlinson (2012: 344) believes that …

Materials should be coherent and principled applications of

- theories of language acquisition and development,
- principles of teaching,
- our current knowledge of how the target language is actually used, and
- the results of systematic observation and evaluation of materials in use.

Furthermore, he (Tomlinson, 2003, 2008, 2011) suggests that textbooks should have interesting content, eye-catching appearance, offer a wide range of activities and tasks in order to attract learners and have a positive influence on them. As for the content of textbooks, he admits that it should be motivating and also related to the learners' own way of life and at the same time should make them aware of the social life and culture of the people who speak the target language. Moreover, the activities in coursebooks should engage learners in "meaningful communication" and expose them to authentic language (Tomlinson, 2008: 4-5). He continues that textbooks should not present too much information to the learners, but should instead help them to be innovative and critical by focusing on skills such as "connecting, predicting, discovering, interpreting, and evaluating" (Tomlinson, 2008: 6).

Regarding the concept of material development, Richards (2010) also states that coursebooks should cause learners to enjoy the learning process and let them work independently and assess themselves periodically. The learners should really feel that they have obtained many valuable and practical things from their textbooks. Crawford (2002) also maintains that textbooks should contain authentic texts and realistic tasks which make the learners ready for real-life encounters.

Following the importance of this issue, Mares (2003: 135) prepares a framework for text-book design which is derived from Lewis's (1993) and Nunan's (1999, as cited in Mares, 2003) argument regarding the human tendency "to learn partially many different things rather than systematically gain control over building blocks that lead to an organized fluen-cy." Mares (2003: 134) proposes that textbooks should principally try to "provide the learn-ers with comprehensible input … in an engaging way." To do so, they should contain varie-ties of communicative tasks which prepare learners for real-life interactions. He also asserts that textbooks should not be dogmatic about what should be acquired because learning is "an unpredictable and non-incremental process" (Mares, 2003: 137). In addition, he con-cludes that coursebooks should mainly focus on receptive skills and the "Observe-Hypothesize-Experiment" cycle rather than just "Presentation-Practice-Production." Thus, textbooks should include "language awareness activities" that involve learners in cognitive procedures such as exploring and analyzing. These activities make the learners reflect and think critically "about how language is used for different purposes" (Bolitho, 2003: 425).

With regard to presenting principles for designing and developing textbooks, Cunningsworth (1984: 59) argues that in coursebooks we should search for "variety and pace, attractive appearance and feel, activities leading to personal involvement and 'self-investment' in the learning process, and activities with a competitive or problem-solving element in them." He adds that an attractive textbook which makes the students interested in language learning should include things or information which are related to both their needs and interests and the language itself. Accordingly, Hutchinson and Water (1987, as cited in McGrath, 2002: 156) present some principles about the content of the materials. They believe that materials, especially textbooks, should …

- act as a stimulus to learning (e.g. texts are interesting; there are opportunities for learners to use their existing knowledge and skills; both teacher and learners can cope with the content);
- help to organize the teaching-learning process (e.g. there should be a clear and co-herent structure which helps the teacher to plan lessons and learners to feel a sense of progress and achievement, but the structure should not be so rigid that monotony results);
- embody a view of the nature of teaching and learning (i.e. reflect the beliefs of the writer);

- reflect the nature of the learning task—in this case, language learning (i.e. represent the complexity of language learning but also its manageability);
- provide models of correct and appropriate language use.

In summary, it can be concluded that most of the principles of material development presented above are basically concerned with the design of those tasks and activities which pay attention to the cognitive development of the learners during the learning process and the presentation of meaningful communication activities in order to make the learners prepare for real-life interactions. To achieve these aims, some important factors such as learners' needs and interests, providing comprehensible input and cultural information, as well as the enhancement of language skills and awareness should be taken into account. In this way, the learners can be involved in the process of language learning. These principles for designing coursebooks and many others which have been presented by various scholars in the field of language teaching and material development have paved the way for the concept of textbook evaluation or analysis. In other words, textbooks are scrutinized using different evaluation techniques in order to examine whether they are produced based on the standard principles for designing and developing coursebooks or not. In the next section, a thorough review of the concept of textbook evaluation and analysis, its importance, and types will be discussed.

2.1.5. Evaluation of Textbooks and its Importance

As Genesee (2001) maintains, evaluation is a procedure through which we can gather, examine, and interpret information. It helps us to select appropriate tools and methods in order to raise the quality of the course and the students' level of success. The literature describes evaluation as a course of action which involves probing and making subjective judgments. For example, Nunan (1992: 185) defines evaluation as a procedure which "involves not only assembling information but interpreting that information – making value judgments." As stated by Hutchinson (1987: 41), "evaluation is a matter of judging the fitness of something for a particular purpose." It can also be considered as "an activity of gathering information to be used in making educational decisions" (Genesee & Upshur, 1999: 140). Thus, "evaluation is the process of [collecting] information in order to put a value on something for some purposes…" (Alderson, 1986: 5, as cited in Brown & Rodgers, 2002: 227).

Some scholars distinguish between the concepts of analysis and evaluation. "Analysis seeks to discover what is there" (Littlejohn, 2011: 185), whereas evaluation is more concerned "to discover whether *what one is looking for* is there—and, if it is, to put a value on it" (McGrath, 2002: 22). Therefore, according to McGrath (2002: 22-23), the main aim of coursebook analysis is to give a description, and it is concerned with "inference and deduction," while in evaluation, we try to find out whether a textbook is suitable for a particular context using a comparison between "a description of a textbook" and "a description of a context." In other words, in evaluation we make value judgments, but in analysis we do not put any value on a textbook. Littlejohn (2011: 185) presents three levels for textbook analysis:

Level	Focus of analysis	Examples of features to be considered
1	'what is there' (objective description)	• statements of description • physical aspects of the materials • main steps in the instructional sections
2	'what is required of users' (subjective analysis)	• subdivision into constituent tasks • an analysis of tasks: what is the learner expected to do? who with? With what content?
3	'what is implied' (subjective inference)	• deducing aims, principles of selection and sequence • deducing teacher and learner roles • deducing demands on learner's process competence

Table 2. Three levels of textbook analysis (source: Littlejohn, 2011: 185)

These concepts are also discussed by German scholars under the names of "Lehrwerkanalyse" (course analysis) and "Lehrwerkkritik" (critical course evaluation). For example, Schmidt (1996: 400-401; see also Funk, 2010: 364) defines these two terms as follows:

Ein Lehrwerk analysieren ist …

- anhand von auf die innere Struktur des Lehrwerks zielenden Fragestellungen und/oder

- anhand vorgegebener oder selbst entwickelter Kriterien (Kataloge) Lehrwerkteile, im besten Fall das ganze Lehrwerk, nach Maßgabe dieser Fragen und/oder Kriterien untersuchen und die Ergebnisse der Untersuchung fixieren und/oder

- im Hinblick auf die Lernwünsche, -bedürfnisse und -möglichkeiten einer konkreten Lernergruppe ein Lehrwerk daraufhin untersuchen, ob es für diese Lernergruppe geeignet ist (der letztgenannte Punkt wiederum kann bereits als eine Art Lehrwerkkritik aufgefasst werden, insofern ein, wenn auch nur für eine ganz konkrete Zielgruppe gültiges, Urteil über die Eignung und Einsetzbarkeit eines Lehrwerks gefällt wird).

Ein Lehrwerk kritisieren ist …

- auf der Basis einer von den an das Lehrwerk gerichteten Fragen und den zugrunde gelegten Kriterien und Wertmaßstäben abhängigen Analyse ein Werturteil über das Lehrwerk abgeben und begründen, indem „Stärken" und „Schwächen", Vor- und Nachteile des Lehrwerks herausgarbeitet und belegt werden und/oder,

- auf der Basis der Erprobung eines Lehrwerks im Unterricht, im besten Fall in mehreren Kursen an verschiedenen Orten und Institutionen, ein Werturteil im beschriebenen Sinne abgeben[18].

Generally, course analysis and critical course evaluation follow three basic patterns:

- Abgleich eines bestimmten didaktisch-methodischen oder spracherwerbstheoretischen Ansatzes mit der Konzeption und deren Ausführung in einem bestimmten Lehrwerk oder im Vergleich mehrerer Lehrwerke

- (Vergleichende) Analyse von Einzelkomponenten in Lehrwerken

---

[18] Course analysis is …
  - based on questions concerning the internal structure of the course and / or
  - carried out by using predefined or self-developed criteria (catalogs) for the parts of the course, preferably the whole course, investigating according to these questions and /or criteria, and recording the results of the investigation and / or
  - examining a course with regard to the learning interests, needs, and possibilities of a specific learning group and finding out if it is suitable for this learning group (this point can already be seen as a kind of critical course evaluation if a valid judgment on the suitability and applicability of a course is made).
  A critical course evaluation involves …
  - expressing a value judgment of a course based on the questions about the course and the criteria applied depending on the analysis, and justifying "strengths" and "weaknesses" of it,
  - making a value judgment in the sense described, formed after testing a course in the classroom, preferably in several courses in different places and institutions. (My own translation)

- Zielgruppen-und schulformorientierte Eignungsstudien, die von mehr oder weniger genau erhobenen Eignungsmerkmalen einer Zielpopulation ausgehen (Funk, 2010: 364-365).[19]

On the whole, textbook analysis is concerned with "getting inside a book" (Graves, 2000, as cited in McGrath, 2013: 53) and "discovering what is there" (Littlejohn, 2011: 185). Thus, "as the term suggests, its purpose is descriptive-analytical rather than evaluative" (McGrath, 2013: 53), while "materials evaluation is a course of action that entails assessing the worth of one or more textbooks. It involves making judgments about the effect of the materials on the people using them" (Tomlinson, 2003: 15). As is clear from these definitions, "analysis is a process which leads to an objective, verifiable description. Evaluation, as the word suggests, involves the making of judgments" (McGrath, 2002: 22). In this study, the aim is to analyze and evaluate the textbooks without making any educational decisions based on the findings due to the contextual differences. In other words, this study relies on analyzing and evaluating the textbooks in terms of its foci; however, the textbooks are not judged based on the superiority of one over another.

The selection of language teaching materials can influence the quality of the learning-teaching process. As a result, materials, especially textbooks, can affect students' "success or failure" (Mukundan, Nimehchisalem, & Hajimohammadi, 2011: 100). Similarly, McGrath (2002: 12) states that "… [textbook] influences what teachers teach and what and to some extent how students learn." Therefore, using an appropriate textbook based on the interests and needs of the learners, the context of teaching, and the educational system is of utmost importance. Consequently, in order to choose such a textbook, a careful, meticulous analysis and evaluation is needed. As Sheldon (1988: 237) maintains, "the selection of a coursebook signals an executive educational decision in which there is considerable professional, financial and even political investment." Moreover, a systematic evaluation helps the teaching team of every institution or organization to distinguish between the existing textbooks in the market and choose the most appropriate ones. It also provides useful information about the content of the coursebooks which are already in use and as a result makes

---

[19] • comparison of a specific didactic-methodological or theoretical language acquisition approach with the concept and its implementation in a particular course or in a comparison of several courses
• (comparative) analysis of individual components in courses
• suitability studies based on target groups and school types, deriving from more or less accurately collected characteristics of a target population (My own translation)

the teachers aware of the probable drawbacks and benefits of the tasks, exercises, and whole units of the analyzed textbooks (Litz, 2005; Jahangard, 2007; Riazi & Mosalanejad, 2010; Mukundan, Nimehchisalem, & Hajimohammadi, 2011). Thus, materials evaluation is essential from an educational point of view since it illustrates the way a textbook can be revised, improved, and confirmed (Alamri, 2008). Regarding the importance of textbook evaluation, Cunningsworth (1995) and Ellis (1997) maintain that this process can assist teachers in going beyond generalized and imprecise judgments and therefore leads them to gain a more practical, precise, and organized outlook towards their textbook. Moreover, textbook evaluation can be an important part of teacher-training courses because it not only gives the teachers valuable information about the significant characteristics of the textbooks, but it can also inform them about different published coursebooks in the market (Litz, 2005).

Generally, it is the teachers who are responsible for the evaluation of the textbooks which they use in classroom, and even in those countries where the school board, the state, or Ministry of Education takes this responsibility, "teachers still need to know on a daily basis how to evaluate in order to utilize its assets and compensate for its limitations in applying it to the needs of the students and the objectives of the class" (Skierso, 1991: 432). Nevertheless, this task is always challenging for the teachers and they need some guidelines to evaluate and analyze their textbooks. These guidelines have to be established based on the purposes, rationales, and conditions of the evaluation (Tomlinson, 2011). There are many guiding principles which have been discussed by different experts in this regard. Some of them will be presented in the next section of this work.

2.1.6. Principles and Criteria of Material Evaluation

ELT textbook designers and evaluators should take a variety of factors into account before starting to design or evaluate a textbook for a specific context. The most important ones are the roles of the learner, teacher, materials, and the related syllabus (Richards & Rodgers, 2001). To consider these factors, the evaluator should pay attention to teachers' as well as learners' needs and interests (Bell & Gower, 2011). In other words, textbook evaluators should include criteria that explore the suitability of the linguistic items, subjects, content and topics to the learners' identities, backgrounds, needs and interests, in addition to those of the teachers and institutions (Grant, 1987; Litz, 2005). Regarding the importance of

learners' needs in the development and evaluation of textbooks, Cunningsworth (1995: 15-17) maintains …

1. Coursebooks should correspond to learners' needs. They should match the aims and objectives of the language-learning program.

2. Coursebooks should reflect the uses (present or future) which learners will make of the language. Select coursebooks which will help to equip students to use language effectively for their own purposes.

3. Coursebooks should take account of students' needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid 'method'.

4. Coursebooks should have a clear role as a support for learning. Like teachers, they mediate between the target language and the learner.

Another significant factor which is influential in this matter is motivation. Cunningsworth (1984) asserts that textbooks should contain a variety of activities appealing to language learners. Those tasks which promote personal involvement can lead to an increase in learners' motivation. Furthermore, the cultural perspectives of the coursebook which have a determining impact should be related to the needs and aims of the learners.

Aside from the above-mentioned factors, Chambers (1997) and Hashemnezhad and Maftoon (2011) suggest that other pedagogical aspects, such as age group, cultural appropriateness, methodology, level of quality, number and type of exercises and tasks, skills, teacher's guide, variety, pace, and personal involvement should also be taken into account. Daoud and Celce-Murcia (1979: 302-303) propose that three kinds of information should be collected before starting the evaluation process: First, getting background information about the students (their age range, proficiency level in English, sex distribution, level of general education, background languages and reasons for studying English), second, course syllabus (i.e. relative emphasis given to each skill, tasks that each skill needs, emphasis on each language area—grammar, vocabulary, pronunciation and the use to which language material will be put.), and third, institutional data which include class size, hours allocated to the study of English, audio visual equipment, preferred dialect of English, institutional or national objectives for English instruction, and nature of examinations. Moreover, Becerra (2006: 33) introduces three elements in the evaluation procedure. The first is related to the collection of information regarding students' background, learning processes, and instructional factors. The second element refers to the interpretation of the information and its comparison with other objectives or

relevant information influential in our decision. And finally, the third deals with the decision-making procedure in terms of instruction, students, textbooks, etc.

Evaluating a textbook is therefore not an easy task since there is no fixed system or criteria that can be applicable to all these dimensions. Nevertheless, there exist a series of universal aspects which are helpful in the analysis of EFL/ESL textbooks in a structured, consistent, and systematic way. For example, Tucker (1975: 359-361, as cited in Ansary & Babaii, 2002: webpage) believes that a system for textbook evaluation consists of …

- a predetermined data-driven theory-neutral collection of universal characteristics of EFL/ESL textbooks, discrete and precise enough to help define one's preferred situation-specific criteria;

- a system within which one may ensure objective, quantified assessment;

- a rating method that can provide the possibility for a comparative analysis;

- a simple procedure for recording and reporting the evaluator's opinion;

- a mechanism by which the universal scheme may be adapted and/or weighted to suit the particular requirements of any teaching situation;

- a rating trajectory that makes possible a quick and easy display of the judgments of each and every criterion;

- a graphic representation to provide a visual comparison between the evaluator's preferred choices as an archetype and their actual realizations in a particular textbook under scrutiny.

In line with this system, there are some features which should be observed in the process of evaluating a textbook. These aspects are …

1. The appeal of the materials;
2. The credibility of the materials to learners, teachers, and administrators;
3. The validity of the materials;
4. The reliability of the materials;
5. The ability of the materials to interest the learners and the teachers;
6. The ability of the materials to motivate the learners;
7. The value of the materials in terms of short-term learning;
8. The value of the materials in terms of long-term learning;
9. The learners' perceptions of the value of the materials;

10. The teachers' perceptions of the value of the materials;

11. The assistance given to the teacher in terms of preparation, delivery and assessment;

12. The flexibility of the materials;

13. The contribution made by the materials to teacher development; and

14. The match with administrative requirements (Tomlinson, 2003: 15).

Following these features, different criteria can be taken into account when evaluating and selecting a textbook. Many scholars in the field of EFL/ESL textbook analysis and design (e.g. Williams, 1983; Sheldon, 1988; Cunningsworth, 1995, McDonough & Shaw, 2003; Harmer, 2007; Tomlinson, 2011) believe that for evaluating and analyzing language coursebooks some important criteria related to the physical features of a textbook such as layout, design, organizational and logistical aspects should be considered. Moreover, some other criteria should be included to evaluate a coursebook's methodology, objectives, approach, and its suitability to teachers' methods and educational curriculum. At the same time, these criteria should be concerned with analyzing the linguistic and functional aspects of a language as well as the socio-cultural and cultural contents (see also Litz, 2005). In line with this view, Chastain (1976: 526-529) suggests the following criteria for evaluating and selecting a textbook:

- Vocabulary and content of the dialogs and/or reading materials

- Emphasis placed upon the steps in language acquisition

- The four language skills and culture (text needs to give the students more information concerning the people about which they are studying)

- Sequence of developing the language skills

- Possibilities should be included in the text for some type of homework in preparation for the next class meeting.

Aside from the features discussed in the evaluation of the coursebooks, in another criterion presented by İnal (2006: 25-26), the importance of the role of the tasks in textbook selection is highlighted more and the following questions are posed to analyze the tasks in order to select a coursebook:

1. Are the subjects and contents of the tasks relevant to your aims?

The subjects and contents of the tasks should fit the objectives and goals of the syllabus.

2. **Do students find the tasks interesting?**

The needs and interests of the students definitely need to be taken into account. They should be encouraged to address and discuss their interests while using the language in a communicative way.

3. **Is the language in the tasks relevant?**

The language in the tasks should be carefully scrutinized prior to the exercise in order to ensure that it is concise, clear, and that flow and consistency are maintained.

4. **Is there variety in the tasks?**

The tasks should be flexible and appeal to different learning styles and strategies, and should not favor one type of learner over another.

5. **Are the tasks authentic?**

The tasks should represent characteristics that are authentic to the society in which the target language is used, thus preparing the learner for real life situations.

6. **Do the tasks provide the student with training?**

The tasks should enable learners to employ necessary strategies in developing speaking, reading, writing, and listening skills that will be necessary for them to deal with real life situations.

7. **Do the texts of the tasks increase the student's general knowledge?**

They should equip the students with necessary knowledge to enable them [to] better comprehend the world.

8. **Are the objectives clearly stated for each task?**

Clearly stated objectives should be easily accessible as they cannot be realized if the teachers and learners are not aware of them. When students know why and what they are learning it makes activities and tasks more purposeful and meaningful.

9. **Are cultural sensitivities taken into consideration?**

The coursebook topics and contents should be relevant to the culture of the students and the text, illustrations, and pictures should be culturally suitable.

10. **Are the objectives of the course book compatible with the school's language-learning aims?**

Each school has a different vision and mission for teaching and learning. A course book that is appropriate for one school may not be appropriate for another as each one differs in their approach towards their goals.

To sum up, textbook evaluation and analysis are multifaceted and demanding issues since different variables which influence the success or failure of coursebooks should be taken into account in this process. Such variables have been presented by many scholars as evaluation criteria; however, "it is important to limit the number of criteria used and the number of questions asked to manageable proportions [based on the objectives of the evaluation]. Otherwise we risk being swamped in a sea of details" (Cunningsworth, 1995: 5). It should be mentioned that since textbooks are considered as parts of the materials, the principles and criteria used for material evaluation can also be applied to textbook analysis and evaluation.

Having completed a short review of the principles and criteria in material evaluation, it is now time to turn to different types of evaluation.

2.1.7. Types of Evaluation

As discussed before, materials, especially textbooks, are essential parts of every language program. Thus, because of their significant role, they have always been examined and evaluated in order to make educational decisions and progress in designing and developing them to improve the quality of teaching and learning. There are different reasons for evaluating and analyzing a textbook. As Littlejohn (2011: 205) states, "materials analysis and evaluation enable us to see 'inside' the materials and to take more control over their design and use." In line with this view, the evaluation process intends to accomplish the following aims:

- To identify particular strengths and weaknesses of a textbook already in use;
- To find out how successful the coursebook used in the classroom were;
- To investigate whether the coursebook fulfilled the set course objectives;
- To examine the extent to which the textbook helped learners to reach the learning goal;
- To identify whether the designs of the textbook were appropriate regarding the syllabus;
- To supply an interpretation of the information and help to make decisions, suggestions, and modifications;

- To provide teachers, textbook designers and decision makers with useful information about the learners' needs and interests (Cunningworth, 1995: 14; Akin & Guceri, 2001: webpage; Aqel, 2009: 11).

To achieve these aims, different types of evaluation have been presented by many scholars, so the literature in this regard is rather extensive. According to Cunningsworth (1995: 14), for example, evaluation can occur before, during, and after the use of a textbook based on the situations and its goals. He classifies textbook evaluation into three groups of "pre-use", "in-use", and "post-use" evaluations. "Pre-use" or predictive evaluation refers to an examination of the "future or potential performance" of a textbook. This kind of evaluation assists teachers in choosing the most suitable coursebook for their classroom by scrutinizing its potential performance. "Pre-use" evaluation can be considered as the most demanding kind of evaluation since the teachers do not have any experience of the textbook on which they can rely. In spite of the fact that this method is the most common form of evaluation, it is not particularly recommended since it is only concerned with the prediction of the potential appropriateness of a textbook (McDonough & Shaw, 2003; Tomlinson, 2003). Furthermore, this kind of evaluation deals with obtaining a "quick impression" of a textbook and can cause inaccurate judgments (Tomlinson, 2003: 23).

The second type or "in-use" evaluation focuses on examining the textbook when it is actually in use. The teachers and learners as the main users of the textbook are usually engaged in this type of evaluation (McGrath, 2002: 15). It helps the teachers to discover the strong and weak points of their textbook in order to carry out some modifications or probable replacement. Tomlinson (2003: 24) believes that this kind of evaluation is more "reliable and objective" than the first since it deals with "measurement" rather than prediction; however, this kind of measurement is limited to "what is observable and cannot measure what is happening in the learners' brains." He adds that the following issues can be measured in "in-use" or "whilst-use" evaluation:

- clarity of instructions
- clarity of layout
- comprehensibility of texts
- credibility of tasks
- achievability of tasks

- achievement of performance objectives

- potential for localization

- practicality of the materials

- teachability of the materials

- flexibility of the materials

- appeal of the materials

- motivating power of the materials

- impact of the materials

- effectiveness in facilitating short-term learning

And finally, "post-use", retrospective or reflective evaluation includes the "retrospective assessment of a coursebook's performance" and the actual impact of the textbook on the users. It aids teachers in thinking about the quality of their coursebook after using it in a specified language program in order to decide on the future use of the textbook (Cunningsworth, 1995: 14, see also Ellis, 1997). This type of evaluation, which is the "most valuable but least administered" (Tomlinson, 2003: 25), can measure both short-term outcomes, such as the effects of using the textbook on learners' motivation, and long-term outcomes like permanent learning and utilization. Although "post-use" evaluation can be considered as the most reliable one, it has its disadvantages as well. For example, it is extremely time-consuming and needs experts to implement it. Moreover, there are many other factors, such as exposure to the language outside the class, different learning and teaching styles, family support, etc., that can influence language learning besides the textbook. Yet these drawbacks may be reduced when teachers' and learners' experiences are taken into account alongside the opinions of an external evaluator who is not related directly to the educational context. Furthermore, questionnaires which consider the external factors in language learning can increase the reliability of this evaluation type (Tomlinson, 2003).

A further classification regarding textbook evaluation is suggested by Hemsley (1997: 74). He specifies three types of evaluation, i.e. "intuitive or impressionistic", "formal prior-to-use", and "process" evaluation. The first type is based on the "first impression" by collecting the information merely through having a quick look at the textbook or reading its blurb. From his point of view, this kind of evaluation cannot be an organized, reliable, and thorough one. In contrast, the second type or "prior-to-use" evaluation is more meticulous,

systematic, and complete since it involves the "step-by-step examination" of the coursebook using carefully designed checklists. The third type deals with "predictive evaluation, choice of a material, followed by a post-use retrospective evaluation."

Comparing these two types of evaluation presented by Cunningsworth (1995) and Hemsley (1997), it can be concluded that both of these models follow more or less the same principles since they consider three steps in the evaluation of a textbook in the form of a pre-, while- and post-evaluation procedure.

Concerning the evaluation of a coursebook, Cunningsworth (1995: 15) also maintains that sometimes there is a need for a general evaluation of a textbook regardless of special groups of learners or classes. For instance, a new textbook can be evaluated in order to determine in what circumstances it can be effective and for teaching which skills it could be suitable. This kind of evaluation is called "evaluation for potential" and is used mostly in teacher-training programs. However, "evaluation for suitability" concerns "matching a textbook against a specific requirement such as the learners' goals, the learners' background, the resources available, etc." The main difference between these two types of evaluation lies in the answer to two questions: "what would this coursebook be good for? and would it be good for my class?"

McGrath (2002: 13-14) explains that the most secure way for analyzing and selecting a textbook is to obtain the opinion of students or learners who are similar to those that the coursebook is designed for. This kind of evaluation is called "trialling." An alternative to trialling is to collect the information about the textbook from other users, for instance by asking other institutions which utilize the same textbook, by interviewing teachers who have used the coursebook, or by observing the textbook in use. When conducting these two types of evaluation is not possible, the "armchair" evaluation can be an appropriate choice since it involves the careful and precise analysis and evaluation of a textbook.

Like the other types of evaluation, these two models—McGrath's and Cunningsworth's—rely on the subjective attitudes of the actual users of textbooks, i.e. teachers; however, in McGrath's model the opinions of the learners are also taken into account in the "trialling" phase.

McDonough and Shaw (2003: 61-70) propose another point of view towards the evaluation of textbooks. They discuss three types of evaluations: external, internal, and overall. External evaluation refers to a short "overview" of the coursebook "from the outside" by

considering the blurb, introduction, and table of contents. Moreover, in this type of evaluation other important factors, such as the organization of the textbook, the layout, the intended audience, the proficiency level, the cultural viewpoint, the visual aids, the context of the use, the author's view and the methodology used should also be taken into account. In other words, the evaluator in the external stage should analyze "what the textbooks say about themselves" (Cunningsworth, 1984: 2). An internal evaluation, on the other hand, deals with an "in-depth investigation" of the coursebook to see if the author's or publisher's claims about the factors which have been analyzed in the external evaluation could be justified. In this type, various features such as the presentation of the skills, the grading and sequencing of the materials, the discourse level, and the authenticity of the tasks and texts will also be analyzed. In addition, the evaluator should verify if the textbook can motivate both teachers and learners and whether it is relevant to learners' needs and their different learning styles. Finally, in overall evaluation a general assessment regarding the usability, generalizability, adaptability and flexibility of the textbook will be carried out. In this way, McDonough and Shaw's model is similar to the model of Hemsley (1997) explained earlier. McDonough and Shaw (2003: 66) present a figure which shows the process of materials evaluation:

Macro-evaluation ----------> inappropriate/ potentially appropriate ————————>
(External)

Exit

Micro-evaluation ------------> inappropriate/ appropriate ————————> adopt/select
(Internal)

Exit
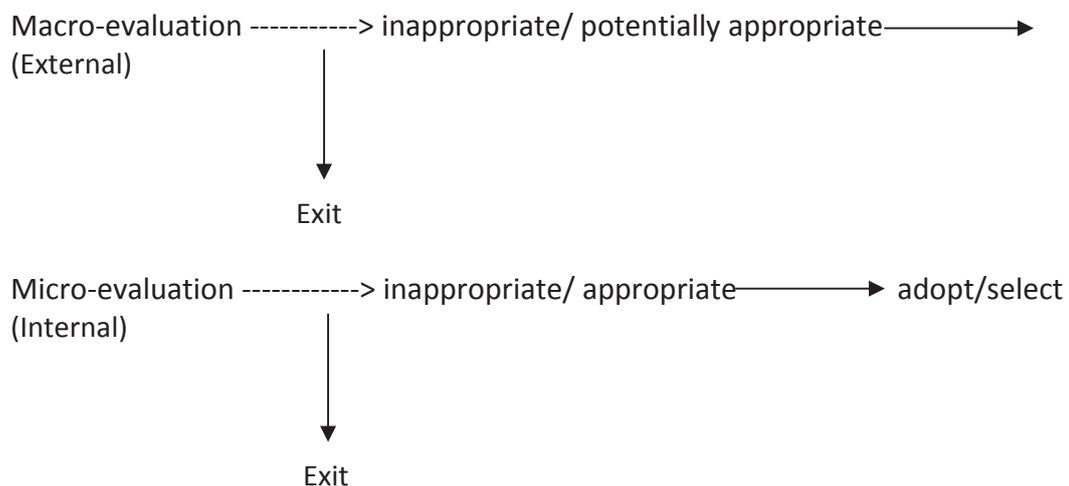
Figure 2. The process of material evaluation (Source: McDonough and Shaw, 2003: 66)

Based on this figure, they explain that if the results of the external evaluation indicate the textbook to be suitable for the intended group and their objectives, a more thorough internal or micro-evaluation can be started. If not, we can "exit" at this phase and begin analyz-

ing other textbooks. Considering the concepts of macro- and micro- evaluation, some scholars have presented various definitions. For instance, Ellis (1997: 37) asserts that macro-evaluation deals with "an overall assessment" of a coursebook, while micro-evaluation focuses on "one particular teaching task" and provides more detailed information. Thus, "a micro-evaluation of teaching materials is perhaps best carried out in relation to 'task'" (Ellis, 1997: 38).

In order to conduct different types of evaluations, many methods have been presented. For instance, according to Hrehovcik (2002: 223), textbook evaluation methods can be generally classified as follows:

A. **Methods of theoretical analysis**

1. the theoretical-analytical method (e.g. the determination of the conformity between the textbook and the syllabus – comparative study)

2. the special analytic method (i.e. analysis according to a set of internal didactic criteria)

3. the comparative analysis of textbooks (i.e. two or more textbooks are mutually compared)

B. **Empirical analytical methods**

1. experimental investigation in the use of textbooks

2. public inquiry applied to teachers

3. public inquiry applied to learners

C. **Statistical (quantitative) methods**

McGrath (2002: 25) introduces another classification including three fundamental methods: the impressionistic method, the checklist method and the in-depth method.

The impressionistic method

An impressionistic analysis or "impressionistic overview", as suggested by Cunningsworth (1995: 1), refers to getting an overall impression of a textbook. This method of evaluation is more or less similar to external evaluation. It involves conducting the "flick test" (Matthews, 1985: 204), which is a quick look through the coursebook to evaluate its general attractiveness to learners, examining the "publisher's blurb, the contents page, and then skimming through the textbook looking at organization, topics, layout and visuals" (McGrath, 2002: 25). Probing the general characteristics of a unit or more particular factors like the analysis

of tasks, activities and language skills may also help to get a general idea of a textbook (Cunningsworth, 1995: 2; Johnson, 1986: 55, as cited in McGrath, 2002). According to McGrath (2002: 33-37), these kinds of "first-glance" evaluations can be conducted using a set of Yes/No questions or a flowchart process.

The checklist method

One of the most common techniques for the evaluation or analysis of language textbooks is the checklist method, which can be used by teachers, researchers as well as learners to measure the quality of a coursebook (Mukundan, Nimehchisalem, & Hajimohammadi, 2011). The checklist method consists of applying a pre-determined checklist, including some criteria which can be used for assessing and analyzing a textbook. In this sense, a checklist contains "a list of items to be checked or referred to for comparison, identification, or verification" (Collins English Dictionary, 2014), the items being ticked when their existence has been ascertained (McGrath, 2002). The checklist method has the following advantages:

1. It is *systematic*, ensuring that all elements that are deemed to be important are considered.
2. It is *cost effective*, permitting a good deal of information to be recorded in a relatively short space of time.
3. The information is recorded in a *convenient* format, allowing for easy comparison between competing sets of material.
4. It is *explicit* and, provided the categories are well understood by all involved in the evaluation (see Chambers, 1997), offers a common framework for decision-making (McGrath, 2002: 26).

Thus, checklists are tools which can make evaluation criteria more direct and accurate, and their practical layout helps the evaluator to compare more textbooks using a general structure for analysis (McGrath, 2002: 27). Within this framework, Skierso (1991: 440) mentions Tucker's elaboration on the systematic nature of the checklist and emphasizes that …

> A textbook evaluation checklist should consist of a comprehensive set of criteria based on the basic linguistic, psychological, and pedagogical principles underlying modern methods of language learning. These criteria 'should be exhaustive enough to insure assessment of all characteristics of the textbook. And they should be discrete enough to focus attention on

one characteristic at a time or on a single group of related characteristics' (Tucker, 1978: 219).

As mentioned before (Section 1.1), many specialists (e.g. Daoud & Celce-Murcia, 1979; Williams, 1983; Cunningsworth, 1984; Sheldon, 1988; Skierso, 1991; Cunningsworth, 1995; Ur, 1996; Kieweg, 1999; Richards, 2001; Garinger, 2002; Ansary & Babaii, 2002; McGrath, 2002; McDonough & Shaw, 2003) have designed various checklists for the systematic analysis of textbooks. Although these checklists and many others may differ noticeably in their scope, structure, and criteria, some common features are observable among them. Most of them refer to the following points:

- design: includes both layout of material on the page and overall clarity of organization
- language content: coverage of linguistic items and language skills
- subject matter: topics
- practical considerations (referred to as 'general' or 'technical' in some checklists): this category includes availability, durability and price (McGrath, 2002: 43)

Other scholars, such as Hewings (1991), Prodromou (1992), Alptekin (1993), and Vrbová, (2006) on the other hand, try to consider culture in textbooks rather than language, and their checklists were designed accordingly.

Generally speaking, a coursebook evaluation checklist should provide broad and complete information that can make the process of evaluation and comparison easier. Moreover, its structure should be comprehensible and clear and reduce the burden on the evaluator's shoulders. It should also be suitable for the teachers in guiding them to choose the most appropriate textbook for their context. In this sense, checklists can be helpful for the improvement of teaching and learning the language in that context (McGrath, 2002). However, they have their disadvantages as well. One important issue regarding checklists is that they can become out-dated as quickly as the textbooks themselves. From the teachers' and researchers' points of view, coursebooks should always be designed based on the latest approaches and theories in language teaching and learning. These issues should also be included in the checklists. If we use a checklist which was applied to the evaluation of coursebooks many years ago by someone else, we must check all the categories and under-

lying assumptions to make sure that they match our current objectives and beliefs; otherwise, we should make the necessary modifications to the checklist (McGrath, 2002).

The in-depth method

As is apparent from its name, the in-depth method refers to a more detailed, careful and precise examination of the textbook and "go[es] beneath the publisher's and author's claims" about a coursebook (McGrath, 2002: 27). In the in-depth method, the process of evaluation involves concentrating on particular features (Cunningsworth, 1995), the exact analysis of one or more specific parts (Hutchinson, 1987), or the complete investigation of two units by means of prepared questions (Johnson, 1986, as cited in McGrath, 2002). In spite of the accurate analysis of a textbook with this method, it has the following disadvantages:

1. Representativeness of samples: the samples (e.g. exercises, lessons, units) selected for analysis may not be representative of the book as a whole, and this may therefore distort any judgment.

2. Partiality: because in-depth analysis is normally narrowly focused (being based either on a particular section of the material or one or more threads running through it), it gives only a partial insight into what the material offers.

3. Time and expertise required: some proposals for in-depth evaluation would involve a good deal of time; others require expert knowledge (e.g. of language description) that is not available (McGrath, 2002: 28).

In another classification, Průcha (1998: 47-48, as cited in Kysilka, 2014: 14) categorizes different methods of textbook analysis as follows:

- Quantitative Methoden – Es werden verschiedene statistische Verfahren benutzt, mit denen die Einheiten des Lehrbuchs gemessen werden.

- Methoden der Inhaltlichen Analyse – Beschäftigen sich mit der Wertung und Ermittlung der qualitativen Eigenschaften, am meisten mit dem Inhalt des Lehrbuchs.

- Fragemethoden – Die Aussagen über verschiedene Eigenschaften des Lehrbuchs und über ihr Fungieren werden gesammelt und bewertet. Oft geht es um verschiedene Fragebögen, die von den Lehrenden und Lernenden ausgefüllt worden sind.

- Testmethoden – Die Ergebnisse der Lernenden, die vom Lehrbuch abhängig sind, werden untersucht.

- Experimentale Methoden – Die Effekte der genutzten Modifikationen werden untersucht.

- Komparative Methoden – Zwei oder mehr Lehrbücher werden z.B. nach Umfang oder Folge der Themen des Lernstoffes untersucht. Es können Lehrbücher eines Faches in verschiedenen Schuljahren, oder z. B. Lehrwerke von verschiedenen Fächern in einem Schuljahr verglichen werden. Sehr oft werden neu erschienene Lehrbücher mit den bisherigen Lehrbüchern verglichen. In der historischen Forschung wurde die Komparative Methode benutzt und die Entwicklung der Konzeption sowie des Inhalts des Lernstoffes in verschiedenen Zeiträumen untersucht.[20]

On the whole, although there are different positions towards the role and importance of textbooks in language programs, it is the teacher who is the actual user of this kind of material and can decide to work with or without a coursebook. This decision is related to a variety of factors including the contexts, facilities, objectives, learners' opinions, needs, interests, and learning styles, etc. Thus, one cannot support or criticize the use of textbooks in the classroom without paying attention to the elements mentioned above. Furthermore, when a teacher makes his/her own decision about working with a coursebook, the next significant step which should be taken into account is selecting an appropriate textbook among various coursebooks in the market. A successful selection cannot be achieved without a clear and thorough analysis and evaluation through which a teacher can decide about the effectiveness and appropriateness of the textbooks in his/her own contexts considering the above factors. Within this framework, the importance of materials evaluation, especially the textbooks, is much more emphasized in language programs. As discussed earlier, different methods can be used to evaluate or analyze the textbooks. Using a specific method for the evaluation also depends on various factors, such as the objectives of the analysis, teaching

---

[20] • Quantitative methods – different statistical methods are used in order to assess the units of the textbook.
  • Methods of Content Analysis – deal with the evaluation and discovery of qualitative features, mostly in regard to the content of the textbook.
  • Question Methods – answers about various features of the textbook and their functions are collected and evaluated. Different questionnaires completed by teachers and learners are often analyzed.
  • Test methods – the results of the learners, who are dependent on the textbook, are investigated.
  • Experimental Methods – the effects of the modifications made are examined.
  • Comparative Methods – two or more textbooks are investigated, e.g. regarding the range or sequence of the themes of the content. This method allows for the comparison of textbooks on one subject for different school years or courses of different subjects for the same school year. Very often newly published textbooks are compared with previous ones. The comparative method was also used in historical research and often examined the development of the concept and the contents of learning materials at different times. (My own translation)

criteria, time, facilities, etc. Against this background, a teacher should choose those methods which are more compatible with their settings and goals in order to make a right decision.

Having discussed the role of textbooks in language teaching and different methods for analyzing and evaluating them, in the next section of this chapter, a short review on the importance of culture teaching, its inclusion in the textbooks and the emergence of ICC will be presented in detail.

2.2. Culture and Textbook

The concept of culture has always been among the hotly debated issues in foreign language teaching. For this reason, many scholars have presented various theories in this regard. Accordingly, textbook designers and practitioners attempt to take this important factor into account in the process of developing their textbooks. Given that the textbook is the most important material in the hands of the teacher, it should, according to Çakir (2010), cover different aspects of a language, from linguistics to culture. As Buttjes and Byram (1991: 179) suggest, textbooks "not only embody theories of language learning and methods of teaching dependent on them, [but] also portray an image of other culture[s] …" Furthermore, as Arikan (2005) states, textbooks can influence students' attitudes and beliefs towards different socio-cultural aspects, such as religion, sex, social groups, etc., in a society because most aspects of teaching are dependent on the textbook in language classrooms.

Concerning this significant role of culture in ELT and materials, in this section a comprehensive overview on the notion of culture and its relationship with language, the emergence of culture teaching and its importance, the concepts of globalization and ICC, and textbooks and cultural awareness will be attempted.

2.2.1. Concept of Culture

Culture is not a new concept in the history of foreign language teaching. As Kelly (1969) mentions, cultural constituents have been incorporated into foreign language programs for centuries. However, defining the notion of culture is not an easy task. Since culture is a very multifaceted concept, it may not be possible to reach an inclusive and comprehensive definition of it. As an alternative, current theories of culture are likely to link to particular contexts and fields of study (Duranti, 1997).

Regarding the complexity of defining culture, Hinkel (1999: 1) also states that "there are as many definitions of culture as there are fields of inquiry into human societies, groups, systems, behaviors and activities." However, Samovar, Porter, and Stefani (1998: 36) claim that their definition of culture "covers most of the major territory of culture on which scholars currently agree." They define culture as …

> The deposit of knowledge, experience, beliefs, values, actions, attitudes, meanings, hierarchies, religion, notions of time, roles, spatial relations, concepts of the universe, and artifacts acquired by a group of people in the course of generations through individual and group striving.

Based on this definition, it can be concluded that culture is perceived as something which can be acquired or learned, and transmitted from one generation to another. Culture is also recognized as something through which people can express and characterize themselves ("artifacts"). Nevertheless the focal point of Samovar, Porter, and Stefani's definition is on people's "knowledge, beliefs, attitudes, values, and actions." On the explanation of relating culture to "a group of people", this definition argues that culture is common among the members of a society, and each society is different from another in terms of their cultures (Samovar, Porter, & Stefani, 1998). These ideas can be summed up in the following definition by Nieto (2002: 53):

> I define culture as the ever-changing values, traditions, social and political relationships, and worldview created and shared by a group of people bound together by a combination of factors (which can be a common history, geographic location, language, social class and/or religion).

In contrast, other scholars like Saluveer (2004) believe that culture is omnipresent, multifaceted, complicated, and a universal concept which has been shared by all human beings and separated them from the animal world. Tornberg (2000: 181, as cited in Pervan, 2011: 9-10) takes another position towards the concept of culture. He states that culture can be defined from aesthetic and anthropological points of view. From the first viewpoint, culture is associated with art, literature and history, but from anthropological point of view, culture is linked to everything which is related to a group of people, such as language, values, beliefs, behaviors, attitudes, customs, clothes, etc. According to this definition, the anthropological viewpoint sees culture as something homogenous and often directly connected to a nation.

In other words, culture can be defined as "the whole way of life of a people or group. In this context, culture includes all the social practices that bond a group of people together and distinguish them from others" (Montgomery & Reid-Thomas, 1994: 5, as cited in Thanasoulas, 2001). This definition of culture is similar to Samovar, Porter, and Stefani's (1998) since both of them focus on the shared values, beliefs, and attitudes which connect people in a specific society together and at the same time make them distinct from other groups.

Tornberg (2000, as cited in Pervan, 2011) also explains that from a modern anthropological point of view, culture is considered as a continually changing process which cannot be separated from us. Likewise, Gagnestam (2003: 43, as cited in Pervan, 2011: 10) says that "everyone is part of culture(s) and everyone is contributing to the changes of culture(s) which means that it is difficult to just stand aside and observe culture as a phenomenon. Culture must therefore be regarded as a process rather than as a product." Shore (1996: 44) also has a cognitive anthropological perception of culture. According to him, culture is "an extensive and heterogeneous collection of 'models', models that exist both as public artifacts 'in the world' and as cognitive constructs 'in the mind' of members of a community." Kramsch (1998) presents a definition of culture which is almost identical to the modern anthropological viewpoint. She asserts …

> Culture can be defined as membership in a discourse community that shares a common social space and history, and common imaginings. Even when they have left that community, its members may retain, wherever they are, a common system of standards of perceiving, believing, evaluating, and acting. These standards are what is generally called their 'culture' (Kramsch, 1998: 10).

Therefore, Kramsch views "cultures [as] fundamentally heterogeneous and changing [concepts], [which] are a constant site of struggle for recognition and legitimation" (Kramsch, 1998: 10). She also points out the concepts of insider/outsider in culture. In order to establish an identity in a special community, people should consider themselves as "insiders" towards others, whom they identify as "outsiders". Since culture is a procedure that can include and exclude, it clearly involves the "exercise of power and control" (Kramsch, 1998: 8).

In addition to the anthropological definition of culture, behaviorist, functionalist and cognitivist definitions have been presented in order to elaborate further the concept of culture. The behaviorist viewpoint sees culture as distinct behaviors, for example traditions,

habits or customs in marriage. Thus, culture is something which is observable and common among the members of a group. However, the functionalist position towards culture focuses on the underlying function of the shared behaviors within a community. These functions are not observable and can be inferred from the behaviors of people. Therefore, culture is seen as a social phenomenon. The cognitivist definition of culture, on the other hand, puts more emphasis on what people have in their minds regarding these shared behaviors (Robinson, 1985: 8-10). Therefore, it can be concluded that the anthropological definition of culture embraces the ideas presented in the behaviorist, functionalist and cognitivist viewpoints towards culture. In line with this view, Cortazzi and Jin (1999: 197) refer to culture as "the framework of assumptions, ideas, and beliefs that are used to interpret other people's actions, words, and patterns of thinking."

Following the modern anthropological point of view, Corbett (2003: 20) also considers culture as a dynamic concept and highlights the mutual relationship of various parts of culture. He explains that the culture of a community includes "the relationship between its core beliefs and values, and the patterns of behavior, art and communication that the group produces, bearing in mind that these beliefs and values are constantly being negotiated within the group." This view is evident in Robinson's (1985: 11) definition as well, where he describes culture as a "dynamic system of symbols and meanings" which is changing all the time. In this sense, Robinson's definition is in parallel with Geertz's (1973: 89) since he also refers to culture as a symbolic system of meanings. He suggests that culture is the "historically transmitted pattern of meanings embodied in symbols, a system of inherited conceptions expressed in a symbolic form by means of which men communicate, perpetuate, and develop their knowledge about and attitude towards life."

The concept of culture has also been described in terms of different categories. For example, Robinson (1985: 7) defines culture based on three main classifications, i.e. "product" referring to literature, folklore, art, music, artefacts, "ideas" dealing with the values, institutions, and beliefs of a particular community, and finally "behaviors" relating to the customs, habits, food, dress and leisure. Accordingly, Wang (2005, as cited in Jiang, 2010: 22) proposes a definition of culture comprising six categories. These refer to "materials or tangible substances, social principles and organization, science and art, language and other communicative systems, customs and models of behavior and, lastly value systems, world views,

racial features and thinking models." Another categorization regarding the definition of culture is presented by Goodenough (1981: 62):

- The ways in which people have organized their experience of the real world so as to give it structure as a phenomenal world of forms, their percepts and concepts;

- The ways in which people have organized their experience of their phenomenal world so as to give it structure as a system of cause and effect relationships, that is, the propositions and beliefs by which they explain events and accomplish their purposes;

- The ways in which people have organized their experiences so as to structure their world in hierarchies of preferences, i.e., their value or sentiment systems;

- The ways in which people have organized their experience of their past efforts to accomplish recurring purposes into operational procedures for accomplishing these purposes in the future, that is, a set of "grammatical" principles of action and a series of recipes for accomplishing particular ends.

On the whole, these categories actually refer to the same ideas presented in the anthropological definition of culture, which sees culture as a set of shared behaviors, products, values, beliefs and assumption among a group of people; however, these categories give a more detailed insight into the definition of culture.

Alongside these classifications, some models are presented in order to make the definition of culture more comprehensible by associating this concept with something which is more tangible and concrete. Three of these models were discussed by Hall, Weaver, and Hofstede in 1976, 1986, and 1991, respectively.

Hall and Weaver present an iceberg analogy of culture to clarify different layers of this concept. Figures 3 and 4 indicate these models in detail. Like an iceberg, culture has two main parts. The part which is above the water associates with those elements of a culture which are observable and identifiable. These elements can be explicitly and consciously learned and also easily changed in the process of time. They include arts, folk dancing, dress, cooking, etc. The second part refers to beliefs, values, and thought patterns of people in a special community. In contrast to the observable part, they are not visible, they are implicitly and unconsciously learned, and they cannot be easily changed over time.
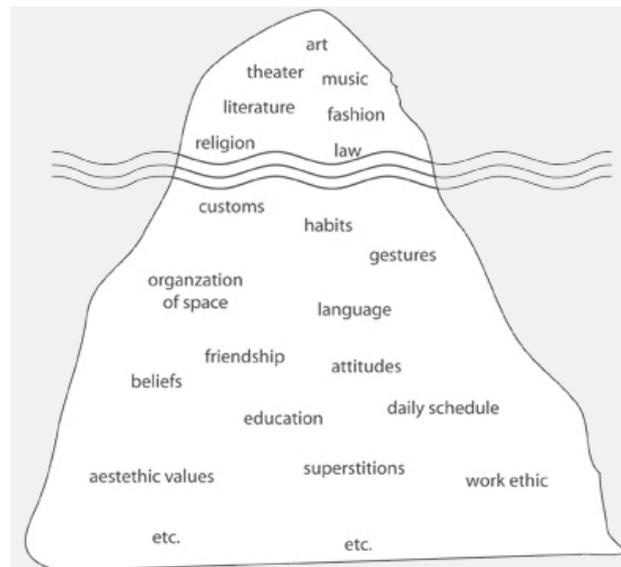
Figure 3. Hall's iceberg model of culture (source: French & Bell, 1995, as cited in Schadewitz, 2009)
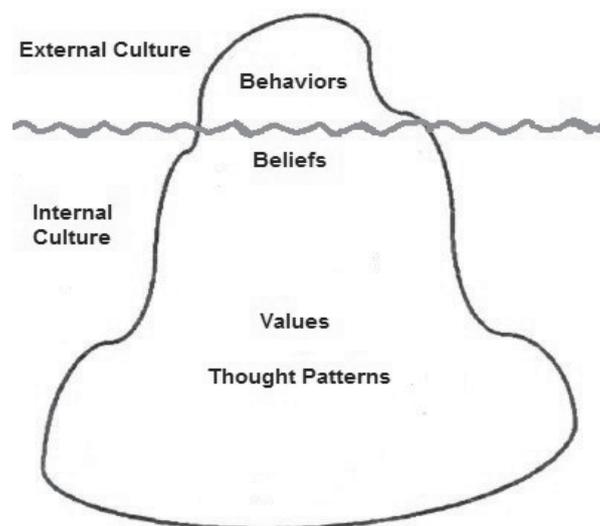
Figure 4. Weaver's iceberg model of culture (Source: Weaver, 1986)

The terms "external" and "internal" culture were introduced by Edward T. Hall in his book *Beyond Culture* (1976). Weaver (1986, 1993) also uses these two concepts in his iceberg model and adds that internal culture deals with subjective knowledge, while external culture refers mostly to objective knowledge. Regarding internal culture, Hall states that the best way to learn the internal culture of other people is to participate actively in their culture.
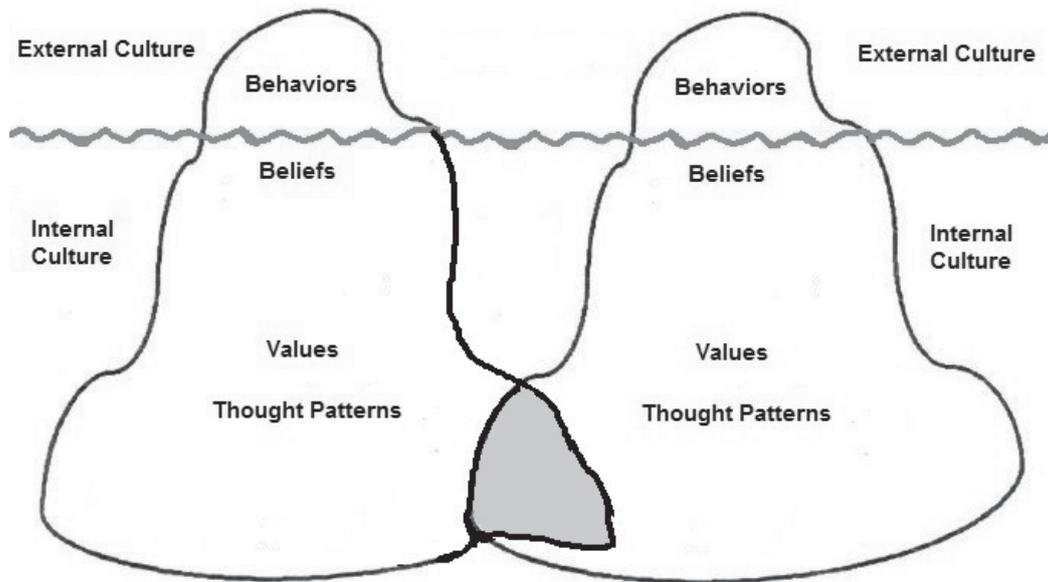
Figure 5. The collision of cultures in an intercultural encounter (source: Weaver, 1993: 160)

According to Weaver (1993: 159-160), internal culture knowledge can help a person to examine and understand the perspectives and value systems of other people as well as their own. He believes that in an intercultural encounter, conflict may occur in the invisible parts where the collision of cultures leads to a raising of the unconscious and internal part to the conscious level (see Figure 5).

This dichotomy of culture has been illustrated by other scholars (e.g. Brooks, 1964; Seelye, 1992; Herron et al., 2000; Sercu, 2000; Yuen, 2011) as big-C and small-c culture. They explain that big-C culture refers to the products like literature, fine arts, history, philosophy, music, drama, etc., while small-c culture focuses on the practices, everyday life, the informal and hidden patterns of human communications and perspectives, beliefs and values.

Another model of culture, which is actually a clarified version of the iceberg model, was presented by Hofstede in 1991. According to his onion model, every culture consists of four layers of symbols, heroes, rituals and values. The first three layers match with a group termed practices since they are rather visible and recognizable. However, the fourth layer—values—which is the core of the onion and the most hidden part, cannot be observed, and therefore has the deepest influence on behaviors.
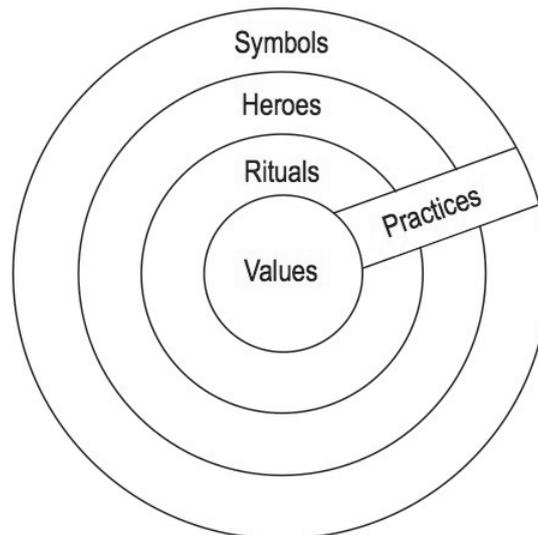
Figure 6. Hofstede's onion model of culture (Source: Hofstede, 2002)

Based on this model, Hofstede defines each layer as follows:

- Symbols, which are words, gestures, pictures, and objects that carry often complex meanings recognized as such only by those who share the culture.
- Heroes, referring to persons, alive or dead, real or imaginary, who possess characteristics that are highly prized in a culture and thus serve as models for behavior.
- Rituals, concerned with collective activities that are technically unnecessary to the achievement of desired end, but that within a culture are considered socially essential, keeping the individual bound within the norms of the collectivity (Hofstede, 2002: 10)
- Values, or the broad tendencies to prefer certain states of affairs over others (Hofstede, 1991: 35).

To sum up, this overview of the definitions, categories, and models of culture indicate that the concept of culture is the underlying structure of every society and includes two main aspects: one refers to the products and achievements of the people in a specific country, and the other deals with the invisible, common beliefs, attitudes and values which can be inferred from the people's behaviors. Within this framework, cultural studies should not only explore the products, but also the internal features of the societies. This idea should also be considered in foreign language teaching since in the process of learning a foreign language the learners actually deal with one of the products of the target country, i.e. lan-

guage. In this sense, learning a language is accompanied by learning its culture, which comprises two aspects of big-C and small-c culture.

Considering the fact that the present research is concerned with the investigation of the textbooks with regard to the presentation of cultures and cultural differences as well as the development of intercultural learning, which originate from the underlying practices, norms, and beliefs of the people in a specific community, the anthropological definition of culture dealing mainly with the small-c cultural aspects is used in this study which "refer[s] to the shared values, attitudes, beliefs, behaviors, and language use within a social group. These cultural values, beliefs, and practices are at the core of group life and identity and are powerful factors that shape or influence individual attitudes, beliefs, and behaviors. In other words, culture is omnipresent and is essential to human social life" (He, 2005: 24). However, since in Byram's model of ICC (see Section 2.2.6.3), which is the main concern of the present study both aspects of culture, i.e. big-C and small-c, is considered, in this work culture refers to both big-C and small-c culture which "includes basic cultural knowledge, custom and habit, belief, morals and values. Knowledge here refers to the basic knowledge of the world [i.e. knowledge of the products of a country] concerning language, geography and history [etc.]. Custom and habit refer to [practices] something which is done by people in a particular society because it is traditional. Belief, morals and values are what people think or feel" (Jiang, 2010: 22-23).

In the following sections, the relationship between language and culture and the notion of culture in foreign language teaching will be discussed in detail.

2.2.2. Language and Culture

As many scholars believe, language learning is more than knowing the grammar, vocabulary, and pronunciation of that language. Successful language learning needs learners to be aware of the "culture underlying that language in order to get the meaning across" (e.g. Kilickaya, 2004: webpage; Alvarez Aguirre & Lopez Acevedo, 2009: 16; Al-sowat, 2012: 356). In other words, as Kieweg (1999: 58) suggests, „eine Sprache kann immer dann einfacher erlernt werden, wenn man über das Volk, das diese Sprache spricht, und das Land, in dem diese Sprache gesprochen wird, gut informiert ist und eine positive Beziehung dazu be-

steht.[21]" Concerning the relationship between language and culture and the role of language in this mutual link, Krech (1962, as cited in Xiao, 2010: 9) presents his ideas as follows:

- Language is the primary vehicle of communication.
- Language reflects both the personality of the individual and the culture of his history. In turn, it helps shape both personality and culture.
- Language makes possible the growth and transmission of culture, the continuity of societies, and the effective functioning and control of social group.

Therefore, "[…] any study of language is by necessity a study of culture" (Hall, 2002: 19). He also claims that language is principally a "sociocultural resource." Sapir (1921: 7) had previously asserted that "language is a purely human and non-instinctive method of communicating ideas, emotions and desire by means of voluntarily produced symbols." Language is a part of culture and a part of human behavior. In fact, culture can be transmitted through language because via language we can learn about and contribute to the progression of culture (Duranti, 1997). Moreover, Berger and Luckmann (1985) believe that everyday conversation can be considered as one of the most important means which helps people to become integrated into a society. In other words, learning a language leads to the sharing of the same principles, attitudes, values and interests of a society (Fowler, 1996).

Other scholars have also tried to propose their viewpoints on the topic of language and culture. For instance, Jiang (2000: 328) states that "language and culture make a living organism; language is flesh, and culture is blood. Without culture, language would be dead; without language, culture would have no shape." Thus, it can be concluded that language maintains and transmits culture. As Byram (1989: 41) says, "it points beyond itself, the meaning it carries often seems more important than the language itself, and a language cannot be used without carrying meaning and referring beyond itself." Therefore, language can exist by itself, but at the same time it conveys the cultural information through words, expressions, syntax, and the sense it takes. So, language is the medium of transmitting culture (Jiang, 2010).

In addition, according to Kayman (2004), language reveals the culture of a society. He believes that the consideration of the culture of a community can be seen as a precondition

---

[21] a language can be learned more easily when one is well-informed about the people that speak the language and the country where the language is spoken and has a positive attitude towards them. (My own translation)

for speaking the language of that society. To put it another way, a person who is speaking a language will naturally mirror the culture of a community since language is the means of transmitting the culture. Sapir (1921: 207) had suggested that "language does not exist apart from culture, that is, from the socially inherited assemblage of practices and beliefs that determines the texture of our lives." Thus, language and culture are "from the start inseparably connected" and language learning does not result from a universal pattern, but varies across cultures (Buttjes, 1990: 55). Witherspoon (1980) also supports this idea and maintains that language and culture are interconnected, and that languages should be studied while paying attention to the cultures concerned. In other words, languages cannot be studied in isolation from the cultures in which they are spoken. Consequently, being a competent member of a community is achievable through exchanges of language in special social conditions (Buttjes, 1990: 55-56). Similarly, Samovar, Porter, and Jain (1981: 24, as cited in Thanasoulas, 2001) propose that …

> Culture and communication are inseparable because culture not only dictates who talks to whom, about what, and how the communication proceeds, it also helps to determine how people encode messages, the meanings they have for messages, and the conditions and circumstances under which various messages may or may not be sent, noticed, or interpreted … Culture … is the foundation of communication.

Therefore, as Jiang (2010: 25) says, "language and culture cannot be separated. Language transmits culture, reflects the culture of a social group and at the same time is influenced by culture." From this perspective, in learning and studying a foreign language one should pay attention to the relationship between the language and its culture; otherwise, it may lead to an incomplete experience (Kramsch, 1998; Sellami, 2000; Lessow-Hurley, 2000; Savignon & Sysoyev, 2002; Paige et al., 2003; Thanasoulas, 2010). In line with this view, Kramsch (1993: 8) maintains …

> If […] language is seen as social practice, culture becomes the very core of language teaching. Cultural awareness must then be viewed as enabling language proficiency… Culture in language teaching is not an expendable fifth skill, tacked on, so to speak, to the teaching of speaking, listening, reading and writing.

Moreover, she states that language can be related to culture in three different ways:

1. Language expresses cultural identity referring to people's experiences, attitudes, beliefs, points of view, and knowledge.

2. Language embodies cultural reality dealing with the creation of experiences and meanings using both verbal and non-verbal aspects.

3. Language symbolizes cultural reality having itself a cultural value among its speaker (Kramsch, 1998: 3).

Likewise, Andrawiss (2004) asserts that language and culture are interwoven because language can both reflect and construct culture. She adds that the perception of the world is socially and culturally based, and can be created through expressions of meaning which are common among the members of a community. This intrinsic relationship between language and culture can be shown in various terms like *linguaculture* (Friedrich, 1989: 307), *languaculture* (Agar, 1994: 132; Risager, 2007: 154), *language-and-culture* (Byram & Morgan, 1994; Liddicoat et al., 2003), or *culturelanguage* (Papademetre & Scarino, 2006, as cited in Ho, 2009: 64). Liddicoat et al. (2003) also argue that language and culture are interrelated and all levels of language are dependent on culture. Accordingly, Mitchell and Myles (2004: 235) maintain that "language and culture are not separate, but are acquired together, with each providing support for the development of the other." In fact, "language-and-culture is embedded in cultural products, practices, perspectives, communities and persons. One reflects the other, and they are best seen as joined" (Moran, 2001: 38). Therefore, there is a close link between culture and language. Language can be considered as the main element of culture and is controlled and formed by culture. Moreover, language is the key tool for developing the culture (Xiao, 2010). Regarding the relationship between language and culture, Wardhaugh (2002, as cited in Xiao, 2010: 8) presents the following classification:

1. Language determines thought and culture.

2. Language influences thought and culture.

3. Culture influences people's language.

4. Language and culture influence each other.

In a similar vein, Yule (2006: 218) presents two main points of view about the relationship between language and culture: (1) linguistic relativity, which refers to the influence of the structure and words of a language on people's worldview and (2) linguistic determinism, which implies that "language determines our thought."

In summary, all of the viewpoints discussed in this part emphasize the close relationship between language and culture. Thus, it can be concluded that "language and culture are like the two sides of the same coin – one cannot be taught without the other" (Gurbanov, 2013: 76). In other words, the relationship between language and culture has an important effect on language learning as "the person who learns language without learning culture risks becoming a fluent fool" (Bennett, Bennett, & Allen, 2003: 237). Kramsch (1993: 1) also elaborates on this concept and states …

> Culture is not an independent aspect of language learning or teaching, it is a feature of language, it is always in the background, right from day one, ready to unsettle the good language learners' proficiency when they expect it least, making evident the limitations of their hard-won communicative competence, challenging their ability to make sense of the world around them.

2.2.3. The Notion of Culture in Foreign Language Education

As emphasized in the previous section, the concept of culture is often related to language directly or indirectly, and it is not really possible to learn about one without paying attention to the other. The topics associated with the learning and teaching of culture have always been under the scrutiny of experts in foreign language education. As a result, traces of culture teaching can be found in the history of foreign language teaching both implicitly and explicitly. As Kelly (1969: 378) states, "the cultural orientation of language teaching has always been one of its unstated aims." Furthermore, analyzing foreign language textbooks at various levels of education all around the world indicates that cultural aspects have always been presenting in language teaching (Risager, 2007). This claim is clearly observable in a multitude of reading texts and dialogues which were designed for foreign language textbooks (Kramsch, 1988).

In the 19th and at the beginning of the 20th century, the dominant language teaching approach was still the grammar-translation method, which focused mostly on teaching literature and lexical translation. In this period, culture was reflected in the famous literary texts of the target language (Grittner, 1990; Kramsch, 1996; Shanahan, 1998; Omaggio-Hadley, 2001). In other words, culture referred only to the products of a country, such as fine arts and literature at that time (Kramsch, 1996; Larsen-Freeman, 2000). The grammar-translation method did not focus on developing cultural awareness and giving information

on social varieties of language use (Atamna, 2008). Therefore, language teaching was direct-ly connected to big-C culture (Kramsch, 1996).

The reform movement, which was already discussed by Viëtor, Sweet, and other reform-ers in the late 19th century (Richards & Rodgers, 2001), resulted in the fall of the grammar-translation method and shifted the main aim of language teaching to language use. The proponents of this movement insisted that language teaching should give learners knowledge and information about the native speakers of the target language and their country. Moreover, they believed that learning a foreign language is more or less similar to the acquisition of the first language. This was the basis of one of the best known methodol-ogies at that time, i.e. direct method (Atamna, 2008). Concerning the cultural dimension of language teaching, it can be mentioned that certain parts of culture were still not integrated into language programs using this method. The culture which was taught to the learners contained the history, geography, and daily life of the people who spoke the target language (Larsen-Freeman, 2000). Thus, as Rivers (1981: 314) maintains, culture teaching was still associated with high culture or big-C culture at that time. She adds that "the highest pur-pose in the teaching of languages may perhaps be said to be the access to the highest thoughts and institutions of a foreign nation."

However, under the influence of anthropological and sociological sciences, a new defini-tion of culture was introduced which stressed people's everyday lifestyles, behaviors, atti-tudes, traditions, values, etc. (e.g. Kramsch, 1996; Shanahan, 1998; Omaggio-Hadley, 2001; Lange, 2003), leading to a shift from emphasizing high culture or big-C culture to everyday culture—small-c culture—or "the four Fs: food, fairs, folklore and statistical facts" (Kramsch, 1991: 218).

It was in the 1960s that the interrelationship between language and culture was consid-ered by many scholars. For instance, Brooks (1964: 85) states …

> Language is the most typical, the most representative, and the most central element in any culture. Language and culture are not separable; it is better to see the special characteristics of a language as cultural entities and to recognize that language enters into the learning and use of nearly all other cultural elements. The detailed facts of culture cannot properly be evaluated in isolation but must be seen as integrated parts of the total way of life in which they appear.

However, this concept was not actually put into practice in language teaching and text-books, and there seemed to be a separation between the teaching of language and culture. Hence, culture was often considered as "a fifth skill" alongside the four skills of listening, speaking, reading, and writing (Damen, 1987). In other words, culture was not taught as an integral part of the language, and various courses of culture studies were created in different countries, such as "Civilization" in France, "Kulturkunde/Landeskunde" in Germany, "Background studies/area studies" in England, "Civiltà" in Italy, and "volk" in the Dutch and Flemish tradition (Byram, 1989: 58-60; Kramsch, 1993: 9; Tomalin & Stempleski, 1993: 6 ; Sercu, 2000; Byram, Nichols, & Stevens, 2001: 6; Saluveer, 2004: 8). The main feature of these courses was the importance that was placed on the transmission of factual knowledge, leading to the reinforcement of the stereotypical images about the countries (Atamna, 2008). Therefore, as Phillips (2003) maintains, at that time textbooks and foreign language classes frequently focused on everyday aspects, such as living, dressing, transportation and behaviors; however, these aspects were trivialized and overgeneralized while the topics of formal culture were limited to the imparting of some factual information.

During the 1950s and 1960s, the Audiolingual Method, as the most influential, was widely used in the field of second and foreign language education. This approach was based on behaviorist and structuralist theories, which focused on habit formation and parrot learning of linguistic structures (Mitchell & Myles, 1998; Larsen-Freeman, 2000; Lightbown & Spada, 2006). Moreover, this approach supported the teaching of culture using a contrastive analytic approach. Therefore, the cultural elements were presented in exercises and drills describing everyday life of people and comparing the target and local culture (Grittner, 1990). Put differently, this methodology stressed the transmission of cultural knowledge in a touristic manner and thus had a trivial or stereotypical perspective towards culture teaching (Henze & Hauser, 1999; Van Kranenberg, 1998, as cited in Andrawiss, 2004). The textbooks of that time comprised two or three culture-based pictures in each unit; however, they were not contextualized in the language content of the units (Lafayette, 2003). Concerning these textbooks, Byram (1991) also explains that they presented all cultural dimensions out of context. Within this framework, culture was presented differently in the 1960s and 1970s, leading to the improvement of the learner's language skills in handling everyday communications in various situations. In this sense, culture was introduced in language classrooms as the daily behaviors and speeches of the speakers in a particular society (Kramsch, 2003).

At the beginning of the 1970s, some cultural sections were added to the textbooks, but they were still treated separately from language and were marked as something optional in teacher's guides; thus, they could skip them easily. In these situations, some extra short cultural passages and explanations were presented in the teacher's guide in order to help them overcome their lack of cultural knowledge (Lafayette, 2003).

At the end of the 1970s and the beginning of the 1980s, with the advent of the communicative approach, culture teaching became more and more important in foreign language education. This approach relied heavily on sociolinguistics and pragmatics and tried to improve the learners' ability to use the language appropriately in different social contexts (e.g. Hymes, 1972; Wilkins, 1976; Littlewood, 1981). Therefore, the concept of culture found a particular place in language classrooms using authentic cultural materials (Paige et.al, 2003). The most crucial element in the Communicative Approach was the development of communicative competence, which was firstly discussed by Hymes in 1972. He believes that besides linguistic knowledge, a person should acquire specific competences and skills in order to use the language appropriately and effectively. In other words, according to him …

> We have then to account for the fact that a normal child acquires knowledge of sentences, not only as grammatical, but also as appropriate. He or she acquires competence as to when to speak, when not, and as to what to talk with whom, when, where, in what manner (Hymes, 1972: 277).

In that era, colorful textbooks with lots of culturally loaded pictures were introduced in the market (e.g. *Building Strategies* (1984), *Headway Intermediate* (1986), and *Lifelines Intermediate* (1996)), and it was attempted to integrate these photographs into some language-based activities. Furthermore, "the language of textbooks became more communicative and contextualized. This change in turn resulted in increased attempts to explain the cultural context wherein the language was found. In addition, the scope and sequence charts included a column devoted to culture." (Lafayette, 2003: 56) During this period, the cultural parts of the textbooks mostly focused on the similarities and differences between cultures and were presented as sets of little boxes at the end of the chapters (Damen, 2003).

The concept of communicative competence was later developed by Canale and Swain in 1980 and then by Canale in 1983. Canale and Swain (1980: 31) believe that "a more natural integration" of language and culture happens "through a more communicative approach

than through a more grammatically based approach." They divide communicative competence into four different sub-competences, i.e., grammatical competence, discourse competence, sociolinguistic competence, and strategic competence. Among these, sociolinguistic competence is concerned with the cultural dimension of foreign language learning. It implies that learners should be primarily prepared to use the language based on the socio-cultural principles of the target language society (Lund, 2006). At that time, in line with the main goal of this approach, which was communication taking into consideration the cultural rules in the target context, different chapters about culture teaching were added to the teacher's guides (Rivers, 1981; Higgs, 1984; Hammerly, 1986; Lessard-Clouston, 1997). As a result, teachers were supposed to see and teach culture as an integral part of language teaching.

In general, although many textbooks tried to establish a relationship between language and culture teaching and even designed activities around culture-based pictures, the dominance of grammar-based syllabi was still felt in language teaching. Therefore, there were many textbooks (e.g. *Interchange* and *Passages*) which neglected the importance of culture and its presentation as an integral part of the language. Allen (1985: 145, as cited in Lafayette, 2003: 57) describes the status of textbooks regarding cultural issues at that time as follows:

> Despite the talk of communication and culture, and the desire for their attainment, energies are devoted instead to grammar and vocabulary. And this is understandable, for grammar offers several advantages over culture: it is the concept around which most textbooks and materials are organized; it is finite and can be ordered in either a linear, sequential plan of study or else in a cyclical one; mastery of it can be easily tested and evaluated; and, finally, it is a subject matter the classroom teacher can teach him or herself, if necessary, using an advanced grammar text, and which, once mastered, is unlikely to change. Culture, by contrast, is diffuse, difficult to grasp, translate into instructional goals, test, evaluate, and order; prodigious in quantity; and ever-evolving.

Following the communicative approach in the 1980s, the concept of culture teaching was followed by many scholars (e.g. Valdes, 1986; Damen, 1987; Melde, 1987; Byram, 1989) in different countries; however, it was still not integrated into language teaching (Stern, 1996). It was only in the 1990s that the interrelationship between language and culture and incorporating culture teaching to language teaching with an intercultural focus were taken much

more into consideration (Fäcke, 2010), and this attempt was clearly seen in the works of Kramsch (1993) and Byram (1997). One of the main reasons for such attempts was the increase in international contacts as a result of internationalization in the 1990s (Risager, 2012). During this period, study travel abroad, especially in Europe, the emergence of new communication technologies such as the Internet, and a new tendency to develop intercultural citizenships in Europe facilitated the establishment of more contacts among people all around the world (Byram, 1997; Byram & Risager, 1999; Risager, 2012). In this sense, foreign language teaching alongside culture teaching took on a new role in fostering intercultural understanding among learners and expanding their language and world knowledge by focusing on intercultural communicative competence, which became the main aim of foreign language teaching at the end of 1990s (Müller-Hartmann & Schoker-v. Ditfurth, 2010; Legutke, 2010).

2.2.4. The Importance of Teaching Culture

The importance of teaching culture in foreign language classroom lies first and foremost in the close relationship between language and culture. As mentioned in the previous section, many scholars believe that language teaching and culture teaching cannot be considered as two separate processes (e.g. Brown, 1994; Lessard-Clouston, 1997; Byram, 1989; Byram, 1997; Kramsch, 1993; Pulverness, 2003). For instance, Brown (1994: 165) acknowledges that …

> A language is a part of a culture, and a culture is a part of a language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture.

Furthermore, culture is a notion which reveals itself in various ways in human communities. Language is one of those ways through which culture demonstrates itself (Atamna, 2008). In line with this view, Thomson (2007: webpage) clarifies that …

> Language is not separate from the way of life (culture) that it supports and that it depends on, nor is it separable from the concrete activities of the people, nor from their specific interpersonal relationships. To learn a language is to be nurtured or apprenticed into the lifeworld of individual host people and groups.

As a result, language includes the historical perspectives, life pattern, thoughts, and view-points of people in a society. It represents the shared principles, values, and attitudes of a group of people which belongs to the same social group. In other words, the language of a community is an instrument for conveying and reproducing the culture of that society. Therefore, in learning a foreign language, cultural awareness is a prerequisite of language awareness (Atamna, 2008).

Concerning the importance of teaching culture to foreign language learners, Byram (1991: 18) claims that separating culture teaching from language teaching may cause "epi-phenomenon" of the mother tongue, which means "the process whereby the foreign lan-guage is attributed the cultural understanding of the learners' first language" (Atamna, 2008: 88). Likewise, Glissant (1981: 14, as cited in Atamna, 2008 : 88) states that "Je te parle dans ta langue et c'est dans mon langage que je te comprends.[22]" This point of view implies that conveying the messages in a language is always concerned with some non-verbal or non-linguistic parameters which are culturally bound, and consequently, lack of cultural knowledge can lead to some communicational misunderstandings. In this sense, the incor-poration of language and culture can help learners not to transmit their native culture into the foreign culture in the process of learning a foreign language. In fact, as Byram and Flem-ing (1998: 4) maintain …

> … without the cultural dimension, successful communication is often difficult: comprehen-sion of even basic words and phrases may be partial or approximate, and speakers and writ-ers may fail to convey their meanings adequately or may even cause offence.

In spite of the positive views towards teaching culture in foreign language education, there are still some arguments against culture teaching in language classrooms. These objections are concerned with difficulty of task, danger of overgeneralization and reducing other cul-tures to stereotypes, and issues of cultural domination and cultural imperialism (Lund, 2006). For example, Paige et al. (2003) believe that shallow and superficial presentation of culture may provoke incorrect stereotypical images.

However, Scollon and Scollon (2001) continue to emphasize the importance of teaching culture and argue that lack of skills in handling cultural situations and confronting misinter-pretation in an interactional context can justify the teaching and learning of intercultural

---

[22] I speak to you in your language, and it is in my language that I understand you. (My own translation)

matters the most. Furthermore, culture teaching can help the learners to become familiar with the existing stereotypical views that people have of each other, leading to the development of cultural awareness which makes them create a true image of cultures both from individualistic and holistic points of view (Scollon & Scollon, 2001; Guest, 2002; McKay, 2002). Risager (2007) also considers three main goals for culture learning: (1) students' cognitive development focusing on giving information about the country or countries, (2) students' foreign language skills development focusing on making the students familiar with the foreign culture in order to communicate appropriately in a new cultural context, and (3) students' attitudinal development towards other countries and cultures.

Following these views, Tomalin and Stempleski (1993: 7-8) classify the advantages of culture teaching based on Seelye's (1988) idea. Teaching culture can …

- help students to develop an understanding of the fact that all people exhibit culturally-conditioned behaviors;

- help students to develop an understanding that social variables such as age, sex, social class, and place of residence influence the ways in which people speak and behave;

- help students to become more aware of conventional behavior in common situations in the target culture;

- help students to increase their awareness of the cultural connotations of words and phrases in the target language;

- help students to develop the ability to evaluate and refine generalizations about the target culture, in terms of supporting evidence;

- help students to develop the necessary skills to locate and organize information about the target culture;

- stimulate students' intellectual curiosity about the target culture, and to encourage empathy towards its people.

Similarly, incorporating different scholars' point of views, Kitao (1991: 298-300) enumerates the following benefits for teaching culture:

1. Studying culture gives students a reason to study the target language as well as rendering the study of L2 meaningful (Stainer, 1971).

2. Understanding cultures makes studying foreign languages and literature more meaningful (Wallach, 1973).

3. Studying culture gives students a reason for studying foreign languages (Bals, 1971).

4. Learning culture would help learners relate the abstract sounds and forms of a language to real people and places (Chastain, 1971).

5. Studying culture increases students' curiosity about and interest in the target countries, their people, and their culture (Wallach, 1973).

6. Studying culture is useful not only for understanding people of other cultures but to help students understand themselves and their own culture.

7. Studying culture gives learners a liking for the native speakers of the target language (Cooke, 1970).

8. Studying culture also plays a useful role in general education.

On the whole, the teaching of culture in the language classroom can inspire learners to acquire a viewpoint and an insight into the self and others, leading to meaningful learning of the language. Finding out about other people can make them more motivated to learn a foreign language and establish new relationships. This is the very same aim that language teaching programs try to achieve in today's world, where the main goal is to develop intercultural awareness or competence among language learners. In this sense, by taking into account the potential drawbacks of teaching culture mentioned above, especially the existing stereotypes, better frameworks can be created for the establishment of intercultural dialogues.

2.2.5. Globalization and English as Lingua Franca (ELF)

One of the influential factors related to the discussion of the importance of teaching culture and the integration of it into foreign language education is the issue of globalization and the use of English as a lingua franca (Alptekin, 2002; McKay, 2002). Nowadays English is used as one of the significant means of international communication, and it is extensively used in many countries all around the world. In other words, "the great increase in speakers of English as an international language indicates that interaction in English can soon happen between members of virtually any community on the face of the earth" (Lund, 2006: 74).

One of the main reasons for the dominant use of English all around the world is the concept of globalization. According to Block (2008: 31), globalization can be defined "as the ongoing process of the increasing and intensifying interconnectedness of communications, events, activities and relationships taking place at the local, national or international level."

This concept, which is quite recent, has a multidimensional character. It also influences the economic, social and cultural structures of all communities. In fact, globalization can have an effect on all aspects of life and has made the world a smaller place to live in (Abdullah & Chaudhary, 2012). This phenomenon is the consequence of the improvements in means of transportation and communication media, which enable people to enjoy global communication. As a result of such communications among people from various backgrounds, societies become more and more multicultural. In this sense, people need to have more contacts and exchanges involving culture and at the same time pay more attention to cultural varieties (Yano, 2006). In order to cope with cultural differences and probable intercultural misunderstandings, people should be equipped with a new type of competence which can help them overcome the difficulties. This competence, which is a vital skill in the development of globalization (Volkmann, 2000), has been defined by Byram, Nichols and Stevens (2001: 5) as "the ability to interact with 'others', to accept other perspectives, to be conscious of their evaluations of difference." Therefore, a person with such ability is able to "observe dispassionately, analyze critically, interpret and discuss cultural differences" resulting in "mutual understanding, tolerance of varieties, and respect" (Yano, 2006: 1). Thus, according to Camerer (2007: 3) ...

> Entscheidend für den Erfolg internationaler Kommunikation ist weder die Kenntnis kulturempirischer Klassiker noch extensive landeskundliche Vertrautheit mit der Zielkultur inklusive deren „Do's & Don'ts", so nützlich beides zweifellos ist[23].

Alongside this competence, people need to have a common language in order to communicate with each other. This common medium, called Lingua Franca, is described as a language of communication among people with different mother tongues (Hujala, 2009). As discussed previously, due to the increase in use of English in the world this language has taken the role of Lingua Franca. Thus, English as Lingua Franca (ELF) is "a contact language between persons who share neither a common native tongue nor a common (national) culture, and for whom English is the chosen foreign language of communication" (Firth, 1996: 240). Likewise, Kirkpatrick (2007: 155) defines ELF as "a medium of communication [used] by people

---

[23] what is crucial for successful international communication is neither knowledge of cultural-empirical classics nor extensive familiarity with the target culture including their "Do's & Don'ts", although both of them are undoubtedly useful. (My own translation)

who do not speak the same first language." Seidlhofer (2007) also describes ELF as a medium of communication in English by people who have various native languages.

The selection of English as lingua franca was not accidental, and there are many reasons for this preference, some of which are enumerated by Abdullah and Chaudhary, (2012: 132) as follows:

1. English is a dominant language in several countries and non-sovereign territories around the globe.

2. English is also the primarily required international language when it comes to communications, business, science and technology, education and research, aviation, entertainment, mass media and diplomatic arrangements.

3. Knowledge of English at different levels has become part of the requirements in many of the major fields and professions. These fields of study, occupations and careers such as medicine and education, are of equal importance to any country or region in the world.

4. Instructional materials, resources and mode of instruction in most schools are mainly in English. This is regardless of the country where these materials are to be used, regardless of the level of education (from primary, to secondary, to those offered by colleges and universities), and regardless of the profile of the materials' manufacturers.

5. Manufacturers and other entities which want to be part of the international market produce items and services that are inclined toward the English language.

6. Subsequently, because the English language is required in the major fields and professions, there are already about one billion people from all parts of the globe who understand and speak English at least at a basic level.

7. The economic and cultural influence of the United States makes it possible for the English language to spread the world over.

8. The United Nations, an international mediating body, uses English as one of its six official languages.

9. The Internet, a vast resource of information and probably the best communication tool ever created, is about 95% in English.

Based on these reasons, ELF has a very influential role in the international domain, and people in various countries recognize it as the "language of status and globalization." Therefore, promoting the learning of this language can undoubtedly have positive impacts on their lives and global encounters (Shohamy, 2006: 42). Even in those countries where English is not considered as an official language, it is "used widely within society, academies, government, commerce, schools and public affairs" (Shohamy, 2006: 62). In such contexts, where people need to learn English in order to communicate globally, the role of ELT becomes more and more important. In other words, as Prodromou (1992: 39) suggests …

> The international dimension of English language teaching is not only becoming difficult to ignore, but offers ELT a potentially more significant role than traditional ethnocentric views of the language as a peculiarly Anglo-Saxon entity would have allowed.

In fact, globalization and the use of English as lingua franca have a direct effect on teaching English in the world. In this case, scholars in different countries try to improve their teaching methodologies and language policies to help their learners to be communicatively competent in this globalized society. Within this framework, culture teaching, which many influential scholars have argued should be integrated into language teaching, also aims at developing intercultural understanding and avoiding cultural misinterpretations (Green, 2011). Hence, according to Ur (2008, as cited in Hujala, 2009: 52), a good speaker of English today is …

> … someone who has full mastery of the lexical and grammatical forms of an internationally accepted variety of the language, and a clear and easily comprehensible accent; who has intercultural competence and well-developed communication skills. It doesn't really matter anymore whether such a person is, or was, originally a 'native' speaker of one of the English dialects.

Referring to this definition, the native speakers of English and their cultures are not considered as the norm in the language classes where ELF is taught to the students. In other words, ELF to a large extent is a kind of "native-culture-free" language (Pölzl, 2003: 5) which is mainly concerned with the culture of its speakers. In this sense, ELF encompasses a variety of cultures, i.e. the home and international cultures (both the culture of English and non-English speaking countries). This is where the aim of ELF corresponds with intercultural language learning, which refers to the development of intercultural awareness and cultural

sensitivity towards the norms and values in the own and other cultures when interacting with people in intercultural contexts (Alptekin, 2002; Ur, 2009). Ur (2009: 6) summarizes the implications of ELF in language teaching as follows:

- A change in the concept of what 'English' is: an internationally comprehensible variety of the language rather than a single 'native' model.
- A change in the goal of English teaching: to produce fully competent English-knowing bilinguals rather than imitation native speakers.
- A change in the image of the English teacher: 'native-speaker-ness' is less important than linguistic competence, teaching competence, intercultural competence.
- A change in the cultural background of English courses: 'home' and 'international' culture predominate.
- A change in materials and test design, relating to both content and language.

2.2.6. Development of Intercultural Learning and Intercultural Communicative Competence (ICC)

At the beginning of the 1970s, different studies in anthropology, global relations, and social psychology resulted in the introduction of intercultural communication as a new field of study. As Samovar and Porter (1976: 1) describe, intercultural communication happens:

> Whenever the parties to a communication act bring with them different experiential backgrounds that reflect a long-standing deposit of group experience, knowledge and values.

Nowadays, the concept of intercultural communication has become very important, especially with regard to globalization, which has a crucial effect on our everyday contacts. As mentioned before, in this new globalized world, people need to communicate with each other, and sometimes their communications may lead to intercultural and cultural contradictions. Thus, intercultural training can be an aid to overcome such difficulties by making people aware of cultural differences affecting interactions and communications, and developing intercultural understanding via the recognition of the limitations of one's cultural viewpoints and the respect for the cultural viewpoints of others (Lund, 2006; Shaules, 2007). These kinds of contradictory interactions have been examined by different scholars. Zarate (1982, as cited in Lund, 2006) was one of the pioneers who considered this issue and claimed that in order to have intercultural understanding, the role of culture in language

teaching is of utmost importance. He added that this kind of understanding depends not only on the knowledge of the target culture, but also on the knowledge of the local culture.

The concept of intercultural understanding, which was presented under the terms of intercultural language teaching or learning, consists of three elements: „1. das Wissen über die andere Kultur, 2. das Verstehen der Fremdkultur und 3. die Kommunikations- und Handlungsfähigkeit[24]" (Renges, 2005: 9). The main aim of this approach was firstly to improve intercultural awareness or intercultural competence through the development of three aspects, i.e. "the teaching of a linguaculture, the comparison between learners' first language/culture and target language/culture, and intercultural exploration" (Crozet, Liddicoat, & Lo Bianco, 1999: 11). As a result, „die Lernziele wandelten sich vom Erlernen deklarativen Wissens hin zum anspruchsvolleren Erwerb interkultureller Kompetenz und dem „learning how to learn" über andere Kulturen[25]" (Hesse & Göbel, 2007: 258). In this situation, alongside developing linguistic and literary competence of the learners, the other main aims of foreign language teaching can be summarized as follows:

- To increase social competence by promoting an awareness of and sensitivity to differences in social customs and behavior;
- To foster positive attitudes towards other countries and those who live in them and to counter prejudice;
- To enable learners to meet foreigners in this country and to travel abroad with confidence, enjoyment, interest, and advantage;
- To awaken an interest in foreign cultures and lifestyles and to foster a willingness to see one's culture in a broader context;
- To develop a capacity for understanding and accepting the unfamiliar;
- To encourage tolerance and a willingness to work together (HMI, 1987, as cited in Byram et. al, 1991: 103-104).

Intercultural competence consists of different features. It is „mehrdimensional; impliziert kognitive, affektive und Handlungskomponenten; umfasst deklaratives Wissen sowie kommunikative, interaktive Teilkompetenzen; bezieht sich auf kulturallgemeine und kulturspezi-

---

[24] 1. knowledge of the other culture, 2. understanding of the foreign culture, and 3. communication and action skills (My own translation)
[25] The learning objectives changed from learning declarative knowledge to a more demanding acquisition of intercultural competence and "learning how to learn" about other cultures. (My own translation)

fische Aspekte[26]" (Hesse & Göbel, 2007: 258-259). According to Yassine (2006, 2012), intercultural awareness or competence refers to the knowledge and understanding of one's own and other cultures, which happens when people try to step away from their ethnocentric views and start to examine other perspectives. Consequently, intercultural awareness is not about gaining factual knowledge about other cultures, but rather about dealing with the skills and attitudes like comparing and contrasting, negotiating meaning, tolerating ambiguity, accepting differences, and respecting others' point of view (Rose, 2004, as cited in Yassine, 2012). Therefore, intercultural competence or intercultural awareness is concerned with the development of learners' awareness of their own and at the same time the target culture (Fäcke, 2010). Reflection on both the native and the target cultures and intercultural exploration are two main components of intercultural competence (Kourova & Modianos, 2013). In this sense, intercultural competence develops a sort of understanding of others, „das eine der Säulen des Lehrens und Lernens fremder Sprachen, neben anderen wie dem Erwerb sprachlicher, landeskundlicher und literarischer Kompetenz ist[27]" (Christ, 2007: 55). This kind of understanding aims at „die Dinge mit den Augen der Fremden, also von innen, zu sehen und dadurch zu einer Perspektive zu gelangen, die sowohl die Perspektive des Fremden als auch meine Perspektive überschreitet[28]" (Bredella, 2007: 23).

Hence, as Meyer (1991: 137) explains, intercultural competence is "the ability to behave adequately and in a flexible manner when confronted with actions, attitudes and expectations of representatives of foreign cultures." Similarly, Fantini (1997: 3) claims that intercultural competence is concerned with a person's ability to set up relations and "to achieve and maintain a level of compliance among those involved." In line with this view, Schinschke (1995: 36) also considers the following abilities regarding intercultural competence:

- Die Fähigkeit, eigenkulturelle Konzepte zu reaktivieren, d.h. einerseits die Bewusstwerdung eigenkultureller Verstehensvoraussetzungen und andererseits das Verstehen der fremden Kultur aus der Sicht ihrer Angehörigen

- Die Fähigkeit zur Vermittlung zwischen eigener und fremder Kultur

---

[26] multidimensional; involves cognitive, affective and action components; includes declarative knowledge and communicative, interactive sub-skills; refers to culture-general and culture-specific aspects. (My own translation)

[27] which is one of the pillars of teaching and learning foreign languages alongside others, such as the acquisition of linguistic, cultural, and literary competence. (My own translation)

[28] seeing things through the eyes of foreigners in order to develop a perspective that exceeds both the perspective of the foreigner and my own perspective. (My own translation)

- Die Fähigkeit, mit den aus verschiedenen Lebenswelten resultierenden Erwartungen und Verhaltensweisen umgehen und zwischen ihnen kommunikativ vermitteln zu können, d.h. ein bestimmtes Kommunikationsverhalten zu beherrschen
- Die Fähigkeit zur Perspektivenübernahme bzw. Empathie[29]

Having these skills and abilities, a person can "empathize, gather appropriate information, listen, adapt, resolve conflict, and manage social interactions and anxiety" (Bennett, 2009: 132). According to Risager (1994, as cited in Lund, 2006), Byram and Zarate (1997), and Chamberlain (2000), intercultural competence and intercultural learning in foreign language teaching deal with three aspects: knowledge, skills and attitudes. This concept was presented by Byram & Zarate in 1997 in detail. In a joint project for the Council of Europe in 1994, Byram and Zarate elaborated on the necessity of acquiring intercultural competence and defined it in terms of four savoirs[30]:

- **Savoirs** refers to the cultural references which structure the implicit and explicit knowledge of another culture acquired in the course of learning and which are related to the cultural meanings and values of interlocutors from the foreign culture with whom learners interact.

- **Savoir-apprendre** refers to the capacity to develop and operate an approach to interpreting cultural phenomena which reveals unknown meanings, beliefs and practices from a language and culture with which the learner is not familiar.

- **Savoir-faire** denotes the ability to apply these intercultural skills to hitherto unknown intercultural situations or cultural phenomena.

- **Savoir-être** refers to the ability to operate knowledge gained in learning contexts in relationship to the constraints of non-educational situations; the ability to take into account the specific relationships between the cultural identities of the learner/intercultural speaker and their interlocutors who are members of a given society; the ability to see the relationships between the meanings present in learners' own

---

[29] • The ability to reactivate one's own cultural concepts, i.e. on the one hand, an awareness of the influence on understanding of one's own culture and on the other hand, an understanding of the foreign culture from the perspective of its members.
 • The ability to mediate between one's own and the foreign culture.
 • The ability to deal with expectations and behaviors that result from different cultural backgrounds and be able to mediate between them, i.e. to master a particular communicative behavior.
 • The ability of perspective-taking and empathy. (My own translation)

[30] Later on in 1997, Byram added the fifth savoir (savoir s' engager) to this classification and introduced his model of ICC, which is presented in section 2.2.6.3 in detail.

culture and those to which their interlocutors from a different society subscribe (Byram & Zarate, 1997: 241-242).

Regarding the fact that the focus of this study is to examine the development of intercultural learning in textbooks in terms of Byram's model of ICC which is concerned with three main dimensions of knowledge, skills, and attitudes, this definition fits into the framework of the present research. Moreover, to avoid misunderstandings and repetition, the words 'intercultural' and 'cross-cultural' are used synonymously in this work and both mean interaction between people from two different cultural groups (Spencer-Oatey, 2000: 4).

According to Byram and Zarate (1997), a person who has all of the abilities and skills mentioned above is called an intercultural speaker. They define an intercultural speaker as a person who "crosses frontiers, and who is to some extent a specialist in the transit of cultural property and symbolic values" (Byram & Zarate, 1997: 11). Thus, this person tries to change the intercultural conflicts to intercultural relationships, and he or she is able to stand and "mediate" between different cultures (Byram & Zarate, 1997; Byram, Nichols, & Stevens, 2001; Sercu, 2002). In other words, an intercultural speaker develops a new perspective towards his/her own culture and the foreign one through mediating between the foreign and the native perspectives, questioning them, expanding or changing his/her own views, and tolerating the difference between the cultures (Surkamp, 2007: 136). This changing perspective „beinhaltet den Vergleich des eigenen Lebensraums mit kontrastiven bzw. komplementären Fremdkulturen und den Erwerb von Strategien, Fähigkeiten und Fertigkeiten zur praktischen Bewältigung interkultureller Situationen[31]" (Richtlinien Englisch Sekundarstufe II Gymnasium/ Gesamtschule NRW 1999: 7-8, as cited in Renges, 2005: 2). In this sense, an intercultural person must be a critical individual (Guilherme, 2000) who can interact across cultures and at the same time is ready to open, manage, and promote intercultural relationships. For him/her, the concepts of cultural understanding, respect, and tolerance are considered significant, and cultural diversities trigger progress (Byram & Zarate, 1997; Fantini, 1997). Within this framework, unlike the traditional view, the term intercultural does not mean learning about a target culture, but rather it refers to the crea-

---

[31] involves comparing one's own living conditions with contrastive or complementary foreign cultures and the acquisition of strategies, abilities and skills for coping with intercultural situations practically. (My own translation)

tion of a space between cultures to prepare grounds for exchanging meanings among people from different cultures (Lund, 2006).

The notion of intercultural competence was later expanded by Byram in 1997. He combined intercultural competence with communicative competence and developed his new concept of intercultural communicative competence with five savoirs. In this way, he added a new savoir to the components of IC which was proposed by Byram and Zarate in 1994 (as cited in Liddicoat et al., 2003). From his point of view, intercultural competence can be considered as the "ability to interact in their own language with people from another country and culture," while intercultural communicative competence refers to an ability to contact with other people in a foreign language (Byram, 1997: 70). According to the structure of this study which is based on Byram's model of ICC, his own definition of intercultural communicative competence is used throughout the present work. Thus, this term can be described as "a person's ability to relate and communicate with people who speak a different language and live in a different cultural context" (Byram, 1997: 1). Figure 7 shows the components of Byram's ICC.
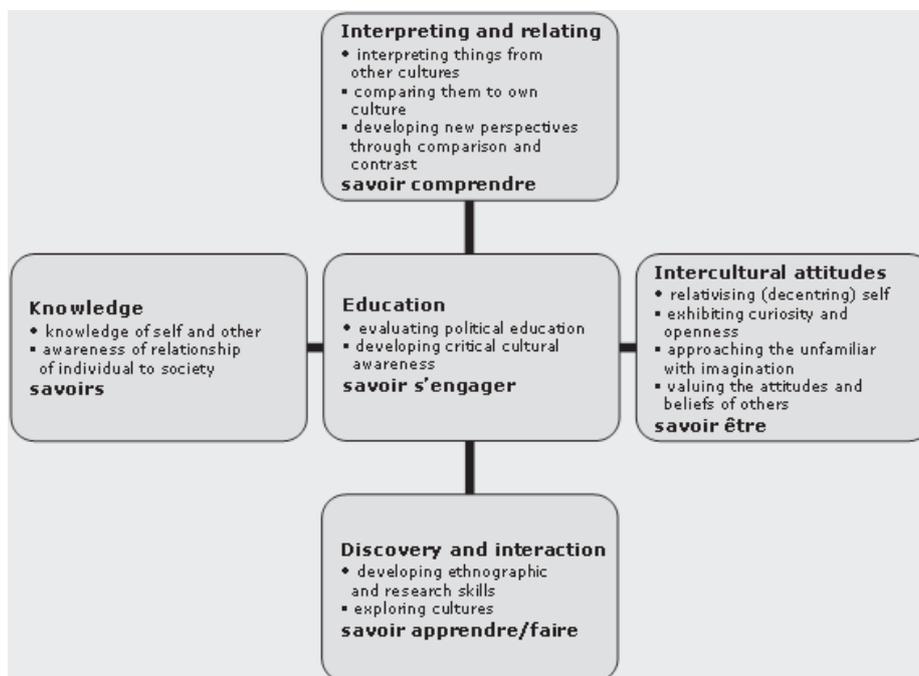
Figure 7. Byram's components of ICC (source: Byram, 1997)

As is clear from this figure, the five factors of ICC are …

- **The attitude** factor refers to the ability to relativize oneself and value others.
- **Knowledge** of oneself and others means knowledge of the rules for individual and social interaction and consists of knowing social groups and their practices, both in one's own culture and in the other culture.
- The first skill set, the **skills of interpreting and relating**, describes an individual's ability to interpret, explain, and relate events and documents from another culture to one's own culture.
- The second skill set, the **skills of discovery and interaction**, allows the individual to acquire "new knowledge of culture and cultural practices," including the ability to use existing knowledge, attitudes, and skills in cross-cultural interactions (Byram, 1997: 98).
- The last factor, **critical cultural awareness,** describes the ability to use perspectives, practices, and products in one's own culture and in other cultures to make evaluations (Sinicrope, Norris, & Watanabe, 2007: 5-6).

Following Byram's theory of ICC, Sercu (2005: 3) also defines ICC as knowledge, attitudes and skills. According to him …

Knowledge means:

- culture specific and culture general knowledge;
- knowledge of self and other;
- knowledge of interaction: individual and societal;
- insight regarding the ways in which culture affects language and communication.

Skills/behavior means:

- ability to interpret and relate;
- ability to discover and/or interact;
- ability to acquire new knowledge and to operate knowledge, skills and attitudes under the constraints of real-time communication and interaction;
- metacognitive strategies to direct own learning.

Attitudes/traits means:

- attitudes to relativize self and value others;

- positive disposition towards learning intercultural competence;

- general disposition characterized by a critical engagement with the foreign culture under consideration and one's own.

In another classification by Fantini (2000: 28; see also Fantini, 2009), ICC can be categorized in five different dimensions, i.e. awareness (of self and others), attitudes, skills, knowledge (A+ASK), and proficiency in the target language. The interrelationship between four of these five dimensions is clearly indicated in the following figure where awareness is at the center.

Figure 8. Fantini's four dimensions of ICC (source: Fantini, 2009: 459)

In this situation, it seems that the final goal of foreign language teaching or intercultural learning is to develop ICC among learners, which can help them to be reflective about their own culture as well as other cultures (Kramsch, 1993; McKay, 2002). Thus, the aim is to identify cultural diversities and to generate intercultural exploration (Kramsch, 1993). In line with this view, Thomas (1993: 378) describes the aims of intercultural learning as …

> die Entwicklung von Verhaltensmerkmalen und Fertigkeiten wie Anerkennung und Wert-schätzung kultureller Besonderheiten, Toleranz, gegenseitiges Verstehen, Solidarität, Sensi-bilisierung für gemeinsame Grundwerte, Normen und kulturelle Ähnlichkeit, Entdeckung von

Möglichkeiten gegenseitiger Ergänzung und Bereicherung und den Aufbau eines interkultu-rellen Erfahrungs- und Handlungswissens.[32]

This implies that learning cultural knowledge is no longer the primary objective, the aim being to cope with difficult cultural situations and to stimulate a positive attitude towards others (Byram & Esarte-Sarries, 1991; Kramsch, 1993; Jiang, 2010). In this sense, the development of knowledge, attitudes, and skills is viewed as the crucial target in the teaching of culture in ELT. For example, Byram (1993: 15) categorizes three objectives of language learning in Britain as follows: "developing communicative competence in any situations learners might meet; developing an awareness of the nature of language and language learning; developing insight into the foreign culture and positive attitudes towards foreign people."

In line with this view, Jensen (1995: 39) believes that "it is debatable whether it should be an objective to promote empathy with the foreign culture, as suggested by Murphy, but certainly, a reduction of ethnocentrism and an increased understanding of others are relevant and recommendable goals."

To sum up, foreign language teaching should prepare learners to be cultural mediators who have their own "kulturelles Gepäck[33]" (Christ, 1996: 2). They should try to decenter from their own values and then enter into a dialogue with another culture. As a result, an interculturally competent person needs to acquire specific competences, skills, attitudes, and knowledge (Sercu, 2000). This person …

   a. has other cultural knowledge and is also fully aware of her/his own culture;

   b. has insight into the relationship between cultures;

   c. has the skill to mediate between cultures and interpret culture;

   d. has the ability to learn new cultural knowledge fast, enabling rapid, successful interaction in an unfamiliar cultural situation; and

   e. is able to integrate all the knowledge and skills to act appropriately in an intercultural situation (Jiang, 2010: 45).

---

[32] The development of behavioral traits and skills, such as recognition and appreciation of cultural peculiarities, tolerance, mutual understanding, solidarity, raising awareness for common values, norms and cultural similarity, discovery of possibilities of mutual supplementation and enrichment, and the collection of an intercultural experiential and practical knowledge. (My own translation)

[33] Cultural baggage

Considering these abilities, the learners are seen as the central figures in the process of learning a foreign language, since they really get involved in the exploration of both the foreign and their own native cultures (Sellami, 2000). In such a process, the learner can learn not only the target language, but also grow as a person as well as a member of a larger society. In this way, the integration of intercultural awareness in language teaching can lead to the student's self-awareness (Fenner, 2008; Kourova & Modianos, 2013). As a result, students are able to merge their own beliefs with those of others from various cultures (Porto, 2010).

In order to expand the concept of ICC and establish intercultural teaching in foreign language education, many models of ICC have been designed and developed by different scholars (e.g. Bennett, 1986, 1993; Kramsch, 1993; Byram, 1997; Fantini, 2000; Deardorff, 2006, etc.). In the following, three of them, which are very often discussed in the field of intercultural learning, will be presented in depth. These three models are as follows:

- Bennett's Developmental Model of Intercultural Sensitivity (DMIS) as one of the developmental models of IC which "retain a dominant role for the time dimension of intercultural interaction, specifying stages of progression or maturity through which competence is hypothesized to evolve" (Spitzberg & Changnon, 2009: 10);

- Kramsch's model of Third Place as a postmodernist theory in terms of the development of IC stressing "the relationality of self and other across multiple timescales in a decentered perspective, where the meaning of events emerges in non-linear way in interactions with others, and social reality is constructed minute-by-minute in the ongoing discourse" (Kramsch, 2013: 67);

- Byrams' model of ICC as one of the Co-orientational models that "are primarily devoted to conceptualizing the interactional achievement of intercultural understanding or any of its variants (e.g., perceptual, accuracy, empathy, perspective taking, clarity, overlap of meaning systems)" (Spitzberg & Changnon, 2009: 10).

2.2.6.1. Bennett's Developmental Model of Intercultural Sensitivity (DMIS)

Bennett's model of intercultural sensitivity is one of the developmental models in the field of intercultural competence. This model, which is called *Developmental Model of Intercultural Sensitivity (DMIS),* was presented by Milton Bennett in 1986 and 1993 as a kind of framework to elaborate on people's experiences when confronted with cultural differences.

In this model, cultural differences can be considered as the main focus in the development of intercultural sensitivity since Bennett (1986) believes that people's perceptions of each other when facing cultural diversities is a crucial factor in acquiring the necessary skills for intercultural encounters and in developing intercultural sensitivity. In this sense, intercultural sensitivity can be described in terms of "stages of personal growth" which "posits a continuum of increasing sophistication in dealing with cultural difference, moving from ethnocentrism through stages of greater recognition and acceptance of difference, here termed ethnorelativism" (Bennett, 1993: 22). Put differently, as Bhawuk and Brislin (1992, as cited in Hesse & Göbel, 2007: 261) maintain …

> um in einer anderen Kultur erfolgreich zu sein, muss man demzufolge an anderen Kulturen interessiert und sensibel genug sein, um kulturelle Unterschiede wahrzunehmen sowie schließlich bereit sein, dass eigene Verhalten aus Respekt vor den anderen zu modifizieren.[34]

The term ethnocentric is described by Bennett (1993: 30) as "assuming that the worldview of one's own culture is central to all reality." Ethnorelativisim on the other hand is "the experience of one's own beliefs and behaviors as just one organization of reality among many viable possibilities" (Bennett, 2004: 62). He considers six different stages of experience across this continuum from *Denial* to *Integration*. The following figure shows these stages clearly.
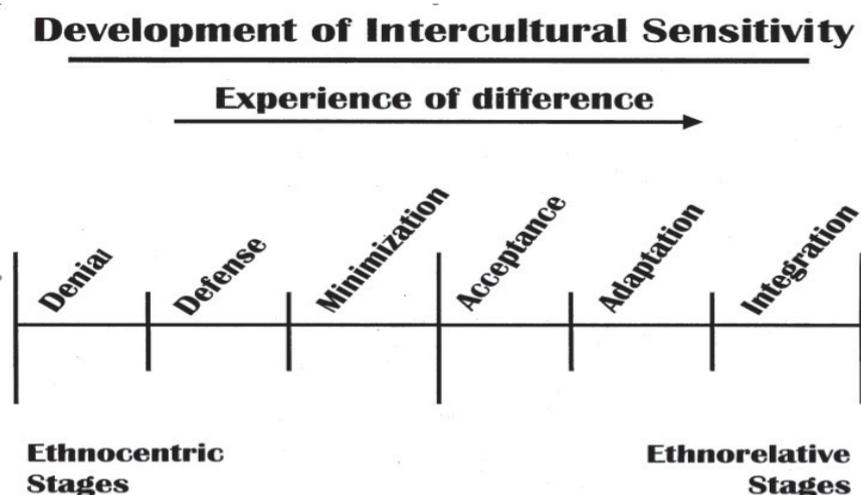
Figure 9. Stages in Bennett's model of DMIS (Source: Bennett, 1986: 182)

---

[34] In order to be successful in another culture, you have to be interested in other cultures and be sensitive enough to perceive cultural differences, and finally, be ready to modify your behavior out of respect to others. (My own translation)

According to this figure, the ethnocentric stages are *Denial, Defense, and Minimization*, while ethnorelative stages consist of *Acceptance, Adaptation, and Integration*. The first sub-stage of ethnocentrism, *Denial*, refers to a position where the person's own worldview is central to all realities. "People with a *Denial* worldview are generally disinterested in cultural difference" (Bennett, 2004: 63). The next stage, *Defense,* refers to the state where the person's culture is considered as the only possible one or "the only good way to live" (Bennett, 2004: 65). Thus, people at this stage see cultural differences as threatening phenomena and believe in the superiority of their own culture. The last stage in ethnocentrism is *Minimization*, in which the person clearly acknowledges the cultural difference and does not evaluate it negatively, but rather tries to trivialize this difference. At this stage, cultural similarities have superiority over cultural differences. Minimization is a transition from ethnocentric to ethnorelative stages (Bennett, 1986, 1993, 2004). Bennett (2004: 68) believes that …

> The experience of Minimization is theoretically ethnocentric in that it takes one's own cultural patterns as central to an assumed universal reality. In other words, the experience is that all people are essentially similar in ways that [are] explainable by my own cultural beliefs. However, the experience also includes the ability to perceive some cultural differences in largely non-stereotypical ways and to recognize the essential humanness of others.

The first stage of ethnorelativisim is *Acceptance*. In this stage, the individual accepts and at the same time respects the cultural difference in a way that the person's own culture is considered "as just one of a number of equally complex worldviews" (Bennett, 2004: 68). Moreover, Bennett (2004: 68) states that people at this stage "by discriminating differences among cultures (including one's own) and by constructing a kind of self-reflexive perspective are able to experience others as different from themselves, but equally human." The second stage of ethnorelativism, *Adaptation*, refers to the formation of skills to accept the cultural difference in order to relate and communicate with people of other cultures. Consequently, "people at Adaptation are able to express their alternative cultural experience in culturally appropriate feelings and behavior" (Bennett, 2004: 70). The important thing about adaptation is that this concept is completely different from assimilation through which the person identifies themselves with the target culture (Prosser, 1978). In assimilation the person should forget his/her own identity and to begin to take on the perspective of a new culture, whereas according to Bennett (2004: 71) …

Adaptation involves the extension of your repertoire of beliefs and behavior, not a substitution of one set for another. So you don't need to lose your primary cultural identity to operate effectively in a different cultural context.

Integration of cultural difference is the last stage of Bennett's model of intercultural sensitivity, in which the person attempts "to integrate disparate aspects of one's identity into a new whole while remaining culturally marginal" (Bennett, 1993: 60).

This model has three important assumptions:

- The phenomenology of differences is the key to intercultural sensitivity. It means that people in similar circumstances of sojourning or other cross-cultural contact behave differently, depending on their construing of events.

- The construing of difference necessary for intercultural sensitivity is that of ethnorelativism, whereby different cultures are perceived as variable and viable constructions of reality.

- Ethical choices can and must be made for intercultural sensitivity to develop (Bennett, 1986: 64).

Under the influence of these assumptions, intercultural competence in this model refers to the ability to think and act in a culturally appropriate manner (Hesse & Göbel, 2007). On the whole, Bennett's model focuses on cultural difference as one of the challenging issues in the development of intercultural competence. This model does not deal with people's behavior or the way they feel or think about a specific culture, but rather examines the cognitive ability to interpret cultural diversity (Shaules, 2007). With regard to this model, Lange (2003) asserts that it is useful since it provides an explicit view towards intercultural development, it gives teachers a framework for observing and measuring the intercultural development of their learners, and it helps teachers to make decisions about the capacity and needs of the learners. Yet Bennett's model has its shortcomings as well. According to Lange (2011), this model has not been created for foreign language classes, and does not clarify the role of language in the development of intercultural competence.

In summary, on the one hand, Bennett's model is mostly concerned with the learners' or people's emotions and feelings in specific cultural situations and encounters. It describes the cognitive status of the learners in each step in a very clear-cut manner without any attention to those persons who may stand in-between stages. Furthermore, it seems that this model can be used in those contexts where English taught as a second language to the

learners since its end station or the ideal stage is where the students can integrate into the target culture which cannot be applicable in the settings where the language is learned as a foreign language. On the other hand, this model can show the progression of intercultural awareness or sensitivity in the learners and help the teacher to be aware of the developmental process of his/her students.

2.2.6.2. Kramsch's Model of Third Place

One of the other scholars in the field of intercultural learning who believes in the integration of culture in foreign language classrooms is Claire Kramsch. She introduces the metaphorical concept of *Third Place* in order to describe the development of intercultural competence among language learners (Lange, 2003). This imaginary space is defined by her as "a place that grows in the interstices between the cultures the learners grew up with and the new cultures he or she is being introduced to" (Kramsch, 1993: 236). According to Carr (1999: 108), this third place "emerges from the struggle that ensues when existing sets of meanings encounter alternative sets of meanings." In this sense, meaning would be produced across cultures in a kind of a third perspective in which meaning or culture can be formed in a discursive manner (Kramsch, 1998). This third perspective can help learners to acquire an insider's as well as an outsider's viewpoints on both cultures (Kramsch, 1993: 210). Put differently, instead of the determination of boundaries between the local and the target cultures, a third culture or place promotes a space where students can have access to language, knowledge, and behavior from both cultures shaping their personality (Lange, 2011). As a result, Kramsch's model is derived from a mixture of three different ideas, i.e. "critical, the practice, and the hermeneutic" (Kramsch, 1993: 183) which can be summarized as "understanding others, making yourself understood, and understanding yourself" (Guilherme, 2002: 139).

In this sense, Kramsch's model intends to help learners to recognize and discover the boundaries and question one's perspectives through dialogue and interaction. Thus, individuals from different cultural backgrounds can obtain a new perspective through the eyes of others while holding his/her own views (Kang, 2012).

In order to build the third place and encourage intercultural understanding, she suggests four different steps as follows:

1. Reconstruct the context of production and reception of the text within the foreign culture (C2, C2').

2. Construct with the foreign learners their own context of reception, i.e. find an equivalent phenomenon in C1 and construct that C1 phenomenon with its own network of meanings (C1, C1').

3. Examine the way in which C1' and C2' contexts in part determine C1" and C2", i.e. the way each culture views the other.

4. Lay the ground for a dialogue that could lead to change (Kramsch, 1993: 210).

These steps can be summarized in the following figure.
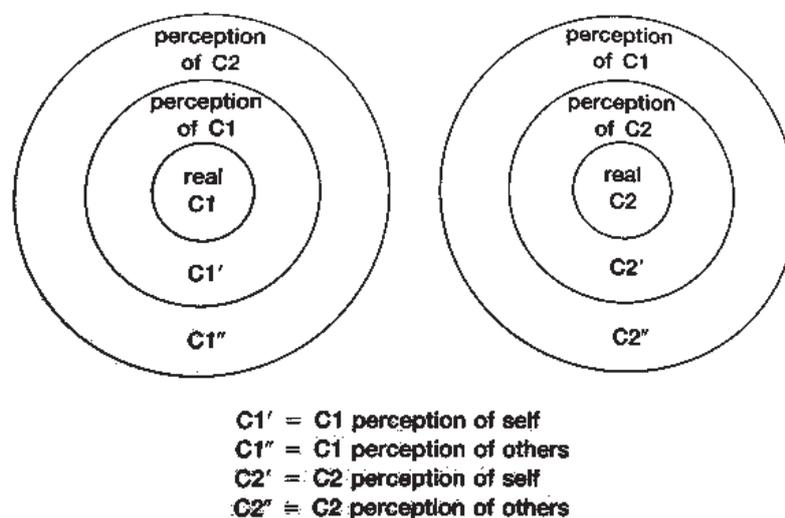
Figure 10. Kramsch's concept of third place (Source: Kramsch, 1993: 208)

Kramsch believes that in order to teach culture, our classes should be a place for cross-cultural dialogues. In this way, the students can build a critical dialogue between the language and its context, including the culture of the text, the students' own responses, classroom culture, and the relationship between teacher and student (Lange, 2003). She also adds that dialogues can help learners: (a) to compare and contrast their ideas with others and (b) to be alert to different ways of expressing meanings (Andrawiss, 2004). In this situation, learners are not seen as "imperfect native speakers but as speakers in their own right" (Kramsch, 1993: 28). Thus, Kramsch's model focuses mostly on the exchange of cultural meaning in the classroom using dialogue (Guilherme, 2002). In other words, "culture, con-

ceived here as 'linguaculture' emerges dynamically from actual, concrete exchanges between individuals in the classroom" (Kramsch, 1993: 30). For her, the final goal of language learning is not to focus on the native speakers' values, but rather to establish a dialogic process which discovers "the boundaries created by language itself in the cultural construction of reality" (Kramsch, 1993: 225; Andrawiss, 2004). This implies that Kramsch does not believe in considering native speakers as the norm since sticking to these norms may hinder the process of exploration of meaning through dialogue in the classroom. In other words, Kramsch (1998: 26) claims that "the notion: one native speaker, one language, one national culture is […] a fallacy."

On the whole, it can be concluded that Kramsch's perspectives towards the inclusion of culture in language classrooms put emphasis on the enhancement of critical thinking as one of the important factors in the development of intercultural competence; however, it is not commonly used by many teachers in the classroom because they are not often familiar with the concepts of critical pedagogy and discourse analysis. Furthermore, some teachers are not used to such learner-centered approaches in teaching culture and language, where the students are more involved in the process of learning. They frequently think that they should control the process of culture and language learning (Lange, 2003). Regarding this model, Thaler (2012) also adds that although such a change of perspective can be helpful and encouraging in understanding a single phenomenon, the third place is certainly an ideal goal but one which is rather difficult to achieve in the classroom context.

Based on this discussion, Kramsch's theory tends to examine culture and cultural differences in discourse through which the learners can establish relationships between self and others, leading to the development of a third perspective or intercultural understanding. Stressing the use of dialogs, Kramsch seems to believe in questioning the presuppositions or stereotypes which people have from the others in order to decenter and change perspective or see the world through the eyes of the others. In this sense, the new perspective will be shaped by the interactions and communications between the interlocutors from different cultures. However, establishment of these kinds of dialogs in the language classes is not always an easy task since it can be affected by different factors, such as learners' types, personalities and competence, time, as well as teachers' teaching methods and styles.

2.2.6.3. Byram's Model of ICC

The last model of intercultural competence discussed in this section was presented by Michael Byram in 1997. He calls this model Intercultural Communicative Competence (ICC) since it is in fact an expansion of the concept of communicative competence which was discussed by different scholars such as Hymes (1972), Canale and Swain (1980), and van Ek (1986). In his model, intercultural competence is added to the previous components of communicative competence, i.e. linguistic competence, sociolinguistic competence, and discourse competence. The components of the intercultural communicative competence model can be seen in detail in the following figure.
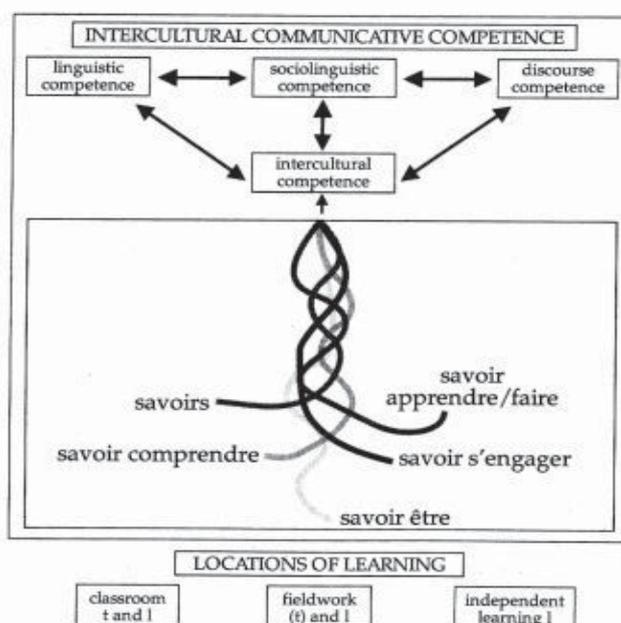
Figure 11. Byram's model of ICC (Source: Byram, 1997: 73)

Byram redefines and presents the communicative dimensions of his model based on van Ek's as follows:

- **Linguistic competence**: the ability to apply knowledge of the rules of a standard version of the language to produce and interpret spoken and written language.
- **Sociolinguistic competence**: the ability to give to the language produced by an interlocutor—whether native speaker or not—meanings which are taken for granted by the interlocutor or which are negotiated and made explicit with the interlocutor.
- **Discourse competence**: the ability to use, discover, and negotiate strategies for the production and interpretation of monologue or dialogue texts which follow the con-

ventions of the culture of an interlocutor or are negotiated as intercultural texts for particular purposes (Byram, 1997: 48).

Moreover, the concept of IC which was developed by Byram and Zarate (1994, as cited in Liddicoat et al., 2003) was expanded and added to this model. Thus, intercultural competence in Byram's model consists of five different savoirs including attitudes, knowledge, and skills which a person should acquire in order to be an intercultural speaker. These savoirs are …

- **Savoir être (attitudes)**: curiosity and openness, readiness to suspend disbelief about other cultures and believe about one's own;

- **Savoirs (knowledge)**: knowledge of social groups and their products and practices in one's own and in one's interlocutor's country, and of the general processes of societal and individual interaction;

- **Savoir comprendre (skills of interpreting and relating)**: ability to interpret a document or event from another culture, to explain it and relate it to documents from one's own;

- **Savoir apprendre/faire (skills of discovery and interaction)**: 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/political education)**: ability to evaluate critically perspectives, practices and products in one's own culture and other cultures and countries on the basis of explicit criteria (Byram, 1997: 50-53).

Concerning attitudes, Byram maintains that learners need to be ready to tolerate the cultural differences and at the same time to decenter from their own points of view and try to analyze them as an outsider. Thus, students should have analytical and reflective views towards cultures. This savoir refers to "the willingness to seek out or take up opportunities to engage with otherness in a relationship of equality, distinct from seeking out the exotic or to profit from others" (Byram, Nichols, & Stevens, 2001: 195).

Regarding the dimension of savoirs, two types of knowledge can be inferred. The first is concerned with the general knowledge about one's own culture and that of others, while the second refers to the knowledge of people's interactions at both societal and individual

levels. He believes that the knowledge of others can sometimes be stereotypical, but this knowledge in combination with the second type can lead to successful interaction.

The first set of skills which refers to the skill of interpreting and relating deals with "ethnocentric perspectives, areas of misunderstanding and dysfunction in an interaction" and the ability to "explain them in terms of the cultural systems present and to mediate between conflicting interpretations of phenomena." However, the second set, the skill of discovery and interaction, involves "identify[ing] similar and dissimilar processes of interaction, verbal and nonverbal, and negotiate[ing] an appropriate use of them in specific circumstances" as well as "interact[ing] with interlocutors from a different country and culture taking into consideration the degree of one's existing familiarity with the country, culture and language and the extent of difference between one's own and the other" (Byram, 1997: 38, 50-53; Byram, 2008: 232).

Regarding the final savoir, Byram emphasizes that learners should be able to have a critical and analytical view towards their own as well as others' values. This savoir promotes cultural awareness, "the ability of standing back from ourselves and becoming aware of our cultural values, beliefs and perceptions that are different from the others. Cultural awareness manifests when we interact with people from other cultures. We realize that people interpret and evaluate things in different ways" (Rico, 2012: 139). Teachers should try to promote this competence among learners in order to put emphasis on the native culture of the students as well as the target culture. In this sense, fostering a positive attitude towards the target culture can be accomplished (Byram, 1997: 38; Andrawiss, 2004; Byram, Gribkova, & Starkey, 2002; Peterson & Coltrane, 2003; Byram, 2008: 232).

According to Byram's model of ICC, there are three possible locations for learning intercultural competence: "the classroom (through close interaction between learners and teachers), the pedagogically structured experience outside the classroom/fieldwork (a short or long stay in the target country where teacher doesn't have an important role), and the independent experience (as the personal growth of the learner)" (Byram, 1997: 64-70).

As a result, a person who is interculturally competent "has knowledge of one or, preferably, more cultures and social identities and has the capacity to discover and relate to new people from other contexts for which they have not been prepared directly" (Byram & Fleming, 1998: 9). In line with this view, Fantini (2006: 9) describes intercultural communicative competence as "a complex of abilities needed to perform effectively and appropriately

when interacting with others who are linguistically and culturally different from oneself." For him, these abilities are: awareness, attitudes, skills, knowledge and language proficiency (Fantini, 2000).

In his model, Byram considers two important facts. First, culture is a dynamic concept which is changing all the time, and second, we should have a reflective view towards teaching culture in the language classroom. He adds that …

> To teach foreign culture (…) is to introduce the pupils to new meaning systems and their associated symbols, to provide them with the opportunity to acquire new competences and to allow them to reflect upon their own cultural competence (Byram, 1989: 44).

Within this framework, teachers are responsible for "shak[ing] and trouble[ing] the complacency of [their] pupils, stimulat[ing] their curiosity, but also encourag[ing] them to go beyond the dangerous stage of then perceiving the Nuer, the Tibetan or the Frenchman as curious, odd and perhaps disturbing" (Byram, 1989: 88).

Many scholars believe that this model has the most systematic structure in comparison to other models of IC in the field of language teaching. For example, Lange (2011: 17) admits that …

- It gives a detailed outline of what intercultural competence is and what kind of skills need to be considered when teaching language according to the intercultural approach.
- It is useful for teachers as it breaks down a complex concept into its constituent parts.
- It is specifically designed for the language classroom, therefore considering the language learner and the desired outcomes of an intercultural approach to language teaching.
- It does not neglect the importance of language and makes sure to point out that linguistic competence is part of achieving intercultural competence.

In contrast, there are other scholars who believe that this model has three important problems in terms of the concept of acquisition, gradation, and assessment. For instance, Coperias Aguilar (2002) proposes that it is very difficult to understand how we can acquire ICC in this model because some of the elements that should be promoted, such as skills and attitudes, cannot be taught in the classroom. In addition, it is also difficult to grade and as-

sess students' level of competence in this model since there are no specific criteria and test-ing methods which can be used to test and rank the students, especially in terms of atti-tudes.

On the whole, it seems that Byram's model of ICC can fit into the language classes since it deals with the promotion of communicative competence and intercultural competence to-gether. In other words, learning the language and culture is more incorporated in this mod-el. Therefore, it can be helpful for those teachers who believe in the integration of culture into language teaching programs. Following this feature, the determination and preparation of teaching objectives and materials can be easier since this model considers the develop-ment of three specific dimensions, i.e. knowledge, skills, and attitudes, for acquiring the intercultural competence.

Finally, it should be noted that these three models focus on the cognitive process of cul-ture learning. In this sense, as Byram and Zarate (1997: 241) assert, "there are thus both affective and reflexive relationships involved [in the process of culture learning], and the de-centering required in the process of reflection upon and relativisation of one's own views and practices pre-supposes a psychological maturation which may be a pre-condition for successful learning."

2.2.7. Textbook and Cultural Awareness

As mentioned before, the concept of culture teaching has always been one of the contro-versial issues in the field of foreign language education. Hence, the traces of its effect have also been observable in designing the materials and textbooks which are one of the signifi-cant elements in language teaching. Basically, there are two points of view towards teaching culture in the textbook. The first refers to Cunningsworth's idea (1984) about including local culture instead of target culture in order to keep students away from unfamiliar cultural issues. The proponents of this idea believe that when the target culture is taught in the textbook it may become "an impediment rather than help to the learner," so it is better for learners to spend their time on "… learning the language rather than the structuring of the social world in which the learner[s] [are] never likely to find [themselves]" (Cunningsworth, 1984: 61-62). In line with this view, Dat (2003: 388) criticizes the inappropriateness of cul-tural issues in the textbooks with regard to the students' own culture and said that "in many cases, activities [of textbooks] are not effective simply because their subject matter is not

culturally appropriate in the local learning situations." Furthermore, Aftab (2011: 57) main-
tains that "many educators fear that raising target cultural awareness may threaten the cul-
tural identity of the learners or induce feelings of inferiority in them."

However, the opponents of this view insist on the inseparability of language and culture
and propose the integration of culture teaching into language teaching. From their point of
view, the textbook as the main element of language teaching can be a valuable resource for
introducing the cultural topics related to the target culture since lack of knowledge about
the target culture may lead the learners to misunderstandings. For example, Pulverness
(2003: 428) states …

> To treat language … as a value-free code is likely to deprive learners of key dimensions of
> meaning and to fail to equip them with necessary resources to recognize and respond ap-
> propriately to the cultural subtext of language in use.

Likewise, McGrath (2002: 212) acknowledges that "… materials embody cultural content
and that knowledge of this content is essential if one is to understand the language." In ad-
dition, Cortazzi and Jin (1999) suggest that fostering openness and cultural understanding
via the textbook can help learners to gain a critical view towards both cultures. In this situa-
tion, the evaluators of the textbooks should also pay attention to the cultural elements in
the textbook since, as Kumaravadivelu (2008: 189) notes …

> The task of promoting global cultural consciousness in the classroom can hardly be accom-
> plished unless a concerted effort is made to use materials that will prompt learners to con-
> front some of the taken-for-granted cultural beliefs about the Self and the Other.

Thus, as McKay (2003) mentions, in fact the language of a society is like a gateway to peo-
ple's beliefs, attitudes, values, and customs in that society, and this is more important in the
case of English, which is considered as the world's first language. Since nowadays English is
mostly used as L1, L2, foreign language, and ELF in the world, people should be aware of
cultural diversities (Acar, 2009; Ke, 2009; Mete, 2009). Consequently, language teaching
should be concerned with giving insight into cross-cultural representations; in other words,
"English coursebooks should reflect multicultural portrayal" (Aftab, 2011: 58). In this sense,
according to Rico (2010: 90), materials can act as a kind of "auxiliary means to promote mu-
tual understandings between people and cultures as well as powerful tools to deal with cul-
tural diversity."

However, scholars and material designers have not yet found common ground regarding the inclusion of cultural issues in English textbooks in terms of their types and aspects. To put it another way, as Yassine (2012: 73) states …

> The question of which culture best fits as a context of teaching/learning a foreign language is still subject to debate mainly when there is a desire to provide the learners with safe learning environments which let them function effectively in the foreign language.

Considering this fact, there are different classifications of textbooks regarding the presentation of cultural content. For instance, Dunnet, Dubin, and Lezberg (1986) differentiate between two sets of textbook: one-dimensional and two-dimensional ones. The first category of textbooks deals with the presentation of the target language culture. These kinds of textbooks do not pay attention to the comparison between cultures; however, as Corbett (2003) maintains, materials must present the local culture of the students as well. On the other hand, two-dimensional textbooks try to promote intercultural awareness. They present cultural topics from two points of view in order to provide a comparison and contrast between the target and the native culture of the students.

Damen (1987) presents another classification which focuses on culture-general and culture-specific topics in the textbooks. Textbooks with culture-specific issues aim to make learners familiar with specific target cultures or to prepare them for interacting with particular groups. However, textbooks with culture-general issues are mostly based on cultural universals. They treat culture as a universal phenomenon and address the similarities among people all over the world. The focus of such textbooks is to develop intercultural understanding and empathy with others.

Regarding culture-specific textbooks, Cunningsworth (1984: 61-62) asserts that these kinds of books have their advantages and disadvantages.

Advantages:
- They provide a range of clearly identifiable situations for the presentation and subsequent practice of language items and so give the course writer the opportunity to make his material meaningful through being contextualized.

- They lend themselves to the creation of recognizable characters that appear regular-ly throughout the course, giving a degree of continuity to the material and providing a sense of security for the student, who may well identify with one or more of them.

Disadvantages:

- They will only be of relevance to students who understand the cultural background in which they are set. European learners, for example, would readily comprehend most cultural settings in Britain or the U.S.A., but the same cannot be said of learners in Iraq, Thailand, the Sudan or China, where cultural norms are vastly different.
- Unless the student is ultimately going to visit Britain or the U.S.A., the task of under-standing and relating to the range of social situations portrayed in culture-specific coursebooks will be too great for any likely benefit accruing to justify them. The time would be better spent learning the language rather than the structuring of the social world in which the learner is never likely to find himself.

As mentioned in chapter one, the other classification was presented by Cortazzi and Jin (1999: 204-210). They divide textbooks into three groups in terms of cultural topics:

- *Target culture materials* that focus on the culture of English-speaking countries where English is used as a first language;
- *Source culture materials* that mirror the learners' local culture;
- *International target culture materials* that include a wide variety of cultures set in English-speaking countries or other countries where English is not a first or second language, but is used as an international language.

According to this categorization, the first group of coursebooks aims to prepare students to behave appropriately in real-life situations when interacting with the native speakers of the language by making them familiar with the stereotypes. The second group tries to make the learners aware of their own culture, so in this way they can easily express themselves and talk about their own culture and way of life using the target language. Textbooks in Venezuela, Turkey and Saudi Arabia are among such kinds of coursebooks (Lund, 2006). And finally, the last group of textbooks in this classification aims to promote the students' inter-cultural skills; thus, these books focus on various international cultures. In this way, they "allow for learning culture as a dialogue by equipping the learners with an intercultural

competence" (Yassine, 2012: 76). These classifications by Cortazzi and Jin are presented in the following figure in detail.

Source	Target	Perceived Benefit
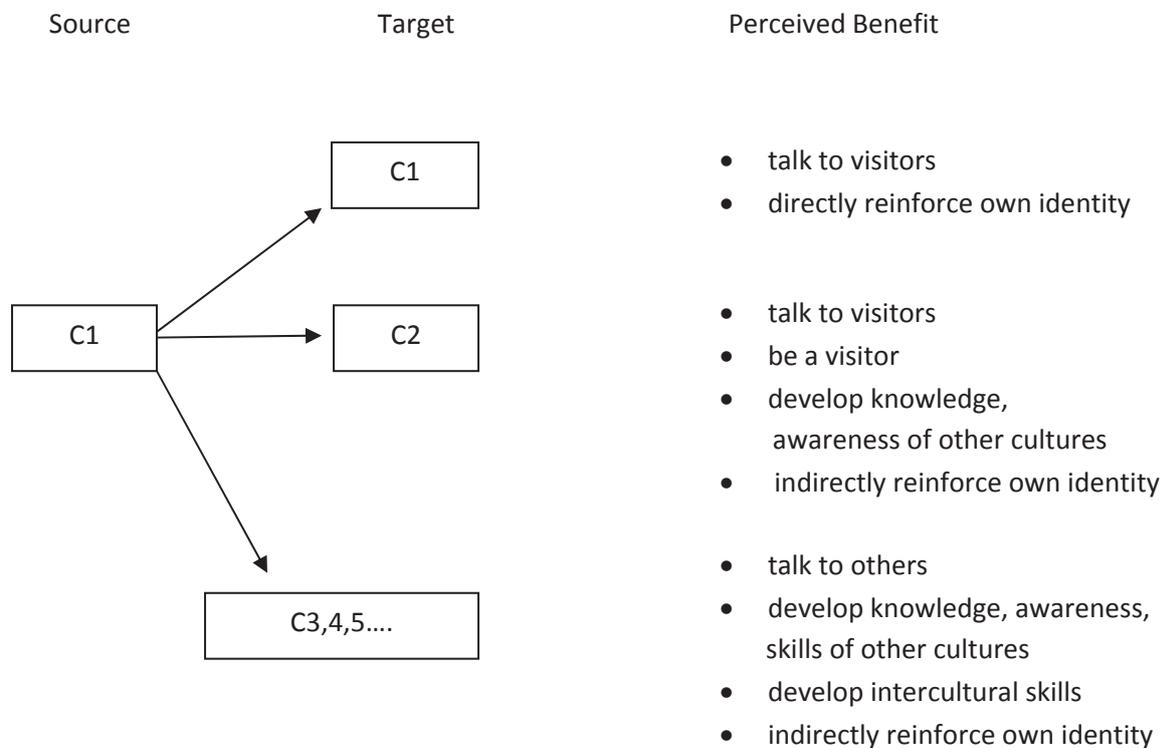
Figure 12. Textbooks and culture (Source: Cortazzi & Jin, 1999: 204)

Similarly, McKay (2000: 9-10) recognizes three types of textbooks regarding cultural content: target culture materials, learners' own culture materials, and international target culture materials. She believes that international target language materials are best since they provide the learners with a wide range of cultural knowledge from all over the world via the target language. In this way, learners become interested in communicating with other people and respect the different values and points of view. Furthermore, she suggests that the best way is to integrate the local culture of the student and the target culture (see also Khaniya, 2006).

The last categorization refers to global and local textbooks. Global textbooks which are designed for the international market are mostly concerned with "topics with a fairly broad trans-cultural appeal" (Pulverness, 1995: 7). In this sense, they present a neutral view towards cultural issues, so they can be used in various parts of the world, whereas the local

textbooks which are designed based on the national standards in a country mostly focus on the development of students' awareness of their own culture and at the same time the target culture (Freebairn, 2000; Skopinskaja, 2003).

Concerning the presentation of culture in textbooks, there are some criticisms as well. For example, many textbooks present cultural issues by focusing on only two countries: the United Kingdom and the United States (Lund, 2006). One reason for this decision stems from the fact that from an economic point of view it is not profitable for the publishers to write their textbooks according to students' local culture since the learners of other countries cannot use such textbooks, so they become limited to a particular context. The other reason is that in most cases, the native speakers are the writers of these textbooks, and for them it is far easier to write about their own Anglo-American cultures (Alptekin, 1993). Furthermore, some textbooks present the target culture in a very idealized way (Gray, 2000), and they focus on tourists' perspectives, giving some factual knowledge about food, trips, and attractions (Yuen, 2011). Pohjanen (2007) also maintains that cultural content in textbooks mostly focuses on countries rather than people and their values. Regarding the problems of cultural elements in coursebooks, Byram (1989) also believes that textbooks often do not present the real world situations, and that the target culture is pictured in a typically casual manner.

Another important aspect of the inclusion of culture in textbooks is cultural information. Nowadays, given that the final goal of language teaching is the development of intercultural understanding and competence among learners, the role of cultural information presented in the textbook becomes more and more important. For instance, according to Kitao (1997: webpage), this kind of information "should be correct and recent. It should not be biased and should reflect background cultures of English. It should include visual aids to help students understand cultural information." Moreover, Sercu (2000: 254) states that textbooks with "monocultural, nationalistic, ethnocentric, and biased perspective towards the world may prohibit intercultural learning." Likewise, Lund (2006: 289-292) classifies some features of cultural information in the textbook as follows:

- It should provide students with encounters with 'real others' and also to make the different cultural expressions visible for them.
- A central concern would be to avoid texts that present seemingly 'culture neutral' contexts or refer to situations as if they were universally valid.

- There seems to be a need to include more descriptions of situations in which members of the students' own culture are involved and to illustrate contexts where the students might be likely to find themselves.

- It should show students some of the variety of the English-speaking world. But the diversity of each country and each community also needs to be focused on.

- The diversity of the students' own environment could be focused on and made the topic of intercultural work.

- For dealing with stereotypical images, a few exercises should be presented in order to encourage students to see themselves from an outsider's perspective. Such activities aim to open the students' eyes to new ways of looking at and understanding the world.

- It should include texts and tasks that aim explicitly at developing the students' willingness to meet 'the other' and their ability to cope with the misunderstandings that this may involve.

Similarly, Triyoga (2010: webpage) presents some suggestions for cultural content of English textbooks in order to avoid stereotypical and biased issues:

- Photographs and illustrations should convey the ethnic diversity of the country.

- The names and personalities of the characters should reflect a diversity of cultures and social tolerance.

- Teaching material should portray a balance of men/boys and women/girls in active roles and different age groups.

- Both sexes should be depicted as being engaged in independent activities as well as in leadership roles.

- Both sexes should be depicted equally in domestic situations, doing households chores and caring for children.

- In portraying groups, illustrators should bear in mind that some women are taller than some men.

- When depicting children at play, do not show boys playing only with traditionally "boy's toys" and girls playing only with traditionally "girl's toys."

- Illustrations should promote a positive self-image for people of all ages and ethnic groups. Leadership roles in various activities and professions should be divided equally among members of different ethnic group.
- Discussions and illustrations dealing with religion or churches should include all major religious groups. Opinions about religion, especially negative ones, should be avoided.

However, it is difficult to set a boundary between the actual and prescribed realities according to these suggestions. Sometimes, textbook designers prefer to censor some features of the target society since they should observe specific predetermined criteria for picturing the foreign culture. Following these principles may lead to the presentation of a society either in a negative or a peaceful way. Moreover, the characteristics of the local culture affect the presentation of the realities. In this sense, in order to avoid breaking the rules and norms in the home culture of the learners, the illustrations, pictures, and tasks are selected in such a way that they may be far from the reality in the target culture. Within this framework, they try to make a close link between the reality in the target society and the one in the source culture.

In addition to these classifications of cultural information, Méndez García (2005) elaborates on the aims of cultural content in textbooks and states that this information should increase the learner's knowledge about the world as well as the target countries, acquaint them with the way people behave in the target countries, develop the sense of respect and tolerance towards others, make the learners reflective about their own culture, and finally help them to become interculturally competent in order to act appropriately in a globalized world. To achieve these aims, the activities in the textbooks should encourage intercultural reflection, which can be treated in three different degrees (Lopez Barrios & Villanueva De Debat, 2007: 81). Figure 13 shows these degrees clearly.
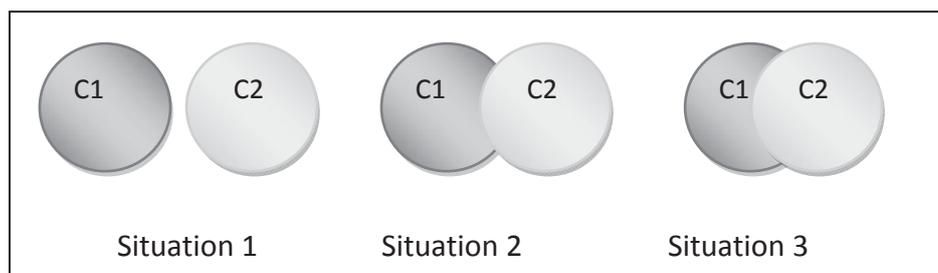
Figure 13. Degrees of Intercultural Reflection in the Textbook (Source: Lopez Barrios & Villanueva De Debat, 2007: 81)

According to this figure …

- In Situation 1 the materials do not encourage the learners to compare or contrast C1 and C2 but treat them separately.
- In Situation 2 the materials attempt some degree of comparison between C1 and C2 leading to a moderate degree of reflection.
- In Situation 3 the materials promote a higher degree of cross-cultural confrontation. In this case, learners are made to analyze information critically.

As a result, a language textbook can promote intercultural competence when it fosters …

- the acquisition of savoirs which observe and address the pupils' present understanding of the foreign culture and their cultural frame of reference/world view with regard to the foreign culture; increases the pupils' 'cognitive resources', not only in terms of the amount of knowledge about the foreign culture, but also in terms of the accuracy, systematicity and contextualization of their cultural knowledge;
- savoir-apprendre through assisting pupils in acquiring the ability to apply systematic and accurate information processing skills to hitherto unknown (own or foreign) cultural phenomena, and to operate these skills with an open, flexible and independent mind, as well as with a willingness to re-categorize observed and evaluated phenomena; through raising the pupils' awareness of the stereotyping process and increasing their understanding of how stereotypes are used in the process of identity formation and maintenance; through assisting them in acquiring the ability of independent thinking with regard to the opinions which socializing agents pass on; through assisting them in acquiring the skills needed to independently obtain relevant cultural information;

- savoir-être through offering experiences which question their assumptions about the naturalness of their own cultural values, knowledge and behavior, and thereby open their minds to acceptance of the 'naturalness' of other cultures;

- savoir-faire through offering pupils opportunities to demonstrate their intercultural competence, in other words through providing them with (unfamiliar) secondary or tertiary socializing situations to which they can apply savoirs and savoir-apprendre skills (Sercu, 2000: 251-2).

However, the results of different studies on the evaluation of cultural content of language textbooks in various countries indicate that the cultural information in such textbooks deals mostly with the target culture focusing on factual knowledge, culture with big-C, and people's way of life (e.g. Sercu, 2000; Davcheva & Sercu, 2005; Lund, 2006; Abdullah & Chandran, 2009; Rico, 2012). In other words, some language textbooks hardly encourage the learners to gather information about different cultures, to have a reflective view towards their own culture, to compare and contrast cultures, to have empathy with people from different cultural backgrounds, to respect other cultural values, and to find the causes of intercultural misunderstandings (Sercu, 2000).

In order to clarify the status of cultural and intercultural matters in English language textbooks in different contexts, a review of various studies in this regard will be presented in tabular format in the next section. It should be mentioned that the textbooks in the following studies have been written by local writers.

2.2.8. Studies on Textbook Evaluation

In this section, 33 empirical studies of the evaluation of English textbooks regarding the cultural content in different contexts are summarized in the following table to shed light on the main concerns and objectives of the present study.

Researcher (s)	Context/School level	Textbook/Area of analysis	Results
Ahmadi (2013)	Iran/Secondary (High school)	• English book 1,2,3/ English book for pre-university students • Cultural aspects	• Paying most attention to the religious subjects • Paying least attention to music and movies

Çelik & Erbay (2013)	Turkey/Elementary	• Spot on 6,7, 8
		• Four cultural aspects
		  ○ Products
		  ○ Practices
		  ○ Perspectives
		  ○ People
			• Exposing students to diverse cultures primarily UK and US
			• Other English speaking countries: Canada, Ireland, Scotland, New Zealand and Australia
			• European countries, mostly Germany
			• Focusing mostly on products and persons

Jamalvandi (2013)	China/Secondary	• New Senior English for China series
		• Representation of source, target and other cultures
		• Investigation of 5 major cultural elements
		  ○ Social
		  ○ Personal
		  ○ Religion/arts/ literature/music
		  ○ Political system/institution
		  ○ Environmental
			• Focusing on the target culture more than the source and other cultures
			• Focusing mostly on religion, arts, literature, and music
			• Imbalanced coverage of cultures
			• Unfair treatment of cultural dimensions
			• Inability to enrich students' cultural knowledge in all aspects

Weninger & Kiss (2013)	Hungary/Secondary	• Bloggers & Steps • Cultural content	• Explicit presentation of cultures (texts about famous people and festival from different nationalities) • Lack of reflective tasks after the cultural passages • Focusing on cultural denotations rather than connotation
Hermawan & Noerkhasanah (2012)	Indonesia/ Elementary	• Grow with English 4,5,6 • Cultural content	• Focusing on target culture more than local one • Presenting local culture in the form of names for the characters and places and rituals
Kang (2012)	South Korea/Middle & High school Grades 7,8, 10	• 3 EFL textbooks (unspecified names) • Cultural content	• Including both big-C and small-c aspects • Presenting local & other cultures • Educating about cultural

			differences & their importance in intercultural communication • Focusing on taken-for-granted ways of thinking • Focusing on sociolinguistic competence
Kim (2012)	South Korea/Secondary	• 3 Middle school English 1 with different publications • Cultural and social content	• Presenting stereotypical image of gender roles and biased views towards ethnicity, nationality, social class, and minority status • Presenting a Caucasian English teacher as the ideal one
Lindström (2012)	Finland/Upper-secondary school	• EFL textbooks from the early 1980s to the 2010s 　o ProFiles 4 & 5 　o Guys 'n gals series 　o Action series • Presentation of cultures	• Focusing mostly on Britain and the U.S.A • Decreasing of stereotypes • Shifting from informative texts to more general topics
Rimani Nikou & Soleimani (2012)	Turkey & Iran Secondary school	• English Book 1,2,3 (Iran)/ New Bridge to Success (Turkey) • Cultural references in reading passages	• Weak presentation of cultural elements of target culture • Inability to expand students' perspectives and cultural understanding • Lack of presenting cultural principles
Yassine (2012)	Algeria/Secondary school	• Think it Over/ Comet/ New prospect • Cultural contextualization	• Focusing mostly on British and American culture • Focusing more on western and European culture than local culture • Presenting culture as a set of facts and meanings • Inability to give the opportunities for intercultural learning
Poorebrahim (2012)	Iran/Secondary (High school)	• English Book 1, 2, 3/ English Book for Pre-university Students • Socio-cultural aspects	• Inappropriate materials & contents from linguistic as well as cultural points of view • Lack of attention to culture & socio-cultural theory

Aftab (2011)	Pakistan/Middle school Grade 6	• English 6/ Everyday English 6 • Both cultural & Linguistic contents	• Focusing on Pakistani & Islamic cultures • Ignoring foreign cultures • Neglecting the religious minorities in Pakistan • Presenting unrealistic picture & depicting positive sides • Promoting gender and religious stereotypes
Göldner (2011)	Japan/Lower-secondary school	• Columbus 21/ New Crown/ New Horizon/ One World/ Sunshine/ Total English • Cultural content	• Presenting a global picture • Presenting biased views towards Japanese and Western cultures • Focusing mostly on the countries near to Japan • Focusing mostly on local culture • Having a comparative view • Trying to raise intercultural awareness and mutual understanding • Focusing mostly on Canadian culture rather than American
Kearney & Kolm (2011)	Sweden/Upper-secondary school Grade 1	• Blueprint A/Blueprint: engelska. Vocational/ Context 1/ In Real Life. Students' Book/ Progress Gold A/ Worldwide English • Cultural content	• Inclusion of different English speaking countries and authors of different nationalities • Focusing on living conditions, traditions, historical events, and attitudes • Implicit presentation of culture using extracts from short stories and novels • Considering western cultures as norm and non-western cultures as exotic, traditional, and uniform
Kirkgöz & Ağçam (2011)	Turkey/Elementary school	• Spring 4/ Enjoy English 4,5/ English Today 5/ A Modern English Course for Turks 6,7/ Quick Step 6/ Easy English 7/ Texture English 4/ Time for English 4,5/ Build Up Your English 6/ Trip 6/ Spot On 6,7,8/ Let's Speak English 7,8 • Cultural elements	• Presenting a good balance between source, target and international cultures
Lange (2011)	Germany/Secondary	• Camden Town 4	• Covering many aspects

	school Grade 8	• Cultural and intercultural content based on Byram's model	of culture like day to day culture • Lack of success in the development of inter-cultural competence • Providing no opportuni-ties to face intercultural communication and misunderstandings • Focusing more on com-municative competence • Focusing mostly on knowledge and atti-tudes rather than skills • Presenting good topics for intercultural teach-ing • Lack of tasks facilitating intercultural learning
Pervan (2011)	Sweden/Upper-secondary school	• Blueprint A/ Core 1 • Cultural views	Blueprint A: • No presentation of cul-ture connected to typi-cal English, American, or a specific country • Presentation of artifacts • No presentation of his-torical or geographical facts • No explicit representa-tion of stereotypes • Inclusion of reflective tasks after the texts • No presentation of cul-ture as something pre-defined Core1: • Focusing mostly on Eng-land, the U.S. or South Africa • Focusing on culture as the products rather than process • Paying much attention to historical and geo-graphical facts • Inclusion of reflective tasks after the texts • No explicit representa-tion of stereotypes
Çakir (2010)	Turkey/Elementary	• Spring 6, 7/ English Net 8 • Cultural specific expressions	• Lack of cultural expres-sions • Tasks' failure to give cul-

			tural information
			• Lack of exposure to the real-life saturations
Äijälä, (2009)	Finland/Upper-secondary	• In Touch 3, 4, 5 • Acquiring intercultural competence based on Byram's model	• Focusing mostly on increasing learners' knowledge of culture like education, famous authors, cities, religion, history, and dressing rather than attitudes and skills • Focusing more on developing linguistic competence rather than intercultural competence
Zakaria & Hashim (2009)	Malaysia/Secondary	• English Language Form 1,2,3,4,5 • Cultural aspects	• Insufficient presentation of cultural aspects • Lack of exposure to all the local ethnicities and cultures available around the learners in their living and learning environment • Focusing on the literature • Lack of attention to the local culture
Alamri (2008)	Saudi Arabia/Elementary Grade 6	• English Textbook for Saudi Boys' Schools • Socio-cultural & cultural content	• Presentation of references based on students' worldviews and socio-cultural environment • Being free from stereotypes • Lack of attention to the promotion of tolerance • Inability in developing positive views towards others
Cleeve (2008)	Sweden/Upper-secondary level	• Shortcut 2/Real Time 2/ Blueprint B • Presentation of cultural knowledge	• Integrating cultural understanding superficially • Including texts from different historical and contemporary eras • Good representation of big- C culture • Paying little attention to geography, education and gender • Neglecting small-c culture • Focusing mostly on lin-

			• guistic codes • Paying little attention to the significance of messages in the texts
Almazloum (2007)	Palestine/Secondary Grade 10	• English for Palestine • Cultural elements	• Weekly presentation of cultural elements in the textbook
Nei (2007)	Vietnam/Secondary Grade 10	• Grade 10 English Textbook • Cultural content	• Focusing on more than one culture especially English speaking countries (UK & US) • Promoting students' cross-cultural awareness through comparisons
Pohjanen (2007)	Finland/Secondary	• The News Headlines 1-8/ Key English 7-9 • Representation of English speaking target cultures	• Focusing mostly on the American, Canadian, Australian, New Zealand, and Irish cultures • Presenting other countries like Scotland, Wales, Hong Kong, India, Jamaica, and South Africa The News Headline 1-8: • Focusing mostly on British culture, especially that of England • Dealing with the country and its features • Paying little attention to the people and their worldviews Key English 7-9: • Focusing mostly on American culture • Presenting the everyday life of people
Lund (2006)	Norway/Lower- secondary Grades 8,9,10	• Flight/ New people, New Places/Search/Catch • Culture and context	Flight/ New People, New Places/ Catch: • Focusing on English speaking world • Selection of topics based on the motivation, factual knowledge, and foreign countries literature • Paying few attention to appropriate use of language in different situa-

			tions • Paying no attention to the development of students' intercultural awareness or attitudes towards others • Imbalanced view towards the tasks and the content of the texts • Undermining the perceived importance of cultural material • Lack of attention to everyday life and the do's and don'ts of the foreign cultures
			Search: • Paying attention to the development of students' socio-cultural competence • Presenting foreign countries systematically • Providing the students with some useful insights when communicating with others • Lack of attention to everyday life and the do's and don'ts of the foreign cultures
Vrbová (2006)	Czech/Elementary Grade 9	• Angličtina pro 9 • Cultural content	• Good integration of cultural content into the context of the lessons • Slight reference to the historical perspectives • No presentation of geographical features • Using literary texts in each unit • Lack of focus on developing knowledge and attitudes
Davcheva & Sercu (2005)	Belgium, Bulgaria, Greece, Mexico, Poland, Spain and Sweden/Secondary	• Headway/ Blueprint/ Hotline/ Streetwise/ Snapshot/ Grammarway/ Look A head/ Enterprise/ Grapevine/ Madders[35] • Cultural content and ICC	• Lack of success in the development of students' ICC

[35] Some of these textbooks have been designed by international writers; however, since this research is a comparative study in international context, the result was considered in the present table as well.

Aliakbari (2004)	Iran/Secondary (High school)	• English 1, 2, 3/English Book for Pre-university Students • Presentation of culture in new words and reading passages	• Superficial and shallow presentation of culture • Lack of success in developing cultural and intercultural competence • Distracting attention from cultural points • Lack of attention to eastern countries and even Iranian culture • Focusing mostly on science rather than literature or art • Providing students with imaginary artificial passages

Long-Fu (2001)	China/Lower & Upper-secondary	• Two series of EFL textbooks in 1982 &1993
		  o English Books 1-6,lower secondary 1982
		  o English Books 1-3, upper-secondary 1982
		  o English Books 1-5, lower secondary 1993
		  o English Books 1-6, upper-secondary 1993
			• Focusing mostly on the target culture in a superficial manner
			• Inability to develop students' ICC
			• Presenting unreal picture of the target people and countries

Cortazzi & Jin (1999: 205)	Turkey Venezuela Saudi Arabia	• Spotlight on English/El libro de ingles/English for Saudi Arabia • Cultural content	• Focusing on home culture • Presenting local traditions and heroes • Preparing the students to talk about their own country in English • Lack of attention to target culture
Özil (1999, as cited in Çelik & Erbay, 2013)	Turkey/Elementary	• A Modern English Course for Turks 7 *(*from 1972 to 2008) • Cultural content	• Giving familiar cultural information to the learners • Focusing on home culture
Kawano (1987)	Japan/Secondary	• Mainstream 1/Why English 1/The New century English series 1/Fresh English 1/New Light English 1/Senior Swan English Course 1/ New Standard	• Lack of cultural coverage • Presenting superficial and stereotypical contents and illustrations • Having a biased view

	English 1/ Sunrise English 1/Go, English! 1/The Rainbow English Course 1 • Cultural information	towards white Americans • Inability to make the students culturally sensitive

Table 3. Studies about cultural content of textbooks

Based on the results in the above table, it can be concluded that most of the EFL textbooks presented in Table 3 focus on big-C cultural aspects in the English-speaking countries, especially the UK and US. In this sense, the presentation of varieties of cultures is not considered as the main focus in English textbooks. In terms of the promotion of ICC, these textbooks pay little attention to the attitude and skill dimensions. As a result, the students are provided mostly with the cultural knowledge about different countries which are sometimes presented in a biased, shallow, and negative manner. It should also be mentioned that some of the EFL textbooks fail to consider other cultures and pay attention only to the local culture of the students. In this case, the development of critical awareness and reflective viewpoints is still an important concern in the design of English language teaching materials.

The present work intends to run a comparative study to explore the cultural contents of four English textbooks along the same lines, in four different countries and from the perspective of promoting intercultural communicative competence based on Byram's model of ICC which considers skills and attitudes alongside of knowledge. However, it also tries to collect the teacher and student opinions about their textbooks in each country to find out the problems and status of culture teaching in their English coursebooks. In this way, a deeper view can be presented about the cultural aspects and development of intercultural competence in the textbooks observing the ideas of the actual users. Most of the studies presented in the above table are merely based on the evaluation of the textbooks using the checklist method without considering the opinions of the teachers and students. As explained earlier, this is one of the issues which will be taken into account in the present research via questionnaires and interviews alongside of the textual analysis of the textbooks. In the next chapter, the method and procedures used in this study to collect and document the data will be explained in detail.

Chapter 3

Method

> Language is the road map of a culture. It tells you where its people come from and where they are going.

Rita Mae Brown (1988)[36]

Following the comprehensive overview of the role of textbooks and culture in the field of foreign language teaching presented in the previous section, this chapter will discuss the instruments and procedures used to collect and analyze the data in order to:

(1) evaluate English textbooks in view of ICC at the upper-secondary school level of four countries: Germany, Iran, the Netherlands, and Sweden, and

(2) investigate teachers' and learners' opinions about their English textbooks both from cultural and linguistic views in the aforementioned countries.

To do so, the appropriate methods and instruments were chosen to examine the status of English textbooks in terms of ICC and teachers' and learners' ideas. Thus, in this section, the procedure followed to document and analyze the data is explained. In other words, this chapter is concerned with the setting, participants, methodology, and the process of computing and calculating the data.

The first part of the chapter deals with the setting in which the study took place and the characteristics of the participants in this research. This part is important as it can familiarize readers with the target sample and its characteristics. Research design is the next issue presented here. As is obvious, this section will discuss the design of the research and the methodology used to select the final sample. The instruments with which the textbooks were analyzed and the subjects were examined, as well as the reasons for choosing those particular instruments, are also discussed in the following parts of the very same section. At the end of this part, the procedures and the statistical processes used to document and analyze the data are also explained in detail.

---

[36] source: Starting from scratch

3.1. Setting

Since this study is a comparative one in nature, a wider scope regarding its focus has been attempted. Therefore, the present work has been conducted in the three European countries of Germany, Sweden and the Netherlands, and one Asian country, Iran. The fact that the educational systems of these countries at the upper-secondary school level are more or less similar to each other made this level a good choice for running the study. In this way, the comparison of the results between these countries was more logical and practical. Furthermore, since the focus of this work is on the acquisition of intercultural competence via textbooks, having a comparative view among the learners who are at the upper-secondary level is more reasonable because they reach a psychological maturation which is needed to grasp the concept of cultural differences and achieve intercultural understanding. Thus, this study was carried out at the high school level in each country, i.e. Dabirestan[37] in Iran, Gymnasium[38] in Germany, Gymnasieskolan[39] in Sweden, and HAVO[40] in the Netherlands. Given that the teachers in Germany, Sweden and the Netherlands do not use English textbooks in the final two grades of upper-secondary school as regularly as in lower levels, the English textbook of the first grade of this level was selected for analysis. The four English textbooks were chosen from the leading ones in each country. Furthermore, in order to give a comprehensive insight into the focus of the study, the teachers' and students' attitudes towards these textbooks were investigated alongside the researcher's own textual analysis.

3.1.1. Germany[41]

One of the European countries in this research is Germany in west-central Europe. Considering the fact that the German educational system has paid special attention to culture teaching under the title of "Realienkunde", "Kulturkunde", "Wesenskunde", "Landeskunde", and "Interkulturelles Lernen" (Gnutzmann, 1999), having Germany as one of the pioneers of

---

[37] دبیرستان (High school)
[38] Grammar school
[39] Upper-Secondary School
[40] hoger algemeen voortgezet onderwijs (General Secondary Education)
[41] This part was written based on a review of:
http://www.eures.ee/public/documents/0/Hariduss%C3%BCsteem%20Saksamaal%20inglise%20keeles.pdf
http://www.kmk.org/fileadmin/doc/Dokumentation/Bildungswesen_en_pdfs/dossier_en_ebook.pdf
ftp://ftp.cordis.europa.eu/pub/germany/docs/national-system-overview-de_en.pdf
http://www.kmk.org/fileadmin/doc/Dokumentation/Bildungswesen_en_pdfs/secondary.pdf

cultural studies in the field of language teaching could contribute to interesting results concerning the focus of this work. Each of these areas has focused on a particular field in culture teaching, such as the history and literature of a foreign country or foreign people's attitudes towards their historical events, social interactions, and cultural products (Stern, 1996; Risager, 2010, 2012). As a result, with regard to the aims of this research, it would be interesting to follow the concept of culture teaching in one of the English textbooks in Germany in order to find out to what extent and in which ways intercultural communicative competence is promoted.

There are 16 different states in the federal Republic of Germany. The *Kultusminister-konferenz,* or Standing Conference of the Ministers of Education and Cultural Affairs is considered as the organization responsible for the design and development of the national *Bildungsstandards* or national educational standards according to the different types of schools in Germany (Thaler, 2012). Each federal state in this country can determine and develop the structure of its educational system based on the local laws, the school types, and the national educational system (*Bildungsstandards)*. Thus, the *Kultusministerkonferenz* has an influential role on the progress of the German educational systems in every state.

Generally, the German educational system consists of three main levels of primary, secondary, and tertiary education; however, each of these levels has been further divided into different categories. The organization of the educational system in this country is presented in the following figure:
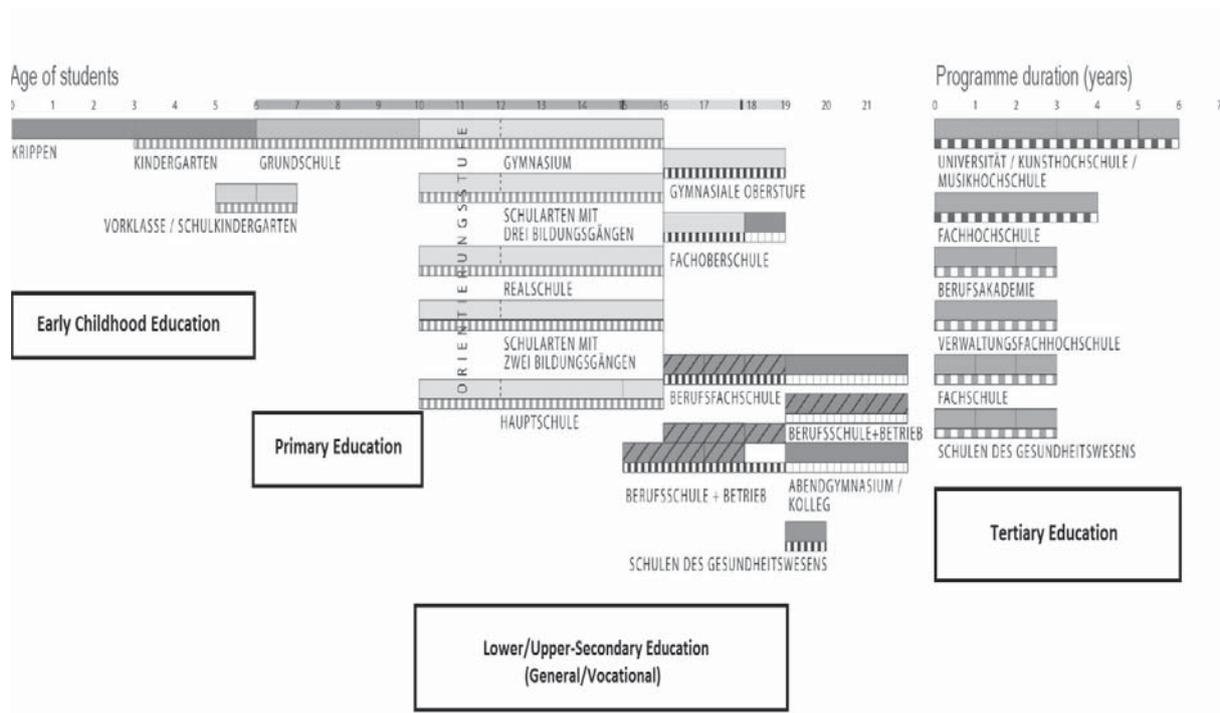
Figure 14. The structure of the educational system in Germany (Source: Eurydice)

According to this figure, children start *Grundschule* (Primary School) at age 6. Attending this level is obligatory for the pupils. Primary education consists of 4 grades; however, these grades can be different based on the rules of each state in Germany. When the children finish primary school, they can continue their education by entering different school types at secondary school level based on their abilities and interests. The structure of elementary or primary level is the same across Germany, although the structure of secondary level (grades 5 to 13) follows various patterns in different states based on the school types, such as *Hauptschule, Realschule, Gymnasium, Gesamtschule, and Schularten mit mehreren Bildungsgängen*. These school types have their own certificates and qualifications, and they can be different from state to state. For example, in Bavaria (Bayern) the school types are mostly *Gymnasium, Realschule,* and *Hauptschule*.

In general, secondary education in each school type consists of two levels: lower-secondary level (Sekundarstufe I) including grades 5 to 9, and upper-secondary level (Sekundarstufe II) including grades 10 to 12. The age range of the students at lower-secondary level is between 10 and 15, whereas at upper-secondary level it is between 15/16 and 18/19. After finishing the secondary level, students who are willing to continue their

education can attend the tertiary level through different institutions like Universitäten[42], Technische Hochschulen/Technische Universitäten[43], Pädagogische Hochschulen[44], Theologische Hochschulen[45], Kunsthochschulen and Musikhochschulen[46], and Fachhoch-schulen[47].

As mentioned at the beginning of this section, the focus of the present work is on the upper-secondary school level and Gymnasium as one of the school types in Germany; there-fore, in this part, some information regarding this type of school is provided.

Like other school types in secondary education, Gymnasium is divided into two levels of lower- and upper-secondary. Since the English textbook in the first grade of upper-secondary education was chosen for the textual analysis in this research, the focus is on the textbook of Grade 10 in *Gymnasium*. Based on the programs at the upper level of this school type, the students are supposed to achieve the *Allgemeine Hochschulreife* or general qualifi-cation for university entrance. In other words, the *gymnasiale Oberstufe* or upper-secondary level of Gymnasium focuses on the preparation of the students for academic studies and universities. Moreover, the program at this level is concerned with the improvement of the students' knowledge, skills and competences in the different subjects of German, foreign languages, mathematics, geography, history, music, etc. based on their selected profiles. Thus, the multidisciplinary or interdisciplinary viewpoint of this level plans to provide "an education which facilitates the development and strengthening of personality, the shaping of a socially responsible life, and participation in democratic society.[48]"

According to the curriculum in Bavaria, which is the setting of this work in Germany, the following areas should be considered in order to instruct the students in Gymnasium at up-per-secondary level:

1. languages, literature and the arts (e.g. German, foreign languages, fine art, music)
2. social sciences (e.g. history, geography, philosophy, social studies/politics, econom-ics)

---

[42] universities
[43] technical universities
[44] colleges of education
[45] colleges of theological sciences
[46] colleges of art and music
[47] universities of applied science
[48] http://www.kmk.org/fileadmin/doc/Dokumentation/Bildungswesen_en_pdfs/dossier_en_ebook.pdf (p. 114)

3. mathematics, natural sciences and technology (e.g. mathematics, physics, chemistry, biology, information technology)[49]

In order to participate in the final secondary school examinations (*Abitur*), which is a unified examination across Germany, the students should study the subjects mentioned in these three areas by the end of upper-secondary level at Gymnasium. Within the framework of foreign language teaching, English is mostly taught as one of the two foreign languages that the students should take. Language teaching at this level aims to promote the development of …

- in-depth intercultural understanding,
- written language in terms of competences involving different text types,
- oral discourse abilities and language awareness.[50]

The national educational standards as well as the Ministry of Education are responsible for the determination of such competences, which aim to make the students reach B2 level based on the *Common European Framework of Reference for Languages* (CEFR). The objectives of this criterion, which is used in European countries, will be explained in detail in section 3.1.4.

3.1.2. Sweden[51]

Sweden is one of the Scandinavian countries in Northern Europe which always has a high level of proficiency in English, according to language proficiency tests. As Caudery, Petersen, and Shaw (2007) state, even exchange students coming to Scandinavian countries, especially Sweden, are often encouraged to develop their proficiency in English rather than the local language. They claim that these students "may find themselves living in a lingua-franca English context, acculturated to an international-student subculture" (Caudery, Petersen, & Shaw, 2007: 233). Thus, analyzing one of the English textbooks in this country could be helpful and interesting in terms of finding out more about the ways they deal with teaching foreign cultures and developing ICC in their English textbooks.

---

[49] http://www.kmk.org/fileadmin/doc/Dokumentation/Bildungswesen_en_pdfs/secondary.pdf (p.128)
[50] http://www.kmk.org/fileadmin/doc/Dokumentation/Bildungswesen_en_pdfs/secondary.pdf (p.130-131)
[51] This part was written based on a review of:
http://estudandoeducacao.files.wordpress.com/2011/05/suc3a9cia.pdf
https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Sweden:Overview

Sweden consists of three main states, i.e. Götaland, Svealand, and Norrland which are divided into different provinces. According to the law, the organization responsible for the management of the Swedish educational system is the Ministry of Education and Research and its dependent central agencies, such as the Swedish National Agency for Education, the Swedish Schools Inspectorate, the Swedish National Agency for Higher Education, etc. Moreover, the municipalities in this country also deal with supervising and controlling the schools at primary and secondary levels as well as adult education.

The structure of the educational system in Sweden consists of pre-school (förskolan), compulsory school (grundskolan), upper-secondary school (gymnasieskolan), higher educa-tion, and adult education. Pre-school (förskolan), for children under the age of 6, is consid-ered as the first stage of educational system in this country. Förskolanklassen is a year be-fore compulsory school starts for children. After finishing the compulsory and upper-secondary school, students can enter the higher education institutions, such as universities (universitet) and university colleges (högskola). The following figure shows the educational system in Sweden:
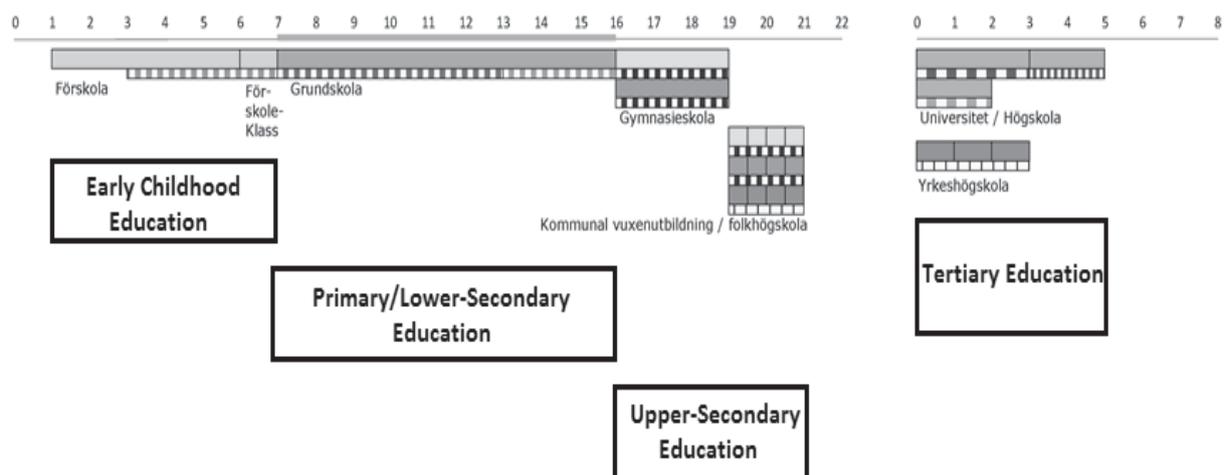
Figure 15. The structure of the educational system in Sweden (Source: Eurydice)

With regard to the educational system in Sweden, children can start compulsory level at the age of 7. However, it is not obligatory for them, and they can begin their education at the age of 6 to 8 based on their parent's decision. The instruction at this level is carried out

according to the national curriculum and timetable. Different subjects of art, craft, English, home and consumer studies, language options, mathematics, music, physical education and health, Swedish/Swedish as a second language, geography, history, religion, social studies, biology, chemistry, technology, physics are presented during the nine years of education. Among these subjects, Swedish, English, and mathematics are of utmost importance. After finishing the compulsory level, students start upper-secondary school which consists of 17 national programs. "All the upper secondary school programs are designed around the same eight compulsory subjects (called core subjects): Swedish/Swedish as a second language, English, mathematics, civics, religion, science studies, physical education and health, and artistic activities. In addition to these, pupils study program specific subjects.[52]" According to the law, study programs, examinations, curriculum, etc. in upper-secondary education are determined nation-wide. The goal of upper-secondary school is to improve the students' knowledge in order to prepare them for working life or studies at the higher educational levels.

Considering foreign languages, English plays an important role in the Swedish educational system, and in order to enter the upper-secondary school level, students must get a good mark in English at the compulsory level. This dominant role of English is continued in the upper-secondary school where English is one of the obligatory subjects that should be passed by the students in every study program. Considering the objectives of the national educational system and the CEFR, the overall aim of teaching English in secondary school level is to develop "an all-round communicative ability and the language skills necessary for international contacts, and an increasingly internationalised labour market, in order to take advantage of the rapid developments taking place, as a result of information and communications technologies, as well as for further studies.[53]" Moreover, teaching English should promote "reflect[ing] over ways of living, cultural traditions and social conditions in English-speaking countries, as well as develop[ing] greater understanding and tolerance of other people and cultures.[54]"

---

[52] http://estudandoeducacao.files.wordpress.com/2011/05/suc3a9cia.pdf (p. 98)
[53] http://www.see-educoop.net/education_in/pdf/compulsory-school-oth-enl-t06.pdf (p.11)
[54] http://www3.skolverket.se/ki03/front.aspx?sprak=EN&ar=0708&infotyp=8&skolform=21&id=EN&extraId (as cited in Cleeve, 2008: 8)

3.1.3. The Netherlands[55]

The other European country in this research is the Netherlands, which is also located in Western Europe next to Germany. The Netherlands is one of the countries which has a high level of proficiency in English and it always competes with Scandinavian countries in English proficiency tests. Based on the results presented by the Education First (EF) English Proficiency Index—one of the world's most comprehensive ranking of English ability—in 2013 (see Figure 16), the Netherlands stands in third place overall, with Scandinavian countries occupying five of the other six top places. This organization investigates English skills across 60 countries and territories, and the results show that the Netherlands has a very high level of proficiency in English. However, concerning the focus of this study, which examines the status of English textbooks regarding the promotion of ICC, few studies have been carried out on this country in an international context, and many of them focused on Scandinavian countries such as Sweden, Norway, Finland, etc. As a result, working on this country can be interesting in the field of foreign language teaching and material analysis.

---

[55]This part was written based on a review of:
 https://www.european-agency.org/sites/default/files/Inclusive_Education_Netherlands-webversie.pdf
http://eacea.ec.europa.eu/education/eurydice/eurypedia_en.php
http://www.mzes.uni-mannheim.de/publications/misc/isced_97/luij08_the_educational_system_of_the_netherlands.pdf
http://www.eucim-te.eu/data/eso27/File/Material/Needs%20Analysis%20Report%20Netherlands.pdf

KEY FINDINGS

Country Ranking

Very High Proficiency			High Proficiency			Moderate Proficiency			Low Proficiency			Very Low Proficiency		
Rank	Country		Rank	Country		Rank	Country		Rank	Country		Rank	Country	
1	Sweden	↑	8	Poland	↑	18	Slovakia	↑	29	Uruguay	∥	44	Chile	↑
2	Norway	↓	9	Hungary	↑	19	Argentina	∥	30	Sri Lanka	★	45	Morocco	∥
3	Netherlands	∥	10	Slovenia	★	20	Czech Republic	↑	31	Russia	↑	46	Colombia	↑
4	Estonia	★	11	Malaysia	↑	21	India	↑	32	Italy	∥	47	Kuwait	∥
5	Denmark	∥	12	Singapore	∥	22	Hong Kong	∥	33	Taiwan	↑	48	Ecuador	↑
6	Austria	↑	13	Belgium	∥	23	Spain	↑	34	China	↑	49	Venezuela	↑
7	Finland	∥	14	Germany	∥	24	South Korea	∥	35	France	↓	50	Jordan	★
			15	Latvia	★	25	Indonesia	↑	36	UAE	↑	51	Qatar	↓
			16	Switzerland	↑	26	Japan	∥	37	Costa Rica	∥	52	Guatemala	↓
			17	Portugal	↑	27	Ukraine	★	38	Brazil	↑	53	El Salvador	↑
						28	Vietnam	↑	39	Peru	↑	54	Libya	↑
									40	Mexico	∥	55	Thailand	↑
									41	Turkey	↑	56	Panama	∥
									42	Iran	↓	57	Kazakhstan	↑
									43	Egypt	↑	58	Algeria	↓
												59	Saudi Arabia	↓
												60	Iraq	★

↑ *Trending Up*   ∥ *Slight Change*   ↓ *Trending Down*   ★ *New to the EF EPI - Third Edition*

Figure 16. EF proficiency index in 2013 (Source: www.ef.com/epi)

Generally speaking, there are 12 provinces which are regulated by a Provincial Council in the Netherlands. The Ministry of Education, Culture and Science is responsible for the educational system in this country and determines the regulations concerning early childhood, primary, secondary, and secondary vocational education as well as adult general secondary education (VAVO). In other words, "The Ministry of Education, Culture and Science set[s] quality standards which apply to both public and private education and prescribe the subjects to be studied, the attainment targets or examination syllabi and the content of national examinations, the number of teaching periods per year, the qualifications which teachers are required to have, giving parents and pupils a say in school matters, planning and reporting obligations, and so on.[56]" The administration of rules is carried out by the provincial government; however, primary and secondary schools can also make decisions regarding ad-

---

[56] http://eacea.ec.europa.eu/education/eurydice/eurypedia_en.php (p. 24)

ministrative regulations in their own contexts. The general educational system in the Netherlands is clearly presented in the following figure:
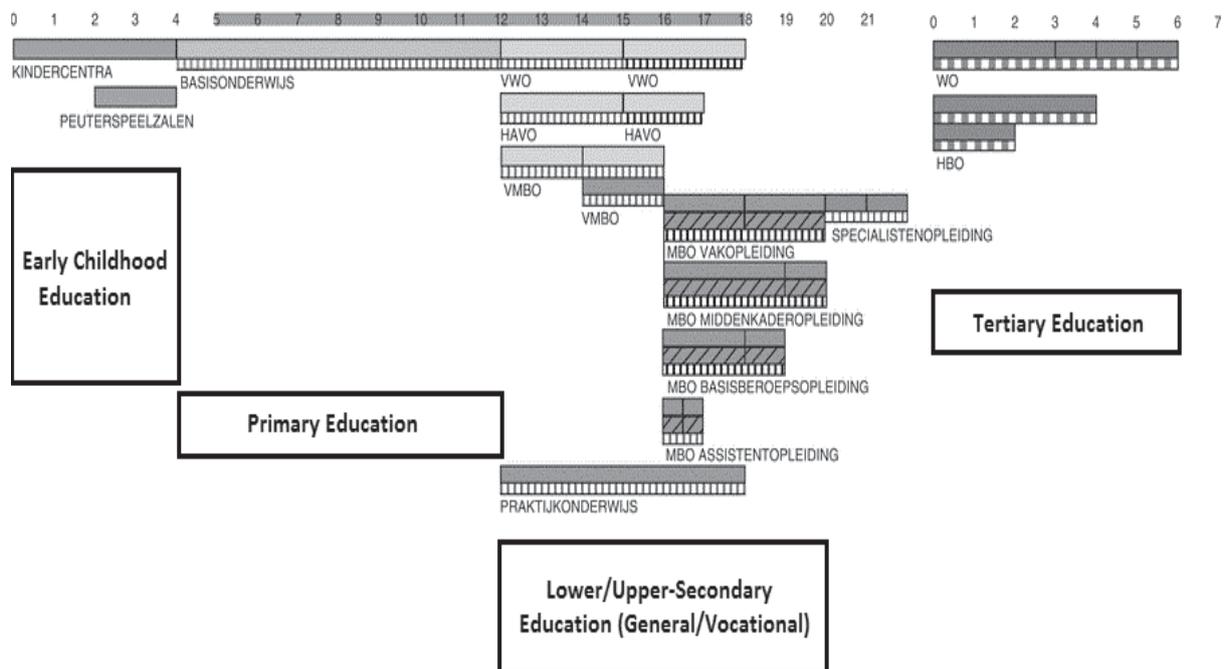
Figure 17. The structure of the educational system in the Netherlands (Source: Eurydice)

Primary education in the Netherlands lasts eight years, and it is compulsory for the children to start from the age of 5. The next educational period is secondary education which is concerned with instructing the pupils from 12 to 18 years of age. According to the Dutch Ministry of Education, the aim of secondary level is to "promote the general development of pupils by helping them to acquire knowledge, insight and skills, and shall contribute to their upbringing on the basis of values acknowledged, notably by Christianity and humanism, as part of the Dutch tradition" (Broekhof & Goemans, 1995: 11).

Students have three different options for continuing their education at secondary level. They can choose from senior general secondary education (HAVO, five years), pre-university education (VWO, six years), and finally pre-vocational secondary education (VMBO, four years). All of these three types are divided into two levels of lower (the first two years of VMBO and the first three years of HAVO and VWO) and upper (the 3rd and 4th years of VMBO, the 4th and 5th years of HAVO and the 4th, 5th and 6th years of VWO). On the whole, students take general courses at the lower levels of secondary education, but at the

higher level, especially in HAVO which is the focus of this work, they should choose from the four areas of culture and society, economics and society, science and health, and science and technology. Foreign language courses, especially English language programs, are always among the regular modules in each of these four subjects. Therefore, the teaching of modern European languages is allocated a particular place in the Dutch curriculum at secondary level, and in VWO and HAVO schools all three languages of English, French, and German must be offered. In HAVO, based on the Dutch curriculum at secondary level, teaching foreign languages for all five skills take the form of can-do statements following the CEFR (see Section 3.1.4):

a. For English the aims for listening and writing are B1 and for conversation and speaking B1+, for reading it is estimated that 70% attain B2 and the remaining 30% B1.

b. For German the same aims are achieved for all skills, except for writing, which is said to be at level A2+, and reading, where about half of the pupils only attain B1.

c. For French B1 for listening, conversation and speaking; A2+ for writing; and B1 for reading with about 85% of the pupils (van Els & Tuin, 2010: 109).

It should be mentioned that beside these skills, socio-cultural and intercultural competences are also taken into account according to the aims of the CEFR.

The aims of the Ministry of Education, Culture and Science as well as the Council of Europe regarding teaching foreign languages are influential in the determination of the objectives mentioned at each educational level in the Netherlands. After finishing secondary school, students must participate in two types of exams: a school examination (schoolexamen) and a national examination (centraal examen). The Ministry of Education, Culture and Science is responsible for the determination of the constituent elements of these two exams; however, the school examination is held locally by the schools themselves. Passing these exams, the students can enter the universities and continue their education at higher levels.

As mentioned earlier in this part, the curricula, syllabi, and materials in European countries are designed based on the objectives mentioned in the *Common European Framework of Reference for Languages* (CEFR), which is presented by the language section of the Council of Europe (Fenner, 2012). Thus, before presenting the related information concerning the educational system in Iran as an Asian country in this research, it is necessary to take a short

look at the structure of the Council of Europe and its language policies, due to its significant influence on the educational systems across Europe.

3.1.4. Council of Europe and the Common European Framework of Reference

The Common European Framework of Reference for Languages (CEFR) was presented by the Language Policy Division of the Council of Europe in order to provide "a common basis for the elaboration of language syllabi, curriculum guidelines, examinations, textbooks, etc. across Europe" (Council of Europe, 2001: 1). It was considered principally as a kind of criterion whose aim was to develop "transparency and coherence" in language education all around Europe[57]. The design of the CEFR was influenced by the fundamental changes and improvements in language education from the 1970s on, and it aimed at the replacement of grammar-based language teaching with more functional and communicative approaches. The CEFR was prepared between 1993 and 2000 by the Council of Europe and was officially published in 2001 in French and English. This reference work resulted from a need to promote mutual understanding, democratic citizenship, and social cohesion across Europe as well as a necessity to have a "common international framework for language learning[58]" which would contribute to the participation of different educational institutes in European countries (Council of Europe, 2001; Goullier, 2007).

This framework determines what language learners must learn by describing the required knowledge, skills, and competences in order to use the language communicatively and efficiently. Moreover, it describes different levels of proficiency which help teachers to measure their students' progress at each stage of learning. In other words, the CEFR defines language learners' ability regarding speaking, reading, listening, and writing at six reference levels of (Council of Europe, 2001) …

C2	Mastery	
C1	Effective Operational Proficiency	Proficient user
B2	Vantage	
B1	Threshold	Independent user
A2	Waystage	
A1	Breakthrough	Basic user[59]

---

[57] http://www.cambridgeenglish.org/images/126011-using-cefr-principles-of-good-practice.pdf (p. 2)
[58] http://www.cambridgeenglish.org/images/126011-using-cefr-principles-of-good-practice.pdf (p. 5)
[59] http://www.cambridgeenglish.org/images/126011-using-cefr-principles-of-good-practice.pdf (p. 4)

Besides these reference levels, the CEFR presents a "Descriptive Scheme" which includes some "illustrative descriptors" in the form of "Can-Do" statements indicating the abilities and aims at each level of proficiency—from A1 to C2 (see Figure 18). These descriptors can also be applied as a measurement tool for assessing the progression of learners during their learning process (Council of Europe, 2001: xii, 21).

level	description
A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

Figure 18. Descriptive schemes of language proficiency levels based on the CEFR

Therefore, the main objective of the CEFR is to promote "transparency and comparability" in foreign language teaching and proficiency by proposing …

- a common methodology for analysing and describing situations and choices in language teaching and learning;
- a common terminology for all languages and educational contexts;
- a common scale of levels of language proficiency to assist with goal-setting and learning outcome assessment (Goullier, 2007: 6).

In this way, it can help European "educational administrators, course designers, teachers, teacher trainers, examining bodies, etc." to ponder upon their courses, syllabi, curricula, methodologies, materials, and pedagogical practices in order to "meet the real needs of the

learners for whom they are responsible" and encourage international collaboration in the field of foreign languages (Council of Europe, 2001:1).

According to the Council of Europe (2001: 101-130), the CEFR is concerned with the development of two types of competences and their accompanied sub-components presented in the figure below:
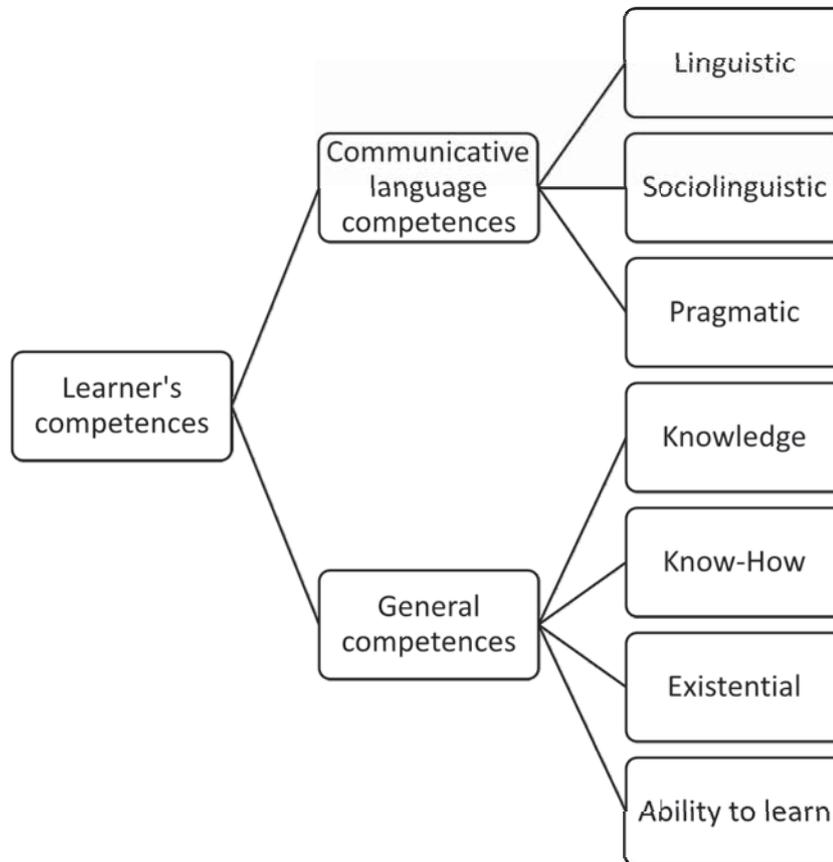
Figure 19. The competences in the CEFR

As is clear from this figure, these competences refer to various skills, knowledge, and abilities that a language learner should obtain in order to be communicatively and interculturally competent. Each of these broad competences of the CEFR is described as follows:

1. General competences
   - Declarative knowledge (savoirs) (knowledge of the world, socio-cultural knowledge, intercultural awareness)
   - Skills and know-how (savoir-faire) (practical skills and know-how, intercultural skills and know-how)

- ´Existential´ competence (savoir-être) (attitudes, motivations, values, beliefs, cognitive styles, personality factors)
- Ability to learn (savoir-apprendre) (language and communication awareness, general phonetic awareness and skills, study skills, heuristic skills)

2. Communicative language competences
- Linguistic competences (lexical, grammatical, semantic, phonological, ortho-graphic, orthopedic)
- Sociolinguistic competences (linguistic markers of social relations, politeness conventions, expressions of folk wisdom, register differences, dialect and accent)
- Pragmatic competences (discourse competence, functional competence)

Within this framework, communicative language competences are concerned with language awareness or knowledge about language, while general competences deal with cultural and intercultural aspects of language learning.

Concerning the focus of present research, it should be mentioned that since one of the aims of educational systems in European countries is to design their textbooks and materials based on the objectives and competences outlined in the CEFR (Fenner, 2012), a comparative study of the analysis of the English textbooks with the focus of developing intercultural competence can reveal to what extent this issue is considered in the English textbooks.

3.1.5. Iran[60]

Aside from the three European countries, one Asian country was also chosen as one of the settings in this research. Since cultural variations can be considered as influential factors in designing language textbook in each country, having Iran which is located in West Asia, Middle East with a different cultural and educational system in comparison to European countries could lead to interesting results regarding the focus of this research. Moreover, as the home country of the researcher, her familiarity with its culture and educational system could help the researcher to run the study in a more feasible manner.

---

[60] This part was written based on a review of:
http://wenr.wes.org/2013/04/wenr-april-2013-an-overview-of-education-in-iran/
http://www.iran-embassy-oslo.no/embassy/educat.htm
http://www.medu.ir/Portal/Home/
http://www.roshd.ir/mainpage/others/news/sanad.pdf

The Ministry of Education is the organization responsible for the educational system in Iran and prepares all the educational regulations for the 31 provinces. However, alongside of the Ministry of Education the provincial agencies and regional organizations are considered as important bodies in managing the educational system at the local level. Therefore, "the Ministry of Education supervises national examinations, monitors standards, organizes teacher training, develops curricula and educational materials, and builds and maintains schools; however, the Supreme Council of Education is the legislative body that approves all education-related policies and regulations.[61]" Figure 20 indicates the general picture of the Iranian educational system.
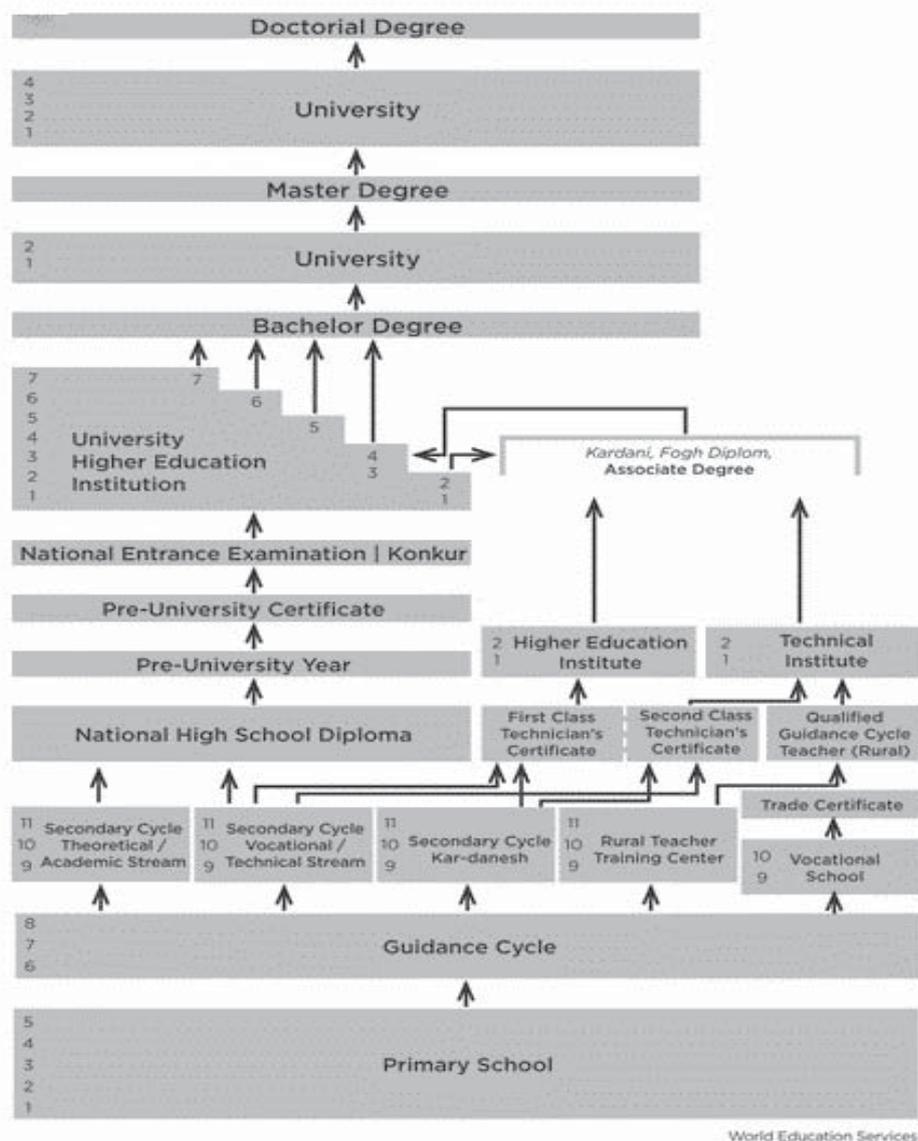
Figure 20. The structure of the educational system in Iran (Source: World Education Service)

---

[61] http://wenr.wes.org/2013/04/wenr-april-2013-an-overview-of-education-in-iran/

According to the above figure, the structure of the educational system in Iran can be summarized as follows[62]:

- Pre-school cycle (Pishdabestan) is an optional educational program which lasts one year for children of 5/6 years of age with the aim of preparing them for primary school.

- Primary school (Dabestan) is an obligatory educational program which consists of grades 1 to 5 for children with an age range of 6-11. Thus, this cycle in the Iranian educational system lasts five years, and students must pass the school exams at the end of each educational year in order to enter the next grade. At the end of grade 5, students should participate in a regional exam to receive the certificate required to allow them to enter the next educational cycle (Guidance cycle).

- Middle school or Guidance cycle (Rahnama-ii), which can be considered as lower-secondary school level in Europe, takes 3 years including grades 6 to 8 for children of 11 to 13 years of age. At this level, through a general education students can recognize their abilities and interests and therefore become prepared to make a decision regarding the rest of their education by choosing one of the three branches of academic, technical, and vocational/skills in the next educational cycle. Teaching English as a foreign language commences in the first grade of guidance education. At the end of this cycle, students need to take part in a provincial examination in order to obtain the certificate to enter the next cycle of education.

- High school (Dabirestan) or secondary cycle—upper-secondary level in Europe—includes grades 9, 10, and 11 for the pupils from age 14 to 17. It takes 3 years of study, and at the end of this cycle students should participate in national and provincial examinations in order to obtain the high school diploma. Students in the academic branch can follow one of the three fields of humanities & literature, mathematics & physics, and experimental sciences. Those who are interested in the technical branch can also choose among three areas of technical (industry), business and vocational (service industry), and agriculture. After obtaining the diploma, the students who are interested in continuing their education at universities must study for

---

[62] It should be mentioned that since October 2013, the educational system has been changed gradually. In the new system, primary education spans six years, and the secondary cycle contains two levels of lower and upper. Because this research was run at the time of the old educational system, in this part some information will be presented regarding the old structure.

one more year, which is called pre-university (Pishdaneshgahi). The students who pass the required courses can participate in the university entrance examination (Konkur) which is based on their branches of study at high school. The students who pass this national exam can enter universities and start their higher education in different fields of studies.

Based on the Iranian educational curriculum, in middle school or the lower-secondary cycle students study English between two to three hours a week, and in the upper-secondary level this rises to four hours a week. The aim of teaching English in the Iranian educational system is to promote the students' abilities and skills in four areas of listening, reading, writing and speaking competences, and to equip them with the words and structures necessary to enable international contacts. The focus of culture teaching is mostly on the local culture of the students.[63]

Having reviewed the educational systems in each of the four countries of Germany, Sweden, the Netherlands, and Iran, in the next section some information will be presented in terms of the participants in this study.

3.2. Participants

A total of 496 students (342 female and 154 male) and 42 teachers (28 female and 14 male) who were teaching and studying in the first grade of upper-secondary school participated in this study. These groups of subjects were selected without any randomization from 14 schools in the countries of Germany, Sweden, the Netherlands, and Iran. Tables 4, 5, and 6 show the number of participants in each country:

Schools	Germany	Sweden	Netherlands	Iran
14	3	4	2	5

Table 4. The number of schools in each country

---

[63] http://www.roshd.ir/mainpage/others/news/sanad.pdf

Students	Germany	Sweden	Netherlands	Iran
496	193	76	78	149
F= 342 M= 154	F= 133 M= 60	F= 41 M= 35	F= 38 M= 40	F= 130 M= 19

Table 5. The number of students in each country

Teachers	Germany	Sweden	Netherlands	Iran
42	12	11	6	13
F= 28 M= 14	F= 8 M= 4	F= 8 M=3	F= 4 M= 2	F= 8 M= 5

Table 6. The number of teachers in each country

Concerning the main focus of this research—evaluating textbooks—one English coursebook was analyzed in each country in the first grade of upper-secondary level since teachers in European settings of this work do not often use textbooks in the last two grades. Moreover, in this way, the scope of the research could be narrowed down in order to make the study more feasible and to present the results in a logical way (see also Mackey & Gass, 2005: 18-19).

As mentioned before, the subjects were chosen naturally without any randomization based on their accessibility at the time of research. In other words, *convenience or oppor-tunity sampling* was run in order to collect the participants. According to Dörnyei and Taguchi (2010: 61), in this type of sampling, "members of the target population are selected for the purpose of the study if they meet certain practical criteria, such as geographical proximity, availability at a certain time, or easy accessibility."

3.3. Research Design

In the present section, the design of the study will be discussed in two different sub-sections: Mixed Method Approach and Subjective Theories.

3.3.1. Mixed Method Approach

Given that the present study intends to respond to the research questions of a qualitative and quantitative nature, a mixed method approach was chosen as the methodology to collect and analyze the data. Mixed method research can be defined as "the collection or analysis of both quantitative and qualitative data in a single study in which the data are collected concurrently or sequentially, are given a priority, and involve the integration of the data at one or more stages in the process of research" (Creswell et al., 2003: 212). Put differently, mixed method studies are concerned with the mixture of quantitative and qualitative research methods or models (Johnson & Christensen, 2012). Mixing these two methods can help the researcher to exploit different opportunities (Tashakkori & Teddlie, 1998) and gives a better perspective to the study since the qualitative data helps to depict features the quantitative data cannot deal with and vice versa (Creswell et al., 2003).

Generally speaking, as Sandelowski (2003) says, a mixed method approach has two major aims: (a) to get a deep view or understanding of the target phenomenon and (b) to test one set of outcomes against another (triangulation). However, according to Dörnyei (2007: 166), it can have another aim which refers to "reaching multiple audiences." It means due to the combination of qualitative and quantitative methods in this approach, its findings can be "more palatable for certain audiences than the outcomes of a monomethod study." Based on these aims, a mixed method approach could help to gain a deeper perception of the English textbooks regarding cultural issues in this work as well.

According to Creswell and Plano Clark (2011: 73; see also Dörnyei, 2007), there are six different designs for a mixed method approach which can be used by the researchers based on the goals of their studies. These designs are …

a. **The convergent parallel design:** Concurrent quantitative and qualitative data collection, separate quantitative and qualitative analyses, and the merging of the two data sets.

b. **The explanatory sequential design:** Methods implemented sequentially, starting with quantitative data collection and analysis in Phase 1 followed by qualitative data collection and analysis in Phase 2, which builds on Phase 1.

c. **The exploratory sequential design:** Methods implemented sequentially, starting with qualitative data collection and analysis in Phase 1 followed by quantitative data collection and analysis in Phase 2, which builds on Phase 1.

d. **The embedded design:** Either the concurrent or sequential collection of supporting data with separate data analysis and the use of the supporting data before, during, or after the major data collection procedures.

e. **The transformative design:** Framing the concurrent or sequential collection and analysis of quantitative and qualitative data sets within a transformative, theoretical framework that guides the method decisions.

f. **The multiphase design:** Combining the concurrent and/or sequential collection of quantitative and qualitative data sets over multiple phases of a program of study.

Concerning the purpose of this study, the convergent parallel design was chosen in order to collect and analyze the related data. The following figure gives a better insight into this kind of design.
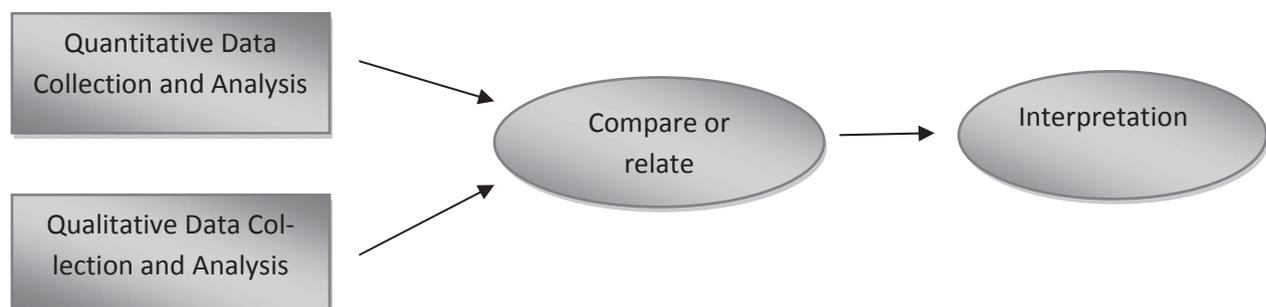
Figure 21. The phases of convergent parallel design

As Creswell and Plano Clark (2011: 77) suggest, this kind of design is mostly used when (a) the researcher has limited time for collecting data and must collect both types of data in one visit to the field and (b) the researcher feels that there is equal value in collecting and analyzing both quantitative and qualitative data to understand the issue. Thus, regarding the scope of this research and the difficulties in having access to the participants at every stage, this study was run based on the convergent design which "occurs when the research-er uses concurrent timing to implement the quantitative and qualitative strands during the same phase of the research process, prioritizes the methods equally, and keeps the strands independent during analysis and then mixes the results during the overall interpretation"

(Creswell & Plano Clark, 2011: 70-71). Therefore, the aim of this design is "to obtain different but complementary data on the same topic" (Morse, 1991: 122) in order to get a better view on the research focus.

It should also be mentioned that the present research is a kind of survey study since it deals with the description of the participants' "attitudes, opinions, behaviors, or characteristics." In this kind of research, the researcher "collect[s] quantitative, numbered data using questionnaires or interviews and statistically analyze[s] the data to describe trends about responses to questions and to test research questions or hypotheses" (Creswell, 2012: 376). Put differently, a survey design has the following main features:

- Sampling from a population
- Collecting data through questionnaires or interviews
- Designing instruments for data collection
- Obtaining a high response rate (Creswell, 2012: 380-381)

Within this framework, when a researcher deals with the participants' opinions and attitudes towards a specific issue, there is a need for defining another concept concerning the personal beliefs and viewpoints of the subjects. This concept will be discussed briefly in the following section.

3.3.2. Subjective Theories

Having completed a brief review of the mixed method approach, the next issue which should be clarified is the framework upon which the study was conducted. Since it was attempted to collect the students' and teachers' beliefs and opinions about their English textbooks alongside of the textual analysis, the presentation of a specific definition for these kinds of beliefs is necessary.

Generally speaking, defining the concept of beliefs is a challenging issue for different reasons. For example, a variety of terms, such as attitudes, opinions, perceptions, perspectives, judgments, personal theories, conceptions, etc., are used when referring to this concept. Moreover, beliefs cannot be easily accessible, measurable or observable since they are inferable mostly from the peoples' actions and behaviors (Rokeach, 1968; Pajares, 1992; Johnson, 1994; Stergiopoulou, 2012: 104). In this sense, the people's beliefs and conceptions should be judged from their actions, which is not always an easy task since sometimes people do not act according to their cognitions, personal ideas, or viewpoints. However, schol-

ars have tried to describe this concept (belief) through different definitions, one of which is presented by Borg (2001: 186). He defines this concept as ...

> A proposition which may be consciously or unconsciously held, is evaluative in that it is accepted as true by the individual, and is therefore imbued with emotive commitment; further, it serves as a guide to thought and behavior.

Another definition of beliefs is discussed by Cabaroglu and Roberts (2000: 388), following Harvey (1986). They describe beliefs as "a set of conceptual representations which signify to its holder a reality or given state of affairs of sufficient validity, truth or trustworthiness to warrant reliance upon it as a guide to personal thought and action." In a similar vein, Richardson (1996: 103) refers to the concept of beliefs as "psychologically held understandings, premises, or propositions about the world that are felt to be true."

Based on these definitions, it can be concluded that beliefs have a significant role in different aspects of teaching and life. They help people to understand the world by affecting their perception of new information and its acceptance or rejection (Borg, 2001). These general definitions of beliefs can lead us to reflect on teachers' and students' perceptions in the field of language teaching about different aspects of teaching and learning. For example, Huang (1997: 29, as cited in Vibulphol, 2004: 11) considers beliefs about language learning as "preconceptions language learners have about the task of learning the target language." Furthermore, teachers' beliefs in the context of language teaching can refer to "theories for practice which signifies teachers' thinking and beliefs reflected in classroom processes." In other words, teachers make decisions according to their conceptions and "predictions of the nature of classroom events" (Burns, 1992, as cited in Simegn, 2012: 43).

The concept of beliefs in the German context is known as subjective theories or *Subjektive Theorien,* which can also be named as "implicit," "naive," "private," or "everyday" theories. These kinds of theories are featured as "complex cognitive structures that are highly individual, relatively stable, and relatively enduring, and that fulfill the task of explaining and predicting such human phenomena as action, reaction, thinking, emotion, and perception[64]" (Grotjahn, 1991: 188). Thus, subjective theories (Subjektive Theorien) comprise ...

---

[64] This definition is used in the present study since it clearly refers to the broad aspects of subjective theories presented by Groeben et al. (1988) showing the people's self-conceptions and beliefs of specific phenomena deriving from their cognitive structures, in this case teachers' and students' opinions and attitudes towards their English textbooks.

> Aggregate von prinzipiell aktualisierbaren Kognitionen, in denen sich ihre subjektive Sicht-weise des Erlebens und Handelns niederschlägt und die untereinander in einem Argumenta-tionszusammenhang stehen[65] (Mandl & Huber, 1983: 98).

In other words, these theories help us understand "complex cognition aggregates of the research object, in which their cognitions relating to the self and the world become manifest and which show an at least implicit argumentational structure" (Groeben & Schlee, 2000: webpage; see also Groeben et al., 1988). This implies that subjective theories are "die indi-viduellen Wahrnehmungen, Wissensbestände und Präferenzen von Personen, die in Analo-gie zu objektiven (wissenschaftlichen) Theorien konzeptualisiert werden[66]" (Trautmann, 2012: 229). As a result, such theories are defined as …

- Kognitionen der Selbst- und Weltsicht,

- als komplexes Aggregat mit (zumindest impliziter) Argumentationsstruktur,

- das auch die zu objektiven (wissenschaftlichen) Theorien parallelen Funktionen der Erklärung, Prognose, Technologie erfüllt (Groeben, 1988: 19; Scheele & Groeben, 1998: 19; Aretz, 2007: 33).[67]

In this sense, these theories „stellen die Grundlage unseres Weltverstehens dar, erklären uns also die Welt und beeinflussen unser Handeln[68]" (Heller & Schwarzer, 2010: 2). Put dif-ferently, they can be considered as a significant instrument to explain and predict human action and thinking.

In the field of second and foreign language research, learners' or teachers' *"beliefs"* about language, learning and teaching (Horwitz, 1987; Wenden, 1987), "learners' *represen-tations* of the learning process" (Holec, 1987), "learners' *philosophy* of language learning" (Abraham & Vann, 1987), "learners' foreign language *self-concepts*" (Laine, 1988), or "for-eign language teachers' classroom *schemata*" (Littlewood, 1990) are some examples of the broad concept of subjective theory (as cited in Grotjahn, 1991: 189). Alongside these con-

---

[65] Aggregates of principally updatable cognitions in which their [people's] subjective perspective of experience and action is reflected and which are linked to each other in a reasoned manner. (My own translation)

[66] individual perceptions, knowledge and preferences of people that are conceptualized in analogy to objective (scientific) theories. (My own translation)

[67] • cognitions relating to the self and the world
• a complex aggregate with an (at least implicit) argumentational structure, and
• also fulfilling the functions of explanation, prediction, and technology in parallel to those of objective theories (Christmann & Groeben, 1996: 48).

[68] are the basis for our understanding of the world, thus serve to explain the world to us and influence our actions. (My own translation)

cepts, teachers' and students' beliefs about their textbooks as one of the significant elements in language teaching can also be considered as an example of subjective theory. For instance, in a study by McGrath (2006) on teachers' and learners' images or beliefs about coursebooks, it is found that both of these groups have their own metaphors for describing their textbooks which can have influence on the way they use them. Considering this fact, one of the aims of this study is to investigate teachers' and students' conceptions about the development of ICC and cultural knowledge in their textbooks.

Following the explanation of the setting, participants, and research design, in the following part, the instruments used for collecting data will be discussed in detail.

3.4. Instrumentation

The selection of a proper measure or instrument to gather data mostly depends on the research questions posed and the theoretical framework within which the research is conducted. Based on these two important factors, the instruments used to collect the data in this study are: (1) *checklist* for the textual analysis of the textbooks (2) *semi-structured and structured questionnaires* for both teachers and students, and (3) *semi-structured interviews* with teachers. Using a checklist for the analysis of the textbooks, two questionnaires for collecting participants' opinions regarding their English books, and follow-up interviews with teachers helped shed light on the purpose of this work. In this way, those features that could not be covered by teachers' questionnaires were revealed through interviews, and the results of the questionnaires can also be considered as a complementary element to the findings of the checklist. Each of these tools will be explained in three different sections in detail.

3.4.1. Checklist

There are different methods for the textual analysis of coursebooks (see Section 2.1.7). Based on the objectives of the present research, the checklist method was chosen in order to analyze the textbooks in these countries. Therefore, the first instrument used in this study was a checklist for analyzing the textbooks in terms of intercultural and linguistic issues. This checklist was designed by the researcher based on 14 checklists among the proposed standard models (Daoud & Celce-Murcia, 1979; Cunningsworth, 1995; Ur, 1996; Peacock, 1997; Kieweg, 1999; Garinger, 2002; Litz, 2005; Miekley, 2005; Vrbová, 2006; Alamri,

2008; Dickinson, 2010; Mukundan, Hajimohammadi, & Nimehchisalem, 2011; Ghorbani, 2011; AbdelWahab, 2013) in the field of textbooks analysis and evaluation.

This checklist consists of 3 sections in the format of yes/no statements and tallies (see Appendix A). The first section refers to the general features of the textbooks, such as cover, units, exercises and tasks, etc.; however, the other two sections deal with the cultural and intercultural dimensions of the textbooks referring to big-C and small-c categorization of culture (see Section 2.2.1) as well as the components of Byram's model of ICC used in the tasks/exercises (see Section 3.4.2 for the discussion regarding the selection of this model).

Considering the last section of the checklist, it should be also noted that the categorizations of the intercultural dimensions of Byram's model were used and/or adapted from a study by Heidi Äijälä (2009) on "Acquiring Intercultural Competence from Coursebooks: Analysis of Learning Tasks in the Finnish Upper Secondary School Coursebook Series *In Touch.*"

3.4.2. Questionnaire

The fundamental nature of scientific studies is concerned with answering the questions of the research in an organized and systematic way and thus "the questionnaire has become one of the most popular research instruments applied in the social sciences." Questionnaires are popular since they can be easily constructed, they can be used for collecting a large amount of data, and they can also be efficiently processed (Dörnyei, 2007: 101). According to Brown (2001: 6), questionnaires can be described as "any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers." Generally speaking, questionnaires can elicit three types of information from the respondents using the following questions:

- *Factual questions* which are used to find out certain facts about the respondents, such as demographic characteristics (e.g. age, gender, etc.), residential location, marital and socio-economic status, level of education, occupation, language learning history, amount of time spent in an L2 environment, etc.

- *Behavioral questions* which are used to find out what the respondents are doing or have done in the past, focusing on actions, life-styles, habits, and personal history.

- *Attitudinal questions* which are used to find out what people think, covering attitudes, opinions, beliefs, interests, and values (Dörnyei & Taguchi, 2010: 5).

Questionnaires can have a variety of forms; however, the two main types of questionnaire items can be identified as open-ended and closed-ended questions (McKay, 2008; MacKey & Gass, 2005; Dörnyei, 2007, Dörnyei & Taguchi, 2010). Open-ended questions let the respondents answer the questions in their own words and the manner they prefer. The two basic forms of this type are fill-in and short answer. The main advantage of open-ended questions is that they can provide rich information regarding issues which had not been identified by the researcher, as well as better clarify the presented topics in the questionnaire (Dörnyei, 2007; Dörnyei & Taguchi, 2010). In contrast, closed-ended questions ask the participants to select one or more of several options in a variety of forms:

- Alternative-answer question like Yes/No, True/False, or multiple choice items;
- Checklist format, in which the participants should check all the possible answers that can be relevant to their situation;
- Rank answer, in which the respondents should rank the answers regarding a specific question; and
- Likert-scale, the most popular, in which the participants are asked to choose or rate one of the presented categories based on some particular aspects such as interest, importance, etc. (McKay, 2008: 37-43).

The most important advantage of closed-ended questions or "objective" items is that the responses can be encoded simply, thus making for clear-cut and uncomplicated numerical tabulation. In other words, such questions "leave no room for rater subjectivity" (Dörnyei & Taguchi, 2010: 26). Based on the aim and the rationale behind the questionnaire, the research purpose and the characteristics of the respondents, questionnaires can contain a variety of item types asking about particular pieces of information or providing different alternatives for the participants to select from, as well as giving them freedom to express their ideas. Consequently, according to Dornyei (2007) the outcomes of a questionnaire are usually quantitative, even though the open-ended questions need qualitative analysis as well.

Concerning the nature and the purpose of this research, two questionnaires were designed to collect the opinions of the teachers and students about their English textbooks

(see Appendix B). These questionnaires have three different parts including personal infor-
mation, linguistic, and cultural sections. The format of the questionnaires was closed-item
for the students and a mixture of closed- and open-ended items for the teachers. The first
part of these questionnaires, relating to personal information, included some fill-in and mul-
tiple choice questions dealing with personal issues such as age, gender, etc. Concerning the
second part, the teachers' questionnaire consisted of a combination of Likert-scale, checklist
format, and Yes/No items; however, in the students' questionnaire this part has 10 Likert-
scale questions. The final section was concerned with the cultural issues in the form of
checklist, multiple-choice, and Yes/No items for the students, while teachers were asked to
answer 2 more open-ended questions beside the aforementioned items in this section. The
teachers' questionnaire was in English, but due to the students' different levels of English
proficiency, their questionnaires were translated into their mother tongue by native speak-
ers. Thus, in order to increase the quality of the data obtained from the students and to
prevent the inappropriate interpretation of the items, their questionnaires were written in
their mother tongue.

It should be noted that like the checklist, the cultural sections of the teachers' and stu-
dents' questionnaires were designed based on the categorization of big-C and small-c cul-
ture and Byram's ICC model. This model was selected since it is frequently discussed in the
field of cultural and intercultural concepts, and its categories alongside of their objectives
are clearly defined considering the integration of communicative and intercultural compe-
tences. It means that comparing Bennett's and Kramsch's models, Byram's pays much more
attention to the importance of language in intercultural learning. Thus, using the features
and dimensions of this model is more practical and comprehensible both for teachers and
students, thereby helping to achieve the final objectives of this research. Moreover, it
should be noted that Byram's model of ICC is influential in the presentation of cultural con-
cepts in the CEFR which is used as a reference to design curricula, syllabuses, and materials
across Europe (see also Sections 2.2.6.1, 2.2.6.2, & 2.2.6.3. for further discussion in this re-
gard).

3.4.3. Interview

According to Ongena (2005: 9), the aim of survey research is to gather information which
"reflects actual behaviors, attitudes, and characteristics of people." To collect such infor-

mation, aside from the questionnaires, the researcher can use another popular procedure known as interview. A survey interview can be defined as …

> A two-person conversation, initiated by the interviewer for the specific purpose of obtaining research-relevant information, and focused by him on content specified by research objectives of systematic description, prediction, or explanation (Cannell & Kahn, 1968: 527 as cited in Ongena, 2005: 9).

There are three types of interviews in survey and qualitative research, i.e. structured, unstructured, and semi-structured formats (Friedman, 2012). In the structured or standardized interview, the researcher has an interview plan that includes sets of questions to be answered directly by every interviewee (Dornyei, 2007). According to Mackey and Gass (2005), structured interviews are like a kind of verbal questionnaire and help the researcher to compare the respondents' answers. However, in the unstructured format "no list of questions is used. [The researcher] develop[s] and adapt[s] [his/her] own questions, helping respondents to open up and express themselves in their own terms and speed" (Mackey & Gass, 2005: 173). Thus, in such interviews, the researcher tries to keep the interference and disruptions to a minimum by asking just some non-predetermined questions for more explanation (Dornyei, 2007). The third type, a semi-structured interview, is mostly used in applied linguistic research and stands between the two poles of structured and unstructured interviews. In this type, although the researcher has some predetermined questions, he/she may deviate from the guide in order to seek out more information from the interviewee regarding the focus of the study. To put it another way, "the interviewer provides guidance and direction, but is also keen to follow up interesting developments and to let the interviewee elaborate on certain issues" (Dornyei, 2007: 137).

Generally speaking, interviews provide the researcher with the opportunity to investigate the phenomena which cannot directly be recognized as attitudes (Seliger & Shohamy, 1989). Moreover, since interviews are conversation-based, the researcher can "elicit additional data if initial answers are vague, incomplete, off-topic, or not specific enough" (Mackey & Gass, 2005: 173). To use such benefits of the interview for this study, i.e. the clarification of attitudes and elicitation of additional information, the researcher decided to have some interviews with teachers about the characteristics of their textbooks. Table 7 shows the number of interviewees in each country.

Interviewees	Germany	Sweden	The Netherlands	Iran
21	6	5	5	5

Table 7. The number of the interviewees in each country

These interviews were in the semi-structured format, where 7 questions were prepared as a guide with regard to the concern of the study; however, the interviewees were not limited to these questions and could talk about other related issues as well (see Appendix C). In other words, the researcher gave some directions to the teachers, and then allowed them the freedom to elaborate on different relevant issues concerning the topic of discussion. These interviews normally lasted between 20 and 35 minutes, and they were audio-taped with the teachers' agreements. It should be mentioned that in order to provide similar conditions for the teachers, all of the interviews were done in English in these four countries. Moreover, before starting the interviews, teachers were briefed about the topics under discussion, research aims, and confidentiality of the recorded data.

3.5. Procedure

This section will discuss those questions related to what was actually done in the research. In other words, it will be attempted to find answers to two main queries: (1) how exactly was the research conducted? and (2) how was the evaluation carried out?

Concerning the fact that the main focus of this study refers to the analysis of English textbooks in four countries, the first step was to prepare a criterion against which the status of the textbooks could be examined; however, before organizing this part some information was collected regarding the educational systems in each country. Based on the obtained information, upper-secondary school level was selected since, as mentioned earlier in this chapter, the educational systems of these countries were more or less the same at this school level. Thus, presenting and comparing the results was more logical and easier with regard to the aims of the study. In order to narrow down the scope of the research and present more precise results, it was decided to analyze the English textbook of the first grade at upper-secondary level (Grade 10 in Gymnasium, Germany; First grade in high school, Iran;

First grade in Gymnasieskolan, Sweden; and Grade 4 in HAVO, The Netherlands). In other words, the English textbooks which were designed for students in the age range of 15-16 were selected for analysis.

After deciding about the school levels in each country, the first draft of a checklist for textual analysis of the textbooks was designed using different existing checklists in the literature. At the same time, the first versions of teachers' and students' questionnaires were prepared according to the main foci of the study, i.e. general and cultural characteristics of textbooks. Alongside the checklist and the questionnaires, interview questions were also written to obtain more information about the teachers' opinions concerning their textbooks. The prepared versions of the questionnaires, checklist, and interview questions were then distributed among some colleagues in the field of ELT in order to probe for potential weaknesses and make the relevant modifications. In the next phase, the revised versions were given to a British native speaker to check the appropriateness of the language. After making the necessary changes, in order to pilot the questionnaires, the German and Iranian students' questionnaires were translated into their mother tongues by the native speakers, and then both students' and teachers' questionnaires were piloted on a sample of students and teachers similar to the target groups in Germany and Iran. In this way, the items were checked for use in the final versions. Furthermore, the reliability and validity of the questionnaires were calculated via SPSS 21 for Windows after the process of piloting (See Appendix D). In the case of the rest of the students, the questionnaires were translated into their mother tongues (Swedish and Dutch) by the native speakers in each country.

Having prepared the instruments, many contacts were made with different schools and English teachers in order to find the participants to start the survey. Those teachers who were willing to take part in this research were re-contacted to set specific dates for distributing the questionnaires and running the interviews. At the same time, further information was gathered regarding the leading textbooks in each country, and those which were used in the participating schools were chosen for the textual analysis.

The collection of data was first begun at Iranian schools at the end of the school year and finished in the middle of the school year in Germany. Regarding the distribution of the questionnaires, both "one-to-one and group administrations" were carried out to collect data in this study (see Dörnyei, 2010: 68). In one-to-one administration, the questionnaires were delivered to the teachers in each country by the researcher, and then some appointments

were made to pick them up at schools. In this way, the teachers were responsible for conducting the group administrations, referring to the distribution of the questionnaires among the students and their collection after completion. Thus, conducting the research did not interfere with or interrupt the process of teaching. Moreover, teachers were free to distribute the questionnaires among their students at an appropriate time and the "Hawthorne effect" (Brown, 1988: 32) was reduced due to the absence of the researcher in the classroom. In the meantime, some face-to-face interviews were also done with the volunteer teachers in order to get more information about their opinions with regard to the foci in this work.

3.6. Data Analysis

The procedures of data analysis in this work are presented into sub-sections: the textual analysis of the textbooks and data analysis related to the questionnaires and interviews.

3.6.1. Textual Analysis of the Textbooks

Textual analysis of the leading textbooks was done using the content analysis method. "Content analysis is a research technique for making replicable and valid inferences from data to their context" (Krippendorff, 1980: 21). Put differently, content analysis is a kind of method through which a researcher can "organize the data into a clearer form" (Tuomi & Sarajärvi, 2009: 108, as cited in Lindström, 2012: 13). According to Stemler (2001), the majority of people think that this method simply refers to a technique of word-counting; however, "content analysis extends far beyond simple word counts. What makes the technique particularly rich and meaningful is its reliance on coding and categorizing of the data" (Stemler, 2001: 3). Regarding the concept of categorization, Weber (1990: 37) believed that "a category is a group of words with similar meaning or connotations."

Another important thing about this method is that it can be used to probe not only the texts, but also images, maps, symbols or works of art (Krippendorff, 2004: 19). Furthermore, its results can be transformed into a quantitative form (Tuomi & Sarajärvi, 2009: 107, as cited in Lindström, 2012: 13). According to Krippendorff (2004: 341-342), there are different kinds of content analysis: text-driven content analysis, method-driven content analysis, and problem-driven content analysis. A text-driven analysis, which is highly similar to the grounded theory approach, focuses on developing and finding a theory through the analysis

of a set of texts without any definite research questions. In a method-driven analysis, using content analysis as a method is a kind of goal in itself. However, the third type refers to the situation where a researcher analyzes the text based on sets of pre-determined research questions in order to find the answers to them. Considering the objectives of the present study, problem-driven content analysis was selected to analyze the data.

Having chosen the method for textual analysis of the textbooks, some specific categories based on the research questions were determined in advance using the related literature. In other words, by pre-determining the categories, a deductive way of content analysis (see Mayring, 2000) was used for analyzing the coursebooks. These categories and coding schemes are clearly presented in the following figure (see Chapter 4 for further elaboration on these categories and coding schemes).
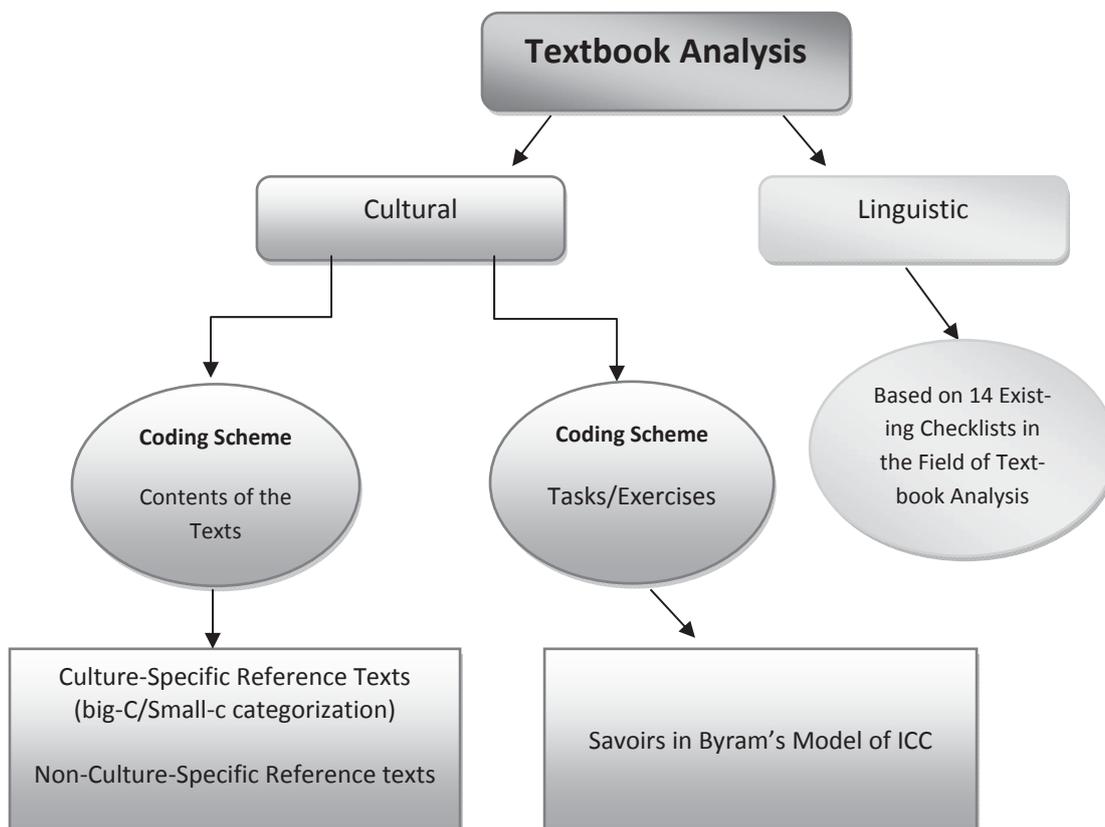
Figure 22. The structure of textbook content analysis

As mentioned previously, in order to analyze the textbooks based on the categories and codes discussed, a checklist was prepared in three different sections. In this way, the results of the analysis could be presented in a more structured and organized way.

3.6.2. Data Analysis of the Questionnaires and Interviews

After collecting the overall data of the questionnaires, they were categorized and classified under the name of each country, and the answers were codified using Excel and SPSS. The answers to the different questions in the questionnaires were codified as follows:

Teachers' Questionnaires

a) Likert scale questions:
- Strongly Disagree=1, Disagree=2, Undecided=3, Agree=4, and Strongly Agree=5 (Items 1-13)

b) Alternative answer questions:
- Yes=1, No=2 (Items 14-19, and 33-38)

c) Checklist format:
- Vocabulary=1, Grammar=2 (Item 20)
- Speaking=1, Reading=2, Writing=3, Listening=4 (Item 21)
- Deductively=1, Inductively=2 (Item22)
- Individual work=1, Pair work=2, Group work=3 (Item 23)
- Intonation=1, Stress=2, Pitch=3, None=4 (Item 24)
- Body language=1, Formal/Informal situations=2, None=3 (Item 25)
- Sex=1, Cultural background=2, None=3 (Item 26)
- Positively=1, Negatively=2, In a tourism oriented manner=3, None=4 (Items 27 and 28)
- Literature=1, History=2, Geography=3, Fine arts=4, Politics=5, Education=6, National symbols=7, Customs and Festivals=8, Family life=9, Food=10, Youth life=11, Idioms=12, Proverbs=13, Expressions=14, Slangs=15, None=16 (Item 29)
- Literature=1, History=2, Geography=3, Fine arts=4, Politics=5, Education=6, National symbols=7, Customs and Festivals=8, Family life=9, Food=10, Youth life=11, None=12 (Item 30)
- British=1, American=2, Other=3, None=4 (Items 31 and 32)

Students' Questionnaires

a) Likert scale questions:
- Strongly Disagree=1, Disagree=2, Undecided=3, Agree=4, and Strongly Agree=5 (Items 1-10)

b) Alternative answer questions:
- Yes=1, No=2 (Items 11-16)
- Positive=1, Negative=2, None=3 (Items 25 and 26)

   c) Checklist format:
- British=1, American=2, Other=3, None=4 (Item 17-23)
- Idioms =1, Expressions =2, Proverbs =3, Slangs =4, None=5 (Item 24)

It should be mentioned that from the questionnaires returned, those which had not been filled out completely by the participants were excluded from the obtained data, and the rest of the questionnaires (from both teachers and students) were used without any alternations in their totality. As a result, from 800 questionnaires distributed among the students and 80 questionnaires given to the teachers, 496 student and 42 teacher questionnaires were collected to start the analysis.

Following the codifications mentioned above, the frequencies and percentages of the options selected in the questionnaires were calculated. Furthermore, to determine the significance of the results, the Chi-Square test was run. All of these processes were carried out via SPSS 21 for Windows. The alpha level of significance was set to .05 as is common in social science studies.

Accordingly, the answers of the two open-ended questions in the teachers' questionnaires were codified into idea units in order to make categories indicating the final results. In a similar vein, the interviews were transcribed, codified, and presented in categories. These categories will be presented in the result section. The codification procedures of the interviews and open-ended questions were also carried out using the content analysis method in an inductive way (see Mayring, 2000). In other words, although for the open-ended and interview questions a problem-driven content analysis was also used, the categories and coding systems were not specified before analyzing the data. These categories were determined after the examination of the provided answers. The coding schemes for open-ended questions and interviews are as follows:

- Coding schemes for open-ended questions:
  - Y= Yes, N=No, AD=Areas of Difficulties, S=Solutions
- Coding the interviewees in each country:
  - Germany (G=German, T=Teacher): GT1, GT2, GT3, GT4, GT5, GT6
  - Sweden (S=Swedish, T=Teacher): ST1, ST2, ST3, ST4, ST5
  - The Netherlands (D=Dutch, T=Teacher): DT1, DT2, DT3, DT4, DT5
  - Iran (I=Iranian, T=Teacher): IT1, IT2, IT3, IT4, IT5

As in quantitative methods, reliability and validity are two important concepts which should be considered in content methods of data analysis as one of the qualitative approaches. According to Stemler (2001: 5; see also Rourke et al., 2000 & Krippendorf, 2004), the concept of reliability can be discussed in the content analysis as follows:

- *Stability*, or intra-rater reliability. Can the same coder get the same results try after try?

- *Reproducibility*, or inter-rater reliability. Do coding schemes lead to the same text being coded in the same category by different people?

Given the available conditions and time, this study relies on stability or intra-rater reliability. In terms of validity, as Erlandson et al. (1993) state, in qualitative research, validation can be measured through triangulation, which refers to making the results credible through the integration of various sources of data, methods, researchers, or theories. As a result, in order to validate the qualitative part of this study, a survey was run among teachers and students to collect their opinions about their textbooks as well. In this way, the findings obtained from these sources would be helpful for rechecking and supporting the data gathered from content analysis (see also Stemler, 2001).

In the next chapter, the results will be shown through tabulations, followed by reasons and rationales as to why such corollaries should be observed.

Chapter 4

Results and Discussion

> Intercultural communication […] cannot allow the easy assumption of similarity. By definition, cultures are different in their languages, behavior patterns, and values.
>
> Milton Bennett (1998)[69]

Following the theoretical framework and the research methods which were sketched out in detail in chapters 2 and 3, the textbooks were analyzed via a checklist and the related data was collected and computed in the form of frequencies and percentages using questionnaires and interviews. Furthermore, to evaluate and establish the significance of the differences obtained in the findings, Chi-Square tests were also run. In this chapter, the results of these analyses will be outlined and detailed in terms of the content, and statistical analyses conducted to achieve the objectives of the study. Therefore, this chapter contains the results and the related discussion in three sections, i.e. textual analysis of the textbooks, questionnaires, and interviews. The results will be presented for each of these sections separately using explanations, descriptions, tables and graphs, and the findings will then be discussed in detail. It should be mentioned, however, that the outcomes are only limited to the sample and scope of this study; thus, no generalization can be made based on the present results regarding the settings. Put differently, the terms used to illustrate and describe the findings cannot be interpreted beyond the domain of the present research.

As explained previously, this study intends to answer five research questions in order to achieve the objectives of this work. These questions are as follows:

- How do the English textbooks analyzed in the present study deal with the concept of intercultural communicative competence?

- Which aspects of the target/other culture(s)—big-C and small-c—are stressed in the English textbooks analyzed in the present study?

- What are the probable difficulties of EFL teachers in terms of intercultural matters in their textbooks? What do they do to solve these problems?

---

[69] source: Intercultural Communication: A Current Perspective

- How do the English textbooks analyzed in the present study help learners to grasp the differences and similarities between the target culture(s) and the students' native culture?
- How are the linguistic elements (e.g. skills, vocabulary, grammar, etc.) presented in the English textbooks analyzed in this study?

Due to the fact that the main concern of this work is the textual analysis of coursebooks with regard to the development of ICC in four countries, the results section will begin with an analysis of the textbooks in each country, and will then continue with a presentation of the results relating to the questionnaires and interviews.

4.1. The Analyses of the Textbooks[70]

In this section, a textual analysis will be done on the English textbooks selected in each country, and the results will be discussed regarding the foci of the research. In order to clarify the structure of the analysis in this study, some explanations regarding the units and the cultural contents of the textual analysis are presented in the following.

Unit of analysis: There are two units of analysis in this study. One refers to the texts presented in the English textbooks, and the other deals with the exercises and tasks in the textbooks. It should be noted that those exercises and tasks which are related to the grammar, skills and vocabulary sections presented as separate parts at the back of the textbooks are not considered in this analysis since there are some additional activities for further practice which are not included in the main body of the lessons.

Cultural analysis: The cultural content analysis was carried out on the texts and tasks/exercises in these textbooks using big-C and small-c categorization of culture (see Section 2.2.1) for texts, as well as Byram's model of ICC (1997, see Section 2.2.6.3) and the related categories in Äijälä's study (2009) for tasks/exercises. According to big-C and small-c classification, 34 questions (in the form of statements) were prepared (see Appendix A, checklist/cultural point of view) in order to analyze the content of the texts from a cultural point of view. In other words, these questions help to discover which aspects of culture— big-C or small-c culture—are discussed in the texts. As part of the content analysis, two different coding schemes are used to present the findings. In the first coding scheme, the texts

---

[70] It should be mentioned that for better interpretation of the results, the teacher and student opinions about their textbooks are integrated into the textual analyses as well.

are defined as the basic unit. In other words, each text is treated as a unit and analyzed in terms of referencing big-C and small-c cultural aspects. Put differently, the theme presented in a text will be analyzed with regard to the specific cultural aspects it refers to. In this sense, the texts are divided into two categories, introduced by Lund (2006: 123), based on their content:

- culture-specific reference texts (texts with direct or indirect reference to (a) specific country(ies) and/or cultural aspects)
- non-culture-specific reference texts (texts without any direct or indirect reference to any countries and/or cultural aspects).

In the second coding scheme, the cultural task or exercise is defined as the basic unit. This means that every cultural task or exercise along with the consideration of its sub-questions is counted as a single task or exercise and investigated based on the four savoirs in Byram's model of ICC in order to check its contribution to the promotion of intercultural competence. The investigation of tasks are concerned with finding out the proportion of learning tasks with the aim of increasing IC to the total number of the tasks in each text-books as well as determining the specific dimension(s) developed by each cultural task. The dimensions of Byram's model of ICC[71] which are used in this study were modified by Äijälä (2009: 35-37, see also Byram, 1997) with their specific objectives. In the following, this clear-cut and precise classification with regard to task analysis is presented:

- ***Savoirs (knowledge):*** *Knowledge of social groups and their products and practices in one's own and in one's interlocutor's culture, and of the general processes of interaction*. It includes:
  - knowledge about different aspects of foreign/own culture;
  - learners' ability to discover and collect new information about historical and contemporary issues of foreign/ own culture.

- ***Savoir être (attitudes):*** *Curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own*. This dimension refers to learners' abilities to:
  - question the values and presuppositions in cultural practices and products;
  - discover other perspectives on interpretation of familiar and unfamiliar phenomena.

---

[71] Savoir s'engager overlapped with other dimensions of IC, for it included references to all other dimensions and in a way summed up the objectives of all of them. Thus savoir s'engager will be omitted in this study. Since the dimension *savoir apprendre/faire* included two competences not clearly related to each other, the aspect of collecting new information (*savoir apprendre*) has been added to *savoirs*, and *savoir faire* has been made into its own dimension in the modified model (Äijälä, 2009: 35).

- *Savoir comprendre (Skills of interpreting and relating): Ability to interpret a document or an event from another culture, to explain it and relate it to documents or events from one's own culture.* It Includes abilities to:
  o identify ethnocentric perspectives in a document or event and critically analyze their origins;
  o identify areas of misunderstanding and dysfunction in an interaction and explain them in terms of each cultural system present;
  o relate cultural aspects of own culture to those of foreign cultures.

- *Savoir faire (Skills of intercultural interaction): Ability to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction.* This dimension refers to learners' abilities to:
  o interact with representatives of foreign cultures by making use of their knowledge *(savoirs)*, attitudes *(savoir être)* and skills *(savoir comprendre);*
  o mediate between conflicting interpretations of phenomena.

The derived categories for analyzing the learning tasks with the aim of promoting intercultural competence in learners by Äijälä (2009) are:

1. **Knowledge of cultures**
   a. Giving factual knowledge about cultures (savoirs): Tasks in this sub-category contribute to increasing learners' knowledge of culture specific (own/foreign culture) events, products, significant individuals and emblems, conventions of communication and interaction, private and public institutions and national memory.
   b. Collecting information on cultures (savoir apprendre): This sub-category includes tasks which invite learners to collect information and increase their knowledge of own and/or foreign cultures by using sources outside the textbook (e.g. reference books, media, Internet).

2. **Attitudes towards cultures**
   a. Identifying generalizations of cultures (savoir être): The tasks of this sub-category invite learners to express their impressions, opinions, presuppositions and/or attitudes concerning own and/or foreign cultures and/or to ponder on their origins.
   b. Changing perspectives (savoir être): Tasks belonging to this sub-category invite learners to change perspective, empathize with foreign points of view and relativize one's own cultural viewpoint and cultural value-system. Tasks of this kind may include arguing for/against certain issue in debates, playing a certain role in a simulation game or finding multiple perspectives on an issue in discussions.

3. **Interpreting and relating cultural elements**
   a. Identifying ethnocentric perspectives (savoir comprendre): This sub-category includes tasks which ask the learners to identify ethnocentric perspectives of products (e.g. texts, paintings, films), practices or events of own/foreign culture.
   b. Relating cultures and cultural phenomena (savoir comprendre): The idea of these tasks is to invite learners to relate features of foreign cultures to one's own or vice versa. For instance, tasks can ask learners to ponder on similarities and differences

of cultures or to report and/or to reflect their personal *encounters* with representatives of own/ foreign cultures (e.g. conflicts in interaction, cases of misjudgment, positive observations, ways of overcoming presuppositions etc.).

   c. Identifying and explaining causes of misunderstandings (savoir comprendre): Tasks of this sub-category instruct learners to identify areas of (potential) misunderstanding and dysfunction in interaction and explain them in terms of each of the cultural systems present.

4. **Intercultural interaction**

   a. Functioning as a mediator between cultures and dealing with conflict situations (savoir faire): This sub-category includes tasks which invite the learners to function as mediators between conflicting interpretations of phenomena, e.g. pondering on solutions to conflicting issues and on means for finding common ground.

   b. Applying one's abilities in interaction (savoir faire): Tasks of this sub-category invite learners to interact with representatives of foreign cultures by making use of their knowledge (savoirs), attitudes (savoir être) and skills (savoir comprendre) in simulated interaction (Äijälä, 2009: 38-39, see also appendix A).

Based on these categories, each learning task or exercise of the textbooks is analyzed to see if it can be classified into at least one of the dimensions of ICC discussed above. It should be mentioned that one learning task or exercise can also be categorized into more than one dimension based on its aims.

In the following, the textual analysis of the textbooks will be presented using explanations, illustrations, percentages, and graphs to shed more light on the focus of this study. Although the main focus of this analysis is on the development of ICC via textbooks, to give an overall view of the textbooks and their structures the information related to the linguistic aspects and the general layouts of the coursebooks are first provided.

4.1.1. Green Line New 6 (Germany)

The English textbook analyzed in German context is *Green Line New 6*[72] published by *Klett* in 2008 (see Section 1.3 for the reasons regarding the selection of this textbook). This textbook, which is used for the first year of upper-secondary school level (Gymnasium), was written by Ashford, Hellyer-Jones, and Horner.

---

[72] Ashford, S., Hellyer-Jones, R., & Horner, M. (2008). *Green line new 6 (Bayern)*. Stuttgart: Ernst Klett Verlag GmbH.

General Organization
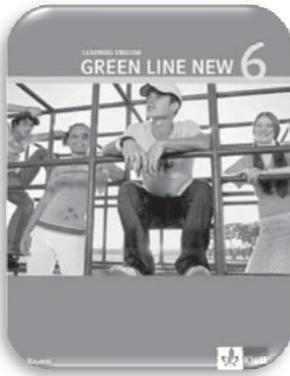
The design of the cover of the book reflects the name of the text-book since it shows some young boys and girls standing within green lines. They are more or less the same age as the learners using this book. On the back cover, the goals of the book are clearly specified for the students in German.

On the pages at the very front of this book, there is a world map on which English speaking countries have been colored in yellow to make the students familiar with the English speaking world, where English is spoken as the first or official language.

After this geographical information, the introductory page provides students with some explanations in English concerning different sections, sub-sections, and symbols used in this textbook.

The table of contents consists of:

- Five Topics
    - The texts
    - Text type and authors
    - Main task types
- Skills section
- Grammar section
- Vocabulary section
- Dictionary
- Appendix

Content of the Textbook

As mentioned earlier, this textbook consists of 6 sections which will be described very briefly in the following.

The Topics

On the whole, there are five main topics or units in this textbook, each of which comprises the following sections:

- Reading texts and related exercises/tasks

- Listening exercise/tasks

- Fact file box

- Word bank box

- Grammar box

- VIP file box

There are 58 reading passages or texts which are mostly taken from English-speaking countries in the form of different types of newspapers or magazine articles, extracts from novels and short stories, poems, autobiographies, etc. Furthermore, 12 listening sections are provided for the students in order to improve their listening skill. There are different types of tasks related to the reading texts and listening sections, such as discussion, debate, survey, creative writing, dictionary work, team project, text analysis, role play, mediation, oral presentation, etc.

"Fact Files" are green boxes in each unit (e.g. pp. 8, 22, 24, etc.) which contain some extra information about the subject presented in the texts. Most of these boxes provide the students with factual knowledge about both English and non-English speaking countries[73].

FACT FILE

Afrikaans developed from Dutch. It is the main language of the Afrikaners (descendants of the original Dutch settlers) and the Cape Coloureds (descendants of the slaves brought to the colony from the East Indies by the Dutch).

The flag
The current flag of the Republic of South Africa was adopted on April 27, 1994, after the first free elections and the end of apartheid.

FACT FILE
UK:
- **Private schools** are fee-paying schools and are not run by the state. Many are **boarding schools**. They include the famous **public schools** (Eton, Harrow, etc.), which have a high academic standard. Over 7% of British pupils go to private schools.

US:
- **Private schools** are also popular in America.
- State schools in the US are known as **public schools.**

Image 1. Green Line New 6, pp. 55 & 57

The red "Word Bank" boxes (e.g. pp. 8, 9, 11, etc.) contain the new words and phrases presented in the texts without any translations or definitions. These boxes help the students

---

[73] Countries in which English is the/an official language are considered as English speaking countries in this study.

to notice the new words and phrases in each lesson. The students can find the German translations and related information regarding pronunciation at the end of the book in both vocabulary and dictionary sections.

The "Grammar" boxes are small blue sections in each unit (e.g. pp. 13, 14, 16, etc.) which contain the name of the structure used in the texts with an example extracted from the related texts themselves. These boxes show the students where a specific grammar point has been used in the text. Moreover, these boxes refer the students to the "Grammar" section at the end of the book for more explanations, examples, and exercises.

The "VIP File" boxes in each unit (e.g. pp. 15, 28, 29, etc.) provide factual knowledge to the students about some famous people in the world. These people are sometimes the authors of the texts or the influential figures mentioned in the texts. Therefore, they provide the students with some cultural information mostly related to famous people or writers in different countries.
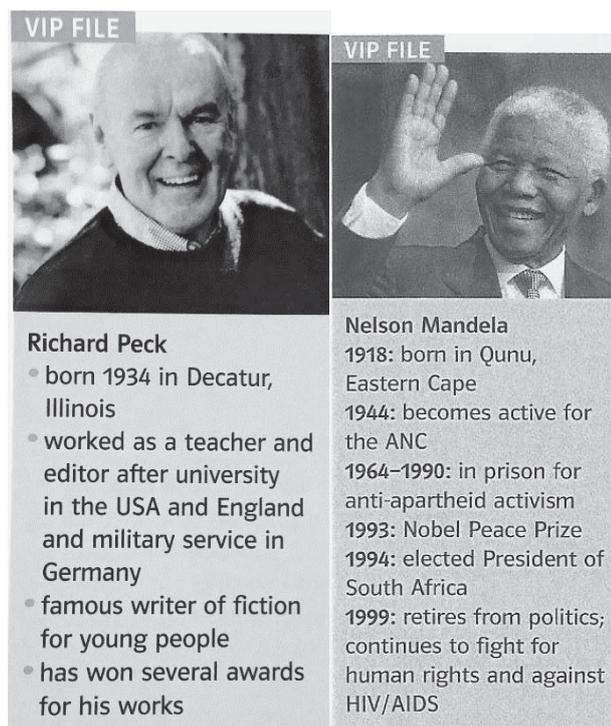
Image 2. Green Line New 6, pp. 15 & 61

The Skills Section

The skills part in *Green Line New 6* (pp. 88-111) is a section in which students can: (1) have a short review of the skills and sub-skills they have learnt before and (2) become familiar with new skills and sub-skills which are necessary in learning a foreign language. The tasks relat-

ed to each text refer students to this part in order to help them do these activities in a more efficient way. This section is divided into five sub-sections as follows:

- Text skills referring to listening, reading techniques, text analysis, literary genres, characters, narrative point of view, narrative techniques

- Word skills referring to guessing the new words, working with a dictionary, practical dictionary work

- Writing skills referring to creative writing, writing for special purposes, writing an argumentative essay, news writing

- Speaking skills referring to conversation, discussion, debate, giving a presentation, project work

- Special skills referring to working with films, dealing with poetry, dealing with songs, working with pictures, analyzing cartoons, working with maps, interpreting diagrams, British English and American English, mediation and translation, making a survey, internet search tips

The Grammar Section

The "Grammar" section at the end of *Green Line New 6* (pp. 112-125) starts with a *Foreword* in English which introduces this section and its aim to the students. After this part, the grammar points mentioned in the texts as well as the related exercises are presented in three parts called *Checking up*, *Basic rules*, and *Practice*. In *Checking up*, the students can check their knowledge and understanding of the grammar points used in the texts working on some relatively easy exercises. In *Basic rules,* the most essential grammar structures are explained in English with some examples. These rules deal with both the new grammar points and those ones which have been learnt by the students before. The *Practice* part contains different simple and difficult communicative exercises or activities ranging from controlled to more open and creative ones in order to help the students use the structures in real-life situations.

The Vocabulary Section

The "Vocabulary" section at the end of the book (pp. 126-154) starts with an introductory page in English which provides the students with the related information about this section,

the abbreviations and symbols used, as well as the phonetic symbols. Thus, in this part the students can find the new words presented in each text in chronological order alongside their phonetic symbols and their definitions or meanings in German. There are some yellow boxes in this section which help the students to broaden their knowledge of learning and using words, prepositions, derivatives, idioms, word combinations, spelling, suffixes, etc. Finally, *Everyday English* and its accompanied exercises or tasks is a sub-section in the vocabulary part which makes the students familiar with useful words and phrases that can be used in every day English conversations and situations.

Dictionary and Appendix

In the "Dictionary" section (pp. 155-200), students are provided with an alphabetical word-list which consists of the entire vocabulary from *Green Line New 1-6* with their phonetic symbols and German translations. The "Appendix" (pp. 201-207) contains the grammar solutions of the *checking up* part, the glossary of the literary terms, and the irregular verbs.

4.1.1.1. The Analysis of the General Characteristics of the Textbook

Having described the general structure of the textbook, in the following section *Green Line New 6* will be analyzed linguistically based on the 21 questions (in the from of statements) mentioned in the "General Characteristics" part of the checklist (see Appendix A). To this end, two steps will be carried out: (1) the existence of the entities will be checked against the items presented in the checklist and (2) those items which need to be explained in detail will be discussed further. Such items will be marked with an asterisk.

In the following table, the existence of every individual item is displayed clearly.

No.	General Characteristics	Yes	No
1	The cover of the textbook is designed based on a cultural point of view.		✔*
2	The cover of the textbook is designed based on a linguistic point of view.	✔*	
3	There is an informative orientation page.	✔*	
4	The textbook has a complete and detailed table of contents.	✔*	
5	The illustrations and pictures are varied.	✔*	
6	The illustrations and pictures are colorful.	✔	
7	Vocabulary is presented in context.	✔*	
8	Vocabulary list or glossary is included.	✔*	
9	Grammar points are arranged systematically graded from simple to complex.	✔*	
10	The textbook provides a balance of five language skills (reading, writing, speaking, listening and mediating).	✔*	
11	The textbook includes sub-skills (e.g. skimming, scanning, note taking, etc.)	✔*	
12	The textbook provides different class activities/exercises to practice language items and skills (e.g. multiple choice, comprehension questions, puzzles, filling the blanks, etc.)	✔*	
13	The textbook provides communicative activities to help students carry out their communicative tasks in real-life.	✔*	
14	The activities in the textbook are form-focused.		✔*
15	The activities incorporate individual, pair and group work.	✔	
16	There are activities for pronunciation practice in the textbook.		✔
17	There are activities regarding the varieties of pronunciation in the book.		✔
18	Review sections and exercises are included.	✔	
19	The textbook provides the translation of new words.	✔	
20	There are activities regarding translation/mediation in the book.	✔*	
21	The language of the textbook is authentic.	✔	

Table 8. Checklist for the general characteristics of Green Line New 6

As discussed earlier in the section related to the general organization, the cover of *Green Line New 6* has been designed based on a linguistic perspective since it features the name of the book itself. Although it is believed that a book should not be judged by its cover, the role of the cover is considered to be one of the important factors in the development and evalu-

ation of the textbooks and materials in foreign language teaching. A textbook's visual appeal can have a negative or positive effect on the student motivation since it is the first impression that students get of the textbook. In other words, an attractive cover can stimulates students' interests in the topic and make them motivated to learn or study it; however, an uninteresting cover may lead to demotivation or disinterest (see also Cunningsworth, 1995; Roberts, 1996; McGrath, 2002; Tomlinson, 2003; McDonough & Shaw, 2003, Alamri, 2008). As explained before (see Chapter 3), in order to gain a deeper view of the textbooks, two questionnaires were given to a group of teachers and students in each country about their attitudes towards their textbooks. The responses provided by the German students in this sample with regard to the cover reveals that the cover of *Green Line New 6* is not interesting to the majority (see Section 4.2.2).

The next issue is related to the layout and design of the textbook referring to the general structure of a book in terms of presenting the topics, language items, exercises, and tasks. As is obvious, a clear layout and organization can contribute to the comprehensibility of the textbook and as a result, to the effective instruction. Thus, it can be considered as one of the important aspects in the evaluation of textbooks or materials. This concept in the present study is analyzed in terms of the orientation page, table of contents, vocabulary list, topics, review sections and exercises, activities and tasks, as well as the illustrations or pictures. As a whole, the results of the textual analysis indicate that *Green Line New 6* has a clear and detailed layout and design since most of the elements which make the layout of a textbook appropriate have been taken into consideration in the design of this book (see Table 8). This assessment is also confirmed by most of the German teachers in the present study who show a positive attitude towards those items which are related to the layout and design, such as the appropriacy of the layout and design, inclusion of interesting, varied, and understandable topics, illustrations, examples, activities and tasks, conformity to the curriculum and student needs, as well as inclusion of an informative teachers' manual (see Section 4.2.1). Accordingly, there are a lot of colorful pictures and illustrations in *Green Line New 6* which can help the students better understand the ideas presented in texts since they provide concrete examples of the issues. In this way, they can contribute to the creation of attitudes among the learners towards the subjects, especially the cultural topics discussed in the book. Most of the pictures and illustrations in this textbook are real photos dealing with real people, characters and environments; however, there are also some pic-

tures in the form of drawings. The use of pictures and illustrations can be considered as a kind of facilitating factor in learning the language since they can help the learners to associate the concepts and ideas with the images in specific contexts and create a concrete link between them. In this sense, pictures can be used for different purposes, such as brainstorming, clarifying the meanings of the new words, motivating the students to talk about the topics, creating a sense of curiosity, and working as visual aids alongside of the texts (see also Harmer, 2007).

Vocabulary is presented in both a semi- and fully-contextualized manner in *Green Line New 6*. Put differently, the new words of the texts are provided in the form of word groupings and word associations in some small boxes called "Word Bank" alongside the tasks. In this way, the textbook helps the students become familiar with some strategies to cope with the learning and memorizing of the new words, taking into account the settings in which they are used. At the same time, the use of these words is promoted in the accompanying activities for listening, speaking and writing skills. Within this framework, two forms of vocabulary instruction are used to teach and practice the new words in context. In this sense, a link is created between the new words and their meanings in different situations which can help the students to learn and use the vocabulary better. Furthermore, the decontextualizing technique is also used for the presentation of vocabulary in the form of wordlists and conventional dictionary use at the back of the textbook; however, it should be mentioned that no definition or equivalent in English is provided for the new words. Put differently, the German equivalents for the English words are presented in the dictionary and the wordlist. Although such kinds of bilingual presentation of vocabulary make a link between the first and the second languages, they may hinder the development of proficiency in terms of learning the second language (see also Baxter, 1980). It should be mentioned that based on the results in the students' questionnaires, the majority of the German students believe that their textbook helps them to learn the new words in the target language. This implies that these techniques of vocabulary instruction in *Green Line New 6* are effective for the German students in this sample.

The grammar points in this book have been arranged according to their level of difficulty from simple to more complex in the grammar section at the back of the book (see also the results of the questionnaires, where the majority of the German teachers in this sample believe that the grammar is presented in a logical order from simple to difficult concepts);

however, the order of the grammar points in the texts are not determined based on their arrangements in the grammar section. In other words, these grammar points are not introduced and presented according to the classification of the rules at the end of the book. For example, the first grammar point in the grammar section deals with the past tense (p. 114) while the first point introduced in the text is related to a participle with a subject of its own. In this way, the grammar points are not discussed in a linear manner in the texts, and the students may come across the more difficult rules sooner than the easier ones in the texts. This way of presenting may be problematic for those students who are not so good at grammar; however, the order of learning the new structures cannot be dependent merely on the order of their complexity or difficulty. Sometimes, the context through which a specific grammar point is presented can contribute to the learning of that rule regardless of its complexity. Another important thing about the presentation of grammar in this book is that a deductive approach is used in order to introduce the structures in the book (see also the German teachers' opinions in the questionnaires where most of them believe that a deductive approach is used in order to present the grammar rules in this textbook). Within this framework, students first become familiar with the rules and can then practice them in more exercises and activities at the back of the book. Although this approach can be beneficial in terms of time and direct reference to the point, it may be boring and demotivating, or the students may have problems in memorizing the rules and explanations (see also Thornbury, 1999; Thaler, 2012). This way of grammar instruction is not too interesting for the majority of the German students participating in this study, as shown by their responses to the student questionnaires (see Section 4.2.2).

All four basic language skills, i.e. reading, writing, speaking and listening, are practiced in each unit of this book with their accompanying tasks and sub-skills, which are taught and practiced in the skills section via more examples and activities. The responses provided by the German teachers in this study indicate that all four skills and their sub-skills are presented and practiced in *Green Line New 6*, although in their opinion, the focus is mainly on the reading skills (see Section 4.2.1). This idea is also confirmed by the German students in this sample, who think that their textbook helps them in the promotion of the reading competence more than the other ones (see Section 4.2.2). It should be noted that the skill of mediation is also introduced in the skills section of this book, and different tasks in the form of making a summary, providing an explanation, collecting information and translating in Ger-

man and English are given in order to practice this skill in the units. Thus, it can be concluded that this textbook offers a largely balanced presentation of all five language skills which can be considered as one of the characteristics of a good language textbook helping students develop their proficiency in all of the skills and sub-skills. In this sense, *Green Line New 6* follows an integrated perspective towards the presentation of the language skills where reading, writing, listening, and speaking as well as their activities are interrelated contributing to the improvement of one another.

With regard to the tasks and exercises, it can be concluded that *Green Line New 6* provides students with different types of exercises and tasks in order to learn a foreign language efficiently and to use it appropriately in real-life situations; however, this book mainly focuses on the use of tasks (see also the findings of the teacher questionnaires where the majority of the German teachers in this sample believe that a variety of tasks and exercises in the form of individual, pair and group work activities are used in the textbook to help students use the language in real-life situations). These tasks and exercises are mostly meaning-based in the form of debate, discussion, creative writing, survey, text analysis, team project, role play, mediation, etc. Within this framework, in spite of the German students' dissatisfaction with the tasks and exercises in this study, the textbook tries to present different types of activities in order to create a sense of variation. However, it seems that the routine use of these tasks and exercises can make the students bored and disinterested. It should be noted that even in the grammar section of this book there is an attempt to use more communicative and creative exercises, apart from the usual forms of grammar activities, in order to help the students use the structures learned in a more communicative way. Put differently, those activities with the focus on form in this section also consider meaning and communication. Considering this issue, a supplementation of form-focused activities with those which provide the students with opportunities to explore the form within the context and communication can make the students use the language more effectively and communicatively (see also Nunan, 1998).

The final issue discussed here is in regard to the pronunciation activities in the textbook. Based on the results in the textual analysis and the teacher questionnaires, it can be concluded that there is a lack of pronunciation exercises and activities in *Green Line New 6*, even though the phonetic symbols and pronunciation patterns of the words are given at the back of the book. It seems that teaching pronunciation is not among the main foci in the

textbook. This may be due to the fact that pronunciation is considered as one of the main language items at the lower levels. In this sense, the upper-secondary students are expected to have enough knowledge of pronunciation through their educational background at the lower-secondary level.

To sum up, it can be concluded that *Green Line New 6* has a clear structure and design and focuses on the different skills and competences by providing students with various texts and tasks rather than language items such as grammar, vocabulary, and pronunciation. This idea is confirmed by some of the German interviewees in this study who state that the textbook pays little attention to grammar topics. From their point of view, the book should include more exercises and explanations with regard to grammar and vocabulary. Although some explanations and exercises are provided at the back of the book for practicing language items, most of the teachers participating in the interviews believe that they are not sufficient for the students since they consider these activities as a separate part for self-study and further reference. In general, the German teachers in this study are mostly satisfied with the overall characteristics and linguistic aspects of this textbook, while the German students are not so happy in this regard (see Section 4.2.1 & Section 4.2.2).

Having provided a brief overview of the linguistic and general characteristics of *Green Line New 6*, now it is time to turn to the main focus of the present research which is the analysis of cultural aspects in the textbooks. In the following, *Green Line New 6* is analyzed in detail and evaluated on the cultural components to be found in its texts and tasks/exercises.

4.1.1.2. The Analysis of the Cultural Characteristics of the Textbook

In this section, the texts of the units (topics) are analyzed based on the genres, authenticity, and cultural references. Table 1 (see Appendix E) shows the status of culture in the texts of this book in detail.

According to the textual analysis, *Green Line New 6* consists of 58 texts in the forms of short stories, articles, poems, songs, short excerpts of books or novels, cartoons, statistical graphs, flow charts, photo collages, and webpages which are mostly taken from the English speaking countries, such as England, America, South Africa, Ireland, Canada and Guyana, written by different authors. In this sense, the language of the texts is mostly authentic. It

should also be noted that two of the texts are written by non-English writers who are from Germany. Furthermore, thirteen have unknown authors or resources.

On the whole, the texts of the book can mainly be considered as culture-specific reference texts since in most cases a cultural topic is directly or indirectly presented. Within this framework, *Green Line New 6* mostly focuses on English speaking countries, basically the US, the UK (mostly England) and South Africa (see also the interview section, where the German interviewees maintain that their textbook and curriculum at this level mainly focus on the UK, the US and South Africa, and the results of the German student questionnaires, which show that most believe their textbook considers British and American cultures). However, some slight references to non-English speaking countries and cultures, such as Germany, Peru, France, Iran, Pakistan, India and Afghanistan are also made. In general, the dominant countries and cultures in this textbook are the US and UK (mostly England) as the target countries. With regard to the cultural themes presented or discussed in the texts, the results of the textbook analysis show that the texts and topics related to the small-c culture outnumber the big-C cultural texts and themes. In other words, those issues related to the small-c culture are discussed most frequently (see Graph 1 below).
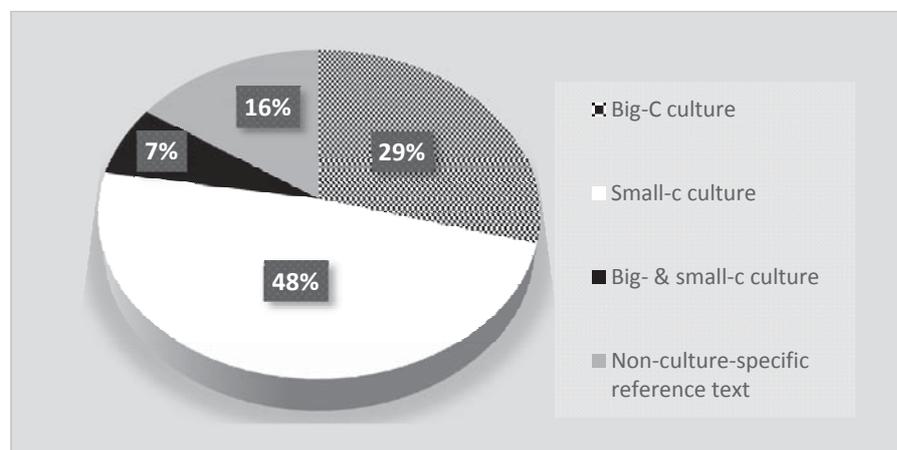
Graph 1. Cultural references in the texts of Green Line New 6

The cultural topics presented in the texts are as follows:

Big-C culture (see Appendix E for the examples)

- Famous people (political activists and headmistress)
- Literature, as determined by the types of texts which are taken from the literature in English and Non-English speaking countries
- History
- Education
- Geography
- Film and Cinema
- Economy
- Language
- Politics

Small-c culture (see Appendix E for the examples)

- Cultural conflicts
- Everyday life
- Traditions
- Sport
- Stereotypes
- Social problems (racism, insecurity, class differences, violence, dropout)
- Idioms and Expression
- Youth life
- School life
- Social rules and laws
- Family relationship
- Minority groups

The existence of some of these topics like youth life, family life, education and social groups are confirmed by the responses provided by the German students participating in this study (see Section 4.2.2). Furthermore, the presentation of these cultural aspects related to the target and other countries are also confirmed by the German teachers in this sample in their questionnaires (see the results related to items 29-32 in Section 4.2.1 & Appendix F).

Referring to the five main topics discussed in *Green Line New 6*, it can be concluded that each topic in this textbook deals with a specific cultural aspect mostly in the English speaking world. Within this framework, the first topic (Growing up, pp. 8-22) is concerned with the presentation of youth life in terms of the teenager attitudes, relationships and feelings towards different issues, such as social rules in their countries, gender differences, sport, family relationships and going on a diet. In this sense, the topic of "Growing up" pictures the issues which are relevant to students' lives at this age. Such kinds of themes may be more interesting for the students since they can relate themselves to the others at their age, leading to better understanding and intercultural awareness; however, the follow-up activities after these topics can have an important role in this regard.

Regarding the second topic (Major minorities, pp. 24-39), the focus is on presenting the problems of the minority groups in the US and the UK. Thus, some negative aspects in terms of racism, violence and poverty in these two countries are pictured in this part. For instance, in terms of racism "Rosa Parks and today's white youth" (pp. 26-27) shows that there is still segregation between the white and the black in the US. The following statements make this issue clearer:

> "Do you mean that black and white people don't live in the same neighborhoods and don't hang out together?" I asked. "Yeah, write about that," she said. So white suburban school children in the United States do learn about the contributions of courageous Americans like Rosa Parks. However, they learn about them in a bubble of time and space—within the context of a specific month, and often in schools with zero or few non-white classmates (p. 26).

> The next phase of race relations—living, working and playing together, by choice—is going to be up to the grandchildren of Parks's civil rights movement. Whites and blacks of my generation talked the talk, but in the end we really didn't walk the walk, into one another's living rooms and backyards (p. 27).

However, in another part of the text, the influence of black culture on young white people in America as an interesting point for the author of the article is evident where she writes…

> … white suburban teenagers enthusiastically borrow some aspects of urban black culture. Hip-hop music pulses from Volvo station wagons en route to soccer games. Everyone wears low-riding baggy jeans, and Beyonce is a household word. Lots of white kids believe it's cool to be black—only they don't know any black people (p. 26).

These sentences show that, although white and black people live together and are even sometimes attracted by each other's way of life, there is still segregation between these two groups in America. The other texts like "Sister Rosa" (p. 28), "I have a dream" (p. 29) and "A different way" (p. 29) also refer to the history of racism in America by introducing some political activists such as Rosa Parks, Martin Luther King and Malcolm X.

Accordingly, some negative issues, such as racism, poverty and violence regarding the life of minority groups, especially Asians in the UK are presented in "Asian voices" (p. 33), "Family drama" (pp. 35-37) and "Half-caste" (p. 38). The following examples indicate these issues clearly:

> Poverty pervades the terraced houses of Wiltshire Street in one of Salford's Asian districts. Yet Ajeeta Naveed knows what has kept her here in the Higher Broughton district. There is the strong sense of community among "The Pakistanis", good Asian stores, a nearby mosque and—most significant of all—no crime. "The Muslims are together so there is not the stick you get in Seedley," she says, referring to the white racism she has been subjected to in that nearby district (p. 33).

> The area in which Jamila lived was closer to London than our suburbs, and much poorer. It was full of neo-fascist groups, and at night they wandered through the streets, beating Asians and throwing stones through their windows. Jamila and her parents, Anwar and Jeeta, lived in constant fear of violence (p. 35).

Aside from the above mentioned issues, in "Family drama" there are some references to Indian marriage traditions such as giving a dowry to the bride and fathers' decisions about the girls' marriage, as well as British colonial history in India and Gandhi's role.

On the whole, the second topic in this book focuses more on the social problems of the minorities in the UK and USA. Although the presentation of such topics can shed light on the underlying layers of the societies, they may have a negative effect on the students' attitudes towards other cultures when they are overemphasized. However, the follow-up activities after the topics can play a siginificant role in changing the attitudes of the students or making them more reflective.

The third topic in this book (pp. 40-55), which portrays school life in the US and the UK can also be considered as one of those topics relevant to the life of students at this age. This section familiarizes students with the educational systems as well as school rules and behaviors in the target countries. Moreover, the opinions of American and British students to-

wards different rules at their schools, especially dress codes, are presented. For instance, in "How dare you?" (pp. 44-46) the negative view of a British student towards the strict dress rules is pictured as follows:

> … Why can't they just come out with the truth, like me, and make old Frostbite face up to the fact that it's ridiculous in this day and age trying to force young adults into uniform, trying to force us to all look the same, think the same. Those days are over, mate. Look at America. Look at France, Australia, Germany. I mean, why does this stupid country always lag decades behind anywhere with any respect for the rights of young people? It's stupid, stupid, stupid! (p. 46)

In another text, "The Sheep" (pp. 42-44), the way a group of American students behaves and interacts with their teachers in the classroom as well as their limited knowledge and belittling view of Irish people are described:

> They have a way of saying yeah yeah that tells you they're barely tolerating you. In the yeah yeah they're saying, We're trying to be patient, man, giving you a break because you are just a new teacher (p. 42).

> Yeah. OK. So, you Scotch or somethin'?... No, I'm not Scotch. I'm Irish. Joey looks sincere. Oh, yeah? What's Irish? Like St. Patrick, right?... Hey, mister. Everyone talk English over there in Ireland? You all Catlics in Ireland? (p. 42)

> … Did you go out with girls in Ireland? No, dammit. Sheep. We went out with sheep. What do you think we went out with? (p. 43)

In another part of the story, the same views are presented by the principal of the school towards the Irish teacher:

> … There's a complaint you said "dammit" in class. I know you're just off the boat from an agricultural country and don't know the ropes, but you should have some common sense (p. 43).

In this story, Irish culture is pictured as an inferior culture by a group of American students which may result in giving a stereotypical image of a society to the German students. Therefore, although the presentation of cultural differences is appropriate for intercultural learning, it may lead to a negative attitude towards a culture when the follow-up activities after the text do not deal with such concepts deeply.

"Addicted to fame" (p. 48) is another text in this section which considers the students who drop out of school in Britain in order to become famous. This topic can be regarded as a recent and relevant topic since the students at this age are really interested in becoming famous, especially via different talent shows and programs.

The fourth topic (pp. 56-68) presented in this textbook refers to South Africa as one of the countries in the English speaking world. This section has a brief look at the culture of South Africa including history, geography, economy, languages, sport, cinema and social problems.

The South Africa section starts with a metaphor—The Rainbow Nation (pp. 56-57)—which refers to the South Africa after the apartheid system when the country could hold its first democratic election. The flag of this country, which includes six colors and symbolizes the idea of the Rainbow Nation, is also presented in the fact file box. The first four texts (pp. 56-57) present a general view of this country in terms of the tourist attractions, economy, languages spoken there and colonial past. Moreover, a map of South Africa with different information about its cities, provinces, rivers, agriculture and industry is provided for the students at the back of the textbook for further reference.

The texts such as "Out of sight" (p. 58), "The development of townships around Johannesburg" (p. 59), "Gimme hope, Jo'anna" (p. 60), "Long walk to freedom" (p. 61), "Soweto 1976: A schoolboy's memories" (p. 62), "In detention" (p. 63), "Facing the past" (p. 63) and "The moment before the gun went off" (pp. 68-71) all picture the history of the apartheid system in South Africa and associate it with racism, discrimination, poverty and anti-apartheid struggles. "Tsotsi: A film from South Africa" (p. 64) and "Young … and free!?" (p. 66) deal with the current situation of South Africa and its social problems such as crime, poverty, health, unemployment and insecurity:

> … Business and the government are definitely not doing enough to hire young people and provide work experience. Another threat we are confronted with is HIV/Aids. Young people with no hope for the future face a greater risk of infection because they feel they have nothing to live for. And then there is the problem of crime … I'm not surprised some people are thinking of leaving this country—well, those who can afford it, of course (p. 66).

The following cartoon pictures the insecurity in South Africa ironically:

Image 3. Green Line New 6, p. 66

On the whole, this section of the textbook aims to portray South Africa from different perspectives and provide the students with lots of information about one of the countries in English speaking world; however, the focus is mostly on the history of colonialism and the apartheid system in this country. Thus, the negative aspects and problems are presented more than the positive ones concering this country.

The last topic in *Green Line New 6* (pp. 72-87) mostly deals with the influence of the technology on the life of human beings and the environment. Most of the texts in this section are concerned with global issues in terms of technology and science; however, there are four texts in this section—"Nineteen Eighty-Four" (pp. 76-78), "CCTV cartoon" (p. 79), "Big Brother Britain" (pp. 79-80), and "Love chips" (p. 84)—which refer to some cultural aspects related to politics, controlling rules and love in the UK and Canada. For instance, in an extract from George Orwell's novel "Nineteen Eighty-Four" which shows modern society in a fictional place called "Oceania", and with reference to English socialism, Orwell criticizes a totalitarian state where everything is monitored and controlled by the government under strict social rules. In fact, this story implicitly provides some information about the communist governments and their policies to control societies. The image of Stalin can be clearly seen in the following sentences:

> The blackmoustachio'd face gazed down from every commanding corner. There was one on the house-front immediately opposite. BIG BROTHER IS WATCHING YOU, the caption said, while the dark eyes looked deep into Winston's own (p. 77).

It should be noted that before reading the text, students are asked to complete a task (p. 76) and collect more information about two pictures (Stalin and Zedong) in order to better understand the idea behind the story. In this way, students can make the connection between the ideas discussed in the story and these two figures. The idea of controlling people in societies by surveillance cameras is also discussed in the next text—Big Brother Britain—which refers to the UK.

In general, the analysis reveals that the final topic of this textbook considers both positive and negative aspects of using technologies in contemporary life and at the same time, tries to broaden students' overall knowledge of the world.

After an overview of the texts regarding their cultural themes, in the following section, the tasks of *Green Line New 6* are analyzed according to the objectives of Byram's model of ICC to see which dimension of ICC is promoted via the tasks and exercises. It should be mentioned that those tasks and exercises which are related to the grammar, skills and vocabulary sections at the back of the book are not considered in this analysis since they are additional activities which are included for further practice. In other words, in order to compare the textbooks in a more logical way, the tasks and exercises in the main body of the units and/or lessons are evaluated based on the foci in this research.

On the whole, there are 162 tasks/exercises in the five topics of *Green Line New 6*. Among these activities, 123 tasks/exercises promote one or more dimensions of ICC according to the classification presented earlier in this chapter (see Graph 2). The tasks/exercises developing more than one aspect are counted as one.
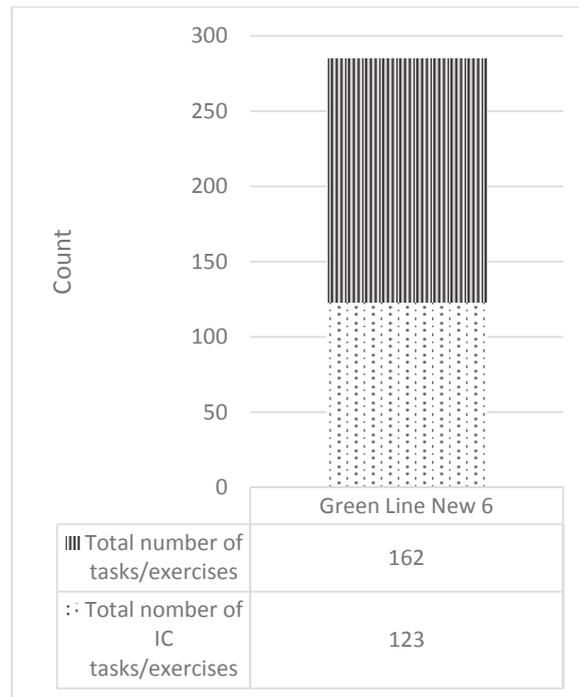
Graph 2. Tasks in Green Line New 6

All of the dimensions of ICC are considered in the tasks/exercises dealing with culture. Graph 3 shows the existence of these intercultural dimensions clearly.
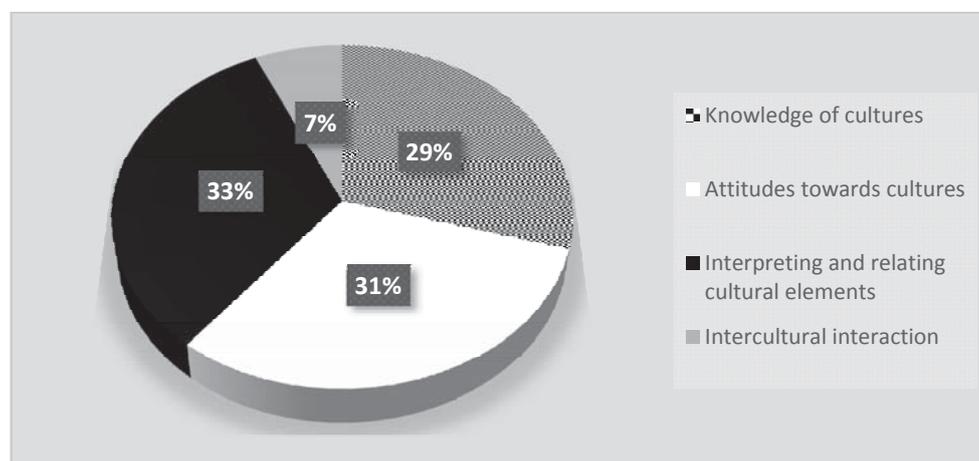
Graph 3. Dimensions of ICC in the tasks (Green Line New 6)

According to the above graph, the majority of the tasks/exercises which develop ICC refer to the dimensions of interpreting and relating cultural elements, attitudes towards cultures and knowledge of cultures, respectively. Only 7% of the whole cultural tasks/exercises address the dimension of intercultural interaction in this textbook. As a result, it can be con-

cluded that *Green Line New 6* considers the promotion of ICC as one of the important elements in language teaching and learning. The objectives of each of the dimensions developed in the tasks/exercises are detailed in the following graph.
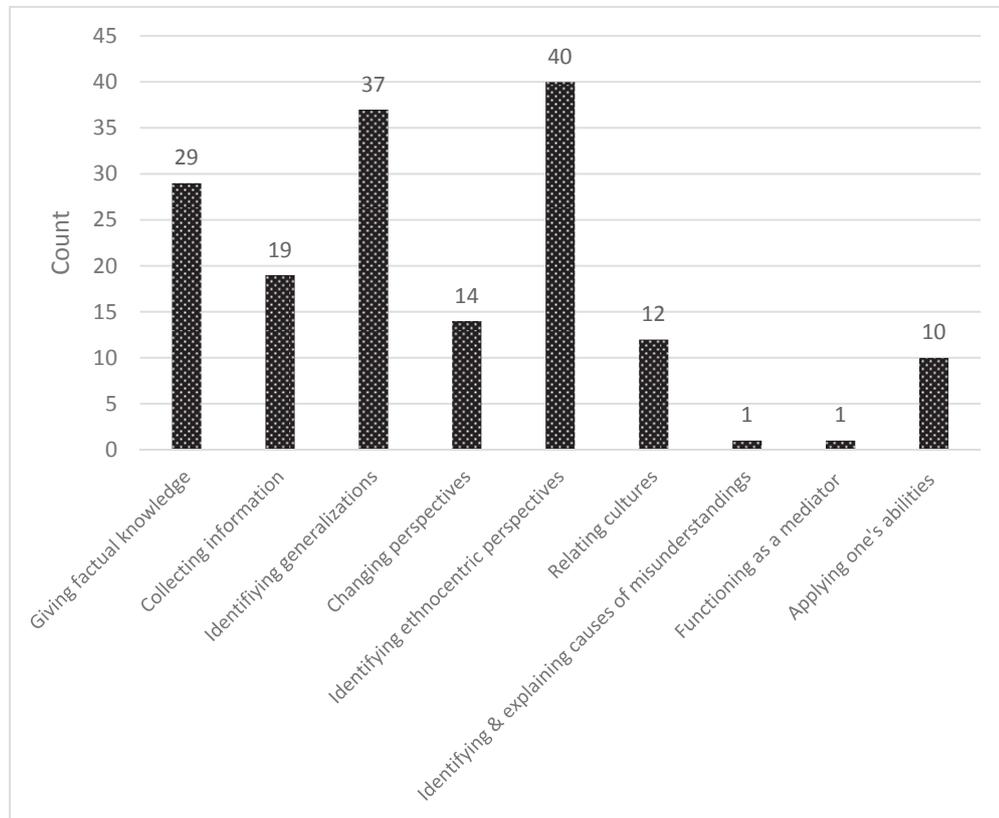
Graph 4. Objectives of ICC in the tasks (Green Line New 6)

As is clear from Graph 4, in *Green Line New 6,* there are two groups of tasks/exercises which aim at developing the knowledge dimension: the tasks that give factual knowledge about cultures, and those which ask the students to collect information on cultures. Since four *Green Line New 6* topics specifically refer to the cultural aspects and issues in the UK, US and South Africa, the number of tasks/exercises that increase the knowledge of the students is relatively high. This cultural information mostly deals with social rules, sports, minority groups, history, politics, school life, education, geography and social problems in different countries. In the following, one example for these categories is presented:

In the US ...

Total population: 281 million
(US Census 2000)

Native American 0.9%
Asian 3.6% other/mixed 8%

black 12.3%

Hispanic 12.5%

white (non-Hispanic) 62.7%

→S29, p.110

Most black Americans are descendants of the slaves that were transported from West Africa to work on plantations in the southern states.

Number of slaves
1810: 1 million
1830: 2 million
1860: 4 million

- new spinning machines invented in Britain
- great demand for cotton
- cotton grows well in the south-east of the USA
- cotton-picking is labour-intensive
- northern US states developed industries

The slave trade

America — tobacco, cotton, sugar → Europe
slaves
guns, rum, mirrors → Africa

FACT FILE
Blacks in the US
- 1619: first Africans brought to New World
- 1808: importation of slaves made illegal but slavery continues in southern states
- 1861–65: Civil War between North and South after southern states break away from the Union to protect their economy, which is based on slavery
- 1865: war won by North; slavery finally abolished in all states
- 1964: Civil Rights Act officially ends racial segregation and discrimination.

1 *Slavery:* Use the material on this page to explain the reasons for the slave trade and how it worked.

2 [11◎] *Listening:* Charles Ball was a slave who managed to escape and later wrote about his experiences. Listen to this description of his first day in the cotton fields and discuss your reactions to it. →S1, p.88

3 [🖵] *Research:* Find out when and why the Asian and Hispanic immigrants came to America. →S30, p.111

Image 4. Green Line New 6, p. 24 (No. 1: Giving factual knowledge/No. 3: Collecting information)

The next dimension considered in the textbook is attitudes towards cultures including the tasks/exercises which ask the students to identify the generalizations of cultures by expressing their impressions, opinions, presuppositions and attitudes about a cultural issue in their own or other cultures as well as those that ask the students to change perspective, empathize with others and relativize their own cultural perspective. Comparing these two categories, the activities which focus on the attitudes and opinions of the students are the more common. In the following, three examples of these categories are presented:

6 *Thinking further: What effect can minority groups have on a country? Think of both positive aspects and possible problems.*

Image 5. Green Line New 6, p. 25 (Identifying generalizations)

> 3 *Thinking about the future: What changes need to occur for American society to become fully integrated? Do you think the younger generation will be able to overcome the divide that exists at present?*

Image 6. Green Line New 6, p. 27 (Identifying generalizations)

The next example is a task which asks the learners to put themselves in one of the characters' shoes, an Indian girl who has grown up in London. This girl—Jamila—has serious problems with her parents regarding the marriage traditions in her family.

> 7 *A step further: Think about the relationship between the different characters and discuss ways in which the story might go on. Then do one of the following writing tasks:*
> 1. *A summary of the next chapter. If you like, you can invent more characters.*
> 2. *A letter from Jamila to one of her parents, or to both.* →S12, p. 96
> 3. *A dialogue between Jamila and Karim in which they discuss what to do.*

Image 7. Green Line New 6, p. 37 (No. 2: Changing perspective)

The most frequent dimension of ICC addressed in *Green Line New 6* is interpreting and relating cultures, subdivided into three categories of identifying ethnocentric perspectives, relating cultures and cultural phenomena, as well as identifying and explaining causes of misunderstandings. Among these three groups, the tasks/exercises asking students to identify ethnocentric perspectives of products (e.g. texts, paintings, films), practices or events of their own or a foreign culture have the highest frequencies. This is due to the fact that *Green Line New 6* focuses on the development of text competence and its related sub-skills, and the majority of the texts in this textbook are taken from the English speaking world, and are considered as the literary products of different English speaking countries. Thus, the tasks which ask students to analyze the texts from different perspectives, such as character, mood, point of view, plot, theme and attitude presented by the authors mostly aim at the reinforcement of identifying the ethnocentric perspectives. In the following, three examples of these categories are presented:

8 [👤👤👤] *Film project:* →S20, p. 102
   a) *There are a number of films about the lives of British Asians ('East is East',
      'Bend it like Beckham', the TV version of 'The Buddha of Suburbia', etc.). Choose
      one for your group, watch the DVD and find a scene that shows an important
      conflict between characters. Then present this scene to the class.*
   b) *Class discussion: Compare the different scenes presented.* →S16, p. 100

Image 8. Green Line New 6, p. 37 (a: Identifying the causes of misunderstandings)

5 *Explain how these ideas are expressed in the song:*
   Johannesburg as a symbol of South Africa • one group of people holding all the
   power and exploiting the others • profits made by the mining industry •
   biased media • signs of a change coming • reversing the balance of power
   Why does the author use these images?

6 *What is the perspective of the 'lyrical I' in the song? What points does he/she*
   criticize? Find suitable headings and sum up his/her criticisms. →S22, p. 104

7 *The song appeared in 1988 and was an international hit. Think of the title and*
   about what was happening in South Africa around that time. What could have
   been the author's intention?

Image 9. Green Line New 6, p. 60 (Nos. 5, 6, & 7: Identifying ethnocentric perspective)

The next example is a task in which the educational systems in the UK and US are compared with each other and the educational system in Germany. Students are thus asked to relate the features of educational systems in the UK and US to their own and find the similarities and differences.

3 *Different systems: Compare the US and UK systems with each other and with the
one you know in Germany.*

Image 10. Green Line New 6, p. 55 (Relating cultures and cultural phenomena)

Finally, the dimension least addressed in *Green Line New 6* is intercultural interaction, including two categories of functioning as a mediator between cultures and dealing with conflict situations as well as applying one's abilities in interactions. The tasks/exercises in these two groups invite the students (1) to function as a mediator and find the solutions for cultural conflicts and (2) to use their knowledge, skills and attitudes in simulated interactions.

In the following, two examples for these categories are presented. The first example is a task which invites the learners to function as mediators in order to find the solutions for a conflicting cultural issue, in this case the conflict between Jamila—an Indian girl having grown up in London—and her father who wants to force her to marry an Indian man.

> **7** *A step further: Think about the relationship between the different characters and discuss ways in which the story might go on. Then do one of the following writing tasks:*
> 1. *A summary of the next chapter. If you like, you can invent more characters.*
> 2. *A letter from Jamila to one of her parents, or to both.* →S12, p. 96
> 3. *A dialogue between Jamila and Karim in which they discuss what to do.*

Image 11. Green Line New 6, p. 37 (No. 3: Functioning as a mediator)

This task may seem to be unrealistic at the first glance since it asks the German students to put themselves in the other persons' shoes whose culture and traditions are totally far away from their own ones; however, it can be considered as a kind of springboard helping the students to become familiar with the cultural differences and traditions through changing perspectives. In other words, although the objective of this task, i.e. functioning as a mediator, may not be thoroughly achieved, it can still contribute to the progression of intercultural learning to some extent.

The second example is a task which asks the students to apply their skills, attitudes and knowledge in a simulated interaction with others.

> **4** [⁀] [💻] *Find out more about Johannesburg and its suburbs (see the maps at the back of the book* →S25, p.106*) to make up three short interviews about their everyday lives with these fictitious characters:*
> *a white businessman from Sandton, a black woman from Alexandra,*
> *a black boy from a shantytown in Soweto. Act them out in class.* →S15, p. 99

Image 12. Green Line New 6, p. 59 (Applying one's abilities in interaction)

It should also be mentioned that there are some tasks/exercises in the book which address a combination of ICC dimensions. In other words, these tasks aim at the promotion of

two or three dimensions of ICC at the same time. One example for such kinds of tasks/exercises is presented as follows:
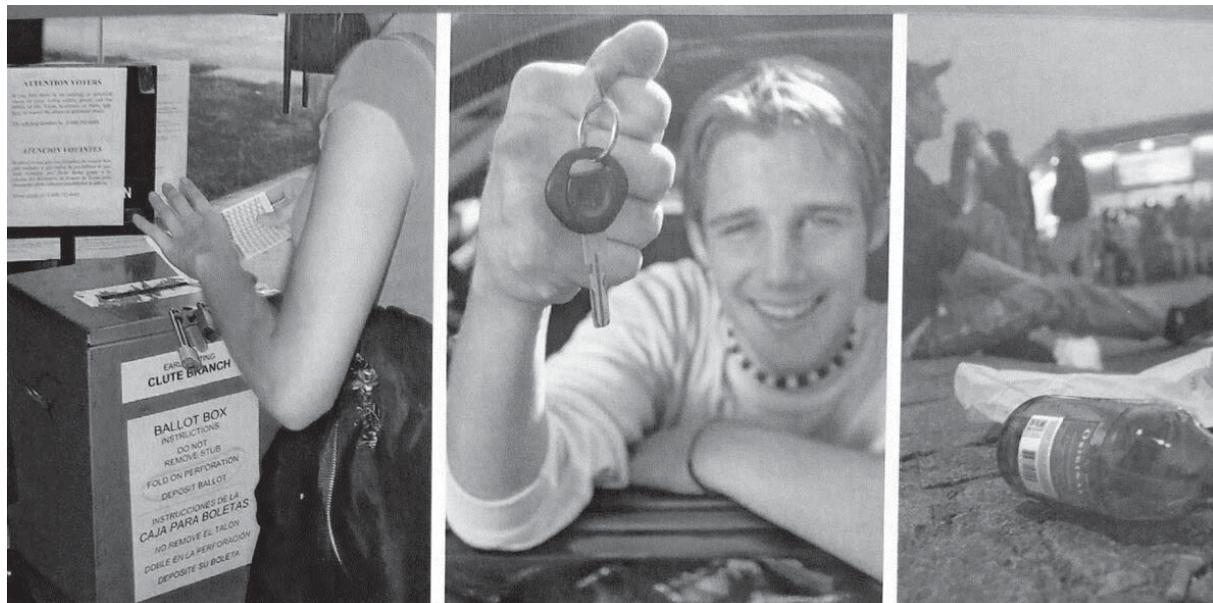
Minimum legal age limits

	USA	UK	Germany	Peru	Pakistan
Leaving school	16–18*	16	16–18*	18	at any time***
Employment	14	13	13	12	14
Age of consent (AOC)	14–18*	16	14	14	only in marriage
Marriage	18	16 (with parental consent)	18	14 females 16 males	16 females 18 males
Driving a car	14–17*	17	17–18*	18	18
Buying alcohol (MPA)	21	18	16, 18**	18	illegal for all
Smoking	18–19*	18	18	12	18
Voting in an election	18	18	18	18	18
Criminal responsibility	6–10*	10	14	12	7

*varies from state to state **18 for spirits ***no compulsory education

WORD BANK
Reacting and commenting
I was surprised to see that … • I never knew that … • In my opinion … • It depends … • On the one hand … on the other … • From the point of view of … • Obviously, … • Frankly, … • The reason for this is … • If you …, you should … • It may be …, but … • … could be dangerous • … should be protected

FACT FILE

The **age of consent (AOC)** refers to when people can legally have sex. In Germany it is 14 provided the older partner is younger than 18. In many countries, the AOC is lower for females than for males.

The **age of criminal responsibility** is when children can be taken to court, depending on the type of crime.

The **minimum purchasing age (MPA)** refers to the purchase of alcohol. This may differ from the **minimum drinking age (MDA)** for consuming alcohol in bars. China, for example, has an MPA of 18 but no MDA.

1 [👥] *Look at the photos, the figures and the fact file. Compare and comment on age limits in different countries, and discuss whether they make sense to you.* → S16, p.100, → S23, p.105

Image 13. Green Line New 6, p. 8 (Giving factual knowledge/Relating cultures/Identifying generalizations)

As is obvious, this task has three different objectives: first, it provides some factual information about the minimum legal age limits in five different countries, including Germany,

through table and fact file; second, it asks the students to compare and contrast this issue in their own context and other countries, and finally it makes the students talk about their own attitudes and ideas concerning this topic. In this sense, the objectives of giving factual knowledge, relating cultures and cultural phenomena, and identifying generalization of cultures can be developed using this activity.

In summary, the findings of the textual analysis, with regard to the 34 items from a cultural point of view of the checklist as well as dimensions of ICC and their objectives in the tasks (see Appendix A), reveal that the concept of culture is one of the main concerns in *Green Line New 6* since it has been constructed and organized around five topics, four of which deal with different cultural aspects in the English speaking world. Culture has been integrated into the book using a variety of texts, tasks, fact files, VIP files and pictures. Therefore, it gives insights into various cultures, mainly British, American and South African, by considering different cultural aspects (both big- and small-c), such as historical events, geographical perspectives, political aspects, literary texts, national symbols, social problems, family life, youth life, educational systems and useful expressions/idioms. However, it should be mentioned that the focus is mostly on the target countries, i.e. the UK and US. This textbook also has references to the native culture of the students—German culture—in some of the texts and tasks via comparing and asking students to collect information about a cultural issue in their own country; however, the number of these references is relatively low. For this reason, the majority of German students in this sample believe that their textbook does not pay a great deal of attention to their own culture and way of life (see Section 4.2.2). With regard to the responses in the interviews and open-ended questions provided by the German teachers in this sample, it can be inferred that these teachers are satisfied with their textbook from the cultural point of view since they maintain that the book covers a variety of cultures and cultural aspects and uses different text types and authentic materials in order to make students more reflective. However, a few of them think that too many problems in different countries are mentioned in the textbook and some of the topics are too abstract for the students. They believe that there is a need for more relevant topics to the age of their students. Referring to the tasks/exercises, it can be concluded that *Green Line New 6* aims to promote ICC since it considers its different dimensions, i.e. skills, attitudes and knowledge, respectively. The analysis of the tasks indicate that the majority of the activities in the book are culturally-loaded focusing on identifying ethnocentric perspectives

and generalizations of cultures as well as giving factual knowledge about cultures. This idea is also confirmed by most of the German teachers and students participating in this study, who believe that their textbook contributes to the development of intercultural communicative competence (see Section 4.2.1 & Section 4.2.2).

4.1.2. Progress Gold A (Sweden)

The English textbook which is analyzed in the Swedish context is *Progress Gold A* (Engeleska 5)[74] published by *Studentlitteratur* in 2007 (see Section 1.4 for the reasons regarding the selection of this textbook). This textbook, which is used for the first year of upper-secondary school level (gymnasieskolan), was written by Hedencrona, Smed-Gerdin and Watcyn-Jones.

General Organization

Concerning the cover of the book, it should be noted that the design does not reflect any specific cultural aspects. There is a picture of a golden globe which refers to the name of the book itself. On the back cover there are some explanations in Swedish about the structure of the book and the accompanying materials like vocabulary trainer, student's key, study guide, etc.
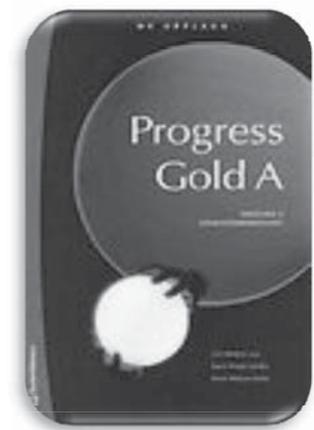
At the beginning of *Progress Gold A*, a preface in English is provided for the students in order to familiarize them with the structure and aims of the textbook. The authors claim that the text section includes examples of authentic materials like literature, newspapers, articles, etc. from the English speaking world in order to give information about these countries to the students as well as focus on cross-cultural communication. In other words, as mentioned by the authors, the main aim of the textbook is to make the students familiar with different English speaking countries and help them to understand how culture can influence communication.

Under the heading "Quick Guide to Progress Gold A" (pp. 4-5), the next two pages provide a brief explanation about the aim of each section of this book as well as clear instructions about the way the students can work with this textbook.

The table of contents consists of:

---

[74] Hedencrona, E., Smed-Gerdin, K., & Watcyn-Jones, P. (2007). *Progress Gold A (Engelska 5)*. Författarna och Studentlitteratur AB Upplaga.

- Introductory chapter
- Nine chapters
  - Topics of the texts
  - Topics of the listening parts
  - Page numbers of the related exercises/tasks
- The 20th Century—a Century of Changes
- Resource section
- Group challenge
- Vocabulary builders
- Grammar refresher
- Wordlists

Content of the Textbook

As explained above, this textbook consists of 8 sections which will be described briefly in the following.

Introductory Chapter

This section (pp. 118-122) is concerned with some general information about useful phrases for introducing yourself and getting to know other people as well as reasons for and ways of learning English and phonetic symbols.

Nine Chapters

Generally speaking, there are nine chapters in this book which consist of some texts, listening sections, and related exercises/tasks. The exercises/tasks related to each text as well as listening sections are presented after the "Resource Section" (pp. 103-116) in a part which is called "Exercises on the Chapters" (pp. 123-235). At the end of each text, the authors refer the students to the related activities via their page numbers. In other words, the book starts with text sections, including a cover page and two to six texts. Immediately after the text sections, the resource section and the exercises on chapters are presented accordingly.

The cover page of each chapter shows the title, the topics of the texts and listening sections. Each of the chapters in this textbook has a specific symbol which is taken from the

topic of one of the texts. The students can find the symbol of each chapter at the corner of all the pages containing the texts and exercises of that chapter. Therefore, one can say that these symbols or such visualizations are a kind of guide for the students to find the activities at the back of the book. As a whole, each chapter and its related exercise section in *Progress Gold A* has the following parts:

- Reading texts
- Reading exercises and tasks
- Listening exercises and tasks
- Grammar box
- "Read and enjoy" box
- "I never knew that" box
- "Why do we say that?" box
- Vocabulary builders
- Reflect
- Projects
- Books to read and enjoy

There are 35 reading passages or texts in *Progress Gold A,* mostly taken from the English speaking world in different genres such as short stories, newspaper/magazine articles, extracts from novels, poems, diaries, etc. Moreover, 9 listening sections are provided for the students in order to improve their listening skills. There are different types of exercises and tasks related to the reading texts and listening sections, such as warm-up, multiple-choice, true/false, short answer and follow-up questions as well as discussion, matching items, fill in the blanks, etc.

Each chapter presents one or two structures in "Grammar" boxes (e.g. pp. 126, 137, 150, etc.) which are used in the texts or listening extracts. In other words, in these boxes only the structures are presented with some examples, and the students should go to "Grammar Refresher" section (pp. 257-295) for more explanations, exercises and activities. It seems that the students are supposed to know these grammar points from their previous years of study, so they just need to refresh their minds in this regard. These structures have been selected based on their existence in the text and listening sections.

"Read and Enjoy" (e.g. pp. 128, 140, 147, etc.), "I Never Knew That" (e.g. pp. 122, 131, 143, etc.), and "Why Do We Say That?" (e.g. pp. 122, 132, 143, etc.) boxes are informational sections which can be found in almost all chapters. These boxes provide the students with some information which usually deals with cultural aspects in different countries. The "Why Do We Say That?" box always contains two idioms and their translations in Swedish with short explanations about their meanings and origins. "Read and Enjoy" and "I Never Knew That" boxes comprise some information about different countries, people, and events in the world. This information is arranged based on the topics presented in each chapter.

Read and Enjoy

Daily London Recipe

Take any number of them
you can think of,
pour into empty red bus until full
and then push in ten more.
Allow enough time
to get hot under the collar
before transferring into
multi-storey building.
Leave for eight hours
and pour back into same bus
already half full.
Scrape remainder off.

When settled down
tip into terraced houses each
carefully lined with copy of
The *Standard* and *Tit Bits*
Place mixture before open
television screen at 7 pm
and then allow to cool
in bed at 10.30 pm
May be served with working overalls
or pinstripe suit.

Steve Turner

I Never Knew That!

In Hong Kong and Taiwan, dog is sold under the name, 'fragrant meat' while Guinea pigs provide about fifty per cent of all the protein eaten in Peru. In West Africa, the cane rat, the giant rat and the common house mouse provide much-needed protein.

Among many native tribes in South Africa, termites are roasted to a nutlike consistency and eaten by the handful, like party snacks.

To make haggis, the national dish of Scotland, take the heart, liver, lungs and small intestine of a calf or sheep, boil them in the stomach of the animal, season with salt, pepper and onions, add suet *(ister)* and oatmeal.

The Pilgrim Fathers when they first arrived in America, refused to eat lobster because they thought it was a big insect.

At least 500 million people go to bed hungry every night.

Image 14. Progress Gold A, pp. 149, 156, & 157

In the "Vocabulary Builders" sections (e.g. pp. 131, 142, 156, etc.) the students should fill in the blanks with the given verbs, nouns, adjectives and adverbs. The translation of the words in Swedish is also provided for the students in this part. The "Vocabulary Builders" section in each chapter refers the students to the "Vocabulary Builders" at the end of the book (pp. 247-256) for more activities.

The last three sections in each chapter are "Reflect", "Projects" and "Books to read and enjoy" (e.g. pp. 132, 144, 168, etc). The first section covers some questions which help the students to reflect more on the main issues presented in each chapter. This section also refers the students to the "Resource Section" at the end of the book for getting more information and working on further tasks or activities. In the second section (Projects), the students are invited to do some research projects in order to gain more information and knowledge with regard to the focus of each chapter. The last section (Books to read and enjoy), which concentrates on the literature, suggests some books from English speaking countries as well as non-English ones for extensive reading.

The 20th Century—a Century of Changes

This part (pp. 43-47) is a rather long text about the history of the world in the 20th century which comes in the middle of the chapters as a separate unit. This chapter gives a short re-

view of the industrial, political and technical changes or movements around the world in different countries.

Resource Section

This section focusing mainly on speaking and writing consists of 9 topics, i.e. looking at studying a language, for your own assessment, advice on group discussions, useful phrases: giving opinions, giving instructions, advice on talks and presentations, writing letters, writing a review and spelling rules. The "Resource Section" aims at the development of students' sub-skills with regard to different competences, such as discourse, pragmatic and sociocultural. The authors of the book refer the students to this section according to the aims of tasks and exercises in each chapter.

Group Challenge

This section (pp. 239-246) comprises two main parts: "Games to get you talking" and "Vocabulary exercises to get you thinking". The former includes four games to make the students talk about different issues in groups, and the latter contains three vocabulary exercises to help the students have more practice on the vocabulary in groups and pairs. As the name of the section implies, these parts are a kind of group and pair work activities to give a sense of change for providing light relief.

Vocabulary Builders

This part, aiming at strengthening students' general English vocabulary, includes useful verbs, adjectives and nouns in 10 different sections accompanied by fill in the blank exercises.

Grammar Refresher

The grammatical structures presented in the exercise section of each chapter are explained in this part with some examples and exercises in order to help students practice and use these structures more. It should be mentioned that these grammar rules are taken from the texts in each chapter.

Wordlists

The new words in each text are listed with their Swedish translation in this part (pp. 297-311). It should be noted that the phonetic symbols of some of these words are given as well.

4.1.2.1. The Analysis of the General Characteristics of the Textbook

Having described the general structure of the textbook, in the following section *Progress Gold A* will be analyzed linguistically, based on the 21 questions (in the from of statements) mentioned in the "General Characteristics" part of the checklist. To this end, two steps will be carried out: (1) the existence of the components will be checked against the items presented in the checklist and (2) those items which need to be explained in detail will be discussed further. Such items will be marked with an asterisk.

In the following table, the existence of every individual item is displayed clearly.

No.	General Characteristics	Yes	No
1	The cover of the textbook is designed based on a cultural point of view.		✔*
2	The cover of the textbook is designed based on a linguistic point of view.	✔*	
3	There is an informative orientation page.	✔*	
4	The textbook has a complete and detailed table of contents.		✔*
5	The illustrations and pictures are varied.	✔*	
6	The illustrations and pictures are colorful.	✔	
7	Vocabulary is presented in context.	✔*	
8	Vocabulary list or glossary is included.	✔*	
9	Grammar points are arranged systematically graded from simple to complex.		✔*
10	The textbook provides a balance of five language skills (reading, writing, speaking, listening and mediating).	✔*	
11	The textbook includes sub-skills (e.g. skimming, scanning, note taking, etc.)	✔*	
12	The textbook provides different class activities/exercises to practice language items and skills (e.g. multiple choice, comprehension questions, puzzles, filling the blanks, etc.)	✔*	
13	The textbook provides communicative activities to help students carry out their communicative tasks in real-life.	✔*	
14	The activities in the textbook are form-focused.	✔*	
15	The activities incorporate individual, pair and group work.	✔	
16	There are activities for pronunciation practice in the textbook.	✔*	

17	There are activities regarding the varieties of pronunciation in the book.	✔
18	Review sections and exercises are included.	✔
19	The textbook provides the translation of new words.	✔
20	There are activities regarding translation/mediation in the book.	✔*
21	The language of the textbook is authentic.	✔

Table 9. Checklist for the general characteristics of Progress Gold A

Like *Green Line New 6,* the cover of *Progress Gold A* has been designed from a linguistic point of view because it refers to the name of the book itself. As discussed before, the cover of the book may be one of the most important factors in motivating the students for language learning since it is the first impression that the learners get of the book. In terms of this textbook, based on the Swedish students' responses in this study, it can be concluded that the cover of *Progress Gold A* is not appealing to most of the students (see Section 4.2.2). Thus, the ideas of German and Swedish students participating in this research are similar to each other with regard to their English textbook cover.

Concerning the design and layout of the textbook, which can be considered as one of the significant elements in the evaluation of textbooks, the results of the textual analysis show that although *Progress Gold A* has an informative orientation page, a vocabulary list, review sections and a variety of exercises and tasks, in comparison to *Green Line New 6* its table of contents is not as clear, structured or detailed. The table of contents in *Progress Gold A* (pp. 6-7) only provides some information about the names of the texts and listening sections as well as the page numbers of the exercises. Furthermore, while *Progress Gold A* provides the students with different colorful pictures and illustrations in the form of real photos and drawings to help them understand the ideas of the texts better, they are less plentiful than in its German counterpart (see Section 4.1.1.1 for further discussion about the usefulness of pictures and illustrations in the textbooks). Another issue regarding this textbook is related to its organization. Since the exercises and activities do not follow their related texts, the students have to go to different sections in order to find the relevant exercises or tasks. This may be sometimes time-consuming or even confusing for the students. However, most of the Swedish teachers in this sample show a positive attitude towards the organization, layout and design of this textbook (see Section 4.2.1). The only item related to this topic which

has not been confirmed positively by these teachers is the helpfulness of the teacher's manual, where most of them have chosen the option "undecided" (see Section 4.2.1).

The vocabulary in *Progress Gold A* is mostly presented through decontextualized techniques, such as the wordlist as well as different kinds of exercises in the form of matching pairs, filling the blanks, translations and multiple choice. Furthermore, in practicing the four language skills of reading, listening, speaking, and writing, the students are also provided with full and communicative contexts in order to use the new words. Thus, both decontextualized and fully-contextualized techniques are used to present the vocabulary; however, the students have more opportunities to practice the new words in different exercises rather than tasks. In this sense, this book has more exercises for practicing new words, while *Green Line New 6* uses different tasks to teach the words. It should be also mentioned that the wordlist at the back of the book is similar to the wordlist in *Green Line New 6* in the sense that no definition or equivalent in English is provided for the new words. Put differently, the Swedish equivalents are presented for the English words in the wordlist. According to the student questionnaires, the majority of the Swedish students in this study believe that their textbook helps them learn the new English words. It means that these techniques of presenting vocabulary in *Progress Gold A* are effective for this group of Swedish students.

The grammar points in this book have been arranged according to their level of difficulty from simple to more complex in the chapters (see also the results of the Swedish teachers in this study, the majority of whom believe that the grammar is presented in a logical order from simple to difficult concepts). However, the order of the grammar points in the "Grammar Refresher" section does not match their presentation in the chapters. It should be mentioned that like *Green Line New 6,* these structures are taught deductively in a way that students first meet the rules in the chapters, and can then practice the structure with more exercises and activities presented at the end of the book in the "Grammar Refresher" (see also the Swedish teachers' opinions in the questionnaires where most of them believe that a deductive approach is used in order to present the grammar rules in this textbook). This way of grammar instruction seems to be interesting for most of the Swedish students in the present study, as determined by their responses in the questionnaires (see Section 4.2.2). Comparing the structures explained in *Green Line New 6* and *Progress Gold A,* the past tenses, the perfect tenses, conditionals and modal verbs are four grammar points which are common to these two textbooks.

All four basic language skills, i.e. reading, writing, speaking and listening are practiced in each chapter of this book with their accompanying tasks and exercises. The sub-skills related to speaking and writing, which can be found in the "Resource Section", are also presented to familiarize the students with different strategies for improving these two language skills. The responses provided by the Swedish teachers in the present sample demonstrate that all four skills are presented and practiced in this textbook; however, they believe that the focus is mainly on the reading and writing skills (see also the student questionnaires, where the majority of those participating in this study believe that their textbook helps them in the development of their reading competence). Most of the teachers also confirm that their textbook teaches sub-skills. Concerning the skill of mediation, although in some sections and exercises of this book the Swedish translations are provided for the students, one can hardly say that this is practiced in a balanced way with other four skills in this textbook, mediation being limited to some lexical or idiomatic translations in the exercises. In this sense, *Progress Gold A* differs from *Green Line New 6* in dealing with the mediation skill.

Concerning the activities, it can be concluded that the Swedish textbook provides the students with different types of exercises and tasks for learning a foreign language effectively (see also the findings of the teacher questionnaires, where the majority of Swedish teachers in this sample believe that a variety of tasks and exercises in the form of individual, pair and group work activities are used in the textbook to help the students use the language in real-life situations). These tasks and exercises include both form- and meaning-based activities, such as discussion, filling the blanks, matching pairs, writing, projects, reflective questions, true/false, multiple choice, etc. The activities and exercises used in *Progress Gold A* are interesting to the majority of Swedish students in this study, as determined by their responses in the questionnaires. On the whole, like *Green Line New 6, Progress Gold A* uses different kinds of activities to create a sense of variation, but it does not follow the fixed routine use of the tasks and exercises which can be seen in *Green Line New 6.*

With regard to the final issue, concerning pronunciation, the results of the textual analysis indicate that *Progress Gold A* has only two activities for pronunciation practice in the introductory chapter. One of them focuses on British tongue twisters, and the other refers to the phonetic symbols. Additionally, like *Green Line New 6,* this book also provides the students with the phonetic symbols and pronunciation patterns of the words at the back of the book in the wordlist (see Section 4.1.1.1 for further discussion in this regard). With re-

gard to the inclusion of pronunciation activities, Swedish teachers take two positions on this issue. Based on the responses, most of these teachers have selected the options "Undecided" and "Disagree" equally. Their "Disagree" position can be justified by the fact that their textbook does not focus on pronunciation and its practice, while the other response may due to the fact that there are some explanations in terms of pronunciation in the introductory chapter. This can make teachers unsure about the book's coverage of pronunciation.

In summary, it can be concluded that *Progress Gold A* focuses on the development of all four skills and language items (vocabulary and grammar) using different types of tasks and exercises, although its general organization is somewhat confusing at first glance. Furthermore, this book teaches varieties of English (British, American and Australian) through some exercises relating to the differences in spelling and words. The Swedish teachers and students in the present research are mostly satisfied with this textbook in terms of its general characteristics and linguistic aspects (see Section 4.2.1 & Section 4.2.2); however, some of the Swedish interviewees believe that there is still a need for more grammar and vocabulary activities in this textbook.

Having completed a brief overview of the linguistic and general characteristics of *Progress Gold A*, now it is time to turn to the main focus of the present research which is the analysis of cultural aspects in the textbooks. In the following, *Progress Gold A* is analyzed and evaluated in detail based the cultural components in its texts and tasks/exercises.

4.1.2.2. The Analysis of the Cultural Characteristics of the Textbook

In this section, the textbook analysis shifts to the main focus of this study which is culture. As mentioned before, two coding schemes are used in order to describe the cultural content of the textbooks. Thus, some information regarding the texts of the book is first presented, and then the tasks are analyzed in terms of the development of ICC based on the checklist. Table 2 (see Appendix E) displays the content of the texts, their writers and their cultural aspects in detail.

Based on the analysis, it can be concluded that *Progress Gold A* contains 35 texts in the form of short stories, newspaper/magazine articles, poems and short excerpts of books or novels which are mostly taken from English speaking countries, such as England, America, Ireland, Scotland, Australia, Canada and New Zealand. The language of the texts is therefore

authentic. It should also be noted that three of the texts are written by non-English writers who are from Hong Kong, Nepal and Egypt. Among these texts, five have unknown authors.

On the whole, the texts of the book can mainly be considered as culture-specific reference texts since in most of them, a cultural topic is directly or indirectly presented. Within this framework, *Progress Gold A* generally focuses on English speaking countries, basically the US, the UK (mainly England) and Australia; however, some references to non-English speaking countries and cultures, such as Nepal and Sweden, are also made. In general, the dominant countries and cultures in this textbook are the UK and US as the target countries (see also the interview section, where the Swedish interviewees maintain that their textbook mainly refers to the UK and US, and the results of the Swedish student questionnaires, where most believe that their textbook considers Anglo-American cultures). With regard to the cultural themes presented or discussed in the texts, the results of the textbook analysis show that the texts and topics related to the small-c culture outnumber the big-C cultural texts and themes (see Graph 5 below).
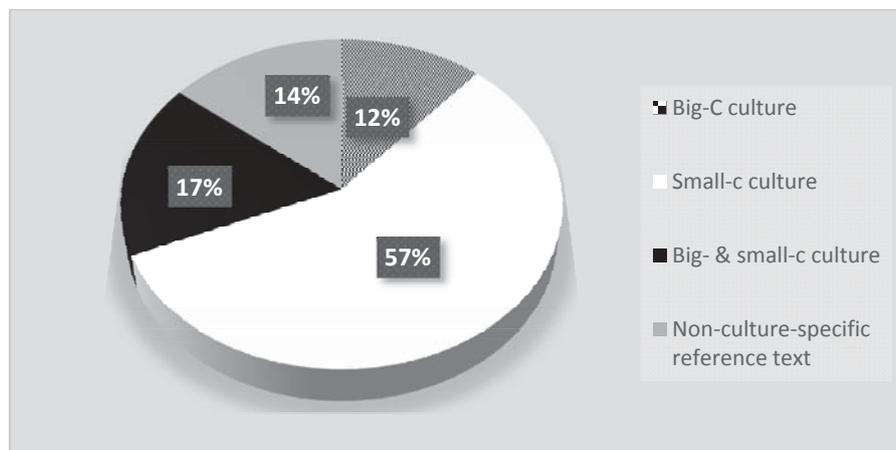
Graph 5. Cultural references in the texts of Progress Gold A

These topics are as follows:

Big-C culture (see Appendix E for the examples)

- Famous people (actor, talk show host, chef, writer, and football coach)
- Literature, as determined by the types of texts which are taken from the literature in English and Non-English speaking countries
- History

- Festivals/celebrations

- Education

Small-c culture (see Appendix E for the examples)

- Cultural conflicts

- Everyday life

- Food

- Customs, traditions and habits

- Attitudes/beliefs

- Social problems (crime, punishments, drugs and racism)

- Love and marriage

- Proverb, idiom and expression

- Youth life

- Minority groups

The existence of some of these topics, like food, youth life, customs and festivals as well as social groups, are confirmed by the responses of Swedish students participating in this study (see Section 4.2.2). Moreover, the presentation of these cultural aspects related to the target and other countries are also confirmed by the Swedish teachers in this sample in their questionnaires (see the results related to items 29-32 in Section 4.2.1 & Appendix F).

As mentioned earlier in this part, the focus of *Progress Gold A* is on English speaking countries, mostly Anglo-American contexts and Australia. This book deals with presenting positive aspects of the target countries as well as their social/cultural problems and conflicts. For example, on the one hand America is shown as a luxurious and ideal society where people believe in the motto of the "American Dream" (In Awe of Oprah, pp. 19-22) and are in favor of having plastic surgery done (Just Like Nature Made Us? an article about the common use of plastic surgery, especially among teenagers, pp. 67-69), and on the other hand, it faces different social problems (The Lost Son, p. 61 , the Thrill of Theft, pp. 62-63 , Me and My Brother, pp. 64-66, and Reunion, pp. 89-90, which refers to crime, punishments, drugs and racism). This mixed view of American society is indirectly presented in a reading passage about Oprah Winfrey. In one part of this text, the writer describes her life as follows:

> She had pushed aside the competition by being smart, hardworking and gutsy. How else would a person who was poor and black, to an unwed parent on a farm in Mississippi, end up as the most powerful and wealthy woman on television (p. 19).

These sentences can convey two messages: (1) black people treated as poor and uneducated living in an uncomfortable situation and discriminated against, and (2) the possibility of being rich and powerful in American society when working hard (see also Kearney & Kolm, 2011).

Such kinds of positive and negative images are also evident in two texts about India. For instance, in "Africa Changed me" (pp. 86-88), an interview with Bill Gates' wife, she describes India as a poor, dirty and crowded place where the women have to work very hard and are not treated well in the family and society. Moreover, she adds that the rate of infant mortality is very high there. Thus, this text presents only an unpleasant perspective towards India. In contrast, in "Experiencing India" (pp. 94-96) the life in this country is pictured both positively and negatively. On the one hand, Indians are shown as sociable and friendly people who live with "simple customs which [break] down the artificial barriers between [them]" (p. 94). On the other hand, it shows the influence of British colonialism on people life and the poverty in India (The poverty in Africa is also portrayed in "Africa Changed Me"). These results are also confirmed in Kearney and Kolm's (2011) study about *Progress Gold A*. The following quotations depict these issues better:

> Work in government offices started at ten in the morning and ended at six in the evening. The English system still exists in India. The English used to get up early and go to the club to play golf before it got too hot […] by the time they got to their offices it was already ten o'clock. Most Indian civil servants neither went to the club in the morning nor played golf, but they woke up at six and sat in their houses drinking tea and chatting until nearly ten (p. 94).

> Poverty in India drives many people to invent strange occupations in order to get some sort of wage. A common sight in New Delhi was those ironing men whom you saw pooling a wooden handcart to a stop in front of a house. The servant would come out with a basket of clothing and the ironing man would work rapidly until he finished, then drag his cart off to another house and so on (p. 95).

The concept of colonialism is also presented in a short story—A Rat and Some Renovations (pp. 91-92)—where an Irish family experiences American visitors in their house. In this story,

the mother of the family wishes to modernize the house before the arrival of Americans, who are called "The Yanks". In this way, she tries to please the guests and even at the end, she speaks English with an American accent. On the whole, this short story shows the "inferiority … and cultural inadequacies of the Irish" (Pelaschiar, 2014: 152).

On the whole, presentation of a mixed view towards a society can help the students undertand and know the others better; however, showing some countries and cultures as the inferior ones and overemphasizing the problems may cause a negative attitude and limit the intercultural understanding of the students. Against this background, the role of the activities cannot be ignored in this regard.

Concerning Australia, it should be noted that this is portrayed as a kind of strange and exotic country whose aboriginals are uneducated, live in tribes and have wild snakes as pets in "Carpet Snake" (pp. 97-98). The conflict between the aboriginal minority and white Australians pictured as developed people who are against the aboriginal traditions is completely tangible in "A Classroom Twice the Size of France" (pp. 99-101) and "Aborigines and the Dreamtime" (presented on page 228 in the resource section of the book). The strangeness of Australia is also palpable in a passage (Fried Tiger Snake, pp. 31-33) about a strange dish in this country, prepared with a poisonous snake (see also Kearney & Kolm, 2011). This way of presenting a country may affect the attitudes of the students towards a culture negatively.

The minority groups and their cultural conflicts are also featured in two other texts "Butterflies" (pp. 10-11) and "Life for a Young Asian Girl" (pp. 79-81). The first passage deals implicitly with a cultural clash between *Maori* minorities and white people in New Zealand, where the reader should infer the difference between these two groups in terms of education and wealth. In the second passage, the conflicts between Asian traditions and values, as well as viewpoints on gender roles and the British way of life, are narrated by a Nepalese girl who moved to England when she was seven. She compares the life of an Asian girl with that of an English girl from different aspects:

> Asian girls lead a very different life compared to the life Western girls lead. For a start, Asian girls are not allowed to go out, they are not allowed to smoke, drink or swear, and they are definitely not allowed to go out with boys. Going out with boys means that they will ruin their chances of getting a good husband. Husbands are chosen by arrangement. Personally, I find it really silly (p. 79).

A good education is very important to Asian families, but parents usually tend to encourage their sons rather than their daughters to work hard at schools (girls are more encouraged to learn how to cook and clean). Because of this, it is often the girls who study harder and want to go on to higher education (p. 79).

There are also some texts in *Progress Gold A* which deal with other cultural aspects of different countries in a neutral way, e.g. British eating habits in "The Naked Chef" (pp. 24-25) and a text in "Read and Enjoy" box (p. 147), Halloween customs and history in "All Hallows' Eve" (p. 35-36), Thanksgiving eating tradition in "A Typical Irish Christmas" (pp. 37-41), and Muslim minorities in "Does My Head Look Big in This?" (pp. 28-30). It should be mentioned that in "Does My Head Look Big in This?" the Muslim minorities in Australia are implicitly shown by the writer who is herself an Australian Muslim. In this story no explicit reference is made to Australia and the reader infers the religious identity of one of the characters from the picture, which shows a woman wearing a scarf, and the word "Allah" in one sentence (see also Kearney & Kolm, 2011).

Progress Gold A has a brief look at history, including three texts about the history of the world in 20th century, the history of Northern Ireland and Australia. Regarding the local culture of the students, a poem by Alfred Lord Tennyson "Ring Out, Wild Bells" (p. 42) refers to a Swedish tradition in the New Year where Swedish people sing this song together; however, nothing about this tradition is mentioned in the book. There is also a text about Sven-Göran Eriksson (pp. 84-85) and his achievements in the England football team which shows the picture of the famous Swedish coach.

In summary, based on the analysis of the texts, it can be concluded that most of the texts in *Progress Gold A* refer to the cultural topics directly or indirectly; however, some of the cultures or societies are portrayed in a negative and strange way which can potentially lead to the stereotypical images on the part of the students.

After an overview of the texts' cultural themes, in the following section the tasks and exercises of *Progress Gold A* are analyzed according to the objectives of Byram's model of ICC to see which dimension of ICC is promoted via the tasks and exercises. It should be mentioned that those tasks and exercises which are related to the grammar refresher, vocabulary builder, and group challenge sections at the back of the book are not considered in this analysis since they are additional activities which are included for further practice. In other

words, in order to compare the textbooks in a more logical way, the tasks and exercises in the main body of the units and/or lessons are evaluated based on the foci in this research.

Generally speaking, there are 182 tasks and exercises in the nine chapters of *Progress Gold A.* Among these activities, 98 tasks and exercises promote one or more dimensions of ICC, according to the classification presented earlier in this chapter (see Graph 6). It should be noted that the tasks and exercises developing more than one aspect are counted as one.

	Progress Gold A
‖‖ Total number of tasks/exercises	182
∷ Total nomber of IC tasks/exercises	98
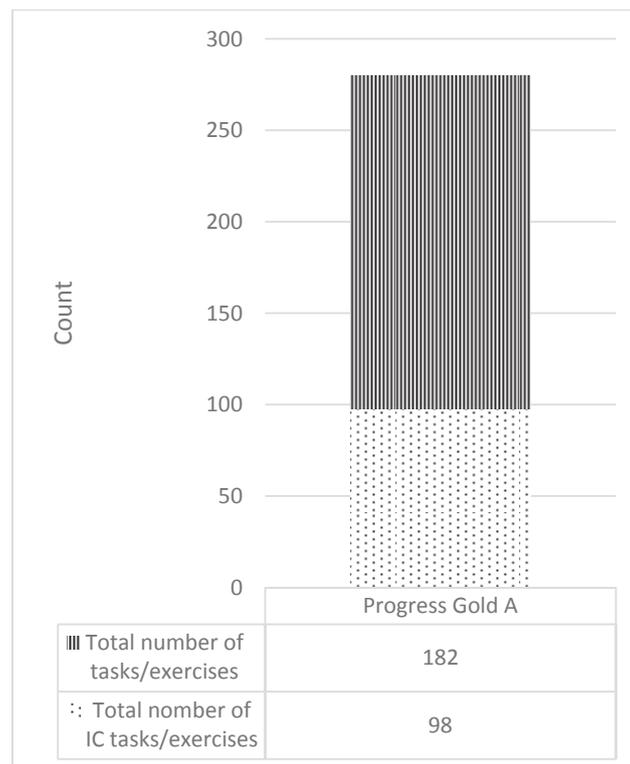
Graph 6. Tasks and exercises in Progress Gold A

All of the dimensions of ICC are considered in the tasks and exercises dealing with culture. Graph 7 displays the existence of these intercultural dimensions clearly.
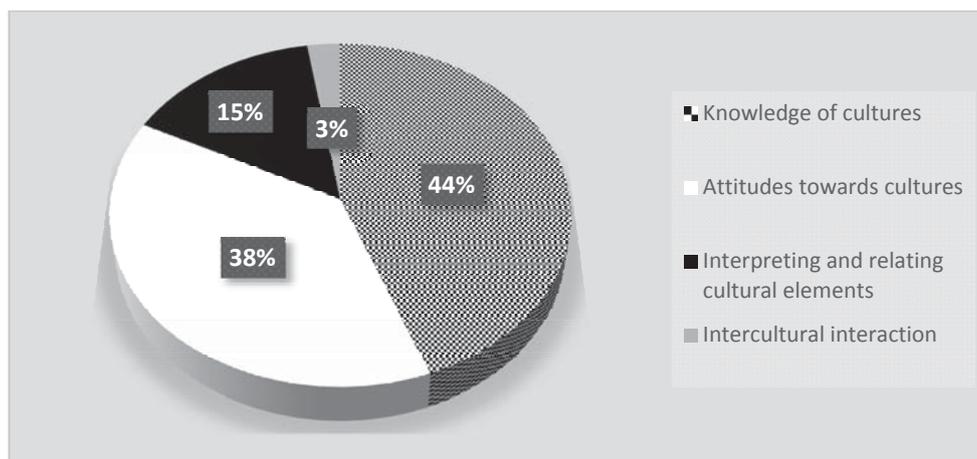
Graph 7. Dimensions of ICC in the tasks and exercises (Progress Gold A)

Based on the above graph, the majority of the tasks and exercises developing ICC refer to the dimensions of knowledge of cultures, attitudes towards cultures, and interpreting and relating cultural elements, respectively. Only 3% of all cultural tasks and exercises address the dimension of intercultural interaction. Thus, it can be concluded that *Progress Gold A* pays attention to the development of ICC, mostly by referring to knowledge and attitude. Within this framework, *Progress Gold A* aims mainly at presenting knowledge to the students about culture and cultural phenomena in different countries, while *Green Line New 6* mostly focuses on the development of ICC through interpreting and relating cultural elements in different countries. However, their position towards the attitudinal dimension of ICC is more or less the same. The objectives of each of the dimensions developed in the tasks and exercises in *Progress Gold A* are detailed in the following graph.
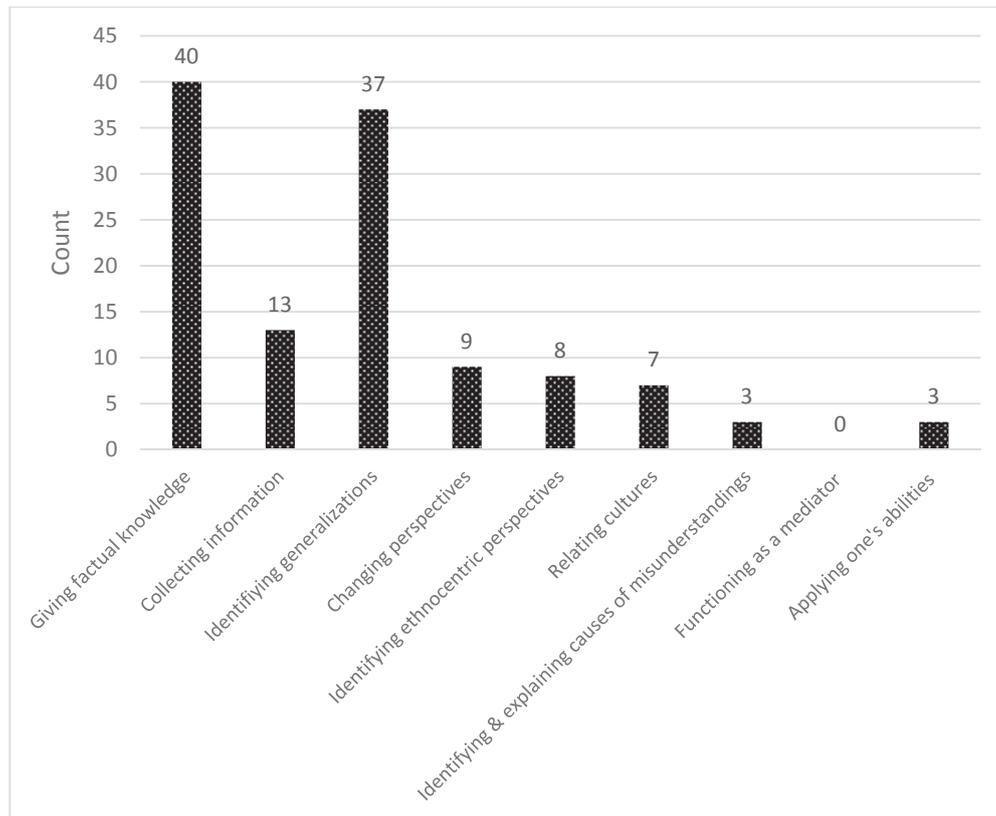
Graph 8. Objectives of ICC in the tasks and exercises (Progress Gold A)

According to Graph 8, in *Progress Gold A* there are two groups of tasks and exercises which aim at developing the knowledge dimension. The tasks that provide factual knowledge of cultures and those which ask the students to collect information on cultures. Moreover, there are some fragments of information in the vocabulary exercises in the chapters which give cultural knowledge to the students, although their focus is on practicing the language items.

036 **Vocabulary: Fill in the missing words**

Fill in the missing words in the sentences below. Choose from the following words, taken from the text. Then make up your own sentences for the words that are left over.

abuse	deadly	fear	skyscrapers
aching	disasters	gratitude	starve
bragging	edge	mob	storey
contradict	entirely	musty	stuntmen
covered	extra	realize	terrified

1 Most of the dangerous things actors do in films, e.g. fighting or jumping off buildings are not done by the actors themselves but by ....
2 The bite from this snake is .... In fact, at least 200 people die every year.
3 I always thought Sean Connery was American. I didn't .... he was Scottish.
4 Jim was very big-headed and was always .... about how good he was at everything – especially sport.

Image 15. Progress Gold A, p. 135 (No. 3)

Aside from the activities, as mentioned before, there are also three informative boxes in each chapter, i.e. "I Never Knew That", "Why Do We Say That?" and "Read and Enjoy", which offer factual knowledge about different countries and cultures. Therefore, it seems that this textbook aims mainly at presenting students with knowledge about other cultures. This cultural information deals mostly with customs, traditions, festivals, habits, social problems, history, and famous people in different countries (see Image 14). In the following, two examples of activities which offer knowledge and ask the students to collect information about different cultures are presented:

Some British dishes

Match up the following to give the names of ten common British dishes.

1 Bacon and	a)	biscuits
2 Fish and	b)	butter
3 Steak and	c)	chips
4 Apple pie and	d)	cream
5 Bread and	e)	custard
6 Roast beef and	f)	eggs
7 Cheese and	g)	kidney pie
8 Tea with	h)	marmalade
9 Toast and	i)	milk
10 Strawberries and	j)	Yorkshire pudding

Image 16. Progress Gold A, p. 147 (Giving factual knowledge)

Projects

Gather some information about:
Guy Fawkes' Night
Labour Day
Memorial Day
Shrove Tuesday
St. Patrick's Day
Thanksgiving

Image 17. Progress Gold A, p. 168 (Collecting information)

The next dimension considered in the textbook is attitudes towards cultures, including the tasks and exercises which ask the students to identify the generalizations of cultures by expressing their impressions, opinions, presuppositions and attitudes about a cultural issue in their own or other cultures as well as those that ask the students to change their perspective, empathize with others and relativize their own cultural perspective. Comparing these two categories, the activities which focus on the attitudes and opinions of the students are the more common. In the following, three examples for these categories are presented:

Discuss

1 What is Oliver's attitude to breakfast? Do you agree?
2 How important is the atmosphere of a place where you eat?

Image 18. Progress Gold A, p. 146 (Identifying generalizations)[75]

Warm-up

1 Write down five words you associate with Christmas.
2 What do you like (a) most (b) least about Christmas?

Image 19. Progress Gold A, p. 162 (Identifying generalizations)

---

[75] Jamie Oliver is an English celebrity chef.

Act it out: Interviewing the author

Work in pairs . Student A is the author, Marian Keyes. Student B is a journalist who is going to interview her. Student A looks at this page. Student B looks at page 236.

Student A
Read through the text and make notes so you can pretend you are Marian Keyes. The journalist may ask you some 'unexpected' questions, so be prepared to use your imagination! When you are both ready, do the interview.

Image 20. Progress Gold A, p. 174 (Changing perspective)[76]

The third dimension of ICC which is addressed in *Progress Gold A* is interpreting and relating cultures, subdivided into the three categories of identifying ethnocentric perspectives, relating cultures and cultural phenomena, as well as identifying and explaining causes of misunderstandings. Among these three groups, the tasks asking the students to identify the ethnocentric perspectives of products (e.g. texts, paintings, films), practices, or events of their own or foreign culture and relating cultures and cultural phenomena are more common than the other category. In the following, some examples for these categories are presented:

Discuss

1 What is Blake saying in his poem *Epitaph*? Is it possible to live like this?
2 What double meaning do the words 'hook' and 'eye' have? What is Atwood saying about the relationship in the poem?
3 Which pictures of love are given by Wakoski in her poem? What do you think she means by 'love that spreads like a stain of ink in absorbent cloth'?
4 Which of the three poems do you like best? Why?

Image 21. Progress Gold A, p. 176 (Identifying ethnocentric perspective)

Warm-up

Write down at least five differences you think there are between Sweden and India. Compare your answers with some others. What else do you know about India?

Image 22. Progress Gold A, p. 222 (Relating cultures and cultural phenomena)

---

[76] Marian Keyes is an Irish novelist.

Discuss

1 This story is an example of a culture clash – where different people see things in different ways. Explain the reason for the clash in this story. Can you think of any other examples?
2 Do you notice anything unusual about the English spoken in the story?

Image 23. Progress Gold A, p. 124 (No. 1: Indentifying the causes of misunderstandings)

Discuss

1 Do you think she ought to go back to Nepal or stay in England? Give reasons.
2 What can it be like to change countries? What Swedish customs can be difficult for immigrants to accept? Make a list. What immigrant customs can be difficult for Swedes to accept? Make another list.

Image 24. Progress Gold A, p. 204 (Identifying the causes of misunderstandings/Relating cultures and cultural phenomena)

Finally, the least addressed dimension in *Progress Gold A* is intercultural interaction. As discussed earlier, this dimension includes two categories of functioning as a mediator between cultures and dealing with conflict situations as well as applying one' abilities in interactions. In *Progress Gold A,* only three tasks are related to applying one's ability in simulated interactions whether spoken or written, which means there are no tasks with regard to the first objective—functioning as a mediator—in this book. In the following, one example of this category is presented here:

Useful words – High days and holidays

Match up the words on the left with the correct English translation on the right.

1	allhelgonadagen	a)	fireworks
2	annandag jul	b)	Easter
3	fastan, fastlag	c)	Boxing Day
4	femte november	d)	Christmas cracker
5	fettisdag	e)	Christmas Eve
6	fyrverkeri	f)	All Saints' Day
7	glögg	g)	Good Friday
8	julafton	h)	Guy Fawkes' Night
9	långfredag	i)	leap year
10	nyårslöfte	j)	Lent
11	påsk	k)	mulled wine
12	pingst	l)	New Year resolution
13	skärtorsdag	m)	Shrove Tuesday
14	skottår	n)	Walpurgis night
15	smällkaramell	o)	Maundy Thursday
16	valborgsmässoafton	p)	Whitsun

Pick out three or four of the above and work out how you would explain them to a foreigner who had never heard of them.

Image 25. Progress Gold A, p. 163 (Applying one's abilities in interaction)

It should also be mentioned that there are some tasks in the book which address a combination of ICC dimensions, tasks which aim at the promotion of two or three dimensions of ICC at the same time. One example of such kinds of tasks is presented as follows:

Discuss

1. From reading the text would you like to live in India for a while? Give reasons.
2. Imagine someone from India moved to Sweden. What differences would he or she notice? Make a list.
3. Fixed prices for goods and services are not very common in India and many other countries. People 'barter' instead. What are the advantages and disadvantages of bartering compared to having fixed prices. Have you ever tried it? Did you feel you had got a bargain or were you 'ripped off'?

Image 26. Progress Gold A, p. 223 (Identifying generalizations/Relating cultures/Indentifying the causes of misunderstandings)

To sum up, with regard to the 34 items in the cultural perspective of the checklist as well as the dimensions of ICC and their objectives in the tasks (see Appendix A), the findings of the textual analysis reveal that the concept of culture is one of the main concerns in *Progress Gold A* since it has a considerable number of authentic texts, informative boxes as well

as tasks or exercises which deal with different cultural aspects in English and non-English speaking countries. However, the focus is on the English speaking world, mainly the UK, US and Australia (see also Kearney & Kolm (2011) who confirm this result regarding *Progress Gold A*), considering different cultural aspects (both big-C and small-c), such as customs, traditions, festivals, national symbols, useful idioms/expressions, cultural conflicts, social problems, history, literature, famous people. Most of these cultural issues are presented and discussed implicitly in the texts. This textbook also contains references to the native culture of the students—Swedish culture—in some of the texts and tasks via comparing and contrasting as well as asking the students to collect information about a cultural issue in their own country; however, the number of these references is relatively low. For this reason, the majority of Swedish students in this sample believe that their textbook does not pay much attention to their own culture and way of life (see Section 4.2.2). With regard to the responses in the interviews and open-ended questions provided by the Swedish teachers in this study, it can be inferred that these teachers are not particularly satisfied with their textbook from the cultural point of view since they maintain that the book does not consider the intercultural matters, Swedish culture, as well as different social issues and cultural aspects in a country. Additionally, they think that in *Progress Gold A* there are stereotypical images of other cultures or countries, and the topics are not too interesting for students. Referring to the tasks and exercises, it can be concluded that *Progress Gold A* aims to promote ICC since it considers its different dimensions, i.e. knowledge, attitudes and skills, respectively. The analysis of the tasks indicate that the majority of the activities in the book are culturally-loaded, focusing on giving factual knowledge about cultures as well as identifying generalizations of cultures. This idea is also confirmed by most of the Swedish teachers and students participating in this study, who believe that their textbook contributes to the development of ICC (see Section 4.2.1 & Section 4.2.2).

4.1.3. New Interface HAVO 4[77] (The Netherlands)

The English textbook analyzed in the Dutch context is *New Interface Coursebook 4/5 havo*[78] published by *ThiemeMeulenhoff* in 2008 (see Section 1.4 for the reasons regarding the se-

---

[77] hoger algemeen voortgezet onderwijs (General Secondary Education)
[78] Boender-Barrera, M., Cornford, A., Keulen, F., Niekel, J., Rompen, N., & van de Ven, S. (2008). *New interface 4/5 havo*. ThiemeMeulenhoff, Amersfoort.

lection of this textbook). This textbook, designed for the 4th and 5th years of HAVO at upper-secondary school level, was written by Boender-Barrera, et al. Given that the focus of this study is on the first year of upper-secondary school level, those units of the book (Units 1-4) which are taught in HAVO 4 will be analyzed based on the objectives of the study.

General Organization

The cover of the book shows a girl with a suitcase sitting in a train station. There are some labels on her suitcase like the American and Canadian flags, the name of a famous hotel in Switzerland (Geneva), as well as a photo with the name of the Royal Hotel which does not refer to any specific place in a country. The design of the cover thus has a cultural perspective, the cover picture perhaps suggesting the students' short trip to different countries through this textbook. Furthermore, the cover can indirectly indicate the name of the textbook itself since going to other countries needs new interaction, interface, and communication.

On the back cover, there are some explanations in Dutch which show that this textbook is a new English book for the upper-secondary level based on the Common European Framework presented by the Council of Europe in 2001. It is also mentioned that this book aims to help the students in their final examinations and prepare them for further education or professional life.

There is an introductory page (p. 4) at the beginning of the book in Dutch which provides students with some explanations regarding different sections and their objectives, workbook, and digital study guide.

The table of contents (p. 3) consists of:

- Seven Units
- Examenunits
  - Unit 8 Listening
  - Unit 9 Speaking
  - Unit 10 Writing
  - Unit 11 Reading

- Checkbook
  - Grammar
  - Writing tips
  - Tackling tips
  - Words
  - Useful phrases

As mentioned earlier, this textbook is designed for the two school years of HAVO program, i.e. HAVO 4/5. Since the focus of this study is on the first year of upper-secondary level, in order to make an appropriate comparison between the textbooks in the settings, those units which are taught in HAVO 4 are analyzed in this textbook. Thus, the related information about units 1-4 will be provided in the textual analysis of this textbook. The other important point that should be mentioned here deals with the presentation of tasks and exercises in this coursebook. Referring to the fact that the *New Interface HAVO 4/5* contains only the texts and topics related to reading, writing, listening and speaking skills, in order to analyze the accompanying tasks and exercises as with the other textbooks in this study, the *New Interface workbook A* is also examined in this regard. However, those tasks and exercises which are not related to the topics of the texts and skills in the coursebook will not be analyzed in this research since they are additional activities which are included for further practice. In other words, in order to compare the textbooks in a more logical way, the tasks and exercises in the main body of the units and/or lessons are evaluated based on the foci in this research.

Content of the Textbook

As mentioned earlier, since the textual analysis will be carried out on four units of this book (units 1-4), in this part, the information related to these four units and the checkbook will be provided clearly.

The Units

On the whole, there are four units for HAVO 4, each of which includes some sections related to different language skills, exam training, and professional skills. The relevant tasks and exercises are covered in the workbook. There are, therefore, no activities in the body of the

textbook. Each unit in this textbook has a cover page which gives some detailed information to the students about the content of the units in terms of different skills, the page number of the exercises and tasks in the workbook, as well as the checkbook section at the end of the book. The units in this textbook have the following parts:

- Reading
- Listening
- Speaking
- Writing
- Exam training
- Professional skills
- The related exercises and tasks in the workbook
- Checkbook
    - Grammar
    - Words
    - Useful Phrases
    - Writing tip
    - Tackling tips

There are 24 texts in *New Interface HAVO 4* which are taken from the English speaking world in different genres, such as magazine/newspaper articles, advertisements, websites, short texts and extracts from books. These texts are related to reading, writing and speaking skills. Working on these texts as well as their tasks and exercises which are in the workbook A, the students can develop their different language skills and competences. In addition, 8 listening sections are provided for the students to improve their listening skills. The tasks and exercises in workbook A are in the form of comprehension questions, multiple choice, matching items, translations, short answers, challenges, cloze tests, filling the blanks, role plays, underlining the correct answers, writings, etc.

The "Exam training" (e.g. pp. 13, 23, 33, etc.) and "Professional skills" (e.g. pp. 14, 24, 34, etc.) sections which mostly contain texts aim at the preparation of the students for their final examinations and teaching some specific skills and sub-skills to them like using small talk, reading selectively, note taking, booking flights, ways of complaining.

Checkbook

The next part is the "Checkbook" (pp. 114-171) which is a kind of reference section at the back of the textbook. It contains some information about grammar, sub-skills, words and useful phrases. The "Grammar" sub-section (pp. 114-131) covers the grammar rules and examples using Dutch explanations. The information about the sub-skills is provided in two sub-sections, i.e. "Writing tips" (pp. 132-134) and "Tackling tips" (pp. 135-138). "Writing tips" familiarizes students with different types of writings, such as emails, formal letters, letters of complaint, etc. All of the explanations in this part are in Dutch. "Tacking tips" discusses the sub-skills related to reading (e.g. scanning, skimming, using a dictionary, intensive reading, etc.), listening (e.g. listening for gist, listening for details, etc.), speaking (e.g. paraphrasing, complaining, etc.), writing (e.g. summary, spelling rules, etc.) and exam training (skills for exam preparation). It should be noted that the explanations in the "Tackling tips" are in English. The new words in each unit are presented in the "Words" sub-section (pp. 139-159) with their Dutch equivalents, and finally in the last sub-section "Useful phrases" (pp. 160-168), some phrases which are used commonly in different situations are introduced based on the themes in each unit. The translations of these phrases in Dutch are also provided for the students.

Examenunits

The "Examenunits" (pp. 75-94) in this textbook consists of four units which prepare students for their final examinations by practicing listening, speaking, writing and reading via extra texts and exercises.

4.1.3.1. The Analysis of the General Characteristics of the Textbook

Having described the general structure of the textbook, in the following section, *New Interface HAVO 4* will be analyzed linguistically based on the 21 questions (in the form of statements) mentioned in the "General Characteristics" part of the checklist. To this end, two steps will be carried out: (1) the existence of the components will be checked against the items presented in the checklist and (2) those items which need to be explained in detail will be discussed further. Such items will be marked with an asterisk.

 In the following table, the existence of the every individual item is displayed clearly.

No.	General Characteristics	Yes	No
1	The cover of the textbook is designed based on a cultural point of view.	✔*	
2	The cover of the textbook is designed based on a linguistic point of view.	✔*	
3	There is an informative orientation page.	✔*	
4	The textbook has a complete and detailed table of contents.		✔*
5	The illustrations and pictures are varied.	✔*	
6	The illustrations and pictures are colorful.	✔	
7	Vocabulary is presented in context.	✔*	
8	Vocabulary list or glossary is included.	✔*	
9	Grammar points are arranged systematically graded from simple to complex.	✔*	
10	The textbook provides a balance of five language skills (reading, writing, speaking, listening, and mediating).	✔*	
11	The textbook includes sub-skills (e.g. skimming, scanning, note taking, etc.)	✔*	
12	The textbook provides different class activities/exercises to practice language items and skills (e.g. multiple choice, comprehension questions, puzzles, filling the blanks, etc.)	✔*	
13	The textbook provides communicative activities to help students carry out their communicative tasks in real-life.	✔*	
14	The activities in the textbook are form-focused.	✔*	
15	The activities incorporate individual, pair and group work.	✔	
16	There are activities for pronunciation practice in the textbook.		✔
17	There are activities regarding the varieties of pronunciation in the book.		✔
18	Review sections and exercises are included.	✔*	
19	The textbook provides the translation of new words.	✔	
20	There are activities regarding translation/mediation in the book.	✔*	
21	The language of the textbook is authentic.	✔	

Table 10. Checklist for the general characteristics of New Interface HAVO 4

As explained previously, the cover of *New Interface HAVO 4* has been designed based on linguistic and cultural points of view. Like *Green Line New 6* and *Progress Gold A*, the design of the *New Interface HAVO 4* cover thereby echoes the name of the textbook; however, since it pictures the national symbols of the US and Canada, it can be concluded that the

cover also shows a cultural perspective. With regard to attractiveness, Dutch students mostly selected the "Undecided" and "Disagree" options (see Section 4.2.2). Thus, like the German and Swedish students in this study, the Dutch students are not happy with the cover of their textbook.

With regard to the layout and design of the textbook, the findings indicate that although *New Interface HAVO 4* has an orientation page, vocabulary list, review sections and variety of tasks and exercises, its table of contents is not as informative as that of the other two books, especially *Green Line New 6.* However, it should be mentioned that the detailed information required for each unit is presented on the cover page of the unit itself. Each unit cover page has a particular color, which can then be seen as a line on every page of that unit. Like *Green Line New 6*, *New Interface HAVO 4* includes different colorful pictures and illustrations in the form of real photos and drawings in order to help students better understand the ideas of the texts. Comparing these three textbooks, it can be concluded that *Green Line New 6* and *New Interface HAVO 4* have more pictures and illustrations than *Progress Gold A.* Another issue regarding the organization of *New Interface HAVO 4* is that there are no tasks and exercises in the body of the units and even at the back of the book. Students should refer to the workbook to find the related tasks and exercises. Regarding the layout and design of the textbook, most of the Dutch teachers in this study are satisfied with this textbook (see Section 4.2.1).

The techniques used for vocabulary instruction in this book are mostly decontextualized and semi-contextualized using wordlist, word associations and different kinds of exercises, such as filling the blanks, matching pairs, multiple choice, making short sentences, translations, etc. Thus, the students do not frequently practice the words in communicative contexts. There are only some activities called "Challenges" which make the students use the words in context. It should also be mentioned that the wordlist at the back of the book provides the students with the Dutch equivalents of the words; however, unlike *Green Line New 6* and *Progress Gold A,* the phonetic symbols are not given to the students. Based on the results of the questionnaires, it seems that the majority of the Dutch students are happy with the techniques used for presenting the new words in their textbook since they have mostly chosen the "Agree" option in their questionnaires (see Section 4.2.2). We can therefore conclude that they believe their textbook to be helpful for learning new words in the target language.

Like *Green Line New 6,* the grammar points in this textbook have been arranged according to their level of difficulty from simple to more complex at the back of the book. However, the order of the structures in the texts is not determined by their arrangements in the grammar section. In other words, the structures are arranged based on their existence in the texts rather than their arrangements in the grammar section. Given this framework, students may face the difficult points sooner than the easier ones (see also the findings of the questionnaires, where most of the Dutch teachers in this study believe that the order of presentation of grammar rules is not logical from simple to difficult). Another issue regarding grammar instruction in this textbook is that, like *Green Line New 6* and *Progress Gold A,* the grammar is taught deductively in *New Interface HAVO 4.* This idea is also confirmed by most of the Dutch teachers' responses in this work, where they believe that the grammar is presented deductively in the book. Regarding the students' opinions about grammar in this textbook, the responses indicate that the majority of the Dutch students in this sample are not particularly satisfied with learning grammar in *New Interface HAVO 4* (see Section 4.2.2). The common grammar rules found in *Green Line New 6* and *Progress Gold A* are also present in *New Interface HAVO 4.*

All four basic language skills—reading, writing, speaking and listening—are practiced in each unit of *New Interface HAVO 4* with their relevant tasks, exercises and sub-skills. According to the responses in the questionnaires, the majority of the Dutch teachers participating in the present research maintain that their textbook pays attention to all four skills; however, the focus is mainly on the reading competence. The results of the student questionnaires, on the other hand, indicate that most of the Dutch respondents are not sure whether their textbook helps them in this regard or not since they have mostly chosen the option "Undecided". Regarding the presentation of sub-skills, most of the Dutch teachers in this sample confirm that their textbook focuses on the promotion of different sub-skills. Another issue which should be described here is the skill of mediation. Like *Green Line New 6, New Interface HAVO 4* provides the students with some tasks and exercises in mediation; however, the focus is mostly on translation (e.g. pp. 7, 13, 15, etc. in workbook A).

Concerning activities, *New Interface HAVO 4* provides the students with different types of tasks and exercises in order to learn the foreign language effectively (see also the results of the teacher questionnaires, where the majority of the Dutch teachers in this study believe that a variety of tasks and exercises in the form of individual, pair and group work are used

in the textbook to help the students use the language in real-life situations). These activities are both form- and meaning-based exercises and tasks (e.g. pp. 6, 9, 14, etc. in workbook A) in the form of short answers, sentence completion, multiple choice, matching pairs, puzzles, filling in the blanks, role plays, writings, cloze tests, etc.; however, in comparison to the other two books, *New Interface HAVO 4* has more form-based activities. Unlike the Swedish students, the majority of the Dutch respondents believe that the activities and exercises in this book are not especially interesting. Therefore, although there are a lot of tasks and exercises in this textbook, the students are not satisfied with them. This may be due to the fact that *New Interface HAVO 4* focuses too much on form-based activities which can be boring for the students.

With regard to the final issue, pronunciation, the findings of the textual analysis reveal that this textbook does not contain any activities or explanations on pronunciation. Unlike *Green Line New 6* and *Progress Gold A,* there is no reference to the phonetic symbols in the wordlist and the vocabulary section. The lack of attention to this language item is also confirmed by the majority of Dutch teachers in this study.

To sum up, the findings of the analysis indicate that *New Interface HAVO 4* tries to present a balance in terms of the development of four language skills, sub-skills, vocabulary and grammar, using mostly form-based activities which are not particularly helpful in the use of language in communicative contexts. This idea is supported by some of the Dutch interviewees, who believe that their textbook needs more speaking activities in the form of discussion and debate. They also maintain that the scope of the writing activities is very limited, and regarding grammar, this textbook is very weak. These teachers assert that they always use extra materials for grammar (e.g. Grammar in Use Advanced) since they think that the grammar exercises are too easy and not enough for the examinations. A stated aim of this book is to prepare students for their final exams and it is not surprising, therefore, that it has an exam-oriented perspective towards teaching the language. For this reason, except for the above mentioned issues regarding grammar, speaking and writing, the Dutch teachers in this study are mostly satisfied with the linguistic and general aspects of the book since, as they maintain in the interviews, their main aim is to prepare the students for the examinations (see Section 4.3). However, the majority of the Dutch students participating in this work are unhappy and undecided about their textbook from linguistic point of view.

Having completed a brief overview of the linguistic and general characteristics of *New In-terface HAVO 4*, it is now time to turn to the main focus of the present research, which is the analysis of cultural aspects in the textbooks. In the following, *New Interface HAVO 4* is analyzed and evaluated based on its cultural components in their texts and tasks/exercises in detail.

4.1.3.2. The Analysis of the Cultural Characteristics of the Textbook

In this section, the textbook is analyzed from a cultural point of view using two coding schemes for the description of the cultural content of the textbooks. As a result, first some information regarding the texts of the book is presented, and then the tasks are analyzed in terms of the development of ICC based on the checklist. The content of the texts, their writ-ers and their cultural aspects are displayed in Table 3 (see Appendix E) in detail.

Considering the textual analysis, it can be concluded that *New Interface HAVO 4* consists of 24 texts in the form of magazine/newspaper articles, advertisements, webpages, a short excerpt of a book, a leaflet, and a manual which are mostly taken from the target countries, i.e. the UK and the US. In this regard, the language of the texts is mostly authentic. Howev-er, unlike *Green Line New 6* and *Progress Gold A,* the texts in *New Interface HAVO 4* are mostly taken from webpages and newspaper or magazine articles rather than literature in the form of short stories, novels, poems, etc. It should also be noted that the names of the writers of some of these texts are not specified in the textbook.

On the whole, the texts of the book can be considered as culture-specific reference texts since in most of these texts, a cultural topic is directly or indirectly presented. However, the cultural issues discussed in this book do not refer to the deep layers of cultural differences, the texts making only slight references to cultural topics in Anglo-American contexts. In fact, the concepts of culture and cultural differences are not the main issues in the texts (see also the results of the interviews, in which some of the Dutch interviewees believe that this book does not mainly focus on teaching culture). With regard to the cultural themes presented or discussed in the texts, the results of the textbook analysis show that the number of texts which contain topics related to small-c culture outnumber the big-C cultural texts and themes (see Graph 9 below).
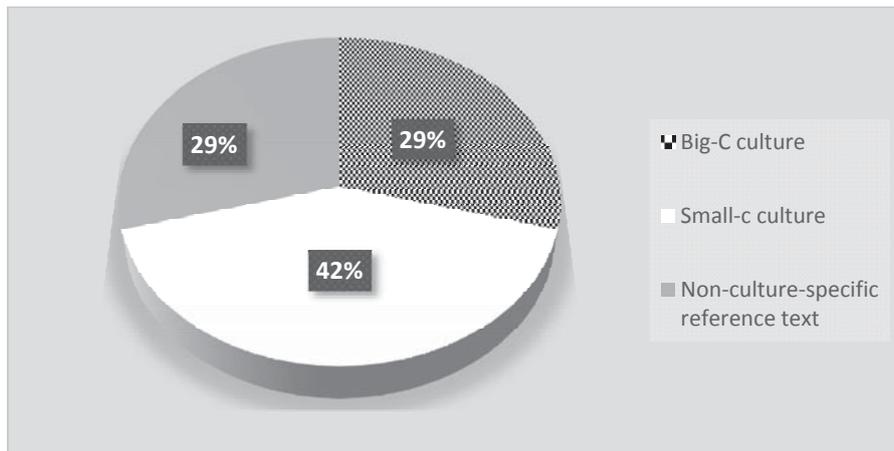
Graph 9. Cultural references in the texts of New Interface HAVO 4

These topics are as follows:

Big-C culture (see Appendix E for the examples)

- Famous people (blogger and champion)

- Social organization (music charity and animal protection committee)

- Famous places (tourist attractions, camping place, and cities)

- Cinema

Small-c culture (see Appendix E for the examples)

- School life

- Sport

- People's attitudes/habits

- Laws and social rules

- Social problem (drugs and noisy neighbors)

- Love and relationships

As discussed earlier, most of the texts in *New Interface HAVO 4* are mainly taken from British magazines, newspapers, and websites. These texts are not profoundly concerned with the presentation of cultural issues; however, some topics, such as the activities of social organizations, as well as social problems and rules in the UK are superficially referenced in some texts which can provide the grounds for cultural discussion in the classroom. For example, in terms of social problems there is a text—Out of Joint (pp. 26-27)—which talks about the problem of using drugs by the teenagers and young adults in the UK. This text can be relevant to the life of students at this age. Regarding the laws in the Netherlands, using

some soft drugs like cannabis is permitted within specific limitations for the people over 18 years of age; however, this text shows the case of a young British student who becomes addicted by using cannabis. Thus, it can be concluded that this text tries to give a message to the Dutch students at this age about the danger of such kinds of soft drugs:

> … My own son told me 'it's okay dad, it's herbal and organic.' That may be so, but as our experience shows, cannabis is anything but harmless (p. 27).

Another issue discussed in the UK is related to a new law on smacking which put limits on parental discipline and strictness in relation to their children. This text (p. 32) portrays the attitudes of British people (for and against) towards this new law. In this way, the topic can be a theme for discussion in the classroom since it is also relevant to students' lives at this age. Considering this relevancy, there are also other texts about illegal music downloads by a British girl in the UK (p. 29), which caused a lot of problems for her mother, problems regarding love and relationships (pp. 6-7), teenagers' attitudes towards their future life (p. 19), and school life in a British school (p. 43). In general, *New Interface HAVO 4* features mostly those topics which are related to the young students' lives in British contexts. For these reasons, most of the Dutch students participating in this research have selected youth life as one of the cultural aspects most strongly represented in their book (see Section 4.2.2).

Aside from the UK, especially England, there are also some texts which have slight references to other countries. For instance, in one of the texts in the first unit, a Canadian blogger, Kyle MacDonald, who swapped a single red paperclip for a house in a series of fourteen online trades in a year, is introduced (pp. 10-11). The next texts talk about Wales (the bog snorkeling champion, p. 18), Australia (tourist attraction and wildlife, pp. 16-17) and America (cinema, p. 23 and the habit of suing, p. 33). These three countries are not the main focus in this book, however, and most of the texts deal with England. Furthermore, unlike the other two books in Germany and Sweden, the Dutch *New Interface HAVO 4* has no text which has a direct reference to local culture.

Regarding the tasks and exercises in *New Interface HAVO 4* to be found in "Workbook A", it should be mentioned that in order to make a logical comparison among the textbooks, only those activities related to the topics and texts in the four units of this book will be analyzed. Thus, those tasks and exercises, especially the grammar activities, which are designed for further practice in the workbook are not considered in this analysis.

Overall, there are 156 tasks and exercises related to the four units of *New Interface HAVO 4.* Among these activities, 48 tasks and exercises promote one or more dimensions of ICC, according to the classification used in this study (see Graph 10). Compared to the other two books in Germany and Sweden, in *New Interface HAVO 4* there are fewer activities concerned with culture. It should be noted that the tasks and exercises developing more than one aspect are counted as one.

	New Interface HAVO 4
‖‖ Total number of tasks/exercises	156
∷ Total nomber of IC tasks/exercises	48
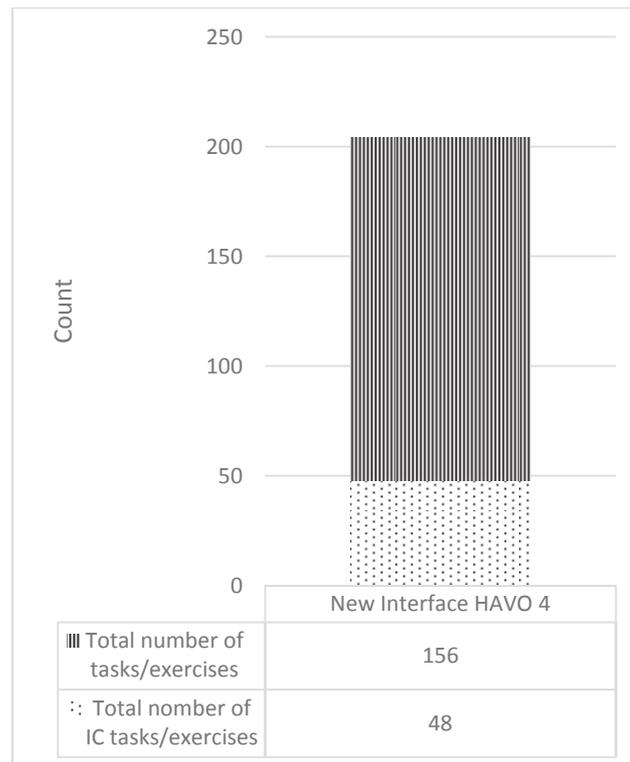
Graph 10. Tasks and exercises in New Interface HAVO 4

The dimensions of knowledge, attitudes and skills are considered in the cultural tasks and exercises in *New Interface HAVO 4*; however, the focus is mostly on giving knowledge and developing attitudes rather than on promoting skills. The following graph indicates the presentation of the dimensions of ICC clearly.
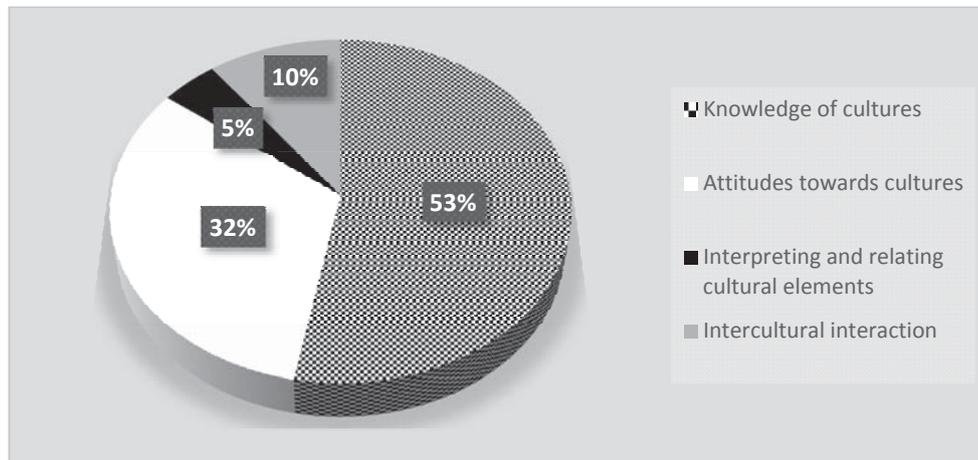
Graph 11. Dimensions of ICC in the tasks and exercises (New Interface HAVO 4)

According to the above graph, most of the tasks and exercises developing ICC refer to dimensions of knowledge of cultures, attitudes towards cultures, and intercultural interaction, respectively. Only 5% of all cultural activities address the dimension of interpreting and relating the cultural elements. Therefore, promoting the objectives of this dimension, i.e. identifying ethnocentric perspectives, relating cultures, as well as identifying and explaining causes of misunderstandings, is not the main concern of this textbook. Comparing the textbooks in Germany, Sweden and the Netherlands, it can be concluded that like *Progress Gold A*, *New Interface HAVO 4* pays more attention to presenting knowledge about other cultures. With regard to the attitude dimension, all of the textbooks in these three countries are more or less in the same range. However, in terms of the skills, *Green Line New 6* and *Progress Gold A* mostly focus on interpreting and relating cultural elements, while *New Interface HAVO 4* mainly considers intercultural interaction. The objectives of each of the dimensions developed in the tasks and exercises in *New Interface HAVO 4* are displayed in the following graph in detail.
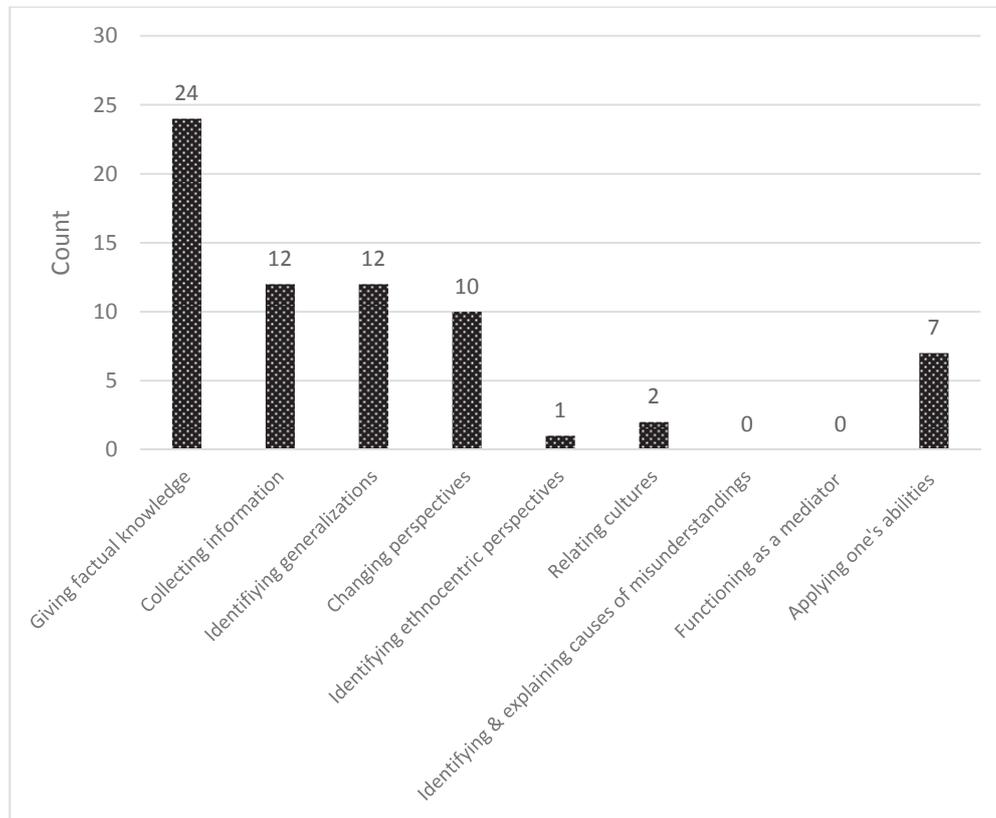
Graph 12. Objectives of ICC in the tasks and exercises (New Interface HAVO 4)

According to Graph 12, in *New Interface HAVO 4,* there are two groups of tasks and exercises which aim at developing the knowledge dimension: the tasks and exercises giving factual knowledge about cultures, and those asking the students to collect information on cultures. Moreover, *like Progress Gold A*, there are some fragments of information in the vocabulary exercises in the units of this textbook which offer cultural knowledge to the students in spite of their focus.

51 Complete the sentences with the appropriate word from the text.

Choose from: *spokeswoman – discarded – widespread – trial – charity – affects – society – dregs.*

1 The hedgehogs love to lick the _____ in ice cream cups.

2 A _____ told the press she'd organize litter patrols around the restaurant area.

3 The problem of litter harming wild animals is _____ across western Europe.

4 Millions of _____ tin cans are recycled annually in the UK.

5 This new cup design is still in its _____ stage.

6 SPCA volunteers collect funds for the _____ .

7 It is clear that littering badly _____ wildlife.

8 Our _____ is ready to do something about animal protection.

Image 27. New Interface HAVO 4, workbook A, p. 50 (Nos. 3 & 6)

Therefore, as explained before, regarding the number of tasks and exercises, it seems that this textbook mainly aims at providing knowledge of cultures to the students. This cultural information mostly deals with habits, famous places, social rules, social problems, social organizations, people's attitudes and famous people in different English-speaking countries mainly the UK. In the following, one example of these categories is presented:

Challenge

54 In all societies laws are used to enforce the kind of behavior that – supposedly – the majority thinks is 'good'. That does not mean there are not a few really interesting relics left over. For instance, in England it is illegal to die in the Houses of Parliament.

- Work with at least two other classmates.
- Collect a set of ten funny laws. Inspiration can be found on the internet: just type 'funny laws' in a search engine and you are set to go.
- Think of appropriate punishments for offenders (How would you punish someone who did die in one of the Houses of Parliament after all?).
- Write it all up nicely in a parchment-like style (old-fashioned letters and illustrations) and post it on the wall of your English classroom.

Image 28. New Interface HAVO 4, workbook A, p. 76 (Giving factual knowledge/Collecting information)

The next dimension considered in the textbook is attitudes towards cultures including tasks and exercises which ask the students to identify the generalizations of cultures by expressing their impressions, opinions, presuppositions and attitudes about a cultural issue in their own or other cultures, as well as those that ask the students to change perspective,

empathize with others and relativize their own cultural perspective. Comparing these two categories, the activities which focus on identifying the generalizations of cultures are slightly more frequent than the other category. In the following, three examples for these categories are presented. The first example is a task which asks the students to give their opinions about illegal downloading related to one of the passages in the textbook. This text talks about an English girl who downloads the songs illegally on the Internet.

24 Take it in turns to finish the statements. You should each give your own opinion!

1 I think illegal downloading should be forbidden/permitted, because...
2 I think it is right/wrong that illegal downloaders are being pursued, because...
3 If their music is downloaded from the internet I think/don't think artists should get money for that, because...
4 I think/don't think people would download less music if CDs were cheaper, because...
5 I think people should have to/shouldn't have to get permission from the artists if they wanted to put their music on the internet, because...
6 I think downloading music from the internet and paying for it would be worse/better than buying CDs in a store, because...

Image 29. New Interface HAVO 4, workbook A, p. 65 (Identifying generalizations)

The next examples are two tasks which ask the learners to act as an agony aunt and give advice to the other teenagers who have problems with love and relationships.

2 Now read the letters carefully. Do not read Annie's responses yet.

1 Describe each problem by finishing the sentences below.

a Rachel _____
b Peter feels _____
c Joyce was happy at home, but _____
d Irma secretly longs for her _____

2 Write down the advice you would give to the writer of each letter.

letter	advice
1	
2	
3	
4	

Image 30. New Interface HAVO, workbook A, p. 6 (Changing perspective)

Image 31. New Interface HAVO 4, workbook A, p. 9 (Changing perspective)

The third dimension of ICC, which is the least addressed in *New Interface HAVO 4*, is interpreting and relating cultures, subdivided into three categories of identifying ethnocentric perspectives, relating cultures and cultural phenomena, as well as identifying and explaining causes of misunderstandings. Only two tasks ask the students to relate cultures and cultural phenomena, and one task refers to the identification of ethnocentric perspective in this textbook. In the following, one example for these categories is presented. It should be mentioned that other objectives like collecting information and applying ones' abilities in interaction are also promoted in this task.

Image 32. New Interface HAVO 4, workbook A, p. 59 (Relating cultures/Collecting information/Applying one's abilities)

Finally, the last dimension which is presented in *New Interface HAVO 4* is intercultural interaction. As discussed earlier, this dimension includes two categories of functioning as a mediator between cultures and dealing with conflict situations, as well as applying one' abilities in interactions. In *New Interface HAVO 4,* there are 7 tasks which are related to applying one's ability in simulated interactions, mostly in role plays and "Challenges". There are,

however, no tasks with regard to the first objective—functioning as a mediator—in this book. In the following, one example for this category is presented:

> **54** Last summer you went to a zoo in a small town in South America. You were shocked by the terrible conditions and the miserable lives of the animals there. You've decided to write a letter of complaint to the local tourist office. Study Writing tip 3 and use the layout of a formal letter. Use the following pointers:
>
> - Say who you are and why and when you were at the zoo.
> - Explain the problems you observed.
> - Express your concerns.
> - Explain what you would like them to do about the problem. Suggest some ideas.
> - Look at the useful phrases for inspiration.
> - Use about 200 words. Check your grammar and spelling!

Image 33. New Interface HAVO 4, workbook A, p. 51 (Applying one's abilities in interaction)

It should also be mentioned that there are some tasks in the book which address a combination of ICC dimensions. In other words, these tasks aim at the promotion of two or three dimensions of ICC at the same time. One example for such kinds of tasks is presented as follows:

> **25** In groups of three, re-enact the discussion a prosecuter and Sylvia Price's laywer may have had in court. One of you is the judge, one is prosecuter and one is Sylvia's lawyer. Collect arguments that either lawyer could use. Also collect stock phrases that you normally use in a court room (combine your knowledge of all the legal thrillers that you know). Use the pointers below.
>
> - What reasons does the music industry have to try to prevent downloading?
> - What reasons do people have for wanting to download music and movies?
> - What arguments could Sylvia Price's lawyer have for not being responsible for what her daughter did?
> - What do *the court room phrases: objects, overruled, sustained, your honour he is badgering the witness, approach your honour, I hold you in contempt, leading question* mean?
> - Prepare for the court room session by writing down a few notes.
> Act out the court room session as if it were a scene from Law and Order or a similar television show.

Image 34. New Interface HAVO 4, workbook A, p. 65 (Collecting information/Changing perspective/Applying one's abilities in interaction)

In summary, the findings of the textual analysis with regard to the 34 items in the cultural point of view of the checklist, as well as dimensions of ICC and their objectives in the tasks (see Appendix A), reveal that the concept of culture is not really one of the main concerns in *New Interface HAVO 4.* In other words, although there are a lot of authentic texts in the form of webpages and magazines/newspaper articles in *New Interface HAVO 4,* these texts

and their accompanying tasks and exercises are mostly treated as an instrument for teaching language items and skills rather than culture. Furthermore, the cultural topics in the textbook do not deal with the cultural aspects or differences in depth (see also the results of the Dutch interviewees who believe that the topics and cultural information in this textbook are shallow and superficial). The focus of those texts which have some references to cultures is mostly on English speaking countries, especially the UK. The cultural topics presented in the texts have small references to some issues such as social problems, social rules, youth life, relationships, people's attitudes/habits and famous people. This textbook also makes no reference to the native culture of the students—Dutch culture—in the texts; however, there are a few tasks which ask the students to compare their culture with others as well as collect information about a cultural issue in their own country. For this reason, the majority of the Dutch students in this sample believe that their textbook does not pay particular attention to their own culture and way of life (see Section 4.2.2). With regard to the responses in the interviews and open-ended questions provided by the Dutch teachers in this study, it can be inferred that these teachers are not especially satisfied with their textbook from the cultural point of view since they maintain that the book does not consider countries other than the UK and different cultural topics. However, the relevance of the topics to the life of students at this age is among the positive factors mentioned by some of the interviewees. Referring to the tasks and exercises, it can be concluded that *New Interface HAVO 4* mainly aims to promote language items by using different activities; however, some of these tasks or exercises offer knowledge and develop attitudes about cultures. According to the results in the questionnaires, most of the Dutch teachers and students participating in this study believe that their textbook does not greatly contribute to the development of ICC (see Section 4.2.1 & Section 4.2.2). This can be due to the fact that the number of tasks and exercises which pay attention to the development of language items is greater than those ones referring to intercultural matters. Moreover, culture is not the main focus in the textbook.

4.1.4. English Book 1 (Iran)

The English textbook which is analyzed in the Iranian context is *English Book 1[79]*, published by the *Iranian Textbooks Publishing Company,* which is under the supervision of the Ministry of Education in 2011 (see Section 1.3 for the reasons regarding the selection of this text-book). This book, designed for the first grade in Iranian upper-secondary education (High School), is used nationwide and was written by Iranian authors Birjandi et al.

General Organization

The cover of the book has both linguistic and cultural perspectives. On the left side, four English letters can be seen which stand for the four main language skills (Speaking, Reading, Writing and Listening), and on the right side, there is a photo of the "Sultan Mosque" in Singapore. The explanations under the photo reveal that this mosque is considered as one of the most important religious build-ings in Singapore and was constructed based on Persian, Moorish and Turkish architecture, which is known as the Islamic style. This is the first place where a cultural aspect is presented in this textbook since it refers to two big-C cultural features, religion and architec-ture. In addition, it introduces a tourist attraction in Singapore, where English is spoken as one of the official languages. On the whole, the information presented mostly considers the local culture of the students both in terms of religion and architecture because it shows a religious building with Islamic architecture.

At the beginning of *English Book 1,* a preface in Persian is provid-ed for the teachers in order to clarify the structure and objectives of each section as well as the perspectives of the department responsible for designing the English textbooks in Minis-try of Education. No orientation page is included for the students to describe the ways they can use the textbook.

The table of contents consists of six general sections:

---

[79] Birjandi, P., Soheili, A., Norouzi, M., & Mahmoudi, Gh. (2011). *English book 1*. Iranian Textbooks Publishing Company.

- Review exercise (1)
- Nine lessons
  - The topics of reading passages
  - The grammar points presented in each lesson
- Review exercise (2)
- Key to phonetic symbols
- Irregular verbs
- Word list

Content of the Textbook

As mentioned above, this textbook contains six sections, each of which will be described briefly in the following:

Review Exercise (1)

This section (pp. 1-6) is concerned with a number of questions in the form of short answers, making sentences/questions, and cloze test which aims at reviewing the grammar points taught at lower-secondary school level.

Nine Lessons

There are nine lessons in this textbook which compromise a short passage, grammar rule, pronunciation, vocabulary, and the related exercises. Each lesson has the following parts:

- New words (Part A)
- Reading (Part B)
- Comprehension (Part C)
- Speak out (Part D)
- Write it down (Part E)
- Language functions (Part F)
- Pronunciation practice (Part G)
- Vocabulary review (Part H)
- Vocabulary (Part I)

The first section of each lesson is "New Words" (e.g. pp. 7, 20, 34, etc.) which aims to make the students familiar with the new vocabulary presented in the reading passages. These new terms are introduced to the students using pictures in the form of drawings and some short sentences. In order to practice the words, the students are supposed to answer a few questions which follow the sentences. At the end of this section, there is an exercise (e.g. pp. 10, 23, 35, etc.) in the form of matching pairs or filling the blanks which helps the students to practice the new words.

There are 9 didactic reading passages in *English Book 1* which have not been taken from authentic sources. These texts are in the form of a short story. Right after the reading passages, there are some comprehension questions (e.g. pp. 12, 25, 37, etc.), mostly in the form of short answers, multiple choice, and true/false items. These comprehension sections aim to check the students' understanding of the reading passages.

The next part, called "Speak out" (e.g. pp. 13, 26, 38, etc.), deals with the introduction of grammar points in the lessons. The rules are presented in small boxes the first, then the students practice these structures orally using different exercises in the form of repetition, substitution and transformation.

The "Write it down" section (e.g. pp. 16, 29, 42, etc.) offers some exercises for the production of the grammar points learned in the form of writing some simple sentences. The aim is to practice the new structures learned orally in "Speak out" via writing some short sentences. Part F is "Language Function" (e.g. pp. 16, 30, 43, etc.), which familiarizes students with some functional sentences and phrases used in different situations like "on the phone", "introducing a friend", "asking about someone's family", etc. This part is the only section of the book which focuses on pair-work activities. The other exercises are mostly concerned with individual work and whole class activities.

In "Pronunciation Practice" (e.g. pp. 17, 31, 43, etc.), the phonetic symbols and sounds are taught to the students using repetition exercises. The students are supposed to listen to their teachers and repeat the words which contain the vowels and diphthongs. Thus, the teachers are the sole providers of knowledge to the students; however, in the preface to the teachers, it is mentioned that the book has an audio CD for teachers.

Part H and I are "Vocabulary review" (e.g. pp. 18, 32, 44, etc.) and "Vocabulary list" (e.g. pp. 19, 33, 44, etc.), concerned with the new words in each lesson. Part H focuses on practicing the new words in each lesson using different types of exercises like filling in the

blanks, true/false, matching pairs, writing short sentences, describing the pictures, etc. Part I contains nouns, verbs, expressions, adjectives, and adverbs which are presented in each lesson. Those words which have been mentioned in the reading passage are marked by asterisks for the students. No Persian translation or no specific definition in English are provided for the students in this part. The teachers usually translate these words and expressions into the students' mother tongue.

Review Exercises (2)

After the lessons, there is a part (pp. 117-120) for reviewing the grammar rules which have been taught in the textbook so far. The organization and types of exercises in this section are similar to the "Review exercises (1)" at the beginning of the book.

Key to Phonetic Symbols

This section (p. 121) is concerned with a list of phonetic symbols which makes the students familiar with the vowels, diphthongs and consonants in English. For each of these sounds some examples are also provided.

Irregular Verbs

This section (pp. 122-123) is a list of the most common irregular verbs in English.

Wordlist

The new words of each lesson are presented in an alphabetical order in this part (pp. 124-130). No definition, pronunciation pattern or translation is given to the students in this section.

4.1.4.1. The Analysis of the General Characteristics of the Textbook

Having described the general structure of the textbook, in the following section, *English Book 1* will be analyzed linguistically based on the 21 questions (in the form of statements) mentioned in the "General Characteristics" part of the checklist (see Appendix A). To this end, two steps will be carried out: (1) the existence of the components will be checked against the items presented in the checklist and (2) those items which need to be explained in detail will be discussed further. Such items will be marked with an asterisk.

In the following table, the existence of the every individual item is displayed clearly.

No.	General Characteristics	Yes	No
1	The cover of the textbook is designed based on a cultural point of view.	✔*	
2	The cover of the textbook is designed based on a linguistic point of view.	✔*	
3	There is an informative orientation page.	✔*	
4	The textbook has a complete and detailed table of contents.		✔*
5	The illustrations and pictures are varied.	✔*	
6	The illustrations and pictures are colorful.		✔
7	Vocabulary is presented in context.		✔*
8	Vocabulary list or glossary is included.	✔*	
9	Grammar points are arranged systematically graded from simple to complex.	✔*	
10	The textbook provides a balance of five language skills (reading, writing, speaking, listening and mediating).		✔*
11	The textbook includes sub-skills (e.g. skimming, scanning, note taking, etc.)		✔*
12	The textbook provides different class activities/exercises to practice language items and skills (e.g. multiple choice, comprehension questions, puzzles, filling the blanks, etc.)	✔*	
13	The textbook provides communicative activities to help students carry out their communicative tasks in real-life.		✔
14	The activities in the textbook are form-focused.	✔*	
15	The activities incorporate individual, pair and group work.		✔*
16	There are activities regarding pronunciation practice in the textbook.		✔
17	There are activities regarding the varieties of pronunciation in the book.		✔
18	Review sections and exercises are included.	✔*	
19	The textbook provides the translation of new words.		✔
20	There are activities regarding translation/mediation in the book.		✔*
21	The language of the textbook is authentic.		✔

Table 11. Checklist for the general characteristics of English Book 1

Like *New Interface HAVO 4*, the cover of *English Book 1* has been designed based on a linguistic and cultural point of view since on the one hand, it refers to the four basic skills in

learning a language in this case English, and on the other hand, it pictures a famous mosque in Singapore whose structure has been designed based on classical Persian architecture. The design of the cover seems to be uninteresting for the Iranian students in this study since they have chosen "Disagree" and "Strongly Disagree" options the most. Thus, the covers of the four textbooks analyzed in this study are not appealing to the students in the present sample.

With regard to the layout and design of the textbook, it should be mentioned that *English Book 1* provides no orientation page for the students as one of the actual users of it. The objectives and structure of the book are explained only for teachers. The table of contents of the book is not as clear and detailed as that of *Green Line New 6.* Therefore, like *Progress Gold A* and *New Interface HAVO 4*, the table of contents in *English Book 1* does not give a lot of information about the content. It consists of the lessons, names of the reading passages, and grammar. There are many pictures and illustrations in *English Book 1* to help the students understand the new words and the topics of the reading passages; however, these pictures are only in the form of black and white drawings. No real photo or picture of real people or environments is used in this textbook. Lack of the inclusion of real pictures may make the lessons uninteresting and unappealing to the eyes of the students. Real photos and pictures can help the students to relate themselves to the real world and people and understand the concepts discussed in the textbook better. Generally speaking and unlike European teachers, the majority of the Iranian teachers participating in this study have a negative view towards the organization and layout of their textbook (see Section 4.2.1). The only items related to this topic of which the Iranian teachers hold a positive view is the understandability of the examples and explanations.

Vocabulary in *English Book 1* is presented mostly in semi- and decontextualized ways. As mentioned before, new vocabulary in this textbook is introduced in a separate section to the students using semi-contextualized techniques, such as visual imagery as well as one or two sentences which create some degree of context. Furthermore, in order to review these words, one section in the form of a vocabulary list in every lesson and one glossary at the back of the book are provided for the students, which can be considered as a decontextualized presentation of vocabulary; however, unlike the three other books in Germany, Sweden and the Netherlands, no translation is given to the students in this book. This book is more or less similar to *New Interface HAVO 4*, which uses semi- and decontextualized techniques

for vocabulary instruction. According to the results of the student questionnaires, it seems that *English Book 1* is not helpful for the Iranian students in this study in terms of learning new words (see Section 4.2.2).

The grammar structures in this textbook have mostly been arranged according to their level of difficulty from simple to more complex in the lessons (see also the results of the Iranian teachers in this study, most of whom believe that the grammar is presented in a logical order from simple to difficult concepts). It should be mentioned that like the other books analyzed in the present research, grammar rules are taught deductively by providing the students with the rules and then related examples (e.g. pp. 51, 73, 84, etc.) (see also the Iranian teachers' opinions in the questionnaires, where most of them confirm the deductive way of presenting grammar in this textbook). The main difference between *English Book 1* and the other three books in terms of grammar is that the structures are presented and practiced in the body of each lesson, so in this sense, the grammar is treated as one of the main parts of the lessons. Moreover, there is no section in the book which provides the students with the explanations of the rules. Another important issue is that the teachers' guide for grammar instruction is presented in the body of the lessons in the form of a small box under the heading of "To the teacher" (e.g. pp. 76, 86, 98, etc.). Based on the findings in the student questionnaires, it seems that this way of grammar instruction is interesting to the Iranian students in this study since they hold a positive position towards item 4 in their questionnaires, which is related to learning grammar. The modal verbs and perfect tenses are among those grammar structures which *English Book 1* has in common with the other three books.

There is no balance in the presentation of language skills and their sub-skills in *English Book 1*. The focus of this textbook is mainly on the reading skill; however, no attention is paid to the development of its different sub-skills, such as skimming, scanning, extensive reading, etc. Listening and mediating skills are completely ignored in this textbook, and with regard to speaking and writing skills, there are only some activities in the form of substitution, repetition, transformation and writing short sentences in order to practice the language forms and structures. Thus, on the whole, it can be concluded that this textbook has been designed for teaching vocabulary and grammar through some short texts and exercises. The responses provided by the Iranian teachers in the present sample reveal that this book mostly focuses on the reading skill (see also the student questionnaires, where the

majority of the Iranian students participating in this study believe that their textbook helps them in the development of their reading competence). All of the Iranian teachers also confirm that their textbook does not pay attention to sub-skills.

With regard to the activities, *English Book 1* includes mostly different types of exercises (e.g. short-answer questions, true/false, multiple choice questions, matching exercises, filling the blanks, ordering the sentences, completion, substitutions, repetitions, replacement, making sentences, describing the pictures) rather than tasks since it mostly focuses on the development of students' linguistic abilities. As a result, form-focused activities are presented in this textbook in order to practice the language. The pragmatic and situational concepts are briefly presented in the "Language Function" sections of the book; however, the activities following these parts deal mainly with repetition and the use of the correct form. Thus, it can be concluded that these activities are also exercises with linguistic and semantic aims. These forms of exercises and drills (e.g. pp. 63, 73, 75, 85, etc.) are mostly found in those books which are designed on the principles of the Audio-Lingual Method, emphasizing pattern practice and rote learning. The exercises used in *English Book 1* are not interesting to most Iranian students in this sample, as determined by their responses in the questionnaires. This may be due to the fact that the exercises have routine patterns which are repeated in different lessons. Moreover, they mostly focus on form rather communication, which may be boring for the students. In this sense, their opinions are similar to their German and Dutch counterparts who believe that the activities in their textbooks are not especially interesting.

Considering the last issue discussed here, as mentioned previously, there are some exercises for practicing the sounds and diphthongs in the lessons in *English Book 1*. Although this book includes some exercises for pronunciation work in each lesson, it is rather interesting that the majority of the Iranian teachers in the present study disagree with the existence of such exercises in this book. This may be due of the fact that in the pronunciation sections the teacher introduces some sounds to the learners and they are then asked to categorize a list of words according to the sounds presented; thus, the Iranian teachers in this study may feel that these kinds of exercises are not sufficient and detailed enough for working on pronunciation. Furthermore, since the teachers themselves are the providers of the sounds without any authentic audio materials, they may think that this way of practicing cannot be helpful for the students.

To sum up, it can be concluded that *English Book 1* mostly focuses on the presentation of vocabulary and grammar through some short reading passages and form-focused activities (see also Razmjoo (2007), Azizfar, Koosha, & Lotfi (2010), Ghorbani (2011) and Talebinezhad & Mahmoodzadeh (2011), who reveal the same results). No attention is paid to the development of speaking, listening and writing competences (see also the studies of Razmjoo (2007), Gorbani (2011) and Zohrabi, Sabouri, & Behroozian (2012), which show the same results). The results of the teacher questionnaires and interviews show that most of the Iranian teachers in this study are not satisfied with their textbook in terms of its general characteristics and linguistic aspects (see Section 4.2.1 & Section 4.3). These teachers mostly think that their textbook has boring and outdated texts, simple grammar, a low language level, as well as no CD and workbook for the students (see also Ghorbani (2011) and Zohrabi, Sabouri, & Behroozian (2012) who confirm these problems with Iranian English textbooks). In spite of these shortcomings, it seems that most of the Iranian students in this work are happy with the linguistic aspects of their textbook (see also the results of Abbasian & Hassan Oghli's (2011) and Abbasian & Malmeer's (2012)) studies, where they indicate the same contradictory opinions between a group of Iranian teachers and students towards their English textbooks). This may be due to the fact that they mostly participate in private language institutes where they learn English at a higher level. Thus, they can work with this textbook easily, giving them a feeling of satisfaction.

4.1.4.2. The Analysis of the Cultural Characteristics of the Textbook

In this section, the textbook is analyzed from a cultural point of view using two coding schemes for the description of the cultural content of the textbooks. As a result, some information regarding the texts of the book is first presented, and the tasks are then analyzed in terms of the development of ICC based on the checklist. Table 4 (see Appendix E) indicates the content of the texts, their writers, and their cultural aspects in detail.

According to the results obtained from the textual analysis, *English Book 1* consists of nine texts in the form of short stories which are not authentic. No author or sources are specified for these texts. According to the coding schemes and the issues presented in the checklist designed for the textual analysis of the coursebooks, six reading passages out of nine can be considered as culture-specific reference texts since they have a very slight reference to the cultural topics according to the big-C and small-c classification. However, it

should be noted that these texts cannot be marked as authentic texts. They are passages prepared for didactic purposes and provide some limited knowledge concerning cultural issues. In other words, since the aim of *English Book 1* is neither integrating language and culture nor culture teaching, it can be concluded that the aim of these reading passages is not to focus on culture but rather to present the new vocabulary and structures of each lesson. This idea is also confirmed by most of the Iranian teachers in this study, who believe that this book is very weak in terms of culture teaching (see Section 4.2.1 & Section 4.3). The cultural references which exist in the texts are mostly related to the big-C aspects like introducing famous people and religion. Graph 13 displays the cultural references in this book clearly.
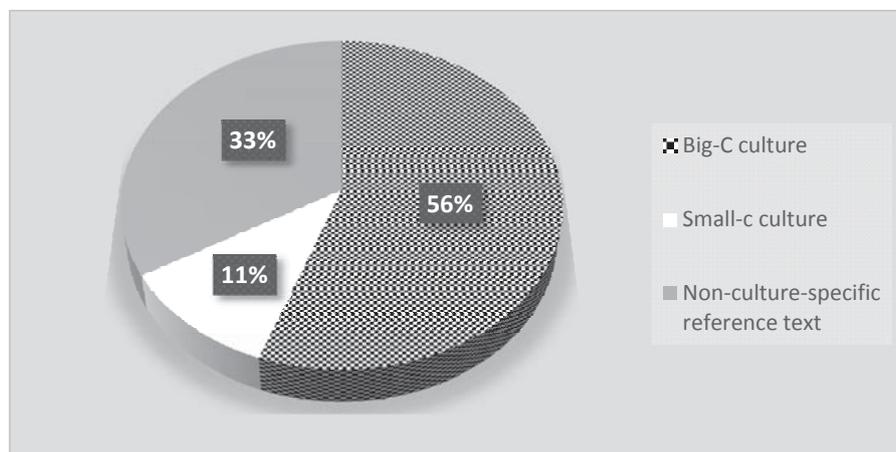
Graph 13. Cultural references in the texts of English Book 1

These topics are as follows:

Big-C culture (see Appendix E for the examples)

- Famous people (scientist and pedagogue)
- Language
- Religion

Small-c culture (see Appendix E for the example)

- Proverb

The lack of cultural topics is also confirmed by the majority of Iranian students and teachers, as determined by their responses in the questionnaires and interviews.

"The Kindergarten Man" in lesson one (p. 11) is a passage about Friedrich Fröbel, a German pedagogue and the founder of the kindergarten. The short passage includes some information about this German educator's childhood and his reasons for establishing the kindergarten. Regarding the discussion of culture, this text provides some superficial information about an educator who comes from Germany, where English is not spoken as the first language. Thus, the focus is not on presenting a cultural aspect in the target countries, but on introducing an educator from another country outside the English speaking world. Providing knowledge of famous people such as scientists, poets, educators, writers, etc. is related to the notion of big-C culture.

The second reading, "Funny Farmhand" (p. 24), talks about monkeys which help the farmers in picking up coconuts. This text belongs to non-culture-specific reference text since no specific reference to a country and its culture can be seen in this passage. There are some general references, such as "in some countries they [monkeys] are farmhands. They help farmers. These monkeys live in the jungles of hot lands.", but no specific countries are mentioned as examples of these "hot lands" or countries where the monkeys help the farmers in such jobs.

The third passage (p. 36) is an anecdote about Issac Newton, an extremely well known British scientist. This story highlights Newton's absent-mindedness regarding small matters while thinking about his scientific work as one of his personal characteristics. Therefore, this passage can be classified as a culture-specific reference text which introduces a scientist from England as the target country. The focus again is on famous people, categorized as big-C culture.

The reading passage in lesson five (p. 61) includes two short stories concerning the importance of learning a foreign language. They are about a Frenchman traveling to America and two Americans traveling to Spain facing problems in ordering food in a restaurant. Generally, this reading can be classified as a culture-specific reference text since it focuses on learning a language, which can be considered an important part of every culture. Moreover, it has a slight reference to bullfighting which is a traditional sport in Spain. However, as mentioned earlier in this part, there are just some small notes or references regarding culture in this book and no further explanation or information is provided for the students; thus, it can be concluded that the focus is not on teaching culture.

The sixth reading passage (pp. 71-72) is a story about a Scottish inventor and mechanical engineer, James Watt, whose fundamental work in building the steam engine is considered an essential feature of the industrial revolution. This passage, which is categorized as a culture-specific reference text refers again to a famous person in Scotland as an English speaking country.

In another reading passage (p. 92), a short story is presented which can be related to one of the common Persian proverbs. The origin of this story is not clear since it can be found in other contexts such as Jewish[80] and Arabic short stories as well; however, the theme refers to a Persian proverb which has been derived from a verse by a famous Persian poet—Sa'adi. This proverb, *Clothes don't make the man*[81], implies that we should not judge people merely by their appearance. Thus, this passage has an indirect reference to a feature in the small-c category of the students' local culture, which classifies it as a culture-specific reference text.

The last reading passage in this book (p. 104), about the prophet of Muslims, can be considered a culture-specific reference text since its focus is on religion (see also Ahmadi (2013) on the attention of Iranian English textbooks to religious subjects). Based on the categories in this study, religion is a cultural aspect referring to big-C culture in each country. Since the majority of Iranians are Muslims, this text can be considered as a reference to the local culture of the students, introducing the life of their prophet.

Generally speaking, the Iranian textbook has 145 exercises, of which 12 can be considered among those exercises which provide limited cultural information to the students (see Graph 14).

---

[80] Chosen Tales: Stories Told by Jewish Storytellers edited by Schram (2009)

[81] تن آدمی شریف است به جان آدمیت *** نه همین لباس زیباست نشان آدمیت
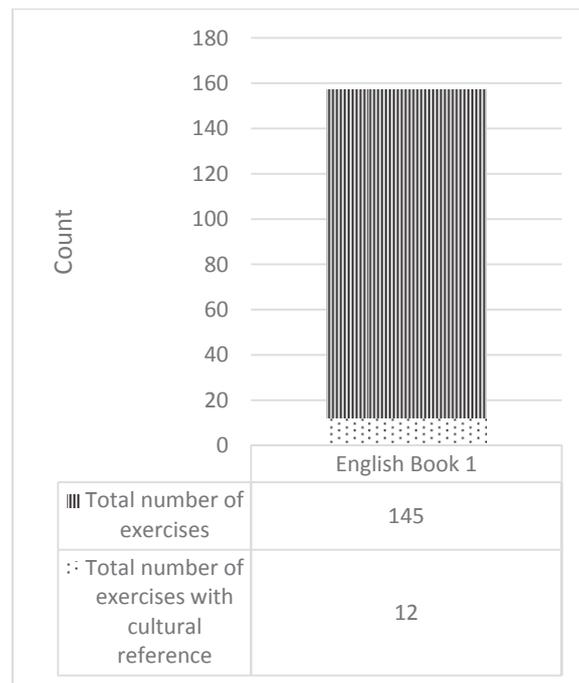
Graph 14. Exercises in English Book 1

These 12 exercises are mainly the comprehension questions after those texts which contain some information with regard to big-C culture. Thus, based on Byram's model of ICC and the categories for the cultural analysis of tasks and exercises, *English Book 1* does not promote intercultural communicative competence, and the exercises accompanying some of the reading passages offer superficial cultural knowledge to the students. In the following, two examples of these exercises are provided:

C. Comprehension

I. Answer these questions orally.
1. When was our Holy Prophet born?
2. Was he from Mecca?
3. What did people call our Prophet?
4. What did he begin to do at the age of 40?
5. Did all the people in Mecca accept his words?
6. Why did he leave his hometown?
7. Did people in Medina welcome him warmly?

II. True or False?
—— 1. The Prophet taught man to do good.
—— 2. Our Prophet was born in the sixth century.
—— 3. He began to preach Islam in Medina.
—— 4. People in Mecca admired the Holy Prophet.
—— 5. The Holy Prophet left Mecca to preach Islam.
—— 6. The people of Mecca admired and worshiped the One God.
—— 7. Those who worshiped idols were not the Prophet's friends.
—— 8. People in Medina welcomed the Prophet warmly.

Image 35. English Book 1, p. 105 (Giving factual knowledge)

IV. Write complete answers.
1. Where did Friedrich Froebel live?

----

2. When did his mother die?

----

3. What did he do at school?

----

4. Why didn't Froebel like his books?

----

5. Why is a kindergarten a happy place for children?

----

6. What did Froebel do?

Image 36. English Book 1, p. 13 (Giving factual knowledge)

Although there are six reading passages in this textbook which provide the students with very limited and shallow information about some cultural issues, one can hardly say that *English Book 1* gives cultural insights to the students, especially in the case of the target cultures, i.e. British and American, since the aim of this book is not to teach culture, but rather to promote linguistic knowledge in terms of grammar and vocabulary. With regard to the local culture of the students, aside from the texts about the Persian proverb and the holy prophet, some aspects such as Iranian currency, Persian and Arabic names for the people, the appearance of women and girls, Persian calendar, street signs, school names, Persian

orthography, map of Iran, cities and geographical information, traditional and modern way of serving food, and praying are presented in the pictures and lexical or grammatical items of the exercises. The pictures in the following can show these examples clearly:
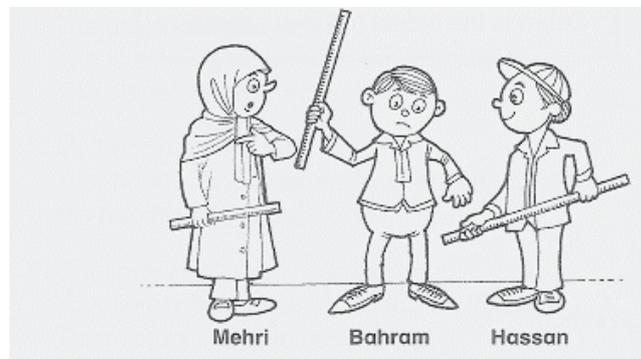
Image 37. English Book 1, p. 49 (Persian and Arabic names)
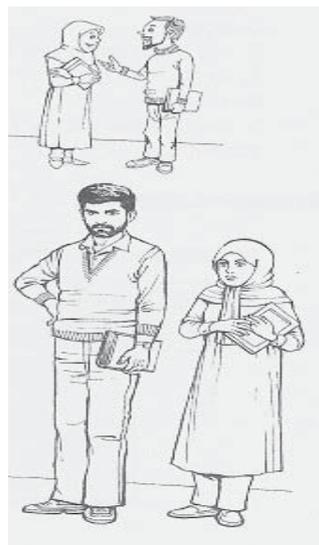
Image 38. English Book 1, p. 40 (The appearance of women and girls)

Image 39. English Book 1, p. 2 (Street signs in 2 languages/The name of a famous Persian poet)

2. Whose book is it?

It _____ .

Image 40. English Book 1, p. 29 (Persian orthography)

8. We **worship** God*.
Do Muslims worship God*?
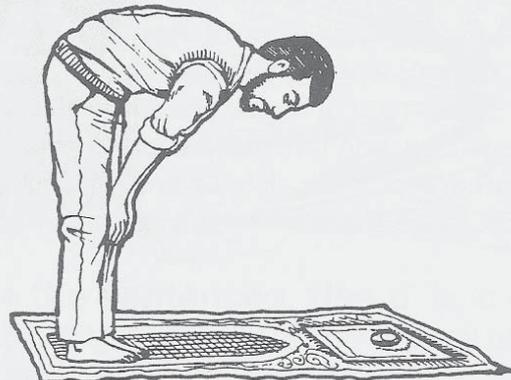
Image 41. English Book 1, p. 103 (Praying, Religion)

7. How much is the coat?

Image 42. English Book 1, p. 2 (Persian currency)

12. What do you see in the picture?
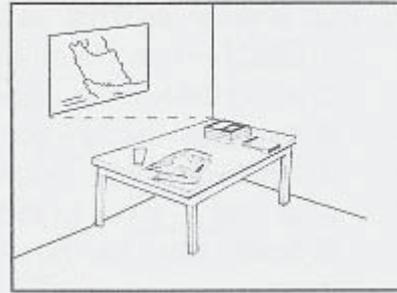
Image 43. English Book 1, p. 3 (Map of Iran)

6. The host **passed** the food to the guest.
   What did the host do?
   What did the host pass to the guest?

Image 44. English Book 1, p. 91 (Traditional way of serving food in Iran)

IV. Read the paragraphs and complete the sentences. The number of the paragraph is given.

1. There are many _____ countries in Asia. (2)
2. Persian farmers _____ a lot of rice in the North. (2)
3. Could you please _____ me with my English? (1)
4. There is a small cat in the _____ of the house. (4)
5. He'll take an exam tomorrow. He must stay awake _____ tonight.(5)

Image 45. English Book 1, p. 26 (No. 2: Agriculture in Iran)

Speaking 3
Change the following sentences with the words given.

Example: Reza, Ali and Javad are **hungry** boys. (Javad)
Javad is the hungriest.

1. Tabriz, Isfahan and Kerman are **old** cities. (Isfahan)
2. Tehran, Kashan and Abadan are **hot** in summer. (Abadan)
3. Pari, Zahra and Susan are **tall** girls. (Susan)
4. The ruler, the pen and the pencil are **long**. (ruler)
5. The kitchen, the bedroom and the sitting room are **hot** in summer.
   (the kitchen)

Image 46. English Book 1, p. 51 (Nos. 1 & 2: Cities in Iran)

B.
1. He has a bicycle. He bought it in 1365.
   He has had a bicycle since 1365.
2. She teaches English. She became a teacher in 1350.
   She has taught English since 1350.
3. They are good friends. They met in May.
   They have been good friends since May.
4. Mr Taban lives in Tabriz. He went there in Mehr.
   Mr Taban has lived in Tabriz since Mehr.

Image 47. English Book 1, p. 109 (Nos. 1 & 4: Persian year and month)

Although Persian and Arabic names used in Iran are the dominant names for the characters in *English Book 1*, English names can also be seen in some pictures and exercises. Moreover, there are a few examples regarding the months based on Georgian calendar, names of cities or countries (e.g. London, United States, England, Japan, Turkey, etc.), units of measurement, and also a map of Germany.

2.

Jane is short.
Rose is shorter than Jane.
Ann is the shortest.

Ann   Rose   Jane
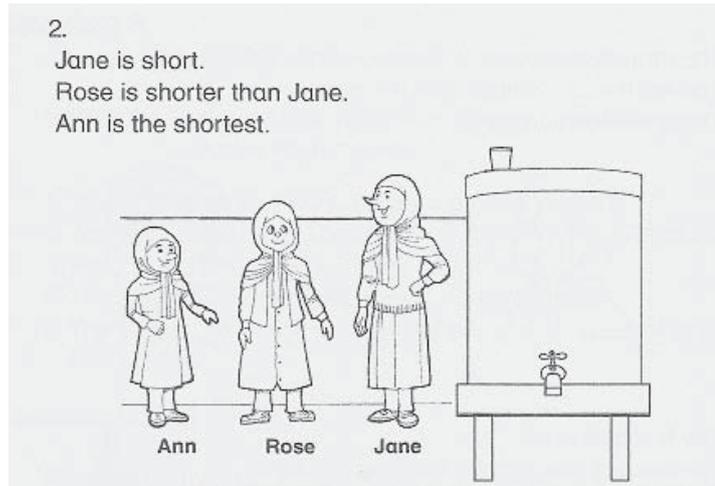
Image 48. English Book 1, p. 49 (English names)

Speaking 2

Combine these sentences. Follow the model.
Model: This ruler is long. That ruler is long.
This ruler is as long as that ruler.
1. This man is fifty years old. That woman is fifty years old.
2. This car is small. That car is small.
3. Reza is six feet tall. Javad is six feet tall.
4. These shoes are size 36. Those shoes are size 36. (large)
5. This dictionary has many pages. That book has many pages. (large)

Image 49. English Book 1, p. 39 (No. 3: American units of measurement)

Writing 2

Complete these sentences. Follow the model.

Model: Tehran is **bigger than** Shiraz. (big, small)

1. Winter is ------------------ autumn. (hot, cold)
2. English is ------------------ Chinese. (easy, difficult)
3. My grandfather is ------------------ my father. (young, old)
4. A watch is ------------------ a pen. (expensive, cheap)
5. Iran is ------------------ England. (big, small)

Image 50. English Book 1, p. 54 (No. 5: Names of the countries)

C. Comprehension

I. Answer these questions orally.

1. Who was traveling in the United States?
2. What did he want to eat?
3. How did he order his food?
4. How did the American order milk?
5. What did the waiter bring him?
6. Do you speak a foreign language?
7. Can you speak it well?
8. Is it difficult to learn a foreign language?

Image 51. English Book 1, p. 62 (No. 1: Names of the countries)

IV. Read the passage and complete the sentences. The number of the paragraph is given.

1. I'll never _____ your help. (1)
2. I'm sure he will never _____ his country. (2)
3. He never thinks about his _____ . (2)
4. He is going to London and will _____ with his brother for a year.(4)
5. "This book is for Mr Ahmadi."
   "He's not here now. But you can leave it _____ me." (4)
6. When is he going to _____ the book? (6)
7. I must leave now. But I'll talk to you _____ . (6)

Image 52. English Book 1, p. 38 (No. 4: Names of cities)

Image 53. English Book 1, p. 7 (Maps of Germany and Iran)

> 2. Listen to your teacher's pronunciation and repeat these sentences after him / her .
>
> A. They say they'll take a vacation.
> B. They stayed eight days in May.
> C. They say it may rain in April.

Image 54. English Book 1, p. 78 (B & C: Georgian month)

In summary, the textual analysis of *English Book 1* with regard to the 34 items in the cultural part of the checklist as well as dimensions of ICC and their objectives in the tasks (see Appendix A) reveals that the concept of teaching culture is not the main focus in this book (see also Aliakbari (2004), Poorebrahim (2012), Khajavi & Abbasian (2011), and Rimani Nikou & Soleimani (2012) who confirm the weak presentation of culture and intercultural issues in Iranian English textbooks). The texts are didactic passages which are not taken from the English speaking world. Although there are slight references to some aspects of British and Persian cultures in the passages and some of the exercises, they are mostly concerned with teaching language items, especially vocabulary and grammar (see also the result of the Iranian teachers' open-ended questions and interviews, where they maintain that this textbook does not follow a cultural point of view). Concerning the native culture of the students—Persian culture—it should be mentioned that there are some slight references to this concept in some of the pictures and fragments in the exercises. For this reason, most of the Iranian students in this study think that their textbook pays attention to their own culture and way of life (see Section 4.2.2). However, they believe that this textbook does not compare their culture with others. On the whole, neither Iranian teachers nor students are satisfied with their textbook from the cultural point of view, and they believe that it does not pay attention to the development of ICC at all (see Section 4.2.1 & Section 4.2.2).

Having evaluated and analyzed the textbook, in the following sections the results of the teacher questionnaires and interviews as well as the student questionnaires will be presented in detail using different tables and graphs.

4.2. The Results of the Questionnaires

As mentioned before in chapter 3, both teacher and student questionnaires contain two sets of items: those items which investigate the respondents' ideas about general characteristics of their textbooks, and those ones which refer to the cultural and intercultural issues in their textbooks. Items 1-25 in the teacher questionnaire and items 1-10 in the student questionnaire (see Appendix B) deal with the ideas of the participants regarding the general characteristics of their textbooks, which are mostly related to the linguistic features. These items therefore try to elicit the subjects' opinions regarding cover and layout, topics, pictures, presentation of grammar, vocabulary, pronunciation, skills, sub-skills, exercises and tasks, as well as the authenticity of the language. In addition, items 26-40 in the teacher questionnaire and items 11-26 in the student questionnaire are concerned with the cultural and intercultural features in their textbooks. In the following parts, the results of both teacher and student questionnaires will be discussed in detail.

4.2.1. Teacher Questionnaire

General Point of View

In order to ask about the teachers' ideas regarding the general features of their English textbook, three types of items were used: (A) Likert scale (items 1-13), (B) Yes/No (items 14-19), and (C) Checklist format (items 20-25). The results of each part will be presented as follows:

Part A: Likert scale format (items 1-13)

Table 12[82] shows the frequencies and percentages of the teachers' answers to item 1-13 in their questionnaire.

---

[82] The highlighted numbers in all tables show the most frequent options.

		Choices					Total
		Strongly Disagree	**Disagree**	**Undecided**	**Agree**	**Strongly Agree**	
Country	**Germany** Count	4	13	24	84	31	156
	% within Country	2.6%	8.3%	15.4%	53.8%	19.9%	100.0%
	The Netherlands Count	1	11	13	45	8	78
	% within Country	1.3%	14.1%	16.7%	57.7%	10.3%	100.0%
	Sweden Count	3	15	35	76	14	143
	% within Country	2.1%	10.5%	24.5%	53.1%	9.8%	100.0%
	Iran Count	47	42	38	41	1	169
	% within Country	27.8%	24.9%	22.5%	24.3%	0.6%	100.0%
Total	Count	55	81	110	246	54	546
	% within Country	10.1%	14.8%	20.1%	45.1%	9.9%	100.0%

Table 12. Frequencies and percentages for general characteristics of the textbooks, part A

According to the above table, in response to items 1-13, the majority of German (53.8%), Dutch (57.7%) and Swedish (53.1%) teachers participating in this study have selected the "Agree" option more often than the others. The Iranian teachers in this study seem to hold the opposite view on this issue, with 27.8% choosing the "Strongly Disagree" and 24.9% the "Disagree" options. Thus, it can be concluded that except for the Iranian teachers participating in this study, the other teachers agree with the linguistic contents of their textbooks. The results of the Chi-Square (x^2 (12) = 152.50, P = .000 < .05) indicate that the differences observed in Table 12 are statistically significant. Graph 15 illustrates teachers' answers to each item in these countries separately.
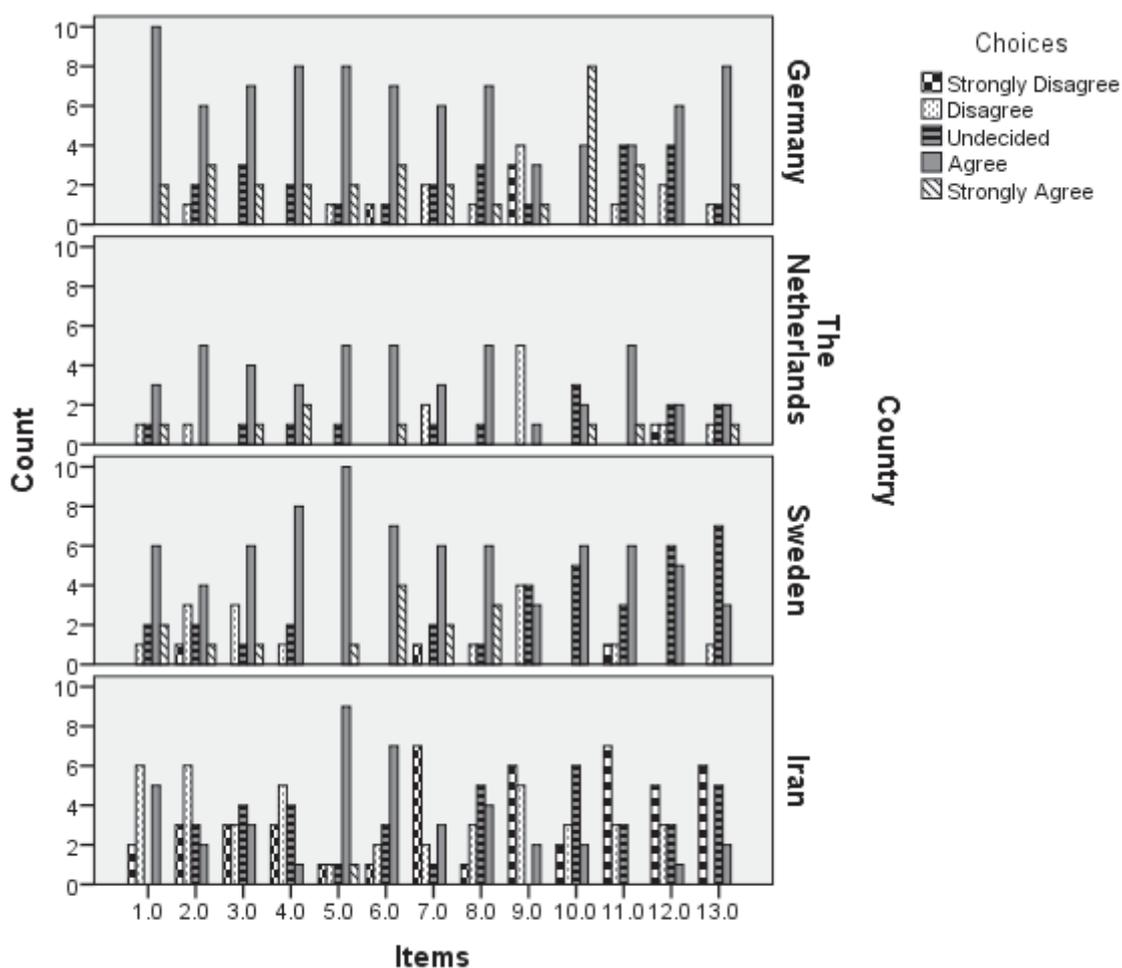
Graph 15. Frequencies of items (1-13) by choices in each country (teachers)

Based on the above graph, in most of the items (1, 2, 3, 4, 6, 7, 8, 11, and 12), the European teachers in this research hold the "Agree" or "Strongly Agree" positions; however, regarding the Iranian teachers' responses, the case is totally different. They have mostly selected the "Disagree" or "Strongly Disagree" options, and this shows their dissatisfaction with the linguistic content of their textbook (see also the results of the interviews, where the Iranian interviewees have a negative view towards the linguistic aspects of the textbook as well). Nevertheless, in response to item 8 *(The textbook presents different meaningful exercises and activities to practice language items and skills),* they have taken a neutral position. This can be justified with the findings in the textual analysis of *English Book 1*, where it was found that this textbook includes different exercises for practicing the language items; however, they are mostly form-based without any meaningful contexts. Here, Iranian teachers are undecided about this issue because they may feel that this book has different exercises, but also that they are not meaningful. Unlike this general difference between the

European and Iranian teachers' opinions about the characteristics of their textbooks in this study, they all have the same idea towards item 9, which probes the existence of pronunciation exercises in the textbooks *(The textbook includes exercises for pronunciation work)*. Responding to this item, the majority of the teachers in the present sample have selected the "Disagree" and "Strongly Disagree" options which implies that there is a lack of exercises for practicing pronunciation in the textbooks analyzed. Concerning the textual analysis, the position of the European teachers towards this issue is logical since their textbooks do not focus on pronunciation practice; however, *English Book 1* does contain some exercises for pronunciation work, and so the position of the Iranian teachers regarding this issue is perhaps surprising. Since in the pronunciation sections, the teacher introduces some sounds to the learners and then they are asked to categorize a list of words according to the sounds presented, the Iranian teachers in this study may feel that these kinds of exercises are not sufficient and detailed enough for working on pronunciation. Furthermore, because the teachers themselves are the providers of the sounds without any authentic audio materials, they may think that this way of practicing cannot be helpful for the students. As Harmer (1991: 22) states, for practicing pronunciation, it is better to expose the students to native or near-native speakers of English by listening to or watching real-life interactions and conversations.

Item 5, referring to the comprehensibility of explanations and examples in the textbook, is the only statement in this questionnaire upon which the majority of the teachers participating in this research agree. This means that the level of language used to present the explanations and example are more or less at the students' level of language proficiency, clear and easy to understand. For instance, in the case of *New Interface HAVO 4,* most of the explanations in the grammar section are in Dutch, so it cannot be a difficult task for the Dutch students to comprehend the language and explanations. In the other three textbooks, the explanations and examples for the students, especially in the case of grammar, are also presented in a simple language, in spite of using English. Concerning item 10, referring to the conformity of the textbook to the curriculum *(The textbook conforms to the curriculum)*, while German and Swedish teachers mostly agree with this idea and believe that their English textbook is matched with their curriculum, the Dutch and Iranian teachers in this study are not sure about the conformity of their textbooks to the curriculum, and finally in response to item 13 *(The teacher's manual accompanying the book is helpful)*, the majority of

the German and Dutch teachers in this sample have taken the "Agree" position, while Irani-an and Swedish respondents "Disagree" and are "Undecided", respectively.

Part B: Yes/No format (items 14-19)

As with the first part, items 14-19 in the second section of the teacher questionnaire probe the linguistic content of their textbook in the form of Yes/No statements. These items refer to the presentation of vocabulary, grammar rules, sub-skills and the usefulness of the ac-companying CD for listening activities. According to Table 13, the majority of German and Swedish teachers in this study answer positively to these items, while the Dutch teachers and Iranian teachers have taken the opposite view.

			Choices		Total
			Yes	No	
Country	German	Count	48	24	72
		% within Country	66.7%	33.3%	100.0%
	The Nether-lands	Count	17	19	36
		% within Country	47.2%	52.8%	100.0%
	Sweden	Count	39	27	66
		% within Country	59.1%	40.9%	100.0%
	Iran	Count	19	59	78
		% within Country	24.4%	75.6%	100.0%
Total		Count	124	128	252
		% within Country	49.2%	50.8%	100.0%

Table 13. Frequencies and percentages for general characteristics of the textbooks, part B

The results of the Chi-Square (x^2 (3) = 27.79, P = .000 < .05) indicate that the differences observed in Table 13 are statistically significant. Graph 16 shows the teachers' answer to each item in these countries separately.
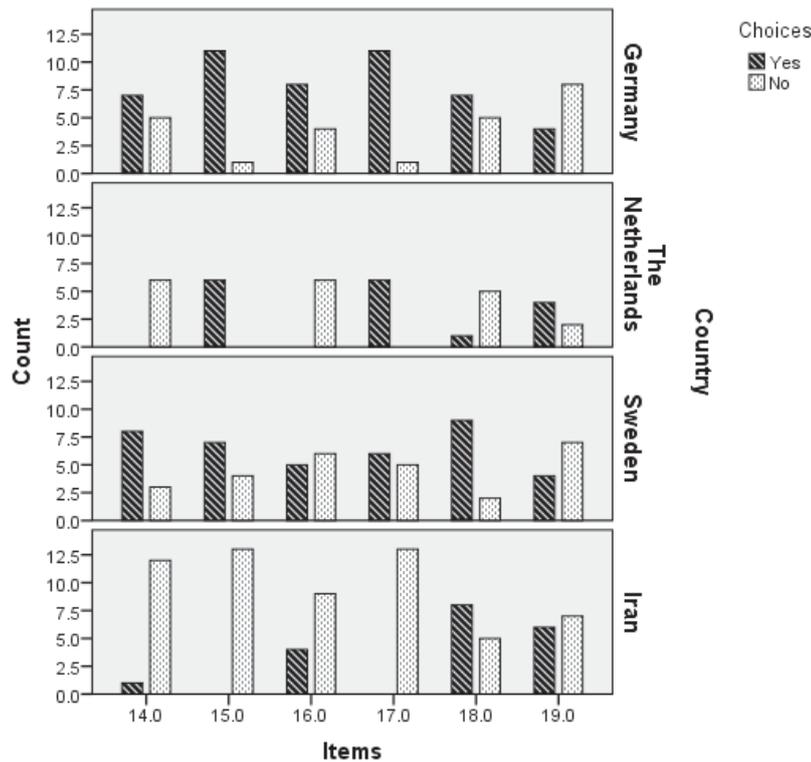
Graph 16. Frequencies of items (14-19) by choices in each country (teachers)

As is clear from the above graph, in response to item 14 which refers to the lexical differences between British and American English, the Iranian and Dutch teachers in this study have taken a negative position, while the German and Swedish respondents hold a positive attitude. It means that unlike Iranian and Dutch teachers, these two groups believe that their textbooks offer insights into such differences. This position is also confirmed by the results of the textual analysis. *Green Line New 6 and Progress Gold A* have some references to spelling and word differences in British and American English. In this way, these books make the students familiar with two varieties of English which are commonly considered as target countries in English classes to some extent. However, it is important to make the students aware of the English varieties given that English, as an international language used all around world, is spoken in different dialects by native speakers, with English varieties sometimes differing in terms of vocabulary and expressions; thus, students' awareness of these differences can help them to understand the language better and use it appropriately in different situations (see also Stelzerová, 2014).

Considering items 15 and 17, the European respondents in this study have taken more or less the same positions, while the Iranian teachers' responses indicate the lack of attention

to sub-skills and the inclusion of an audio CD in their textbook. This idea is also confirmed with the results of the textual analysis and other studies, such as Yarmohammadi (2002), Jahangard (2007), Ghorbani (2011), as well as Zohrabi, Sabouri and Behroozian (2012). Items 18 and 19 are two interesting items with regard to the participants' answers. While most of the Iranian, Swedish and German teachers in this study answer positively to item 18, which is related to the presentation of grammar in a logical manner in their textbooks, the Dutch teachers have mostly taken a negative position towards this issue. This may be due to the fact that although the grammar rules have generally been arranged according to their level of difficulty in the grammar section, their order of presentation in the body of the units in *New Interface HAVO 4* is not from simple to complex concepts (see the textual analysis of *New Interface HAVO 4* in Section 4.1.3). In response to item 19, again the Dutch teachers in this study have a different view comparing to the other teachers. They believe that new words are repeated in subsequent lessons to reinforce their meaning and use; however, the other teachers do not think that this happens in their textbook. The repetition of the new words in different lessons can have a positive effect on their acquisition. Put differently, the students can learn and memorize the vocabulary better when they come across with them in successive lessons in the textbooks. In this way, they become familiar with the meaning of the words in different contexts and collocations. With regard to the present research, ac-cording to the teachers' opinions, it seems that only *New Interface HAVO 4* observes this idea.

With regard to item 16, which is concerned with introducing new words separately with their definitions, only the majority of the German teachers believe that their textbook intro-duces the new words separately with their definitions. Based on the textual analysis, it should be mentioned that the words are introduced separately in *Green Line New 6* in the "Word bank" boxes and the vocabulary section; however, no definition is provided. The German teachers may have chosen this option because of the existence of the German translations of the words in the wordlist. The positions of the other respondents are con-firmed with the results of the analysis.

Part C: Checklist format (items 20-25)

This part contains 6 checklist format items which is also related to the linguistic content of the textbooks. In the following, for each item one graph is presented in order to show the teachers' answers in each country.

Item 20: The textbook focuses on teaching …………….......

Vocabulary ◯   Grammar ◯
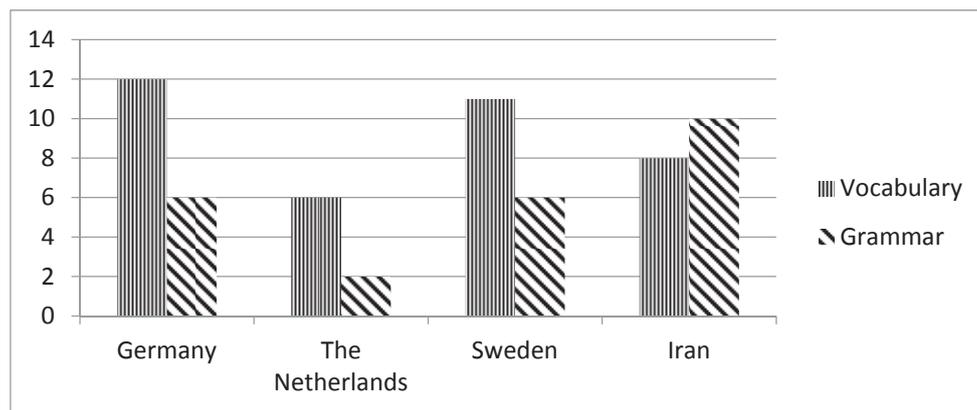
Graph 17. Frequencies of item (20) by choices in each country (teachers)

As is clear from the above graph, unlike European teachers in this study (see also the results of the interviewees, where some of the European teachers claim that their textbooks consider vocabulary the most), the Iranian respondents believe that their English textbook mostly focuses on grammar. This position of the Iranian teachers is confirmed by the textual analysis as well as the findings of other studies in this regard (e.g. Jahangard, 2007; Razmjoo, 2007; Dahmardeh, 2009; Zohrabi, Sabouri, & Behroozian, 2012).

Item 21: The textbook focuses on ………………………………. Skill(s).

Speaking ◯   Reading ◯   Writing ◯   Listening ◯
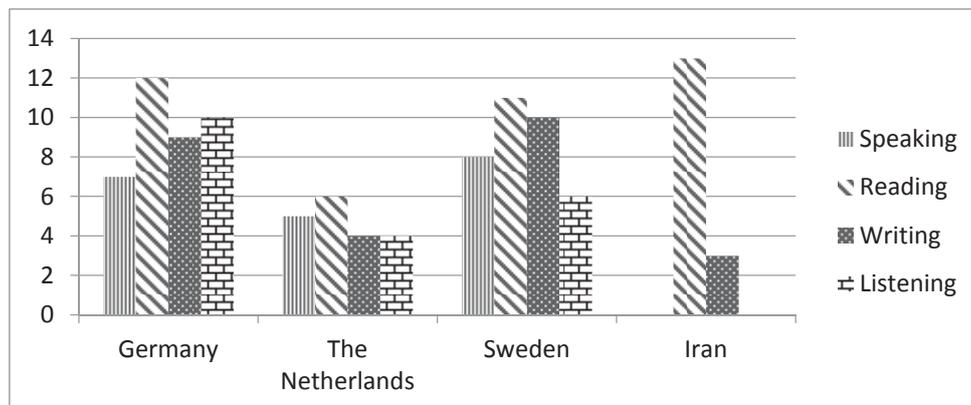
Graph 18. Frequencies of item (21) by choices in each country (teachers)

According to the Graph 18, the focus of *Green Line New 6, Progress Gold A, New Interface HAVO 4, and English Book 1* is mostly on the reading skill, as determined by the teachers' responses. However, in comparison to *English Book 1*, it seems that the other three text-books consider the presentation of all four basic skills (see also the results of the textual analysis and the teacher interviews, where the European teachers maintain that their text-books pay attention to the language skills, while the Iranian counterparts have a different opinion towards their textbook). The presentation of language skills in a balanced way is considered as one of the important issues in language programs. Put differently, successful language learning requires an integration of all basic language skills since communication occurs when all of these skills are involved together (see also Littlewood, 1981; Thaler, 2012).

Item 22: Grammar is introduced …………………..

Deductively ◯   Inductively ◯
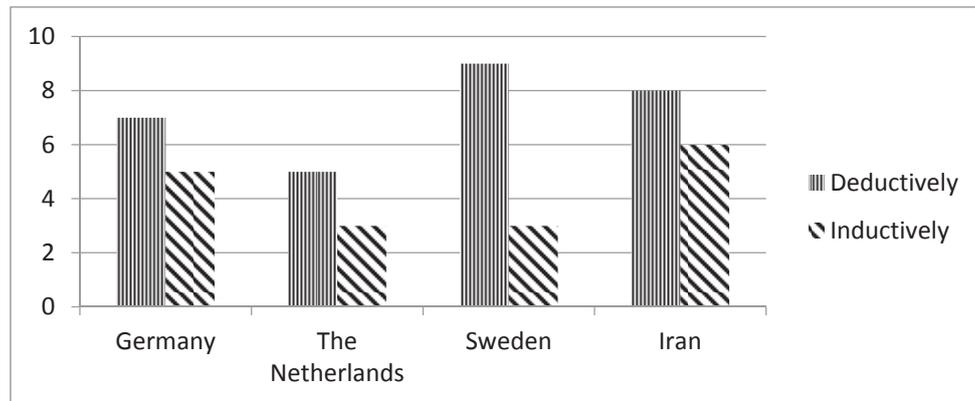
Graph 19. Frequencies of item (22) by choices in each country (teachers)

According to this graph, the teachers participating in this study mostly believe that grammar is presented deductively in their textbooks. This idea is also confirmed with the results of the textual analysis, where the explicit and deductive way of grammar instruction was depicted in the textbooks (See the sections related to the analysis of each textbook). Although the textbooks analyzed in this study present the grammar points and structures in a deductive manner using Presentation-Practice-Production model (PPP) and form-focused exercises which are not always realistic, there are some grammatical tasks in the European textbooks which aim to encourage the students to use language in real-life contexts; however, the Iranian textbook sticks firmly to PPP model of grammar instruction. Moreover, the teachers themselves can play an effective role in teaching the grammar rules regardless of the deductive or inductive ways of their presentation in the textbooks. A teacher can modify the deductive way of instruction in the textbook and teach grammar inductively applying his or her own techniques and methods.

Item 23: The activities in the book need …………………………………

Individual work ◯   Pair work ◯   Group work ◯
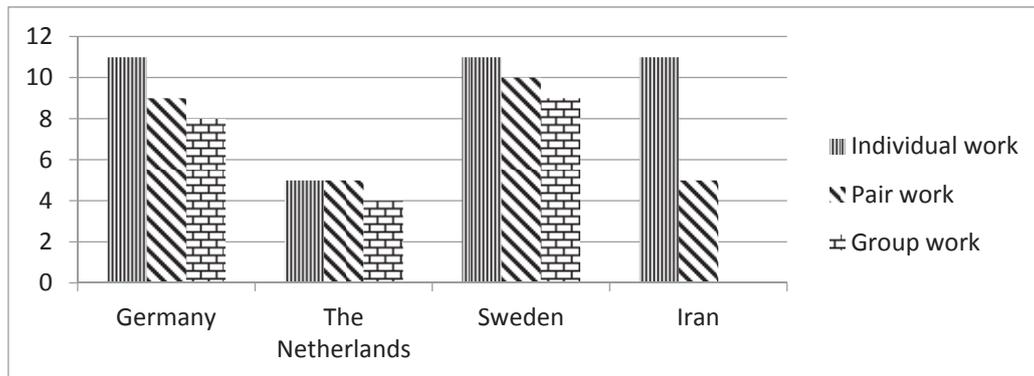
Graph 20. Frequencies of item (23) by choices in each country (teachers)

According to the responses to item 23, the European textbooks analyzed in this research are balanced in terms of the inclusion of different types of activities in the form of individual, pair and group work. However, it seems that *English Book 1* mostly focuses on individual activities (see also the results of the textual analysis, Section 4.1.4). This implies that the Iranian textbook does not consider the importance of communication or interaction in the process of learning the language.

Item 24: The textbook makes the students familiar with …………

Intonation ◯   Stress ◯   Pitch ◯   None ◯
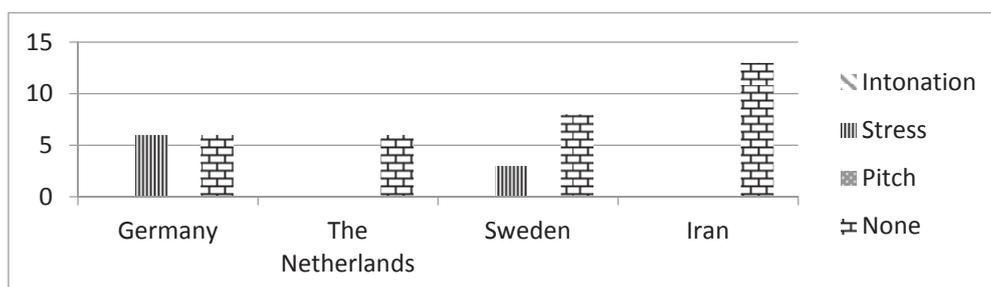
Graph 21. Frequencies of item (24) by choices in each country (teachers)

As mentioned earlier in the section related to the textual analysis, the four textbooks analyzed in this study do not focus on pronunciation work very much. This idea is evident from the teachers' responses to item 24 as well. However, some of the German and Swedish

teachers in the present research have selected "Stress" for this item which can be related to the wordlist at the back of their textbooks that presents the stress patterns of the words.

Item 25: The textbook makes the students familiar with…………… to express their ideas appropriately.

Body language ◯   Formal and informal situations ◯   None ◯
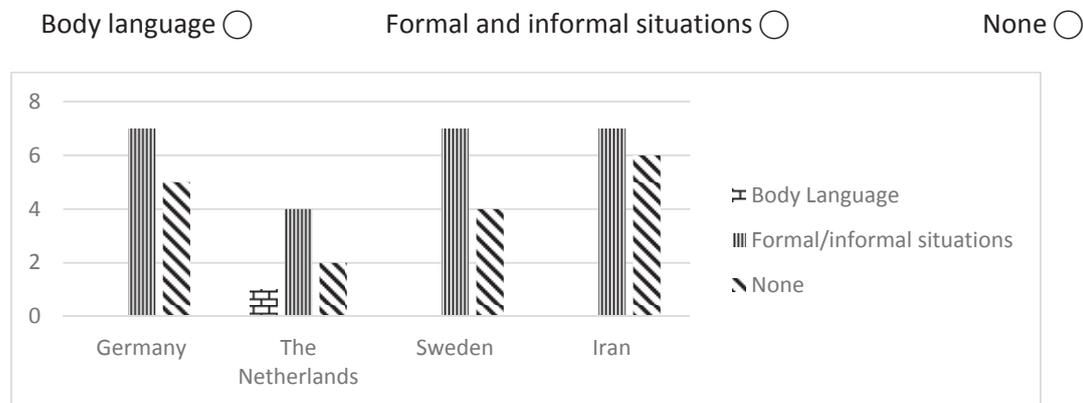
Graph 22. Frequencies of item (25) by choices in each country (teachers)

As is clear from this graph, most of the teachers in this study believe that their textbooks provide the students with information regarding the use of the language in formal and informal situations. As a result, it seems that these textbooks pay some attention to sociolinguistic competences, which refer to the appropriate use of language in different contexts and situations. However, they do not familiarize their students with the use of body language, which can be also considered one of the most influential elements in using language. In order to use a language appropriately in different social contexts, it is better to have enough knowledge of both verbal and non-verbal communication techniques. Against this background, the paralinguistic elements of speech and body language cannot be ignored. Put differently, these nonlinguistic elements, which are often culturally-bound, can have an important role in controlling and conveying the messages in interactions and conversations.

Cultural/Intercultural Point of View:

In the second section of the teacher questionnaire three types of questions were used in order to probe the teachers' ideas about the cultural issues in their English textbooks: Checklist (items 26-32), Yes/No (items 33-38), and open-ended format (items 39 and 40). The results of each part will be presented as follows:

Part A: Checklist format (items 26-32)

The questions in this part mostly refer to the big-C and small-c aspects of the culture in the target or other countries and the way these issues have been presented in the textbooks. According to the teachers' responses to item 26, the European participants in this study mostly believe that their textbooks cover a variety of topics determined by the cultural background of the students. From their points of view, students' gender is another influential factor which can be seen in the presentation of the topics in their textbooks. However, with regard to Iranian participants, the case is different since all of them think that gender has no role in selecting the topics in their textbook, and they mostly think that their textbook has a sexually neutral position towards the presentation of the topics. As mentioned earlier in chapter 2, there are different kinds of criteria for the evaluation of the coursebooks. One of them is related to the cultural appropriateness of the topics with regard to the students' age, gender, and society. This concept is among those elements which should be taken into account when designing a textbook. In the case of this study, it seems that the concept of selecting the topics based on the students' sex and cultural background is among one of the concerns in the European textbooks analyzed here. Neuner and Hunfeld (1999: 113) introduce some types of topics presented in language textbooks which can be suitable to nearly all cultures. These topics are concerned with …

- grundlegende Existenzerfahrungen (Geburt; Tod; Dasein in der Welt)
- die persönliche Identität („Ich"-Erfahrung; persönliche Eigenschaften)
- die soziale Identität im privaten Bereich (die private Gemeinschaft, z. B. Familie: „Wir"-Erfahrung)
- die soziale Identität im öffentlichen Bereich (z. B. Nachbarschaft, Gemeinde, Staat usw. : „Sie"-Erfahrung)
- Partnerbeziehungen (Freundschaft; Liebe: „Du"-Erfahrung)
- Behausung (Haus; Heim)
- die Umgebung jenseits der privaten Sphäre (Umwelt; Natur; Zivilisation usw.)
- Arbeit (Unterhaltssicherung)
- Erziehung (Werorientierung in einer Gemeinschaft)
- Versorgung (Nahrung; Kleidung usw.)
- Mobilität (Raum-Erfahrung; Verkehr usw.)

- Freizeit/Kunst (zweckfreie Lebensgestaltung)

- Kommunikation (Benutzung von Zeichensystemen Medien)

- Gesundheitsfürsorge (Gesundheit; Krankheit; Hygiene)

- Norm- und Wertorientierung (ethische Prinzipien; religiöse Orientierung usw.)

- Zeitlich-historische Erfahrung (Vergangenheit; Gegenwart; Zukunft)

- Geistige und seelische Dimentionen (Selbstreflexion; Vorstellungskraft/Phantasie; Erinnerung; Emotionen usw.)[83]

Some of these topics, such as social identities in private life, relationships, the external world, education, mobility, communication and use of media, health, norms and approaches to norms, and chronological and historical experiences are presented in the texts of these four textbooks, especially the European ones (see also the results of the student questionnaires, where apart from the Dutch students, most of the German, Iranian and Swedish students in the present study think that the topics in their textbooks are interesting for them).

Concerning items 27 and 28, most of the European teachers participating in this research think that the cultural aspects of England, America (the US) and other countries have been presented positively in their textbooks. It means that from these teachers' points of view, their textbooks present cultural attributes of the countries in a positive way. The results of the textual analysis reveal that although the European textbooks in this study present the positive aspects of the cultures, they also show the uncomfortable social realities, such as crime, poverty, racism, etc., in different countries and even sometimes take a neutral or touristic view towards the cultures. Therefore, these textbooks do not picture a unilateral

---

[83] • Fundamental existence (birth or death)
• Individual identities (the self and the personal)
• Social identities in private life (family, "we")
• Social identities in the social sphere (neighbors, group identities, nation and the state)
• Relationships (friendships, love, and "you")
• Housing (home and housing)
• The external world (environment, nature, and civilization)
• Work life
• Education
• Needs (nutrition and clothing)
• Mobility (deportation and tourism)
• Free time activities (hand crafts)
• Communication and the use of media
• Health (illness and hygiene)
• Norms and approaches to norms (ethics, norms, religion, and values)
• Chronological and historical experiences (the past, present, and future)
• Mental and psychological processes (cognitive psychological processes, self-reflexivity, dreams and fantasies, the emotional) (Arkian's translation, 2008:6).

image of the countries in a positive or negative way, which can be considered as a good point. For this reason, teachers may feel that the textbooks present the cultural aspects in the countries positively and unbiasedly. In contrast, Iranian teachers have mostly selected the option "None" for items 27 and 28. This implies that their textbook does not focus on the presentation of the cultural attributes in different countries. This idea is also confirmed by the results of the textual analysis, where it was found that *English Book 1* is not con-cerned with teaching culture (see also the findings of the Iranian interviewees in the inter-view section). The teachers' responses to these three items can clearly be seen in the fol-lowing graphs.
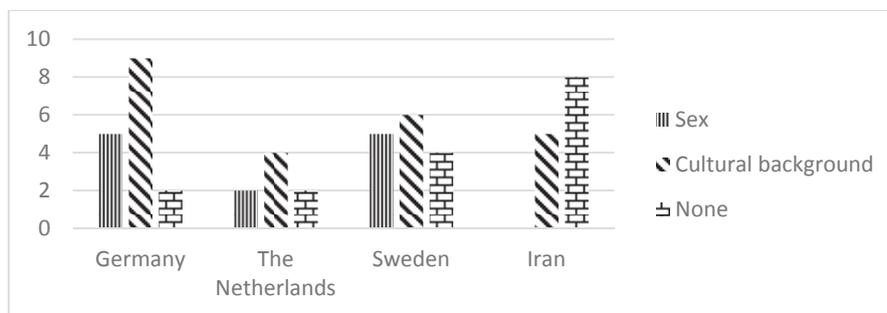
Graph 23. Frequencies of item (26) by choices in each country (teachers)
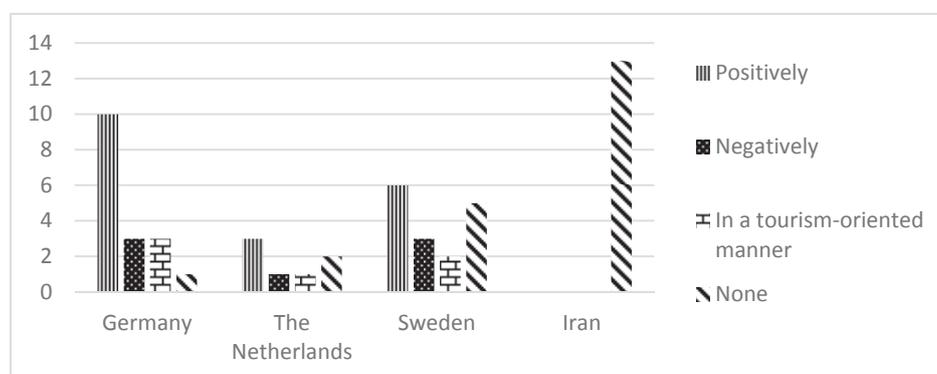
Graph 24. Frequencies of item (27) by choices in each country (teachers)
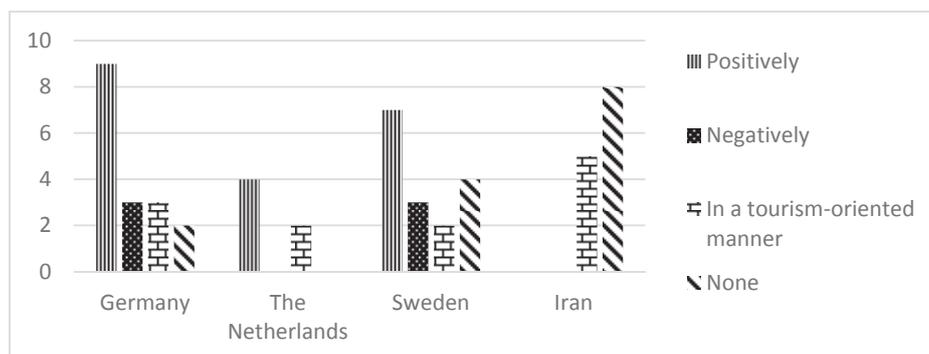
Graph 25. Frequencies of item (28) by choices in each country (teachers)

The next two items, i.e. items 29 and 30, refer to some aspects in the culture considering big-C and small-c categories. They examine the existence of these aspects in the textbooks with regard to Anglo-American cultures and also the culture of other countries excluding these two countries. The options in these questions include *literature, history, geography, fine arts, politics, education, national symbols, customs and festivals, family life, food, youth life, idioms, proverbs, expressions, and slang*. Based on the results obtained, German teachers in this study mainly believe that their textbook contains all of these aspects, excluding proverbs, with regard to British or American culture (see also the results of the interviews, where the German interviewees confirm that their textbook covers different cultural aspects). The respondents from the Netherlands believe that with the exception of literature, fine arts, food, proverbs, and slang, the other aspects have been presented in their English textbook. Regarding Swedish teachers' ideas, geography, fine arts and education are aspects which have not been presented in their textbook. However, the case is totally different with *English Book 1* in Iran since the responses of the Iranian teachers show that this textbook does not focus on any of these aspects in British or American culture apart from expressions. This idea is also confirmed by the Iranian interviewees in this study who believe that culture is not the focus in their textbook (see Appendix F for the answers of the teachers in each country).

Concerning item 30, which deals with the focus of the textbook on the presentation of cultural aspects of other countries, Swedish teachers in this sample mostly believe that except for the geography, fine arts, politics, education and youth life of other countries, the rest of the aspects mentioned above are discussed in their textbook. German respondents in this study think that the education, youth life and food of other countries are those aspects which are not presented in their textbook at all. Based on the responses of Dutch teachers, national symbols are the only cultural aspects of other countries which can be seen in their textbook, while in the case of Iranian teachers the aspect presented in the textbook is fine arts. The following graphs show the frequencies of each option selected by the teachers in this study (see Appendix F for the answers of the teachers in each country). Within this framework, the findings of the textual analysis are more or less confirmed by the responses given by the teachers in this sample.

Graphs 26 and 27 display the teachers' responses to these two items as a whole.
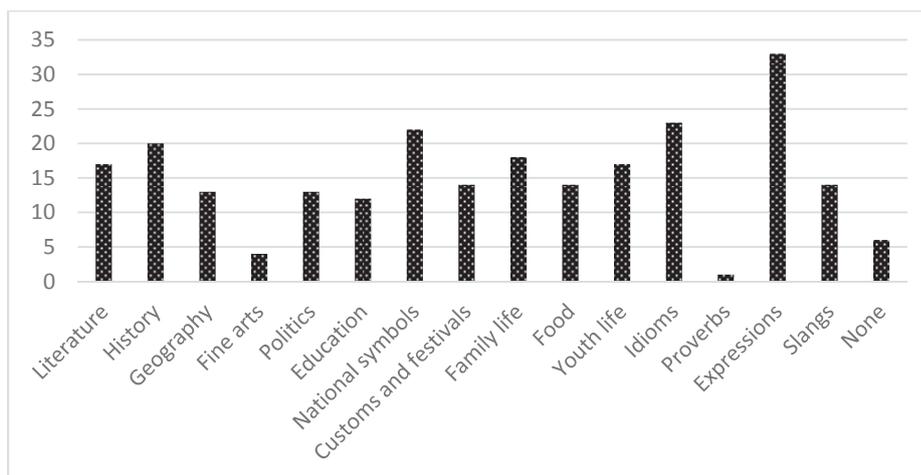
Graph 26. Frequencies of item (29) in four countries by teachers
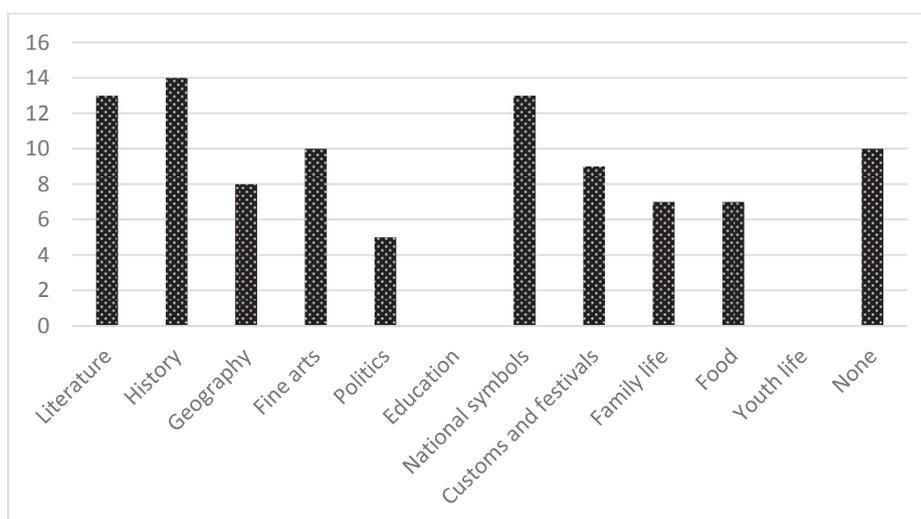
Graph 27. Frequencies of item (30) in four countries by teachers

According to these graphs, it can be concluded that to the teachers, the expressions, idioms, national symbols, history, family life, and literature of the target countries are among those cultural aspects which are frequently presented in these four English textbooks. In the case of other countries, history, literature and national symbols are the most frequently discussed features in the textbooks. Comparing the results of these two graphs, it seems that to the European respondents, their English textbooks focus on American and British cultures more than other cultures, when excluding idioms, proverbs, expressions, and slang, which are not discussed in item 30 (see also the results of the textual analysis, where it was found that the European textbooks mostly refer to the Anglo-American contexts). Furthermore, based on the teachers' responses in this study, it seems that the presentation of the

expressions and idioms is one of the main concerns of the textbooks and textbook designers in these four countries. Since expressions and idioms are an important part of a language and reflect cultural aspects in a society, teaching them to the students can not only provide knowledge about the language and underlying cultural patterns of a society, but also help the students to use the language appropriately in real-life situations. Against this background, the presentation of idiomatic expressions as a type of figurative language which reveals some aspects of the target society, such as norms, beliefs, attitudes, values, and traditions may contribute to selecting appropriate communication techniques in order to avoid misunderstandings and communication breakdowns which can be considered as one of the aims of intercultural learning; however, focusing merely on the idioms and expressions cannot lead to intercultural learning. The students should be provided with a wide range of knowledge about different aspects of the cultures and cultural differences and be asked to question the presuppositions in their own and other cultures.

The other two aspects which have been selected most frequently by the European teachers in this study are the presentation of the literature and history of both the target and other countries. From the cultural point of view, it is undeniable that literature can have an effective role in teaching the everyday life of the people in a specific society since it provides the students with different perceptions, events, attitudes, and beliefs through the characters featured in the story. In this way, the students can become familiar with the target society via changing their perspectives and experiencing the world through the eyes of the other people. Within this framework, teaching literature can contribute to understanding the trends and values in other cultures which are different from the students' own culture. Thus, close reading and discussion of literary texts in the classroom can help the students reflect on the cultural aspects of a society having access to the opinions and emotions of other people (see also Torres, 2012).

Regarding the teaching of history, it should be noted that historical events in the textbooks can reveal the national identity of the people in a specific society portraying their past and background; therefore, familiarizing students with the history of different countries can be one of the simple and concrete ways of providing students with some factual knowledge about the important events in the countries. The inclusion of these two aspects in the textbooks for teaching culture is also confirmed by some of the European interviewees in this study. This idea is clearly presented in the following quotation by a Dutch interviewee:

DT3: Well, I find literature important because it's an important cultural aspect. History is also important because, you know, the students can get a detailed information about the past of that country.

Item 31 in the teacher questionnaires refers to the presentation of different social groups in the textbook. Most of the European teachers in the present sample believe that their text-books provide students with information about social groups in the US and UK, while Iranian teachers have mostly selected other countries regarding this issue (see Graph 28).
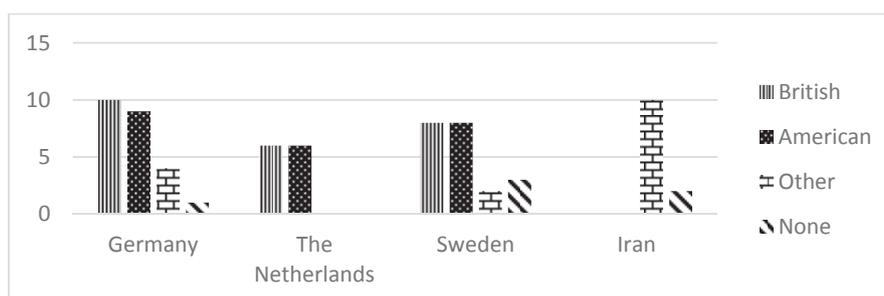
Graph 28. Frequencies of item (31) by choices in each country (teachers)

This idea is also confirmed in the textual analysis of *Green Line New 6* and *Progress Gold A,* where some information about celebrities, minority groups, literary figures and political activists is provided to represent different social groups in the US, UK and other countries. Regarding the Dutch teachers' responses, it should be mentioned that *New Interface HAVO 4* does not focus on the social groups in different countries; however, in the rest of the book, which is related to *HAVO 5,* the textbook provides some information about the celeb-rities and political activists in some countries like the UK, US and South Africa. It seems, therefore, that in response to this item, the Dutch teachers participating in this study have considered the whole book. The Iranian teachers may have chosen the "Other" option most frequently since there are two texts in *English Book 1,* referring to a German pedagogue and a Scottish invertor. Thus, they have considered these two as scientists in Germany and Scot-land. Presenting information about the social classes and ethnic groups in the foreign and local cultures is one of the important factors which can make the students familiar with the underlying layers of a society through picturing the life of different people who have various ways of life. Furthermore, in this way, the students can compare the social classes in their

own society with the ones in the target culture and find the similarities and differences lead-ing to a better cultural understanding.

For the last item in this part, which deals with the presentation of uncomfortable social realities in the textbook, the European teachers in this sample have more or less the same idea. They mostly think that these issues in British and American societies are presented in their textbooks; however, from Iranians' points of view, no uncomfortable social realities of any country are discussed in their English textbook. The textual analysis of the textbooks reveal that the European textbooks analyzed in this research have some references to the social problems, such as poverty, racism, crime, violence, drugs, etc. in different countries, especially the UK and US. If these kinds of issues are accompanied with some evaluative questions, they may make the students become reflective and critical about the problems in their own and other countries. The following graph shows the results clearly.
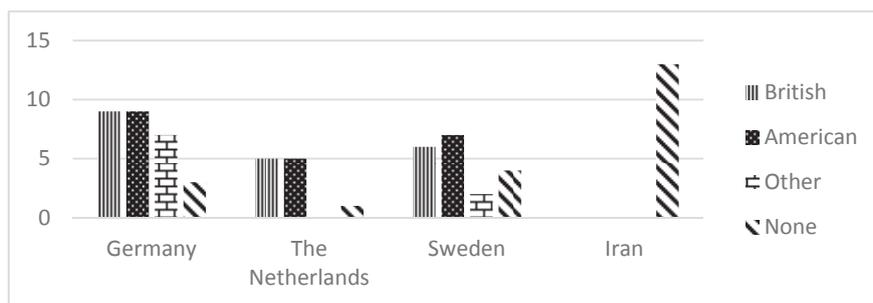
Graph 29. Frequencies of item (32) by choices in each country (teachers)

Part B: Yes/No format (items 33-38)

The questions in this part investigate the teachers' ideas about the development of ICC in terms of knowledge, skills and attitudes via textbooks. Based on the results in the following table, the majority of the German and Swedish teachers in the present sample believe that their textbooks help the students in promoting ICC, while Iranian and Dutch respondents have the opposite view towards this issue. The findings of the textual analysis also reveal that in comparison to *Green Line New 6* and *Progress Gold A*, the Dutch textbook pays less attention to the concept of culture and promotion of ICC. Since in the Iranian textbook, i.e.

English Book 1, culture teaching is not the main focus, it cannot be expected that this book can help the students to develop ICC.

			Choices		Total
			Yes	No	
Country	Germany	Count	59	13	72
		% within Country	81.9%	18.1%	100.0%
	The Nether-lands	Count	14	22	36
		% within Country	38.9%	61.1%	100.0%
	Sweden	Count	52	14	66
		% within Country	78.8%	21.2%	100.0%
	Iran	Count	15	63	78
		% within Country	19.2%	80.8%	100.0%
Total		Count	147	105	252
		% within Country	58.3%	41.7%	100.0%

Table 14. Frequencies and percentages for items 33-38 (teachers)

The results of the Chi-Square (x^2 (3) = 80.46, P = .000 < .05) show that the differences observed in Table 14 are statistically significant. Graph 30 specifies the teachers' answer to each item in these countries separately.
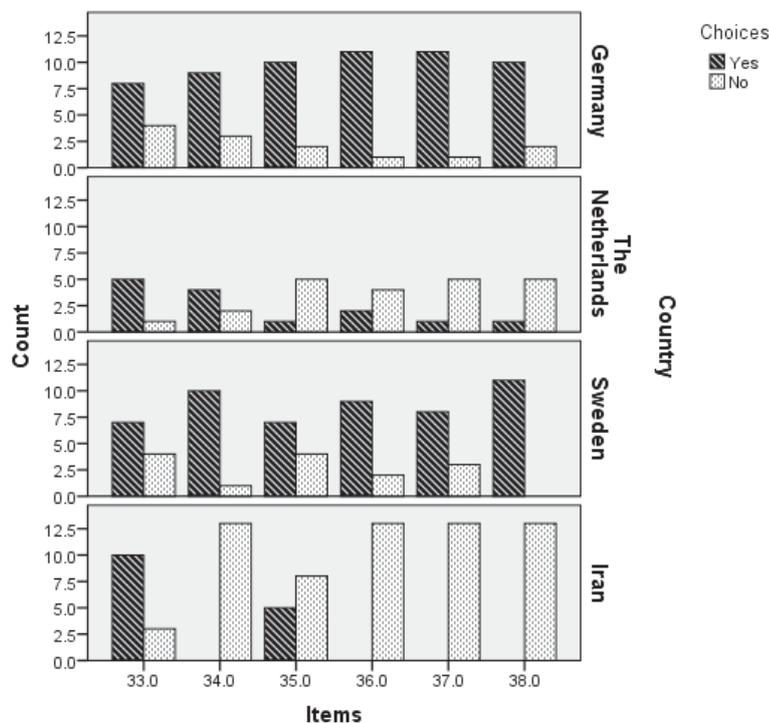
Graph 30. Frequencies of items (33-38) by choices in each country (teachers)

As is clear from this graph, in contrast to Iranian and Dutch teachers in this study, the German and Swedish teachers have mostly selected the "Yes" option for answering these 6 items. It is only in item 33 that all of the teachers have taken the same position. This item refers to the presentation of the students' own culture in the textbook. In response to this item, all of the teachers participating in this research maintain that there are some factors related to the students' local cultures in their textbooks. In addition, in item 34 (*the textbook compares the students' own culture with other culture(s)*), most of the European teachers provide the same answer to this items, i.e. "Yes". Apart from the first item in this part, item 35, which refers to fostering curiosity among students towards other cultures via textbooks, is the only item to which some of the Iranian teachers have answered positively. Since in the other parts of the cultural section, the Iranian teachers mostly consider that their English textbook does not focus on making the students familiar with the target culture (British/American) or the culture of other countries, it can be concluded that for them, the lack of presentation of cultural issues in the textbook may make the students curious towards knowing more about them.

Based on the results obtained, it seems that *Green Line New 6* and *Progress Gold A* can act as a kind of assisting tool to develop intercultural understanding and cope with cultural differences. However, "a textbook does not teach itself" (Prodromou, 2002: 27), it is the teacher who can use it in a meaningful way, choose the appropriate texts and tasks and add the necessary sections. Thus, the role of teacher in teaching culture and promoting ICC beside the textbook cannot be ignored (see also Thaler, 2012).

Part C: Open-ended questions (item 39 and 40)

As explained before, in order to gain a better understanding of the teachers' ideas about the cultural contents in their textbooks, two open-ended questions were added to the items in the questionnaire. In this way, teachers could share their own opinions about this issue freely, as well. These questions are as follows:

> 39. Do you have any problems in terms of cultural/intercultural matters in your textbook? If yes, please elaborate on them.

> 40. What do you do to solve them?

Table 15 displays the idea units of the teachers with regard to these questions in two specified categories in detail.

	Problems	Solutions
Germany	• Need for more comprehension questions after the texts • Too much focus on problems in the countries • Need for more speaking activities • Need for the inclusion of more topics relevant to students' age • No problem • No answer (3 teachers)	• Adding my own questions as homework • Adding other materials • Adding more relevant tasks and questions, although it is a demanding job
Sweden	• Paying little attention to intercultural matters • Too few explanatory texts referring to problems, solutions, ideas, and intercultural communication in different countries • The stereotypical images in the texts • Using uninteresting topics • Lack of attention to social issues • No problem • No answer (5 teachers)	• Using other materials and texts • Encouraging the students to questions the assumptions and be reflective • Using different tasks and texts to make the students analyze, compare, and understand the cultural issues • Bringing in extra materials and texts to have more discussion
The Netherlands	• Using outdated information and topics • Lack of attention to English speaking societies other than the UK and US • Need for a variety of cultural topics • No problem • No answer (1 teacher)	• Finding my own topics • Using online materials • Using documentaries about other countries like Australia • Adding texts about other countries like Canada • Bringing in more texts for example about racial prejudice
Iran	• Having old and outdated texts • Lack of authenticity • No CD • Backwash effect of university entrance exam • No workbook • The incompatibility of the text levels with the students' language level • Lack of attention to the inclusion of cultures of other countries • Lack of attention to the students' needs • Lack of attention to English or American cultures • Using boring texts which focus on reading and grammar, not culture • Lack of attention to any cultures • Poor cultural design • Lack of information and comparison about other cultures • No intercultural issues • Little attention to both Persian and other cultures • No problem • No answer (0 teacher)	• Adding cultural sections to the lessons of the book • Talking about the customs and traditions • Bringing in some texts about British culture • Bringing in more papers to give information about vocabulary, grammar, and pronunciation • Talking about British and American cultures by paying attention to the Iranian culture • Bringing in more interesting texts • Asking the students to work in groups • No solution, lack of permission in adding cultural materials • Advising students to go to private institutes • No solution for the cultural topics • Including cultural topics in the book like food, way of behaving, education, etc. • Including texts about Persian culture • Nothing

Table 15. Responses to the open-ended questions (teachers)

As is clear from the above table, beside the problems related to the cultural content of the textbooks, some of the teachers talk about other problems referring to the general and linguistic characteristics of their books as well. Concerning the cultural problems, some of the German teachers believe that their textbook pays too much attention to the problems in the countries, and it needs to have more topics relevant to the age of the students. In this sense, it seems that these teachers believe in the inclusion of other cultural aspects from different countries rather than the problems. Since culture is a broad concept which comprises different features and attributes, there should be a variety of cultural content in order to increase student motivation and broaden their perspectives towards others. Furthermore, those topics which are more relevant to the students' age, interests and life can enhance their motivation to take part in more discussion in the classroom and to relate to the topics easily. The main strategy proposed by these teachers to solve the problem is adding more materials, tasks and questions to the textbook, although it makes their job more demanding.

To some of the Swedish teachers in this study, *Progress Gold A* does not focus sufficiently on the intercultural and social issues. Furthermore, they maintain that there are some stereotypical images as well as uninteresting topics in their book. Within this framework, it seems that for this group of Swedish teachers, the stereotypes are problematic to some extent. Regarding this issue, one of the Swedish interviewees maintains that …

> ST5: Stereotypes, no, I don't like them that much. We should try to prevent them [the students] to have some sort of stereotypical images, definitely. We should try to open their eyes. We should not classify the people in different groups; we should just make them [the students] see some other way of living and how and what could be like in another country, I mean.

This may be because of the fact that stereotypical images can affect student perceptions of other cultures and make their perspectives limited to some particular ideas about others which can be right or wrong. However, if the tasks in the textbook ask the students to question these images and perceptions, it may help them to become analytical and reflective. This idea is also discussed by Byram (1997) when he emphasizes decentering and obtaining a critical perspective. The strategy used by these Swedish teachers has more or less the same aim since they try to use extra texts and materials for stimulating more discussion as well as encouraging the students to analyze, compare and question the cultural issues to be

reflective. In this way, they provide the basis for critical dialogue in the classroom, as suggested by Kramsch (1993). From some of the Dutch teachers' point of view, *New Interface HAVO 4* pays little attention to the English speaking countries other than the UK and US and the variety of the cultural topics. They also believe that their textbook uses outdated information and topics. Considering these problems, it can be concluded that some of the Dutch teachers participating in this study believe in providing the students with a wider perspective towards other English speaking countries apart from the UK and US since English is spoken in many countries as the official language. They also recognize the importance of using more recent topics and information in the textbook which can make the students aware of the current issues in the world. The difficulty of teaching culture via their textbook is described by one of the Dutch interviewees as follows:

> DT1: Culture teaching is very difficult. One of the things that I have found as an obstacle is that the method [book] is already a few years old. It's very quickly outdated and we live in a very fast age where culture changes every day almost, that's very difficult for me. If I do something with culture, I try to keep contemporary and as contemporary as possible.

The main solution suggested by this group of Dutch teachers is finding other materials which cover different, more interesting cultural topics in other countries apart from the UK and US.

Considering the Iranian teachers' responses, the case is different. The Iranian teachers in this study mostly believe that their coursebook does not focus on teaching culture and intercultural issues and have outdated texts which are not authentic. To them, *English Book 1* has a poor cultural design. They mostly think that there is a need for adding texts and topics like customs, traditions, food, way of life, education, etc., related to British, American, and Persian cultures. It should be noted that according to the Iranian teachers in this sample, these solutions or strategies are a kind of recommendation for the textbook designers and authorities since they have no control over the materials that should be used in the classes. In other words, they should stick tightly to their curriculum prescribed by the Ministry of Education and are not allowed to add cultural materials to the textbook. Moreover, one of the teachers suggests private institutes to the students as a kind of solution in this regard since these institutes work with the textbooks and materials designed for the international market, so they consider the concept of culture and intercultural matters.

After presenting the results of the teacher questionnaires, in the following section, the student questionnaires will be analyzed and discussed in detail.

4.2.2. Student Questionnaire

General Point of View:

As mentioned earlier in this chapter, the first part of the student questionnaire mainly contains those items which ask for the students' ideas about the linguistic features in their textbook, such as presentation of new words, grammar, different skills, activities, etc. The results of this part, which is in the form of Likert scale items, are presented in a table and graph in the following.

Items 1-10

Table 16 indicates the frequencies and percentages of the students' responses to the first section of the questionnaire, concerning their opinions towards the linguistic features of their textbook to see if it can help them improve their English.

			Choices					Total
			Strongly Disagree	**Disagree**	**Undecided**	**Agree**	**Strongly agree**	
Country	**Germany**	Count	195	507	651	504	73	1930
		% within Country	10.1%	26.3%	33.7%	26.1%	3.8%	100.0%
	The Netherlands	Count	97	213	310	140	20	780
		% within Country	12.4%	27.3%	39.7%	17.9%	2.6%	100.0%
	Sweden	Count	33	149	252	267	59	760
		% within Country	4.3%	19.6%	33.2%	35.1%	7.8%	100.0%
	Iran	Count	176	269	430	406	209	1490
		% within Country	11.8%	18.1%	28.9%	27.2%	14.0%	100.0%
Total		Count	501	1138	1643	1317	361	4960
		% within Country	10.1%	22.9%	33.1%	26.6%	7.3%	100.0%

Table 16. Frequencies and percentages for the general characteristics of the textbooks (students)

As is clear from the above table, most of the German students in this study are not especially happy with the general characteristics of their textbook. Thus, although they have mostly chosen the option "Undecided" (33.7%) in responding to these 10 items, the combi-

nation of the options "Disagree" and "Strongly Disagree" (36.4%) is higher than the other options. In the case of the Dutch students in this sample, the "Disagree" and "Strongly Disagree" options as well as the "Undecided" option have been chosen in the same degree (39.7%). Within this framework, Dutch students are both unhappy and undecided about the general features of their textbook. With regard to the Swedish students' responses, it seems that this group is satisfied with the linguistic features of their textbook in comparison with their European counterparts. They have selected "Agree" more than the other choices (35.1%). Like German students, the Iranians have selected the "Undecided" option more than the others (28.9%); however, unlike the German group, it is the combination of the "Agree" and "Strongly Agree" options (41.2%) of Iranian students participating in this study which is greater than "Undecided". In brief, it can be concluded that the German and Dutch students in this study are mostly undecided and unhappy with the contribution of the linguistic features of their English textbooks in learning English, while Swedish and Iranian students hold the opposite view. Comparing the results of the teacher and student questionnaires (Likert scale items) in terms of the general characteristics of their textbooks, it seems that only Swedish teachers and students hold the same position towards this issue.

The results of the Chi-Square (x^2 (12) = 280.12, P = .000 < .05) indicate that the differences observed in Table 16 are statistically significant. In other words, it can be concluded that there are significant differences between the students' attitudes towards the linguistic features of their textbooks. Graph 31 demonstrates students' answers to each item in the countries separately.
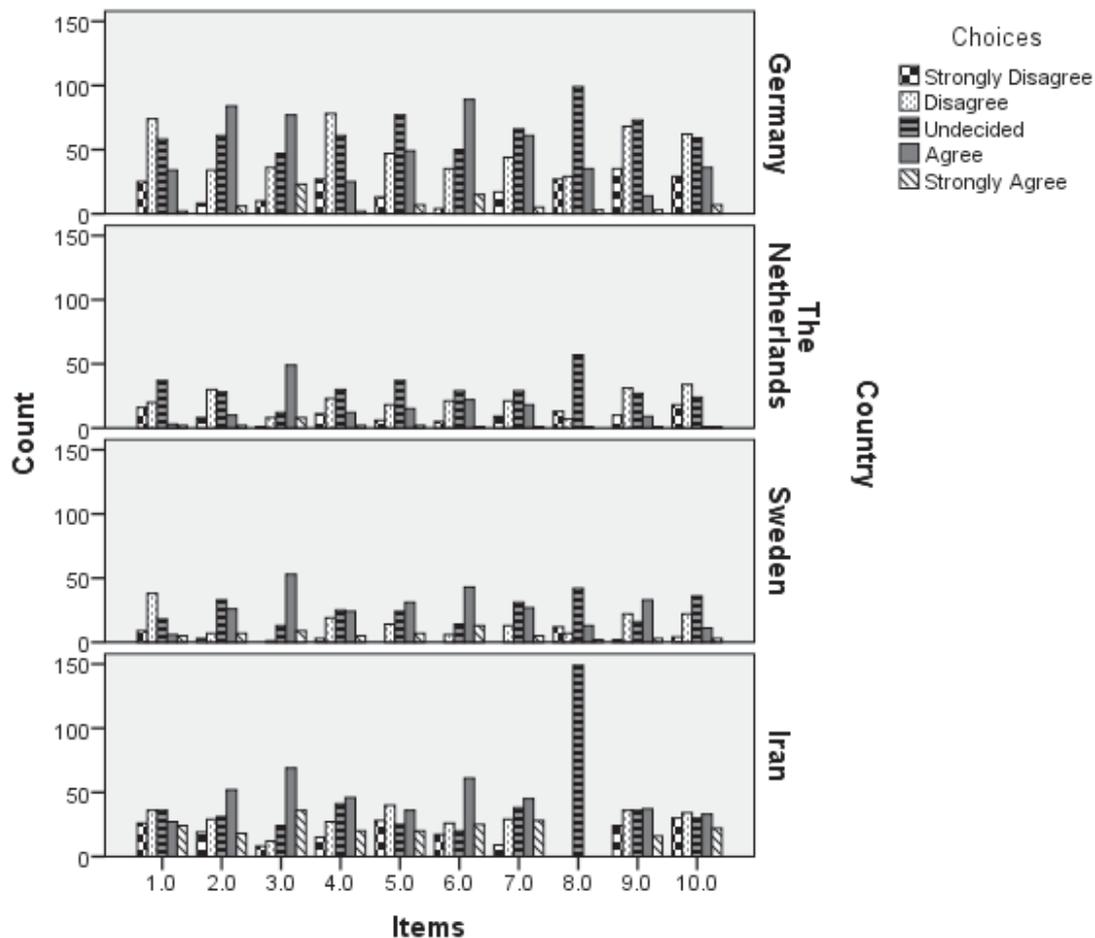
Graph 31. Frequencies of items (1-10) by choices in each country (students)

According to this graph, the students' responses to these items differ from each other in each country as a whole; however, there are some items that have been answered by the students in a similar way. For instance, regarding the first item (*The cover of the textbook is interesting to me*), the majority of the students participating in this research believe that the cover of their textbooks is not interesting for them. In this sense, it seems that their textbooks are not appealing to them at first glance (see Section 4.1.1.1 for further discussion about the importance of the textbook covers). However, in response to the third item (*The textbook helps me to learn the new words in the target language (English)*), they have mostly selected the "Agree" option which shows that their textbooks are helpful for learning new words. Thus, it can be concluded that the vocabulary instruction techniques in these textbooks are appropriate for the students in this sample.

Concerning item 8 (*The audio-CD accompanying the book helps me to practice my listening skill (if available)*, the students in this study have mostly selected "Undecided" option. In

the case of Iranian students, the selection of this option is due to the fact that their textbook does not have any audio-CD materials at all (see also the results of the Iranian teachers' open-ended questions, where they maintain that the book is not accompanied by any other extra materials, such as CD or workbook). With regard to the European students in this study, the selection of this choice can lead to two interpretations. In these countries, the audio-CD is provided for the English textbooks, but the students are not forced to buy it. In most cases, it is the teacher who uses this material in the classroom. Thus, the "Undecided" option for these students means: (1) they have not bought it, so they cannot have any ideas about its usefulness or (2) they have bought it, but they are not certain whether or not it helps them in improving their listening skill.

In response to item two (*The topics in the book are motivating and interesting to me*), the German and Iranian students participating in the present research mostly believe that the topics of their textbooks are interesting for them (see also the results of the teacher questionnaires, where the German teachers have the same opinion regarding this issue, while the Iranian teachers have the opposite opinion). With regard to this issue, the Dutch students have taken the opposite view, i.e. "Disagree" which is in contrast with the opinions of their teachers in this sample. The Swedish students have mostly chosen either "Undecided" or "Agree" for this item to the same degree, and their teachers think that the topics are interesting for the students. The importance of using interesting and relevant topics in the language textbooks cannot be ignored since it can encourage the students to participate more in the classroom, leading to productive learning.

Learning grammar is another issue discussed in the student questionnaires in item 4 (*Learning grammar is interesting for me in this textbook*). The majority of the German and Dutch students in this study think that learning grammar via their textbooks is not particularly interesting for them, while Swedish and Iranian students take the opposite view (see the results of the textual analysis for further discussion). In response to item 5 (*The textbook helps me how to talk with other people in English*), most of the Swedish students have chosen the "Agree" option, whereas Iranians are in disagreement with this item and the German and Dutch students are mostly "Undecided". With regard to the textbook in Iran, the responses of the Iranian students are justifiable since *English Book 1* focuses neither on speaking nor on introducing the communication strategies; however, in the case of German and Dutch student answers, the results are surprising since in *Green Line New 6* and *New*

Interface HAVO 4, there are some activities which give the students opportunities to im-prove their speaking skill. Furthermore, these textbooks provide the students with commu-nication strategies and useful phrases which can be used in different situations. This may be because of the fact that although these books provide the information, the speaking activi-ties do not help the students to talk more and use the strategies in practice (see the results of item 10 in the following). This idea is also confirmed by the teachers in the open-ended and interview sections, where some of them maintain that their textbooks need more speaking activities.

Regarding the next item, i.e. item 6 (*The textbook helps me to understand English texts better*), it seems that the German, Swedish, and Iranian students are mostly in agreement with the contribution of their textbooks to the reading skill. In contrast, the majority of the Dutch students in this sample are "Undecided". This may be due to the fact that the focus of *Green Line new 6, Progress Gold A*, and *English Book 1* is mostly on the reading skill, accord-ing to the teachers' opinions in item 21 of their questionnaire. In the case of the Dutch stu-dents, since they maintain that the topics in their textbook are not motivating and interest-ing to them, they may think that the textbook cannot greatly contribute to their reading competence and encourage them to get involved in the process of reading comprehension using the strategies proposed in the textbook.

Item 7 (*The textbook helps me to write in English easily*) which refers to the contribution of the textbook in terms of writing skills shows inconsistency among the participants' re-sponses in this study. The Iranian and Swedish students have mostly selected the "Agree" option; the Dutch students have mostly selected the "Disagree" option; the German stu-dents have mostly selected the "Agree" and "Undecided" options. It should be mentioned that the options have been chosen in a slightly different way by the respondents in each country. In the case of the Iranian students, their answers may be justifiable because the writing sections of their textbook are actually a kind of exercise which ask the students to make short sentences based on the structures taught in the book; thus, since before the writing exercises, these grammar points are practiced in the other activities, they think that their textbook is helpful in terms of writing even though it gives no information about the writing strategies and sub-skills. The Dutch students may think that their writing activities and strategies in the textbook are not really enough to help them write easily in English since, as the Dutch interviewees maintain, the writing exercises in *New Interface HAVO 4* are

short and limited in scope. The responses of the Swedish and German students reveal that the writing strategies and activities seem to be helpful for them. With regard to the German students with the undecided position, it can be concluded that this group needs more activities in this regard.

For the last two items, i.e. item 9 (*The activities and exercises in the textbook are interesting to me*) and 10 (*The speaking tasks in the book help me talk more in the classroom*) the German, Dutch, and Iranian students in this sample have mostly taken the "Disagree" position which means that the activities in their textbooks are not interesting for them, which may be due to the use of routine and fixed sets of activities in the units or chapters, and also because the speaking tasks do not help them talk more in the class; this can be justified by some of the German and Dutch teachers' ideas in the open-ended and interview sections, where they maintain that the speaking activities are not enough (in the case of *Green Line New 6*) and sometimes uninteresting (*in the case of New Interface HAVO 4*). Moreover, sometimes because of the type of examinations, teachers focus on some language items and skills more than others. In contrast, Swedish students have mostly selected the "Agree" option to item 9, which may be due to the variety of activities in different chapters which are not repeated in the same way in the lessons, and the "Undecided" option to item 10. The Swedish students in this sample may think that they need more, or more challenging tasks to encourage them to speak more in the classroom (see also the sections related to the textual analysis of the textbooks for further discussion concerning items 1-10).

Cultural Point of View:

The second section of students' questionnaire contains some items which probe the students' ideas about the cultural issues in their textbook. This section is divided into two parts of Yes/No and checklist format questions. The results of each part will be discussed in the following.

Part A: Yes/No questions (items 11-16)

This part includes 6 items which focus on the improvement of the students' intercultural competence, based on Byram's model of ICC. Thus, these questions ask for the students' ideas about the role of their textbooks in the promotion of knowledge, skills and attitudes in

terms of intercultural awareness. Table 17 shows the frequencies and percentages of each option in these countries.

			Choices		Total
			Yes	No	
Country	Germany	Count	603	555	1158
		% within Country	52.1%	47.9%	100.0%
	The Nether-lands	Count	147	321	468
		% within Country	31.4%	68.6%	100.0%
	Sweden	Count	279	177	456
		% within Country	61.2%	38.8%	100.0%
	Iran	Count	298	596	894
		% within Country	33.3%	66.7%	100.0%
Total		Count	1327	1649	2976
		% within Country	44.6%	55.4%	100.0%

Table 17. Frequencies and percentages for items 11-16 (students)

According to this table, unlike Dutch and Iranian participants in this study, the German and Swedish students have mostly selected the "Yes" option in answer to these 6 items. It implies that the German and Swedish students participating in this study believe that their textbooks can help them in improving their intercultural competence, while the Iranian and Dutch participants have the opposite view. These findings are also confirmed by the teachers' responses to items 33-38 in their questionnaire. The results of the Chi-Square test (x^2 (3) = 155.81, P = .000 < .05) reveal that the differences observed in Table 17 are statistically significant. Put differently, there are significant differences between the students' attitudes towards the role of their textbooks in the development of their intercultural competence. Graph 32 demonstrates students' answers to each item in the countries separately.
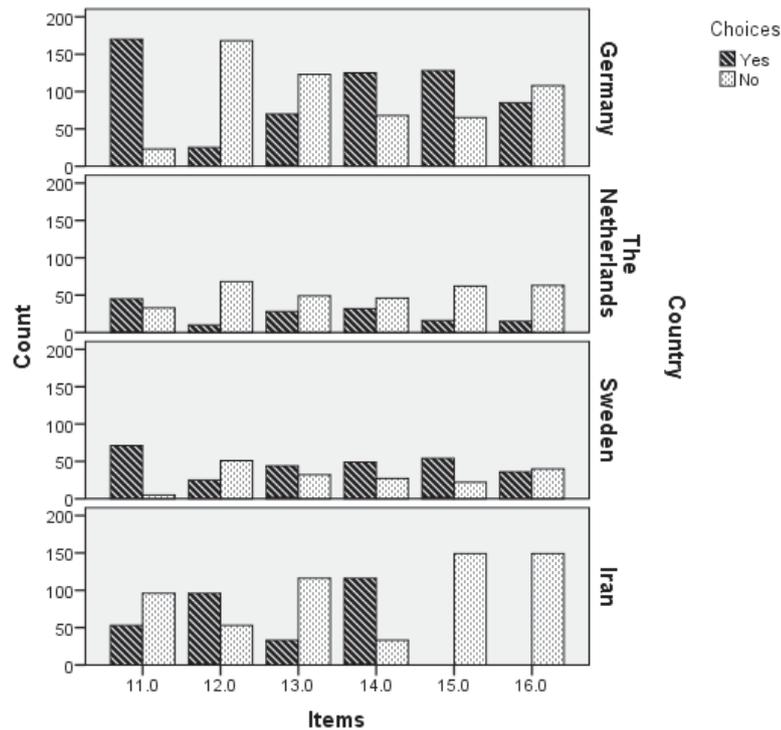
Graph 32. Frequencies of items (11-16) by choices in each country (students)

Based on the above graph, the results of items 11 and 12 are in contrast with each other when comparing the answers of European and Iranian students. Responding to item 11 (*The textbook makes me familiar with other cultures*), the students in European countries in this study mostly believe that their textbooks help them to become familiar with the culture of different countries, while Iranian students do not agree with this issue. The results of the textual analysis of the textbooks also confirm these positions. On the contrary, for item 12 (*The textbook pays attention to my own culture/to the way we live in our own country*) the European students participating in this study mostly believe that their textbooks do not pay attention to their own culture; however, Iranians take a positive position in this regard. Based on the textual analysis, there are more features which are related to the local culture of the students in the Iranian textbook than in the European ones.

In response to item 13 (*The textbook compares my culture with other cultures*), the students in this study, apart from the Swedish ones, mostly believe that their textbooks do not compare their own cultures with the other cultures. In the case of German and Dutch participants, the opinions of the students and teachers in this sample oppose each other. In other words, although the German and Dutch teachers believe that their textbooks compare their own cultures with others, their students do not have the same opinion. The results of the

textual analysis reveal that in *Green Line New 6* and *New Interface HAVO 4,* there are some tasks that compare the students' own cultures with others; however, the number of these tasks is relatively low. Thus, the students may feel that their textbooks do not focus heavily on this issue. In terms of *English Book 1*, both groups, i.e. teachers and students, mostly believe that this textbook does not compare the cultures with each other. This is also confirmed with the findings in the textual analysis, where it was found that culture is not the main focus in *English Book 1*. The importance of having a comparative view towards the self and others cannot be denied in the field of the development of IC since a person can be interculturally competent when he/she creates a new perspective towards his/her own culture and the foreign one through mediating between cultures, questioning the perspectives, expanding the views, and tolerating the differences between them. In this sense, the person needs to compare and contrast the cultures to achieve this third perspective (see also Kramsch, 1993; Byram, 1997; Surkamp, 2007).

Concerning item 14 (*The textbook makes me curious to know more about other culture(s)*), the German, Swedish and Iranian students in this study believe that their English textbooks make them curious towards other cultures, while it seems that to the Dutch students, their textbook does not consider this aspect, i.e. the development of curiosity towards others. The answers of the German and Swedish students participating in this sample are also confirmed by their teachers, who maintain that their textbooks create a sense of curiosity among their students. According to the textual analysis, this result may be due to the fact that the number of tasks which focus on the attitudes of the students and enhance their curiosity and openness is relatively high. In this way, the students are provided with some opportunities to become open and critical, and question presuppositions or assumptions about their own and other cultures. Regarding the Dutch students, although there are some tasks working on the attitudes and opinions, they are not deeply concerned with a specific cultural topic in different countries which make the students become analytical and raise questions about beliefs and misbeliefs. Moreover, the number of tasks referring to cultural topics is lower than the total number of activities in *New Interface HAVO 4*. In this sense, the Dutch students' responses are justifiable. Finally, in the case of the Iranians, whose textbook does not provide them with such tasks and activities, the students' responses are very surprising. This may be due to the fact that since their textbook gives no information about the other countries, people, and the way of life in other cultures, the stu-

dents may become curious to know more about the others. In this sense, the definition of curiosity can be related to the lack of presenting cultural information in the textbook. As Litman (2005: 794) states, "[…] in the absence of novel or complex stimulation [information], […] humans may be motivated to seek it out."

Responding to item 15 (*The textbook helps me to accept the cultural differences among countries*), the Swedish and German students participating in this research mostly believe that their English textbooks help them to accept the cultural differences among countries. In contrast, the Dutch and Iranian students have taken the opposite position. These ideas are also confirmed with the teachers' opinions in item 36 of their questionnaire. According to the results of the textual analysis, it can be concluded that *Green Line New 6* and *Progress Gold A* give more insights into different cultures and use tasks through which the students can reflect on the cultural differences among people; however, in *New Interface HAVO 4*, the focus is mostly on giving factual knowledge about events in the countries, especially the UK. The textbook and tasks do really not concentrate on the cultural differences in depth. With regard to the Iranian textbook, as mentioned before, this book does not consider cultural differences among countries.

The last item in this part, i.e. item 16 (*The textbook helps me to understand the feelings of other people in other countries*), the students participating in this study mostly believe that their English textbooks do not help them in this regard. Based on the textual analysis, the number of tasks which ask the students to put themselves in other people's shoes and see the world through their eyes is smaller than others, and this may make the students think that their textbooks do not help them in understanding the feelings of others and empathizing with them. In terms of the teachers' responses, the results of item 37 in the teacher questionnaire reveal that the German and Swedish teachers think that their textbooks help the students to understand the feelings of other people, while the Iranian and Dutch teachers, like their students, have a negative opinion towards this issue. In other words, they believe that their textbooks do not contribute to the students' understanding of others.

Part B: Checklist format (items 17-24) and multiple choice (items 25-26)

The items in this part mostly deal with the presentation of cultural aspects in the textbook. To probe this issue, checklist formats and multiple choice items were designed to collect the

students' opinions about the cultural topics in their English textbooks. Items 17-23 investigate students' ideas about the presentation of different cultures in their textbooks using some cultural features which are more tangible and understandable for them. Item 24 asks the students about the presentation of idioms, expressions, slang and proverbs in their textbook, and finally, items 25 and 26 deal with the students' ideas regarding the promotion of positive or negative attitudes towards different cultures via their textbooks. As a result, the findings in this part will be presented in three different sections.

Items 17-23

Table 18 displays the students' responses to items 17-23 as a whole in each country.

			Choices				Total
			British	American	Other	None	
Country	Germany	Count	534	518	374	441	1867
		% within Country	28.6%	27.7%	20.1%	23.6%	100.0%
	The Netherlands	Count	182	44	10	335	571
		% within Country	31.9%	7.7%	1.8%	58.7%	100.0%
	Sweden	Count	211	156	125	157	649
		% within Country	32.5%	24.1%	19.2%	24.2%	100.0%
	Iran	Count	34	0	122	888	1044
		% within Country	3.2%	0.0%	11.7%	85.1%	100.0%
Total		Count	864	716	761	1790	4131
		% within Country	20.9%	17.3%	18.4%	43.3%	100.0%

Table 18. Frequencies and percentages for items 17-23 (students)

According to the above table, referring to the features presented in the student questionnaires, the majority of German and Swedish students in this sample believe that their textbooks mostly focus on the culture of the target countries, i.e. England and America (the US); however, Dutch and Iranian students mostly think that their textbooks do not consider any specific cultures. The results of the Chi-Square test (x (9) = 1239.24, P = .000 < .05) also show that there is a significant difference between the students' opinions in this regard. The following table indicates the answers of the students to each item by countries.

Country			British	American	Other	None	Total
				Choices			**Total**
Germany	**Items**	Food — Count	35	36	47	131	249
		Food — % within ITEM	14.1%	14.4%	18.9%	52.6%	100.0%
		Family Life — Count	92	88	49	31	260
		Family Life — % within ITEM	35.4%	33.9%	18.8%	11.9%	100.0%
		Youth Life — Count	112	144	54	2	312
		Youth Life — % within ITEM	35.9%	46.2%	17.3%	0.6%	100.0%
		National Symbols — Count	102	31	100	29	262
		National Symbols — % within ITEM	38.9%	11.9%	38.1%	11.1%	100.0%
		Education — Count	110	113	34	0	257
		Education — % within ITEM	42.8%	44%	13.2%	0.0%	100.0%
		Customs and Festivals — Count	11	20	22	241	294
		Customs and Festivals — % within ITEM	3.7%	6.8%	7.5%	82%	100.0%
		Social Groups — Count	72	86	68	7	233
		Social Groups — % within ITEM	30.9%	36.9%	29.2%	3%	100.0%
		Total — Count	534	518	374	441	1867
		Total — % within ITEM	28.6%	27.7%	20.1%	23.6%	100.0%
The Netherlands	**Items**	Food — Count	17	8	3	53	81
		Food — % within ITEM	21.0%	9.9%	3.7%	65.4%	100.0%
		Family Life — Count	21	4	2	55	82
		Family Life — % within ITEM	25.6%	4.9%	2.4%	67.1%	100.0%
		Youth Life — Count	33	9	1	39	82
		Youth Life — % within ITEM	40.2%	11.0%	1.2%	47.6%	100.0%
		National Symbols — Count	27	6	2	48	83
		National Symbols — % within ITEM	32.5%	7.2%	2.4%	57.8%	100.0%
		Education — Count	34	5	0	42	81
		Education — % within ITEM	42.0%	6.2%	0.0%	51.9%	100.0%
		Customs and Festivals — Count	22	8	1	52	83
		Customs and Festivals — % within ITEM	26.5%	9.6%	1.2%	62.7%	100.0%
		Social Groups — Count	28	4	1	46	79
		Social Groups — % within ITEM	35.4%	5.1%	1.3%	58.2%	100.0%
		Total — Count	182	44	10	335	571
		Total — % within ITEM	31.9%	7.7%	1.8%	58.7%	100.0%
Sweden	**Items**	Food — Count	38	9	25	12	84
		Food — % within ITEM	45.2%	10.8%	29.8%	14.2%	100.0%
		Family Life — Count	20	18	7	46	91
		Family Life — % within ITEM	22%	19.8%	7.7%	50.5%	100.0%
		Youth Life — Count	42	26	8	25	101
		Youth Life — % within ITEM	41.6%	25.7%	7.9%	24.8%	100.0%
		National Symbols — Count	38	27	23	8	96
		National Symbols — % within ITEM	39.6%	28.1%	24%	8.3%	100.0%
		Education — Count	14	9	18	55	96
		Education — % within ITEM	14.6%	9.4%	18.8%	57.2%	100.0%
		Customs and Festivals — Count	26	36	18	5	85
		Customs and Festivals — % within ITEM	30.6%	42.4%	21.1%	5.9%	100.0%
		Social Groups — Count	33	31	26	6	96
		Social Groups — % within ITEM	34.4%	32.3%	27.1%	6.2%	100.0%
		Total — Count	211	156	125	157	649
		Total — % within ITEM	32.5%	24.1%	19.2%	24.2%	100.0%
Iran	**Items**	Food — Count	0	0	13	136	149
		Food — % within ITEM	0.0%	0.0%	8.8%	91.2%	100.0%
		Family Life — Count	0	0	58	91	149
		Family Life — % within ITEM	0.0%	0.0%	38.9%	61.1%	100.0%
		Youth Life — Count	0	0	8	141	149
		Youth Life — % within ITEM	0.0%	0.0%	5.4%	94.6%	100.0%
		National Symbols — Count	0	0	0	150	150
		National Symbols — % within ITEM	0.0%	0.0%	0.0%	100.0%	100.0%

Education	Count	0	0	0	149	149
	% within ITEM	0.0%	0.0%	0.0%	100.0%	100.0%
Customs and Festivals	Count	0	0	0	149	149
	% within ITEM	0.0%	0.0%	0.0%	100.0%	100.0%
Social Groups	Count	34	0	43	72	149
	% within ITEM	22.8%	0.0%	28.9%	48.3%	100.0%
Total	Count	34	0	122	888	1044
	% within ITEM	3.2%	0.0%	11.7%	85.1%	100.0%

Table 19. Frequencies and percentages for items 17-23 by the students in each country

As is clear from this table, it can be concluded that the majority of German students think that their English textbook does not present any information about the food and customs/festivals in different countries since the choice "None" in these two items has been most frequently selected by the German students; however, the responses to the other items, i.e. family life, youth life, national symbols, education and social groups reveal that their textbook contain references to the British, American, and other cultures. This is also confirmed by the results of the textual analysis of *Green Line New 6*.

Regarding the Dutch students in this sample, the results indicate that in most of these items the choice "None" was selected by the respondents. In other words, the Dutch students believe that their textbook does not specifically refer to any cultures. Apart from "None", the next most frequently chosen option by the Dutch students in all items is "British". This may imply that their textbook contains some slight references to this culture (see also the findings of the textual analysis of *New Interface HAVO 4,* which reveal that this textbook mainly refers to the UK). The cultural topics presented in the textbook do not focus mainly on the people's way of life, customs, traditions, education, family relations, social groups, etc., which may be more tangible and recognized as cultural concepts by the students (see the results of the textual analysis of *New Interface HAVO 4*). Because of this, they have selected the option "None" more than the others.

In the case of Sweden, except for family life and education, the students believe that for the rest of the items their textbook pays attention to British, American and other cultures; however, their tendency towards the selection of British and American cultures in most of the items can reveal that their textbook considers the cultures of these two countries the most. This is also confirmed by the textual analysis of the textbook. With regard to the Iranian textbook, it can be concluded that this book does not focus heavily on the presentation

of different cultures. The Iranian students have generally chosen the option "None" for most of the items. However, in some items such as family life and social groups, the students think that their textbook makes slight references to other cultures and British culture as well. Regarding family life, there are some references in the textbook to the family life in the local culture of the students in the exercises which can be classified under the category of "Other", and for the social groups, the coursebook gives some information about the scientists/pedagogues in Germany, Scotland and England.

Item 24

Table 20 shows the students' responses to this item clearly.

			Choices					Total
			Idioms	Expressions	Proverbs	Slangs	None	
Country	Germany	Count	37	111	57	77	31	313
		% within Country	11.8%	35.5%	18.2%	24.6%	9.9%	100.0%
	The Netherlands	Count	19	29	9	4	26	87
		% within Country	21.8%	33.3%	10.3%	4.6%	29.9%	100.0%
	Sweden	Count	34	60	40	32	6	172
		% within Country	19.8%	34.9%	23.3%	18.6%	3.5%	100.0%
	Iran	Count	20	122	0	0	18	160
		% within Country	12.5%	76.3%	0.0%	0.0%	11.3%	100.0%
Total		Count	110	319	106	113	84	732
		% within Country	15.0%	43.6%	14.5%	15.4%	11.5%	100.0%

Table 20. Frequencies and percentages for item 24 (students)

Based on the results displayed in the table above, the majority of the students in this sample believe that their English textbooks mostly familiarize them with expressions in the English language. This aspect is also confirmed by the teachers participating in this sample in their answers to item 29 in the questionnaire. An analysis of the Chi-Square was run to probe the significance of the differences observed in Table 20. Based on the results (x^2 (12) = 315.14, P = .000 < .05), it can be concluded that there are significant differences between the students' ideas with regard to the issue mentioned above (see the results of item 29 in the teacher questionnaire for further discussion).

Items 25-26

As mentioned before, the items 25 and 26 target the effect of the textbooks on creating attitudes towards other cultures which might be positive, negative or neutral. Item 25 focuses on the promotion of attitudes towards British and American cultures and item 26 refers to the development of attitudes towards cultures other than British and American. The following table indicates the results of both items in each country.

Country				Choices			Total
				Positive	**Negative**	**None**	
Germany	Items	25	Count	114	14	65	193
			% within Item	59.1%	7.3%	33.7%	100.0%
		26	Count	94	13	86	193
			% within Item	48.7%	6.7%	44.6%	100.0%
	Total		Count	208	27	151	386
			% within Item	53.9%	7.0%	39.1%	100.0%
The Netherlands	Items	25	Count	43	3	32	78
			% within Item	55.1%	3.8%	41.0%	100.0%
		26	Count	30	2	46	78
			% within Item	38.5%	2.6%	59.0%	100.0%
	Total		Count	73	5	78	156
			% within Item	46.8%	3.2%	50.0%	100.0%
Sweden	Items	25	Count	41	2	33	76
			% within Item	53.9%	2.6%	43.4%	100.0%
		26	Count	36	2	38	76
			% within Item	47.4%	2.6%	50.0%	100.0%
	Total		Count	77	4	71	152
			% within Item	50.7%	2.6%	46.7%	100.0%
Iran	Items	25	Count	2	24	123	149
			% within Item	1.3%	16.1%	82.6%	100.0%
		26	Count	60	21	67	148
			% within Item	40.5%	14.2%	45.3%	100.0%
	Total		Count	62	45	190	297
			% within Item	20.9%	15.2%	64.0%	100.0%

Table 21. Frequencies and percentages for items 25 & 26 (students)

According to the findings above, it can be concluded that the majority of European students participating in this study believe that their textbooks reinforce positive attitudes towards British/American cultures, while Iranian students think that their English textbook does not promote any positive or negative attitudes towards these two cultures. With regard to cultures other than British and American, the majority of Dutch, Swedish and Iranian

students maintain that their English textbooks do not develop any attitudes towards the cultures of other countries; however, German students think that their textbook also promotes a positive attitude towards other cultures. This may be confirmed by the answers of European teachers to items 27 and 28 in their questionnaire, who maintain that the cultural attributes of British/American and other cultures are not presented in a negative way. Portraying a negative picture of a country may lead the students to develop negative attitudes towards that specific country. However, presenting a balanced or neutral view may make the students reflective and help them create their own perspectives and attitudes towards the culture. In terms of the Iranians, the case is clear since their textbook does not focus on culture teaching. With regard to Swedish and Dutch students' responses to item 25, the results may be due to the fact that in *Progress Gold A* and *New Interface HAVO 4*, the focus is mostly on England and America rather than other countries, so the students think that their textbook creates no attitude towards the cultures other than British and American. The results of the analysis of the Chi-Square for these two items (x^2 (6) = 97.65, P = .003 < .05) indicate that the differences observed in Table 21 are statistically significant.

4.3. The Results of the Teachers' Interviews

As mentioned earlier, in order to gain a deeper understanding of teachers' ideas regarding their English textbooks and culture teaching, some interview questions were asked of the volunteer teachers to probe these issues. The interview conducted in this study consisted of 7 questions as a guide to control the process (see Appendix C). The answers of the interviewees to these questions were transcribed, codified and categorized into seven concepts which are presented in the following tables, separately.

Countries	Culture teaching
Germany	• Teaching language should be accompanied by teaching culture. • Teachers and textbook should make the students curious about English language and culture. • Teachers always face lack of time for teaching culture. • Teaching language is not limited to its linguistic aspects. Making the students familiar with the background knowledge of other cultures is also important. • Although it is important, it is sometimes difficult to present culture in the classroom. • It is difficult to distinguish between real culture and stereotypical images. • Teaching culture via language is the most important factor in language teaching because language conveys culture.
Sweden	• Teaching culture is important since language and culture are interrelated. • Culture is important, and it's part of our curriculum. • Teaching culture is a very important part of language teaching; however, it is often neglected or not seen. • Teaching culture is fun, but I don't focus on it mainly because it is hard for me. • Culture is important since it is part of a language.
The Netherlands	• Teaching culture is difficult. • I think culture is important; however, it is not our focus here. • Cultural topics and texts are like instruments to teach linguistic parts. • Teaching culture is quite important. • It's a tool to motivate students in order to learn a language. • It's really important for the students to know whom they communicate with. • It is always good to become familiar with your neighbors, but culture is not a criterion here. • Culture is part of our textbooks, but because of lack of time and examinations we cannot focus on this topic very much.
Iran	• We should teach culture to make the students know other countries better. • Language is one of the most important things which transfers culture; however, it is not the focus in our materials. • Language is not only grammar and vocabulary; culture is also important. • It is very important and should be taught at school, but unfortunately, this is not considered in our education. • Culture reflects social relationships among the members of a society and knowing about these relationships is very important in communication. • A language without its culture is nonsense and meaningless; however, we face some religious obstacles regarding the presentation of different cultures.

Table 22. Teachers' responses to the first interview question

Based on the answers provided by the interviewees in the above table, which refers to the ideas about teaching culture in the classroom in general, it seems that to this group of teachers, teaching culture is important since it can make the students curious and motivat-

ed towards the English language and culture. Language and culture are interrelated, and reflect social relationships among the members of a society (see also the results of a study by Kearney & Kolm (2011) with 8 Swedish teachers' attitudes towards the importance of cultural components in language teaching and the findings of a study by Jalali & Tamimi Sa'd (2014) with 95 Iranian teachers at English institutes which shows the teachers' positive attitudes towards culture teaching due to its motivating effect). However, some of them still find it difficult to work on cultural issues in their classes because of a lack of time (especially Dutch and German interviewees), the stereotypes (especially German interviewees), examinations (especially Dutch interviewees), curriculum (especially Iranian and Dutch interviewees) and religious obstacles (only Iranian interviewees). The following quotations give a clearer perspective towards the position of some of the interviewees in this study:

> IT3: it's very important to teach culture, I think. It should be taught at school by the help of the books. I mean the texts should include the cultures, and the teacher should give enough cultural information to the students in the classroom.

> IT5: Actually, in my opinion, different cultures should be taught within the textbooks, but unfortunately, in our educational system in Iran we are not allowed and we are not permitted to talk about cultures because of religious obstacles here. I personally believe a language without its culture is nonsense and meaningless, but we are not allowed to teach it in classes.

> DT3: I think teaching culture is quite important because if you want students to, if you want to motivate them to really learn a language, it's important that they know whom they communicate with. So if you tell them a bit about British culture, their humor, and their football clubs and celebrities and history, pupils like that. I think culture is very important, but not so much for English language teaching itself, but more for pedagogical reasons.

> DT1: Culture is not the focus of my classes, but I try to do something with it every now and then as a filler, so to speak.

> GT4: I think that teaching culture is perfectly true to language learning because within any culture language is the most important factor. Language is mostly culture-based, so I think that is very important.

> GT5: Exactly I do agree that it's important to teach culture. It's something that we should do, but I also see that it is difficult because well, teaching language is easier than teaching culture because I can teach words and grammar rules and reading texts. That's easier than teaching what's the difference between culture in Germany and India.

ST3: Teaching culture is absolutely important. I think it's a very important part of language teaching. A part that it's often neglected or not seen very often. I think many textbook authors create the learners' materials try to include those aspects in their materials in the texts, but sometimes, I think students miss it because it's a little bit superficial or actually don't take it seriously or don't very much to the point.

The statements mentioned above indicate that these teachers are aware of the importance of teaching culture in the language classes; however, sometimes due to some external or internal factors, such as the information in the textbooks, curriculum, educational policies and teacher's own belief towards teaching culture, they may skip it or have a limited focus on it. As a result, it can be inferred that the contextual factors can have a determining role in the way teachers act in the classroom regardless of their own beliefs and attitudes.

Countries	The cultural aspects which should be covered in the textbooks
Germany	• Current events, daily life of the people, literature, songs • Different aspects like literature, youth life, everyday life • Everyday topics, school life • Combination of all aspects • Literature, everyday life • Geography, history, literature, everyday life
Sweden	• Literature, history, daily life of people, customs and traditions, expressions • People's attitudes, everyday life, current issues • Things that are related to mentality, things that can be questioned, relevant ideas that can be reflected upon • Beliefs, values, literature • History, way of life, literature, short stories, current issues • History, way of life, music
The Netherlands	• Literature, people' behavior, relevant issues to students' lives • Literature • History, music • Way of life is not important; history should be covered. • Literature, geography
Iran	• The aspects that really focus on the students' beliefs and religion. • Way of life • All aspects that are different from ours, such as body language • Values, beliefs, everyday life • Social behaviors, day life of the people

Table 23. Teachers' responses to the second interview question

The second category refers to the interviewees' beliefs about the cultural aspects which should be covered in the textbooks. According to the above table, there is a common idea among these 21 interviewees about the inclusion of everyday life of the people as a cultural

aspect in the textbooks; moreover, the European interviewees mainly focus on literature as another important cultural aspect which can be discussed in the coursebooks (these two aspects are indicated in highlighted form in Table 23). Thus, it seems that these topics are among those which are considered important according to the teachers' opinions in this interview. This may be due to the fact that literature and everyday life have a connection with each other since literature can mirror daily life, social behavior, thought, and interactions among the people in a specific community during different periods of time. This idea is clearly presented by one of the interviewees in this study (GT5) (see below). Within this framework, literature can be considered as a kind of authentic material which deals with both sociolinguistic and cultural aspects of a language used by a particular group of people. In other words, literature is a valuable material which cannot only increase the cultural awareness through description of the history, traditions and relationships, but also improve the teaching and learning process via the provision of authentic materials (see also Yildrim, 2012).

Considering the results of the textual analysis of the textbooks, it can be concluded that the German and Swedish textbooks, i.e. *Green Line New 6* and *Progress Gold A,* satisfy their teachers' positions to some extent since these two textbooks pay attention to the way of life and literature. The following statements can better show the positions of some of the interviewees towards the cultural aspects in the coursebooks, especially regarding the inclusion of literature and everyday life.

> IT2: Because of some differences in religion and politics I think it's very difficult to select one of the aspects of the culture which should be taught in our textbooks. But, I think teaching about the way of life is important.

> IT5: You know, when we talk about the cultures, it means that different aspects of culture should be taught which is impossible, of course. In our limitation, I prefer to talk some parts of the culture, I prefer to talk about something that we are allowed. Sometimes, we stop the lesson and talk about the social behaviors of some foreigners but not too far. We couldn't teach it too far.

> GT5: I guess everyday life is more important than literature and history although, of course, especially literature shows all these aspects because if you read a book that is set in another country you see how people act, how they behave, so that I can take all the students and

travel around the world. Literature is a very good way of teaching culture and even of teaching everyday behavior and the differences.

ST3: Values, beliefs, and of course literature because literature can describe dilemmas, moral dilemmas, for example, so make the students think themselves and guide themselves.

DT3: Well, I find literature important because it's an important cultural aspect. History is also important because you know the students can get a detailed information about the past of that country. Music and songs definitely, since they are interesting for them.

Countries	The cultures/countries which should be covered in the textbooks
Germany	• English speaking countries • Mostly the UK and US, but also other English speaking countries • It depends on the curriculum, mostly the UK and US. • Except from the UK and US, Australia, Canada, and even our own culture
Sweden	• Except for the UK, Australia, New Zealand, and South Africa • English speaking world, mostly the UK and US • The textbook should focus on <u>English as an international language</u>. Thus, apart from the UK and US, other countries like India, Australia, South Africa and Asian countries such as Thailand. • English speaking countries • The UK and US, New Zealand, Iceland
The Netherlands	• English speaking world • The UK and US • The UK
Iran	• Various countries since English is spoken in many countries with different cultures. • The UK and US • Different countries and cultures since <u>English is used as an international language</u>. • Local culture and the cultures of different countries

Table 24. Teachers' responses to the third interview question

Referring to the interviewees' responses, it can be concluded that most of them believe in covering the cultures of English speaking countries, especially the UK and US, in the textbooks (the results of the textual analysis also reveal that the textbooks analyzed in Germany, Sweden, and the Netherlands in this study cover some aspects of the English speaking world, especially the UK and US. In contrast, the focus of *English Book 1* in Iran is not really on teaching culture although there are some slight references to the Persian and other cultures). Therefore, according to Cortazzi and Jin's (1999) classification, it seems that the textbooks which refer to the target language cultures draw a favorable response from most of the interviewees in the present research. However, some German and Iranian interviewees mention the necessity of presenting the local culture of the students as well. This can be due to the fact that in this way teachers use the cultural similarities and differences existing between the native culture of the students and foreign culture to give a better insight into the probable cultural diversities. Within this framework, students can become more critical and reflective towards the self and others. This issue is among the main concerns of intercultural language teaching aiming at the enhancement of IC (see also Kramsch, 1993; Byram, 1997). Furthermore, the idea of considering English as an international language and talking about different cultures or countries is discussed by some of the Swedish and Iranian interviewees. In this sense, teaching English as a Lingua Franca is taken into account by these teachers. In the following, the opinions of two teachers about the inclusion of cultures in the textbooks are presented:

> GT4: Our textbook, I think, apart from England and America, also deals with South Africa which I really like it since I believe that the students can see that the English speaking world is larger than just the US and UK.

> ST3: I think we should move away from traditional English speaking countries to countries and cultures where English is used as the second or even foreign language and that is basically all countries in the world. It could be India, Asian countries which are not really considered to be to have an English heritage.

Countries	The evaluation of the linguistic and cultural aspects of the textbooks

Germany	• Linguistic
	   ○ It is quite good; it really proceeds well; the structure is good, but it is a little bit much in one year.
	   ○ From a linguistic point of view, this textbook covers most of the things although the focus is on language skills.
	   ○ The textbook mainly focuses on texts and it does not focus on grammatical topics.
	   ○ The exercises are not enough.
	   ○ The grammatical topics and explanations are not enough.
	   ○ In terms of reading comprehension, there are different tasks and questions which are really helpful.
	   ○ The skill pages at the back of the book help the students to learn different techniques and skills.
	   ○ This book helps the students become prepared for their exam.
	   ○ It has a lot of vocabulary exercises, but it only treats grammar very lightly.
	• Cultural
	   ○ It covers the cultural aspects according to the curriculum, but it contains too many aspects in texts.
	   ○ I like it because there are several cultural aspects in it.
	   ○ The cultural topics in the book are too abstract; the students do not feel really connected to the topics.
	   ○ The textbook provides a good range of texts and text types, but the literature should be covered with more examples and texts.
	   ○ I like it because it shows various cultural aspects; it does not only focus on Britain and America.
	   ○ It does not only focus on texts, but also features radio programs and interviews from English speaking countries.
	   ○ It is good that this book contains different texts with a variety of genres.
	   ○ This book has a critical view; it presents the social problems in English speaking countries as well.
	   ○ The students can become familiar with different expressions and idioms through authentic texts in this textbook.

Sweden	- Linguistic
	    o It is good and it contains lots of exercises.
	    o Linguistically, it is not very streamlined. I mean you could not see any progress in it.
	    o There is not enough grammar.
	    o Grammar and vocabulary are not covered sufficiently.
	- Cultural
	    o This book does not focus on culture that much; however, there are some texts about Britain, America and India.
	    o This book does not pay attention to the Swedish culture that much.
	    o Culturally, it does not give you much because it focuses so much on specific cultures.
	    o There are a few references to different cultural aspects of a country.
	    o The textbook does not draw the students' attention to specific issues in a culture.
	    o The textbook is culturally appropriate.
	    o The textbook is not good from cultural point of view since its texts are boring.

The Netherlands	- Linguistic
	    o The textbook has very good exercises, but the speaking exercises are very dull.
	    o The reading exercises are good and prepare the students for the exam.
	    o The listening exercises are not particularly useful for the exam.
	    o The writing exercises have limited scope and are short.
	    o This book covers very basic grammar.
	    o The grammar exercises are too easy.
	    o This book focuses mostly on vocabulary, and grammar is presented very weakly in it.
	- Cultural
	    o The texts of the book are relevant to the students and their school life.
	    o It has comparative exercises regarding the cultural difference among Dutch, British, and American cultures.
	    o The topics are superficial and shallow.
	    o It provides the students with some cultural information, but not very much.

Iran	• Linguistic
	    o The textbook is very old.
	    o It is a simple book; it has simple stories, reading passages and grammar.
	    o It focuses on grammar and vocabulary only.
	    o This book pays no attention to listening and speaking.
	    o It does not pay attention to all skills.
	    o The level of language is low.
	 • Cultural
	    o It does not have good topics; the main problem is the lack of culture.
	    o There are no cultural texts in our book.
	    o From a cultural point of view, this book is very weak.
	    o There is no trace of other cultures in the book; with regard to the local culture, it just considers religion.

Table 25. Teachers' responses to the fourth interview question

The next issue discussed here is related to the interviewees' ideas about their English textbooks, i.e. *Green Line New 6*, *Progress Gold A*, *New Interface HAVO 4*, *English Book 1*, from linguistic and cultural points of view. The German interviewees in this study seem to be satisfied with their textbook in terms of linguistic features, such as language skills, the structure, tasks, and vocabulary; however, they mention that there is a need for the inclusion of more grammar points and exercises in the book. The Swedish interviewees have the same concern about grammar in *Progress Gold A,* but they also emphasize adding more vocabulary sections to their book. It seems that the grammar is also considered as a problematic issue by the Dutch teachers interviewed in this study. They believe that the grammar in the textbook is too simple and weak. Apart from grammar, they maintain that the number and types of exercises for listening, speaking and writing are neither sufficient nor appropriate. In contrast, the Iranian interviewees have no problem with the amount of grammar in their textbook since they believe that *English Book 1* mainly focuses on grammar and vocabulary. For them, lack of attention to language skills, especially listening and speaking, as well as the level of language are the main issues (see also the results of the textual analysis regarding the linguistic aspects in these four textbooks).

With regard to cultural characteristics, apart from the positive points mentioned by the European teachers, such as authentic texts, varieties of genres, use of various texts and tasks, use of different cultural aspects, and conformity to the curriculum, some of the Ger-

man interviewees in this study believe that *Green Line New 6* covers cultural topics which are too abstract for the students, so they cannot relate to them effectively; furthermore, too many aspects are discussed in the texts. In contrast to the Germans, Swedish interviewees mention different problems with regard to culture in *Progress Gold A.* These teachers believe that their textbook does not cover varieties of cultures and cultural aspects. Moreover, it does not consider the Swedish culture sufficiently, and the texts are boring. The problem in terms of texts is also stated by the Dutch interviewees, who claim that the texts in *New Interface HAVO 4* are shallow and superficial; they offer only limited cultural information to the students. However, the relevance of the topics to the students' lives and the presence of comparative exercises concerning Dutch, British and American cultures are considered as positive points by the Dutch interviewees. The main problem for the Iranian interviewees is that their textbook does not pay attention to teaching culture at all (see also the results of the textual analysis concerning the cultural aspects in these four textbooks). The following quotations clarify the ideas of some of the interviewees clearly.

> GT5: I do quite like the concepts of the book because it shows various cultural aspects; it has texts about different regions rather than English speaking countries. I mean it does not only focus on Britain and America, it has something about India; it has something about South Africa and something about Ireland. I think that is interesting and it does not only use texts, it has texts with interviews, radio programs, and other things that students can use to listen to. It has also exercises that prepare them for the exams, of course, because teaching always is like you use many things, on the one hand, to teach them language and to teach culture, but the third important aspect is, of course, especially in the 'Oberstufe', it should prepare the pupils for the exams because that's what they want from you actually.

> GT1: well, I think they do it quite well. They cover all the things; I think it really proceeds well. Sometimes, it's a little bit a lot in one year, but the structure is rather good. They start with easy aspects. You more or less cover all grammatical aspects and then you talk about certain details, certain grammatical problems. This is rather well basically. Honestly, I can't really judge it culturally because I don't know myself too much about foreign cultures that I could say it is missing something.

> ST1: the cultural topics in the book are not very interesting. It's a sort of old-fashioned and the references they make are very puzzling. Linguistically, well, I would say that the book that we mostly use contains lots and lots of exercises, so you can really even if you skip the exercises that you don't like and skip the texts that you think are not up-to-date, there is quite a lot that you can do.

DT1: I think the new interface has some very good exercises. I think the speaking exercises are dull and I don't do them with my class. I think of better speaking exercises because to tell them only you are this person and you are that person, you are going to talk about this and solve that situation is not enough. The reading exercises are good; they prepare them well for the city exam and as we discussed, they are often about the things that the students can kind of relate to. Whether you want to call that cultural or not, the texts are relevant. As far as listening is concerned, they are OK. Writing exercises are also OK. But, I think they are short and too limited in their scope. I think production should be extensive not on a very small scale, so linguistically it is OK. It's an OK method [book] overall.

IT2: In the case of linguistic, it's a simple book. But, in the case of culture, there is no cultural text in our book. This book is only involved in only simple stories as reading and very simple grammar.

IT1: This book was written several years ago, and it doesn't have any good topics for the students. The students have no motivation to learn better because of the book.

IT5: We have got lots of problems about our textbook. The textbook doesn't let the teacher go forward and to add anything to it. The textbook doesn't let you talk about cultures. It doesn't have any colorful and real pictures, so let's say that the textbook is the most demotivating element in teachers' hands and you find nothing in the textbook.

Countries	Stereotypes in the textbook
Germany	• Stereotypes should be presented in the textbook for fun. • Some of the students may accept them, so they should be used carefully. • Stereotypes help the students to realize how other people might think about us. • Using stereotypes are useful since they help the students to know more about other cultures. • The stereotypes can make the students reflective. • The questions asked after the stereotypes are very important; they can make the students reflective. • I think stereotypes are strong starting points to teach culture; they refer to the perceived knowledge of the students about others.
Sweden	• Stereotypes are good for analyzing, discussing, and reflecting upon different topics. • Stereotypes make the students to have comparison and become critical thinker. • I do not believe in using stereotypes, but those stereotypical images which are not negative can be good for discussion in class. • I prevent from stereotypical images; they make the students closed-minded.
The Netherlands	• Stereotypes for humor are very interesting and good. • Using stereotypes is fun. • Teachers should be careful about them. • Using stereotypes is ideal since it makes the students think more.
Iran	• Stereotypes are also part of cultures, so they should be discussed in the textbook. • Presenting the negative stereotypes should be avoided in the textbook. • The positive stereotypes can be funny and make the students talk. • I do not like them because they give limited knowledge to the students.

Table 26. Teachers' responses to the fifth interview question

Stereotypes are defined as "the conventionalized ways of talking and thinking about other people and cultures" (Kramsch, 1998: 133). Different questions are always raised about the usefulness or harmfulness of the stereotypes when teaching culture in language classrooms. Some

authors like Welsh (2011: 2) claim that stereotypes "can affect people's attitudes towards others and impact on their intercultural understanding," especially for those "who lack skills in critical thinking or have "a limited knowledge," while others (e.g. Byram, 1997) suggest that using stereotypes can be considered as a kind of instrument to encourage critical thinking.

Considering these positions, the interviewees' attitudes towards using stereotypes in the textbooks can be divided into two categories: stereotypes as useful and stereotypes as inappropriate tools. The teachers in the first category mostly believe that the stereotypes can be used as a kind of stimulus for discussion, are funny and interesting, make students reflective towards their own and other cultures, and help them to know more about other people. However, in the second group of interviewees in this study, the negative aspects about using stereotypes are presented. These teachers believe that stereotypes should be used carefully since they may be accepted by the students, restrict their knowledge about others, and make them closed-minded. These two positions are clear in the following statements:

> GT2: Well, sometimes I think it's a good way to start the discussion. What do you know about other countries? Can you give us a stereotype? This is a good way to begin, for example, if you want to talk about culture. The other thing is that when dealing with that, you, of course, read texts about them in order the pupils get more get more knowledge about those cultures and the kind of real things or supposed stereotypes and maybe change them in the end.

> ST5: Stereotypes, no, I don't like them that much. We should try to prevent them [the students] to have some sort of stereotypical images, definitely. We should try to open their eyes. We should not classify the people in different groups; we should just make them [the students] see some other way of living and how and what could be like in another country, I mean.

Although language textbooks can be considered as a kind of rich source for teaching culture and providing students with different information about the target countries, there is always the danger of giving inconsistent and overgeneralized information to the students, leading to the creation of stereotypical images of the target cultures or strengthening students' presuppositions about others. Textbook designers should therefore take these points into account in order to avoid any kinds of misrepresentations. To do so, as suggested by one of the German teacher in this study, they can use appropriate questions and tasks to make the students think more about the pictures which are portrayed in the textbooks either about themselves or others.

Countries	Using other materials and methods to teach culture
Germany	- Research projects - Additional literary texts - Texts related to the students' lives - The students' and my own experiences - Audio material and podcasts from English speaking countries - The Internet - Having contact with the native speakers - Exchange program
Sweden	- Novels - TV programs - Movies - Inviting the native speakers - The students' and my own experiences - The Internet and YouTube
The Netherlands	- Facebook - Hip-hop music - Literature - Magazines from English speaking countries - Documentaries - TV programs - Music - Personal experience of the students
Iran	- The focus of our curriculum is not on culture, so we cannot bring cultural texts and materials to the class. - Since the textbook does not focus on culture, I do not teach culture either. - Generally, we are not allowed to bring cultural material to the class. - I can bring extra materials for practicing grammar and vocabulary not culture.

Table 27. Teachers' responses to the sixth interview question

Another issue presented to teachers in the interviews concerns other materials that they use for teaching culture in the classroom. As is clear from their answers, apart from the Iranian interviewees who claim that they are not allowed to use other materials for teaching culture, the other teachers interviewed in this study mostly use different kinds of authentic materials, media and the personal experiences of their students to teach culture. Moreover, having contact with the native speakers through exchange programs or inviting them to the classes is also considered as a kind of aid for teaching culture. With regard to the Iranian teachers in this sample, it seems that the teachers' tendencies, beliefs, and attitudes towards teaching culture cannot play a significant role in their context due to the policies in their educational system. Therefore, teaching culture can face different kinds of obstacles; for example, in some countries like Iran the policy makers tend to stick to the linguistic aspects of the language rather than the cultural ones thanks to the concept of cultural invasion. The ideas of teachers about using extra materials to teach cultures are as follows:

> ST5: I use authentic media like News, BBC, BBC News, I use YouTube, CNN, whatever, then newspapers and sometimes clips.

> IT4: I bring sometimes some more exercises and materials for vocabulary and grammar, but for culture no. The focus of our curriculum is not on culture and we are not allowed to bring these things.

> GT1: I myself think going to English speaking countries is very good for learning about culture. So, I think exchange program is good for teaching culture, but there are always problems of finding a school and the budget.

> GT6: I try to focus on personal experience. I have lived in Canada, for example. I can talk about Canada confidently. I have visited the UK on the number of occasions, so I can talk about some of the cultural aspects confidently. I've been to Australia extensively so I can talk about it. Also, I try to make use as best as possible from pupils with different ethnic background and from pupils' own experiences.

Countries	Changes which should be made in the textbook
Germany	• Using shorter texts instead of the longer ones to help the students go deeper • Adding more pictures and texts regarding the cultural aspects • Adding more interesting topics with regard to the age of the students • Deleting the literature because it is abstract • Adding more grammar materials and exercises in pairs and groups • Making the book a self-study reference book
Sweden	• Adding more information about other English speaking countries • Adding more texts about Swedish culture • Adding more cultural topics • Adding issues related to pragmatics like politeness • Adding grammar and using more authentic texts to teach vocabulary • Using more tasks which give comparative insights into cultures
The Netherlands	• Adding more reading texts and songs • Adding topics which are more relevant and current • Adding more grammatical exercises • Adding more interesting and deeper cultural topics • Adding materials about history • Adding grammar and culture
Iran	• Adding cultural topics and texts to make the students motivated to learn the language • Adding listening and speaking skills • Adding tasks for functional aspects of the language • Using higher level of language • Using authentic texts • Using more colors and real pictures

Table 28. Teachers' responses to the seventh interview question

The last issue discussed in the interviews is related to the teachers' ideas about making any necessary changes or adding any specific parts to their textbooks. Based on the answers given, the German interviewees mostly believe that there is a need for using shorter texts, more interesting topics relevant to the students' age, and more grammar exercises in the book. In the case of the Swedes, the interviewees in this study feel that their textbook should cover more cultural information, topics and tasks, use more texts about the Swedish culture and pragmatic issues, as well as include more exercises for grammar and vocabulary. The Dutch interviewees also suggest that more interesting, relevant, and deeper cultural topics should be added to their textbook. Furthermore, some of them maintain that their textbook should pay more attention to history and grammar. The Iranian interviewees emphasize the inclusion of culture, authentic texts, functional tasks, colors and real photos, as well as listening and speaking skills. Furthermore, they point out the need to use a higher level of language in the book.

On the whole, it can be concluded that the interviewees in this study still feel some shortcomings in the linguistic and cultural contents of their textbooks which need to be improved in different ways. It seems that to this group of teachers, adding more interesting cultural topics is a common concern which should be taken into account. In this sense, it can be inferred that these teachers believe in making their students more motivated and interested in learning the language and culture. Additionally, among the European interviewees, adding more grammar or grammatical exercises to their textbooks is also stressed, which may result from their students' needs and the examination requirements. In the following, some of the teachers' opinion concerning these modifications are presented.

> IT4: We should add some points, for example, about the culture. We should make less some parts and add some other points in order to have a kind of balance between different teaching aspects. For example, about the skills in this book. We should pay attention much more to speaking, communication, and listening.

> IT1: I think it's necessary to change the whole book. I think that our book needs culture and the passages with more interesting topics. We need speaking tasks. We need listening exercises. The whole book must be changed, I mean.

> DT5: Actually, I am not that much satisfied with this method [book]. We should do things on the sides, too; add some culture, add some grammar and exercises, so that's what we should do.

ST2: Yes, especially the grammar and, yeah, words, as well, and linguistic items. I mean I should add these things. I also have my own material written kind like false friends, like idioms, difficult words or whatever, so I use my own material also and that's really useful. I mean these things should be added to the book.

GT2: Of course, for example, well, on the linguistic side not that much because what we have in the book is sufficient in my opinion, but for example, concerning literature or some cultural aspects more pictures or texts for example should be added.

GT3: The textbook mainly focuses on texts and it doesn't have too many grammatical topics, so I use different books for that. Yes, I add some grammatical materials for some pages. I think the book covers most of the topics, but not enough exercises, so I definitely add stuff to that. There is also group work and pair work, but they are not enough.

Having presented the results of the textual analysis, questionnaires and interviews, in this section, a short summary will be provided in order to compare the textbooks analyzed in this research and round off the chapter.

4.4. Summary of the Results

In this section, a general overview of the results obtained in the study is presented in the light of each research question in order to better clarify the outcomes. Therefore, for further discussions and interpretations related to each question the previous sections in the present chapter should be reviewed.

Research question 1

How do the English textbooks analyzed in the present study deal with the concept of intercultural communicative competence?

Based on the results obtained from the textual analysis of the textbooks, it can be concluded that *Green Line New 6* and *Progress Gold A* pay more attention to the development of ICC in comparison to *New Interface HAVO 4* since, regarding the sum of the activities in these two books, the number of tasks promoting one or more dimensions of IC is higher than that in their Dutch counterpart. Furthermore, because of the fact that these two textbooks focus more on literature, the tasks accompanying the texts are mainly concerned with ethnocentric perspectives, attitudinal and reflective questions which make the students think more about the cultural differences, decenter from their own cultural values and beliefs,

and change perspectives. In contrast, *New Interface HAVO 4* focuses more on the knowledge dimension of IC. Just over half of the intercultural activities in this textbook provide factual knowledge about other cultures, mainly the UK, and ask the students to collect information about cultures. In other words, this book pays less attention to the development of skills and attitudes. Comparing *Green Line New 6* and *Progress Gold A,* the findings reveal that the former mainly focuses on the development of the skills and attitude dimensions of ICC, while the latter deals mostly with giving knowledge and attitudes about cultures. Regarding *English Book 1*, the case is completely different since teaching culture is not the main concern in this book. It mostly refers to language items, i.e. grammar and vocabulary. No cultural activities which can promote ICC are used in this book. Although there are very slight references to some cultural issues in texts and comprehension questions, one can hardly say that this textbook gives deep insights into cultures and helps the students promote their ICC. The following graph shows the status of cultural tasks/exercises in the textbooks (see the results of the textual analysis as well as the teacher and student questionnaires for further discussion).

	Green Line New 6	Progress Gold A	New Interface HAVO 4	English Book 1
▥ Total number of tasks/exercises	162	182	156	145
⠿ Total number of IC tasks/exercises	123	98	48	12
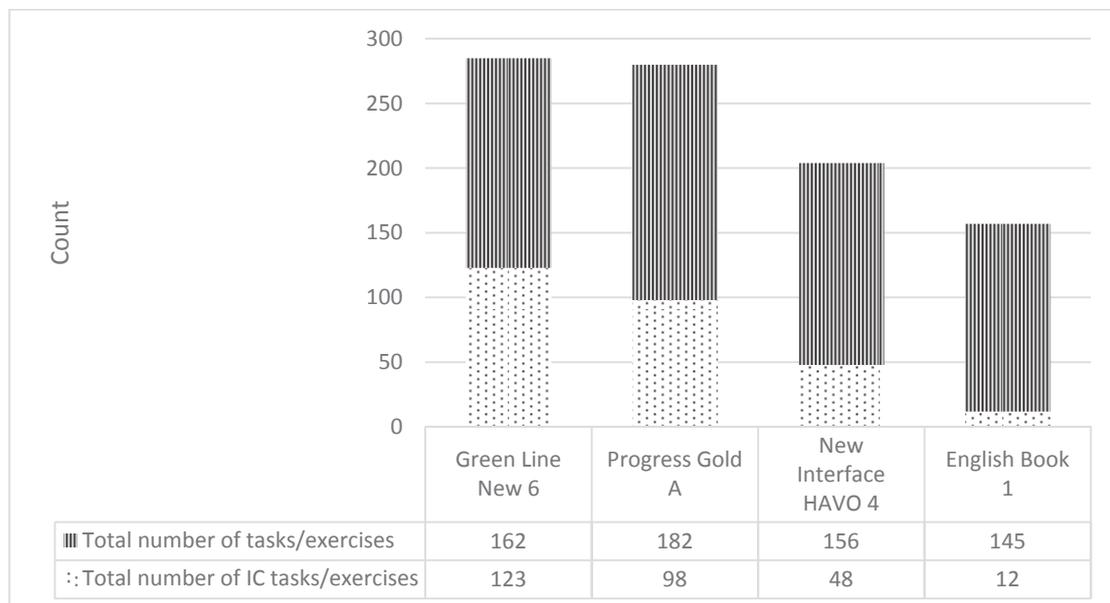
Graph 33. Tasks/exercises in the textbooks analyzed in this study[84]

---

[84] In English Book 1, (12) is the total number of the comprehension questions which have some cultural references.

Research question 2

Which aspects of the target/other culture(s)—big-C and small-c—are stressed in the English textbooks analyzed in the present study?

On the whole, the findings indicate that *Green Line New 6*, *Progress Gold A*, and *New Interface HAVO 4* mostly contain those texts which deal with the small-c cultural aspects, such as social problems, love and relationships, idioms and expressions, minority groups, everyday life, youth life, cultural conflicts, etc., which are mainly related to the English speaking countries, such as the UK, US, Australia, South Africa and India. It should be noted that these three textbooks, especially *Green Line New 6* and *Progress Gold A*, deal with both negative and positive aspects in the English speaking countries; however, the social problems and negative aspects of the societies (e.g. racism, crimes, drugs, insecurity, violence, etc.) are highlighted more than the positive ones. In contrast, those texts which have slight cultural references in *English Book 1* mostly focus on the big-C aspects of introducing famous people (the UK and Germany) and religion (Islam). It should be also mentioned that in *English Book 1*, there are some references to the local culture of the students like Persian calendar, Persian names, orthography, currency, etc. (see the results of the textual analysis as well as the teacher and student questionnaires for further discussion in this regard). The following graph indicates the distribution of type texts regarding the cultural topics in the textbooks.

	Green Line New 6	Progress Gold A	New Interface HAVO 4	English Book 1
⁻ Non-culture-specific reference texts	9	5	7	3
‖ Big-& small-c culture	4	6	0	0
⁞ Small-c culture	28	20	10	1
▪ Big-C culture	17	4	7	5
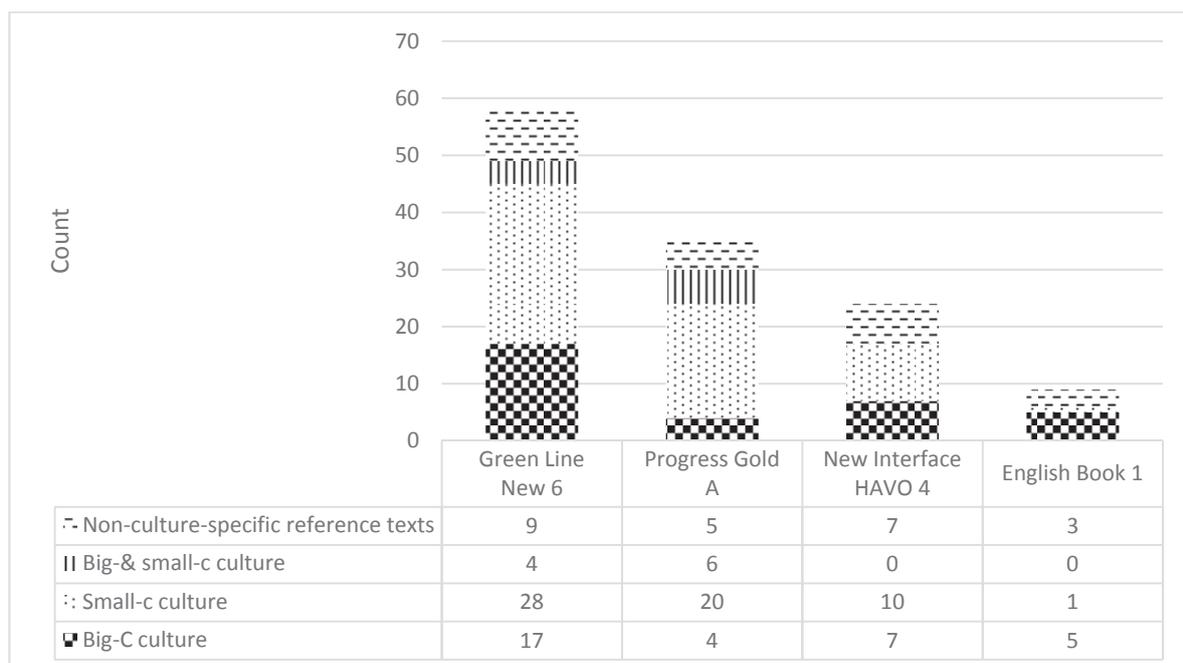
Graph 34. Cultural references of the texts in the textbooks analyzed in this study

Research question 3

What are the probable difficulties of EFL teachers in terms of intercultural matters in their textbooks? What do they do to solve these problems?

As a whole, the main problems mentioned by the teachers in this study are concerned with the lack of attention to different cultural topics as well as the inclusion of topics which are more interesting and relevant to the students' age (German teachers), the existence of stereotypes in the texts, the lack of attention to social issues, varieties of cultures, intercultural matters in different countries, and Swedish culture (Swedish teachers), the use of old, shallow and superficial information and topics, and the lack of attention to varieties of cultural topics as well as English speaking societies other than the UK and US (Dutch teachers), and finally the existence of outdated texts, the lack of authenticity, poor cultural design, and the lack of attention to the cultures of other countries (Iranian teachers).

The main strategies of the European teachers participating in this study for overcoming these difficulties are adding extra materials and tasks as well as encouraging the students to analyze, discuss and question cultural issues. However, the Iranian participants just give some suggestions to the textbook designers in order to improve the materials because they are not allowed to add anything to their textbook with regard to cultural issues; this is where the educational systems can affect the way teachers deal with cultural aspects. As discussed earlier, because of the concept of cultural invasion in some countries, the policy makers in the Ministry of Education ask the teachers and textbook designers to focus on the linguistic matters rather than the cultural ones of the target language (see the results of the teachers' open-ended questions and interviews for further discussion).

Research question 4

How do the English textbooks analyzed in the present study help learners to grasp the differences and similarities between the target culture(s) and the students' native culture?

According to the textual analysis of the textbooks, it can be concluded that the total number of tasks and texts which paint a picture of the source culture and compare or contrast the local cultures of the students with the foreign cultures are relatively low in the English textbooks analyzed in this study. Therefore, although in some of the tasks in *Green Line New 6* (13 tasks), *Progress Gold A* (10 tasks)*, and *New Interface HAVO 4* (2 tasks) the students are asked to compare and contrast their own cultures with others, these textbooks do not focus

greatly on this issue in promoting ICC. In *English Book 1*, although there are some shallow references to the source culture, there is no attention to relating and comparing local and foreign cultures. Most of the students participating in this study believe that their textbooks do not pay a great deal of attention to their own cultures and thus do not provide the basis for a comparison of cultures (see the results of the student questionnaires for further discussion).

Research question 5

How are the linguistic elements (e.g. skills, vocabulary, grammar, etc.) presented in the English textbooks analyzed in the present study?

Generally speaking, the findings of the textual analysis reveal that *Green Line New 6, Progress Gold A,* and *New Interface HAVO 4* try to present a balance in terms of the inclusion of language skills and sub-skills in teaching the language. With regard to the presentation of grammar, all of these three textbooks use the deductive approach, and the grammar exercises and explanations are treated as review sections at the back of the books. In this sense, grammar is mostly presented in sections designed with the aim of self-study to repeat the points discussed in the lessons. Regarding vocabulary, different techniques, such as decontextualized, semi- and fully-contextualized presentations, are used to teach new words. However, only *Green Line New 6* pays attention to the use of all of these techniques for vocabulary instruction to a great degree. Moreover, these textbooks use colorful pictures and illustrations as well as different types of meaning- and form-based activities in the form of individual, pair and group work in order to practice the language items and skills. However, little attention is paid to pronunciation work and activities. It should be mentioned that *Green Line New 6* focuses on meaning-based activities more than the others. Concerning *English Book 1,* the results indicate that this textbook focuses more on language items in terms of vocabulary and grammar. As a result, it contains different types of form-based exercises rather the meaning-based tasks. Furthermore, a combination of semi-and decontextualized techniques are used for vocabulary teaching. Compared to the European textbooks in this study, *English Book 1* covers some exercises for pronunciation, although they do not go into this concept in great depth. The grammar in this book is presented deductively using the audio-lingual method for practicing. Finally, the pictures used in *English Book 1* are black

and white and in the form of drawings (see the results of the textual analysis as well as the teacher and student questionnaires for further discussion).

Chapter 5

Conclusion

It is the foreign language which may serve as an initial stepping stone to open the learner's eyes to a foreign perspective.

Julian Sudhoff (2010)[85]

In chapter 4, the findings of the study were discussed. This chapter will elaborate on the implications of the research results and the suggestions for future studies which are concerned with the analysis of English textbooks in terms of the promotion of ICC. To achieve this, a brief review of the goals of this survey is appropriate to put the results obtained into perspective. This study aimed to (1) examine the cultural and intercultural aspects presented in four English textbooks at the upper-secondary school level in Germany, Iran, the Netherlands and Sweden with regard to culture teaching and the incorporation of ICC in the texts and activities, as well as (2) explore teacher and student opinions towards the cultural contents of their English coursebooks. Moreover, in order to provide a better insight into the structure of these textbooks, some general information about the organization and linguistic aspects was also offered and questions along these lines were asked of the participants.

Regarding the first aim, the findings from the textual analysis of the textbooks indicate that the three textbooks from European countries analyzed in the present work are more concerned with the concept of cultural teaching and promotion of intercultural competence in comparison to the Iranian textbook. It should also be mentioned that among these three European books, two of them—the one in Germany and the one in Sweden—pay much closer attention to cultural and intercultural matters, especially concerning the dimensions and objectives of ICC presented in Byram's model. Furthermore, the analyzed textbooks in the European countries focus mainly on those cultural aspects dealing with the small-c features. However, the Iranian textbook contains slight references to big-C cultural aspects. This cultural information, especially with regard to the European coursebooks, refers to the UK (mainly England) and US more than other English speaking countries, which shows the dominance of these two countries in these textbooks. This may be due to the influence of

---

[85] source: CLIL and Intercultural Communicative Competence: Foundations and Approaches towards a Fusion

the UK and US from historical (the worldwide distribution of the British Empire and its colonies) and economic (the US as the leading economic power in the world) perspectives (Crystal, 2003). This issue is also confirmed by other studies in textbook evaluation in different European countries (e.g. Lund, 2006; Pohjanen, 2007; Kearney & Kolm, 2011; Pervan, 2011; Lindström, 2012).

With regard to the second aim, related to teacher and student opinions on the cultural content in their textbooks, the results demonstrate that to the teachers in this study, culture teaching is an important aspect in language programs. They mostly believe that a variety of cultural topics related to the English speaking world should be covered in the textbooks in order to make students familiar with other people. However, some of the teachers in this study maintain that teaching culture is sometimes difficult for them because of lack of time, curriculum, examinations and policies. Concerning their textbooks, most of the German and Swedish teachers in this sample believe that their textbooks can contribute to the development of cultural and intercultural competences, while most of the Dutch and Iranian teachers hold the opposite view towards their textbooks. Considering these issues, the students participating in the present research can be divided into two groups. The majority of the German and Swedish students think that their textbooks help them in the promotion of intercultural and cultural awareness, whereas most of the Dutch and Iranian students generally take the opposite position.

Investigation of the general and linguistic aspects of the textbooks indicates that unlike the Iranian textbook, which focuses mostly on teaching grammar and vocabulary, the three European textbooks analyzed in this study pay attention to the skills and sub-skills. Additionally, the activities in the European books are a mixture of meaning- and form-based tasks and exercises, while in the Iranian coursebook the focus is basically on form-based activities in the form of pattern drills. The responses provided by the teachers in this study show that the European participants are more satisfied with the general and linguistic characteristics of their textbooks than the Iranians are with theirs. However, with the exception of the Swedish students, the ideas of the students in this sample differ from those of their teachers in this regard.

Nevertheless, the results of this study obviously cannot be used to make sweeping generalizations about other English textbooks and participants in other settings in these countries. Therefore, the findings should be restricted to the present textbooks, i.e. *Green Line*

New 6, *Progress Gold A*, *New Interface HAVO 4* and *English Book 1*, and to the present sub-jects, i.e. the teachers and students in this sample.

After this short review of the findings obtained, the implications of the research will be discussed to shed light on current pedagogy in language teaching.

5.1. Didactic Implications for TEFL (Fachdidaktik)

This section puts forward some suggestions and recommendations in view of the findings of the present research regarding the textbook design and the incorporation of cultural components in the materials. These implications can be divided into the following categories:

- Textbook design
- Teacher education
- Curriculum and examination

Textbook Design

The findings of the study related to the textbooks analyzed can offer some recommendations for textbook designers in order to help the students become more interculturally and linguistically competent.

- **Intercultural Perspective:**
  - It would be desirable to include the topics which are more relevant to the lives, experiences, interests, sex, and age of the students, so that they can relate to these themes more easily and thus become motivated since the teachers in this study considered the irrelevant and abstract topics in their textbooks as one of the demotivating elements in learning the foreign language and culture.
  - It would be desirable to present varieties of cultural topics in the textbooks since culture is a broad concept not limited to specific features only. Thus, alongside social problems, minority groups and education, other topics related to the beliefs, values, attitudes, behaviors and habits of people in different countries should also be included in the textbooks. In this way, it is better to have a combination of different cultural topics in the textbooks considering the educational policies and contextual factors. However, there may be a mismatch between the actual reality of a society and the one prescribed by the authors in the textbooks.

Sometimes, the political relations between the countries can have an effect on the presentation of the cultural topics by the textbook designers in different countries. In other words, to follow a predetermined criterion set by the authorities, the textbook designers may portray the societies either in a negative or a positive way which is not based on the reality. Moreover, the characteristics of the local culture of the learners can influence the description of the realities in the target culture. Within this framework, to avoid breaking the norms in the home culture, the textbook designers picture the target culture according to the principles existing in the learners' own culture. In this way, what is presented in the textbooks may not reflect a true image of the target society.

- It would be desirable to cover more challenging and controversial topics about the self and the other in order to encourage students to become more involved and motivated in learning the language and culture and question their own presuppositions or assumptions. However, selecting such kinds of topics strongly depends on the cultural and social norms in different countries. Therefore, the cultural differences among the countries (home and target) should be taken into account regarding this issue.

- It would be desirable to focus not only on western cultures but also on other cultural perspectives to help students understand cultural diversities, come across new experiences and broaden their worldviews; this world does not consist of the western countries only. There are also other countries and cultures which can be presented in the language textbooks to help the students be able to communicate effectively in this globalized world since one of the main aims of the foreign language teaching, nowadays, is to make the students familiar with the global topics.

- It would be desirable to pay much more attention to the local culture of the students and add more tasks through which they can relate cultures, compare and contrast them, find differences or similarities, and see their own culture in a new light. This kind of comparing and contrasting is one of the fundamental concepts in intercultural learning.

- It would be desirable to cover more tasks (e.g. cultural incidents, cultural assimilators, etc.) focused on finding the causes of misunderstandings and cultural conflicts in different situations and acting as a mediator between cultures to find the appropriate solutions. Such kinds of tasks can help the students to become critical thinkers and decenter from their own cultures.

- It would be desirable to use more tasks and texts related to real people in different cultures in order to encourage students to change perspectives, identify themselves with others, empathize with them, and see the world through other people's eyes.

- It would be desirable to include challenging tasks and questions, especially after those texts which deal with stereotypical images of different cultures, so that students can reflect on and question these stereotypes.

- It would be desirable to present non-verbal communication strategies in different cultures together with examples. Communication is not limited to the verbal elements only; thus, in order to have a successful interaction, the students need to know more about the non-verbal features, as well.

- It would be desirable to focus more on English speaking countries other than the UK and US in order to familiarize students with varieties of English language and culture. Furthermore, since English is an international language used by many people in the world for different purposes such as tourism, airlines, science, interactions, etc., textbooks can also offer some knowledge about other countries where English is not spoken as the first or second language. In this way, the students can become familiar with the social and cultural norms in these countries, leading to have better communication and interaction in this global village.

- It would be desirable to pay much more attention to the pragmatic dimension of the language, the way the people use the language in different real-life situations since people differ from each other in terms of their conversational norms and discourse systems which can affect the way they interact and communicate with others. Thus, the students should be informed about these kinds of differences via their textbooks for having a better communication.

- **Linguistic Perspective:**

  - Concerning the layout of the textbooks, much more attention should be paid to the attractiveness of the cover in order to make it more appealing to the students. The cover often provides learners with a first impression of the target language and culture, so it can affect their motivation in learning the language.

  - Considering the language skills, more attention should be paid to provide a balance in the presentation of skills and sub-skills. Most teachers in this study believed that their textbooks focus on the reading skill more than others. Additionally, with regard to the mediating skill, there is a need to cover more activities which go beyond the translation of the words, phrases and sentences, especially for the Swedish, Dutch and Iranian textbooks in this study. In terms of the Iranian textbook, much greater emphasis should also be put on speaking and listening skills and sub-skills.

  - Regarding the activities, a balance should be provided by including different types of activities ranging from formal, pre-communicative exercises, communicative exercises, and communicative tasks. Furthermore, routine ways of practicing should be avoided in the lessons (see Thaler, 2012), and more speaking and writing activities should be included.

  - Referring to pronunciation, more attention should be paid to the inclusion of suprasegmental features, such as intonation, stress and pitch, as well as the related activities to practice them since they can affect the pragmatic dimension of a conversation in different contexts.

  - In relation to language items, it seems that grammar needs more attention, especially in terms of the European textbooks in this study. In addition, the grammar should be instructed both explicitly and implicitly using different types of activities.

Teacher Education

The results of the present research also offer some suggestions to policy makers and textbook designers concerning the teacher and student as the actual users of the textbooks.

- Teacher training programs should focus more on the importance of teaching culture in the language classes and familiarize teachers with different ways of teaching culture and cultural diversity from both theoretical and practical points of view. Although there are different training programs in Germany, Iran, the Netherlands, and Sweden, it seems that some of the teachers in these countries still have difficulties regarding teaching culture. This can be due to different reasons; for example, in Iran the focus is on the instruction of the language rather than culture in such programs. Furthermore, the educational policies and the textbooks themselves can have direct influence on the way teachers are instructed in teacher training programs. Thus, when the whole focus is on teaching the language, one can hardly expect these programs to prepare the teachers for teaching culture and coping with cultural issues in their classes. In other words, for the integration of culture into language teaching in countries like Iran some fundamental changes should be made in the educational system. With regard to the European countries in this study where the concept of culture is already included in the curricula and programs, the problem of the teachers may refer to the lack of attention to the practical aspects of teaching culture. Put differently, teachers may become familiar with different ways of teaching culture in these programs more theoretically.

- Teacher training programs should provide teachers with more opportunities to experience the cultures they are going to teach at first hand in order to broaden their cultural perspectives and knowledge. However, this issue is not occurred very often in such programs due to the financial problems and time constraints.

- Textbook designers and authorities should pay more attention to the concept of differentiation and consider different kinds of activities suitable for students' learning styles and strategies in the textbooks. Within this framework, teachers and students have more options and chances to profit from the coursebooks. Furthermore, teaching training programs should provide the teachers with more information about different existing criteria regarding the analysis and evaluation of a textbook in order to help them use their coursebook in an optimal way.

- Textbook designers and authorities should provide teachers with teacher's guides or manuals which are more informative from both cultural and linguistic perspectives.

Furthermore, extra materials should accompany the textbooks in different formats in order to create a sense of variation and introduce various techniques of instruction and practice concerning cultural topics.

- School policy makers should provide more facilities, such as exchange programs and tandem learning, so that students can put the cultural information they get from their textbooks and English classes into practice and become interculturally more competent. However, it is not an easy task for the schools to run such programs and projects due to the time, budgets, students' and parents' interests, examinations, etc. Therefore, to plan such programs, different contextual factors should be considered.

Curriculum and Examination

The outcomes of this study can provide some implications for the curriculum and test designers as follows:

- The curriculum designers should pay much more attention to cultural topics and assign appropriate time to teaching culture in the curriculum. In this sense, the curricula should be more flexible in order to allow modification. Furthermore, the quality of the cultural topics presented in the language programs should be considered by the curriculum desingers based on the students' age, interest, and gender, as well as current events or global issues.

- The curricula should not focus only on specific countries and cultural features because of the concept of globalization. In this way, the textbook designers, who write their textbooks based on the curricula, can have a wider perspective towards the inclusion of cultural and intercultural topics.

- Test designers should pay more attention to the inclusion of cultural topics in the examinations. Sometimes, teachers do not focus on the cultural topics since their students' examinations are more concerned with language items and skills rather than culture. However, the inclusion of the cultural and intercultural topics in tests is not an easy task regarding their assessment because some of the aspects like attitudes are very hard to be tested. Moreover, the issue of time and skilled examiners should be considered in this regard.

- Test designers should not reduce the examinations only to one or two specific language items or skills but rather to provide a kind of balance in the assessment of all language items and skills, so that the textbook designers can structure their textbooks accordingly. However, the inclusion of all four language skills in the examinations is not a very simple task. Different factors like time constraints, lack of facilities, appropriate place, and examiners can affect the decision about the design of the examinations.

Despite what has been suggested above, in other situations and settings with other textbooks and other participants the outcomes may be different from those of this study, so that different implications may need to be discussed with respect to current pedagogy in language teaching, especially material development.

5.2. Suggestions for Future Studies

Given the scope and limitations of this research, there is a great deal of room for further investigation. The present study deals with the evaluation of English textbooks in one grade at upper-secondary school level in Germany, Iran, the Netherlands and Sweden. Thus, future studies can be carried out on the textbooks in other upper-secondary school grades or they can concern themselves with the series of the coursebooks in secondary or primary education in one or more countries. Further comparative studies can be carried out in order to compare and contrast different textbooks which have been designed for the very same grades. In this way, a broader perspective can be obtained with regard to the content of the textbooks in a national or an international context. Furthermore, other countries or states (especially in Germany) may be chosen as the setting of future research.

With regard to the subjects, a larger sample of teachers and students could be questioned and interviewed to examine their opinions about their textbooks, and in a more nuanced manner. Moreover, some interviews may be run with textbook designers in order to clarify their objectives and ideas with respect to the inclusion of cultural and linguistic aspects and the selection of the texts or activities in the textbooks. Another important factor which might be taken into account in future research directions is the effect of gender differences on the participants' attitudes towards the topics under the study.

Referring to the method used for the textual analysis of the textbooks in the present research, future researchers may add or consider other criteria to evaluate and analyze the English textbooks from linguistic perspectives in a more detailed manner. In terms of the cultural point of view, other aspects, such as gender bias, stereotype, the role of context, etc., and other models like Bennett's and Kramsch's may be included in the analysis of coursebooks. These studies can also be conducted on the evaluation of the other teaching materials accompanying the textbooks. Subsequent investigations may replicate this research using different data collection methods or techniques, such as unstructured interviews, rating scale and open-ended questions as well as group discussions to elicit more precise information from the participants.

Furthermore, other studies should be done on the analysis of curricula and examinations at national or international levels to investigate to what extent textbooks have been designed based on the criteria suggested by curricula and examinations or by the authors themselves. In this sense, a better perspective can be obtained regarding the concept of culture teaching in different countries.

The last section of the present chapter is concerned with the evaluation of the research method and design used in this study to clarify its strengths and weaknesses in terms of the collection of the data and the findings obtained.

5.3. Evaluation of the Research Method and Design

As explained earlier in chapter 3, a mixed method approach was chosen to collect and analyze the data in the present study. This kind of research design helped to integrate the results obtained from the quantitative aspect with the qualitative ones. In this way, the data was analyzed using a broader perspective to reduce the drawbacks in both approaches and obtain complementary data on the same issue. However, running these two approaches at the same time may not present a very deep view towards a single topic or an aspect.

Based on the principles of quantitative and qualitative data analysis, the checklist for the textual analysis of the textbooks, structured and semi-structured questionnaires for collecting the students' and teachers' opinions, and finally semi-structured interviews for the teachers were used to conduct the present research. Using the questionnaires helped to collect almost a large sample of participants, especially with regard to the students in this study; however, since they mostly consisted of closed-ended questions because of the

teachers' and subjects' time constraints, these questionnaires could not give a very deep insight into the attitudes and opinions of the participants to a great extent. To overcome this shortcoming, the methods used in the qualitative approach like unstructured interviews and open-ended questionnaires could be more useful, especially with regard to the topic under the study, i.e. ICC, which deals with the underlying beliefs and attitudes of the subjects.

Considering the interviews, it should be mentioned that although they gave a deeper insight into the teachers' opinions, a large number of the interviewees would be desirable to investigate the issues under the study in detail. To reach this aim, focusing on a qualitative approach and using unstructured interviews would be more helpful since in this way, the participants have more freedom to express their opinions about different aspects; however, finding an appropriate sample of interviewees who have enough time for such kinds of interviews would not be an easy task.

The checklist used in this study helped to present and discuss the results both in quantitative and qualitative manners and to compare two or more textbooks with each other; however, using an in-depth method of analysis could provide more detailed, careful information about the policies and the ideas behind the design of the textbooks. Furthermore, this method helped to focus on particular features and the exact analysis of the topic under the study by means of prepared questions. Thus, in the case of the present study dealing with ICC, using in-depth method could give a deeper view into the characteristics of the textbooks although it has its own disadvantages as well.

At the close of this research, it is hoped that the present study has been able to offer valuable insights into the concept of culture teaching and the development of intercultural competence in the English textbooks analyzed using a comparative view, and may also pave the way for future investigations in the fields of material development and intercultural learning.

References

Abbasian, Gh.R., & Hassan Oghli, E. (2011). Evaluation of Iranian EFL textbooks: A study of learner-teacher's criteria compatibility. *The Iranian EFL Journal, 7(4)*, 176-202.

Abbasian, Gh.R., & Malmeer, B. (2012). Consumers' evaluation of the content parameters of the English course books (Iranian high-school level). *The Iranian EFL Journal, 8(5)*, 224-245.

AbdelWahab, M.M. (2013). Developing an English language textbook evaluative checklist. *IOSR Journal of Research & Method in Education (IOSR-JRME), 1 (3)*, 55-70.

Abdullah, N., & Chandran, S.K. (2009). Cultural elements in a Malaysian English language textbook. Retrieved from

http://ddms.usim.edu.my/bitstream/handle/123456789/713/CULTURAL%20ELEMENTS%20IN%20MALAYSIAN%20ENGLISH%20LANGUAGE%20TEXTBOOKS%20-%20MY_CASELT.pdf?sequence=1

Abdullah, S.S., & Chaudhary, M.L. (2012). English as a global lingua franca. *International Conference on Education, Applied Sciences and Management (ICEASM'2012) December 26-27, 2012 Dubai (UAE)*. Retrieved from

http://psrcentre.org/images/extraimages/1412116.pdf

Acar, A. (2009). On EIL competence. *The English International Language Journal [online], 5*, 11- 26. Australia: Time Taylor International. Retrieved from

https://bib.irb.hr/datoteka/454049.7._Teaching_English_as_an_International_Language_and_Native_Speaker_Norms.pdf

Adaskou, K., Britten, D., & Fahsi, B. (1990). Design decisions on the cultural content of a secondary English course for Morocco. *ELT Journal, 44 (1)*, 3-10.

Aftab, A. (2011). English language textbooks evaluation in Pakistan (PhD Thesis). The University of Birmingham. Retrieved from

http://etheses.bham.ac.uk/3454/1/Aftab12PhD.pdf

Agar, M. (1994). *Language shock: Understanding the culture of conversation*. New York: Morrow.

Ahmadi, Z. (2013). Evaluating Iranian and non-Iranian English books in ELT from a cultural point of view. *International Journal of Language and Linguistics, 1(1)*, 20-25.

Äijälä, H. (2009). Acquiring intercultural communicative competence from coursebooks: Analysis of learning tasks in the Finnish upper secondary school coursebook series *In Touch.* Retrieved from http://tampub.uta.fi/bitstream/handle/10024/80954/gradu03822.pdf?sequence=1

Akin, A.R., & Guceri, M. (2001). *A Macro-materials evaluation: for better or for worse.* Retrieved from

http://www.eltnewsletter.com/back/April2001/art562001.htm

Alamri, A.A.M. (2008). An evaluation of the sixth grade English language textbook for Saudi boys' schools. Retrieved from

http://faculty.ksu.edu.sa/amri/Documents/MA%20thesis.pdf

Aliakbari, M. (2004). The place of culture in the Iranian EFL textbooks in high school level. Retrieved from

http://www.paaljapan.org/resources/proceedings/2004/Aliakbari.pdf

Allwright, R. (1981).What do we want teaching materials for? *ELT Journal, 36 (1), 5-18.*

Almazloum, M.Z.R. (2007). Evaluating the content of English for Palestine grade ten textbook in the light of the standards for foreign language learning (Master Thesis). The Islamic University of Gaza, Palestine. Retrieved from

http://scholar.najah.edu/sites/default/files/8.pdf

Alptekin, C. (1993). Target-language culture in EFL materials. *ELT Journal, 47 (2)*, 136-143.

Alptekin, C. (2002). Towards intercultural communicative competence. *ELT Journal, 56 (1)*, 57-64.

Al-sowat, H. (2012). An evaluation of English language textbook "Say It In English" for first year intermediate grade in Saudi Arabia. Retrieved from

http://uqu.edu.sa/files2/tiny_mce/plugins/filemanager/files/4280212/GES3-2-5.pdf

Alvarez Aguirre, J.G., & Lopez Acevedo, M.I. (2009). The instructional use of culturally relevant and highly visual material of fifth grade English foreign language students in a Colombian public school. Retrieved from
http://repositorio.utp.edu.co/dspace/bitstream/11059/1571/1/371333A473.pdf

Andrawiss, H. (2004). Cultural dimensions of foreign language learning: A sociocultural perspective. The Pennsylvania State University, The Graduate School, College of the Liberal Arts. Retrieved from
https://etda.libraries.psu.edu/paper/6479/1755

Ansary, H., & Babaii, E. (2002). Universal characteristics of EFL/ESL textbooks: A step towards systematic textbook evaluation. *The Internet TESL Journal, VIII (2)*. Retrieved from
http://iteslj.org/Articles/Ansary-Textbooks/

Aqel, A.R.A.Q.M. (2009). An evaluative study of the Palestinian 11th grade English textbook from the teachers' perspective in Southern Nablus and Salfit districts. Retrieved from
http://scholar.najah.edu/sites/default/files/all-thesis/an_evaluative_study_palestinian.pdf

Aretz, W. (2007). *Subjektive Führungstheorien und die Umsetzung von Führungsgrundsätzen im Unternehmen.* Köln: Kölner Wissenschaftsverlag.

Arikan, A. (2005). Age, gender and social class in EFL coursebooks: A critical study. *HacettepeÜniversitesiEğitimFakültesiDergisi, 28*, 29-38. Retrieved from
 http://files.eric.ed.gov/fulltext/ED494162.pdf

Arkian, A. (2008). Topics of reading passages in EFL Coursebooks: What do our students really read? *The Reading Matrix, 8 (2)*. Retrieved from
http://www.readingmatrix.com/articles/arkian/article.pdf

Atamna, E.K. (2008). An ethnography based culture integrated approach to teaching English at the university. Retrieved from
http://bu.umc.edu.dz/theses/anglais/ATA1024.pdf

Azizfar, A., Koosha, M., & Lotfi, A.R. (2010). An analytical evaluation of Iranian high school ELT textbooks from 1970 to the present. *Procedia Social and Behavioral Sciences, 3*, 36-44.

Baker, W. (2011). From cultural awareness to intercultural awareness: culture in ELT. *ELT Journal [Online].* Retrieved from
http://eltj.oxfordjournals.org/content/early/2011/04/28/elt.ccr017.full.pdf+html

Baxter, J. (1980). The dictionary and vocabulary behavior: A single word or a handful? *TESOL Quarterly, 114 (3)*, 325-336.

Becerra, C. (2006). Materials assessment: A shared responsibility among teachers and students. *National University of Colombia, Faculty of Humanities, Department of Foreign Languages, 7*, 31-45. Retrieved from
 http://www.scielo.org.co/pdf/prf/n7/n7a03.pdf

Bell, J., & Gower, R. (2011). Writing course materials for the world: A great compromise. In B. Tomlinson (Ed.), *Materials development in language teaching (2nd ed., pp. 135-150)*. Cambridge: Cambridge University Press.

Bennett, M.J. (1993). Towards a developmental model of intercultural sensitivity. In R.M. Paige, (Ed.), *Education for the intercultural experience (pp. 21-71)*. Yarmouth, ME: Intercultural Press.

Bennett, M.J. (1986). A developmental approach to training for intercultural sensitivity. *International Journal of Intercultural Relations, 10*, 179-195. Retrieved from
http://ac.els-cdn.com/0147176786900052/1-s2.0-0147176786900052   main.pdf?_tid=22c4f9b4-1d94-11e4-8874 00000aab0f26&acdnat=1407348460_fd356f7a8c24dab9c7b8dc17cec816a0

Bennett, M.J. (1986). Towards ethnorelativism: A developmental model of intercultural sensitivity. In R.M. Paige (Ed.), *Education for the intercultural experience (pp. 27-69).* Yarmouth, ME: Intercultural Press.

Bennett, M.J. (2004). Becoming interculturally competent. In J.S. Wurzel (Ed.), *Toward multiculturalism: A reader in multicultural education (2nd ed., pp. 62-77)*. Newton, MA: Intercultural Resource Corporation. Retrieved from
http://www.wholecommunities.org/pdf/privilege/4_Becominginterculturallycompe_Bennett.pdf

Bennett, J.M. (2009). Cultivating intercultural competence: A process perspective. In D.K. Deardorff (Ed.), *The sage handbook of intercultural competence (pp. 121-140)*. Thousand Oaks, CA: Sage.

Bennett, J.M., Bennett, M.J., & Allen, W. (2003). Developing intercultural competence in the language classroom. In D.L. Lange, & R.M. Paige (Eds.), *Culture as the core: Perspectives on culture in second language learning (pp. 237-270)*. Greenwich: Information Age Publishing.

Berger, P.L., & Luckmann, T. (1985). *The social construction of reality. A treatise in the sociology of knowledge.* Harmondsworth: Middlesex Penguin Books.

Block, D. (2008). Globalization and language education. In S. May, & N.H. Hornberger (Eds.), *Encyclopedia of language and education (2nd ed., Vol. 1: Language policy and political issues in educatio*n *(pp. 31–43)*. Springer Science+Business Media LLC.

Bolitho, R. (2003). Materials for language awareness. In B. Tomlinson (Ed.), *Developing materials for language teaching (pp. 422-425)*. London: Continuum.

Borg, M. (2001).Teachers' beliefs. *ELT Journal, 55 (2)*, 186-188.

Bredella, L. (2007). Die Bedeutung von Ihnen-und Außenperspektive für die Didaktik des Fremdverstehens. Revisited. In L. Bredella, & H. Christ (Hrsg.), *Fremdverstehen und interkulturelle Kompetenz (S. 11-30)*. Gunter NarrVerlagTübingen.

Broekhof, K., & Goemans, M. (1995). *Secondary education in the Netherlands*. Strasbourg: Council of Europe.

Brooks, N.D. (1964). *Language and language learning: Theory and practice*. New York: Harcourt Brace & World.

Brown, H.D. (1994). *Principles of language learning and teaching*. New Jersey: Prentice Hall Regents.

Brown, H.D. (2000). *Principles of language learning and teaching (4thed.)*. White Plains, New York: Pearson Education.

Brown, J.D. (1988). *Understanding research in second language learning: A teacher's guide to statistics and research design (2nded.)*. Cambridge: Cambridge University Press.

Brown, J.D. (2001). *Using surveys in language programs.* Cambridge: Cambridge University Press.

Brown, J.D., & Rodgers, T.S. (2002). *Doing second language research*. Oxford: Oxford University Press.

Brumfit, C. (1980). Seven last slogans. *Modern Language Journal, 7 (1)*, 30-31.

Brumfit, C. (1985). Seven last slogans. *Chapter in Language and Literature Teaching: From Practice to Principle.* Oxford: Pergamon Press.

Buttjes, D. (1990). Teaching foreign language and culture: Social impact and political significance. *Language Learning Journal, 2,* 53-57.

Buttjes, D., & Byram, M. (Eds.) (1991). *Mediating languages and cultures: Toward an intercultural theory of foreign language education.* Clevedon: Multilingual Matters.

Byrd, P. (2001). Textbooks: Evaluation for selection and analysis for implementation. In M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language (3rd ed., pp. 415-427)*. Boston, MA: Heinle&Heinle.

Byram, M. (1989). *Cultural studies in foreign language education.* Clevedon: Multilingual Matters.

Byram, M. (1991). Teaching culture and language: Towards an integrated model. In D. Buttjes, & M. Byram (Eds.), *Mediating languages and cultures (pp. 17-30)*. Clevedon: Multilingual Matters.

Byram, M. (1993). Lanaguage and culture learning: The need for integration. In M. Byram (Ed.), *Germany: Its representation in textbooks for teaching German in Great Britain (pp. 13-18)*. Frankfurt am Main: Diesterweg.

Byram, M. (1997). *Teaching and assessing intercultural communicative competence.* Clevedon: Multilingual Matters.

Byram, M. (2008). *From foreign language education to intercultural citizenship*. Clevedon: Multilingual Matters.

Byram, M., & Esarte-Sarries, V. (1991). *Cultural studies in foreign language teaching*. Clevedon, United Kingdom: Multilingual Matters.

Byram, M., & Morgan, C. (1994). *Teaching and learning language and culture*. Clevedon: Multilingual Matters.

Byram, M., & Zarate, G. (1997). Definitions, objectives and assessment of sociocultural competence. In M. Byram, G. Zarate, & G. Neuner (Eds), *Sociocultural competence in language learning and teaching (pp. 7-43)*. Strasbourg: Council of Europe.

Byram, M., & Zarate, G. (1997). *The sociocultural and intercultural dimension of language learning and teaching*. Strasbourg: Council of Europe.

Byram, M., & Zarate, G. (1997). Defining and assessing intercultural competence: Some principles and proposals for the European context. *Language Teaching, 29*, 239-243.

Byram, M., & Fleming, M. (1998). *Language learning in intercultural perspective*. Cambridge: Cambridge University Press.

Byram, M., & Risager, K. (1999). *Language teachers, politics and cultures*. Clevedon: Multilingual Matters.

Byram, M., Nichols, A., & Stevens, D. (Eds.) (2001). *Developing intercultural competence in Practice*. Clevedon, GBR: Multulingual Matters.

Byram, M., Gribkova, B., & Starkey, H. (2002). Developing the intercultural dimension in language teaching a practical introduction for teachers, Strasbourg, Council of Europe. Retrieved from http://lrc.cornell.edu/director/intercultural.pdf.

Byram M., Esarte-Sarries, V., Taylor, S., & Allatt, P. (1991). Young people's perceptions of other cultures: The role of FLT. In D. Buttjes, & M. Byram (Eds), *Mediating languages and cultures (pp. 103-119)*. Celevdon: Multilingual Matters.

Cabaroglu, N., & Roberts, J. (2000). Development in student teachers' pre-existing beliefs during a 1-year PGCE programme. *System, 28*, 387-402.

Çakir, I. (2010). The frequency of culture-specific elements in the ELT coursebooks at elementary schools in Turkey. *Novitas-ROYAL (Research on Youth and Language), 4(2),* 182-189.

Camerer, R. (2007). Sprache – Quelle aller Missverständnisse. Zum Verhältnis von Interkultureller Kompetenz und Sprachkompetenz*. Zeitschrift für Interkulturellen Fremdsprachenunterricht [Online] 12: 3, 11 S*. Retrieved from
http://zif.spz.tu-darmstadt.de/jg-12-3/beitrag/Camerer.htm

Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics, 1*, 1-47.

Carter, R., & McCarthy, M. (2006). *Cambridge grammar of English: A comprehensive guide; spoken and written English grammar and usage*. Cambridge University Press.

Caudery, T., Petersen, M., & Shaw, P. (2007). The language environments of exchange students at Scandinavian universities. In R. Wilkinson, & V. Zegers (Eds.), *Researching content and language integration in higher education (pp. 233-250)*. University of Maastricht.

Carr, J. (1999). From 'sympathetic' to 'dialogic' imagination: Cultural study in the foreign language classroom. In J.L. Bianco, A.J. Liddicoat, & C. Crozet (Eds.), *Striving for the third place: Intercultural competence through language education (pp. 103-112)*. Melbourne: Language Australia.

Çelik, S., & Erbay, S. (2013). Cultural perspectives of Turkish ELT coursebooks: Do standardized teaching texts incorporate intercultural features? *Education and Science, 38 (167)*. Retrieved from http://www.academia.edu/2518321/Cultural_Perspectives_of_Turkish_ELT_Coursebooks_Do_Standardized_Teaching_Texts_Incorporate_Intercultural_Features

Chamberlain, J.R. (2000). An introduction to intercultural communication. In U. Derek (Ed.), *The Culture Pack*. York: York Associates.

Chambers, F. (1997). Seeking consensus in coursebook evaluation. *ELT Journal, 51(1),* 30-35.

Chastain, K. (1976). *Developing second-language skills: Theory to practice*. Chicago: Mc Nally.

Chlopek, Z. (2008). The intercultural approach to EFL teaching and learning. *English Teaching Forum, 4.*

Choudhury, N.R. (1998). *Teaching English in Indian schools*. New Delhi: A.P.H. Publishing Corporation.

Christ, H. (1996). Fremdverstehen und interkulturelles Lernen. *Zeitschrift für Interkulturellen Fremd-sprachenunterricht [Online], 1(3)*, 1-22. Retrieved from
http://www.spz.tu darmstadt.de/projekt_ejournal/jg_01_3/beitrag/christ.htm

Christ, H. (2007). Fremdverstehen in der Praxis interkulturellen Lernens im Fremdsprachenunter-richt. In L. Bredella, & H. Christ (Hrsg.), *Fremdverstehen und interkulturelle Kompetenz (S. 51-77)*. Gunter NarrVerlagTübingen.

Christmann, U., & Groeben, N. (1996). Reflexivity and learning: Problems, perspectives and solu-tions. In J. Valsiner, & H.-G. Voss (Eds.), *The structure of learning processes (pp. 45-85)*. Norwood, NJ: Ablex.

Cleeve, S. (2008). Burning guys? How upper-secondary school English language teaching textbooks deal with cultural learning. Retrieved from
https://gupea.ub.gu.se/bitstream/2077/9724/1/HT07-2440-03.pdf

Collins American English Dictionary, (2014). Retrieved from
http://www.collinsdictionary.com

Cook, G. (1998). Genre. In K. Johnson, & H. Johnson (Eds.), *Encyclopedia dictionary of applied linguis-tics (p. 140)*. Oxford: Blackwell.

Coperias Aguilar, M.J. (2002). Intercultural communicative competence: A step beyond communica-tive competence. *ELIA, 3,* 85-102. Retrieved from
http://institucional.us.es/revistas/elia/3/5.coperias.pdf

Corbett, J. (2003). *An intercultural approach to English language teaching.* Clevedon: Multilingual Matters.

Cortazzi, M., & Jin, L. (1999). Cultural mirrors, materials and methods in the EFL classroom. In E. Hinkel (Ed.), *Culture in second language teaching and learning (pp. 196-219).* USA: Cambridge Uni-versity Press.

Council of Europe (2001). *Common European framework of reference for languages: Learning, teaching, assessment*. Cambridge: Cambridge University Press.

Crawford, J. (1995). The role of materials in the language classroom: Finding the balance. *TESOL in Context, 5(1),* 25-33.

Crawford, J. (2002). The role of materials in the language classroom; Finding the balance. In J.C. Richards, & W.A. Renandya (Eds.), *Methodology in language teaching: An anthology of current prac-tice (pp. 80-91)*. Cambridge: Cambridge University Press.

Creswell, J.W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research (4*th*ed.)*. Boston: Pearson Education, Inc.

Creswell, J.W., & Plano Clark, V.L. (2011). *Designing and conducting mixed methodsresearch*. Los Angeles: Sage Publications.

Creswell, J. W., Plano Clark, V.L., Gutmann, M.L., & Hanson, W.E. (2003). Advanced mixed methods research designs. In A.Tashakkori, & C.Teddlie (Eds.), *Handbook of mixed method in social and be-havioral research (pp. 209–240)*. Thousand Oaks, CA: Sage.

Crozet, C., Liddicoat, A.J., & Lo Bianco, J. (1999). Intercultural competence: From language policy to language education. In J.L. Bianco, A.J. Liddicoat, & C. Crozet (Eds.), *Striving for the third place: inter-cultural competence through language education (pp. 1-20)*. Melbourne: Language Australia.

Crystal, D. (2003). *The Cambridge encyclopedia of the English language (2*nd* ed.).* Cambridge: Cam-bridge University Press.

Cunningsworth, A. (1984). *Evaluating and selecting EFL teaching material*. London: Heinemann.

Cunningsworth, A. (1995). *Choosing your Coursebook.* Oxford: Heinemann.

Dahmardeh, M. (2009). Communicative textbooks: English language textbooks in Iranian secondary school. *Linguistik online, 40*. Retrieved from
http://www.linguistik-online.org/40_09/dahmardeh.pdf

Damen, L. (1987). *Culture learning: The fifth dimension in the language classroom*. Boston: Addison-Wesley.

Damen, L. (2003). Closing the language and culture gap: An intercultural communication perspective. In D.L. Lange, & R.M., Paige (Eds.), *Culture as the core: Perspectives on culture in second language learning (pp. 71-88)*. Greenwich: Information Age Publishing.

Daoud, A., & Celce-Murcia, M. (1979). Selecting and evaluating a textbook. In M. Celce-Murcia, & L. McIntosh (Eds.), *Teaching English as a second or foreign language (pp. 302 307)*. Cambridge, MA: Newbury House Publishers.

Dat, B. (2003). Materials for developing speaking skills. In B. Tomlinson (Ed.,), *Developing materials for language teaching (pp. 375-393)*. London: Continuum.

Davcheva, L., & Sercu, L. (2005). Culture in foreign language teaching materials. In L. Sercu et al. (Ed.), *Foreign language teachers and intercultural competence. An international investigation (pp. 90-109)*. Clevedon: Multilingual Matters.

Deardorff, D.K. (2006). A model of intercultural competence and its implications for the foreign language curriculum. In S. Wilkinson (Ed.), *AAUSC 3006 Insights from Study Abroad for Language Programs* (Thomson).

Deardorff, D.K. (2006). The identification and assessment of intercultural competence as a student outcome of internationalization at institutions of higher education in the United States. *Journal of Studies in International Education, 10 (3)*, 241-266.

Del Carmen Méndez García, M. (2005). International and intercultural issues in English teaching textbooks: The case of Spain. *Intercultural Education, 16 (1),* 57–68. Retrieved from *http://users.utu.fi/freder/martine%20anglais.pdf*

Del Rocío Domínguez Gaona, M. (2000). Evaluating textbooks. *Paper presented at the 27th MEXTESOL National Convention, Aguascalientes, México, October 2000*. Universidad Autónomade Baja California Language School Tijuana. Retrieved from http://idiomas.ens.uabc.mx/plurilinkgua/docs/v6/1/AcademicEventEvaluatingEN.pdf

Dickinson, P. (2010). Evaluating and adapting materials for young learners (Master Thesis). The University of Birmingham. Retrieved from http://www.birmingham.ac.uk/Documents/college-artslaw/cels/essays/younglearners/dickinsonYL.pdf

Doff, S., & Giesler, T. (2012). Historische Fremdsprachenforschung. In S. Doff (Hg.), *Fremdsprachenunterricht empirisch erforschen (S. 82-98)*. Narr Francke Attempto Verlag GmbH + Co. KG.

Dörnyei, Z. (2007). *Research methods in applied linguistics. Quantitative, qualitative and mixed methodologies.* Oxford: Oxford University Press.

Dörnyei, Z., & Taguchi, T. (2010). *Questionnaires in second language research: Construction, administration, and processing (2nd ed.)*. New York: Routledge.

Dubin, F., & Olshtain, E. (1986). *Course design. Developing programmers and materials for language learners.* Cambridge: Cambridge University Press.

Dunnet, S.C., Dubin, F., & Lezberg, A. (1986). English language teaching from an intercultural Perspective. In J.M. Valdes (Ed.), *Culture bound (pp. 148-161)*. Cambridge: Cambridge University Press.

Duranti, A. (1997). *Linguistic anthropology*. New York: Cambridge University Press.

Edward, R., & Usher, R. (2008). *Globalization and pedagogy: Space, place, and identity (2nd ed.).* London and New York: Routledge.

Ellis, R. (1997). The empirical evaluation of language teaching materials. *ELT Journal, 51 (1)*, 36-42.

Ellis, R. (2000). Task-based research and language pedagogy. *Language Teaching Research, 4(3)*, 193–220. Retrieved from http://www.edi-linguistics.ir/files/Task-based-research-and-language-pedagogy,-Rod-Ellis.pdf

Erlandson, D.A., Harris, E.L., Skipper, B.L., & Allen, S.D. (1993). *Doing naturalistic inquiry: A guide to methods*. Newbury Park, CA: Sage Publications.

Fäcke, C. (2010). *Fachdidaktik Französisch.* Tübingen, Narr.

Fantini, A.E. (1997). Language: Its cultural and intercultural dimensions. In A.E. Fantini (Ed.), *New ways of teaching culture (pp. 3-15).* Alexandria: TESOL.

Fantini, A.E. (2000). A central concern: Developing intercultural competence. Retrieved from

www.adam-europe.eu/prj/2935/prd/8/1/develop-I-com.pdf

Fantini, A.E. (2006). Exploring and assessing intercultural competence. Retrieved from
http://csd.wustl.edu/Publications/Documents/RP07-01.pdf

Fantini, A.E. (2009). Assessing intercultural competence. Issues and tools. In D.K. Deardorff (Ed.), *The sage handbook of intercultural competence (pp. 456-476)*. Thousand Oaks: Sage.

Fenner, A. (2008). Cultural awareness in the foreign language classroom. In J. Cenoz, & N. Hornberger (Eds.), *Encyclopedia of language and education 6 (pp. 273-285)*. New York: Springer.

Fenner, A-B. (2012). Promoting intercultural competence and *Bildung* through foreign language textbooks. In M. Eisenmann, & T. Summer (Eds.), *Basic issues in EFL teaching and learning (pp. 371-384)*. Universitätsverlag Winter BmbH Heidelberg.

Field, A. (2009). *Discovering statistics using SPSS (3rded.)*. Los Angeles: Sage.

Firth, A. (1996). The discursive accomplishment of normality. On "lingua franca" English and conversation analysis. *Journal of Pragmatics, 26*, 237 – 259. Retrieved from
http://ac.els-cdn.com/0378216696000148/1-s2.00378216696000148 main.pdf?_tid=538cfd22-1cc1-11e4-8175 00000aacb35f&acdnat=1407257918_f8da82544e843f9065c5da316e0749d3

Fowler, R. (1996). *Linguistic criticism.* Oxford: Oxford University Press.

Fredriksson, C., & Olsson, R. (2006). English textbook evaluation: An investigation into criteria for selecting English textbooks (Dissertation). Retrieved from
http://dspace.mah.se/handle/2043/2842

Freebairn, I. (2000). The coursebook – future continuous or past? Retrieved from
http://www.peterbeech.com/teta1053/resources/freebairn_2000.pdf

Friedman, D.A. (2012). How to collect and analyze qualitative data. In A. Mackey, & S.M. Gass (Eds.), *Research methods in second language acquisition: A practical guide (pp. 180-200).* Chichester: Wiley-Blackwell.

Friedrich, P. (1989). Language, ideology and political economy. *American Anthropologist, 91*, 295–312. Retrieved from
http://www.academicroom.com/article/language-ideology-and-political-economy

Funk, H. (2010). Lehrwerkforschung. In W. Hallet, & F.G. Königs (Hrsg.), *Handbuch Fremdsprachendidaktik (S. 364-368)*. Seelze, Kallmeyer.

Gálová, D. (2009). Analyse und Vergleichung der Lehrbücher „Wir" und „Team Deutsch" aus der Sicht der Teilkompetenzen und Fertigkeiten (Diplomarbeit). Masaryk-Universität**,** Pädagogische Fakultät**,** Lehrstuhl für deutsche Sprache und Literatur.

Garinger, D. (2001). Textbook evaluation. *TEFL Web Journal.* Retrieved from
http://www.teflweb- j.org/v1n1/garinger.html

Garinger, D. (2002). Textbook selection for the ESL classroom. Retrieved from
http://www.cal.org/resources/Digest/digest_pdfs/0210garinger.pdf

Geertz, C. (1973). *The interpretation of cultures: Selected essays*. New York: Basic Books.

Gehring, W. (2012). Can't judge a book by its cover: An analytical approach to textbook innovations. In M. Eisenmann, & T. Summer (Eds.), *Basic issues in EFL teaching and learning (pp. 357-370)*. Universitätsverlag Winter BmbH Heidelberg.

Genesee, F. (2001). Evaluation. In R. Carter, & D. Nunan (Eds.), *The Cambridge guide to teaching English to speakers of other languages (pp. 144-150)*. Cambridge: Cambridge University Press.

Genesee, F., & Upshur, J.A. (1999). *Classroom-based evaluation in second language education*. Cambridge: Cambridge University Press.

Ghorbani, M.R. (2011). Quantification and graphic representation of EFL textbook evaluation results. *Theory and Practice in Language Studies, 1(5)*, 511-520. Retrieved from
http://ojs.academypublisher.com/index.php/tpls/article/view/4702/0

Gnutzmann, C. (1999). English as a global language. Perspectives for English language teaching and for teacher education in Germany. In C. Gnutzmann (Ed.), *Teaching and learning English as a global language (pp. 157-169)*. Tübingen: Stauffenburg Verlag Brigitte Narr GmbH.

González Moncada, A. (2006). On materials use training in EFL teacher education: Some reflections. *Profile, Issues in Teacher' Professional Development, 7*. Retrieved from
http://www.bdigital.unal.edu.co/16135/1/10989-26421-1-PB.pdf

Göldner, A.D. (2011). A cultural analysis of first year junior high school EFL textbooks in Japan. (Master Thesis). University of Wien. Retrieved from
http://othes.univie.ac.at/17143

Gonen, S.I.K., & Saglam, S. (2012). Teaching culture in the FL classroom: Teachers' perspectives. *International Journal of Global Education, 1(3)*, 26-46. Retrieved from
http://www.ijge.net/ojs/index.php/ijge/article/view/143/181

Goodenough, W.H. (1981). *Culture, language, and society*. Menlo Park, Calif.: The Benjamin/Cummings Publishing Company.

Goullier, F. (2007). *Council of Europe tools for language teaching: Common European framework and portfolios*. Paris: Council of Europe.

Graci, J.P. (1989). Are foreign language textbooks sexist? An exploration of modes of evaluation. *Foreign Language Annals, 22(5), 77-86.*

Grant, N. (1987). *Making the most of your textbook*. London: Longman.

Gray, J. (2000). The ELT coursebook as a cultural artefact: How teachers censor and adapt. *ELT Journal, 54 (3)*, 274–283.

Green, J.M. (2011). Globalization and the teaching and learning of English worldwide: An annotated bibliography. Retrieved from
http://www.lrc.salemstate.edu/esl/Green_GlobalizationBibliography.pdf

Grittner, F. (1990). Bandwagons revisited: A perspective on movements in foreign language education. In D. Birkbichler (Ed.), *New perspectives and new directions in foreign language education (pp. 9-44).* Lincolnwood, IL: National Textbook Company.

Groeben, N. (1988). Explikation des Konstrukts „Subjektive Theorie". In N. Groeben, D. Wahl, J. Schlee, & B. Schlee (Hrsg.), *Forschungsprogramm Subjektive Theorien (S. 17-24)*. Tübingen, Francke.

Groeben, N. & Scheele, B. (2000). Dialogue-hermeneutic method and the „Research Program Subjective Theories". *Forum Qualitative Social Research, 1(2)*, Art. 10. Retrieved from
http://www.qualitative-research.net/index.php/fqs/article/view/1079/2353

Groeben, N., Scheele, B., Schlee, J., & Wahl, D. (Hrsg.) (1988). *Das Forschungsprogramm Subjektive Theorien*. Tübingen, Francke.

Grotjahn, R. (1991). The research programme subjective theories: A new approach in second language research. *Studies in Second Language Acquisition, 13 (2)*, 187-214.

Guest, M. (2002). A critical 'Checkbook' for culture teaching and learning. *ELT Journal, 56 (2)*, 154-161.

Guilherme, M. (2000). Intercultural competence. In M. Byram, (Ed.), *Routledge encyclopedia of language teaching and learning (pp. 297-299)*. London: Routledge.

Guilherme, M. (2002). *Critical citizens for an intercultural world: Foreign language education as cultural politics*. Multilingual Mattters.

Gurbanov, M. (2013). Designing culturally friendly ELT syllabus and materials. *International Journal on English Language and Literature, 1 (1)*. Retrieved from
http://www.iairs.org/PAPERS_V1-I1/PAGE%2075%20-%2086.pdf

Hall, E.T. (1976). *Beyond culture*. Garden City, N.Y.: Anchor Press.

Hall, G. (2002). *Culture in bits: The monstrous future of theory*. London: Continuum.

Hammerly, H. (1986). *Synthesis in language teaching*. Blaine, WA: Second Language Publications.

Harmer, J. (1991). *The practice of English language teaching.* London: Longman.

Harmer, J. (2007). *The practice of English language teaching*. Harlow, Pearson/Longman.

Harmer, J. (2007). *How to teach English.* Harlow, Pearson/ Longman.

Hashemnezhad, H., & Maftoon, P. (2011). An evaluation of English language grammar for college students 1&2: An EAP coursebook evaluation. *International Journal of English Linguistics, 1 (2)*. Retrieved from

www.ccsenet.org/journal/index.php/ijel/article/download/12051/8513

Harvey, O.J. (1986). Belief systems and attitudes toward the death penalty and other punishments. *Journal of Psychology, 54(2)*, 143-159.

Haycraft, J. (1998). *An introduction to English language teaching*. London: Longman.

He, Y. (2005). The application of the ABC's model in ESL teacher education: Patterns and effects (PhD Thesis). The University of North Carolina. Retrieved from
http://libres.uncg.edu/ir/uncg/f/umi-uncg-1072.pdf

Heller, F., & Schwarzer, M. (2010). Biografisch erworbene subjektive Theorien − zur Begründung biografischerSelbstreflexion in der Lehramtsausbildung. Retrieved from
http://www.verstehenlernen.de/wp-content/uploads/Text-zur-biografischen-Selbstreflexion_Heller_Schwarzer.pdf

Hemsley, M. (1997). The evaluation of teachers' guides design and application. *ELT Journal*, *3 (1)*, 72-83.

Henze, R., & Hauser M. (1999). Personalizing culture through anthropological and educational per-spectives. Retrieved from
http://crede.berkeley.edu/research/crede/pdf/epr04.pdf

Hermawan, B., & Noerkhasanah, L. (2012). Traces of cultures in English textbooks for primary edu-cation. *Indonesian Journal of Applied Linguistics, 1 (2)*. Retrieved from
http://jurnal.upi.edu/file/Budi_Hermawan_final_49-61.pdf

Herron, C., Dubreil, S., Cole, S.P., & Corrie, C. (2000). Using instructional video to teach culture to beginning foreign language students. *CALICO Journal, 17 (3).* Retrieved from
https://calico.org/html/article_502.pdf

Hesse, H.G., & Göbel, K. (2007). Interkulturelle Kompetenz. In K. Eckhard, & B. Bärbel (Hrsg.), *Sprachliche Kompetenzen. Konzepte und Messung (S. 256-272)*. DESI-Studie (Deutsch Englisch Schü-lerleistungen International). Weinheim u.a.: Beltz 2007. Retrieved from
http://www.pedocs.de/volltexte/2010/3141/pdf/Hesse_Goebel_Interkulturelle_Kompetenz_D_A.pdf

Hewings, M. (1991).The interpretation of illustrations in ELT materials. *ELT Journal, 45(3)*, 237-244.

Higgs, T.V. (1984). *Teaching for proficiency, the organizing principle*. Lincolnwood, IL: National text-book.

Hinkel, E. (Ed.) (1999). *Culture in second language teaching and learning.* Cambridge: Cambridge University Press.

Ho, S. (2009). Addressing culture in EFL classrooms: The challenge of shifting from a traditional to an intercultural stance. *Electronic Journal of Foreign Language Teaching, 6(1)*, 63–76.

Hofstede, G. (1991). *Cultures and organizations—software of the mind*. New York: McGraw Hill.

Hofstede, G. (2002). *Culture's consequences: Comparing values, behaviors, institutions, and organi-zations across nations*. Thousand Oaks: Sage Publication.

Hrehovcik, T. (2002). Foreign language textbook evaluation—Methodological considerations. Re-trieved from
https://www.ur.edu.pl/file/1246/sar_v1_18.pdf

Hujala, E. (2009). English as a lingua franca in the workplace: One-size-fits-all? In search for a deeper understanding of Finnish speakers of ELF. Retrieved from
https://jyx.jyu.fi/dspace/bitstream/handle/123456789/22351/URN_NBN_fi_jyu200910224272.pdf?sequence=1

Hutchinson, T., & Torres, E. (1994). The textbook as agent of change. *ELT Journal, 48(4)*, 315-328.

Huthchinson, T. (1987). What is underneath? An interactive view of the materials evaluation. In L.E. Sheldon (Ed.), *ELT textbooks and materials: Problems in evaluation and development (pp. 37-44)*. Oxford: Modern English Publications.

Hymes, D.H. (1972). On communicative competence. In J.B. Pride, & J. Holmes (Eds.), *Sociolinguistics (pp. 269-293).* Harmondsworth: Penguin.

İnal, B. (2006). Coursebook selection process and some of the most important criteria to be taken into consideration in foreign language teaching. *Journal of Arts and Sciences Say, 5.* Retrieved from

http://jas.cankaya.edu.tr/gecmisYayinlar/yayinlar/jas5/03-bulent.pdf

Jahangard, A. (2007). Evaluation of EFL materials taught at Iranian public high schools. *ELT Journal*, *9 (2)*, 130-150.

Jalali, S., & TamimiSa'd, S.H. (2014). Culture in ELT: A probe into Iranian EFL teachers' perspectives. *International Journal of Research Studies in Language learning, 3(3)*, 15-28.

Jamalvandi, B. (2013). Realization of culture in English textbooks in Chinese high school level. *Journal of Pan-Pacific Association of Applied Linguistics, 16(2)*, 89-101.

Jensen, A.A. (1995). Defining intercultural competence. In A.A. Jensen, A. Lorentsen, & J. Kirsten (Eds.), *Intercultural competence: The adult learner (Vol 2., pp. 29-41)*. Aalborg: Aalborg University Press.

Jiang, W. (2000). The relationship between culture and language. *ELT Journal, 54 (4)*, 328-334.

Jiang, B. (2010). The role of college English textbooks in the teaching of culture in China (PhD Thesis). University of York, Department of Educational Studies. Retrieved from
http://etheses.whiterose.ac.uk/1391/1/BO_JIANG_PHD_thesis.pdf

Johnson, K.E. (1994). The emerging beliefs and instructional practices of pre-service English second language teachers. *Teaching and Teacher Education, 10 (4)*, 439-452.

Johnson, K. (2001). *An introduction to foreign language learning and teaching*. Pearson education: Longman.

Johnson, B., & Christensen, L.B. (2012). *Educational research: Quantitative, qualitative, and mixed approaches (4thed.)*. Los Angeles, Calif. [u.a.], Sage.

Kahl, D. (2000). Zehn Thesen zum Umgang mit dem Lehrwerk. In F. Renate, & R. Volker (Hrsg.), *Lehrwerke und ihre Alternativen (S. 125-128)*. Frankfurt am Main: Peter Lang.

Kang, J. (2012). Teaching and learning culture in Korea's English as a foreign language classroom (PhD Thesis). Alberta University. Retrieved from
https://era.library.ualberta.ca/public/datastream/get/uuid:238b0ef9.../DS1

Kaplan, M.A., & Knutson, E. (1993). Where is the text? Discourse competence and foreign language textbook. *Mid-Atlantic Journal of Foreign Language Pedagogy, 1,* 167-176.

Karabinar, S., & Guler, C.Y. (2012). The attitudes of EFL teachers towards teaching culture and their classroom practices. *Journal of Education and Social Research, 2(2)*, 113-126. Retrieved from
http://www.mcser.org/images/stories/JESRJOURNAL/Jesr_May_2012/selma_karabinar.pdf

Kast, B., & Neuner, G. (Hrsg.) (1994). *Zur Analyse, Begutachtung und Entwicklung von Lehrwerken für den fremdsprachlichen Deutschunterricht.* Berlin: Langenscheidt.

Kayman, M.A. (2004). The state of English as a global language: Communicating culture. *Textual Practice*, *18(1)*, 1-22.

Kawano, M. (1987). An analysis of cultural contents of high school English textbooks in Japan (Master Thesis). University of British Columbia. Retrieved from
https://circle.ubc.ca/bitstream/id/89828/UBC_1987_A8

Ke, I-C. (2009). Global English and world culture: A study of Taiwanese university students' worldviews and conceptions of English. *English as an International Language Journal [online], 5*, 81-100. Australia: Time Taylor International. Retrieved from
https://bib.irb.hr/datoteka/454049.7._Teaching_English_as_an_International_Language_and_Native_Speaker_Norms.pdf

Kearney, K., & Kolm, E. (2011). Culture matters: Implementation of the cultural component of the English 5 course plan in textbooks and by upper secondary-school teachers in Uppsala. Retrieved from http://www.diva-portal.org/smash/get/diva2:512421/FULLTEXT01.pdf

Kelly, L.G. (1969). *25 centuries of language teaching: An inquiry into the science, art, and development of language teaching methodology 500 B.C.-1969*. Rowley, Mass.: Newbury House.

Khajavi, Y., & Abbasian, R. (2011). English language teaching, national identity and globalization in Iran: The case of public schools. *International Journal of Humanities and Social Science, 1(10)*, 181-186.

Khaniya, T. (2006). Use of authentic materials in EFL classrooms. *Journal of NELTA, 11 (1-2)*, 17-23. Retrieved from
http://nelta.org.np/uploads/files/2006.pdf#page=23

Kieweg, W. (1999). Lernprozessorientierte Kriterien zur Erstellung und Evaluierung von Lehrwerken für das Unterrichtsfach Englisch—dargestellt am Schülerbuch als Leitmedium. In W. Börner, & K. Vogel (Hrsg.), *Lehrwerke im Fremdsprachenunterricht: Lernbezogene, interkulturelle und mediale Aspekte (S. 33-66)*. Bochum: AKS-Verlag

Kilickaya, F. (2004). Authentic materials and cultural content in EFL classrooms. *The Internet TESL Journal, X (7)*. Retrieved from
http://iteslj.org/Techniques/Kilickaya-AutenticMaterial

Kilickaya, F. (2004). Guidelines to evaluate cultural content in textbooks. *The Internet TESL Journal, X (12)*. Retrieved from
http://iteslj.org/Techniques/Kilickaya-CulturalContent

Kim, H. (2012). Social and cultural issues in some EFL textbooks in Korea. *Hawaii Pacific University TESOL Working Paper Series 10,* 30-39. Retrieved from
http://www.hpu.edu/CHSS/LangLing/TESOL/ProfessionalDevelopment/201210_TWPfall12/TESOL_ WPS_2012_Kim.pdf

Kirkgöz, Y., & Agcam, R. (2011). Exploring culture in locally published English textbooks for primary educationin Turkey. *CEPS Journal 1 (1)*, 153-167. Retrieved from
https://www.academia.edu/3849197/Exploring_Culture_in_Locally_Published_English_Textbooks

Kirkpatrick, A. (2006). Which model of English: Native speaker, nativised or lingua franca? In M. Saraceni, & R. Rubdy (Eds.), *English in the world: Global rules, global roles (pp.71-83).* London: Continuum Press.

Kirkpatrick, A. (2007). *World Englishes: Implications for international communication and English language teaching*. Cambridge: Cambridge University Press.

Kitao, K. (1991). Teaching culture in foreign language instruction in the Unites States. Retrieved from
http://eric.ed.gov/?id=ED330214

Kitao, K. (1997). Selecting and developing teaching/learning materials. *The Internet TESL Journal, IV (4)*. Retrieved from
http://iteslj.org/Articles/Kitao-Materials.html

Koenig, M. (2010). Lehrwerkarbeit. In W. Hallet, & F.G. Königs (Hrsg.), *Handbuch Fremdsprachendidaktik (S. 177-182)*. Seelze, Kallmeyer.

Kourova, A., & Modianos, D. (2013). Inter-cultural awareness and its role in enriching students' communicative competence. *The International HETL Review, Special Issue, 2013*. Retrieved from
https://www.hetl.org/wp-content/uploads/2013/09/HETLReview2013SpecialIssueArticle6.pdf

Kramsch, C. (1988). The cultural discourse of foreign language textbooks. In A. Singerman (Ed.), *Toward a new integration of language and culture (pp. 63-88).* Middlebury, VT: Northeast Conference.

Kramsch, C. (1991). Culture in language learning: A view from the States. In B. Kees, R.B. Ginsberg, & C. Kramsch (Eds.), *Foreign language research in cross-cultural perspective (pp. 217–240)*. Amsterdam: John Benjamin.

Kramsch, C. (1993). *Context and culture in language teaching.* Oxford: Oxford University Press.

Kramsch, C. (1996). The cultural component of language teaching. *Zeitschrift für Interkulturellen Fremdsprachenunterricht* [Online], *1(2)*. Retrieved from
https://zif.spz.tu-darmstadt.de/jg-01-2/beitrag/kramsch2.htm

Kramsch, C. (1997). The privilege of the nonnative speaker. *PMLA, 112,* 359-369.

Kramsch, C. (1998). The privilege of the intercultural speaker. In M. Byram, & M. Fleming (Eds), *Foreign language learning in intercultural perspective (pp. 16-31)*. Cambridge: Cambridge University Press.

Kramsch, C. (1998). *Language and culture*. Oxford: Oxford University.

Kramsch, C. (2003). Teaching language along the cultural faultline. In D.L. Lange, & R.M. Paige (Eds.), *Culture as the core: Perspectives on culture in second language learning (pp. 19-35)*. Greenwich: Information Age Publishing.

Kramsch, C. (2013). Culture in foreign language teaching. *Iranian Journal of Language Teaching Research, 1(1)*, 57-78.

Kramsch, C.J. (1987). Foreign language textbooks' construction of foreign reality. *Canadian Modern Languages Review, 44(1),* 95-119.

Krippendorff, K. (1980). *Content analysis. An introduction to its methodology*. Beverly Hills: Sage.

Krippendorff, K. (2004). *Content analysis: An introduction to its methodology (2nded.)*. Thousand Oaks, CA: Sage.

Kumaravadivelu, B. (2008). *Cultural globalization and language education*. New Haven, Yale University Press.

Kurtz, J. (2001). Das Lehrwerk und seine Verwendung im Englischunterricht nach der jüngsten Reform der Richtlinien und Lehrpläne. *Englisch, 36 (2)*, 41-50.

Kysilka, J. (2014). Lehrbuchanalyse – Lernstrategien (Bachelorarbeit). Masaryk-Universität, Pedagogische Fakultät, Lehrstuhl für deutsche Sprache und Literatur. Retrieved from http://is.muni.cz/th/342482/pedf_b/JanKysilka_BP_Lehrbuchanalyse-Lernstrategien.txt

Lafayette, R.C. (2003). Culture in second language learning and teaching: Anthropology revisited. In D.L. Lange, & R.M. Paige (Eds.), *Culture as the core: Perspectives on culture in second language learning (pp. 53-69)*. Greenwich: Information Age Publishing.

Lange, D.L. (2003). Future directions for culture teaching and learning: The implications of the new culture standards and theoretical frameworks for curriculum, assessment, instruction and research. In D.L. Lange, & R.M. Paige (Eds.), *Culture as the core: Perspectives on culture in second language learning (pp. 337-354)*. Greenwich: Information Age Publishing.

Lange, K. (2011). Perspectives on intercultural competence: A textbook analysis and an empirical study of teachers' and students' attitudes (Master Thesis). Freie Universität Berlin. Retrieved from http://edocs.fu-berlin.de/docs/servlets/MCRFileNodeServlet/ FUDOCS_derivate_000000001804/Perspectives_on_Intercultural_Competence.pdf?hosts=

Larsen-Freeman, D. (2000). *Techniques and principles in language teaching (2nded.)*. Oxford University Press.

Lázár, I., Huber-Kriegler, M., Lussier, D., Matei, G., & Peck, C. (2007). Developing and assessing intercultural communicative competence. Austria, Council of Europe Publishing. Retrieved from http://archive.ecml.at/mtp2/publications/B1_ICCinTE_E_internet.pdf

Legutke, M.K. (2010). Kommunikative Kompetenz und Diskursfähigkeit. In W. Hallet, & F.G. Königs (Hrsg.), *Handbuch Fremdsprachendidaktik (S. 70-75)*. Seelze, Kallmeyer.

Lessard-Clouston, M. (1997). Towards an understanding of culture in L2/FL education. *The Internet TESL Journal*, *3*. Retrieved from http://iteslj.org/Articles/Lessard-Clouston-Culture

Lessow-Hurley, J. (2000). *The foundations of dual language instruction*. New York: Longman.

Lewis, M. (1993). *The lexical approach*. Hove: Language Teaching Press.

Liddicoat, A.J., Papademetre, L., Scarino, A., & Kohler, M. (2003). Report on intercultural language learning. Canberra: Department of Education, Science and Training. Retrieved from http://www1.curriculum.edu.au/nalsas/pdf/intercultural.pdf

Lightbown, P., & Spada, N. (2006). *How languages are learned*. Oxford: Oxford University Press.

Lindström, S. (2012). Presentation of English-speaking cultures: Upper secondary school textbooks of English in the 1980s and in the 2010s. Retrieved from https://jyx.jyu.fi/dspace/bitstream/handle/123456789/38046/URN:NBN:fi:jyu201206161881.pdf?sequence=1

Litman, J.A. (2005). Curiosity and the pleasures of learning: Wanting and liking new information. *Cognition and Emotion, 19(6)*, 793-814. Retrieved from http://isites.harvard.edu/fs/docs/icb.topic951139.files/curiosityPleasureOfLearning-litman.pdf

Littlejohn, A. (2011). The analysis of language teaching materials: Inside the Trojan horse. In B. Tomlinson (Ed.), *Materials development in language teaching (pp. 179-211)*. Cambridge: Cambridge University Press.

Littlejohn, A., & Windeatt, S. (1990). Beyond language learning: Perspective on materials design. In R.K. Johnson (Ed.), *The second language curriculum (pp. 155-175)*. Cambridge: Cambridge University Press.

Littlewood, W. (1981). *Communicative language teaching: An introduction*. Cambridge: Cambridge University Press.

Litz, D.R.A. (2005). Textbook evaluation and ELT management: A South Korean case study. *Asian EFL Journal*, 2-53. Retrieved from

http://asian-efl-journal.com/6177/thesis/2005/11/textbook-evaluation-and-elt-management-a-south-korean-case-study-2/

Long-Fu, X. (2001). *Teaching English cultural background: Introducing the target culture into the Chinese secondary school English classes (PhD Thesis)*. University of Tampere. Retrieved from

http://tampub.uta.fi/bitstream/handle/10024/67075/951-44-5034-5.pdf?sequence=1

Longman Dictionary of Contemporary English (2014) [online]. Retrieved from

http://www.ldoceonline.com/dictionary/coursebook

Lopez Barrios, M., & Villanueva De Debat, E. (2007). Intercultural reflection in EFL coursebooks. *Cultural Awareness in ELT,* 79-86. Retrieved from

https://www.academia.edu/2398900/Intercultural_reflection_in_EFL_coursebooks

Lund, R. (2006). Questions of culture and context in English language textbooks: A study of textbooks for the teaching of English in Norway. Universiteteti Bergen, Norway. Retrieved from

https://bora.uib.no/bitstream/handle/1956/2421/Dr%20Avh%20%20Rag?sequence=1

Macmillan Dictionary (2009 – 2014) [online]. Retrieved from

http://www.macmillandictionary.com/dictionary/british/coursebook

Mahmood, K. (2009). Indicators for a quality textbook evaluation process in Pakistan. *Journal of Research and Reflections in Education,* 3 (2), 158-176.

Mandl, H., & Huber, G.L. (1983). Subjektive Theorien von Lehrern. *Psychologie in Erziehung und Unterricht, 30*, 98-112.

Mansilla, V.B., & Gardner, H. (2007). From teaching globalization to nurturing global consciousness. In M. Suárez-Orozco Marcelo, & C. Sattin (Eds.), *Learning in the global era: International perspectives on globalization and education (pp. 47-66)*. University of California Press.

Mares, C. (2003). Writing a coursebook. In B. Tomlinson (Ed*.), Developing materials for language teaching (pp. 130-140)*. London: Continuum.

Matthews, A. (1985). Choosing the best available textbook. In A. Matthews, M. Spratt, & L. Dangerfield (Eds.), *At the chalkface (pp. 202-206)*. London: Edward Arnold.

Mayring, P. (2000). Qualitative content analysis. *Forum: Qualitative Social Research*, *1(2).* Retrieved from

http://www.qualitative-research.net/fqs-texte/2-00/02-00mayring-e.htm

Mayring, P. (2000). *Qualitative Inhaltsanalyse. Grundlagen und Techniken (7. Auflage, erste Auflage 1983)*. Weinheim: Deutscher Studien Verlag.

McDonough, J., & Shaw, C. (2003). *Materials and methods in ELT: A teacher's guide*. London: Blackwell.

McGrath, I. (2002). *Materials evaluation and design for language teaching*. Edinburgh: Edinburgh University Press.

McGrath, I. (2006). Teachers and learners' images for coursebooks: Implications for teacher development. *ELT Journal, 60 (2),* 171-180.

McGrath, I. (2013). *Teaching materials and the roles of EFL/ESL teachers: practice and theory*. London: Bloomsbury.

McKay, S.L. (2000). Teaching English as an international language: Implications for cultural materials in the classroom. *TESOL Journal, 9(4)*, 7-11.

McKay, S.L. (2002). *Teaching English as an international language: Rethinking goals and approaches.* Oxford: Oxford University Press.

McKay, S.L. (2003). The cultural basis of teaching English as an international language. *TESOL Matters [online], 13 (4)*. Retrieved from http://khaliqbashar.blogspot.de/2012/05/cultural-basis-of-teaching-english-as.html

McKay, S.L. (2008). *Researching second language classrooms*. New York: Routledge.

Mackey, A., & Gass, S.M. (2005). *Second language research: Methodology and design*. Mahwah, NJ: Lawrence Erlbaum Associates.

Melde, W. (1987). *Zur Integration von Landeskunde und Kommunikation im Fremdsprachenunterricht*. Tubingen: Narr Verlag.

Méndez García, M.C. (2005). International and intercultural issues in English teaching textbooks: the case of Spain. *Intercultural Education, 16 (1)*, 57-68.

Meriam Webster online dictionary (2014). Retreived from http://www.merriam-webster.com/dictionary/textbook?show=0&t=1394219486

Mete, D.E. (2009). EIL and intercultural communicative competence: Two sides of a coin? *English as an International Language Journal [online], 5*, 156-163. Australia: Time Taylor International. Retrieved from http://etheses.bham.ac.uk/3454/1/Aftab12PhD.pdf

Meyer, M. (1991). Developing transcultural competence: Case studies of advanced foreign language learners. In D. Buttjes, & M. Byram (Eds*.), Mediating languages and cultures (pp. 136-158)*. Clevedon: Multilingual Matters.

Miekley, J. (2005). ESL textbook evaluation checklist. *The Reading Matrix, 5(2)*. Retrieved from http://www.readingmatrix.com/reading_projects/miekley/project.pdf

Mitchell, R., & Myles, F. (2004). *Second language learning theories (2nded.)*. London: Arnold.

Mola, A.J. (1993). Teaching idioms in the second language classroom: A case study of college-level German (Master Thesis). Georgetown University. Retrieved from http://files.eric.ed.gov/fulltext/ED355826.pdf

Moran, P.R. (2001). *Teaching culture: Perspectives in practice*, Boston, Mass.: Heilne and Heinle.

Morse, J.M. (1991). Approaches to qualitative-quantitative methodological triangulation. *Nursing Research, 40*, 120-123.

Mukundan, J., Nimehchisalem, V., & Hajimohammadi, R. (2011). Developing an English language textbook evaluation checklist. *International Journal of Humanities and Social Science, 1 (12), 100-106.* Retrieved from http://www.ijhssnet.com/journals/Vol_1_No_12_September_2011/14.pdf

Müller-Hartmann, A., & Schoker-v. Ditfurth, M. (2010). *Introduction to English language teaching*. Stuttgart: Klett Lerntraining.

Nei, H. (2007). A Cross-cultural analysis of English textbook for grade 10 and suggestion of supplementary activities for students' cross-cultural awareness. Retrieved from http://data.ulis.vnu.edu.vn/jspui/handle/123456789/562

Neuner, G. (2007). Lehrwerke. In K.R. Bausch, H. Christ, & H.J. Krumm (Hrsg.), *Handbuch Fremdsprachenunterricht (5. Auflage, S. 399-402)*. A. Francke Verlag Tübingen und Basel.

Neuner, G., & Hunfeld, H. (1999). *Methoden des fremdsprachlichen Deutschunterrichts. EineEinfiihrung.* Berlin; München: Langenscheidt.

Nieto, S. (2002). *Language, culture and teaching: Critical perspectives for a new century*. Mahwah, New Jersey: Lawrence Erlbaum.

Nunan, D. (1989). *Designing tasks for communicative classroom.* Cambridge: Cambridge University Press.

Nunan, D. (1991). *Language teaching methodology: A textbook for teachers*. Prentice Hall.

Nunan, D. (1992). *Research methods in language learning*. Cambridge: Cambridge University Press.

Nunan, D. (1998). Teaching grammar in context. *ELT Journal, 52(2)*, 101-109.

Nunan, D. (2004). *Task-based language teaching*. Cambridge: Cambridge University Press.

Olajide, S.B. (2010). A critical assessment of the cultural content of two primary English textbooks used in Nigeria. *Journal of Language Teaching and Research, 1 (5)*, 656-661. Retrieved from http://ojs.academypublisher.com/index.php/jltr/article/viewFile/0105656661/2172

Ongena, Y.P. (2005). Interviewer and respondent interaction in survey interviews (PhD Thesis). Vrije Universiteit, Amsterdam. Retrieved from http://dare.ubvu.vu.nl/bitstream/handle/1871/9842/6353.pdf;jsessionid=32225DC79A418CD2DA98 AA87A5756A90?sequence=1

Omaggio-Hadley, A. (2001). *Teaching language in context*. Boston: Heinle and Heinle.

O'Neil, R. (1982). Why use textbooks? *ELT Journal, 36(2)*, 104-111.

O'Neill, R. (1993). Are textbooks symptoms of a disease? *Practical English Teaching, 14 (1)*, 11-13.

Oxford Advanced Learner's Dictionary, (2013). Retre‌ived from http://oald8.oxfordlearnersdictionaries.com/dictionary/textbook

Oxford, R., & Crookall, D. (1990). Vocabulary learning: A critical analysis of techniques. *TESL Canada Journal, 7(2)*, 9-30.

Paige, R.M., Jorstad, H., Siaya, L., Klein, F., & Colby, J. (2000). Culture learning in language education: A review of the literature. Retrieved from http://files.eric.ed.gov/fulltext/ED475523.pdf

Paige, R.M., Jorstad, H., Siaya, L., Klein, F., & Colby, J. (2003). Culture learning in language education: A review of the literature. In D.L. Lange, & R.M. Paige (Eds.), *Culture as the core: Perspective on culture in SLL (pp. 173-236)*. Greenwich: Information Age Publishing.

Pajares, M.F. (1992). Teachers' beliefs and educational research: Cleaning up a messy construct. *Review of Educational Research, 62(3)*, 307-332.

Peacock, M. (1997). Choosing the right book for your class. Retrieved from http://www.sx.ac.uk/linguistics/pgr/egspll/volume1/PDFs/PEACOCK1.pdf

Pelaschiar, L. (2014). Ireland and elsewhere: The "Non-Irish" in Bernard MacLaverty's fiction. In R.R. Russell (Ed.), *Bernard MacLaverty: New critical readings (pp. 151-164)*. Bloomsbury Publishing Plc.

Pervan, A. (2011). The view of culture in two textbooks for English. Malmö Högskola. Retrieved from http://dspace.mah.se/bitstream/handle/2043/12178/AdnanPervanFinalVersion.pdf?seq

Peterson, E., & Coltrane, B. (2003). Culture in second language teaching. CAL Digest. Washington, DC: Center for Applied Linguistics. Retrieved from https://media.startalk.umd.edu/workshops/2009/SeattlePS/sites/default/files/files/CAL_%20Digests _%20Culture%20in%20Second%20Language%20Teaching.pdf

Phillips, J.K. (2003). National standards for foreign language learning: Culture the driving force. In D.L. Lange, & R.M. Paige (Eds.), *Culture as the core: Perspectives on culture in second language learning (pp. 161-172)*. Greenwich: Information Age Publishing.

Pohjanen, P. (2007). No better, no worse – but definitely different: The presentation of target cultures in two English textbook-series for Finnish secondary school children. Retrieved from https://jyx.jyu.fi/dspace/bitstream/handle/123456789/7341/URN_NBN_fi_jyu 2007248.pdf?sequence=1

Pölzl, U. (2003). Signalling cultural identity: The use of L1/Ln in ELF. *Vienna English Working Papers 12(2),* 3-23*.* Retrieved from http://www.univie.ac.at/Anglistik/views/03_2/POEL_SGL.PDF.

Poorebrahim, F. (2012). Sociocultural identity in EFL textbooks of Iranian high schools: An attempt to fill in the gap. *Iranian EFL Journal, 8 (4)*, 337-357. Retrieved from http://www.iranian-efl-journal.com/images/pdf/Volume-8-Issue-4.pdf

Porter, D., & Roberts, J. (1981). Authentic listening activities. *ELT Journal, 36(1).* 37-47*.*

Porto, M. (2010). Culturally responsive L2 education: An awareness-raising proposal. *ELT Journal, 64 (1)*, 45-53.

Prodromou, L. (1988). English as cultural action. *ELT Journal, 42 (2).* 73-83.

Prodromou, L. (1992). What culture? Which culture? Cross-cultural factors in language learning. *ELT Journal, 46 (1)*, 39-50.

Prodromou, L. (2002). The great ELT textbook debate. *Modern English Teacher, 11 (4)*, 25-33.

Prosser, M.H. (1978). *The cultural dialogue*. Boston, Mifflin.

Pulverness, A. (1995). Cultural studies, British studies and EFL. *Modern English Teacher, 4 (2)*, 7-11.

Pulverness, A. (2000). Distinctions & dichotomies: Culture-free, culture-bound. *English Teaching Professional, 14*.

Pulverness, A. (2003). Materials for cultural awareness. In B. Tomlinson (Ed.), *Developing materials for language teaching (pp. 426-438)*. London: Continuum.

Razmjoo, S.A. (2007). High schools or private institutes textbooks? Which fulfill communicative language teaching principles in the Iranian context? *Asian EFL Journal*, *9(4)*, 126-140.

Renges, B-H. (2005). *Interkulturelles Lernen und methodisch-didaktische Aspekte in aktuelllen Englischlehrbüchern und Unterrichtsmaterialien der Sekundarstufe II*. Aachen: Shaker Verlag.

Riazi, A.M. (2003). What textbook evaluation schemes tell us? A studyof the textbook evaluation schemes of three decades. In W.A. Renanda (Ed.), *Methodology and materials design in language teaching (pp. 52-68)*. Singapore: SEAMEO Regional Center.

Riazi, A.M., & Mosalanejad, N. (2010). Evaluation of learning objectives in Iranian high-school and pre-university English textbooks using Bloom's taxonomy. *The Electronic Journal for English as a Second Language [online].* Retrieved from

file:///D:/articles/read.sara/A.%20Mehdi%20Riazi,%20Mosalanejad2010.htm

Richards, J.C. (1993). Beyond the textbook: The role of commercial materials in language teaching. *RELC Journal, 24 (1)*, 1-14.

Richards, J.C. (1998). Textbooks: help or hindrance in teaching? (Chap.7). In J.C. Richards (Ed.), *Beyond training: Perspectives on language teacher education (pp. 125-140),* Cambridge: Cambridge University Press.

Richards, J.C. (2001). *Curriculum development in language teaching*. Cambridge: Cambridge University Press.

Richards, J.C. (2010). *Curriculum development in language teaching*. Cambridge: Cambridge University Press.

Richards, J.C. (2012). The role of textbook in a language program. Retrieved from

http://www.professorjackrichards.com/articles/role-of-textbooks

Richards, J.C., & Rodgers, T.S. (2001). *Approaches and methods in language teaching (2[nd]ed.)*. Cambridge: Cambridge University Press.

Richardson, V. (1996).The role of attitudes and beliefs in learning to teach. In J. Sikula (Ed.), *Handbook of research on teacher education (2nd ed., pp. 102-119).* New York: Macmillan.

Rico T.C. (2010). The effects of language materials on the development of intercultural Competence. In B. Tomlinson, & H. Masuhara (Eds.), *Research for materials development in language learning (pp. 83-102)*. London, Continuum.

Rico T.C. (2012). Language teaching materials as mediators for ICC development: A challenge for materials developers. *Signo y Pensamiento 60 · Documentos de investigación, 130-154· volume XXX· enero*. Retrieved from http://www.redalyc.org/articulo.oa?id=86023575010

Rimani Nikou, F., & Soleimani, F. (2012). The manifestation of culture in Iranian and Turkish high school English textbooks. *Academic Research International, 2 (3)*, 646-656. Retrieved from

http://www.savap.org.pk/journals/ARInt./Vol.2(3)/2012(2.3-78).pdf

Risager, K. (1991). Cultural references in European textbooks: An evaluation of recent tendencies. In D. Buttjes, & M. Byram (Eds.), *Mediating languages and cultures (pp. 181-192)*. Clevedon: Multilingual Matters.

Risager, K. (2007). *Language and culture pedagogy*. Clevedon: Multilingual Matters.

Risager, K. (2010). Landeskunde in Germanistik im nichtdeutschsprachigen Europa. In H. Krum, et al. (Hrgs.), *Deutsch als Fremd- und Zweitesprache: Ein internationales Handbuch (2. Band, S. 1511-1519)*. Walter de Gruyter GmbH & Co. KG.

Risager, K. (2012). Introduction: Intercultural learning: Raising cultural awareness. In M. Eisenmann, & T. Summer (Eds.), *Basic issues in EFL teaching and learning (pp. 143-155)*. Universitätsverlag Winter BmbH Heidelberg.

Rivers, W. (1981). *Teaching foreign language skills (2nd ed.)*. Chicago: University of Chicago Press.

Roberts, J.T. (1996). Demystifying materials evaluation. *System, 24 (3)*, 375–389.

Robinson, G.L.N. (1985). *Crosscultural understanding*. Oxford: Pergamon Press. Ltd.

Rokeach, M. (1968). *Beliefs, attitudes and values: A theory of organisation and change.* San Francisco: Jossey-Bass.

Rourke, L., Anderson, T., Garrison, D.R., & Archer, W. (2000). Methodological issues in the content analysis of computer conference transcripts. *International Journal of Artificial Intelligence in Education, 11*. Retrieved from
http://iaied.org/pub/951/file/951_paper.pdf

Saluveer, E. (2004). Teaching culture in English classes. University of Tartu, Department of English. Retrieved from
http://www.lara25.com/mywebdisk/CI-EP/Saluveer.pdf

Samovar, L.A., & Porter, R.E. (1976). *Intercultural communication: A Reader.* Belmont, California: Wadsworth Publishing Company, Inc.

Samovar, L. A., Porter, R.E., & Stefani, L.A. (1998). *Communication between cultures.* Belmont CA: Wadsworth Publishing Company.

Sandelowski, M. (2003). Tables or tableauz? The challenges of writing and reading mixed methods studies. In A. Tashakkori, & C. Teddie (Ed.), *Handbook of mixed methods in social and behavioral research (pp. 321-350)*. Thousand Oaks, CA: Sage.

Sapir, E. (1921). *Language: An introduction to the study of speech*. New York: Harcourt, Brace.

Savignon, S. (1997). *Communicative competence: Theory and classroom practice: Texts and contexts in second language learning (2nd ed.).* New York: McGraw-Hill.

Savignon, S., & Sysoyev, P.V. (2002). Sociocultural strategies for a dialogue of cultures. The *Modern Language Journal, 86 (4)*, 508-524. Retrieved from
http://onlinelibrary.wiley.com/doi/10.1111/1540-4781.00158/pdf

Schadewitz, N. (2009). Design patterns for cross-cultural collaboration. *International Journal of Design, 3(3)*. Retrieved from
http://www.ijdesign.org/ojs/index.php/IJDesign/article/view/276/273

Scheele, B., & Groeben, N. (1998). Das Forschungsprogramm Subjektive Theorien. *Fremdsprachen Lehren und Lernen, 27*, 12-32.

Schinschke, A. (1995). Perspektivenübernahme als grundlegende Fähigkeit im Umgang mit Fremden. In L. Bredella, & H. Christ (Hrsg.), *Didaktik des Fremdverstehens (S. 36-50)*. Tübingen: Gunter Narr Verlag.

Schmidt, R. (1996). Lehrwerkanalyse. In G. Henrici, & C. Riemer (Hrgs), *Einführung in die Didaktik des Unterrichts Deutsch als Fremdsprache. (2. Band, S. 397-418)*. Baltmannsweiler.

Schram, P. (Ed.) (2009). *Chosen tales: Stories told by Jewish storytellers*. Rowman & Littlefield Publishers, Inc.

Scollon, R., & Scollon, S.W. (2001). *Intercultural communication (2nd ed.).* Oxford: Blackwell Publishing.

Seelye, H. (1988). *Teaching culture*. Lincolnwood, IL: National Textbook Company.

Seelye, N.H. (1992). *Teaching culture: Strategies for intercultural communication*. Lincolnwood, IL: National Textbook Company.

Seidlhofer, B. (2007). English as a Lingua Franca and communities of practice. In S. Volk-Birke, & J. Lippert (Eds.), *Anglistentag 2006 halle: Proceedings (pp. 307-318).* Trier: Wissenschaftlicher Verlag Trier.

Seliger, H.W., & Shohamy, E. (1989). *Second language research methods*. Oxford: Oxford University Press.

Sellami, A. (2000). Teaching towards cultural awareness an intercultural competence. *Paper presented at the annual meeting of teachers of English to speaker of other languages*. Vancouver, BC. Canada. ERIC Clearinghouse on Urban Education. Retrieved from
http://files.eric.ed.gov/fulltext/ED446434.pdf

Sercu, L. (2000). *Acquiring intercultural communicative competence from textbooks: The case of Flemish adolescent pupils learning German*. Leuven University Press.

Sercu, L. (2002). Autonomous learning and the acquisition of intercultural communicative competence: Some implications for course development. *Language, Culture and Curriculum, 15 (1)*, 61-74.

Sercu, L. (2005). Teaching foreign language in an intercultural world. In L. Sercu et al. (Eds.), *Foreign language teachers and intercultural competence. An international investigation (pp. 1-18).* Clevedon: Multilingual Matters.

Sercu, L., Bandura, E., Castro, P., Davcheva, L., Laskaridou, C., Lundgren, U., MendezGarcía, M., & Ryan, P. (2005). *Foreign language teachers and intercultural communication: An international investigation. Languages for Intercultural Communication and Education 10*. Clevedon: Multilingual Matters.

Shanahan, D. (1998). Culture, culture and "culture" in foreign language teaching. *Foreign Language Annals, 31,* 451-458. Retrieved from
http://onlinelibrary.wiley.com/doi/10.1111/j.1944-9720.1998.tb00588.x/pdf

Shannon, P. (1987). Commercial reading materials: A technological ideology, and the deskilling of teachers. *The Elementary School Journal, 87 (3),* 307-329.

Shaules, J. (2007). *Deep culture: The hidden challenge of global living*. Clevedon: Multilingual Matters.

Sheldon, L.E. (1988). Evaluating ELT textbooks and materials. *ELT* Journal, *42 (4),* 237-246*.*

Shohamy, E. (2006). *Language policy: Hidden agendas and new approaches*. London: Routledge.

Shore, B. (1996). *Culture in mind: Cognition, culture, and the problem of meaning*. New York: Oxford University Press.

Simegn, B. (2012). A study of secondary school EFL teachers' pedagogical beliefs and classroom practices (PhD Thesis). Addis Ababa University. Retrieved from
http://etd.aau.edu.et/dspace/bitstream/123456789/4304/1/Birhanu%20Simegn.pdf

Sinicrope, C., Norris, J.M., & Watanabe, Y. (2007). Understanding and assessing intercultural competence: A summary of theory, research, and practice. Honolulu, HI: Technical report for the Foreign Language Program Evaluation Project. *Second Language Studies, 26(1)*, 1-58. Retrieved from
http://www.hawaii.edu/sls/uhwpesl/26%281%29/Norris.pdf

Skierso, A. (1991). Textbook selection and evaluation. In M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language (2nd ed., pp. 432-453)*. Boston: Heinle&Heinle Publishers.

Skopinskaja, L. (2003). The role of culture in foreign language teaching materials: An evaluation from an intercultural perspective. In I. Lázár (Ed.), *Incorporating intercultural communicative competence in language teaching education: European centre for modern languages (pp. 39-69)*. Strasbourg: Council of Europe.

Spencer-Oatey, H. (2000). *Culturally speaking: Managing rapport through talk across cultures*. London: Continuum.

Spitzberg, B.H., & Changnon, G. (2009). Conceptualizing intercultural competence. In D.K. Deardorff (Ed.), *The sage handbook of intercultural competence (pp. 2-52)*. Thousand Oaks, CA: Sage.

Stelzerová, P. (2014). Teaching differences between British and American English in lower-secondary EFL classes (Diploma Thesis). Charles University. Retrieved from
https://is.cuni.cz/webapps/zzp/download/120151493

Stemler, S. (2001). An overview of content analysis. *Practical Assessment, Research & Evaluation, 7(17)*. Retrieved from
http://pareonline.net/getvn.asp?v=7&n=17

Stergiopoulou, E. (2012). Comparing experienced and inexperienced foreign language teachers' beliefs about language learning and teaching. *RoSE – Research on Steiner Education, 3 (1)*, 103-113. Retrieved from
http://www.rosejourn.com/index.php/rose/article/viewFile/103/128

Stern, H.H. (1996). *Fundamental concepts of language teaching.* Oxford: Oxford University Press.

Surkamp, C. (2007). Fremdes spielerisch verstehen lernen: Zum Potenzial dramatischer Texte und Zugangsformen im Fremdsprachenunterricht. In L. Bredella, & H. Christ (Hrsg.), *Fremdverstehen und interkulturelle Kompetenz (S. 133-147)*. Gunter Narr Verlag Tübingen.

Talebinezhad, M.R., & Mahmoodzadeh, M. (2011). Re-evaluation of internationally and locally developed ELT materials in Iran: A bimodal approach to material development. *Journal of Language Teaching and Research, 2(6)*, 1204-1216.

Tashakkori, A., & Teddlie, C. (1998). *Mixed methodology: Combining qualitative and quantitative approaches.* Thousand Oaks, CA: Sage.

Thaler, E. (2008). *Offene Lernarrangements im Englischunterricht*. Berlin/New York: Langenscheidt.

Thaler, E. (2011). Zukunft des Lehrwerks—Lehrwerk der Zukunft. *Fremdsprachen lehren und lernen, 2*, 15-30.

Thaler, E. (2012). *Englisch unterrichten*. Berlin: Cornelsen.

Thanasoulas, D. (2001). The importance of teaching culture in the foreign language classroom. Retrieved from
https://media.startalk.umd.edu/workshops/2009/SeattlePS/sites/default/files/files/The%20Importance%20Of%20Teaching%20Culture%20In%20The%20Foreign%20Language%20Classroom.pdf

Thomas, A.(1993). Psychologie interkulturellen Lernens und Handelns. In A. Thomas (Hg.), Kulturvergleichende Psychologie. Hogrefe Verlag für Psychologie, Göttingen.

Thomson, G. (2007). The growing participator approach to "language learning" and the six-phase programme. Retrieved from
http://growingparticipatorapproach.wordpress.com/six-phase-programme

Thornbury, S. (1999). *How to teach grammar*. London: Longman.

Thornbury, S. (2000). A dogma for EFL. *IATEFL Issues 153, p.2*.

Thornbury, S., & Meddings, L. (2001). Roaring in the Chimney (or what coursebooks are good for). *Modern English Teacher, 10 (3)*, 11-13.

Tok, H. (2010). TEFL textbook evaluation: From teachers' perspectives. *Educational Research and Review, 5(9),* 508-517.

Tomalin, B., & Stempleski, S. (1993). *Cultural awareness*. Oxford: Oxford University Press.

Tomlinson, B. (2001). Materials development. In R. Carter, & D. Nunan (Eds.), *The Cambridge guide to teaching English to speakers of other languages (pp. 66-71)*. Cambridge: Cambridge University Press.

Tomlinson, B. (2003). Materials evaluation. In B. Tomlinson (Ed.), *Developing materials for language teaching (pp. 15-36)*. London and New York: Continuum.

Tomlinson, B. (2008). *English language teaching materials: A critical review.* London: Continuum.

Tomlinson, B. (2011). *Materials development in language teaching (2nd ed.)*. Cambridge: Cambridge University Press.

Tomlinson, B. (2012). Introduction: Textbooks and materials evaluation. In M. Eisenmann, & T. Summer (Eds.), *Basic issues in EFL teaching and learning (pp. 343-355)*. Universitätsverlag Winter BmbH Heidelberg.

Torres, A.R. (2012). Literature in the foreign language syllabus: Engaging the student through active learning. *Tejuelo, nº 15 (2012)*, 9-16. Retrieved from
dialnet.unirioja.es/descarga/articulo/4025413.pdf

Trautmann, M. (2012). Führen und Auswerten qualitativer Interviews. In S. Doff (Hg.), *Fremdsprachenunterricht empirisch erforschen (S. 218-231).* Narr Francke Attempto Verlag GmbH + Co. KG.

Triyoga, A. (2010). Cultural bias in textbooks. Retrieved from
http://ariliablog.blogspot.com/2010/06/cultural-bias-in-textbooks.html

Ur, P. (1996). *A course in language teaching*. Cambridge: Cambridge University Press.

Ur, P. (2009). English as a lingua franca and some implications for English teachers. Retrieved from http://www.tesol-france.org/Colloquium09/Ur_Plenary_Handouts.pdf

Ur, P. (2012). *A course in English language teaching: Practice and theory*. Cambridge: Cambridge University Press.

Usó-Juan, E., & Martínez-Flor, A. (2008). Teaching intercultural communicative competence through the four skills. *Revista Alicantina de EstudiosIngleses, 21*, 157-170. Retrieved from http://rua.ua.es/dspace/bitstream/10045/10400/1/RAEI_21_09.pdf

Valdes, J.M. (Ed.) (1986). *Culture bound: Bridging the cultural gap in language teaching.* Cambridge: Cambridge University Press.

Van de Vijver, F.J.R., & Leung, K. (2009). Methodological issues in researching intercultural competence. In D.K. Deardorff (Ed.), *The sage handbook of intercultural competence (pp. 404-418)*. Thousand Oaks: Sage.

Van Ek, J. (1986). *Objectives for foreign language learning*. Strasbourg: Council of Europe.

Van Els, T., & Tuin, D. (2010). Foreign languages in Dutch secondary education. In U. Ammon, J. Darquennes, & S. Wright (Eds.), *Sociolinguistica (24. Band, pp. 101-119)*. Walter de Gruyter GmbH & Co. KG, Berlin.

Vibulphol, J. (2004). Beliefs about language learning and teaching approaches of pre-service EFL teachers in Thailand (PhD Thesis). Oklahoma State University. Retrieved from http://digital.library.okstate.edu/etd/umi-okstate-1041.pdf

Volkmann, L. (2000). Interkulturelle Kompetenz als neues Paradigma der Literaturdidaktik? Überlegungen mit Beispielen der postkolonialen Literatur und Minoritätenliteratur. In L. Beredella, F-J. Meißner, A. Nünning, & D. Rösler (Hrsg.), *Wie ist Fremdverstehen lehr-und lernbar? (S. 164-190)*. Tübingen: Narr.

Vrbová, L. (2006). Developing cultural awareness in ELT. Retrieved from https://dspace.upce.cz/bitstream/10195/24021/1/D14985.pdf

Walz, J. (1989). Context and contextualized language practice in foreign language teaching. *Modern Language Journal, 73(2),* 160-168.

Wang, G. (2006). Problems and prospect: English teaching in China. *Shandong Foreign Language Teaching Journal, 5*, 12-14.

Weaver, G.R. (1986). Understanding and coping with cross-cultural adjustment Stress. In R.M. Paige (Ed), *Cross-cultural orientation: New conceptualizations and applications (pp. 111-145)*. Lanham MD: University Press of America.

Weaver, G. (1993). Understanding and coping with cross-cultural adjustment stress. In R.M. Paige (Ed.), *Education for the intercultural experience (pp. 137–168)*. Yarmouth, Maine: Intercultural Press.

Welsh, A. (2011). Avoiding stereotyping and enhancing intercultural understanding. Retrieved from http://journal.teflin.org/index.php/teflin/article/viewFile/243/179

Weninger, C., & Kiss, T. (2013). Culture in English as a foreign language (EFL) textbooks: A semiotic approach. *TESOL Quarterly, 47 (4)*. Retrieved from http://onlinelibrary.wiley.com/doi/10.1002/tesq.87/pdf

Wilhelm, B.C. (2000). Lehrwerk und ihre Alternativen. In F. Renate, & R. Volker (Hrsg.), *Lehrwerk und ihre Alternativen (S. 117-120)*. Frankfurt am Main: Peter Lang.

Wilkins, D. (1976). *Notional syllabuses*. Oxford: Oxford University Press.

Williams, D. (1983). Developing criteria for textbook evaluation. *ELT Journal, 37(3)*, 251-255.

Witherspoon, G. (1980). Language in culture and culture in language. *International Journal of American Linguistics, 46 (1)*, 1-13.

Xiao, J. (2010). Cultural contents of an in-use EFL textbook and English major students' attitudes and perception towards culture learning at Jiangxi University of science and technology, China. Retrieved from http://kb.psu.ac.th/psukb/bitstream/2010/7836/1/326069.pdf

Yano, Y. (2006). Cross-cultural communication and English as an international language. *Intercultural Communication Studies, XV-3*. Retrieved from
http://www.uri.edu/iaics/content/2006v15n3/15%20Yasukata%20Yano.pdf

Yarmohammadi, L (2002). The evaluation of pre-universfity textbooks. *The Newsletter of the Iranian Academy of Science*, *18*, 70-87.

Yassine, S. (2006). Culture issues in FL teaching: Towards the fostering of intercultural awareness. *Annales du Patrimoine, No.05*. Retrieved from
http://annales.univ-mosta.dz/images/articles/05/annales_05fr_yassine.pdf

Yassine, S. (2012). Culture issues, ideology and otherness in EFL textbooks: A social semiotic multi-modal approach. University of Tizi-Ouzou. Retrieved from
http://www.ummto.dz/IMG/pdf/YASSINE_Souryana.pdf

Yildrim, A. (2012). Literature and English culture in ELT. *Novitas-ROYAL (Research on Youth and Language), 6(2)*, 137-153.

Yuen, K. (2011). The representation of foreign cultures in English textbooks. *ELT Journal, 65 (4)*, 458-466.

Yule, G. (2006). *The study of language*. Cambridge: Cambridge University Press.

Zakaria, M.H., & Hashim, H.M. (2009). Local cultural aspects in the KBSM English language materials. Retrieved from
http://eprints.utm.my/10730/1/LOCAL_CULTURAL_ASPECTS_IN_THE_KBSM_ENGLISH.pdf

Zohrabi, M., Sabouri, H., & Behroozian, R. (2012). An assessment of strengths and weaknesses of Iranian first year highschool English coursebook using evaluation checklist. *English Language and Literature Studies, 2 (2)*, 89-99.

Appendix A: Checklist for Textual Analysis of the Textbooks

No.	General Characteristics	Yes	No
1	The cover of the textbook is designed based on a cultural point of view.		
2	The cover of the textbook is designed based on a linguistic point of view.		
3	There is an informative orientation page.		
4	The textbook has a complete and detailed table of content.		
5	The illustrations and pictures are varied.		
6	The illustrations and pictures are colorful.		
7	Vocabulary is presented in context.		
8	Vocabulary list or glossary is included.		
9	Grammatical points are arranged systematically graded from simple to complex.		
10	The textbook provides a balance of five language skills (reading, writing, speaking, listening, and mediating).		
11	The textbook includes sub-skills (e.g. skimming, scanning, note taking, etc.)		
12	The textbook provides different class activities/exercises to practice language items and skills (e.g. multiple choices, comprehension questions, puzzles, filling the blanks, etc.)		
13	The textbook provides communicative activities to help students carry out their communicative tasks in real-life.		
14	The activities in the textbook are form-focused.		
15	The activities incorporate individual, pair, and group work.		
16	There are activities regarding pronunciation practices in the textbook.		
17	There are activities regarding the varieties of pronunciation in the book.		
18	Review sections and exercises are included.		
19	The textbook provides the translation of new words.		
20	There are activities regarding translation/mediation in the book.		
21	The language of the textbook is authentic.		

No.	Cultural Point of View	Yes	No
1	The textbook offers insight into a variety of cultures (British, American, Australian, Indian, Korean…).		
2	The textbook offers factors concerning students' own culture.		
3	The textbook has a comparative view regarding the target cultures and native culture of the learners.		
4	The textbook has a comparative view regarding other cultures and native culture of the learners.		
5	Historical events of the target cultures are presented in the textbook.		
6	Historical events of other cultures are presented in the textbook.		
7	The textbook deals with the geographical perspectives of the target cultures.		
8	The textbook deals with the geographical perspectives of other cultures.		
9	Political aspects of the target cultures are discussed in the textbook.		
10	Political aspects of other cultures are discussed in the textbook.		
11	Elements of fine arts (e.g. paintings, sculpture, architecture, music, film, photography) in the target cultures are visible in the textbook.		
12	Elements of fine arts (e.g. paintings, sculpture, architecture, music, film, photography) in other cultures are visible in the textbook.		
13	The textbook offers insights into the literature of the target cultures.		
14	The textbook offers insights into the literature of other cultures.		
15	The textbook presents flags of the target cultures.		
16	The textbook presents flags of other cultures.		
17	The textbook gives insight into festivals in the target cultures.		
18	The textbook gives insight into festivals in other cultures.		
19	The textbook gives insight into ethnic dishes in the target cultures.		
20	The textbook gives insight into ethnic dishes in other cultures.		
21	The textbook gives an insight into the social behavior/everyday life in the target cultures.		
22	The textbook gives an insight into the social behavior/everyday life in other cultures.		
23	The textbook gives an insight into the social problems in the target cultures.		
24	The textbook gives an insight into the social problems in other cultures.		
25	The textbook gives information about the family life in the target cultures.		

26	The textbook gives information about the family life in other cultures.
27	The textbook makes students familiar with the youth life in the target cultures.
28	The textbook makes students familiar with the youth life in other cultures.
29	The textbook gives information about customs/traditions in the target cultures.
30	The textbook gives information about customs/traditions in other cultures.
31	The textbook gives insight into the education in the target cultures.
32	The textbook gives insight into the education in other cultures.
33	The textbook develops the sense of awareness towards the body language to express ideas.
34	The textbook teaches expressions, slangs, idioms, proverbs, etc.

Dimensions of ICC	Objectives	Number of Tasks
Knowledge of Cultures	Giving Factual Knowledge about Cultures (savoirs)	
	Collecting Information on Cultures (savoir apprendre)	
Attitudes towards Cultures	Indentifying Generalizations of Cultures (savoir être)	
	Changing Perspectives (savoir être)	
Interpreting and Relating Cultural Elements	Identifying ethnocentric Perspectives (savoir comprendre)	
	Relating Cultures and Cultural Phenomena (savoir comprendre)	
	Identifying and Explaining Causes of Misunderstandings (savoir comprendre)	
Intercultural Interaction	Functioning as a Mediator between Cultures and Dealing with Conflict Situations (savoir apprendre)	
	Applying one's Abilities in Interaction (savoir apprendre)	

Appendix B: Samples of the Questionnaires[86]

Teachers' Questionnaire

Dear teacher,

I am a doctoral candidate majoring in Teaching English as a Foreign Language (TEFL) at Augsburg University in Germany. For my PhD thesis, I am evaluating the English textbooks in four different countries. The following questionnaire is designed to find out English teachers' subjective views about their textbooks in the first grade of upper-secondary schools. Therefore, by completing this questionnaire you will provide me with the ideas and suggestions necessary to improve and complete my study in this matter. Your opinions and comments are especially important to me. I kindly request you to take a few minutes to complete the questionnaire as accurately and honestly as possible. I would like to assure you that all the responses you give will be kept confidential and use only for research purpose.

Thanks for your consideration and cooperation in this important matter. If you have any questions or interests regarding this study, please do not hesitate to contact me or my supervisor—Prof. Dr. Engelbert Thaler.

Sincerely yours,

Sara Vali

Email: sara.vali@phil.uni-augsburg.de

Personal information

Please give information about yourself for each of the categories below. Put a tick mark in the appropriate circle where necessary.

1. Name of the school: ----------------------- Name of the textbook -------------------
2. I am: Male   ◯
                 Female   ◯

3. Age: 20-29 ◯   40-49 ◯
           30-39 ◯   50 + ◯
4. Major: ---------------
   Degree: BA/BS   ◯   Doctoral candidate ◯
            MA/MS   ◯   PhD   ◯

5. How many years have you taught English at schools? ------------
6. How many hours a week do you teach English at schools? --------------
7. At which grade do you mostly teach English? ------------

---

[86] Those footnotes which have been underlined in the questionnaires are not addressed to the participants; they offer additional explanations about the characteristics of the items for the readers.

Part one: General point of view
In this section, please give your opinions about your textbook generally.
A: Please check in the appropriate choice.

	General Point of View	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	The textbook has an appropriate layout and design.					
2	Topics are motivating for the learners.					
3	The topics presented in the textbook are based on real-life situations.					
4	The illustrations (pictures, images, figures…) in the book help the learners to understand the concepts better.					
5	The examples and explanations are understandable.					
6	The language of the textbook is authentic[87].					
7	The exercises/tasks are communicative to help the learners to be able to converse in real-life situations.					
8	The textbook presents different meaningful exercises and activities to practice language items and skills (e.g. multiple choices, comprehension questions, puzzles, filling the blanks, etc.).					
9	The textbook includes exercises for pronunciation work.					
10	The textbook conforms to the curriculum.					
11	The textbook is designed based on the needs and interests of the students, as determined by their age.					
12	The textbook helps learners to become autonomous in language learning.					
13	The teacher's manual accompanying the book is helpful.					

---

[87] "Authentic" here refer to those pieces of work (either written or spoken) which are designed for native speakers of English, such as novels, short stories, poems, newspapers, articles, etc. from the English-speaking world.

B: Please choose yes or no based on your opinion about the textbook.

14. The textbook shows the differences in using vocabulary between British and American English (e.g. tap /faucet).
    Yes ◯   No ◯

15. The textbook includes sub-skills (Scanning, skimming, outlining, note taking…).
    Yes ◯   No ◯

16. The new words are introduced separately with their definitions.
    Yes ◯   No ◯

17. The CD accompanying the book is helpful for the students in their listening activities.
    Yes ◯   No ◯

18. The grammatical rules are presented in a logical manner (from simple to complex).
    Yes ◯   No ◯

19. The new words are repeated in subsequent lessons to reinforce their meaning and use.
    Yes ◯   No ◯

C: Please tick the most appropriate response (In some questions more than one option is possible as well).

20. The textbook focuses on teaching …………. .
    Vocabulary ◯   Grammar ◯

21. The textbook focuses on ……………… Skill(s).
    Speaking ◯   Reading ◯   Writing ◯   Listening ◯

22. Grammar is introduced …………. .
    Deductively ◯   Inductively ◯

23. The activities in the book need ………………. .
    Individual work ◯   Pair work ◯   Group work ◯

24. The textbook makes the students familiar with ……. .
    Intonation ◯   Stress ◯   Pitch ◯   None ◯

25. The textbook makes the students familiar with …………… to express their ideas appropriately.
    Body language ◯   Formal and informal situations ◯   None ◯

<div align="center">

Part two: Cultural point of view

In this section, please give your opinion about the cultural or intercultural characteristics of your textbook.

</div>

A: Please tick the most appropriate response (In some questions more than one option is possible as well).

26. The topics of the textbook are suitable to the interests of the learners, as determined by their ……. .
    Sex ◯   Cultural background ◯   None ◯

27. Cultural attributes of target society **(England/America)** are presented ……. .
    Positively ◯   Negatively ◯   In a tourism oriented manner ◯   None ◯

28. Cultural attributes of **other countries**[88] are presented ……. .
    Positively ◯   Negatively ◯   In a tourism oriented manner ◯   None ◯

29. The textbook presents …….. of the target society **(England/America).**

---

[88]In questions 28-32, "other cultures/countries" refers to the cultures of countries other than England and America. To avoid misunderstandings, the teachers were briefed on the meaning of America which refers to the United States in this questionnaire.

Literature ◯	History ◯	Geography ◯	Fine arts ◯
Politics ◯	Education ◯	National symbols ◯	Customs and Festivals ◯
Family life ◯	Food ◯	Youth life ◯	Idioms ◯
Proverbs ◯	Expressions ◯	Slangs ◯	None ◯

30. The textbook presents …… of **other countries.**

Literature ◯	History ◯	Geography ◯	Fine arts ◯
Politics ◯	Education ◯	National symbols ◯	Customs and Festivals ◯
Family life ◯	Food ◯	Youth life ◯	None ◯

31. The textbook makes the students familiar with different social groups (e.g. scientists, celebrities, minority groups, doctors, etc.) in …… culture(s).
British[89] ◯   American ◯   Other ◯   None ◯

32. Uncomfortable social realities (e.g. unemployment, poverty, racism, war, etc.) of ………. culture(s) are presented in the textbook.
British ◯   American ◯   Other ◯   None ◯

B: Please choose the appropriate response.
33. There are factors concerning students' own culture in the textbook.
Yes ◯   No ◯
34. The textbook compares the students' own culture with other culture(s).
Yes ◯   No ◯
35. The textbook makes the students curious towards knowing other culture(s).
Yes ◯   No ◯
36. The textbook helps the students accept the cultural differences in other countries.
Yes ◯   No ◯
37. The textbook helps the students understand the feelings of other people in other countries.
Yes ◯   No ◯
38. The textbook helps students to have an analytical/reflective view over their own culture and other culture(s).
Yes ◯   No ◯

C: Please answer the following questions as appropriate.

39. Do you have any problems in terms of cultural/intercultural matters in your textbook? If yes, please elaborate on them.

40. What do you do to solve them?

Thank you very much for your cooperation!

---

[89] "British culture" in this questionnaire refers to the culture of the English people who live in England. To avoid misunderstandings, the teachers were also informed that British culture refers to the culture of English people in England in this questionnaire.

Students' Questionnaire in English

Dear student,

This questionnaire is designed for evaluating the English Textbook. Your contribution is highly important for the success of this study. Please answer all of the questions as best as you can. Your answers will be kept confidential. Thank you very much for your cooperation.

Personal information

Age: Grade: Sex:

The name of your English textbook:

Part one: General point of view

Instruction: To respond to this part, please check in the appropriate choice as follows:

Strongly agree   Agree   Undecided   Disagree   Strongly disagree

	General Point of View	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	The cover of the textbook is interesting to me.					
2	The topics in the textbook are motivating and interesting to me.					
3	The textbook helps me to learn the new words in the target language (English).					
4	Learning grammar is interesting for me in this textbook.					
5	The textbook helps me how to talk with other people in English.					
6	The textbook helps me to understand English texts better.					
7	The textbook helps me to write in English easily.					
8	The Audio-CD accompanying the book helps me to practice my listening skill more (if available).					
9	The activities or exercises in the textbook are interesting to me.					
10	The speaking tasks in the book help me talk more in the classroom.					

Part two: Cultural point of view

A: In this part, please cross the appropriate choice.

11. The textbook helps me become familiar with other culture(s).

    Yes ◯   No ◯

12. The textbook pays attention to my own culture/to the way we live in our own country.

    Yes ◯   No ◯

13. The textbook compares my culture with other culture(s).

    Yes ◯   No ◯

14. The textbook makes me curious to know more about other culture(s).

    Yes ◯   No ◯

15. The textbook helps me to accept the cultural differences among countries.

    Yes ◯   No ◯

16. The textbook helps me to understand the feelings of other people in other countries.

    Yes ◯   No ◯

B: In this part, please put a check mark in the circles (IN SOME QUESTIONS (17-24) MORE THAN ONE ANSWER IS POSSIBLE).

17. The textbook makes me familiar with the **food** in …… culture(s).

    British[90] ◯   American ◯   Other[91] ◯   None ◯

18. The textbook makes me familiar with the **family life** in….. culture(s).

    British ◯   American ◯   Other ◯   None ◯

19. The textbook makes me familiar with the **youth life** in…… culture(s).

    British ◯   American ◯   Other ◯   None ◯

20. The textbook makes me familiar with the **national symbols** (e.g. flags) in …… culture(s).

    British ◯   American ◯   Other ◯   None ◯

21. The textbook makes me familiar with the **education** in ….. culture(s).

    British ◯   American ◯   Other ◯   None ◯

22. The textbook makes me familiar with the **customs and festivals** in …… culture(s).

    British ◯   American ◯   Other ◯   None ◯

23. The textbook makes me familiar with different **social groups** (e.g. celebrities, scientists, minority groups, doctors, …) in…. culture(s).

    British ◯   American ◯   Other ◯   None ◯

24. The textbook makes me familiar with ……………………………. in English.

    Idioms ◯   Expressions ◯   Proverbs ◯   Slangs ◯   None ◯

25. The textbook gives me a ……. view towards British/American culture.

    Positive ◯   Negative ◯   None ◯

26. The textbook gives me a ……. view towards other cultures.

    Positive ◯   Negative ◯   None ◯

Thank You ☺

---

[90] "British culture" in this questionnaire refers to the culture of the English people who live in England. To avoid misunderstandings, the students were also informed by their teachers that British culture refers to the culture of English people in England in this questionnaire.

[91] "Other" (17-23) refers to all other cultures except British and American cultures. To avoid misunderstandings, the students were briefed by their teachers on the meaning of America which refers to the United States in this questionnaire.

Students' Questionnaire in German

Liebe Schülerin/Lieber Schüler,

Dieser Fragebogen soll zur Bewertung der Schulbücher für den Englischunterricht. Deine Mitarbeit ist sehr wichtig für die Erfolg dieser Studie. Bitte beantworte die Fragen so gewissenhaft wie möglich. Deine Antworten werden vertraulich behandelt. Vielen Dank für deine Mitarbeit.

Persönliche Informationen

Alter: Klasse:

Geschlecht: Titel des Englischbuchs:

Teil 1: Allgemeines

Bitte kreuze jeweils eines an:

Trifft stark zu   Trifft zu   Unentschlossen   Trifft eher nicht zu   Trifft gar nicht zu

	Allgemeines	Trifft stark zu	Trifft zu	Unentschlossen	Trifft eher nicht zu	Trifft gar nicht zu
1	Der Einband des Buches spricht mich an.					
2	Die Themen des Buchs motivieren und interessieren mich.					
3	Das Buch hilft mir, Vokabeln der neuen Sprache **(Englisch)** zu lernen.					
4	Das Lernen der Grammatik mit diesem Buch macht mir Spaß.					
5	Ich lerne mit dem Buch, wie ich mit anderen in der neuen Sprache **(Englisch)** gut kommunizieren kann.					
6	Ich lerne mit dem Buch, englische Texte besser zu verstehen.					
7	Das Buch hilft mir, leichter englische Texte zu verfassen.					
8	Die beiliegende Audio-CD hilft mir, mein Hörverstehen zu verbessern **(falls verfügbar).**					
9	Die Übungsaufgaben im Buch interessieren mich.					
10	Es gibt im Buch Sprechaufgaben, die dazu führen, dass ich mich um Unterricht stärker sprachlich beteilige.					

Teil 2: Kulturelles

A. **Bitte kreuze ja oder nein an.**

11. Das Buch hilft mir, die andere Kultur(en) besser kennenzulernen
Ja ◯ Nein ◯
12. Das Buch geht auf meine eigene Kultur / die Lebensart in meinem Land ein.
Ja ◯ Nein ◯
13. Das Buch vergleicht meine Kultur mit anderen Kulturen.
Ja ◯ Nein ◯
14. Das Buch macht mich neugierig, mehr über die andere Kulture zu erfahren.
Ja ◯ Nein ◯
15. Das Buch hilft mir, kulturelle Unterschiede zwischen unterschiedlichen Ländern zu akzeptieren.
Ja ◯ Nein ◯
16. Das Buch hilft mir, die Gefühle anderer Menschen in anderen Ländern zu verstehen.
Ja ◯ Nein ◯

B. **Bitte kreuze das Zutreffende an (Bei einigen Fragen (17-24) ist mehr als eine Antwort möglich).**

17. Das Buch macht mich mit **Lebensmitteln/Essen** der …………… Kultur(en) vertraut.
britischen[92] ◯ amerikanischen ◯ andere[93] ◯ keiner ◯
18. Das Buch macht mich mit dem **Familienleben** in der …………… Kultur(en) vertraut.
britischen ◯ amerikanischen ◯ andere ◯ keiner ◯
19. Das Buch macht mich mit dem **Leben der Jugendlichen** in der …………… Kultur(en) vertraut.
britischen ◯ amerikanischen ◯ andere ◯ keiner ◯
20. Das Buch macht mich mit den **nationalen Symbolen, z.B. Flaggen,** der …………… Kultur(en) vertraut.
britischen ◯ amerikanischen ◯ andere ◯ keiner ◯
21. Das Buch macht mich mit der **Bildung** in der …………… Kultur(en) vertraut.
britischen ◯ amerikanischen ◯ andere ◯ keiner ◯
22. Das Buch macht mich mit den **Sitten und Bräuchen** in der …………… Kultur(en) vertraut.
britischen ◯ amerikanischen ◯ andere ◯ keiner ◯
23. Das Buch macht mich mit verschiedenen **sozialen Gruppen (**z.B. Prominenten, Wissenschaftler, Minderheiten, Ärzten**,...),** in der …………… Kultur(en) vertraut.
britischen ◯ amerikanischen ◯ andere ◯ keiner ◯
24. Das Buch macht mich mit ……. in der englischen Sprache vertraut.
Dialekten ◯ Ausdrücken ◯ Sprichwörtern ◯ Umgangssprache ◯ keinen ◯
25. Das Buch vermittelt mir einen ……. Eindruck der **britischen/amerikanischen Kultur.**
positiven ◯ negativen ◯ keinen ◯
26. Das Buch vermittelt mir einen ……. Eindruck von **anderen Kulturen**.
positiven ◯ negativen ◯ keinen ◯

Vielen Dank ☺

---

[92] „britische Kultur" in diesem Fragebogen bezieht sich auf die Kultur der englischen Menschen, die in England leben.
[93] „andere" (17-23) sind alle anderen Kulturen außer britischen und amerikanischen.

Students' Questionnaire in Dutch

Beste leerling,

Deze enquête heeft als doel om het Engels lesmateriaal te evalueren. Je bijdrage is zeer belangrijk voor het succes van dit onderzoek. Beantwoord alle vragen zo goed mogelijk. Je antwoorden zullen vertrouwelijk blijven. Hartelijk dank voor je medewerking.

Persoonlijke informatie

Leeftijd: Klas:

Geslacht (m/v):   Naam van je Engelse studieboek:

Onderdeel 1: Algemene opvattingen

Instructies: Geef bij onderstaande zinnen aan in welke mate je het er mee eens bent door de het juiste vakje aan te kruisen.

Sterk mee eens   Mee eens   Neutraal   Mee oneens   Sterk mee oneens

	Algemene stellingen	Sterk mee eens	Mee eens	Neutraal	Mee oneens	Sterk mee oneens
1	De voorkant van het studieboek ziet er aantrekkelijk uit en interesseert me.					
2	De onderwerpen in dit boek motiveren me en spreken me aan.					
3	Het boek helpt mij nieuwe Engelse woorden te leren.					
4	Het leren van grammatica uit dit boek is voor mij interessant.					
5	Dit boek helpt mij hoe ik met andere mensen in het Engels kan praten.					
6	Dit boek helpt mij om Engelse teksten beter te begrijpen.					
7	Het boek helpt mij om Engels makkelijk te kunnen schrijven.					
8	De audio-CD die bij het boek hoort, helpt mij mijn luistervaardigheid meer te oefenen (**indien beschikbaar**).					
9	De oefeningen en opdrachten in het boek interesseren mij.					
10	Er staan spreekoefeningen in het studieboek die me meer tijdens de les laten spreken.					

Onderdeel 2: Culturele opvattingen

A. Instructies: Kruis in onderstaande tabel het bestpassende antwoord aan.

11. Het studieboek helpt mij om bekend te raken met de anders cultuur.
    Ja ◯ Nee ◯
12. Het boek besteedt aandacht aan mijn eigen cultuur of levenswijze in mijn eigen land.
    Ja ◯ Nee ◯
13. Het boek vergelijkt mijn eigen cultuur met de anders cultuur.
    Ja ◯ Nee ◯
14. Het boek maakt me nieuwsgierig om meer te weten over de anders cultuur.
    Ja ◯ Nee ◯
15. Het boek helpt me culturele verschillen tussen landen te accepteren.
    Ja ◯ Nee ◯
16. Het boek helpt me om de gevoelens van andere mensen in andere landen beter te begrijpen.
    Ja ◯ Nee ◯

B. Instructies: Dit onderdeel bestaat uit een aantal zinnen. Kruis aan welke van de antwoorden achter de zin voor jou gelden (in sommige vragen (17-24) meer dan een antwoord mogelijk).

17. Het boek maakt me bekend met het **voedsel** in de .... cultuur.
    Britse[94] ◯   Amerikaanse ◯   Anders[95] ◯   Geen ◯
18. Het boek maakt me bekend met het **gezinsleven** in de .... cultuur.
    Britse ◯   Amerikaanse ◯   Anders ◯   Geen ◯
19. Het boek maakt mij bekend met het **leven van jeugd** in de .... cultuur.
    Britse ◯   Amerikaanse ◯   Anders ◯   Geen ◯
20. Het boek maakt mij bekend met de **nationale symbolen** (bijv. vlaggen) in de .... cultuur.
    Britse ◯   Amerikaanse ◯   Anders ◯   Geen ◯
21. Het boek maakt mij bekend met het **onderwijs** in de .... cultuur.
    Britse ◯   Amerikaanse ◯   Anders ◯   Geen ◯
22. Het boek maakt mij bekend met de **gebruiken en feesten** in de .... cultuur.
    Britse ◯   Amerikaanse ◯   Anders ◯   Geen ◯
23. Het boek maakt mij bekend met verschillende **sociale groepen** (bijv. beroemdheden, wetenschappers, minderheidsgroepen, dokters) in de .... cultuur.
    Britse ◯   Amerikaanse ◯   Anders ◯   Geen ◯
24. Het boek maakt mij bekend met verschillende .... in de Engelse taal.
    Idiomen ◯   Uitdrukkingen ◯   Gezegdes ◯   Jargons ◯   Geen ◯
25. Het boek geeft mij een .... kijk op de **Britse/ Amerikaanse** cultuur.
    Positieve ◯   Negatieve ◯   Geen ◯
26. Het boek geeft mij een .... kijk op **andere** culturen.
    Positieve ◯   Negatieve ◯   Geen ◯

Hartelijk dank ☺

---

[94] "Britse cultuur " in deze vragenlijst verwijst naar de cultuur van het Engels mensen die in Engeland wonen.
[95] "Anders"(17-23): elke andere culturen behalve de Britse en Amerikaanse.

Students' Questionnaire in Swedish

Kära studenter,
Ni är inbjudna till att delta i en studie för att utvärdera undervisningsmetoder i Engelska klassrum. Era svar är den viktigaste delen i denna studie. All information som ni anger kommer att behandlas konfidentiellt och endast användas för denna studie. Tack för er medverkan.

Personlig information

Ålder: Årskurs: Kön:

Namn av din engelska bok:

Del 1: Allmän information

Anvisning: Vänligen markera lämpligast svar enligt följande skala:
Instämmer helt   Instämmer   Vet ej   Instämmer inte   Instämmer inte alls

No.	Allmänna frågor	Instämmer helt	Instämmer	Vet ej	Instämmer inte	Instämmer inte alls
1	Bokomslaget är intressant och attraktivt för mig.					
2	Bokämnet är intressant och motiverande för mig.					
3	Boken hjälper mig att lära mig nya ord på engelska.					
4	Att lära sig grammatik är intressant för mig i denna bok.					
5	Boken hjälper mig i att prata med andra folk på engelska.					
6	Boken hjälper mig i att förstå engelska texter bättre.					
7	Boken hjälper mig att enklare skriva på engelska.					
8	Ljud-CDn som följer med boken hjälper mig öva min lyssnarfömåga **(om tillgängligt).**					
9	Uppgifterna i boken är intressanta för mig.					
10	De talande uppgifterna i boken hjälpa mig att prata mer i klassrummet.					

Del 2: Kulturell synvinkel

A. Instruktion: Vänligen kryssa i rätt svar.

11. Den här boken hjälper mig att bli bekant med andra kulturer.
    Ja ◯ Nej ◯
12. Den här boken uppmärksammar min egen kultur/hur vi lever i vårt land.
    Ja ◯ Nej ◯
13. Den här boken jämför min kultur med andra kulturer.
    Ja ◯ Nej ◯
14. Den här boken gör mig nyfiken på att veta mer om andra kulturer.
    Ja ◯ Nej ◯
15. Den här boken hjälper mig att acceptera kulturella skillnader bland länder.
    Ja ◯ Nej ◯
16. Den här boken hjälper mig att förstå andra människors känslor i andra länder.
    Ja ◯ Nej ◯

B. Instruktion: Vänligen kryssa i ditt svar i cirklarna (i vissa frågor (17-24) mer än ett svar är möjligt).

17. Den här boken gör mig bekant med **maten** i ...... klutur.
    Britisk[96] ◯ Amerikansk ◯ Annan[97] ◯   Ingen ◯
18. Den här boken gör mig bekant med **familjelivet** i ..... kultur.
    Britisk ◯ Amerikansk ◯ Annan ◯   Ingen ◯
19. Den här boken gör mig bekant med **ungdomslivet** i...... kultur.
    Britisk ◯ Amerikansk ◯ Annan ◯   Ingen ◯
20. Den här boken gör mig bekant med nationella **symboler** (t.ex. flagga) i ...... kultur.
    Britisk ◯ Amerikansk ◯ Annan ◯   Ingen ◯
21. Den här boken gör mig bekant med **utbildningen** i ..... kultur.
    Britisk ◯ Amerikansk ◯ Annan ◯   Ingen ◯
22. Den här boken gör mig bekant med **festivaler** i ...... kultur.
    Britisk ◯ Amerikansk ◯ Annan ◯   Ingen ◯
23. Den här boken gör mig bekant med olika **sociala grupper** (t.ex. berömdhet, vetenskapsmän, minoritetsgrupper, läkare, ...) i .... kultur.
    Britisk ◯ Amerikansk ◯ Annan ◯   Ingen ◯
24. Den här boken gör mig bekant med olika .... på engelska.
    Idiom ◯ Uttryck ◯ Ordspråk ◯ Slangar ◯   Ingen ◯
25. Den här boken ger mig en .... åsikt på Britiska/Amerikanska kultur.
    Positiv ◯ Negativ ◯   Ingen ◯
26. Den här boken ger mig en .... åsikt på andra kulturer.
    Positiv ◯ Negativ ◯   Ingen ◯

Tack så mycket ☺

---

[96] " Brittisk kultur" i den här enkäten avser den kultur av engelska folket som bor i England.
[97] "Annan" (17-23): alla andra kulturer utom brittiska och de amerikanska.

Students' Questionnaire in Persian

دانش آموز عزیز:

این پرسشنامه به منظور ارزیابی کتاب درسی انگلیسی شما طراحی شده است. همکاری شما در موفقیت این تحقیق بسیار موثر است. لطفا به تمام سوالات به بهترین نحو پاسخ دهید. لازم به ذکر است که پاسخ های شما محفوظ خواهد ماند. از همکاری شما **در** این رابطه صمیمانه سپاسگزارم.

اطلاعات شخصی

سن: مقطع و پایه تحصیلی:

جنسیت:

بخش یک: نظرات عمومی

لطفا پاسخ مورد نظر خود را در محل مناسب علامت گذاری نمایید.

کاملا مخالفم	مخالفم	نظری ندارم	موافقم	کاملا موافقم	نقطه نظرات عمومی	
					جلد کتاب برای من جالب و جذاب است.	۱
					موضوعات کتاب برای من انگیزه بخش و جالب هستند.	۲
					کتاب درسی ام مرا در آموختن کلمات جدید زبان انگلیسی یاری میکند.	۳
					یادگیری دستور زبان در این کتاب برای من جالب است.	۴
					این کتاب به من می آموزد که چگونه با دیگران به زبان انگلیسی صحبت کنم.	۵
					این کتاب به من می آموزد که متن های زبان انگلیسی را بهتر بفهمم.	۶
					این کتاب به من در نوشتن به زبان انگلیسی کمک میکند.	۷
					سی دی همراه این کتاب مرا در تقویت مهارت شنیداریم یاری میکند.**(اگر موجود است)**	۸
					تمرین ها و فعالیت های این کتاب برای من جالب است.	۹
					فعالیت های گفتاری این کتاب باعث میشود که من در کلاس بیشترصحبت کنم.	۱۰

بخش دو: نظرات فرهنگی

الف: برای پاسخ به سوالات زیر بله یا خیر را انتخاب نمایید.

۱۱. این کتاب باعث میشود که من با فرهنگ های کشور های دیگر آشنایی پیدا کنم.
بله ⃝ خیر⃝
۱۲. این کتاب به فرهنگ کشور خودم و شیوه زندگی ما توجه دارد.
بله ⃝ خیر⃝
۱۳. این کتاب فرهنگ کشور مرا با فرهنگ های کشور های دیگر مقایسه میکند.
بله ⃝ خیر⃝
۱۴.این کتاب باعث میشود که من برای آشنایی بیشتر با فرهنگ های کشور های دیگر کنجکاو شوم.
بله ⃝ خیر⃝
۱۵.این کتاب به من کمک میکند که تفاوت فرهنگی بین کشور های مختلف را بپذیرم.
بله ⃝ خیر⃝

۱۶. این کتاب به من کمک میکند تا احساسات مردم دیگر کشورها را درک کنم.

بله ⭕   خیر ⭕

ب: لطفا پاسخ خود را در محل مربوطه علامت بزنید (پاسخ شما درسوالات ۱۷ تا ۲۳ میتواند بیشتر از یک گزینه هم باشد).

۱۷.این کتاب مرا با **غذاهای** کشور(های)............... آشنا میکند.

انگلیس ⭕   آمریکا ⭕   دیگر[98] ⭕   هیچکدام ⭕

۱۸.این کتاب مرا با **زندگی خانوادگی** در کشور(های) .... آشنا میکند.

انگلیس ⭕   آمریکا ⭕   دیگر ⭕   هیچکدام ⭕

۱۹.این کتاب مرا با **زندگی نوجوانان و جوانان** در کشور(های)......... آشنا میکند.

انگلیس ⭕   آمریکا ⭕   دیگر ⭕   هیچکدام ⭕

۲۰.این کتاب مرا **با نمادهای ملی** (مثلا پرچم و غیره) در کشور(های)......... آشنا میکند.

انگلیس ⭕   آمریکا ⭕   دیگر ⭕   هیچکدام ⭕

۲۱.این کتاب مرا با **سیستم آموزشی** در کشور(های) .... آشنا میکند.

انگلیس ⭕   آمریکا ⭕   دیگر ⭕   هیچکدام ⭕

۲۲.این کتاب مرا با **سنت ها و جشن ها** در کشور(های) .... آشنا میکند.

انگلیس ⭕   آمریکا ⭕   دیگر ⭕   هیچکدام ⭕

۲۳.این کتاب مرا **با طبقات اجتماعی** گوناگون (مانند افراد مشهور، دانشمندان ،اقلیت ها، پزشکان ، و غیره) در کشور(های) .... آشنا میکند.

انگلیس ⭕   آمریکا ⭕   دیگر ⭕   هیچکدام ⭕

۲۴.این کتاب مرا با ....ی مختلف در زبان انگلیسی آشنا میکند.

اصطلاحات ⭕   ضرب المثل ها ⭕   هیچکدام ⭕

۲۵.این کتاب باعث میشود که من دید ....نسبت به فرهنگ کشور انگلیس/ آمریکا پیدا کنم.

مثبت ⭕   منفی ⭕   هیچکدام ⭕

۲۶.این کتاب باعث میشود که من دید .... نسبت به فرهنگ های کشورهای دیگر پیدا کنم.

مثبت ⭕   منفی ⭕   هیچکدام ⭕

با سپاس فراوان ☺

---

[98]"دیگر" در سوالات ۱۷ تا ۲۳ به هر کشور دیگری به جز آمریکا و انگلیس اشاره میکند.

Appendix C: Interview Questions

1. What is your idea about teaching culture?

2. Which aspects of the culture should be presented in the textbook?

3. Apart from British and American cultures, what other cultures should be discussed in the textbook?

4. What do you think about your textbook both linguistically and culturally?

5. What is your idea about presenting stereotypes in the textbook?

6. What other materials or methods do you use to teach culture?

7. Would you delete, change, or supplement any of the cultural/linguistic issues in the textbook?

Appendix D: Reliability and Construct Validity

A: Teachers' Questionnaire (items 1-13)

1: Reliability

The Cronbach Alpha reliability for the teachers' questionnaire (first section with 13 items) is .90 (see Table 1).

Cronbach's Alpha	N of Items
.908	13

Table 1. Cronbach alpha reliability for teachers' questionnaire

2: Construct Validity

A factor analysis through varimax rotation was carried out to examine the underlying construct of the teachers' questionnaire. The assumptions of sampling adequacy and lack of multicollinearity, as two prerequisites for running the factor analysis, were met. As displayed in Table 2, the Kaiser-Meyer-Olkin (1970, as cited in Field, 2009) Measure of Sampling Adequacy (KMO) index of .80 is higher than the criterion of .60. Thus, it can be concluded that the present sample size is adequate for running the factor analysis.

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.802
Bartlett's Test of Sphericity	Approx. Chi-Square	287.150
	df	78
	Sig.	.000

Table 2. Tests of assumptions for running the factor analysis (teachers' questionnaire)

The correlation matrix used to probe the underlying structure of the tests should not suffer from multicollinearity – too high correlations among all variables. The Bartlett's (1954, as cited in Field, 2009) chi-square of 287.15 was significant ($p = .000 < .05$). Thus, it can be concluded that the assumption of lack of multicollinearity was also met. SPSS extracted three factors as the underlying constructs of the 13 items of the teachers' questionnaire. This three-factor solution accounts for 67.01 percent of the total variance (see Table 3).

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	6.275	48.270	48.270	6.275	48.270	48.270	4.200	32.308	32.308
2	1.241	9.545	57.815	1.241	9.545	57.815	3.100	23.844	56.153
3	1.196	9.197	67.012	1.196	9.197	67.012	1.412	10.859	67.012
4	.863	6.636	73.647						
5	.734	5.647	79.294						
6	.591	4.547	83.841						
7	.494	3.802	87.643						
8	.451	3.473	91.115						
9	.392	3.017	94.132						
10	.279	2.144	96.276						
11	.212	1.631	97.907						
12	.148	1.136	99.044						
13	.124	.956	100.000						

Table 3. Total variance explained for teachers' questionnaire

And finally Table 4 indicates the factor loadings of the 13 items under the three extracted factors. The items which load together under a single factor are believed to tap into the same underlying constructs. That is to say, they are measuring a common construct. Those who wish to administer the same questionnaire in subsequent studies should pay attention to the characteristics of these factors.

	Component		
	1	**2**	**3**
q2	.813		
q3	.810		
q11	.759		
q10	.712		
q13	.711		
q4	.710		
q1	.618		
q8		.803	
q7		.708	
q6		.684	
q9		.652	
q12		.638	.388
q5			.912

Table 4. Factor loadings (teachers' questionnaire)

B: Students' Questionnaire (items 1-10)

1: Reliability

The Cronbach Alpha reliability for the students' questionnaire (first section with 10 items) is .82 (see Table 5).

Cronbach's Alpha	**N of Items**
.821	10

Table 5. Cronbach alpha reliability for students' questionnaire

2: Construct Validity

A factor analysis through varimax rotation was carried out to examine the underlying construct of the students' questionnaire. The assumptions of sampling adequacy and lack of multicollinearity were met. As displayed in Table 6, the KMO index of .86 is higher than the criterion of .60. Thus, it can be concluded that the present sample size is adequate for running the factor analysis.

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.865
	Approx. Chi-Square	1873.699
Bartlett's Test of Sphericity	Df	45
	Sig.	.000

Table 6. Tests of assumptions of running the factor analysis (students' questionnaire)

The correlation matrix used to probe the underlying structure of the tests should not suffer from multicollinearity – too high correlations among all variables. The Bartlett's chi-square of 1873.69 was significant (p = .000 < .05). Thus, it can be concluded that the assumption of lack of multicollinearity was also met. SPSS extracted two factors as the underlying constructs of the 10 items of the students' questionnaire. This two-factor solution accounts for 49.44 percent of the total variance (see Table 7).

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.870	38.700	38.700	3.870	38.700	38.700	2.482	24.823	24.823
2	1.074	10.745	49.445	1.074	10.745	49.445	2.462	24.622	49.445
3	.892	8.917	58.362						
4	.838	8.381	66.744						
5	.750	7.501	74.244						
6	.639	6.395	80.639						
7	.554	5.538	86.178						
8	.524	5.240	91.418						
9	.457	4.573	95.990						
10	.401	4.010	100.000						

Table 7. Total variance explained for students' questionnaire

And finally Table 8 shows the factor loadings of the 10 items under the two extracted factors. The items which load together under a single factor are believed to tap into the same underlying constructs. That is to say, they are measuring a common construct. Those who wish to administer the same questionnaire in subsequent studies should pay attention to the characteristics of these factors.

	Component	
	1	2
q2	.739	
q1	.731	
q9	.692	
q4	.640	
q3	.433	
q6		.759
q7		.724
q5		.690
q8		.510
q10		.504

Table 8. Factor loadings (students' questionnaire)

It should be mentioned that reliability and validity tests cannot be run for those sections of the teachers' and students' questionnaires which contain Yes/No or multiple choice questions since these tests—Cronbach alpha and factor analysis—need data that show some kind of distances (Mackey & Gass, 2005; Field, 2009).

Appendix E: Analysis of the Texts in the Textbooks

No.	Texts	Genre	Authenticity	Culture-specific reference texts		Non-culture-specific reference texts
				Big-C	**Small-c**	
1	Minimum legal age limits (p. 8)	Statistical graph	----		Social rules in different countries	
2	A student's opinion (p. 9)	Statement	American University student In Illinois		Dissatisfaction with social rules in America	
3	Teenage voices (p. 10)	Extract of an article	Headliners (British website)		Youth life (gender differences)	
4	I go along (p. 12)	Short story	American novelist (Richards Peck)			Exploration of a boy's characteristics
5	Tombstoning: Dying to jump? (p. 16)	Magazine article	Shout (British magazine)		Teen Sport In the UK	
6	Sierra Wave[99] (p. 18)	Short story	American Writer (William Hauptman)	Geographical information about America		
7	Cartoons (p. 20)	Cartoon	British cartoonists (Adey Bryant & Mike Baldwin)		Family relationship (Father and son)	
8	Cat's in the cradle (p. 20)	Song	American rock band (Ugly Kid Joe)		Family relationship (Father and son)	
9	Mama ist die[100] Beste (p. 21)	German weekly newspaper article	----		Youth life (role models for teenagers)	
10	My child is starving to death (p. 22)	Newspaper article (a diary)	Canadian restaurant critic (Joanne Kates) in the Globe and Mail, Toronto		Youth life (The importance of being thin in teenage life)	
11	Major minorities in the US (p. 24)	Statistical graph	----	History	Minorities	
12	Major minorities in the UK	Informative text and statistics	----		Minorities	

---

[99] The text is a short story about hang gliding, but there are a lot of references to different cities, mountains and places in America.
[100] This article is taken from "Die Zeit" in Germany; thus, for the German speakers this text is authentic.

	(p. 25)					
13	Rosa Parks and today's white youth (p. 26)	Newspaper article	American newspaper columnist (Joan Venocchi) in International Herald Tribune	Political activist (Rosa Parks)	Racism in America Black teen culture	
14	Sister Rosa (p. 28)	Song	American R&B group (The Neville Brothers)	History (Rosa Parks and Black movements)		
15	I have a dream (p. 29)	Short text	----	Political activist (Martin Luther King)		
16	A different way (p. 29)	Short text	----	Political activist (Malcolm X)		
17	I get my culture where I can (p. 30)	Extract from a novel	English novelist (Zadie Smith)		Blacks way of life	
18	Living together in the UK—Asian voices (p. 33)	Three British newspaper articles	British Writers and journalists (Ian Herbert, Sarfraz Manzoor, and Zia Haider Rahman) in The Independent, The Guardian, and The Sunday Times		Minorities in the UK and their problems	
19	A family drama (p. 35)	Extract from novel	English novelist (Hanif Kureishi)		Violence against Asian minorities in London Old-fashioned tradition of marriage among Indians	
20	Half caste (p. 38)	Poem	Afro-Guyanese poet (John Agard)		Racism in the UK	
21	Multi-ethnic Britain (p. 39)	Photo collage	Real pictures		Minority groups in the UK	
22	Houston County schools dress code policy (p. 40)	Webpage	Houston County Board of Education		School life (dressing)	
23	Going to court over school dress code rules (p. 41)	Informative text	----		Court cases about the school dressing laws in the US	
24	The Sheep	Extract from a	Irish Ameri-		Stereotypical images	

	(p. 42)	novel	can author (Frank McCourt)		School life in the US	
25	How dare you? (p. 44)	Extract from a novel	Irish writer (Malachy Doyle)		British school life (dressing rules)	
26	School Cartoons (p. 46)	Cartoon	British and Canadian cartoonists (Mike Baldwin & Ralph Hagen)		Idiom	
27	Geography lesson (p. 47)	Poem	English poet (Brian Patten)			A geography teacher
28	Addicted to fame (p. 48)	A weekly newspaper article	British writer (Hannah Frankel) in Times Educational Supplement		Dropping education by teenagers in the UK	
29	Money for nothing (p. 49)	Song	British Rock band (Dire Straits)		Social class differences	
30	The secrets of an inspirational headmistress (p. 50)	Extract from an autobiography	British educator and academic (Marie Stubbs)	A famous headmistress in London		
31	Visiting a public school (p. 52)	Dialogue	----	Famous Public school in England		
32	Map of the US education system (p. 54)	Flow chart	----	US education system		
33	The UK education system (p. 55)	Informative text	----	UK education system		
34	The rainbow nation (p. 56)	Informative text	----	Economy, history, language, geography of South Africa		
35	Out of sight (p. 58)	Extract from a short story	South African writer (Nadine Gordimer)	History (apartheid system)	Segregation of whites and blacks in South Africa	
36	The developments of townships around Johannesburg (p. 59)	Web text	South African history online	history	Racism	
37	Gimme hope, Jo'anna (p. 60)	Song	Guyanese British musician (Eddy Grant)		Racism	
38	Long walk to freedom (p. 61)	Extract from an autobiography	South African activist (Nelson Mandela)	Political activist		
39	Soweto 1976: A schoolboy's memories	Autobiographical report	BBC reporter (Milton Nkosi) on BBC	History		

	(p. 62)		Website		
40	In detention (p. 63)	Poem	South African poet (Christopher van Wyk)	History	
41	Facing the past (p. 63)	Article	BBC News (Greg Barrow)	History	
42	Tsotsi: A film from South Africa (p. 64)	Introductory text	MovieTime (Canadian radio show)	Film and Cinema	
43	Sport in Südafrica[101] (p. 65)	Text from online travel guide	----	History of Sports in South Africa	
44	Young … and free!? (p. 66)	Personal statements by young South Africans	----		Positive and negative aspects of life in South Africa
45	Madam and Eve (p. 66)	Cartoon strip	Cartoonists of a comic strip in south Africa (S. Francis, H. Dugmore & Rico)		Social problem (Insecurity in South Africa)
46	The wildlife trade (p. 67)	Article	British daily newspaper (Rolf Hogan) in The Daily Mail	Geography (wildlife)	
47	The moment before the gun went off (p. 68)	Short story	South African writer (Nadine Gordimer)		Racism in South Africa
48	Robots- in science fiction and reality (p. 72)	Photo and text collage	----			Technology (Robots)
49	They're made out of meat (p. 74)	Short story	American science fiction author (Terry Bisson)			Aliens and human beings
50	Nineteen Eighty-four (p. 76)	Extract from a novel	English novelist (George Orwell)	Politics	
51	CCTV cartoon (p. 79)	Cartoon	American cartoonist (Dave Carpenter)		Controlling rules
52	Big Brother Britain (p. 79)	Newspaper article	British journalist (Maxine Frith) in The Independent		Controlling rules in Britain
53	The next step in brain evolution (p. 81)	Newspaper article	British journalist (Richard Woods) in The Sunday Times			The influence of rapid digital change
54	Communicating online: Neti-	Webpage	American website			Online communication

[101] This text is taken from "Online Travel Guide" webpage in German; thus, for the German speakers this text is authentic.

	quette (p. 83)		(learnthenet)			
55	Love chips (p. 84)	Article from a website	CTV News (Canadian website)		Daily life (using Technology for declaration of affection)	
56	Technology and the environment (p. 85)	Photo collage	----			Technology & Environment
57	Towerkill Radio Feature (p. 86)	Report	American radio series (Earth and Sky)			A technology problem
58	White coats (p. 87)	Song	British Rock band (New Model Army)			The negative impact of technologies on environment

Table 1. Cultural content of the texts in Green Line New 6

No.	Texts	Genre	Authenticity	Culture-specific reference texts		Non-culture-specific reference texts
				Big-C	**Small-c**	
1	Butterflies (p. 10)	Short story	New Zealand writer (Patricia Grace)		Cultural conflict (Maori minority groups in New Zealand)	
2	He could not spell (p. 12)	Extract from book	American Writer (Betsy Byars)			A pupil's problem with tests
3	Jackie Chan—Taking Flight[102] (p. 16)	Extract from autobiography	-----	Famous Actor		
4	In awe of Oprah (p. 19)	Magazine article	American Journalist (Retta Blaney) In Current magazine	Famous Talk show Host	Social problem (The black) Beliefs (American Dream)	
5	The naked chef (p. 24)	Extract from autobiography	British Autobiographer (Jamie Oliver)	Famous chef	British eating habits	
6	Smelly girlfriend (p. 27)	Poem	British Writer (Benjamin Zephaniah)			A poem about garlic
7	Does my head look big in this? (p. 28)	Extract from book	Australian writer (Randa Abdel-Fattah)		Muslim minority Youth life (going on a diet)	
8	Fried tiger snake (p. 31)	Extract from book	Australian writers (Graeme & Betsy Newman)	Wildlife	Food	
9	All Hallows' Eve (p. 35)	Extract from book	American writer (Joyce McLellan)	Festival	customs	
10	A typical Irish Christmas (p. 37)	Short story	Irish writer (Maeve Binchy)		Thanksgiving eating tradition	
11	Ring out, wild bells (p. 42)	Poem	British writer (Alfred Lord Tennyson)	New year	Swedish tradition	
12	The 20th century—a century of changes (p. 44)	Informative text	-----	History of the world		

---

[102] Hong Kongese autobiographer (Jackie Chan)

13	Quotations (p. 49)	Statement	American English writers (Paula Fox, Francis Bacon, & Samuel Johnson)			General views about reading
14	To read or not to read: That is the question! (p. 50)	Statement	----			General views about reading
15	Daydreaming (p. 51)	Prose	American writer (Nikki Grimes)			Daydreaming
16	Paperback Writher (p. 52)	Extract from book	Irish writer (Marian Keyes)	Famous writer		
17	Epitaph—You fit into me—It is true (p. 55)	Poem	British Canadian American writers (William Blake, Margaret Atwood, & Diane Wakoski)		Love	
18	The ticket inspector (p. 56)	Play (Comedy)	British writers (Doug Case & Ken Wilson)		British humor	
19	Round like a shot (p. 60)	Short story	----		Social problem (Crime & punishment)	
20	The lost son (p. 61)	Short story	Collected by Claes Nordenskiöld		Social problem (Crime & punishment)	
21	The 'Thrill' of theft (p. 62)	Magazine article	American director & actor (Jerry Adler) in Newsweek		Social problem (Crime & punishment)	
22	Me and my brother (p. 64)	Extract from novel	American writer (Greg Bottoms)		Social problem (Drugs)	
23	Just like nature made us? (p. 67)	Article	-----		Youth life (Plastic surgery)	
24	Love is... (p. 71)	Poem	British writer (Adrian Henri)		Love	
25	Dear love doctor... (p. 72)	Magazine/newspaper article	----		Love	
26	Manwatching— Poem	Poem	American writers		Love (Rejection & betray-	

	(p. 74)		(Georgia Garrett & Ted Kooser)		al)	
27	Till debt us do part (p. 75)	Extract from book	Irish writer (Marian Keyes)		Marriage	
28	Life for a young[103] Asian girl (p. 79)	Extract from novel	-----		Cultural conflict (Asian minorities in Britain)	
29	A new leader (p. 84)	Extract from book	British writers (Julian Birkinshaw & Stewart Crainer)	Football Coach		
30	Africa changed me (p. 86)	Magazine article	Newsweek		Life in Africa/India	
31	Reunion (p. 89)	Short story	British writer (Arthur C. Clarke)		Racism	
32	A rat and some renovations (p. 91)	Short story	Irish writer (Bernard Maclaverty)		Attitude (Irish people experiencing American visitors)	
33	Experiencing India[104] (p. 94)	Extract from book	-----		Everyday life in India	
34	Carpet snake (p. 97)	Extract from book	Australian writer (Oodgeroo Nunukul)		Cultural conflict (White Australian & aboriginal minority)	
35	A classroom twice the size of France (p. 99)	Extract from book	American writer (Bill Bryson)	Education	Cultural conflict	

Table 2. Cultural content of the texts in Progress Gold A

---

[103] Nepalese writer (Sangita Manandhar)

[104] Egyptian writer (Nawal El Saadawi)

No.	Reading passages	Genre	Authenticity	Culture-specific reference texts		Non-culture-specific reference texts
				Big-C	**Small-c**	
1	Ask Annie (p. 6)	Magazine article	American agony aunt (Irma Kurtz) in The Cosmopolitan		Love, sex, and relationship	
2	Noisy neighbors cause misery for millions (p. 9)	Newspaper article	Daily Mail		Social problem (Noisy neighbors in England)	
3	How to swap a paper clip for a house? (p. 10)	Newspaper article	Holden Frith in Times Online	Famous people (Canadian blogger)		
4	Advertisement (p. 12)	Magazine ads	TNT magazine			Advertisement
5	Instrument Amnesty (p. 13)	Website article	Compiled by Benjamin Arnold (BBC online)	Social organization (Music Charity in the UK)		
6	Whale Watching (p. 16)	Website article	Kidsplanet	Tourist attractions in Australia & wildlife		
7	World bog snorkeling champion (p. 18)	Short text	-----		Sport (Wales)	
8	The story of my life (p. 19)	Newspaper article	Sophie Arie & Kate Burt in The Guardian		Teenagers attitudes about their future lifestyle	
9	The recipe for success (p. 20)	Newspaper article	Kate Ravilious in The Guardian			Happiness and success
10	Big Mac helps out a prickly customer (p. 22)	News article	Tom Curtis in Edinburgh Evening News	Social organization (Animal protection in the UK)		
11	Site test (p. 23)	Newspaper article	The Sunday Times	Cinema		
12	How to cope with loads of information (p. 24)	Extract from a book	American writer (Kevin A. Miller)			Working with information

13	Out of joint (p. 26)	Article	BBC News		Social problem (Drugs)	
14	Mother faces music for girl's illegal downloads (p. 29)	Newspaper article	Steven Morris in The Guardian		Social rules (Copyright rules in Britain)	
15	Interview with an undercover agent (p. 30)	Website article	Amy Ohio in Teen InK			Life of an undercover agent
16	New smacking law comes into force (p. 32)	Article	BBC News		Social rules (Laws for criminal violence against children in Britain)	
17	Don't take Disney for a ride (p. 33)	Newspaper article	David Churchill in The Times		Habits (American hobby of suing)	
18	Flights to the UK (p. 34)	Advertisement	-------	Airlines and cities		
19	iRobot Roomba (p. 36)	Manual instruction	From irobot.com			Technology
20	Safe Sunbathing (p. 39)	Extract from a magazine article	Eva Chen in Teen Vogue magazine			Medical advice for sunbathing
21	Life in the beginner's lane (p. 40)	Magazine article	Maxime Clayman in Tesco magazine		People's attitudes towards swimming in the UK	
22	Deepdale farm (p. 42)	leaflet	Deepdalefarm.co.uk	Famous camping place in the UK		
23	Test of Time (p. 43)	Article	David Mills in The Sunday Times		School life in England	
24	How to complain (p. 44)	Short text	-----			The best ways of complaining

Table 3. Cultural content of the texts in New Interface HAVO 4

No.	Texts	Genre	Authenticity[105]	Culture-specific reference texts		Non-culture-specific reference texts
				Big-C	**Small-c**	
1	The Kindergarten Man (p. 11)	Short story	----	Famous people (German pedagogue)		
2	The Funny Farmhand (p. 24)	Short story	----			Monkeys as the farmers' assistants
3	A story about Newton (p. 36)	Short story	----	Famous people (British scientist)		
4	The School Bus (p. 46)	Short story	----			Going to school in a snowy day
5	Learn a Foreign Language (p. 61)	Short story	----	Language		
6	The Boy Who Made Steam Work (p. 71)	Short story	----	Famous people (Scottish inventor and mechanical engineer)		
7	Highways in the Sky (p. 82)	Short story	----			The migration of birds
8	Eat, Clothes, Eat! (p. 92)	Short story	----		Persian proverb	
9	The Holy Prophet (p. 104)	Short story	----	Famous people (prophet) Religion		

Table 4. Cultural content of the texts in English Book 1

---

[105] All of the texts in this textbook have been designed based on a didactic and pedagogical perspective. Thus, there are not taken from the English speaking world.

Appendix F: Frequencies and Percentages of Items 29 & 30 (Teachers' Questionnaire)

			Country				Total
			Germany	The Netherlands	Sweden	Iran	
culture	Literature	Count	8	0	9	0	17
		% within culture	47.1%	0.0%	52.9%	0.0%	100.0%
		Std. Residual	.1	-.6	.1	.3	
	History	Count	11	1	8	0	20
		% within culture	55.0%	5.0%	40.0%	0.0%	100.0%
		Std. Residual	.3	.5	-.3	-.8	
	Geography	Count	10	3	0	0	13
		% within culture	76.9%	23.1%	0.0%	0.0%	100.0%
		Std. Residual	1.6	-.3	-1.5	-1.1	
	Fine Arts	Count	4	0	0	0	4
		% within culture	100.0%	0.0%	0.0%	0.0%	100.0%
		Std. Residual	.7	-.8	-1.0	.5	
	Politics	Count	8	4	1	0	13
		% within culture	61.5%	30.8%	7.7%	0.0%	100.0%
		Std. Residual	.3	-.5	.9	-1.2	
	Education	Count	9	3	0	0	12
		% within culture	75.0%	25.0%	0.0%	0.0%	100.0%
		Std. Residual	.7	1.0	-1.6	-.4	
	National Symbols	Count	7	6	9	0	22
		% within culture	31.9%	27.2%	40.9%	0.0%	100.0%
		Std. Residual	-.3	.1	.1	.3	
	Customs and Festivals	Count	4	1	9	0	14
		% within culture	28.6%	7.1%	64.3%	0.0%	100.0%
		Std. Residual	-.1	.8	.6	-1.3	
	Family Life	Count	8	3	7	0	18
		% within culture	44.4%	16.7%	38.9%	0.0%	100.0%
		Std. Residual	-.3	.7	-.7	.8	
	Food	Count	4	0	10	0	14
		% within culture	28.6%	0.0%	71.4%	0.0%	100.0%
		Std. Residual	-.2	-1.0	1.9	-1.0	
	Youth Life	Count	9	3	5	0	17
		% within culture	53.0%	17.6%	29.4%	0.0%	100.0%
		Std. Residual	.1	.7	-.1	-.6	
	Idioms	Count	8	5	10	0	23
		% within culture	34.8%	21.7%	43.5%	0.0%	100.0%
		Std. Residual	-.8	.5	1.2	-.3	
	Proverbs	Count	0	0	1	0	1
		% within culture	0.0%	0.0%	100.0%	0.0%	100.0%
		Std. Residual	-.7	-.4	1.8	-.3	
	Expressions	Count	10	5	11	7	33
		% within culture	30.3%	15.2%	33.3%	21.2%	100.0%
		Std. Residual	-1.1	-.7	.6	2.4	
	Slangs	Count	8	0	6	0	14
		% within culture	57.1%	0.0%	42.9%	0.0%	100.0%

			Germany	The Netherlands	Sweden	Iran	Total
		Std. Residual	.7	-.8	.0	-.8	
	None	Count	0	0	0	6	6
		% within culture	0.0%	0.0%	0.0%	100.0%	100.0%
		Std. Residual	-1.5	-.7	-.9	5.2	
	Total	Count	108	34	86	13	241
		% within culture	44.8%	14.1%	35.7%	5.4%	100.0%

Table 1. Presentation of English/American cultural aspects in English textbooks by countries (teachers, item 29)

			Country				Total
			Germany	The Netherlands	Sweden	Iran	
culture	Literature	Count	7	0	6	0	13
		% within culture	53.8%	0.0%	46.2%	0.0%	100.0%
		Std. Residual	.1	-.9	.2	.2	
	History	Count	9	0	5	0	14
		% within culture	64.3%	0.0%	35.7%	0.0%	100.0%
		Std. Residual	1.0	-.9	.2	-1.0	
	Geography	Count	8	0	0	0	8
		% within culture	100.0%	0.0%	0.0%	0.0%	100.0%
		Std. Residual	.3	2.2	-.4	-1.2	
	Fine Arts	Count	4	0	0	6	10
		% within culture	40.0%	0.0%	0.0%	60.0%	100.0%
		Std. Residual	.6	-.5	-.9	.3	
	Politics	Count	5	0	0	0	5
		% within culture	100.0%	0.0%	0.0%	0.0%	100.0%
		Std. Residual	.8	-.8	.0	-.7	
	Education	Count	0	0	0	0	0
		% within culture	0.0%	0.0%	0.0%	0.0%	0.0%
		Std. Residual	-.3	-.5	-.9	1.5	
	National Symbols	Count	5	3	5	0	13
		% within culture	38.5%	23.0%	38.5%	0.0%	100.0%
		Std. Residual	.6	.9	-1.1	-.2	
	Customs and Festivals	Count	1	0	9	0	9
		% within culture	10.0%	0.0%	90.0%	0.0%	100.0%
		Std. Residual	-1.3	2.9	1.5	-1.4	
	Family Life	Count	4	0	3	0	7
		% within culture	57.1%	0.0%	42.9%	0.0%	100.0%
		Std. Residual	-.1	-.9	.4	.4	
	Food	Count	0	0	7	0	7
		% within culture	0.0%	0.0%	100.0%	0.0%	100.0%
		Std. Residual	-1.6	.7	2.1	-.4	
	Youth Life	Count	0	0	0	0	0
		% within culture	0.0%	0.0%	0.0%	0.0%	0.0%
		Std. Residual	.6	-.5	.3	-.9	
	None	Count	0	3	0	7	10
		% within culture	0.0%	30.0%	0.0%	70.0%	100.0%
		Std. Residual	-.5	-1.0	-1.7	3.0	
	Total	Count	43	6	35	13	97
		% within culture	44.3%	6.2%	36.1%	13.4%	100.0%

Table 2. Presentation of the cultural aspects of other countries excluding England and America in English textbooks by countries (teachers, item 30)

Glossary of Terms

Authenticity: "Authentic material is language where no concessions are made to foreign speakers. It is normal natural language used by native or competent speakers of a language. This is what our students encounter (or will encounter) in real life if they come into contact with target-language speakers, and, precisely because it is authentic, it is unlikely to be simplified or spoken slowly" (Harmer, 2007: 273). In other words, authentic here refers to those pieces of work which are designed for native speakers of English, such as novels, short stories, poems, newspapers, articles, etc. from the English-speaking world.

Exercise: "In an 'exercise' […], the learners are primarily engaged in producing correct linguistic forms [and answers], there is no obvious communicative goal to be achieved, the outcome is evaluated in terms of whether the learners' answers are […] correct or not, and no direct relationship between the type of language activity involved and naturally occurring discourse is intended" (Ellis, 2000: 196).

Genre: "A genre is a type of written organization and layout, such as an advertisement, a letter, a poem, a magazine article, a novel, a diary, a conversation, a notice, etc. which will be instantly recognized for what it is by members of a discourse community—that is any group of people who share the same language customs and norms" (Harmer, 2007: 31; Cook, 1998: 140).

Grammar: With regard to teaching grammar, two concepts must be clarified: deductive learning and inductive learning. "Deductive learning is where the learner is first given a rule. These rules are then demonstrated working in practice. The sequence is from 'rule' to 'example', and the term RULEG is a useful way of remembering it. In the contrasting sequence, EGRUL, examples are first given, and the learner works out the rules for herself. Often the rules are given at the last stage, and indeed are sometimes never explicitly stated at all. EGRUL is inductive learning" (Brown, 2000: 97; Johnson, 2001: 162-163).

Skills and sub-skills: In general, there are four types of basic skills which should be developed in every language teaching program. These skills are divided into two different categories of receptive—listening and reading—and productive—speaking and writing—skills. Nowadays, alongside these four skills, another concept which can be considered as a fifth

skill, i.e. mediation should also be taken into consideration. According to Thaler (2012), mediation is a free, logical transmission of meaning between two languages in the form of translation or interpreting. Each of these skills has their own sub-skills, such as skimming, scanning, note taking, outlining, wide listening, giving a presentation, participating in a discussion, creative writing, writing for special purposes, etc., which should be developed in the language programs.

Task: A task is "a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, a middle and an end" (Nunan, 2004: 4). In other words, "a task is an activity or goal that is carried out using language, such as finding a solution to a puzzle, reading a map and giving directions, making a telephone call, writing a letter, or reading a set of instructions and assembling a toy" (Richards & Rodgers, 2001: 224).

Text: "A stretch of language, either in speech or in writing, that is semantically and pragmatically coherent in its real-world context. A text can range from just one word (e.g. a SLOW sign on the road) to a sequence of utterances or sentences in a speech, a letter, a novel, etc." (Carter & McCarthy, 2006: 926). Moreover, in this study, based on the definitions of Thaler (2012: 252), discontinuous texts, such as statistics, tables, graphs and cartoons are also considered as a type of text.

Vocabulary: According to Oxford and Crookall (1990: 9-25), there are four different techniques for presenting vocabulary in second or foreign language programs and materials. The three most commonly used in textbooks are:

- Decontextualizing techniques, which are those that remove the word as completely as possible from any communicative context (e.g. word lists, flashcards, and conventional dictionary use).
- Semi-contextualizing techniques, which allow some degree of context but fall short of full contextuality; thus, new words may be linked with something that is meaningful to the learner, but they are not used as part of naturalistic communication (e.g.

word grouping, word or concept association, visual imagery, aural imagery, keyword, and semantic mapping).

- Fully contextualizing techniques, which are those that embed the new words in a more or less normal communicative context. Practicing the four language skills of reading, listening, speaking and writing can provide full context.