

THE INVESTIGATION OF THE CULTURAL PRESENCE IN *SPOT ON 8* ELT
TEXTBOOK PUBLISHED IN TURKEY: TEACHERS' AND STUDENTS'
EXPECTATIONS VERSUS REAL CULTURAL LOAD OF THE TEXTBOOK

A THESIS SUBMITTED TO
THE GRADUATE SCHOOL OF SOCIAL SCIENCES
OF
MIDDLE EAST TECHNICAL UNIVERSITY

BY

ALENA IRISKULOVA

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR
THE DEGREE OF MASTER OF ARTS
IN
THE DEPARTMENT OF ENGLISH LANGUAGE TEACHING

JUNE 2012

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Name, Last name :

Signature :

ABSTRACT

THE INVESTIGATION OF THE CULTURAL PRESENCE IN *SPOT ON 8* ELT TEXTBOOK PUBLISHED IN TURKEY: TEACHERS' AND STUDENTS' EXPECTATIONS VERSUS REAL CULTURAL LOAD OF THE TEXTBOOK

Iriskulova, Alena

M.A., Department of English Language Teaching

Supervisor: Assist. Prof. Dr. Hale Işık-Güler

June 2012, 177 pages

The purpose of the present study was to investigate the cultural load of the reading texts of the *Spot On 8* ELT textbook published in Turkey, and to find out the teachers' and students' perceptions concerning the presence of native, target and other world cultures (C1, C2 and C3 respectively) in ELT textbooks.

In order to fulfill these aims, a checklist, a teacher questionnaire, a student questionnaire, a teacher interview were developed by the researcher. Moreover, the impressionistic overview and the item frequency procedure were applied for the analysis of cultural content of the textbook. Quantitative data were analyzed by calculating the frequencies, percentages, and the Chronbach alpha. Qualitative data were analyzed by applying the coding system for the categorization of collected responses and content analysis.

The results showed that the cultural load of the textbook was insufficient and that the percentage of cultural elements in the reading passages is significantly low. The teachers' satisfaction with the textbook appeared to be relatively low and students showed neither high level of satisfaction with their textbook nor dissatisfaction with it.

Overall, there is a serious mismatch between teachers' and students' perceptions of culture and the real cultural load of the textbook. The target culture

prevails in the reading texts although teachers considered native and other world cultures to be important as well, and students showed equally low interest in target and other world cultures giving the preference dominantly to their native culture.

Keywords: Materials evaluation; coursebook evaluation; local ELT textbook; native culture; target culture

ÖZ

TÜRKİYE’DE BASILAN *SPOT ON 8* İNGİLİZCE DERS KİTABINDAKİ KÜLTÜREL VARLIĞIN İNCELEMESİ: ÖĞRETMEN VE ÖĞRENCİLERİN BEKLENTİLERİ İLE DERS KİTABININ GERÇEK KÜLTÜREL AĞIRLIĞININ KIYASLAMASI

İriskulova, Alena

M.A., İngiliz Dili Eğitimi Bölümü

Danışman: Yrd. Doç. Dr. Hale Işık-Güler

Haziran 2012, 177 sayfa

Bu çalışmanın amacı Türkiye’de basılan *Spot On 8* adlı İngilizce ders kitabında yer verilen okuma parçalarının ve diyalogların kültürel ağırlığını incelemek, öğretmenlerin ve öğrencilerin ELT ders kitaplarındaki hedef, yerel, ve diğer dünya kültürünün mevcudiyeti hakkındaki görüşlerini öğrenmektir.

Bu amaca ulaşmak için araştırmacı tarafından bir kontrol listesi, bir öğretmen anketi, bir öğrenci anketi ve bir öğretmen röportajı geliştirilmiştir. Buna ek olarak, ders kitabının kültürel içeriğinin analizinde izlenimci genel bakış ve öge frekansı prosedürü uygulanmıştır. Nicel veriler frekanslar, yüzdeler ve Chronbach alfa hesaplanarak analiz edilmiştir. Nitel veriler ise toplanan cevapların sınıflandırılması için kodlama sistemi ve içerik analizi uygulanarak incelenmiştir.

Sonuçlar ders kitaplarındaki kültürel ağırlığın yetersiz olduğunu ve okuma parçalarında ve diyaloglarda kullanılan kültürel elemanların oranının önemli derecede düşük olduğunu göstermiştir. Öğretmenlerin ders kitabından nispeten hoşnut olmadığı görülmüş, öğrenciler ise ne yüksek memnuniyet ne de tatminsizlik göstermiştir.

Bu sebepten dolayı öğretmenler ve öğrencilerin bakış açıları ile ders kitabının kültürel ağırlığı arasında ciddi uyumsuzluk mevcuttur. Ders kitabının okuma parçalarında hedef kültür baskın gelmektedir fakat öğretmenler yerel ve diğer dünya

kültürlerini de aynı derecede önemli bulmaktadır. Öğrenciler ise yerel kültürün daha baskın olmasını tercih etmektedir.

Anahtar kelimeler: materyallerin değerlendirilmesi: ders kitabı değerlendirilmesi: yerel ELT ders kitabı; yerel kültür, hedef kültür

To my family and all my friends
who supported me at the very stage of my work.
Thank you for your belief in me...

ACKNOWLEDGEMENTS

First of all, I would like to express the deepest gratitude to my thesis supervisor, Assist. Prof. Dr. Hale Isik-Guler, for her sincere help, genuine guidance, everlasting support and strong encouragement throughout my thesis work.

My best regards are conveyed to the jury members, Asst. Prof. Dr. Betil Eröz Tuğa and Dr. Hande Işıl Mengü, for their helpful suggestions, contributions and constructive criticism.

I would like to thank the teachers from the FLE department of the Middle East Technical University for their thoughtful help throughout all my studies as well as the writing of the present thesis.

I am grateful to all my classmates for their whole-hearted concern and help. My special gratitude is to Kadriye Aytaç, Olga Skliar, Orhan Demir, and Güzde Balıkcı for their help and participation.

My deepest gratitude is conveyed to Yilmaz family members, for their being with me and supporting me at the hardest times throughout all my studies.

My sincere regards are conveyed to my closest friends, Elnaz Alizadeh and Sevinc Ahmadova, who supported me at every stage of my work.

But this acknowledgement would be incomplete if I did not express my gratitude to my loving family: my mother, brother, and grandmother for their help, understanding and patience. Without your warm support this thesis would have never been possible.

Thank you all...

TABLE OF CONTENTS

PLAGIARISM.....	iii
ABSTRACT.....	iv
ÖZ.....	vi
DEDICATION.....	viii
ACKNOWLEDGMENTS.....	ix
TABLE OF CONTENTS.....	x
LIST OF TABLES.....	xiv
LIST OF FIGURES.....	xvi
LIST OF PICTURES.....	xvii
LIST OF ABBREVIATIONS.....	xviii
CHAPTER	
1. INTRODUCTION.....	1
1.1 Overview of Culture in ELT.....	1
1.1.1 Various Cultures in ELT.....	2
1.1.2 Cultures and ELT in Turkey.....	5
1.2 Centrality of Textbooks in ELT.....	6
1.2.1 Locally Produced Textbooks in Turkey.....	8
1.3 Statement of the Problem.....	9
1.4 Significance and Implications.....	9
1.5 Construct of Culture.....	10
1.6 Aims of the Study.....	12
1.7 Research Questions.....	12
1.8 Limitation of the Study.....	13
2. LITERATURE REVIEW.....	15
2.1 Arguments For and Against Culture in ELT.....	15
2.2 Previous Research on Culture in ELT Textbooks.....	22
2.3 Approaches to Textbook Evaluation.....	24

2.3.1	ELT Textbook Evaluation Procedures Used in Previous Studies	26
3.	METHODOLOGY	32
3.1	Participants	32
3.2	Textbook under Evaluation	34
3.3	Data Collection Procedures	35
3.3.1	Textbook Evaluation	35
3.3.1.1	Item Frequency Analysis	35
3.3.1.2	Impressionistic Overview and “Cultural Load of Textbook and Workbook” Checklist	36
3.3.2	“Culture in ELT Textbooks” Teacher Questionnaire.....	37
3.3.3	Semi-Structured Teacher Interview	38
3.3.4	“My ELT Textbook” Student Questionnaire	39
3.4	Data Analysis Procedures	39
3.4.1	Quantitative Data Analysis	40
3.4.2	Qualitative Data Analysis	41
4.	RESULTS AND DISCUSSION	42
4.1	Results of the <i>Spot On</i> Student’s Book and Workbook Analysis	42
4.1.1	Cultural Load of <i>Spot On 8</i>	42
4.1.2	The Frequency of C1, C2, C3 or CNEUT Elements in the Reading Passages	54
4.1.2.1	The Distribution of <i>Names</i> Items	55
4.1.2.2	The Distribution of <i>Geography</i> Items.....	57
4.1.2.3	The Distribution of <i>Tradition</i> Items.....	58
4.1.2.4	The Distribution of <i>Literature</i> and <i>Famous People</i> Items.....	58
4.2	Teachers’ Perceptions of the ELT Textbooks Published in Turkey in Terms of Cultural Load.....	59
4.2.1	General Perception of Culture.....	59
4.2.2	Cultural Presence in the Reading Passages of <i>Spot On 8</i> ?.....	69

4.3	Students' Perceptions of the <i>Spot On 8</i> ELT Textbook in Terms of Cultural Load	77
4.3.1	General Student Satisfaction with the Textbook.....	78
4.3.2	Students' Preferences for Various Types of Cultures.....	80
4.3.3	Students' Opinions on the Integration of Various Cultures into the Reading Passages of <i>Spot On 8</i>	85
4.3.3.1	Students' Opinions on C1 (native language culture) Use in Their ELT Textbook.....	85
4.3.3.2	Students' Opinions on British Culture Use in Their ELT Textbook.....	90
4.3.3.3	Students' Opinions on American Culture Use in Their ELT Textbook	93
5.	CONCLUSIONS.....	98
5.1	The Interpretation of Findings	98
5.1.1	Cultural Presence in <i>Spot On 8</i> Textbook.....	99
5.1.2	Teachers' Preceptions Concerning Cultural Presence in ELT Materials	101
5.1.3	Students' Preceptions Concerning Cultural Presence in ELT Materials	103
5.2	Implications for Teachers and Textbook Developers	107
5.3	Implications for Further Research.....	109
	REFERENCES.....	111
	APPENDICES	
A.	THE LIST OF ANKARA STATE SCHOOLS ENGAGED IN THE PROCESS OF DATA COLLECTION	118
B.	"CULTURAL LOAD OF TEXTBOOKS" CHECKLIST	119
C.	"CULTURE IN ELT TEXTBOOKS" TEACHER QUESTIONNAIRE... ..	128
D.	SEMI-STRUCTURED INTERVIEW GUIDE.....	137
E.	"MY ELT TEXTBOOK" STUDENT QUESTIONNAIRE	140
F.	LIST OF READING PASSAGES OF THE STUDENT'S BOOK,	

THEIR CULTURAL BELONGING AND THEIR FOREWORDS	146
G. LIST OF READING PASSAGES OF THE WORKBOOK, THEIR CULTURAL BELONGING AND THEIR FOREWORDS	148
H. THE TRANSCRIPTIONS OF INTERVIEWS.....	150
I. TEZ FOTOKOPİ İZİN FORMU	177

LIST OF TABLES

TABLES

Table 1 The Demographic Information of Teacher Interview Participants	33
Table 2 The Layout of the Student’s Book and Workbook and the Amount of Reading Texts	44
Table 3 The Emphasized Cultures of “Spot On” Student’s Book and Workbook ..	44
Table 4 Cultural Presence in the Dialogue of “Spot On” Student’s Book and Workbook	45
Table 5 Cultural Presence in the Reading Texts of “Spot On” Student’s Book and Workbook.....	51
Table 6 The Frequencies of <i>Names</i> Appearing in the Reading Passages of Student’s Book and Workbook.....	56
Table 7 The Spread of <i>Names</i> in “Spot On” Student’s Book and Workbook Reading Passages	57
Table 8 The Spread of <i>Geographical Items</i> in “Spot On” Student’s Book and Workbook Reading Passages.....	57
Table 9 The Spread of Traditions Items in SPOT ON Student’s Book and Workbook Reading Passages	58
Table 10 Responses to the Question: “When You Think of the Notion of Culture What Comes to Your Mind?”	60
Table 11 Responses to the Question: “Target Culture Includes the Following Countries”	60
Table 12 Responses to the Question: “Native culture of students includes the following aspects”	61
Table 13 Responses to the Question: “When you think of the Cultural Components what comes to your mind?”	61
Table 14 Teachers’ Responses to Likert Scale Questions Concerning the Integration of Culture in ELT	63

Table 15 Teachers’ Responses to Likert Scale Questions Concerning Students’ Level of Comfort with Various Cultures	67
Table 16 Which Textbook Activities Should Cultural Elements be Presented?	70
Table 17 Teachers’ Responses to Likert Scale Questions Concerning the Role of Reading Passages in Integration of Culture.....	71
Table 18 Responses to the Question: “The Reading Passages of ELT Textbook and Workbook should contain the Following Elements”	72
Table 19 Responses to the Question: “The Dialogues of ELT Textbook and Workbook should contain the Following Elements”	73
Table 20 Responses to the Question: “The Written Dialogues of ELT Textbooks Should Include the Following Situations”	73
Table 21 Responses to the Question: “Names of the Participants in the Written Dialogues Should be”	74
Table 22 Students’ Responses to the Question “What are Your Favorite Activities?”	78
Table 23 Students’ Level of Satisfaction with Spot On Textbook.....	79
Table 24 Students’ Views about Reading Passages of Their Textbook.....	80
Table 25 Students’ Responses to the Question “What do you like to read about?”	81
Table 26 Students’ Preferences concerning Various Cultures in the Reading Passages	81
Table 27 Students’ Preferences concerning Various Cultures in the Dialogues	82
Table 28 Students’ Knowledge of and Attitudes to Various Cultures	83
Table 29 The Codes of the Responses on the Question: “Ders kitabımdaki okuma parçaları içinde Türk kültürü olmalı çünkü”	86
Table 30 The Codes of the Responses on the Question: “Ders kitabımdaki okuma parçaları içinde İngiliz kültürü olmalı çünkü”	90
Table 31 The Codes of the Responses on the Question: “Ders kitabımdaki okuma parçaları içinde Amerikan kültürü olmalı çünkü”	94

LIST OF FIGURES

FIGURES

- Figure 1** The Frequency and the Distribution of Cultural Elements in SPOT ON
Student's Book Reading Passages 55
- Figure 2** Students' and Teachers' Cultural Preferences versus Real Cultural
Load of the Textbook and the Workbook 106
- Figure 3** The Factors Influencing the General Level of Students' Proficiency 107

LIST OF PICTURES

PICTURES

Picture 1 The Dialogue Found in Spot On Student's Book	48
Picture 1a The Dialogue Found in Spot On Student's Book (continued)	49
Picture 2 Sample Reading Text Representation in Spot On	50
Picture 3 Additional Student's Comment on the Questionnaire Paper Concerning American Culture	96
Picture 4 Additional Student's Comment on the Questionnaire Paper Concerning the Content of Textbook Dialogues	97

LIST OF ABBREVIATIONS

FLE	Foreign Language Education
FLT	Foreign Language Teaching
ELT	English Language Teaching
EFL	English as a Foreign Language
ELL	English Language and Literature
TEFL	Teaching English as a Foreign Language
C1	Native Culture
C2	Target Culture
C3	World Cultures
CN	Culture-Neutral
L2	Foreign (Target) Language
CEFR	The Common European Framework of Reference
MoNE	Ministry of National Education
MEB	Milli Eğitim Bakanlığı
METU	Middle East Technical University
SBS	Seviye Belirleme Sınavı
US	United States
GB	Great Britain

CHAPTER 1

INTRODUCTION

The main aim of this chapter is to familiarize the reader with the general outline of the present study. Firstly, in order to give background for the topic of the investigation, a brief introduction into two main issues of ELT – Culture and ELT textbooks – is given with the reference to the situation in Turkey. The following main problem of concern will lead to the significance and the implications of the study. A short explanation concerning the construct of culture in the present study will be given next. Then, the aims and the research questions based on the defined construct of culture will be presented. Finally, the limitations of the study will be discussed.

1.1. Overview of Culture in ELT

The investigation of the integration of cultural elements into foreign language education (FLE) ascends to 1950s and many studies concerning this issue have been carried out since then. However, there are still controversial issues to consider. One of the moot points here is what place is given to students' native cultures (C1), and how important these cultures are. The investigations conducted in many countries show that there were different tendencies towards the use of native and target cultures. Sometimes these tendencies reached their extremes mostly due to political situations. For instance, Aliakbari (2004) describes the English Language Teaching (ELT) situation in Iran:

Prior to the Islamic Revolution in 1979, because of the exceptional relations between the Iranian government and the West, especially the US and England, English language teaching received particular attention. [...]

Post-revolutionary reactions to ELT, in certain ways, went to extremes as well. Following the revolutionary oppositions against the US as the main supporter of the fallen kingdom, [...] ELT received waves of hostility. A movement, generally referred to as 'book purging', aimed at 'de-culturalization' of school and university English-teaching textbooks (p. 1-2).

Iran is not the only example. In some cases target culture (C2) could be totally neglected due to political and economic reasons, for others it could be the opposite situation: the whole emphasis could be put on target culture whereas local cultural background of students would remain outside of the classroom. Prodromou (1992), for example, states that

In spite of surface differences, the concept of culture implicit or explicit in most ELT methods and materials until recently, has been predominantly monocultural and ethnocentric; the content of such materials has been criticized for not engaging the student's personality to any significant extent (p. 39).

This can lead to some undesirable consequences. Prodromou (1988) states that "when both material we use and the way we use it are culturally alienating then, inevitably, the students switch off, retreat into their inner world, to defend their own integrity"(p. 80). Therefore there is still a big deal for discussion. Such controversies prompted the present investigation into the cultural content of ELT, and more specifically to the cultural content of ELT textbook and its supplementary book published in Turkey.

1.1.1. Various Cultures in ELT

Talking about the place of culture in ELT it is necessary to consider different types of culture since there have been different attitudes towards different cultures throughout ages. Still two main categories are native culture (C1) and the culture of the language which is being learned/taught – target culture (C2). A relatively recent trend of English language globalization and of developing interculturally competent students and fostering their critical thinking skills suggests considering other world

cultures (C3) at English language lessons (Byram, 2000; Byram, Nichols, Stevens, 2001; Sercu, Bandura, 2005;).

Native culture in ELT. It may appear not possible as well as not beneficial to concentrate solely on the target culture when teaching a foreign language (L2). Alptekin (1993) claims that there have been numerous studies emphasizing the fact that familiarity with the cultural elements may “facilitate foreign language acquisition and, in particular, comprehension” (p. 140)

Instead of diving simplistically into the narrow confines of a given target language culture, in a manner devoid of comparative insight and critical perspective, EFL writers should try to build conceptual bridges between the culturally familiar and the unfamiliar in order not to give rise to conflicts in the learner’s ‘fit’ as he or she acquires English (ibid., p. 141).

Trying to avoid native culture of students can lead to serious consequences when student find themselves in a totally different, strange, and alien environment. The situation might be avoided if there is a certain “place” left for C1 in an L2 classroom. The importance of “correct” integrating C1 into L2 teaching can be regarded from two points. First of all, the presence of native culture in L2 learning may help students not to feel totally isolated from their background. This suggests that there is always a way back to familiar concepts if something goes wrong with unknown culture/language. Another argument shows that the presence of C1 involves students in comparing cultures and making cognitive conclusions such as finding similarities and differences between cultures.

Target culture in ELT. As Politzer (1959) points out “if we teach language without teaching at the same time the culture in which it operates, we are teaching meaningless symbols or symbols to which student attaches the wrong meaning”(p. 100-101). The culture in which the language operates, or the target culture, is a background information for all the socio-cultural contexts in which a student will have to use the target language. It is a facilitator in the processes of communication in L2, acquiring new L2 vocabulary, producing L2. Therefore, avoiding it [C2] can lead to teaching an artificial language, and, as a result, producing “meaningless

language”, or even there can be no language production at all, as students can refuse to communicate in an alien language.

Thus, C2 elements should be introduced in L2 teaching because:

- C2 provides a background, basic knowledge of the L2 and of those for whom L2 is a native language;
- C2 facilitates the process of communication helping interlocutors to understand each other better, sometimes in the situation where the lack of L2 knowledge can make an obstacle for comprehension, the presence of C2 knowledge can help the understanding process;
- C2 provides meanings to the information (lexicon, expressions, etc.) given in L2.

Other world cultures in ELT. In *The Common European Framework of Reference for Languages: Learning, Teaching, Assessment*¹ (2001), C3 is mentioned in the context of intercultural awareness. It is stated that there exist a relationship between native and target cultures, and that knowing and being aware of this relationship is important but not sufficient, since the knowledge of other cultures is needed as well for the purpose of intercultural communication.

Knowledge, awareness and understanding of the relation [...] between the ‘world of origin’ and the ‘world of the target community’ produce an intercultural awareness. [...] intercultural awareness includes an awareness of regional and social diversity in both worlds. It is also enriched by awareness of a wider range of cultures than those carried by the learner’s L1 and L2. This wider awareness helps to place both in context. (The CEFR, p. 103)

Another important argument for integrating other world cultures into teaching a foreign language is that teaching students any subject should be done along with developing them as complete personalities. Therefore, not only their native background, and possible settings of target culture should be considered, but the whole range of various cultures and cultural features should be given. Byram and

¹ Hereinafter The CEFR

Risager (1999), for instance, state that Teaching English had better produce multicultural learners as far as possible.

One more opinion relies on the phenomenon of “deanglicisation” (Zohrabi & Shah, 2009, p. 276), which, as Zohrabi and Shah (2009) state, means that “the English language belongs to the whole world and not to some specific countries” (p. 275-276). According to this view, English has become a lingua franca across the world and became a common property of people from all possible backgrounds. This indicates that “the English language has acquired a new cultural role” (Zohrabi & Shah, 2009, p. 275), a multicultural role.

In conclusion, considering the facts that (a) Language is not separable from the culture it belongs to; and (b) English belongs to different cultures; it may be concluded that English should be taught along with world cultures, or in other words, the world cultures should be introduced when teaching English. This in its turn, brings us to the matter that when talking about the place of culture in ELT, one should consider all the possible types of culture, and decide upon the issue of “whose culture we intend to present to our learners: target culture, home culture or international culture” (Zohrabi & Shah, 2009, p. 277), i.e. C2, C1 or C3 respectively.

1.1.2. Culture and ELT in Turkey

English language and culture were not always the essential part of education in Turkey. It took quite a long time for them to gain popularity and to replace French which used to be the language of trade and diplomacy.

In the eighteenth century, at the times of the Ottoman Empire, due to political and economic situations in Turkey, French was a dominant second language. It gave its place to English only after the trade agreement between Ottomans and Americans had been established. After the first American School (Robert College) was founded, English language and culture had finally outrun French in terms of popularity. But this trend took over only the elite. Only three-four decades after the foundation of the Republic of Turkey in 1923 by Mustafa Kemal Atatürk English became an important

part of the Turkish educational system. This was due to the growing “impact of American economic and military power” (Doğançay-Aktuna, 1998, p. 27). Along with time as the international ties were becoming stronger, English finally entrenched in Turkey and gained the status of *sine qua non*, which “[...] meant language-in-education planning to aid the acquisition of English” (ibid., p. 28).

Nowadays, English is an essential part of 8-year compulsory education in Turkey. It is taught both in public and private schools. In addition, it is the medium of instruction in some of the schools in Turkey. The curricula is aimed at students’ fluency in English language. Therefore, some of the schools have an extra first year for intensive English learning.

The situation with ELT materials has changed over time as well. Today, private schools tend to import and adapt (the latter is not always the case) materials and textbooks from abroad, published by well-known top-ranked publishers. The government schools, on opposite, use locally-published textbook as the main source for teaching.

1.2. Centrality of Textbooks in ELT

The central point in most foreign language curricula is textbooks. Almost all lesson procedures are based on the information given in a textbook. Zohrabi and Shah (2009) reasonably comment on the situation.

Certainly, choosing appropriate materials is not a simple task. The crucial issue to consider is how the selected materials deal with cultural conventions and norms. Admittedly, most of the English materials are not value-free or neutral. This culture-bound nature of materials creates problems for the EFL students. That is, many of the learners encounter not only problems in dealing with unfamiliar topics but also with linguistic ones. This double burden creates difficulties in comprehension and production of language (p. 278).

Teachers convey the information to the students, explain it, emphasize some aspects, and thus, explicitly or implicitly, they transfer the cultural load of the

materials to students. Bateman and Mattos (2006) gave a good description of the situation:

The manner in which the textbook addresses cultural issues is especially important in light of the authority that both teachers and students ascribe to the text. Teachers may rely heavily on the cultural content of a textbook to compensate for their own lack of knowledge about the target culture, and even the most knowledgeable teachers often use the book as a primary resource because they lack the time to prepare their own materials (p. 1).

As it is mentioned above both for teachers and for students textbooks seems to be a reliable source of information, the truth value of which often goes unquestioned. Kramsch (1988) also states that the language and the cultural information presented in textbooks is often perceived by students as something authoritative, and that “The idea that a text could contain misprints or even errors is inconceivable for most learners” (p 66.). This suggests that if the cultural elements are presented in a wrong way (e.g. stereotyped or out-of-date) students will misunderstand the information without even being aware of the fact.

Thus, it is of high importance to pay careful attention to the selection of materials for a textbook, or selection of a textbook itself. It is often the case that a textbook chosen for a course is developed abroad and is either overloaded with some cultural generalizations or does not consider any cultural aspects of the country where it is going to be used. If this is the case, the main task is to choose textbooks appropriately. Moreover, keeping in mind that no textbook can be ideal for any curriculum there always should be necessary adaptations, changes, and additions. An alternative to adaptation is creating a new textbook which would be aimed at exact course, exact target group of students, and their needs.

Publishing houses throughout the English-speaking world respond by producing mass-market coursebooks, designed to appeal to as many teaching and learning situations as possible, thus maximizing their sales potential, but there have also been a number of recent initiatives involving the production of coursebooks designed to meet the needs of learners and teachers in a particular country or group of countries (Bolitho, 2003).

Following the idea, publishing local ELT textbooks has become a trend in many countries. This, however, does not imply that creating a textbook locally solves the problems that adapting textbooks caused. In the situation when a textbook was developed in L1 country, it can often be the case that the emphasis shifts from target cultures to the native one, and thus, such problems as overemphasizing C1, or C2/C3 stereotyping can be revealed. These issues are considered deeper in the *Literature Review* chapter with reference to the relevant investigations in the field of textbook evaluation.

1.2.1. Locally Produced Textbooks in Turkey

The creation of English textbooks for primary schools² in Turkey is coordinated by the Ministry of National Education (MoNE³). In 2005, after the revision in primary school ELT curriculum, the new curriculum objectives were set. These objectives aimed “at promoting learners’ communicative proficiency in English by fostering integrated development of language skills with a particular emphasis on speaking and listening; addressing students’ individualized learning styles and interests; integrating content and language integrated learning into the ELT curriculum to allow for certain cross-curricular topics to be learned in English” (Kırkgöz, 2009, p. 79). This suggested new demands from the part of textbook materials. There appeared a new wave of local textbooks approved and published by the MoNE. However, not all of them are in use. The present investigation focuses on the most popular one, *Spot On*, as it is the textbook which is being used at the present time in primary and secondary state schools of Ankara, the capital city of Turkey.

² “İlköğretim okulu” in Turkey refers to both primary and secondary education

³ Turkish name: Milli Eğitim Bakanlığı (MEB)

1.3. Statement of the Problem

There have been certain similarities in the ideology behind English Language Teaching in Turkey and Kazakhstan (the researcher's home country). Therefore, after considering the situation with various views of cultures in Kazakhstani state schools, the researcher saw a need to look into the matter in Turkey, which could, by some means or other, shape the future of the users of English language in Turkey.

There have been investigations carried out on the topic of cultural elements in ELT in Turkey (See Çakıt, 2006; Önalın, 2004; Gülcü, 2010). Still, little attention has been paid to the cultural content of the ELT textbooks published in Turkey, and no investigations have examined the cultural content of the reading passages of the textbooks. Furthermore, almost no attention has been given to the teachers' perceptions and awareness of the cultural load of the textbooks they use. Teachers are the 'messengers' of both language and culture and it is of no small importance to know what these messengers think about the issues they convey and about the materials they use in their lessons. In order to gain a complete picture about the place of cultures in ELT textbooks published in Turkey, it is necessary to take into account not only the teacher's perceptions, but also the perceptions of the students who are exposed to the textbooks.

1.4. Significance and Implications

The present study aims at the investigation of the cultural load of Spot On textbook and workbook published in Turkey and of the perceptions of educational stakeholders who are exposed to using these books, namely teachers and students. As it was mentioned earlier, teachers can be called the 'messengers' of both language and cultural elements; and it is of a great importance to know their attitudes towards the integration of cultural elements into the textbook material.

The situation with students is often that they are given a textbook without being asked whether the textbook is interesting and motivating for them. Even more serious

the situation becomes when it comes to the integration of culture, since an inappropriate amount of cultural elements can not only de-motivate students, but even cause the effect of xenophobia in extreme cases. Therefore, there is a need to investigate students' perceptions of the textbook content, and specifically cultural content. Moreover, the results of the study can contribute to the textbook evaluation field, and can be considered by the textbook writers when working on a new textbook intended for use in a local domain.

Although both qualitative and quantitative data were obtained and analyzed in the course of the present investigation the general framework is not a mixed study, but rather a quantitative research with supplementary qualitative data, since the amounts of two types of data were not balanced and qualitative data were collected with the purpose of supporting the quantitative information.

1.5. Construct of Culture

Taking into account all the above mentioned there should be a certain construct of culture considered according to which the aims of the study can be stated. A construct, according to Edwards and Bagozzi (2000), is a conceptual term which describes a phenomenon of theoretical interest; and the measure of this phenomenon is an observed score. The main construct of interest in the present research is the concept of culture.

In order to evaluate the cultural load of teaching materials there should be a consensus reached on what culture is. Many linguists and scholars tried to identify the concept of culture, and every definition can be regarded as a correct one in terms of certain conditions. E. Hall for example defines culture in terms of communication saying that 'culture is communication and communication is culture' (Hall, 1959). This definition however, does not satisfy the goals set in the present research, since it does not say anything concerning possible cultural elements. The definition by Chen and Starosta states that culture is 'a negotiated set of shared symbolic systems that

guide individuals' (Chen & Starosta, 1998). This tells us more about the nature of culture; however, it does not reveal the content of culture.

In order to consider the concept of culture deeper and in a more detailed way, it is necessary to view the notion of culture from various aspects. From the sociological aspect *culture* is “a learned set of shared perceptions about beliefs, values, and norms, which affect the behaviors of relatively large groups of people” (Lustig & Koester, 1996, p. 35), whereas in the aesthetic sense culture includes “the organization and nature of family, of home life, of interpersonal relations, material conditions, work and leisure, customs and institutions” (Adaskou & Britten, 1990, p. 3).

Brooks (1971) divides culture into two main areas: Hearthstone culture and Olympian culture, or, in other words, ‘big C’ and ‘little c’ cultures. According to Brooks, Hearthstone culture includes beliefs, behaviors, values of people, whereas Olympian culture consists of such elements as great music, literature, and art (Brooks, 1975).

For the study at hand, Brooks's (1975) classification was used as the basis; and it was merged with the results of the small-scale preliminary study conducted by the researcher, which examined an ELT textbook on the presence of cultural elements, to devise coding schemes and other data collection tools items. Thus, there are such elements included in the construct of culture as *Names, Geographical Items, Food Items, References to Art, Music and Literature, References to Famous People, and References to Traditions*. The elements found in the preliminary study were considered to be an acceptable set. Yet, in case there will be more kinds of elements revealed in the course of the present investigation, they will be added to the present list of cultural references.

There are also three main types of culture considered in the present investigation, such as Native Culture (C1), Target Culture (C2) and Other World Cultures (C3). In terms of this classification there are certain cultural settings to be mentioned when describing the construct of culture. For instance, the situation when

a person finds himself in a target-culture (native-culture/other cultures/culture-neutral) setting.

The aims, research questions, and data collection tools, developed for the present investigation, were based on the above defined construct of culture, and the conclusions were made accordingly.

1.6. Aims of the Study

The main purpose of the present study is (1) to find out what teachers' perceptions of the cultural load in the ELT textbooks published in Turkey are; (2) to investigate what the perceptions of students, who are using this textbook, are concerning the cultural load in the ELT textbook published in Turkey; and (3) to examine the textbook and its supplementary book for 8th grade published in Turkey on the presence of cultural load.

The present investigation, however, concentrates on quite a narrow area, i.e. not on the presence of culture in ELT textbooks in general, but on the reading passages of the textbook and the workbook. This is due to the assumption that a reading passages and dialogue texts contain richer cultural load in comparison with other textbook items. Furthermore, cultural elements may be presented explicitly, and thus it can be easier to analyze their presence.

1.7. Research Questions

Based on the aims mentioned above, the following research questions are to be investigated in the present study:

1. What is the cultural load of the *Spot On 8* ELT textbook and workbook for 8th grade published in Turkey?

- a. What is the frequency of usage of elements related to native (C1), target (C2), international⁴ (C3) cultures or culture-neutral (CNEUT) elements in the reading passages?
 - b. What type of culture-related items is more frequently used (*Names, Geographical Items, Food Items, References to Art, Music and Literature, References to Famous People, References to Traditions, and to the Behavior of People*)?
 - c. How much are the reading passages loaded with C1, C2, and C3?
2. What aspects of native, target, and international cultures are represented in the reading passages of the ELT textbook and workbook for 8th grade published in Turkey?
 3. What are teachers' perceptions of the ELT textbooks published in Turkey in terms of cultural load?
 - a. How *useful* do teachers consider C1, C2, and C3 to be present in the reading passages?
 - b. Do teachers consider the textbook and the workbook they use in their lessons to have *sufficient* and *appropriate* cultural load?
 4. What are students' perceptions of the ELT textbooks published in Turkey in terms of cultural load?
 - a. How *interesting* and *motivating* do students consider C1, C2, and C3 to be present in reading passages?

1.8. Limitations of the Study

Although the area of investigation of the present study is quite broad, there have still been several constraints. First of all, the amount of teacher participants is fairly limited. This is due to the situation at the state schools of Ankara where the researcher was not allowed to see potential participants in person but instead was

⁴ International cultures (C3) in the present study refer to world cultures excluding Turkey, the USA, the UK, Australia, Canada, and New Zealand.

asked to leave data collection tool papers so that school administration would distribute them later. The reasons for that could be the low level of English proficiency of some teachers and the avoidance and hesitance of teachers and school administrators to communicate with the representative of a different cultural background.

Moreover, in order to obtain deeper and more profound results, the topic of textbook evaluation was narrowed down to the evaluation of reading texts content. That is why the results may be counted as reliable only when all the limitations are taken into consideration. Nevertheless, basing on these results, the study can later become a base for a larger-scale research.

CHAPTER 2

LITERATURE REVIEW

The present chapter represents the literature review of four main domains of the present study. In the first part, the attitudes towards cultural presence in FLT are described; the studies supporting five different views are illustrated. In the second part the works devoted to the presence of culture in ELT textbooks are presented. This is a necessary issue because the aim of the study is to investigate the textbooks on the presence of culture. The third part deals with the general overview of the works in the field of materials evaluation; a special emphasis is put on the actual studies done in Turkey. The sub-section of this part concentrates on the various procedures used for textbook evaluation, since every investigation used a certain way of analyzing a textbook, and it is not of a small importance to consider all the possible ways of materials evaluation.

2.1. Arguments For and Against Culture in ELT

More and more investigators, teachers, textbook writers now assert that culture should be situated “at the core” of any curriculum. “Although classroom practice may not have fully caught up with theory, few would dispute that culture learning should be an essential element of the foreign language curriculum” (Bateman & Mattos, 2006, p. 1). The *National Standards in Foreign Language Learning* (1996) identifies culture as one of five goal areas to be addressed in language teaching:

...five goal areas that encompass all of these reasons: Communication, Cultures, Connections, Comparisons, and Communities—the five C’s of foreign language education. [...] Through the study of other languages, students gain a knowledge and understanding of the *cultures* that use that language and, in

fact, cannot truly master the language until they have also mastered the cultural contexts in which the language occurs (p. 27).

However, there have existed diverse views concerning the integration of culture into the foreign language teaching. Some assumed culture to be inseparable from language, and thus that teaching of language should proceed along with teaching of culture. Other tended to support the belief that culture has an alienating influence and should not be conveyed while teaching a foreign language. Some argued for or against native or target cultures. When it comes to teaching of English another issue arises. There has been a claim that English, being an international language, does not belong anymore to any cultural background. It has gained the status of a universal, global language, and thus it should not be attached to any certain country and therefore to any certain culture. A similar view emphasizes the necessity of following a so-called “third culture”, which does not belong to any country but is a reflection of many cultures. The present section analyzes the research literature devoted to the five views concerning cultural presence in ELT.

View I. Language and culture are inseparable. The supporters of the first view assert that any foreign or second language cannot be learned or acquired separately from the culture it belongs to. Just like children acquire their first language along with its cultural background, learning a foreign language should be accompanied with its socio-cultural norms and phenomena. There are strong supporters of the view. Byram (1988), for instance, argues that if teaching of a foreign language is separated from the culture it would mean a rejection of the basic purpose of FLT, which is enabling students to “cope with experience in a different way” (Alptekin, 1993, p. 139). Valdes (1986) agrees on this point, considering teaching of a foreign language without its cultural content to be impossible (p. 121).

Talking on a unity of language and culture some scholars tend to find a far deeper relationship between them, calling foreign language and its culture a single whole. “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” (Brown, 1994, p. 165). Jiang (2000)

shows the inseparability of language and culture giving three metaphorical explanations of culture:

From a philosophical view:

[...] Language and culture makes a living organism; language is flesh, and culture is blood. Without culture, language would be dead; without language, culture would have no shape.

From a communicative view:

[...] Communication is swimming, language is the swimming skill, and culture is water. Without language, communication would remain to a very limited degree (in very shallow water); without culture, there would be no communication at all.

From a pragmatic view:

[...] Communication is like transportation: language is the vehicle and culture is traffic light. Language makes communication easier and faster; culture regulates, sometimes promotes and sometimes hinders communication (p. 328-329).

Another interesting metaphor was used by Valdes (1990), suggesting that language and culture “go together like Sears & Roebuck – or Mark & Spencer” (p. 20). Politzer (1959) claims that teaching language without teaching its culture means teaching “meaningless symbols or symbols to which the student attaches the wrong meaning” (p. 100-101). Kramsch’s (1993) statement is a good closedown supporting cultural presence in FLT:

Culture in language learning is not an expendable fifth skill, tacked on, so to speak, to the teaching of speaking, listening, reading, and writing. It is always in the background, right from day one, ready to unsettle the good language learners 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 (p. 1).

View II. Important one is target culture, not native. There are, yet, controversies within the first view. That is, which culture should be integrated into the FLT. According to Alptekin and Alptekin (1984) this view was mainly supported by native English-speaking teachers, who claimed that “English teaching should be done with reference to the socio-cultural norms and values of an English-speaking country, with the purpose of developing bilingual and bicultural individuals” (p. 14).

Many linguists and teachers consider target culture to have a prevailing importance. Since teaching and learning process involves a new language, it is about a new culture to be incorporated, and there is no need in learner's own culture. According to Stewart (1982), there is no use of referring to native culture of students, as the essential part of foreign language learning is target-language culture. Valdes (1986) supports the idea going even deeper into the matter, and calling the use of the native culture in foreign language teaching a 'trap', leading to a 'gross misfit' or an 'impasse' (p. 121). The supporters of the present view

claim that teaching English while, for example referring to the culture of the student would be useless. They discount the psychologically sound and motivating effects of helping and encouraging students to use the new language to describe their own culture (Alptekin & Alptekin, 1984, p. 17).

Other advocates of this view, such as Byram and Flemming (Byram, 1997; Byram and Fleming, 1998) claim that C2 should be taught in ELT to facilitate learners' acculturation into the culture of English countries.

View III. Important one is native culture, not target. There are not many advocates of incorporation of solely native culture in FLT. However, many argue that the native culture of students should go along with target culture, and that it is not less important in any aspect. This somehow is related to a country's political situation. In the past, for instance, the primary goal of education in the Soviet Union was to emphasize the perfectness of the country, and due to the "iron curtain" age, cultural information of the rest of the world was omitted. "The students, from the youngest to the most senior, do not have access to a representative picture of the English-speaking world. The consequence is frequently knowledge without understanding" (Fearey & Lalor, 1990, p. 100).

Apart from political reasons, there exists a belief that target culture in some cases may have a negative influence on learners. This view has also branched into several opinions. Cortazzi & Jin (1999), for instance, mention an argument "regarding identity, [...] that until learners' first cultural identity is established, it may be harmful to learn about other cultures" (p. 206). Here we have a strong

argument stating that target culture may appear to be a destructive element in FLT. A less harsh opinion does not blame target culture to be dangerous for learners, but assumes that native culture of students should accompany them during the learning process to facilitate the acquisition and learning of a new language. Wong (1992) illustrates an example describing the newcomers to American society who “try to reconstruct and recover their past life in their native culture – ‘the lost center’ – of the past – as a means of equipping themselves to change culturally and develop a new reference point, or ‘center’ in the United States. This view was supported by Kachru, Nelson and Canagaraja (Kachru, 1986; Kachru and Nelson, 1996; Canagarajah, 1999). They suggest that teaching target culture is not necessary, especially in the situations where different varieties of English are used. Similarly, Kramsch and Sullivan (1996) put forward that it is ‘local culture’ in TEFL which has to be taught.

To sum up, the consensus regarding including learners’ native culture into a foreign language teaching has not been reached, therefore, “there are compelling reasons to address students’ native cultures and issues of cross-cultural adjustment, anomie, and cultural identities” (Harklau, 1999, p. 127).

View IV. No culture in language teaching. Controversial to the previous views, there has existed a misconception, which regards teaching of a language to be a code without any social features, and not being attached to any culture. In her work on teaching culture, Valdes (1990) mentions, that “there are still those who either ignore the concept [of culture] or deny its validity” (p. 20). Few in number, supporters of this view put forward that culture may have an alienating effect on students. Moreover, there can be the case when students themselves reject dealing with culture.

There are even occasions when there is a definite effort to exclude cultural information from teaching. In the Language and Culture Center of the University of Houston a special group of Libyan engineers was being taught in an EST approach to prepare them for a year of on-the-job training with an engineering company [...]. The core Teacher was told by the students that they wanted to learn nothing about the culture; they were there to learn the language

they needed for the required training, and that was all they wanted from him. (ibid., p. 23)

In the past there has been “a lingering suspicion that the English language comprises a host of unacceptable alien values which pose a threat to the indigenous culture of English language learners” (Bear, 1987, p. 24). In other words, there was a tendency to avoid the integration of culture into FLT.

Yet in some cases there was the rejection of a foreign culture, while native culture was neither rejected nor accepted, totally neglected. This is due to several assumptions. First of all, as it have been already mentioned, there has been a belief that, if in native language children are strongly expected to be able to express themselves, in foreign language learners’ are forced to express a culture of which they have scarcely any experience (Brumfit, 1980, p. 95). Another assumption refers to the developing of a new identity. So-called “otherness” (Byram, 1989, p. 57) can be a result of learners’ sudden exposure to C2. This is believed to have serious negative socio-psychological consequences such as a split between experience and thought. Different scholars gave different names to the problem: anomie (Alptekin, 1981), regression (Green, 1977), schizophrenia (Clarke, 1976; Meara, 1977), but all of them result into the resistance to learning.

View V. “Lingua Franca” and the “Third Culture”. The last view is a golden median among all the others. It assumes English to be a global language, or “lingua franca” in most countries, and thus it is believed that no culture should be emphasized here. The tendency started in the 1960s and 1970s. The first advocates of the view, such as Hall (1959), Nostrand (1974), Seelye (1984), and Brooks (1975), tried to base foreign language teaching/learning on a universal ground in order to make “the foreign culture less threatening and more accessible to the language learner” (Kramsch, 1993, p. 224).

The attempts were supported by other linguists and eventually later led to the concept of *third culture* which was proposed as

...a metaphor for eschewing other dualities on which language education is based: First language (L1)/second language (L2),

C1/C2, Us vs. Them, Self vs. Other. Third culture does not propose to eliminate these dichotomies, but suggests focusing on the relation itself and on the heteroglossia within each of the poles (Kramersch, 2009, p. 238).

In her most recent interview, Kramersch (2012) mentioned the multilingual aspect of language teaching. She stepped back from *Third culture* to the notion of a *whole person*, possessing both multilingualism and intercultural competence.

In my 1993 book, when I coined the term third place [...] I wanted to distinguish myself from the use of third place by scholars in education [...] I wanted to find a term that is less static than third place [...] This led me to the notion of symbolic competence [...] I needed a concept that was more flexible and more fluid than the notion of place. [...] It is an engagement of the whole person (Kramersch, 2012)

Another view which was supported by Jenkins, Seidlhofer (Jenkins, 2005; Seidlhofer, 2001) and others considers English to be a lingua franca, and that it should be taught in a culture-free context. Thus, following the present view less attention is supposed to “be paid to teaching model-based on native-speaker norms and values” (Alptekin & Alptekin, 1984, p. 17), whereas “culturally neutral, non-elitist, and learner-oriented” (George 1981, p. 12) EFL programs should be emphasized more.

There, however, exists a different branch of this view, stating, that English, being lingua franca is not culture-free, but on opposite, it possesses multiple cultures, since it is being spoken by people from various backgrounds. There are, unfortunately, few works devoted to this idea. Most linguists and academicians accept the necessity of teaching various cultures, but do not promote the view themselves. Zohrabi and Shah (2009) are those who asked themselves the question of what cultures should be taught in the light of the present status of English language. They claim that

...many people want to learn English not to travel or interact with native speakers of English. Therefore, these people do not have to learn the British or American culture. They learn English for various reasons: to obtain a job, to be promoted in their job, to

access scientific information, to enter a good university, to do business with other non-natives, and so on (p. 276).

They refer to Byram and Risager (1999) who suggested multicultural learners to be developed at ELT lessons. The learners who have “intercultural communicative competence” (Alvarez, 2007: 127) which is the ability to communicate with the representatives of various ethnic groups (Zohrabi & Shah, 2009, p. 277).

Another argument for using C3 when teaching English may be made following Kramsch’s (1994) statement that meaning is revealed in face-to-face communication. This and the fact of English being lingua franca mean that it appears important for people with different backgrounds to know various cultural features in order to have a full-fledged communication.

In conclusion, communication is one of the most important parts of our life, and taking into account the multicultureness of our society, “the English language courses should be designed based on international and multicultural trends” (Zohrabi & Shah, 2009, p. 277); and there is no doubt that such designing of the international and multicultural English courses first of all refers to materials development, since they are the base for teaching and may become a rich source of culture for both teachers and learners.

2.2.Previous Research on Culture in ELT textbooks

The analysis of published studies concerning the presence of culture in ELT textbooks showed that there are a number of studies completed in Portugal, Iran, Jordan, and Japan. The review of the works is given below. Surprisingly, there were no similar works done in Turkey, although many schools in the country tend to use locally-published materials. This gives an additional value to the present research since the results of the investigation may contribute to future textbook development in Turkey.

Bateman and Mattos (2006) claiming that “the treatment of culture in foreign language textbooks can have a significant impact on students’ perceptions of other

cultures [...], examined six current Portuguese textbooks for their treatment of a single cultural theme — food”. In another relevant study, Aliakbari (2004) considers his work to be “an attempt to investigate the way culture is addressed in ELT in Iran in general and the place of culture in ELT at the high school level of education in particular” (p. 1).

Departing from the situation in Japan, where “the understanding of cultures” should be regarded as one of the main objectives in teaching English at the secondary school level’ Yamanaka (2006) conducted an investigation evaluating “which countries are currently included in junior high and senior high school English textbooks” (p. 57).

Bataineih (2009) evaluated the “authentic socio cultural elements in the prescribed English language textbooks of the secondary schools in Jordan” concluded that “Foreign language syllabuses of English for the secondary schools in Jordan are basically based on unauthentic sociocultural elements”(p. 289).

To sum up, the field of materials evaluation is broad and versatile, however, for every period of history there are certain prevailing tendencies. Thus, nowadays, a concept of culture is among the first aspects on the agenda and many studies all over the world attempt to investigate certain social or cultural aspect of the textbook content. This is due to the fact that nowadays culture learning has become an integral part of any language learning. The *National Standards in Foreign Language Learning* (2006) identifies culture as one of five goal areas to be addressed: “...five goal areas that encompass all of these reasons: Communication, Cultures, Connections, Comparisons, and Communities—the five C’s of foreign language education. [...] Through the study of other languages, students gain a knowledge and understanding of the *cultures* that use that language and, in fact, cannot truly master the language until they have also mastered the cultural contexts in which the language occurs” (p. 3).

More and more research studies, teachers, textbook writers now assert that culture should be situated “at the core” of the curriculum. “Although classroom practice may not have fully caught up with theory, few would dispute that culture

learning should be an essential element of the foreign language curriculum” (Bateman & Mattos, 2006, p. 1). Yet, there is still controversy as to which culture(s) textbooks should deal with to teach a target language.

2.3. Approaches to Textbook Evaluation

Materials evaluation is a necessary aspect of education, since any kind of material to be used in lessons should be continuously evaluated and improved in order to fit the changing educational situation. This is especially true in the case of textbooks. As Sheldon (1988) refers to them, textbooks are “the visible heart of any ELT programme” (p. 237). Yet, it is often the case that a textbook developed for a special group of students in mind can be sold abroad, or applied in others institutions disregarding the initial target group of learners. As a result, the content of such textbooks appears to be inappropriate for students, and this influences the teaching/learning process. Therefore, once a textbook is decided to be utilized in a classroom, it should be thoroughly evaluated in accordance with students’ needs, teaching and learning situation.

There are plenty of studies and investigations carried out in this field aiming at determining various criteria for evaluation. However, each of those studies was based on a certain hypothesis, each of them reflected certain research questions, and thus each of them covered only a certain aspect of the whole field. In the section to come, the works in the field of material evaluation, and especially textbook evaluation will be described.

When talking about materials used in an ELT classroom, and more specifically, the textbooks, it is necessary to consider two situations: on the one hand, as McDonough and Shaw (1993) suggest, teachers may have “quite a large amount of choice in materials they select” (p. 60), the choice of the most appropriate textbook is free, and they can use whatever fits their learners’ needs and curriculum features; but, there can be a situation when “teachers [...] get a very limited choice or perhaps no choice at all” (ibid., p. 60). This situation refers to teachers who are given a

certain book published or approved by the ministry of education of a certain country, and thus the teachers have to deal within this framework. The present investigation concentrates on the second situation, when a textbook published or approved by the ministry of education is being used without prior consent from teachers.

Nevertheless, whatever the situation is, there are various purposes for evaluating a textbook. It might be as Cunningsworth (1995) claims, in order “to evaluate coursebooks and select those that will be most suitable for their [teachers’] purposes” (p. 1). Supporting this point, Sheldon (1988) states that

...the selection of a particular core volume signals an executive educational decision in which there is considerable professional, financial and even political investment. The high profile means that the definition and application of systematic criteria for assessing coursebook are vital (p. 237).

Stern (1992) dwells on the same issue: “The teacher’s main problem is one of selection from an *embarrass de richesses*” (p. 352). Nunan (1991) also considers the textbook selection to be one of the most common reasons for textbook evaluation:

When selecting commercial materials it is important to match with the goals and objectives of the programme, and to ensure that they are consistent with one’s beliefs about the nature of language and learning as well as with one’s learners’ attitudes, beliefs and preferences (p. 209).

Another reason for textbook evaluation is, as Hutchinson and Waters (1987), state “a matter of judging the fitness of something for a particular purpose” (p. 96). Cunningsworth (1984) develops this idea, arguing that “the process of evaluation should be not purely mechanical one” and that “professional judgment, founded on understanding of the rationale of language teaching and learning [...] lies at the base of evaluation procedure” (p. 64-74).

Relatively recent, though of high importance, approach of textbook evaluation was used by various studies concentrating on content in terms of the presence of certain elements. There are a number of works carried out in Turkey which applied the approach. A recent research conducted by Özdemir (2007), for instance, “evaluated the English coursebook *Time for English 4* in terms of purpose, approach,

visual design, presentation of vocabulary and language, practice activities and exercises, supporting sources, and supporting materials” (p. iv) and to what extent the mentioned criteria fit the curriculum. Another work in this area was done by Çakıt (2006). She aimed at assessing

the effectiveness of an intermediate textbook titled ‘New Bridge to Success 3’, which was prepared by Ministry of National Education as an instructional material for the ninth grade high school students from the perspectives of the teachers and students (p. iv).

A more detailed study focusing on a narrower investigation was done by Skliar (2009). She scrutinized gender representations and gender discriminatory meanings in ELT textbooks.

As these research studies suggest, the presence of socio-cultural elements in ELT textbooks have been investigated, thus the present study is not unique. It aims to analyze the cultural elements in the 8th grade Ministry of Education approved ELT textbooks published in Turkey. What is special about this study is that it analyzes the various socio-cultural elements (such as food, traditions, geographic references, etc.) belonging to several types of culture (C1, C2, C3, and culture neutral).

2.3.1. ELT Textbook Evaluation Procedures Used in Previous Studies

There are various procedures applied for the purpose of material evaluation. But none of them can be considered to be a panacea for textbook evaluation. Various methods may be applied, but the thorough choice should be made basing on the research questions, hypothesis and aims. Careful attention should be paid to what kind of data is necessary to be collected – quantitative or qualitative; who or what the subjects of research are. When investigating teachers’ opinions about a certain textbook, for instance, a sample group of teachers is required, and only the relevant research questions can be answered after the data is collected and analyzed. In order to investigate the amount or spread of the items in reading passages there is no need in teachers, a researcher can conduct it via using item frequency analysis, but in this

case again the obtained data will be limited to a certain research question or a certain hypothesis. Therefore, before deciding on the type of data collection procedure one should carefully work out the research questions, set the hypotheses, and put the aims of research. If this is done well, the choice of data collection methods will become simple.

There are several studies that have been conducted on a similar topic that used the **impressionistic overview** procedure (see Cunningsworth, 1995, p. 1). Bateman and Mattos (2006) used impressionistic technique in order to evaluate such criteria as geographic regions and depiction of the heterogeneity within cultures. Elissondo (2001) applied this method to analyze the heterogeneity of cultures through visual images and voices represented in texts.

Other studies have used content analysis, and more specifically **item frequency analysis**. Skliar (2009) uses this tool in order to calculate the percentage ratio of female-oriented, male-oriented and neutral texts. As she states,

The research is concluded by a detailed analysis of dialogues where male and female speakers are involved [...]. The numbers of dialogues initiated by female and male speakers, numbers of female and male characters' appearances, numbers of turns taken by female and male characters, and finally numbers of dialogue words spoken by male and female characters were counted. Numerical data was explained in terms of gendered stereotypes and ideological preferences (p. 62).

Another study conducted in Iran by Aliakbari (2004) investigated "the way culture is addressed in ELT in Iran in general and the place of culture in ELT at the high school level of education in particular" (p. 1). In the methodology section it is stated that a coding system was used in order to apply the item frequency analysis:

As part of the content analysis procedure we had to decide about a coding scheme. [...] Throughout this study, two different coding schemes were tried for the sections under investigation. Decision was made with reference to the nature and the quality of each section. (ibid. p. 6)

Similarly, in an investigation carried out by Yamanaka (2006), which aimed at the Evaluation of English Textbooks in Japan from the Viewpoint of Nations in the Inner, Outer, and Expanding Circles,

...the frequencies of cultural items were examined in all of these English textbooks on the basis of the nations from which various aspects of culture were found. Two criteria were established for analysis at the lesson or unit level: (a) the identification of nouns and adjectives for nations, such as Japan or Japanese; and (b) the identification of other alternative words related to nations, such as expressions indicating certain products and cities or other geographical regions in particular countries (p. 62).

Various researchers used content analysis and specifically frequency calculations in order to evaluate a textbook. The reason for that is that textbook represents a written document any item of which can be counted and represented in numbers. This technique is especially useful for answering research questions related to the description of the spread of elements or to the comparing of their amounts.

Checklists have also proven to be a wide-used technique in the field of textbook evaluation. There are numerous checklists and criteria of course book evaluation published during the last three-four decades, and all of them reflect different areas, not necessarily culture. Some of such checklists do not mention the concept of culture at all, others refer to such general aspects as stereotyping and racism, some consider only target cultures, such as US and GB, and only few of them try to investigate cultural presence in textbook at a larger scale.

The earliest work on evaluation of cultural content in textbooks mentioned in literature is done by P. Huhn in 1978. He suggested the following criteria to be considered when evaluating a textbook: (1) Giving factually accurate and up-to-date information; (2) Avoiding (or relativizing) stereotypes by raising awareness; (3) Presenting a realistic picture; (4) Being free from (or questioning) ideological tendencies (5) Presenting phenomena in context rather than as isolated facts; (6) Explicitly relating historical materials to contemporary society; (7) Making it clear how personalities are products of their age. These criteria were widely accepted and later cited by Byram (1989), and by Saluveer (2004), who suggests using Huhn's

(1978) checklist to evaluate the intercultural dimension in textbooks since it allows gathering information concerning the accurateness of cultural content of a textbook. Similar criteria were offered by Risager (1991) for examining the elementary level textbooks used at ELT lessons in Scandinavia.

A more detailed list of criteria based on the cultural content of textbooks was developed by Byram in 1993. This list includes (1) Social identity and social groups; (2) Social interaction; (3) Belief and behavior; (4) Social and political instructions; (5) Socialization and the life cycle; (6) National history; (7) National geography; (8) Stereotypes and national identity.

A checklist suggested by Cunningsworth (1995) reflects the social and cultural values in textbooks and considers how learners interpret the cultural contexts. Another checklist proposed by Sercu (1998) refers to four sets of questions aiming to evaluate the cultural dimension of a textbook, such as representativeness and realism as the most important factors. In 2004, two checklists one by Hatoss, another by Kılıçkaya appeared covering a broader and more detailed range of cultural aspects. The aspect of students' native culture (C1) was touched upon in both of them as well. In the checklist offered by Hatoss, various aspects are to be considered – the richness of culture presented, the type of cultural input, and the way of introducing cultural elements. Kılıçkaya (2004) in his *Guidelines to Evaluate Cultural Content in Textbooks* offers 15 question to be dealt with when evaluating a textbook, referring to many aspects such as culture in terms of visual aids, the way to use cultural elements, learners' backgrounds, teachers' roles, type of culture, topics covered, social groups represented, stereotyping.

The **questionnaire** is a 'popular' technique in the field of textbook evaluation. Many research studies in Turkey have used questionnaire in order to define weaknesses of a textbook or to choose the most appropriate textbook for a certain course. For example, Kayapınar (2009) in his research "Coursebook Evaluation by English Teachers" used a five-point Likert type questionnaire consisting of 76 questions about coursebook evaluation in order to investigate such areas as "the sub-

titles of subject matter, unit design, structure, vocabulary, pronunciation, exercises, illustrations, and physical make-up” (p. 70).

In the thesis “Evaluation of the EFL textbook ‘New Bridge to Success 3’ from the perspectives of students and teachers” written by Çakıt (2006), a Likert-type questionnaire was applied in order to evaluate the level of satisfaction with the textbook used at an educational institute. The current study at hand is also interested in satisfaction level of teachers and students using the EFL textbooks published in Turkey.

Another recent thesis written by Özdemir (2007), aimed to investigate a MEB textbook and used questionnaires as a data collection tool.

The purpose of this study was to find out the how the fourth grade students in public schools and the fourth grade English teachers evaluated the English coursebook *Time for English 4* in terms of purpose, approach, visual design, presentation of vocabulary and language, practice activities and exercises, supporting sources, and supporting materials. To fulfill this aim, a teacher questionnaire, a student questionnaire and a teacher interview was prepared by the researcher (p. iv).

Despite the fact that there are various questions existing in the field, the present study does not use or adapt any of them, although all the possible questionnaires were analyzed. This is due to the fact, that the aims and research questions of the present study are different from those of other investigations. Therefore, all the sections and items of the questionnaire were developed by the author of the present investigation which will be explained in the methodology section.

Along with the questionnaire, **interviews** appeared to be one of the mostly used instruments when there is a need to gather information concerning attitudes, beliefs and perceptions. Interview and questionnaire are two, to some extent, fungible tools. However, the choice of any type of data collection measurement heavily depends on the aims of a study. Therefore, for studies, where a great sample and quantitative data are required – questionnaire may become a solution, whereas interview on opposite deals with a limited sample size and gives an opportunity to obtain qualitative data (structured interview can be an exception). Furthermore,

interviews allow going much deeper in details than questionnaire does. Due to features mentioned above of both interviews and questionnaires, some investigations used both methods in order to receive richer and more reliable data.

In Kayapınar's (2009) study, an open-ended interview was used in order to determine general conceptions of the teachers. The results of the interview were compared with questionnaire results in order to "explore the coursebook evaluation in greater depth" (p. 71).

To support the data obtained by via applying a questionnaire, Özdemir (2007) also used interviews:

Six of the teachers were interviewed in order to obtain qualitative data to support or supplement the quantitative data. The interview questions were prepared by the researcher considering the key points in the teacher questionnaire. The interview questions aimed to dwell on the points that were not emphasized much in the questionnaire and to elaborate on the key issues about the coursebook. It also aimed to elicit the opinions and ideas of the teachers they wanted to share with the researcher (p. 36).

To summarize, due to the fact that materials evaluation is not a recent matter of concern, there have been several methods developed for that purpose, and various investigations adjusted each method in accordance with their aims and research questions. Therefore, there exist a great number of tools for collecting data in the field of textbook/materials evaluation.

The literature relevant to the aims of the study have been reviewed by the author of the present investigation, and after the thorough analysis, the data collection measurements suitable for the research questions and for the aims set for the present research were chosen. The detailed description of Data collection and analysis procedures is given in the following chapter 3 *Methodology*.

CHAPTER 3

METHODOLOGY

In the present chapter the subjects of investigation, materials used, data collection and analysis procedures applied will be described. In the first part, *Participants*, the amount of students and teachers involved into investigation and some characteristics of the target group of participants will be given. The *Textbook under Evaluation* part will report on the type and names of textbooks which are evaluated. In the *Data collection* and *Data analysis* parts all the procedures of gathering, processing and analyzing the data will be described in details.

3.1. Participants

There have been 13 Ankara state schools engaged in the process of data collection for the present research (see Appendix A for the list of schools). Total of 177 8th grade students participated in the study. A short questionnaire, developed basing on the aims of the present study, was distributed among them.

Along with students there have been 17 teachers who agreed to take part in the present research. All the teachers work at state schools of Ankara, teach English to 8th graders and use locally published textbooks. The teachers were asked to fill in the questionnaire designed by the researcher. In addition, seven volunteers from the target group of teachers were asked to participate in a semi-structured interview.

According to the demographic data collected, out of 18 **questionnaire respondents** 4 were male teachers and 14 female. The range of age was 29 with 23 years old the youngest and 52 years old the oldest. The range of teaching experience was 23; the shortest experience length was 3 years and the longest – 26. According to the educational background, 12 teachers were graduates from ELT department, one teacher – from ELL, and five teachers from other departments, such as Philosophy,

Mathematics and other. Out of 18 teachers, 13 held Bachelor degrees, 2 – Master’s degree, and three teachers marked the option “other” in the *degree* field. The heterogeneity of the participants may be counted as an advantage for the results reliability, since it gives the opinions of teachers of different age groups and educational backgrounds.

As for the **Interviewees**, six of the participants were female; there was only one male interviewee. As for the total teaching experience, the longest working experience of a participants was 23, and the shortest – 7. The total working experience of the rest of participants varied in the limits of 10-12. This suggests that all the interviewees must have established themselves as experienced teachers, although not necessarily teachers of the English language. As the author of the present research was told by some of her participants, the issue of state primary school ELT teachers being graduates of non-ELT specialties goes 12 years back to the times when the number of ELT graduates was not sufficient, and schools had to hire anyone who had educational background and knowledge of language. Thus, out of seven interviewees only two confirmed that they studied at ELT departments, two teachers hold non-related degrees such as Mathematics and Philosophy, and three teachers preferred not to provide this kind of information.

Table 1

The Demographic Information of Teacher Interview Participants

Interviewee	School	Gender	Graduated from (degree)	Total teaching experience	Teaching experience at the present school
1	Mustafa Kemal İlköğretim Okulu	Female	Gazi University, ELT department (Bachelor)	12 years	8 years
2	Hamdullah Sufi İlköğretim Okulu	Female	Bachelor	23 years	-

(Table 1 continues)

(Table 1 continued)

3	Hamdullah Sufi İlköğretim Okulu	Female	METU, Mathematics department (Bachelor)	12 years	-
4	Danişment Çiçekli İlköğretim Okulu	Male	METU (Master)	10 years	10 years
5	Danişment Çiçekli İlköğretim Okulu	Female	Izmir university (Bachelor)	7 years	5 years
6	Ayten Tekişik İlköğretim Okulu	Female	Gazi University, ELT department (Bachelor)	12 years	4 years
7	Ayten Tekişik İlköğretim Okulu	Female	METU, Philosophy department (Bachelor)	About 11 years	About 8 years

3.2. Textbook under Evaluation

An ELT textbook and its supplementary workbook, or to be more exact, a Student's book and a Workbook for 8th grade – *Spot On 8* – have been analyzed. The books are approved by the Ministry of Education of Turkey, published locally and used at state schools in Ankara. Due to the aims of the study, not a whole textbook, but the reading passages have been investigated in terms of cultural load. The choice was made based on the assumption that reading passages contain the cultural elements accompanied by certain social setting or context and thus this gives a richer cultural input than any other type of ELT materials. This was well described by Alptekin (1993):

It is well-established that readers make use of culture-specific schemas in relating input to what they already know and, consequently, construct the writer's intended meaning. [...] In fact, familiarity with the dictionary definition of the lexical items and knowledge of the sentence structures in a text do not seem to be enough for learners to comprehend new information (p. 137).

In other words, the reading texts provide learners with a wide range of socio-linguistic elements, including those of various cultures.

Another issue to be mentioned is what was considered to be a reading text. It was decided that only complete paragraphs in the *Reading* part, which do not contain gaps, were counted as reading texts. Along with the reading passages, the dialogues found in the textbook were counted as reading texts. The cloze tasks represented as dialogues with missing words or sentences were not counted since the information in such dialogues is incomplete. In addition such tasks as “make up a dialogue”, with a dialogue given as an example, were not counted as well.

3.3. Data Collection Procedures

There are four general research questions stated, and six data collection procedures have been chosen based on the goals and the research questions of the study.

3.3.1. Textbook Evaluation

For the textbook evaluation conducted by the researcher two data collection techniques were chosen, namely, Item frequency Analysis and Checklist.

3.3.1.1. Item Frequency Analysis

In order to answer the research question concerning the percentage of using the words related to students’ native culture in comparison to the usage of target and international cultures and culture-neutral words in text passages content analysis was used.

The notion of content analysis is broad and includes various techniques. For the present study, since one of the aims is establishing the frequency of culture-

related items, item frequency analysis technique appeared to be the most appropriate data collection tool. The amounts of culture-related referents have been counted in order to find out which culture is more frequently used in the reading passages of the textbooks.

3.3.1.2. Impressionistic Overview and “Cultural Load of Textbook and Workbook” Checklist

The second research question stated in the present study refers to the way native (C1), target (C2), and international (C3) cultures are represented in the text passages of the ELT textbook published in Turkey. In order to fulfill this aim a general impressionistic overview and a checklist developed by the researcher were used.

To gain a basic impression of the books, to become familiar with its objectives, types of information and visuals, an *impressionistic overview* technique was applied. Two independent assistants and the researcher were presented the textbook and the workbook and asked to give their general opinion of them. In order to make their job easier, a list of possible criteria for general evaluation has been created. The questions asked are broad enough asking participants to evaluate whether the books contains enough visual aids or not, whether the layout of units is reader-friendly or not, etc. This technique is necessary for, as its name suggests, getting a general impression of the book under evaluation.

In addition, a list of criteria has been developed to assess the integration of cultural elements into reading passages and dialogue texts. The choice of criteria is based on the definition of the construct of culture, and on the setting the textbook and the workbook are being used in. The list of criteria includes aspects such as the presence of stereotyping; emphasis on a certain culture; the situations presented in dialogues; the authenticity of the information; cultural load sufficiency; general advantages and disadvantages of the books. The study aims at establishing which of these criteria are included in the reading passages and which of them are omitted.

The choice of data collection measurement becomes evident – a well-developed *checklist* is the best way to answer the stated research question. The checklist was used by the author of the present research and two independent assistants in order to obtain an objective view of the books.

The checklist (Appendix B) for the present study was developed after all the aforementioned checklists were thoroughly analyzed. It is not an adaptation of any existing checklist, but it reflects some aspects mentioned by Kılıçkaya (2004) and Hatoss (2004). All the items were chosen in accordance with the aims of the study and the second research question.

3.3.2. “Culture in ELT Textbooks” Teacher Questionnaire

The third research question stated is “What are teachers’ perceptions of the ELT textbooks published in Turkey in terms of cultural load?” For the deeper analysis on the teachers’ perceptions both interview and questionnaire are appropriate. Therefore, a detailed questionnaire has been developed (Appendix C). It was distributed among the teachers personally.

The questionnaire aimed at investigating the opinions of teachers about both ELT textbooks in general and the ELT textbook they currently use. There are two types of items chosen for the questionnaire: Likert scale items and checklist items. The questionnaire consists of four sections, the first section deals with the notion of culture seeking respondents’ views on culture in general and what culture refers to specifically, of whether culture should be dealt with in ELT. The second section of the questionnaire concentrates on the presence of culture(s) in ELT textbooks and specifically on the presence of culture in reading passages and dialogues. Section number three consists of one open-ended question asking teachers whether there is anything she/he would like to share concerning the topic of the questionnaire. The last section refers to demographic information and includes questions about respondents’ working experience, exposure to local textbook usage, etc.

The development of the questionnaire was based on the aims and the research questions of the study as well as on the construct of culture discussed in the *Introduction* chapter. The options in the checklist items were chosen in accordance with “little c” cultures definition whereas the Likert scale questions were developed by the author after the revision of relevant literature and consideration of similar data collection tools. Önalın (2004), for instance, used Teacher Questionnaire in his work on “*EFL teachers’ perceptions of the place of culture in ELT*”. The questionnaire, similar to the one developed by the author of the present investigation, contains questions about what teachers think of the place of culture in ELT.

3.3.3. Semi-Structured Interview

In order to obtain more reliable data, apart from questionnaires a semi-structured interview was implemented (see Appendix D for the Interview Guide). This is due to the fact that interviews allow going much deeper in details than a questionnaire does. Some investigations used both methods, and the results of the interviews were compared with questionnaire results in order to “explore the coursebook evaluation in greater depth” (Kayapınar, 2009). All the interviews were tape-recorded and analyzed.

The interview consisted of three parts. The first part aimed at gathering demographic information about the participants. Second part concentrated on general culture-related questions in order to understand how teachers view the construct of culture. The questions in the third part attempted to elicit the teachers’ views concerning the presence of culture in ELT textbooks. In the last part of the interview participants were asked to express their views about the present situation considering cultural elements in their textbooks.

3.3.4. “My ELT Textbook” Student Questionnaire

Another questionnaire (See Appendix E) was used for the students in order to define their perceptions of the ELT textbooks published in Turkey in terms of cultural load. The items of the questionnaire were developed in accordance with students’ age. The questionnaire was presented to students by the teachers participating in the present study. In the end the response rate of both questionnaires was determined and statistical procedures were applied in order to analyze the obtained data.

The questionnaire was developed after all the relevant literature and similar data collection tools had been analyzed. It was developed in accordance with the aims and the research questions set by the researcher, and thus it is not an adaptation of any existing questionnaire. There were few items, however, adapted from the questions of other questionnaires. The examples of such studies are Çakit’s “*Evaluation of the EFL textbook “New Bridge to Success 3” from the perspectives of students and teachers*” (2006) and Özdemir’s “*An evaluation of Time for English 4, the 4th grade English coursebook for public schools*” (2007). In addition, since the responses of both teachers’ and students’ questionnaires are correlated in the present research, the items of the students’ questionnaire are supposed to reflect those of the teachers’ questionnaire. Therefore, most of the Likert scale items have been adapted from the teachers’ questionnaire which was developed first.

3.4. Data Analysis Procedures

The data gathered via the selected data collection tools is both quantitative and qualitative, and it should be analyzed in different ways. The qualitative data were obtained from impressionistic overview, open-ended questions of the questionnaires, and the interviews. Quantitative data were gathered from Likert scale and yes/no items of the questionnaires as well as from the item frequency analysis technique application.

3.4.1. Quantitative Data Analysis

Item Frequency analysis data are represented in the numbers of certain cultural elements. The data collection procedure included several stages. First, two different coding schemes were assigned to certain categories concerning the type of cultural referents. The first group of coding schemes was assigned to the texts containing Native culture-related items (C1refer), Target culture-related items (C2refer), International culture-related items (C3refer), Culture-Neutral items (CNEUTrefer), both Native and Target cultures-related items (C1 and C2), both Native and International cultures-related (C1 and C3). The second group of coding schemes was assigned to the cultural items, such as *Names*, *Geographical Items*, *Food Items*, *References to Art, Music and Literature*, *References to Famous People*, *References to Traditions*, and to the *Behavior of People*. Next, two types of counting were applied: the amount of reading passages in the textbook (total amount, dialogues containing different cultures, texts containing different cultures); the items were counted separately for each type of culture (native, target, and other world cultures), and the amount of the items in dialogues was counted separately from those in the texts. After all the necessary information was counted, statistical procedures were applied. In order to find the cultural load, descriptive statistics (using MS Excel and PASW programs) were applied. The analyzed data was put into the form of a chart which presents cultural spread in the reading passages of the textbook. The frequency computing procedure was applied for the second group of codes in order to obtain a picture of how frequent certain cultural elements are used. This shows what cultural items are given bigger importance in the reading passages.

Data obtained from the Likert scale and yes/no items in the questionnaire were calculated statistically as well. The PASW program was used for calculating the frequencies of the predetermined choices in order to see teachers' and students' preferences, the mean and the standard deviation of each item were calculated; and the Cronbach's alpha coefficient was computed in order to define an internal consistency of the questionnaire.

3.4.2. Qualitative Data Analysis

Qualitative data was obtained from impressionistic overview, from open-ended questions of the questionnaire, and from the interviews. For the data collected from the impressionistic overview no statistical procedures were applied. Data collected through the open-ended questions of the questionnaires were content-analyzed by the application of the inductive content analysis where open coding, and creating categories took place. The process of open coding implies that certain notes are written in the text while reading it. The headings later are put into categories which, in turn, are arranged in a hierarchical order (Burnard, 1991; Burnard, 1996; Hsieh & Shannon, 2005).

All the collected interview responses were transcribed and carefully analyzed by the researcher. The extracts from the interviews, that appear to be valuable, were included in the body of the thesis in order to support and triangulate the findings from other data collection tools. During the transcription of the interviews, the false starts, hesitations, fillers, slurs and stutters have been deleted not causing the change of the meaning; and no corrections towards the content of responses have been made.

CHAPTER 4

RESULTS AND DISCUSSION

In the present chapter the results of the investigation and all the findings will be described. The presentation of data will be divided into several sections. First of all, the results obtained from the implementation of *Checklist* will be stated. This will contain the results concerning the textbook layout, content and cultural load of the reading passages and dialogues. The chapter will also include the *Impressionistic Overview* results. The following section will report on the statistical data collected via *Item Frequency Analysis* and will show the distribution of cultural elements of the reading passages and dialogues of the textbook and workbook. In the next part, the results of *Teacher Questionnaire* and *Teacher Interview* will be stated showing teachers' attitude towards cultural matters. The results of *Student Questionnaire* showing students' attitude towards their textbook and various cultures will be followed by a brief conclusion of the chapter.

4.1. Results of the Spot On Student's Book and Workbook Analysis

4.1.1. Cultural load of *Spot On 8*

It is widely suggested by various works in the field of material development that the amount of material load in a textbook should be 'established' in accordance with students' level of proficiency in the target language, i.e. the lower the language level is the less the information load should be, and vice versa – with higher level of proficiency in L2 the amount of information presented at the lessons should be increased. One more important criterion here is the students' age, since older

students are capable of acquiring more complex elements. “Their [students’] age, their interests, what they find interesting and boring have a direct bearing on the on the manner in which they view the content of the book’s themes and topics” (Tomlinson, 2003).

Following this assumption and the fact that by the 8th grade students of state schools should have been studying English for 3 full academic years (and in the schools with additional preparation class it makes up 4 years of English learning) the author of the present investigation expected a considerable load of information to be found in reading texts and dialogues of the analyzed textbook and workbook. The language and vocabulary, however, were expected to have the level of difficulty comprehensible enough for the students’ of 13 to 15 years of age. It was supposed that although the students should be able to deal with complex and extensive reading passages, their general intellectual development is limited and thus the language of the passages should be adapted to the students’ level of intelligence. The results, however, showed that the present situation could be improved. The present part represents the results on the *Spot On 8 Student’s* book and Workbook given followed by the observations on the reading passages and dialogues content.

The data are given below in a form of tables reporting on *Spot On 8 Student’s* book in the left column and the Workbook in the right one; each part of the checklist (there are three main sections – *General Information, Dialogues, and Reading Passages*) is presented separately.

The Table below shows the *General Overview* concerning the layout and amount of reading texts and dialogues of *Spot On Student’s* book and Workbook.

Table 2

The Layout of the Student's book and Workbook and the Amount of Reading Texts and Dialogues

Question	Spot On 8 Student's book	Spot On 8 Workbook
<i>Number of units</i>	16	16
<i>Number of texts</i>	13	9
<i>Does every unit contain reading texts?</i>	Not every unit contains reading texts (there are no texts in units 5, 8, 12); Unit 5 contains one dialogue.	Not every unit contains reading texts (there are no texts in units 2, 5, 6, 7, 8, 10, 11)

As it is shown in the table, both Student's book and Workbook appear to lack dialogues (the workbook does not have any of them, and the Student's book has only one), and the amount of reading passages seems to be insufficient for an 8th grade textbook. There are, however, gap-filling tasks in the form of dialogues, but their amount is not high and due to the presence of gaps the content is incomplete, therefore, those tasks were not counted as dialogues.

As for the cultural presence, The Student's book appeared to have both native and target cultures present in its reading passages and dialogues, whereas Workbook introduced only C2 elements.

Table 3

The Emphasized Cultures of "Spot On" Student's Book and Workbook

Question	Spot On 8 Student's book	Spot On 8 Workbook
<i>Is there any emphasis put on the native culture?</i>	Native culture is present (not emphasized)	There is no Native culture (not emphasized)
<i>Is there any emphasis put on the target culture?</i>	Target cultures (British/American) are present (emphasized)	Target cultures (British/American) are present (emphasized)
<i>Is there any emphasis put on the other cultures?</i>	No other cultures are presented	No other cultures are presented

This shows the obvious emphasis on the target culture, which is not surprising since the books are aimed at teaching English as a foreign language. Unexpected was the fact that the C1 content appeared to be quite poor. For the textbook published locally for the secondary school students a greater amount of native culture was expected to be found. The information concerning culture in the textbook and workbook *Dialogues* is presented in table below.

Table 4

Cultural Presence in the Dialogues of “Spot On” Student’s Book and Workbook

Question	Spot On 8 Student’s book	Spot On 8 Workbook
<i>Are the situations of the dialogues realistic/artificial (example)?</i>	The only dialogue of the textbook shows target culture representatives discussing the history of Turkish Republic. This type of setting was considered as artificial by the author of the present investigation and two independent assistants;	N/A
<i>Are the situations of the dialogues familiar for students?</i>	The dialogue can be considered as familiar to students since it includes child-to-child interaction;	N/A
<i>Are there any kinds of stereotyping concerning any cultures? If <u>yes</u>, what kinds of stereotyping are there?</i>	No stereotypes of any cultures are present in the dialogue ⁵ ;	N/A
<i>Are there references to touristic places of any countries?</i>	There are no references to any touristic places of target culture countries, neither of other world countries. The only references to touristic places are for the Turkish cities, but these are mentioned not in terms of tourism but in terms of history.	N/A

(Table 4 continues)

⁵ However, in the rest of materials – pictures, grammatical exercises, etc. there are certain stereotyping concerning C1 and C2 noticed by one of the independent assistants who has done a survey on gender stereotyping in ELT textbooks – this fact gives a basis for future expanding of the research topic and evaluating the whole textbook.

(Table 4 continued)

<i>Are there any names belonging to C1/C2/C3 used for the interlocutors?</i>	All the interlocutors in the dialogues are the representatives of target culture. There are leading characters throughout the whole textbook, all belonging to C2. The layout of the dialogue is comic stripe type, and the interlocutors are presented in the form of pictures of those leading characters. There are no Turkish names used for the interlocutors.	N/A
<i>Are there any references to any type of art, music or literature of any culture?</i>	There are no references to any type of art, music or literature of any culture.	N/A
<i>Are there any references to famous people of any country?</i>	The only reference to the famous people found is about Mustafa Kemal Atatürk).	N/A
<i>Are there any references towards traditions of any culture?</i>	There were no references towards traditions of any culture found.	N/A
<i>Are there any images of people's behavior referring to any culture?</i>	There were no images of people's behavior referring to any culture found.	N/A
<i>In what situations are the interlocutors shown in the textbook and workbook dialogues?</i>	The following situation was found in the dialogue: target culture representative in culture-neutral setting.	N/A

N/A – Not Applicable

Next part of the checklist dealt with the **Reading Passages** of the textbook and workbook. The types of questions reflected those developed for the dialogues with minor changes. In the Student's book there are 24 reading passages, 11 of which are culture-neutral (CN), 10 referring to target culture (C2), 1 having mentioning German culture (C3) and two – to Turkish culture (C1). Each text, even the one with CN content has a short foreword describing the main characters of the book doing something with the text (see Picture 2). The cultural elements in such forewords were counted, but even though the people there were of C2 background, the belonging of

reading passages to any culture was established according to the main message of the text, not the foreword⁶.

The Workbook contains 9 reading passages, with four of them belonging to C2 and five culture-neutral. There are no reading texts referring to C1 found in the Workbook. Table 5 represents the more detailed information on the reading texts.

⁶ The list of reading texts, their belonging to cultures, and their forewords are given in Appendix F and Appendix G.

Picture 1


The Only Dialogue Found in Spot On Student's Book

The Independence War Unit 5

B. While You Read

Trevor and Tessa are reading a text about the history of the Turkish Republic.

1. Look at the text and help Trevor and Tessa decide:
Which historical event are they reading and talking about?
.....




Weren't you watching TV, Tessa?


Let's have a look at this book together.

No.


Sure.




At the end of the World War I, in the eyes of the Allies; the United Kingdom, France, Italy and Greece; the Ottoman Empire lost the war. Atatürk started the Independence War. The Ottoman Empire had no power anymore.




Was Atatürk leading the Independence War?



Yes, he was.



What did he do?

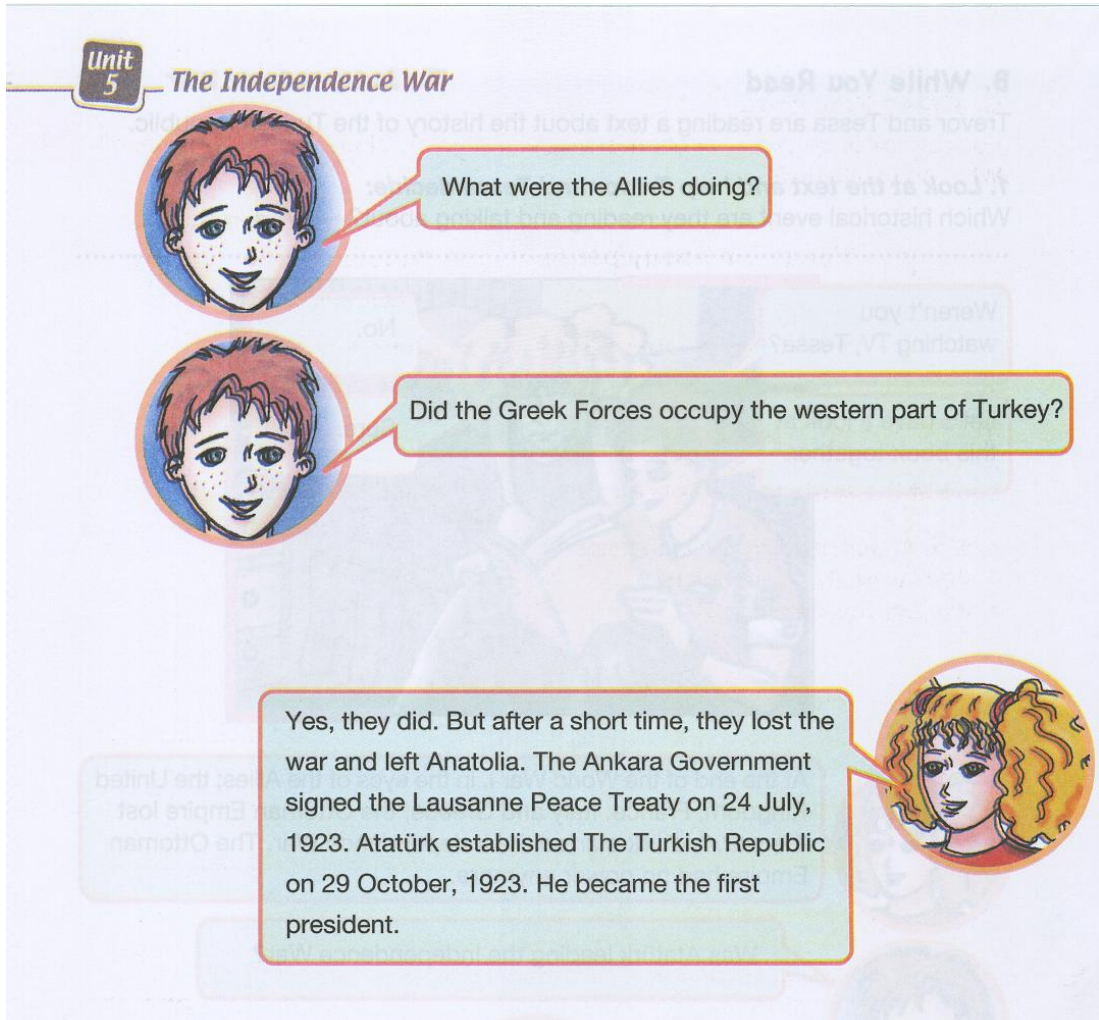


Firstly, he went to Samsun on 19 May, 1919. He started the national movement in Amasya on 22 June, 1919 and continued the movement in Erzurum and Sivas. Mustafa Kemal and his friends opened the Turkish Grand National Assembly on 23 April, 1920 in Ankara. He became the first president.

59

Picture 1a

The Only Dialogue Found in Spot On Student's Book (continued)



Picture 2


Sample Reading Text Representation in Spot On

The Story Of The Stolen Necklace Unit
6

B. While You Read

It's 9 o'clock in the evening. Tessa is reading a story to her cousin, Jim. It's a story called "The Story of Stolen Necklace".

1. Read the first part of the story. Who is the main character in the story?



Detective Work

One summer, the sixteen-year old Paul got a job on holiday at the local museum. He was excited about the job because he was interested in history. When he started the job, he was studying history at school. A valuable exhibit arrived on his first day. It was Mrs. Gilbertson's beautiful diamond necklace. Two weeks later someone stole the necklace. Anyone in the museum could be the thief but Paul was the most likely suspect. A few days later, while Paul was painting the wall at the back of the pirate exhibit, he noticed something. It was the stolen necklace. He couldn't believe his eyes. He decided to report the incident to the police and give the necklace back. But, while he was walking to the police station, he changed his mind. He thought, "I can't tell the police. It's too dangerous. They will suspect me. I must prove my innocence". He made a wonderful plan to catch the thief.

: What were the others doing?
They were having lunch.

: What was Paul doing?
.....

67

Table 5

Cultural Presence in the Reading Texts of “Spot On” Student’s Book and Workbook

Section, Question	Spot On 8 Student’s book	Spot On 8 Workbook
<i>What situations/settings can be found in the texts?</i>	The following settings are present in reading passages of the textbook: C2 representative in CN situation; C2 representative in C2 situation; C3 representative in CN situation.	The following settings are present in reading passages of the workbook: C2 representative in CN situation; C2 representative in C2 situation.
<i>Is the cultural information presented in the texts realistic/ artificial? Does the cultural information presented in the texts reflect the present time/the past times?</i>	The cultural information presented in the texts is various, i.e. there are paragraphs with realistic up-to-date information, as well as the paragraphs carrying artificial information. The materials reflect both present and past times.	The cultural information is insufficient, it consists only of the references to some cultural elements; it is not realistic as well, it includes a story told by a C2 representative, a dream, and C2 representatives’ comments.
<i>Is the cultural information presented in the texts interesting for students?</i>	The cultural information presented in the texts mostly seems to be interesting for students, since most of the texts are developed in accordance with the target group’s age. There are, however, several paragraphs which were considered as out-of-students-interest by the researcher and her assistants. (e.g. A text containing statistics concerning young people’s ambitions, Unit 11)	The cultural information presented in the texts mostly seems to be interesting for students, since most of the texts are developed in accordance with the target group’s age. There are, however, several paragraphs which were considered as too difficult for the students of 13-14 years old. (e.g. A text about Emotional Intelligence written in a scientific style, Unit 9)

(Table 5 continues)

(Table 5 Continued)

Cultural Presence in the Reading Texts of “Spot On” Student’s Book and Workbook

<i>Are there any kinds of stereotyping concerning any cultures? If <u>yes</u>, what kinds of stereotyping are there?</i>	There was an indirect stereotyping found in some of the reading texts. One role card the students are asked to play a role of a 100 years old Turkish man, who was young during the Independence war, and who later worked on cotton fields. This could give students a distorted historical picture and stereotype the way people lived in the past.	There was an indirect stereotyping found in some of the reading texts. One of the passages introduces the topic of junk food and obesity problem, referring to American society, which can lead to stereotyping in case of incorrect introduction of the information to students.
<i>Are there references to touristic places of any countries?</i>	There are several references to C2 touristic places, few references to Turkish touristic places and no references to the touristic places of other world cultures.	There are no references to any touristic places.
<i>Are there any names belonging to C1/C2/C3 used for the interlocutors?</i>	There are two types of texts in the textbook – neutral texts with no characters, and texts with characters. For the latter ones the characters belong mostly to C2, and only one reading passage has characters belonging to C3 (Germany).	There are two types of texts in the workbook – neutral texts with no characters, and texts with characters. For the latter ones the characters belong solely to C2
<i>Are there any references to any type of art, music or literature of any culture?</i>	There are no references to art or music. Most of the reading passages are on every-day-life topics. There was, however, a book written by Daniel Goleman mentioned, as well as reference towards a German tale.	There are no references to any type of art, music or literature of any culture. All the reading passages are on every-day-life topics.

(Table 5 continues)

(Table 5 Continued)

Cultural Presence in the Reading Texts of “Spot On” Student’s Book and Workbook

<i>Are there any references to famous people of any country?</i>	Two references to famous people were found: a reading passage about Daniel Goleman, an American psychologist, and a small paragraph about Walt Disney.	The only reference to the famous people is found in a reading passage on a neutral topic about Emotional intelligence, making casual mention of Mozart.
<i>Are there any references towards traditions of any culture?</i>	There were no straight references towards traditions of any culture found. However, in the text about a hotel in Turkey there is Turkish bath mentioned as well as Turkish folk dancing.	There were no references towards traditions of any culture found.
<i>Are there any images of people’s behavior referring to any culture?</i>	There were no images of people’s behavior referring to any culture found.	There were no images of people’s behavior referring to any culture found.

To sum up, the two prevailing cultures in the reading materials of the Student’s book are C2 and C1, whereas Workbook contains only culture-neutral reading passages and those of C2. There are also slight indirect references towards other world cultures. No traditions or other elements of any cultures were detected in the Workbook, whereas Student’s book has superficial mentioning of C1 and C2 traditions. The settings of the reading passages and the mentioned personages were either culture-neutral or belonged to C2. However, the message of the texts itself appeared to be pretty neutral and even sterile. This shows the artificiality of the content of the texts, and this in its turn may lead to misinterpretation and further misuse of information by students. In addition, indirect stereotyping, or to be more exact, generalizations that may lead to stereotyping were found in both textbook and workbook.

4.1.2. The Frequency of C1, C2, C3 Or CNEUT Elements in the Reading Passages

Not much could be said concerning the amount, the frequency and the distribution of the cultural elements found in the only dialogue of the textbook (See Picture 1 *The only dialogue found in Spot On Student's Book*). In the textbook dialogue there are two interlocutors, both belonging to a C2 background. Therefore, two *Names* used (Tessa and Trevor) are C2 names. In the dialogue text, however, most of the references belonged to C1 and C3. The interlocutors were discussing the history of Turkish Republic, mentioning Atatürk (reference to *Famous Person*). There were *Geographic Places* of certain historical events as well, such as the United Kingdom, France, Italy and Greece as World War I participators; Samsun, Amasya, Erzurum, Sivas, Ankara as the cities where Turkish national movement of independence played an important role.

Apart from the dialogue, the frequencies and percentages of cultural elements in *Spot On* reading passages are presented below. It should be noted there, that the amounts of elements are presented regardless of any certain culture. The graph aims to represent the shares of various cultural elements introduced into the reading passages, not which cultures they belong to. No graphical representation was made for the Workbook cultural elements distribution due to the insufficient data.

Overall, the variety of cultural elements in Student's book is richer than in Workbook; to be more exact, there were only 16 *Names* and two *Famous People* found in the Workbook.

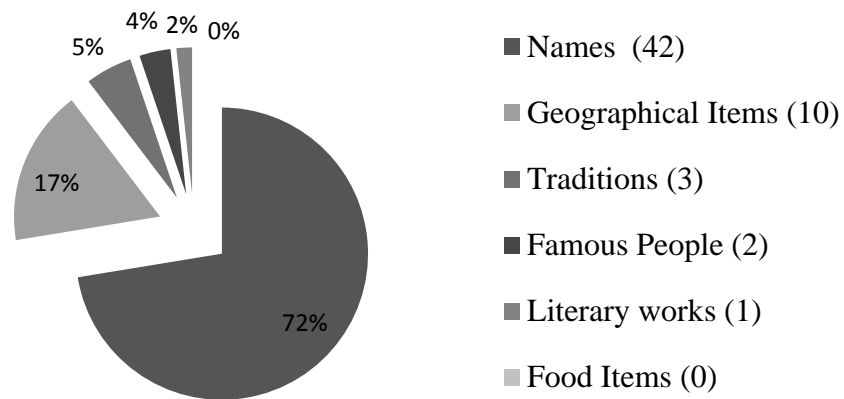


Figure 1
The Frequency and the Distribution of Cultural Elements in SPOT ON Student's Book Reading Passages

First of all, as it can be seen, almost all pre-determined cultural elements were found in the reading passages of the Student's book, although their amount is considerably small. The workbook proved to contain insufficient cultural load. Nevertheless, the elements of *Names* category appeared to be the most frequent in both books. The detailed results on each category are presented below.

4.1.2.1. The Distribution of *Names* Items

In the total of 24 texts of the Student's book there were 42 names found (38 of them belonging to C2, one to C1 and three to C3). It is necessary to define the category *Names*. A name and a surname belonging to one person were counted as one entry (e.g. Daniel Goleman). Moreover, since the textbook has main characters throughout all the units (all of the C2 background) the names found in the text often belong to those characters and thus are repeated. They were, however, counted as different entries for every reading passage⁷.

⁷ The item Cinderella was not counted as a name, since it refers to the nickname of the famous character, and due to the worldwide popularity it may not be applied to any certain culture. The names

Table 6

The Frequencies of Names Appearing in the Reading Passages of Student's Book and Workbook

Names	Frequency	
	Student's book	Workbook
<i>Tessa</i>	10	5
<i>Jim</i>	5	-
<i>Sally</i>	3	1
<i>Paul</i>	2	-
<i>Carole</i>	2	-
<i>Paula</i>	2	-
<i>Greg</i>	2	1
<i>Trevor</i>	1	3
<i>Steven</i>	1	-
<i>Tamara</i>	1	-
<i>Robbie</i>	1	-
<i>James</i>	-	1
<i>Bill</i>	-	1
<i>Lisa</i>	-	1
<i>Norman</i>	-	1
<i>Mr. Gilberston</i>	1	-
<i>Mr. Thomson</i>	1	1
<i>Mrs. Thomson</i>	1	-
<i>Rebecca Swift</i>	1	-
<i>Daniel Goleman</i>	1	-
<i>Walt Disney</i>	1	-
<i>Laura Brushley</i>	1	-
<i>Richard Hanson</i>	1	-
<i>Linda Buck</i>	1	-
<i>Hasan Çavuş</i>	1	-
<i>Morgan Spurlock</i>	-	1

Moreover, as it was mentioned before, some of the characters are not involved in the main events of the reading passages, but they are mentioned in foreword parts in order to introduce the setting for the texts. As for the Workbook, of the nine reading passages, all 15 names of the characters belong to C2 all referring to the aforementioned textbook characters.

of another tale, Hansel and Gretel, however, were counted since they are the real names and belong to C3 background.

Table 7

The Spread of Names in SPOT ON Student's Book and Workbook Reading Passages

	C1	C2	C3	CN
<i>Student's book</i>	1	38	3	0
<i>Workbook</i>	0	15	0	0

4.1.2.2. The Distribution of Geography Items

The second most frequent element after *Names* was *Geography Items*. Any name of a city, country, geographical location – anything that can be put on a map – was counted as separate entries (except for buildings, such as hotels or markets). In the Workbook, however, there were no of geographical items found.

Table 8

The Spread of Geographical Items in SPOT ON Student's Book and Workbook Reading Passages

	C1	C2	C3	CN
<i>Student's book</i>	4	4	2	0
<i>Workbook</i>	0	0	0	0

Among the geographical locations found there were both C1 and C2 related items. The textbook referred to Bodrum as a touristic place, Adana as a geographical region in Turkey, and Sakarya River as a place of historical events. As for C2 *Geographical Items* reference, Ben Nevis was found in a fabricated magazine article. Others included *the USA* as a place for visiting, *Seattle, Washington* as a place of

living and *Dallas* as a place of studying. No *Geographical Places* were found in the Workbook reading passages.

4.1.2.3. The Distribution of *Tradition Items*

The third category was *Tradition Items*. Any statement mentioning traditional elements of any culture were counted as separate entries. Here, again, only three references were found in the Student's book. Workbook appeared not to contain any of them.

It is necessary to add, however, that the mentioning of traditions was not completely explicit. Instead, there was slight hint made about cultural and traditional elements.

We also offer Turkish folk dancing... (Student's book, p. 172)

You can also have a great time at the Turkish bath... (ibid., p. 172)

You have worn a lot of traditional clothes like as a kilt... (ibid., p. 193)

Table 9

The Spread of Traditions Items in SPOT ON Student's Book and Workbook Reading Passages

	C1	C2	C3	CN
<i>Student's book</i>	2	1	0	0
<i>Workbook</i>	0	0	0	0

4.1.2.4. The Distribution of *Literature and Famous People Items*

One *Literature* work has been found in the Student's book. It is a German tale "*Hansel and Gretel*" which can be considered as a literature work belonging to C3⁸.

⁸ Another reference towards a tale character *Cinderella* was not counted, since the context was different from the real story, and thus, it could not be considered as a literary work. Moreover, one of

As for *Famous people*, only three names were found. One of them is Daniel Goleman (as mentioned earlier in the Student's book). It should be noted, however, that the person can be considered famous only in the field of psychology, and may not be familiar to the students of the 8th grade. Second *Famous Person* found in the Student's book was Walt Disney. The third item was found in the Workbook referring to *Mozart* saying:

A baby might be born with a very high potential for music – he or she might be a potential Mozart ... [Workbook, p. 42]

4.2. Teachers' Perceptions of the ELT Textbooks Published in Turkey in Terms of Cultural Load

Teachers' perceptions of the textbook they are using, and of the place of culture in ELT materials was measured by the implementation of the questionnaire. Total of 18 responses were collected after the implementation of the *Teacher Questionnaire*⁹. The results of the teachers' responses are presented below.

4.2.1. General Perceptions of Culture

It was highly important to learn what cultures teachers consider to be significant in teaching. Therefore the respondents were asked to say what came to their mind when they thought of the notion of *Culture*. When answering the question, the respondents were allowed to choose more than one option. The results showed that most of the teachers (10 respondents) see target culture as the most essential in

the texts represents the book "*Emotional Intelligence*" written by Daniel Goleman. The text gives a short explanation of what Emotional Intelligence is. The book, however, cannot be counted as a Literature, since it is not a literary type, but purely scientific work.

⁹ The numbers may appear low at first glance when compared with students' responses (n=177). But this can be explained by the limitations faced at local schools of Ankara (See chapter *Limitations of the Study* for more detailed explanation). This affected the questionnaire reliability, which appeared to be 0,142 points less than minimum acceptable. The Cronbach Alpha coefficient calculated via statistical procedures in PASW program was 0,658.

ELT. Nine of the teachers selected both native and target cultures and one third of the respondents voted for all the culture types: C1, C2 and C3.

Table 10

Responses to the Question: “When You Think of the Notion of Culture What Comes to Your Mind?”

	Students’ C1	C2 of the language you teach	Various world cultures C3	C1 and C2	C1, C2, and C3	other
<i>Number of teachers</i>	4 (22,2%)	10 (55,6%)	6 (33,3%)	9 (50%)	6 (33,3%)	0

The first question of the questionnaire aimed at determining what countries according to the teachers target culture refers to. The results showed that most of the teachers agreed on *the USA* and *the UK* belonging to C2. Four teachers included Canada to the list and only one listed Australia. No teachers considered New Zealand as a country of C2, although English is the official language of this country.

Table 11

Responses to the Question: “Target Culture Includes the Following Countries”

	The USA	The UK	Canada	Australia	New Zealand	other
<i>Number of teachers</i>	14 (77,8%)	17 (94,4%)	4 (22,2%)	1 (5,6%)	0	1 (5,6%) (Turkey)

The option “other” was selected by one of the respondents. However, the teacher seemed to misunderstand the notion of target culture having added *Turkey* into the “specify” field.

The second question asked what teachers considered to be students’ native culture. The results showed that generally all the teachers considered C1 to refer to cultural features of students’ country in general. However, over one third of the teachers agreed on the point that native culture included not only cultural features of

a certain area of their country but also cultural features of the immediate environment students are exposed to as well as cultural features of a student's family.

Table 12

Responses to the Question: "Native culture of students includes the following aspects"

	cultural features of their country in general	cultural features of a certain area of their country	cultural features of the immediate environment the students are exposed to	cultural features of a student's family
<i>Number of teachers</i>	13 (72,2%)	7 (38,9%)	7 (38,9%)	9 (50%)

For going deeper into the concept of culture, it was necessary to find out what teachers considered the components of culture to be. There was a list of components prepared which reflected an analogous list of cultural elements determined for the item frequency analysis and which consisted of the following items: *Music, Art, Literature, Traditions, Food, People's Behavior, People's Habits, People's Beliefs, Touristic Places.*

Table 13

Responses to the Question: "When you Think of the Cultural Components what comes to your mind?"

	Music	Art	Literature	Traditions	Food	People's behavior	People's habits	People's beliefs	Touristic places	Other
<i>Number of Teachers</i>	14 (77,8%)	14 (77,8%)	13 (72,2%)	15 (83,3%)	15 (83,3%)	13 (72,2%)	14 (77,8%)	12 (66,7%)	13 (72,2%)	2 (11,1%)

As it can be seen in the table the most frequent responses were *Traditions* and *Food* chosen by 15 teachers; 14 referred to *Music*, *Art*, and *People's habits*, 13 teachers selected *Literature* and *Touristic places* and two teachers added *Life Style* and *History* to the list.

In order to get a deeper insight into the teachers' perceptions of culture and its presence in ELT textbook and workbook, in addition to the questionnaire, seven teachers were asked to participate in a semi-structured interview. The questions were developed in relation to the checklist items and teacher and students questionnaires so that a better image of the situation could be obtained. The obtained interviews were tape-recorded and typed (See Appendix F for Interview Transcriptions)

On the question *What is culture?* teachers referred to “*Big C*” (Brooks, 1971), emphasizing traditions, beliefs and values of people as well as to more concrete elements belonging to “*Small c*” such as art, music, literature and food. Thus, the interviewees mentioned almost all the elements of culture that were pre-established for defining the construct of culture. It is important to mention that some of the teachers (e.g. *Interviewee 1* below) were given a questionnaire where the possible components of culture were listed, so the elements suggested by those teachers might be “borrowed” from the questionnaire.

Culture is, I think, everything's culture, you can see culture in everywhere, for example, in music, in art, in literature, in people's traditions, food, people behavior, I think all of them, touristic places, you cannot divide culture as A B C, culture is everything... [Interviewee 1]

If I think culture it's very wide area, because its components are a lot, there are a lot of these components of culture. For example, foods, literature, people behavior, etc. like this, there are a lot of components actually [Interviewee 3]

Culture – habits of country, about nationalities, people, their habits, all including [Interviewee 4]

The nations' lifestyle and anything related to it, holidays, even what they eat, how they behave ... anything, anything related to people or

the nation, I think. The way you speak, the way you greet people, anything [Interviewee 5]

Culture means, of course, traditions...customs...history...this is all culture, I think [Interviewee 6]

I think, everything...language..., science, music, behavior, beliefs, everything includes [Interviewee 7]

The teachers further were asked about whether culture should be integrated into ELT and if so, how it should be done – explicitly or implicitly. The results showed that 83,4% of teachers agreed that culture should be integrated into language teaching (5 teachers chose *Strongly Agree* and 10 – *Agree*). Only 11,1% of teachers disagreed (n=2), and one teacher selected “*undecided*” option, which makes up 5,6% of total number of teachers. As for the way of culture integration, 66,6% of respondents (n=12) believe that culture should be integrated explicitly and 33,3% (n=6) voted for the implicit integration of culture. The table below shows the percentage of teachers’ responses.

Table 14

Teachers’ Responses to Likert Scale Questions Concerning the Integration of Culture in ELT

ITEM	Strongly agree	Agree	Strongly disagree	Disagree	Undecided
<i>Culture should be integrated into foreign language teaching.</i>	5 (27,8%)	10 (55,6%)	-	2 (11,1%)	1 (5,6%)
<i>Teaching of culture should be explicit (student should be aware of the process of learning the culture)</i>	4 (22,2%)	8 (44,4%)	-	4 (22,2%)	2 (11,1%)

<i>Teaching of culture should be implicit (students are unaware of the fact that along with language elements they acquire cultural elements as well)</i>	2 (11,1%)	4 (22,2%)	1 (5,6%)	7 (38,9%)	4 (22,2%)
---	--------------	--------------	-------------	--------------	--------------

According to the results of the interview data analysis, six out of seven teachers agreed on the statement that culture should be presented at English language lessons.

Culture important because if the students know the culture of other countries, they are more interested in learning English, and culture is everything. In language you can see culture in language. While learning language the students, you know, the students want to know the culture of the language in the textbooks [Interviewee 1]

It's a part of our life. Everything in our life consists of culture. [Interviewee 7]

Surprisingly, one of the teachers considered culture to be not important for ELT. She noted, however, that culture may be taught but not necessarily.

...we don't have to include culture in fact. Because culture isn't taught at school...it's optional [...] If we teach English language or a foreign language, students...I don't want to say should learn but students may learn or they can learn the cultures from the books. [Interviewee 6]

Thereby, the majority of the teachers agreed on the issue that culture should be presented at the English language lessons. Here arises another important question that is what culture should be presented. It is necessary to note here, that, as it became obvious, most of the interviewees had not thought through this issue before. That is why their responses lacked confidence and sometimes contradicted each other. Nevertheless, the teachers' responses fell into various opinions.

First of all, some teachers appeared to have relatively strong opinions towards the question. One of them considered native culture to be unimportant since, as she assumed, the students are familiar with their own culture and there is no need to teach it.

No, not Turkish, they aren't interested in Turkish culture, because they know Turkish. Our students, [...] come from the poor families,

and they don't have opportunity to see other countries and only they know the other cultures, the other countries, they see the pictures in the textbooks, they have only this opportunity [Interviewee 1]

The teacher, however, considered both C2 and C3 to be beneficial for students, as it may raise their motivation in the lesson.

If they see some touristical places of other countries, or their food, their traditions, they are more interested in lesson, they want to learn, they want to see, because they don't have other opportunities to travel the other countries, they only know them from the textbooks, yani [Interviewee 1]

Another respondent shared the view that students are familiar with their native culture, and therefore, taking into account the fact that the target language is English, she believed C2 to be of the highest importance.

In fact, all of them it's very important, both culture is important, but if we teach English we must give students English culture. Ok, our culture is very important but our students know the our culture, but at the same time we must give the English culture... [Interviewee 3]

The only male respondent shared quite an unexpected view completely opposite to those mentioned above. He claimed that the only culture to be taught at the lessons is C1 and that if students feel the need or are curious about any other cultures they can research about them independently.

Interviewee: Our own culture... for example, if we are Turkish people, so we should teach Turkish culture for the students, because children can't understand culture about English people or American people. They don't know the people in America or in England, also they confuse the names also man and woman...

Interviewer: So should we also teach American-English culture?

Interviewee: Yes, we teach, but it is not efficient for students

Interviewer: How about other world cultures? Should they be in the book?

Interviewee: No, I am not agree with that ... because if children try to learn culture they may research about the cultures, not English ... yes, we should teach the students speaking English, not another culture [Interviewee 4]

The teacher did not show any attitude against C2 or C3, but he claimed that teaching of these cultures is not effective since it brings difficulties in comprehension.

I have no problem teaching English culture or American culture but students can't understand easily, so we have to explain again in Turkish what does it mean, again explain in Turkish, and explain, explain for the purpose not clear [Interviewee 4]

The rest of the participants shared the opinion that all cultures must be introduced at the English language lessons. There still were different reasons given for that. Thus, one of the teachers noted that although she was willing to introduce various cultures to students, the students themselves felt more comfortable dealing the familiar material belonging to C1.

I think they must be taught, but our students in this school, especially in this school... they are comfortable with their own culture, because they know them better than other cultures. They can learn their native culture easily, because they are in it. [Interviewee 7]

Another teacher appeared to be highly positive about teaching the world cultures. She made, however, several important comments saying that first of all, in order to teacher cultures a teacher should possess enough knowledge of these cultures, and, secondly, that at English language lessons English culture should be given.

If English teacher has a world culture that you can teach them. If an English teacher hasn't got a world culture, you can't teach them. In fact, all of them it's very important, both culture is important, but if we teach English we must give students English culture. [...] So, that's why English culture, pardon, an English teacher must have most of culture in the world culture, native culture, and, of course, target culture that you can compare them. [Interviewee 2]

The most unprejudiced response was given by the bilingual teacher (German, Turkish) who had experience of living and studying abroad as well as in Turkey. The reason for the teacher to be open to various cultures may be her being exposed to multiculturalism from the childhood. According to her, teaching of cultures

...depends on the age, the grade of students. In fourth and fifth class, even in sixth class, I don't think it's really good to teach a foreign culture because students are not very familiar with their own culture. First they must be aware, conscious of the elements of their own culture, because we don't want to assimilate our students, we just want to teach that there are different cultures, different ways, different languages etc. So, seventh and eighth grades students and upper it's ok when you teach English or American culture.

Interviewer: Do you think other world cultures should be also introduced?

Why not? Because there are not only Turkish and British cultures. There's Spain, Africa, and I mean, even North Pole... it's ok. [Interviewee 5]

To sum up, most of the teachers agreed on the fact that cultures should be taught, and the majority of the interviewees are appeared to be positive towards their students learning various cultures.

Another dimension of the study was to investigate what teachers think students feeling about various cultures were. The results are presented in the following table.

Table 15

Teachers' Responses to Likert Scale Questions Concerning Students' Level of Comfort with Various Cultures

ITEM	very comfortable	quite comfortable	indifferent	slightly uncomfortable	not comfortable at all
<i>How comfortable do your students feel dealing with their Turkish culture at the lessons?</i>	8 (44,4%)	9 (50%)	1 (5,6%)	-	-
<i>How comfortable do they feel dealing with English-speaking cultures?</i>	-	8 (44,4%)	3 (16,7%)	4 (22,2%)	3 (16,7%)
<i>How comfortable do they feel dealing with other international cultures?</i>	1 (5,6%)	5 (27,8%)	7 (38,9%)	3 (16,7%)	2 (11,1%)

As it can be seen in the table, 94,4% of teachers (n=17) think that students are comfortable dealing with their native culture. Eight teachers stated that their students are willing and motivated towards Turkish culture, nine teachers claimed that students consent to deal with C1 material, although not showing great interest; and only one noted their students' indifferent attitude towards the native culture. No negative attitudes were found in the responses.

The situation changed when it came to the question of target culture. None of the teachers consider their students to be *very comfortable* when dealing with C2. *Quite comfortable* was chosen by 44,4% (n=8); and 16,7% (n=3) indicated their students' indifference to C2. Seven teachers noted students' negative feelings towards C2 with 22,2% responses for students being unwilling and unmotivated and 16,7% responses stating that students reject to deal with C2.

Other world cultures (C3) appeared to receive almost equal amount of positive and negative responses. One teacher selected the option *Very Comfortable*, and five teachers (27,8%) chose *Quite Comfortable*. Seven responses (38,9%) showed students' indifferent attitudes to other world cultures, and total of five teachers went for discomfort options with 16,7% (n=3) choosing *Slightly Uncomfortable* and 11,1% (n=2) choosing *Not Comfortable at all*.

As it can be seen according to the teachers' views the most preferred culture for the students was C1, although there was not total rejection of other cultures found.

Along with the questionnaire respondents, the interviewees were also asked about what they think their students' attitudes towards cultures were. The question was parallel to the one from the Teacher questionnaire asking whether students felt comfortable when they faced elements of a foreign culture. The responses showed quite diverse views. Although the majority of the teachers noted that students were comfortable and felt friendly towards unfamiliar cultures, the reasons for that varied. One of the interviewees claimed that making students feel motivated and comfortable with any type of culture depended on a teacher's attitude to work.

If the teacher likes his job, if the teacher loves teaching English, of course the students wonder 'Oh, teacher!' and they like it. Because I use my experiences in those years and they listen to me carefully and they ask me a lot of questions about that culture, that country in Europe. [Interviewee 2]

Two respondents' answers fluctuated between "want to learn" and "must/have to learn" saying that if students are given the material they have no choice but learn it and be open to it.

Yes, they're comfortable with new culture because they are learning it, they have to be [Interviewee 6]

Sometimes comfortable, because they start to learn language, [...] they should take the language and the culture. They want to learn because we ask the questions in exams grammar. They want to learn grammar, but at the same time we give the culture, so they must learn both of them. So they uncomfortable sometimes, sometimes curious, all of them [Interviewee 3]

The aforementioned respondent who had experience of living and studying abroad gave a reasonable explanation to her students being comfortable with foreign cultures. She noted that due to the rapid development of technology children can reach a lot of information via TV and the Internet, and thus

...they don't feel uncomfortable. People nowadays, even children, are not as comparative as they used to be, because of media and visual media, they already know most of the things, they don't encounter something for the first time. [Interviewee 5]

As it can be seen from the teachers' responses, the situation with students' attitudes isn't clear enough to make any conclusions. Therefore, it was essential to ask students themselves and elicit the first-hand answers.

4.2.2. Cultural Presence in ELT Textbook and Workbook and Their Reading Passages

Since the present investigation aimed at analyzing not the whole textbook but its reading passages and dialogues, it was first necessary to find out whether teachers

perceived reading materials as appropriate for introducing cultural elements. The teachers were asked to identify what textbook activities were most suited to present cultural elements. According to the obtained results, most of the teachers chose *Dialogues* (n=16), Reading texts were chosen by 14 teachers. Surprisingly, 7 teachers considered grammar exercises as an appropriate way to introduce culture, and 11 teachers think additional reading is acceptable for presenting cultural elements.

Table 16

Which Textbook Activities Should Cultural Elements be Presented?

	Working with dialogues	Reading texts	Additional reading	Doing grammar exercises	Other
<i>Number of teachers</i>	16 (88,9%)	14 (77,8%)	11 (61,1%)	7 (38,9%)	3 (16,7%)

Three teachers filled the “*other*” option suggesting songs, plays, listening, speaking vocabulary, pictures, and posters as a possible way to introduce cultural material to students. In addition, in the space left for the teachers’ comments, one of the participants stated: “*Pictures can be used, short stories, jokes can be used*”. This is an argument in favor of reading passages and visual materials.

A portion of the teacher questionnaire focused on eliciting teachers’ opinions concerning the importance of reading passages and dialogues when introducing culture to students. One of the 18 teachers did not respond to this section of the questionnaire, the rest of the 17 teachers in general showed positive attitude towards the matter agreeing with the given statements.

Table 17

Teachers' Responses to Likert Scale Questions Concerning the Role of Reading Passages and Dialogues in Integration of Culture

ITEM	Strongly agree	Agree	Strongly disagree	Disagree	Undecided
<i>A reading passage is one of the most appropriate ways to introduce cultural elements to students.</i>	3 (17,6%)	14 (82,4%)	-	-	-
<i>The reading passages should be free of general statements about any culture</i>	5 (29,4%)	7 (41,2%)	1 (5,9%)	3 (17,6%)	1 (5,9%)
<i>Texts for reading can provide students with rich cultural load.</i>	6 (35,3%)	6 (35,3%)	2 (11,8%)	2 (11,8%)	1 (5,9%)
<i>Dialogues can represent a real-world situation where the knowledge of culture is required.</i>	4 (23,5%)	12 (70,6%)	-	1 (5,9%)	-
<i>The written dialogues of ELT textbooks should show the way people of different cultures behave during communication</i>	6 (35,3%)	10 (58,8%)	1 (5,9%)	-	-

In order to have a complete picture of the situation with cultural presence in textbooks and its immediate *users'* opinion, all data collection tools were developed in compliance with each other, and therefore their questions included similar items. Thus, aiming at establishing teachers' view considering the phenomenon of culture the teacher questionnaire contained the question of what cultural elements should be included into the textbook and workbook reading passages. This made reference to the list of cultural elements used during the item frequency analysis procedures and that of the student questionnaire. The results are presented and explained below.

Table 18

Responses to the Question: “The Reading Passages of ELT Textbook and Workbook should contain the Following Elements”

	Turkish culture	Target culture	World cultures
<i>Names</i>	12 (66,7%)	12 (66,7%)	12 (66,7%)
<i>Geographical items</i>	12 (66,7%)	13 (72,2%)	14 (77,8%)
<i>Food items</i>	16 (88,9%)	14 (77,8%)	13 (72,2%)
<i>References to art</i>	10 (55,6%)	10 (55,6%)	10 (55,6%)
<i>References to music</i>	11(61,1%)	10 (55,6%)	11(61,1%)
<i>References to literature</i>	12 (66,7%)	11(61,1%)	12 (66,7%)
<i>References to famous people</i>	13 (72,2%)	14 (77,8%)	18 (100%)
<i>References to traditions</i>	15 (83,3%)	12 (66,7%)	14 (77,8%)
<i>References to the behavior of people</i>	14 (77,8%)	10 (55,6%)	11(61,1%)
<i>References to touristic places</i>	12 (66,7%)	12 (66,7%)	12 (66,7%)
<i>Other</i>	2 (11,1%)	1 (5,6%)	2 (11,1%)

As it is seen in the table, the majority of teachers agreed on including all the given elements (no element received less than 10 responses) although the responses varied slightly according to the type of culture. The lowest number of teachers having chosen an item was 10 and that referred to *References of Art* (C1, C2, and C3), *References to Music* (C2), and *References to the Behavior of People* (C2). The rest of the responses varied from 11 to 16, and the only highest number was given to the *References to Famous People* (C3) - all of the teachers chose the item.

The teachers' preferences towards these cultural elements in dialogues generally appeared to be similar to those of reading texts with minor difference in the spread of numbers. Thus, it may be noted again that most of the items were considered as cultural elements that must be integrated in the dialogues. The only exception here was the item *Reference to Art* of all the types of cultures; its percentage was 44,4%, 44,4% and 38,9% for C1, C2 and C3 respectively.

Table 19

Responses to the Question: “The Dialogues of ELT Textbook and Workbook should contain the Following Elements”

	Turkish culture	Target culture	World cultures
<i>Geographical items</i>	14 (77,8%)	12 (66,7%)	14 (77,8%)
<i>Food items</i>	11(61,1%)	17 (94,4%)	14 (77,8%)
<i>References to art</i>	8 (44,4%)	8 (44,4%)	7 (38,9%)
<i>References to music</i>	11(61,1%)	12 (66,7%)	14 (77,8%)
<i>References to literature</i>	12 (66,7%)	11(61,1%)	11(61,1%)
<i>References to famous people</i>	13 (72,2%)	14 (77,8%)	16 (88,9%)
<i>References to traditions</i>	14 (77,8%)	13 (72,2%)	12 (66,7%)
<i>References to the behavior of people</i>	12 (66,7%)	12 (66,7%)	10 (55,6%)
<i>References to touristic places</i>	11(61,1%)	12 (66,7%)	14 (77,8%)
<i>Other</i>	2 (11,1%)	-	-

The dialogues include not only cultural elements but also the interlocutors and the setting in which a certain conversation happens. The teachers’ preferences concerning possible settings are given in the table below.

Table 20

Responses to the Question: “The Written Dialogues of ELT Textbooks Should Include the Following Situations”...

Setting	Number of teachers
<i>Turkish person in culture-neutral setting</i>	6 (33,3%)
<i>Turkish person in Turkish culture setting</i>	9 (50%)
<i>Turkish person in target language culture setting</i>	9 (50%)
<i>Turkish person in other cultures setting</i>	5 (27,8%)
<i>Target culture representative in culture-neutral setting</i>	7 (38,9%)
<i>Target culture representative in Turkish culture setting</i>	10 (55,6%)
<i>Target culture representative in target culture setting</i>	8 (44,4%)
<i>Other cultures representative in Turkish culture setting</i>	9 (50%)
<i>Other cultures representative in target culture setting</i>	8 (44,4%)

<i>Other cultures representative in culture-neutral setting</i>	4 (22,2%)
---	-----------

The number of teachers voted for other options varied from 4 (22,2%) the lowest to 10 (55,6 %) the highest. According to the obtained results half of the teachers considered following settings to be appropriate for ELT dialogues: *Turkish person in Turkish culture setting*; *Turkish person in target language culture setting*; *Target culture representative in Turkish culture setting* (this option received the highest amount of responses – 10); *Other cultures representative in Turkish culture setting*.

The names of the characters from dialogues may vary from the settings those characters are in. The dialogue interlocutors may be people of the same background with students (C1) or they may be representatives of C2 or any other world culture. In order to see teachers’ preferences concerning the names and cultural background the following question was included into the teacher questionnaire: “*Names of the participants in the written dialogues should be*”...

The results showed that most of the teachers are open to “multicultureness” of the dialogues having given the highest amount of responses to the *Other world cultures*. The options *Turkish names* and *Target culture names* as well received the responses of the majority of teachers. One of the teachers suggested the use of cartoon characters for the dialogue interlocutors.

Table 21

Responses to the Question: “Names of the Participants in the Written Dialogues Should be”

	Turkish names	Target culture names	Other world cultures names	No names	Other
<i>Number of teachers</i>	12 (66,7%)	13 (72,2%)	14 (77,8%)	-	1 (5,6%)

In order to go deeper into the matter of integration of culture into ELT and ELT materials, the teachers were asked about their views concerning cultural presence in the reading texts and dialogues in the textbook and the workbook they use. For that purpose, firstly the introductory questions concerning the books in general and teachers' satisfaction level were asked, and only after that the interviewer focused on the cultural matters.

As it appeared to be, most of the teachers were not satisfied with the textbook and its supplementary book. Their level of dissatisfaction varied from complete rejection of the book to expressing the general discontent with it.

I don't like the textbook [...]. I want these books to be changed. I don't like these books, and while teaching the students get bored and also I get bored [Interviewee 1]

Of course, I would like to change something about the books maybe... it's not sufficient let's say [...] but we cannot do anything for this situation [Interviewee 7]

The teachers mention misprints, mismatching among written and visual materials, and they claim that not enough attention was paid to the process of textbooks writing:

...the publishers didn't give the sufficient importance, attention [Interviewee 7]

Most of the teachers, however, pointed out the fact that textbook writing was quite a new phenomenon in Turkey and it was still developing. They also mentioned that the textbooks published locally have certain advantages, such as lower price and the material familiar to students.

Yes, our ministry books were amateur, they are not professional [...] Yes, they are more convenient... also it is cheaper to use. Another books are very expensive... [Interviewee 4]

In general, I am not very happy with using Spot On, because it's not very well-structured. [...]it is not very good [...]but if you compare with other books, previous ones, the old books, they are very good, they are big step in teaching English [Interviewee 5]

Only one of the teachers had a positive attitude towards the textbook. According to her, the problem lied not in the textbook content (although she also mentioned that some materials are not suitable for students' level) but in the insufficient amount of hours to teach all the units.

I think, MEB textbooks are enough, but we haven't got any time to teach English [...] Some units are good, some units are not suitable for the students...[Interviewee 2]

As for the teaching materials, the teachers considered it to be insufficient and noted that they had to use additional material in most of the cases. The extra information used was mostly grammatical since the respondents complained on the lack of time to teach extra cultural information.

For sure it is grammatical, because we prepare students for the exam, SBS... so we should teach the students grammatically [Interviewee 4]

Some teachers claimed they still tried to use cultural information whenever possible, but here another obstacle for the teachers, as they said, was the absence of such materials.

... in the exam they ask grammar. What can we do? We are in the system, and we have to teach grammar more than the other, but I try to give the culture more than the grammar, because it's boring. The lesson is boring while you are teaching grammar all the time. [Interviewee 1]

of course we use [...] Of course, grammar, not culture, because we haven't got any cultural materials to give. [...]Our CD our listening parts...listening to students and it's only thing, there isn't any additional.[Interviewee 3]

Talking on the issue of publishing local textbooks, the teachers agreed that the textbook published abroad had better quality but their price would be too high and most of the students wouldn't be able to afford them. Another issue in favor of locally published textbooks was the fact that it contained at least some information about C1 familiar to students. From the other side, some teachers complained on the quality of the textbooks and difficulty level of materials: *... in some books some texts are too difficult for students to understand. They miss the level of the students*

[Interviewee 5]. The fact that somehow counterbalances the situation is that publishing local textbooks in Turkey is relatively young, and thus, the situation promises to improve with time and appropriate material evaluation and development.

In the end of the questionnaire there was a space left for teachers' additional comments. Two of the participants commented on the present situation with locally published ELT textbooks. One of the teachers mentioned the complexity and difficulty of the materials, stating that

The textbooks used at the lessons are very complex. There aren't enough exercises. The explanations are very difficult for 8th grade students. The texts aren't interesting. [Respondent 8]

Another teacher shared her opinion concerning the C2 load of the textbook stating:

I think the target culture is integrated in the textbooks very sufficiently and effectively [Respondent 7].

Although the teacher stated that the amount of culture in the textbook was sufficient, there were contrasting findings made in other interview responses as well as during the Impressionistic Overview and Checklist implementation.

4.3. Students' Perceptions of the ELT Textbooks Published in Turkey in Terms of Cultural Load

The perceptions of students concerning their ELT textbook and the cultural load of this textbook were attempted to be evaluated by the student questionnaire developed by the researcher. The questionnaire consisted of two main sections: the first section contained Likert scale and checklist items, thus the data collected was quantitative, whereas the second section had three open-ended questions and there were rich qualitative data obtained from them. The findings are presented below respectively to the questionnaire sections.

4.3.1. General Student Satisfaction with the Textbook

Total of 177 students filled in the questionnaire, but taking into account the missing items, the number of responses varied from 175 to 177. Cronbach's alpha was calculated for the reliability analysis. The questionnaire was found reliable with the coefficient of .872.

To start with, *Reading Passages* and *Reading Dialogues* appeared to hold the third place among students' favorite activities. The leading tasks were *Listening*, *Drawing*, and *Matching Activities* which can be easily explained by the age of students. Still, considerable percentage of students voted for *Reading* and *Dialogues* activities, the items received 27,1% and 22% of responses respectively.

Table 22

Students' Responses to the Question "What are Your Favorite Activities?"

	Number of students
<i>Listening activities</i>	94 (52,1 %)
<i>Drawing activities</i>	93 (52,5 %)
<i>Matching activities</i>	83 (46,9 %)
<i>Speaking activities</i>	55 (31,1 %)
<i>Writing</i>	53 (29,9 %)
<i>Reading passages</i>	48 (27,1 %)
<i>Reading dialogues</i>	39 (22 %)
<i>Grammar exercises</i>	35 (19,8 %)

The level of general satisfaction with the Student's book and workbook among students was measured by three Likert scale questions. The straightforward statement "*I find my textbook to be good*" was supported by the majority of the respondents (60,6% of positive responses). For the question "*The information in my textbook is interesting*", 80 students responded positively (with options *Agree* or *Totally Agree*).

This makes up only 46,5% of all the responses and means that 26,8% of those who disagreed with the statement is quite a considerable percentage. As for the actuality of the materials, the statement “*The information in my textbook is up-to-date*” has received 60,1% of positive responses, and only 7,5% of negative ones.

Table 23

Students’ Level of Satisfaction with Spot On Textbook

		Totally agree	Agree	No idea	Disagree	Totally disagree
Q2	My textbook is good	43 (24,6%)	63 (36 %)	38 (21,7 %)	11 (6,3 %)	20 (11,4%)
		POS: 106 (60,6%)			NEG: 31 (17,7%)	
Q3	The information in my textbook is up-to-date	44 (25,4%)	60 (34,7%)	56 (32,4%)	6 (3,5%)	7 (4%)
		POS: 104 (60,1%)			NEG: 13 (7,5%)	
Q4	The information in my textbook is interesting	34 (19,8%)	46 (26,7%)	46 (26,7%)	24 (14%)	22 (12,8%)
		POS: 80 (46,5%)			NEG: 46 (26,8%)	

Note: POS – positive attitude towards the statement;
NEG - negative attitude towards the statement

The analysis of student questionnaire responses showed that on overall students consider the amount of reading texts and dialogues to be sufficient. Out of total 175 responses to the statement “*There are too many reading texts in your English book*” 53,3% of students chose *totally agree/agree* option. In addition, 59,7% of 176 students responded positively to the statement “*There are too many dialogues in your English book*”. The results, however, cannot be considered as accurate due to the students’ age and their possible carefree attitude towards the questionnaire. Another possible explanation could be the use of additional materials in the form of dialogues or texts by their teacher (when responding to the questionnaire students might have confused the materials in the textbook with those given in addition). There were still 19,5% and 12,5% of students, who gave a negative response to the statements.

The overall students' attitude towards reading passages appeared to be positive. Out of 177 responses, only 35 students showed negative attitude towards the statement "Reading texts give a lot of interesting information about different countries and people", 36 appeared to be indifferent to the matter, whereas 105 students reacted positively, which makes up 59,6% of total amount of responses (See Table 5 below). The students' positive attitudes towards reading passages suggest their willingness to deal with them, and their maturity to consider reading as an important part of learning process.

Table 24

Students' Views about Reading Passages and Dialogues of Their Textbook

ITEM	Totally agree	Agree	No Idea	Disagree	Totally disagree
<i>Reading texts give a lot of interesting information about different countries and people</i>	56 (31,8%)	49 (27,8%)	36 (20,5%)	16 (9,1%)	19 (10,8%)
<i>There are too many reading texts in your English book</i>	42 (24,0%)	46 (26,3%)	53 (30,3%)	18 (10,3%)	16 (9,1%)
<i>There are too many dialogues in your English book</i>	58 (33%)	47 (26,7%)	49 (27,8%)	13 (7,4%)	9 (5,1%)

4.3.2. Students' Preferences for Various Types of Cultures

The questionnaire further concentrated on students' preferences in terms of cultures. In general, irrespectively to the type of reading (reading passage or dialogue) students' native culture appeared to be of the highest importance for them. In case with target culture their preferences split giving higher preference to British culture than American. Other world cultures appeared to be quite appealing to the students having collected a considerable amount of positive responses. Nevertheless,

it is important to show students' responses towards certain questions, since the answers varied from item to item.

For the question “*What do you like to read about?*” the majority of students selected *Different things about other countries*, almost half of the respondents chose *Different things about Turkey*, and options with *the USA* and *England* received the least amount of votes.

Table 25

Students' Responses to the Question “What do you like to read about?”

	Number of students
<i>Different things about Turkey</i>	80 (45,2 %)
<i>Different things about England</i>	31 (17,5 %)
<i>Different things about America</i>	39 (22 %)
<i>Different things about other countries</i>	93 (52,5 %)

The students' choices were corroborated by the responses for the Likert scale questions. Here, as well, the majority of voices were given to C3 (64,4% of responses) and C1 (62,6% of responses) followed by England, and the USA with the least amount of votes.

Table 26

Students' Preferences concerning Various Cultures in the Reading Passages

ITEM	Totally agree	Agree	No Idea	Disagree	Totally disagree
<i>Texts about Turkey and Turkish people are interesting</i>	66 (37,9%)	43 (24,7%)	39 (22,4%)	8 (4,6%)	18 (10,3%)
	POS: 109 (62,6%)			NEG: 26 (14,9%)	

(Table 26 continues)

(Table 26 continued)

<i>I like to read texts about America</i>	42 (24%)	35 (20%)	43 (24,6%)	18 (10,3%)	37 (21,1%)
	POS: 77 (44%)			NEG: 55 (31,4%)	
<i>I like to read texts about England</i>	41 (23,4%)	43 (24,6%)	38 (21,7%)	14 (8%)	39 (22,3%)
	POS: 84 (48%)			NEG: 53 (30,3%)	
<i>I like to read texts about other countries</i>	77 (44,3%)	35 (20,1%)	29 (16,7%)	16 (9,2%)	17 (9,8%)
	POS: 112 (64,4%)			NEG: 33 (19%)	

The situation with dialogues showed strong preponderance of voices towards native culture. The majority of students preferred Turkish people to be the main interlocutors in the dialogues, whereas C2 and C3 representative collected only 35% of votes each.

Table 27

Students' Preferences concerning Various Cultures in the Dialogues

ITEM	Totally agree	Agree	No Idea	Disagree	Totally disagree
<i>It is better when people in dialogues are Turkish</i>	77 (44%)	22 (12,6%)	42 (24%)	13 (7,4%)	21 (12%)
	POS: 99 (56,6%)			NEG: 34 (19,4%)	
<i>It is better when people in dialogues are Americans or English</i>	38 (21,8%)	23 (13,2%)	45 (25,9%)	17 (9,8%)	51 (29,3%)
	POS: 61 (35%)			NEG: 68 (39,1%)	
<i>It is better when people in dialogues are from different countries</i>	42 (24,1%)	19 (10,9%)	53 (30,5%)	14 (8%)	46 (26,4%)
	POS: 61 (35%)			NEG: 60 (34,4%)	

In order to obtain proper data concerning students' knowledge of various cultures a set of Likert scale questions was developed, which included the "small c" elements used in the Teacher questionnaire as well as in the Item Frequency Analysis. The elements (*Names, Cities, Food, Famous People, Traditions, and Touristic Places*) were those of C2 and C3.

Table 28

Students' Knowledge of and Attitudes to Various Cultures

ITEM	Totally agree	Agree	No Idea	Disagree	Totally disagree
<i>I know many foreign names</i>	42 (24,4%)	42 (24,4%)	42 (24,4%)	24 (14%)	22 (12,8%)
	POS: 64 (48,8%)			NEG: 46 (26,8%)	
<i>I know many American and English names</i>	44 (25,4%)	35 (20,2%)	46 (26,6%)	29 (16,8%)	19 (11%)
	POS: 79 (45,6%)			NEG: 48 (27,8%)	
<i>I know many foreign cities</i>	44 (25,4%)	45 (26%)	49 (28,3%)	14 (8,1%)	21 (12,1%)
	POS: 89 (51,4%)			NEG: 35 (22,2%)	
<i>I know many foreign types of food</i>	10 (5,8%)	26 (15%)	63 (36,4%)	38 (22%)	36 (20,8%)
	POS: 36 (20,8%)			NEG: 74 (42,8%)	
<i>I know many English and American types of food</i>	14 (8,2%)	12 (7%)	54 (31,6%)	44 (25,7%)	47 (27,5%)
	POS: 26 (15,2%)			NEG: 91 (53,2%)	
<i>I know many famous people from America</i>	42 (24,3%)	42 (24,3%)	42 (24,3%)	24 (13,9%)	23 (13,3%)
	POS: 84 (48,6%)			NEG: 47 (27,2%)	
<i>I know many famous people from England</i>	37 (21,4%)	36 (20,8%)	46 (26,6%)	26 (15%)	28 (16,2%)
	POS: 73 (42,2%)			NEG: 54 (31,2%)	
<i>I know many famous people from other countries</i>	38 (22%)	39 (22,5%)	52 (30,1%)	18 (10,4%)	26 (15%)
	POS: 77 (44,5%)			NEG: 44 (25,4%)	
<i>I know about American traditions</i>	10 (5,8%)	20 (11,6%)	46 (26,7%)	29 (16,9%)	67 (39%)
	POS: 30 (17,4%)			NEG: 96 (55,9%)	
<i>I know about English traditions</i>	6 (3,5%)	15 (8,7%)	45 (26,2%)	36 (20,9%)	70 (40,7%)
	POS: 21 (12,2%)			NEG: 106 (61,6%)	
<i>I know about traditions of other countries</i>	12 (7%)	25 (14,5%)	62 (36%)	27 (15,7%)	46 (26,7%)
	POS: 37 (21,5%)			NEG: 73 (42,4%)	

(Table 28 continues)

(Table 28 continued)

<i>I know many touristic places in America</i>	12 (7%)	19 (11%)	49 (28,5%)	31 (18%)	61 (35,5%)
	POS: 31 (18%)			NEG: 92 (53,5%)	
<i>I know many touristic places in England</i>	12 (7%)	21 (12,3%)	64 (37,4%)	28 (16,4%)	46 (26,9%)
	POS: 33 (19,3%)			NEG: 84 (43,3%)	
<i>I know many touristic places in other countries</i>	23 (13,4%)	25 (14,5)	59 (34,3%)	22 (12,8%)	43 (25%)
	POS: 48 (27,9%)			NEG: 65 (37,8%)	

The results showed that students considered themselves not to have proper knowledge about foreign cultures. The only cultural element the majority of students claimed to know about was *Foreign Cities* (51,4% of respondents chose *Agree* and *Totally Agree* options). The rest of items collected the amounts of responses less than 50%. The numbers, however, differed in accordance to types of cultures. Thus, the higher amounts of responses were given to the elements of C3 – 48% for *Names*, 44% for *Famous People*, 27% for *Touristic Places*, 21% for *Traditions*, and 20% for *Food*. As for the Target culture, the results split into American and British cultures and as it was mentioned before American culture appeared to be less “popular” among students. The following numbers were obtained from positive responses towards the statements “*I know many*” ...

Famous People from America – 48,6%

Famous People from England – 42,2%

I know about American Traditions – 17,4%

I know about English Traditions – 12,2%

I know many touristic places in America – 18%

I know many touristic places in England - 19,3%

To sum up, students’ responses showed that although the average attitudes towards various cultures was positive enough, students’ preferences were given to their own culture on the first place followed by other world cultures, British and American cultures have less popularity among the respondents, and moreover, there

can be felt certain antipathy towards the latter. These attitudes are better shown in the students' responses on the open-ended questions. The qualitative results are presented in the following chapter.

4.3.3. Students' Opinions on the Integration of Various Cultures into the Reading Passages of Spot On 8

The analysis of the open-ended questions allowed to obtain rich data on students' perceptions and showed various attitudes of students towards the presence of C1, C2 and C3 in the reading passages of their textbook and the supplementary book. There were three questions, and the results were analyzed separately for all of them. Primary, Secondary and General codes were ascribed to the answers. The results below are presented in the form of the tables showing the code categories. The tables are further explained and the relevant extracts from the students' responses are shown as the examples.

4.3.3.1. Students' Opinions on C1 (native language culture) Use in Their ELT Textbook

The first question "*Ders kitabımdaki okuma parçaları içinde Türk kültürü olmalı çünkü*" (The texts in my textbook should carry Turkish culture because) collected very diverse answers. Below the summary of the results and the most interesting of students' responses are presented.

Table 29

The Codes of the Responses on the Question: “Ders kitabındaki okuma parçaları içinde Türk kültürü olmalı çünkü”

GENERAL CODE	SECONDARY CODE	PRIMARY CODE	ENTRIES (n)	
<i>No place for C1 in L2 textbooks (24 entries)</i>			24	
<i>Limited place for C1 in L2 textbooks (3 entries)</i>			3	
<i>There should be C1 in L2 textbooks (116 entries)</i>	Interest in C1	Without C1 it's boring	3	
		with C1 it's interesting	10	
	Need to learn more C1		4	
		C1 is more/the most important	12	
		Turks and Turkish culture are important	9	
		Loss of Turkish	2	
		Protecting and enriching Turkish	5	
		Feelings of patriotism	We are Turkish/we live in Turkey	18
			Learning about country and regions	3
	Learning own customs and traditions		4	
		We should learn our own culture better	27	
	I want to know C1	1		
	It is beneficial for personal development	8		

(Table 29 continues)

(Table 29 continued)

	C1 from L2 perspective	2
	Comparing C1 and C2	1
	Introduce C1 to foreigners	2
Interrelation of C1 and L2/C2	Ease of comprehension in L2	1
	Better reading skills in L2	3
	C1 aids lower levels of proficiency in L2	2
Negative attitudes about the English characters in the textbook		6
<i>There should be C3 in L2 textbooks (1 entry)</i>		1

There were four major categories of students' responses (General codes). Some students completely rejected the presence of C1 in their textbook and workbook, stating that there shouldn't be any native culture and not giving any reasons for that. Some of the students argued that they already know Turkish culture; therefore, there is no need to include it into the books. One student gave a logical explanation stating the following:

sonuçta dersimiz İngilizce ve Türk kültürüyle bir alakası yok. Türk kültürü ile ilgili yeterli bilgiye sahip olduğumuzu düşünüyorum. [Respondent 44]

Another student shared this opinion to a certain extent, talking about other world cultures:

Türk kültürünü zaten yakından tanıdığım için diğer ülkelerle ilgili olması daha mantıklı diye düşünüyorum. [Respondent 15]

The students from the second category agreed on the necessity of including C1 into the reading passages but noted that the amount of their native culture should be limited. An interesting response was given by a student who suggested native culture to be important for the purpose of comparing it with foreign cultures.

*Bence biraz olsun böylelikle bir şeyle bir şeyi karşılaştırmış oluyoruz.
[Respondent 105]*

The rest of responses showed the positive attitude towards C1 presence in L2 textbook. Here, however, the reasons for integrating the culture varied. There were seven reasons found that students noted in their responses. One of them was students being interested in dealing with their native culture. These students found other cultures boring for them.

Sonuçta Türküz. Ve İngilizce kitaplarımız tamamen İngilizceyle olması sıkıcı oluyor. [Respondent 2]

In most of the responses there was a feeling of patriotism shown both explicitly or implicitly. The word “Türküz” was found in multiple answers, and they varied from simple “Kendimiz de Türküz onun için kendi kitabımızda ülkemizin kültürü olmalı” [Respondent 7] to very serious claims about losing mother tongue and the need to protect it.

Kendi kültürümüzü daha iyi bilip onu korumalıyız. [Respondent 30]

*Kendi kültürünü bilmeyenin ülkesi başka ülkelerin himayesi altına gelir.
[Respondent 41]*

Türk kültürünü öğrenmemiz ve yaşatmamız gerek. [Respondent 138]

Some of the students explained their choice by stating that they like their culture, and that they do not possess enough knowledge about their country. Others developed this idea claiming that first of all people should acquire their own culture and only then start learning the foreign one. Another argument stated that learning native culture is beneficial for students. The reasons for C1 to be beneficial were quite diverse – some of the respondents mentioned personal development:

Kültürümüzü daha iyi öğrenmek ve kültürlü insanların yetişmesi için geçerli [Respondent 10]

Other students mentioned the benefits of interrelation between the target language and their native culture. They included:

Seeing native culture from target language perspective,

Türk kültüründe bilmediğimiz gelenek ve göreneklerimizi İngilizce halinde ne anlama geldiğini anlayalım [Respondent 4]

Drawing comparisons between cultures,

İngilizlerin Amerikalıların ve biz Türklerin kültürlerini karşılaştırmak için gereklidir Türk kültürü [Respondent 37]

Introducing native culture to foreigners,

İngilizler ve amerikalılar bizim kültürlerimizi görsünler. Mesela baklavayı, kebabi. [Respondent 136]

Ease of comprehension and better reading skills in target language,

Konuları daha iyi kavramamızı sağla. [Respondent 143]

Kültürümüzü öğrenip okumamızı geliştirmeliyiz [Respondent 19]

Native culture aiding lower levels of proficiency in target language

İngilizce bilmeyen arkadaşlarımız için çok iyi olur böylece hiç zorlanmazlar rahat olurlar [Respondent 139]

An interesting finding was made during the content analysis. Some of the students appeared to have strong negative attitude towards the textbook and workbook characters. This was also mentioned by some of the teachers. The main characters of the textbook and the workbook – Tessa and Trevor and their friends – appear in most of the reading passages, and student respondents showed negative and in some cases even hostile attitude towards them.

Ders kitaplarımız İngilizce olsa bile diyaloglarda Tessa ve Trevor yerine Türk karakterler olması daha iyi olmalı. [Respondent 98]

Tessa ve Trevor'dan sıkıldık. Onları sevmiyoruz [Respondent 78]

TESSA VE TREVOR artık ölsün! [Respondent 102]

Several students showed neither negative nor positive reaction towards their native culture. Instead, they argued that all world cultures must be introduced in the reading passages of their books.

...tarih ile ilgili bilgiler verilmeli. Bu bilgiler Türk ve dünya tarihi olabilir. [Respondent 98]

Bütün ülkelerin kültürünü öğrenmeliyiz. [Respondent 108]

Başka kültürlerinde bilmemiz gerekir. [Respondent 126]

4.3.3.2. Students' Opinions on British Culture Use in Their ELT Textbook

The second open-ended question was “*Ders kitabımdaki okuma parçaları içinde İngiliz kültürü olmalı çünkü*” (The texts in my textbook should carry English culture because). The application of the coding system here identified four general codes which vary from those of the first question.

Table 30

The Codes of the Responses on the Question: “Ders kitabımdaki okuma parçaları içinde İngiliz kültürü olmalı çünkü”

GENERAL CODE	SECONDARY CODE	PRIMARY CODE	N
<i>No place for British Culture in L2 textbooks (41 entries)</i>		British culture is not appropriate/useful	4
	Rejection of British culture	Students do not want British culture	36
		Feeling of Patriotism	1
<i>Indifferent attitude towards British Culture (3 entries)</i>			3
<i>Limited place for British Culture in L2 textbooks (3 entries)</i>			3

(Table 30 continues)

(Table 30 continued)

<i>There should be British Culture in L2 textbooks (81 entries)</i>	British culture it's interesting/curious about British culture	17	
	It is necessary for improving English skills	13	
	Need to learn more about British culture	16	
	Not enough knowledge about British culture	4	
	Culture and language are interrelated	11	
	Raise participation in lesson	2	
	It is beneficial for personal development	To become "Kültürlü"	8
		For knowing several languages	2
	Practical reasons	Going to the target country	7
		Finding a job	1
<i>Learning foreign cultures is good (27)</i>		27	

Similarly to the native culture, there was a certain rejection found towards the integration of C2 (British culture) into the reading passages. The responses "*Hayır katılmıyorum*" or "*Bence olmamalı*" were found in more than 30 entries. Some students just stated that there should not be any target culture, others explained their resistance by stating that C2 was not appealing to them or that it was boring, or even that it was inappropriate.

İngiliz kültürü bize uygun değil [Respondent 129]

Olmamalı çünkü İngiltere 'de yaşamıyoruz [Respondent 77]

Olmamalı ne yapacağız allahın ingiliz kültürü [Respondent 23]

In the responses on the second question, as well, there was a patriotic feeling found that puts some students opposite foreign cultures.

Ben ders kitabımızın içinde ingiliz kültürü olmasını istemiyorum çünkü bizi kendi kültür ve geleneklerimizden uzaklaştırıyor. [Respondent 129]

...onlar bizim kültürümüzü bilmezken ben onların kültürlerini öğrenmek istemem. [Respondent 130]

Another manifestation of this feeling was found in the responses when a number of students showed their preference of their own culture rather than British.

Kendi kültür ve geleneklerimize odaklanmalıyız [Respondent 129]

Olmamalı çünkü türk daha kolay [Respondent 68]

As in the case with native culture, there were a number of students who agreed on a limited amount of British culture to be included into the reading materials. Another category of students showed completely indifferent attitude towards the matter.

Bence olda bilir olmaya da bilir, fark etmez [Respondent 18]

Most of the students, however, showed a certain level willingness to deal with the British culture. The reasons they gave were:

They consider British culture to be interesting,

They feel the need to learn more about British culture,

British culture is necessary for improving English skills,

Culture and language are interrelated (in this case it is necessary to note, that most of the student responses are suspected to be suggested by their teachers due to their complexity and profoundness).

Biz ingilizce öğreniyoruz dili öğrenip kültürü öğrenmemek olmaz [Respondent 46]

...kültür ve dil ayrılmaz bir parçadır. Dilini öğrenince kültürünü de öğrenmek isterim. [Respondent 6]

Kültür ve dil bir bütündür. Birbirinden ayrılamaz. [Respondent 29]

Dil ve kültür birbirlerine bağlı şeylerdir. [Respondent 11]

...kültür olmadan dilin zor öğrenileceğini ve öğrenildiğinde de eksik kalacağını düşünüyorum. [Respondent 37]

Raise participation in lesson,

İngilizceyi daha iyi anlarım ve ülke hakkında bilgim olursa derslere katılımım artar [Respondent 155]

It is beneficial for personal development,

Birçok kültür bilmek insanı geliştirir [Respondent 70]

Daha fazla bilgili olmak isterim. Yeni bilgiler görmek insanın görüş açısını geliştirir. [Respondent 153]

Some of the students saw practical reasons in the presence of British culture. According to them, knowing British culture might facilitate communication with target culture representatives; it may also help in finding a job.

Diğer ülkelerin kültürünü öğrenmemiz lazım. Gitimizde yabancılık çekmeyelim [Respondent 114]

İngilizlerde İngilizce konuştukları için onların kültürlerini tabiki öğrenmek isterim. [Respondent 12]

Böylece İngilizce öğrenirler ve daha sonra iş bulmada zorlanmaz rahat oluyor insanlar. [Respondent 139]

4.3.3.3. Students' Opinions on American Culture Use in Their ELT Textbook

The results of the third open-ended question were somehow similar to the second one, since it as well referred to the target culture. The question was “*Ders kitabındaki okuma parçaları içinde Amerikan kültürü olmalı çünkü...*” (The texts in my textbook should carry English culture because). Below the table with the ascribed codes is presented followed by the extracts of some students' responses.

Table 31

The Codes of the Responses on the Question: “Ders kitabındaki okuma parçaları içinde Amerikan kültürü olmalı çünkü”

GENERAL CODE	SECONDARY CODE	PRIMARY CODE	N
<i>No place for American Culture in L2 textbooks (51 entries)</i>	American culture is not appropriate/useful	American culture is not useful	3
	Rejection of American culture	We do not deal with America	2
		Students do not want American culture	39
<i>Indifferent attitude towards American Culture (3 entries)</i>		Feeling of Patriotism	7
			3
<i>Limited place for American Culture in L2 textbooks (5 entries)</i>			5
<i>There should be American Culture in L2 textbooks (83 entries)</i>	American culture is interesting/curious about the culture		26
	It is necessary for learning language		14
	Americans speak English		7
	Need to learn more about American culture		2

(Table 31 continues)

(Table 31 continued)

Not enough knowledge about American culture		4
Culture and language are interrelated		9
It is beneficial for personal development	Personal development	11
	For knowing several languages	2
Practical reasons	Going to the target country	4
	Speaking target language	3
	Finding a job	1
<i>Learning foreign cultures is good (27)</i>		28

Most of the categories here repeated those in the second question. This is due to the fact that many students replicated their answers for both questions. There are, however, certain responses to be mentioned.

Not all of the students appeared to know the belonging of America to C2. They considered English language to belong to English culture, and thus viewed American culture inappropriate. For instance, the student who wrote “*Evet olmalı. Çünkü o dersini görüyoruz*” [Respondent 105] as a response for the second question, in case with American culture stated the following: “*Hayır, biz amerikanları görmüyoruz*”. Contrary to this situation, there were some students who came out for American culture solely because it is connected with the English language:

Amerikada ingilizce konuşan bir ülkedir o yüzden Amerikanın da kültür olmalı [Respondent 13]

Çünkü amerikanlar da ingilizce dilini kullanıyorlar [Respondent 11]

Amerika da ingilizce konuşulan bir ülke. Bu yüzden hem onlara ilgi fazla var hemde öğrenmeliyiz [Respondent 38]

In addition to the collected responses, there have been extra findings worth considering. Talking on students’ familiarity with cultures it was interesting to find out one of the students showed very limited knowledge of other countries. In one of

the questionnaire entries, in the Likert scale item section one of the respondents wrote a comment “*yok ki*” for the question about American culture (Picture 3). This kind of false knowledge may be due to the fact that some of the most popular American cultural items became available in Turkey. For instance, clothing style, fast food, etc. are no longer foreign elements of people’s life. The students may be misled by this fact and thus consider that there is no American culture as itself.

Picture 3

Additional Student’s Comment on the Questionnaire Paper Concerning American Culture

		5 tamamen katılıyorum	4	3 fikrim yok	2	1 kesinlikle katılmıyorum
30.	Diğer ülkelerden çok fazla ünlü insan biliyorum.	5	4	3	2	1
31.	Amerika geleneklerini biliyorum.	5	4	3	2	1
32.	İngiltere geleneklerini biliyorum.	5	4	3	2	1

yok ki

Another additional finding was one student’s response on the question about what he/she would like to read about in the dialogues of her textbook. The student added an extra option to the list of suggestions, having written “*Temel ve Dursun*”, the names of two Turkish comic personages. This may suggest that the student would prefer the characters to be of his/her own background with the elements of entertainment.

Picture 4

Additional Student's Comment on the Questionnaire Paper Concerning Dialogues Content

- Diyaloglarda neler okumak istersiniz?**
- a. Türklerle ilgili durumlar
 - b. Türk ve İngilizlerle ilgili durumlar
 - c. Türk ve Amerikalılarla ilgili durumlar
 - d. Amerikalılarla ilgili durumlar
 - e. İngilizlerle ilgili durumlar
 - f. Tenis ve Basket

Summing up, the students showed various levels of knowledge about cultures, and their attitudes towards those cultures differed radically. A considerable amount of students showed negative or indifferent attitude towards target culture. There was no negative feeling showed towards students' native culture, although some of the students considered it to be inappropriate at English Language lessons. Nonetheless, on the average, students' position towards all types of culture appeared to be positive. This can be explained by the intrinsic curiosity of the students' young age.

CHAPTER 5

CONCLUSIONS

5.1. The Interpretation of the Findings

Three main domains were investigated in the present research. Firstly, the core theme of the investigation was *Spot On 8* textbook and workbook analysis. This included the careful analysis of the reading passages and dialogues of *Spot On Student's Book and Workbook*. The sufficiency of reading materials as well as their cultural load was investigated. The analysis of the cultural load fell into two areas – general spread of cultures (C1, C2, and C3), and the presence and amount of concrete cultural elements. This was done via the application of a specially-developed checklist and Item Frequency Analysis.

Secondly, the perceptions of teachers working at state schools in Ankara and using *Spot On* textbook at their lessons were analyzed. The teachers' satisfaction with the textbook, their preferences in terms of cultures, and their feelings concerning the present situation with the textbook and its cultural load were investigated. For this purpose Teacher questionnaire and Teacher semi-structured interview were implemented.

The third area dealt with the youngest “stakeholders” of the ELT. Over 170 8th grade students from Ankara state schools participated in the study by filling in the Student questionnaire. The questionnaire asked the questions concerning students' satisfaction with the textbook; their level of awareness about various cultures; as well as their preferences of those cultures in the reading materials of their textbook and the supplementary book.

In this chapter, the major findings of the aforementioned three areas of the research will be summarized and relevant conclusions will be made. Following this, the implications for future research and textbook development will be given.

5.1.1. Cultural Presence in *Spot On 8* Textbook and Workbook

The present study was initiated with the aim of investigating the cultural load of the reading passages of *Spot On* – the locally published 8th grade ELT textbook. The textbook analysis, conducted by the author of the present investigation with the help of two independent assistants, showed that the amount of reading passages and dialogues was not enough to run a proper analysis and that the information load in general may be considered as insufficient for the students of this age group, since they are able to comprehend greater amounts of information, as well as the higher levels of its complexity. There were, however, the cases revealed when the topics of reading passages seemed to be too tedious and their complexity level too high for students.

The small amount of reading passages may be explained by the fact, that there are 16 units in the textbook, and these units are filled with various types of tasks, such as review tasks, pre-reading, reading, after-reading, vocabulary, language, self-check-up, pre-listening, listening, after-listening, speaking, and, finally, writing tasks. Given this huge amount of various tasks and the limited time allocated for teaching one unit, it does not seem to be possible to include more or longer texts. The absence of dialogues, yet, was an unexpected finding, since dialogues provide certain benefits by fitting the students' age as well as helping to represent various every-day life situations.

The cultural load presented in the books (both Student's Book and Workbook) appeared to have smaller amount of cultural elements integrated into the reading passages and dialogues than expected. Most of the texts appeared to be culture-neutral, not containing any references towards any cultures. As for the culture-related texts, the majority of them referred to the C2, and this can easily be explained by the

fact that the textbook and the workbook are aimed at teaching English language. Still, at the age when intercultural competence is considered to be of the high importance, other world cultures are supposed to be included into foreign language teaching. The books under evaluation lacked any straight reference towards other world cultures, except several minor references.

Along with target and world cultures native culture load was expected to be found, since the textbook was published locally. Taking into account the richness of Turkish culture and the strong attachment of Turkish people to their background, native culture seems to be an essential part of teaching. However, the amount of C1 discovered in the course of the present investigation did not prove this assumption. The greatest and the most explicit reference towards native culture of the students was introduced in an artificial way and contained solely historical information.

Furthermore, all the reading texts were put into certain settings by adding short forewords (See Picture 2). This provided additional culture-tinted settings, but because the textbook had a group of characters presented throughout all the units, C2 belonging of those forewords was, so-to-say, pre-determined. Thus, it was revealed that there is an emphasis put on target culture. It is done by using the elements of “small c” belonging mostly to C2. Moreover, there has been slight stereotyping found which, if taught incorrectly, may give misleading information and thus lead to overgeneralizations.

To summarize, the textbook and workbook reading passages and dialogues showed a low level of heterogeneity considering cultural elements. The percentage of the cultural elements included in the reading passages and dialogue is significantly low, and the most frequent items are *Names* and *Geographical Items*. In addition, the textbook texts themselves appeared to be sterile in terms of the content. The information presented in the reading passages, although containing certain cultural elements, did not present any real-life situation from which students could learn behavior or traditions of a country.

Poor cultural load, inappropriate difficulty levels of the texts as well as students' difficulties in comprehending the textbooks material may lead to several possible negative consequences:

- students may possess incomplete or inaccurate knowledge;
- they may be incapable of using or may misuse this knowledge in real life situations;
- being aware of the artificiality of the material students may reject to deal with it;
- students may lose their motivation in the lesson, which may lead to the drop in proficiency levels.

All this, in its turn, signifies that one of the main aims of foreign language teaching/learning, which is to make students understand and be able to use the language components independently, meets with failure at the language output stage.

5.1.2. Teachers' Perceptions Concerning Cultural Presence in ELT Materials

Besides analyzing the cultural content of the textbook, the study aimed at finding out teachers' level of satisfaction with the textbook, and their opinions on the place of native, target and other world cultures in English language teaching, and, more specifically, in ELT textbooks.

Before any conclusion is made, it is necessary to mention the proficiency level of English teachers at the state schools of Ankara. As it was discussed in previous chapters, due to the lack of English teachers, schools administration had to employ the graduates of various departments other than ELT with sufficient English language proficiency level. However, since those teachers did not receive any ESL education, and, as they claimed in the interviews, they were not exposed to teacher training courses during their schooling experience the proficiency level of teachers falls short of expectations. This should be taken into account when the conclusions based on teachers' comments are made, as some of the teacher participants may not be competent enough in terms of cultural issues.

The overall satisfaction with the textbook and its supplementary book appeared to be relatively low. The teachers are not happy with the general quality of the textbook. The most frequent complaints mentioned by them were grammatical mistakes, information gaps and mismatching, and inappropriate difficulty level of materials. From another side, they seemed to understand the reasons and the benefits of publishing textbooks locally, and they expressed the hope that the textbooks quality will improve with time.

It may further be concluded, that the teachers agreed on the assumption that reading passages and dialogues were appropriate for introducing cultures to students; and talking on cultures, their preferences concentrated on the issue of C2 importance in ELT materials. The logic of “If teaching English – English culture should be given” is commonly shared by many of those participated in the study.

Those teachers who have been to other countries accept the importance of presenting all world cultures to students for the sake of their horizons broadening. This, however, is not a frequent case, since not many teachers had the opportunity of travelling abroad.

In cases when teachers voted for the use of native culture, three types of opinions emerged. Firstly, it is the teachers who advocate for the use of all types of cultures. They claim that native culture is as important as target or other world cultures. They see benefits in any type of cultural material, and the only limits they accept are time allocated for teaching and additional teaching materials.

Secondly, the teachers with the strong and conservative background, who feel the need to emphasize students’ native cultures and feel the need to keep students attached to their background. The amount of the advocated of the latter view is, luckily low, since more and more teachers went over the multiculturalness.

Finally, some teachers see students’ native culture as an inappropriate issue at English language lessons. They assume their students to possess enough knowledge about their native culture and prefer to focus their students’ attention on the foreign cultures. This may be both beneficial and harmful for students. From one side, the students gain an opportunity to acquire new information, from another side, taking

into account students' strong attachment to their background, they may feel uncomfortable and even rejecting to the new material and this, in its turn, may impede the teaching process.

The issue of the integration of culture into ELT is not an everyday topic teachers would think through. Therefore, taking into account the fact that there was no special training on cultural issues provided to the teachers, and that some of the present English teachers of state schools in Ankara are graduates from non-related specialties, the teachers' perceptions seem to be understandable and reasonable to some extent.

5.1.3. Students' Perceptions Concerning Cultural Presence in ELT Materials

The third area of the research dealt with students' perceptions, opinions and preferences concerning various cultures as well as with their satisfaction with the textbook and the workbook.

The students showed neither high level of satisfaction with their textbook nor dissatisfaction with it. Some of the students, however, expressed strong negative and even hostile feeling towards the main characters of the textbook. According to their responses, they would prefer Turkish characters to be integrated into the reading texts and dialogues. This fact was also mentioned by some of the teachers.

The Turkish culture, in general, was strongly supported by all the respondents. It collected the highest number of the responses. The reasons for that were strong patriotic feeling inherent in most of the students; familiarity and feeling of comfortableness when dealing with own culture; feeling the need for personal development (the development of a "kültürlü" person); and willingness to compare cultures.

Other world cultures appeared to be appealing enough for students. Many of the respondents expressed the willingness to learn about other countries. The students' interest in other cultures is explained by their age when they feel lack of knowledge about the world and thus are curious about many various issues. As it was

pointed by one of the teachers, many of state school students do not have (and possibly will not have) an opportunity to travel, therefore, gaining the information about other countries, traditions, etc. may compensate to the issue.

Although the attitudes towards world cultures proved to be positive, there was a considerable amount of negative comments addressed to the target language cultures. Among two C2 countries suggested to students, the highest level of rejection was directed against America. Britain collected less negative responses, but there still was significant amount of rejections.

Not all the students, however, spoke negatively about the target cultures. The majority of the respondents reacted positively on the questions concerning C2 countries. Students claimed that learning about target cultures was interesting for them; that their future career could benefit from it; that knowing target culture may facilitate their communication abroad; that they want to know the culture of the language they learn for their personal development.

While some of the students appeared to be old enough to understand the global role of the English language and its practical usefulness, others showed very limited knowledge about the world. Several students appeared to be unaware that English is spoken both in America and Britain. They drew a parallel between the words “English” and “England” and considered America not to have anything in common with English language. Another student claimed there was no American culture. As it was discussed before, the reason for such a strong statement may be that most explicit elements, like fast food or baseball, for instance, originated from American or European cultures nowadays can be found in every part of the world, and thus, the young generation may assume those elements are not connected with any certain culture.

Here, again, the level of the maturity and the proficiency of students have to be mentioned, since some of the students showed rather limited view on the various cultural subjects (e.g. the student being unaware of the fact that American people speak English). As it was mentioned by teacher participants, most of the students come from the socio-economically disadvantaged backgrounds, and thus, their views

and horizons may greatly be influenced by their environment. The hostile attitude towards American culture, for instance, may be the result of the students being exposed to the news concerning the political issues between Iraq and Afghanistan. Together with the negative attitudes, and, possibly, comments from the elders, the students might have acquired the feeling of antipathy to the USA and, by implication to everything which is connected with it.

To sum everything up, there was a mismatch found between teachers' and students' preferences in terms of cultures and the real situation with cultural spread in the textbook and the workbook. While students expect their own culture to prevail with the considerable amount of other world cultures, and a limited load of target culture, teachers prefer to concentrate on target and other world cultures and leave native culture to be acquired by students separately from the lessons. The textbook, however, fulfills the teachers' expectation in terms of C2, but it does not provide enough C3 and C1 information.

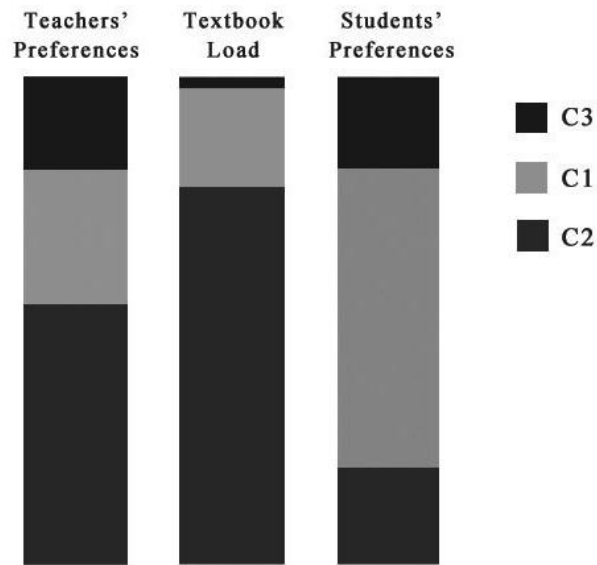


Figure 2
Students' and Teachers' Cultural Preferences versus Real Cultural Load of the Textbook and the Workbook

An appropriately developed or selected textbook is an important factor in the process of foreign language teaching. In the case where there exists a problem with textbook material various negative consequences may arise. This, in its turn, may influence all the areas of the ELT process. Figure 3 shows the possible factors influencing students' overall language proficiency. To be more exact, students who realized that their needs were not met may appear to be unwilling to deal with the material. This may lead to the difficulties for teachers when trying to teach that material. Taking into account some teachers' low level of awareness with cultures, the teaching process may become a great challenge with not necessarily positive output.

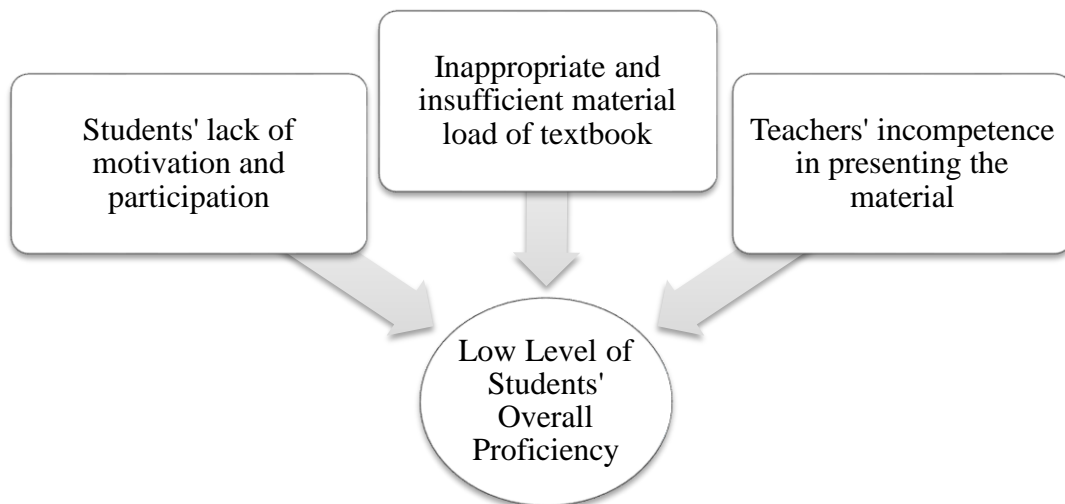


Figure 3
The Factors Influencing the General Level of Students' Proficiency

5.2. Implications for Teachers and Textbook Developers

Following the conclusions reached based on the results of the study the following implications for teachers are suggested:

1. Unless the quality of textbook has not been improved, teachers are strongly suggested not to stay limited by the textbook and grammatical materials, but motivate their students with the wide range of cultural information. This will both facilitate language teaching/learning process and develop intercultural competence in students.
2. The additional cultural information should be selected in accordance with students' age and level of proficiency, so that they could comprehend it.
3. Before selecting additional material teachers are advised to find out students' needs and preferences concerning the type of materials. This may help to raise students' motivation and participation in the lesson.

4. The information given in the textbook should be carefully checked by teachers in order to detect any possible cases of labeling or stereotyping, and later should be taught avoiding any generalizations.
5. Teachers are highly recommended to participate in the international programs aimed at raising intercultural competence levels and at training. For this purpose certain actions should be undertaken by the administration part, such as organization of the trainings as well as providing teachers with the opportunity to participate in them.

Another area of suggested implications refers to the future textbook developers:

1. More reading passages and especially dialogues are suggested to be included in both Student's book and Workbook.
2. A careful needs analysis should be carried out before writing the materials for a new textbook. This analysis should concentrate both on students' and on teachers' needs and preferences. It should also take into account students' age, the level of information they are able to comprehend, as well as their major interests. These factors play great role in students' motivation and willingness to participate at the lessons.
3. The cultural information in the textbook should be spread without showing explicit emphasis on a certain culture. Instead, relatively equal amount of all cultures is suggested to be presented in order to satisfy the preferences of all the sides.
4. The settings of the texts and reading passages should refer to the real life situations, any kind of artificiality should be avoided, since if students see unrealistic situations they may not take the information seriously.
5. At the same time, high importance should be paid to the style of the textbook materials, since the scientific language and statistical information may be boring and demotivating for students. The complexity level of the materials should be established in accordance with students' age and maturity.

6. A careful attention should be paid to the way information is introduced. No stereotyping should be made, as it may lead to incorrect knowledge. Instead the dynamic nature of cultures should be explained.
7. The tasks asking students to compare various cultures are suggested to be included. These tasks, however, should be introduced very carefully, for there is a risk of making generalizations.

5.3. Implications for Further Research

The present study examined the ELT textbook and its supplementary book for the presence of various cultures. It concentrated on three main areas – cultural spread in the reading passages and dialogues of the textbook and the workbook; teachers' perceptions and preferences concerning cultures; and students' awareness about and attitudes towards various cultures. There was a great amount of data collected. The study, however, could be further expanded.

To start with, a greater number of teachers may be engaged into the investigation process. This would raise the reliability level of the results as well as give richer and deeper data on the subject. Teachers' suggestions concerning the improvement of textbooks quality could be obtained.

Class observation could provide a very rich source of data concerning the issue of how actually culture is taught, and whether it is taught at English lessons. Moreover, it would be interesting to collect more qualitative data concerning students' perceptions of culture. This could be done by including more open-ended questions into the questionnaire and thus giving students greater opportunity to express themselves. Another way to elicit students' opinions could be conducting a group interview with small groups of students. The questions about culture would not be explicit, but instead students would be given possible situations and asked to respond to them.

In addition to teachers and students, the textbook writes could be drawn in the research. The full process of textbook writing, its limitations and requirements could

be examined. The reasons for including or avoiding certain elements could be investigated. This would give the results more objectiveness, since it could help explaining some shortcomings detected.

Talking on textbook analysis, the investigation could be expanded in different ways:

- not the reading passages but visual materials or even the whole textbook could be investigated;
- the range of textbooks for different grades could be analyzed in order to see how the spread of culture changes from lower grades to the higher ones;

Another possible variation of the present research is that it could be turned into a comparative study. There could be several possible ways to conduct such study. The obtained results could be compared with:

The situation with the locally published textbooks of another country. This would show how the production of local textbook develops in various countries. This kind of research might bring new thoughts or ideas to the textbook developers, and they, in their turn might improve the quality of the textbooks.

The situation with the textbooks published abroad and used at private schools. This could help to prove all the advantages and disadvantages ascribed to both types of textbooks.

The situation with the textbooks and teachers'/students' perceptions in other Turkish cities. The situation in Ankara could be compared to that of other big developed cities, or, on opposite, small towns or even villages. This would not only show the attitudes towards textbook and cultures, but I would help to establish language competence of teachers and level of both English proficiency and personal maturity of students.

REFERENCES

- Adaskou, K., Britten D., & B. Fahsi (1990). Design Decisions on the Cultural Content of a Secondary English Course for Morocco. *ELT Journal* 44(1), 3-10.
- Aliakbari, M. (2004). The Place of Culture in the Iranian ELT Textbooks in High School Level. *The Linguistic Journal*, 1(14).
- Alptekin, C. & Alptekin, M. (1984). The Question of Culture: EFL Teaching in Non-English Speaking Countries. *ELT Journal*, 38, p. 14-20.
- Alptekin, C. (1981). Sociopsychological and pedagogic considerations in L2 acquisition. *TESOL Quarterly* 15(3). p. 275-84.
- Alptekin, C. (1993). Target-language culture in EFL materials. *ELT Journal*, 47(2), 136-143. London: Oxford University Press.
- Alvarez, I. (2007). Foreign language education at the crossroads: whose model of competence? *Language, Culture and Curriculum*, 20 (2). p. 126-136.
- Bataineih, A. (2009). An Evaluation of the Authentic Socio Cultural Elements in the Prescribed English Language Textbooks of the Secondary Schools in Jordan. *An-Najah Univ. J. Res (Humanities)*. 23(1)
- Bateman, B. & Mattos, M. (2006) An Analysis of the Cultural Content of Six Portuguese Textbooks. Retrieved from <http://www.latam.ufl.edu/portugueselanguagejournal/Textbooks.pdf>
- Bear, J.M. (1987) The rub of cultures and English Language Teaching. *Journal of Human Sciences*.1. Ankara:METU
- Bolitho, R. (2003) Designing textbooks for modern languages: the ELT experience. *The Good Practice Guide* (University of Southampton, Subject Centre for Languages, Linguistics and Area Studies). Retrieved from: <http://www.llas.ac.uk/resources/gpg/1470>
- Brooks, N. (1971). A Guest Editorial: Culture-A New Frontier. *Foreign Language Annals* 5(1) p. 54-61.

- Brooks, N. (1975). The analysis of foreign and familiar cultures. In Lafayette, R. (ed.). *The Culture Revolution in Foreign Language Teaching*. Skokie, Illinois: National Textbook Company.
- Brown, H. D. (1994). *Principles of Language Learning and Teaching* (3rd edn). Englewood Cliffs, NJ: Prentice Hall Regents.
- Brumfit, C. J. (1980). *Problems and Principles in English Teaching*. Oxford: Pergamon Press.
- Burnard P. (1991) A method of analysing interview transcripts in qualitative research. *Nurse Education Today* 11, p. 461–466.
- Burnard P. (1996) Teaching the analysis of textual data: an experiential approach. *Nurse Education Today* 16, p. 278–281.
- Byram, M., (2000). Assessing Intercultural Competence. *Sprogforum*, No. 18, Vol. 6, 8–13. Retrieved from:
http://inet.dpb.dpu.dk/infodok/sprogforum,Espr_nr18.html
- Byram, M., Fleming, M. (eds.) (1998). *Language Learning in Intercultural Perspective. Approaches through drama and ethnography*. Cambridge: Cambridge University Press.
- Byram, M., Nichols, A., Stevens, D. (eds.) (2001). *Developing Intercultural Competence in Practice*. Clevedon: Multilingual Matters.
- Byram, M. (1988). 'Foreign language education and cultural studies'. *Language Culture and Curriculum* 1(1), p. 15-31.
- Byram, M. (1989). *Cultural Studies in Foreign Language Education*. Clevedon: Multilingual Matters.
- Byram, M. (1993). Criteria for textbook evaluation. In M. Byram (Ed.), *Germany, its representation in textbooks for teaching German in Great Britain* (p. 87-101). Frankfurt am Main: Diesterweg.
- Byram, M. (1997) *Teaching and Assessing Intercultural Communicative Competence*. Clevedon: Multilingual Matters
- Byram, M., & Risager, K. (1999). *Language teachers, politics and culture*. Clevedon: *Multilingual Matters*.

- Çakıt, I. (2006). Evaluation of the EFL textbook “New Bridge to Success 3” from the perspectives of students and teachers. A thesis submitted to the Graduate School of Social Sciences of Middle East Technical University.
- Canagarajah, A. (1999). *Resisting linguistic imperialism in English teaching*. Oxford: Oxford University Press.
- Chen, G.M., Starosta, W. J. (1998). *Foundations of Intercultural Communication*. USA: Allyn and Bacon.
- Clarke, M. A. (1976). Second language acquisition as a clash of consciousness. *Language Learning* 26(2). p. 377-90.
- 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*. (Cambridge: Cambridge University Press), 197-219.
- Council of Europe (2001a). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. Cambridge: Cambridge University Press.
- Cunningsworth, A. (1984). *Evaluating and Selecting EFL Teaching Materials*. London: Heinemann Educational books
- Cunningsworth, A. (1995). *Choosing your coursebook*. Cambridge University Press.
- Doğançay-Aktuna, S. (1998). The Spread of English in Turkey and Its Current Sociolinguistic Profile. *Journal of Multilingual and Multicultural Development* 19(1), 24-39
- Edwards, J.R., Bagozzi, R. P. (2000). On the nature and Direction of Relationships Between Constructs and Measures, *Psychological Methods*, v5, n2, p. 155-174
- Elisondo, G. (2001). *Representing Latino/a Culture in Introductory Spanish Textbooks*. The National Association of African American Studies, National Association of Hispanic & Latino Studies, National Association of Native American Studies, and International Association of Asian Studies Monograph Series. Houston: NAAAS.
- Fearey, P., Lalor, O. (1990). English language and culture in Soviet textbooks. In B. Harrison (Ed.), *Culture and the Language Classroom* (p. 100-107). ELT Documents: 132. London: Modern English Publications.

- George, H.V. (1981). Unhappy professionalism. *World Language English*. 1(1), p. 9-14.
- Gülcü, M. (2010). The place of the native culture in the English language classroom. A case study of ENG 101 classrooms at METU. A thesis submitted to the Graduate School of Social Sciences of Middle East Technical University.
- Hall, E. T. (1959). *The Silent Language*. New York: Anchor Books.
- Harklau, Linda. (1999). Representing culture in the ESL writing classroom. In Hinkel, Eli (Ed.), *Culture in Second Language Teaching and Learning*. New York: Cambridge University Press, p. 125.
- Hatoss, A. (2004). A model for evaluating textbooks. *Babel*, 39 (2). p. 25-32.
- Hsieh H. F., Shannon S. (2005) Three approaches to qualitative content analysis. *Qualitative Health Research* 15, 1277–1288.
- Huhn, P. (1978). Landeskunde um Lehrbuch: Aspekte der Analyse, Kritik und Korrekturen Behandlung. In W. Kuhlwein & G. Radden (Eds.), *Sprache and Kultur*. Tübingen: Gunter Narr.
- Hutchinson, T., Waters, A. (1987). *English for specific purpose: A learning centered approach*. Cambridge: Cambridge University Press.
- Jenkins, J. (2005). ELF at the gate: the position of English as a Lingua Franca, *Humanising Language Teaching*, 7(2).
- Jiang, W. (2000). 'The Relationship between Culture and Language'. *ELT Journal*, 54/4: 328-334.)
- Kachru, B. B., Nelson, C. L. (1996). World Englishes. In: A. Burns & C. Coffin. (Eds.), *Analyzing English in a global context*. London: Routledge, p. 9-25.
- Kachru, B.B.(1986). *The Alchemy of English: The Spread Functions and models of Non-native Englishes*. Oxford: Pergamon.
- Kayapınar, U. (2009). Coursebook Evaluation by English Teachers. Mersin University, Faculty of Education. *Inonu University Journal of the Faculty of Education*, 10(1), 69-78).
- Kılıçkaya, F. (2004). Guidelines to Evaluate Cultural Content in Textbooks, *The Internet TESL Journal*, 10(12)

- Kırkgöz, Y. (2009). Evaluating the English textbooks for young learners of English at Turkish primary education. *Procedia Social and Behavioral Sciences*, 1, 79–83
- Kramersch, C. (1994). *Context and culture in language teaching*. Oxford: Oxford University Press.
- Kramersch, C. (1988). The cultural discourse of foreign language textbooks. In A. Singerman (Ed.), *Towards a new integration of language and culture* (p. 63-68). Middlebury, VT: Northeast Conference
- Kramersch, C. (1993). *Context and culture in language teaching*. Oxford: Oxford University Press.
- Kramersch, C., Gerhards, S. (2012), Im Gespräch: An Interview with Claire Kramersch on the “Multilingual Subject”. *Die Unterrichtspraxis/Teaching German*, 45: 74–82.
- Kramersch, C., & Sullivan, P. (1996). Appropriate pedagogy. *ELT Journal*, 50 (3), 199-212.
- Kramersch, C., (2009). Third culture and language education. In Vivian Cook & Li Wei (Eds.) *Contemporary Applied Linguistics. Vol.1 Vivian Cook, ed. Language Teaching and Learning* (p. 233-254) London: Continuum.
- Lustig, M. W., Koester, J. (1996). *Intercultural Competence: Interpersonal Communication Across Cultures*. NY, USA: HarperCollins College Publishers.
- McDonough, J., Shaw, C. (1998). Evaluating ELT materials. In Crystal, D. & Jonson, K. (Eds.), *Materials and methods in ELT*. (p. 63 – 81). Oxford: Blackwell Publishers
- Meara, P. (1977). Schizophrenic symptoms in foreign language learners. *Paper given at the BAAL Annual Conference*, Colchester.
- National Standards in Foreign Language Education Project (2006). *Standards for foreign language learning in the 21st century*. Lawrence, KS: Allen Press, Inc. p. 36-38.
- Nostrand, H. L. (1974). Empathy for a second culture: Motivations and techniques. In Jarvis, G. A. (ed.). 1974. *Responding to New Realities*. ACTFL Foreign Language Education Series, vol. 5. Skokie, Illinois: National Textbook.

- Nunan, D. (1991). *Language Teaching Methodology*. Prentice Hall
- Önalın, O. (2004). EFL teachers' perceptions of the place of culture in ELT: A survey study at four universities in Ankara/Turkey. A thesis submitted to the Graduate School of Social Sciences of Middle East Technical University. Retrieved from <http://etd.lib.metu.edu.tr/upload/2/12604872/index.pdf>
- Özdemir F.E. (2007). An evaluation of *Time for English 4*, the 4th grade English coursebook for public schools. A thesis submitted to the Graduate School of Social Sciences of Middle East Technical University.
- Politzer, R. (1959). Developing Cultural Understanding Through Foreign Language Study. Report of the Fifth Annual Round Table Meeting on Linguistics and Language Teaching, p. 99-105. Washington, D.C.: Georgetown University Press.
- 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.
- Risager, K. (1991). Cultural references in European textbooks: an evaluation of recent tendencies. In Buttjes, D. and Byram, M. (eds.) *Mediating Languages and Cultures*, Clevedon: Multilingual Matters.
- Saluveer, E. (2004). *Teaching Culture in English Classes*. Retrieved from: <http://dspace.utlib.ee/dspace/bitstream/10062/922/5/Saluveer.pdf>
- Seelye, H. (1984). *Teaching culture: Strategies for inter-cultural communication*. Revised edition. Lincolnwood, IL: National Textbook Company.
- Seidlhofer, B. (2001). Closing a conceptual gap: The case for a description of English as a lingua franca. *International Journal of Applied Linguistics*, 11(2): 133-158.
- Sercu, L. (1998). *Acquiring Intercultural Competence from Textbooks. The Case of Flemish Adolescent Pupils Learning German*. Leuven: Leuven University Press.
- Sercu, L., Bandura, E., 2005. Foreign Language Teachers and Intercultural Competence – an International Investigation. *Multilingual matters*. Retrieved from: www.multilingual-matters.com

- Sheldon, L., E. (1988) Evaluating ELT textbooks and materials. *ELT Journal*, 42(4): 237-246.
- Skliar, O. (2009). Gender Representations and Gender Bias in ELT Textbooks Published in Iran. A thesis submitted to the Graduate School of Social Sciences of Middle East Technical University.
- Stern, H.,H. (1992). Issues and Options in Language Teaching. Oxford University Press
- Stewart, S. 1982. 'Language and culture'. *USF Language Quarterly* 20/3: 7-10.
- Valdes, J. (1990). The inevitability of teaching and learning culture in a foreign language course. In B. Harrison (Ed.), *Culture and the Language Classroom* (p. 20-30). *ELT Documents*: 132. London: Modern English Publications.
- Valdes, J. M. (ed.) (1986). *Culture Bound: Bridging the Cultural Gap in Language Teaching*. Cambridge: Cambridge University Press.
- Wong, S., L. (1992) Centres: meditation on Asian American identity and aesthetics. In L. C. Lee (Ed.) *Asian Americans: Collages of Identities* (p. 87-100). Ithaca, NY: Asian American Studies Program, Cornell University
- Yamanaka, N. (2006). An Evaluation of English Textbooks in Japan from the Viewpoint of Nations in the Inner, Outer, and Expanding Circles. *NCELTR resource center Journal Watch*, 2 p. 57
- Zohrabi, M. & Shah, P.M., (2009). Culture-free and culture-bound English language classes. *SoLLS Intec 2009 Proceedings*. Retrieved, 16 May 2011, from http://pkukmweb.ukm.my/~solls09/Proceeding/PDF_PPt.html

APPENDIX A
THE LIST OF ANKARA STATE SCHOOLS ENGAGED IN THE
PROCESS OF DATA COLLECTION

1. Ahmet Bahadır İlhan İlköğretim Okulu
2. Ahmet Barındırır İlköğretim Okulu
3. Ayten Tekışık İlköğretim Okulu
4. Barış Manço İlköğretim Okulu
5. Danişment Çiçekli İlköğretim Okulu
6. Hamdullah Suphi İlköğretim Okulu
7. Hasan Ali Yücel İlköğretim Okulu
8. Kemal Atatürk İlköğretim Okulu
9. Kılıçali Paşa İlköğretim Okulu
10. Mustafa Kemal İlköğretim Okulu
11. Namık Kemal İlköğretim Okulu
12. Türk-İş Blokları İlköğretim Okulu
13. Ülkü Akın İlköğretim Okulu

APPENDIX B
“CULTURAL LOAD OF TEXTBOOKS” CHECKLIST

Grade
Publisher
Level of English
Content
Types of reading passages

Section 1. GENERAL INFORMATION				
	Spot On Student's Book		Spot On Workbook	
	Yes	No	Yes	No
1. Does every unit contain reading texts?				
2. Does every unit contain dialogues?				
3. Does every lesson contain reading texts?				
4. Does every lesson contain dialogues?				
5. Is there any emphasis put on a certain culture (specify on which culture)				
6. If yes, on what culture?				
<input type="checkbox"/> Native (Turkish) culture				
<input type="checkbox"/> Target culture – the USA				
<input type="checkbox"/> Target culture – the GB				
<input type="checkbox"/> Other cultures(please, specify.....)				
<input type="checkbox"/> No cultures are represented				
7. What cultures are there present in the reading passages of the textbook?				
<input type="checkbox"/> Native (Turkish) Culture				
<input type="checkbox"/> Target American Culture				
<input type="checkbox"/> Target British Culture				
<input type="checkbox"/> Other cultures (please, specify.....)				
<input type="checkbox"/> No cultures are represented				

Section 2. DIALOGUES	Spot On Student's Book		Spot On Workbook	
	Yes	No	Yes	No
1. Are the situations of the dialogues realistic?				
2. Are the situations of the dialogues artificial (example)?				
3. Are the situations of the dialogues familiar for students?				
4. Are there any kinds of stereotyping concerning Turkish culture?				
a. If <u>yes</u> , what kinds of stereotyping are there? <input type="checkbox"/> Jobs <input type="checkbox"/> Food <input type="checkbox"/> Hobby <input type="checkbox"/> Traditions <input type="checkbox"/> Touristic peculiarities <input type="checkbox"/> Everyday life <input type="checkbox"/> Other (please, specify)				

Section 2. DIALOGUES	Spot On Student's Book	Spot On Workbook
<p>5. Are there any kinds of stereotyping concerning target culture? If yes, what kinds of stereotyping are there?</p> <p><input type="checkbox"/> Jobs</p> <p><input type="checkbox"/> Food</p> <p><input type="checkbox"/> Hobby</p> <p><input type="checkbox"/> Traditions</p> <p><input type="checkbox"/> Touristic peculiarities</p> <p><input type="checkbox"/> Everyday life</p> <p><input type="checkbox"/> Other (please, specify)</p>		
<p>6. Are there any kinds of stereotyping concerning other cultures? If yes, what kinds of stereotyping are there?</p> <p><input type="checkbox"/> Jobs</p> <p><input type="checkbox"/> Food</p> <p><input type="checkbox"/> Hobby</p> <p><input type="checkbox"/> Traditions</p> <p><input type="checkbox"/> Touristic peculiarities</p> <p><input type="checkbox"/> Everyday life</p> <p><input type="checkbox"/> Other (please, specify)</p>		

	Spot On Student's Book		Spot On Workbook	
	Yes	No	Yes	No
7. Are there references to touristic places in Turkey?				
8. Are there references to touristic places of target culture countries?				
9. Are there references to touristic places of other countries?				
10. Are there Turkish names used for the interlocutors?				
11. Are there names of target culture countries used for the interlocutors?				
12. Are there names of other countries used for the interlocutors?				
13. Are there unidentified interlocutors (in terms of culture, sex, age)?				
14. Are there referents to art of target culture countries?				
15. Are there referents to music of target culture countries?				
16. Are there referents to literature of target culture countries?				
17. Are there references to famous people of target culture countries?				
18. Are there references to traditions of target culture countries?				
19. Are there references to the behavior of people of target culture countries?				
20. Are there referents to art of Turkish culture countries?				
21. Are there referents to music of Turkish culture countries?				
22. Are there referents to literature of Turkish culture countries?				
23. Are there references to famous people of Turkish culture countries?				

24. Are there references to traditions of Turkish culture countries?				
	Spot On Student's Book		Spot On Workbook	
	Yes	No	Yes	No
25. Are there referents to art of other world cultures?				
26. Are there referents to music of other world cultures?				
27. Are there referents to literature of other world cultures?				
28. Are there references to famous people of other world cultures?				
29. Are there references to traditions of other world cultures?				
30. Are there references to the behavior of people of other world cultures?				
31. Are there references to touristic places of other world cultures?				
32. Which of the following situations can be found in the textbook dialogues? <input type="checkbox"/> Turkish person in culture-neutral setting <input type="checkbox"/> Turkish person in Turkish culture setting <input type="checkbox"/> Turkish person in target language culture setting <input type="checkbox"/> Turkish person in other cultures setting <input type="checkbox"/> Target culture representative in culture-neutral setting <input type="checkbox"/> Target culture representative in Turkish culture setting <input type="checkbox"/> Target culture representative in target culture setting <input type="checkbox"/> Unidentified situation <input type="checkbox"/> Other cultures representative in Turkish culture setting				

Section 3. TEXTS	Spot On Student's Book		Spot On Workbook	
	Yes	No	Yes	No
<p>1. Which of the following situations can be found in the texts?</p> <p><input type="checkbox"/> Turkish person in culture-neutral setting</p> <p><input type="checkbox"/> Turkish person in Turkish culture setting</p> <p><input type="checkbox"/> Turkish person in target language culture setting</p> <p><input type="checkbox"/> Turkish person in other cultures setting</p> <p><input type="checkbox"/> Target culture representative in culture-neutral setting</p> <p><input type="checkbox"/> Target culture representative in Turkish culture setting</p> <p><input type="checkbox"/> Target culture representative in target culture setting</p> <p><input type="checkbox"/> Other cultures representative in Turkish culture setting</p>				
2. Is the cultural information presented in the texts realistic?				
3. Is the cultural information presented in the texts artificial?				
4. Does the cultural information presented in the texts reflect the present time?				
5. Does the cultural information presented in the texts reflect the past times?				
6. Is the cultural information presented in the texts interesting for students?				

	Spot On Student's Book		Spot On Workbook	
	Yes	No	Yes	No
7. Are there any kinds of stereotyping concerning Turkish culture?				
a. If <u>yes</u> , what kinds of stereotyping are there?				
<input type="checkbox"/> Jobs				
<input type="checkbox"/> Food				
<input type="checkbox"/> Hobby				
<input type="checkbox"/> Traditions				
<input type="checkbox"/> Touristic peculiarities				
<input type="checkbox"/> Everyday life				
<input type="checkbox"/> Other (please, specify)				
8. Are there any kinds of stereotyping concerning target culture?				
If <u>yes</u> , what kinds of stereotyping are there?				
<input type="checkbox"/> Jobs				
<input type="checkbox"/> Food				
<input type="checkbox"/> Hobby				
<input type="checkbox"/> Traditions				
<input type="checkbox"/> Touristic peculiarities				
<input type="checkbox"/> Everyday life				
<input type="checkbox"/> Other (please, specify)				
9. Are there any kinds of stereotyping concerning other cultures?				
If yes, what kinds of stereotyping are there?				
<input type="checkbox"/> Jobs				
<input type="checkbox"/> Food				
<input type="checkbox"/> Hobby				

<input type="checkbox"/> Traditions				
<input type="checkbox"/> Touristic peculiarities				
<input type="checkbox"/> Everyday life				
<input type="checkbox"/> Other (please, specify)				
10. Are there references to touristic places in Turkey?				
11. Are there references to touristic places of target culture countries?				
12. Are there references to touristic places of other countries?				
13. Are there Turkish names used for the texts characters?				
14. Are there names of target culture countries used for the texts characters?				
15. Are there names of other countries used for the texts characters?				
16. Are there unidentified texts characters (in terms of culture, sex, age)?				

Section 4. CONCLUSION	Spot On Student's Book		Spot On Workbook	
	Yes	No	Yes	No
1. Is the Turkish cultural load of the reading passages sufficient for advanced level students? If no, what cultural aspects are missing in the reading passages? Specify, please				
2. Is the target cultural load of the reading passages sufficient for advanced level students? If no, what cultural aspects are missing in the reading passages? Specify, please				
3. Is the cultural load of other countries represented in the reading passages				

sufficient for advanced level students? If no, what cultural aspects are missing in the reading passages? Specify, please		
---	--	--

ADVANTAGES

.....

.....

.....

.....

.....

DISADVANTAGES

.....

.....

.....

.....

.....

.....

APPENDIX C

“CULTURE IN ELT TEXTBOOKS” TEACHER QUESTIONNAIRE

Informed Consent Form

Thank you for your willingness to participate in our study. Your answers are very valuable for the present research.

Information and Purpose: The questionnaire, which you are being asked to fill in, is a part of a research study that is focused on investigating of the presence of cultural elements in the reading passages of the textbooks published in Turkey. The researcher is also interested in the teachers’ perceptions of the integrating cultural elements into ELT textbooks. The purpose of this study is to find out how much of local, target and other cultures is introduced in Turkish ELT textbook materials, and what teachers’ attitudes towards it are.

Your Participation: Your participation in this study will consist of a questionnaire consisting of 37 items. You will be asked a series of questions about your working experience. You are not required to answer the questions. You may pass on any question that makes you feel uncomfortable. There is no penalty for discontinuing participation.

Confidentiality: Your name and identifying information will not be associated with any part of the written report of the research. All of your information and interview responses will be kept confidential. The researcher will not share your individual responses with anyone other than the research supervisor.

If you have any questions or concerns, please contact the researcher:

Alena Iriskulova

Middle East Technical University

2010working.address@gmail.com

I acknowledge that I have read and understand the above information. I am aware that I can discontinue my participation in the study at any time.

Section 1. GENERAL CULTURE-RELATED QUESTIONS

Instructions: For the following questions choose the appropriate answer and put X in the corresponding cell

1) Target culture includes the following countries (More than one option is possible):

- | | |
|--------------------------|-----------------------|
| <input type="checkbox"/> | The USA |
| <input type="checkbox"/> | The UK |
| <input type="checkbox"/> | Canada |
| <input type="checkbox"/> | Australia |
| <input type="checkbox"/> | New Zealand |
| <input type="checkbox"/> | other (specify _____) |

2) Native culture of students includes the following aspects (More than one option is possible):

- | | |
|--------------------------|---|
| <input type="checkbox"/> | cultural peculiarities of their country in general |
| <input type="checkbox"/> | cultural peculiarities of a certain area of their country |
| <input type="checkbox"/> | cultural peculiarities of the immediate environment the students are exposed to |
| <input type="checkbox"/> | cultural peculiarities of a student's family |

3) When you think of the notion of culture what comes to your mind? (More than one option is possible)

- | | |
|--------------------------|--|
| <input type="checkbox"/> | Native culture of your students |
| <input type="checkbox"/> | Target culture of the language you teach |
| <input type="checkbox"/> | Various world cultures |
| <input type="checkbox"/> | Native culture and target culture |
| <input type="checkbox"/> | Native culture, target culture, and other world cultures |
| <input type="checkbox"/> | other (specify _____) |

4) What do you think are the main components of culture? (More than one option is possible)

- | | |
|--------------------------|------------|
| <input type="checkbox"/> | Music |
| <input type="checkbox"/> | Art |
| <input type="checkbox"/> | Literature |
| <input type="checkbox"/> | Traditions |
| <input type="checkbox"/> | Food |

- People's behavior
- People's habits
- People's beliefs
- Touristic places
- Other (specify _____)

Instructions: For the following questions put X in the cell which shows how you feel about the statement

STATEMENT	Strongly agree	Agree	Strongly disagree	Disagree	Undecided
5) Culture should be integrated into foreign language teaching.					
6) Teaching of culture should be explicit (student should be aware of the process of learning the culture)					
7) Teaching of culture should be implicit (students are unaware of the fact that along with language elements they acquire cultural elements as well)					
STATEMENT	very comfortable ¹⁰	quite comfortable ¹¹	indifferent ¹²	slightly uncomfortable ¹³	not comfortable at all ¹⁴
8) How comfortable do your students feel dealing with their Turkish culture at the lessons?					
9) How comfortable do they feel dealing with English-speaking cultures?					
10) How comfortable do they feel dealing with other international cultures?					

¹⁰ Very comfortable = willing and motivated

¹¹ Quite comfortable = agree to deal with, although not showing great interest

¹² Indifferent = deal with it automatically, following a teacher's request or a task

¹³ Slightly uncomfortable = unwilling and unmotivated

¹⁴ Not comfortable at all = reject to deal with

**Section 2. CULTURAL PRESENCE IN ELT TEXTBOOKS AND IN THE
READING PASSAGES OF THE TEXTBOOKS**

Instructions: For the following questions choose the appropriate answer and put X in the corresponding cell (for some items more than one answer is possible)

**1) English language teaching should be conducted through the integration of ...
(More than one option is possible)**

- | | |
|--------------------------|----------------------------------|
| <input type="checkbox"/> | Students' native culture |
| <input type="checkbox"/> | Target culture |
| <input type="checkbox"/> | Other world cultures |
| <input type="checkbox"/> | No cultures should be integrated |

**2) Through what textbook activities should cultural elements be presented?
(More than one option is possible)**

- | | |
|--------------------------|--|
| <input type="checkbox"/> | Reading texts |
| <input type="checkbox"/> | Working with dialogues |
| <input type="checkbox"/> | Doing grammar exercises |
| <input type="checkbox"/> | Additional reading (e.g. Home reading) |
| <input type="checkbox"/> | Other (specify _____) |

**3) The reading passages of ELT textbooks should include the following Turkish
culture elements (More than one option is possible):**

- | | |
|--------------------------|--------------------------------------|
| <input type="checkbox"/> | names |
| <input type="checkbox"/> | geographical items |
| <input type="checkbox"/> | food items |
| <input type="checkbox"/> | referents to art |
| <input type="checkbox"/> | referents to music |
| <input type="checkbox"/> | referents to literature |
| <input type="checkbox"/> | references to famous people |
| <input type="checkbox"/> | references to traditions |
| <input type="checkbox"/> | references to the behavior of people |
| <input type="checkbox"/> | references to touristic places |
| <input type="checkbox"/> | Other (specify _____) |

4) The reading passages of ELT textbooks should include the following target culture elements (More than one option is possible):

- names
- geographical items
- food items
- referents to art
- referents to music
- referents to literature
- references to famous people
- references to traditions
- references to the behavior of people
- references to touristic places
- Other (specify _____)

5) The reading passages of ELT textbooks should include the following elements of world cultures (More than one option is possible):

- names
- geographical items
- food items
- referents to art
- referents to music
- referents to literature
- references to famous people
- references to traditions
- references to the behavior of people
- references to touristic places
- Other (specify _____)

6) The written dialogues of ELT textbooks should include the following situations (More than one option is possible):

- Turkish person in culture-neutral setting
- Turkish person in Turkish culture setting
- Turkish person in target language culture setting
- Turkish person in other cultures setting
- Target culture representative in culture-neutral setting
- Target culture representative in Turkish culture setting
- Target culture representative in target culture setting

- Other cultures representative in Turkish culture setting
- Other cultures representative in target culture setting
- Other cultures representative in culture-neutral setting
- Other cultures representative in culture-neutral setting

7) Names of the participants if the written dialogues should be (More than one option is possible):

- Turkish names
- Names of target countries
- Names of other world countries
- Dialogues should be without names
- Other (specify _____)

8) The dialogues of ELT textbooks should include the following target culture elements (More than one option is possible):

- geographical items
- food items
- referents to art
- referents to music
- referents to literature
- references to famous people
- references to traditions
- references to the behavior of people
- references to touristic places
- Other (specify _____)

9) The dialogues of ELT textbooks should include the following Turkish culture elements (More than one option is possible):

- geographical items
- food items
- referents to art
- referents to music
- referents to literature
- references to famous people
- references to traditions
- references to the behavior of people

- references to touristic places
- Other (specify _____)

10) The dialogues of ELT textbooks should include the following elements of world cultures (More than one option is possible):

- geographical items
- food items
- referents to art
- referents to music
- referents to literature
- references to famous people
- references to traditions
- references to the behavior of people
- references to touristic places
- Other (specify _____)

Instructions: For the following questions put X in the cell which shows how you feel about the statement

STATEMENT	Strongly agree	Agree	Strongly disagree	Disagree	Undecided
11) A reading passage is one of the most appropriate ways to introduce cultural elements to students.					
12) The reading passages should be free of general statements about any culture (<i>e.g. German people are punctual</i>)					
13) Texts for reading can provide students with rich cultural load.					
14) Dialogues can represent a real-word situation where the knowledge of culture is required.					
15) The written dialogues of ELT textbooks should show the way people of different cultures behave during communication					

STATEMENT	Always	Often	Sometimes	Rarely	Never
16) General statements in reading passages about any culture lead to stereotyping.					

Section 3. CONCLUSIONS

Instructions: Write a short (2-3 sentences) answer for the following question

If there is anything you would like to add concerning the present situation with cultural elements in the textbooks published in Turkey, and more specifically cultural elements in the reading passages please write your ideas here:

Section 4. DEMOGRAPHIC INFORMATION

Instructions:

Please supply your personal information for the questions below

1. **Gender:**

male	female

2. **Age:** _____

3. **Highest level of university education:**

Bachelor	Masters	Doctorate	Other

4. **Graduated from department:**

English Language Teaching	English Language and Literature	Other (specify _____)

5. **Teaching experience:** _____ years

6. **The grades you teach:** _____

7. **Hours of English students you teach of each grade have per week:**

_____ grade _____ hours per week
_____ grade _____ hours per week
_____ grade _____ hours per week
_____ grade _____ hours per week

8. **How many years have you been teaching at your current school?**

9. **How many years of total teaching experience do you have?**

10. **The textbooks used at the lessons** _____

This is the end of the questionnaire. Thank you for your participation.

APPENDIX D

SEMI-STRUCTURED TEACHER INTERVIEW GUIDE

Informed Consent Form

Thank you for your willingness to participate in our interview. Your answers are very valuable for our research.

Information and Purpose: The interview, for which you are being asked to participate in, is a part of a research study that is focused on investigating of the Turkish culture presence in MEB published textbooks. The researcher is also interested in the teachers' perceptions of the integrating cultural elements into ELT textbooks. The purpose of this study is to find out how much of local culture is introduced in Turkish ELT textbook materials, and what are teachers' and students' attitudes towards it.

Your Participation: Your participation in this study will consist of an interview lasting approximately twenty minutes. You will be asked a series of questions about your working experience. You are not required to answer the questions. You may pass on any question that makes you feel uncomfortable. At any time you may notify the researcher that you would like to stop the interview and your participation in the study. There is no penalty for discontinuing participation.

Confidentiality: The interview will be tape recorded; however, your name will not be recorded on the tape. Your name and identifying information will not be associated with any part of the written report of the research. All of your information and interview responses will be kept confidential. The researcher will not share your individual responses with anyone other than the research supervisor.

If you have any questions or concerns, please contact the researcher:

Alena Iriskulova

Middle East Technical University

2010working.address@gmail.com

I acknowledge that I have read and understand the above information. I am aware that I can discontinue my participation in the study at any time.

List of Possible Questions to be Discussed during the Interview

The background information of the interviewee

- Age,
- Educational background
- Working experience,
- Working place,
- Grades of students,
- Textbooks used in the classroom.

General culture-related questions

1. What do you think are the main components of culture?
2. Do you think culture should be introduced at English language lessons?
3. Which type of culture in your opinion should be introduced in teaching English – elements dealing with music, art and literature, or those reflecting people's values, beliefs and attitudes?
4. Have you ever experienced the situation when students tried to compare target culture with their native culture? Do you think making such comparisons is beneficial for language learning?
5. How comfortable do your students feel dealing with their native culture at the lessons? And how comfortable do they feel dealing with the foreign culture?

Culture in textbooks

1. What about the textbooks that we use at the lessons? Should they contain culture-related information?
2. Do the textbooks you use contain sufficient native-culture load?
3. Do the textbooks you use contain any tasks that require students to talk/write about their own culture?
4. Do you feel the need to make some adaptations on the language materials that you use in terms of cultural content?
5. Do you feel the need to use any additional material when preparing for your lessons?
6. Do your students feel excited they are faced to any materials related to their own culture in their textbooks?
7. In general, what do you think about the textbook that were published abroad not for a specific country, but for teaching English as a foreign language, and those textbook which were published by the local authorities? Which of them are better to use at the English language lessons?
8. What about the textbook writers? Who should they be? Turkish or native English speakers? Should they be people with degrees or teachers that deal with students?

Concluding

1. In conclusion what could you say about the present situation considering cultural elements in our textbooks?
2. Thank you for your kind participation. Your answers are very valuable for our research. Do you have anything to ask or to add?

APPENDIX E

“MY ELT TEXTBOOK” STUDENT QUESTIONNAIRE

1. BÖLÜM DERS KİTAPLARI HAKKINDA GENEL SORULAR

Aşağıda ders kitabı ile ilgili soruda size uygun olan cevapları yuvarlak içine alarak işaretleyiniz.

1. En severek yaptığınız aktiviteler neler?

- Okuma parçaları
- Okuma diyalogları
- Grammer alıştırmaları
- Eşleştirme aktiviteleri
- Dinleme aktiviteleri
- Konuşma aktiviteleri
- Yazı yazma
- Çizim aktiviteleri

Aşağıda ders kitabı ile ilgili 3 maddeden oluşan yargılar verilmiştir. Bunları dikkatlice okuyunuz ve seçeneklerden size uygun olanı yuvarlak içine alınız.

	5 tamamen katılıyorum	4	3 fikrim yok	2	1 kesinlikle katılmıyorum
2. Ders kitabımı iyi buluyorum.	5	4	3	2	1
3. Ders kitabım güncellenmiş bilgilerden oluşuyor.	5	4	3	2	1
4. Ders kitabımdaki bilgileri ilgi çekici buluyorum.	5	4	3	2	1

2. BÖLÜM
OKUMA PARÇALARI VE DİYALOGLARI HAKKINDA GENEL
SORULARI

Aşağıda ders kitabı ile ilgili sorularda size uygun olan cevapları yuvarlak içine alarak işaretleyiniz.

5. **Neler hakkında bir şeyler okumak istersiniz?**
- Türkiye hakkında değişik şeyler
 - İngiltere hakkında değişik şeyler
 - Amerika hakkında değişik şeyler
 - Diğer ülkeler hakkında değişik şeyler
6. **Diyaloglarda neler okumak istersiniz?**
- Türklerle ilgili durumlar
 - Türk ve İngilizlerle ilgili durumlar
 - Türk ve Amerikalılarla ilgili durumlar
 - Amerikalılarla ilgili durumlar
 - İngilizlerle ilgili durumlar

Aşağıda okuma parçaları ile ilgili 3 maddeden oluşan yargılar verilmiştir. Bunları dikkatlice okuyunuz ve seçeneklerden size uygun olanı yuvarlak içine alınız.

	5 tamamen katılıyor m	4	3 fikrim yok	2	1 kesinlikle katılmıyo rum
7. Okuma parçaları değişik ülkeler ve insanlar hakkında ilginç bilgiler veriyor.	5	4	3	2	1
8. İngilizce ders kitabımda çok fazla okuma parçası var.	5	4	3	2	1
9. İngilizce ders kitabımda çok fazla diyalog var.	5	4	3	2	1

3. BÖLÜM
OKUMA PARÇASI VE OKUMA DİYALOGLARINDAKİ KÜLTÜR
HAKKINDA SORULAR

Aşağıda okuma parçaları ve okuma diyaloglarındaki kültür ile ilgili 32 maddeden oluşan yargılar verilmiştir. Bunları dikkatlice okuyunuz ve seçeneklerden size uygun olanı yuvarlak içine alınız.

	5 tamamen katılıyorum	4	3 fikrim yok	2	1 kesinlikle katılmıyorum
10. Türkiye ve Türkler hakkında okuma parçaları ilgi çekici buluyorum.	5	4	3	2	1
11. Amerika hakkında parçalar okumayı seviyorum.	5	4	3	2	1
12. İngiltere hakkında parçalar okumayı seviyorum.	5	4	3	2	1
13. Diğer ülkeler hakkında parçalar okumayı seviyorum.	5	4	3	2	1
14. Ders kitabımda Türkiye'yle ilgili daha çok okuma parçası olsun istiyorum.	5	4	3	2	1
15. Ders kitabımda Türkiye'yle ilgili daha çok okuma parçası olsun istiyorum.	5	4	3	2	1
16. Ders kitabımda diğer ülkelerle ilgili daha çok okuma parçası olsun istiyorum.	5	4	3	2	1
17. Diyaloglarda konuşan kişilerin Türk olması daha iyi.	5	4	3	2	1

18. Diyaloglarda konuşan kişilerin Amerikalı olması daha iyi.	5	4	3	2	1
	5 tamamen katılıyorum	4	3 fikrim yok	2	1 kesinlikle katılmıyorum
19. Diyaloglarda konuşan kişilerin İngiliz olması daha iyi.	5	4	3	2	1
20. Diyaloglarda konuşan kişilerin diğer ülkelerden olması daha iyi.	5	4	3	2	1
21. Çok fazla yabancı insan ismi biliyorum.	5	4	3	2	1
22. Çok fazla Amerikalı insan ismi biliyorum	5	4	3	2	1
23. Çok fazla İngiliz insan ismi biliyorum	5	4	3	2	1
24. Daha çok yabancı insan ismi bilmek isterim.	5	4	3	2	1
25. Daha çok Amerikalı insan ismi bilmek isterim.	5	4	3	2	1
26. Daha çok İngiliz insan ismi bilmek isterim.	5	4	3	2	1
27. Çok fazla yabancı şehir ismi biliyorum.	5	4	3	2	1
28. Daha fazla yabancı şehir ismi bilmek isterim.	5	4	3	2	1
29. Çok fazla yabancı yemek adı biliyorum.	5	4	3	2	1

30.	Çok fazla İngiliz yemeği adı biliyorum.	5	4	3	2	1
		5 tamamen katılıyo rum	4	3 fikrim yok	2	1 kesinlikle katılmıyo rum
31.	Çok fazla Amerikalı ünlü insan biliyorum.	5	4	3	2	1
32.	Çok fazla İngiliz ünlü insan biliyorum.	5	4	3	2	1
33.	Diğer ülkelerden çok fazla ünlü insan biliyorum.	5	4	3	2	1
34.	Amerika geleneklerini biliyorum.	5	4	3	2	1
35.	İngiltere geleneklerini biliyorum.	5	4	3	2	1
36.	Diğer ülkelerin geleneklerini biliyorum.	5	4	3	2	1
37.	Amerika'da çok fazla turistik yer biliyorum.	5	4	3	2	1
38.	İngiltere'de çok fazla turistik yer biliyorum.	5	4	3	2	1
39.	Diğer ülkelerde çok fazla turistik yer biliyorum.	5	4	3	2	1

Aşağıdaki 3 soru için, boş bırakılan yere düşüncelerinizi yazınız.

40. Ders kitabımdaki okuma parçaları içinde Türk kültürü olmalı çünkü...

41. Ders kitabımdaki okuma parçaları içinde İngiliz kültürü olmalı çünkü... ..

42. Ders kitabımdaki okuma parçaları içinde Amerikan kültürü olmalı çünkü... ..

APPENDIX F

LIST OF READING PASSAGES OF THE STUDENT’S BOOK, THEIR CULTURAL BELONGING AND THEIR FOREWORDS

The topics, forewords and relation to cultures in the Reading texts of the Spot On Student’s book

Unit	Text topic and foreword ¹⁵	culture of the text
1	A True Friend Foreword: <i>Here is an article about friendship by Rebecca Swift, the writer of a teen magazine</i>	CN
2	Brochure about brain-based learning Foreword: <i>Greg, Sally and Paula are reading a brochure about brain-based learning at the language school</i>	CN
3	Body Care Products Ads Foreword: <i>Sally is helping Tessa to find new body care products. They are looking at the following ads in the magazine</i>	CN
4	Dream Dictionary Foreword: <i>Read the Text “Tamara’s Dream Dictionary” gives information about the meaning of dreams</i>	CN
5	NO READING TEXTS	
6	Detective Work Foreword: <i>It’s 9 o’clock in the evening. Tessa is reading a story to her cousin, Jim. It’s a story called “The story of Stolen Necklace”</i>	C2
7	The Adventurer Magazine Article Foreword: <i>While Tessa is looking at her aunt Carole’s diary, she finds a clipping from a magazine in her entry, The Adventurer, 15 June 1995</i>	C2

(Table continues)

¹⁵ The forewords are retrieved from the following source: Bacanlı Kurt, C., Ünlü Buldur, P., Çoban, Ö., Sarandal, M., Tekir, S., Sayiner, I. Spot On. Grade 8. Student’s book. Istanbul, 2010

(Table continued)

8	<i>NO READING TEXTS</i>	
	Daniel Goleman	C2
9	Foreword: <i>no foreword</i>	
	Cinderella	C2
	Foreword: <i>Jim is reading the second part of the story</i>	
10	Hansel and Gretel	C3
	Foreword: <i>Tessa and Jim are reading the story of Hansel and Gretel. Jim and Tessa find the story too long and too boring. They are trying to make the story shorter and more interesting</i>	
	Walt Disney	C2
11	Foreword: <i>no foreword</i>	
	Personal SWOT Analysis	CN
12	Foreword: <i>Tessa has done a personal SWOT analysis for herself</i>	
	A Good Language Learner	CN
	Foreword: <i>Remember Greg, Sally and Paula went to "Accord French Language School" last summer. Tessa has decided to join them this summer and it's their first day at school. She is reading a text about language learning</i>	
13		
	Sensible Precautions of Global Warming	CN
14	Foreword: <i>Tessa and Jim are reading an article from the magazine "Attention" about global warming</i>	
	The Sun Dance Hotel	C1
	Foreword: <i>Tessa, Trevor and Jim have made their plans for this summer holiday. They are going to stay at a hotel in Bodrum, Turkey. They are looking at the brochure of the Sun Dance Hotel</i>	
15		
	Mr. Thomson's diary	C2
16	Foreword: <i>Mr. and Mrs. Thomson disapprove of their children's behaviours. Mr. Thomson has decided to talk about "empathy" with them. He is showing his diary entry to them</i>	

APPENDIX G

LIST OF READING PASSAGES OF THE WORKBOOK, THEIR CULTURAL BELONGING AND THEIR FOREWORDS

The topics, forewords and relation to cultures in the Reading texts of the Spot On Student's book

Unit	Text topic and foreword ¹⁶	culture of the text
1	Mr. Thompson's Story Foreword: <i>Mr. Thomson is telling a story about him and his best friend James to Trevor and Tessa</i>	C2
2	Information about Brain Foreword: <i>Tessa is reading information about brain</i>	CN
3	News about Junk Food Research Foreword: <i>Tessa eats junk food at fast food restaurants every day. Sally wants her not to eat junk food because Tessa starts to gain weight and acne breaks out on her face. Therefore, Sally does researches on junk food and the harms of junk food to health.</i>	C2
4	Greg's Dream. Tessa's Dream Foreword (to the second text): <i>Tessa had a strange dream last night. She is telling her dream to her mom now</i>	C2
5	NO READING TEXTS	
6	NO READING TEXTS	
7	NO READING TEXTS	
8	NO READING TEXTS	
9	Why Do We Need Emotional Intelligence? Foreword: <i>no foreword</i>	CN
10	NO READING TEXTS	

(Table continues)

¹⁶ The forewords are retrieved from the following source: Bacanlı Kurt, C., Ünlü Buldur, P., Çoban, Ö., Sarandal, M., Tekir, S., Sayiner, I. Spot On. Grade 8. Workbook. Istanbul, 2010

(Table continued)

11	<i>NO READING TEXTS</i>	
12	Teachers Talk about Their Students Foreword: <i>Teachers are talking about their students.</i>	C2
13	Ways to Improve Language Learning Foreword: <i>There are some ways to improve your language below.</i>	CN
14	Sensible Precautions Foreword: <i>Tessa and her family will go on a holiday and she is reading some information to remember what she should do at home before going on a holiday</i>	CN
15	<i>NO INFORMATION</i>	
16	A Letter Foreword: <i>no foreword</i>	C2

APPENDIX H

THE TRANSCRIPTIONS OF INTERVIEWS

INTERVIEWEE 1

(Mustafa Kemal İlköğretim Okulu)

[Opening remarks by the interviewer]

Before I start talking about my topic, I would like to ask you about your educational background. Can you tell about your educational background?

Aha, I studied at Ankara college for about...for seven years. After the college I entered Gazi university, English teaching department, I studied there/and I studied prep class, and then four years at the department, I graduated there 1999 and after graduation from the university, about three month later I...I started teaching...erm... in the government/government school...mmm...state school, now I have been teaching English for about twelve years...

That's a long period...

Yes

And how about this school?

This school?

Yes

I have been teaching here for about eight years

Eight years?...

But... erm... these students are not/...erm...they are not ... how can I say... I cannot... I am happy to be a teacher in this school, but they don't care, you know, they don't know ... and also this school, they don't have any... they don't have any listening classrooms, and other...

Equipment...

Equipment...in the classroom, and you know, I am not very happy to be a teacher in this school. I like the students, but I don't like the school

Ok, so school is very small, limited

Yes

[voices not clear]

Which grades do you teach?

Erm.. I am teaching fifth class, sixth and seventh class this year

Ok, but it changes from year to year?

Yes, we share with the other teachers, we decide which year

Ok, have you ever taught eighth grade?

Yes, eighth grade, fourth grade, all the grades I taught

What can you say about students in eighth grade? I mean, are they like children or like adults already?

Some of them are children and some of them are adults, every kind of students you can see

Do they take English seriously? I mean, do they...

Some of them, some of them, but... both of them I can say because, you know, in the eighth grade they enter the SPS exam, and in the examination also they have English questions... and in the eighth grade they understand that English is important for them, but not all of them

Of course, they are different.. Okay, I think you know that my research is about culture and textbooks...

Uhum

...and before we start talking about it, the question is what do you think is culture?

A bit before [before the interview] you said that culture is almost everything so can you a bit... erm... explain it?...

Yes, culture is, I think, everything's culture, you can/... erm... you can see culture in everywhere, for example, in music, in art, in literature, in people's traditions, food, their/people behaviour, I think all of them, touristic places, you cannot divide culture as A B C, culture is everything...

Do you think teachers should teach English culture at the lessons?

Yes

Ok, why is culture important?

Culture important because if the students know the culture of other countries, they are more interested in learning English, and culture is everything. In language you can see culture in language. While learning language the students...the students... you know, the students want to know the culture of the language in the textbooks

Do you think students should know that they are learning culture? Or should this culture be, let's say, hidden in the material? Should it be explicit or implicit?

Ha... implicit, I think

So students shouldn't know that ok, this is culture

No, no,

They should just acquire...

Yes, acquire, they acquire it in the reading passages, not on the grammar, not in the grammar, in the speaking...in the reading passages in textbooks

Ok, how about dialogues, do you think dialogues can bring culture/

Yes, dialogues. Dialogues and reading passages are... only bring culture

Ok, but which culture should we teach? Only English culture, or should we also teach Turkish culture if students are Turkish?

No, not Turkish, they aren't interested in Turkish culture, because they know Turkish ... they/ our students, you know they are/ they come from the poor families, and they don't have opportunity to see other countries, and only they...they know the other cultures, the other countries, they see the pictures in the textbooks, they have only this opportunity

Ok, so you say that they want other countries...

Yes

So do you think not only England, America, but the world countries...

Yes, the world culture, because if they see some places/some touristical places of other countries, or their food, their traditions, they are more interested in lesson,

they want to learn, they want to see, because they don't have other opportunities to travel the other countries, they only know them from the textbooks, *yani*

Ok, did you ever have this situation that when students see something about, for example, American culture they try to compare with their own culture?

Yes, uhum,

Do they compare?

Yes, they compare, their tar/target culture and the othe/yes they compare. 'O!/they say 'O! we don't eat this food! O! it is very bad to eat this bean in the breakfast' or...erm... etc.

Do you think it is good?

Yes, it is good. Because they compare them and they.../they are more interested in the lesson, they... erm... I think it's good... *yani*... erm... they compare it and also they .. erm... they are not aware of their culture, and while learning other cultures they have the opportunity to think of their culture.

Ok, when they see the text or dialogue about other cultures do they feel comfortable? Erm, how... are they friendly to this culture?

Ha, are they friendly to this culture...some of them are friendly, they are wondering about, but some of them are not 'what is this?' because... erm... some of them, yes, not all of them. Some of them are very interested, some of them do not/don't want to learn

Ok, how about the textbooks? If you remember that in eighth grade they are using Spot On textbooks

Uhum

Yes? The textbook published by the ministry of education

Erm

Yes, do you think... as you said that culture should be in texts, in reading texts and dialogues... this textbook, this Spot On textbook, does it have enough...

[interrupting] No, not enough... I don't think...it's not enough. I don't like the textbook, and I always give them the other books photocopies because they are not sufficient. Also the workbook. For example they learn the grammar and other things from the student's book and they don't have many exercises in the workbook, so I have to give them the other...

...additional...

...additional material. I don't think they are sufficient

If you use additional material, is it usually grammar or it is about culture?

Grammar... grammar

Okay

Because in the exam they ask grammar. What can we do? W are in the system, and we have to teach grammar more than the other, but I try to give...mmm...I try to give the culture more than the grammar, because it's boring. The lesson is boring while you read grammar/while you are teaching grammar all the time.

Okay, so these days it is like a trend that the government publishes its own textbooks. Before they were buying from abroad, yes? Now we have Ministry of

Education – MEB-published textbooks. Which one do you think is more beneficial for language, for culture, for students?

[interviewee shows not understanding the question]

I mean the textbook which we buy from America or the textbook which we print here

Aa, yes from America, they are very expensive, you know. We couldn't/cannot buy them. So I prefer the American one

Why do you think American...

Because, the culture is... you can learn a lot of things from the other countries cultures, but it's the Turkish teacher/if the Turkish teacher writes the book, how/how much do they know about other countries *yani*?

Ok, so when teachers write books, I mean, when people start writing English textbook. Who do you think should be writers? Should they be a mixed group? Should they be from different communities? Who?

Aha, yes, becau/ first of all the teacher who/who writes this book must see the other countries, many countries, travel many before the other countries, visit touristical places, see the others people's cultures, habits, everything. Most of the teachers, the writers don't see the other countries and they write... how can they write? I/I can't understand *yani*... so...

Ok, so in conclusion, if we take this situation – textbooks published in Turkey, and the culture in these textbooks – what can you say about this situation?

The culture which you can see in the textbook, the others people's culture, they are not sufficient. And the students/I think students should learn a lot, and they can't learn from these books, because they are not sufficient. More pictures and more dialogues ... erm... must be written in the textbooks...

About dialogues... how do you thins, the pe/ in dialogues the people who are speaking, should they be only foreigners, or maybe Turkish and foreigners, or maybe just A / B

Yes, the students are interested in the foreigners, for example, while I am doing the listening lesson, they/they/when they hear the foreigner voice, they/...erm...they are excited, and I think listening and reading dialogues must be more than...this...

Than we have...

yeah, than we have... and for example, if/*keşke yani*/you have opportunity, we can, for example, go, travel other countries with the students, but Impossible... for example, in the colleges they travel in the summer time, they have the summer courses there. But...yes, they see the other students, the other foreigner students, but all they know ...

ok, thank you so much for your help, do you have anything to ask or to add, maybe you want to say something in conclusion

yes, in conclusion, I want these books to be changed. I want/I don't like these books, and mmm... while teaching I/I/ the students get bored and also I get bored. I add from myself. For example I travelled different countries before when I was a student and I/most of the time I tell them about my ... erm...

experience...

...ha, experience, *yani*, and they all hear me/listen carefully, they like it

They are interested...

Yes, they are interested. So these books must be changed. They are not sufficient.

The students must learn more culture. And they are not sufficient

[Closing remarks by the interviewer]

INTERVIEWEE 2 **(Hamdullah Sufi İlköğretim Okulu)**

(the interviewee has a problems of stuttering, therefore she repeats some syllables/words/phrases for several times)

[Opening remarks by the interviewer]

[joking] of course, of course, especially/especially about my ideas will be more/more... erm... what ... more will be... will be more... erm... what can we say for this word? Yes, I think you will be learn my ideas

I will, yes...

Did I have/have/have experience...

Ok, I really hope to learn about them... first of all, tell me something about your educational background

Of course, yes. Erm.. My educational background is of course... erm... being teaching English, and I am twenty-three...I am...mmm in twenty three years in teaching English. Yes, you mean/I mean that I am/I am/I am very experienced of teaching English.

Ok, so 23 years of teaching is a lot. How about this school?

Yes, erm... I came school eight years ago. Then I work/I work/I worked lots of schools, for example, for example, I can say, lyceums, Anatolian high schools, chemical high schools, and the other/the other groups. I/I worked every/every/every kinds of schools

You are the most experienced participant in my research [laughing]

Yes, I am/yes, I have/I have lots of/lots of/lots of experience, but I am learning too. I am learning days by days and that the students teach me how to I/how to I/how to I/I/I behave them, and then how to I/how to I teach them the culture, the being of culture, the human being, and like this.

Ok, in this school, this year, which grades are you teaching?

In this school I teach the fourth classes/the fourth grades, the sixth and the seventh grades. Every, every kinds of grades I mean

Ok, and you also use Spot On textbook, right?...

Aha

Yes, ok, erm, as you know my research's about culture. So when you think about culture, what comes to your mind?

Of course, I think the culture/the culture is/the culture is not/is not teaching a culture. If a student/if they ... the culture, then you can teach the other, the cultures of

all/all/all English, I mean. If the/the/the student hasn't got any culture of that/that ... or her family were given to him or her, how can you teach the culture of language. And firstly, I give them... erm...I give them ... erm... to obey the rules in the class, to/to/to obey rules in the school especially and of course to obey ... erm... and to teach them to obey all learning English. I can say that in the fourth class especially... erm... I teach them by singing a song in English of course. Yes, I can give you an example... mmm... in the fifth unit in four grades before teaching the rules I teach them the song of the body parts, for example, yes, I can say that [*singing*] *head and shoulders, knees and toes, knees and toes* ...

Then, they firstly, they/they/they listen to me carefully. I say them 'I sing this song' for all part types... with my body's skills, then/then/then the students can say the song with me

Aha, they can sing with you..

Yes, and then in the /in the fifth class too I can do the same things and ... erm ... I make an/I make an/an English program in the end of the year with these/with these students. I act them with them, or they act the/they act the units. Then I teach them five or six songs with the units, and then ... erm... the students can play the any /any /any musical instrument. Then we act them to the students' parents. So I only give them a chance to use English, to sing a song in English; and at the end of the year, they can act all the units, almost all the units. And then the parents of course will be happy with their using English, with their ... erm...with their/with/with ... an English ... erm... sing a song/ sorry singing a song in English in/in/in units, yes. I/I do this. So this is my target to sing a song, to act...

To make them use the language...

To make the students use, of course, use English

Okay...

And my students, my students in 4th, in/in/in I can say in 6th and in 7th grades, my students love English, love learning English especially. Because I love/I love teaching English so much.

Very good, okay, so if we are thinking about teaching culture. Do you think it should be taught explicitly or implicitly? Should students know that ok, this is culture, we will learn it, or should it be in some grammatical tasks, hidden, almost invisible?

Ha, I sometimes teach them in hidden tasks, I sometimes teach them in my/in ... erm...that I visited other countries that I can/I can tell them how the culture is in Europe, yes I can say... and I can give an example,... erm... for example, ...erm...in the 7th grade in unit 2 we/we/we have got a unit that called the 'places to visit', so I can tell the, I can tell, in/in/in Paris what I visited or which I visited museum, and that can I say you, and like this

So when you talk about let's say place to visit, how do you think, what should be the main culture? Target culture? Or world cultures? Or students' native, Turkish culture?

Of course, especially, the students have the native culture that you can teach, the target culture. If a teacher is/is/and English teacher has a world culture that you can teach them. If an English teacher hasn't got a world culture, you can't teach them. Of course...

Of course...

So, that's why English culture, *pardon*, an English teacher must have/has have most of culture in the world culture, native culture, and, of course, target culture that you can compare them

Ok, do your students compare anything? For example you are talking about Paris or New York and they say 'Ha, we have this' or...

Yes, when I/when I tell the erm, for example, the European countries, they wonder 'Oh, teacher!' and they ask me in English 'when you/when you went to Italy?' and 'when you went to Paris?' and etc.

Ok, do you think it is good for students to compare...

Of course

...another culture and their culture?

Of course, because I compare... if I/if I compare these things with/with/with students they can learn the world cultures and the target cultures too.

Now when you teach something new, new culture, one part of new culture, how do your students feel? Do they feel comfortable? Do they like to learn culture? Or the say 'oh, ok one more'...

If the teacher likes his job, if the teacher loves teaching English, of course the students wonder 'Oh, teacher!' and they like it. Because I use my experiences in the years/in those years and... erm... and they listen to me carefully and they ask me a lot of questions about that culture, that country in Europe.

So you say that the main role is the role of teacher here

Of course, I think the main ... thing is the role of being teaching English is the most important thing I think... I mean, I love teaching, I love/I love students. If I don't like students how can I teach English/ how can I tell the other culture/ because I wonder that how can I... erm... for example, in the unit in 6th grade we have got in the unit an English breakfast, then I say that in our/in our Turkish breakfast we eat oils, honey, toast, a lot of things, but in English breakfast you only eat/you only eat potatoes or coffee. They don't like drinking tea in breakfast. This one I can give an example about France, at French breakfast you can only eat in breakfast croissant and with coffee, but in Turkish breakfast you can eat a lot of things, so, so yesterday I taught about French food, because I compare the Turkish food and with/with French food and/and/and Italian food, I said that we/our Turkish food is almost the same with Italian food, but we are separated from French food, because they are only eat meat, especially horse meat, and then the students say 'Oh, teacher, how they can eat horse meat?' and then I say that once upon a time in the Asia the Turks ate horse meat, and horse meat, so we don't eat the horse meat in Turkey now

Okay...

And so it will be like this

So as you said in the textbook in different units we have different cultures. Do you think this/the culture in textbooks is enough? Is it enough?

No, I don't think so because, we can see the culture/the culture rarely in the textbooks, for examples in the 6th classes, in the 6th grades we have got only two or three units, in the 7th grades, we have got only one or two units, in the 5th grade, yes, it is interesting, because in the 5th grades the first or the second units contains the regions in Turkey, but/but the students don't know the regions of Turkey. How can I learn them? Because in MEB/in MEB units the students can't learn the regions of Turkey in/in/in fourth or fifth, so I use them at home work/a home work for summer, they/they study in the maps of Turkey the regions, then when the school opens in September they can learn, they learn themselves the regions of Turkey with their parent especially, then I/then I teach them/I taught them the regions of Turkey that ... we can say like this, and then which cities in that region I taught them, then I/then I/I can learn/then I can teach them in English that regions of Turkey.

So, it means you are giving some additional tasks, and these additional tasks are about culture, not only grammar, right?

[interrupted by someone]

So you use some additional materials, right?

Of course, yes, I have got some additional especially about units, about units, erm...yes, I can say, if I teach them in fourth grade for colours, I can teach all the students, classroom students and also students' clothes, materials, but we haven't got any time for teaching English. We have got only four hours for 6th, 7th, and 8th grade, but we have got only 3 hours for the primary school, for the fourth or fifth classes

Hmm, this is not enough...

Of course, no enough, but I can teach only the grammar to the students, I teach/I use the oral English firstly, then I can teach them the rules, all grammatically. Then I mix them in class there, and firstly the students learn with me with/with/with orally, speaking English I think, then I can teach them grammar. I can teach them in/ I can teach them using grammatically and I can teach there is a/ I can teach the unit with speaking English, not only use in grammatical English, because I don't like the teaching of grammatical English.

Ok, so if we think about textbooks,

Textbooks...

In Turkey, in private sector, they use textbooks from America, England. In state schools you have to use MEB-published books. How do you think, which one is the best for Turkish students?

I think, in MEB/MEB textbooks are/are/are/are enough, but we haven't got any time to teach English

For the textbooks, you need more time...

Some units are good, some units are not suitable for the/for the students, because we have to teach the 13 the 14 units in fourth and fifth grades in these hours and we have to finish the sixteen uni/the sixteen

Sixteen units

Units, they have to finish it in/in these hours... yes, of course, of course, I will teach them, of course, but I think it is not enough for teaching English for these hours

Okay...

Sometimes I like these books, sometimes I hate these books. Sometimes

And my last question is about the people who make these books, who write these books, who should they be? Teachers? Professors? People from America or England?

I think the authors must be/must be have experience in MEB schools, in MEB schools teaching of course, but in/in MEB schools, not at/at the/ of course, a professor can write books, but the MEB teacher can write these books/these books easily. Why? Because they know/they know the problems of teaching English in MEB schools, they know the students' problems, of course they know the teachers' problems in MEB schools. how/How a professor knows them? I think

Ok, well, do you have any questions to me? Do you have anything to say?

Yes, I want to say. Firstly an English teacher must be have culture in that/in his or her/ in native culture, target culture and world culture, and the second ... must be an a teacher, an English teacher must love the students, must love teaching English especially. The third step is I think an English teacher can't... sorry...erm... what can we say... mustn't teach the English in grammatical way, because I don't want to be/because I don't want to teach like teacher of English grammatically because I don't like it

So focus not on grammar...

Focus not on grammar, of course, if you have a time with my students, you can learn and you can see how I teach, and you can have experience of how I teach English...

[Closing remarks by the interviewer]

**INTERVIEWEE 3
(Hamdullah Sufi İlköğretim Okulu)**

[Opening remarks by the interviewer]

Ok, yes, [joking in Turkish] my educational background is not important, in fact, English teacher, English, but mathematic, I've got mathematic... I am English teacher for ten/twelve years, but in fact, I have mathematical education.. I like English teacher/being English teacher, but not happy

Ok, so you are not totally happy

Yes, yes, ok

So you have been working for twelve years, and how many years are you working in this school?

Two

For two years?

Yes

Which grades do you teach?

Sixth. Sixth grade, only sixth grade, because my special ... I read only sixth grade

Ok, and the textbook you are using is Spot On...

Spot On, yes

Ok, so my research is about Spot on textbook, and especially about culture in this textbook. But before we talk about textbook, I just wanted to ask you about the culture. What comes to your mind when you think about culture?

If I think culture it's very wide area, because its components are a lot, there are many/a lot of these components of culture. For example, foods, literature, people behaviour, etc. like this, there are a lot of components actually

Ok, so do you think it is important to teach culture?

Of course, of course, it's very important

You are a teacher of English. Which culture do you think should be the most important? We have English/target culture or students' native culture or the world cultures?

In fact, it's/ all of them it's very important, both culture is important, but if we teach English we must give students English erm, culture. Ok, our culture is very important but our students know the our culture, but at the same time we must give the English culture... erm...

To the students...

Yes, yes

But do you think how we should teach it? Explicitly or implicitly? Should we say 'ok, students, this is culture learn it' or should we put it in some materials so students don't understand they're learning culture?

Mmm, not implicitly for me, it must explicitly

So they should understand they are learning culture

Yes, of course, because sixth grade is very your person, teenage, they don't understand what is the meaning... ok, I must/ I think it must be given explicitly

Ok, now, did you have a situation when you teach something and/about target culture and your students try to compare with Turkish culture?

Erm... of course, they are compare with erm...[nasil desem] of course they compare each their own culture and other cultures, they learn culture, so they learn/in this way they learn other cultures

Aha, so do you think it is good for them?

Of course, of course, of course, comparing may be..

Ok.. beneficial...

Yes

Ok, so when your students learn something new about new culture, how do they feel? Do they feel comfortable with new information?

Sometimes comfortable, because, erm... they start to learn language, they want to/erm... they should take the language and the culture. They want to learn because we ask the questions in exams grammar... erm.. they want to learn grammar, but at the same time we give the culture, so they must learn both of them. So they uncomfortable sometimes, sometimes curious, erm... all of them

Ok, so it changes

Changes, changes

Now if we think about textbook... in textbooks we have different activities. We have reading, we have dialogues, listening... how do you think, which one is the best for teaching culture?

Erm... it's different each time, because some students like dialogue, making dialogue, some students like making reading passages... erm... it's changing, but for me, for/according to me it must be both of them, reading, dialogue, speaking, writing – all of them are/ must be given with language also teaching that way...

Ok how about the textbook you use? Do you think cultural information is enough in this textbook? Spot On...

Erm... it's enough, enough, because there are names of the students, English names, Turkish names also, and others, Japanese teenage names there are. It's given some units definitely, but some units give for example, weather conditions, it's not required that ... erm... given the culture. It's only the text. So some units give the... for example national holidays, different places, different life style.. These units give culture, but other units scientific units, mathematical units, for example, ... the culture, it's practical

Ok, do you use any additional materials?

Erm.. additional ma/of course we use

What kind of materials? Grammar or culture?

Of course, grammar, not culture, because we haven't got any cultural materials to give. Our CD our listening parts...listening to students and it's only thing, there isn't any additional

But if you have time at the lesson, for example, now it's Christmas time... do you explain your students about foreign holidays, for example?...

Erm... no, no... four years before I gave the nine/nine grade students. We give all national holidays and this cultural, English cultural holidays, Christmas, Hollown, etc. we give this units it's good way but this/maybe this unit contains this type of units maybe in five years Spot On but there isn't any

Ok, so we have this situation now in Turkey. If it is a state school you have to use textbooks published by MEB, ministry of education. You cannot use Longman, Cambridge

Yes

How do you think, which book is better for Turkish students?

Erm...I think it's good for Longman, another textbook, but our country there is not textbook

***Ok, when we write books, how do you think, who should write them/ teacher?
Professors from universities?***

Both of them, not professors only, not only one of group.. this... all of them make/must make this textbooks

They should work in a team

Yes, yes

Ok, well, in conclusion, here we have the situation in Turkey, Turkish-made textbooks and culture... what do you think about this situation? I mean, is it a good situation or is it a problematic situation? These days?

It's not problematic, but it's not good condition

So it can be better

Yes, can be better...

[Closing remarks by the interviewer]

INTERVIEWEE 4 (Danışment Çiçekli İlköğretim Okulu)

[Opening remarks by the interviewer]

Before we start, could you please tell a bit about your educational background?

I graduated from METU in 1999, my name is Kemal... In 1999 I started as a teacher in the government in Turkey, I first started to work in Kahraman marash at a high school, then I moved to Ankara for the Masters purpose. I have been here since 2002, and I give the lecture for the primary school from the 4th grade to 8th grade students

Ok, how long have you been working in this school?

I have been working for ten years

In this school...

Yes, in this.

This year, what grades are you teaching?

4th, 5th, 6th, 7th and 8th grades

All the grades

Yes, all the grades

Ok, and you are using Spot On textbooks at your lessons

Yes

Ok, so my research is about culture in the textbooks published in Turkey. But before I ask you questions about textbooks, I would like to know what do you think/what is culture for you?

Culture habits of country, about nationalities, people, their ... their habits all including

Everything is included...

Yes

Ok, do you think we should teach culture at English lessons?

Yes, sure

Ok, then question is which culture?

Our own culture... for example, if we are Turkish people, so we should teach Turkish culture for the students, because children can't understand culture about English people or American people. They don't know the people in America or in England, also they confuse the names also man and woman, yes... yes...

Aha, so should we also teach American-English culture?

Yes, we teach, but it is not efficient for students

Aha... How about other world cultures? Others...I don't know... cultures in the world?... should they be in the book?

No, I am not agree with that ... because if children try to learn culture they may/they may research about the cultures, not English ... yes, we should teach the students speaking English, not another culture

When we are teaching culture... for example you said that Turkish culture is important... should they understand that they are learning culture? Or should we hide it in the material?

[no response]

Should it be visible?...

Uhum...

Yes? They should understand that they are...

Yes, they can understand clearly if you give the example about our habits, about our Turkish names, Turkish cultures. They can clearly understand..

Ok...when you teach...erm..ok, you are using a book... when you teach something about America or England, how do your students feel? Are they comfortable with this information? Do they like to read about America, England, London?

I have no problem teaching English culture or American culture but students can't understand easily, so we have to explain again in Turkish what does it mean, again explain in Turkish, and explain, explain for the purpose not clear

Ok... Do your students compare? For example they see something about America, do they compare with Turkish culture?

No,

They don't compare...

No

Ok, the textbooks you are using, does it have enough cultural information?

No, not sufficient

Not sufficient...

Uhum

Ok, do you use additional materials?

Yes, we use additional materials

Is it grammatical or cultural?

For sure it is grammatical, because we prepare students for the exam, sps... so we should learn/we should teach the students grammatically

These days you have to use the textbook published by ministry of education...Spot on...

yes

There are some books that are published abroad... how do you think which textbook is better?

Yes, our ministry books were amateur, they are not professional but it's a little bit related with us...

They are more convenient...

Yes, they are more convenient... also it is cheaper to use. Another books are very expensive

Economically

Yes, economically our students are not rich

Now when we think about people who write textbooks, who should they be? Teachers? Professors? Americans? Who should write the textbooks?

Turkish people/Turkish teachers and English native speakers should be together,

Together...

Yes, they should write together

Ok, now, in conclusion, what can you say in general about the situation with textbook?

Not sufficiently. It has got lots of missing parts. We have problems about books. We mention it, but there's no solution yet...

[Closing remarks by the interviewer]

INTERVIEWEE 5

(Danişment Çiçekli İlköğretim Okulu)

[Opening remarks by the interviewer]

Could you say several words about your educational background?

Ok, I started school in Austria, in Europe, and we came back to Turkey about 25 years ago and I continued studying in Turkey, Ankara, Anatolian high school, but it will be German

German school...

Yes, German school. So my first foreign language was.../ let's say I was bilingual, Turkish and German, and later my practice English at university continued, some native culture more based. So, and I've been teaching for seven years

Seven years? That's quite a long experience

Seven years, it's not much

But it's not...

Seven years

Yeah, it's still seven years... erm... Have you graduated from English language teaching department?

Yes, Izmir, ... Izmir university, and it's English teacher training school

And your degree is Bachelor...

It's bachelor. Bachelor degree.

Ok, erm... For how long have you been teaching in this school?

For five years

For five years

Aha, for five years

Out of seven years of your total experience

Yeah, it's my third school

Ok, this year which grades are you teaching?

From fourth grade to eighth

So all the grades...

All the grades

All the grades... And I suppose you are using Spot On textbooks

Spot On, aha, uhum

I am investigating the presence of culture in these textbooks, but what is culture?

How do you think? In your opinion...

The nations' lifestyle and anything related to it, holidays, even what they eat, how they behave ... anything, anything related to people or the nation, I think. They way you speak, the way you greet people, anything

Do you think culture should be taught during the lessons?

Which culture?

That would be my second question

Yes, which culture do you mean? I mean local culture or the culture of the target language?

This is also my question. If culture should be introduced, which culture should be introduced in your opinion?

In my opinion it depends on the age, the grade of students. In fourth and fifth class, even in sixth class, I don't think it's really good to teach a foreign culture because students are not very familiar with their own culture. First they must be aware, conscious of the elements of their own culture, because we don't want to assimilate our students, we just want to teach that there are different cultures, different ways, different languages etc. So, seventh and eighth grades students and upper it's ok you teach/when you teach English or American culture.

Do you think other world cultures should be also introduced?

Why not? Why not/ because there are not only Turkish and British cultures. There's Spain, Africa, and I mean, even North pole... it's ok.

So all cultures can be presented...

Aha, yes

Ok, but how should culture be presented? What do you think? Explicitly or implicitly? Should students realize that they are learning a culture?

Yes, they should. They should realize that they are learning something about... erm... I mean... because culture... they should be conscious that they are

different. If you teach it unconsciously they may acquire it, so you must be careful at this stage. We don't want them to acquire, we just want them to learn.

Ok. At your lessons have you ever had a situation when you introduce a new cultural material, target culture, other world cultures, and your students start to compare it with their own culture?

Yes.

Do they often do that?

Aha, sure.. [mimicking students] Ah, but we don't do this like that! Or Ah, it's the same! And they feel... I mean they feel like exploring something. And sometimes they get excited but sometimes they don't care it.

Aha, so do you think these comparisons are beneficial?

Sure. That shows that they are learning something, when they start comparing, it means they are learning.

And do you think in the textbooks we should have special tasks that ask students to compare cultures?

Sure, sure

Ok, another question is, when your students see new culture, new elements of culture, new information, how comfortable are they with this new information?

Quite comfortable..

Quite comfortable...

Yes, they don't feel uncomfortable. People nowadays, even children, are not as comparative as they used to be, because of media and visual media, they already know most of the things, they don't encounter something for the first time.

Ok, thank you, now if we talk about textbook... and the question is should a textbook contain culture-related information?

Sure

Yes, and I guess the answer is 'sure'. How do you think, in which kind of exercises should be...

Reading

Reading?

Reading is better. Because in listening activities they have troubles in understanding language, so if you have unknown item it's difficult, but reading is more comfortable, so reading material is quite ok to have culture, I mean, but if, if it is about conversation, to ask people how to meet people or how to say hello, so it depends, I think, it's ... how to thank, how to reply, you have different accents

How about dialogues? Dialogues...

Yeah, dialogues are good too

How do you think, which situations should we have in the dialogues? For example, in Spot on 8 textbook, there is a situation when Tessa and Trevor,

two English children, they discuss how great Ataturk was. Do you think this situation is...realistic, let's say

No, it's not realistic, for our students, I mean, first of all, they don't know anything about Turkish history, and it doesn't make any sense to listen to Turkish history from their

Perspective...

...perspective, and secondly, I don't think that any foreign person feels that... erm... that impression. I don't think so. They won't feel anything. They'll just read...
[interview interrupted by phone call]

In textbooks, there are so many such nonsense situations. For example in listening activity elder brother asks his sister "Have you ever been to Africa?" It doesn't make sense either, because they are brothers they are from same family, they should know such an important information, because it's not equal or it's very important, it's Africa. So we have so many... erm...

Artificial...

Yes, artificial... it's not artificial, it doesn't make any sense, it's not realistic

So when you teach, do you feel the need to use any additional materials?

Sure, I use too much.

Ok, what kind of materials? Is it about grammar or cultural issues?

Yes, actually, not always but, for example, if I am teaching present perfect tense, or...let's say if I am teaching some hygiene, the presentation in our books is not very good, so I take texts, activities, sometimes some listening activities from other books.

Ok, erm, how about native culture load in the textbook?

We don't have much native culture load... maybe remember any... in fifth grade we have a short text about London, and it's too difficult for students I have to replace it, because they need to give directions and in that situation... too much unknown items, and it's not good to teach direction with this text so I usually replace it, and in sixth grade we have a/we have erm Eater/some information about Easter, I don't remember in other..

And then how about Turkish culture?

Mmm, so-so... in holidays about/ in the units about holidays we have some, but in general our topics are not very much related to culture, so, I mean, ... general, I mean we have, erm, food and drinks, but very general... so actually there is not much situations when you have to teach cultural items

Ok, now if we think that recently we have this new trend that Turkey should publish its own textbooks, it shouldn't use those published by Longman or I don't know... we should use our own... what do you think about this situation?

I think it's quite ok, because foreign books are too expensive, so it is not..if we think economical situation, country, it's not very easy for a Turkish family, especially now ... go and pay 250 liras for a textbook. Some students even don't have enough money to buy shoes or clothes. So I think it's a good idea, but the problem is in/erm the books written by Ministry there is/there are too

many mistakes. And we each time complain about mistakes and there is no correction at all. They say some stupid

... in some books some texts are too difficult for students to understand. They miss the level of the students, I mean, ... they should know the real situation in the classroom, of the students in our classroom. So it's not very good that students .. teach all the things for students, we have to find the average. Only two students can understand that text and it's not enough to continue the lesson.

If I am not mistaken, you were engaged in textbook writing...

Uhum

What were the main points, basic points for writing a textbook? I mean, the main guidelines...

Main guidelines... mine or?...

I mean you were working in a team...

Aha, yes, ok, we writing these books based on this schedule of program published by the Ministry of Education, so you are not exactly free, you have to obey some rules, but in writing texts, in text writing, I take care of the real level of my students, I don't exaggerate, so I know my students because I am in this place, so I try to address the approximate level of students.

Ok, did you have any special...I don't know how to say, situation when you have to write something about culture?

Yes, I did, especially in the 9th and 10th grades, Lise, state schools, I have some texts where 'How do English people behave in different situations?' or how, for example, English/what English people like better, who do Turkish people like, what Chinese.. so, but very rarely...

Ok, and as you said you were working in a team..

Uhum

So, how do you think, who should this team consist of?

Team should consist of primary school teachers, foreign teacher of English...a foreign teacher but the real one, not the ..

Not the native speaker

Yeah... native English teacher of ELT, maybe and maybe some consultants...it should be mixed. The representatives from every field.

Ok, so in conclusion, very very general, what can you say about textbooks, teaching, I mean culture

Our textbooks?

Yes, you are teaching with Spot On and I am researching Spot On... I want to know your general opinion about it...

In general, I am not very happy with using Spot On, because it's not very well-structured. You have some... it consists anything and elements, but it is not very good ... so I am not very happy, but if you compare with other books, previous ones, the old books, they are very good, they are big step in teaching English, because in previous years we had to teach just grammar, so and now you have a context with grammar. We are not teaching grammar only. We have a context. And we can always... because we have some experience... and so, I

mean this is big development in general. But I am not very happy, but program is ok

But still it is improving...

Yeah

Ok, thank you so much, if you have anything to say, anything to ask, I will be happy to answer all your questions

Have you taught in classes?

I have experience of teaching at private schools/private courses. Unfortunately, I didn't teach in Turkish schools, but I taught in my country... 8th grade in my country..

So if you compare the language learning or language teaching in your country and our country was it the same?

I think students perceive information differently. This may be related to culture or to their, I don't know, way of leaving. Turkish students are more relying on the teacher.. Whatever teacher says is... I don't know, it's true for them. This is what I have noticed. Our students... they don't really care so much... maybe, yes, I mean the status of teacher is higher in Turkey, at least when comparing with Kazakhstan, so I can say that. There is more respect, so they listen to teacher more and they follow the teacher, so

It depends, it depends... if the students think that you can answer all their questions, if you are good in subject, in your own field they respect you. But if you miss something they start to respect you less... I share my twitter or teaching experiences with them because I want to show them that I am following them, technology as they do, our... information ... most of the students were excited about it. I share those things with them so the students have the confidence that you know... they rely on you, they believe in what you say, because they compare, they see that you are following the development, you are trying to catch up with them, so it depends

Yes, of course, I cannot generalize, I can say only in the limits of what I have taught

You must always catch up with the students, not the students with you...

[Closing remarks by the interviewer]

INTERVIEWEE 6 **(Ayten Tekişik İlköğretim Okulu)**

[Opening remarks by the interviewer]

Before we start, Can you tell me a bit about your educational background?

I finished the university degree of English Teaching, at Gazi university, foreign language department, English ... and I am teaching. This is my, I think, twelfth

year... I first...when I graduated ... I first teach high school students, then primary school students. And this is my fourth school.

Fourth school? And for how many years do you work here?

Four years. For four years.

Which grades do you teach?

Fourth.. Two fourth ..From fourth to eighth

OK, all grades,

Aha, all grades

For the eighth grade, which book do you use?

Spot On

Spot On

Aha

This is the book published by Ministry of Education...

yes, Aha

OK, so my research is about culture in this textbook. In..

Ok

...Spot On textbook

aha

If I tell you the word culture, how do you understand it? What do you think is culture?

... just about..

Just in general...culture

In general or about the book?

No-no-no, in general, culture

Culture means of course traditions...customs...history...this is all culture I think

So do you think we should include culture at the lessons?

...we don't have to include culture in fact. Because culture isn't taught at school...because...it's optional..according to me.

But if we teach English language...

If we teach English language or a foreign language, students...I don't want to say should learn but students may learn or they can learn the cultures from the books

Ok, how do you think, so, if we teach a foreign language, there should be some culture

Yeah

In the book

Uhum

Should it be visible for students, that ok, here we learn culture, or should they just, let's say acquire, they don't know that they are learning culture, they are just doing exercises

Aha

So which one is better? That they know that they are learning culture or that it's not visible?

I really don't understand

Ok

By visible what do you mean?

For example we can give a text which is about, let's say, American traditions, or we can give an exercise on grammar but the sentences will be about American traditions.

Ha, text or just exercise?

Yes

Not culture, we don't just speak photographs or video...

Ok, what do you think is the best then?

Of course, video

Ok, if we think about texts and dialogues...

For example when I say double-decker bus in United kingdom, red buses, they, maybe they don't understand what it means, but when you give the picture and show that picture ...more meaningful

Ok. If we think about reading texts and dialogues, do you think they can be culture-loaded?

Reading I think

Ok.. How about the book, Spot On, which you use? Does it have a lot of texts?

No,

No...

Not very much.

Does it have any Turkish culture?

Do you want me to bring the book?

No-no-no I know the book, I'm just asking you about your opinion..

There's a family, you know, Thompsons, Tessa, Trevor, and the mother father ..no, I don't think so, there is no native culture...

Mostly, target. British-American culture..

Yeah, uhum

Ok, so when your students see some information about their own culture – do they feel excited? Do they feel happy? If they see something about Turkey...Turkey...

Familiar, aha... Maybe...maybe they can be excited...

How about if they see American culture? How do they feel? Are they comfortable with new culture? Or...

Yes, they're comfortable with new culture because they/they are learning it, they have to be

Ok, I want to ask you one question about Tessa and Trevor. The children from the book...how do your students feel about these children? I mean, do they like them?.

They don't like them...

Ok

[mimicking students] Oh, again Tessa and Trevor!

Because I saw the situation in another school.

What did they say?

Students don't like Tessa and Trevor.

Ok did you ever had a situation that when students see something about American culture they start comparing: ha, in America it's like this but in Turkey it's like this...Do your students compare?

Of course, sometimes they compare it, aha..

Do you think it is good for their English, for their development?

Yes, it may help, yes..

So comparisons are good...

Yes, good, it's useful...

Now again about textbook...

Aha

The textbook you use is Spot On textbook. Do you think it has sufficient... enough cultural load? Cultural information...

[silence]

Do you think the cultural information in this textbook is enough...

No, I don't think so..no, it's not enough..

Do you use any additional materials?

I don't want to give American or British culture to them. I just/I'm just teaching English.

You are trying to teach English without culture...

Yes, of course, I'm using any extra books, but just for grammar.

Grammar

Aha, exercises

Ok, the Spot On textbook was published by the Ministry of Education, yes? It's not a ...it's a new book I think..before you were buying books from .. I don't know, abroad, yes?

Aha

So what do you think, which textbook is...

Oxford, Longman textbooks, aha

Yes, so what do you think, which situation is better, when we buy foreign textbooks or when we publish in our country?

There are some advantages disadvantages of your question.. erm.. it is/it is cheaper...erm..

To publish..

To publish here of course

O'kay

Erm..I know...the other books coming from abroad are expensive.. their photographs/ their photographs, pictures are better, I now it

Uhum

Erm... but...maybe the..including the themes in those books, like Longman or Oxford, are better I can say..

For students

But it will be ex/more expensive... Oxford, of course

Uhum... and when.. ok, so now in turkey, teachers and academicians publish their own textbooks, so when there is a group of people making a textbook, who do you think should these people be? Teachers? Or professors? Or should they be Turkish or should they be Americans?...people who make a textbook...

Uhum...erm... in Turkey Turkish English teachers

English teachers

I think prepare this book...I really don't think this question...erm...of course...teachers know better I think

Aha, they know what their students...

They know, yes...

What their students need..

Yeah

Ok... so two more last questions...so, now we have this situation: you have to use the textbook published by the ministry of education, you cannot choose a textbook,

Yes

Can you in general tell me what do you feel about this situation? Are you satisfied? What would you like to change?

Oh, of course, I would like to change something about the books maybe..it's not/it's not sufficient let's say ...it's not sufficient...

Ok..

As I said before, I use many other books to make some dialogues for exercise English in classroom. It's not sufficient, I think... but we cannot do anything for this situation...

[Closing remarks by the interviewer]

INTERVIEWEE 7
(Ayten Tekişik İlköğretim Okulu)

[Opening remarks by the interviewer]

I think you know that my research is about culture and textbooks. But we are investigating textbooks for 8th grade

8th grade

Yes, are you teaching this grade this year?

Not this year, last year

Not this year, but you have experience

Last year, yes of course

What is your total working experience?

Erm... tw/eleven... eleven or twelve... eleven or twelve

Was it only in primary school?

One year in a high school, others in primary school.

Primary school... and from which university did you graduate?

METU

From Middle East Technical University?

Aha

English Language Teaching?

Philosophy

... department

Yeah

So, do you have bachelor or masters degree?

Bachelor

Bachelor degree

uhum

ok... For how long have you been working here, in this school?

Erm... eight or nine... nine I think

Nine years...

Yeah. It's quite along

Ok, erm... before I ask questions about textbooks, I want to ask about culture in general... How do you think, what is culture?

[Ssince]

For you... When I tell you the word 'culture'

Everything in our life...

Uhum...

I think, everything... erm... language, ..., science, music, behaviour, beliefs, everything includes... erm...

... culture...

Culture..

So, when we teach a language, should we also teach culture of this language?

Of course, of course. Because it's a part of our life. Everything in our life consists of culture.

Yes. So you are teaching English and you say that it is not possible to teach English without English culture...

Of course, because I said before, everything in our life consists of culture.

But how about... Your students are Turkish, so how about Turkish culture at English lessons?

Sometimes they have difficulties, but you can help them

Uhum

If they deal with their native culture they are comfortable, because they know their culture better than other cultures

Okay. And... so... their native culture can help them when they have problems...

Of course, of course. Sometimes they have difficult in some words, so they can find them from the ... dictionary.. or I can help them... they can learn language by their native culture.

Yes. How about other world cultures?

I think they must be taught, but our teach/our students in this school, especially in this school... they are comfortable with their own culture, because they know them better than other cultures. They can learn their native culture easily, because they are in it.

When your student see something from target culture or world cultures, so they try to compare with Turkish culture?

Of course. Of course

Every time?

.. erm... generally

Do you think it is beneficial, good for them?

Of course, they study, they compare them. By comparing they can learn many things. I think it's useful.

Okay, of course, you are teaching with Ministry of Education textbooks...

Sorry?

You are teaching with textbooks...

Yes

... published by the ministry of..

Yes, yes

You cannot use any other books

Unfortunately..

Unfortunately... So the textbooks you use, do they have sufficient, enough information?

No, not sufficient, because especially in this primary school, they have insufficient information, they have sometimes problems in publication, they weren't checked carefully...

Misprints?

Sure, sure, exactly, misprints, insufficient information. Erm.. there must be more importance.... More importance must be given to textbooks, because we cannot use other materials. If so, it must be... erm...I couldn't find a word...excellent! When the students look at it, they can/ the must learn everything, but sometimes there is a picture, but there isn't or there aren't any information about the picture, or there are some questions about the picture, but picture isn't in the book... we have so difficulties just like this one. Many, I don't remember now, but we have difficulties with textbooks.

How about texts? Paragraphs? Reading texts? Do they have any cultural information?

Of course, of course, but...

Usually, Is it Turkish culture or English culture?

Target culture

Target culture...

Target culture...especially target culture, so my children sometimes discomfotable with this... erm...

... new information...

Of course, and they related, but if there is native culture, they may be more comfortable, and they may deal with it voluntarily.

Okay... Do you use any additional information?

Sometimes...sometimes

Is it usually grammar or cultural information?

Sometimes cultural, sometimes grammatical... erm... it depends on the lesson

Okay... these days we have Thanksgiving day, Christmas, all target culture celebrations. Do you celebrate any of those with your students? I mean, do you talk about it?

Of course... erm... because... our national holidays, or... what can we say... I can't remember the word... religious, our religious holidays. We compare them with target culture holidays

Uhum, okay, so, if we are talking about books/textbooks... Now turkey makes, yes, it produces its own textbooks... how do you think, people who make these textbooks, who should they be? Teachers? Or professors from university? Or maybe people from England? Who should they be?

I think they are/ they may more useful, because I said before, there are mistakes in our textbooks, insufficient information, mistakes, print mistakes... erm... the publishers didn't give the sufficient importance, attention, or... erm... I think if people from other maybe countries or from the university publish the/ or prepare these textbooks, I think it's useful. It may be useful.

Okay, do you think we need more reading texts or more dialogues?

No, not reading, students may not deal with for a long time. Short reading, long dialogues, I think...

Long dialogues and short reading?

Of course

Okay

Because in dialogues they may have role playing, they may role play so it is more interesting for the students, from the reading books or texts

Yes, okay, so in conclusion, we have this situation: textbooks published by ministry of education, cultural issues... can you say anything about this situation? Just in general

I think ... management of ... association didn't give the ... importance to English. They say, but they didn't give, I think so, there are mistakes. I think people in different universities or different countries may publish ... textbooks

[not comprehensible comment]

Why not, but our native culture may be/ may be put ... dialogues ... I think...



METU
LIBRARY

TEZ FOTOKOPİ İZİN FORMU

ENSTİTÜ

- Fen Bilimleri Enstitüsü
- Sosyal Bilimler Enstitüsü
- Uygulamalı Matematik Enstitüsü
- Enformatik Enstitüsü
- Deniz Bilimleri Enstitüsü

YAZARIN

Soyadı :

Adı :

Bölümü :

TEZİN ADI (İngilizce) :

.....

.....

.....

.....

TEZİN TÜRÜ : Yüksek Lisans Doktora

1. Tezimin tamamı dünya çapında erişime açılsın ve kaynak gösterilmek şartıyla tezimin bir kısmı veya tamamının fotokopisi alınsın.

2. Tezimin tamamı yalnızca Orta Doğu Teknik Üniversitesi kullanıcılarının erişimine açılsın. (Bu seçenekle tezinizin fotokopisi ya da elektronik kopyası Kütüphane aracılığı ile ODTÜ dışına dağıtılmayacaktır.)

3. Tezim bir (1) yıl süreyle erişime kapalı olsun. (Bu seçenekle tezinizin fotokopisi ya da elektronik kopyası Kütüphane aracılığı ile ODTÜ dışına dağıtılmayacaktır.)

Yazarın imzası

Tarih