Pre-Service Teachers' Views on the Presentation of Culture in EFL Coursebooks

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Abstract

Along with the suitable methodoloy to teach English as a foreign language, social and cultural domains have become prominent as well and now they constitute a very significant part of English language education. Considering that culture is an inseparable part of a language, the concept of culture and its use in EFL classes have become an important means for mediating the learner and the target language. However, culture, is not considered as the culture of the target language only but also culture of the learner and the other communities in the world, that is, international culture today. The reciprocal and complex relationship between culture and language is now a source for further discussions and it concerns teachers of EFL regarding to its exploitation, benefits and harms, both as an input and output in their classes. That is why it is very significant how teachers view culture and how they exploit it in their teaching contexts. This present study aims to explore the perceptions and views of year 4 (senior) pre-service (PTs) at the department of English Language Teaching in a state university in İstanbul, Turkey, as the prospective teachers, on the representations of target language, local and international culture in EFL coursebooks. A content analysis and a structured interview served as the instruments of the study. The results indicated that majority of the participants desire and prefer to see cultural presentations in EFL coursebooks and similarly they prefer international culture elements instead of purely target or local ones to take place.

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Introduction

English language teaching (ELT) materials, coursebooks in particular, have been a significant source not only for exhibiting presentations of the form of the language such as grammar and vocabulary but also for exhibiting a context for cultural presentations so far (Gray, 2000, Winter, et al. 1996). How English as a foreign language (EFL) learners perceive the world of the target culture and the other cultures, that is the world culture may very depend on how coursebooks introduce the dimensions of those cultures in terms of the 'products', 'practices', 'perspectives' and 'persons' (Yuen, 2011) belonging to those cultures.

This present study aims to explore the perceptions and views of year 4 (senior) pr-service teachers (PTs) at the department of English Language Teaching in a state university in İstanbul, Turkey, on the representations of target, local and international culture in EFL coursebooks. For this aim, related literature on the English language as a common language; concept of culture; language and culture; culture in EFL, and culture in EFL coursebooks were reviewed. Then, PT's views on the representations of cultural elements in the analysed coursebooks were discussed.

English as a common language

As growing research shows, foreign Language Teaching (FLT) has been a significant concern all over the globe recently. While it was considered mostly for rhetoric, religion and literature in the classical times it has become a transitional element for all kinds of aspects in the educational, social and cultural lives of people in the following time periods so far. Today, with the changing economic, social, cultural, commercial, political, technological, and educational facts and tendencies, it has become more eminent than ever. English has been acting as a "lingua franca" or "common language" (Crystal, 2003) today and has become a prominent part of FLT in the world in spite of controversies and rejections regarding its reign.

As the research indicates, for being able to provide communication across communities and people belonging to different parts of the world, efforts have always been made to find a common means which remind the example of Esperanto which "was a language designed for world use by L L Zamenhof, a Polish physician, in 1887". (Oxford Advanced Learner's Dictionary, 1992, p. 303). However such attempts always seem to fail depending on their artificial formations since 'ready-made languages' can never be able to serve for real communication among real people who have their own real traditions, cultures and societies.

Obviously, today, English has been the Esperanto of the world with its millions of speakers and learners (Crystal, 2003) and has been the "common language" of the last two centuries due to "emigration, colonisation, and globalisation and has been acquired as a first, second, and a foreign language and as a result it has been used for internal, external and international purposes" (Kuo, 2006, p. 214). How a language becomes a global one requires an inevitable discussion and according to Crystal (2003), a language achieves a genuinely global status "... when it develops a special role that is recognised in every country" (p. 3). The item 'special role' here implies that this role has many facets as this status does not result from its mother-tongue use but from two other situations.

Similarly, attempting to bring an explanation for the massive spread of the English as a "common language", Kachru (1985) points out the internal, external and international

dimensions of it and makes a distinction between the countries according to their connection with this language and names them as the inner circle (e.g. the UK), the outer circle (e.g. India) and expanding circle (e.g. China). He states that the English users in the expanding circle make English a more international and universal language than the people in the other circles do. In both assumptions, culture acts as a binding and blending element between the language and societies.

Although there are controversies to the huge reign and spread of English and blaming it as the source of linguistic imperialism (Philpson, 2010), in the lack of a common language for all people, it seems to be acting nowadays as the most popular one all over the world. As a natural result of this popularity, incorporating a plenty of expenditure and investment is inevitable for spreading it all through various means and agents.

Through these attempts to find ways of teaching and learning English as a Foreign Language (EFL) various approaches, methods and techniques have been defined theoretically and applied practically in EFL classes. Each method brought its founders' and pioneers' ideas into the class with their weaknesses and strengths. So as to achieve the goal of learning and teaching English through these methods, several dimensions and components of the language have been considered. Syntactical, lexical, and semantical areas of the language have contributed to its acquisition, learning and teaching. However, it has been realised recently that social, political and cultural aspects related to a language have to be considered as the other elements. Culture, especially, became a subject to many research and studies with its impact on peoples' learning and teaching habits and traditions.

The concept of Culture

As such a powerful component of language, there has always been a strong debate on what culture is and how it is conveyed, shared and transferred. Kachru (1995) defines it as "shared knowledge, that is, what people must know in order to act as they do, make the things they make, and interpret their experience in the distinctive way they do'" (p. 173). Here, Kachru underlines the guiding and directing dimensions of culture which help us understand the reasons behind the actions and behaviours of people. According to Brown (1993), "culture is a way of life" (p. 163). He says "culture is the context within which we exist, think, feel, and relate to others" (p. 164). On the other hand, Kramsch (1998) describes culture in three ways: "(1) membership in a discourse community that shares a common, social space and history, and a common system of standards for perceiving, believing, evaluating, and acting. (2) The discourse community itself and (3) The system of standards itself" (p. 127).

It might be said here that culture is strongly bound to the discourse community, which represents the language. A distinction, in terms of discourse communities, was made by Holliday (1999) and the proposed strands were called "large" and "small" cultures. Here "large culture refers to prescribed ethnic, national and international entities while small culture refers to small social groupings or activities wherever there is cohesive behaviour" (p. 237).

Brody (2003, p.39, quoted in Yuen, 2011, p. 458) makes another distinction as referring to 'Civilization' represented by 'Big C' which refers to formal culture "...including social, political and economic institutions, the great figures of history, products of literature, fine arts, and the sciences that were traditionally assigned to the category of elite culture". The other strand of culture, is defined as the way of life of a particular group of people and

represented by 'little c' referring to "... daily living studied by the sociologist and the anthropologist: housing, food, tools, transportation, and all patterns of behaviour that members of culture regard as necessary and appropriate" (Brody, 2003, p.39, quoted in Yuen, 2011, p. 458)

However, Bennett et al. (2003, quoted in Yuen, 2011) interpret those strands in a different way. 'Big C' and 'little c' are assumed as 'objective culture' that contain institutions, artefacts, and everyday behaviour while the world view maintained by the members of a group or society, such as values and beliefs are described as 'subjective culture' which can be found more conceptual compared to 'objective culture'. For instance, weddings and related ceremonies can be considered as part of objective culture where love, marriage, and faith can be consisted of subjective culture.

Yuen (2011) states that different aspects of culture are termed as 'products' (Big C), practices (little c), and perspectives (subjective culture) according to Standards for Foreign Language Learning (National Standards in Foreign Language Education Project). Another strand, 'persons' was also added to these aspects claiming that also well-known icons or well known individuals such as Pele (representing Brazilian culture) and Michael Jordan (representing the US) (Yuen, 2011).

The strands- products, practices, perspectives and persons- described above are used in the data analysis of this study too, and are discussed in the following parts.
The following sections are designed to see how culture and related notions display their own conflicting natures through the conflicting and complicated relationships with each other.

Culture and language

Yuen (2011) considers the language "...as an 'artefact' or a system of code (products) used, to signify thought (perspectives) for communication (practices) by different people" (p. 459). People of the same culture normally use the same language for communication but a non-native language can also be acquired and used for communicating with people from different cultures as in the case of English.

Therefore, the notion of 'culture' has always been mentioned in connection with several other notions such as society, social norms, values, language, and traditions. Since language is accepted as one of the most significant key components regarding culture, many research has underlined that culture and language are not separable. Brown (1964) emphasises this idea as "a language is part of a culture and a culture is a part of a language: the two are intricately intervowen so that one cannot separate the two without losing the significance of either language or culture" (p. 165). Kachru (1995) similarly claims that "people who share a common language and culture have an easier time "making sense of each other's utterances and actions" (p.173). According to him, "everyone readily recognises the fact that only very restricted communication is possible without a shared language" (p.173). However, Kachru underlines the point that even with a shared language, successful communication may more depend upon socio-cultural factors. Therefore he asserts the significance of the connection between culture, language and sociological facts. The importance of being able to communicate through a language, in a way, is bound to the cultural context regarding to teaching and learning of that language.

Culture in EFL

The previous sections reflect on the reciprocal relationship of language and its culture, however, today, the concept of culture is not only considered as the culture of the target language in EFL, but the culture of the learners and the other people in the world as well. As Kuo (2006) implies, since the middle of the twentieth century, the idea that language and culture are inseparable proposed by Sapir and Whorf, Kaplan, and Hymes has been discussed and many research has been conducted on how cultural knowledge is critical to communicative competence in a foreign language (p. 291).

However, some researchers such as Tseng (2002) assert that culture is often neglected in EFL and English as a second language (ESL) teaching and learning, or introduced as just a supplementary diversion to language instruction. Tseng underlines the fact that "changes in linguistic and learning theory suggest that culture should be highlighted as an important element in language classrooms" (p. 11). The researcher claims that "efforts linking culture and language learning are impelled by ideas originating in sociolinguistic theory and schema learning theory" (p. 11). As known, sociolinguistic theory and schema theory focus on the social and cultural aspects of language while the sociolinguistic theory looks at the issue from a broader perspective, schema theory focuses on the cognitive perspective. According to Tseng, cultivation theory, as another one suggesting to address culture in an EFL classroom, explains the fact that "culture effects changes in individual perception and is vital for expanding an individual's perspective of the world" (p.12). In brief, each of the three theories have an access into the significance of culture in EFL and ESL in different ways. Consequently, "... success in language learning is conditional upon the acquisition of cultural knowledge: language learners acquire cultural background knowledge in order to communicate, and to increase their comprehension in the target language" (Tseng, 2002, p.13).

In spite of the claims on the limited use of culture, in many EFL classes, teachers have started to use culture as a significant means of teaching and learning or received it as an outcome because learning how people culturally behave, act, talk; what they eat, like, and believe have become a significant means of learning the syntax, lexis and semantics of that language. However, the vagueness of the term 'culture' and the constrains in teaching it or using it for teaching a language, make some researchers, such as Stapleton (2000), sceptical and they claim that "...gaps exist between classroom teachers and research findings because of the difficulty in teaching culture and the danger inherent in making assumptions about the culture of both the target language and the students' own culture" (p. 292). Then, "...teaching culture as part of the typical language class becomes tricky because of the sheer weight of the term 'culture' " (Stapleton, 2000, p. 292). Therefore teaching culture or teaching English through culture tends to be a subjective area depending on how teachers view and perceive it.

While reviewing the connection between culture and discourse in EFL classes, Kramsch (1994) asserts that "culture is created and enacted through the dialogue between students and between teacher and students"(p. 47). Kramsch assumes that "…through this dialogue, participants not only replicate a given context of culture, but, because it takes place in a foreign language, it also has the potential of shaping new culture" (p. 47). An increasing concern on culture and the reciprocal but complicated relationship between culture and language teaching emerged another aspect in language teaching about the presentation and practice of it. Therefore EFL coursebooks are considered as the most common means of conveying and presenting culture.

Culture in EFL coursebooks

Coursebooks are expected to cover the general goals of FL which are proposed by Byram (1993) as "... the development of communicative competence for use in situations the learners might expect to encounter, the development of an awareness of the target language, the development of insight into the foreign culture and positive attitudes toward foreign people" (p. 197). As the third item underlines the importance of provision of culture in coursebooks, they are counted as the most vivid and visible sources not only for the operationalisation of all instructional theories, methods and techniques but also introducing and presenting cultural topics. However, with an expanding critical view, the way these topics are presented is open to criticism. Paige, et al. (2003, quoted in Yuen) questions whether they are represented from a 'tourist's perspective which means focus on topics such as 'transport', 'food' as in the form of four aspects of culture(products, practices, perspectives, and persons) mentioned above. As many research shows, coursebooks generally represent very typical samples from cultures which may lead people to create stereotypes regarding the products, practices, perspectives and persons. For instance, representing Africa with poverty and hunger or representing Spain with holidays and fun all the time can create certain types of people or products in minds of the reader and they cannot imagine any other representatives of those culture, that is, could be resulting in discriminating and intimidating opinions about so-called cultures (Hamiloglu, 2005; Yuen, 2011).

Gray (2000) names this critical look at the cultural presentation in EFL coursebooks as 'ambassadorial aspect of the ELT coursebook' described as "... the promise of entry into an international speech community which is represented in what tend to be very idealised terms" (p. 274). And justifying him, Philipson (1992, quoted in Gray, 2000) sees "...the promotion of the British global coursebook as a government-backed enterprise with an economic and ideological agenda aimed at boosting commerce and the dissemination of ideas. Supporting this view, Prodomou (1988) emphasises the alienating effects of EFL coursebooks underlining the disengagement risk. Gray (2000) reports the concerns of various groups of teachers in the world having concerns about this issue. Then Gray (2000) questions the role of the EFL coursebook as a change agent whether it leads the learner to be able to accept, reinterpret and reject the cultural content in the coursebooks. This study asks similar questions as well.

Methodology

This study pursues to find answers to the following questions:

1) In what ways are cultural elements presented in EFL coursebooks?
2) How do PTs perceive those cultural presentations in the coursebooks?

Research design

This research is based on a case study. In a case study, the researcher "...explores in depth a programme, an event, an activity, a process, or one or more individuals". The case(s) are "... bounded by time and activity and researchers collect detailed information using a variety of data collection procedures over a sustained period of time" (Cresswell, p.15). The cases in the study comprise 10 year 4, pre-service teachers. Their answers are examined in order to collect detailed information related to the inquiry about the presentation of cultural

artefacts in the EFL coursebooks that they choose in the Material Evaluation Course they take at the department of ELT in an education faculty in a state university.

In order to achieve this purpose of the study, qualitative and descriptive data collection techniques were used. Creswell (2003) defines these designs as follows: "Qualitative research approach is one in which the inquirer often makes knowledge claims based primarily on constructivist perspectives (i.e. the multiple meanings of individual experiences, meanings socially and historically constructed, with an intent of developing a theory or pattern) or advocacy/participatory perspectives (i.e. political, issue-oriented, collaborative, or change oriented) or both" (p. 18). It also uses   "...strategies of inquiry such as narratives, phenomenologies, ethnographies, grounded theory studies, or case studies" (p. 18) Descriptive research involves a collection of techniques used to specify, delineate, or describe naturally occurring phenomena without experimental manipulation and it shares characteristics of qualitative research designs (Creswell, 2003). From the qualitative perspective a structured interview was conducted with the participants and a content analysis of the selected coursebooks was provided.

Participants

The research was carried out with 10 pre-service teachers (PTs) who attend the department of English Language Teaching in an education faculty of a state university in Istanbul, Turkey. They are selected randomly among 140 senior, year 4 STs. The mean of age is 21 (M=21). All of the participants are the graduates of Anatolian Teacher Training High Schools. 5 of the participants are male and 5 of them are female. They all take the Material Design and Evaluation course of which syllabus consists of examining EFL coursebooks and materials and producing some materials for EFL instruction at the faculty in the Autumn term which is between October and January. While presenting the results I used pseudo names for the participants for their privacy.

Data Sources

The data sources included a face to face, structured interview, and the content analysis of 140 coursebooks that were chosen by the PTs in the Material Design and Evaluation course at the department of English Language Teaching in a state university in Istanbul, Turkey in terms of the cultural topics they contained.

Content Analysis

I teach a course named "Material Design and Evaluation" in the Autumn term in every academic year at a state university in İstanbul where I have been working as one of the lecturers of the faculty staff for 14 years. At the beginning of the term, I always announce PTs to choose and use a coursebook for our practices throughout the course along with my booklets, handouts and sample coursebooks. They choose the coursebooks from a publishers' catalogues or in the library of their practicum schools and we make a list so that I can follow them up during the term (See Appendix 1) Then they bring their books to every class to be able to practise the topics we cover. For this study, I provided them with a sample content analysis of a coursebook for finding the cultural topics used. I presented the sample analysis and explained the process and procedures to the PTs. After understanding what is to be done, the whole class checked out their coursebooks similarly and found the cultural topics in them. Then we made a common list including all cultural topics. Then I gathered those topics into

main categories. While interviewing with the participants, I requested them to give their comments about those cultural contents and categories.

Interviews

A face to face, structured interview was conducted with the participating PTs. The interviews were held after the class in my study at the faculty. Very comfortable and friendly atmosphere helped PTs talk about their opinions and ideas openly and freely. The interviews were recorded by an audio device and then translated verbatim. I wrote up 5questions and gave them to a colleague to read. She agreed with me about the questions and none of them were changed.

Data analysis

Some the transcriptions of the interviews were analysed manually and some of them were analysed through n-Vivo 8, computerised programme. After transcribing the recordings of the interviews, I reviewed the data and coded the findings to create categories. For the analysis of the cultural contents of the coursebooks we worked with the PTs together. Then I examined the whole data for matching the categories and concepts.

Findings

Findings of the Content Analysis

Before doing the analysis of the cultural contents of the coursebooks selected for the Material Design and Evaluation course (MDEC), we worked on the following sample consisting of the cultural content analysis with the PTs. Firstly, we discussed the types of cultural content elements through local cultures, international cultures and target cultures. Then they examined the sample work along with my explanations and their discussion unit by unit. The following table shows the sample cultural content work which is based on the coursebook "Pacesetter (Starter level) by Derek Strange, Diane Hall, John Kennedy (Oxford University Press, 2004)

Table 1.
Distribution of Cultural Topics in Pacesetter (Starter)(Sample analysis chart)

PACESETTER (Starter)	
UNIT NO	CULTURAL TOPICS
Unit 4	A dream house in Washington (reading exercise)
Unit 5	▪ Information about British people's favourite food
Unit 6	▪ Carnival time; welcome to London's Notting Hill Carnival (reading exercise)
Unit 8	▪ A map of London; and the weather forecast for London (Vocabulary &pronunciation)
Unit 9	▪ What is the weather like in Turkey's cities? (**Local culture**)(Matching the weather situations with the cities)
Unit 10	▪ British children are getting fat; article from a newspaper (reading exercise)

	▪ Matching British teenager's voices with the correct pictures of their favourite sports. (Listening activity).
Unit 11	▪ A diary about Banu's holiday in Istanbul (writing activity) **(local culture)** ▪ The Titanic; its first journey from Britain to America.(reading activity)
Unit 13	▪ A story and a picture about Nasrettin Hoca; completing the story with the past forms of the verbs (grammar exercise) **(local culture)** ▪ The biography of Barış Manco and a factfile of him (vocabulary exercise) **(local culture)** ▪ Saving Private Ryan; comprehension of the text about that American movie(reading activity)
Unit14	▪ In the town; finding the given places on the map of London, matching the places with the pictures of London. (Vocabulary exercise) ▪ Letter about a girl's journey in Ankara, Turkey; finding the correct tenses. (Grammar activity)**(Local culture)**
Unit 15	▪ Losing things; London transport lost property. (Reading exercise) ▪ Revision with a map of Covent Garden in London; writing the names of the places on the correct labels on the map (listening activity)

As displayed in the table, in 10 of the 15 units, various cultural elements are used. These elements range from personal matters to social, geographical, and other topics. The distribution of the topics according to the units is shown in the following table (Table 2).

Table 2.
The distribution of Target, International and Local Culture Elements

Coursebook	Elements of target culture (*f*)	Elements of local culture (*f*)	Elements of international culture (*f*)
Pacesetter	11	5	0

When we examine the table it is seen that there are 11 elements regarding the target culture, that is the cultures of English speaking countries. These elements are very well matching with the categories that were emerged from the later work that I conducted with the other coursebooks on the MDEC coursebook list which I presented below.

After I had presented and taught the sample content analysis to the PTs, they analysed their selected coursebooks and we found the some cultural categories in terms of the topics. Then I had a session to categorise the topics as was done with the sample work. I added the newly emerged categories to the ones found out in the sample study. After that I held a class session to make a common list for those categories. In that process, I found out the following categories as a checklist:

MAIN CATEGORIES	
Main category 1: INTRA-PERSONAL MATTERS:	personal characteristics, behaviours, manners, opinions, feelings, ideas, everyday lives, personalities, personal traits, personal stories, family issues, personal relationships, idiosyncratic characteristics, personal habits, professional lives, personal dilemmas, friendships, personal contradictions, health.
Main Category 2: SOCIAL MATTERS:	Traditions, customs, relationships, media, social networks, professional categories, social behaviours, social habits, festivals, carnivals, national days, religious celebrations, social dilemmas, media, education, wealth, poverty, peace, crime, hunger, problems of disabled individuals, life stories of famous people, gender issues, historical stories, stereotypes, public health, famous people, social roles of people, teenage issues, generation gap
Main Category 3: GLOBAL MATTERS:	A) GEOGRAPHICAL: Countries, cities, towns, villages, geographical characteristics, historical places, landmarks, maps, travelling, environment, natural disasters, wildlife B) ECONOMIC: Prices of a products, spending styles, expenditures, business, shopping, shopping habits, tourism C) NUTRITIONAL: Meal times, eating styles, eating habits, food types, drink, food, culinary habits, restaurants, cooking, D) SOCIETAL (ACTIVITIES and ARTEFACTS): Music, sports, books, films, stories, computers, travelling, art, literature, pictures, illustrations, newspaper articles, photos, surveys, interviews, videos, TV programmes, anecdotes, transportation, tourism, leisure activities, technology

I compared the above list with a checklist I found about the subject content and values proposed by Cunningsworth (1995), after I had completed my list. When I compared the list emerged from my content analysis with the following checklist I saw many similarities. Most of the categories emerged from my data covered the following checklist as well. The significance of the similarity comes from the fact that I had not seen Cunningsworth's checklist until I compared two lists.

A checklist for content and values in coursebooks:
    Range of topic
    Characters depicted
    • Representation of women
    • Portrayal of gender role

- Age
- Social class
- Ethnic origin
- Occupation/profession
- Disability

Social relationships
- Family make-up
- Social networks

Expression of personal feelings

Interactions
- Transactions
- Personal interactions (p. 92)

During the class discussion, I wanted my students to think about the cultural topics they found in their coursebooks regarding how they were presented in terms of local, international, and target culture perspectives. They discussed their ideas both with class design and in pair-work activities. Then I showed the checklist I made during the coursework in my classes to my 10 participants in the interviews I conducted after class times. The following section presents their perceptions about the cultural presentations in the coursebooks regarding the checklist.

Findings of the Interviews

I tried to find answers to the research questions that I gave above, partially with the results coming from the structured interviews. I asked the following questions to the participants:

1. What is your definition of culture?

2. Do you think EFL coursebooks should involve the presentations of culture?

3. If so, which culture should be taught more dominantly in EFL coursebooks? International culture? Local culture? Target culture?

4. Explain the reason (s) for your choice(s).

5. What should cultural information in the EFL coursebooks consist of?

6. Do you think non-native speakers should learn the culture of the target (English) language? Why? Explain the reasons.

Results for Q 1: What is your definition of culture?

Participants defined culture variously. Out of 10 participants, 6 pre-service teachers (60%) defined culture as one's own traditions, customs values and beliefs; 2 of the them (2%) perceived culture as a heritage that includes geographical and historical characteristics of a country and the remaining 2 participants (20%) thought that culture is a way of life that includes everything from clothes to food.

For instance, Hakan says;

"Culture can be everything in a society, in a community or in a country; for example, people's life styles, people's beliefs, clothing and food types"

Results for Q2: "Do you think EFL coursebooks should involve some presentation of culture?"

All of the participants (100%) agreed that English language teaching coursebooks should definitely involve some learning /teaching of culture. Moreover, 3 of the participants (30%) gave reasons for that. 1 participant (10%) thought that culture affects the language directly and can't be separated and the other 2 participants (20%) thought that it should be based on the culture of the target community and language is a work of culture.

Arda says;

"We can't think culture as a separate aspect from learning English. Because we learn English in order to share information with others about their own countries for purposes like encouraging economic development, promoting trade and so on. So, the culture should be included in foreign language teaching coursebooks as much as possible"

Meriç says,

"Culture should be given in coursebooks as much as students understand what the other people do in their daily lives, what is their language, what is their beliefs, or life styles etc... because students can improve their knowledge about culture thanks to coursebooks"

Results for Q3:"If so, which culture should be taught in EFL coursebooks? International culture, local culture or target culture?"

Out of 10 participants; 5 of them (50%) think that target culture was an inseparable part of language teaching so they think it should be taught mostly. 2 of the participants (20%) think both target and international culture should be taught. In addition, 2 of them (20%) think all culture types should be included in language teaching. Finally, only 1 participant (10%) thinks that the local culture holds the most important role in language teaching.

For instance; Tülin says,

"In my opinion, international culture should be given more in coursebooks because English is becoming the international language. However, the culture of inner circle countries should not be eliminated"

Ertuğ says,

"I think international culture should be focus of coursebooks. English belongs to many nations today so it has to be taught with those cultures. Today, many of the coursebooks give only cultural things on Anglo-Saxon perspective"

Results for Q. 4: "Explain the reasons for your choice(s)".

All of the participants gave reasons for their choices of culture types: Out of 10 participants, 5 of them (50%) said that it was in favour of target culture in order to use the language effectively with its all elements 2 of them (20%) said that target and international culture should be taught together for clear and healthy communication;

2 of them (20%) emphasized the importance of all culture types and they should be integrated into language teaching for globalization. Only 1 participant (10%) noted the importance of local culture in order to compare it with the culture of the language that students acquire.

For instance; Ertuğ says,

"It is hard to say that English belongs to one culture today. I use it to communicate with Russians, Koreans, etc.. I don't need target culture in all situations"

Selim says,

"... The effect of choosing the culture which is given in the course is important. By including students' own culture in the coursebooks, they pave the way for students' introducing their culture better to the other people".

Betül says,

"Target culture in the coursebooks is so dominant. Emposing is the first thing coming to our minds. It doesn't match with learners' cultures"

Ali says,

"It is hard to say that English belongs to one culture today. I use it to communicate with Russians, Koreans, etc.. I don't need target culture in all situations"

Results for Q.5: "What should cultural information consist of?"

Out of 10 participants 4 of them (40%) regarded cultural information as history, literature, food and clothing of a country. 2 of the participants (20%) considered that life styles of people give gave cultural clues about the country. 2 of the participants (20%), stated that cultural information should consist of religion, values, traditions and customs. The rest 2 of them (20%) mentioned that it should consist of festivals, carnivals, special days, and holidays, important days, what they eat and wear etc.."

For instance;Ceylin says,

"It should have some famous people, the country's festivals

Results for Q. 6: "Do you think non-native speakers should learn the culture of the target language (English)? Why? Explain the reasons.

Nearly all of the participants, that is, 9 of them (90%) answered this question positively by providing various reasons; 7 of them (70%) emphasized that language and culture can't be separated from each other since a language is shaped by its culture and they interact with each other through culture therefore a language should be taught in accordance with its culture. The rest of the participants (30%) gave different reasons for this question; 1 participant (10%) emphasized the importance of learning other cultures in order to enrich ones' point of view as a result, respect to other cultures, 1 participant (10%) said that non-native speakers should learn the target language for effective use of communication since grammar isn't enough for the communicative use of language. Only 1 participant (10%) responded this question

negatively since the teacher was not favour of learning and teaching of the target culture, he perceived that without its culture, a language can be used and learned effectively.

For instance, Müge says,

"When teaching a new language, non-native speakers shouldn't be away from culture of this language. Culture and language cannot be separated. Teachers should give knowledge about target culture to the non-native students when there is a need"

Discussion

It is seen from the results that whatever the personal stance or ideological thoughts of PTs are, majority of them desire that cultural information and elements, especially belonging to target and international cultures, should be presented in EFL coursebooks. However it is seen again that they do not look at the issue critically because their perceptions of culture is mostly about what kind of elements are used to present it. It is quite an 'impressionistic overview' as Cunnigsworth (1995) names. Those elements are mostly very usual and common ones such as food, traditions, customs, values, beliefs; geographical and historical characteristics of a country, a way of life that includes everything from clothes to food. They cannot give critical points and cannot present a deep look at how and why these elements should be presented in the coursebooks. One of the significant issues about the results of the research that it well matched with the strands which were "products, practices, perspectives and persons"- described and used in the data analysis of this study Yuen's (2011) as I mentioned before. The checklist I made for the cultural topics included all of these strands.

Implications

It is necessary to replicate such studies with larger participant groups and more coursebooks. It seems that Culture has to be prominent element in coursebooks however a more critical and deep views and understandings have to be developed.

The tendency of PTs is towards the international culture. They want to see it more examples from international culture, that is from different countries, in EFL coursebooks. However, target language and local cultures may have balanced proportionS as well.

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Appendix

BOOK LIST, CONTAINING THE COURSEBOOKS USED IN THE MDEC.
1. Discover English 3
2. Champions A1
3. Inside-out (Pre-intermediate)
4. Traveller (Elementary)
5. Incredible English (Elementary)
6. New Streetwise (Intermediate)
7. Click On (Elementary)
8. Spark (Intermediate)
9. Success (Pre-intermediate)
10. Reach 1
11. World Wonders 2
12. Headway (Beginner)

13. Mind Your English 1
14. English Plus Oxford B2
15. Up Stream (Beginner)
16. Laser Pre - FCE / Macmillan
17. Aim High 2
18. Wishes (Upper-intermediate)
19. Towards Proficiency
20. Pathfinder (Pre-intermediate)
21. Solutions (Pre-intermediate)
22. Headway (Pre-intermediate)
23. Prime Time 1
24. New Opportunities
25. Oxford Team, Students Book 2
26. Success (Intermediate)
27. Total English (Intermediate)
28. Aim High
29.   Language In Use (Intermediate)
30.   New Matrix (Intermediate)
31. Total English (Pre-intermediate)
32. New Headway (Upper-intermediate)
33. Double Click 1 (Beginner)
34. Elevator 1 (Elementary)
35. Pacesetter Plus (Starter)
36. Energy 2 (Elementary)
37. English Plus 3
38. Challenges 3 A2
39. Just Right (Pre-intermediate)
40. Touchstone 4 (Intermediate)
41. Access 2
42. To The Top 2
43. Enterprise 1 plus
44. New English File (Pre-intermediate)
45. Upstream (Elementary A2)
46. Let's Talk First Edition
47. Enterprise (Pre-intermediate)
48. Learning Leader
49. World View (Elementary)
50. Welcome Plus 1 (Beginner)
51. Sky (Pre-intermediate)
52. Touchstone 2
53.   English In Mind-Students Book 2 (Intermediate)
54.   First Certificate Master class
55.   More! 1 (Beginner)
56.   Podcast 1
57.   Attain (Intermediate)
58.   Smash 2
59.   Success 2 (Elementary)
60.   Global Course Book Macmillan
61.   English Break A2
62.   Interactive A2

63.   Matrix (Upper-intermediate)
64.   Mission 1 (Upper-intermediate)
65.   Face To Face (Intermediate)
66.   Enterprise 4
67.   New English File (Advanced)
68.   Up Beat (Elementary)
69.   New Interchange 1
70.   Solutions (Intermediate)
71.   Spark
72.   Straightforward (Intermediate)
73.   English Unlimited A1
74.   Extreme 1
75.   New Cutting Edge (Upper Intermediate)
76.   Gateway B1+ MacMillan
77.   New English File (Intermediate)
78.   Exploring English 4 (Intermediate)
79.   Adventures Pre (Intermediate)
80.   Project 4. (Beginner)
81.   Solution (Upper-intermediate)
82.   Prime Time 3 (Intermediate)
83.   Gateway A2
84.   Welcome Plus 2 (Beginner)
85.   English File (Upper-intermediate)
86.   Backpack Gold 3
87.   Without Borders (Beginner)
88.   Opportunities (Pre-intermediate)
89.   Laser (Intermediate)
90.   New English File (Upper-intermediate)
91.   Hot Line (Starter)
92.   To The Top 3
93.   Enterprise 2 Express Publishing (Elementary)
94.   Just Right (Upper-intermediate)
95.   Worldlink(Developing English Fluency Book 1)
96.   Language Leader (Intermediate)
97.   Up Stream (Advanced)
98.   Solutions (Elementary)
99.   Exploring English 3 (Pre-intermediate)
100.   Matrix (Pre-intermediate)
101.   Up beat (Pre-intermediate)
102.   Messages (Level 1)
103.   Headway (Intermediate)
104.   Prime Time 2
105.   New English File Second Edition (Elementary)
106.   Framework 1
107.   Going For Gold (Intermediate)
108.   Skill Zone
109.   Count Down
110.   Activate B1
111.   Language To Go (Intermediate)
112.   Double Click 2

113. Face to Face (Upper Intermediate)
114. Language Leader (Pre-Intermediate)
115. Happy Earth 1
116. Headway Fourth Edition (Elementary)
117. Objective CAE (Advanced)
118. New Hotline (Elementary)
119. Challenges 4 (B1)
120. Channel Direct (Beginner)
121. Access 1 (Beginner)
122. Reach 2
123. Language In Use (Pre-intermediate)
124. English For Life (Elementary)
125. Objective (Intermediate)
126. Activate B1+
127. Framework 2
128. Cutting Edge (Intermediate)
129. Speak Out (Starter)
130. Get Real A2
131. Double Click 3 (Intermediate)
132. Face to Face (Elementary)
133. Fast Lane (Starter)
134. Upload (Intermediate)
135. To The Top 1
136. Just Right (Intermediate)
137. English in Mind (Elementary)
138. Inside Out (Intermediate)
139. Traveller (Intermediate)
140. Snap Shot (Elementary)