

# İki İngilizce Ders Kitabının Kültürel Unsurlar Açısından Karşılaştırmalı Analizi (Headway ve English File)

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## Öz

*Bu çalışma, İngilizcenin yabancı/ikinci dil olarak öğretiminde yaygın olarak kullanılan iki farklı İngilizce ders kitabındaki (Headway ve English File) kültürel unsurların karşılaştırmalı bir analizini yapmayı amaçlamıştır. Bu doğrultuda, Headway ve English File'daki tüm etkinlikler kültürel unsurların nasıl temsil edildiğini ortaya çıkarmak için incelenmiştir. Araştırma nitel araştırma olarak tasarlanmış ve veri toplama aracı olarak doküman incelemesi yöntemi kullanılmıştır. Ders kitaplarından elde edilen veriler içerik analizi yöntemiyle değerlendirilmiştir. Yapılan içerik analizi sonucunda English File'da Headway'e kıyasla daha fazla kültürel öğenin bulunduğu tespit edilmiştir. Sonuçlar farklılık gösterse de, çalışma genel olarak iki ders kitabında da hedef dilin kültürel öğelerinin baskın olduğu sonucuna varmıştır. Daha detaylı ifade edilecek olursa, her iki ders kitabında da hedef kültür ilk sırada yer alırken, onu sırasıyla uluslararası ve yerel kültür izlemiştir. Özetle, bu ders kitaplarında hedef kültür unsurlarına daha fazla yer verilmiştir. Elde edilen bulgulara dayalı olarak, öğrenenlerin kültürlerarası yeterliklerini geliştirmek için sadece hedef kültürün değil, diğer dünya kültürlerinin de ders kitaplarına entegre edilmesi önerilmektedir.*

*Anahtar Kelimeler: kültür, kültürel unsurlar, ders kitapları, yabancı dil eğitimi*



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## GENİŞLETİLMİŞ TÜRKÇE ÖZET

### Giriş

Seyahat, iletişim, bilgi araçları gibi alanlardaki bilimsel ve teknolojik gelişmeler, dünyada farklı toplulukların ortaya çıkmasına neden olmuştur (Lustig & Koester, 2010). Sınırların ortadan kalktığı ve kültürlerin iç içe geçtiği küreselleşen bu dünyada iletişim ihtiyacı son derece artmış, bir veya daha fazla yabancı dil bilmek daha önemli hale gelmiştir.

Bu kadar hızlı değişen ve kültürel çeşitlilik gösteren bir dünyada, farklı kültür ve toplumlardan gelen öğrencilerin de birbirleriyle iletişim kurmaları gerekmektedir. Bu nedenle dil öğretiminde çağın ihtiyaçlarına cevap verebilecek yeni yöntem, yaklaşım veya teknikler üzerine yapılan çalışmalar giderek daha fazla önem kazanmıştır. Özellikle, yabancı dil öğretim programlarında dil ve kültür arasındaki güçlü ilişkinin dikkate alınması gerektiği görüşünün yaygın olarak kabul edilmesi, kültür boyutunu dil öğrenme ve öğretme alanında merkezi bir konuma yerleştirmiştir (Çelik & Erbay, 2013; Günday, 2013). Bu nedenle kültür, dil öğreniminin en önemli bileşenlerinden biri haline gelmiştir.

Kültürü dil eğitime entegre etmenin önemi birçok bilim insanı ve eğitimci tarafından uzun zamandır vurgulanmaktadır. Kültürel farkındalığa sahip olmanın ve kültürlerarası becerileri geliştirmenin; konuşmaları, mesajları ve metinleri daha iyi anlamayı sağladığı (Thanasoulas,2001) ve dil öğrenmeyi çok daha kolay bir hale getirdiği (Byram, Gribbova & Starkey, 2002) belirtilmektedir. Bir başka söyleyişle, bir dili ve onun kültürel unsurlarını öğrenmenin kültürlerarası ve iletişimsel yetkinliğin geliştirilmesine katkıda bulunduğu ifade edilmektedir. Dil ve kültürün birbirinden ayrılmaz olduğu düşünüldüğünde, dil öğretiminde kültürel unsurlara yer verilmemesi belirli bir kültürün içinde yer alan o dilin yorumlanmasını zorlaştırabilmektedir. Bu nedenle, dil öğretiminde çeşitli toplumların kültürlerinin temsil edilmesi büyük önem taşımaktadır.

Kültürel unsurların dil sınıflarına entegre edilmesi açısından öğretim materyalleri dil öğretim ve öğrenme ortamında önemli bir araç olarak karşımıza çıkmaktadır. Bilhassa böylesine çok kültürlü ve küreselleşmiş bir dünyada öğretim materyallerinde kültürün temsili ve öğrencilerin kültürlerarası yeterliklerinin geliştirilmesi giderek daha fazla önem kazanmıştır.

Ders kitabı ise, dil derslerinde öğrencilere kültürel içerik sunabilmek için etkili bir öğretim materyali olarak öne çıkmaktadır. Ders kitaplarında farklı toplumların kültürlerinin sunulması; öğrencilerin kendilerini tanımaları ve ifade etmeleri ve diğer kültürlerden gelen bireylerle iletişim kurmaları açısından oldukça mühimdir. Bu bağlamda, ders kitaplarının içeriği oluşturulurken kültür öğretiminin de dikkate alınması hayati önem taşımaktadır.

Kültürlerarası konuların öğrencilere sunulmasının ve öğrencilerin kültürel geçmişlerine ve özelliklerine göre öğrenme ortamları ve materyalleri hazırlamanın hedef dilin öğrenilmesindeki olumlu etkisi göz önünde bulundurulduğunda, ders kitaplarında çeşitli kültürlerin temsil edilip edilmediğini veya ne ölçüde temsil edildiğini ortaya çıkarmak önem arz etmektedir.

### Amaç

Bu araştırma, İngilizcenin yabancı/ikinci dil olarak öğretiminde yaygın olarak kullanılan *Headway* ve *English File* adlı iki farklı İngilizce ders kitabındaki kültürel unsurların karşılaştırmalı

bir analizini ortaya koymayı amaçlamıştır. Bu amaçla aşağıdaki araştırma sorularına yanıt aranmıştır.

1) *Headway Elementary*'de (A1-A2 seviyesi) hedef kültür, yerel kültür ve uluslararası kültüre ilişkin kültürel unsurlar nasıl temsil edilmektedir?

2) *English File Elementary*'de (A1-A2 seviyesi) hedef kültür, yerel kültür ve uluslararası kültürle ilgili kültürel unsurlar nasıl temsil edilmektedir?

### Yöntem

Bu çalışma, nitel bir araştırma olarak tasarlanmıştır. Nitel araştırma, doküman incelemesi, görüşme, gözlem vb. araştırmaların yapıldığı, kişilerin algı ve deneyimlerinin ayrıntılı olarak araştırıldığı bir araştırma türüdür (Creswell, 2018; Merriam, 2013; Yıldırım & Şimşek, 2016).

Çalışmanın verileri doküman incelemesi yöntemiyle toplanmıştır. Araştırma sorularına cevap verebilmek için mevcut çalışmada iki farklı ders kitabı (*Headway* ve *English File*) incelenmiştir. Bu iki ders kitabının tüm etkinlikleri analiz edilmiş, toplanan veriler ise içerik analizi yöntemiyle değerlendirilmiştir. Analiz işlemi sırasında, kitaptaki kültürel içerikle ilgili verileri değerlendirmek için ders kitabı değerlendirme kriterleri arasından daha kapsamlı ve işlevsel olduğu için Byram'ın (1993) kontrol listesi seçilmiştir. Byram'ın (1993) kriterine göre toplanan veriler hedef kültür, yerel kültür, uluslararası kültür olarak sınıflandırılarak değerlendirilmiştir. Bu üç kategori ise Cortazzi ve Jin'in (1999) ortaya koyduğu kategorilerdir.

### Bulgular

Yapılan içerik analizi sonucunda, *English File*'da (224), *Headway* (174) ders kitabına göre daha fazla kültürel öğeye rastlanmıştır. Yerel kültür unsuru ise her iki ders kitabında da en az bulunmuştur. Buna ek olarak, iki kitapta da hedef kültürün öğrencilere yoğun bir şekilde sunulduğu ortaya çıkmıştır. Hatta New York Central Park, BBC ve National Gallery gibi hedef kültür unsurlarından bazıları her iki ders kitabında da tanıtılmıştır. Ayrıca her iki İngilizce kitabı da hedef, uluslararası ve yerel kültür bağlamında değerlendirildiğinde birinci ve ikinci ölçütlerde (sosyal kimlik ve sosyal gruplar, sosyal etkileşim) herhangi bir kültürel unsura rastlanmamıştır. Son olarak, bulgular farklılık gösterse de her iki ders kitabında benzerlikler de bulunmuştur. *Headway* ve *English File*'da hedef kültür öğeleri ilk sırada yer alırken, onu sırasıyla uluslararası ve yerel kültür izlemiştir.

### Tartışma & Sonuç

*Headway* kitabında bulunan kültürel öğe sayısına kıyasla *English File* kitabında daha fazla kültürel öğeye rastlandığı görülmüştür. Sonuçlar birtakım farklılıklar gösterse de, çalışma her iki ders kitabında da hedef dilin kültürel öğelerinin ilk sırada yer aldığı, ardından sırasıyla uluslararası ve yerel kültür unsurlarının geldiği sonucuna varmıştır. Özetle, bulgular hedef kültürün dil öğrenenlere ders kitapları aracılığıyla daha baskın bir şekilde tanıtıldığını ortaya koymuştur.

Hedef dilin kültürel unsurlarının ders kitaplarında daha fazla yer aldığını gösteren bulgulardan hareketle, *Headway* ve *English File* adlı bu iki ders kitabının kısmen kültürel bir bakış açısıyla geliştirildiği anlaşılmıştır. Bu nedenle, öğrencilerin kültürlerarası yeterliklerini geliştirmelerine ve hedef dili daha etkili öğrenmelerine yardımcı olmak için sadece hedef

kültürün değil, dünyanın çeşitli kültürlerinin de ders kitaplarına entegre edilmesi ve öğrencilere öğretilmesi gerektiği söylenebilir.

## A Comparative Analysis of Two English Coursebooks in Terms of Cultural Elements (Headway and English File)

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### Abstract

*The current study aimed to do a comparative analysis of the cultural elements in two different English coursebooks (Headway and English File), which are commonly used for teaching English as a foreign/second language. With this purpose in mind, all the activities in Headway and English File were examined to find out how the cultural contents are represented. The study was designed as qualitative research, and the document analysis method was utilized as a data collection tool. The data collected in the coursebooks were evaluated through the content analysis method. As a result of the content analysis, it was revealed that more cultural elements were found in English File compared to the number of the cultural items found in Headway. Although the results varied, the study generally concluded that target cultural elements were dominant in two coursebooks. More specifically, target culture ranked the first, followed by international and local culture respectively in both coursebooks. To sum up, it was indicated that the elements of target culture were included more in these coursebooks. Based on the findings, it can be suggested that not only target culture but also other world cultures should be integrated into the coursebooks in order to enhance learners' intercultural competence.*

**Keywords:** culture, cultural elements, coursebooks, foreign language education



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## **A Comparative Analysis of Two English Coursebooks in Terms of Cultural Elements (Headway and English File)**

In the 1970s, there was a radical shift in the field of language teaching and learning. With the appearance of communicative language teaching, the importance of communicative competence was emphasized. Attention was given to language use in various social contexts. More specifically, language was accepted as a social phenomenon, suggesting that it cannot be separated from the context where it is created. Thus, learners are requested to use language forms in appropriate contexts as well as utter these language forms correctly (Celce-Murcia, 2001; Wilkins, 1976).

In the 1990s, intercultural communicative competence was introduced (Balboni & Caon, 2014), and the importance of culture was recognized in language teaching pedagogy (Seel, 2012). Culture refers to the beliefs, values, customs, behaviors, attitudes shared by certain individuals and is represented in any language (Taga, 1999). Emitt and Komesaroff (2003) claim that acquiring culture necessitates learning a language to transmit ideas, values, attitudes to the next generation. Thus, people learn to follow customs, values, behaviors belonging to a social system. This shows that culture and language are closely related to each other (Brown, 2000; Hedge, 2004).

Culture, which is a social process, is related to using communication and language shared by individuals in certain conditions. With respect to this, learning a foreign or second language both requires the acquisition of linguistic forms and gaining familiarity with the target language culture for the purpose of interpreting intercultural communication. Therefore, learning a foreign or second language necessitates providing learners with cultural context and awareness in order to help them communicate interculturally and successfully in the target language (Soomro, Kazamian, & Mahar, 2015).

Having the knowledge of different cultures is believed to enable better understanding of conversations, messages, and texts (Thanasoulas, 2001). Byram, Gribbova and Starkey (2002) also points out that having cultural awareness and developing intercultural skills makes language learning a lot easier. Byram (1998) argues that learning a language and its cultural elements contributes to developing intercultural and communicative competence. Byram (1997) also underlines that a successful communication requires both exchanging information and understanding others' perspectives. That is to say; learners should be culturally equipped in order to be communicatively competent. Interculturally competent learners are more likely to understand cultural differences and communicate effectively. Thus, considering that language and culture is inseparable from one another, it can be clearly explained that intercultural competence plays a significant role in learning a language. In other words, if cultural elements are not included in language teaching, it can make it difficult to interpret the language, which is included in a certain culture. Therefore, it seems that it is of great significance to embrace cultures of various societies in language teaching.

Scientific and technological advancements in such areas as travelling, communication, information tools have resulted in emergence of diverse communities in the world (Lustig & Koester, 2010). In a globalized world where borders have disappeared and cultures are intertwined, the need for communication has clearly increased, and knowing one or more foreign languages has become more important. In such a rapidly changing and culturally diverse

world, students from various cultures and societies need to communicate with each other. Thus, studies for new methods, approaches or techniques that can meet the needs of this age in language learning and teaching have gained more and more importance. Specifically, the widespread acceptance of the view that the strong relationship between language and culture should be taken into account in foreign language education programs has placed the cultural dimension in a central position in language learning and teaching field (Çelik & Erbay, 2013; Günday, 2013). Therefore, culture has become one of the most significant components of language learning.

Today, English has become a lingua franca (Firth,1996), which means that it is regarded as a common medium of communication in the world. Therefore, speakers might need to use English in order to contact with non-native speakers of English. Regarding this, having only the knowledge of English vocabulary and grammar might not help to have an effective communication since it could be better for learners to gain intercultural knowledge and to improve intercultural skills (Arslan, 2016). In other words, this necessitates being aware of the cultures of societies that communicate with English language as well as being aware of the target language culture.

The Common European Framework of Reference for Languages (CEFR), which “is one of the best-known and most used Council of Europe policy instruments” (2020:11), and which Turkey is also a member of, also emphasizes intercultural issues in language teaching and learning. CEFR comprehensively clarifies necessary language skills and knowledge, and puts emphasis on cultural dimensions of the languages so as to enhance communicative and intercultural competence and to be an effective, successful language user. This is clearly understood from what is written in the CEFR below (2001: 1):

“The Common European Framework provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. It describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively. The description also covers the cultural context in which language is set”.

It is seen that the importance of integrating culture into language education has long been emphasized by many scholars and educators. The language that enables the culture to live and to be transferred to the next generations belongs to the society in which it is spoken and is influenced by that society. According to Bruner (1996), although meanings take place in the mind, they take their roots and importance from the culture in which they are created. While learning a foreign language, learners need to learn what the cultural elements of the target language means in their own culture so that they can make sense of and reconstruct knowledge. At this point, the importance of cultural awareness emerges as an important aspect. The importance of cultural differences in the educational process is inevitable. Taking this situation into account in teaching a foreign language is a more challenging task. One of the important steps in foreign language teaching is English preparatory classes where students are subject to an intensive English teaching program for at least one academic year before they start receiving education at the faculties of the universities. Students coming from different cities with their unique cultures have the opportunity to study together. This English program has an important

role in exposing preparatory school students to a wide variety of cultures in culturally diverse classes.

In terms of integrating cultural elements into language classes, teaching materials turns out to be a significant tool in language teaching and learning environment. Cunningsworth (2002:7) underlines that “teaching materials can exert considerable influence over what teachers teach and how they do it”. Coursebook is one of the best resources to present cultural content to language learners. In the textbooks, which is one of the most important elements in the execution of the education program in the preparatory classes, the representation of different cultures seems to be very important for students to recognize and express themselves, and communicate with individuals from various cultural backgrounds.

Coursebooks are believed to have a crucial role in English language teaching process and accepted as effective tools for learners to enhance their intercultural knowledge. With regard to teaching culture, it is vital to take the content of coursebooks into account. Nevertheless, several coursebooks might involve elements related to American or British culture and in this way the target language may be confined to its own native characteristics. This might be deceptive and unreal (Alptekin, 1993). Thus, it is of great significance to include intercultural elements in the coursebooks since students from different cultures or societies can have a close relationship with what is written. Moreover, students do not feel strange or isolated when they confront with various elements from the world cultures (Iriskulova, 2012).

Coursebooks, which are important instruments of education, are also the main source of guidance for teachers and students (Oğuzkan, 1993). Coursebooks that guide teachers in language teaching also provide students and teachers with a systematic and comprehensive cultural perspective, which is considered very important (Korkmaz, 2009). It appears that it is very difficult to organize coursebooks completely independent of culture. There is a wide range of books from primary school books to university books. These books may naturally bear the traces of the culture they are in. However, one of the most important problems is the scope of the cultural forms included in these books.

Today, many coursebooks claim to include intercultural elements of world societies and take cultural aspects into consideration as also emphasized in the CEFR. In the related literature, there have been studies carried out to investigate whether EFL coursebooks include culture or cultural elements. In Turkey, academic studies reflecting the cultural diversity of coursebooks were also conducted (Avinç, 2012; Barışkan, 2010; Böcü, & Razi, 201; Bulut & Arıkan, 2015; Çakır, 2010; Çelik & Erbay, 2013; Demirbaş, 2013; Demirel & Tarakçıoğlu, 2016; Dimici, Yıldız, & Başbay, 2018; Erdoğan, 2015; Gökteş, 2013; Gözgenç, 2016; Hamiloğlu & Mendi, 2010; Kayapınar, 2009; Korkmaz, 2009; Köroğlu, 2013; Üzülmöz & Karakuş, 2018). One of the important factors that attracts attention in these studies is the dominance of the target language culture in English coursebooks, which is undesirable in modern language education field. Thus, there still exists a need to make an evaluation of other coursebooks in order to determine whether they are prepared based on various cultural elements. The findings of this study may also help coursebook writers to organize and redesign their coursebooks in order to reflect cultural aspects.



## Method

### Design of the Study

The study was designed as qualitative research. Qualitative research is a kind of research in which document analysis, interviews, observations, etc. are conducted, and people's perceptions and experiences are investigated in detail (Creswell, 2018; Merriam, 2013; Yıldırım & Şimşek, 2016). Qualitative studies aim at examining, understanding, interpreting, clarifying a social phenomenon in its own context.

### Data Collection Instrument

In this research, document analysis was utilized as a data collection tool. Document analysis is "a method of collecting data from existing records and documents" (Karasar, 2020, p.229), analyzing and evaluating these records systematically (Ekiz, 2009).

In order to answer the research questions, two different coursebooks were analyzed in the current study. The first one was *English File* (4<sup>th</sup> edition), which is the final edition of the series. *English File* coursebooks are published by Oxford University Press for English language to be taught across the world. This language series includes seven language proficiency levels from Beginner level to Advanced level. The second coursebook was *Headway* (5<sup>th</sup> edition), which is the last edition of the series. *Headway* series are also published by Oxford University Press in order to be used for teaching English all around the world. *Headway* series include six language proficiency levels from Beginner to Advanced level. These two books aim to develop integrated skills, which is of vital importance to be an effective language user.

*English File* Elementary (A1-A2 level) includes 12 units with 159 pages and *Headway* Elementary (A1-A2 level) includes 12 units with 167 pages. Each unit of the books is composed of reading, writing, listening, speaking, vocabulary and grammar sections. Another significant issue is that both coursebooks claim to have been designed based on the objectives of CEFR. All the activities in the coursebooks including audio scripts were analyzed in order to identify how cultural elements are presented to language learners.

These two coursebooks were chosen for the purpose of the study since *English File* and *Headway* are widely preferred as the main coursebooks in English Language Preparatory Schools of the universities in Turkey.

It is also important to note that since the document analysis method was used in the study, and no questionnaire or interview was conducted, ethics committee approval was not required.

### Data Analysis

In order to code and categorize the qualitative data collected in the coursebook, content analysis method was implemented. This process is based on "the process of summarizing and reporting written data – the main contents of data and their messages" (Cohen, Manion, & Morrison, 2007: 475).

During the analysis procedure, among some different lists of criteria for coursebook evaluation, Byram's (1993) criterion was chosen to analyze and evaluate the data related to the cultural content in the book since this checklist appears to be more comprehensive and

functional and it involves almost every element of culture. Thus, data analysis was carried out by using Byram's criterion.

This checklist is composed of eight categories; each category includes subcategories as seen below (Byram, 1993:5-10):

- “1. *Social identity and social group (social class, regional identity, ethnic minorities)*
2. *Social interaction (differing levels of formality; as outsider and insider)*
3. *Belief and behavior (moral, religious beliefs; daily routines)*
4. *Social and political institutions (state institutions, health care, law and order, social security, local government)*
5. *Socialization and the life cycle (families, schools, employment, rites of passage)*
6. *National history (historical and contemporary events seen as markers of national identity)*
7. *National geography (geographical factors seen as being significant by members)*
8. *Stereotypes and national identity (what is “typical” symbol of national stereotypes)”*.

It is of great importance to state that the collected data based on Byram's criterion was evaluated by classifying them into target culture, local culture, international culture. These three categories are based on Cortazzi and Jin's (1999) ideas. They differentiate these categories of cultural elements which can be employed in coursebooks. Target culture generally refers to British or American culture. Since the target culture materials are commonly used in EFL coursebooks and dominated commercial sector all around the world, they are frequently criticized. The second category, local culture, focuses on students' own culture. The local culture materials are often prepared for a specific country at the national level. Thirdly, international target culture materials involve coursebooks consisting of cultural aspects of different societies. These books are generally used in countries where English is spoken and countries where the English language is not the first or second language.

Therefore, while evaluating the coursebook in terms of cultural elements through the checklist, these three categories; namely target culture, local culture, international culture were also taken into consideration during the data analysis procedure.

In the analysis procedure, two different raters, who were experienced in the document analysis, and used this coursebook as language instructors, analyzed the collected data in order to avoid subjectivity and guarantee interrater-reliability. For the current study, Inter-rater reliability was determined by the formula of “[agreement / (agreement + disagreement)] X 100” (Miles & Huberman, 1994). It was found .89, which indicates a high level of reliability.

### **Findings**

In this study, the final editions of two different coursebooks titled *Headway* and *English File*, which are commonly used as teaching materials in English language teaching at most of the universities in Turkey, were analyzed in detail so as to identify how cultural elements are integrated into coursebooks. In this section, the findings reached through the analysis of both coursebooks in the light of Byram's (1993) list of criteria for coursebook evaluation were presented through the tables given below. Based on the findings in the tables, the results were interpreted in the light of the research questions that are;

1) How are cultural elements regarding target culture, local culture, and international culture represented in *Headway Elementary* (A1-A2 level)?

2) How are cultural elements regarding target culture, local culture, and international culture represented in *English File Elementary* (A1-A2 level)?

**Table 1**

*Cultural items identified at the elementary level of Headway*

Criteria for Coursebooks	Local Culture (LC)		Target Culture (TC)		International Culture (IC)		Total
	f	%	f	%	f	%	
1.Social identity and social groups	0	0	0	0	0	0	0
2.Social interaction	0	0	0	0	0	0	0
3.Belief and behavior	0	0	5	2,88	0	0	5
4.Social and political institutions	0	0	26	14,94	1	0,58	27
5.Socialization and life cycle	0	0	12	6,90	3	1,72	15
6.National history	0	0	53	30,46	25	14,37	78
7.National geography	0	0	14	8,04	6	3,44	20
8.Stereotypes and national identity, points of view	1	0,58	17	9,77	11	6,32	29
Total	1	0,58	127	72,99	46	26,43	174

As seen above, the data obtained as a result of the analysis of the coursebook titled *Headway* are given in Table 1, and it is thought that the findings presented in this table answered the first research question. Before interpreting the results according to each criterion, it is thought that it would be appropriate to talk about the rates of local, target and international cultures in the coursebook among all cultural elements in the book. Based on this, a total of 174 cultural elements were identified in the coursebook titled *Headway*. It is seen that the Target Culture (TC) constitutes the most of the 174 cultural elements with a rate of 72.99 % (127). To elaborate; *The National Gallery* (a museum in London), *snooker* (a kind of billiard popular in Britain), *St. Martin's College*, *Wolf Conservation Centre*, *The Times* (British national Newspaper), *Natalia Portman* (Actress), *Harvard University*, *John Lennon* (English musician), *Toad in the Hole* (traditional English dish), *Jodi Picoult* (the name of an American writer), *New York Central Park*, *Queen Victoria*, *London Eye*, *BBC*, *Angel of the North* (iconic sculpture near Newcastle) can be given as examples.

This rate is followed by International Cultures (IC) with a rate of 26.43% (46). *Italian Gelato* (Italian ice cream), *Eiffel Tower*, *Benjamin Millepied* (the name of French dancer), *Spaghetti Bolognese*, *Sorbonne University* (the name of the university in Paris), *The Federation Tower* (in Moscow), *the Great Barrier Reef* (in Australia), *Mont Blanc* (highest mountain in the Alps) can be given as examples for the international cultures (IC) category.

Finally, the Local Culture (LC) follows the rates of target culture and international culture with an extremely low rate (0,58 %) and the only local culture item found out in this coursebook is *yoghurt* (popular food in Turkey).

Based on the findings in the table, when the criteria of *social identity and social groups, social interaction, belief and behavior, social and political institutions, socialization and life cycle, national history, national geography*, which constitute the first seven criteria, are considered, it is seen that no local cultural element (0%) is encountered according to these criteria, but when the criterion of *stereotypes and national identity, points of view* is examined, it is seen that 0,58% of Local Culture (LC) elements are detected.

Secondly, to mention the rate of Target Culture (TC) items according to each criterion; it can be said that according to the first two criteria, no target culture element was found in the entire coursebook. However, according to the third, fourth, fifth, sixth, seventh and eighth criteria, the target culture elements were found respectively at the rates of 2,88%; 14,94%; 6,90%; 30,46%; 8,04% and 9,77%.

Finally, according to each criterion, to talk about the frequency of International Cultures (IC); according to the first three criteria, no elements of international cultures (0%) were found, largely similar to the target culture rates. However, according to the fourth, fifth, sixth, seventh and eighth criteria, the target culture elements were found respectively at the rates of 0,58%; 1,72%; 14,37 %; 3,44 % and 6,32 %.

**Table 2**

*Cultural items identified at the elementary level of English File*

Criteria for Coursebooks	Local Culture (LC)		Target Culture (TC)		International Culture (IC)		Total
	f	%	f	%	f	%	
1.Social identity and social groups	0	0	0	0	0	0	0
2.Social interaction	0	0	0	0	0	0	0
3.Belief and behavior	1	0,45	3	1,34	20	8,93	24
4.Social and political institutions	0	0	14	6,25	1	0,45	15
5.Socialization and life cycle	0	0	8	3,57	2	0,89	10
6.National history	0	0	69	30,80	16	7,14	85
7.National geography	0	0	12	5,36	16	7,14	28
8.Stereotypes and national identity, points of view	0	0	32	14,29	30	13,39	62
Total	1	0,45	138	61,61	85	37,94	224

To interpret Table 2, it shows the findings obtained through the analysis of the coursebook titled *English File*, and it is thought that the findings presented in this table answered the second question of the research questions. First of all, it is considered necessary to give the

information about the rates of local, target and international cultures among all cultural elements identified in the whole coursebook. As it is clearly understood from Table 2, a total of 224 cultural items were identified in the coursebook titled *English File*. Moreover, it is seen that Target Culture (TC) constitutes the largest part of the total 224 cultural elements identified in *English File* with a rate of 61.61% (138). To make it concrete with examples; *Virginia Woolf (English Writer)*, *White House (official residence in the U.S.A)*, *American Football*, *hot dog (a kind of sandwich popular in America)*, *Central Park (in New York)*, *Statue of Liberty (American icon)*, *The BBC*, *Scotch eggs (a kind of boiled Scottish egg)*, *Tower of London*, *Buckingham Palace*, *Regent's Park (one of the parks of London)*, *Adele (British singer)*, *The Tate Modern (a famous art gallery in London)*, *London Bridge*, *Globe Theatre (Theatre in London)*, *Shakespeare (English playwright, poet)*, *The National Gallery (a museum in London)*, *Times Square (is the center of New York's theatre district)*, *Oxford University* can be given as examples for the target culture category.

This rate is followed by International Cultures (IC) with a rate of 37,94 % (85). For example; *espresso (the origin of it is Italy)*, *kajimaya (the name of a ceremony in the island of Okinawa)*, *Ikaria (the name of Greek island)*, *yoga (the origin of it is India)*, *Beethoven (German Pianist)*, *the tango (It is a dance and music genre originating from Uruguay)*, *Picasso (Spanish painter)*, *Mozzarella (the origin of it is Italy)*, *ravioli (a traditional food in Italy)*, *risotto (a famous dish in Italy)*, *Nile (river in Africa)*, *Ulm Münster (cathedral in Germany)*.

Moreover, the Local Culture (LC) follows the rates of target culture and international cultures with an extremely low rate (0,45 %) and the only local culture item found out in this coursebook is *mosque* (it is the name given to places of worship in Turkey).

Besides, to mention the results according to each criterion, it was seen that according to *social identity and social groups*, *social interaction*, *social and political institutions*, *socialization and life cycle*, *national history*, *national geography*, *stereotypes and national identity*, *points of view*, no local cultural element (0 %) is encountered according to these criteria, but when the criterion of *Belief and behavior* is taken into consideration, it is seen that 0, 45 % of Local Culture (LC) elements are identified.

To show the rate Target Culture (TC) items according to each criterion, according to the first and second criteria, no target culture element was found in the coursebook. However, according to the third, fourth, fifth, sixth, seventh and eighth criteria, the target culture elements were found respectively at the rates of 1,34%; 6, 25%; 3,57%; 30,80 %; 5,36% and 14,29 %.

Lastly, according to each criterion, to talk about the frequency of International Cultures (IC), when the first two criteria were taken into consideration, no elements of international cultures (0%) were identified. However, according to the third, fourth, fifth, sixth, seventh and eighth criteria, the target culture elements were found respectively at the rates of 8, 93%; 0,45 %; 0,89 %; 7,14 %; 7,14 % and 13, 39 %.

As can be seen from the findings above, to compare the findings in both tables; first of all, as mentioned before, a total of 224 cultural items were found in *English File*. According to this result, it can be argued that there are more cultural elements in *English File* compared to the coursebook titled *Headway* because the total number of the cultural elements in *Headway* is 174 and it was clearly seen that the two results (174 vs. 224) are quite close to each other. Secondly, the local culture element was found the least (0, 58 vs. 0,45) in both coursebooks. In

addition, it was also revealed that the target culture is intensely presented to the students in both coursebooks. Even some of target culture elements such as *New York Central Park*, *BBC* and *National Gallery* were introduced in both coursebooks. Additionally, when both coursebooks were evaluated in the context of local, target and international culture, no cultural elements were encountered in the first and second criteria (*social identity and social groups, and social interaction*), which can be considered as an outstanding finding. Finally, even though the findings varied, there were also similarities in both coursebooks. In *Headway* and *English File*, the target culture items ranked the first, followed by international and local culture respectively.

### Discussion, Conclusion and Suggestions

While teaching a foreign language, integration of cultural items into language education is of vital importance. Because language teaching is not only an action in which vocabulary and grammar patterns are taught, but also a whole in which cultural elements of local, target and international cultures are introduced to students. Therefore, the selected coursebooks and materials play an important role, and it is beneficial to choose materials that are combined with local, target and international cultures rather than teaching materials consisting only of vocabulary and grammar rules.

In this regard, the study aimed to do a comparative analysis of the two important coursebooks, *Headway* and *English File* used for English language teaching in terms of cultural elements and to find out how cultural items were integrated into coursebooks. For this purpose, these two coursebooks in question were examined in detail using Byram's (1993) list of criteria for coursebook evaluation in order to find out the cultural elements and the data obtained were evaluated via the content analysis method.

To summarize the results obtained; first of all, more cultural elements were found in *English File* (224) compared to the number of the cultural items identified in the coursebook titled *Headway* (174). However, as it can be understood, it was seen that there is no big difference between these two results. Moreover, as can be clearly seen from the examples given in the previous part, even the same cultural elements were found in both coursebooks such as; *New York Central Park*, *BBC* and *National Gallery*. In addition, although the findings varied, target culture elements ranked the first, followed by international and local culture respectively in both coursebooks. This shows that the target culture, which are British and American, was presented to language learners more dominantly through the coursebooks.

Based on the findings, demonstrating that the elements of target culture were included more in the coursebooks, it was understood that these two coursebooks, namely *Headway* and *English File* were developed with a cultural perspective partially. Therefore, it could be stated that not only target culture but also various cultures of the world should be integrated into these books in order to help learners develop intercultural competence and become effective language learners.

The necessity of including various cultures in English coursebooks was also highlighted in other studies (Bulut & Arıkan, 2015; Çelik & Erbay, 2013; Demirel & Tarakçioğlu, 2016; Dimici, Yıldız & Başbay, 2018). The researchers, who defend the idea that language cannot be separated from culture and cannot be presented in a simple way, also argued that the cultural aspects of the language taught were dominant in the books they examined. For example, Taş (2010) also

came to the similar conclusion that the target culture was more focused than the international culture in the coursebook analyzed in that study. The findings of other studies which examined coursebooks in terms of cultural aspects also showed congruence with the results of the current study. They indicated that the target culture is frequently focused and even if different cultures are discussed, this is mostly limited to Europe and generally the target culture is dominant in the books (Bulut & Arıkan, 2015; Çelik & Erbay, 2013; Erdoğan, 2015; Gözgenç, 2016; Kayapınar, 2009; Köroğlu, 2013).

Given the findings of the study, some suggestions can be put forward for further research. First of all, a new study could examine different language proficiency levels of *Headway* and *English File* course books in order to make comparisons across proficiency levels in terms of cultural aspects. Further studies could be also conducted with other English EFL coursebooks to identify whether cultural elements are integrated into the books. Additionally, in the light of the findings, it can be said that these two EFL coursebooks need to be improved and redesigned to better reflect the cultural aspects in language teaching and learning. Generally, there might be a need for coursebook designers and writers to reorganize their materials by including more cultural elements. The coursebooks should contain sections that guide the instructors, equip them with extra cultural information and help them learn how to access more detailed information about the cultures. If instructors choose books with a multicultural perspective, they could have the opportunity to get support from the coursebook in preparing for the lessons and managing the course process. Finally, it would be appropriate to examine whether English language teaching programs of higher education institutions have sufficient content in terms of integration of cultural elements into language education. On the basis of this study, the programs that train foreign language teachers from a multicultural perspective can be reorganized.

#### **Statement of Interest**

There is no potential conflict of interest.

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Since this study did not require scale and questionnaire application, permission from the ethics committee was not required.

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