

## **An Investigation on Intercultural Communicative Competence's Integration Into Textbooks; Language Instructors' Perspectives**

### **Kültürlerarası İletişimsel Yeterliliğin Ders Kitabına Entegrasyonu Üzerine Bir Araştırma; Dil Okutmanlarının Bakış Açıları**

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#### **Abstract**

*The purpose of this study is to discover the perceptions of language instructors who teach English at the School of Foreign Languages, Gazi University, about textbooks' content in terms of ICC. The present study is based on the analysis of language instructors' perspectives gathered through a questionnaire in 2012- 2013 academic year. The data were obtained by conducting 'Teaching Materials Evaluation Guide' with 20 items. As a result of the present research, it was found that language instructors think textbook series of English for Life is not sufficient to enhance language learners' intercultural competence through its content. Concerning the components of Intercultural Communicative Competence, the results of sections which are related with attitudes, knowledge and intercultural awareness indicate that language instructors believe sub-dimensions of ICC are not included in the units of the textbooks.*

**Keywords:** *Intercultural Communication, Textbooks, Language Instructors, English Language Teaching.*

#### **Özet**

*Bu çalışma Gazi Üniversitesi, Yabancı Diller Yüksekokulunda İngilizce öğreten dil okutmanlarının Kültürlerarası İletişimsel Yeterlilik açısından ders kitabı içeriği konusunda bakış açılarını araştırmıştır. Çalışma 2012- 2013 akademik yılında dil okutmanlarından anket ile alınan bakış açılarının analizine dayanmaktadır. Çalışmaya ilişkin veriler, 20 maddelik 'Öğretim Materyalleri Değerlendirme Rehberi' ile elde edilmiştir. Çalışmanın sonucunda, 'English for Life' isimli ders kitabını öğretim materyali olarak kullanan okutmanlara göre ders kitabının içeriğinin öğrencilerin Kültürlerarası İletişimsel yeterliliklerini artıracak yeterlilikte olmadığını düşündükleri bulunmuştur. Kültürlerarası İletişimsel Yeterliliğin bileşenlerinden tutum, bilgi ve kültürlerarası farkındalık ile ilgili olan bölümlerin sonuçları dil okutmanlarının Kültürlerarası İletişimsel Yeterliliğin alt dallarının ders kitabı içeriğinde sunulmadığını düşündüklerini göstermektedir.*

**Anahtar Kelimeler:** *Kültürlerarası İletişim, Ders Kitabı, Yabancı Dil Okutmanı, İngiliz Dili Eğitimi.*

## 1. Introduction

As the world is becoming more globalized, nations, cultures and people are getting closer. Today's global world provides opportunities to communicate with people from different cultures in international settings. The use of English as an international language in today's world is indispensable because it is the most widely spoken foreign language in the World (Herther, 2006). Not only native and non-native speakers use English when they interact but also non-native speakers use English when an interaction occurs between them in intercultural settings (Byram, 2008). McKay (2003) pointed out that a global language cannot be linked to any country or culture; rather it must belong to those who use it. In this respect, English is a unique medium of communication in global and international settings and belongs to anyone who uses it as a communication tool. Furthermore, Wandel (2002) emphasizes the role of English in international settings, for example; in transport, tourism and conferences, for surfing the internet and scientific research. As an international language English is an effective and functional tool for cross-cultural communication. The rapid development of globalization process and technology in the world make easier to communicate with people from many different cultures. Communicative competence without cultural awareness is not enough to ensure global communication. In this regard, intercultural communication has gained importance in recent years and researchers in the field emphasize intercultural communicative competence (ICC) which is an indispensable extension of communicative competence in language learning and teaching. According to Crystal's (1999) research non-native speakers of English are more in number than native speakers of English. This means that the possibility of communication with non-natives in intercultural settings is higher than before. Knowing English is no longer a choice, it is a necessity and each nonnative speaker of English should be ready for intercultural communication.

In this context, the present research aims to establish English language instructors' points of view about content appropriateness of textbooks which is used for foreign language education in the School of Foreign Languages in terms of intercultural communicative competence. The specific purposes of the study are as follows:

- To find out language instructors' perspectives about the contents of textbooks which are used by these instructors as course books in terms of ICC.
- To examine language instructors' understanding of intercultural communication and their perceptions about the role of the textbook content to develop students' intercultural competence.

As Davcheva and Sercu (2005) state the importance of using textbooks in educational settings and of course in language education may be due to the role of textbooks in reducing preparation time and helping teachers to approach language teaching systematically. In this respect textbooks and their contents affect culture teaching and intercultural communication directly or indirectly. The lack of research about textbo-

oks' contents in terms of intercultural communication makes it necessary and valuable to discover the perspectives of English language instructors who teach English at the school of foreign languages of Gazi University. The English language instructors' perspectives about the course books in terms of intercultural communicative competence were obtained in this research through questionnaire and interviews.

## **2. Review of Literature**

'Population mobility continues throughout the World at an all-time high speed in human history, bringing extensive cross-cultural contact among various languages and cultural groups' (Sercu, 2005, p.1). Technological development which has been progressing continuously in 21st century makes intercultural encounters inevitable. According to Risager (2000, p.15) and Jæger (2001, p.54) 'people are living in a complex world which expects linguistic and cultural qualifications that people have to be able to deal with the complexity of world, both productively and receptively, at local level or international level'. Language learners need to function fully in a situation where at least two languages and two cultures interact, more exactly, in a 'third place' from which they must understand and mediate between the home and target language and culture (Kramsch, 1993, pp.233-259). While population mobility is at a high level in 21st century and world's complexity requires linguistic and cultural qualifications, teaching of target language culture has been an issue of hot debate. Target culture teaching has been harshly criticized and turbulently defended by educationists and language teachers. In this respect, the issue of teaching culture in language teaching is debated by researchers in the field. Byram (1997) states that students gain knowledge and understanding of cultures which use that language, actually students can truly master the language if they also mastered the cultural contexts in which the language occurs. Similar to Byram's point of view, Fageeh (2011) points out that having a good command of grammatical rules of a language bestow correctness of sentence structure but familiarity with cultural knowledge of that language ensures appropriateness of discourse. Also, some language theorists maintain that teaching a language without its culture is quite impossible (Byram; 1997; Byram & Fleming, 1998). Culture transmission occurs in foreign language teaching/learning environments directly or indirectly. As Duff and Uchida (1997, p.476) write 'Whether they are aware of it or not, language teachers are very much involved in the transmission of culture, and each selection of videos, newspaper clippings, seating plans, activities and so on has social, cultural and educational significance'. Similar to Duff and Uchida, Cook (1999, pp.194-196) states that culture is taught implicitly in classrooms; for example, when teachers correct students' word choices or grammar, teacher evaluates students' choice according to his/her own cultural framework. Cunningsworth's ideas (1995) support the view, he states that cultural messages are relayed teachers' choices of instructional methods and teaching materials, or what has been termed the 'hidden curriculum'. Alptekin's research results (2002) show that learners improve their language skills when they express their own culture or their own experiences through their second language

(cited in Shin et al., 2011). Also, Alptekin (2002) points out that the use of students' own experiences help to facilitate effective L2 learning.

On the other hand, some researchers have negative thoughts about teaching cultures in foreign language education and have opposite ideas about integration of cultures into teaching materials. When English's position as lingua franca is considered, this rejection becomes more severe. Some Muslim countries oppose teaching target culture because of its negative effects on cultural and religious systems while European countries support the idea for teaching cultures. For example Keshavars and Shah's (2009) research results show that some ideological contents are integrated into teaching materials and language learners reject the target culture teaching in foreign language education. On the contrary, Majdzadeh (2002) research's results show that teaching materials include mostly students' own culture and this hinders intercultural competency progress. Similarly, Garcia (2005) concludes that Spanish ELT teaching material provides little opportunity to develop intercultural competence.

In language education, a major shift away from the model of communicative competence has been seen recently and the model's emphasis on imitating native speaker over the course and its integration into fixed and monolithic 'target culture' was an unachievable goal (Pegrum, 2008). From this angle, intercultural competence de-emphasizes the acquisition of a native-like identity and encourages the learner to carve out a 'third place' (Kramsch, 1993). Take the situation of English as a lingua franca into consideration, it could be said that cross-cultural encounters in English among non-native speakers are on the rise worldwide (Byram & Risager, 1999, pp.156-157). With the combined total of non-native speakers of English in Asia and elsewhere is now surpassing that of native speakers in the Inner Circle as much as 3 to 1 (Power, 2005, p.42, cited in Nault, 2006). English does not belong to any single nation or group anymore (Jenkins, 2003, pp. 162-168), and new forms of English are emerging in non-western contexts (Kachru, 2004). English speakers in the Outer and Expanding Circles are not merely absorbing and using the English, they are reinterpreting, reshaping and redefining it in oral and written form (Nault, 2006). It is quite obvious that it is a must to recognize the existence of other cultures beyond the Great Britain or US. Cultural differences may cause misunderstanding between different cultures. Individuals may have trouble in 'third place' by the reason of cultural misunderstanding. Bennett defines learners who do not learn the culture of target language as 'fluent fool' and explains 'A fluent fool is someone who speaks a foreign language well, but does not understand the social and philosophical content of that language (1993, p.9).

### **3. Methodology**

In current research, both qualitative and quantitative data were collected to figure out language instructors' perspectives about textbooks' content appropriateness for developing ICC. Besides, language instructors' understanding of ICC is examined

through the research. A total of 69 language instructors who teach English at Gazi University School of Foreign Languages participated in the study and subjects were randomly selected by the researcher. Participants of the research were 46 female and 14 male. The questionnaire was administered to 59 participants of 70 instructors for quantitative data. Gender, job experience and age variables were also questioned in the questionnaire but it is observed that the variables have no significant effect on results. Hence, age, gender and job experience variables have not been considered in the statistical analyses. Due to the limited number of answered questionnaire, two textbooks' results namely 'Language Leader' and 'English unlimited' have not been analyzed. The result of present research concentrates on Language instructors' viewpoints about content of 'English for Life' in terms of intercultural communicative competence.

The data of this study were collected through a 20-item questionnaire which was developed by Liljana Skopinskaja (2003). The questionnaire was used to gather quantitative data of research and it was a five-point Likert scale. To respond to each item in the questionnaire 0 means 'not at all', 1 'not really', 2 'to some extent', 3 'to a large extent' and 4 'completely'. The scale attempts to evaluate language instructors' perspectives on content of textbooks in terms of intercultural communicative competence and it contains six parts. Each part aims to gather data about the sufficiency of textbooks' content. The first part is called; rationale: aims, goals and interests of teaching materials and it aims to find answers to questions which are related to objectives, interests and goals of teaching materials. The second part examines the presentation of cultural content in teaching materials and aims to find out the degree of representation of foreign cultures. The third part is related to the knowledge dimension of intercultural competence and its presentation in the content. Furthermore, this part questions the knowledge dimension in ten items such as; historical, geographical, political perspectives, sub-cultures, stereotyping, etc. The fourth part of the questionnaire deals with the attitudes dimension of intercultural competence and examines to what extent teaching materials help students to gain attitudes of intercultural competence. The fifth part of the questionnaire is related to intercultural awareness and examines to what extent the textbooks make students aware of intercultural communication. The last part of the questionnaire is designed by Skopinskaja (2003) to find out how culture and language are related.

As it was mentioned before the goal of the research is to examine English language instructor's perception about the content appropriateness of textbooks in terms of intercultural communication. In this respect, current research aims to find answers to the following research questions;

- RQ1. Do instructors think that textbook series of 'English for Life' which are used at the School of Foreign Language suitable for students in terms of teaching materials' (English for Life) aims, goals, and interests from intercultural communicative competence perspectives?

- RQ2. Do instructors think that textbook series of ‘English for Life’ which are used at the School of Foreign Language have essential cultural content to represent foreign society/societies?
- RQ3. Do instructors think that textbook series of ‘English for Life’ which are used at the School of Foreign Languages present knowledge dimension of intercultural competence in content?
- RQ4. Do instructors think that textbook series of ‘English for Life’ which are used at the School of Foreign Languages present attitudes dimension of intercultural competence in content?
- RQ5. Do language instructors think that textbook series of ‘English for Life’ have sufficient content to make students aware of intercultural competence?
- RQ6. Do language instructors think that textbook series of ‘English for Life’ have sufficient content to present culture and language relation?

### Procedures and Data Analysis

The data were analyzed by using SPSS (Statistics Program for Social Sciences) for Windows version 17.0. Frequencies and Descriptive statistics are used to assess the results of each item of the survey instrument. Three different variables were added before the application of questionnaire such as age, gender and job experience. However, significant differences between the items and variables were not observed. Hence, frequencies and descriptive statistics were used.

### Frequency Analysis of Questionnaire

Section A aims to find out the appropriateness of the objectives, goals and topics of the teaching material to students’ conceptual framework and questions the correspondence of textbooks to the needs and goals of students in terms of age, gender, environment and social setting. Section A also questions whether the goal of cultural instruction is stated.

**Table 1. Aims, goals and interests of the teaching materials**

| Items | 4        |      | 3        |      | 2        |      | 1        |      | 0        |     |
|-------|----------|------|----------|------|----------|------|----------|------|----------|-----|
|       | <i>f</i> | %    | <i>f</i> | %    | <i>f</i> | %    | <i>f</i> | %    | <i>f</i> | %   |
| Item1 | 1        | 1,7  | 25       | 42,4 | 23       | 39,0 | 10       | 16,9 | -        | -   |
| Item2 | 2        | 3,4  | 25       | 42,4 | 27       | 45,8 | 5        | 8,5  | -        | -   |
| Item3 | 6        | 10,2 | 15       | 25,4 | 24       | 40,7 | 14       | 23,7 | -        | -   |
| Item4 | 5        | 8,5  | 18       | 30,5 | 21       | 35,6 | 14       | 23,7 | 1        | 1,7 |
| Item5 | 4        | 6,8  | 13       | 22,0 | 30       | 50,8 | 12       | 20,3 | -        | -   |
| Item6 | 2        | 3,4  | 14       | 23,7 | 31       | 52,5 | 10       | 16,9 | 2        | 3,4 |
| Item7 | 1        | 1,7  | 11       | 18,6 | 29       | 49,2 | 15       | 25,4 | 3        | 5,1 |

Section A shows that A1 has a high score with 3 'to a large extent'(42.4%) and it can be interpreted as textbook's content is geared to students' conceptual framework. Other six items have high scores with 2 'to some extent' with various percentages. Textbook's content corresponds to the students' needs and goals to some extent. Besides, topics which are used in content are suitable for the interest of students' age, sex, environment, and social classes to some extent. The result of the last item in this part which questions whether cultural instruction has been stated or not also shows textbook's content is adequate to some extent. However, content should be well-prepared to make students more aware of intercultural communication. Results of section A present that textbook's content in terms of presenting aims, goals and interests of the teaching material is adequate to some extent but it is not fully adequate.

**Table 2. Cultural content**  
*Frequencies Variables*

| Items | 4        |      | 3        |      | 2        |      | 1        |      | 0        |     |
|-------|----------|------|----------|------|----------|------|----------|------|----------|-----|
|       | <i>f</i> | %    | <i>f</i> | %    | <i>f</i> | %    | <i>f</i> | %    | <i>f</i> | %   |
| Item1 | 4        | 6,8  | 23       | 39,0 | 21       | 35,6 | 10       | 16,9 | 1        | 1,7 |
| Item2 | 8        | 13,6 | 19       | 32,2 | 23       | 39,0 | 8        | 13,6 | 1        | 1,7 |
| Item3 | 4        | 6,8  | 18       | 30,5 | 27       | 45,8 | 9        | 15,3 | 1        | 1,7 |
| Item4 | -        | -    | 16       | 27,1 | 25       | 42,4 | 18       | 30,5 | -        | -   |
| Item5 | 4        | 6,8  | 16       | 27,1 | 27       | 45,8 | 11       | 18,6 | 1        | 1,7 |
| Item6 | 2        | 3,4  | 16       | 27,1 | 26       | 44,1 | 11       | 18,6 | 4        | 6,8 |
| Item7 | 2        | 3,4  | 13       | 22,0 | 31       | 52,5 | 11       | 18,6 | 2        | 3,4 |

Section B is related with the cultural content of textbook. The results of section B are similar to section A's results. The results of section B show that textbook's contents reflect the cultural character of the foreign society to some extent. There is a difference in opinions about cultural content's integration into content which is questioned in B2. The 2 'to some extent' and 3 'to a large extent' have closer percentages. This result shows that there are two groups of participants who have different point of views. According to one group cultural contents are integrated into textbooks and the other group thinks that the integration of cultural contents is not sufficient. Other items of section B questions characters in teaching materials if they are representative of foreign society with regard to their age, social class, interests, mentality, and family situation. The results of these items have the highest scores with again 2 'to some extent' with various percentages. The result may be interpreted as characters in content are not representation of foreign societies and their cultures.

**Table 3. Presentation of content: knowledge***Frequencies variables*

| Items | 4        |      | 3        |      | 2        |      | 1        |      | 0        |     |
|-------|----------|------|----------|------|----------|------|----------|------|----------|-----|
|       | <i>f</i> | %    | <i>f</i> | %    | <i>f</i> | %    | <i>f</i> | %    | <i>f</i> | %   |
| Item1 | 4        | 6,8  | 23       | 39,0 | 21       | 35,6 | 10       | 16,9 | 1        | 1,7 |
| Item2 | 8        | 13,6 | 19       | 32,2 | 23       | 39,0 | 8        | 13,6 | 1        | 1,7 |
| Item3 | 4        | 6,8  | 18       | 30,5 | 27       | 45,8 | 9        | 15,3 | 1        | 1,7 |
| Item4 | -        | -    | 16       | 27,1 | 25       | 42,4 | 18       | 30,5 | -        | -   |
| Item5 | 4        | 6,8  | 16       | 27,1 | 27       | 45,8 | 11       | 18,6 | 1        | 1,7 |
| Item6 | 2        | 3,4  | 16       | 27,1 | 26       | 44,1 | 11       | 18,6 | 4        | 6,8 |
| Item7 | 2        | 3,4  | 13       | 22,0 | 31       | 52,5 | 11       | 18,6 | 2        | 3,4 |

Section C aims to find out how well textbooks cross the so-called subject boundaries adding knowledge especially to political, historical, geographical, etc. perspectives to convey national identity of target language culture or cultures. Knowledge dimension is one of the most important components of ICC and knowledge is named as *savoirs* by Byram (1997). Knowledge dimension includes culture specific and culture general knowledge, knowledge of self and other, knowledge of interaction; individual and societal, insight regarding the ways in which culture affects language and communication (Sercu, 2005). In this respect section C is important to gather language instructors' perceptions about textbook's content in terms of knowledge dimension of ICC. The results of section C mainly scored with 2 'to some extent' and 1 'not really' with higher percentages than other options. This study reveals that content of textbook series 'English for Life' have weakness in offering insights into political, historical, geographical, and ideological perspectives to explain the national identity of the target language culture and cultures. The results show that textbook's contents offer insight into socially acceptable or taboo topics of the target language culture and cultures to some extent. One of the important results of section C is found in the result of C9 which is related with students' own culture's existence in textbooks' contents. Thus, knowledge of self and other is concerned in this item. Most of the participants, (39.0 %), think textbooks do not offer adequate contents about students' own culture. Another important result of section C is seen in the result of C5 which asks whether textbook offers insight into a variety of cultures. Hence, English in modern times does not belong to any nation or groups (Crystal, 1997, p.21, 130; Jenkins, 2003, pp.162-168), and it is used in non-western contexts namely in different cultural settings. Score of C5, 1 'not really' (37.3 %) reveals that language instructors think various cultures are not represented in the content of textbook.



**Table 4. Presentation of content: attitudes***Frequencies variables*

| Items | 4        |     | 3        |      | 2        |      | 1        |      | 0        |     |
|-------|----------|-----|----------|------|----------|------|----------|------|----------|-----|
|       | <i>f</i> | %   | <i>f</i> | %    | <i>f</i> | %    | <i>f</i> | %    | <i>f</i> | %   |
| Item1 | 3        | 5,1 | 17       | 28,8 | 29       | 49,2 | 9        | 15,3 | 1        | 1,7 |
| Item2 | 2        | 3,4 | 15       | 25,4 | 26       | 44,1 | 12       | 20,3 | 4        | 6,8 |
| Item3 | 1        | 1,7 | 11       | 18,6 | 27       | 45,8 | 18       | 30,5 | 2        | 3,4 |
| Item4 | 1        | 1,7 | 16       | 27,1 | 26       | 44,1 | 13       | 22,0 | 3        | 5,1 |
| Item5 | 4        | 6,8 | 21       | 35,6 | 20       | 33,9 | 13       | 22,0 | 1        | 1,7 |
| Item6 | 3        | 5,1 | 18       | 30,5 | 24       | 40,7 | 13       | 22,0 | 1        | 1,7 |

Skopinskaja (2003) states the aim of section D- attitudes- in her article as ‘... to explore the role of TM in developing a better understanding and tolerance of others’ (p. 49). As an important dimension of ICC, attitude namely *savoir être* has an important role which should be gained by students. Byram (1997) states that *savoir être* is related with attitudes and values, comprised of showing curiosity and openness towards both others’ culture and own culture. Section D of the questionnaire is comprised of six items. D1 inquires whether textbooks develop tolerance towards otherness or not. The results of this item show that to some extent textbooks contain materials to develop tolerance. D2 of the questionnaire questions whether teaching material develops empathy towards otherness or not and the highest score of D2 is (44.1 %) in 2 ‘to some extent’. This result can be interpreted as textbooks have little content to develop feelings of empathy but they are not fully well-prepared. D3 is about stereotypes and inquires whether textbooks challenge students’ existing stereotypes or not. The results of D3 show that 2 ‘to some extent’ (45.8%) and 1 ‘not really’ (30.5%). The result of D3 may be interpreted as content of textbook is not sufficient to make students unprejudiced individuals. D4 questions whether textbook develops a feeling of the national identity or not and the results are similar to D3’s results. Option 2 and option 1 have higher scores than other options with different percentages. This result may be interpreted as students do not gain awareness of national identity. D5 is related with curiosity about other culture and cultures. The results of D5 show that option 3 ‘to a large extent’ has the highest score with (35.6 %) and it can be interpreted as textbooks encourage curiosity to a large extent. D6 is significant in terms of evaluating textbooks’ content in terms of intercultural communication since it questions whether teaching materials prepare students to behave appropriately when they are in contact with the members of other cultures. D6 has the highest score with option 2 ‘to some extent’ with 40.7 % percent and this can be interpreted as the content is not fully sufficient to prepare students for a possible intercultural experience.

**Table 5. Presentation of content: intercultural awareness***Frequencies variables*

| Items | 4        |      | 3        |      | 2        |      | 1        |      | 0        |     |
|-------|----------|------|----------|------|----------|------|----------|------|----------|-----|
|       | <i>f</i> | %    | <i>f</i> | %    | <i>f</i> | %    | <i>f</i> | %    | <i>f</i> | %   |
| Item1 | 10       | 16,9 | 7        | 11,9 | 23       | 39,0 | 19       | 32,2 | -        | -   |
| Item2 | 5        | 8,5  | 14       | 23,7 | 26       | 44,1 | 13       | 22,0 | 1        | 1,7 |

Section E is concerned with intercultural awareness and comprised of two items. E1 of section E questions to what extent teaching materials encourage students to compare the foreign culture with their own. E1 has the highest score with option 2 'to some extent' and option 1 'not really' with high percentages and the results may be interpreted as the students do not become more aware of similarities and differences between their own culture and the foreign culture or cultures with the help of textbooks. E2 looks for an answer to this question; 'to what extent do the TM offer mutual representations, images and stereotypes of the students' own and the foreign culture?' and the results of this item show that most of language instructors think that textbook do not offer mutual representations, images and stereotypes of both students' own and foreign culture.

**Table 6. Presentation of content: culture and language***Frequencies variables*

| Items | 4        |      | 3        |      | 2        |      | 1        |      | 0        |     |
|-------|----------|------|----------|------|----------|------|----------|------|----------|-----|
|       | <i>f</i> | %    | <i>f</i> | %    | <i>f</i> | %    | <i>f</i> | PCT  | <i>f</i> | %   |
| Item1 | 5        | 8,5  | 19       | 32,2 | 16       | 27,1 | 18       | 30,5 | 1        | 1,7 |
| Item2 | 2        | 3,4  | 9        | 15,3 | 25       | 42,4 | 23       | 39,0 | -        | -   |
| Item3 | 4        | 6,8  | 11       | 18,6 | 28       | 47,5 | 16       | 27,1 | -        | -   |
| Item4 | 7        | 11,9 | 21       | 35,6 | 21       | 35,6 | 10       | 16,9 | -        | -   |

Section F analyzes culture and language relation of textbooks that consists of 4 items. These four items are concerned with content's suitability to make students aware of different linguistic means to express their attitudes, students aware of paralinguistic means to express their attitudes. Also, items of the section ask whether textbooks' contents provide knowledge about formal-informal, slang, regional idioms or not, and materials' authenticity. The results of F1 which seeks for answers to content's suitability to make students aware of different linguistic means to express their attitudes, show that language instructor's perception is divided into two groups. First group thinks that content is well-prepared to make students aware of different linguistic means. Hence, their percentages is (32.2 %) with option 3 'to a large extent'. Second group thinks that content is not suitable for making students aware of different linguistic means and their percentages is (30.5 %) with option 1 'not really'. The point is in F1, attitudes namely *savoir être* is interpreted differently by language instructors and

this interpretation causes a misunderstanding of F1. F2 has highest results with option 2 and option 1 with different percentages, so this may be interpreted as textbook's contents are not well-prepared to make students aware of the paralinguistic means to express their attitudes. F3 asks whether textbooks teach the register appropriate to the students' needs such as formal, informal, slang and regional idioms etc. The results of F3 indicate that contents teach such kind of usage to some extent according to language instructors. As mentioned before, F4 of section F is related with materials' authenticity. It is understood from the results of F4 that most of language instructors think that materials are authentic.

#### **4. Conclusions and Recommendations**

The role of intercultural communication in the 21st century has been discussed in the earlier parts of the present research. As the researcher Guo-Ming Chen said "the need for intercultural communication competence in the globalizing society becomes indispensable for a peaceful and successful life in the new millennium" (Chen, 2006, p. 1). In this respect, the role of intercultural communication in educational settings especially in English language education has been discussed. Moreover, teacher, student and learning environments comprise these educational settings. Textbooks have a significant place in learning environments. Current study mainly focuses on content of textbooks in terms of intercultural communication. The research aims to receive language instructors' perceptions about textbooks which are used at the School of Foreign Languages, Gazi University. Due to the limited number of answered questionnaire, two textbooks' results namely 'Language Leader' and 'English unlimited' have not been analyzed. The result of present research concentrates on Language instructors' viewpoints about content of 'English for Life' in terms of intercultural communicative competence. In the light of literature, results indicate that above mentioned textbook's content is not sufficient in the way of intercultural communication. Both the results of qualitative data and quantitative data propose that textbooks need to be revised in the way of intercultural communication.

#### **5. Pedagogical Implications**

According to Sercu (2002) '...a foreign language means entering a cultural world that may to a lesser or a larger extent be different from one's own. Therefore, all language education should also be intercultural education'. Textbooks are essential parts of language education and from this angle the present study aims to gather language instructors' perceptions about textbooks' content in terms of intercultural communication. The results of the present study suggest changes for textbooks' contents in terms of intercultural communication and presentation of cultural items of various communities which speak a common language. First of all, English as a lingua franca does not belong to any nation or society, so textbooks should also touch upon other countries not just the Great Britain or the United States of America. Besides, when

presenting culture of a community, textbooks should present every level of society more than stereotypical characters of that society (Davcheva & Sercu, 2005). Moreover, textbooks should make reference to cultural heritage of the country by presenting texts which are related with customs, history, geography, religion and politics of the country. In addition to this, culture presentation of a society, should be made in a comparative way (Byram & Morgan et al., 1994; Byram & Zarate, 1997). Hence, students can see the similarities and differences among the cultures.

Also, presentation of cultural information is important. When cultural information is presented in a humorous, colorful and attractive way, information becomes interesting and it can draw students' attention (Davcheva & Sercu, 2005). As it was mentioned before, the aims of textbooks are not to give tourist information about other cultures or teaching culture or cultures. Textbook should also develop attitudes and behaviors beside knowledge. Empathy, openness towards others, openness towards others' worldviews, ability to change perspectives and recognize misunderstandings and ability to overcome need to be gained by students with the help of textbooks' contents (Wandel, 2002). In this respect, Damen (2003) proposes that material writers and publishers should devote more attention to issues such as cultural misunderstanding, cross-cultural pragmatics, stereotypes, non-verbal communication and culture shock. Damen's suggestion indicates that students' abilities such as recognizing misunderstandings and ability to overcome them can be gained by presentation of these issues. As Ting-Toomey and Chung state 'intercultural communication skills are needed to solve problems, manage conflicts, and forge new visions as a dynamic global employee or leader' (2005, p.4). Moreover, audiovisual materials, newspapers of foreign countries, literary texts of foreign countries, images of communities, information about radio broadcasts or television programs can be integrated into textbooks' contents to enhance students' awareness about other cultures. In addition, making projects, collages and presentations may be added to units as tasks to encourage learners to do research about cultural information (Dlaska, 2000). Another suggestion is to make textbooks more suitable for intercultural communication is adding discussion parts which concern with proverbs, sayings and idiomatic expressions of another culture (Skopinskaja, 2003) Students may explore both other culture and similarities between cultures.

To sum up, learners can become intercultural competent individuals through textbooks in learning environments if the necessary activities, exercises and materials are presented within textbooks' content. Sub-dimensions of intercultural communicative competence: knowledge, attitudes, behaviors in another words *savoirs* can be gained by students with the help of textbooks.

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