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A COMPARATIVE STUDY ON CULTURAL ELEMENTS IN TWO SETS OF ELT COURSE BOOKS PUBLISHED IN THE 1980s AND THE 2000s

MASTER'S THESIS

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To “the sound” that gets me to “the island”…

To Seda and Ada…

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ÖZET

Bu çalışma 1980 ve 2000'li yıllarda yayımlanan iki İngilizce ders kitabı serisindeki kültürel öğeleri araştırmak ve karşılaştırmak amacıyla yapılmıştır. Kitaplar yabancı yayın evleri tarafından ilköğretim ve lise çağındaki öğrencilere yönelik olarak hazırlanmıştır. 1980'li yıllarda yayımlanan ilk setin Türkiye'de yaygın olarak kullanılmıştır. İkinci set Türkiye'deki devlet okullarında ve özel okullarda hala kullanılmaktadır. Bu çalışmanın amacı belirlenen kriterleri kullanarak İngilizce ders kitaplarındaki kültürel öğelerin niteliğini ve niceliğini araştırmaktır. İkinci olarak bu çalışma son birkaç on yılda kültürün dil eğitim uygulamalarında yer almaya başlamasıyla değişen uygulamalarla, İngilizce ders kitaplarında hedef dilin kültürünün temsil edilmesi noktasında herhangi bir değişim olup olmadığını ortaya koymayı hedeflemektedir. Bunu anlamak için araştırmacı dokuz farklı kategoriyle çalışmaya koyulmuştur. a) sosyal kimlik ve sosyal gruplar, b) sosyal etkileşim, c) inanç ve davranış ç) sosyo-politik kurumlar d) sosyalleşme ve yaşam döngüsü e) milli tarih f) milli coğrafya g) milli kültürel miras h) stereotipler ve ulusal kimlik. Elde edilen bilgiler hem nitelik hem de nicelik açısından analiz edilmiştir. Analizin sonuçları iki ders kitabının kültürü ele alma açısından ciddi farklılıklar gösterdiğini ortaya koymuştur. 1980'lerde yayımlanan İngilizce ders kitabı serisi İngilizcenin ana dil olarak konuşulmadığı diğer ülkelerin kültürlerini göz ardı ederken, 2000'li yıllarda basılan kitap serisi her yönden çok kültürlü bir bakış açısını benimsemiştir. Bu setin ünitelerinde daha küresel konulara yoğunlaşılmıştır. Bununla birlikte, 2000'li yıllarda basılan kitabın ana dili İngilizce olan ülkelerin kültürel yönünü tamamen gözardı ettiğini de söylemek doğru olmaz. İki kitap serisinin karşılaştırmalı çalışmasıyla açık bir şekilde gözlemlenmiştir ki İngilizce ders kitaplarında kültürün temsil edilmesindeki değişiklik, iki kültürlü ders kitaplarını çok kültürlü hale getirmiştir.

Anahtar kelimeler: kültürel farklılıklar, kültürel ögeler, kültürü değerlendirme kriterleri

ABSTRACT

This study has been carried out in an attempt to investigate and compare the cultural elements of two course book sets published in the 1980s and the 2000s. These two sets have been designed by foreign publishers for young learners of English. The first set published in the 1980s was widely used in Turkey. The second set is still used by public and private schools in Turkey. The aim of the study is to investigate the quantity and the quality of cultural elements in EFL course books by using the selected criteria. Secondly, it aims to find out whether there have been any changes in representation of the cultural elements for the past few decades with the changing practices in incorporating culture into the language teaching practices. To find out these, the researcher set out with nine different categories: a) social identity and social groups, b) social interaction c) belief and behavior d) socio-political institutions e) socialization and life-cycle f) national history g) national geography h) national cultural heritage i) stereotypes and national identity. The information has been analyzed both quantitatively and qualitatively. The results of the analysis indicated that the two sets of course books differ in the way they deal with the culture. While the first set of books published in the 1980s disregards the culture of the other countries where English is not spoken as the native language, the second set of books published in the 2000s has adopted a multi-cultural perspective in all aspects. It focuses on more global issues in the units. However, it does not mean that the latter totally disregards the cultural aspect of the countries whose native language is English. It is clearly observed upon the comparative study of the two sets of books that the change in the representation of culture in English course books has transformed the bicultural course books into multicultural ones.

Key words: cultural differences, cultural elements, evaluation criteria of culture

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ABBREVIATIONS

CEF: Common European framework

EFL: English as a foreign language

EIL: English as an international language

ELF: English as a lingua franca

ELT: English language teaching

ESL: English as a second language

ESP: English for specific/special purposes

PE1: Project English 1

PE2: Project English 2

PE3: Project English 3

TEE: Total English Elementary

TEI: Total English Intermediate

TEP: Total English Pre-intermediate

TES: Total English Starter

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CHAPTER 1

INTRODUCTION

1.1 Statement of the Problem

Cultures represented in the course books for teaching English language are different than the ones a few decades ago. The quality and the quantity of the cultural elements in the course books have changed through the years. The change in the amount of cultural content in course books reveals the evolution of English language teaching practices with regards to culture in the 1960s (Risager, 2007, p. 162). The reason why the representation of cultures has varied and to what extent the quality and the quantity of the cultural elements have changed in course books have been a fertile area of debate and research.

1.2 The Purpose of the Study

The aim of this study is to investigate the quantity and the quality of cultural elements of the English language in EFL course books by using the selected criteria. Secondly, it aims to find out whether there have been any changes in representation of culture for the past few decades with the change of conventional practices in ELT. While this study is carried out, two different sets of course books are examined. They are *Project English* and *Total English* series. *Project English* series was published in the 1980s and is not used in either public or private schools in Turkey nowadays. *Total English* series published in the 2000s is currently being used in a number of public and private schools in Turkey. Although the idea that various cultures should be represented in teaching English had its roots in the 1960s (Risager, 2007, p. 162), most of the significant studies like Risager's (1991) and Byram's (1994) setting the criteria to decide the content of the cultural elements of the target language were proposed during the 1990s.

Common European Framework (CEF) (2001) has also determined the standards of culture in teaching foreign languages (p.108). Contemporary course book series such as *New Headway, New English File and New Interchange* arranged their standards of language teaching accordingly. With these in mind, *Project English* and *Total English* series published in two different eras were selected to carry out the study comparatively in terms of representation of cultural elements. The study, the examination of the two course book series, is of significance as it is an attempt to decide whether the contents of the course books have changed over the years as far as cultural elements are concerned.

1.3 Limitations of the Study

In the study, two sets of course books, *Project English* and *Total English* series have been dealt with. The total number of the books investigated is seven, and the range of the study is limited to these two sets. The number of the books might not be enough to validate the results of this study. This is one of the limitations of the study. The study has focused on only the content of the course books. In studying cultural elements in course books, in order to limit the scope of the study, some other parameters influencing the quality of the information such as the experience of the teacher, the background of the student and the environment have been excluded intentionally.

1.4 Literature Review

1.4.1 Background

Culture with its numerous definitions is vital part of a society. Language is the one of the main components of culture. It is emphasized in many researches that there is a strong relationship between language and culture. In learning and teaching a foreign language, the role of culture should not be underestimated. Learning a

language is learning a culture and language represents a culture, therefore not only learning a different syntax but also being unfamiliar to a different culture pose challenges in learning a new language. In other words, knowing the form of language might not be sufficient for proper communication for learners.

Not only the lack of communicative competence but also the lack of cross cultural understanding cause most of the communication failures. Being aware of the traditions and the life style of the people whose language is studied is essential for effective communication. Thus, learning a language also requires learning the cultural roots of language by the learner.

These ideas are valid for the learners who are to use the language in an environment where language is spoken as native language. However, this has not been the case for English in recent years. The number of interactions in English among non-natives has outnumbered the ones among natives and the majority of non-natives use English in an environment where English is not spoken as the first language; in other words, it is now regarded as the lingua franca of the world today. With this in mind, it is argued that knowing the form of the language could be sufficient especially for the ones who use the target language in a place where it is not spoken as the native language. It seems inevitable to see the influences of the change of conventional practices in the representation of cultural elements in course books and in language teaching practices.

Materials in education are defined as anything used to facilitate learning. Course books are the most widely used medium in language teaching. In countries where English is taught as foreign language, only by means of course books, most of the students can be exposed to the cultures of other societies and they learn a foreign language. The way of representation of a culture in course books shapes the view

of learners on that culture. Until the 1960s, the integration of culture into the language learning/teaching practices had been disregarded. Teaching the culture of the target language, especially the English language, was generally limited to often personal experience of teachers. With the advent of culture pedagogy in the 1960s (Risager, 2007, p. 162) and communicative language learning, cultural content has been a matter of concern in English Language Teaching (ELT). However, this popularity has raised some issues. They are how culture should be integrated into foreign language education and which cultural features should be taught because American, Australian, Canadian and British cultures are associated with English language. Furthermore, as Kachru assumed (1985) the number of the non-native speakers of English has outnumbered that of the natives in the 2000s, and English has become a global language for the past two decades. This last point has raised the question of whether or not a variety of cultural elements of different countries should be added in course books (Alptekin, 2002).

So far, the scholars have carried out a number of studies on the issues stated above. In order to decide the quantity and quality of the cultural elements in the language teaching materials, they formed different sets of criteria. The most widely used criteria have been those of Byram (1994), Risager (1991), and Corbett (2003). Besides, Common European Framework of Reference for Languages (CEF) (2001) has set the criteria defining the place of culture in language teaching and the qualities of interculturally competent person (p. 108).

In this study, two different sets of course books, *Project English* and *Total English* series are studied. These course books were selected on the assumption that the 1980s and the 2000s were very fruitful in terms of studies on culture in foreign language education. The first set, *Project English* series, was published in the 1980s and the second one, *Total English* series, was in the 2000s.

The literature review focuses on the relation between language and culture, foreign language education and culture, and course books and culture in foreign language education. With the examination of the two course book series, *Project English* and *Total English*, according to the selected criteria, this study aims to investigate the quality and the quantity of cultural elements in EFL course books. This study also aims to find out whether there have been any changes in representation of the culture(s) with the changing tendencies in incorporating culture into the language teaching practices.

In literature, there is a wide variety of definitions for culture as it has multiple meanings used in different areas. As the focus of this study is on the relationship between language and culture, definitions given here are mostly restricted to this scope. Olajide (2010) states that "culture involves knowledge derived unconsciously and utilized as a social property and the knowledge dictates how the community socializes" (p. 656). In a similar manner to Olajide in that he explains the culture-society relation, Kılıçkaya (2004) proposes that "the term culture is used in the sense of whatever a person must have in order to function and live in a particular society" (para. 5). Brown (2007) gives a broader definition saying that "culture is a context within which we exist, think, feel and relate to others and it is a glue that binds a group of people together" also adds that "it might be defined as the ideas, customs, skills, arts, and tools that characterize a given group of people in a given period of time" (p. 188). Different form Kılıçkaya (2004), Kramsch (1998) adds a historical aspect to his definition and views culture as the membership of a discourse community that shares a common social space and history. It is not wrong to say that culture is a common ground for a community who consciously and subconsciously share the same values. In other words, it tells people how to socialize. Confirming Kramsch's (1998) remarks, Samovar, Porter & Stefani (1998)

say that people learn culture either consciously or unconsciously and culture becomes automatic and subconscious after having been learnt (p. 62).

On the other hand, Kramsch (1997) emphasizes that “culture filters the correct answers to what is good and bad, morally acceptable and unacceptable, beautiful and ugly” (p. 5). Hofstede (1991) shortly explains culture as “the common rules dictating people how they should behave and act in a community” and clarifies the reason behind the people’s differing perceptions of the world with regard to culture saying that “as it is subconscious, people of different cultures have the natural tendency to perceive the world from different culture googles and to think that their ways of perception are the only ones” (p. 51). In addition to Hofstede’s ideas which assert that the rules dictate members of the society how to behave, Brislin claims that (1990, as cited in Kramsch,1997) ‘‘culture refers to widely shared ideals, values, formation and uses of categories, assumptions about life, and goal-directed activities that become unconsciously or subconsciously accepted as right and correct by people who identify themselves as members of a society” (p. 4). In a similar manner to Brislin, Richards & Schmidt (2002) define culture as “the set of practices, codes and values that mark a particular nation or group: the sum of a nation or group’s most highly thought of works of literature, art, music, etc” (p.138). However, Richards & Schmidt (2002) assert the common point made by a few critics about the difference between ‘C’ulture and ‘c’ulture. They emphasize that “a difference is sometimes made between high culture of literature and the arts, and small “c’” culture of attitudes, values, beliefs, and everyday lifestyles” (Richards & Schmidt, 2002, p. 138).

In almost all definitions above, culture is associated with a particular society. The common beliefs, values, goals and shared perspectives of a group of people and their products of literature and art have sedimented through the history. These

elements together form the culture of this particular society. It is a glue that keeps people together. In other words, people feel they are members of a particular society thanks to culture. Language is a tool by means of which culture is created and evolves and is transferred through the generations of society, so language is one of the most important elements of culture. It is vital to examine the relationship of the two in order to build a wider perspective of on cultural elements in terms of language teaching and to lay the foundations for the rest of the study. The relationship between language and culture is to be explained with various features in the next part.

1.4.2 Language and Culture

As is pointed out by almost all the critics in the previous section, culture is one of the main elements embodying the society. The existence of cultural elements makes people feel part of a society. The common language spoken by them in a society is one of the most important features binding them. Hence, if one wants to examine a culture or fragments of it, the first pattern s/he wants to study or learn is the language commonly spoken in that culture. The language is only way to trace back the culture associated with that through the history. Thus, the relationship between language and culture has always been studied in many aspects by the scientists from many disciplines. Naturally, examining this connection is one of the most popular subjects for the linguists. The relationship between language and culture has been the focus of this part as it forms the basics of the foreign language teaching and cultural elements.

Culture is the color of a society which makes that society different from others. There are many elements embodying culture, and language is one of them. Language is of the foremost importance in a society in order for people to conduct

their social lives and it is closely connected with culture in many ways. In an attempt to assert the relationship between language and culture, Geertz (1973) defines culture as “a historically transmitted pattern of meanings embodied in symbols, a system of inherited conceptions expressed in symbolic form by means of which men communicate, perpetuate and develop their knowledge about and attitudes towards life (p. 165). Geertz (1973) focuses on the connection between culture and language from a historical perspective, which suggests that culture is carried through generations by means of language. Brown (2007) solidifies Geertz’s (1973) remarks in his study saying that

> A language is a part of a culture, and a culture is a part of a language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language and culture and the acquisition of a second language is also the acquisition of a second culture. (p. 190)

Byram (1989) elaborates the language-culture connection in terms of cultural identity. He points out in his study that language and language variety -dialect or sociolect- is one of the overt signs of cultural identity which people meet daily in their lives (p. 40). Byram (1989) asserts that for individuals or for whole groups, regions or nations, language is a way of marking cultural identity comparable to other cultural markers such as dress, housing, or social institutions (p. 40).

Besides the historical perspective and the aspect of cultural identity, there are some other perspectives to take into account while dealing with the language-culture relationship. Kramsch (1998) has developed a few perspectives on the relation and shared in her study, which are ‘the relation between language and cultural reality’, ‘communities of language users’ and ‘the role of language in social and historical layers of culture’. Kramsch defines (1998) the relation between language and cultural reality and says that language expresses, embodies, and symbolizes cultural reality (p. 3). According to Kramsch (1998), by means of

language people explain what they see, hear and feel (p. 3). The way people speak, write and comprehend is decided by the culture because by this means the massages they convey can only be understood by the group they belong to.

Kramsch (1998) investigates communities of language users in her study to solidify and build a different perspective about the relationship between language and culture. In her study, Kramsch (1998) uses the terms speech community, discourse community and discourse accent to explain their relation to each other and the role of culture in the use a foreign language. She asserts that a speech community is composed of people who use the same linguistic code and a speech community is free from the culture. Kramsch (1998) emphasizes that common attitudes, beliefs, and values are reflected in the way members of the group use the language; in other words, they influence what they choose to say or not to say and how they say it. Thus, in addition to the notion of speech community, we can speak of the discourse communities to refer to the common ways in which members of a social group use language to meet their social needs (Kramsch, 1998, p. 7). This means that if there is a group of people who speak the same language to convey meaning, this social group is called speech community. Discourse community is one of the dimensions that show the importance of culture in shaping the use of language. Discourse community indicates the way members of each speech community deal with the situations. Discourse accent is of great importance in each speech community. Accordingly, Kramsch (1998) makes it clear by saying that not only the grammatical, lexical, and phonological features of their language such as teenage talk, professional jargon, political rhetoric differentiate them from others, but also the topics they choose to talk about, the way they present information, the style with which they interact, in other words, their discourse accent show that speech communities are different from each other.

In sum, a person who speaks her/his native language is natural member of her/his own speech and discourse community. If this person speaks a few languages fluently, s/he is the member of the speech communities of the foreign languages s/he speaks as well. However, in order to be the member of a discourse community, speaking the language is not enough. The learner must be exposed to the culture of language where it is spoken. Otherwise, while s/he is speaking a foreign language, s/he reflects his/her own cultural background of discourse community in conversation and s/he does this by means of discourse accent, which is the choice of words and phrases in a conversation. For instance, Americans have been socialized into responding 'Thank you' to any compliment, as if they were acknowledging a friendly gift: 'I like your sweater!' – 'Oh, thank you!' The French, who tend to perceive such a compliment as an intrusion into their privacy, would rather downplay the compliment and minimize its value: 'Oh, really? It's already quite old!' As they speak different languages, it is clear that the American and French people are from different speech communities. They react differently to the same situation and choose different words to respond which is a clear indicator of the fact that they are the members of different discourse communities. Kramsch (1998) explains the situation by saying that the reactions of both groups are based on the differing values given to compliments in both cultures, and on the differing degrees that of embarrassment caused by personal comments. This is a view of culture that focuses on the ways of thinking, behaving, and valuing currently shared by members of the same discourse community (Kramsch, 1998, p. 7).

Another dimension to consider in language-culture relation is the historical perspective. Kramsch (1998) asserts that

> the cultural ways which can be identified at any one time have evolved and become solidified over time, which is why they are so often taken for natural behavior. They have sedimented in the memories of group members who have experienced them firsthand or merely heard about them, and who have passed them on in speech and writing from one generation to the next. (p. 7)

The solidification and evolution of cultural ways through the history as is stated above have been backed up by several factors, which are the advent of writing and the invention of printing press. Either in oral or in the written form, language has always played the major role to form and carry the culture through generations. Accordingly, Kramsch (1998) says that "the advent of writing and the invention of the printing press have radically changed the relation of language and culture. The maintenance of historical tradition, the control of collective memory, and the authority to interpret events have all been enhanced by the written medium" (p. 64). Kramsch (1998) supports her idea saying that the culture of everyday practices draws on the culture of shared history and traditions and she also says that language is not a culture-free code, distinct from the way people think and behave, but, rather, it plays a major role in the perpetuation of culture, particularly in its printed form (p. 8). Culture of a society is formed and carried through the history by means of language. However, it should be noted that it changes over time and every individual has his/her own perception of culture. Byram (1997, as cited in Risager, 2007) points out that

> We have to be aware of the dangers of presenting 'a culture' as if it were unchanging over time or as if there were only one set of beliefs, meanings and behaviors in any given country and we should not think in terms of encounters between different language and culture systems, but rather of encounters between individuals with their own meanings. (p. 121)

The points that have been stated so far could explain the general relationship between language and culture and in some societies, defining the relationship

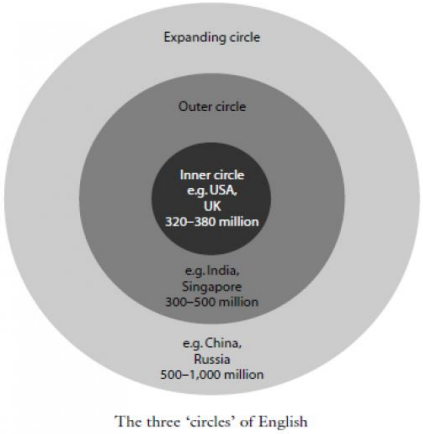
between language and culture might be easier as their use of language is mostly limited to their own society. However, for the English language the case is different. It must be noted that the role of English language today is much more comprehensive than it was a few decades ago. Here, the unique status of English as a global language must be clarified so as to better understand the significance of culture in the teaching of English.

With reference to Kachru's view (1985), it will be easier to signify the importance of the role of English language in today's world (pp. 108 - 124). In his study, he proposes the terms inner circle, outer circle and expanding circle. According to Kachru (1992), English language is categorized into the Inner Circle, Outer Circle, and Expanding Circle. The traditional English-using countries, such as the United Kingdom, the United States, Canada, Australia, and New Zealand, where English is the dominant official language, are called the Inner Circle Countries. The countries where English has been playing an important role in education and governance in a long history, such as India, Nigeria, Singapore, and South Africa are called the Outer Circle Countries. The Expanding Circle mainly refers to countries like China, Russia, Japan, Korea and Iran, in which people recognize the importance of English as an international language and study English widely for scientific, technical and economic purposes.

Kachru (1985, as cited in Crystal, 1997) points out that inner circle countries host more than 300 million native speakers; however, the number of the speakers in outer circle countries where English is an important second language is about equal to that of inner circle ones. It is not surprising to find the largest number of people who speak English in a different group of countries is included in the expanding circle and this indicates the increasing number of people who use

English as a lingua franca (p. 132). Crystal (1997) has foreseen that the number will reach one billion.

Table. 1. Kachru's three circles of English



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As the figures suggest, English is important not only in the countries traditionally linked to the language but also in many more other countries as well. English is has become truly global language for the past few centuries and this has not happened by chance. David Graddol (2006) talks about how English triumphed although it was negatively influenced by the other languages (p.58). There are a number of reasons which have resulted in the widespread use of English. Harmer (2007) summarized the causes of this triumph under five headings, which are colonial history, economics, information exchange, travel and popular culture (pp. 15 - 16).

The colonization activities of British Empire all over the world has made English lingua franca of the world. By means of colonization, the English brought with them not just a set of religious beliefs, nor only a pioneering spirit and a desire for colonization, but also their language to the countries like Australia and the United States, which turned out to be the world's predominant economic and political power. In the 20th century, English rapidly became a unifying/dominating means of control in other parts of the British Empire. The imposition of English as the one

language of administration helped maintain the colonizer's power. Harmer states (2007) that "military prowess may account for the initial establishment of a language, as we have seen, but it is economic power that ensures its survival and growth" (p. 16). A major factor in the growth of English has been the spread of global commerce, pushed on by the dominance of the United States as a world economic power. The English language travelled in the wake of this success, so whatever countries are involved; it is one of the main mediating languages of international businesses.

A great deal of academic discourse around the world takes place in English (Harmer, 2007, p. 15). English is the main language in conferences and many articles in journals in many areas. As the internet took its root in the United States and English was predominantly used as the mediating language in the early days of the World Wide Web, it has become the lingua franca of internet and computer software.

English is also the main language of travel and tourism. Mostly, this is the case for international tourism as native language of a country is preferred for the local tourism. In the airports, it is possible to see the dominance of English especially in the signs and the airline announcements whatever the language of the country the airport is situated in. So far, English is also the preferred language of air traffic control in many countries and is used widely in sea travel communication.

English dominates the popular culture in most of the world. Pop songs in English are sung by millions of people throughout the world. Cinemagoers watch subtitled movies coming out of Hollywood in many parts of the world. The advent of film and recording technology greatly enhanced the worldwide dominance of English. In terms of popular culture, many countries like the United Kingdom, Canada and

Australia try very hard to promote their culture around the world and attract the students to choose them as a study destination.

The widespread use of English as is stated above has also resulted from globalization. Globalization is an element that influences the quality of culture in ELT course books. People from different cultures conceptualize globalization differently, and their attitudes towards globalization also change over time. According to Garrett (2010), “while people from the UK, Australia, New Zealand and Japan perceive globalization as ‘global unity’, people from expanding/outer circle countries tend to see it primarily as ‘opportunity’ coupled with ‘cooperation’ and ‘change’” (p. 458). It also symbolizes the removal of imposed territorial and ideological restrictions in the sense of ‘liberalization’ as defined by Scholte (2000, p. 16).

There are two views regarding the impact of globalization on culture. One is the homogenization and the other is hybridization of cultures. Garrett (2010) associates cultural homogenization with “cultural imperialism, westernization, or Americanization” and summarizes that some scholars hold the view that the global distribution of television programs, cinema, and other western cultural media products “carry and spread the ideology and values of their creators and will ultimately replace the cultures in which they are distributed”, while other scholars hold the view that western cultural commodities become “localized or hybridized, and adapt to local tastes” so that their associated ideology and cultural value systems can be ignored or perceived differently in their new contexts (pp. 448-449).

Not everyone sees the growth of English as positive or desirable phenomenon. Many people think that such widespread use of English could have negative results on other languages, which they call linguistic imperialism. Thornbury (2006) states

that “linguistic imperialism refers to the often destructive effect that majority languages have on minority languages and cultures” (p. 121). Harmer (2007) claims that many people see teaching English as a form of cultural or linguistic imperialism (p. 16). The idea deserves attention as of the 6000 languages spoken in the world, only ten percent will be still spoken in a hundred years’ time (Thornbury, 2006, p. 121). Thornbury (2006) explains this idea and relates it to the English language practices:

> The problem is especially acute where dominant language is associated with economic, political, or military power as is currently the case with English. Rather than accepting the view that English has become a neutral *lingua franca*, some scholars, such as Robert Phillipson and Alistair Pennycook, argue that the teaching of English not only threatens local languages, but does so in ways that perpetuate colonial attitudes and practices. One example of this that they identify is the assumption that native-speaker teachers are better than non-native-speaker ones. (This has been termed *native-speakerism*). Another is the notion that the English classroom should be monolingual and that the use of the learners’ L1 should be discouraged. A third is the way that teaching methods and materials that originated in western contexts are exported to contexts where they may not be appropriate. (p. 121)

Linguistic imperialism and the widespread use of English as an international language (EIL) has stimulated interesting but often controversial discussion about the status of English in its varieties of what is commonly called world Englishes (Brown, 2007). World Englishes are varieties of English (also called *nativized varieties*) in countries such as India, Nigeria and Singapore, where, for historical reasons, English plays an important second language role in addition to the native languages spoken these countries. Hence, “The widespread use of English in these multilingual settings has led to the development of particular standards of usage: Singlish (or Singapore English) is a good example. It has developed a distinctive vocabulary and pronunciation, as well as some unique grammatical and pragmatic usages” (Thornbury, 2006, p. 248). It is predicted that world Englishes are likely to flourish, but will co-exist with English as an international language,

which will be spoken as a lingua franca amongst speakers who do not share a nativized variety.

Considering the increasing number of speakers of English as an international language, it is not hard to predict that great majority of people in the world will interact in English in the near future. The increase in the importance of English in the outer and expanding circle countries may result in the change and the reconsideration of the traditional ties between English and the inner circle countries. Nelson (1995) states that this result might require to adopt an utterly new viewpoint in terms of the English language and the content, which would result in teaching of any content from any culture in an English classroom and in English course books.

In addition to the historical and individual perspectives built with reference to Byram and Kachru's view of the changing parameter of culture in English language today, Risager (2007) proposes another idea in her attempt to clarify the relationship between language and culture saying that "languages spread across cultures and cultures spread across languages" (p. 153) and in order to neutralize the dualism of language-culture, Risager (2007) introduces certain concepts in the interface of language and culture resulting in four types of practice that are enacted or 'flow' in relation to each other which are language, languaculture, discourse, other forms of culture which, she says, she did not analyze (p. 154). When examined closely, Risager proposes basically the same concepts as Kramsch's (1998) which are speech community, discourse community and discourse accent. Risager (2007) claims that "linguistic practice in a particular language spreads via social networks of major or minor proportions throughout the world via various forms of migration, and that linguistic practice is accompanied by languaculture" (p.

154). In order to solidify what she means, Risager (2007) exemplify these concepts:

> When I travel about the world, I take my Danish language (my Danish idiolect) with me, including my Danish languaculture, i.e. my personal way of using the Danish language - pragmatically and semantically. I travel around in many different cultural contexts (different countries) and my Danish languaculture (as, for example, it finds expression in my use of English) spreads to other contexts than the Danish one. I come into contact with many different discourses and subjects that have diverse origins and that circulate around the world from one language community to the next (or from one linguistic network to the next) via translations and other transformations. Take a single example: discourses about terrorism spread from one language community to the next. I can talk about terrorism everywhere, using the languages that happen to be possible in the context. But linguistic practice is never culturally neutral: there are always languacultures involved - various ways of using language, pragmatically and semantically. My use of English, for example, displays a blend of Danish and English languaculture. My connotations for such a word as 'empire' will differ from that of most English people. (p. 154)

Thornbury (2006) does not use the term ‘languaculture’; however, he clarifies Risager’s remarks from a similar point of view:

> It is generally recognized that languages are a mix of universal concepts and of others that are more culturally specific. It is the presence of the latter that explains why speakers of one language may perceive the world and remember events differently from speakers of other language. (p. 59)

From all the ideas it is clear that learning a language does not mean only being proficient in language skills. Knowing the culture is of equal importance. If a language learner does not get exposed to target culture enough, it is hard to talk about complete language proficiency. However, the connection between English language and culture should be dealt with differently as it has been becoming the lingua franca of the world. This makes the representation of culture in course books a problematic issue to be dealt with in the scope of foreign language education and culture.

1.4.3 Foreign Language Education and Culture

The relationship foreign language education and culture, and the historical flow of the integration of culture into the language learning/teaching practices are the concerns of this chapter. However, the concepts of acquisition and culture, and basic terms in English language education like English as a Foreign Language (EFL), English as a Second Language (ESL) and English as an International Language (EIL) should be explained first in order to provide a wider perspective on foreign language education and culture.

There have always been differing ideas among linguists about the terms “acquisition” and “learning”. There are two different approaches. While some claim that they are basically the same, others think that they are entirely different processes. Thornbury (2006) states that, “the terms “language acquisition” and “learning” are used interchangeably by some writers” (p. 113). In their study Richards & Schmidt (2002) emphasize that “other writers maintain a contrast between two terms, using “learning” to mean a conscious process involving the study of explicit rules of language and monitoring one’s performance (p.284). This is often typical example of classroom learning in a foreign language context. Richards & Schmidt (2002) also point out that these writers highlight the contrast “using “acquisition” to refer to a non-conscious process of rule internalization resulting from exposure to comprehensible input when the learner’s attention is on meaning rather than the form” (p. 284). This is more common in a second language context. According to Thornbury (2006), “Krashen argues in his studies that first language acquisition and second language acquisition (SLA) are essentially the same process. More controversially, he goes on to claim that second (or third, fourth, etc) languages can only be acquired” (p. 113). According to Krashen, learning does not have any role in the process. The rules can only be

exploited by the learner to check, in his term “to monitor”, his or her output and polish the details. What Krashen claims is that learners need to be exposed to comprehensible input, in conditions of low anxiety, and a mental grammar of the language will be built naturally by a process called creative construction. According to Thornbury (2006), “the claim that acquisition and learning are separate, independent processes, that do not influence each other, is called no-interface position. Most researches reject it. But the distinction between natural, non-instructed learning (acquisition) and instructed learning is a necessary one.” (p.113) Many second language users including adults as well have attained high levels of skills without any formal instruction. Both researchers and teachers are very interested in how they have achieved this and carried a number of studies on this issue. The verb ‘to learn’ is preferred in this study to explain the relationship between language and culture. The reason why learning is preferred here to acquisition can be expressed more clearly by presenting the scholars’ views.

Language learning is an attempt to gain the ability to use another language and it is a conscious, usually classroom, study including attending to rules of grammar and reading, writing, listening, and speaking skills. Culture learning, depending on the aim of the learner, is important part of this attempt. English is learnt under different conditions and for different aims. There are three basic terms in ELT to be categorized for these situations. They are English as a Foreign Language (EFL), and English as a Second Language (ESL). There are some other categories like English for Specific Purposes (ESP) or English for Academic Purposes (EAP); however, these are not in the scope of this study. The terms that might be in the range of English language education and culture are EFL, and ESL. To be able to explain the relationship between language learning and culture, it is essential to focus on these basic terms and their relations first. In terms of EFL, Thornbury (2006) states that “English is a foreign language for learners in whose community

English is not the usual language of communication and they may be learning English as a school subject, or for travel, business and academic purposes" (p. 74). Richards and Schmidt (2002) point out that

> Someone who learns English in a setting in which the language is necessary for everyday life as in the case of an immigrant learning English in the United States or in a country in which English plays an important role in education business and government like Singapore or India is learning English as a second language (ESL). (p. 180)

It is not always easy to make a clear distinction between a foreign language and second language in practice. From this point of view, Thornbury (2002) states that "many learners of English may already be multilingual in their home environment, so English may well be third or even fourth language, not necessarily second. For this reason, some scholars prefer the term English as an additional language" (p. 74).

Thornbury also (2006) states where a language is closely associated with a particular people, region and culture, as is the case with Japanese, Catalan or Maori, there is a strong case for teaching aspects of local culture and this is especially the case if learners' motivation is an integrative one especially if they want to travel or settle in the target culture (p. 59). In this case, language and culture are so intricately interwoven that it is impossible to think one without the other. Accordingly, Richards and Schmidt (2002) propose that the cultural dimension of language learning is an important dimension of second language studies. From their perspective, education is seen as a process of socialization with the dominant culture. In foreign language teaching, the culture of the language is thought as an integral part of the curriculum (p. 139). Brown (2007) declares a similar point of view saying that "culture learning is a process of creating shared meaning between cultural representatives. It is experiental, a process that

continues over years of language learning, and penetrates deeply into one's patterns of thinking, feeling and acting" (p. 194).

Some other scholars like Genc and Bada (2005) assert that learning a new culture broadens the horizons of the learner and they say that overcoming the limits of monocultural perspective and reaching the realm of different perspective could be facilitated by studying another culture (p. 73). From this point of view, Thornbury (2006) says that

> Learning a second language involves learning a new set of cultural values. It does not mean replacing a new set of values with another. But it does mean becoming sensitive to different connotations of words due, for example, to differing social, economic, historical and geographic factors, such as the fact that the Spanish 'suburbios' has a negative connotation that English 'suburbs' does not have. (p. 59)

Learning a culture will also require learning how speakers of the language 'do things' with language, particularly the more ritualized and interpersonal behaviors associated with greeting complimenting, thanking, offering and refusing. Thus, learning culture of the target language may also mean learning a set of strategies to adopt when confronted with situations where cultural differences might put successful communication at risk.

The basic relationship between language learning and culture has been briefly dealt with so far. Examining the cultural content of the course books is one of the aims of this study. However, this study also aims to observe the changes and tendencies in the cultural content of the course books throughout the years; hence having a brief look into the place of cultural elements in foreign language education is a must for this study. One can find ideas and practices still prevailing today in the principles which led the teaching of foreign languages in the past. It is not surprising for one to find both motivations and hindrances in the past practices of teaching foreign languages. In order to provide a wider perspective of culture in

language teaching, history of culture in foreign language education is dealt with in the rest of this section.

In terms of historical perspective, there were a few works written about the cultural content in foreign language education until the 1960s. Even the two British authors Howat (1984) and Hawkins (1987) who wrote the two major works on the history of foreign language teaching do not talk about the term culture or related terms at all. Though it is hard to say that the cultural perspective was a great concern in foreign language education till the 1960s, it is known that traditionally students have been exposed to the literature of foreign country, and they get information about the country and its people where the target language is spoken. This was a widely practiced tradition in the teaching of the classical languages such as Latin, Greek and Hebrew (Kelly, 1969). Kramsch (1997) argues that while these languages were taught, the aim was not to develop student's fluency but to equip them with an entrance ticket to the universal culture of the European educated elite. These teachings included information ranging from the main elements of cultural life and history of the country to the moral values of the target culture. According to Stern (1983) these practices highlight the idea that the knowledge of foreign language is the important part of someone's formal education, disregarding it as a preparation for practical language use (p. 65). Stern (1983) asserts that this practice revived and was applied in the teaching of modern languages, and at the very beginning of the 19th century, it became common to add some information about the foreign country, its history, culture and literature to the teaching process (p. 66). Accordingly, Risager (1989) points out that it has been a long tradition in the United Kingdom to teach English integrated with the British culture (p. 255). From this perspective, in terms of ELT, it is obvious that the culture has been a part of the teaching practice in the form of British and American history and cultural background for a considerable period of time.

The focus of teaching foreign languages has shifted from written to oral practice over the past few centuries and integration of culture to the teaching practice has been influenced as well. Clearly, it has taken some time and the shift in this focus has been influenced by the important events and school of thoughts. Stern (1983) points out that anthropology and sociology were discovered by the language teaching authorities during World War II because they were giving insights to them on how to teach culture in connection with foreign language studies as in the case of American wartime language courses.

The importance of integrating culture to a foreign language course was emphasized by many foreign language theorists in the 1960s. In the 1960s, almost all the significant works on language teaching theory in the United States emphasized the importance of culture because they began to think it is a necessary part of foreign language (Brooks, 1964; Lado, 1964; Rivers, 1968). Lado (1964) points out that “one must learn about the cultural content of the target language first so as to learn and use a foreign language” (p. 63). However, the rise of the new technology of language laboratory overshadowed the marked tendency towards the cultural dimension of foreign language teaching in those years (Stern, 1983). It is obvious that the language theorists knew that there was a relationship between language and culture but still little was done to present them together in course books. Afterwards, teaching culture and teaching language were dealt with separately for some time. During this time, as Damen (1987) stated in his study, cultural insight in language teaching was treated as a fifth skill added to teaching of the four skills, listening, speaking, reading and writing rather than a component integrated with them (p. 86). Stern also (1983) points out it was the form of language that was really focused on at that time but not the life of the society where the target language is spoken (p. 42). Duranti (1997) points out that grammarians have thought that language learning is more than just learning the

rules of language as a game of chess and disregarded the idea that it is also learning the rules of language as a game of life (p. 77).

In the 1960s, cultural dimension of foreign language teaching began to draw more attention to develop practical language skills of students learning the target language. Teaching parts of the language including situations of everyday communication became the main trend. Seelye (1984) suggests that all students will develop the cultural understandings, attitudes and performance skills needed to function appropriately within a society of the target language and to communicate with the culture bearer (p. 49). In this way, it is possible to say that reflecting what everyday speakers in daily life said and did became the way of teaching of culture in foreign language education at the time (Kramsch, 1997).

In the 1960s and the 1970s there were also discussions what to be taught in terms of culture in foreign language teaching (Stern, 1983). Brooks (1964) suggests that five minutes at the beginning of each class should be allocated to teaching of cultural elements including the topics “identity, similarity, or sharp difference in comparable patterns of culture” (p. 24). Nostards (1974) proposes studying on a set of themes including individualism, intellectuality, the art of living, realism, common sense, friendship, love, family, justice, liberty, patriotism, and traditionalism. Stern (1983) pointed out that “there were no clear principles for the representation of culture in course books that could be applied in foreign language education” (p. 57). As a result of this, “the cultural aspect of foreign language teaching was either disregarded or based on personal experience and relatively improvised individual approach” (p. 256). Byram & Esarte-Saries (1991) point out that in terms of teaching cultural elements, intuition rather than empirical studies formed the basis of the teaching techniques in foreign languages for a long time. This means that a number of studies on teaching of cultural elements were

published after the 1960s. However, they could not be immediately applied to English language teaching practices as they were not organized. It took time to organize them and incorporate them into language teaching practices.

In the 1980s, the trend in foreign language teaching was the communicative approach. Communicative language teaching is heavily influenced by socio-linguistics and pragmatics at that time, so learners can use the foreign language in a way that is culturally acceptable and appropriate. This tendency resulted in clearer principles for inclusion of cultural features in the foreign language classroom. Savignon (2000) points out that communicative language teaching, as the name suggests, refers not only to the aims for foreign language learning but also to the processes in the classroom, the idea in the center of it has been communicative competence. The concept of communicative competence puts forward the idea that learning about the socio-cultural rules of one target language community and acting accordingly is the most important task for the foreign language learner. Van Ek (1991) states in the Threshold Level 1990 that "the information presented in the language teaching process should be associated with the major or one of the major countries where the language is used as the native language" (p. 16). And it says "what is aimed with such a strategy in the study is to present predictable patterns of language for a learner (p. 102). In an attempt to assert the significance of learning socio-cultural rules in language learning, Bada and Genc (2005) state their view about the relationship between language and culture:

> Language does not exist in a vacuum, so language learners should be aware of the context in which the target language is used i.e., they should also learn about the target culture. For L2 students, language study seems senseless if they know nothing about the people who speak the target language or the country in which the target language is spoken. Acquiring a new language means a lot more than the manipulation of syntax and lexicon. (p. 73)

Not only syntax and lexicon but also culture influences language learning and teaching. In order to be able to find out the association between culture and EFL teaching, it is vital to clarify some other basic points like communicative competence, intercultural competence, interculturally competent person and intercultural language learning in the scope of communicative approach today, which places emphasis on communication and the importance of culture in language teaching. It is stated in Thornbury's (2006) study that

> The communicative approach appeared as a result of a major shift in emphasis in language teaching that occurred in Europe in the 1970s. The approach is concerned with teaching people how language systems such as vocabulary and grammar are used in real communication … if communication takes place in a foreign language, the existence of culture in the communication process is inevitable. (p. 36)

He goes on to say that "Communicative competence, the goal of language learning in communicative approach, is what you know in order to be able to communicate effectively" (Thornbury, 2006, p. 37). The phrase 'what you know' here apparently covers not only the syntax and semantics but the culture of the target language as well. Thornbury states that (2006) being part of the communicative approach, "intercultural competence, meaning the ability to negotiate cultural contact and difference in a second (or third or fourth, etc.) language, is now recognized as being important component of overall communicative competence and features prominently in the Common European Framework (CEF)" (p. 60). According to CEF (2001), the guide to teaching and learning foreign languages in Europe, intercultural competence is

- the ability to bring the culture of origin and the foreign culture into relation with each other;
- cultural sensitivity and the ability to identify and use a variety of strategies for contact with those from other cultures;
- the capacity to fulfill the role of cultural intermediary between one's own culture and the foreign culture and to deal effectively with intercultural misunderstanding and conflict situations;
- the ability to overcome stereotyped relationships. (p. 60)

In the light of the information presented in CEF under the heading of intercultural competence, it is obvious that if someone wants to decode the meaning of a language element s/he has experienced, s/he should surely find out, if possible, and learn the different cultural meanings and references embedded in language and fulfill the requirements stated in CEF. In order to achieve these, s/he has to be an interculturally competent person. According to Byram and Zarate (1997, as cited in Sercu, 2002), "interculturally competent person is someone who can cross borders and can mediate between two or more cultural identities" (p. 63). One must have the knowledge of not only other cultures but also his own culture in order to be an interculturally competent person. Sercu (2002) points out that "an intercultural speaker is determined to understand, to gain an inside view of the other person's culture, and at the same time to contribute to the other person's understanding of his or her own culture from an insider's point of view" (p. 63). Thus, Sercu (2002) adds, "becoming an interculturally competent user of a foreign language not only involves the acquisition of communicative competence in that language but it also involves the acquisition of particular skills, attitudes, values, knowledge items and ways of looking upon the world" (p. 64). In order to acquire these skills, the borders of intercultural learning should be drawn. With reference to the studies on culture done by Leather, (2001), Pacther (1999), Straub (1999), Tavares and Cavalcanti (1996) and Alptekin (2002); Kılıçkaya (2004) proposes a few conditions to be taken into consideration in intercultural language learning:

- Successful bilingual teachers with intercultural insights and knowledge
- An awareness of difference and strategies for coping with such difference
- Global and local speakers of English
- Materials related to familiar and international context
- Discourse samples related to native-nonnative, nonnative-nonnative speakers Interactions. (para. 16)

Asserting this idea, Sercu (2002) points out that, "in foreign language teaching, cultural contents continue to be presented from a monoperspectival point of view,

and culture continues to be conceived as a static, monolithic, idealized, undiversified object of study" (p. 68). In attempt to sort out this problem Kılıçkaya (2004) proposes that:

> Since in many countries it is not positively viewed to expose learners to a specific culture, a new trend has come into use in language teaching as well as in other subject areas: intercultural language learning. It is an attempt to raise students' awareness of their own culture, and help them to interpret and understand other cultures. In this method, no specific culture has been paid attention, but a variety of cultures has been included in the curriculum. (para. 15)

With regard to intercultural aspect of English language, another distinction is required to be made, between English as a Foreign Language and English as a Lingua Franca or English as an International Language in addition to the terms specified at the very beginning of this part. This requirement simply stems from the fact that the most probable context of using English for most of the learners will be with non-native speakers of English rather than with native speakers. According to Thornbury (2006) the reason is that "the number of people who speak English as an additional language now exceeds the number of those who speak it as their first language. The term EIL or ELF, English as a lingua franca, recognizes this fact, and the fact that English is used as a global means of communication as much as a foreign or second language" (p. 180). Besides, Richards and Schmidt (2002) suggest that "… different norms exist for the use of English around the world and that British, American, Australian, or other mother tongue varieties of English are not appropriate targets either for learning or for communication in countries where English is used for cross-cultural or cross linguistic communication" (p. 180). With reference to same idea, Thornbury (2006) suggests that "accordingly, researchers are attempting to identify the characteristics of EIL or of EILs, since it is not yet clear if EIL is a uniform entity or a host of different varieties, such as German English, Japanese English or Brazilian English. The most suggestive findings, so far, have been in the area of phonology" (p. 74). It does not seem so probable, at

least in the near future, that most of the teachers and learners adopt the idea of world Englishes as there is a notion of Standard English coming through the centuries and reflecting the habits of foreign language teaching and learning.

So far, the basic relationship between culture and foreign language education, basic terms of ELT, the gradual inclusion of cultural elements in language teaching have been mentioned. Communicative approach and its components related with culture have also been focused on with the aim of providing an insight into the current practices of integrating culture into ELT. However, the integration of culture into ELT has never been a smooth process and some problems have prevailed throughout the years.

Since the conscious efforts to blend culture with language teaching began in the 1970s, many problems and their possible solutions have been dealt with by the linguists. These problems indicate not only the problems that have been experienced while culture is taught but also give insight into the possible solutions to the drawbacks proposed by the critics. Integration of culture into language teaching practice, oversimplification of the cultural elements, and disregard of the individual factors in the perception of culture and cultural domination are a few of the basic problems that have been dealt with in this section.

Like many other languages, English language has many varieties associated with particular people and places. One of the common arguments is about the variety and the related culture to be taught. Erling (2000) argues that as there is an increase in the numbers of the speakers of English who use and encourage the new varieties of English, it is claimed that the risk of fragmentation of English into mutually unintelligible languages is great. Thus, there have been many studies into describing common English which allows people to exchange ideas without experiencing any problems. Simplifying and deciding the standards of the language

and making it a mutually understandable tool has been one of the suggestions. Scholars such as Ahulu (1997) and Crystal (1997); however, have believed that regional varieties of English should be included into standard language form so that the language can be modernized and a new standard form can be reached.

Another view is the danger of oversimplification of cultural elements, making it easy to teach culture but reducing the culture of the target language into static and monolithic one. Guest (2002) argues that cultural anthropology has influenced the foreign language education negatively by incorporating the inclination of describing the essential characteristics of other cultures. Stereotypes and oversimplification of cultural elements result from contrastive analysis between two cultures (p. 155). According to Guest (2002), it is only nationalists, racists and other extremists that use such a approach with the aim of highlighting the opposition between 'us' and 'them', and it is certain that a foreign language educationalist does not want to be associated with it (p. 158). As a result of this approach, foreign language education is under the risk of being unjustly labeled as presenting prejudiced views of other cultures. This does not necessarily mean that the study of cultural elements in foreign language education must be avoided. On the contrary, it is essential to draw learners' attention to the pejorative views of other cultures so that students can be prepared for successful communication.

If s/he is from a different culture, the behavior of a person is generally perceived as the reflection his or her culture. People are prone to disregard the fact that s/he is an individual. Guest (2002) highlights this point about the perception of culture stating that:

> Whereas people have the tendency of associating a foreigner's behavior with his culture, the same people, most of the time, interpret the behavior of the person from their own culture as part of his personality not as a part of the culture. The communication occurs between people and not between cultures, thus it is vital to make a foreign language learner aware of the fact that a behavior which seems acceptable for the culture may not be acceptable for an individual of the same culture, and vice versa. Then, foreign language learners should be prepared to individual encounters with people from other cultures rather than focusing on prejudiced views of the culture. (p. 160)

Nevertheless, some other scholars voice their concerns about the drawbacks of teaching cultural features of the target language. Scollon & Scollon (2001) stress that it is very difficult to decide the borders of culture in language teaching. It is widely accepted that while teaching English, making students aware of the cultural differences between the target and their native language is a very demanding issue. Even if they are highly familiar with the culture of the target language, misunderstandings are unavoidable for learners most of the time and even the ones who have cultural awareness and show cultural sensitivity are prone to experience culture-oriented problems. Inability to meet cultural challenges and feelings of frustration resulting from these problems should be seen as potential sources to learn more about intercultural issues. In an attempt to find a solution for this problem, Kılıçkaya (2004) claims that "the target culture does not need to be English or British culture and should include a variety of cultures" (para. 6).

One of the other problems highlighting the drawbacks of incorporating cultural elements into English language education addresses the issues of cultural domination and cultural imperialism. Cultural domination and imperialism have always been controversial issues in the teaching of English as foreign language. McKay (2002) points out that the association of English with the culture in the United Kingdom and the United States has always been a usual practice; however, it is hard to say that the cultural content and values embedded in the teaching material are well received in many parts of the world. Actually, the issues of cultural domination and cultural imperialism have begun to lose their effect as English

language has become international means of communication and influenced many cultures at the same time. That means English has become the world's language. At this point, the culture to be taught turns out to be the issue to be focused on. Kılıçkaya (2004) proposes that "any language is embedded in a particular culture and when you learn a language you inevitably learn about its underlying culture" (para. 20). What he proposes is true for almost all the languages in the world; however, the case is different for English since it has become an international language. Alptekin (2002) suggests that "social and economic globalization has necessitated the use of an international means of communication in the world and English has become the language of international communication" (p. 60) In a similar manner, Sercu (2002) states that "presenting learners with multiple perspectives will promote a dynamic view of cultures, and help learners understand that all cultures are continuously influenced by other cultures and cannot be considered in a territorialized way, as being bound to a particular geographical part of the world or as locked within the boundaries of a particular nation state" (p. 68). English has become one of the most striking example of this claim for the past few centuries and Alptekin (2002) highlights that "English is likely to remain the basic international medium of communication well into the twenty-first century, and within a short period of time the number of people who speak English as a nonnative language may well exceed the number of its native speakers" (p. 60). In his study Alptekin (2002) also proposes his own solution to the problem presented above:

> Only by producing instructional materials that emphasize diversity both within and across cultures can one perhaps avoid presenting English meanings in fragmented and trivialized ways, where communicative functions are conceived as simple speech acts realized through specific structures, and where situational content generally portrays an idealized image of the English-speaking culture. It is perhaps time to rid the ELT field of its educational vision and practices based on a utopian notion of communicative competence involving idealized native speaker norms in both language and culture. (p. 62)

Alptekin (2002) summarizes his point by saying that it is time for ELT scholars to consider the implications of the international status of English with regard to appropriate pedagogies and instructional materials that will help learners become successful bilingual and intercultural individuals who are able to function well in both local and international settings (p. 63).

The focus points of this section are the place of culture ELT with the presention of basic terms related to culture in ELT, the overview of inclusion of cultural elements for the past few decades and cultural elements in current foreign language education. The integration of cultural elements into the foreign language education in recent decades has brought some considerations into attention like the variety of English to be taught, setting the standards of English and culture, stereotypes and oversimplification of cultural elements, and possible drawbacks of incorporating cultural elements into English language education. These considerations have been dealt with to provide a wider perspective on cultural elements in English language education.

English is an international language and is taught in many different countries. The teachers are mostly non-native speakers and a considerable number of teachers may not have been abroad in their lives. In order to be able to make up for the experience gap of the language teachers, instructional materials, especially course books, are of great importance. Their place in language teaching should be dealt with thoroughly and the way of integration of culture into them should be analyzed meticulously. The next part focuses on these issues.

1.4.5 Course Books and Culture in Foreign Language Education

English language instruction has many important components. However, the essential constituents to many ESL/EFL classrooms and programs are

coursebooks as majority of learners do not have enough time, money or opportunity to afford to learn English in countries where it is natively spoken and course books provide the learners with all components of language and cultural elements methodically.

In the light of the recent studies some of which have been discussed in this study, it can be concluded that culture is vital part of language learning. The relationship between course books and culture is the main focus in this part of the study**.** In this part of the study, firstly, a general description of course book is given. Secondly, the three main tendencies of integrating culture into course books and the place of culture in course books are presented. Thirdly, the basic guidelines and ideas about integrating culture into course books and teaching practices are pointed out. Other points to be focused on this part are the criticism of course books and cultural elements in course books.

Richards and Schmidt (2002) regard course book as "a book on specific subject used as a teaching learning guide, especially in a school or college, often part of a graded series covering either multiple skills or dealing with a single skill" (p. 550). Kalmus (2004), with reference to the studies of Woodward et al. (1988), Johnsen (1993), and Mikk (2000) states that "school course books and other educational media are seen as important instruments for transmitting knowledge and values to the young generation, and thus for reproduction or transformation of the social order" (p. 469). FitzGerald (1979, as cited in Kalmus, 2004) states that course books tell children what their elders want them to know (p. 469). Olajide (2010) sheds light on the relationship between culture and literacy:

> Culture (a people's ways of life) and literacy (the permanent possession of the skills of reading, writing and numeracy) are two sides of the same coin. The former prepares the individual through approved social roles, while latter ensures that the former is not only promoted and preserved, but also made more functional. Then the course book is a powerful medium for cultural sustenance and literacy development. (p. 656)

Courtney (1974) highlights identification with culture and he claims “by using the past knowledge of culture he adapts himself to the situations he is in. It is not sufficient to learn the vocabulary, structure and idioms of the foreign language in order for someone to learn a foreign language” (p. 140). Language learner should understand the connection between language, context and culture and have a broader perspective about context and culture if s/he wants to use the target language in real-life situations (Kramsch, 1993).

People from different countries and cultures generally meet in situations where foreign language is spoken, so language learners must be ready for the cultural challenges that can be confronted in such situations (Byram, 1989; Corbett, 2003). Furthermore, ways of conceptualizing, interpreting and understanding the world vary for different languages, so foreign language education is a significant opportunity to broaden their horizons in terms of changing their perceptions and attitudes towards other cultures (Geertz, 1973; Fantini, 1997). Accordingly, Ndura (2004) points out that “because instructional materials mediate between cultures by transmitting overt and covert societal values, assumptions and images, they are powerful tools in influencing student’s perceptions of the new culture” (p. 143).

To find the way towards learning, having a map is essential. Course books provide both students and teachers with the map that leads to common understanding of the aims and the contents of a language course. By means of course books, one can find the examples of the way how intercultural issues can be dealt with, clear explanations on the intercultural content and its integration into teaching process (Pohl, 2001). Furthermore, course books are invaluable resources that give insights to the students and inexperienced teachers by providing them with cultural expressions and examples of different cultures. Cortazzi and Jin (1999) claims that a course book can have a number of supportive aspects some of which are role of

a teacher, a resource, and a trainer. With the explanations and the guidance it provides students through the course, course book is a teacher itself. This lightens teachers' burden of time consuming and boring work and this allows them to concentrate only on the teaching process. It serves as a resource that gives ideas and provides materials, so the time and energy spent on finding suitable materials decrease. It is a teacher trainer especially for the new teachers requiring step-by-step instructions while teaching. Besides, it is a tool to enhance learners' intellectual level and to exchange cultural elements between the native language and the target language. Risager (2007 as cited in Cunningsworth, 1995) states that "foreign language teaching course books no longer just develop concurrently with the development of foreign language pedagogy in a narrow sense, but they increasingly participate in the general cultural transmission with the educational system and in the rest of society" (p. 90).

Course books are of great significance in enhancing the cultural transmission. However, the cultures and the countries they represent differ. Pulverness (2000) talks about three tendencies in his study: Firstly, it is a traditional view that teaching English is intimately related to cultural information about the United States and the United Kingdom. It is common, even today, for one to propose that students learning English as a second or foreign language should learn about these countries and their dominance in the English speaking world. Secondly, some course books regard English as an international language. The information presented in the units is about a number of different cultures and countries inside and outside the English-speaking world. Thirdly, the course books associate the learner's culture with the teaching of English. The idea behind this tendency is that basically, people need English to express themselves and their cultural background is of utmost importance, so teaching materials should be designed accordingly (pp. 78-92).

With reference to these views, Kramsch (1993) states that one way or another; culture should be dealt with explicitly in foreign language course books and foreign language teaching. Without it, it will not be possible for the students to learn about culture associated with the target language and other cultures and to find out and explore the difference between them.

The aforementioned Pulverness' three tendencies (2000) could point out the choice of culture to be integrated into the course books. In order to understand how the culture is represented and to set the scope of culture in course books, there should be certain conditions and principles.

Common European Framework of Reference for Languages published by Council of Europe (2001) suggests that students not only need cultural knowledge in order to interpret the cultural references in a communication situation but they also should have knowledge of the world so that they can have something worthwhile to talk about at all; however, the document does not draw an outline on the selection of content and only refers to the information about countries' major geographical, environmental, demographic, economic and political features (p. 102). Scholars have emphasized the need for building representative pictures of the target culture in order to find a solution to this problem (Byram 1993; Byram & Morgan 1994). Byram (1993) claim that the picture of the foreign country presented in the course book should be representative. This means that great variety of topics about the culture ranging from history, cultural heritage, everyday life and behavior, and shared values and beliefs should be presented in the course books. In their study, Byram and Morgan (1994) propose the criteria of the content area, which they call minimum content:

- Social identity and social groups
- Social interaction
- Belief and behavior
- Socio-political institutions
- Socialization and the life-cycle
- National history
- National geography
- National cultural heritage
- Stereotypes and national identity. (pp. 51 - 52)

There have been other attempts to decide what type of knowledge is needed to draw the borders of cultural elements to be incorporated into the course books. In one of them, Risager (1989) highlights the importance of learning everyday life in the foreign country and knowing what to do in certain situations and behaving accordingly. In another, it is stated in the Common European Framework (2001) that socio-cultural knowledge of the students should be improved and a number of possible topics such as body language, everyday living, interpersonal relations, living conditions, values, beliefs and attitudes are presented in it (pp. 102 - 103).

Vellenga (2004) states that it is impossible for foreign language course books to help students develop their pragmatic competence by presenting the investigation of top-selling EFL and ESL course books for the international market. Vallenga (2004) suggests that proper course book materials cannot be developed without further research in the fields of cross-cultural and interlanguage, pragmatics and conversation analysis. Olajide (2010) states that “the language course book in particular is vital to making culture relevant to intellectual development. One aim of language teaching-learning is to produce a learner who would not only be able to engage in the four language skills rewardingly, but also be culturally literate” (p. 656). This allows a learner to understand other cultures.

As course books are the primary source of information for students in schools, it is of great significance that they reflect reality and provide a truthful image of the English language and culture as is stated above. But the form of culture course

books deal with has changed through the years. In addition to the ideas of the scholars presented above, the evolution of culture in the course books can be explained with reference to Kachru's categorization of circles, which is explained in 'Language and Culture' section.

British English and American English represent the variety of English from the Inner Circle and have established their dominance in the practice of English language teaching (ELT) (pp. 355 - 365). The British government has realized the profitable investment in ELT and has considered English as their greatest asset and has permanently supported ELT by means of officially financed English teacher training projects and textbook publication (Phillipson, 1992). The American government has paved their own way to officially support the spread of American English by book promotion and increasing the number of foreign students in the United States like their British counterparts (Phillipson, 1992). As a result of these subsidizations, British and American English has become the particular model for learners. Most of the time, other varieties have been neglected. Consequently, Fan (2009) points out that "the wide diffusion of cultures and teaching materials represented in British or American English has assured the people outside the Inner Circle countries that the authentic English is either of these two varieties. They have, therefore, enforced their dominant status of the standard in the ELT industry" (p. 6). As a result of this, "English language teaching beliefs, practices and materials are never neutral, but symbolize particular understandings of language, learning, and communication" (Pennycook, 1994, p. 178). However, this is not the case today.

As a result of globalization, English has become an international means of communication. The number of people who speak English as an additional language now exceeds the number of those who speak it as their first language.

The tendency has shifted in the representation of cultural elements in course books. ELT has become connected with local contexts in which the learners can practice what they learn about the language (Alptekin, 1993 & 2002; Prodromou, 1988) as well as English, American, Australian cultures in current course books. On the other hand, English has become lingua franca of the world and the use of English among non-natives outnumbers that of natives. Thus, Fan (2009) suggests that "the content of many English textbooks are gradually located more in international settings rather than exclusively in Britain" (p. 7). The content is orientated to avoid offending sensitivities of potential buyers and readers (Gray, 2002). In the light of these, most probably, the course books today have begun to be cut out for the needs of the learners around the world. One of such sensitivities is gender representation in course books.

Feminism changed many women's lives and created new worlds of possibility for education, empowerment, working women. For some, the goals of the feminist movement were simple: let women have freedom, equal opportunity and control over their lives. Many women went to college and worked professionally in the early 20th century, but the mid-20th century myth of the middle-class suburban housewife downplayed the importance of women's education. Feminists helped spark debate over assumptions embedded in English language that reflect the assumption of a male-dominated society (Napikoski, 2009, p.2).

The basic assumption shared by all feminists is that women suffer certain injustices on account of their sex. Feminists stress the importance of gender divisions in society and it portrays these divisions as working to the overall advantage of men. Feminists are united with their common desire for sexual justice and their concern for women's welfare. Feminism has five major concepts embedded into it: Patriarchy is the dominance of men in society, and the oppression of women for

men's gain. Discrimination is unfair/unequal treatment of women by the law. Gender stereotypes are negative generalisations and misconceptions about women. These are perpetuated in the media, as well as the education system. In terms of economic dependency, women give up work to take care of childcare and housework responsibilities, thus become dependent on their husbands for money. As for emotional work, women are expected to do the majority of emotional care for their family, on top of their job and housework (Byrant, 2001, para. 1-4).

In the light of the concerns stated above, English language teaching practices have undergone a huge change in the traditional views on men and women during the last 40 years. From the 1970s onwards women's movement organisations have had a big impact on attitudes, behaviours, and traditional perceptions about the capabilities of men and women, and the representation of gender is changing. When we discuss traditional gender roles we refer to for instance, the fact that women have been the homemakers and the ones taking most responsibility for the upbringing of their children. In contrast to this, men have been providing for the family, and in possession of the strongest position in politics and economics. In order to create a more equal environment between the two sexes, it has become necessary to implement a gender perspective on language and on the teaching of language as well.

As stated above, language course books would not be possible without the culture and the factual information associated with culture of English speaking countries or cultures of countries. However, it is not enough to come up with the criteria and draw the borders of the cultural elements to choose. Scholars still propose other issues with regard to integrating cultural elements into foreign language education. Course books and the way of integration of culture into them are criticized in many

ways. There are a few reasons why course books and teachers' being dependent on them have been criticized.

One of the main problems proposed is that course book writers have thought they can produce course books suitable for every country thinking that one size-fits all (Harmer, 2001). They disregard the truth that language learning is a very complicated process, so it is impossible to produce a course book covering whole learning process and it will not be possible for a course book author to take all teachers' and learners' needs into consideration (McKay, 2002). In their criticism of course books, Cortazzi & Jin (1999) suggest that course books represent the authority of the publisher and submit the teachers and students ready-made decisions in place of them. Although this might seem positive initially, the teaching program and the ready materials in a course book can limit the teachers' ability to think independently and hinder their creativity in the classroom.

Another issue criticized by many authorities is the presentation of target cultures in most of the foreign language course books. They are heavily criticized for providing unstructured, unrealistic and superficial picture of other countries. In most of the course books, there are no social problems and most of the characters are from the middle class. There are few problems in social relationships of the people and personal relationships are only depicted as friendly and idyllic (Risager, 1991). Byram (1993) suggests that presenting positive images of a country and people in foreign language course books does not necessarily mean that learners will develop positive attitudes towards the foreign society. So, Byram (1993) and Risager (1991) want course books to depict more realistic picture of countries and people. Risager (1991) proposes that unless people are given realistic picture of the foreign country, it will not feel the need for further contact with people there. According to Risager (1991), "the main content of realistic picture of culture is the

real people presented with their feelings, attitudes, values and perceived problems" (p. 183). In what she calls micro level texts, she suggests that "a representative selection of different situations of interaction, geographical environments, people from different age groups, social and occupational affiliations should be presented in foreign language course books" (p. 183).

Culture is very important part of language learning practice, so decision-makers must be very careful while selecting cultural content for course books. After making a general description of course book, the three main arguments about how to integrate culture into course books have been focused on. What have been pointed out are the basic guidelines, ideas about integrating culture into course books, the criticism of course books and the culture in course books. The place of culture in current course books has been summarized to provide an overview into culture today's course books. In the light of the information presented in the first chapter, the methodology of the study is developed and the findings are discussed for the rest of the study.

CHAPTER 2

METHODOLOGY

In this chapter, the methodological procedure followed to collect data including the research questions, data collection instrument, data collection procedure and data analysis procedure will be introduced.

2.1 The Research Questions

The aim of this study is to investigate the quantity and the quality of cultural elements of the English language in two sets of course books, namely *Project English* and *Total English* series by using the selected criteria. Secondly, it aims to find out whether there have been any changes in representation of culture for the past few decades with the change of conventional practices in the course books. It is assumed that as far as the cultural elements in the course books are concerned, differences are inevitable. Thus, the study seeks to find answers to the following questions which have been adapted from Byram and Morgan (1994):

1) How are the social identities and social groups of cultures are reflected in the selected course books?
2) What is the place of social interaction in the course books including verbal and non-verbal behavior?
3) To what extend are belief and the behavior of the culture reflected in the selected course books?
4) What is the place of socio-political institutions in the selected course books?
5) What are the institutions of socialization, indicators of life cycle, and

the ceremonies which mark passage through stages of social life?

6) How are the national history and geography of cultures represented in the selected course books?
7) What are the elements indicating national cultural heritage in the selected course books?
8) What are the elements of the common stereotypes in the selected course books?
9) How are the different cultures represented in two course book sets and have there been any the differences in the representation of specific cultures through the years in the two sets of course books?

2.2 Data Collection Instrument

Primary and secondary sources are means of collecting data about a situation, phenomenon, issue or group of people. As the aim of this study is to analyze the first hand information in a document in order to gain insight from a specific subject, the two sets of course books used in this study are the primary sources.

A comparative study has been carried out in this thesis. *Project English* series composed of three books and published in the 1980s and *Total English* series composed of four books and published in the 2000s are analyzed comparatively as regards cultural elements. The sets of foreign publishers and authors were chosen in order to analyze the quality and the quantity of cultural content and to investigate the probable differences of the cultural content in two sets properly. The descriptions of the course books are as follows:

Table 2. Project English Series (Set 1)

TITLE	PUBLISHER	LEVEL	DATE OF PUBLICATION	NUMBER OF PAGES	AUTHOR
PROJECT ENGLISH 1 (PE1)	OXFORD ENGLISH	ELEMENTARY	1985 / OXFORD	105	TOM HUTCHINSON
PROJECT ENGLISH 2 (PE2)	OXFORD ENGLISH	PRE-INT.	1986 / OXFORD	112	TOM HUTCHINSON
PROJECT ENGLISH 3 (PE3)	OXFORD ENGLISH	INTERMEDIATE	1987 / OXFORD	120	TOM HUTCHINSON

Table 3. Total English Series (Set 2)

TITLE	PUBLISHER	LEVEL	DATE OF PUBLICATION	NUMBER OF PAGES	AUTHORS
TOTAL ENGLISH STARTER (TES)	PEARSON/ LONGMAN	STARTER	2007 / ESSEX	152	JONATHAN BYGRAVE
TOTAL ENGLISH ELEMENTARY (TEE)	PEARSON/ LONGMAN	ELEMENTARY	2005 / ESSEX	160	MARK FOLEY / DIANE HALL
TOTAL ENGLISH PRE-INT. (TEP)	PEARSON/ LONGMAN	PRE-INT	2007 / ESSEX	159	RICHARD ACKLAM / ARMINA GRACE
TOTAL ENGLISH INTERMEDIATE (TEI)	PEARSON/ LONGMAN	INTERMEDIATE	2007 / ESSEX	158	ANTONIA CLARE/ JJ WILSON

Project English series has a grammar-based analytical approach. Grammar is treated as a problem-solving activity, and students are treated as thinkers who are guided to work out the rules of grammar themselves. Through project works in the book, students are given the opportunity to talk and write about their own life, and to relate language to their experience. By means of competitions, games, quizzes and jokes, element of fun is added to *Project English 1*. In *Project English 2*, students produce 8 issues of their own topic-based magazines. Through this

project work, pupils are given the opportunity to talk and write about their own lives, and to relate language to their experiences. There is a comic strip for each unit. By means of the characters, Hot Dog and Cool Cat, a note of enjoyment and hilarity is added to *Project English 2*. Although students are encouraged to find out grammar rules for themselves in *Project English 1* and *2*, in *Project English 3*, greater weight is given to the functional side of language. *Project English 3* is based on the idea of *The Canterbury Tales*. A group of young people run a company called Canterbury Holidays and entertain each other by talking about their experiences and travels. The humorous vein in *Project English 3* is the comic strip of the characters, Carstairs and Carruthers, who are engaged in a race around the world.

Total English series is a course book set for young adults and adults, and it provides solutions to challenges teachers and students face every day with a complete package of resources. *Total English* contains a grammar syllabus and plenty of practice. Each input lesson which is organized on a double-page spread and has a grammar and 'Can Do' learning objective which is stated at the start. The 'Can Do' objectives give a purpose and reason for learning and lead students to comprehend why they are studying that lesson and how they can use the new language.

The learning objectives in *Total English* are derived from the 'Can Do' statements in the Common European Framework which means that *Total English* covers the language areas their students need. The levels of *Total English* correlate to the Common European Framework in the following way: Elementary covers A1 and goes towards A2, Pre-intermediate covers A2 and goes towards B1, Intermediate covers B1 and goes towards B2.

Each unit of the *Total English* Students' Books follows the same structure. Lead-in page acts as a springboard into the topic of the unit and engages students' interest

and introduces essential vocabulary related to the topic so that students can start with the same basic grounding. Input lessons offer different angles on the unit topic. Each input lesson leads towards a ‘Can Do’ learning objective in line with the Council of Europe's (2001) ‘Can Do’ statements.

Each unit contains at least two reading texts and a substantial listening element. ‘How to ... boxes’ aim to develop students' competence in using language, in line with the principles of Common European Framework (2001). Lifelong learning boxes offer tips and strategies for developing students' study skills. In terms of vocabulary, the emphasis is on providing learners with high-frequency, useful vocabulary which is regularly practiced and revised. New vocabulary is presented and practiced in a variety of different ways via the lead-in pages which provide a springboard into the topic of each unit enabling teachers to elicit vocabulary that learners already know as well as pre-teach essential vocabulary for the rest of the unit; via the reading and listening texts and related exercises; via special vocabulary sections in the main lessons; via the detailed vocabulary page at the end of the unit. Additional vocabulary practice is provided in the review and practice sections of the students' book, in the practice exercises and in the workbook. Vocabulary page in each unit extends students' knowledge on lexical areas such as phrasal verbs, prefixes and suffixes and provides further practice of topic-related language. Communication page revises language taught in the previous three lessons in a freer, more communicative context. Each communication task practices a range of skills and has a measurable goal or outcome. Reference page which summarizes the main grammar points covered in each unit provides a list of key vocabulary and helps learners to catch up if they miss lessons. Reference page also functions as an essential revision tool. Review and practice page provides a range of exercises to consolidate key grammar and

vocabulary covered in the unit and can be used to check progress, enabling teachers to identify areas that need further practice.

As far as grammar is concerned, each triple-page lesson has a clear grammar aim which is stated at the top of the page. New language items are presented in context via reading and/or listening texts, and grammar rules are then analyzed and explained via the active grammar boxes which are a key feature of each lesson. *Total English* takes a guided discovery approach to grammar and learners are actively invited to think about grammar and work out the rules for themselves.

As regards speaking skill, *Total English* aims to develop spoken fluency by giving learners discussion topics they want to talk about; by setting up situations where they are motivated to communicate in order to complete a specific task and by providing clear models and examples of how to structure discourse and by encouraging them, wherever possible, to express their own ideas and opinions. All lessons feature some speaking practice and there are regular 'How to ... boxes' throughout the course which focus on the words and expressions learners need to carry out specific functions.

As for reading skill, there is a wide variety of reading texts in *Total English* ranging from simple forms and advertisements to short texts from newspapers and magazines. Texts have been chosen for their intrinsic interest as well as for their usefulness in providing a vehicle for the particular grammar and vocabulary points in focus. Many of the texts have been adapted from authentic, real-life sources such as magazines and web sites. Related tasks have been carefully selected to develop learners' confidence in dealing with written texts. Activities include comprehension and vocabulary work as well as practice in dealing with different reading sub-skills such as reading for gist. There are a number of jigsaw readings

where learners work together and share information. The length and complexity of the texts get more challenging as the course progresses.

Total English acknowledges the importance of writing skill by including regular writing tasks in the students' books. There are carefully structured exercises and examples designed to ensure that learners are actually able to carry out the tasks. Models of different types of writing - emails, postcards, formal and informal letters are provided in the writing bank at the back of the students' books as well as additional advice and guidance on different writing sub-skills such as punctuation, spelling and paragraph construction.

2.3 Data Collection Procedure

The aim of the research is to determine the data collection procedure to carry out the research. Finding out the differences of cultural reflections between two sets of books comparatively by analyzing their content is also in the scope of the study. The objective of this thesis requires the use of content analysis method, which is one of the qualitative research techniques.

According to Carley (1990), content analysis is a research tool used to determine the presence of certain words or concepts within texts or sets of texts. Researchers quantify and analyze the presence, meanings and relationships of such words and concepts, then make inferences about the writer(s), the audience, even the culture and the messages within the texts. Texts can be defined broadly as books, book chapters, essays, interviews, discussions, newspaper headlines and articles, historical documents, speeches, conversations, advertising, theater, informal conversation, or really any occurrence of communicative language (Carley, 1990, p. 7). Any indicators of the culture of inner and outer/expanding circle countries in

the texts and pictures are analyzed comparatively in the course books to reveal cultural differences throughout the years by means of content analysis.

2.4 Data Analysis Procedure

The use of the content analysis method makes it easy to understand and determine the quantity and the quality of the cultural elements in the materials to be explored in this study. Content analysis has been done by using descriptive statistics. There are different sets of criteria proposed by different critics. These are designed to evaluate the quantity and the quality of the cultural elements in the language teaching materials. There are 4 sets of criteria that can be used in this study. All the sets of criteria have been evaluated and one of them has been chosen to carry out this study. The discussions of the 4 sets of criteria have been presented for the rest of this part.

The first set of criteria is proposed by Kılıçkaya (2004). In his study Kılıçkaya (2004) presents fifteen questions as guidelines to evaluate the cultural content of course books:

> 1. Does the book give any information, instructions or suggestions about how the book may be used and how the cultural content may be handled?
> 2. Does the book address specific learners or are there any characteristics of the learners that the book addresses to?
> 3. Does the book suggest any role that the teachers using it should have?
> 4. Do they include a variety of cultures or just specific ones such as British or American culture?
> 5. Do they represent the reality about the target culture or the author's view?
> 6. Where is the cultural information taken from? Author's own ideas or empirical research?
> 7. What subjects do they cover? Are these specific to the target culture? Are there any topics that might not be culturally suitable for the learners in class?
> 8. What cultural and social groups are represented? Is this adequate coverage of a variety of people or is this limited to a chosen people? If so, what kind of people are these? Are there any stereotypes?
> 9. Does the book include generalizations about the culture? Does it inform the audience of the fact that what is true of the parts is not necessarily true of the parts?
> 10. Is the cultural information presented with comments such as being good or being bad? Or is it presented without such comments?

> 11. Are there illustrations? If so, are these appropriate to the learners' native culture? Would additional information be necessary to explain them or are they self-explanatory?
> 12. What are the activities asked of the learners? Are they familiar to the learners?
> 13. Would a teacher using this book need specialized training to be able to use it or is there enough information given?
> 14. What are the learners supposed to do with the cultural information such as using actively or just be aware of it for a better understanding of the target culture?
> 15. What is your overall view of the course book?. (para. 19)

The questions proposed by Kılıçkaya (2004) give insight on how to evaluate the cultural content of a course book; however, some of the questions are too general while others are specific. There are too many questions and the scope of the questions is not limited to course books. For these reasons, they are not selected for this study.

Emenyonu (1993) presents five guidelines to integrate culture into a course book in his study:

> 1. Reflecting the physical context of language learning.
> 2. Considering the economic characteristics of the target readers.
> 3. Examining the political aspects of the community.
> 4. Defining the role of culture.
> 5. Indicating the economic conditions of the people. (pp. 402 - 404)

The criteria proposed by Emenyonu (1993) are restrictive, obscure and may cause ambiguities. They are not specified or elaborated by him, which could cause ambiguity during the evaluation process.

One of the other set of criteria is Risager's (1991). Risager (1991) has created criteria, or categories, for evaluating cultural content in textbooks. Her four criteria are as follows:

> 1. The micro level – phenomena of social and cultural anthropology: the social and geographical characters, situations of interaction, interaction and the subjectivity of characters: feelings, attitudes, values and perceived problems
> 2. The macro level – social, political and historical matters: broad social facts about contemporary society, sociopolitical problems, e.g. unemployment and pollution

> 3. International and intercultural issues: comparisons between the target culture and the pupil's own country, mutual representations, images, stereotypes, relations, cultural power and dominance, co-operation and conflict
> 4. Point of view and style of the textbook author(s): expressions of attitudes (positive, negative, critical) towards the country and the people. (pp. 182 - 183, 188)

Risager (1991) bases her categories on her previous experience with textbooks used mainly in Scandinavia (p. 183). Her criteria are rather similar to the criteria by Byram and Morgan. (1994), the criteria to be used in this study, but the category of 'point of view and style of the textbook author(s)' is one of the noteworthy elements in her criteria, which Byram and Morgan. (1994) do not give any information at all in their proposal. She also divides the categories into micro and macro levels, which Byram and Morgan (1994) do not do. However, the criteria proposed by Risager are not as comprehensive as the ones by Byram and Morgan (1994) despite its elaborated sub-classifications. Due to the consideration that it is comprehensive and practical, Byram's criteria (1994) are chosen and the research is carried out according to the sub-categories in it. The sub-categories of each criterion are called minimum content. They limit the scope of the criterion and enable the researcher to reach solid results. The categories are exploited to calculate the frequencies and the percentages. The findings are solidified by using quantitative data analysis. Descriptive statistics is used to analyze the frequencies. To make the data more understandable, a table is formed for each category to show the findings.

Byram and Morgan (1994) suggest the following nine criteria for analyzing and evaluating the content of cultural learning. These criteria cover minimum content of cultural knowledge, by means of which the cultural elements in course books are discussed:

> 1. Social identity and social groups: ethnic and cultural minorities, occupational groupings, gender representation and regional identity including language,
> 2. Social interaction: greetings at different level of formality, flaws in communication, levels of formality in language, taboos,
> 3. Belief and behavior: examining the cultural elements in the material that influence the learner's behavior and finding out the mirrors of belief and behavior like religious buildings, examining the indicators of moral values in cultures, examining types of food associated with a particular culture and examining the health issues and animal and human rights,
> 4. Socio-political institutions: institutions of the state – and the values and meanings they embody,
> 5. Socialization and the life-cycle: dates and festivals, especially those marking significant moments in the life cycle, teaching procedures to introduce routine, recipe knowledge to the students like how to use public transport and appropriate behavior in a restaurant, Age and relationships between generations, the effects of technology on life-cycle, the practices associated with the culture, socialization in the family and influence of popular culture on life cycle;
> 6. National history: historical events and presentation of inventions associated with cultures
> 7. National geography: climate, vegetation, and the natural environment; the effect of climate to the life of people; presentation of seasons and weather conditions; dealing with environmental issues,
> 8. National cultural heritage: classical authors and stories of their most widely known works, classical musicians and painters, cities that are associated with particular cultures
> 9. Stereotypes and national identity: symbols of national stereotypes and meanings. (pp. 51 - 52)

Byram and Morgan (1994) do not, however, want that cultural elements in course books cause foreign language courses to be history, sociology or geography courses (pp. 52 - 53). What they want to achieve with their proposal is to increase understanding of the importance of these factors when learning about a new culture. According to Byram and Morgan (1994), the image of a particular culture has to be founded in the reality of contemporary life. These issues, however, can be presented in many different ways. The stories and images may be either fantastic or realistic when they just refer to reality. It is important that sufficient representations of a certain topic be given (p. 55). The criteria Byram and Morgan (1994) have proposed are comprehensive, elaborated and well explained. They are neither too general nor too specific with regard to cultural content. The main focus of the criteria is the language teaching materials, so it is assumed that they are cut out for this study and appropriate to evaluate the cultural content of the course books chosen for this study.

All the sets of criteria could be used to reflect and unearth the cultural elements in a foreign language course books. Byram's criteria have been selected for the study because they are regarded as the most convenient set of criteria to investigate the cultural elements in the course books. In the next part, the findings are presented and compared by using the selected criteria.

CHAPTER 3

RESULTS

3.1 Introduction

In the evaluation process, the minimum content, the sub-categories of each criterion which limit the scope of the criterion and enable the researcher to reach solid results, is briefly presented for each criterion. Firstly, in an attempt to present solid findings of the comparative study, a table is prepared for every criterion and a general comparison of data based on the minimum content is done. The specific data related to cultural content of the book series is compared and contrasted considering the minimum content. In the presentation of the data in each table, if the comparison of a minimum content between two sets of course books is not applicable, this is indicated with '-' in the boxes. However, if there is no data to be calculated although a comparison is applicable, then this is indicated with '0' in the associated boxes of each table. The pictures are used to support the data evaluation process. Mostly, the important findings from the tables are discussed and the noteworthy examples from the course books are presented for each criterion in a detailed manner.

3.2 The Results of the Comparative Study of Course Books According to the Criteria

3.2.1 Social Identity and Social Groups

Table 4. Social Identity and Social Groups

	Total English Series				Project English Series			
	Inner Circle Countries		Expanding / Outer Circle Countries		Inner Circle Countries		Expanding / Outer Circle Countries	
MINIMUM CONTENT	F	%	F	%	F	%	F	%
Ethnic and cultural minorities	275	74,13	96	25,87	183	97,87	4	2,13
Occupational groupings	27	79,41	7	20,59	17	100	0	0
Gender Representation	25	100	-	-	9	100	-	-
Regional identity (Including language)	7	58,44	5	41,66	9	90	1	10

KEY: F: Frequency of occurrence / - : N/A (Not applicable)

Social identity and social groups is the first criterion to be dealt with. Ethnic and cultural minorities, occupational groupings, gender representation and regional identity including language are the elements of minimum content under this heading. As is shown in Table 1, ethnic and cultural minorities are represented in 372 pictures in this study. The representation of people in expanding/outer circle countries is 96 times in *Total English* series while it is 4 times in *Project English* series. In addition to the underrepresentation of people of outer/expanding countries, the representation of African-Americans differs in both *Project English* with 3% and *Total English* series with 14%. While Asian people are not

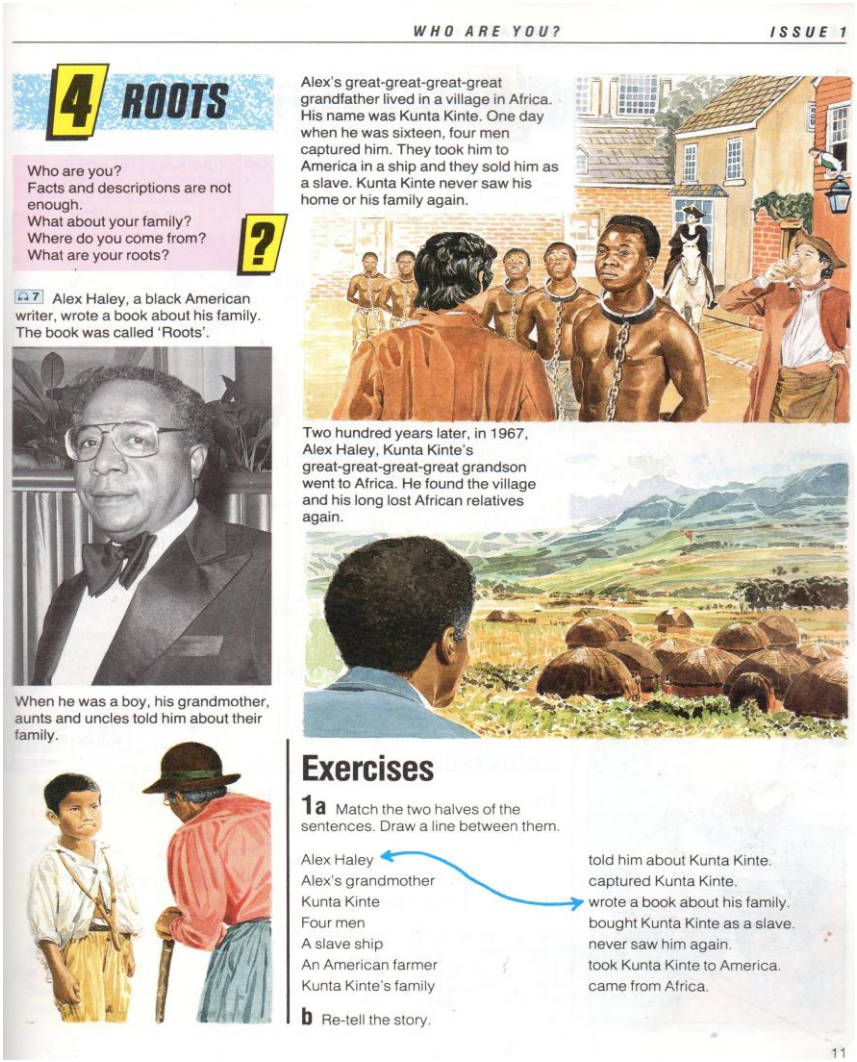
represented in *Project English* series, Asian people and Caucasians from expanding and outer circle countries have appeared in the illustrations with the percentage of 14 in *Total English* series. In the pictures where occupations are presented, people of expanding/outer circle countries are not represented while they appear in *Total English* series with the occurrence of 7. There is an imbalance in the occurrence of gender representation in *Project English* series with 9 occurrences and in *Total English* series with 25 occurrences. Moreover, females are not equally represented in *Total English* series as is seen the examples below.

As regards ethnic and cultural minorities, there is a number of contrasting examples in *Project English* series and *Total English* series. There are few remarkable examples in the representation of ethnicities and minorities in *Project English* series. The first one is on the introduction page of *Project English 1*, and all the children are Caucasians. They are from the United Kingdom, the United States and Australia. There are not any children from other nationalities or ethnicities on this page. The only entity from another country is the personal computer who is designed as partly computer and partly human. The presence of computer from Japan is significant in that the country was the most important actor in the world in the area of technology. Stereotypically, the Japanese are generally thought to be intelligent. In the rest of the series, almost all the people portrayed in *Project English* series are Caucasians. They seem happy and do not have any problems (PE1, p. 14, p. 53, PE3, p. 14).

The second example is a part called *Roots* in *Project English 2* (pp. 11 - 14). This part talks about slavery in the past with reference to African-American writer Alex Haley's book *Roots*. It briefly describes Haley's great grandfather's life as a slave. In the introduction part of the activity, Haley is called 'Black American' writer. Obviously, the term African-American was not fashionable yet. The reasons and

results of slavery, historical flow of the practice and dates are not presented. Haley's grandfather's name is Kunta Kinte. The activity is about the life of an enslaved man in America. But the names and the race(s) of the four men are not given. Only the faces of the two Caucasian men in the activity can be seen vaguely in this activity in *Project English 2* (p. 11). It is not possible to see the faces of his master and the doctor who bought him later, either. In the other pictures only Kunta Kinte and his family members can be seen. The name of America is stated in two different places in the activity. If the activity is not inspected by the learner carefully, it is not so possible for him or her to realize that slavery was a common practice in America at the time.

Picture 1



WHO ARE YOU? ISSUE 1

4 ROOTS

Who are you?
Facts and descriptions are not enough.
What about your family?
Where do you come from?
What are your roots?

7 Alex Haley, a black American writer, wrote a book about his family. The book was called 'Roots'.

When he was a boy, his grandmother, aunts and uncles told him about their family.

Alex's great-great-great-great grandfather lived in a village in Africa. His name was Kunta Kinte. One day when he was sixteen, four men captured him. They took him to America in a ship and they sold him as a slave. Kunta Kinte never saw his home or his family again.

Two hundred years later, in 1967, Alex Haley, Kunta Kinte's great-great-great-great grandson went to Africa. He found the village and his long lost African relatives again.

Exercises

1a Match the two halves of the sentences. Draw a line between them.

Alex Haley	told him about Kunta Kinte.
Alex's grandmother	captured Kunta Kinte.
Kunta Kinte	wrote a book about his family.
Four men	bought Kunta Kinte as a slave.
A slave ship	never saw him again.
An American farmer	took Kunta Kinte to America.
Kunta Kinte's family	came from Africa.

b Re-tell the story.

11

Project English 2, p. 21

Another African-American character in addition to Kunta Kinte in the whole set is Jim in *Project English 2* (p. 89). Although it is clear from the captain's log that he is the captain of the spaceship, there is no sign of his superiority in the comic strip. On the contrary, it seems that female character, Jane, gives the orders (p. 91).

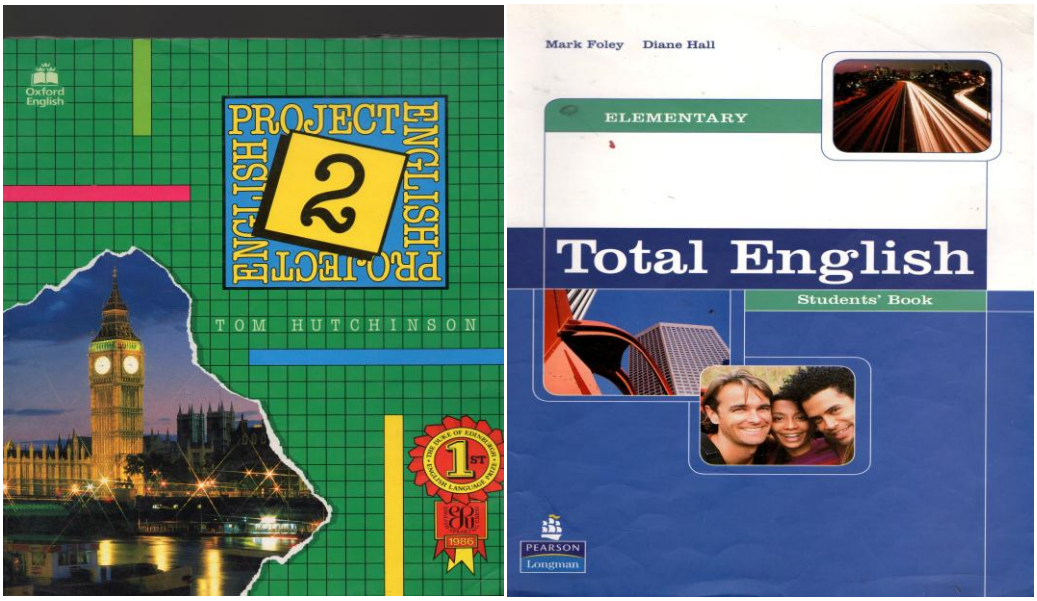
There is one Chinese (p. 54) and two French (p. 8) people in all the three books which means the people of other countries are not properly or proportionately represented in *Project English* series. In the *Project English* series, 96% of people in the pictures are Caucasians. The pictures of African-Americans make up the 3% of the total. The pictures of people from other countries comprise 1% of the total. There are no pictures belonging to Asians in the series. In the activities stated above, it clear that people of the countries and all the ethnic minorities including African-Americans are almost always excluded in *Project English 1* and *2* with the exception of Australia.

Although in *Project English* series, there are very few African-American characters, this is not the case in *Total English* series. Some degree of sensitivity is shown to ethnic and cultural minorities in *Total English* series. There are pictures of six people on the introduction page of *Total English Starter*. Three of them are Caucasians while there are two Asians and one African-Americans in the pictures. There are other ethnicities on the introduction page of *Total English Elementary* (p. 12). There are 155 pictures of African-American people in the whole series. Some of them are depicted as businessmen as in *Total English Starter* (p. 9). Famous tennis players, Venus and Serena Williams, are also part of an activity in *Total English Elementary* (p. 8). A famous African-American actor, Denzel Washington, is also one of the characters of the activity "This is your life" in *Total English Pre-intermediate* (p. 52). Although these African-Americans are not pictured as the main characters in the activities, Caucasians like Lonardo Da Vinci in *Total English*

Starter (p. 100) or the American Actress Renee Zellweger in *Total English Pre-intermediate* (p. 66) are depicted as main characters in the activities.

With regard to representation of different ethnic and cultural minorities, one striking example is the covers of the course books. There are three different pictures on the covers of the *Project English* course books. The NASA space shuttle Challenger with an American flag on it is printed on the cover of the first book. Big Ben clock tower in London was chosen as the picture of the second book. There is a tourist map of Britain on the cover of the third book. On the covers of *Total English* series, there are not any pictures related to British or American society. Instead, there are pictures of other people with different ethnic background.

Picture 2

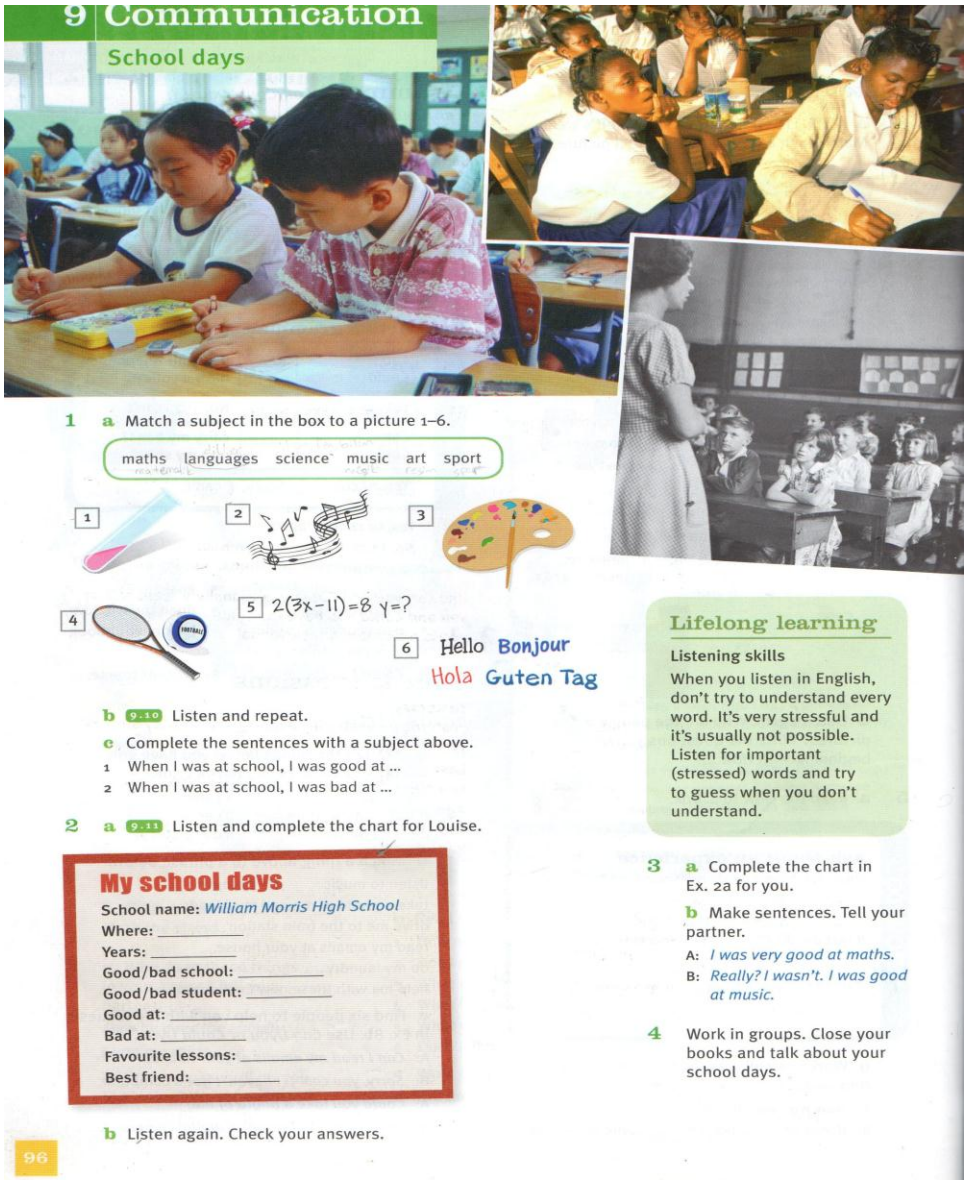


Project English 2, cover / *Total English Elementary*, cover

In *Total English* series, the activity named 'School days' indicates that *Total English* puts some emphasis on the equal representation of various ethnic backgrounds in the activities. There are three pictures shot in different schools in *Total English Starter* (p. 96). There are Asian students in the first picture while there are African-American students in the second photograph and Caucasians in

the third. It seems that the pictures in the activity are designed to set a balance between races and to reflect the multi-cultural aspect of the series.

Picture 3



9 Communication

School days

1 a Match a subject in the box to a picture 1–6.

maths languages science music art sport

1 2 3 4 5 6

5 2(3x−11)=8 y=?

6 Hello Bonjour Hola Guten Tag

b 9.10 Listen and repeat.

c Complete the sentences with a subject above.

1 When I was at school, I was good at ...

2 When I was at school, I was bad at ...

2 a 9.11 Listen and complete the chart for Louise.

My school days

School name: *William Morris High School*

Where: _____

Years: _____

Good/bad school: _____

Good/bad student: _____

Good at: _____

Bad at: _____

Favourite lessons: _____

Best friend: _____

b Listen again. Check your answers.

Lifelong learning

Listening skills

When you listen in English, don't try to understand every word. It's very stressful and it's usually not possible. Listen for important (stressed) words and try to guess when you don't understand.

3 a Complete the chart in Ex. 2a for you.

b Make sentences. Tell your partner.

A: *I was very good at maths.*

B: *Really? I wasn't. I was good at music.*

4 Work in groups. Close your books and talk about your school days.

96

Total English Starter, p.96

In *Total English* series, it is not possible to say there is a great balance among ethnic minorities, or ethnic cultures in both pictures and activities although people from other ethnicities are visible in some activities. There are African-Americans, and Asians in almost all activities, but they are not proportionately represented. Caucasians make up 60% and African-Americans comprise 14% in almost 74% of

the total amount of pictures in *Total English* series while 26% of the people in the pictures come from Asian origin and Caucasians from other countries. The authors of the book have tried to choose the names and the celebrities from the countries all around the world (TEE, p. 6; TES, p. 13). This is not the case for *Project English* series.

As regards the types of occupation and gender representation, it is possible to observe a variety of differences in both *Project English* series and *Total English* series. The people whose occupations are covered in the first *Project English* course book are paperboy (p. 24), dj (p. 45), bank clerk, teacher, miner, dentist, pilot, secretary, and policeman (p. 48). The authors include teacher, dentist and doctor in more than one activity. All the teacher characters in all three *Project English* course books are females while dentists and doctors are both female and male. As the faming requires labor work, generally farmers are described as male in books. However, the farmer in the first *Project English* course book is female and strikingly she is depicted to be driving a tractor in *Project English 1* (p.48). *Project English* series talks about the professions in a limited scope. There is a part named “Risk” in *Project English 3* (p. 91). In *Project English 2,* there is a chauffeur and a butler whose occupations are outdated or not commonly known today (p. 23).

In *Total English* series, occupations are represented differently from the *Project English* series. Unit 6 of *Total English Starter* has architect, sales rep., designer, reporter, chef and builder (p. 62). In the picture in the vocabulary activity, the occupations are evenly distributed between the genders and two of the people in the pictures are African-Americans. Eighteen jobs are presented in the part “Work on the web” (TEE, p. 10). There are two African-Americans in the activity and genders are equally represented in the pictures of jobs as in most of the activities

in *Total English* series. However, the computer programmer who is seen in the activity “Work on the web” is not seen in *Project English* series because the computers were not so widely used at the time and not a part of popular culture.

As regards gender representation, there is a number of remarkable examples in *Total English* and *Project English* series. One significant example of gender representation in *Project English* is in the activity ‘Children of Courage’ in *Project English 2* (p. 16). The three students in this activity have saved the lives of people bravely. They are all male, white, and English. Females, African-Americans and people from other nationalities are not represented as life savers figures. The people whom they have saved are all male. Females are totally excluded in this activity.

In *Total English* series, the activities show direct contrast in gender representation between the two sets. There is an activity called “Going to Extremes” in Unit 4 in *Total English Pre-intermediate* (p. 36). This activity is about two people climbing up Mount Everest and diving 160 meters below the surface of the sea. One of them is male and the other one is female. In this activity and some other activities in *Total English*, the authors have paid attention to the balance between the genders in *Total English Pre-intermediate* (pp. 66, 88) and in *Total English Starter* (pp. 64 - 65, 90, 94).

While there are 12 instances of regional identity in *Total English* series, the number is 10 in *Project English* series. However, there is only one example related to regional identity of expanding/outer circle countries. This occurrence is 1 with the percentage of 10 while it is 5. This indicates that there is an imbalance in the occurrence of regional identities between two series.

In both *Total English* and *Project English series*, there are few samples of ‘regional identity, including language as stated in table 4. However, in terms of choice of

words and the representation of the high and low frequency words, there are some differences between the two series.

In *Project English* series, there is no systematic approach in the choice of words as there are some low frequency words that are not suitable for the level of the learners. In an activity in *Project English* series, the term o-level (Ordinary Level) , a subject-based qualification conferred as part of the General Certificate of Education (GCE) and introduced as part of British educational reform in the 1950s, is explained to the learners in the job advertisements asking for the requirements of English and mathematics level. In the activity, requirements for applying for a job in the United Kingdom like exam scores, and certificates include very specific terms and vocabulary which are above the level of the learners. In *Total English* series, it is not possible to find activities with such specific vocabulary. Detailed examination of *Total English* series shows that almost all the words in the vocabulary list are high frequency words that can be used in daily interaction of the learners.

Project English series represents two cultures, namely British and American Cultures while *Total English* series has a multicultural nature. The effects of this difference can be seen in the representation of social identities and social groups. There is an imbalance in the representation of ethnic and cultural minorities, occupations, genders and regional identities between *Total English* and *Project English* series.

3.2.2 Social Interaction

Table 5. Social Interaction

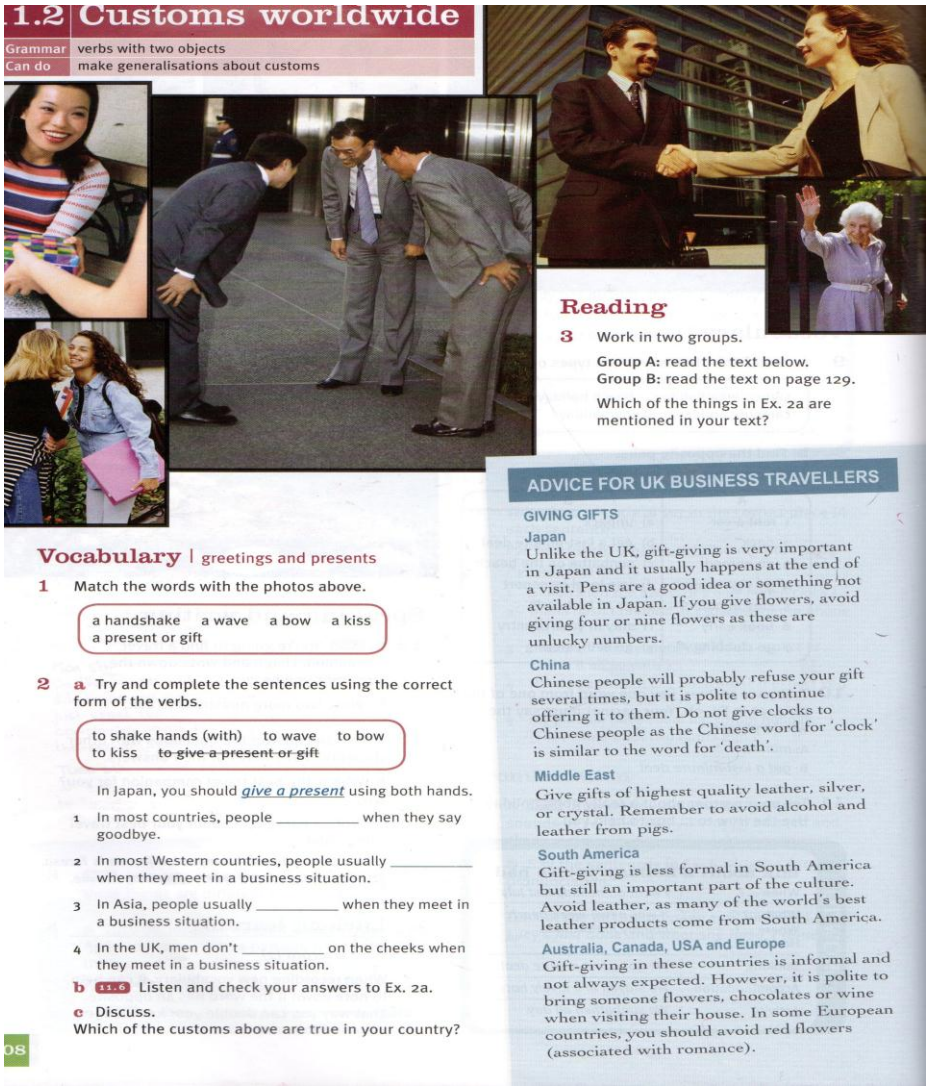
	Total English Series				Project English Series			
	Inner Circle Countries		Expanding / Outer Circle Countries		Inner Circle Countries		Expanding / Outer Circle Countries	
MINIMUM CONTENT	F	%	F	%	F	%	F	%
Greetings at different level of formality	247	98,02	5	1,98	130	100	0	0
Flaws in communication	7	100	-	-	2	100	-	-
Levels of formality in language	198	100	-	-	126	100	-	-
Taboo Words	2	100	-	-	3	100	-	-

KEY: F: Frequency of occurrence / - : N/A (Not applicable)

Social interaction is one of the other criteria to be exploited in this study. Greetings at different level of formality, flaws in communication, levels of formality in language, taboos are the elements of the minimum content under this heading. As is shown in the table above, there are many instances of ‘Greetings at different level of formality’. However, greetings at different level of formality in expanding / outer circle countries are represented with 5 occurrences in *Total English* series while there is no instance of this content in *Project English* series. There are very few examples of ‘Flaws in communication’ in the activities of the series. While flaws in communication appears 7 in *Total English* series, it occurs 1 time in *Project English* series. ‘Levels of Formality’ are represented in 198 times in *Total English* series while it is found in 126 activities in *Project English* series. As is seen the

table, ‘Taboo words’ are used 5 times in total, with the occurrence of 3 in *Project English* series and 2 in *Total English* series.

Picture 4



1.2 Customs worldwide

Grammar verbs with two objects
Can do make generalisations about customs

Vocabulary | greetings and presents

1 Match the words with the photos above.

a handshake a wave a bow a kiss
a present or gift

2 a Try and complete the sentences using the correct form of the verbs.

to shake hands (with) to wave to bow
to kiss ~~to give a present or gift~~

In Japan, you should *give a present* using both hands.

1 In most countries, people _____ when they say goodbye.
2 In most Western countries, people usually _____ when they meet in a business situation.
3 In Asia, people usually _____ when they meet in a business situation.
4 In the UK, men don't _____ on the cheeks when they meet in a business situation.

b 11.6 Listen and check your answers to Ex. 2a.

c Discuss.
Which of the customs above are true in your country?

108

Reading

3 Work in two groups.
Group A: read the text below.
Group B: read the text on page 129.
Which of the things in Ex. 2a are mentioned in your text?

ADVICE FOR UK BUSINESS TRAVELLERS

GIVING GIFTS

Japan
Unlike the UK, gift-giving is very important in Japan and it usually happens at the end of a visit. Pens are a good idea or something not available in Japan. If you give flowers, avoid giving four or nine flowers as these are unlucky numbers.

China
Chinese people will probably refuse your gift several times, but it is polite to continue offering it to them. Do not give clocks to Chinese people as the Chinese word for ‘clock’ is similar to the word for ‘death’.

Middle East
Give gifts of highest quality leather, silver, or crystal. Remember to avoid alcohol and leather from pigs.

South America
Gift-giving is less formal in South America but still an important part of the culture. Avoid leather, as many of the world's best leather products come from South America.

Australia, Canada, USA and Europe
Gift-giving in these countries is informal and not always expected. However, it is polite to bring someone flowers, chocolates or wine when visiting their house. In some European countries, you should avoid red flowers (associated with romance).

Total English Pre-intermediate, p.108

With regard to greetings in different level of formality, *Project English* series and *Total English* series bear differences. In *Project English* series, there are not any activities especially formed for greetings, so it is not possible to talk about greetings at different level of formality in the course books. But there are different varieties of greetings in the activities of *Total English* series. There are also some activities prepared for only teaching greeting like greeting someone at the airport in

Total English Starter (p. 13) and welcoming a visitor to your place of work in *Total English Starter* (p. 74). There is an activity called “Customs worldwide” in *Total English Pre-intermediate* (pp. 108 - 109). The activity is about greeting and gift giving customs of countries around the world. Shaking hands, waving, bowing and kissing are presented in the vocabulary part and their appropriateness for each culture is discussed through sentences like “In the UK, men do not kiss on the cheeks when they meet in a business situation” (p. 108) or questions like “Do Asian people ever shake hands?” (p. 109). The practices of greeting and gift giving are discussed with the saying “when in Rome, do as Romans do” (p. 109)

In *Project English* series, there are not any flaws in the communication between people except for the use of pause fillers like “well, er” as in *Project English 1* (p. 38). Flaws in communication are not observed in *Total English* series, either. In the series, there are not any misunderstandings in the dialogues. Rather than the flaw of communications, dealing with the problematic situations politely by using certain structures is emphasized in one of the communication activities named ‘Excuse me, but…’ in *Total English Pre-intermediate* (p. 122).

Various patterns showing different levels of formality are observed in both *Total English* and *Project English* series. However, they are mostly taught formally in *Total English* series while they are observed in passages and in dialogues in *Project English* series. In *Project English* series, there are clues in activities on how to speak to elderly or to a teacher. They are examples of polite behavior and the importance of showing respect to the elderly in the British culture. The statements showing politeness like “sorry, excuse me, sir, miss” which English people widely use are observed in three dialogues in the book *Project English 1* (pp. 36, 58, 75) and in the dialogues in *Project English 2* (pp. 1, 8, 24, 46, 55, 57) while they are not taught systematically in *Project English* series.

In *Total English* series; however, they are taught as a part of the unit in addition to their coincidental appearance in the dialogues and activities. Making a simple request and asking permission in *Total English Starter* (p. 95), ordering food in a restaurant by using the polite request “I would like” in *Total English Elementary* (p. 40), writing a thank you note (p. 38) and asking polite questions (p. 40) in *Total English Pre-intermediate* are the subjects about the polite behavior in *Total English* series. Teaching these subjects reveal the patterns of the different layers of formality and the cultural variety for the learner.

Writing an informal letter about homeland (p. 51), writing an informal letter describing family members in *Total English Elementary* (p. 66), talking and writing about the daily routine (pp. 15 - 17), writing an informal email to update someone in your life in *Total English Pre-intermediate* (p. 11) and in *Total English Intermediate* (p. 11) are the activities about using the means of informal communication in English in a culturally appropriate manner. Though mainly writing activities are chosen, they are important in that they reflect the informal use of language. Formality is not neglected in *Total English* series either. Making a formal phone call in *Total English Intermediate* (p. 42), and writing a letter of complaint in *Total English Intermediate* (p. 36) are the activities through which instances of formal language can be observed.

As for taboo words, some differences are observed between *Total English* and *Project English* series. In the dialogues of *Project English*, there are not any samples of even informal language. However, use of slangs and taboo words are observed in a few cases in *Project English* series. There is an activity named ‘the argument’ in *Project English 3* (p. 69). It is about a group of teenagers going camping together. They have an argument for some reason and they are quarrelling among themselves. They use taboo words like “pig-headed” or slangs

like “smug”, “stupid”. In *Total English* series, some idioms that can be used in daily language are presented in a number of activities. There are activities solely for teaching idioms in *Total English Pre-intermediate* (pp. 6 - 7). “Party animal, couch potato” and “culture vulture” are a few of the idioms which are given in *Total English Pre-intermediate* (p. 6) and examples of such idioms in are observed in *Total English Intermediate* as well (p. 5, 99).

As for greetings and different levels of formality, the instances of expanding and outer circle countries are not observed in *Project English* series whereas they can be seen in *Total English* series, which indicates that there is a variety of cultural elements in *Total English* series. There are more examples of ‘Flaws in communication’ in *Total English* series, which could show that authentic language is used in the series. As regards ‘Levels of Formality in language’, *Total English* series holds the dominance over the *Project English* series and it is presented more systematically in Total English series, in which writing and speaking activities in every unit cover different levels of formality in language. Some inappropriate words are used in *Total English* series while some taboo words appear in *Project English* series, which shows that the authors of Project English series are not careful in the choice of words.

3.2.3 Belief and Behavior

Table 6. Belief and behavior

	Total English Series				Project English Series			
	Inner Circle Countries		Expanding / Outer Circle Countries		Inner Circle Countries		Expanding / Outer Circle Countries	
MINIMUM CONTENT	F	%	F	%	F	%	F	%
Cultural Elements that might influence learners' behavior	27	93,11	2	6,89	14	100	0	0
Mirrors of belief and behavior	3	60	2	40	16	100	0	0
Examining Indicators of moral values	1	50	-	-	1	50	-	-
Types of food associated with particular culture	62	76,55	19	23,45	43	95,56	2	4,44
Health Issues	8	100	-	-	2	100	-	-
Animal and Human Rights	7	100	-	-	2	100	-	-

KEY: F: Frequency of occurrence / - : N/A (Not applicable)

The belief and behavior criterion covers examination of the cultural elements that influence the learner's behavior in the material. Such things as religious buildings, types of food associated with a particular culture, health issues, and animal and human rights give clues about the cultural tendencies of people in a culture. This part mainly deals with the investigation of these cultural elements. As is shown in the table, 'Cultural Elements that might influence learners' behavior' are found in 29 instances in *Total English* series while it is represented 14 times in the activities of *Project English* series. Different form *Total English* series, 'Cultural Elements that might influence learners' behavior' related to outer/expanding countries are not observed in *Project English* series, which emphasizes bicultural nature of *Project*

English series. Out of 21 times of occurrence related to 'Mirrors of belief and behavior', *Project English* has 16 of the total. As is clearly seen in the table, Types of food associated with particular culture have been mentioned 126 times in different activities. Cuisines of different countries are mentioned 19 times in *Total English* series while the food of expanding / outer circle countries are observed 2 times in *Project English* series. Health issues are dealt with in 10 different activities in the series and it is the concern of an activity in *Total English* series 8 times. Although Project English series has 2 of the examples, they are important as they indicate the two different points of view from the point of view of culture. Out of 9 occurrences about animal and human rights, 7 belong to *Total English* series. Although the authors of *Total English* and *Project English* series are concerned about animal rights, they do not show the same sensitivity to the human rights as can be seen in the examples below.

As regards cultural elements influencing the learner's behaviors, there are two specific examples in the two course book series. The example in *Project English 1* is the advertisement of cereal on TV in the comic strip (p. 22), which indicates that TV had influence on the choice and behavior of the people even in the 1980s. The children in the strip get influenced by the advertisement and choose to eat cereals for the breakfast. Cereals are frequently consumed part of the breakfast in the British and the American cultures. The choice of corn flakes for the breakfast is also reflected in a different activity in *Project English 1* (p. 40). Similarly, the cues in *Total English* series indicate that TV still influences people's lives. There is an activity in *Total English Pre-intermediate* which is designed exclusively for a TV program. The activity "We're watching you" is about a reality show on TV (p. 78). One can watch the daily lives of people living in the same house.

Picture 5

8.2 We're watching you!

Grammar: Present Continuous; adverbs of manner

Can do: describe what you are doing now

Listening

1 Look at the picture and TV screens. Answer the questions.

1 Where are the people in the picture?
2 Where are the people on the TV screens?
3 Do you like this type of programme?

Grammar | Present Continuous

3 a Look at these sentences and the ones from Ex. 2b. Complete the Active grammar box.

She isn't shouting.
Are they talking? Yes, they are.
Is she resting? No, she isn't.

Total English Elementary, p.78

The minimum content, mirrors of belief and behavior, is reflected especially in the form of churches in *Project English* series while they are reflected in the form art galleries or mosques in *Total English* series. In an activity reflecting the mirrors of belief and behavior in *Project English 1*, there is a map of Carnforth, an English town (p. 30). The location of the churches is marked on this map in addition to the railways, roads and schools. Furthermore, out of six pictures on this page, two of them are churches. On the next page (p. 31), there is an exercise asking to locate different buildings including a church. There are many cathedrals marked in the maps of London (p. 69) and used in the activities (pp. 72, 78). However, in terms of pictures and content of the book, *Total English* series is religion-neutral. As the books reflect the daily lives of people from a multi-cultural aspect, the religious buildings are not presented in the maps or pictures as in one example of *Total English Elementary* (p. 59).

Examining the indicators of moral values, there are two contradictory examples in *Project English* and *Total English* series. The first example ‘examining indicators of moral values’ is from *Project English* series. In addition to teaching mathematics, geography and the other subjects to students, school generally teaches students both universal and national moral values. However, students in an exercise in *Project English 1* (p. 75) lie about being ill as an excuse of their absence the day before. Although the teacher realizes this and makes them confess the truth, the activity implies that a lie could sometimes be told as an excuse.

Picture 6

12.1 Is honesty the best policy?

Grammar: Second Conditional

Can do: say what you'd do in a hypothetical situation

Reading

1 Look at the photos. What can you see?

2 Read the text. Is it suggesting that:

a) people are honest?

b) people are dishonest?

c) people's honesty depends on the situation?

Honesty is the new policy!

Newsagents in train stations and other busy areas have a problem. How do you take small amounts of money (e.g. for newspapers) from a lot of people, but avoid long queues? WHSmith, a big newsagents in the UK, is trying a new idea. It has introduced ‘honesty boxes’. You take the newspaper you want, put the exact money into an honesty box and walk away. Does it work? Well, according to David McRedmond, managing director for WHSmith, customers have been honest. ‘We feel this idea is working very well.’

But before the big stores get too excited they should look at a recent ‘honesty survey’ done for a well-known TV programme. The programme arranged for a cashpoint to give out an extra ten pounds every time a customer withdrew money. A third of the people were honest and handed the money into the bank. The rest kept it. One man actually went back to the cashpoint twenty times to try and get rich quick!

It seems that people have an attitude of ‘They can afford it’ towards large banks and companies. In another test, shoppers were given too much change. It was found that in large supermarkets, people usually kept the extra change. However, in small shops, they would give it back.

(adapted from the *Independent on Sunday*)

Total English Pre-intermediate, p.116

In *Total English* series, there is an activity that shows direct contrast to the one stated above with regard to moral values. The name of the activity is “Honesty is the best policy” in *Total English* Pre-intermediate (p. 116). It is about the honesty

boxes where readers get newspaper from an open box and put the money into another open box next to it in the subway. Being honest is encouraged through this activity. There are no other activities in both *Project English* series and *Total English* series reflecting the moral values of other cultures. However, this comparison is important in that the presentation of cultural elements is not systematic in *Project English* series.

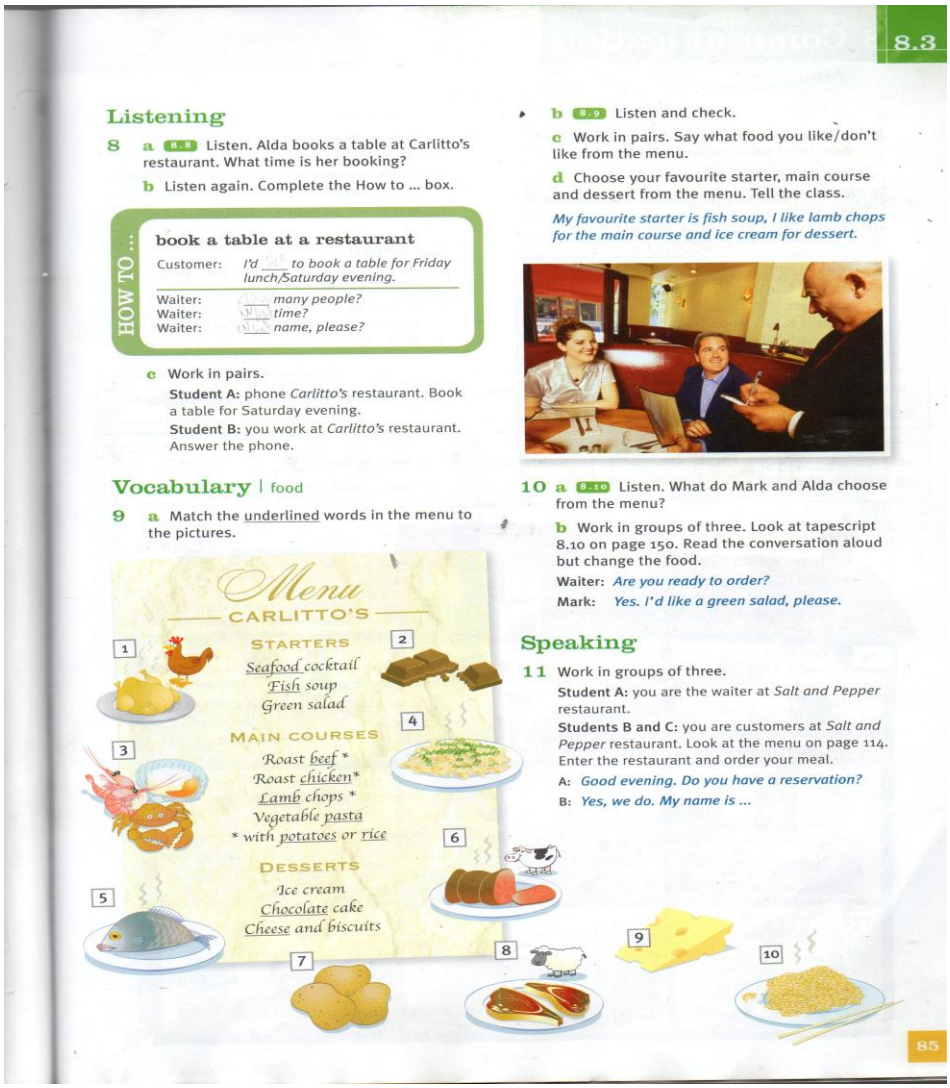
'Types of food associated with particular culture' is one of the most fruitful content areas in both *Project English* and *Total English* series. In *Project English* series, 'Types of food associated with particular culture' is limited to American and British culture only. The cuisine of other cultures is used in the activities. The subject of Unit 4 in *Project English 2* is eating. This unit is important in that it reflects eating habits of Americans and English people as the book series ignore those of other countries. The typical American food in the books is sirloin steak, Alabama chicken and American style breakfast. It is stated in *Project English 2* that the daily life is so fast and hectic in most of the cities in both the United States and the United Kingdom that they prefer fast and easy food like grilled meat and fast food (pp. 39, 44). As the United Kingdom is an island, sea food has an important place in their eating habits. There are different types of seafood in a menu in *Project English 2* (p. 39). Pork and pork-related food like ham are chosen as a part of a menu in a restaurant in *Project English 2* (p. 39). Examples of such food can also be seen in Unit 3 in *Project English 3* (p. 38).

Picture 7

Project English 2, p.39

With regard to ‘Types of food associated with particular culture’, there are lots of activities and information about cuisine of various cultures in *Total English* series. “Eating out” is one of the activities about food in *Total English Starter* (pp. 84 - 85). The first part of the activity is about restaurants representing different cultures and their food. The menu of one of the restaurants is presented and the cuisine of almost every culture is seen in this activity.

Picture 8



8.3

Listening

8 a 8.8 Listen. Alda books a table at Carlitto's restaurant. What time is her booking?

b Listen again. Complete the How to ... box.

HOW TO ...

book a table at a restaurant

Customer: *I'd ___ to book a table for Friday lunch/Saturday evening.*

Waiter: *___ many people?*
Waiter: *___ time?*
Waiter: *___ name, please?*

c Work in pairs.
Student A: phone *Carlitto's* restaurant. Book a table for Saturday evening.
Student B: you work at *Carlitto's* restaurant. Answer the phone.

Vocabulary | food

9 a Match the underlined words in the menu to the pictures.

Menu
CARLITTO'S
STARTERS
Seafood cocktail
Fish soup
Green salad
MAIN COURSES
Roast beef *
Roast chicken*
Lamb chops *
Vegetable pasta
* with potatoes or rice
DESSERTS
Ice cream
Chocolate cake
Cheese and biscuits

b 8.9 Listen and check.

c Work in pairs. Say what food you like/don't like from the menu.

d Choose your favourite starter, main course and dessert from the menu. Tell the class.

My favourite starter is fish soup, I like lamb chops for the main course and ice cream for dessert.

10 a 8.10 Listen. What do Mark and Alda choose from the menu?

b Work in groups of three. Look at tapescript 8.10 on page 150. Read the conversation aloud but change the food.

Waiter: *Are you ready to order?*
Mark: *Yes. I'd like a green salad, please.*

Speaking

11 Work in groups of three.
Student A: you are the waiter at *Salt and Pepper* restaurant.
Students B and C: you are customers at *Salt and Pepper* restaurant. Look at the menu on page 114. Enter the restaurant and order your meal.
A: *Good evening. Do you have a reservation?*
B: *Yes, we do. My name is ...*

85

Total English Starter, p.85

There is an activity allocated to cuisine of Iran in *Total English Intermediate* (p. 68 - 69). Traditional food of the country is explained in a detailed way. The name of the activity is “the world’s best restaurant”, which suggests that the authors of the course book are not biased against other cultures because they have named a restaurant of another culture as the best restaurant in the world rather than labeling one of the English or American restaurants as the best. In the activity “Can I have an espresso, please?” in *Total English Starter* (p. 40), there is information about how to order food in café or coffee shop. The food in the activity is ordinary food like salad, sandwich or chocolate cake which can be found in the kitchens of many

cultures. However, there are almost all types of coffee in the activity such as black filter coffee, white coffee, cappuccino, iced coffee, espresso, instant coffee and their associated countries are explained in the activity, which also signifies the multi-cultural aspect of *Total English* series. There is also an activity in another unit that gives basic vocabulary about food types like soup, fruit, vegetables, main courses, desserts, starters, salad, drinks and snacks in *Total English Starter* (p. 75). *Total English* series teaches not only essential words about food and the food of other cultures, but also the English and American cuisine. There is a part named Jamie's kitchen which talks about the success story of an English cook in *Total English Pre-intermediate* (p. 26). The reading passage "Food around the world" is about different kinds of food which people choose to eat around the world. Their eating habits are reflected in the activities in two pages in *Total English Elementary* (pp. 36 - 37).

Picture 9

4.1 Shopping lists

Grammar countable and uncountable nouns; *How much?/How many?*

Can do talk about quantities and numbers

Food around the world

Regan Ronayne and Craig Caven and their children, Andrea (5) and Ryan (3), live in California. They are a typical American family. Regan and Craig both work and they don't usually have time to cook, so they like convenience food. The children love hot dogs, cereal and cola. They eat at fast food restaurants once a week.

The Ukitas live in Tokyo, Japan. Kazuo Ukita lives with his wife, Sayo, and his daughters Mio (17) and Maya (14). He works in a bookshop. Sayo cooks breakfast before Kazuo leaves for work at 7.00 a.m. They have dinner together at home in the evenings. They eat a lot of fish and rice. Sayo cooks all the meals for her family.

Ramón Costa, his wife Sandra and their children, Lisandra (16) and Favio (6), live in Havana, Cuba is a tropical country so they eat a lot of fresh fruit – pineapples, watermelons, bananas, and papayas. Families in Cuba have ration books. These show how much food the family can buy every month.

Reading

2 a Read the text quickly and tick (✓) the countries it talks about.

Japan ☐ Britain ☐ Spain ☐ Cuba ☐

Russia ☐ United States ☐

b Read the text again and tick (✓) the correct answers.

Which family...	Ronayne	Ukita	Costa
1 eats a lot of fish?	☐	☑	☐
2 eats fresh fruit?	☐	☐	☐
3 has a ration book?	☐	☐	☐
4 eats at fast food restaurants?	☐	☐	☐
5 doesn't have time to cook?	☑	☐	☐
6 has dinner together?	☐	☐	☐

Grammar | countable and uncountable nouns

3 a Look at the picture and answer the questions.

1 Can you count the eggs?

2 Can you count the cereal?

3 Which is uncountable, *eggs* or *cereal*?

Vocabulary | food and drink

1 Look at the photo and find these things.

orange juice ☐ cereal ☐ bananas ☐

carrots ☐ cola ☐ minced beef [A] water ☐

36

Total English Elementary, p.36

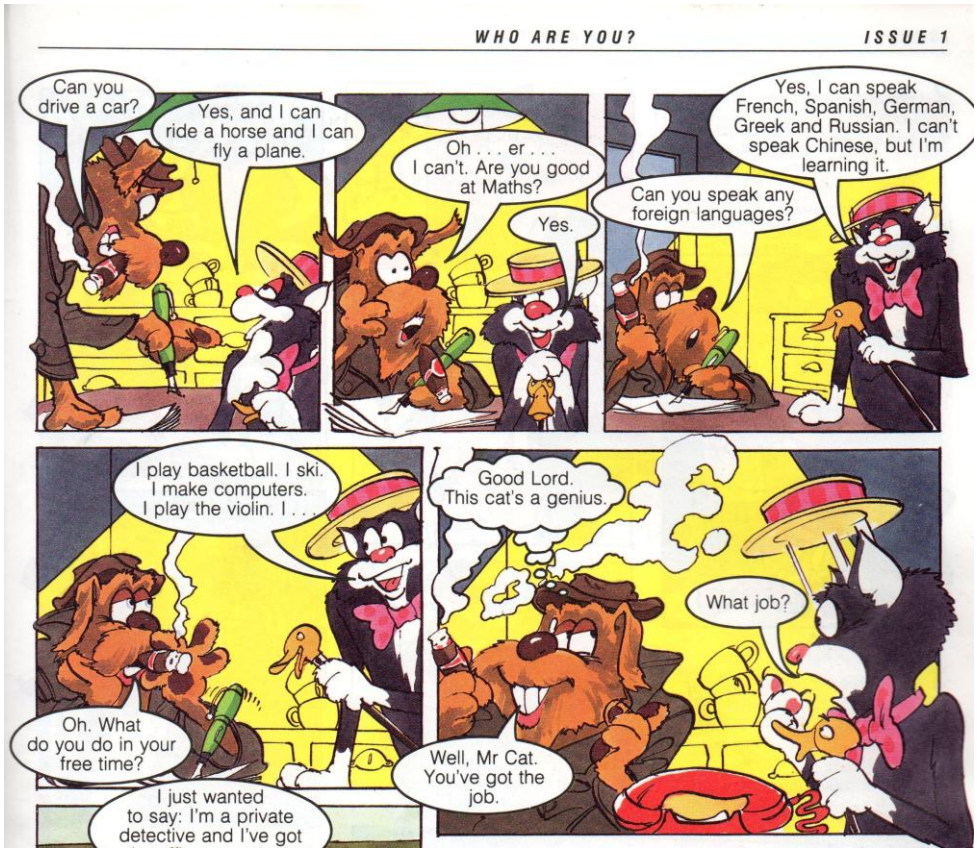
As regards ‘Types of food associated with particular culture’, great emphasis is put on fast food restaurants in both *Project English* and *Total English* series. In *Project English 2*, there is also a part describing a fast food restaurant as part of British and American culture in a detailed manner (p. 44). This activity talks about how to buy and eat food in those restaurants. Whether the food served in those restaurants is healthy or unhealthy is not mentioned in the activity. It also clarifies why it should be preferred to ordinary restaurants. Although there is an activity related to the ordinary restaurants in *Project English 2* (p. 44), fast food restaurants are implied to be more convenient by means of a motto: ‘it’s easy; it’s cheap; it’s fast’. In *Total English* series, the fast food restaurants are also covered as a part of American culture and popular culture all around the world, Ordering food in the fast food restaurant is the topic of the activity “Ready to order” in *Total English Elementary* (p. 40). The typical food, the common phrases and the vocabulary like “side orders” to be used in a fast food restaurant make the main content of this part.

As regards health issues, there are two obvious examples. One of them is related to fast food and the other one is about smoking. Like in *Project English* series, there is not anything about whether fast food is healthy or not in the activity “Ready to order” in *Total English Elementary* (p. 40). However, on the previous page in *Total English Elementary* (p. 37), types of healthy and unhealthy food are dealt with. Burgers and fries are categorized as unhealthy food, in a different manner from *Project English* in which consuming fast food is encouraged.

Smoking is another problematic issue in the series. Hot Dog, the dog detective, smokes in 4 comic strips out of 7 in *Project English 2*. He appears as a smoker not only in the comic strips but also in the other cartoons in the book. There is a man in the cartoon strip who smokes in *Project English 2* (p. 76). Different characters

smoke cigarette or pipe in *Project English 3* (pp. 9, 56). It is clear that the authors of the series do not pay so much attention to the health issues. However, *Total English* series is sensitive about smoking. There are not any pictures of smokers. There is only one picture about smoking in *Total English Elementary* and it is the "No-smoking" sign (p. 106).

Picture 10



Project English 2, p.9

As for 'Animal and Human rights', in *Project English 2*, the unit "Progress and Change" has an activity named "Save the Whale" (p. 63). The activity talks about the rights of the animals and gives detailed information about whale hunting. There are figures and statistics about whale hunting. Even the history of whale hunting is given briefly in an attempt to teach the differences between the simple past tense and present perfect tense. This part clearly indicates that the author of the series is very sensitive to animal rights. However, they do not show the same sensitivity to

human rights. Such detailed information is not given about the history of slavery in Britain and America in “the Roots” in Unit 1 in *Project English 2* (pp. 11 - 14).

Picture 11

6.3 Mandela's garden

Grammar: uses of *like*
Can do: describe a favourite place

Reading

1 What do you know about Nelson Mandela? Write down as many facts as you can and compare with a partner.
He was in prison for a long time.

2 a Match the pictures on the charity leaflet with the phrases.

water plants
plant seeds
harvest the fruit/vegetables
get rid of weeds

b Discuss.
How do you think the words above are connected with Nelson Mandela?

3 Why do you think the title of the leaflet is *Garden of Freedom*? Read the leaflet and check your ideas.

4 Read the leaflet again and answer the questions.
1 Who started the garden in Kabwe prison?
2 How did gardening help Mandela?
3 What is the main reason for the garden at Kabwe prison?
4 Why did Mandela start his garden?
5 Where did Mandela make his garden?
6 Who helped him to make the garden?
7 Why was the garden a 'small taste of freedom'?
8 What does Mandela compare the garden to?

5 Would you like to read *Long Walk to Freedom* by Nelson Mandela. Why/Why not?

60

Garden of Freedom

The charity *Seeds for Africa* has started its first prison vegetable garden at Kabwe Prison in Zambia. There are 500 prisoners at Kabwe Prison and the prison garden will give them fresh vegetables to eat. More importantly, the prison staff hope that the garden will increase the prisoners' self-esteem[1]. The Kabwe Prison garden was inspired by Nelson Mandela who spent twenty-seven years in prison in South Africa. Gardening helped Mandela to increase his self-esteem.
'My garden was my way of escaping what surrounded us. I looked at all the empty space we had on the roof and how it got sun the whole day.
I decided I'd like to start a garden and after years of asking, I received permission[2]. I asked for sixteen large oil drums and asked the staff to cut them in half for me. They then filled each half with soil, and created thirty-two giant flowerpots.
A garden was one of the few things in prison that I could control. It gave me the simple but important satisfaction of planting a seed, watching it grow, watering it and then harvesting it. It was a small taste of freedom. In some ways, I saw the garden as being like my life. A leader must also look after his garden; he too, plants seeds and then watches, cultivates[3], and harvests the result.'
(adapted from *Long Walk to Freedom* by Nelson Mandela)
To find out more about the prison garden and other projects go to **www.seedsforafrica.org**

Glossary
[1] *self-esteem* = good feeling about yourself
[2] *receive permission* = someone in authority says you can do something
[3] *cultivate* = prepare and use land for growing plants

Total English Pre-intermediate, p.60

Total English series follows a similar path in terms of ‘Human and Animal Rights’. There is a lot of space allocated for the animal rights in *Total English*. The main activities about saving animals are “Zoos: for or against?” (p. 98) and “Animal Protection” (p. 102) in *Total English Pre-intermediate*. There are two activities associated with human rights. One of them highlights the problem of poverty in Africa in *Total English Intermediate* (p. 108). The other activity that can be associated with human rights is “Mandela’s Garden”. The reason why he is in prison is not stated either. The facts about Mandela are left to the learners with the question at the beginning of the activity: ‘What do you know about Mandela? Write down as many facts as you can.’

‘Belief and Behavior’ is a criterion that contains various examples of cultural elements. Cultural Elements that might influence learners’ behavior are dominant in *Total English* series. The total number of occurrence related to ‘Mirrors of belief and behavior is 21. 16 of them are in *Project English* series and most of them are related to religious buildings as is stated above. The figures suggest that *Total English* series has religion-neutral nature. The two series share two contradicting examples of ‘Examining indicators of moral values’ content. While the example in *Project English* is negative, the one in *Total English* series is positive. The number of examples is limited in ‘Examining indicators of moral values’, so it not true to make generalizations about values with reference to two examples. There are various types of foods associated to outer and expanding circle countries in *Total English* series while they are limited to only a few examples in *Project English* series, which shows multicultural nature of *Total English* series. Health issues are dealt with differently in the series. Characters smoke cigarettes and eating in the fast food restaurants is promoted in the *Project English* series different from *Total English* series. Different from the *Project English* series, the authors of *Total English* series are more concerned about animal rights. As for the human rights, it is not possible to say the same thing.

3.2.4 Socio-political Institutions

Table 7. Socio-political Institutions

	Total English Series				Project English Series			
	Inner Circle Countries		Expanding / Outer Circle Countries		Inner Circle Countries		Expanding / Outer Circle Countries	
MINIMUM CONTENT	F	%	F	%	F	%	F	%
Health-care	1	100	-	-	0	0	-	-
Law and order	0	0	-	-	1	100	-	-

KEY: F: Frequency of occurrence / - : N/A (Not applicable)

In *Total English* and *Project English* series, the authors do not allocate any space to the socio political institutions of inner and expanding / outer circle countries. There are not any units or activities especially about politics, so there is not any information about structure of governments and elections in the series. So the scope of this criterion is limited to “health care” and “law and order”. There is a part called “Doctor doctor” in *Total English Pre-intermediate* (pp. 70 - 71); however, health care institutions or hospitals are not the subject of the activity. Hence, it is not possible to find any information about health-care systems or how a hospital works in a country or their features associated with culture.

Two law-courts are depicted in Unit 5 in *Project English 3* (pp. 60 - 61). One of them is in England while the other is in Australia. There are three pictures related to judicial system. Both judges and the lawyers wear wigs and robes in the court as a traditional symbol of office. Terms associated with law like “your honour” are observed in the activity, and criminals are found guilty and convicted accordingly in both cases which clearly indicate that the court is fair in their judgments.

3.2.5 Socialization and the Life-Cycle

Table 8. Socialization and Life Cycle

	Total English Series				Project English Series			
	Inner Circle Countries		Expanding / Outer Circle Countries		Inner Circle Countries		Expanding / Outer Circle Countries	
MINIMUM CONTENT	F	%	F	%	F	%	F	%
Dates and festivals	22	78,58	6	21,42	32	100	0	0
Teaching procedures to introduce routine/recipe knowledge	43	100	-	-	4	100	-	-
Age and relationships between generations	5	100	-	-	7	100	-	-
The effect of technology on life-cycle	23	100	-	-	1	100	-	-
The practices associated with the culture	76	92,69	6	7,31	56	100	0	0
Socialization in the family	6	100	-	-	10	100	-	-
The influence of popular culture on life cycle	26	100	-	-	2	100	-	-

KEY: F: Frequency of occurrence / - : N/A (Not applicable)

Dates and festivals, events especially those marking significant moments in the life cycle like wedding and graduation are important parts of social life. In language teaching, teaching procedures to introduce routine, recipe knowledge to the students like how to use public transport and appropriate behavior in a restaurant

are essential subjects in order for them be fluent in language they learn. Age and relationships between generations, the effects of technology on life-cycle, practices associated with a culture, socialization in the family and influence of popular culture on life cycle are the minimum content of criterion. As can be seen in the table above, the occurrences dates and festivals in *Total English* series are 22 while the frequency of occurrence is 32 in *Project English* series. However, different from *Project English* series, dates and festivals of expanding / outer circle countries appear in *Total English* series. As for 'Teaching procedures to introduce routine / recipe knowledge' *Total English* series far outweighs *Project English* series with 43 appearances while *Project English* series has 4 appearances. It is clear from the table that the occurrences of 'Age and relationships between generations' is almost equal in *Total English* and *Project English* series. With regard to 'The effect of technology on life-cycle', there is only one example in *Project English* series whereas the number is 23 in *Total English* series. In *Total English* series, the total occurrences of 'The practices associated with the culture' are higher than the ones in *Project English* series. Subjects related to families appear 10 times in *Project English* series while the number of occurrence is 6 in *Total English* series. As far as 'The influence of popular culture on life cycle' is concerned, *Total English* series far outweighs *Project English* series. There are 26 occurrences in *Total English* series while the number is 2 in *Project English* series.

Dates and festivals contain significant cultural elements. One can find the cultural elements of moral values and people's beliefs in dates and festivals. There is a part called "dates and festivals" in Unit 8 in *Project English 3* (pp. 100 - 103). Important dates and public holidays of England are listed at the top of the page in *Project English 3* (p. 100). There are 18 important dates and festivals in the list. There are not only religious festivals like Christmas Day celebrated by Christians but also global ones like Mother's Day in the list which are celebrated by majority of

people around the world. Holidays belonging to British culture like Boxing Day are presented in the list as well. An activity with the greeting cards of these dates is an indicator of how important these dates are for the British culture. The next activity in the same unit in *Project English 3* is Christmas (p. 101). It offers information about Christmas and its importance for England. The activity goes on with a short quiz about Christmas. There is a variety of information about Christmas in the activity. A number of greeting cards and a Christmas carol are presented in the activity. Valentine's Day is the topic of an activity in *Project English* series. Valentine's Day during which lovers express their love for each other by presenting flowers, offering confectionery, and sending greeting cards (known as 'Valentines') is widely celebrated in most countries in the world. However, detailed information is not given about the Valentine 's Day in the activity in *Project English 2* (p. 38). The people in pictures are only talking about the cards they got. At the end of the strip, one of the girls has got a funny Valentines' Day card. One of the activities in *Project English 2* is a birthday party called "come to our party" (pp. 40 - 43). Children and adults sometimes have parties for their birthdays. They gather and have fun. This is a common practice nationally in British and American cultures but also in many cultures around the world as well especially for the children. In *Total English* series, there are no activities including important dates and festivals associated with either English speaking or other countries around the world.

In order to introduce students to routine knowledge like how to use public transport, prepare food and behave appropriately in a restaurant, there are 7 activities in the *Project English* series. Five of them are in the second book and two of them are in the last one. A potato cake recipe, served in traditional breakfasts along with soda bread and toast in the United Kingdom, is given with pictures on two pages in *Project English 2* (pp. 48, 49). The topic of the next exercise is a pancake recipe, typically considered to be a breakfast food in the United States in *Project English 2*

(p. 50). In Unit 6, there are three exercises on routines. One of the activities in *Project English 2* is about the procedures on how to buy a ticket for such activities as cinema, theatre and zoo (p. 75). Another activity in *Project English 2* is about how to use public transport in a city (p. 76).

Picture 12

Project English 3, p.100

There are similar activities in *Total English Starter* about making simple interactions like buying tickets for a play or buying medicine from a pharmacy (pp. 44 - 45). There are some differences in the way of presentation in the activities. What is different in such an activity in *Total English Starter* (pp. 44 - 45) is that

there are African-American and Asian people in half of the pictures in the activity. People pay the price by credit card in two pictures out of four.

The last activity in *Project English 2* is about giving and getting directions (p. 78). One of the other activities on teaching procedures on the other *Project English* series is the warming-up exercise in *Project English 3* (p. 20). There is an activity describing both Continental, which is the size used in Europe, and British sizes in *Project English 3* (pp. 24 - 28). The British size of clothes and the continental size are taught comparatively in the activity. The focus points of the activity are the cloth types and how to buy clothes as procedural information. There is even a dialogue describing appropriate behavior while buying clothes in *Project English 3* (p. 26).

There are similar activities in *Total English* series like ordering food in a restaurant (p. 40), shopping at the market (p. 42) or booking a hotel room (p. 102) in *Total English Elementary*. The effect of developing technology on cultural practices could be observed in an activity in *Total English Starter* (p. 66). The activity covers online shopping as a reflection of contemporary practices which lead increasing number of people to do online shopping instead of going to the shops. The activity teaches both the basic vocabulary related to online shopping and the procedures.

In *Project English 2*, boys and girls do interviews with old people in the town for their school magazine (pp. 55 - 59). They ask about the changes in the street and the town. The elderly think that the people are less friendly today. They say although there were lots of hardships in the past, the life was better. The unit is one of the few activities where elderly people are seen.

There is an activity called “The truth about ageing” in *Total English Pre-intermediate* (p. 50). The activity is mainly about ageing process and the elderly. There are pictures of elderly people in the activity. Like in the *Project English*

series, elderly people are both presented in the activities and can be seen in the pictures of *Total English* series. There are parts designed for the family relations like in the activity “Family Relations” in *Total English Starter* (p. 20). There is also an activity in called “it’s never too late…” in *Total English Intermediate* (p. 96). The activity suggests that age is of no importance if one wants to succeed in an activity and tells the learners about the achievements of elderly people.

Technological devices used in the 1980s and the 2000s can be compared by exploring *Total English* series and *Project English* series. One of the points discussed in the unit “Progress and Change” is the negative effect of technology on the life of the people in *Project English 2* (p. 59). It is clear from the series that there are no mobile phones or few computers in the 1980s. There are a few technological means for people to spend their free time or have fun. In an activity, there is a boy who has bought a video recorder and spends too much time watching movies with his friend. They ignore their duties in the school magazine. There are some activities containing science fiction elements in *Project English 2* (pp. 89 - 91) and there are activities about space technology in *Project English 1* (pp. 86 - 87); however, there are no other activities about the effects of technology on daily life in *Project English* series. In *Total English* series, there are activities ranging from how to send emails (p. 24) to online shopping (p. 66) in *Total English Elementary*. These are indicators of the influence of global culture and changing technology on people’s lives.

The activity “the car boot sale” in *Total English Elementary* reflects the typical practices of the United Kingdom and the United States (p. 20). People sell their belongings they do not use or need during the car boot sale. “Garage sale” is more common in the American culture. This activity is designed to teach some common objects that are used daily life and countable-uncountable nouns. Another similar

activity is “the one million baseball” in *Total English Pre-intermediate* (p. 120). It is about the baseball game and its importance for the fans in the United States. Although *Project English* series do not give place to the cultures other than British and American cultures, there are not any specific activities related to these cultures like a baseball game or a garage sale.

In *Project English* series, there are many pictures describing families doing activities together (PE1, pp. 8 ,13 ,14 ,40, 53). There are families having breakfast and dinner, spending time at home and gathering with the elderly, enjoying beverages in the pictures. In an activity of *Project English 1*, children are given a number of responsibilities in the family. They set the table, do shopping, do the washing up, wash the car and tidy their room (pp. 55, 59, 60). They go shopping by themselves (p. 67). Children are not given such responsibilities in *Total English* series. Instead, they play games (p. 21), watch TV (p. 86) and do other activities as in *Total English Starter*. They are mostly with their families in the pictures. Cats and dogs are most of the time described as pets and members of the family in fourteen different pictures in *Project English 1*. They spend time with the family in both inside and outside the houses.

Picture 13

Project English 1, p.54 / *Total English Starter*, p.94

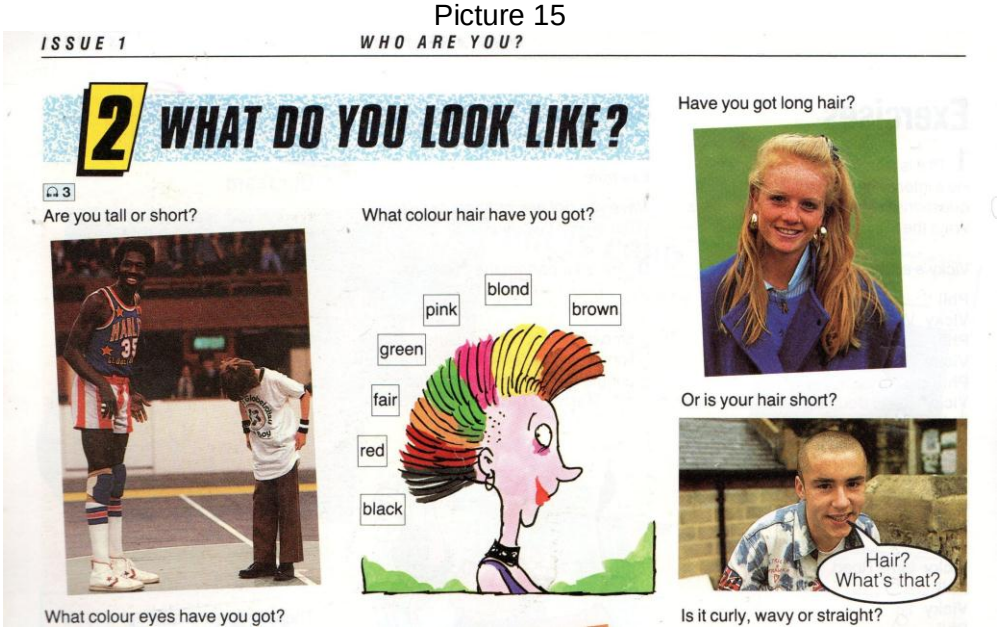
In the book *Project English 1*, it is almost always the female characters who do the ironing, cleaning and washing up (pp. 22, 52, 54, 55, 60). It is reflected as if it was their duty to do all the chores. There is a part called “Who does the housework now?” in *Total English Starter* (p. 94). In *Project English*, the household works are depicted as the duties of the women. Different from *Project English*, the activity in *Total English Starter* points out the fact that the men have begun to share the household chores now. This activity is an indicator of change in the habits and values in a culture.

Picture 14

Total English Starter, p.94

Punk rock is a rock music genre that developed between 1974 and 1976 in the United Kingdom, United States, and Australia. *Project English 2* has a unit aimed at teaching colors and this is done by means of the different colors on the hair of a punk rocker (p. 6). Punk rockers could be regarded as strange people because of their hairstyle, clothes and lifestyle. Still, they are included into an activity in *Project English 2* as a part the British and American culture. It is a typical example of popular culture in the 1980s.

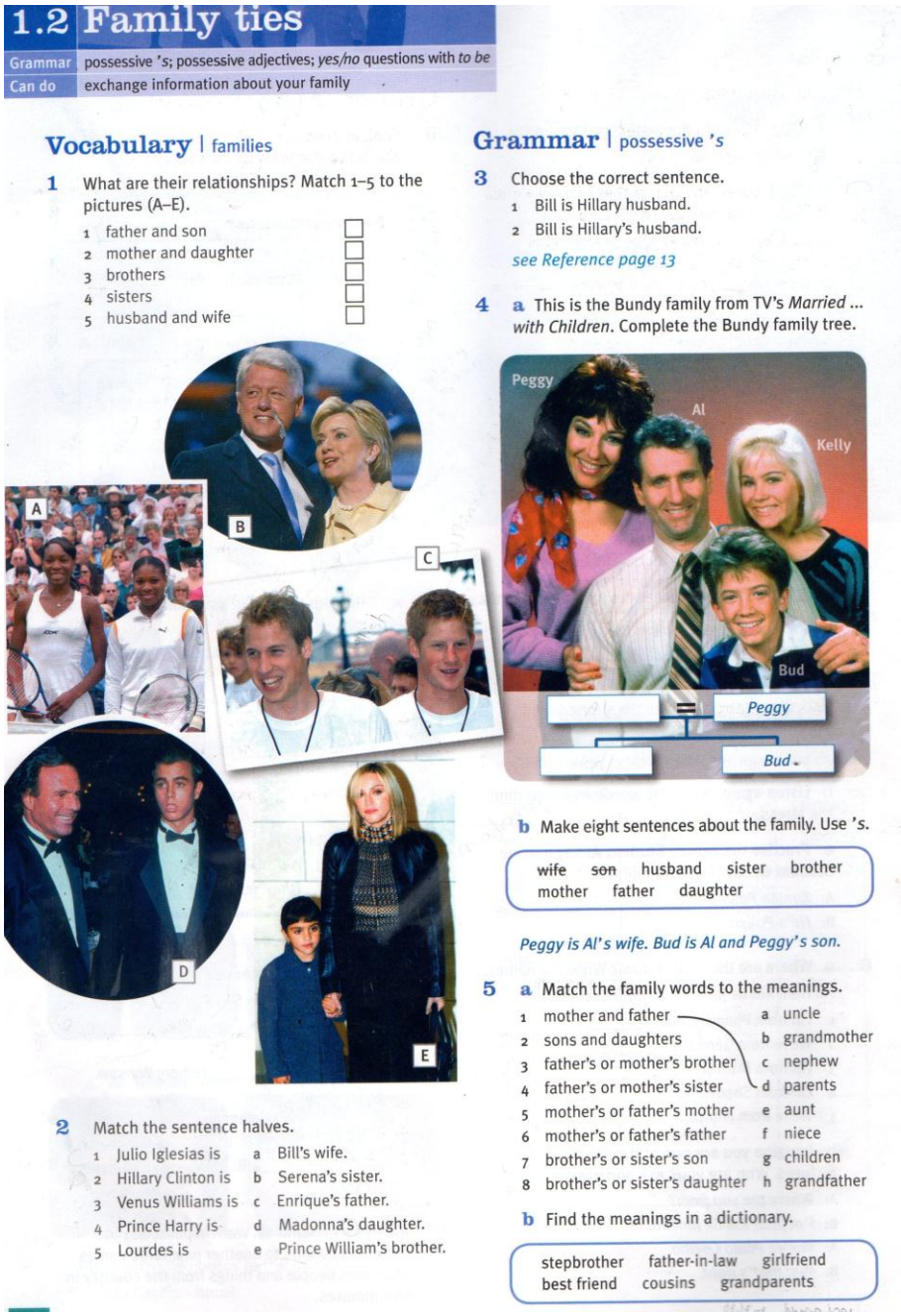
Picture 15



Project English 2, p.6

Using popular culture to attract learners' attention is a common practice among EFL course books. Popular culture is utilized in *Total English* series as well. Depicted as the typical American family in the popular TV series "Married with children", the Bundy family is used to give information about family ties in the activity in *Total English Elementary* (p. 8). However, different from *Project English* series, in addition to American and English celebrities (TEI, p. 51, 53) the pictures of famous people from other cultures are used in various activities in *Total English* series (TES, pp. 26, 90; TEE, pp. 6, 8, 74; TEP, pp. 60).

Picture 16



1.2 Family ties

Grammar: possessive 's; possessive adjectives; *yes/no* questions with *to be*

Can do: exchange information about your family

Vocabulary | families

1 What are their relationships? Match 1–5 to the pictures (A–E).

1 father and son
2 mother and daughter
3 brothers
4 sisters
5 husband and wife

2 Match the sentence halves.

1	Julio Iglesias is	a	Bill's wife.
2	Hillary Clinton is	b	Serena's sister.
3	Venus Williams is	c	Enrique's father.
4	Prince Harry is	d	Madonna's daughter.
5	Lourdes is	e	Prince William's brother.

Grammar | possessive 's

3 Choose the correct sentence.

1 Bill is Hillary husband.
2 Bill is Hillary's husband.

see Reference page 13

4 a This is the Bundy family from TV's *Married ... with Children*. Complete the Bundy family tree.

b Make eight sentences about the family. Use 's.

wife son husband sister brother mother father daughter

Peggy is Al's wife. Bud is Al and Peggy's son.

5 a Match the family words to the meanings.

1	mother and father	a	uncle
2	sons and daughters	b	grandmother
3	father's or mother's brother	c	nephew
4	father's or mother's sister	d	parents
5	mother's or father's mother	e	aunt
6	mother's or father's father	f	niece
7	brother's or sister's son	g	children
8	brother's or sister's daughter	h	grandfather

b Find the meanings in a dictionary.

stepbrother father-in-law girlfriend best friend cousins grandparents

Total English Elementary, p.8

As in most of the areas in *Total English* and *Project English* series, the content of 'Socialization and Life Cycle' reflects various cultures in *Total English* series different from the *Project English* series. In the criterion 'Socialization and life cycle', it has also richer content with regard to inner circle countries. Unlike *Project English* series, 'The effect of technology on life cycle' and 'The influence of popular culture on life cycle' can be easily observed in *Total English* series.

3.2.6 National History

Table 9. National History

	Total English Series				Project English Series			
	Inner Circle Countries		Expanding / Outer Circle Countries		Inner Circle Countries		Expanding / Outer Circle Countries	
MINIMUM CONTENT	F	%	F	%	F	%	F	%
Historical events	4	100	-	-	4	100	-	-
Presentation of inventions	9	60	6	40	4	66,67	2	33,33

KEY: F: Frequency of occurrence / - : N/A (Not applicable)

Historical events and presentation of inventions associated with cultures are chosen as the minimum content of the criterion for National History criterion. Historical events of expanding / outer circle countries are not mentioned in *Total English* series or *Project English* series. As for inner circle countries, there is also a balance between the representation of historical events between *Total English* series and *Project English* series as can be seen in the table. Out of 21 occurrences of presentation of inventions in both series, *Total English* series hold the dominance with the appearance of 15 times.

Project English series is fruitful in terms of 'historical events' and 'presentation of inventions'. *Project English* series is based on American and British English and the life and the culture of these countries. The historical events and important figures in history in the United States and the United Kingdom are inevitably mentioned throughout the series. Slavery (pp. 11 - 14) and Mary Rose incident (p. 24) in *Project English 2* and Mary, Queen of Scotland in *Project English 3* (pp. 50 - 53) are the examples of such events in *Project English* series. Five pages are allocated to the 'Mary Rose' incident in 1545 when a British ship sank while sailing

past the King Henry VIII of Scotland in *Project English 2* (p. 24). This historical incident is associated with the aim of teaching past continuous tense in the unit. In the next page (p. 25), there is an interview activity with the King asking his opinion about the disaster. The incident is not expressed thoroughly in the unit. However, there is an activity about lifting 'Mary Rose' out of the sea and aims to teach past continuous tense on the next page (p. 26).

In *Project English* series, there is abundant information about 'presentation of inventions'. The invention of wheel, the first manned hot air balloon, the discovery of the continent of America and the first man on the moon are depicted on the cover page of Unit 5 named "Progress and Change" in *Project English 2* (PE2, p. 51). Two of the landmarks of the human history on the cover page are related to Americans. The first manned hot air balloon was flown by French Montgolfier brothers in 1783. Although the inventor of wheel has not been identified, the inventors of the wheel in the picture are depicted as Caucasians and male characters. The first man who landed on the moon and the other space missions are also presented in *Project English 1* (p. 85). In the unit, it is represented as an important event in the history. Although the Soviet Union and Russia accomplished space missions, they are not presented proportionately. There is a part called Roots in *Project English 2* (pp. 11 - 14). It tells about slavery in America. Apart from the information given about the life of a slave and his family, it does not present any dates, places, cause and consequences of slavery although four pages are allocated to this topic.

In *Total English* series the information on 'historical events' and 'presentation of inventions' is scarce; however, there are many cultural elements of inner circle countries and it is not possible to see detailed historical events in these course books as they were written as international course books covering various cultures.

Historical places (p. 62), tourist destinations (pp. 10, 50) in *Total English Pre-intermediate,* museums (p. 52), famous monuments (p. 66) in *Total English Elementary* give cultural information about inner circle countries. *Total English* series does not cover topics like slavery, wars, landing on the moon comprehensively as there are not any historical events represented in the series. However, there are only a few pictures related to the history of Britain and the United States.

With regard to National History, although the historical events are equally represented in *Total English* and *Project English* series, there are more occurrences of presentation of inventions in *Total English* series. Inventions that happened in outer/expanding circle countries have more occurrences in *Total English* series as well, which clearly indicates that *Total English* series deals with the issues from a broader perspective.

3.2.7 National Geography

Table 10. National Geography

	Total English Series				Project English Series			
	Inner Circle Countries		Expanding / Outer Circle Countries		Inner Circle Countries		Expanding / Outer Circle Countries	
MINIMUM CONTENT	F	%	F	%	F	%	F	%
Climate, vegetation, and the natural environment	1	100	-	-	1	100	-	-
The effect of climate on the life of people	1	100	-	-	1	100	-	-
Presentation of seasons and weather conditions	5	100	-	-	8	100	-	-
Dealing with environmental issues	4	100	-	-	1	100	-	-

KEY: F: Frequency of occurrence / - : N/A (Not applicable)

In this study, national geography is another criterion in the investigation of cultural elements in the two course book sets. The minimum content of this criterion covers ‘climate, vegetation, and the natural environment’, ‘the effect of climate on the life of people’, ‘presentation of seasons and weather conditions’, and ‘dealing with environmental issues’. As is seen in the table, almost all the figures in minimum contents are equal except for ‘Dealing with the environmental issues’; however, the examples shows the remarkable differences between *Total English* and *Project English* series.

In both *Project English* and *Total English* series, there is one element to be contrasted with regard to ‘Climate, vegetation, and the natural environment’ and ‘the effect of climate on the life of people’ In *Project English* series, almost all the people in the photographs, except for the few in *Project English 1* (pp. 13, 49, 63), wear long sleeved shirts, jumpers, cardigans and coats. This is the reflection of the rainy and cloudy weather in the United Kingdom. In *Total English* series, there are people from various countries with differing climates around the world. Accordingly, people wear different types of clothes either casual (pp. 8, 10) or traditional (p. 105) in *Total English Elementary*.

As for ‘Presentation of seasons and weather conditions’, *Project English* series presents the information like in the geography class while *Total English* series gives more practical information that can be used in daily language. In *Project English* series, one of the activities related to geography is the “Temperatures” activity in Unit 3 in *Project English 2* (pp. 30 - 31). It gives general information about the geographical phenomena on Earth. The Earth’s tilt of 23.5 degrees and its influence on the temperatures of the different countries are expressed briefly. The topic of the next activity is the seasons in *Project English 2* (p. 31). The activity is more like a part of geography class. In *Total English* series, students are mostly

exposed to the information that they can use while communicating like in the activity 'Under the weather' in *Total English* series. The activity is designed to teach weather conditions. Instead of teaching geographical terms, it contains only the specific vocabulary to be used in the daily language like adjectives and common terms used to describe weather conditions and the illnesses caused by the changes in the weather.

In 'Dealing with the Environmental Issues', both *Project English* and *Total English* series bear resemblance to each other. 'Trees in danger' is an activity that shows sensitivity to nature in *Project English 3* (pp. 72 - 75). It tells learners that the forests around the Europe are vanishing because of the acid rains. It also shows how the acid rains occur and teaches types of trees growing in Europe. *Total English* series is sensitive to environmental issues and animal rights as well. 'Wildlife' is the unit related to animals in *Total English Pre-intermediate* (95-105). One of the activities in the unit is "Zoos: for or against?" The main point in the activity is about whether animals are supposed to be kept in captivity or not. "Animal protection" is the name of communication part in the same unit. The activity is about the charity organizations for the animals. What should be done to preserve the wildlife and to protect the animals, especially the endangered species is briefly explained in this part. Although there are some problems about their life, the reasons for the problems and their influences on people's life are not stated or explained clearly in the activities in *Project English 2* (pp. 11 – 14) and in *Total English Pre-intermediate* (p. 60).

As many of the pictures in *Project English* series were taken in the United Kingdom, the clothes of the people are suitable for the weather conditions in the United Kingdom. In *Total English* series; however, there are activities and pictures all around the world, so the effects of climate, vegetation, and the natural

environment and the effect of climate on the life of people are easily observed in both series. In ‘Presentation of seasons and weather conditions’, *Project English* series explains the terms as in the geography class while *Total English* series focuses on the daily use of weather conditions. Hence, as far as geography is concerned, *Total English* series reflects multicultural elements whereas *Project English* series has a bicultural nature.

3.2.8 National Cultural Heritage

Table 11. National Cultural Heritage

	Total English Series				Project English Series			
	Inner Circle Countries		Expanding / Outer Circle Countries		Inner Circle Countries		Expanding / Outer Circle Countries	
MINIMUM CONTENT	F	%	F	%	F	%	F	%
Classical authors and stories of their most widely known works	8	66,67	4	33,33	1	100	0	0
Classical musicians and painters	2	28,58	5	71,42	0	0	0	0
Cities	23	56,10	18	43,90	17	73,92	6	26,08

KEY: F: Frequency of occurrence / - : N/A (Not applicable)

Another criterion exploited to investigate the cultural elements in the two course book series is national cultural heritage. Classical authors and stories of their most widely known works, classical musicians and painters, cities that are associated with particular cultures are the minimum content of this criterion. Apparently, *Project English* series is based on American and British cultures whereas *Total English* series bears multi-cultural elements. As can be seen in the figures in the table, there are remarkable differences between Total English and Project English

series in the representation of the ‘National cultural heritage’. ‘Classical authors and stories of their most widely known works’, ‘Classical musicians and painters’ of both inner circle and outer / expanding circle countries appear several in *Total English* series whereas a classical author/poet is mentioned only once in the whole *Project English* series.

In *Project English* series, there is a typical example of ‘Classical authors and stories of their most widely known works’ in English literature. The third book of *Project English* series begins with an explanation about the pilgrims traveling to Canterbury cathedral in the Middle Ages (p. 1). It was a long journey and on the way pilgrims told stories to each other. It is also asserted at the very beginning of *Project English* that Geoffery Chacuer wrote down some of these stories in a book called *The Canterbury Tales*. It is asserted that *Project English 3* consists of lives and the stories of modern travelers. Two pictures are chosen to compare pilgrims in the Middle Ages and the modern group of travelers. The company they work for is Canterbury Holidays. In the first picture depicting the pilgrims of the Middle Ages, pilgrims are talking to each other on horse. It is obvious from the position of their hands that some of them are discussing. In the second picture, modern travelers are talking to each other in a similar manner but they are not on horse instead they have a van. English poet Geoffrey Chaucer and the pilgrims travelling to Canterbury represent the national cultural heritage of United Kingdom on the introduction page.

Picture 17

Introduction

1 In the Middle Ages pilgrims in England travelled to Canterbury cathedral. It was a long journey and on the way the pilgrims told each other stories. Geoffrey Chaucer wrote down some of these stories in a book called 'The Canterbury Tales'.

In this book you are going to read about a modern group of travellers. Like Chaucer's pilgrims, they will entertain their friends. They will tell us about their lives, their work and their interests.

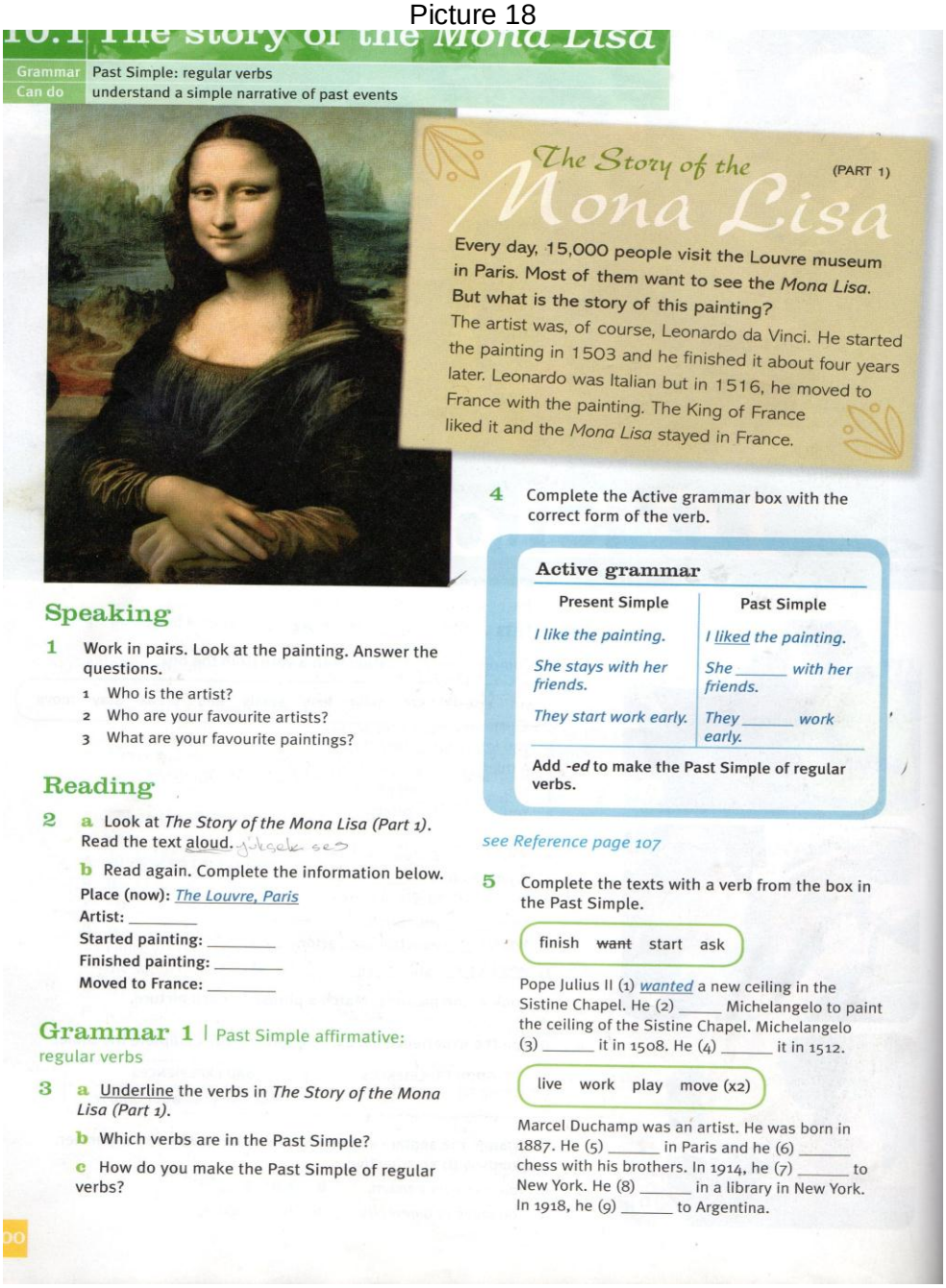
Before you start, look through the book and find some information about the people in the picture:
– What are their names?
– What topics will they talk about?
Then choose one of the people and find out as much as possible about him/her.

Project English 3, p.1

As far as 'Classical musicians and painters' is concerned, *Total English* series contains multi-cultural elements. *Total English* series presents national cultural heritages from various countries apart from those of inner circle countries. 'The story of Mona Lisa' is typical example of representation of the national cultural heritage in *Total English* series. It is about the life of famous Italian artist and his painting Mona Lisa. The activity 'The Mozart Effect' gets its name from Wolfgang Amadeus who was a prolific and influential composer in Austria and around the

world in *Total English Pre-intermediate* (p. 18). In ‘Are you creative?’ activity, it is possible to see the pictures of various scientists and artists of different cultures in *Total English Intermediate* (p. 62).The number of such activities shows that in *Total English* series, one can find more information about the cultures of other countries. The authors of the series take a multicultural approach by designing activities about other countries.

Picture 18



10.1 The story of the Mona Lisa

Grammar: Past Simple: regular verbs
Can do: understand a simple narrative of past events

The Story of the Mona Lisa (PART 1)

Every day, 15,000 people visit the Louvre museum in Paris. Most of them want to see the *Mona Lisa*. But what is the story of this painting?
The artist was, of course, Leonardo da Vinci. He started the painting in 1503 and he finished it about four years later. Leonardo was Italian but in 1516, he moved to France with the painting. The King of France liked it and the *Mona Lisa* stayed in France.

Speaking

1 Work in pairs. Look at the painting. Answer the questions.
1 Who is the artist?
2 Who are your favourite artists?
3 What are your favourite paintings?

Reading

2 a Look at *The Story of the Mona Lisa (Part 1)*. Read the text aloud.
b Read again. Complete the information below.
Place (now): *The Louvre, Paris*
Artist: _____
Started painting: _____
Finished painting: _____
Moved to France: _____

Grammar 1 | Past Simple affirmative: regular verbs

3 a Underline the verbs in *The Story of the Mona Lisa (Part 1)*.
b Which verbs are in the Past Simple?
c How do you make the Past Simple of regular verbs?

4 Complete the Active grammar box with the correct form of the verb.

Active grammar

Present Simple	Past Simple
I like the painting.	*I liked the painting.*
She stays with her friends.	*She _____ with her friends.*
They start work early.	*They _____ work early.*

Add *-ed* to make the Past Simple of regular verbs.

see Reference page 107

5 Complete the texts with a verb from the box in the Past Simple.

finish ~~want~~ start ask

Pope Julius II (1) *wanted* a new ceiling in the Sistine Chapel. He (2) _____ Michelangelo to paint the ceiling of the Sistine Chapel. Michelangelo (3) _____ it in 1508. He (4) _____ it in 1512.

live work play move (x2)

Marcel Duchamp was an artist. He was born in 1887. He (5) _____ in Paris and he (6) _____ chess with his brothers. In 1914, he (7) _____ to New York. He (8) _____ in a library in New York. In 1918, he (9) _____ to Argentina.

Total English Starter, p.100

London is one the best representatives of British culture. London has all the important political and social institutions in the United Kingdom. As the British and American cultures are almost the only reference for *Project English* course book series, the selection of one of the important cities as a representative of the cultures is quite expected: London. There is a unit named London in *Project English 2* (pp. 65 - 80). Almost all the important historical places and tourist destinations of London are mentioned in the unit. A lot of information is given about the city and the information is tested through exercises. Most of the information consists of facts about the London from the historical places to the Fire of London as well as the patterns of appropriate behavior like buying tickets, asking-giving directions and using public transport in London. Of all the units in *Project English* series, this unit has the richest content to teach British culture and appropriate code of conduct. For the similar reasons stated above, the information about the various famous cities like London has been embedded into the activities in *Total English* series. However, the cities of national cultural heritage stated in the series represent not only the cultures of inner circle countries (TEP, p. 40, 50, 116; TEI, p. 82 - 83, 86, 104) but also those of expanding and outer circle countries (TES, p. 30, TEE, p. 56, 66, 100; TEI, p. 76 - 81).

British and American cultures are mostly represented in *Project English* series. Although literature is a part of British and American culture, they have almost no place to reflect cultural elements in *Project English* series. Examples of literature and art from various cultures can be observed in various activities in Total English series, which indicates the series' multicultural nature.

3.2.9 Stereotypes and National Identity

Table 12. Stereotypes and National identity

	Total English Series				Project English Series			
	Inner Circle Countries		Expanding / Outer Circle Countries		Inner Circle Countries		Expanding / Outer Circle Countries	
MINIMUM CONTENT	F	%	F	%	F	%	F	%
Symbols of national stereotypes and national identity	5	50	5	50	7	100	0	0

KEY: F: Frequency of occurrence / - : N/A (Not applicable)

Another criterion is stereotypes and national identity. Symbols of national stereotypes and meanings are chosen as the only minimum content of the criterion to investigate the cultural content of the two course book series. As can be seen in the table, with regard to 'Symbols of national stereotypes and national identity', inner circle countries and outer/expanding circle countries are proportionately represented in *Total English* series with 5 occurrences for each category while, in *Project English* series, only inner circle countries are represented with 5 occurrences in this category. Although the number of occurrences is few in the table, the examples reveal the direct contrast between *Project English* series and *Total English* series as far as the cultural elements are concerned.

As far as 'symbols of national stereotypes and national identity' is concerned, the types of buildings are the most remarkable stereotypes in both *Project English* and *Total English* series. The buildings where the families live are depicted as large houses in *Project English 1* (p. 17). The buildings are not high and generally are two-storey houses in *Project English 2* (pp. 2, 15, 55, 71, 72). Pictures of two skyscrapers in three books are used to explain the comparatives and superlatives. People all around the world have tendency to think that people in the United

Kingdom and the United States generally live in large houses rather than apartment buildings because media and TV generally depict the places where English and American people live as large and two storey houses. This a common stereotype about the British and American people. In *Total English* series, the places where people live are depicted as houses in three activities (TES, p. 82; TEE, p. 46; TEI, p. 33, 34). However, there are pictures of apartment buildings and the flats in the activities in *Total English* series (TES, p. 82; TEE, p. 46).

Picture 19

PHIL'S FIRST DAY

Exercises

1 Test your memory

a Phil and Justin are in the classroom again.
Give Justin's answers to Phil's questions.

Phil Tell me about the magazine again. I can't remember it all. What are the girls' names?
Justin _____.
Phil What's the magazine called?
Justin _____.
Phil Who is the magazine for?
Justin _____.
Phil How many issues do you do?
Justin _____.
Phil What is each issue about?
Justin _____.
Phil Which issue are you doing now?
Justin _____.
Phil What is it about?
Justin _____.
Phil What is it called?
Justin _____.
Phil And what shall I do?
Justin _____.
Phil Great!

b One of you is Phil; the other is Justin. Act the conversation.

2 Look at the other issues of 'Hot Dog' in this book. Say what each issue is about and what it is called:

Example

Issue 1 is about people. It's called 'Who are you?'.
Issue 2 is about accidents. It's called . . .

3 Whose house is it?

Clues:

Vicky's house hasn't got a garage.

Kelly's front door is the same colour as Phil's.

There isn't a car outside Phil's house.

Justin's house hasn't got a garden.

The bus stop isn't outside Justin's house.

YOUR MAGAZINE

Your project work

This year your project will be to make a magazine.
In each issue of 'Hot Dog' you will find some project tasks called 'Your Magazine'.
Do these tasks in groups. Then each group can produce its own magazine.
Here's your first task:

1 Think of a name for your own magazine.

2 Make a good design for it.

2

Project English 2, p.2

Project English series has chosen items and places associated with British and American cultures and identity while *Total English* series takes a multicultural path in the representation of items and places. Time is the topic of Unit 5 in *Project English*. The pictures of an American watch, Timex, and an English watch, Rolex,

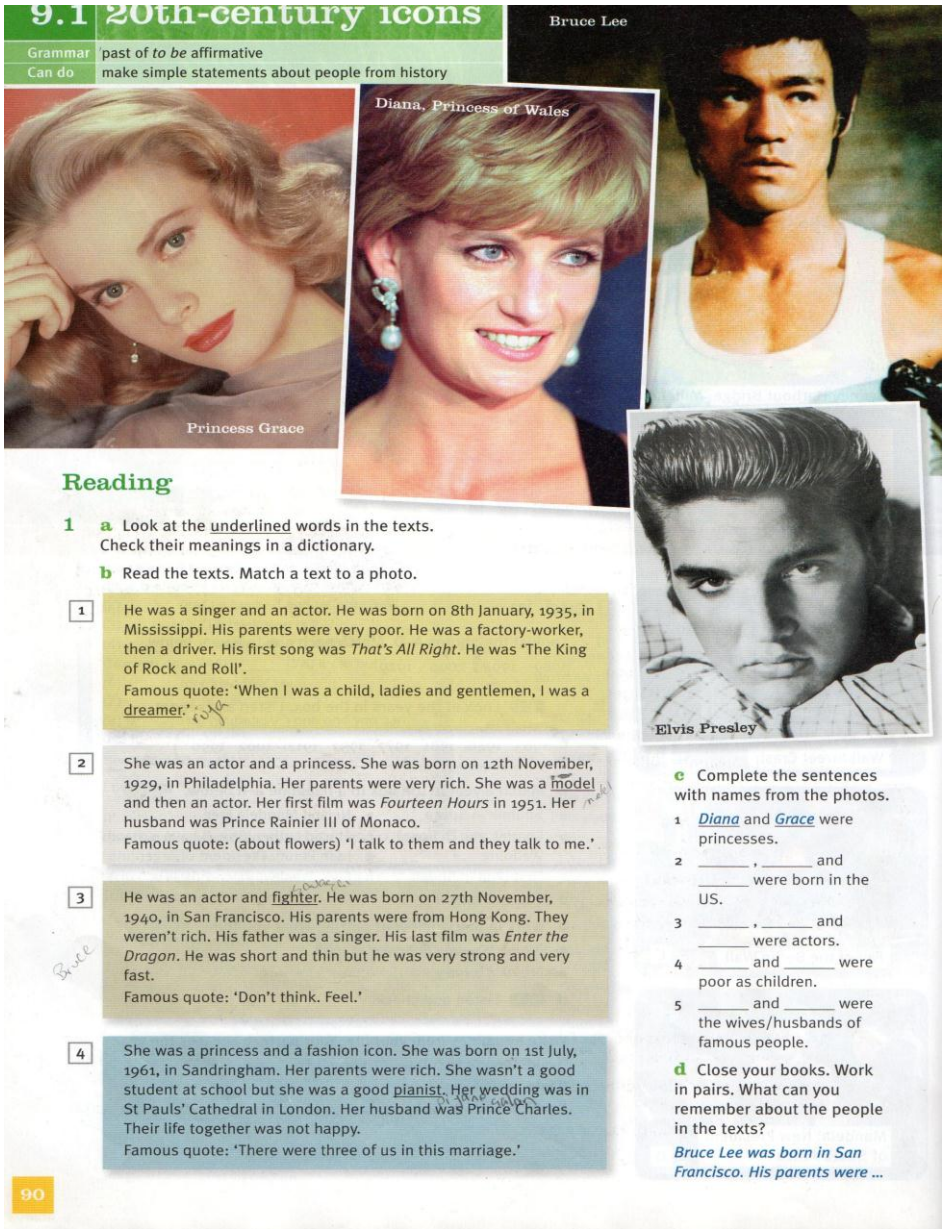
are used on the cover of the unit. The classical Rolex may represent the strong tie of British culture to its history while a digital Timex may stand for the pioneering role of the United States in technology and development. Another picture chosen for the cover of the unit is the Big Ben clock tower which is one of the symbols of London and English culture (p. 37). However, *Total English* series has shown sensitivity by choosing items and places from different cultures in the activities like Nokia mobile phone or the Blue Mosque as in *Total English Starter* (TES, p. 26).

Icons have important place in the representation of 'symbols of national stereotypes and national identity'. While in *Project English* series there is a superhero associated with American culture in two activities, *Total English* series chooses icons from different cultures and ethnic backgrounds. *Project English* series gives place to an icon associated with the American culture, Superman (PE1, p. 4) The child in "Your Project" part in the book asks his friend whether Superman is from the United States (p. 4). Although the answers he gets is "No, he is from Krypton.", the question implies that the child thinks he is from the United States. There is another exercise called an interview with Superman in the same book (p. 43). Superman who symbolizes the power of the United States helps people mostly in the United States.

In *Total English* series, icons from various ethnic and cultural backgrounds are represented. Princess Diana, Princess Grace, Elvis Presley and Bruce Lee took part in "the 20th Century Icons" activity as symbols of American and British national identities in *Total English Starter* (p. 90). There is an activity called "Mozart Effect" in Unit 2 (TEP, p. 18). Although it is mainly about the healing feature of music, this effect is associated with Mozart, one of the symbols of the identity and cultural heritage in Austria. The choice of Mozart also reflects the multi-cultural aspect of the book. There are also two reading activities in *Total English Pre-intermediate*.

One of them is about famous English celebrity chef, Jamie Oliver (p. 26). The other one is about an American actress Renee Zellweger (p. 66). The icons all around the world representing their culture have their parts in *Total English* series.

Picture 20



9.1 20th-century icons

Grammar: past of *to be* affirmative
Can do: make simple statements about people from history

Bruce Lee

Diana, Princess of Wales

Princess Grace

Elvis Presley

Reading

1 a Look at the underlined words in the texts. Check their meanings in a dictionary.

b Read the texts. Match a text to a photo.

1 He was a singer and an actor. He was born on 8th January, 1935, in Mississippi. His parents were very poor. He was a factory-worker, then a driver. His first song was *That's All Right*. He was 'The King of Rock and Roll'.
Famous quote: 'When I was a child, ladies and gentlemen, I was a dreamer.'

2 She was an actor and a princess. She was born on 12th November, 1929, in Philadelphia. Her parents were very rich. She was a model and then an actor. Her first film was *Fourteen Hours* in 1951. Her husband was Prince Rainier III of Monaco.
Famous quote: (about flowers) 'I talk to them and they talk to me.'

3 He was an actor and fighter. He was born on 27th November, 1940, in San Francisco. His parents were from Hong Kong. They weren't rich. His father was a singer. His last film was *Enter the Dragon*. He was short and thin but he was very strong and very fast.
Famous quote: 'Don't think. Feel.'

4 She was a princess and a fashion icon. She was born on 1st July, 1961, in Sandringham. Her parents were rich. She wasn't a good student at school but she was a good pianist. Her wedding was in St Pauls' Cathedral in London. Her husband was Prince Charles. Their life together was not happy.
Famous quote: 'There were three of us in this marriage.'

c Complete the sentences with names from the photos.

1 *Diana* and *Grace* were princesses.
2 _____, _____ and _____ were born in the US.
3 _____, _____ and _____ were actors.
4 _____ and _____ were poor as children.
5 _____ and _____ were the wives/husbands of famous people.

d Close your books. Work in pairs. What can you remember about the people in the texts?

Bruce Lee was born in San Francisco. His parents were ...

90

Total English Starter, p.90

Sports are important elements some branches of which are associated with various cultures. Football is a typical example. Football is the most popular sports which many people believe to have originated in the United Kingdom. In an activity in *Project English* series, a caption from a football match between the two English

football teams is given on a TV screen in *Project English 1* (p. 1) while the picture of Kevin Keegan, a famous footballer of the time, is a part of other activity in *Project English 2* (p. 56). Although other sports branches are ignored in *Project English* series, there is a variety of sports branches presented in *Total English* series other than football (TES, p. 21, 86; TEE, p. 8, 25, 28, 115, 120; TEP, p. 41, 120).

In the activity "Surviving in English", there is a passage in which one can find abundant cultural information and generalizations about England and English people in *Total English Pre-intermediate* (pp. 40 - 41). It deals with a few stereotypes such as "it is not raining all the time", "England does not stop for afternoon tea everyday, although the English do drink a lot of the liquid…" (p. 40).

Politeness is, most of the time, associated with British culture. It is said in the activity that "the famous English politeness is everywhere in the activity 'Surviving in English'. The English use 'Please', 'Thank you' and 'Sorry' more than most nationalities" (p.40). The common stereotypes in the passage are considered to be true and associated with the British culture by both teachers and learners although their validity depends on the conditions. These stereotypes can be observed in the activities of both *Total English* and *Project English* series. There are activities in *Total English* series which teach polite and appropriate behavior in certain situations. In one such activity, how one can be more polite by using indirect questions is explained. It is said in the activity that if one wants to be polite you can use "Do you know how far the station is?" instead of asking "How far is the station?". There is also a part called how to be polite in English. There are sample sentences and phrases in the box like "Excuse me, could I ask you a few questions?" "The surviving in English" activity both gives cultural references about

English and defines the criteria of behavior in English by implying that while using English you are supposed to be polite.

There are various remarkable examples in both series with regard to ‘Stereotypes and national identity’. Buildings can sometimes be associated with a particular culture. There are two-storey houses typically associated with English culture in *Project English* series while different buildings from various countries are visualized in *Total English* series. The icons all around the world are used in the activities in Total English series. However, Project English series has only the icons from American and British culture in its activities. In a similar manner, common stereotypes of English people and the United Kingdom are presented in the activities in *Total English* series while there is no such activity in *Project English* series. All the data indicate the different approaches of the two series as far as the cultural elements are concerned.

CHAPTER 4

CONCLUSION

With regard to the representation of cultural elements in the course books, this study has revealed some important conclusions. To start with, two cultures, namely British and American cultures, are represented in *Project English* series published in the 1980s while *Total English* series published in the 2000s includes a number of different cultural elements of various countries and cultures, and it is concluded that this is the result of changing tendencies in English language teaching practices and changing world.

In *Project English* series, almost only the cultural features of the United Kingdom and the United States are included in the activities. In the series, practically all the cultural elements including cities, historical places, famous people and the events that are landmarks in the history of the world are related to British and American cultures. Those of other countries are presented in only a few activities. Even the other inner circle countries like Australia and Canada are not proportionately represented in *Project English* series. This could result from the government subsidizations in the Unites States and the United Kingdom for the promotion of ELT books at the time, as a result of which English language has been associated with these two cultures by the learners over the past few decades. Not only are the cultural elements of other countries but also the people of other countries not visible in *Project English* series. Furthermore; the ethnicities in the United States and the United Kingdom are not proportionately represented in *Project English* series although both countries are composed of diverse ethnicities. Gender representation and the health in *Project English* series are significant issues in that they indicate the viewpoint of the societies about these points and reflect the practices of cultures in the 1980s. The male characters are almost always

associated with power and described as the decision makers when compared to females in *Project English* series. Although *Project English* series are sensitive to animal rights, it does not show the same sensitivity to health issues. The pictures of smoking people could be seen in various units. As smoking was probably not associated with health at all in the 1980s, the fact that the people and the cartoon characters who smoke cigarette in quite a few activities can easily influence the learner's behaviors was unintentionally disregarded in the *Project English* series. Similarly, as there are many examples of unhealthy food like burgers, crisps and cola in various activities in the series, it is clear that health issues related to fast food and junk food consumption have not been a great concern for the authors of the series. On the contrary, their consumption is promoted in the activities. There are some examples of food in some exercises which contain pork in *Project English* series. Considering *Project English* series have been sold in Moslem countries, the presentation of such food shows the author of the series are not concerned with the values of expanding and outer circle countries. Although taboo words are used in a few activities in *Project English* series, the authors of Total English series refrained from using them. As for customs, only the customs of the United States and the United Kingdom are observed in the *Project English* series, which indicates the bicultural nature of the series. Because technology was not such a part of daily life as it is today, technological devices and their influence on people's life style can be observed in only a few activities in *Project English* series. The choice of topics and structures often seem coincidental. Similarly, the cues of appropriate language use in various situations are not given in a logical order at all although *Project English* series are based on the British and American cultures. In other words; the use of appropriate structures for various situations in American and British culture is not systematically presented in a logical order. In *Project English* series, cultural elements have been incorporated into the books arbitrarily

and are far from to satisfy the needs of international learners as far as cultural elements are concerned.

On the other hand, *Total English* series is different as far as cultural elements are concerned. Various cultures are represented in the series though their representations are limited. Although the elements of British and American cultures outweigh those of others, cultural elements of other inner circle countries like Canada and New Zealand presented in *Total English* series as well. As an extension of globalism and importance given to multiculturalism, the people, cities and traditions a variety of outer and expanding circle countries are observed in the activities. Unlike *Project English* series, not only Caucasians, but also African-Americans and Asians are observed in the activities though they are not represented equally in all the pictures. There is not a complete equality in the representation of genders in the activities but they are visualized proportionately in many activities. The reason for this is that the traditional views on men and women have changed with regard to English language teaching practices for the past 40 years. It is obvious from figures that there are more activities in *Total English* series in which genders are equally represented. With regard to health, there is a conscious effort to raise awareness among learners about healthy food. Course book authors are more concerned with health issues probably because of rising interest in health and their perspectives have changed in the past few years. The fact that there is not anyone in the pictures smoking clearly indicates that the authors of *Total English* series show sensitivity to health issues. In *Total English* series, it is obvious that the authors of the series have paid considerable attention to encouraging a healthy lifestyle with the presentation of healthy food and doing regular exercise. Various types of food from different countries are presented in *Total English* series. The cuisine of Iran, a Moslem country, is the subject of a reading activity in Total English series. This points out that the authors in the ELT

area have become more sensitive to the cultural issues over the past few decades with the changing practices in ELT. Since technology has become indispensible part of daily life today, the effects of technology can be observed in activities like the use of internet, online shopping, and text messaging in *Total English* series, which emphasizes the point that technology is the significant part of life in nearly all the cultures today. The topics of the units are chosen intentionally in a way that they create a harmony with the Common European Framework (2001) as each lesson in the books guides students to a 'Can do' goal in line with the Council of Europe's 'Can do' statements. As far as the representation of cultural elements in the series is concerned, it has aimed at complying with the criteria set by the Common European Framework (2001). Thus, various cultures and their customs are observed in the activities of *Total English* series.

The comparative study of *Project English* and *Total English* series clearly indicates that these two series are significantly different both in the quality and the quantity of the cultural elements represented in two course book series. While it was mostly the British and American cultures represented in the course books in the 1980s, the elements of various cultures are observed in today's course books as a result of the spread of English with the colonial policies of the British Empire and economic dominance of the USA, dissemination of data by English language, dominance of English in World Wide Web, entertainment, sports, academic life, medicine, technology, air and naval traffic as well as popularity of feminism, globalism, multiculturalism, humanism and liberalism in addition to the publishers' commercial concerns.

As result of the reasons stated above, English has turned out to be the language that people want to learn and the language that should be learnt. Hence, the interactions between the non-natives in English have far outnumbered the ones

between natives and English has become the lingua franca of the world; in other words, it has become the global means of communication. From the perspective of ELT, culture has become an important element of language education with the numerous studies that have been carried out with regard to cultural elements in language teaching for the past few decades. Both the global effects of widespread use of English language over the century and the studies in ELT have had reflections in English course books. This study has concluded that lifestyle of people from various countries all around the world, the influence of popular culture and technology are directly observed in course books today and they have evolved into teaching tools in which cultural elements of outer and expanding countries have been getting dominant. However, the elements of British and American cultures outweigh those of other cultures in course books. Although it does not seem probable in the near future, the increase in the representation of other cultures in course books will result in the proportionate representation of all cultures in English course books and considering its key role as a global means of communication, and English language will become a multicultural language.

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IMPLICATIONS FOR ELT

Incorporating cultural elements into ELT was often coicidental and restricted to personal experience of the teacher till the 1960s. With the advent of Communicative Language Teaching in the 1970s and the Communicative Approach in the 1980s, the significance of culture in language teaching was realized by the linguists. With the numerous studies published from the 1960s till today, the importance of incorporating culture into foreign language education has always gained momentum in language teaching. For this reason, two different sets of course books published in the 1980s and the 2000s have been intentionally chosen to find out the reflections of these studies in terms of changing cultural content in the course books and ELT area. This study has contributed to ELT area in that it is a pattern reflecting the traces of the changing practices in incorporating cultural elements into foreign language education through those years. With the advanced global communication and transportation systems, the world has become a global village and the English language has become the lingua franca of this village. Thus, it is certain that English language bears the elements of various cultures. In contrast to the past practices, the elements of other cultures can be observed in the course books in use today. This study signifies that cultural elements in English course books change from bi-cultural, namely American and British cultures, to multi-cultural scope so that one can gain insight about the momentum of the culture in foreign language education in the future. This study will also contribute to the consciousness raising about ongoing process of change in ELT and representation of cultural elements in ELT course books. From this perspective, this study indicates that this change will continue inevitably and teaching practices will evolve as long as trade, partnerships, and businesses are established.

RECOMMENDATIONS FOR FURTHER RESEARCH

The following areas can be investigated for further research:

- Investigation of the syllabi or the content of wide range of course books to gain insight about reflection of culture from a broader perspective,
- Reflections of the influence of cultural elements in the course books on learners' communicative competence,
- Investigation of teacher trainees', teachers' and students' perceptions of the cultural elements in the course books,
- A comparative case study of culture-free and culture-bound language teaching.

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2012	: Advanced Language Proficiency Skills Course/ DLI/TX, the USA
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2011	: A World To Come for Teaching And Learning: Remodeling Perspectives and Trends (ELT Conference)/Bahçeşehir University/İstanbul
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