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**A COMPARATIVE STUDY ON CULTURAL AND
LINGUISTIC ELEMENTS OF COURSEBOOKS
IN AMERICAN AND BRITISH ENGLISH:
*HOTLINE, BLUEPRINT AND HEADWAY OF
INTERMEDIATE LEVEL***

MASTER'S THESIS

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T.C. Maltepe Üniversitesi
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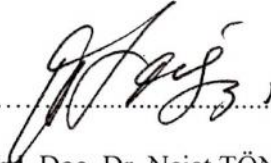
27.02.2015 tarihinde tezinin savunmasını yapan Tolga PINAR'a ait "A Comparative Study on Cultural and Linguistic Elements of Coursebooks in American and British English: Hotline, Blueprint and Headway of Intermediate Level" başlıklı çalışma, Jürimiz Tarafından Sosyal Bilimler Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında Yüksek Lisans Tezi Olarak Kabul Edilmiştir.



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ÖZET

Bu çalışma 1993 ve 2004 yılları arasında İngiliz İngilizcesi ve Amerikan İngilizcesi versiyonlarında yayımlanan üç İngilizce ders kitabı serisindeki kültürel ve dilbilgisel öğeleri araştırmak ve karşılaştırmak amacıyla yapılmıştır. Kitaplar yabancı yayın evleri tarafından hazırlanmış olup Türkiye'de çeşitli zaman ve okullarca çeşitli eğitim ortamlarında kullanılmıştır. Bu çalışmanın amacı belirlenen kriterleri kullanarak İngilizce ders kitaplarındaki kültürel ve dilbilgisel öğelerin niteliğini ve niceliğini araştırmaktır. Buna ek olarak, bu çalışma yabancı dil öğrenimi ve öğretimi noktasında kültürün ve kültüre bağlı olarak dil eğitimi ortamına dahil edilmesi prensibini gözetip gözetmediği, gözetiyorsa bunu birbirine kıyasla ne kadar yaptıklarını ortaya koymayı hedeflemiştir. Bu hususu anlamak maksadıyla araştırma on altı farklı kategori altında yapılmıştır: a) gramer b) yazım c) kelime d) sesletim e) söylem f) noktalama g) sosyal kimlik ve sosyal gruplar, h) sosyal etkileşim, i) inanç ve davranış j) sosyo-politik kurumlar k) sosyalleşme ve yaşam döngüsü l) milli tarih m) milli coğrafya n) milli-kültürel miras o) stereotip ve ulusal kimlik p) çok kültürlü bakış açısı. Bulgular hem niteliksel hem niceliksel olarak değerlendirilmiştir. Sonuçlar seçilen İngilizce ders kitaplarının kültürü dilbilgisi ile kaynaştırarak öğretim ortamına sokması bakımından farklılıklar gösterdiğini ortaya koymuştur. Seçilen kitapların tamamının bu hususu dikkate alarak hazırlandıkları ve Amerikan İngilizcesi ile İngiliz İngilizcesi farklarını ortaya koydukları gerçeği ile birlikte, *Blurprint* serisinin bu anlamda en fazla farka sahip olduğunu, *Hotline* serisinin onu takip ettiğini ve son olarak *Headway* serisinin geldiği söylenebilir. Üç farklı yayınevinin kitaplarında kültürel öğeler barındırması bakımından çok kültürlü bakış açısına önem verdikleri görülmektedir. Kültürel öğeler kapsamında önem verdikleri diğer başlıklar ise yabancı dil öğrenen kişilerin dili öğrenirken kaçınılmaz olarak o dile ait öğrenilmesi gereken öğelerin bulunduğu hususlar olduğu görülmektedir.

Anahtar kelimeler: *British English, American English, culture teaching, cultural differences, cultural elements, linguistic differences, linguistic elements, evaluation criteria of culture and linguistics.*

ABSTRACT

This study has been carried out to investigate and compare the cultural and structural elements in British and American versions of three coursebook sets which were published between the years 1993 and 2004. Coursebooks were prepared by foreign publishers and used at various times in different education environments in Turkey. The aim of the study is to investigate the quantity and quality of cultural and structural elements in EFL coursebooks by using the selected criteria. In addition, this study aims to find out whether these coursebooks pay regard to the principle of integrating culture to the language in teaching and learning of foreign language environment. If they do, how much they employ this principle compared to each other. To find out these, the research was carried out with sixteen different categories: a) grammar, b) spelling, c) vocabulary, d) pronunciation, e) discourse style, f) punctuation, g) social identity and social groups, h) social interaction, i) belief and behavior, j) socio-political institutions, k) socialization and the life-cycle, l) national history, m) national geography, n) national cultural heritage, o) stereotypes and national identity, p) multi-cultural perspective. The data has been analyzed both quantitatively and qualitatively. The results of the analysis put forth that all of the chosen coursebooks differ quantitatively in embedding culture into structure of the language and offering them to learning environment. It is a fact that they were all designed in the respect mentioned above and they present the differences of British English and American English; however *Blueprint* series are the ones which have the most difference among them, whereas *Hotline* series follow it and *Headway* series have the least difference. All three publishers in question seem to place emphasis on multicultural perspective in cultural aspect regarding their inclusion of cultural elements in the coursebooks. Other cultural subject matters that are placed emphasis in the coursebooks in terms of culture are the essential ones which are to be learned inevitably in the target language by the learners.

Key words: *British English, American English, culture teaching, cultural differences, cultural elements, linguistic differences, linguistic elements, evaluation criteria of culture and linguistics.*

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ABBREVIATIONS

EFL: English as Foreign Language

ELT: English Language Teaching

FL: Foreign Language

TL: Target Language

NC: Native Culture

TC: Target Culture

SE: Standard English

FC: Foreign Culture

SL: English as a Second Language

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CHAPTER 1

INTRODUCTION

1.1. Statement of the Problem

English is the most widely spoken language today if the number of speakers of English as a second/third language is included. For historical, internal political, external economic, technological and entertainment reasons, English has already become an international language. It is used all over the world and nobody can deny its international status. English has become an unavoidable part of people's life through business, the internet, science, education, films, music, travel, air traffic, radio and television. As observed by Hasman (2000) English has become a global language of the current world:

When Mexican pilots land their airplanes in France, they and the ground controllers use English. When German physicists want to alert the international scientific community to new discoveries, they first publish their findings in English. When Japanese executives conduct business with Scandinavian entrepreneurs, they negotiate in English. When pop singers write their songs, they often use lyrics or phrases in English. When demonstrators want to alert the world to their problems, they display signs in English. (p. 1)

It has become a must for most people to speak English in order to get a more advantageous position than the others in business life and in many different parts of life. Not only speaking English gives an advantageous position in career, it also gives the privilege for having a desirable communication opportunity with numerous people who speak English. Even doing some simple tasks on a computer requires some English knowledge. So English has a big influence on most of the people in the world.

The aforementioned facts are also valid for Turkey. Although Turkish language plays an essential role as the official language in Turkey, historically, foreign languages have been perceived as important contributing factors to the national cultural and technological enhancement (Demircan, as cited in Doğançay, 1998, p. 27). According to Doğançay and Kızıltepe (2005), "English has become an integral component of all levels of national education in Turkey" (p. 254). According to classification suggested by Kachru (1986), Turkey belongs to the expanded circle where English is taught and used as a foreign language. English does not have an official status in Turkey but it is extensively used as a means of international communication in the most important areas of social life, such as commerce, tourism, economic, science, culture, and politics. Due to the existing social conditions assigning a primary role to English as "the key to desirable employment in the future" (Büyükkantarcıoğlu, 2004, p. 33), English obtained a status of the most widely taught and the most willingly learnt foreign language in Turkey by people from different age groups and levels of society which entailed an intense growth of private English courses and schools. As a reason to attend, the quality of English education often determines the selection of a school by Turkish students and their families because "English had become the sine qua non for a successful career in virtually any field and parents struggled to have their children acquire a working knowledge of the language" (Ahmad, as cited in Doğançay, 1998, p. 28).

It is a well-known fact that it is impossible to separate the language of a community from its culture. And also, it is believed that it is inevitable to learn language without its cultural aspects. In fact, language is a medium of conveying ideas and cultural background of a person at the same time. As a result, knowing the form of language will never be enough for a learner to communicate sufficiently. Learners should learn the cultural features of the target language as well as the linguistic features. In order to understand the importance and how it can be embedded into an English language

program, the meaning and the function of culture should be understood well. According to Nieto (2010), culture is a “slightly problematic and complex concept since it can mean very different things for different people in different contexts” (p. 135). Kaikkonen defines culture as “a mutual agreement between the members of certain society about the values, rules, role, expectations and meanings, which direct the behavior of the members” (as cited in Lappalainen, 2011, p. 14). Nieto (2010) adds that culture also includes “a shared world-view, common history, geographic location, language, social class and religion” (p. 136). Based on these definitions of culture, it can be concluded that every individual has to be a part of culture through social and political relationships inevitably. Borrelli (1991) highlights the fact that culture is always dynamic and continuous in nature (p. 284). Corbett (2003) states that the concept of culture involves “the implicit norms and conventions of a society and historically transmitted, but also adaptive ethos” (p. 20). Society constructs a set of beliefs and presuppositions that will become common knowledge for the members of a particular society. The culture of a group can therefore also be defined as the relationship between its beliefs, values, behavior and communication. As society do not stand isolated, people from different boundaries have relationships on different levels.

As discussed by Saville-Troike (1996), “effective functioning within a speech community is not achieved merely by means of the adequate knowledge of a particular language” (p. 359). In order to deliver a message clearly, a language speaker must be communicatively proficient in order to use the language competently in almost every context, to people with different background and in different situations (Lightbown and Spada, 1999). Becoming more competent communicators within the targeted foreign language and its culture is taking on special significance nowadays for the reason that people's everyday life is carried out in multicultural societies (Agar, 1997, p. 464). The socio-cultural competence

has been considered to be an important constituent of communicative competence. Both of the competence types are in fact so interrelated that, each of them is the key for both change and progress for the other. It should be kept in mind that every community and its culture influences and somehow changes the others.

According to Karvonen, language shapes the community's view of the world through texts, which in turn shapes language systems (as cited in Lappalainen, 2011, p. 17). Therefore language has a central role as a maintainer and reformer of a culture. Kaikkonen also points out that language and culture can barely be separated from each other since they are in mutual interaction with each other: Language affects culture and culture affects language (as cited in Lappalainen, 2011, p. 17). Also Nieto (2010) states that language is deeply implicated with culture and a very important part of it (p. 146). While learning a language, one learns the cultural aspects of the language and culture of its speakers automatically. Furthermore, experiencing the new culture provides a broader vision of the culture for the learner.

As mentioned above, the teaching of culture along with the linguistic features is considered to be an important part of modern foreign language learning and teaching since one major aim of language teaching is to increase the understanding and tolerance between cultures (Corbett, 2003, p. 3). Furthermore, the cultural knowledge is needed for international communication and contacts (Buttjes and Byram, 1991, p. 8). This aim of language learning and teaching will become even more important in the future since the world is constantly becoming more globalized. Therefore it is also relevant to study the practices of teaching culture and linguistic rules of the target language, and also coursebooks have to be analyzed in terms of their coverage for both linguistic and cultural contents. Identifying the actual methodology, the syllabus type in terms of notional/functional/structural, content and balance in terms of grammar, lexis, pronunciation, skills, and strategies, the

organization in terms of starting point, integration and recycling, and the lesson and unit aims/objectives of the coursebook should be explored in order to find out if the coursebook covers necessary linguistic and cultural content (Gabrielatos, 2004, p.2).

When taken up in this respect, coursebooks, in educational settings, carry certain importance to convey the cultural content with their divergent elements, which are the aims and approaches, language content, skills and methodology. There are thousands of coursebooks which are designed according to cultural and linguistic perspective of English. Almost all coursebooks are used in different parts of world and naturally evaluated by teachers and learners. That's why new editions of coursebooks are published to meet the new criteria and adapt to the changing methods and improving technologies. Although the view of learning has changed from the idea of instruction and the transmission of factual knowledge to more learner-based approaches, this does not necessarily mean that the coursebook becomes less important, or less suitable as a central element in the classroom. In fact, several scholars claim that the coursebook can have a particularly important role to play in times of change. As language is a very important part of culture, they shape each other and evolve. They cannot be separated and people who lack enough knowledge any of them, cannot deliver their message appropriately. Thus, teaching of culture along with the linguistic features is a very important part of modern foreign language learning and teaching. As the most widely used material of foreign language classes, coursebooks have to cover necessary linguistic and cultural content.

Researchers assert that English is the global and the common language because it is the dominant in business, the internet, science, education, films, music, travel, radio and television. Turkey is one of the countries where English is taught in all

levels of national education and to be able to speak English language is one of the main factors to find a good job. One of the major changes in English Language Teaching (ELT) world has been the realization of the necessity of the teaching culture along with the linguistic elements. Culture is a very complex term to define and covers many things such as values, rules, role, meanings, a shared world view, religion and language along with other components. Language and culture cannot be separated since they have a mutual interaction with each other and they have a strong effect on each other. So, inevitably, coursebooks designed to support the language learning and teaching activities give cultural and linguistic content of target language. American and British English are seen as the norms to be learned by most of the learners. They seek the right place, teachers or materials for this aim. As a consequence, publishers produce almost all of ELT coursebooks either in American English or British English.

1.2. The Purpose of the Study

While evaluating coursebooks, layout and design, activities, language skills, language type, and subject and content are the most important issues to consider. In layout and design, points like functions, linguistic elements and vocabulary, appropriateness of the coursebook, guidance about how the coursebook to be used are the key elements in evaluation of language coursebooks. As for activities, sufficient communicative and meaningful practice, inclusion of individual, pair and group participation are very important elements. Language skills including an appropriate balance of the four language skills of reading, listening, speaking and writing, the practices of pronunciation are other points in the evaluation process. Language type, on the other hand, includes the points like the authenticity of the language in the coursebooks. In other words, real-life use, suitability of the grammar subjects and vocabulary, inclusion of different language skills. In subject and content

section, the relevance of the subject and content of the coursebook, being interesting and motivating, the involvement of the cultures of different places are the other points to be attached to the evaluation of ELT coursebooks.

Coursebooks designed to support the language teaching and learning activities inevitably give cultural and linguistic contents of target language. Even coursebooks of the same target language differ in many ways. There are many variables which cause differences in such kind of materials. The density of the coverage of cultural and linguistic elements makes coursebooks different from each other. When scanned, coursebooks show different uses of authentic language, photographs, and discourse styles.

Garinger (2002) and Miekley (2005) claim that language development is one of the key issues for coursebook evaluation. In a language coursebook, the language is certainly the focus. Grammar and vocabulary are always central elements of a language coursebook. People learn English to communicate efficiently, so grammar and vocabulary are necessary and need to be looked at carefully so that communication can be more and more successful. The transmission of culture is also based on the language in coursebooks. However, a reader may be familiar with every word and every grammatical item in a text, yet may still fail to comprehend the text, because he or she fails to have and to activate an appropriate content schema. Thus, the existence of appropriate schemata and the activation of the correct schema are significant during text comprehension (Wang and Ren, 2007). Grammar and vocabulary indicate culture and at the same time culture helps students to learn grammar and vocabulary.

Coursebooks which have been in use in British English and American English can have differences in terms of context, content, vocabulary, grammar, discourse

styles, spelling and pronunciation. These differences occur in every part of a coursebook; in the pictures, reading and listening texts, exercises, and themes. Coursebooks are shaped by and reflect mostly the culture in which they are produced. Even in British and American versions of coursebooks by the same authors and publishers, vocabulary, pictures, phrases used, locations, brands tends to be culturally oriented- i.e. different.

In view of all these considerations, the aim of this study is to compare the quantity and quality of cultural and linguistic elements of American and British English in three sets of coursebooks of intermediate level which is prepared in American and British versions, namely *Hotline Intermediate*, *Blueprint Intermediate* and *Headway Intermediate*. In addition, this study aims to find out whether these coursebooks pay regard to the principle of integrating culture to the language in teaching and learning of foreign language environment and if they do how much they employ this principle comparatively.

1.3. Limitations of the Study

In the study, only intermediate levels of coursebooks by different publishers have been dealt with. The total number of the books investigated is six. From this aspect, the range of the study is limited to these six books. This could be regarded as one of the limitations of the study. The study has focused on only the content and the linguistic features of American and British English and their cultural aspects. Other cultures do not have any place in this study. In teaching culture there are some other parameters influencing the quality of the information such as the experience of the teacher, the background of the students, and the environment. Due to the scope of the study, these aspects of culture teaching have been excluded intentionally. In

the light of these limitations, the points stated below could be considered as the areas to be investigated for further studies.

1.4. Literature Review

1.4.1. Culture

In the previous chapter, relation of culture to language and language teaching has been mentioned broadly. Culture has been an unavoidable part of language education and intercultural communicative competence, which contains culture of the target language, has been commonly accepted as the goal of English as Foreign Language (EFL) teaching. But what is culture? In this section, some definitions of culture are going to be presented and discussed as long as they are relevant to the purpose of the study.

As mentioned in the earlier chapter, there is no single definition of culture because different meanings can be attached to it in different contexts and by different people. According to Duranti (1997), "culture is such a complex notion that it may be neither possible nor desirable to arrive at an all encompassing definition of it" (p. 49). Instead, theories of culture today tend to relate to specific contexts and fields of study. An example of such definitions is given by Geertz who views culture as a "historically transmitted semiotic network constructed by humans and which allows them to develop, communicate and perpetuate their knowledge, beliefs and attitudes about the world" (as cited in Lantolf, 1999, p. 30). Kachru (1999), on the other hand, claims that culture indicates "the pattern of meanings embodied in symbolic forms, including actions, utterances and meaningful objects of various kinds, by virtue of which individuals communicate with one another and share their experiences, conceptions and beliefs" (p. 77).

Brislin draws attention 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” (as cited in Starkey 1999, p. 155) to define culture. Kramsch (1998a) voices similar concerns claiming culture is “a membership in a discourse community that shares a common social space and history, and a common system of standards for perceiving, believing, evaluating, and action” (p. 127). The discourse community has common world views, beliefs and ways of assessing things, situations and events. In this regard, culture involves knowledge derived unconsciously and utilized as a social property. The knowledge dictates how the community socializes. Culture is arbitrary, in the way that “I could have been you and you could have been me, given different circumstances” (Kramsch, 1997, p. 4). Culture also embodies the historical background which is handed down from one generation to another so it becomes a part of the society. Kramsch (1998a) states that “the culture of everyday practices draws on the culture of shared history and tradition.” (p. 7). The historical view of culture entails the reference to its material productions, namely scientific inventions, monuments, literary works and artifacts of all kinds. In this regard, language plays a significant role to safeguard the cultural heritage of a nation and to perpetuate its thoughts and views.

Scollon and Scollon (2001) note that in studies of intercultural communication, culture refers to anthropological culture, which means “the customs, worldview, language, kinship system, social organization, and other taken-for-granted day-to-day practices of a person which set that group apart as a distinctive group” (p. 139). In another broader definition, Samovar, Porter and Stefani (1998) define culture “as the deposit of knowledge, experience, beliefs, values, actions, attitudes, meanings, hierarchies, religion, notions of time, roles, spatial relations, concepts of the

universe, and artifacts acquired by a group of people in the course of generations through individual and group striving” (p. 36). It can be detected in these definitions that everything about people constitutes culture. One meaningful example of these definitions is a survey carried out by Jiang (2000) among native Chinese people and native British people about their perception of the word food. For the Chinese people, food items refer to steamed bread, noodles, meat, rice, jiaozi, and so on, which are the typical food of Chinese people. For the native British people, hamburgers, ice-cream, pizzas, dessert, and so on are the representative food items (Jiang, 2000). These kinds of differences in conceptions are seen in all different cultures. Thus the notion of “culture” focuses on customs and traditions, on the social and shared heritage of people and societies. In a sense, “culture” is a broad concept that refers to all the various aspects of people’s ways of lives. Clearly, each definition of culture reveals another feature of it.

Culture is learned, both consciously and unconsciously, but once learned, it is automatic and subconscious (Samovar, Porter and Stefani, 1998). Hofstede (1991) refers to culture as an application of the brain system whose duty is to direct us on how to think and act within a group which shares the same values and understanding. He adds that culture turns into some kind of a filter in front of people’s eyes through which they see and understand the outside world (Hofstede, 1991). Lakoff and Johnson (1980) point to the way in which people from different cultures understand events, speech acts and physical phenomena differently, according to the model of their mind. Research shows that, whenever information, emotions or opinions are exchanged, a whole range of contextual and cultural factors seems to have important influence on the interpretation of the meanings that are conveyed (Halliday and Hasan, 1985). In other words, full understanding of the several kinds of meaning that is encoded in the grammar and vocabulary of a

language comes only with full understanding of the culture, or cultures, in which it operates (Hymes, 1964).

On the other hand, Kramsch (1998b) maintains the idea that “culture affects its bearers in two contradictory ways: it frees them from the generality and anonymity of nature by conferring on them a special ‘hue’, but at the same time, it restricts and restrains them to this particular hue, and imposes on them conformity to it” (p. 7). These effects of culture are, according to Kramsch (1998b), felt at three layers: “the social, the historical and the metaphorical layers” (p. 7). The social layer is observed in the ways members of the same social group think, behave, and value things in the world. This layer can also be observed in their use of language. People choose their words and decide when and where to say it, according to their common cultural ways. The latter are reinforced by social institutions such as the family and the school. According to Kramsch (1998a) the third layer of culture is imaginative as “discourse communities are characterized not only by facts and artifacts, but by common dreams, fulfilled and unfulfilled imaginings” (p. 8). These imaginings are part of a nation’s culture. Again, language serves as a means to externalize and express people’s imaginative reflections and metaphorical thinking.

In this part, several definitions of culture are presented. It is evident that culture is a complex notion to define. It is asserted that culture is historically transmitted semiotic network and it allows people to develop, share their knowledge, beliefs and attitudes about the world. It is also defined as the pattern of meanings embodied in symbolic forms, including actions, utterances and so on by which individuals communicate with one another and share their experiences, conceptions and beliefs. Similarly, it is asserted that culture is widely shared ideals, values, formation and uses of categories, assumptions about life of the members of a society. Another feature of culture is that it covers the customs, worldview, language, kinship system,

hierarchies, religion, social organization of a society, notions of time, roles, spatial relations, concepts of the universe, and artifacts acquired by a group of people in the course of generations. It is asserted that culture is learned, both consciously and unconsciously, but once learned, it is automatic and subconscious. It is pointed out that people from different cultures understand events, speech acts and physical phenomena differently, according to the model of their mind. Whenever information is exchanged, a whole range of contextual and cultural factors seems to have influence on the interpretation of the meanings that are conveyed. People are said to choose their words and decide when and where to say it, according to their common cultural ways.

1.4.2. Culture and Language Teaching

Ryan (1996) states various educational research projects have called attention to the uniqueness of culture and its inseparability from language. Scholars in the field conceive cultural goals in more or less the same terms. According to Nostrand, there are nine cultural goals to have communicative competence:

1. The ability to react appropriately in a social situation.
2. The ability to describe, or to ascribe to, the proper part of the population a pattern in the culture or social behaviour.
3. The ability to recognize a pattern when it is illustrated.
4. The ability to "explain" a pattern.
5. The ability to predict how a pattern is likely to apply in a given situation.
6. The ability to describe or manifest an attitude important for making one acceptable in the foreign society.
7. The ability to evaluate the form of a statement concerning a culture pattern.
8. The ability to describe or demonstrate defensible methods of analyzing a sociocultural whole.
9. The ability to identify basic human purposes that make significant the understanding which is being taught. (as cited in Lafayette and Schulz, 1997, pp. 578-579)

Brooks (1964), for example, says that "Language is the most typical, the most representative, and the most central element in any culture" (p. 85). Language and

culture are not separable; therefore, it is better to see the special characteristics of a language as cultural entities and to recognize that language enters into the learning and uses nearly all other cultural elements. The detailed facts of culture cannot properly be evaluated in isolation but must be seen as integrated parts of the total way of life in which they appear. Becoming more competent communicators within the targeted foreign language and its culture is taking on special significance nowadays for the reason that our everyday life is carried out in multicultural societies (Agar, 1997, p. 464). Obviously, dramatic changes in science and technology trigger a series of evolution in life and the world has become a very small place in which people can communicate easily without boundaries of place and time and so learning cultural ways of the Target Culture (TC) has become inadequate day by day let alone the linguistics and vocabulary of Target Language (TL) and a need for learning multi-cultural perspective of TL –i.e. a TL which is sensitive and cover the use in every part of the world - has emerged so “Today, learning a foreign language is likely to mean learning a great deal about the foreign civilization and culture at the same time.” (Crystal, 1997, p. 372).

According to Moran (1996), general aim of teaching of culture is only possible by making learners aware of the fact that there are different cultures. And in order to make that happen, learners need to know necessary things about the TC and realize the differences between their own Native Culture (NC). Learners need to have knowledge about TC, know how they can use this knowledge when and where necessary, and TC's values.

Brooks (1989) suggests that “when the learner communicates in the foreign language for the first time, he will discover that there are overtones of meaning that are not related to skills, grammar or lexicon” (p. 145). This recent important issue in foreign language learning has enabled teachers of foreign languages to consider the

fact that learning the grammatical rules of a foreign language and learning how to form grammatically correct sentences and phrases is not the same as learning to use a language in social interaction. Watson (1977) argues that “learning the rules for speaking in a given community are the first requirement for effective communication, intelligent interpretation and perception of the social processes underlying interaction” (p. 205). Learning the rules of TL may be the first step to speak, yet it is not enough to be communicatively competent. As Volosinov (1973) declares, “the actual reality of language-speech is not the abstract system of linguistic forms, not the isolated monologic utterance, and not the psycho-physiological act of its implementation, but the social event of verbal interaction implemented in an utterance or utterances” (p. 94).

Undoubtedly, language learning is very important. It broadens the mind like travelling and reading. When a foreign language is learned, one can have a contact to a different world that has different cultures, habits and life-styles. This contact to different culture will lead the learner to open new windows. People who have the same experiences and problems may understand each other easier. Scollon and Scollon (2001) agree with the idea as they say ‘speaking the same language’ actually refers this idea. Two people who share the same experiences and similar lives will have a better understanding than the people who do not. Kitao (1991) recognizes the value of culture stating that learning about the culture of TL is the most crucial goal of language courses. Hymes (1964) elaborates a concept of communicative competence which soon began to affect language teaching community in the beginning of the 1960s (p. 62). To him, the most novel and important aspect of sociolinguistic research is to establish what a speaker needs to know to communicate effectively in culturally significant settings (Hymes, 1964). This concept of “communicative competence” extends the idea of linguistic competence which Chomsky popularized to include not only knowledge of rules

which enable a speaker to distinguish grammatical from ungrammatical sentences in the language but also the rules that determine appropriate use of the language in living situations (as cited in Brumfit and Roland, 1986, p. 113). It includes knowledge of sociolinguistic rules, or the appropriateness of an utterance, in addition to knowledge of grammatical rules. It involves three types of knowledge-grammar, signification and use (Johnson, 1981, p. 22). McDonough and Shaw (1993) also suggest learners become communicatively more competent in the second language provided that the language skills are taught in an integrated way rather than separately. What is more, when skills are integrated, learners not only gain a deeper understanding of how communication works in the foreign language, but also become more motivated when they see the value of performing meaningful tasks and activities in the classroom.

Language is the core of a people's ways of lives, thoughts and values. Language and culture are so interrelated that trying to make them separate will cause an artificial product. All languages reflect the cultures of the people who use them. It is undesirable to learn a language without understanding how languages are coordinated with cultures. Valdes (1986) also argues that it is unavoidable to teach culture when teaching language. She adds that "the focus of a lesson may be on syntactic or phonetics features, but the content is cultural" (p. 61). Similarly, Suleiman (1993) stresses the view that language learning is a culture learning process (p. 18). They argue that it is impossible and undesirable to separate the linguistic aspects of a language from culture.

Abdur Rauf (1988) states that when reading a foreign language text, people find three levels of meaning: "lexical meaning, grammatical meaning, and socio-cultural meaning" (p. 44). Students may learn the lexical and grammatical meaning by checking a dictionary. But the socio-cultural meaning is difficult for the foreign or

second language learners to penetrate into as it implies the values, beliefs and attitudes of the speakers of the target language. Understanding a language in terms of its culture becomes complex with many different aspects and characteristics. It is inadequate for students to grasp the surface meaning of the text. Students may become unwilling or lack the ability to understand or accept the culture of the target language. In this regard, Brooks (1964) states that the teacher must relate language to culture in the classroom (p. 33). Valdes (1986) insists on the view that “language, thought and culture are three parts of the whole and cannot operate independently regardless of which one most influence the other two” (p. 1). Hinkel (1999) believes “communication in real situations is never out of context, and because culture is part of most contexts, communication is rarely culture-free” (p. 197). Thus, it is now increasingly recognized that language learning and learning about target cultures can not realistically be separated (Hinkel, 1999, p. 197).

Byram (1989) has explored the role of culture in Foreign Language (FL) education. To him cultural awareness contributes to language awareness and proficiency. He believes that a language curriculum necessarily includes, whether implicitly or explicitly, elements of the culture of its speakers, because language invariably reflects their knowledge and perception of the world and their cultural concepts and values. Thus, one cannot learn a language and disregard its culture because “to speak a language is to speak a culture, to exchange language which embodies a particular way of thinking and living” (Byram, 1992, p. 169). According to Byram, cultures share “translatable” similarities, but there are also cultural differences which need to be learned and to be understood so “In learning the group’s language, an outsider has also to learn new ways of thinking and living, some of which may contradict those peculiar to his own culture” (p. 170). In like manner, Seelye (1993) makes it clear that “unless the student is learning the language in the target culture, the cultural referents necessary to understand a native speaker must be learned in

addition” (p. 6). Corder (1973) states that as long as there is an overlap between cultures, as long as translation from and into languages is possible, learning a FL is not an impossible task, but is more or less difficult, depending on how close are one’s native language / TL, and NC / TC:

The learning of a second language does clearly involve some degree of recategorization; [...] learning a second language does involve learning to see the world as the speakers of that language habitually see it, does involve learning their culture. But this is not an impossible task [...]. Learning a new language is emphatically not a question of acquiring a new set of names for the same things; it is not just the learning of an automatic translation device, the internalizing of a bilingual dictionary. On the other hand, learning a language involves learning a new ‘worldview’. (p. 77)

Byram, Zarate and Neuner (1997) consider it essential that in FL learning:

The learner receives information about the people of the target country, about the way they organize their daily lives such as routines and rituals, about their ideas, attitudes and beliefs and so on, because this will help the learner to reflect upon his own position like similarities or differences and come to terms with possible communication traps in the foreign language such as misunderstandings, blockades and so on. (p. 66)

It has been argued that the problems that users of a foreign language experience are caused just as much by their lack of knowledge about social values, norms of behavior and cultural frames of reference as by their limited linguistic repertoire (Thompson, 1993). Alptekin (1993) points out that “if one cannot fully understand the cultural data, one can hardly be expected to learn the language with ease since culture plays a major role in cognition, which in turn affects comprehension and interpretation” and similarly, he suggests that “it is not really possible to teach a language without embedding it in its cultural base.” (pp. 136-143)

In addition, Friedman (1997) states that foreign language learners are also culture learners. Removing cultural information from language class would be a disservice to students because they lose the context of the language, a large part of what they

need to communicate. They also lose one of the most motivating aspects of foreign language study. Hendon (1980) states that introducing culture in the language class stimulates learners. He adds that most students are curious to know more about the foreign peoples and their way of life which increases students' motivation to learn the language. He asserts that language is a phenomenon structured and motivated by its culture. To stress the same ideas, Valdes (1990) emphasizes the effect of teaching culture on motivating the students' language acquisition. She believes that a feeling of closeness to the speakers of the target language can be a strong motivation for language learning.

Culture may serve as well to arouse the learners' instant motivation, where language learning is sometimes felt to be boring or limited. Units on culture in courses are one of the best helpers for teachers to get their students' attention back to the lesson when students are distracted. As Kitao (1991) says "When pace lags, when the eyes drop, when the heat comes, the smart teacher will have the cultural unit" (p.7). This is due to the fact that cultural matters generally stimulate learners' interest and:

Students like activities based on culture, including singing, dancing, role playing, doing research on countries and people, etc. [...] there was a high correlation between the FL which students were studying and their choice of foreign countries to visit or live in. The study of culture increases students' curiosity about and interest in the target countries, their people, and their culture. (Kitao, 1991, p. 7)

Kramsch (1993) focuses on the interaction between language and culture (p. 177). In this regard, she points out that "it is a truism to say that teaching language is teaching culture" and "culture plays a prominent role in language teaching" (Kramsch, 1993, p.7). To study a language involves studying the cultural aspects related to that language. Because culture and language are interwoven, foreign language teachers are involved in handling the meaning of language rooted in

socio-cultural context. Thus, cultural awareness should become an educational aim in itself and the core of language teaching. As aptly expressed by Kramsch (1993), culture is not a fifth extra skill to be added to the four main skills-speaking, listening, reading and writing, but “it is always in the background, right from day one, ready to unsettle the good language learners when they expect it least, making evident the limitations of their hard-won communicative competence, challenging their ability to make sense of the world around them” (p. 1).

Risager (2007) puts forward three main objectives of culture learning in a foreign language classroom. The first has to do with students’ cognitive development, and the focus must be on providing students with information about the country or countries where the language is spoken. Another objective has to do with the development of students’ foreign language skills. Here, the main concern is to provide students with insight into the foreign culture so that they will be able to communicate in an appropriate way in new cultural contexts. Wilkins (1967) agrees with Risager by saying that understanding the socio-cultural elements of a language gives the learner an insight into the social function of the language which in its turn helps to achieve better learning (p. 134). Risager’s third objective is to develop students’ attitudes towards other countries and cultures. In order to use the language in real-life situations, students also need to understand the link between language, context and culture and to work with and gain insight into some of the aspects of context and culture that come into play in situations of language use (Kramsch, 1993).

Many writers such as Valdes (1986) and Brown (1990) insist on the idea that language should be taught in its socio-cultural context since they are deeply interrelated and inseparable. Holly (1990) uses the metaphor of the “unspoken curriculum” to portray the unavoidability of culture in language teaching contents (p.

15). Language teaching, in his opinion, necessarily conveys cultural or ideological messages. Language is not a tool which people use just to make up sentences. Instead, it is a tool which people use to reflect their world. Peck (1984) states that “knowledge of the codes of behavior of other people is important if today’s foreign language student is to communicate fully in the target language” (p. 1). Without the study of culture, foreign language teaching is inaccurate and incomplete. For FL students, language study seems senseless if they know nothing about the people who speak it or the country in which it is spoken. Language learning should be more than the manipulation of syntax and lexicon. The exact conceptual meaning of an utterance in a language is decided by the context and the situation in which it occurs (Lado, 1975, p. 320).

To Wei (2005) language is used both as a means of communication and culture. Jiang (2000) argues “without culture, language would be dead; without language, culture would have no shape” (p. 330). Aksan (1987) elaborates on the idea that the language is not an only tool to speak but it is the core of the humanity and civilizations. In order to learn and use a foreign language, one must learn about the cultural content that the language serves to communicate (Lado, 1964). On the other hand, another idea links cultural insight to the students’ ability to communicate appropriately in situations of language use. Seelye (1984), for example, states that with this ‘super goal’ for the teaching of culture 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). Kitao (1991) reporting the outcomes of a culture training programme notes that “they [trained learners] demonstrated a more international outlook with greater understanding of the target culture and they understood themselves better, showed more self-confidence, and had increased motivation for foreign language study” (p. 4, original brackets). In other words, the benefits of

teaching about the TL culture, as revealed by this work, are two-fold: to enable learners to have a better understanding of others and of themselves, but also do motivate men to learn more of the TL.

Teaching culture means teaching what is relevant to the socio-cultural appropriateness of language use. According to them, language is made up of four main subsystems: the sound system, the grammar system, the lexical system and the cultural system. Cultural knowledge includes knowledge about the significance of gestures, facial expressions, distances maintained, unarticulated sounds, and cultural allusions of all kinds, having to do with values, taboos, habits, art forms, rituals and so on. Lack of this knowledge often results in misunderstandings and misinterpretations and, therefore, breakdowns in communication between natives and non-natives, whether orally or in writing (Finocchiaro and Brumfit, 1983, p. 27).

Tang (1999) also subscribes to the view that language and culture are two sides of the same coin (p. 1). For her, the question of including culture or not in the FL classroom is pointless.

Questions of this sort and research of this sort appear to me to presuppose that culture can be separated from language, that culture is something that needs to be introduced into the language classroom and to the learner, and that learner and teacher have some sort of a choice as to whether 'cultural integration' is to be included in the syllabus or not. (p. 1)

In her opinion, language is not merely interwoven with culture, but "language is culture" (Tang, 1999, p. 1). In another explanation, Jiang (2000) argues language and culture combine to form a living organism where language is flesh and culture is blood; thus, without culture, language would be dead and without language culture would be shapeless (p. 330). Bex (1994) argues that a language can not be emptied of its authentic cultural content (p. 60). Teachers may emphasize more or less the cultural messages expressed through language they offer to their pupils, but the language will inevitably be situated and carry some cultural assumptions. According to Valdes (1986), in a FL curriculum, language and culture always go together. From

the very beginning, culture is introduced along with language, even though some teachers may ignore or deny it:

From the first day of the beginning class, culture is at the forefront. Whatever approach, method, or technique is used, greetings are usually first on the agenda. How can any teacher fail to see the cultural nature of the way people greet each other in any place in any language? Not calling it a lesson in culture does not prevent its being one. Every language lesson, from repetition drills, and fill-in-the blanks to sophisticated compositions in advanced classes, must be about something, and almost invariably that something will be cultural, no matter what disguise it travels under. (Valdes, 1986, p. 20)

According to Yıldız (2006), because of globalization, the most common foreign language to be learned and taught at international platform is English. And the fact that language and culture are inseparable and interdependent makes English very special due to the fact that it is used by people all over the world and is influenced by people all over the world. This makes the relationship between the English language and culture more complicated. As a reaction to this in the 1960s, all the leading works on language teaching theory in the United States focused on culture as a necessary component in foreign language education (Brooks, 1964; Lado, 1964; Rivers, 1968).

In the 1970s, an emphasis on sociolinguistics emerged and resulted in greater emphasis on the context and situation where target language would be used. Savignon's (1972) study on communicative competence suggests the "value of training in communicative skills from the very beginning of the foreign language program" (p. 9). Culture's role in the second language and foreign language curriculum grew. The communicative approach eventually replaced the audio-lingual method in many areas of the world and in describing their framework for communicative competence, Canale and Swain (1980) claim that "a more natural integration" of language and culture takes place "through a more communicative approach than through a more grammatically based approach" (p. 31). Teacher-

oriented texts (Hammerly, 1982) now also included detailed chapters on culture teaching for the second/foreign language class, reflecting the prevailing goal: communication within the cultural context of the target language.

In the 1990s, the cultural syllabus has been supported by research in the National Core French Study (Flewelling, 1994), and its importance was reaffirmed in Stern's (1992) last book. The European emphasis on cultural studies has developed further (Byram, 1994) and has also been supported by empirical research (Buttjes and Byram, 1991). As the understanding of language and communication has evolved, the importance of culture in second language and foreign language education has increased. These definitions show and prove that it is necessary that coursebooks promote cultural awareness.

Another fundamental reason for introducing culture in a foreign language class is its constructive role in improving students' language skills. In this respect, Widdowson (1992) states that reading is an interaction between the writer and the reader which cannot be gained without an insight into the culture of the target language (p. 174). Prodromou (1992) investigates the effect of the knowledge of the target culture on motivating students' language learning. The findings show that 83 percent of the students are strongly motivated which is, in turn, reflected positively on their language learning. And in another survey including 80 Thai undergraduates conducted by Baker (2003), 51 out of the 75 students he interviewed, cited interest in English culture as an important reason for studying English. In another research conducted by Hwang (2007), approximately 77 percent of her students indicated their interest in learning more about English-speaking cultures. Language learners as well as the teachers are to be aware of the importance of the TC of TL in order to produce the necessary motivation for the learning. For Valdes (1986), recognizing and highlighting the cultural component in a language lesson promotes learning and

completes its usefulness, claiming: "How much more effective for the language learner if the teacher is aware of the cultural nature of what he is teaching and adds interpretation, explanation of underlying values, along with word order, tense, and aspect (p. 21). Attention to cultural details doubles the usefulness of the lesson, not only in adding another dimension, but also in making the lesson more interesting and therefore easier to learn. According to Niederhauser's (1997) experience, "bringing cultural content into the language classroom is one of the best ways of increasing motivation (p. 11). In a society in which the conflict between globalization and nationalism remains unresolved, many members of the younger generation greatly appreciate the opportunity to learn about life in other countries and to exchange ideas with teachers who are sensitive to both cultures. According to the experience of Mavi (1996) in FL teaching, "young pupils become more motivated when they learn about the life style of the foreign country whose language they are studying" (p. 54).

Kitao (1991) presents a study in which two groups of American learners of German were compared. The first group relied only on a coursebook to study the TL, but the second had an additional cultural instruction. It was found out that in the former, three learners dropped the language course, while no one did so in the latter. Besides, learners who were taught about culture achieved better in terms of grades than those who were not. It can be inferred that learning about Foreign Culture (FC) may serve as a motive to learning FLs.

It is evident that as far as foreign or second language teaching and learning is concerned culture and language are inseparable. In order to achieve communication competence, which is basically to be able to understand different contextual situations and respond appropriately, culture is the central element in foreign language learning. Everyday life is carried out mostly in multicultural societies and

making learners to be aware of different cultures is crucial in order them to develop mutual understanding. It is emphasized that learning a foreign language is not all about learning only of the grammatical rules or lexicon. It is very important to learn how and when to use them. It is suggested that separation of language and culture will cause an artificial product because teaching language is teaching culture and language should be taught in its socio-cultural context since they are deeply interrelated and inseparable. It is pointed out that teaching culture means teaching what is relevant to the socio-cultural appropriateness of language use. It is stated when reading a text, there are lexical, grammatical and socio-cultural meanings to be understood. It is believed that a language invariably reflects knowledge, perception and cultural concepts of its speakers. It is stated that teaching the TC and the way of lives of foreign people increase students' motivation to learn the language and the constructive role of culture in improving students' language skills is underlined.

1.4.3. American English and British English

English is the global and the common language because it is dominant in business, the internet, science, education, films, music, travel, radio and television. It is widely learned as a second language and is an official language of the European Union and of the United Nations, as well as of many world organisations. One of the major changes in English Language Teaching (ELT) world has been the realization of the necessity of the teaching culture along with the linguistic elements. Culture is a very complex term to define and covers many things such as values, rules, role, meanings, a shared world view, religion and language along with other components. Language and culture cannot be separated since they have a mutual interaction with each other and they have a strong effect on each other. So, inevitably, coursebooks designed to support the language learning and teaching activities give cultural and

linguistic content of target language. American and British English are seen as the norms to be learned by most of the learners. They seek the right place, teachers or materials for this aim. As a consequence, publishers produce almost all of ELT coursebooks either in American English or British English. Everyday life is carried out mostly in multicultural societies and making learners to be aware of different cultures is crucial in order them to develop mutual understanding. Coursebooks are claimed to be effective instruments for the language education and they have the power of changing students' opinions on many socio-cultural matters. Thus, it has become important how coursebooks treat different ethnic origins, occupational groups, social classes, etc. It is believed that coursebooks are being developed according to changing approaches and methodologies. The best coursebooks are defined as the ones which take into account the similarities and the differences that exist between NC and FC which helps learners understand and appreciate other cultures.

In this study, American English and British English are regarded as the standard forms of language which is the medium of education, parliament, law courts, mass media, printed materials, foreign language teaching, dictionaries rather than the other forms of language. Written forms of standard British English and standard American English vary little in their essential features, with only occasional noticeable differences in comparable media (Cyrstal, 2003, p. 304). This kind of formal English, particularly written English, is often called "standard English" (Cyrstal, 2004, p. 39). In a broader view, Standard English is

The English that with respect to spelling, grammar, pronunciation, and vocabulary is substantially uniform though not devoid of regional differences, that is well established by usage in the formal and informal speech and writing of the educated, and that is widely recognized as acceptable wherever English is spoken and understood (Merriam-Webster Dictionary Online, 2015).

The English language was first introduced to the America by British colonization, beginning in 1607 in Jamestown, Virginia. Similarly, the language spread to numerous other parts of the world as a result of British trade and colonization elsewhere and the spread of the former British Empire. Over the past 400 years the form of the language used in the United States and that used in the United Kingdom have diverged in a few minor ways, leading to the versions now occasionally referred to as American English and British English. Differences between the two include pronunciation, grammar, vocabulary (lexis), spelling, punctuation, idioms and formatting of dates and numbers, although the differences in written and most spoken grammar structure tend to be much less than those of other aspects of the language in terms of mutual intelligibility. A small number of words have completely different meanings in the two versions or are even unknown or not used in one of the versions. One particular contribution towards formalizing these differences came from Noah Webster who wrote the first American dictionary which was published in 1828 with the intention of showing that people in the United States spoke a different dialect from Britain, much like a regional accent. Kachru (1996) parceled the spread of English into several phases. The first phase saw English spread throughout the British Isles, including Wales, Scotland, and Ireland, during the 16th and 17th centuries. This was quickly followed by the second phase wherein English further expanded its realm to North America, Australia, and New Zealand by means of the migrations of English speaking populations. Kachru (1996) cited the third phase as having the greatest effect on the sociolinguistic profile of English. It was during this phase that English spread to areas where no English-speaking communities had previously existed, including South Asia, Southeast Asia, South, West, and East Africa. According to Kachru (1996), this contributed to the rise of major cross-linguistic and cross-cultural attributes, which together resulted in the changed profile of English as a pluricentric language. This pluricentricity, he asserted, "is not merely demographic, it entails cultural, linguistic, and literary reincarnations of the English

language” (Kachru, 1996, pp. 136-137). Bhatt (2001) echoed this notion, citing the development of “regional-contact varieties of English” stemming from its contact with diverse languages in these disparate sociocultural contexts (p. 529). He went further, describing this phase of diaspora as creating “a new ecology for the teaching of English...in terms of linguistic input, methodology, norms, and identity” (Bhatt, 2001, p. 529). These elements have had considerable influence on the paradigm shift within ELT resultant from the spread of English. Graddol (1997) offered an in-depth discussion regarding the reasons underlying the spread of English. Graddol (1997) posits two prevailing historical forces as contributing to the spread of English:

First was the colonial expansion of Britain which resulted in settlements of English speakers in many parts of the world. This has provided a diasporic base for the language – which is probably a key factor in the adoption of a language as a lingua franca. In the 20th century, the role of the US has been more important than that of Britain and has helped ensure that the language is not only at the forefront of scientific and technical knowledge, but also leads consumer culture. (p. 14)

The spoken forms of British English vary considerably, reflecting a long history of dialect development amid isolated populations. In the United Kingdom, dialects, word use and accents vary not only between England, Northern Ireland, Scotland and Wales, but also within them. It remains the accent upon which dictionary pronunciation guides are based, and for teaching English as a foreign language. It is referred to colloquially as ‘the Queen’s English’, ‘Oxford English’ and ‘BBC English’. An unofficial standard for spoken American English has also developed, as a result of mass media and geographic and social mobility, and broadly describes the English typically heard from network newscasters, commonly referred to as non-regional diction. Despite this unofficial standard, regional variations of American English have not only persisted but have actually intensified (Labov, Ash and Boberg, 1997).

Regional dialects in the United States typically reflect some elements of the language of the main immigrant groups in any particular region of the country, especially in terms of pronunciation and vernacular vocabulary. Scholars have mapped at least four major regional variations of spoken American English: Northern, Southern, Midland, and Western (Labov, Ash and Boberg, 1997). After the American Civil War, the settlement of the western territories by migrants from the east led to dialect mixing and leveling, so regional dialects are most strongly differentiated in the eastern parts of the country that were settled earlier.

American English and British English differ at the levels of phonology, phonetics, vocabulary, and, to a much lesser extent, grammar and orthography. The first large American dictionary, *An American Dictionary of the English Language* by Noah Webster intended to show that the United States, which was a relatively new country at the time, spoke a different dialect from that of Britain. Differences in grammar are relatively minor, and normally do not affect mutual intelligibility; these include: different use of some verbal auxiliaries; formal (rather than notional) agreement with collective nouns; different preferences for the past forms of a few verbs; different prepositions and adverbs in certain contexts; and whether or not a definite article is used. Often, these differences are a matter of relative preferences rather than absolute rules; and most are not stable, since the two varieties are constantly influencing each other (Algeo, 2006).

Differences in orthography are also minor. The main differences are that American English uses of spellings. Noah Webster popularized such spellings in America, but he did not invent most of them. Rather, "he chose already existing options [...] on such grounds as simplicity, analogy or etymology" (Algeo, 2008, p. 599, original brackets). Other differences are due to the Francophile tastes of the 19th century Victorian England (Peters, 2004, p.34). American English uses -ize in words

like realize. British English prefers -ise, but also uses -ize. American English sometimes favors words that are morphologically more complex, whereas British English uses clipped forms. However, while individuals usually use one or the other, both forms will be widely understood and mostly used alongside each other within the two systems.

It is evident that Standard English is the English that with respect to spelling, grammar, pronunciation, and vocabulary is substantially uniform though not devoid of regional differences, that is well established by usage in the formal and informal speech and writing of the educated and that is widely recognized as acceptable wherever English is spoken and understood. It is obvious that standard British English and standard American English vary little in their essential features. It is asserted that the spread of English has several phases during which English spread almost all over the world. It is evident that this contributed to the rise of major cross-linguistic and cross-cultural attributes, which together resulted in the changed profile of English as a pluricentric language. This pluricentricity is asserted is not merely demographic but it entails cultural, linguistic, and literary reincarnations of the English language. It is obvious that there are two prevailing historical forces as contributing to the spread of English. First was the colonial expansion of Britain which resulted in settlements of English speakers in many parts of the world. This has provided a diasporic base for the language – which is probably a key factor in the adoption of a language as a lingua franca. In the 20th century, the role of the US has been more important than that of Britain and has helped ensure that the language is at the forefront of scientific and technical knowledge and has made American English as one of the most preferred variations.

1.4.4. Coursebooks in ELT

In this part, in order to analyze the chosen coursebooks appropriately, the issues such as what is a coursebook and its place in foreign language teaching are probed into. All the tools which facilitate learning are called teaching materials. Brown (1995) defines materials as “any systematic description of the techniques and exercises to be used in classroom teaching” (p. 139). Materials used for teaching language can also be defined as anything that help teacher teaching the learners. Nunan (1988a) states that “materials are, in fact, an essential element within the curriculum, and do more than simply lubricate the wheels of learning” (p. 98). At their best, they provide concrete models for desirable classroom practice. They act as curriculum models and at their very best they fulfill a teacher development role (Nunan, 1988b, p. 98).

Apparently coursebooks are the most commonly used materials in language teaching. Chall, Conard, and Harris-Sharples (as cited in Hong Xu, 2004) draw attention to a very striking point peculiar to the extensive use of ELT coursebooks claiming that by the time most students complete high school, they will have been exposed to over 32,000 pages in coursebooks and that almost all of their time in reading instruction and at least three-fourths of their time in content classes will have been spent with a coursebook. Coursebooks are not prepared randomly. Their purpose is to serve language learning environment. All the reading and listening texts, the linearity of grammar and speaking topics stand in their places for a reason. Language teaching is defined as “guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning” (Brown, 1987, p. 7). So, coursebooks can be considered as the major material of teachers for their cause. The term ‘coursebook’ means, a text book of which the teacher and each student have a copy and which is in principle to be followed systematically as the basis for a

language course. Coursebooks are defined by Tosunoğlu, Arslan and Karakuş (2001) as “any printed material used during the process of transfer of information to the learners taking their age and underlying knowledge into account and taking any instructional programme as a basis” (p. 7). Sometimes the term textbook is used coterminously with coursebook; however, in this study ‘coursebook’ is preferred in place of “textbook” due to the assumption that

A coursebook is a textbook that provides the basic materials for a course and it serves as the only book used by the learners during a course. It usually covers work on grammar, vocabulary, pronunciation, functions and the four skills” (Tomlinson, 1998, p. 9).

Hutchinson and Torres (1994) also describe a coursebook as “an important means of satisfying the range of needs that emerge from the classroom and its wider context” (p. 327). It is widely acknowledged that coursebooks are the main materials used in language classes. They may be the teacher, the trainer, the authority, the resource, and the ideology in the foreign language classroom (Hinkel, 1999). Regarding the multiple roles of coursebooks in ELT, Cunningsworth (1995) identifies a coursebook as a resource in presenting the material, a source for learners to practice and do the activities. They also provide the learners with a reference source on grammar, vocabulary and pronunciation. What is more, coursebooks serve as a syllabus and a self-study source for learners. They also serve as a support for the beginning teachers who have yet to gain in confidence. Thus, it can be said that the fundamental role of coursebooks is to be at the service of teachers and learners but not their boss.

Coursebooks have kept their place as unsubstituted for a very long time and it seems they will preserve their place in teaching process in the long run. For language teaching, every development in teaching languages brought new teaching

methods, content and form for the coursebooks. For instance, a book prepared with the principles of the Grammar Translation Method contains grammatical charts, translation exercises of Latin texts. A book prepared in accordance with the principles of the communicative method, on the other hand, produces opportunities for the students to use the language in the classroom, highlights the communicative functions of language. Both content and methods used in such a book reflect the authentic language of everyday life and such books also encourage group work or pair-work and emphasize fluency.

Coursebook is very important for both teachers and students and it is the basis of a course. Although it cannot cover everything, it remains the major source for the teaching content. Coursebook is the useful instrument for the educational practice and it can reflect values and senses for individuals and nations (Hinkel, 2005, p. 135). According to Karvonen, coursebooks are sometimes even the targets of action instead of being just tools (as cited in Lappalainen, 2011, p. 5). Sheldon (1987) defines the term coursebook "as a published book, most often produced for commercial gain, whose explicit aim is to aid foreign learners of English in improving their linguistic knowledge and communicative ability" (p. 140). Allwright (1990), on the other hand, views texts as source of ideas, not a simple material for students. This viewpoint is maintained by Cunningsworth (1984) as he holds the idea that published material provides the initial scaffold which must be adapted by each individual teacher to match the needs of their students (p. 65).

According to Grant (1987), coursebooks assist learners and teachers by giving the content in an orderly way. By doing so, they provide the learners with the feeling of security and the learners see their development up to that moment and can anticipate what they need to deal with. Coursebooks are also helpful in raising learners' awareness about the target language and target culture; they widen

learners' general subject knowledge and learners' understanding of what is concerned in language learning (Garayeva, 2001). Coursebooks, as they have a great place in language teaching, have to provide some certain expectations of teaching atmosphere. According to Cunningsworth (1995),

Coursebooks should correspond to learners' needs. They should match the aims and objectives of the language learning program and should take account of students' needs as learners and should facilitate their learning processes, without inflexibly imposing a rigid method. Coursebooks should reflect the uses of present or future which learners will make use of the language (p. 15).

Pakkan (1997) states that a coursebook should be practical in terms of being affordable, motivating, flexible and realistic. Learners profit most if they invest interest, effort, and attention in the learning activity. According to Lewis (1993), coursebooks should encourage and endorse helpful attitudes to language and language learning (p. 182).

Coursebooks are produced massively for EFL and English as a Second Language (ESL) purposes all over the world, and aim to meet the needs of language learners, so that they can function linguistically and culturally in English communicative acts. They offer advantages for teachers and language students alike, and they constitute a useful resource for both teachers and learners (Richards, 1993). Richards (2001) values coursebooks as the precious element in language courses. They provide the learners with the necessary input that the learners receive and the language practice that occurs in the class. They also serve as the basis for the language content and skills to be taught and other kinds of language practice that the learners take part in.

Coursebooks provide the learners with supporting materials that make language learning more efficient such as picture sets, flashcards, slides, overhead

transparencies, charts, audio cassettes, CDs, video cassettes, interactive CDs and so on (Richards, 2001). Coursebooks along with their contents, their roles in the classrooms, the methods which teachers use to make the most of it are the matters needs to be evaluated because of their crucial roles in the process.

The importance of the coursebook in foreign language classrooms is a crucial issue. At all stages and levels of foreign language instruction, teachers and students rely heavily on coursebook materials. The objectives and philosophy selected by authors and editors guide instructors in the presentation of language and culture concepts to students. Content and format provide the organizational base for the syllabus. Daily lesson plans are based on exercises, drills, and vocabulary contained with each chapter. Students depend upon coursebooks for examples, assignments, and clarification of problematic areas. (Macian, as cited in Gedikoğlu, 2009, p. 32)

It is evident that coursebooks are the essential materials and elements which are being used extensively in EFL environment. They act as curriculum modals which transfer information to the learners by taking instructional programme as a basis. They generally cover grammar, vocabulary, pronunciation, functions and the four skills activities of TL. They reflect values and senses for individuals and nations. According to the researchers, they provide the initial scaffold which must be adapted by teachers to match the needs of their students. It is argued that coursebooks assist teachers by giving the content in an orderly way. It is believed that coursebooks raise learners' awareness about TL and TC. It is asserted that coursebooks should provide additional materials in order to provide learners necessary in input and language practice.

1.4.5. Coursebooks and Culture

It is widely accepted that coursebooks are the main materials in language classes. These coursebooks are produced for EFL and ESL purposes all over the world. The primary aim of these coursebooks is to meet the needs of language learners, so that they can function linguistically and culturally well in communication. Thus, it is

extremely important that these coursebooks contain vital components to teach the language and its culture.

Cortazzi and Jin (1999) divide EFL coursebooks into three large categories depending on their focus on culture:

- Coursebooks based on the source culture: the coursebooks that are produced at a national level for a particular country. Learners are taught how to talk about their own culture to visitors to their country rather than be prepared to encounter other cultures. Although such coursebooks help students to become aware of their own cultural identity, they do not develop students' intercultural awareness.
- Coursebooks based on the target culture: these coursebooks usually focus on one or two target cultures such as the United Kingdom, United States. Though widely used all over the world, they are often criticized for their commercial nature and seen as publishers' promotional materials.
- Coursebooks aimed at the international target culture: books that include a wide variety of cultures set in English speaking countries or in countries where English is not a first or a second language, but is used as an international language. (pp. 204-210)

Pakkan (1997) states most teachers prefer coursebooks because they see coursebooks as the products of long and serious studies of experienced and qualified people with piloting them before they are presented to the market. She adds that a coursebook helps teachers to bring reality of life into the artificial atmosphere of the classroom. Coursebooks are helpful in raising learners' awareness about the target language and target culture; they extend learners' general subject knowledge and learners' understanding of what is involved in language learning (Garayeva, 2001). Coursebooks introduce students the cultures of different countries and regions, thus making it convenient for students to exert a relatively remarkable influence on the fostering of students' cultural awareness and competence of intercultural communication. Coursebooks are the effective instruments for the educational practice and they can reflect values and senses for individuals and nations (Hinkel, 2005, p. 135). Arıkan (2005) argues "coursebooks, with all their aspects, have the power of altering students' opinions and beliefs on

many socio-cultural matters from gender and popular culture to religion and social class since the majority of classroom teaching is carried out by the use of them” (p. 8). Henceforth, how coursebooks treat different ethnic origins, ages, occupations, social classes and disabilities become important (Cunningsworth, 1994, pp. 1-96).

In every step in learning and teaching TL, sufficient amount of TC and examples of how to give shape to the grammar and vocabulary knowledge have to be included. Without enough amount of cultural knowledge, it is impossible to deliver messages in diverse situations to people with different backgrounds. In order to be competent in communication, the speaker should have cultural understanding which contains the knowledge of discourse variations, traits, values, norms of the TC (Kramsch, 1993). These factors in themselves establish that a fundamental requirement for ELT coursebooks should be to display an accurate representation of the target language culture. Byrd (2001) states that ELT coursebooks embody two kinds of information which are thematic/topic context like family, school and so on, and linguistic context like grammar, vocabulary and skills. The users of ELT coursebooks engage with the content of the document to obtain the linguistic knowledge needed to communicate in a foreign language. ELT coursebooks build their four skills such as speaking, listening, reading and writing in a second / foreign language. In other words, the primary purpose of many ELT coursebooks is to help learners to learn thoroughly the linguistic context through the use of the thematic context. Coursebooks can include examples of how the contents of language can be worked with and how intercultural issues can be addressed, and also provide clear explanations and argumentation why these new perspectives should be incorporated in the teaching of English (Pohl, 2001). Moreover, coursebooks can provide valuable input when it comes to exposing students to new cultural expressions and to the diversity of cultures. Cortazzi and Jin (1999) put it clearly that “the learning of culture and the development of intercultural skills depend in large

part on how the coursebooks are used in the classroom, that is, on the quality of interaction between students, texts, and teachers. Beyond coursebooks, what is required is a methodology of cultural learning" (p. 210).

Another issue to be concerned with is whether the material chosen should primarily reflect the foreign or the native culture of the learners. Brooks (1989), who believes the culture of target language should be included, argues that language forms are best understood and learned in their cultural settings and that without the cultural context language forms are meaningless since they are not authentic. It can be detected that there are two kinds of coursebooks in general. The first type includes teaching materials that are produced for the international market. According to Pulverness (1995) such coursebooks "are centered on topics with fairly broad transcultural appeal" and contain material that could be set anywhere (p. 7). Because of their universal nature they are widely used. Cunningsworth (1984) maintains that the relative lack of culture specificity and transparent situations for presentation of language items make such material readily acceptable in almost any country of the world (p. 62). Local coursebooks, on the other hand, include material that conforms to the requirements of the national curriculum of a particular country. Local coursebooks usually develop learners' awareness of their own cultural identity as well as including material that promote learners' awareness of the target culture (Skopinskaja, 2003, p. 42). The rationale for this is that students will need foreign language skills, first and foremost, to talk about themselves and their own background (Pulverness, 2000; Alptekin, 2002). Cortazzi and Jin (1999) argue that examples of such coursebooks can be found in Venezuela, Turkey and Saudi Arabia. Research indicates that there are three different trends here. Most coursebooks focus on the two countries that have traditionally the closest links with the language, namely the United Kingdom and the United States. But some coursebooks which aim to teach English as an international language provide

information about a number of different cultures in and outside the English-speaking world, and situations are presented that exemplify the use of English as a lingua franca (Cortazzi and Jin, 1999).

ELT coursebooks written by British or American authors are generally based on the culture and the contexts of the Anglo-American world. On the other hand, for a coursebook to become more appropriate to students' learning Stevick (1998) suggests that coursebooks shouldn't present readymade content, conversations or information; instead there should be authentic materials that arouse curiosity to learn and motivates them to be creative. Much of the recent literature on materials development for language learning has recommended that coursebooks provide learners with more opportunities to acquire language features from frequent encounters with the language in use (Cunico, Islam, Maley, Masuhara and Rubdy, as cited in Gedikoğlu, 2009, p. 31). Kramsch (1993) draws attention to the fact that culture should be presented with all its interpersonal dimensions like age of the TC bearers, their gender, social class, religion, and ethnicity. This aspect introduces learners to sub-cultures, i.e., to the variety and heterogeneity existing within the same one culture, and invites them to examine their stereotypes and prejudices, to attempt to see beyond them, to view and interpret things from the other's perspective. Coursebooks should be designed to provide opportunities for students to cooperate with others, engaging in project work, which can lead to increased social, cooperative skills, and group cohesiveness (Fragoulis and Tsiplakides, 2009).

Other theorists such as Prodromou (1988) and Alptekin (1993) have focused on the use of the target language culture as a vehicle for teaching the language in coursebooks and suggest that it is not really possible to teach a language without embedding it in its cultural base. They argue that such a process inevitably forces

learners to express themselves within a culture of which they have scarcely any experience and this may result in alienation, stereotyping, or even reluctance or resistance to learning. Gray (2000), on the other hand, has defended the socio-cultural components of many coursebooks. He suggests that language coursebooks are not just books that contain linguistic information but they are actually cultural ambassadors. In this way, Gray (2000) argues learners will improve their language skills by using their coursebooks as useful instruments for provoking discussion, cultural debate, and a two-way flow of information. Clearly there is no consensus on this issue at this particular time and this would seem to warrant some degree of caution when using these types of books in certain teaching and learning contexts.

Byram points out that providing student with positive images of a country and people living in that country does not necessarily promote positive attitudes in the learners towards the foreign society. Thus he calls, with Andersen and Risager (1981) and Risager (1991), for a more realistic rendering of foreign countries and people. Risager (1991) argues that, in order for students to relate to the foreign country and feel the need for further contact with people there, they need to be provided with pictures of the foreign country that they can recognize as realistic and believable. The main ingredient in a realistic picture is,

The presentation of real people, i.e. people in the foreign country who come to life as believable human beings with feelings, attitudes, values and perceived problems and he calls for coursebooks to present a representative selection of people from different age groups, social and occupational affiliations, geographical environments and situations of interaction in what she refers to as micro level texts (Risager, 1991, p. 183).

For Lado (1957), an effective coursebook is the one that takes into account the similarities and the differences that exist between the NC (Native Culture) and the FC. Teaching materials can also include information about other target language-speaking cultures, celebrating difference and diversity. English, for instance, is a

language that reflects many cultures. A coursebook for English can be designed so as to make its cultural focus balanced between units on UK, on USA, on India, on Ireland or Australia, without overlooking the learners' home culture. One objective of evaluating the treatment of the cultural content in coursebooks may be, thus, to see whether and to what extent these cultures are taken account of. Many cultures may be incorporated to some extent.

Some proponents of authentic classroom language models have argued that the problems with many coursebooks are not necessarily the fact that they are culturally or socially biased but that they are actually too contrived and artificial in their presentation of the target language. They argue that it is crucial to introduce learners to the fundamental characteristics of authentic real- life examples of both spoken and written discourse. They have demonstrated that many scripted coursebook language models and dialogues are unnatural and inappropriate for communicative or cooperative language teaching because they do not adequately prepare students for the types of pronunciation (Brazil, Coulthard, and Johns, 1980; Levis, 1999), language rules, grammar, idioms, vocabulary and conversational rules, routines and strategies that they will have to use in the real-world. They further contend that the scripted unauthentic language found in many coursebooks does not lend itself to communicative practice but instead can lead to an oversimplification of language and unrealistic views of real-life situations (Cathcart, 1989).

Risager (as cited in Cunningsworth, 1995, p. 90) states that foreign language teaching coursebooks 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. The aim of the activities included in the book is 'to sharpen observation,

encourage critical thinking about cultural stereotypes, and develop tolerance.’ (Tomalin and Stemplewski, 1993, p. 3). Thus, not only do recent EFL coursebooks include materials designed to promote awareness of race, gender, and environmental issues, but these points are highlighted in the publishers’ promotional materials (Hinkel, 1999, p. 208). Bruton (1997) concludes since coursebooks are so central to EFL teaching, they should also be much more central to theoretical EFL debate by revising and updating their contents and materials through updated but less biased accounts of cultural, educational, local, international, global, as well as more marginal issues and problems.

Obviously coursebooks should give information about target language and its culture. Language forms have meaning only in its cultural setting and context. The presentation of the target language should not be artificial. They have to reflect the real world outside the class environment. They have to prepare the students for the real life situations. Communication between speakers in the coursebooks should be natural and appropriate for communicative or cooperative language teaching.

Despite their obvious benefits, coursebooks, however, have also been criticized for the following reasons:

- a. Coursebooks are not flexible and generally simply mirror the pedagogic, psychological, and linguistic preferences and biases of their authors (Allwright, 1982),
- b. Coursebooks contain social and cultural biases, such as gender bias, sexism, and stereotyping (Carrell and Korwitz, 1994),
- c. They are often too contrived and artificial in their presentation of the target language. For example many scripted language models and dialogues are unnatural and inappropriate for communicative or cooperative language teaching (Skierso, 1991),
- d. Coursebooks may prevent teachers “creativity if teachers are obliged to follow the coursebooks sequence to the letter”. (Skierso, 1991, p. 432)

Ansary and Babaii (2002) also state “teachers may find themselves as mediators with no free hand and slave, in fact, to others’ judgments about what is good and

what is not" (as cited in Ur, 1996, p. 183). Publishers sometimes neglect matters of cultural appropriateness; they fail to recognize the likely restrictions operative in most teaching situations; and they are not always aware of the pedagogical implications of current theory and research in linguistics and language learning. Many coursebooks, for example, use artificial, whole-sentence dialogues despite the nature of real-life interaction (Cunningsworth, 1987). For instance, according to Crystal and Davy (1975), the language presented to students in coursebooks is a poor representation of the real thing, "far away from the real, informal kind of English which is used very much more than any other during a normal speaking lifetime" (p. 2). Grant (1987) mentions that coursebooks try to solve the problem by creating opportunities for learners to use the target language in the classroom as a sort of 'halfway house' before using it in real life. Richards and Renandya specify coursebooks' disadvantages:

- a. They lack proper and authentic language models,
- b. They lack to create active learner roles,
- c. They lack contextualized activities,
- d. They lack adequate cultural understanding,
- e. They lack discourse competence,
- f. They lack idioms,
- g. They lack equity in gender representation. (as cited in Kayapınar, 2009, p. 1-2)

Researchers such as Porreca (1984), Florent and Walter (1989), Clarke and Clarke (1990), Carrell and Korwitz (1994), and Renner (1997) have demonstrated that many EFL/ESL coursebooks still contain rampant examples of gender bias, sexism, and stereotyping. They describe such gender-related inequities as the relative invisibility of female characters, the unrealistic and sexist portrayals of both men and women, stereotypes involving social roles, occupations, relationships and actions as well as linguistic biases such as 'gendered' English and sexist language. In coursebooks, many examples of these problems can be observed no matter where and by whom they are prepared. Consequently,

Findings such as these have led researchers to believe that the continuing prevalence of sexism and gender stereotypes in many EFL/ESL coursebooks may reflect the unequal power relationships that still exist between the sexes in many cultures, the prolonged marginalization of females, and the misrepresentations of writers with social attitudes that are incongruent with the present-day realities of the target language culture (Sunderland, 1992).

It is evident that teachers prefer coursebooks because they see coursebooks as products of serious studies which are helpful in raising learners' awareness about the TL and TC. Coursebooks are claimed to be effective instruments for the language education and they have the power of changing students' opinions on many socio-cultural matters. Thus, it has become important how coursebooks treat different ethnic origins, occupational groups, social classes, etc. It is stated that coursebooks embody two kinds of information which are thematic/topic content like family, school, etc. and linguistic content like grammar, vocabulary, skills, etc. It is argued that language forms are meaningless without the cultural context since they are not authentic. On the other hand, researchers believe that coursebooks are being developed according to changing approaches and methodologies. The best coursebooks are defined as the ones which take into account the similarities and the differences that exist between NC and FC which helps learners understand and appreciate other cultures. The aim of the activities in the coursebooks is to give learners opportunity to observe, encourage about critical thinking about FC. Despite their benefits, some researches assert that coursebooks generally mirror the linguistic preferences and biases of their authors, that they are artificial in their presentation of TL, they prevent creativity of teachers and lack discourse competence.

CHAPTER 2

METHODOLOGY

2.1. Research Questions

The aim of this study is to compare the quantity and quality of cultural and linguistic elements of American and British English in three sets of coursebooks which is prepared in American and British versions, namely *Hotline Intermediate*, *Blueprint Intermediate* and *Headway Intermediate*. In addition, this study aims to find out whether these coursebooks pay regard to the principle of integrating culture to the language in teaching and learning of foreign language environment. If they do, how much they employ this principle compared to each other. As for cultural elements, criteria by Byram and Morgan (1994) has been adapted for this study, on the other hand, to investigate the linguistic part, a new criteria has been constructed which is inspired by many criterion. These questions will help to distinguish expected differences, if any.

1. To what extend grammatical features are different?
2. How are vocabulary, spelling and writing differences reflected between American and British versions?
3. How is discourse style difference reflected in the selected coursebooks?
4. How are the social identities and social groups of British and American cultures reflected in the selected coursebooks?
5. What is the place of social interaction in the coursebooks in terms of British and American cultural and linguistic elements?
6. To what extend are belief and the behavior of the British and American culture reflected in the selected coursebooks?

7. How are the national history and geography of British and American cultures represented in the selected coursebooks?
8. How are socialization, life-cycle and socio-political institutions of British and American cultures represented in the selected coursebooks?
9. What are the elements indicating British and American national cultural heritage in the selected coursebooks?
10. How are the different cultures represented in the selected coursebooks and are there any differences in the representation of specific cultures and language use?
11. What are the elements of the common stereotypes and national identities in the selected coursebooks?

2.2. Data Collection Instruments

A comparative study will be carried out in this thesis. There are three sets of coursebooks of intermediate level which contain two coursebooks in every set prepared according to American English and American culture and British English and British culture. The aim of this study is to compare the quantity and quality of cultural and linguistic elements of American and British English in three sets of coursebooks which are prepared in American and British versions, namely *Hotline Intermediate*, *Blueprint Intermediate* and *Headway Intermediate*. In addition, this study aims to find out whether these coursebooks pay regard to the principle of integrating culture to the language in teaching and learning of foreign language environment. If they do, how much they employ this principle compared to each other. The descriptions of the coursebooks are as follows:

Table 1. *Hotline Intermediate* (Set 1)

TITLE	PUBLISHER	LEVEL	DATE AND PLACE OF PUBLICATION	NUMBER OF PAGES	AUTHORS
NEW HOTLINE	OXFORD UNIVERSITY PRESS	INTERMEDIATE	1998 / OXFORD	128	TOM HUTCHINSON
AMERICAN HOTLINE	OXFORD UNIVERSITY PRESS	INTERMEDIATE	1997 / NEW YORK	121	TOM HUTCHINSON

Table 2. *Blueprint Intermediate* (Set 2)

TITLE	PUBLISHER	LEVEL	DATE AND PLACE OF PUBLICATION	NUMBER OF PAGES	AUTHORS
BLUEPRINT 2	LONGMAN	INTERMEDIATE	1993 / ESSEX	141	BRIAN ABBS & INGRID FREEBAIRN
AMERICAN BLUEPRINT 2	LONGMAN	INTERMEDIATE	1997 / ESSEX	141	BRIAN ABBS & INGRID FREEBAIRN

Table 3. *Headway Intermediate* (Set 3)

TITLE	PUBLISHER	LEVEL	DATE AND PLACE OF PUBLICATION	NUMBER OF PAGES	AUTHORS
NEW HEADWAY	OXFORD UNIVERSITY PRESS	INTERMEDIATE	2004 / OXFORD	159	LIZ AND JOHN SOARS
AMERICAN HEADWAY 3	OXFORD UNIVERSITY PRESS	INTERMEDIATE	2001 / NEW YORK	154	LIZ AND JOHN SOARS

New Headway and *American Headway* are multi-level series for adults and young adults who want to learn American and British English. Their aim is to teach grammar and vocabulary thoroughly, and to develop all four language skills

systematically. *New Headway* and *American Headway* combine traditional methods with more recent approaches. They aim to provide a foundation in the linguistics of the language, gradually building students' understanding of the basic grammar, vocabulary, and functions of language.

Blueprint 2 and *American Blueprint* offer a fully integrated course for students of English. They are suitable for beginners and those who already have some knowledge of the language. They enable students to see what they are learning and why. 'Preview' sections introduce and illustrate the new language of the following five units. Focus boxes in each unit highlight and explain the language content. 'Check exercises' help students monitor their progress. 'Language Review' reference section provides a complete grammar summary. *Blueprint 2* and *American Blueprint* encourage students to explore the language. Grammar plays a central role in the syllabus, with the main grammatical items carefully explained. Grammar questions stimulate students to think about the way language works. 'Learning to learn' sections give students advice on how to study. *Blueprint 2* and *American Blueprint* relate to students' lives and challenges them to think. Topics reflect different aspects of life in the UK and the United States as well as international and cross-cultural themes. Real-life characters, settings and topics provide human interest and generate student involvement.

As for *New Hotline* and *American Hotline*, the course incorporates extensive recycling and revision of language, ensuring that what is studied is learnt, remembered and easily recalled when needed. Grammar is treated as a problem-solving activity and students are treated as thinkers who are guided to work out the rules of grammar for themselves. 'Grammar reference' section is provided for reinforcement. All the four skills of reading, writing, listening and speaking are covered. Through project work, students are given the opportunity to talk and write

about their life and to relate language to their own experience and aspirations. Students are encouraged to compare their own language and the culture to that of English and the world of English speakers. Topics from other school subjects are introduced to integrate language studies with other subjects in the curriculum. Learning training is provided through a variety of activities including the learning to learn sections, a learning diary, self-checks, project work, and use of reference materials.

2.3. Data Collection Procedure

The aim of the research and the subject to be investigated determine the choice of data collection in carrying out a research. The aim of this study is to compare the quantity and quality of cultural and linguistic elements of American and British English in three sets of coursebooks which is prepared in American and British versions. Any indicators of the culture of the target language in the texts are analyzed in the coursebooks to reveal the differences in dealing with the cultural and linguistic features of American and British language, which is done by means of content analysis. In the study, the use of the method makes it easy to understand and determine the quantity and the quality of the cultural and linguistic elements. Content analysis is done by using descriptive statistics. There are different sets of criteria proposed by different critics. These are intended to evaluate the quantity and the quality of the cultural elements in the language teaching materials. The most comprehensive of them is chosen and the research is carried out according to the categories in it. On the other hand, no proper criteria are found to evaluate linguistic features, so a genuine set of criteria is prepared in this thesis. 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 summarize the findings.

2.4. Data Analysis Procedure

Byram et al (1994) propose that people who have grown up in a particular culture have a great amount of information about that culture. They are socialized into certain values and meanings, and they know naturally how to interact in certain situations, e.g. while using public services. Furthermore, they also know e.g. how to interpret literature. Such knowledge has historical, geographical and sociological dimensions and it is called the shared understanding. People who have grown up in a certain culture get this information not only through formal education but through media and social interaction within their society. Now that the culture is intricate and its range is so wide, the important point to consider on is the quantity and the quality of the culture to be taught. Byram and Morgan (1994) state that “learners should be taught both taken-for-granted routine knowledge and conscious knowledge of the target culture. The aim of intercultural learning is that pupils would get alternative interpretations of the world and that they could compare their own culture with the foreign cultures” (p.50). Accordingly, Kaikkonen proposes that “pupils should get enough opportunities to analyze the complex values and meanings of the different cultures and be able to get to know e.g. literature, film, history and political parties of the target cultures” (as cited in Lappalainen, 2011, pp. 22-23). The requirements stated above are impossible to achieve without setting a number of categories. There are a few sets of categories on cultural content which can be used either for producing new language teaching material or evaluating the cultural content of existing one. In the first part, all the categories proposed by critics are explained. In the second one, the specific description of the set of categories chosen to evaluate the cultural content of the coursebooks is dealt with.

2.4.1. Criteria in Previous Studies for Evaluating Content in EFL

Coursebooks

A number of researchers provide checklists and sets of relevant criteria that help teachers in the evaluating process of the ELT coursebooks. Concerning the criteria for evaluating materials, Griffiths (1995) points out that there are many factors to be taken into account when evaluating material for use with speakers of other languages (p. 50). The following by Griffiths are some of the most important questions to be asked when evaluating materials:

1. Does the material match the learner objectives?
2. Is the material learner-centered?
3. Does the material facilitate interactive learning?
4. Is the material socio-culturally appropriate?
5. Is the material gender-sensitive?
6. Is the material up-to-date?
7. Are vocabulary and comprehensible input levels well-graded?
8. Is the material age-appropriate?
9. Is the material interesting and visually attractive?
10. Is the material relevant to real life?
11. Is the material easy to use?
12. How ethnocentric is the material? (p.50)

Students have different reasons for learning a foreign language. Griffiths (1995) at this point, puts it that however theoretically "correct" material may be, it will be unacceptable to students if it does not match their own goals (p. 50). Material used should empower students and put them in control of their own learning. Material should be presented in such a way that it will be possible for the student to be self monitoring. Ideally, questions and answers should be in the same book so that self assessment is possible. Indexes should be easy to use. Students often learn as much from each other as they do from the teacher. Materials should make it easy to divide the class into groups or pairs, to have conversations or role play, and to allow the students to interact with each other. It is important to avoid potentially offensive images. Any "jokes" which rely on racial stereotypes for their "humor" are to be

avoided. Sheldon (as cited in Griffiths, 1995) tells us that we should ask: "Does the coursebook enshrine stereotyped, inaccurate, condescending or offensive images of gender?" and Griffiths (1995) makes the point that material where women are consistently portrayed as subordinate should be rejected.

Some older material can still be very useful. In general, however, much progress has been made in the teaching of ESOL in recent years. It follows, therefore, that more recent material is usually preferable if available. Material suitable for an advanced student will be beyond the beginner's comprehension. Material suitable for a beginner will lack challenge for an advanced student. It is essential that material matches the abilities of the student. Materials for adults need to have adults as the main characters, and to use "mature" language. Students usually react more favorably to bright, colorful, interesting, well-illustrated material. In order to make students interested in learning a new language, many researches have shown that real situations are vital. Material must be sturdy, well-organized and well-indexed. Different components such as books, tapes, and videos must be easy to use in conjunction with each other. According to Griffiths (1995), people should question the extent to which everything is seen from the point of view of the writer's culture.

Various writers offer checklists that can be integrated into the process of materials evaluation. Grant (1987) takes materials evaluation up as an ongoing process. He suggests the three stages of evaluation as follows:

The initial evaluation embraces a process in which such terms as the preface, contents and abstract of a coursebook come to the fore with intent to determine the further step of looking it over in detailed. In order to understand if the coursebook is suitable or not, following items can be asked. Does the book encourage communication? Does it fit in with the course? Is it easy to teach? Are there any additional materials for teachers to use? Is the level of the coursebook suitable? What is the teacher's opinion about the book? Does it seem appealing to the students? Has it tested in the real environment, if yes, what is the result? (p. 119)

Detailed evaluation takes us a step further by which teachers make their own value judgments in evaluating new materials through a questionnaire. A wide range of points with adequate heed paid to a questionnaire surely help teachers decide how far a coursebook meets the following conditions. Does the course suit your students? Does it suit the teacher? Does it suit the syllabus? Grant (1987) draws attention to the need of in-use evaluation, the third stage of evaluation, stating that such a questionnaire, however elaborate, is not likely to give a conclusive answer to the final test: "Does it work in the classroom?" Similarly, Cunningsworth (1995) suggests three types of evaluation which involve pre-use evaluation, in-use evaluation and post-use evaluation (p. 14). Applying pre-use evaluation seems to be a challenging task for teachers. Zhang (2007) illuminates the lying reason claiming that pre-use evaluation tends to be the most difficult kind since there is no actual experience of using the coursebook (p. 29). In-use evaluation, from another perspective, is a kind of evaluation for suitability, involving "matching the coursebook against a specific requirement including the learners' objectives, the learners' background, the resources available, and so on" (Cunningsworth, 1995, p. 14). Post-use evaluation, on the other hand, prepares the ground for teachers to get certain insights into the use of the same coursebook on future occasions mainly through including an assessment of a coursebook's fitness over a period of continual use. In addition to these three aspects of evaluation, Cunningsworth (as cited in Zhang, 1995, p. 29) differentiates two approaches between impressionistic overview and in-depth evaluation contending that since the former can only afford us a general introduction to the material, but not enough detail to ensure a good match between the content of the coursebooks and the requirements of teaching/learning situation, an in-depth evaluation is necessitated as they can examine how specific items and different aspects of language are dealt with.

Another researcher, Dougill (1987) has prepared a framework for coursebook evaluation. The framework has a range of items from the points pertaining to the syllabus, the units, the subject matter to form and course components. For Dougill (1987), there are four main points in evaluating materials:

1. Face validity: The extent to which the course is transparent, i.e. the aims and underlying intentions are clear.
2. Generative push: The extent to which the course enables students to generate language outside the classroom.
3. Coherence or pattern: The extent to which the course hangs together as a package.
4. Affective depth: The extent to which the content touches the inner person. (pp. 29-36)

In addition to these, Williams (1983) has shed illuminating lights on the evaluation of English language coursebooks through developing his own criteria. He presents a scheme for evaluation which can be used to draw up a checklist of items relevant to second or foreign language teaching. The evaluative scheme relates assumption about teaching a second or foreign language to a set of linguistic, pedagogical, general, and technical criteria. The four assumptions on which the scheme is based are:

Up-to-date methodology: The ESL/EFL coursebook should be consistent with the psychological and linguistic principles underlying current, accepted methods of second or foreign language teaching.

Guidance for non-native teachers: The coursebook should provide appropriate guidance for the teacher of English who is not a native speaker of English.

Needs of second/foreign language learners: The coursebook should cater to the needs of the learners.

Relevance to the socio-cultural environment: The coursebook should be sensitive to the problems arising from the differences between the cultures associated with the target language and the mother tongue. (Williams, 1983, pp. 37-51)

Dubin and Olshtain (1986) have put forward their own criteria. Related to this issue, they suggest the following questions:

1. By whom and where were the materials developed: by a team of materials developers who are familiar with this particular educational system and students

- population, or were they produced for the international market which is concerned with the broadest possible definition of the target population? If the latter is the case, this may be the central drawback in their design.
2. Are the materials compatible with the syllabus?
 3. Do the materials provide alternatives for teachers and learners? Alternatives may be provided in terms of learner-tasks, learning styles, presentation techniques, expected outcomes and so on. This is a significant feature of effective materials since not all types of learning routes are suitable for all learners.
 4. Which language skills do the materials cover? Are they represented separately or are they well integrated? If there is a lack of integration, this might be a serious drawback of the material.
 5. How authentic are the text types included in the materials? Variety of text types might be very significant in exposing students to the types of texts they will encounter beyond and outside the course.
 6. How do learners and teachers who have used the materials feel about them? It is necessary to gather subjective information in order to gain additional insights into how teachable or learnable the materials really are. This type of information can be gathered via a questionnaire or informal interview. (p. 120)

McDonough and Shaw (1993), bringing another visual of angle to coursebook evaluation, offer a two-stage evaluation. Atkins, (2001) regards this two-stage model for coursebook evaluation as an apparently logical framework for conducting a detailed analysis of a coursebook believing that it provides guidance on how to perform the analysis but remains flexible. McDonough and Shaw explain the external evaluation as follows: “an external evaluation which offers a brief ‘overview’ of the materials from the outside such as cover, introduction, table of contents... followed by a closer and more detailed internal evaluation.” (McDonough and Shaw, 1993, p. 66). This external stage also covers such other factors as the use of visual/audio equipment, coursebook layout, topic bias, the publication date, coursebook provisions, and time factors. The internal evaluation stage, on the other hand, will “analyze the extent to which the aforementioned factors in the external evaluation stage actually match up with the internal consistency and organization of the materials as stated by the author/publisher” (McDonough and Shaw, 1993, p. 75). The analysis of internal evaluation also investigates skill presentation, material grading and sequencing, natural language element inclusion, the relationship of tests/exercises to materials and learners, and finally, the suitability for teachers and

different learner learning styles. McDonough and Shaw (1993) provide the following areas which ought to be involved in the introduction and contents page:

1. The intended audience
2. The proficiency level
3. The context in which the materials are to be used
4. How the language has been presented and organized into teachable units/lessons
5. The authors' views on language and methodology. (pp. 68-69)

Some of other criteria included in the external evaluation by McDonough and Shaw (1993) are as follows:

1. Is a vocabulary list included?
2. What visual material does the book contain and is it there for cosmetic value or is it actually integrated into the text?
3. Is the presentation clear or cluttered?
4. Is the material too biased or culturally specific?
5. Do the materials represent minority groups and/or women in a negative way? Do they represent a 'balanced' picture of a particular country/society?
6. The inclusion of audio/video material and resultant cost. Is it essential to possess this extra material in order to use the coursebook successfully?
7. The inclusion of test. (pp.68-69)

McDonough and Shaw's (1993) model prescribes an in-depth internal evaluation of at least two units (McDonough and Shaw, 1993, p. 75). Some of the criteria involved in the internal evaluation are:

1. The presentation of skills in the materials.
2. The grading and sequencing of the materials.
3. Where reading/'discourse' skills are involved, is there much in the way of appropriate text beyond the sentence?
4. Where listening skills are involved, are recordings 'authentic' or 'artificial'?
5. Do speaking materials incorporate what we know about the nature of real interaction or are artificial dialogues offered instead?
6. Is the teacher's guide efficacious in achieving its aims? (p. 75).

The entire criteria to evaluate coursebooks presented above aim to find out whether they fit the learning environment or not. They try to discover whether the coursebooks are cost-effective, interesting, cover the necessary contents or not. But

they are very broad terms for the current study because this study tries to detect if the coursebooks have the differences of American and British languages and cultures.

Evidently a clear understanding of the rationale for bringing questions of context and culture into a foreign language course is a necessary prerequisite both for a qualified selection of materials and for effective work with them (Widdowson, 1990). Byram's checklist focuses on cultural content excellently among all the thorough lists of criteria for coursebook evaluation. Byram stresses that although cultural learning and teaching has been viewed as an essential part of language education, the great majority of cases were "the more acquisition of information about a foreign country, without the psychological demands of integrated language learning" (Byram, 1989). Byram (1993) examines the cultural content in coursebooks that should include a focus on ten areas as shown in the following list:

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,

10. Multi-Cultural Perspective: Differing behaviors, signals, symbols associated with cultures, presentation of the cities around the world, fairness in the presentation of cultures and the choice of pictures in the presentation of cultures. (pp.51-52)

The criteria Byram et al. have proposed are comprehensive. They are elaborate and well explained. They are perfect to gather information in terms of cultural content and linguistic content. The main focus of the criteria is the language teaching coursebooks, so it is assumed that they are appropriate for this study and decided to be used to evaluate the cultural and linguistic content of the coursebooks chosen for this study.

As for linguistic features, six titles have been chosen to determine differences between American and British versions of selected published books. None of the evaluation criteria presented above are enough to compare and evaluate the linguistic differences of the chosen coursebooks. Because these criteria are very broad and they can only give a general idea about the coursebooks and their effectiveness in a classroom. They are also not fit to make comparisons culturally. But, in this study, detailed data regarding the sensitiveness of the chosen coursebooks in terms of differences of British and American English. First sub-criterion is “Grammar” which presents the linguistic rules in British and American use. Secondly, “Spelling” differences are seen. Thirdly, the differences in terms of vocabulary used in the books are presented. Fourthly, pronunciation differences are given. Fifthly, differences of discourse styles are presented. And the last one is about punctuation.

CHAPTER 3

RESULTS

3.1. Introduction

In this part, the results of collected data are presented in the tables according to the selected criteria. These coursebooks are, namely, the *Hotline* series which includes *New Hotline* and *American Hotline*; *Blueprint 2* and *American Blueprint*; *New Headway* and *American Headway*. These coursebooks are prepared for the students of an intermediate level. By virtue of being prepared for the same level of language, learners make these coursebooks easy to compare considering they have similar linguistic and cultural content. The specific data related to cultural content and linguistic content of the book series is compared and contrasted. In the tables, if there is no related data on given criterion, this is indicated with '-' in the boxes. In addition, under the percentage boxes, the result of the percentage is indicated with '0'. Findings are also presented in the written form to give detailed explanation. Each value given under the name of the book series and frequency column stands for the difference between American and British versions of the series. The percentage values stand for the comparison between selected coursebook series. Only noteworthy findings are discussed in the following sections under the tables.

3.2. The Results of the Comparative Study of Coursebooks According to the Criteria

3.2.1. Linguistic Differences between Selected Coursebooks

Table 4. Grammatical Differences

	Hotline Series		Blueprint Series		Headway Series	
	F	%	F	%	F	%
Tenses	7	35	9	45	4	20
Subject-Verb Agreement	1	50	1	50	-	0
Conditionals	1	100	-	0	-	0
Modals	8	44,44	8	44,44	2	11,12
Adverbs	12	35,29	19	55,88	3	8,83
Gerund & Infinitive	7	70	1	10	2	20
Noun Clause	1	25	3	75	-	0
Prepositions	14	28,58	24	48,98	11	22,44
Nouns / Pronouns	-	0	3	100	-	0
Word Order	-	0	5	71,42	2	28,58
Articles	-	0	-	0	1	100
Total	51	34,23	73	48,99	25	16,78

KEY: F: Frequency of occurrence; %: Percentage compared to other series

Grammatical feature is the first criterion to be analyzed. As seen in the table 4, there are eleven sub-categories for grammatical features. As for 'tenses', there are 7 differences between American and British versions of *Hotline* series; 9 differences in American and British versions of *Blueprint* series and 4 differences in American and British versions of *Headway* Series. And in another sub-criterion, result is relatively remarkable, which is 'adverbs'. It can be seen that there are 12 differences between American and British versions of *Hotline* series; 19 differences in American and British versions of *Blueprint* series and 3 differences in American and British versions of *Headway* Series. And as a last category to be dealt with in this criterion is 'Prepositions'. There are 14 differences between American and British versions of *Hotline* series; 24 differences in American and British versions of *Blueprint* series and 11 differences in American and British versions of *Headway* Series.

As a general overview, there are 51 differences between American and British versions of *Hotline* series; 73 differences between American and British versions of *Blueprint* series and 25 differences between American and British versions of *Headway* series in terms of grammar subjects.

Table 5. Other Linguistic Differences

	Hotline Series		Blueprint Series		Headway Series	
	F	%	F	%	F	%
Spelling	18	25,35	26	36,62	27	38,03
Vocabulary	137	24,42	333	59,35	91	16,23
Pronunciation	14	93,34	1	6,66	-	0
Discourse Style	58	36,25	86	53,75	16	10
Punctuation	10	11,49	56	64,37	21	24,14
Total	237	26,51	502	56,15	155	17,34

KEY: F: Frequency of occurrence; %: Percentage compared to other series

In terms of other linguistic differences, there are five sub-criteria which are 'spelling', 'vocabulary', 'pronunciation', 'discourse style' and 'punctuation'. Four of the headings can be accepted noteworthy in this part. As for 'spelling', there are 18 differences between American and British versions of *Hotline* series; 26 differences in American and British versions of *Blueprint* series and 27 differences in American and British versions of *Headway* Series.

More importantly, there is a remarkable difference in terms of 'vocabulary' between American and British versions of selected series. There are 137 differences between American and British versions of *Hotline* series; 333 differences in American and British versions of *Blueprint* series and 91 differences in American and British versions of *Headway* Series.

In the row which shows the difference of discourse style, the results show that there are 58 differences between American and British versions of *Hotline* series; 86 differences in American and British versions of *Blueprint* series and 16 differences in American and British versions of *Headway* Series. As for the 'punctuation' row, there are 10 differences between American and British versions of *Hotline* series; 56 differences in American and British versions of *Blueprint* series and 21 differences in American and British versions of *Headway* Series.

As a general overview, there are 237 differences between American and British versions of *Hotline* series; 502 differences between American and British versions of *Blueprint* series and 155 differences between American and British versions of *Headway* series in terms of other linguistic subjects.

3.2.2. Cultural Differences between Selected Coursebooks

Table 6. Cultural Differences

	Hotline Series		Blueprint Series		Headway Series	
	F	%	F	%	F	%
Social Identity and Social Groups	47	30,32	55	35,49	53	34,19
Social Interaction	-	0	2	100	-	0
Belief and Behavior	4	16,66	7	29,17	13	54,17
Socio-Political Institutions	1	7,14	-	0	13	92,86
Socialization and the Life-Cycle	28	36,84	36	47,37	12	15,79
National History	1	20	2	40	2	40
National Geography	-	0	-	0	2	100
National Cultural Heritage	32	58,18	11	20	12	21,82
Stereotypes and National Identity	36	32,43	59	53,15	16	14,42
Multi-Cultural Perspective	68	26,66	107	41,96	80	31,38
Total	217	31,04	279	39,91	203	29,05

KEY: F: Frequency of occurrence; %: Percentage compared to other series

The second main criterion is on differences of cultural issues between American and British versions of selected coursebook series. There are ten different sub-criteria in terms of culture.

'Social identity and social groups' covers ethnic and cultural minorities, occupational groupings, gender representation and regional identity including language. 'Social interaction' includes greetings at different level of formality, flaws in communication, levels of formality in language and taboos. Under the heading named 'belief and behavior', items such as cultural elements that influence the learner's behavior in the coursebooks are collected. In a more detailed manner, those items are related with religious buildings, types of food associated with particular culture, health issues, animal and human rights. Fourth sub-criterion is 'socio-political institutions' which is about the institutions of the state and meanings they embody. Fifth sub-criterion is 'socialization and life-cycle'. Under this heading, items related to 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 are collected. Sixth sub-criterion is on 'national history'. In this sub-criterion, historical events and presentation of inventions associated with cultures are presented. Under the seventh sub-criterion, which is 'national geography' there are items about climate, vegetation, and the natural environment, the effect of climate to the life of people, presentation of seasons and weather conditions and as a last one, dealing with environmental issues. The eighth sub-criterion is 'national cultural heritage' and it covers the items on classical authors and stories of their most widely known works, classical musicians and painters, cities that are associated with particular cultures. 'Stereotypes and national identity'

is ninth sub-criterion which includes symbols of national stereotypes and their meanings. As a last sub-criterion, there is 'multi-cultural perspective' which deals with the issues such as differing behaviors, signals, symbols associated with cultures, presentation of the cities around the world, fairness in the presentation of cultures and the choice of pictures in the presentation of cultures.

As for 'social identity and social groups', there are 47 differences between American and British versions of *Hotline* series; 55 differences in American and British versions of *Blueprint* series and 53 differences in American and British versions of *Headway* Series. And in another sub-criterion, which is 'socialization and life-cycle', it is seen that there are 28 differences between American and British versions of *Hotline* series; 36 differences in American and British versions of *Blueprint* series and 12 differences in American and British versions of *Headway* Series. And another category to be dealt with in this criterion is 'national cultural heritage'. There are 32 differences between American and British versions of *Hotline* series; 11 differences in American and British versions of *Blueprint* series and 12 differences in American and British versions of *Headway* Series. The results for the 'stereotypes and national identity' are 36 differences between American and British versions of *Hotline* series; 59 differences in American and British versions of *Blueprint* series and 16 differences in American and British versions of *Headway* Series. And as a last category to be dealt with in this criterion is 'multi-cultural perspective'. There are 68 differences between American and British versions of *Hotline* series; 107 differences in American and British versions of *Blueprint* series and 80 differences in American and British versions of *Headway* Series.

As a general overview regarding cultural differences, there are 217 differences between American and British versions of *Hotline* series; 279 differences between

American and British versions of *Blueprint* series and 203 differences between American and British versions of *Headway* series in terms of cultural subjects.

Inspecting the sums of linguistic and cultural content separately give more or less the same result. In terms of linguistic content, there are 288 different items between the *Hotline* versions, 575 different items between the *Blueprint* versions and 180 different items between the *Headway* versions. When a comparison is made between selected series, the percentage of *Hotline* is 21,61 percent; the percentage of *Blueprint* is 55,12 percent; and percentage of *Headway* is 17,25 percent. When it comes to cultural content, the number of different items between versions of the coursebooks by the same publisher is 217 for *Hotline*, 279 for *Blueprint* and 203 for *Headway*. The percentage of these values between the series is 31,04 percent for *Hotline*, 39,91 percent for *Blueprint* and 29,04 for *Headway*.

Regarding all the differences between American and British versions are; 505 items *Hotline* series, 854 items for *Blueprint* series and 383 items for *Headway* series. As seen from the results here, it can be concluded that the *Blueprint* series cover the most difference in terms of the linguistic and cultural content with 49,02 percent among others. The second one is the *Hotline* series with 28,98 percent and the third one is the *Headway* series, which has a close result with the *Hotline* series with a percentage of 21,98 percent.

CHAPTER 4

CONCLUSION

With regard to the representation of cultural and linguistic elements in the coursebooks, this study has drawn some important conclusions. To start with, although the coursebooks studied are in British and American Standard Englishes, multicultural elements are also represented in all of the coursebooks. It can be concluded that having multicultural elements is the result of changing tendencies in ELT practices and globalization.

For the grammar differences, there are eleven different titles that have been detected in all of the books. One of the most remarkable differences is seen in the use of prepositions and adverbs. More differences regarding the use of tenses and modals have been observed in the books. As for the tenses, the use of 'have/has' and 'have/has got' is the main difference. Furthermore, American and British versions of the selected books have displayed modals in different ways. Spelling differences have also been detected in the books. Interestingly, British and American versions of *Headway* seem to cover the most difference in terms of spelling. The most remarkable difference occurs in vocabulary use within the coursebooks. This data gives the impression that the main difference between American and British English is the vocabulary they prefer. In terms of pronunciation between American and British versions there are fewer differences observed because the listening texts have not been checked during this study. Under the 'discourse style' heading, it is seen that *Blueprint* is the one with the most differences about American and British English whereas *Headway* versions cover fewer differences. Punctuation differences cannot be underestimated because there is a sizeable amount of difference that has been seen between the American and British

versions of the series. Again, *Blueprint* covers more different punctuation while *Hotline* includes the least.

As for the cultural differences, ten sub-criteria have been used to collect data. It is seen that selected coursebooks cover very few examples in terms of giving examples of social interaction, national history and national geography of British and American culture. On the other hand, it is seen that there are relatively more examples of social identity and social groups, socialization and life cycle, multi-cultural perspective, stereotypes and national identity and national cultural heritage. In fact, in all of the three selected series of coursebooks, examples for multi-cultural issues are the most numerous. Under the heading of 'social identity and social groups', the difference is mostly about the choice of people's names and the languages and nationalities mentioned. For the 'socialization and life-cycle', important items used in daily lives, social activities and places for these activities, currencies, information about American and British culture, official rules that are important in daily lives and units of measurement make the versions different from each other. 'National cultural heritage' covers mostly famous people peculiar to different cultures. 'Stereotypes and national identity' includes animals, places, buildings, and brands peculiar to American and British culture and for the 'multi-cultural perspective' which holds the most examples in terms of different cities from all over the world, famous buildings located in different parts of the world, different countries and different cultures.

The *Blueprint* series seems to cover the most examples in both linguistic and culture aspects. The gap between the series is bigger when it comes to linguistic differences, yet there is a negligible gap in cultural presentation. Most of the difference occurs on vocabulary coverage. And also there is a good deal of difference in discourse style which is thought to be stemming from the climatic,

historical, geographical, spatial and temporal differences. In grammatical sense, the use prepositions with verbs are also a matter of concern. In fact, American versions tend to use verbs with prepositions more than British.

In light of the data presented in this study, it is possible to conclude all American and British versions of EFL coursebook series put forth quantity and quality of cultural and structural elements but in different amounts. The authors have taken these disparities and divergences into consideration and they have spent considerable effort to pay regard to the principle of integrating culture to the language in teaching and learning of foreign language environment. It can be asserted that coursebook publishers aim to present the learners more multicultural issues and also useful information about the British and American lifestyle and culture. The publishers of the studied books include issues, people, events and topics representing diverse cultures, nationalities, faith and countries as a proof of their awareness of the growing multi-culturalism and all three coursebooks are multi-culturally conscious. Apparently selected coursebooks are the examples of transition from mono-cultural perspective to multi-culturalism and paved way to current tendency to avoid discrimination on the basis of sex, class, religion and color in the coursebooks.

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IMPLICATIONS FOR ELT

Cultural elements were mostly neglected in language teaching process until 1960s. With the new theories, approaches to language teaching in the 1970s and 1980s, importance of culture and relation between culture and language were accepted. The ways to incorporate culture into foreign language courses started to be discussed in the 1960s and it is still an ongoing process. Based on this fact, three different sets of coursebooks published in British English and American English versions have been chosen to find out the reflections of these studies in terms of sensitivity to cultural and linguistic content in the coursebooks and ELT area. This study aims to contribute to ELT area in that it is a pattern reflecting the traces of changing practices in embedding cultural elements into rules of the language in the foreign language education. This study also shows that incorporating the target culture is only a part of the job. That is, it is also important to incorporate other cultures into course because communication is a two-way activity and in this activity, it is better for learners to have a multi-cultural perspective to express themselves better. English becomes the common language of all people in the world that learning and teaching cannot only be done by learning only target language. This study will also contribute to the consciousness raising about ongoing process of change in ELT and representation of cultural elements side by side with the linguistic elements of the language in ELT coursebooks. Apparently selected coursebooks are the examples of transition from mono-cultural perspective to multi-culturalism and paved way to current tendency to avoid discrimination on the basis of sex, class, religion and color in the coursebooks in the 21st Century.

RECOMMENDATIONS FOR FURTHER RESEARCH

The following areas can be investigated for further research:

- Content of wide range of coursebooks to gain insight about reflection of culture from a broader scope,
- Reflections of the influence of cultural elements in the coursebooks on learners' communicative competence,
- Investigation of teacher trainees', teachers' and students' perceptions of the cultural and linguistic elements in the coursebooks,
- A comparative case study of culture-free and culture-bound culture teaching.
- Investigation of the listening parts of the coursebooks to gain insight about reflection of American, British and other countries' cultures in the coursebooks

APPENDICES

Appendix 1: Findings from *Hotline* Series

HOTLINE INTERMEDIATE	
LINGUISTIC DIFFERENCES	
NEW HOTLINE	AMERICAN HOTLINE
GRAMMAR	
There is Vince and Andrea in the street.(p.28)	There are Tom and Andrea on the street.(p.28).
If I was at home, ...(p.37)	If I were at home, ...(p.37)
I have got a photograph here.(p.4)	I have a picture here.(p.2)
I'm afraid I've forgotten...(p.4)	I guess I forgot...(p.3)
Last October Vicky had run away from home. (p.37)	Last October Vicky ran away from home.(p.37)
I can't read very fast.(p.7)	I don't read very fast.(p.6)
You've got to be OK...(p.52)	You have to be OK...(p.52)
I have got tissues in the car.(p.52)	There are some tissues in the car.(p.52)
I think I can hear the telephone ringing.(p.71)	I think I hear the phone ringing.(p.71)
I might have known.(p.77)	I should have known.(p.76)
You needn't worry if you don't like your new style.(p.82)	You don't have to worry if you hate your new style.(p.80)
Before the two men had left, the shop assistant had got one of them to sign a collection note. (p.92)	Before the two men left, the sales clerk had gotten one of them to sign a receipt.(p.92)
She might be back in October though.(p.96)	She'll be back in September, though.(p.96)
We've been to see the recording agent.(p.97)	We went to see the recording agent.(p.97)
Shall I tell her?(p.97)	Should I tell her?(p.97)
travelling round the world(p.4)	traveling around the world(p.3)
take a year out (p.4)	take a year off(p.3)
You'll have to come along.(p.5)	You'll have to come.(p.3)
She works in a hairdresser's(p.8)	She works at a hairdresser's(p.8)
Has he been mending that car all the time...? (p.18)	Has he been fixing that car the whole time...? (p.18)
... just under a year.(p.18)	... a little less than a year.(p.18)
We'd better be off.(p.19)	We'd better be going.(p.19)
Yes, they get on very well together.(p.28)	Yeah, they get along really well.(p.28)
A bit too well.(p.28)	A little to well.(p.29)
I won't be late ever again.(p.29)	I won't ever be late again.(p.29)
We're playing a gig in a couple of weeks' time. (p.28)	We're playing a gig in a couple of weeks.(p.29)
We aren't playing at Wembley Stadium in May. (p.29)	We aren't playing Madison Square Garden in May. (p.29)

HOTLINE INTERMEDIATE	
LINGUISTIC DIFFERENCES	
NEW HOTLINE	AMERICAN HOTLINE
GRAMMAR	
She's working hard at the moment.(p.37)	She's working hard right now.(p.37)
On that October day,...(p.37)	That day,...(p.37)
...the man who lived at the house...(p.37)	...the man who lived in the house...(p.37)
At first it was really exciting.(p.37)	At first it was pretty exciting.(p.37)
Tidy this room at once!(p.39)	Tidy this room right now!(p.39)
I'll just take it for a road test,...(p.42)	I'd like to take it out for a test drive...(p.42)
It was very nice of your dad to come...(p.42)	It was really nice of your dad come...(p.42)
Nitrogen oxide are pumped into the atmosphere. (p.48)	Nitrogen oxide are released in the atmosphere. (p.46)
I'd fallen over and Andrea was helping me. (p.53)	I'd fallen down and Andrea was helping me up. (p.53)
All of...(p.56)	Whole of...(p.56)
We've got a bit of a problem.(p.63)	We have a slight problem.(p.63)
Did you answer these questions honestly?(p.67)	Did you answer these questions truthfully?(p.69)
They ran towards the plane.(p.68)	They ran toward the plane.(p.66)
He was fabulously rich.(p.68)	He was incredibly rich.(p.66)
The plane's engine roared into life.(p.68)	The plane's engine roared to life.(p.68)
... get on the pillion and to hold tight.(p.69)	... to climb onto the seat and to hold on tight.(p.69)
You haven't heard the best bit yet.(p.77)	You haven't heard the best yet.(p.71)
What on earth is the matter?(p.87)	What in the world is the matter?(p.87)
How much do you want taking off?(p.81)	How much do you want taken off?(p.83)
I'd like it thinning out a bit. (p.81)	I'd like it thinned out a bit. (p.83)
Would you like it layering? (p.81)	Would you like it layered? (p.83)
How do you want it doing? (p.81)	What would you like done? (p.83)
I'd like some gel putting on it. (p.81)	I'd like some gel put on it. (p.83)
And then you want it parting at the side here and combing back. (p.81)	And then you want it parted on this side and combed back. (p.83)

HOTLINE INTERMEDIATE	
LINGUISTIC DIFFERENCES	
NEW HOTLINE	AMERICAN HOTLINE
SPELLING	
travelling (p.4), travelled (p.68)	traveling (p.3), traveled (p.66)
practising (p.5)	practicing (p.3)
burnt (p.48)	burned (p.46)
got (p.92)	gotten (p.90)
a sports shop(p.4)	a sporting goods store(p.2)
round(p.4)	around(p.3)
racquet(p.5)	racket(p.3)
practise(p.5)	practice(p.3)
keyboards(p.8)	keyboard(p.8)
behaviour(p.12)	behavior(p.14)
guitarist(p.18)	guitar player(p.19)
transport(p.34)	transportation(p.32)
tropical rain forest(p.58)	tropical rain forests(p.56)
till(p.62)	until(p.62)
towards(p.68)	toward(p.66)
colour(p.82)	color(p.80)
neighbour(p.102)	neighbor(p.100)

HOTLINE INTERMEDIATE	
LINGUISTIC DIFFERENCES	
NEW HOTLINE	AMERICAN HOTLINE
VOCABULARY	
content(p.3)	scope(p.1)
penfriend(p.4)	pen pal(p.2)
shop(p.4)	store(p.2)
photograph(p.4)	picture(p.2)
luggage(p.4)	bags(p.2)
trolley(p.4)	cart(p.2)
get(p.4)	fetch(p.2)
see(p.4)	meet(p.2)
university(p.4)	college(p.3)
turn up(p.4)	show up(p.3)
trainers(p.5)	running shoes(p.3)
racquet(p.5)	racket(p.3)
unknown(p.7)	unfamiliar(p.6)
mend(p.8)	fix(p.8)
gear(p.8)	equipment(p.8)
stand in(p.8)	fill in(p.8)
holiday(p.9)	vacation(p.9)
loads of places(p.18)	tons of places(p.18)
guitarist(p.18)	guitar player(p.19)
group(p.19)	band(p.19)
lot(p.28)	stuff(p.28)
fond of(p.28)	really like(p.28)
get on(p.28)	get along(p.28)
do(p.29)	gig(p.29)
leisure centre(p.29)	recreation center(p.29)
performance(p.29)	show(p.29)

HOTLINE INTERMEDIATE	
LINGUISTIC DIFFERENCES	
NEW HOTLINE	AMERICAN HOTLINE
VOCABULARY	
perhaps(p.29)	maybe(p.29)
pupil(p.32)	student(p.34)
look after(p.34)	take care(p.32)
nick(p.34)	rip sth. off(p.32)
stand(p.34)	put(p.32)
silly(p.34)	dumb(p.32)
at the moment(p.37)	right now(p.37)
washing up(p.37)	dishes(37)
argue(p.37)	fight(p.37)
pavement(p.37)	sidewalk(p.37)
collect(p.37)	pick(p.37)
phone-in programme(p.39)	call-in show(p.39)
tidy(p.39)	clean(p.39)
at once(p.39)	right now(p.39)
interests(p.40)	hobbies(p.40)
free time(p.40)	spare time(p.40)
survey(p.40)	questionnaire(p.40).
resprayed(p.42)	redone(p.42)
road test(p.42)	test drive(p.42)
smart(p.42)	cool(p.42)
go for a spin(p.42)	go for a ride(p.42)
mate(p.46)	partner(p.48)
shout at(p.46)	yell at(p.48)
for(p.46)	that's because(p.48)
tow-away team(p.46)	traffic enforcement agents(p.48)
drop(p.47)	give back(p.47)
auto-crazy(p.48)	car crazy(p.46)
pump into(p.48)	release in(p.46)
somebody(p.48)	someone(p.46)
cables(p.48)	wires(p.46)
motorway(p.48)	expressway(p.46)
film(p.48)	movie(p.46)
luggage(p.48)	stuff(p.46)
boot(p.48)	trunk(p.46)
death(p.48)	fatality(p.46)
fall(p.48)	drop(p.46)
die(p.48)	lose life(p.46)
relation(p.52)	relative(p.52)
hay fever(p.52)	allergy(p.52)
jumper(p.52)	sweater(p.53)
fall over(p.53)	fall down(p.53)
gear(p.53)	stuff(p.53)
lots of(p.53)	a lot of(p.53)
suppose(p.53)	guess(p.53)
hitch a lift(p.53)	find a ride(p.53)
telephone(p.53)	call(p.53)
inhabitant(p.58)	population(p.56)
ill(p.58)	sick(p.56)

HOTLINE INTERMEDIATE	
LINGUISTIC DIFFERENCES	
NEW HOTLINE	NEW HOTLINE
VOCABULARY	
sheep station(p.58)	sheep farm(p.56)
federal state(p.58)	federal nation(p.56)
all of... (p.56)	whole of... (p.56)
happen(p.57)	occur(p.59)
sea(p.57)	ocean(p.59)
must(p.57)	have to(p.59)
a walkman radio(p.57)	a personal stereo(p.59)
granddad(p.62)	grandfather(p.62)
marvelous/wonderful(p.63)	great(p.63)
annoyed(p.63)	mad(p.63)
get at(p.63)	take it out on(p.63)
a bit(p.63)	slight(p.63)
honestly(p.67)	truthfully(p.69)
stand(p.68)	sit(p.66)
call(p.68)	name(p.66)
silly(p.68)	stupid(p.66)
lorry(p.68)	truck(p.66)
ill(p.69)	sick(p.67)
motorbike(p.69)	motorcycle(p.67)
look at(p.69)	glance at(p.67)
give a lift(p.69)	give a ride(p.67)
get on the pillion(p.69)	climb onto seat(p.67)
telephone box(p.71)	telephone booth(p.71)
policeman(p.71)	police officer(p.71)
manage(p.71)	get along(p.76)
tracksuit(p.71)	swimsuit(p.76)
phone(p.71)	call(p.76)
bit(p.77)	part(p.76)
keep out of(p.77)	stay out of(p.77)
sort out(p.77)	work out(p.77)
serve yourself(p.77)	help yourself(p.77)
slide(p.82)	barettes(p.80)
plait(p.82)	braid(p.80)
bun(p.82)	ponytail(p.80)
fair(p.82)	light(p.80)
sort(p.82)	kind(p.80)
hairspray(p.83)	spray(p.81)
steady on(p.87)	calm down(p.87)
unhappy(p.87)	upset(p.87)
have a word(p.87)	talk(p.87)
strange(p.90)	surprising(p.92)
tax inspector(p.92)	agent(p.90)
traffic warden(p.92)	traffic cop(p.90)
shop assistant(p.92)	salesclerk(p.90)
collection note(p.92)	receipt(p.90)
toilet(p.92)	men's room(p.90)
joke soap(p.92)	prank soap(p.90)
carpet(p.92)	rug(p.90)

HOTLINE INTERMEDIATE	
LINGUISTIC DIFFERENCES	
NEW HOTLINE	NEW HOTLINE
VOCABULARY	
dock(p.93)	stand(p.91)
down(p.96)	home(p.96)
difficult(p.96)	hard(p.91)
autumn(p.97)	fall(p.97)
exciting(p.97)	wonderful(p.97)
bit(p.97)	part(p.97)
take sth. up(p.97)	go in (p.97)
quiz show(p.100)	game show(p.102)
mine(p.102)	well(p.101)
dark clothes/light clothes(p.103)	dark-colored clothes/light colored clothes(p.103)
budgie/budgerigar(p.73)	parakeet(p.74)
shopkeeper(p.73)	store owner(p.74)

HOTLINE INTERMEDIATE	
LINGUISTIC DIFFERENCES	
NEW HOTLINE	AMERICAN HOTLINE
PRONUNCIATION	
ask for: /'ɑ:sk fə(r), fɔ:(r)/ (p.123)	ask for: /'æsk fə(r)/ (p.117)
late for work: /leɪt fə 'wɜ:k/ (p.123)	late for work: /leɪt fə 'wɜ:k/ (p.117)
sports stuff: /'spɔ:tstʌf/ (p.123)	sports stuff: /spɔ:ts stəf/ (p.117)
anxious: /'æŋkjəs/ (p.123)	anxious: /'æŋkjəs/ (p.117)
bass guitar: /,beɪs grɪ'tɑ:(r)/ (p.123)	bass guitar: /'beɪs grɪ'tɑ:/ (p.117)
control: /kən'trəʊl/ (p.123)	control: /kən'trəʊl/ (p.117)
curled up: /,kɜ:ld 'ʌp/ (p.123)	curled up: /kɜ:ld əp/ (p.117)
drummer: /'drʌmə(r)/ (p.123)	drummer: /'drəmər/(p.117)
fall in love: /fɔ:l ɪn 'lʌv/(p.123)	fall in love: /fəl ɪn ləv/(p.117)
gonna: /'gənə/(p.123)	gonna: /'gənə/(p.117)
keyboard(s): /'ki:bɔ:d(z)/ (p.123)	keyboard: /kɪbɔ:d/
nervous: /'nɜ:vəs/(p.123)	nervous: /'nɜ:vəs/(p.117)
sarcastic: /sɑ:'kæstɪk/(p.123)	sarcastic:/sɑ'kæstɪc/(p.117)
stubborn: /'stʌbən/(p.123)	stubborn: /'stəbən/(p.117)

HOTLINE INTERMEDIATE	
LINGUISTIC DIFFERENCES	
NEW HOTLINE	AMERICAN HOTLINE
DISCOURSE STYLE	
I'll just take it for a road test, if that's all right. (p.42)	I'd like to take it out for a test drive if you don't mind.(p.42)
Shall we go for a spin on Sunday, Vince? (p.43)	Why don't we go for a ride on Sunday, Tom? (p.43)
Do you fancy a day in the country?(p.43)	How would you like to go for a drive? (p.43)
You must try to find help.(p.57)	You have to try to find help.(p.59)
I'll go and see about it this week.(p.28)	I'll do something about it.(p.28)
How do you want it doing?(p.81)	What would you like done?(p.83)
If you could take a seat over here.(p.81)	Please take a seat over here.(p.83)
Could you just put this towel round your shoulders...(p.81)	Let's just put this towel around your shoulders.(p.83)
Is that short enough?(p.81)	Do you think it's short enough?(p.83)
very(p.42)	really(p.42)
fabulously(p.68)	incredibly(p.66)
killed(p.71)	died(p.71)
star(p.71)	famous(p.76)
good(p.77)	cool(p.76)
rat(p.77)	jerk(p.77)
right(p.77)	OK(p.77)
good(p.81)	great(p.83)
luckily(p.86)	fortunately(p.85)
old and handicapped(p.102)	elderly and disabled(p.100)
really(p.37)	pretty(p.37)
kind(p.37)	nice(p.37)
I'm afraid...(p.4)	I guess...(p.3)
...er/...um(p.4)	...oh(p.3), ...uh(p.42)
It doesn't sound rich enough.(p.9)	The number doesn't sound full enough.(p.9)
Pleased to meet you.(p.9)	Nice to meet you.(p.9)
Look who it is.(p.18)	Look who's here.(p.18)
a bit dull(p.18)	kind of dull(p.18)
..., you see.(p.18)	..., you know.(p.18)
Thing's just have a habit of going wrong when he's around, somehow.(p.19)	Somehow things just have a way of going wrong when he's around.(p.19)
..., if you like.(p.28)	..., if you want.(p.28)
It's a pity...(p.29)	It's too bad...(p.29)
All right!(p.29)	That's enough!(p.29)
I see(p.52)	I get it(p.52)
Atishoo(p.52)	Achoo(p.52)
It's all right.(p.52)	Nah, I'm OK.(p.52)
Look!(p.53)	Listen!(p.53)
Yes(p.55)	Yeah(p.53)
Right! That's it!(p.77)	OK! That's it!(p.77)
Poor old ...!(p.86)	Poor ...! (p.85)
I want a word with you.(p.87)	I want to talk with you.(p.87)
What news is that?(p.96)	What are you talking about?(p.96)

HOTLINE INTERMEDIATE	
LINGUISTIC DIFFERENCES	
NEW HOTLINE	AMERICAN HOTLINE
DISCOURSE STYLE	
pleased(p.19)	glad(p.19)
Excuse me, Mr Scott(p.77)	Excuse me Tom(p.77)
five past two(p.71)	five after two(p.71)
put foot in sth(p.86)	put nose in sth(p.85)
What on earth is the matter?(p.87)	What in the world is the matter?(p.87)
You have a good cry and then you can tell me all about it.(p.87)	I'll make something to eat and you can tell me all about it.(p.87)
She's down for the summer.(p.96)	She's home for the summer.(p.96)
as green as / as heavy as(p.100)	as smooth as / as light as(p.102)
king and.../Pride comes before a.../Penny wise and...(p.100)	highs and .../When it rains,.../You can't judge a book...(p.102)
he got the sack(p.88)	he got fired(p.88)
	have heart-to-heart with Andrea/water under the bridge(p.97)
Yours sincerely(p.102)	Sincerely yours, (p.100)

HOTLINE INTERMEDIATE	
LINGUISTIC DIFFERENCES	
NEW HOTLINE	AMERICAN HOTLINE
PUNCTUATION	
auto-crazy(p.48)	car crazy(p.46)
per cent(p.56)	percent(p.56)
first aid kit(p.57)	first-aid kit(p.59)
semi-desert(p.58)	semidesert(p.56)
The Head of Government(p.58)	the head of government(p.56)
comic book(p.66)	comic-book(p.68)
She might be back in October though.(p.96)	She will be back in September, though.(p.96)
Dear Ms Stubbs (p.102)	Dear Ms. Stern, (p.100)
Math test(p.102)	math test(p.100)
Differences in the letter writing(p.102)	Differences in the letter writing (p.100)

HOTLINE INTERMEDIATE	
NEW HOTLINE TWO	AMERICAN HOTLINE
CULTURAL DIFFERENCES	
SOCIAL IDENTITY AND SOCIAL GROUPS	
Ethnic and cultural minorities, occupational groupings, gender representation and regional identity including language.	
saleswoman(p.42)	salesperson(p.42)
the girl(p.69)	the young woman(p.67)
Sue-Italy(p.4)	Sue-Brazil(p.2)
Mr Robson(p.6)	Mr. Robertson
Rosy(p.8)	Rosie(p.8)
Germany/German(p.22)	
	Japanese boy(Introduction)
Vince Scott(p.4)	Tom Scott(p.2)
Spanish penfriend(p.4)	Mexican pen pal(p.2)
Terry-The Hartfield Academy(p.4)	Richie-the Eastfield Language School(p.2)
	American(p.2)
	Chinese(p.6)
Russian(p.20)	
	Dutch(p.23)
	Polynesian natives(p.23)
a man wearing trilby(p.32)	
Mr Robinson(p.37)	Mr. Escobar(p.37)
Fiona(p.39)	Flora(p.39)
boys playing football(p.40)	boys and girls playing football together(p.40)
saleswoman(p.42)	salesperson(p.42)
John Punch(p.46)	John Rodriguez(p.48)
Clive Taylor(p.71)	Joe Taylor(p.71)
Mrs Smith(p.73)	Mrs. Luna(p.74)
Japanese man/punk girl/a man of god/a black man/an Egyptian fresco/an American poster for Shaftesbury theatre(p.82-83)	An woman dressed like Egyptian/an American poster/John Lennon/ a black girl(p.80-81)
	skateboarding children(p.85)
Mr and Mrs Brown/Chester(p.99)	
Halifax/Fred Bare/Penny Farthing/Leeds/Norwich/Sandy Beach(p.100)	Los Angeles/Earl Lee Byrd/Penny Dollar/Atlanta/Houston(p.102)
Valerie Stubbs(p.102)	Valerie Stern(p.100)
John Bond/David Macintosh(p.103)	Justin Reed/David Matthews(p.101)
	Taj Mahal/bedu/camel/a snake charmer/Eiffel Tower/Kangaroo/mosque(p.108-109)

HOTLINE INTERMEDIATE	
NEW HOTLINE TWO	AMERICAN HOTLINE
CULTURAL DIFFERENCES	
SOCIAL INTERACTION	
Greetings at different level of formality, flaws in communication, levels of formality in language, taboos.	
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HOTLINE INTERMEDIATE	
NEW HOTLINE TWO	AMERICAN HOTLINE
CULTURAL DIFFERENCES	
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.	
a box of chocolate(p.96)	a box of candy(p.96)
fish and chips(p.113)	spaghetti and meatballs(p.116)
pasta and salad(p.87)	sandwich and milk(p.87)
French and Italian food(p.16)	

HOTLINE INTERMEDIATE	
NEW HOTLINE TWO	AMERICAN HOTLINE
CULTURAL DIFFERENCES	
SOCIO-POLITICAL INSTITUTIONS	
Institutions of the state – and the values and meanings they embody.	
-	Sepilok(p.6)

HOTLINE INTERMEDIATE	
NEW HOTLINE TWO	AMERICAN HOTLINE
CULTURAL DIFFERENCES	
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.	
kilometer(p.53)	mile(p.53)
meter(p.57)	yard(p.57)
litre(p.57)	quarts(p.59)
evening(p.5)	night(p.3)
Dear Problem Page(p.7)	Dear Advice Column(p.6)
church hall(p.8)	basement(p.8)
pop star(p.34)	rock star(p.32)
pound(p.34)	dollar(p.32)
train(p.37)	bus(p.37)
drive on the right(p.58)	drive on the left(p.56)
The Department of Transport(p.48)	The National Safety Council(p.46)

HOTLINE INTERMEDIATE	
NEW HOTLINE TWO	AMERICAN HOTLINE
CULTURAL DIFFERENCES	
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.	
tea(p.102)	dinner(p.101)
A-levels(p.103)	SATs(p.101)
	yellow sticker(p.47)
	a boy with skateboard(p.38)
	advice-to-the-lovelorn(p.63)
A20(p.71)	major highway(p.71)
double-decker(p.79)	
the High Street(p.8)	mall(p.8)
	rock and roll(p.8)
Top of Pops(p.29)	
pop concert(p.30)	rock concert(p.30)
pop star(p.34)	rock star(p.32)
classical concert(p.36)	Eiffel Tower/Aztec Ruins/Liberty Statue(p.36)
a judge wearing wig(p.92)	no wig(p.90)
Sir Walter Crawford(p.69)	Walter Crawford(p.67)

HOTLINE INTERMEDIATE	
NEW HOTLINE TWO	AMERICAN HOTLINE
CULTURAL DIFFERENCES	
NATIONAL HISTORY	
Historical events and presentation of inventions associated with cultures.	
-	Labor Day(p.97)

HOTLINE INTERMEDIATE	
NEW HOTLINE TWO	AMERICAN HOTLINE
CULTURAL DIFFERENCES	
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.	
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HOTLINE INTERMEDIATE	
NEW HOTLINE TWO	AMERICAN HOTLINE
CULTURAL DIFFERENCES	
NATIONAL CULTURAL HERITAGE	
Classical authors and stories of their most widely known works, classical musicians and painters, cities that are associated with particular cultures.	
Tooth and Claw(Introduction)	
Michael Jordan(p.14)	
George Michael(p.16)	
Arnold Schwarzenegger(p.16)	
Spice Girls(p.16)	
Nicole Kidman(p.16)	
New Castle football player(p.16)	
	Captain Cook(p.18)
	William Bligh(p.24)
	Fletcher Christian(p.24)
Captain Robert Scott(p.24)	
Roald Amundsen(p.24)	
Robert E.Peary(p.24)	
Nobile(p.24)	
	Colombus/Vasco Da Gama(p.23)
	Magellan(p.23)
Apollo moon rockets(p.56)	The first man on Moon(p.58)
Braveheart/Mission Impossible/Terminator II/Robin Hood/Batman/Indiana Jones/The Empire Strikes Back/James Bond/George Lucas(p.66)	Batman/Robin Hood/Hercules/Odysseus/King Arthur/Star Trek/Wonder Woman/Dick Tracy/Goldeneye/Tarzan(p.68)
Elvis/Queen(p.74)	
	Sherlock Holmes/Poirot/Miss Marple(p.94)

HOTLINE INTERMEDIATE	
NEW HOTLINE TWO	AMERICAN HOTLINE
CULTURAL DIFFERENCES	
STEREOTYPES AND NATIONAL IDENTITY	
Symbols of national stereotypes and meanings	
Royal Mail(p.78)	US Mail(p.79)
Black Taxi-picture(p.78)	Yellow cab-picture(p.79)
Victoria Road(Introduction)	Jefferson Road(Introduction)
Sue-Italy(p.4)	Sue-Brazil(p.2)
double yellow line(p.92)	no parking zone(p.90)
Levi's(Introduction)	
Terry-The Hartfield Academy(p.4)	Richie-the Eastfield Language School(p.2)
Oxford University(p.4)	Syracuse University(p.2)
Nottingham University(p.4)	Rutgers University(p.3)
royal standard on the plane tail(p.5)	TWA(p.3)
Hartfield Technical College(p.10)	Eastfield Community College(p.10)
London University(p.10)	Columbia University
	Princeton University(p.11)
University of North Carolina(p.14)	

HOTLINE INTERMEDIATE	
NEW HOTLINE TWO	NEW HOTLINE TWO
CULTURAL DIFFERENCES	
STEREOTYPES AND NATIONAL IDENTITY	
Symbols of national stereotypes and meanings	
United States Olympic basketball team(p.14)	
Chicago Bulls(p.14)	
Space Jam(p.14)	
Harvard University(p.19)	
	Burger Barn(p.20)
Rhodes(p.9)	Casio(p.8)
Marshall(p.9)	Peavey(p.8)
Yamaha(p.9)	
	HMS Bounty(p.24)
	British Royal Navy(p.23)
Camberwell Drive(p.26)	
Wembley Stadium(p.29)	Madison Square Garden(p.29)
BP(p.52)	Mobil Gas(p.52)
	Prince tennis rackets(p.55)
Porche/Ferrari(p.74)	
SUB(p.76)	Nike(p.76)
Farrah's Harrogate Toffee(p.80)	
hammer and sickle badge(p.80)	
Edinburgh University(p.96)	University of Arizona(p.96)
Carrington's department(p.93)	Bloomfield's department(p.91)
Superman poster(p.86)	

HOTLINE INTERMEDIATE	
NEW HOTLINE TWO	AMERICAN HOTLINE
CULTURAL DIFFERENCES	
MULTI-CULTURAL PERSPECTIVE	
Differing behaviors, signals, symbols associated with cultures, presentation of the cities around the world, fairness in the presentation of cultures and the choice of pictures in the presentation of cultures.	
Oz(p.52)	The land down under(p.52)
Britain(Introduction)	The United States(Introduction)
Spain(p.4)	Mexico(p.2)
	Buenos Aires(p.2)
England(p.4)	United States(p.2)
Heathrow(p.5)	
Manchester(p.5)	New Jersey(p.4)
	U.S. (p.3)
Canada(p.4)	Florida(p.4)
New York(p.14)	
Wilmington, North Carolina(p.14)	
Chicago(p.14)	
	England(p.18)
	Virginia(p.18)
Germany/German(p.22)	
Denmark(p.22)	
Poland(p.22)	

HOTLINE INTERMEDIATE	
NEW HOTLINE TWO	AMERICAN HOTLINE
CULTURAL DIFFERENCES	
MULTI-CULTURAL PERSPECTIVE	
Differing behaviors, signals, symbols associated with cultures, presentation of the cities around the world, fairness in the presentation of cultures and the choice of pictures in the presentation of cultures.	
	Tahiti(p.24)
	West Indies(p.24)
	Indonesia(p.24)
	Pitcairn Island(p.24)
Berlin(p.23)	
Canada/Vancouver(p.23)	
France/Nice(p.23)	
Canada/USA(p.23)	
Marseilles/Switzerland(p.23)	
South Pole/North Pole(p.24)	
Norway(p.24)	
	Mediterranean Sea(p.23)
	Spain/Portugal/Holland(p.23)
	Atlantic/Pacific Ocean(p.23)
	Yorkshire(p.23)
	North Sea coast(p.23)
	Tahiti(p.23)
	Alaska(p.23)
	Hawaii(p.23)
Hamburg(p.26)	
London(p.37)	New York City(p.37)
Birmingham(p.37)	Utica(p.37)
	Oaxaca(p.69)
cruise round the Mediterranean(p.97)	cruise around the Carribean(p.97)
Kent/Glasgow(p.102-103)	Washington/Plymouth/Buffalo (p.100-101)
	Italy-France-Japan(p.6)
	Shangai(p.6)
	Polcirkeln(p.6)
	Arctic Circle(p.6)
Halifax/Fred Bare/Penny Farthing/Leeds/Norwich/Sandy Beach(p.100)	Los Angeles/Earl Lee Byrd/Penny Dollar/Atlanta/Houston(p.102)
Wrotham Hill(p.71)	Long Hill Road/Somerset County(p.71)
	Eiffel Tower/Aztec Ruins/Liberty Statue(p.36)
Stonehenge(p.43)	
Taj Mahal/Far East(p.23)	

Appendix 2: Findings from *Blueprint Series*

BLUEPRINT INTERMEDIATE	
LINGUISTIC DIFFERENCES	
BLUEPRINT TWO	AMERICAN BLUEPRINT
GRAMMAR	
I'm married with two children aged seven...(Preview)	I have two children ages seven...
Fires have...(p.43)	Fire has...
...in our daily life.(p.53)	...in our daily lives.
...circles like this.(p.77)	...circles like these.
I'm married with two children aged seven and... (Preview)	I have two children ages seven...(Preview)
Can you fill in...?(p.3)	Could you fill out...?
I've got two sisters.(p.3)	I have two sisters.
Have you got a wife...?(p.5)	Do you have...?
nor do I(p.7)	neither do I
Shall I take these?(p.17)	Would you like me to take these?
Can I help you?(p.23)	May I help you?
You must...(p.25)	You have to...
Where shall we go?(p.34)	Where should we go?
You have heard...(p.44)	you heard...(p.44)
Farmers have woken up to find strange circles. (p.77)	Farmers would wake up to find strange circles. (p.77)
Which sports do you like watching? (p.84)	Which sports do you like to watch?
It must be two years since we last met!(p.86)	It must be five years since we've seen each other.
It's got everything you want.(p.87)	It has everything you could want.
He's at least thirty-five.(p.115)	He must be at least thirty-five.
I'm keen on classical music.(p.116)	I love classical music.
John has recently received...(p.116)	John recently received.
How long are you staying?(p.127)	How long are you going to stay?
It sounds an interesting job.(p.5)	It sounds like an interesting job.
I feel she's the right girl.(p.40)	I feel that she is the right girl.
She thinks ...(p.40)	She thinks that ...
What should she do before she goes to bed? (p.54)	What should she do before going to bed?
...ask you the time. (p.57)	...ask you for the time.
What do you think were the original request? (p.74)	What do you think the original requests were?
I think Martin was wearing something like that. (p.77)	I think Martin was wearing one something like that.
...except for a strange feeling. (p.107)	...except for a strange feeling I had.
...weaker than the first.(p.107)	...weaker than the first one.
...drinks lager like water(p.118)	...drinks beer like it was water
Can you fill in this questionnaire, please? (p.3)	Could you fill out this form, please?
...have studied English for 4 years altogether. (p.6)	...have studied English for 4 years in all.
I sometimes have...(p.7)	Sometimes I have...
...in the house.(p.8)	...at house.
...at the weekend.(p.8)	...on weekends.

BLUEPRINT INTERMEDIATE	
LINGUISTIC DIFFERENCES	
BLUEPRINT TWO	AMERICAN BLUEPRINT
GRAMMAR	
...once a fortnight(p.9)	...twice a month
...at the moment(p.11)	for the time being
work in a factory(p.11)	work at a factory
completely(p.13)	totally
...he nearly died.(p.22)	...he almost died.
stay in(p.24)	stay at
quite often(p.25)	pretty often
...covered in snow(p.28)	...covered with snow
...work in the festival.(p.29)	...work at the Fan Fair.
...who has a job in...(p.30)	...who is working at...
We were driving along the road.(p.34)	We were driving down the road.
in ten years' time(p.36)	ten years from now
urgently(p.36)	quickly
...on the streets in Sydney(p.37)	on the streets of Sydney
English literature(p.38)	literature in English
...quite a lot...very much.(p.40)	...several times... a lot.
towards(p.43)	toward
...by the sea. (p.43)	...above the beach
in the end(p.43)	finally
...during the past three days(p.43)	...over the last three days.
fairly well(p.43)	quite well(p.43)
luckily(p.45)	fortunately
...had a holiday this year yet.(p.48)	...taken a vacation yet this year.
...look very well.(p.54)	...look very good.
...Royal Palace in Dom Square(p.57)	...Royal Palace on Dom Square
walk in the street(p.57)	walk down the street
turn round(p.57)	turn around
face downwards(p.61)	face down
move on(p.61)	move ahead
well enough(p.61)	very well
drive in country(p.61)	drive around your country
research into school(p.61)	research about school
smartly(p.63)	formally
untidily(p.63)	messily
go to(p.67)	go up to
wash up the glasses(p.69)	wash the glasses
How long for? (p.74)	For how long?
a car starting up(p.74)	a car engine starting
in the street(p.86)	on the street
They hadn't woken me(p.107)	They hadn't woken me up
by the telephone(p.107)	near the telephone
in a rolled-up newspaper(p.107)	inside a rolled-up newspaper
...only from...(p.109)	...from only...
terribly(p.117)	incredibly

BLUEPRINT INTERMEDIATE	
LINGUISTIC DIFFERENCES	
BLUEPRINT TWO	AMERICAN BLUEPRINT
SPELLING	
travelling(Preview)	traveling
learnt(p.13)	learned
sterilise(p.22)	sterilize
air-conditioning(p.24)	air-conditioner
dreamt(p.26)	dreamed
how sensual you are(p.43)	how sensuous you are(p.43)
organize(p.46)	organize
practise(p.48)	practice
Embassy Working Week(p.61)	Embassy Work Week
cancelled(p.86)	canceled
recognise(p.105)	recognize
realised(p.111)	realized
metre(p.68)	meter
more friendly(p.70)	friendlier
neighbour(p.70)	neighbor
round(p.74)	around
aeroplane(p.80,100)	airplane
transport(p.90)	transportation
launderette(p.99)	Laundromat
blonde(p.99)	blond
kilo(p.107)	kilogram
labaratory(p.108)	lab.
jeweller(p.110)	jeweler
mum(p.35.122)	mom
dialogue(p.125)	dialog
colourful(p.124)	colorful

BLUEPRINT INTERMEDIATE	
LINGUISTIC DIFFERENCES	
BLUEPRINT TWO	AMERICAN BLUEPRINT
VOCABULARY	
abroad(preview)	overseas(preview)
employment agency(preview)	placement service(preview)
work(preview), organization(p.5)	job(preview)
tour guide(preview)	tour leader(preview)
write to(preview)	contact(preview)
questionnaire(p.3)	form(p.3)
cinema(p.4)	movie(p.4)
penfriend(p.4)	pen pal(p.4)
flat(p.4)	apartment/home(p.4)
sort(p.4)	kind(p.4)
accommodation officer(p.5)	home-stay advisor(p.5)
overseas student(p.5)	exchange student(p.5)
require(p.6)	looking for(p.6)
untidy(p.7)	messy
average(p.7)	typical
washing up(p.7)	dishes
household jobs(p.8)	housework/household chores

BLUEPRINT INTERMEDIATE	
LINGUISTIC DIFFERENCES	
BLUEPRINT TWO	AMERICAN BLUEPRINT
VOCABULARY	
motor(p.9)	automotive
disco/nightclub(p.9)	dance club
keep fit(p.9)	work out
run(p.9)	jog
cinema-going habit(p.9)	movie attendance/movie-going
...at the moment(p.11)	for the time being
night duty(p.11)	night shift
university city(p.11)	college town
piano concert(p.13)	piano recital
completely(p.13)	totally
note(p.17)	bill
taxi cab(p.17)	taxi
petrol(p.20)	gasoline
duties(p.21)	obligations
coach party(p.21)	tour group
lesson(p.21)	class
alcohol(p.22)	alcoholic beverages
booking(p.22)	reservation
sort out(p.22)	solve
find(p.22)	find out
ill(p.22)	sick
package holiday(p.22)	excursion
personal assistant(p.22)	secretary
hairdresser(p.22)	hairstylist
kind(p.22)	caring
manager(p.22)	executive
...he nearly died.(p.22)	...he almost died.
smart(p.22)	well-dressed
early morning call(p.24)	wake up call
telephone(p.24)	call
reception desk(p.24)	front desk
lift(p.24)	elevator
overseas(p.25)	other countries
fashion(p.25)	fashion design
visit(p.25)	trip
holiday(p.25)	vacation
emigrate(p.26)	go
class(p.26)	grade
ring(p.29)	call
information centre(p.29)	information office
leaflet(p.29)	brochure
consequence(p.30)	result
hostel(p.30)	inn
get(p.35)	buy
modal verbs(p.35)	modal auxiliaries
a number of(p.35)	several
phone(p.35)	call
petrol(p.35)	gas
motorway(p.35)	expressway

BLUEPRINT INTERMEDIATE	
LINGUISTIC DIFFERENCES	
BLUEPRINT TWO	AMERICAN BLUEPRINT
VOCABULARY	
camping site(p.35)	campground
International driving licence(p.36)	International Driver's License
twin-bedded room(p.36)	double room
sea(p.36)	beach
tennis(p.36)	tennis court
car hire(p.36)	car rental
coach(p.36)	bus ride
journey(p.36)	trip
moped(p.36)	motorcycle
discover(p.36)	find
note(p.36)	memo
urgently(p.36)	quickly
business friend(p.36)	business associate
leave(p.37)	run away
learn(p.38)	study
collect(p.38)	count
shop(p.39)	store
...quite a lot...very much.(p.40)	...several times... a lot.
silent(p.41)	quiet
finish(p.41)	run out of
come in sight(p.41)	come into view
journey(p.41)	voyage
complete(p.41)	finish
pleased(p.41)	glad
little(p.43)	small
fairly well(p.43)	quite well(p.43)
picture postcard(p.41)	postcard
continuous(p.41)	progressive
past simple(p.41)	simple past
arrive(p.41)	get
outside a cafe(p.41)	outdoor café
have a shower(p.41)	take a shower
villager(p.41)	resident
holidaymaker(p.41)	tourist
in the end(p.41)	finally
south-east of France(p.44)	in southeastern France
incident(p.45)	attack
aid(p.45)	rescue
put the sentences in the correct order(p.45)	number the sentences in the correct order(p.45)
in the area(p.45)	nearby
operation(p.45)	surgery
at sea(p.45)	in the ocean
second-hand book(p.46)	used book
points to discuss(p.46)	details to discuss
drink(p.46)	beverage
sort(p.46)	kind
sitting room(p.47)	living room

BLUEPRINT INTERMEDIATE	
LINGUISTIC DIFFERENCES	
BLUEPRINT TWO	AMERICAN BLUEPRINT
VOCABULARY	
supper(p.47)	dinner
response(p.47)	reply
bracket(p.47)	parenthesis
have holiday(p.48)	take vacation
occur(p.48)	happen
situation(p.48)	problem
The trouble is/On the whole(p.52)	Unfortunately/ In general
lorry(p.52)	truck
road(p.52)	highway
transport problem(p.52)	traffic problem
quiz show(p.52)	game show
advertisement(p.52)	commercial
chat show(p.52)	talk show
foreign language films(p.52)	foreign films
comedy show(p.52)	variety show
do the test(p.53)	take the test
difficult(p.53)	hard
worry beads(p.53)	executive toys
underground station(p.54)	subway station
take exercise(p.54)	get exercise
matter(p.54)	problem
disturb(p.54)	bother
rule(p.55)	regulation(p.55)
departure hall(p.55)	departure area
boarding card(p.55)	boarding pass
toilet(p.55)	lavatory
legal age(p.56)	age restriction
beach clothe(p.56)	shorts
couch(p.57)	bus
centre(p.57)	downtown
programme(p.57)	schedule
act(p.57)	behave
job(p.59)	occupation
madness(p.59)	insanity
dice(p.61)	die
marker(p.61)	counter
square(p.61)	space
miss a turn(p.61)	lose a turn
suitable(p.61)	appropriate
book(p.61)	reserve
hire(p.61)	rent
rule(p.61)	law
motorbike(p.61)	motorcycle
queue(p.61)	waiting line
embassy party(p.61)	embassy reception
passport photo(p.61)	visa photo
satisfactorily(p.61)	well enough
smartly(p.63)	formally

BLUEPRINT INTERMEDIATE	
LINGUISTIC DIFFERENCES	
BLUEPRINT TWO	AMERICAN BLUEPRINT
VOCABULARY	
untidily(p.63)	messily
luggage(p.63)	bag
petrol station(p.63)	gas station
motorway(p.63)	expressway
cycle(p.63)	ride a bicycle
cassette(p.64)	tape
sweater(p.67)	a jacket
a bar of chocolate(p.67)	a candy bar
come back(p.67)	get back
heatwave(p.67)	hot and humid
give a ring(p.67)	give a call
perhaps(p.67)	maybe
lovely(p.67)	beautiful
good(p.67)	nice
sweater(p.67)	jacket
photo(p.67)	picture
ecology correspondent(p.68)	science staff
globe(p.68)	planet
last(p.68)	past
man(p.69)	guy
phone(p.69)	call
smoke(p.69)	cigarette smoke
cigarette end(p.69)	cigarette butt
rubbish(p.69)	trash
suitable reply(p.70)	appropriate response
tidy(p.70)	clean up
speak(p.70)	talk
at once(p.70)	immediately
phone on(p.70)	call at
jug(p.42)	jar
strange(p.42)	funny
do the quiz(p.43)	take the quiz
walking stick(p.73)	cane
cinema(p.74)	movie theatre
turn up(p.74)	show up
vacancy(p.74)	opening
pleased(p.74)	happy
road(p.76)	street
do shopping(p.76)	buy groceries
journey(p.76)	trip
captain(p.76)	pilot
sound(p.77)	noise
hedge-hog(p.77)	porcupine
sensible(p.77)	logical
assistant(p.77)	receptionist
news office(p.77)	newspaper
lots of(p.77)	a lot of
finish(p.79)	end

BLUEPRINT INTERMEDIATE	
LINGUISTIC DIFFERENCES	
BLUEPRINT TWO	AMERICAN BLUEPRINT
VOCABULARY	
moment(p.79)	minute
goodness(p.79)	gosh
only(p.79)	just
ill(p.79)	sick
mad(p.81)	nuts
motor-racing(p.83)	auto-racing
racing driver(p.83)	race car driver
start(p.83)	begin
note down(p.84)	write down
do sport(p.84)	play sport
keep fit(p.84)	stay in shape
joke(p.84)	kid
hear(p.87)	tell
bring up(p.87)	raise
collect(p.87)	pick up
accommodation(p.89)	housing
meal(p.94)	dinner
airfare cost(p.94)	plane ticket
recover(p.94)	get over
university(p.94)	college
quite(p.95)	too
quite(p.99)	kind of
laundrette(p.99)	Laundromat
school life(p.99)	school background
spare time activity(p.99)	leisure activity
deep freeze(p.100)	freezer
fax(p.100)	fax machine
central heating(p.100)	air conditioner
video(p.100)	VCR
start a place(p.100)	open a place
do the account(p.100)	keep the book
leave school(p.100)	finish school
photograph(p.101)	picture
ill(p.102)	dizzy
queue (v.) (p.102)	wait in the line
sitting room(p.102)	living room
diving lesson(p.103)	scuba diving lesson
get on with sth.(p.104)	do with sth.
chance(p.104)	opportunity
class outing(p.104)	class trip
arrange(p.104)	plan
house(p.105)	home
past background(p.105)	past sequence
shut(p.105)	close
brackets(p.106)	parenthesis
supper(p.106)	dinner
go to sleep(p.106)	fall asleep
get through(p.106)	get in touch
rather(p.106)	kind of

BLUEPRINT INTERMEDIATE	
LINGUISTIC DIFFERENCES	
BLUEPRINT TWO	AMERICAN BLUEPRINT
VOCABULARY	
as usual(p.106)	as always
frightened(p.107)	scared
lines were engaged(p.107)	lines were busy
by(p.107)	near
police sniffer dog(p.107)	police dog/K9
kilo(p.107)	kilogram
cutting(p.108)	clipping
finish(p.108)	end
part(p.108)	step
return(p.108)	prize
in great detail(p.108)	very carefully
ivory poaching(p.109)	poaching
present(p.111)	gift
return ticket(p.112)	round-trip ticket
result(p.112)	answer
dating agency(p.115)	dating service
confused(p.115)	upset
telephone(p.115)	call
arrive(p.115)	show up
rather(p.115)	really
flat(p.116)	apartment
a cassette letter(p.116)	a tape-recorded letter
company flat(p.116)	apartment-hotel
star sign(p.117)	sign of zodiac
tidy(p.117)	neat
unwilling to change(p.117)	refuse to change
kind(p.117)	gentle
terribly(p.117)	incredibly
holiday(p.118)	vacation
great(p.118)	a lot of
chap(p.118)	guy
untidy(p.118)	messy
quite(p.118)	pretty
a hold-up(p.119)	robbery
motorway(p.119)	expressway
grocer's(p.120)	grocery store
English crime writer(p.120)	English mystery writer
break down in tears(p.121)	burst into tears
hopeless(p.122)	terrible
phone(p.122)	call
a bit(p.122)	a little
phrasal verb(p.124)	two-word verb
take(p.124)	have
anorak(p.124)	ski jacket
walkman(p.125)	CD player
see smt off(p.125)	say goodbye
past simple(p.125)	simple past
continuous(p.125)	progressive
past perfect simple(p.125)	past perfect

BLUEPRINT INTERMEDIATE	
LINGUISTIC DIFFERENCES	
BLUEPRINT TWO	AMERICAN BLUEPRINT
VOCABULARY	
brackets(p.125)	parenthesis
passport control(p.125)	security control
glad(p.126)	relieved
pleased(p.126)	glad/happy
manage(p.126)	be able to
typewriter(p.126)	word processor
...having you stay(p.126)	...letting you stay
as you wish(p.126)	as you prefer
full stop(p.127)	period
inverted comma(p.127)	quotation mark
call(p.127)	name
tidy(p.127)	neat
untidy (p.127)	dirty
fax(p.128)	fax machine
untidy(p.128)	messy
perhaps(p.128)	maybe
notice(p.128)	announcement
film(p.128)	movie

BLUEPRINT INTERMEDIATE	
LINGUISTIC DIFFERENCES	
BLUEPRINT TWO	AMERICAN BLUEPRINT
PRONUNCIATION	
boss /bas/	boss /ba:s/

BLUEPRINT INTERMEDIATE	
LINGUISTIC DIFFERENCES	
BLUEPRINT TWO	AMERICAN BLUEPRINT
DISCOURSE STYLE	
I'm married with two children aged seven...(Preview)	I have two children ages seven...
half-past nine(p.3)	nine thirty
Can you fill in this questionnaire, please? (p.3)	Could you fill out this form, please?
How long have you been in with this organization?(p.5)	How long have you worked at this job?
...have studied English for 4 years altogether. (p.6)	...have studied English for 4 years in all.
I eat nothing.(p.7)	I don't eat anything.
I spend no time at home. (p.7)	I don't spend any time.
this evening(p.17)	tonight
Shall I take these?(p.17)	Would you like me to take these?
Can I help you?(p.23)	May I help you?
... who has a job in...(p.30)	... who is working at...
Where shall we go?(p.34)	Where should we go?
We won't be long.(p.35)	It won't be long.
go to the motorway(p.35)	get on the expressway

BLUEPRINT INTERMEDIATE	
LINGUISTIC DIFFERENCES	
BLUEPRINT TWO	AMERICAN BLUEPRINT
DISCOURSE STYLE	
They are going to be away.(p.35)	They'll be gone.
in ten years' time(p.36)	ten years from now
We have been out together...(p.40)	We have gone out ...
She thinks that her parents will disapprove of me.(p.40)	She thinks her parents won't approve of me.
...finished second overall.(p.41)	...took second place in the race.
south-east of France(p.44)	in southeastern France
He was quite near the beach.(p.45)	He was not far from the beach.
The situation has been the same for years now. (p.48)	This problem has been going on for years now.
on the whole(p.52)	in general
What do you do when you feel stressed?(p.53)	What do you do when you're under a lot of stress? (p.53)
...smokes forty cigarettes a day(p.54)	...smokes two packs of cigarettes a day
How did you feel when you took them?(p.54)	How did they make you feel?
I won't disturb him now.(p.54)	I don't want to bother him now.
satisfactorily(p.61)	well enough
well enough(p.61)	very well
How are things with Lisa?(p.67)	How is Lisa doing?
apparently(p.67)	I guess
go to work(p.69)	leave for work
in the house/stay in your house(p.70)	at home/stay at your house
draw conclusions after given facts(p.73)	draw conclusions based on facts we know
...has recently been ill.(p.74)	...has not been feeling well lately.
a car starting up(p.74)	a car engine starting
for the past ten years(p.77)	for over ten years
... I've ever been to.(p.88)	... I've ever visited.
Why not use this bed?(p.95)	Why don't you sleep in this bed?
He's doing Europe(p.118)	He's seeing North and South America
I don't think I'm shy(p.118)	I'm not shy
When did you last buy petrol?(p.119)	When was the last time you bought gas?
while you're away(p.125)	while you're gone
There's Eva(p.125)	Here comes Connie
What about planning a trip?(p.126)	What do you think of planning a trip?
What about having a snack?(p.35)	What about a snack?
...get some new beach towels.(p.35)	...get new beach towels.(p.35)
I'm afraid I won't be able to come to the meeting on Monday because I'll be away on holiday. (p.36)	I'm sorry that I won't be able to meet with you on Monday. I'll be on vacation.
What sort of things do you usually do?(p.54)	What do you usually do?
Most instructions are usually in four languages. (p.57)	Most instructions are usually printed in four languages.
thanks very much(p.79)	thanks
woman(p.41)	female
girl(p.41)	woman
sound(p.96)	seem

BLUEPRINT INTERMEDIATE	
LINGUISTIC DIFFERENCES	
BLUEPRINT TWO	AMERICAN BLUEPRINT
DISCOURSE STYLE	
Have you got a wife?(p.5)	Are you married?
er.../...oh(p.5)	-
It's all right, thanks.(p.23)	No, thank you.
Sincerely,(p.40)	Yours,
in the area(p.45)	nearby
likes and dislikes concerning food(p.47)	food preferences
What sort of things do you usually do?(p.54)	What do you usually do?
If you are back early...(p.70)	If you get back early...
Goodness(p.79)	Gosh
It's Cathy here(p.79)	This is Cathy
I can hear(p.87)	I can tell
You sound to me!(p.96)	You seem to me!(p.96)
..er..(p.102)	...uh...
I see(p.103)	OK
9 years' duty(p.107)	nine years of service
in great detail(p.108)	very carefully
in twenty-five years' time(p.109)	twenty-five years from now
Yours faithfully,(p.110)	Sincerely yours,
firstly/secondly/thirdly/fourthly(p.115)	first of all/second/third/fourth
Who's speaking? (p.120)	Who's calling?
I'm afraid of flying(p.122)	I get nervous about flying.
I'll speak to you(p.122)	I'll talk to you
well(p.122)	O.K.
What's the time? (p.125)	What time is it?
time to go(p.125)	It's time for you to go.
half past six(p.125)	six thirty
Best wishes(p.126)	sincerely
give regards(p.126)	send greetings
give my regards to Bob(p.126)	say hello to Bob

BLUEPRINT INTERMEDIATE	
LINGUISTIC DIFFERENCES	
BLUEPRINT TWO	AMERICAN BLUEPRINT
PUNCTUATION	
Mr Kumar(p.3)	Mr. Karlson
the USA(p.4)	the U.S.
Yours sincerely, (p.6)	Sincerely yours,
to lip-read(p.13)	to read lips
five minutes' walk(p.19)	five-minute walk
ID(p.22)	I.D.
Last year in Austria a man...(p.22)	Last year in Austria, a man
... so I joined(p.25)	..., so I joined
...to live happily in Sweden I had to live...(p.26)	...to live happily in Sweden, I had to live...
Mrs(p.35)	Mrs.
e.g. I'll(p.35)	e.g., I'll

International driving licence(p.36)	International Driver's License
Dep./Arr./6 hrs(p.36)	Departs/Arrives/3 hours
two years' time(p.36)	ten years from now
...and...(p.40)	..., and...
I feel she is...(p.40)	I feel that she..
The trouble is, she... (p.40)	The trouble is she...
...but...(p.40)	..., but...
On June 28 th 1990(p.41)	On June 28, 1990
Friday 25 th June(p.41)	Friday, June 25
...so far...(p.41)	...so far,...
Please God(p.41)	Please, God
south-east(p.41)	south east
freshly-baked(p.42)	freshly baked
south east of France(p.44)	in southeastern France
February 1989(p.45)	February, 1989
Luckily...(p.45)	Fortunately,...
T-shirt(p.46)	t-shirt
fire fighter(p.46)	firefighter
...works all Sunday.(p.54)	...works all day Sunday.
I'm afraid you're...(p.55)	I'm sorry. You're...
South East Asia(p.68)	South-east Asia
Bob's wife Jane leaves...(p.70)	Bob's wife, Maggie, leaves...
10 p.m. (p.70)	10:00
Marie-Claire Duclos(p.105)	Maria Clara Espinosa
No, by the time...(p.105)	No. By the time...
Thank you rusty(p.107)	Thank you, rusty
9 years' duty(p.107)	nine years of service
First, the trainer...(p.107)	First the trainer
rolled-up(p.107)	rolled up
full-grown(p.109)	fully grown
Miss Talbot(p.115)	Ms. Talbot
home town(p.116)	hometown
'I met him a year ago.' (p.116)	"I met him a year ago."
22 Dec-19 Jan(p.117)	Dec. 22-Jan. 19
easy-going(p.117)	easygoing
driving licence(p.127)	driver's license
Dep./Arr. (p.36)	Departs/Arrives
15.30/6 hrs(p.36)	11.54 a.m./3 hours
USA(p.48)	The U.S.
9.30 in the evening(p.54)	9.30 p.m.
differences in letter writing(p.5)	differences in letter writing

BLEPRINT INTERMEDIATE	
CULTURAL DIFFERENCES	
BLUEPRINT TWO	AMERICAN BLUEPRINT
SOCIAL IDENTITY AND SOCIAL GROUPS	
Ethnic and cultural minorities, occupational groupings, gender representation and regional identity including language.	
German/Spanish/Punjabi/Hindi(p.5)	Spanish/Japanese
Derbyshire accent(p.100)	Toronto accent
Irish accent(p.127)	southern accent
Bobby (nickname of British police officers-p.100)	Mountie (nickname of Canadian police officer -p.100)
her/his mind	his/her mind
her/himself(p.117)	himself/herself
Josh Kumar/Pakistani man(Preview)	John Carlson(Preview)
Paul Marten/Carla Metz(p.3)	Paul Martins/Carla Gomez
Suzanne(p.4)	Susana
Larissa Severo(p.5)	Sonia Castro
Heinz/Erika(p.8)	Hank/Donna
	Kenji Nishio(p.11)
Jack Peters(p.11)	Jack Kelly
Paolo(p.12)	Pablo
Kevin(p.32)	Neil(p.32)
Mrs Price(p.35)	Mrs. Costa
John(p.36)	Tom
Josh and Eva(p.42)	John and Connie
Bob/Jane(p.51)	Tom/Jean
Ranjit/Indian girl/Sikh(p.56)	Leila/Arab girl/Muslim
Angus/Catarina(p.69)	Buddy/Carolina
Jane(p.70)	Maggie
Sabina(p.74)	Sonia
Eva(p.75)	Connie
Emily Davies(p.76)	Emily Davis
Mr Sinclair(p.78)	Mr. Jackson
Ayrton Senna/Alain Prost (p.82)	Damon Hill/Ayrton Senna
Tim Lancaster(p.85)	Mike Dunn
Dutch people(p.88)	Costa Rican people
New Yorker(p.89)	British person
American(p.89)	British
Mr Yama(p.90)	Mr. Yamaguchi
Surojit Sen/India(p.100)	Daljit Singh/Sikh
Clare(p.103)	Susan
Hugh Baxter/Marie-Claire Duclos(p.105)	Don Williams/Maria Clara Espinosa
Mr Briggs(p.105)	Mr. Deluca
Jon(p.106)	Luis
Don Baker(p.107)	Alice Collins
Chuck(p.118)	Justin
Meera(p.125)	Erika
Josh(p.126)	John

BLEPRINT INTERMEDIATE	
CULTURAL DIFFERENCES	
BLUEPRINT TWO	AMERICAN BLUEPRINT
SOCIAL INTERACTION	
Greetings at different level of formality, flaws in communication, levels of formality in language, taboos.	
young girl(p.13)	child
girls(p.41)	women

BLEPRINT INTERMEDIATE	
CULTURAL DIFFERENCES	
BLUEPRINT TWO	AMERICAN BLUEPRINT
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.	
tomato salad(p.47)	green salad
marmalade with cheese(p.15)	crackers with cheese
Italian risotto/tomato salad(p.47)	chili con carne/green salad
formal people, no use of first names, polite (p.89-descripton of British people in the text)	casual people, use of first names, less polite(p.89-descripton of American people in the text)
The Mill-Menu(p.94)	The Boat House-Menu
lager(p.28)	

BLEPRINT INTERMEDIATE	
CULTURAL DIFFERENCES	
BLUEPRINT TWO	AMERICAN BLUEPRINT
SOCIO-POLITICAL INSTITUTIONS	
Institutions of the state – and the values and meanings they embody.	
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BLUEPRINT INTERMEDIATE	
CULTURAL DIFFERENCES	
BLUEPRINT TWO	AMERICAN BLUEPRINT
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.	
beer festival/frankfurter/beer/Swan Lake(p.4)	Masquerade festival/taco/tequila/folk dancing performance/Aztec ruins
garage(p.19)	gas station
café(p.111)	restaurant
Legal Age: drive a car(17), ride a moped(16), buy cigarettes(16), vote in elections(18), get married with your parents' permission(16), get married without your parents' permission(18)(page 56)	Age Restrictions: drive a car(16), buy cigarettes(18), buy alcoholic beverages(21), vote in elections(18), join the military(17), quit school(16), retire with full benefits(65), retire with partial benefits(62)(page 56)
three-metre-long(p.45)	ten-foot-long
yard/metre(p.19)	mile/meter
litre(p.20)	gallon
hectare(p.41)	acre
metre(p.45)	foot
litre(p.89)	quart
pound(p.17)	dollar
Edinburgh Arts Festival-Fringe(p.29)	International Country Music Fan Fair
meet in the pub(p.32)	meet in the bank
put a coin in the cake for good luck(p.32)	playing pirate(p.32)
Many people in Britain haven't got jobs.	Many students in the U.S. have part-time jobs.
have a job(p.38)	have a full-time job
hire some glasses(p.47)	buy some cheap glasses
1 pound(p.90)	75 cent
junior/secondary school(p.60)	middle/high school
cup of tea(p.70)	cup of coffee
	Japanese Cowboy/kimono/cowboy boots(p.29)
London-75.000 homeless people(p.37)	New York-30.000 homeless people
Cut out and keep Guide No.4(p.54)	Clip-and-save health guide #4
company flat(p.116)	apartment-hotel
driver on the right(p.119)	
moment(p.115)	minute
this evening(p.17)	tonight
...it is in a jug(p.42)	sitting in a jar

BLEPRINT INTERMEDIATE	
CULTURAL DIFFERENCES	
BLUEPRINT TWO	AMERICAN BLUEPRINT
NATIONAL HISTORY	
Historical events and presentation of inventions associated with cultures.	
American colonists/Indian reservation(p.28)	-

BLEPRINT INTERMEDIATE	
CULTURAL DIFFERENCES	
BLUEPRINT TWO	AMERICAN BLUEPRINT
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.	
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BLEPRINT INTERMEDIATE	
CULTURAL DIFFERENCES	
BLUEPRINT TWO	AMERICAN BLUEPRINT
NATIONAL CULTURAL HERITAGE	
Classical authors and stories of their most widely known works, classical musicians and painters, cities that are associated with particular cultures.	
Robert Burns(p.27)	
Indiana Jones/Roger Rabbit/Batman/Tom Cruise/Rainman/James Bond(p.10)	Eddie Murphy/Arnold Schwarzenegger/Sigourney Weaver/Michael Keaton/Bill Murray
Robert Louis Stevenson-Dr Jekyll and Mr Hyde(p.28)	Sequoyah
Bruce Willis(p.48)	Janet Jackson
McCartney(p.86)	Michael
Stephen King novel(p.104)	Stephen King book

BLEPRINT INTERMEDIATE	
CULTURAL DIFFERENCES	
BLUEPRINT TWO	AMERICAN BLUEPRINT
STEREOTYPES AND NATIONAL IDENTITY	
Symbols of national stereotypes and meanings.	
seal(p.101)	Grizzly bear
photo of a German shepherd(p.107)	photo of a Labrador
King Street/Bond Street(p.20)	Bank Street/Church Street
British style house(p.35)	American style house with American flag
English police(p.119)	American police
Eiffel Tower(p.128)	World Trade Center
trousers(p.128)	jeans
train(p.35)	bus
golf(p.84)	soccer

BLEPRINT INTERMEDIATE	
CULTURAL DIFFERENCES	
BLUEPRINT TWO	AMERICAN BLUEPRINT
STEREOTYPES AND NATIONAL IDENTITY	
Symbols of national stereotypes and meanings.	
	Statue of Liberty / Hard Rock Café / Skyscrapers / American car / American flag / Grand Canyon / White House / Hollywood / traffic sign (Cover)
The Independent(p.5)	The International Herald Tribune
Oxford(p.11)	Harvard/Massachusetts Institute of Technology
Merton College(p.11)	
Cowley/Butler School/Madrid/Redcliffe Hospital/Turin(p.12)	Medellin/Malden/Baltimore/Maryland/Mount Auburn Hospital/Monterey
Ford(p.17)	
Leonardo da Vinci prize(p.13)	
	Waverly Station/Cowgate Tourist Hostel(p.30)
American-Indian dance performance(p.30)	
Highland Hotel(p.30)	Cumberland Hotel
British boys/ magazine about Paris/Royal Jordanian/Lacoste (p.33-34)	magazine about Disneyworld/ Coca-Cola/North Carolina
Gatwick Airport(p.36)	Boston's Logan Airport
Houses of Parliament(p.47)	Air and Space Museum
British Airways(p.55)	American/Delta Airlines(p.55)
Heathrow Airport(p.76)	Kennedy Airport
Royal Shakespeare Company(p.80)	
	kangaroo/Koala bears (p.82)
Brands Hatch(p.82)	Montreal
Southampton airport(p.85)	
Queen picture(p.89)	
Victoria Station(p.105)	Quincy Market(p.98)
British police(p.107)	American police
Gte/Vauxhall-Opel(p.172)	Cadillac
tandem(p.82)	regular bicycle
football match(p.105)	basketball match
lager(p.118)	beer
motor-racing(p.83)	Formula 1 racing
BBC(p.121)	the British Broadcasting Company(BBC)

BLEPRINT INTERMEDIATE	
CULTURAL DIFFERENCES	
BLUEPRINT TWO	AMERICAN BLUEPRINT
MULTI-CULTURAL PERSPECTIVE	
Differing behaviors, signals, symbols associated with cultures, presentation of the cities around the world, fairness in the presentation of cultures and the choice of pictures in the presentation of cultures.	
London/Oxford/Europe/Einfeld (Preview)	Boston/Massachussets/Cambridge/ North America/ Tennessee/Nashville/Brazil/Dedham/ (Preview)
Britain/Munich/Germany/ Austria/Scotland/Ireland/Madrid (p.4)	the U.S./Australia/Mexico/ Canada/Alaska
Milan(p.5)	Osaka
Brazil/Sao Paulo(p.5)	Costa Rica/San Jose
Scotland(p.5)	
France(p.8)	United States
	Seattle(p.8)
Oxford/Stratford-upon-Avon(p.11)	Cambridge/Charles River
Brazil(p.11)	Colombia
Brussel(p.16)	Chicago
Oxford(p.16)	Baltimore
	Nashville(p.18)
Coventry/Edinburgh/Scotland (p.25)	New York/Canada/ Boston(p.25)
Provence/France/Dover/Calais(p.35)	Canada/New Hampshire/Montreal
Rotterdam/Holland(p.40)	Santa Domingo/the Dominican Republic
Miami(p.42)	London
	Acapulco(p.48)
	Rochester(p.49)
Europe/Africa/New York/Ethiopia(p.52)	Latin America/Africa/Somalia
	Boston/Massachusetts(p.65)
Scotland/Ireland/England (p.67)	Nashville/Montreal/Anchorage/Alaska/ Boston
Luxembourg (p.68)	Los Angeles(p.68)
USA and USSR(p.68)	USA and Russia
London/Caracas(p.76)	Frankfurt/Cairo
Finland/Soviet Union(p.80)	
	Alaska(p.82)
Birmingham/Malaga(p.85)	Antarctica
Britain(p.86)	California
Brooklyn(p.89)	London
Osaka(p.90)	Japan
Birmingham/London(p.95)	Los Angeles/New York
Spain(p.95)	Latin America
Paris/Cambridge/London(p.105)	Denver/Los Angeles/ Chicago
East London/Bristol(p.107)	
Ramford/Essex/Oxford/Bristol(p.115)	Boston/Massachusetts/Cambridge/ Lowell
Europe(p.118)	North and South America
Oxford/London(p.119)	Cambridge/Boston
south of France/Antibes(p.120)	island of Martinique/Caribbean
Canada(p.126)	Europe
Singapore/Scotland/Ireland(p.126)	Honolulu/Nashville/Alaska

BLEPRINT INTERMEDIATE	
CULTURAL DIFFERENCES	
BLUEPRINT TWO	AMERICAN BLUEPRINT
MULTI-CULTURAL PERSPECTIVE	
Differing behaviors, signals, symbols associated with cultures, presentation of the cities around the world, fairness in the presentation of cultures and the choice of pictures in the presentation of cultures.	
Scotland/Great Britain/Gaelic/Lowland/Highland/loch/golden eagle/tartan/scotch whisky/Harris Tweed/bagpipes/Robert Burns(p.27)	The place of blue smoke/Cherokee/Great Smoky Mountains/Appalachian Highlands/Highland Games/bluegrass music/Black bear/Qualla Boundary/kilt/banjo
Aberdeen/Edinburgh/Glasgow/Aviemore(p.28)	Indian Creek Trail
Irish/Dublin/Atlantic coast(p.101)	Boston/Anchorage/Alaska/Denali National Park/Massachusetts

Appendix 3: Findings from *Headway* Series

HEADWAY INTERMEDIATE	
LINGUISTIC DIFFERENCES	
NEW HEADWAY	AMERICAN HEADWAY
GRAMMAR	
Have you got a TV?(p.7)	Do you have a TV?(p.3)
The break will do you good.(p.13)	You need a break.(p.9)
Let's go for a run. (p.13)	Let's go running.
...kids who they think will benefit...(p.19)	...kids who they think would...(p.15)
She felt much better after she'd spoken to them. (p.46)	She felt much better after she spoke to them. (p.42)
Do you like the picture of Sang-Chul and me? (p.48)	How do you like the picture of my brother and me? (p.44)
Shall we go?(p.72)	Should we go?(p.68)
...for operations so many times.(p.18)	...so many times for operations.(p.15)
...give lots of it away(p.66)	...give away lots of it(p.62)
Nobody's home.(p.69)	There's nobody home.(p.65)
I stayed at home(p.7)	I stayed home(p.3)
Is Bill coming round tonight?(p.8)	Is Bill coming over tonight?(p.4)
Are you staying at home?(p.9)	Are you staying home?(p.5)
at the moment(p.10)	right now(p.6)
Over the past 100 years(p.10)	In the past 100 years(p.6)
I'm off to school now.(p.13)	I'm going to school now.(p.9)
come in(p.13)	come(p.9)
at the weekend(p.15)	on the weekend(p.11)
She's always on my mind.(p.18)	She's always in my thoughts.(p.15)
almost(p.52)	nearly(p.48)
take up a class(p.65)	take a class(p.61)
back to work(p.72)	back at work(p.68)
get good mark in the test(p.73)	get good grade on the test(p.69)

HEADWAY INTERMEDIATE	
LINGUISTIC DIFFERENCES	
NEW HEADWAY	AMERICAN HEADWAY
GRAMMAR	
What kind of books do you like reading?(p.7)	What kind of books do you like to read?(p.3)
I like to eat!(p.8)	I like reading!(p.4)
have a coffee(p.9)	have coffee(p.5)
He's got two children, aged 11 and 14.(p.15)	He's got two children, ages 11 and 14.(p.11)
Same here(p.32)	me, too(p.28)
...are arranging to meet...(p.41)	...are making arrangements to meet...(p.37)

HEADWAY INTERMEDIATE	
LINGUISTIC DIFFERENCES	
NEW HEADWAY	AMERICAN HEADWAY
GRAMMAR	
What is your favourite place to eat?(p.50)	Which is your favorite place to eat? (p.46)
Steve has three jobs. (p.50)	Bob works three jobs. (p.46)

HEADWAY INTERMEDIATE	
LINGUISTIC DIFFERENCES	
NEW HEADWAY	AMERICAN HEADWAY
SPELLING	
travelled(p.10)	traveled
practised(p.40)	practiced(p.36)
spoilt(p.74)	spoiled(p.70)
cancelled(p.95)	canceled(p.91)
favourite(p.9)	favorite(p.5)
aeroplane(p.11)	airplane(p.7)
mum(p.13)	mom(p.9)
counsellor(p.16)	counselor(p.12)
programme(p.17)	program(p.13)
stripy(p.19)	striped(p.15)
traveller's cheques(p.32)	traveler's checks(p.28)
cheque book(p.33)	checkbook(p.29)
driving licence(p.33)	driver's license(p.29)
have vaccination(p.33)	get vaccination(p.28)
electricity bill(p.38)	electric bill(p.35)
yoghurt(p.38)	yogurt(p.35)
potter around(p.43)	putter around(p.39)
pyjamas(p.43)	pajamas(p.39)
jewellery(p.43)	jewelry(p.39)
transport(p.45)	transportation(p.41)
at the lights(p.45)	at the light(p.41)
40-storey building(p.45)	40-story building(p.41)
neighbour(p.60)	neighbor(p.56)
behaviour(p.60)	behavior(p.56)
photo(p.61)	photograph(p.57)
humour(p.74)	humor(p.70)

HEADWAY INTERMEDIATE	
LINGUISTIC DIFFERENCES	
NEW HEADWAY	AMERICAN HEADWAY
SPELLING	
mummy(p.88)	mommy(p.84)

HEADWAY INTERMEDIATE	
LINGUISTIC DIFFERENCES	
NEW HEADWAY	AMERICAN HEADWAY
VOCABULARY	
Present Simple passive/Past simple passive(p.7)	Present Passive/Past Passive(p.3)
match(p.8)	game(p.4)
go on holiday(p.9)	take a vacation(p.5)
film(p.9)	movie(p.5)
write a topic(p.10)	put a topic(p.6)
travel by plane(p.10)	take a plane trip(p.6)
at the moment(p.10)	right now(p.6)
work sth out(p.11)	figure sth out(p.7)
work with a partner(p.12)	work in pairs(p.8)
uggy(p.12)	oggy(p.8)
on the road(p.12)	on the ground(p.8)
jumper(p.13)	sweater(p.9)
loo(p.13)	bathroom(p.9)
shop(p.13)	store(p.9)
free time(p.15)	leisure time(p.11)
or (p.17)	vs(p.13)
a football player(p.17)	a soccer player(p.13)
trousers(p.26)	pants(p.23)
rubbish(p.31)	garbage(p.27)
do the washing(p.31)	do the laundry(p.27)
do the washing-up(p.31)	do the dishes(p.27)
suncream(p.33)	sunscreen(p.28)
ill(p.33)	sick(p.28)
fed up with(p.33)	sick of(p.28)
bill(p.37)	check(p.33)
give a lift(p.37)	give a ride(p.33)
white or black(p.37)	diet or regular(p.33)
line is engaged(p.37)	line is busy(p.33)
waiter/waitress(p.37)	server(p.33)
lay the table(p.37)	set the table(p.33)
petrol(p.38)	gas(p.34)
hang on(p.39)	wait(p.35)
tin(p.39)	can(p.35)
get (p.39)	pick up(p.35)
a bit(p.40)	kind of(p.36)
have an exam(p.40)	have a test(p.36)
diary(p.41)	calendar(p.37)
nose around(p.43)	poke around(p.39)
place(p.43)	location(p.39)
deer skin(p.43)	deer pelt(p.39)
cinema(p.43)	movie theater(p.39)

HEADWAY INTERMEDIATE	
LINGUISTIC DIFFERENCES	
NEW HEADWAY	AMERICAN HEADWAY
VOCABULARY	
underground(p.45)	subway(p.41)
navigate(p.45)	give directions(p.41)
of course(p.45)	sure(p.41)
hand luggage(p.45)	carry-on item(p.41)
sit near the front(p.45)	sit up front(p.41)
railway station(p.45)	train station(p.41)
get on(p.45)	get along(p.41)
parents(p.45)	folks(p.41)
tick(p.49)	put a check(p.45)
mend(p.49)	fix(p.45)
takeaway outlets(p.51)	delivery/take-out units(p.47)
for certain(p.51)	for sure(p.47)
sign(p.53)	sight(p.49)
present(p.54)	current(p.50)
master's degree(p.54)	bachelor's degree(p.50)
CV(p.54)	resume(p.50)
police(p.57)	city police(p.53)
documentary(p.58)	movie(p.54)
autumn(p.58)	fall(p.54)
be fit(p.59)	be in good shape(p.55)
give up(p.62)	quit(p.58)
letter(p.62)	mail(p.58)
mobile phone(p.63)	cell phone(p.59)
children(p.63)	kids(p.59)
sailor(p.67)	seaman(p.62)
animal rescue shelter(p.68)	animal shelter(p.64)
present(p.69)	gift(p.65)
flat(p.69)	apartment(p.65)
curtain(p.69)	drape(p.65)
have a shower(p.70)	take a shower(p.66)
have a gambling problem(p.71)	be a problem gambler(p.67)
lorry(p.71)	truck(p.67)
plaster(p.72)	cast(p.68)
brackets(p.73)	parentheses(p.69)
mark(p.73)	grade(p.69)
brought up(p.74)	raised(p.70)
do quiz(p.75)	take quiz(p.72)
hair dresser(p.84)	hair stylist(p.80)
support(p.87)	follow(p.83)
garden(p.88)	yard(p.84)
biscuit(p.88)	cookie(p.84)
clever(p.89)	smart(p.85)
relax(p.93)	chill out(p.88)
prison(p.96)	jail(p.92)
postman(p.97)	mail carrier(p.93)
solicitor(p.97)	lawyer(p.93)
cot(p.98)	crib(p.94)
nappy(p.98)	diaper(p.94)

HEADWAY INTERMEDIATE	
LINGUISTIC DIFFERENCES	
NEW HEADWAY	NEW HEADWAY
PRONUNCIATION	
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HEADWAY INTERMEDIATE	
LINGUISTIC DIFFERENCES	
NEW HEADWAY	AMERICAN HEADWAY
DISCOURSE STYLE	
hang on a sec! (p.13)	hang on! (p.9)
never mind(p.13)	don't worry about it(p.9)
my love(p.13)	honey(p.9)
You must be joking. (p.13)	You must be kidding. (p.9)
Mind your own business! (p.13)	None of your business! (p.9)
What about a bit later? (p.13)	How about a bit later?
they are being an injection(p.18)	they are getting a shot(p.14)
we'd be useless(p.18)	you'd be no help(p.14)
that's a pity(p.24)	that's too bad(p.20)
Ugh!(p.52)	Yuck!(p.48)
darling(p.63)	Honey(p.59)
feeling better?(p.72)	doing better?(p.68)
They're mad about each other.(p.89)	They're crazy about each other.(p.85)
pardon(p.101)	pardon me(p.97)
The Bradys(p.96)	Mr. Mrs. Brady(p.92)
you can keep the change(p.45)	keep the change(p.41)

HEADWAY INTERMEDIATE	
LINGUISTIC DIFFERENCES	
NEW HEADWAY	AMERICAN HEADWAY
PUNCTUATION	
website(p.10)	web site(p.6)
'...'(p.10)	"..."(p.7)
It is estimated that, at any one time these days, ... (p.11)	It is estimated that at any one time these days ... (p.7)
2.00 a.m./ 2.30 a.m.(p.16)	2 A.M. / 2:30 A.M.(p.12)
... is very tiring both physically and emotionally. (p.18)	... is very tiring, both physically and emotionally. (p.14)
make-up(p.19)	makeup(p.15)
...it was very funny, that's all.(p.24)	...it was very funny. That's all.(p.20)
Sunday, 2 July 1961(p.27)	Sunday, July 2, 1961(p.22)
mum and dad(p.30)	Mom and Dad(p.26)
sweetcorn(p.50)	sweet corn(p.46)
home-grown(p.52)	homegrown(p.46)
The President(p.52)	The president(p.46)
...so...(p.52)	...,so...(p.46)
roleplay(p.69)	role play(p.65)
p154(p.71)	page 104(p.67)
emailed(p.72)	e-mailed(p.67)
vet.(p.74)	veterinarian(p.70)
4 March, 1960(p.80)	April 10, 1960(p.76)

HEADWAY INTERMEDIATE	
LINGUISTIC DIFFERENCES	
NEW HEADWAY	AMERICAN HEADWAY
PUNCTUATION	
sweetie(p.88)	Sweetie(p.84)
3 o'clock(p.88)	3 P.M. (p.84)
WH Auden(p.99)	W.H.Auden(p.95)

HEADWAY INTERMEDIATE	
CULTURAL DIFFERENCES	
NEW HEADWAY	AMERICAN HEADWAY
SOCIAL IDENTITY AND SOCIAL GROUPS	
Ethnic and cultural minorities, occupational groupings, gender representation and regional identity including language.	
Italian(p.7)	Japanese(p.3)
Emma(p.8)	Pam(p.4)
French/Paris(p.17)	Canadian/Montreal(p.13)
Lucy Cheetham(p.18)	Peggy Volz(p.14)
Mary/Jenny/Thomas(p.21)	Kurt/John/Suzanne(p.17)
Carol/Mark(p.22)	Judy/Eric(p.18)
Nicola(p.25)	Lim(p.21)
Vinnie/Maeve(p.28)	Kevin/Mary(p.28)
Antony(p.32)	Brad(p.28)
Norman Rainshaw(p.35)	Eva Vorderman(p.31)
Sumi-Nagano/Japan(p.36)	Aya-Nagano/Japan(p.32)
Kate-Bristol/England(p.36)	Mary-Colombus/Ohio(p.32)
Ben(p.38)	Bill(p.34)
Dave/Donna(p.39)	David/Pam(p.35)
a white man(p.45)	a black man(p.41)
An English man his stereotype dog(p.46)	An American man and his stereotype dog(p.42)
Nina(p.46)	Soon-hee(p.42)
Nick(p.52)	Tommy(p.48)
Antonio(p.54)	Ean-mi(p.50)
French/German(p.54)	English/Portuguese(p.50)
Nancy Mann(p.55)	Heather Mann(p.51)
Rover/Keith/Kylie/Helen(p.61)	Bobby/Eric/Jessica(p.57)
Sam Jackson(p.61)	Arthur Lee(p.57)
Jim Taylor/Anita Cotton(p.66)	Jim Calhoun/Michael Kovalski(p.62)
Thomas Wilson/Philippa(p.61)	Lou Norris/Patti(p.57)
Susie(p.70)	Debbie(p.66)
Astrid Johnson(p.80)	Ellen McDonald(p.76)
Gaby(p.88)	Gabby(p.84)
John/Moira(p.94)	Joel/Tara(p.90)
Beatrice/Adam(p.94)	Martha/Elliot(p.91)
John(p.95)	Joel(p.91)
Margaret Pickles(p.96)	Margaret Kramer(p.92)
Jane Banner(p.98)	Lenora Switt(p.94)
mistresses(p.26)	girlfriend(p.22)
Photo of Arab people(p.29)	
Jim Taylor(p.67)	Jim Calhoun(p.63)
a black kid photo(p.68)	

HEADWAY INTERMEDIATE	
CULTURAL DIFFERENCES	
NEW HEADWAY	AMERICAN HEADWAY
SOCIAL IDENTITY AND SOCIAL GROUPS Ethnic and cultural minorities, occupational groupings, gender representation and regional identity including language.	
a rhino photo(p.68)	
Jim(p.97)	Bill(p.93)
hippie(p.83)	

HEADWAY INTERMEDIATE	
CULTURAL DIFFERENCES	
NEW HEADWAY	AMERICAN HEADWAY
SOCIAL INTERACTION Greetings at different level of formality, flaws in communication, levels of formality in language, taboos.	
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HEADWAY INTERMEDIATE	
CULTURAL DIFFERENCES	
NEW HEADWAY	AMERICAN HEADWAY
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,.	
corn(p.10)	wheat(p.5)
sausage(p.25)	hot dog(p.21)
tomato/mozzarella/tuna/sweetcorn (p.29)	turkey/cheese/tuna salad(p.25)
pizza(p.29)	sandwich(p.25)
coffee(p.37)	soda(p.33)
Thai food(p.47)	Thai food(p.43)
crème fraiche(p.51)	fresh crème(p.47)
pizza types in different countries(p.51)	pizza types in different countries (p.47)
beer(p.78)	soda(p.74)
milk in tea(p.85)	milk in coffee(p.81)

HEADWAY INTERMEDIATE	
CULTURAL DIFFERENCES	
NEW HEADWAY	AMERICAN HEADWAY
SOCIO-POLITICAL INSTITUTIONS	
Institutions of the state – and the values and meanings they embody.	
Theodora Children's Trust(p.18)	Magdalena's Children's Trust(p.14)
National Meteorological Office/Bracknell/London(p.58)	National Weather Service/Michigan(p.54)
World Food Programme(p.68)	
Crisis Now(p.68)	Save the Children(p.65)
Swedish Youth Orchestra/Royal Academy of Music/British TV/London Symphony Orchestra/Chamber Orchestra of Great Britain/Music Centre in Paris(p.80)	Columbia University/National Book Award/Library Association Award(p.76)
	UCLA(p.91)

HEADWAY INTERMEDIATE	
CULTURAL DIFFERENCES	
NEW HEADWAY	AMERICAN HEADWAY
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.	
big meetings(p.17)	parties(p.13)
pound(p.26)	dollar(p.22)
differences in traffic signs(p.32)	differences in traffic signs(p.28)
rules in Britain(p.32)	rules in the United States(p.28)
photos(p.34)	photos(p.30)
p/€(p.21)	¢(p.17)
penny(p.64)	cent(p.60)
Thunderball(loto) (p.66)	Powerball(loto) (p.62)
National Lottery(p.67)	Massachussets lottery(p.63)
drink(p.94)	coffee(p.90)
quid(p.93)	

HEADWAY INTERMEDIATE	
CULTURAL DIFFERENCES	
NEW HEADWAY	AMERICAN HEADWAY
NATIONAL HISTORY	
Historical events and presentation of inventions associated with cultures.	
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HEADWAY INTERMEDIATE	
CULTURAL DIFFERENCES	
NEW HEADWAY	AMERICAN HEADWAY
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.	
Flood(p.57)	Typhoon(p.53)
English weather(p.62)	

HEADWAY INTERMEDIATE	
CULTURAL DIFFERENCES	
NEW HEADWAY	AMERICAN HEADWAY
NATIONAL CULTURAL HERITAGE	
Classical authors and stories of their most widely known works, classical musicians and painters, cities that are associated with particular cultures.	
John Lennon(p.7)	Abraham Lincoln(p.3)
Nelson Mandela(p.7)	
Jonathan Swift(p.10)	Senator Everett(p.6)
1.Pablo Picasso/2.Ernest Hemingway(p.26)	1.Ernest Hemingway/2.Pablo Picasso(p.22)
Julia Kershaw/Antonio Bellini(p.29)	Julia Roberts/Antonio Banderas(p.25)
Sally Cotter(p.29)	Jennifer Lopez(p.25)
Madonna(p.87)	Walt Disney(p.83)
	Michael Jordan(p.25)
Malcolm Baker's novels(p.29)	Stephen King's novels(p.25)
	Dwayne Locke(p.51)

HEADWAY INTERMEDIATE	
CULTURAL DIFFERENCES	
NEW HEADWAY	AMERICAN HEADWAY
STEREOTYPES AND NATIONAL IDENTITY	
Symbols of national stereotypes and meanings.	
A photo of Irish man in traditional clothes with his dog(p.6)	Godzilla(p.2)
Brazil / World Cup(p.6)	
www(p.6)	
	Nintendo(p.3)
email(p.7)	
High Street(p.13)	Main Street(p.9)
Carlton Hotel(p.25)	Plaza Hotel(p.21)
Oxford Circus(p.45)	Yankee Stadium(p.41)
Piccadilly line/Green Park(p.45)	
Mc Donald's Golden Arches(p.50)	
BBC World Service(p.55)	United Nations(p.51)
stereotype thief of England(p.54)	stereotype thief of USA(p.50)
police photo(p.97)	police photo(p.93)
Oscar(p.75)	Oscar(p.78)/Award(p.71)

HEADWAY INTERMEDIATE	
CULTURAL DIFFERENCES	
NEW HEADWAY	AMERICAN HEADWAY
MULTI-CULTURAL PERSPECTIVE Differing behaviors, signals, symbols associated with cultures, presentation of the cities around the world, fairness in the presentation of cultures and the choice of pictures in the presentation of cultures.	
Scotland/London/Milan/Italy/China(p.6)	Sao Paulo/Montreal(p.2)
South Africa(p.7)	Italy/China(p.3)
Europe/France(p.11)	California/United States(p.7)
French/Paris(p.17)	Canadian/Montreal(p.13)
Bosnia(p.18)	Costa Rica(p.14)
London/Glasgow(p.24)	Boston/Chicago(p.20)
London/Edinburgh(p.33)	Los Angeles/New York(p.29)
Seoul(p.37)	Paris(p.33)
Prague/Budapest(p.38)	Florida/Mexico(p.34)
Mayfair/London(p.43)	San Francisco(p.39)
map of Western Europe(p.44)	map of United States(p.40)
Melbourne/Australia(p.46)	Seoul/Ohio(p.42)
Perth(p.48)	Canada(p.44)
Spain/Germany/Hungary (p.50)	Australia/India/Brazil (p.46)
Geneva/Europe(p.54)	Santiago/Chile/Latin America(p.50)
Eastern Europe(p.55)	East Asia(p.51)
Geneva/Argentina/Berlin(p.55)	Santiago/Chile/Colombia(p.51)
Buenos Aires(p.56)	Bogota(p.51)
	Greenville Correctional Facility/Texas(p.51)
	Puerto Rico/Anaheim/California/Las Vegas(p.51)
Las Vegas (p.57)	
UK(p.58)	Pennsylvania(p.54)
Wales(p.61)	Florida(p.57)
London/Russia(p.65)	Vancouver/Brazil(p.61)
Brixton/London(p.66)	Lake City/Minnesota(p.62)
Blackpool(p.67)	Boston(p.63)
Glasgow park(p.67)	Toronto park(p.63)
Scotland(p.67)	Canada(p.63)
island in the Caribbean(p.67)	island in the Indian Ocean(p.63)
Manchester(p.78)	San Antonio/Texas(p.74)
Sweden/Stockholm/London/the US/Canada/Great Britain/New York/Paris(p.80)	Boston/Ireland/France/Spain/Vietnam/China/Greenwich/Connecticut/California(p.76)
Dublin(p.94)	Orlando(p.90)
Birmingham/Cambridge/Manchester/Australia/Brighton/Dublin(p.95)	Detroit/New York/Iowa/Paris/Acapulco/Orlando(p.91)
Isle of Mull/Scotland(p.98)	Prince Edward Island/Canada(p.94)
London Eye (p.52)	photo of London/British taxis and double-decker (p.48)
Movies and books(p.28)	Movies and books(p.28)
University of Madrid(p.54)	Seoul National University(p.50)
Madrid art gallery(p.57)	New York Art Museum(p.53)
The Thinker(p.92)	
Courtauld's(p.61)	Siemco Engineering(p.57)

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Experience

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2013- : 1st Army of Turkish Land Forces/İstanbul

Conference/Seminars Attended

2011 : A World to Come for Teaching and Learning
(ELT Conference)/Bahçeşehir University/İstanbul
2011 : Reflections and Innovations in ELT
(ELT Conference)/İstek Vakfı/İstanbul
2012 : Teacher Development: with or without Technology
IATEFL LTSIG&TDSIG Joint ELT Conference
2012 : Using Resources Efficiently
(ELT Conference)/İstanbul Bilgi University/İstanbul
2012 : 21st Century Skills in Education
(ELT Conference)/Maltepe University/İstanbul
2012 : Teacher and Student Duet
(ELT Conference)/Çevre College/İstanbul
2013 : Understanding Learner Perceptions of Teaching and
Learning (ELT Conference)/İstek Vakfı/İstanbul
2013 : Changing Trends, Timeless Principles
(ELT Conference)/İstanbul Bilgi University/İstanbul
2013 : Empowering Pre-Service/Novice English Language
Teachers in Turkey
(ELT Conference)/Marmara University/İstanbul