Hacettepe University Institute of Educational Sciences

Department of Foreign Language Teaching

English Language Teaching

PLACE OF MULTICULTURALISM IN "ENGLISH UNLIMITED" USED AT UNIVERSITY PREPARATORY CLASSES IN TURKEY

Yasin GÖKTAŞ

Master's Thesis

ANKARA, 2013

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ÖZET

Göktaş, Yasin, *Türkiye'de, Üniversite Hazırlık Sınıflarında Kullanılan "English Unlimited"da Çokkültürlülüğün Yeri.* Master's Thesis, Ankara, 2013

Bu çalışma modern bir kitap olan English Unlimited'ın, ders materyali olarak çok kültürlülük bakımından dil eğitiminin gerekliliklerini karşılayacak kadar yeterli olur olmadığını anlamak için ortaya konmuştur. Bu bakış açısından yola çıkarak, bu çalışmanın sonuçlarını temel alarak English Unlimited ve benzer ders kitapları için bazı önerilere ulaşılmaya çalışılmıştır.

Konuyu daha iyi kavramak için, literatür taraması yapıldı ve ilgili literatüre göre biri üniversite hazırlık sınıflarında çalışan okutmanlar için, diğeri aynı üniversitede öğrenim gören öğrenciler için olmak üzere iki adet anket hazırlandı. Bilimsel çalışmaya katılan tüm okutmanlar, English Unlimited'ı değerlendirmek için yeterli tecrübeye sahipti ve öğrenciler English Unlimited ders kitabı serisini kullanarak bir eğitim yılı boyunda ders aldılar. Toplamda, çalışmaya 52 okutman ve 238 öğrenci katıldı.

Tüm anketler SPSS 20.0 kullanılarak analiz edildi. Daha sonra bu sonuçlar kategorilere ayrılmış maddelerin karşılaştırılmasıyla tartışıldı. Ayrıca, English Unlimited'dan bazı örnekler alındı ve bazı veriler araştırmacının gözlemleriyle desteklendi. Çalışmanın sonunda, 13 önemli bulguya ulaşıldı ve English Unlimited'ın çokkültürlülük bakımından birkaç olumlu yanının yanı sıra çok ciddi eksikliklerinin olduğu görüldü. Buna ek olarak, ders kitaplarında çokkültürlülüğün yeriyle ilgili bulanık olan bazı meselelere ışık tutabilen çok yararlı bilgiler edinildi.

Anahtar Sözcükler

Çokkültürlü eğitim, English Unlimited, çokkültürel farkındalık, kültürlerarasılık.

ABSTRACT

Goktas, Yasin, *Place of Multiculturalism in "English Unlimited" Used at University Preparatory Classes in Turkey.* Master's Thesis, Ankara, 2013.

This study was undertaken to find out whether English Unlimited, which is a contemporary coursebook, is quality enough to meet the needs of language education in respect of multiculturalism as the course material. Starting from this point of view, it was tried to reach some recommendations for it and similar coursebooks by basing on the results of this study.

To realize the subject better, literature was reviewed and according to the related literature, two questionnaires were prepared; one of them was for instructors who work at university preparatory class and the other was for students studying at the same university. All teachers who participated the study had enough experience to evaluate English Unlimited and the students had lessons for a school year by using English Unlimited Coursebook series (Starter, Elementary, Pre-Intermediate and Intermediate). In total, 52 instructors and 238 students participated in the study.

All questionnaires were analyzed by using SPSS 20. Then, these results were discussed by comparing items which were divided into categories. Also, some samples from English Unlimited were taken and some of the data were supported by the observations of the researchers. At the end of the study, 13 significant findings were reached and it was seen that English Unlimited has very serious deficiencies as well as several positive sides in terms of multiculturalism. In addition, very useful information which can shed light on some blurred matters about the place of multiculturalism in coursebooks was obtained.

Key Words

Multicultural education, English Unlimited, multicultural awareness, interculturality.

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CHAPTER I

INTRODUCTION

1.1 PRESENTATION

Multiculturalism is a term which was revealed after increased conscious of societies containing multiple cultures and inevitable results of globalization. Although it is not a cutting-edge concept, what it means and attitudes towards multiculturalism have transformed comparatively and they still have been changing. What multiculturalism is still debatable among people because of various thoughts about it. As a term, multiculturalism has been described as a "salad bowl", "cultural mosaic" or "melting pot". All these metaphors are the signs of different approaches to multiculturalism.

Education has been affected by these views as well and multiculturalism began to change the education with the goal of providing much more qualified, equal and unbiased education for everyone. In this sense, the concept of multicultural education was described by Gorski (2000) as the following:

> "Multicultural education is a progressive approach for transforming education that holistically critiques and addresses current shortcomings, failings, and discriminatory practices in education. It is grounded in ideals of social justice, education equity, and a dedication to facilitating educational experiences in which all students reach their full potential as learners and as socially aware and active beings, locally, nationally, and globally." (p. 2)

When the concept of multicultural education is examined, it is seen that there are multiple ideas about what multicultural education includes; however, these ideas have some shared points. All of them are based on alteration of education systems in the light of multicultural awareness. Accordingly, every student must be equal and treated regardless of their ethnicity, gender, religion and cultural background. Also, they must be well-equipped to participate and contribute to multicultural life at the end of formal education. Additionally, educators must have high awareness level of multicultural structure of the world and they must give importance to individual differences of learners. They must be prepared for culturally similar or different contexts and they always try to adopt an unbiased and egalitarian attitude towards every learner. Another

important point is, all practices and materials must be reviewed in terms of multiculturalism. Especially, educators must choose coursebooks taking multiculturalism into consideration. They must eliminate coursebooks which multiculturalism and interculturality did not take place or take place poorly e.g. insulting some cultures or underestimating them.

Multiculturalism has a very significant and promising role in language education especially. Learning language is not merely learning grammar and vocabulary of that language; it means gaining cultural knowledge and increasing cultural awareness. But while teaching a language like English, which is accepted as lingua franca, whose language and culture must be based on? Multiculturalism and interculturality contain answers to that question in language education. As inseparable parts of language education, coursebooks have been affected by these concepts, too. That alteration has brought about changing the structure of English coursebooks. Most of them are designed in the way of including multicultural sections. That has been an irresistible change; however, to what extent have coursebooks coped with the complexity and sensitivity of multiculturalism and how can multiculturalism be integrated to the coursebooks by emphasizing diversity with collaboration, responsibility and care? To be able to answer these questions, it is intended to analyze a recent coursebook, whose name is *English Unlimited,* which was published by Cambridge University Press, as the basis of this thesis.

This thesis took inspiration from the questions above and it was developed to help give answer to those questions. It is assumed that deficient and appropriate usages of multiculturalism will be examined in the thesis. Before mentioning about the methodology of thesis, studies on multiculturalism in education, which suggested why multiculturalism has become an inevitable part of education and how it is beneficial for education, implicitly for language education, will be reviewed very briefly.

1.2 BACKGROUND TO THE STUDY

The influence of multiculturalism is still a controversial subject in education although it has become an incontrovertible fact in education. Some educators (Banks, 1987; Banks, Banks, and McGee, 1993; Boise, 1993; Clark & Gorski, 2002; Cushner, McClelland, & Stafford, 2000; Duhon, Mundy, Leder, LeBert, & AmenyDixon, 2002; Duhon-Boudreaux, 1998; Gollnick & Chinn, 2002; Hirsh, 1987; Johnson & Johnson, 2002; Larson & Ovando, 2001; Levy, 1997; Quiseberry, McIntyre, & Duhon, 2002; Shulman & Mesa-Bains, 1993; Silverman, Welty, & Lyon, 1994) have studied on multiculturalism and put forward some benefits as follows:

1. Multicultural education increases productivity because a variety of mental resources are available for completing the same tasks and it promotes cognitive and moral growth among all people.

2. Multicultural education increases creative problem-solving skills through the different perspectives applied to same problems to reach solutions.

3. Multicultural education increases positive relationships through achievement of common goals, respect, appreciation, and commitment to equality among the intellectuals at institutions of higher education.

4. Multicultural education decreases stereotyping and prejudice through direct contact and interactions among diverse individuals.

5. Multicultural education renews vitality of society through the richness of the different cultures of its members and fosters development of a broader and more sophisticated view of the world.

Benefits of multiculturalism in education stated by many educators as above, also, indicate that the place of multiculturalism in English language education, specifically in English coursebooks deserves to be studied on. Therefore, the interest of this thesis will be the place of multiculturalism in English coursebooks (*English Unlimited*), functions of it and its effects on learning and teaching.

1.3 PURPOSE OF THE STUDY

This study mainly aims to find out how and why multiculturalism in English coursebooks are important and in what ways it should be given place in coursebooks. To reach some implications about these matters, *English Unlimited* will be based on and from this point of view, general implications will be deduced. This research will seek the answers of the following questions:

1. What is the place of coursebooks in terms of multiculturalism in English learning/teaching?

2. How and why should multiculturalism take place in coursebooks to teach/learn English?

3. What are the expectations of learners and teachers about multiculturalism in English coursebooks?

4. As a recent English coursebook, does *English Unlimited* meet the global and local needs of language teaching/learning process and the expectations of learners and teachers in respect of multiculturalism?

1.4 METHOD

In this section, first of all, where and with whom the study will be conducted are described. Then, the material and the research techniques that will be used are touched on. Later, the ways to be used to collect the data are explained. Finally, how the results of the study will be evaluated and analyzed are mentioned.

1.4.1 Setting and Subject

This study was conducted at preparatory classes of Gazi University due to the fact that the researcher was able to have a better control over the research conditions. There are more than 1000 student at preparatory classes of Gazi University and they are taught intensive English – 25 hours a week -. The main objective of Preparatory School is to enable students to gain necessary language skills for their departmental studies. As main

coursebook, *English Unlimited* series have been used for three years by more than 60 instructors, so the place of multiculturalism in these books was examined ideally.

1.4.2 Instruments and Data Collection

The instruments to be used to collect the necessary data for this study are the observations of the researcher, the questionnaires and *English Unlimited* coursebooks. The questionnaires were prepared by the researcher to understand the effects of multiculturalism on learners and teachers. The questionnaires include items to be able to comprehend the thoughts of learners and teachers about the place of multiculturalism. Some multicultural items used in *English Unlimited* coursebooks were given as examples.

1.4.3 Data Analysis

The questionnaires were analyzed through SPSS 20.0 to find the relationships between thoughts of learners and teachers and multiculturalism in the coursebook. The research questions were answered from different perspectives thanks to different items included in the questionnaires. They were discussed in the light of previous studies and data collected from the questionnaires.

1.5 LIMITATIONS

The study focuses on the research questions which are sought to be answered comprehensively; however, there are some limitations to be known in the study. First of all, it should be noted that English Unlimited includes levels from A1 to C1, but the study does not investigate B2 and C1 levels. In other words, all series of English Unlimited were not covered completely. Another thing is, the title of the thesis covers “universities in Turkey” but the study was only conducted at Gazi University and 238 students were selected randomly. Lastly, questionnaires applied to instructors and students are not identical because backgrounds of students are significantly different.

CHAPTER II

REVIEW OF LITERATURE

2.1 INTRODUCTION

The world is coming closer to be a global village with every passing day. In a village, there is only one language to communicate with other villagers generally. What is the language of this huge village? The first answer coming to someone's mind is English. It is so obvious that English is not only the language of people from the United Kingdom or the United States. The use of English is borderless in the world. The number of native speakers of English is about 350 million all over the world, and the number of L2 and FL speakers of it is 750 million, so the total number of English speakers in the world is more than a billion; however, the practical users of it are even more. It is the official language of 54 countries, some of which, except the prominent countries like US and UK, are Canada, India, Nigeria, Pakistan and Philippines. It is also the official language of 27 non-sovereign entities like United Nations, European Union and NATO. Even these examples are enough to prove that English is spoken worldwide in and between different cultures. That indicates it no longer belongs to UK or US. Thus, it is spoken or written, developed and even sometimes given some new forms in many countries since it is influenced by the culture of those countries.

Being able to communicate and understand people from other cultures has turned out to be a necessity in daily life because of increasing integrity, communication, interdependency and diversity. Current situation brought about the creation of a new concept in terms of politics and education. That situation naturally has affected the education, since education is one of the most important ways to provide for the necessity mentioned above. Thus, a term called multiculturalism has been made up. According to Grant & Sleeter (1986), this term addresses issues of race, ethnicity, gender, socioeconomic class, language and disability. Also, it is not hard to guess that the term has been adopted as *"multicultural education"* in education. Nevertheless, is that definition enough to explain what multiculturalism really is today?

It is hard to define what multicultural education is because it has been transforming not only as a concept but also in terms of its practice since it was conceptualized in the 1960's. With the continuous transformation of multicultural education concept, many other things have been changing like curriculums, teacher's trainings, education policies, and coursebooks and so on. Apart from all these major fields affected by multicultural education, the main focus of this research is multiculturalism and its *inclusion* in *English Unlimited* Coursebooks.

2.2 MULTICULTURALISM

To define multiculturalism, it is important to make explicit and clear what is meant by culture. However, while doing that, it should be remembered that culture is a complex issue and it may not have only one definition in literature. Culture has many definitions, and it affects everything people do in their society because of their ideas, values, attitudes, and normative or expected patterns of behaviour (Belshek, 2006). Saricoban and Caliskan (2011) define the extract of the culture as follows:

> "The essence of the culture is not its artefacts, tools, or other tangible cultural elements, but how the members of the group interpret, use, and perceive them. It is the values, symbols, interpretations and perspectives that distinguish one people from another in modern societies." (p. 9)

Culture is not genetically inherited, and cannot exist on its own, but is always shared by members of a society (Hall 1976). Hofstede (1980) defined culture as the collective programming of the mind which distinguishes the members of one group from another, which is passed from generation to generation, it is changing all the time because each generation adds something of its own before passing it on.

It is also essential to understand what multicultural means to be able to comprehend what multicultural education means. The term "multicultural" originated in Switzerland during the 1950s where it was used to depict the culturally diverse society (Theobald & Wood, 2009). Intellectuals in Switzerland coveted "multicultural" because they believed this expression accurately described the ethnic composition of the country. After intellectuals in Switzerland accepted the use of "multicultural" as a definition of varietal

ethnicities within the country, the prevailing thought was larger countries with substantial numbers of ethnic groups would embrace the term. Kramsch (2000) notes that the term multicultural can be viewed in two different ways. The first perspective is the social sense, which signifies "the coexistence of people from many different background and ethnicities, as in multicultural societies. The other perspective is individual, which means to people "who belong to various discourse communities and who therefore have the linguistic resources and social strategies to affiliate and identify with many different cultures and ways of using language."

Definition of multiculturalism can change according to what it is connected with. It can be political policy, ethnic conditions of a country or a term in a humanistic discussion. Thus, defining multiculturalism is really hard because it is constantly changing with increasing number of people caring this term. Rosado (1996) describes multiculturalism as a system:

> "Multiculturalism is a system of beliefs and behaviours that recognizes and respects the presence of all diverse groups in an organization or society, acknowledges and values their socio-cultural differences, and encourages and enables their continued contribution within an inclusive cultural context which empowers all within the organization or society." (p.2)

Also, it can be divided into two broad meanings. They are either descriptively or normatively (Heywood, 2000). This study is not interested in its normative term because it is handled as policy or ideology. The descriptive term defining it as the cultural diversity of a country is how multiculturalism is seen in this study. Even broader than this definition, this study deals with the cultural diversity of the world and it is seen as multicultural. But the main subject of the study is not the multicultural structure of the world, it is the coursebooks (English Unlimited) teaching language to students as the means of communication among different cultures and raising awareness of them by preparing them for multicultural environments, which can be seen all around the world and under any condition, and developing their abilities for dealing with these conditions with ease everywhere in the world, constantly and increasingly globalizing,

through teaching English in multicultural contexts to make them better communicators and survivors in this multicultural world.

2.3 MULTICULTURAL EDUCATION

Educators generally offer similar definitions of multicultural education. Shalaway (1997) contended that multicultural education is the incorporation of a variety of ethnic and cultural perspectives into public school curricula. Similar to this view, McNergney & Herbert (1998) defined it as a new domain of education that focuses on equal access to knowledge and skills for students of all cultures. According to Boyle-Baise (1996), the theme of multicultural education is regulated cultural diversity in areas of social, political, and educational endeavours. The definition of multicultural education may change according to point of view. Banks and Banks (1995) define multicultural education as:

> "Multicultural education is a field of study and an emerging discipline whose major aim is to create equal educational opportunities for students from diverse racial, ethnic, social-class, and cultural groups. One of its important goals is to help all students to acquire the knowledge, attitudes, and skills needed to function effectively in a pluralistic democratic society and to interact, negotiate, and communicate with peoples from diverse groups in order to create a civic and moral community that works for the common good." (p. xi)

> "Multicultural education not only draws content, concepts, paradigms, and theories from specialized interdisciplinary fields such as ethnic studies and women studies (and from history and the social and behavioral sciences), it also interrogates, challenges, and reinterprets content, concepts, and paradigms from the established disciplines. Multicultural education applies content from these fields and disciplines to pedagogy and curriculum development in educational settings." (p. xii)

According to Moodley (1999), multiculturalism is fast changing from being the exception to being the norm. He highlights there has always been differences and heterogeneity between nationalities. Yet, in the past, the differences were not generally felt or known, such as economical, religious and class differences, whereas these differences are so easily learnt and seen nowadays. The developing technology has broadened the concept of multiculturalism. Räsänen (1999) criticizes the present models that are used at school for educating internationality and multiculturality. She states that in the modern world of television and computers, and now the Internet must be added to this list, first learning about your own culture, then getting familiar to the culture of

your neighbours, after that Europe and finally other cultures all around the world is not contemporary anymore. She provides justification to her opinion with the fact that nowadays media has an essential role in providing pictures of different cultures and these imaged created in the minds of people are really hard to change afterwards. She remarks that schools had better share information about both close and far cultures with students to make them understand that people are very similar and diverse at the same time. Consequently, multicultural education, in the widest sense, can be defined as an approach through which cultural diversity in a class, in a country and in the world is valued and it seeks to upskill the learners in terms of understanding characteristics of various cultures. From this point of view, the role of teaching English and the coursebooks used during the lesson for providing this awareness to students is undeniable.

To be able understand what multicultural education is and what the purposes of it are, first of all, five dimensions of multicultural education suggested by Banks (2010) will be explained. Then, the terms which have close relationship with it will be described. Finally, competences needed to gain multicultural competency will be overviewed to reach the full understanding of multiculturalism and multicultural education.

2.4 FIVE DIMENSIONS OF MULTICULTURAL EDUCATION

In this section, five dimensions of multicultural education will be stated by using the definitions of Banks (2010) and some examples for these dimensions will be given. These dimensions are so familiar for people who are interested in multicultural education; however, it is useful to restate their names before explaining them with Bank's (2010) description. Five dimensions of multicultural education consist of content integration, knowledge construction, prejudice reduction, equity pedagogy and empowering school culture and social structure.

2.4.1 Content Integration

Content integration can be counted as the most useful dimension because it changes the curriculum. It is provided when the curriculum has materiel from different groups. Banks (2010) stated:

> "Content integration deals with the extent to which teachers use examples, data and information from a variety of cultures and groups to illustrate key concepts, principles, generalizations, theories in their subject area or discipline." (p.20)

Content integration can be exemplified as follows:

Around the World in Five Days:

In physical education you can have a week called "Around the World in Five Days." During these days you move around the globe doing activities from five different cultures around the world. The activities would be ones that are not commonly practiced in the United States. This would give the students five new forms of physical activity they can participate in. A great example of an activity would be a dance called Tinkling. It is done in the Philippines quite often and is a sacred dance there. While doing the activities the students would not only be physically active, but also learning about where in the world the activities come from. Also they will be learning why the people in these places do the dances.

Cinderella Stories:

A good way to integrate multicultural education into the elementary school literature curriculum is to do a unit on Cinderella. The Cinderella story has been written and adapted in many different ways. Almost every culture has its own version of this story. By reading and studying different Cinderella stories, the class could chart the differences in the plots, main characters and the goals the characters are trying to reach. With older classes, the students can then dig deeper into the culture that each Cinderella story comes from and discover how the cultures' beliefs are expressed through the story.

2.4.2 Knowledge Construction

Teacher helps student understand in what ways knowledge can be affected by cultural factors. The student is encouraged to understand how knowledge construction can be biased by implicit cultural assumptions, frames or references, and perspectives (Banks, 2004).

Example

Teaching Different Perspectives through Literature

Teaching multicultural education can be difficult. Literature gives teachers a good starting point to introduce these difficult topics. One piece of literature that an elementary teacher could use in their classroom is The True Story of the Three Little Pigs. This story is told from the wolf's perspective. This could teach young students that everyone has a different view on many different topics. They could learn that it is not fair to pass judgment on anyone until they know the whole story. The students could then rewrite a different story using a different character's perspective. They could do this in groups so they can see how difficult it is to get everyone to agree on how the story should go. By the end of the lesson, the teacher could go over some societal issues on racism and prejudice (age appropriate of course) and have the students try to think about the problem from the other perspective. They could talk about whether it is fair to pass judgment if we do not know the whole story. This would be a fun way to talk about a serious issue.

2.4.3 Prejudice Reduction

Prejudice reduction is to aim decrease the stereotypes of other cultures and negative prejudices about them. Banks (2004) suggests that teachers and administrators should work together to understand students' attitudes towards other cultures and how these attitudes can be changed it they are negative. Banks (2004) also stated that "Involving students in vicarious experiences and in cooperative learning activities with students of other racial groups will also help them develop more positive racial attitudes and behaviors"(p16).

Example

Pen Pals:

An example of how prejudice reduction can be implemented in a classroom is by creating a pen pal system with another school. These students could learn of each others' backgrounds and get the chance to learn about their characters.

2.4.4 Equity Pedagogy

These are teaching techniques and strategies that designed to improve the academic achievement of diverse students. This is often done by understanding learning styles, teaching styles, and language. (Ogletree and Larke, 2010) That could be done by using some techniques like embracing linguistic diversity in journal work, fiction writing, free writing, and in-class discussions.

2.4.5 An Empowering School Culture and Social Structure

There are many components that go into the school culture and structure. They include sports participation, interactions among the staff and students, and disproportionality of achievement. (Ogletree and Larke, 2010). This holistic approach allows educators look at the overall system variables and how they are interrelated (Banks, 2004). School culture can be enriched by encouraging diversity in school activities like clubs, sports, and prom and so on.

(*All examples for this section were taken from http://www.siue.edu)

2.5 TERMS RELATED TO MULTICULTURALISM AND MULTICULTURAL EDUCATION

The new perspective coming into being after the last improvements on technology of multiculturalism and multicultural education has a close relationship with terms such as interculturality, globalization and cultural pluralism.

2.5.1 Interculturality

Interculturality is one of the key concepts in contemporary educational arena. It is defined as the capacity to experience cultural otherness and to use this experience to reflect on matters which are normally taken for granted within one's own culture and environment. In addition, interculturality involves using this heightened awareness of otherness to evaluate one's own everyday patters of perception, thought, feeling and behavior in order to develop greater self-knowledge and self-understanding. (Barrett, 2008) Interculturality is defined as critical participation in communication, being aware that the assumption of culture as a watertight compartment related to nation-states or certain social groups is a fallacy whereas diversity is the feature which characterizes reality. Therefore, intercultural competence represents the development of our cognitive environment motivated by the appreciation of diversity and the recognition of critical awareness and analysis as means of knowledge and communication in a complex society. According to Campinha-Bacote (1991), there are four factors to be interculturally component.

1. Having cultural awareness ("cultural sensitivity" is often the term used), including awareness and minimization of cultural biases.

2. Increasing cultural knowledge (ie, understanding the theoretical and conceptual frameworks for the worldviews of other people).

3. Developing cultural skills (ie, how people of different cultures can be examined and their condition managed appropriately).

4. Having a cultural encounter (ie, exposure to people from different cultures, with an opportunity to help them achieve shared goals).

To put it in a different way, interculturality is the interaction of people from different cultural backgrounds using authentic language appropriately in a way that demonstrates knowledge and understanding of the cultures. It is the ability to experience the culture of another person and to be open minded, interested, and curious about that

person and culture. Language learners must be able to evaluate personal feelings, thoughts, perceptions, and reactions in order to understand another culture and use that experience to reflect on their own life and surroundings.

2.5.2 Globalization

Globalization is defined as the process of international integration arising from the interchange of world views, products, ideas, and other aspects of culture by Al-Rodhan and Stoudmann (2006).

Bridge (2002) claimed that environmental challenges such as climate change, cross-boundary water and air pollution, and over-fishing of the ocean are linked with globalization. Irrelatively, language contact and multilingualism can be added to that list because everything in the world concerns each other somehow. Larsson (2001) stated that globalization is the process of downsizing of the world. There are no far lands; every country is getting closer to each other and people living in these countries can communicate with each other easily.

It is impossible not to agree on that statement. Thanks to easy access to information promoted by the Internet, an individual can be exposed to multiple languages much more easily than past and that exposure is becoming more frequent, and triggering, so the need to know about more and more cultures arises.

2.5.3 Cultural Pluralism

Educators such as Scott (2004) argued that multicultural education was an outcome of a social trend from the 1950s referred to as cultural pluralism, which started among elitist individuals of the white, middle-class community. According to Shalaway (1997), cultural pluralism is a social practice involving the coexistence of various ethnic groups in a particular region that exchange cultural characteristics. As part of an analysis of cultural pluralism, Scott (2004) compared multicultural education to cultural pluralism and discovered that the two movements presented indistinguishable attributes. Cultural pluralists advocated for a non-racist society, individual expression, educational reform, integration, liberalism, and an opposition to ethnic-group nationalism. These

characteristics are the identical features that multiculturalists promote. Because of these similarities, cultural pluralism is term confused with multiculturalism commonly. The main difference between them is that there is no dominant culture in multiculturalism while cultural pluralism is used when minor groups in a major group can maintain their own cultures, societies and traditions as long as they are respectful the laws and values of the major group.

2.6 COMPETENCES RELATED TO MULTICULTURALISM AND MULTICULTURAL EDUCATION

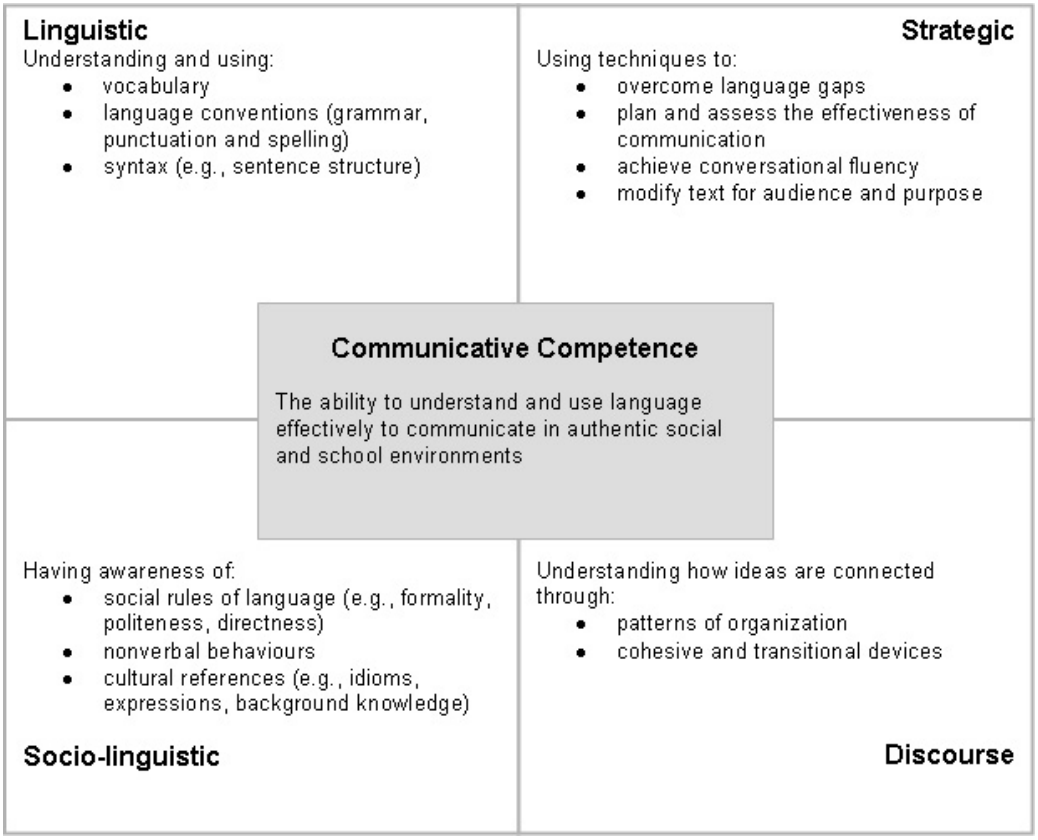
Learning a language has strong relationship with lots of competences, but in this study, communicative competence, which has some components like linguistic competence, grammatical competence, sociolinguistic competence, strategic competence, discourse competence and pragmatic competence, which will be explained in more detail, semiotics and semiotic competence, and intercultural competence or so-called cross-cultural competence and finally, multicultural competence will be explained.

2.6.1 Communicative Competence

Communicative language teaching involves developing language proficiency through interactions embedded in meaningful contexts. This approach to teaching provides authentic opportunities for learning that go beyond repetition and memorization of grammatical patterns in isolation. A central concept of the communicative approach to language teaching is communicative competence: the learner’s ability to understand and use language appropriately to communicate in authentic (rather than simulated) social and school environments.

The table below illustrates how each communicative area contributes to communicative competence.

Table 1. Communicative Competence and Communicative Areas Contributing It



(*This table was taken from http://www.learnalberta.ca)

Pragmatic competence can be seen as another component of communicative competence, yet it has a more important place for this study. Because of that, it will be explained under a different title.

2.6.2 Pragmatic Competence

Pragmatics is the study of language from the point of view of users, especially of the choices they make, the constraints they encounter in using language in social interaction and the effects their use of language has on other participants in the act of communication" (Crystal 1985, p. 240). So, it can be defined as the study of language use in a real social context. That is, pragmatic competence means being able to use the best choices of language in specific contexts.

Pragmatic competence is vital for being an active and efficient communicator. People who have pragmatic competence can differentiate what is appropriate and what is not in

specific contexts. Bardovi-Harlig and Dörnyei (1997) reported that Hungarian and Italian EFL learners recognized grammatically incorrect but pragmatically appropriate utterances more readily than pragmatically inappropriate but grammatically correct utterances, and this was true for learners of all proficiency levels. That finding strongly shows that pragmatic competence has a key role to understand and be understood correctly. To be able to be a successful communicator, people need pragmatic awareness and one of the most important things people need to have is intercultural competence (cross-cultural competence) in the modern and globalised world.

2.6.3 Semiotics and Semiotic Competence

Semiotics is such an extensive subject that it may not be impossible even if hundreds of pages are written because, in a broader sense, everything in the world can be semiotics. However, it can be defined as the study of signs very briefly. We may not realize it, but in fact semiology can be applied to all sorts of human endeavours, including cinema, theatre, dance, architecture, painting, politics, medicine, history, and religion. That is, we use a variety of gestures (signs) in everyday life to convey messages to people around us, e.g., rubbing our thumb and forefinger together to signify money.

It is not hard to understand the importance of semiotics in terms of culture and communication with people from the target culture or other cultures. Erton (2006) expressed that:

> "...semiotics is a fundamental issue to be considered in language teaching pedagogy, because it helps the individual to develop his cognitive facilities at all levels of perception." (p. 74)

Learning a foreign language cannot be limited just by learning vocabulary and grammar because there are much more than vocabulary and grammar in a communication process and one of them is non-verbal communication, which can be lifesaving in multicultural circumstances. Senel (2007) underlines this as follows:

> "Non-verbal communication receives attention in English language classes as one of the effective ways of teaching/learning process. By gestures, mimes, eye contact or tactile communication, teachers of English provide students with not only meaningful learning, but also cultural values of the second language." (p. 124)

According to these explanations above, semiotic competence can be defined as the ability to interrelate the underlying structure of concepts to the surface grammar and vocabulary that reflects them (Danesi, 2000 p. 42). Thus, it is a fact that foreign language teaching should pursue the goal of providing the learner not only with a linguistic, but moreover with an intercultural competence. To attain this goal, the teaching of a foreign language must also be the teaching of a foreign culture (Winfried, 1998 p. 223). In this regard, as Hismanoglu (2006) underlined semiotic elements are the most effective way of teaching culture.

2.6.4 Intercultural Competence

Fantini (2006) describes intercultural competence as "a complex of abilities needed to perform effectively and appropriately when interacting with others who are linguistically and culturally different from oneself." Intercultural competence, in other words cross-cultural competence, has three basic components. They are awareness, knowledge and skills. People should be aware of what culture is and there can be many variations of some concepts and traditions in different cultures. As Altay (2005) stated that:

> "Cultural awareness increases person's intentional and purposive decision making ability by accounting for the many ways that culture influences different perceptions of the same situation." (p. 171)

In addition to this awareness, they need to have knowledge about other cultures. It is already expected that people who has awareness of other cultures will have knowledge about other cultures as well. But, the awareness and knowledge of other cultures are not enough to be interculturally competent. They need to have skills to practice the theoretical knowledge. Thanks to these skills, they can adjust their behaviour abroad and understand the others' better. Also, they can eliminate the cultural shock and feel at ease in intercultural circumstances.

In order to communicate successfully, language learners must be able to relate appropriately to their audience. They should be able to react and respond appropriately

to their own personal feelings, attitudes, and perceptions as well as those of people of other cultures.

Reflecting on experiences in which they interact with others of different cultures helps the learners analyze and learn from each experience. Intercultural experiences provide the most meaningful opportunities for developing capacity in a language. However, all these competences mentioned above are not enough for people to communicate successfully in all situations. Everybody lives in a more diverse world and can contact with many different cultures at the same time. So, this condition has just revealed the need for multicultural competence.

2.6.5 Multicultural Competence

Cultural competence is an active, developmental, and continual process that is aspirational rather than accomplished. Cultural competence comprises four components: awareness of one's own cultural worldview, attitude towards cultural differences, knowledge of different cultural practices and worldviews, and cross-cultural skills (Martin&Vaughn, 2007). Developing cultural competence results in an ability to understand, communicate with, and effectively interact with people across cultures. As a result of cultural competence, another competence is obtained; it is multicultural competence. Multicultural competence is the continual acquisition of aware, knowledge, and skills that allows providers to work effective with culturally diverse individuals. Multiculturally competent individuals work towards increasing awareness of their own assumptions, values, bias that may interfere with their work with culturally different individuals (Sue & Sue, 2008). This awareness raising must take place on a cognitive and emotional level. It is based on this awareness and gained knowledge that individuals strive to apply culturally-appropriate skills. A person who has multicultural awareness also has greater self-awareness, can develop new friendships with the help of better interpersonal skills obtained thanks to multicultural competence. Moreover, they can challenge stereotypes and prejudices instead of thinking like the majority thinks. Additionally, they can be the leader in multicultural societies by promoting harmony

between groups. Most importantly, they are equipped much better to live in a multicultural world.

CHAPTER III

METHODOLOGY

3.1 PRESENTATION

This study intends to evaluate *English Unlimited* Coursebooks in terms of multiculturalism. The purpose is to find strong and weak points of the books in the light of results obtained from questionnaires having been applied to teachers and students who have lessons by using those coursebooks throughout the year. This study aims to answer the following questions:

1. What is the place of coursebooks in terms of multiculturalism in English learning/teaching?

2. How and why should multiculturalism take place in coursebooks to teach/learn English?

3. What are the expectations of learners and teachers about multiculturalism in English coursebooks?

4. As a recent English coursebook, does *English Unlimited* meet the global and local needs of language teaching/learning process and the expectations of learners and teachers in respect of multiculturalism?

This chapter will provide information about the setting and subject, instruments and used to obtain the data and the data collection procedure and, lastly, the data analysis will be touched upon briefly.

3.2 SETTING

The study was carried out at preparatory classes of Gazi University in which *English Unlimited* Coursebooks have been used for three years. The preparatory classes contain over 1000 students coming from many different regional and educational background and their ages range from 18 to 25. Also, Gazi University has more than 50 instructors

working at preparatory classes and nearly all of them have experienced lessons which *English Unlimited* Coursebooks have been used in. These conditions make the preparatory classes of Gazi University really convenient for the study.

3.3 PARTICIPANTS

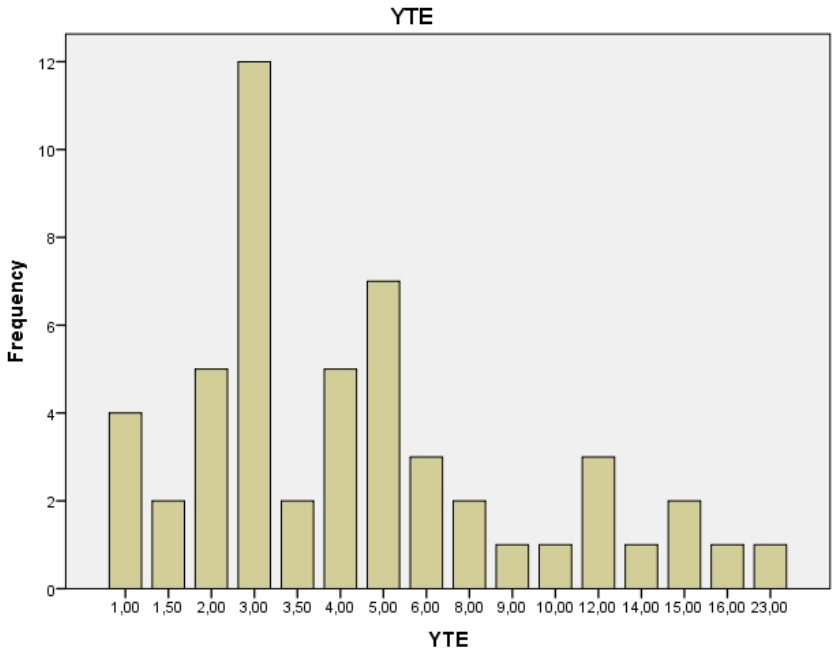
The participants were 52 instructors who have used *English Unlimited* Coursebooks for 1-3 years. Also, 238 students selected from different classrooms randomly were participants, too. Demographic information about participants is as follows.

Table 2. The Number of Male and Female Participants (Instructors)

		Frequency	Percent	Valid Percent	Cumulative Percent
	Female	42	80,8	80,8	80,8
	Male	10	19,2	19,2	100,0
	Total	52	100,0	100,0	

As it is seen in the table, the majority of the instructor participants are female, which was an expected situation.

Chart 1. Year of Teaching Experience of Instructors



Almost 80% of participants have 3 years and more teaching experience which makes them compatible to evaluate coursebooks in terms of multiculturalism.

Table 3. Year of Teaching Experience by using *English Unlimited*

	Frequency	Percent	Valid Percent	Cumulative Percent
,50	3	5,8	5,8	5,8
1,00	18	34,6	34,6	40,4
1,50	2	3,8	3,8	44,2
2,00	16	30,8	30,8	75,0
2,50	1	1,9	1,9	76,9
3,00	12	23,1	23,1	100,0
Total	52	100,0	100,0	

More than 90% of the instructors have taught English by using *English Unlimited* Coursebooks for 1 year and more so that they really have ideas about the strong and weak points of the coursebook.

Table 4. The Number Male and Female Participants (Student)

	Frequency	Percent	Valid Percent	Cumulative Percent
Female	130	54,6	54,6	54,6
Male	108	45,4	45,4	100,0
Total	238	100,0	100,0	

As for student participants, the number of female and male participants is nearly equal. Also, as it is seen in the table below, most of the participants are 19 years old although there a few students who are older than 20 years old as well.

Table 5. Age Range of Student Participants

	Frequency	Percent	Valid Percent	Cumulative Percent
18	59	24,8	24,8	24,8
19	116	48,7	48,7	73,5
20	39	16,4	16,4	89,9
21	15	6,3	6,3	96,2
22	5	2,1	2,1	98,3
24	1	,4	,4	98,7
25	2	,8	,8	99,6
27	1	,4	,4	100,0
Total	238	100,0	100,0	

3.4 INSTRUMENTS

A quantitative research design was used in the study. The main instruments to collect data were questionnaires and the coursebooks themselves. Also, the observations of the researcher were used as the supportive data to the results.

3.4.1 Classroom Observations

Classroom observations are definitely not the major instrument to collect the data. In other words, the thesis is not based on the observations. They are usually written down in an informal way after the lessons containing multicultural subjects intensely. Still, they provided considerable amount of data and they are largely parallel with results obtained from the questionnaires.

3.4.2 The Coursebook

English Unlimited Coursebooks were used to illustrate the results of the questionnaires. Some samples for the items questioned in the questionnaires were used and they were evaluated with the help of observations and the questionnaires.

Starter, elementary, pre-intermediate and intermediate series of *English Unlimited* Coursebooks were taken into consideration because the higher levels are not used at Gazi University. Sample pictures and exercises taken from all *English Unlimited*

Coursebooks used at Gazi University were included in the study although all possible samples for specific cases were not shown in the study because that might have meant to include almost every page of the coursebook.

3.4.3 The Questionnaires

Two different questionnaires which were prepared by the researcher were applied to instructors and students. The questionnaire applied to the instructors has 30 items and it was written in English. The other questionnaire, which is for students, has 25 items and it was written in Turkish to be able to avoid misunderstandings to be caused due to the English level of the students. Both questionnaires were designed according to 5-point Likert scale and each item has the following options: strongly agree; agree; neither; disagree; strongly disagree. Also, the questionnaires include 10 negative items to be able to provide reliability for them. The values of these items were reversed to find out the reliability accurately. The reliability of the questionnaires is given below.

Table 6. Cronbach's Alpha of the Questionnaires for students and instructors

Reliability Statistics		
	Student	Instructor
Cronbach's Alpha	,877	,905
N of Items	25	30

As it is seen in the table 6, Cronbach's Alpha of the questionnaires for students and students are ,877 and ,905 respectively which means that the questionnaires are highly reliable. This result shows that internal reliability of the questionnaires is really high so that the items can be discussed without any doubt.

All items of the questionnaires were piloted and revised according to feedbacks from instructors and students. Apart from the items mentioned above, demographics features of students and teachers were collected, too. More detailed information about the questionnaires will be given in subsequent chapters.

3.4.4 Data Collection Procedure

After the long period of researching about multiculturalism in education, the most appropriate items related to the place of multiculturalism in *English Unlimited* Coursebooks were determined. The questionnaires were applied to some classes randomly and, in total, 238 students could be included in data collection procedure. Also, 52 instructors were applied the questionnaires as well and all data obtained from questionnaires were collected in a week.

From the beginning of the school year, *English Unlimited* was evaluated and the samples which can be related with multiculturalism were collected so that a "pool" for illustrating was created. After that the most appropriate and significant ones were used to support the results obtained from the questionnaires.

3.4.5 Data Analysis

The quantitative data obtained from the questionnaires were analyzed by using Statistical Package for Social Sciences (SPSS Version 20.0). These results were matched with some parts of the coursebooks and the observations of the researcher whenever that was possible.

The items of the questionnaires were classified according to categories and (I) for the questionnaire for instructors and (S) for the questionnaire for students will be written by the item numbers. Then, the overall evaluation of them was carried out by giving general descriptive statistics. After that, the identical items included in both questionnaires were analyzed through Kruskal-Wallis test instead of ANOVA since the normal distribution was not seen in the questionnaires. Additionally, the related items between questionnaires were analyzed through mean comparison. Also, some items which are not comparable due to the fact that there is no equivalent or similar item in the other questionnaire were investigated with the help of descriptive statistics one by one. Lastly, it must be noted that all these items were linked to the related research questions.

For analyzing items, there are some key values for the study. These are asymptotic significance for Kruskal Wallis tests and mean value for other comparison. If Asymp. Sig. Value is less than ,05, that indicates there is a significant difference between the answers of the groups which are instructors and students in this study. As for mean value, a Likert scale was used for this study. There are values from 1 to 5, from strongly agree to strongly disagree and 3 is the mid-point. If means is less than 3, it shows that there are more participants agreeing on the statement and surely if it is more than 3, it shows that there are more participants disagreeing on the statement.

CHAPTER IV

RESULTS AND DISCUSSION

4.1 OVERVIEW OF THE STUDY

The main purpose of this study was to find out whether *English Unlimited* Coursebooks are sufficient enough in terms of multiculturalism and the terms related to it. The study also sought to find out positive and negative sides of the coursebook in terms of multicultural education with the help of the questionnaires and observations. This study examined how students react to multiculturalism in language education and how multicultural factors affect them during foreign language education. Also, the study aimed to investigate the awareness level of instructors in respect of multiculturalism.

The questionnaires were the main sources for getting the necessary information about the matters mentioned above. In the next section, questionnaires will be evaluated in categories and they will be supported with samples taken from *English Unlimited* Coursebooks and the direct observations of the researcher. First the categories defined by the researcher will be presented. Also, general descriptive values of the items included in each group will be given to analyze the questionnaires overall. After that, the identical and similar items will be analyzed in detail under the related research questions. Lastly, the items taking place just in the questionnaire for instructors will be analyzed.

4.2 RESULTS OF THE QUESTIONNAIRES

The base of this study is questionnaires having applied to instructors and students. In the following section, the questionnaire for instructors and students will be evaluated overall after groups in the questionnaires are given. After that section, the findings will be analyzed as it was mentioned above and they will be supported with samples from *English Unlimited* and the observations of the researcher. The questionnaires were not given in this chapter; they can be seen in Appendices.

4.2.1 Categories in the Questionnaires

The questionnaires for instructors and students include 5 and 4 main categories respectively and they share 4 categories although the name of one of them is different from each other. The additional category for the questionnaire applied to the instructors is about competences needed to have multicultural competence. So, the categories were named as below.

Categories in the questionnaire for instructors:

1- Multicultural Awareness

2- Content and Design of the Coursebook

3- Observation and Thoughts of Instructors about Students

4- Turkish Culture (Native Culture of Students)

5- Competences

Categories in the questionnaire for students:

1- Multicultural Awareness

2- Content and Design of the Coursebook

3- Thoughts of Students about the Coursebook and Themselves (That category will be matched and compared with the third category of the other questionnaire.)

4- Turkish Culture (Native Culture of Students)

All items in the questionnaires will be presented according to categories in the next section. The items of both questionnaires will be under the same title to make the overall analyse easier for the readers. All of them will be demonstrated in the tables and these tables will include mean, mode, standard deviation, minimum, maximum and sum values of the items.

4.2.1.1 Items Related to Multicultural Awareness

These items were prepared to understand whether English Unlimited have enough qualification for promoting the multicultural awareness and some other things connecting with it like sensitivity, tolerance and encouragement of learners in terms of multiculturalism and multicultural contexts. The statements of the items are given below with the original item numbers. After that, the descriptive statistics of these items can be examined.

Related Items in the Questionnaire for Instructors

Table 7. Descriptive Statistics of Item 1-2-3-7-8-18-25 (I)

	N	Mean	Mode	Std. Deviation	Minimum	Maximum	Sum
	Valid						
Item1	52	2,4808	2,00	,85154	1,00	5,00	129,00
Item2	52	2,7692	2,00	,92069	2,00	5,00	144,00
Item3	52	2,2115	2,00	,60509	1,00	4,00	115,00
Item7	52	2,9615	2,00	,92803	2,00	5,00	154,00
Item8	52	3,2308	4,00	,87706	2,00	5,00	168,00
Item18	52	3,5577	4,00	,75182	2,00	5,00	185,00
Item25	52	2,9038	2,00	,95506	1,00	5,00	151,00

1. English Unlimited Coursebooks promote the awareness of students in terms of multiculturalism.
2. Multicultural topics in English Unlimited Coursebooks encourage learners to analyse other cultures.
3. English Unlimited Coursebooks contain cultural elements whose aim is to develop multicultural awareness of learners.
7. English Unlimited Coursebooks refer to various cultures adequately to make students acquire multicultural awareness.
8. English Unlimited Coursebooks motivate students to think about cultural stereotypes critically.
18. English Unlimited Coursebooks make students constitute prejudgements about other cultures instead of awareness and tolerance.
25. Students are aware of the place of multiculturalism in English Unlimited Coursebooks.

The instructors have positive thoughts about English Unlimited and its success in increasing multicultural awareness of the students generally. The values of all items

except item 8 indicate this situation clearly. Thus, it can be said that the instructors think that English Unlimited Coursebooks are successful in terms of developing multicultural awareness of the students. But, it should not be ignored that they have deficiencies in motivating the critical thinking abilities of the students about stereotypes of other cultures.

Related Items in the Questionnaire for Students

Table 8. Descriptive Statistics of Item 1-2-7-24-25 (S)

	N Valid	Mean	Median	Std. Deviation	Minimum	Maximum	Sum
Item1	238	2,9202	3,0000	1,09753	1,00	5,00	695,00
Item2	238	3,1513	3,0000	1,17023	1,00	5,00	750,00
Item7	238	3,0210	3,0000	1,15268	1,00	5,00	719,00
Item24	238	2,9076	3,0000	1,07908	1,00	5,00	692,00
Item25	238	2,6849	2,0000	1,16808	1,00	5,00	639,00

1. I think that English Unlimited increases my awareness in terms of multiculturalism.
2. I have been more willing to analyze other cultures since I had lessons by using English Unlimited
7. I think that my sensitivity and tolerance towards other cultures have increased thanks to learning English by using English Unlimited.
24. I think that information about other cultures I get from the book is necessary and beneficial for my foreign language education.
25. I am of opinion that the information about different cultures I get from English Unlimited makes me a more competent communicator.

The results of the questionnaire for students are not as bright as the other questionnaire. It cannot be claimed that the students are very sure about their multicultural awareness level. Still, the number of students thinking English Unlimited is beneficial for them is higher than the ones who think that it is not useful for this. It is also clear that the students are not sure about the change or they are even not aware of these changes like increased curiosity, sensitivity and tolerance. Last but not least, the students do not think that multiculturalism in English Unlimited is unnecessary. This attitude of them is really important for creating a meaningful education environment.

4.2.1.2 Items Related to Content and Design of the Coursebook

The purpose of these items is to find out whether the content and design of English Unlimited is sufficient in respect of multiculturalism. The number of items for this category is more than all other categories because there are different angles to be touched upon for the design and content.

Related Items in the Questionnaire for Instructors

Table 9. Descriptive Statistics of Item 4-5-6-9-10-11-12 (I)

	N	Mean	Mode	Std. Deviation	Minimum	Maximum	Sum
	Valid						
Item4	52	2,5192	2,00	,80417	1,00	4,00	131,00
Item5	52	2,5000	2,00	1,05719	1,00	4,00	130,00
Item6	52	3,2308	4,00	1,27749	1,00	5,00	168,00
Item9	52	2,6923	2,00	,89746	1,00	5,00	140,00
Item10	52	3,0577	4,00	1,01775	1,00	5,00	159,00
Item11	52	2,6923	2,00	,85264	1,00	5,00	140,00
Item12	52	3,1154	4,00	,98327	1,00	5,00	162,00

4. Some multicultural aspects 33tres33he-verbal behaviours remain untouched in English Unlimited Coursebooks.

5. Introducing multicultural elements explicitly in separated sections (e.g., Across Cultures sections) makes English Unlimited Coursebooks monotonous.

6. English Unlimited Coursebooks have enough support for teachers in Teacher's Book to 33tres33hem more competent in terms of multicultural factors.

9. The design of English Unlimited Coursebooks aims to develop the sensitivity and tolerance of students towards other cultures.

10. English Unlimited Coursebooks focus on mainstream cultures of English (English, American, Canadian etc.) instead of non-mainstream cultures (Nigerian, Turkish, Peruvian etc).

11. English Unlimited Coursebooks 33tres differences between cultures instead of similarities of them.

12. Multicultural elements are seen in every section of English Unlimited Coursebooks.

Table 10. Descriptive Statistics of Item 17-19-22-26-28-30 (I)

	N Valid	Mean	Mode	Std. Deviation	Minimum	Maximum	Sum
Item17	52	2,2885	2,00	,87080	1,00	4,00	119,00
Item19	52	2,5577	2,00	,84976	1,00	4,00	133,00
Item22	52	2,9038	4,00	,93431	1,00	4,00	151,00
Item26	52	2,5000	2,00	,98020	1,00	4,00	130,00
Item28	52	2,8654	2,00	,92945	1,00	4,00	149,00
Item30	52	2,6731	2,00	1,02366	1,00	5,00	139,00

17. Some cultures take place dominantly in English Unlimited Coursebooks. (e.g British, American, Korean etc.)

19. Some cultures are ignored in English Unlimited Coursebooks or take place a little. (e.g African, Middle Asian, Middle Eastern etc.)

22. English Unlimited Coursebooks include sufficient multicultural samples.

26. English Unlimited Coursebooks have deficiencies in terms of integrating multicultural elements.

28. English Unlimited Coursebooks have a systematic design to enhance multicultural knowledge and awareness of learners.

30. English Unlimited Coursebooks present realistic multicultural contexts.

The results of the items related to the content and design of English Unlimited is not as good as the results of the items related to multicultural awareness. There are some significant problems for the coursebook according to the instructors. To touch briefly, it is thought that non-verbal behaviours were not given importance enough although there are some samples for it in English Unlimited. Also, the instructors are not pleased with the way of distribution of multicultural elements in English Unlimited. In addition, there is not enough support for the instructors in Teacher's Book for multicultural contexts. Moreover, the samples from other cultures are generally from specific cultures even though it is felt that it is tried to have many different cultures in the coursebooks. On the other hand, it can be said that English Unlimited has a systematic design whether it is effective or not is another question. Also, English Unlimited aims to improve sensitivity

of the students towards other cultures and it presents realistic multicultural contexts as much as possible.

Related Items in the Questionnaire for Students

Table 11. Descriptive Statistics of Item 4-5-6-8-9-10 (S)

	N	Mean	Median	Std. Deviation	Minimum	Maximum	Sum
	Valid						
Item4	238	3,3571	4,0000	1,24379	1,00	5,00	799,00
Item5	238	3,3151	3,0000	1,22451	1,00	5,00	789,00
Item6	238	3,0630	3,0000	1,22570	1,00	5,00	729,00
Item8	238	2,4874	2,0000	1,21777	1,00	5,00	592,00
Item9	238	2,6218	3,0000	1,02699	1,00	5,00	624,00
Item10	238	3,2773	3,0000	1,02644	1,00	5,00	780,00

4. I think that elements shown in English Unlimited from different cultures do not reflect the truth.

5. I think that English Unlimited treats every culture included in it equally.

6. I think that there are examples from the enough number of various cultures.

8. Some cultures are emphasized more compared to some other cultures in English Unlimited.

9. Differences among cultures are presented more compared to similarities of cultures in English Unlimited.

10. I think that elements related to multiculturalism are distributed equally to every part of English Unlimited.

Table 12. Descriptive Statistics of Item 18-20-21-22-23 (S)

	N	Mean	Median	Std. Deviation	Minimum	Maximum	Sum
	Valid						
Item18	238	2,7815	3,0000	1,04061	1,00	5,00	662,00
Item20	238	2,3235	2,0000	1,10253	1,00	5,00	553,00
Item21	238	2,7017	3,0000	1,12849	1,00	5,00	643,00
Item22	238	3,3824	3,0000	1,09507	1,00	5,00	805,00
Item23	238	3,0630	3,0000	1,05953	1,00	5,00	729,00

18. I think that stereotypes determined by English Unlimited for every culture do not reflect the truth all the time.

20. I think that some cultures are presented weaker than some other cultures.

21. I think that elements of multiculturalism are not reflected correctly.

22. There are enough examples for multiculturalism.

23. I think that multicultural contexts are reflected realistically.

It is possible that English Unlimited took the worst result from this category of the questionnaires for students. In general, the students, who participated in the study, do not trust in English Unlimited and its samples or contexts shown with multicultural perspective. Also, they not only complain about the reliability of the samples, they also do not think that the number of examples is enough. Another point is, they think that English Unlimited is biased because it presents some cultures weaker or less important that some others.

4.2.1.3 Items Related to Thoughts and Observations of the Participants

This title can be divided into two because the questionnaires differentiate from each other on that point. In other words, instructors answered these items with regard to their observations and thought about the students while the students answered them in regard to their own beliefs about themselves. These items are as below.

Related Items in the Questionnaire for Instructors

Table 13. Descriptive Statistics of Item 13-14-21-29 (I)

	N	Mean	Mode	Std. Deviation	Minimum	Maximum	Sum
	Valid						
Item13	52	3,1731	2,00	1,09761	1,00	5,00	165,00
Item14	52	2,6538	2,00	1,02679	1,00	5,00	138,00
Item21	52	2,6346	2,00	1,15519	1,00	5,00	137,00
Item29	52	2,1154	2,00	,75806	1,00	4,00	110,00

13. Students enjoy doing exercises containing multicultural factors.
14. Students are interested in learning about other cultures.
21. Students are eager to learn because they see that English is not only spoken by native speakers but also by many other nations in different cultural contexts.
29. Students think that English is a world-language when they see that it is used by many different cultures as the means of communication.

Related Items in the Questionnaire for Students

Table 14. Descriptive Statistics of Item 3-11-14-15 (S)

	N	Mean	Median	Std. Deviation	Minimum	Maximum	Sum
	Valid						
Item3	238	3,1933	3,0000	1,17482	1,00	5,00	760,00
Item11	238	2,6723	2,0000	1,29334	1,00	5,00	636,00
Item14	238	2,4076	2,0000	1,21083	1,00	5,00	573,00
Item15	238	3,1597	3,0000	1,09454	1,00	5,00	752,00

3. Across Culture parts in English Unlimited attract my attention.
11. I enjoy doing parts containing information from different cultures.
14. My interest for learning language increases in the lessons including Turkish culture.
15. I believe that I can contact with people from other cultures without difficulty after the lessons I took by using English Unlimited.

Some significant results attract attention immediately. First of all, students do not like doing exercises containing multicultural elements but they like learning about other cultures. In parallel with these things, the students do not like *Across Culture* sections of English Unlimited. Another important point is, they are more motivated to learn English when there is something from Turkish culture in the lesson. Most importantly, the instructors think that multicultural contexts and samples in the coursebook is beneficial, there are some deficient sides though because the students feel more motivated when they see that English is the *lingua franca* of the world.

4.2.1.4 Items Related to Turkish Culture

Native culture, which is Turkish culture for this study, was given much importance in the questionnaires after the clear observations of the researcher. It was so clear during the lesson that the interests of the students increase considerably during the lessons when they can talk or learn something about their own culture. Some items took place for checking whether these observations were true or not.

Related Items in the Questionnaire for Instructors

Table 15. Descriptive Statistics of Item 15 and 24 (I)

	N	Mean	Mode	Std. Deviation	Minimum	Maximum	Sum
	Valid						
Item15	52	2,0192	2,00	,72735	1,00	4,00	105,00
Item24	52	3,1538	4,00	1,07347	1,00	5,00	164,00

15. Students are attracted to lessons more when there is something seen/shared in Turkish culture.

24. Turkish students cop a bad attitude towards English Unlimited Coursebooks because they think that Turkish culture is not reflected correctly.

Related Items in the Questionnaire for Students

Table 16. Descriptive Statistics of Item 12-13-16-17-19

	N	Mean	Median	Std. Deviation	Minimum	Maximum	Sum
	Valid						
Item12	238	1,9748	2,0000	1,22190	1,00	5,00	470,00
Item13	238	2,4790	2,0000	1,29164	1,00	5,00	590,00
Item16	238	3,0504	3,0000	1,20371	1,00	5,00	726,00
Item17	238	3,0420	3,0000	1,25214	1,00	5,00	724,00
Item19	238	2,3193	2,0000	1,12458	1,00	5,00	552,00

12. I think that Turkish culture is not included enough.

13. I think that Turkish culture is not reflected correctly.

16. Turkish culture is reflected in a wrong way.

17. I have some negative thoughts about English Unlimited because of the way of presenting Turkish culture.

19. Inclusion of Turkish or some other cultures in English Unlimited more motivates me.

The instructors do not think that they have negative ideas about English Unlimited because it reflects Turkish culture in a wrong way and their thoughts are almost consistent with the answers of the students to the related item. Despite these results, the researcher insists on his observations about the matter, because the students were complaining about the coursebook very much. Similarly, the majority of the students

would like to see more Turkish culture and they want English Unlimited to reflect it correctly. The most important thing for this category is, the instructors think that students are motivated so much when they see something from Turkish culture and the majority of the students admit that situation.

4.2.1.5 Items Related to Competences

The last category, which is unique to the questionnaire for instructors, is about competences needed to acquire multicultural competence. This category only belongs to the questionnaire for instructors because the students do not have the knowledge required to answer these items appropriately. These items are as follows.

Table 17. Descriptive Statistics of Item 16-20-23-27

	N Valid	Mean	Mode	Std. Deviation	Minimum	Maximum	Sum
Item16	52	2,9231	2,00	,92559	1,00	4,00	152,00
Item20	52	2,9808	2,00	,91802	2,00	5,00	155,00
Item23	52	2,6346	2,00	,99072	1,00	5,00	137,00
Item27	52	2,7500	2,00	,86035	1,00	5,00	143,00

16. English Unlimited Coursebooks aim to improve non-verbal communication of learners by the use of sections containing multicultural elements.
20. English Unlimited Coursebooks aim to improve semiotic competence of learners by the use of sections containing multicultural elements.
23. English Unlimited Coursebooks aim to improve communicative competence of learners by the use of sections containing multicultural elements.
27. English Unlimited Coursebooks do not emphasize the competencies needed for comprehending multicultural elements.

There are a few more instructors thinking that English Unlimited aim to improve the non-verbal communication and semiotic competence whereas the majority of them think that English Unlimited aims to improve communicative competence. The reason of the difference among the results of these items is probably that English Unlimited has some parts called *Explore Speaking/Writing* containing the factors of communicative competence. That situation will be analyzed in detail in further sections. Interestingly,

the instructors are not satisfied with the overall performance of the coursebook in terms of competences even though there are instructors, whose number is more than the ones who have negative thought about these items.

In the next sections, items of the questionnaires will be analyzed in detail by comparing with the identical and related items included in the other questionnaire. To be able to do this, Kruskal-Wallis Test will be used to point out the relation between identical items in both questionnaires. Also, items whose purposes are to evaluate the similar things with different statements will be compared with mean comparison and pie charts showing the answers of instructors and students. Only items providing significant results will be compared in detail because it is thought that all of the values of the items were given above and they are analyzed in general. Lastly, several items, which are not included in the questionnaire for students, will be evaluated by examining the answers given to these items in detail.

4.2.2 The Evaluation of Items in Detail

Under this title, the questionnaire will be discussed item by item with the help of tables. All items will be evaluated under the related research questions. In addition, samples from *English Unlimited* will be used in some cases as well as the observations of the researcher.

4.2.2.1 Identical and Similar Items

Ten items from the questionnaires for instructors are identical with eleven items from the questionnaire for students. Even though some of them are not stated with the same words exactly, the meanings of the statements are exactly same. . For analyzing the findings of these items, means and asymp. sig values found via Kruskal-Wallis test will be the key. Also, the other items having similar meanings or having been prepared for similar purposes will be compared and analyzed through descriptive statistics and mean comparison of the items. Items will be analyzed by following the item order of the questionnaire and categories under this title to make the process more organized. All items will be evaluated under the related research questions as mentioned above.

What is the place of coursebooks (English Unlimited for this study) in terms of multiculturalism in English learning/teaching?

The purpose of this question is to find out how important the coursebooks in respect of multiculturalism and English learning/teaching. In other words, what makes them such important is sought to be answered.

Finding 1

One of the most important matters to be answered is whether the students are aware of the multiculturalism and they have high self-confidence in terms of communicating with people from different countries at the end of the learning process with English Unlimited.

Table 18. Mean Comparison of Item 25 (I), Item 29 (I), Item 15 (S), Item 24 (S) and Item 25 (S)

	Mean	N	Std. Deviation	Sum
Item25 (I)	2,9038	52	,95506	151,00
Item29 (I)	2,1154	52	,75806	110,00
Item15 (S)	3,1597	238	1,09454	752,00
Item24 (S)	2,9076	238	1,07908	692,00
Item25 (S)	2,6849	238	1,16808	639,00

Item 25 (I) - Students are aware of the place of multiculturalism in English Unlimited Coursebooks.
Item 29 (I) - Students think that English is a world-language when they see that it is used by many different cultures as the means of communication.
Item 15 (S) - I believe that I can contact with people from other cultures without difficulty after the lessons I took by using English Unlimited.
Item 24 (S) - I am of opinion that the information about different cultures I get from English Unlimited makes me a more competent communicator.
Item 25 (S) - I think that information about other cultures I get from the book is necessary and beneficial for my foreign language education.

It is deduced from this table that the instructors are not very sure about whether the students noticed the multiculturalism in English Unlimited. However, there are more instructors thinking that the students noticed the multiculturalism in English Unlimited. Also, the instructors think that the students have a better understanding for the importance of learning English after they see that it is a real world language. This thought of the instructors overlap with the thoughts of the students. They consider the information about different cultures they get from English Unlimited is necessary and they can make them a better communicator. It should be noted that there are fewer students thinking that they can be a better communicator with the help of knowledge they obtain from English Unlimited and that is another result demonstrating that the students are not very aware of the place of multiculturalism in English Unlimited. Last point attracting attention is that more of the students do not think that they can communicate with people from different cultures without difficulty after they learnt English from this coursebook. The source of this opinion is possibly the wrong samples seen in English Unlimited. This situation discourages learners to use what they have learnt and decrease their self-confidence, which is too dangerous for their personal development and education.

It is clearly seen that the coursebooks are really significant for multiculturalism. They are so important that they can encourage or discourage learners to communicate with people from various cultures. Also, they can increase the multicultural awareness of the students, which can be an essential skill for the globalized world. To wrap up, it is an undeniable fact that quality coursebooks are needed while teaching English to reach the main purpose of English teaching/learning; in other words, to make them skilled communicators.

How and why should multiculturalism take place in coursebooks (English Unlimited for this study) to teach/learn English?

To be able to answer this question, there are items looking for the reasons explaining why multiculturalism must take place in coursebooks and how it must be presented. The possible functions of multiculturalism and the way of its presentation were the focus of the item below.

Finding 2

Table 19. Mean of Item 1 (I-S)

Item 1	Occupation	N	Mean
English Unlimited Coursebooks promote the awareness of students in terms of multiculturalism	Instructors	52	2,4808
I think that English Unlimited increases my awareness in terms of multiculturalism.	Students	238	2,9202
	Total	290	

The results exactly show that the students are indecisive or confused or they are not even aware of the changes of their thoughts about other cultures, but instructors gave answer as “agree” mostly, so it can be deduced that the instructors, generally, think that *English Unlimited* Coursebooks aim to improve multicultural awareness of students. Asymptotic significance found out through Kruskal-Wallis shows the difference between the answers of instructors and students.

Table 20. Kruskal-Wallis Test – Item 1 (I-S)

	Chi-Square	df	Asymp. Sig.
Item1	8,374	1	,004

a. Kruskal Wallis Test

b. Grouping Variable: Occupation

It is seen that there is a significance difference between the answers given to Item 1 by instructors and students. It is clear that the awareness level of students possibly was not increased with the help of English Unlimited as much as the instructors.

Table 21. Means of Item 2 (I - S)

Item 2	Occupation	N	Mean
Multicultural topics in English Unlimited Coursebooks encourage learners to analyse other cultures.	Instructors	52	2,7692
I have been more willing to analyze other cultures since I had lessons by using English Unlimited	Students	238	3,1513
	Total	290	

The distribution of answers for item 2 is so similar to item 1's. That is, instructors have more positive thoughts about English Unlimited and its contribution to the encouragement of students in terms of analyzing other cultures; however, students do not share the same thought with instructors. But, it must be stated that there are some students agreeing about the item like most of the instructors.

Table 22. Kruskal Wallis Test – Item 2 (I – S)

	Chi-Square	df	Asymp. Sig.
Item2	5,829	1	,016

a. Kruskal Wallis Test

b. Grouping Variable: Occupation

It is understood that many students do not think that *English Unlimited* increases their encouragement to learn about other cultures when the high mean value take into consideration, in contrast, the low mean value shows that most instructors believe that English Unlimited is beneficial for encouraging students to learn about various cultures. The difference between the view of the students and instructors is supported with the

Asymp. Sig. value as well. This finding shows that some instructors have some wrong beliefs about students' encouragement level in respect of analyzing other cultures.

Finding 3

Table 23. Mean of Item 9 (I) and Item 7 (S)

Item 9 (I) and Item 7 (S)	Occupation	N	Mean
The design of English Unlimited Coursebooks aims to develop the sensitivity and tolerance of students towards other cultures.	Instructors	52	2,6923
I think that my sensitivity and tolerance towards other cultures have increased thanks to learning English by using English Unlimited.	Students	238	3,0212
	Total	290	

Instructors have more positive answers than students for this item, too. It is found out that instructors have a similar mistake in their observations or evaluations of the coursebook. Students' answers are closer to the instructors' for this item when they are compared with the items above, but still their answers are not parallel with instructors.

Table 24. Kruskal – Wallis Test Item 9 (I) – Item 7 (S)

	Chi-Square	df	Asymp. Sig.
Item 9 and 7	3,806	1	,051

a. Kruskal Wallis Test

b. Grouping Variable: Occupation

Kruskal-Wallis test shows that there is a significant difference again even though it is on the fringe. The important finding for this item-pair is, the thought and observation of the instructors are contradictory with students' thought and believes. Although some the study showed that some students agree with most of the instructors, it is still a fact that the instructors miss the students thinking negative about these matters.

Finding 4

Table 25. Mean of Item 11 (I) and 9 (S)

Item 11 (I) and 9 (S)	Occupation	N	Mean
English Unlimited Coursebooks stress differences between cultures instead of similarities of them.	Instructors	52	2,6923
Differences among cultures are presented more compared to similarities of cultures in English Unlimited.	Students	238	2,6218
	Total	290	

Another identical item-pair is about the style of English Unlimited in showing cultures. Whether it shows the similarities or differences among cultures is the matter to be searched in these items. As it is seen in mean values, the instructors and students are in agreement on this item.

Table 26. Kruskal – Wallis Test Item 11 (I) and Item 9 (S)

	Chi-Square	df	Asymp. Sig.
Item11 and 9	,170	1	,681

a. Kruskal Wallis Test
b. Grouping Variable: Occupation

The value of Asymp. Sig is much more than 0,05, so it is so obvious that the distribution of the answers of the instructors and students are so similar. Also, it is seen that the means of both groups are 2,6. That is, most of the instructors and students think that English Unlimited focuses on differences instead of similarities.

Surely, the differences among cultures must be emphasized to create a developed perception level for students. They must see that people around the world have many different habits, life styles, traditions, behaviours, religion and so on, but showing some

similarities among cultures more often can make students encourage communicating with other people. If they only see the differences among cultures, they may begin to alienate from others since they may feel too much stress when they think they communicate with someone such different from them.

Finding 5

Table 27. Mean of Item 12 (I) and 10 (S)

Item 12 (I) and 10 (S)	Occupation	N	Mean
Multicultural elements are seen in every section of English Unlimited Coursebooks.	Instructors	52	3,1154
I think that elements related to multiculturalism are given place in every section of English Unlimited.	Students	238	3,2773
	Total	290	

The means of both questionnaires are more than 3; namely, there are more instructors who disagree on the statement and even more students disagreeing on the statement than the instructors and students agreeing on the statement respectively.

Table 28. Kruskal Wallis Test Item 12 (I) and Item 10 (S)

	Chi-Square	df	Asymp. Sig.
Item12 and 10	,898	1	,343

a. Kruskal Wallis Test
b. Grouping Variable: Occupation

Asymp. Sig value supports the means of the questionnaires; the distribution of the answers of the instructors and students are similar. However, it can be deduced that students gave more negative answers than the instructors for this item.

It cannot be denied that there are many multicultural conversations in *English Unlimited*. However, the opinions of instructors must be contemplated. It is meant that multicultural contexts must be felt in other sections more intensely. The majority of students want *English Unlimited* to spread multicultural context to the different parts of it as well.

Table 29. Mean Comparison of Item 5 (I) and Item 3 (S)

	Mean	N	Std. Deviation	Sum
Item5 (I)	2,5000	52	1,05719	130,00
Item 3 (S)	3,1933	238	1,17482	760,00

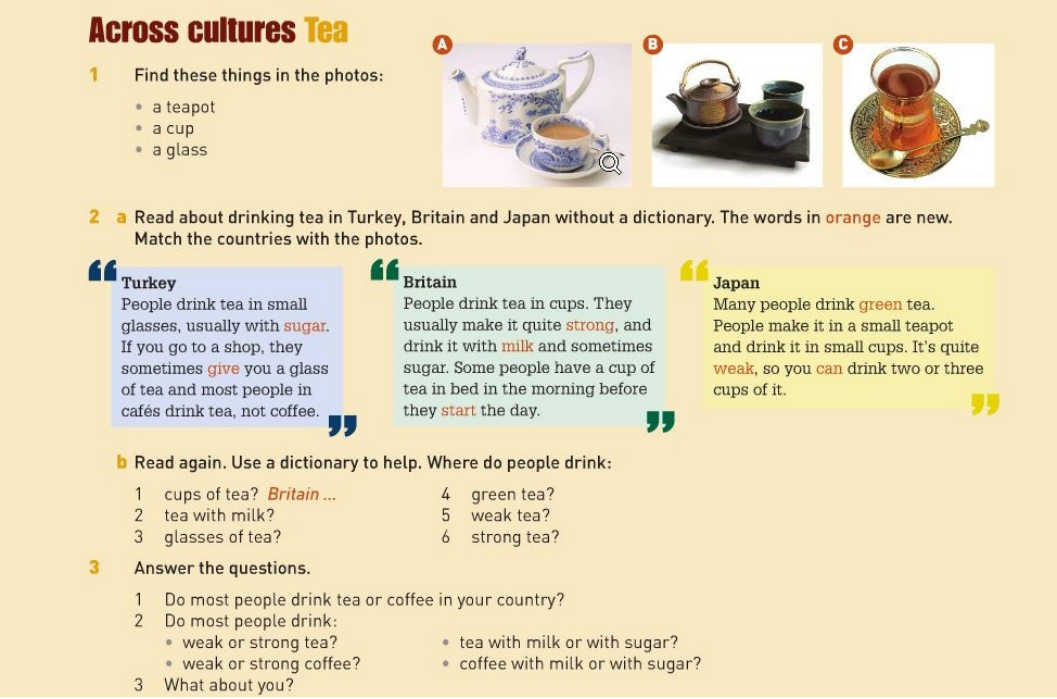
Item 5 (I) - Introducing multicultural elements explicitly in separated sections (e.g., Across Cultures sections) makes English Unlimited Coursebooks monotonous.

Item 3 (S) - Across Culture parts in English Unlimited attract my attention.

Item 5 is about the section called "Across Culture" in *English Unlimited*, which can be considered as the backbone of multicultural samples in *English Unlimited*. In these sections, some multicultural contexts are explained. Some samples from "Across Cultures" can be seen below.

Samples from Across Cultures

Figure 1. Tea



Across cultures Tea

1 Find these things in the photos:

- a teapot
- a cup
- a glass

A

B

C

2 a Read about drinking tea in Turkey, Britain and Japan without a dictionary. The words in orange are new. Match the countries with the photos.

Turkey
People drink tea in small glasses, usually with sugar. If you go to a shop, they sometimes give you a glass of tea and most people in cafés drink tea, not coffee.

Britain
People drink tea in cups. They usually make it quite strong, and drink it with milk and sometimes sugar. Some people have a cup of tea in bed in the morning before they start the day.

Japan
Many people drink green tea. People make it in a small teapot and drink it in small cups. It's quite weak, so you can drink two or three cups of it.

b Read again. Use a dictionary to help. Where do people drink:

1 cups of tea? *Britain ...*
2 tea with milk?
3 glasses of tea?
4 green tea?
5 weak tea?
6 strong tea?

3 Answer the questions.

1 Do most people drink tea or coffee in your country?
2 Do most people drink:
- weak or strong tea?
- weak or strong coffee?
- tea with milk or with sugar?
- coffee with milk or with sugar?

3 What about you?

Figure 2. Family Weekend

Across cultures Family weekend

1 Three people say what they do at the weekend. The words in orange are new. Match what they say with the photos.

A The weekend here is Thursday and Friday. On Friday we go to the mosque to pray at midday. In the afternoon, we often drive into the desert and find a nice place near the road to have a picnic. I often go shopping with my family at the weekend – there are lots of very good shopping malls here.

B The weekend here is Saturday and Sunday. We don't do much on Sunday. We usually get up late, sit by the swimming pool and read the Sunday paper, and then in the afternoon we go down to the beach. There are beautiful beaches near here and they are really busy at the weekend.

C The weekend here is Saturday and Sunday. On Sunday, some people go to church, but it's really a day for the family. We usually cook a big meal and eat together, in the afternoon or in the evening. Many families also go out to eat in restaurants. On Sunday afternoon, a lot of people drive out into the country and go for a walk.

2 Read again and find these expressions. Write the verbs.

1 _____ shopping
2 _____ by the swimming pool
3 _____ to the mosque
4 _____ a big meal
5 _____ into the desert
6 _____ for a walk
7 _____ the Sunday paper
8 _____ a picnic

3 When is the weekend in your country? What do people do in your town?

Figure 3. Greetings

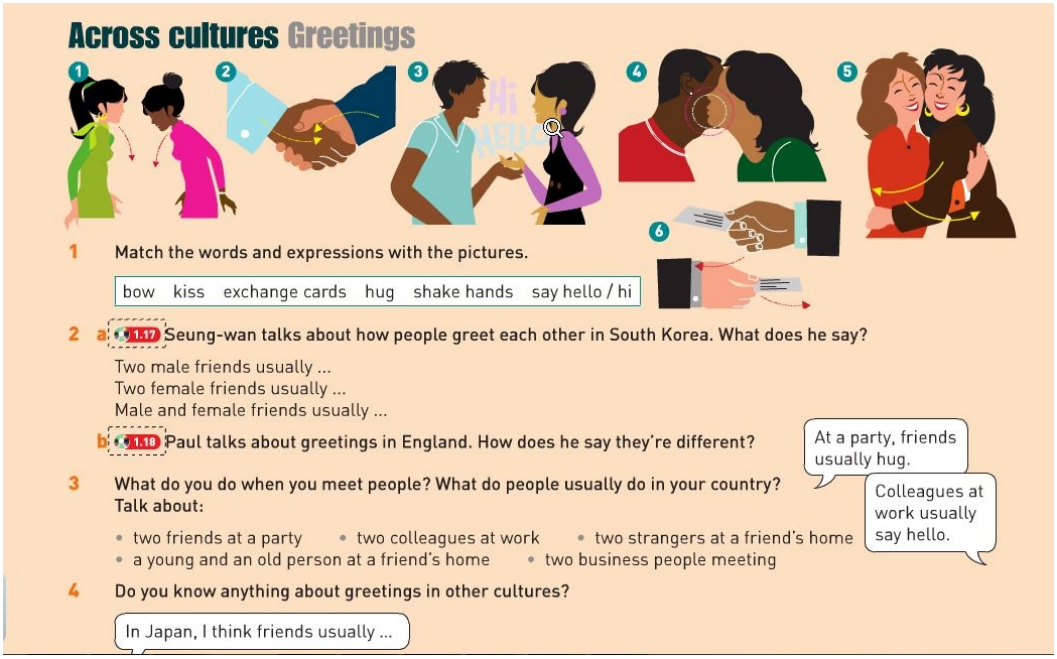
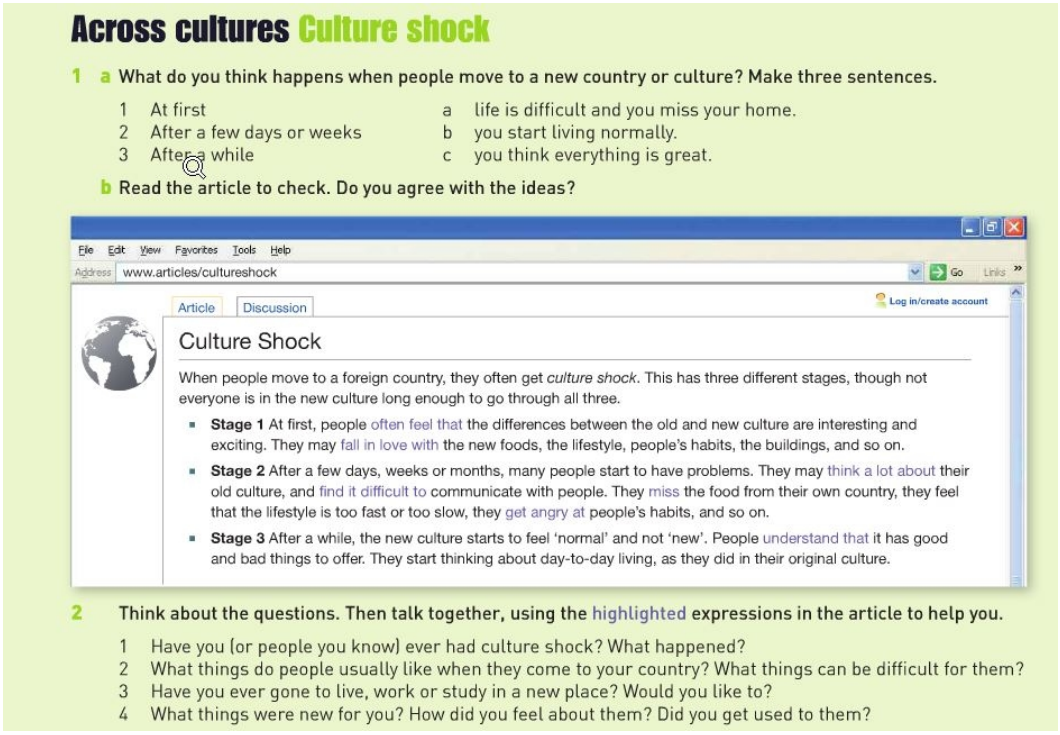


Figure 4. Saying Sorry

Figure 5. Culture Shock



Across cultures Culture shock

1 a What do you think happens when people move to a new country or culture? Make three sentences.

1	At first	a	life is difficult and you miss your home.
2	After a few days or weeks	b	you start living normally.
3	After a while	c	you think everything is great.

b Read the article to check. Do you agree with the ideas?

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Culture Shock

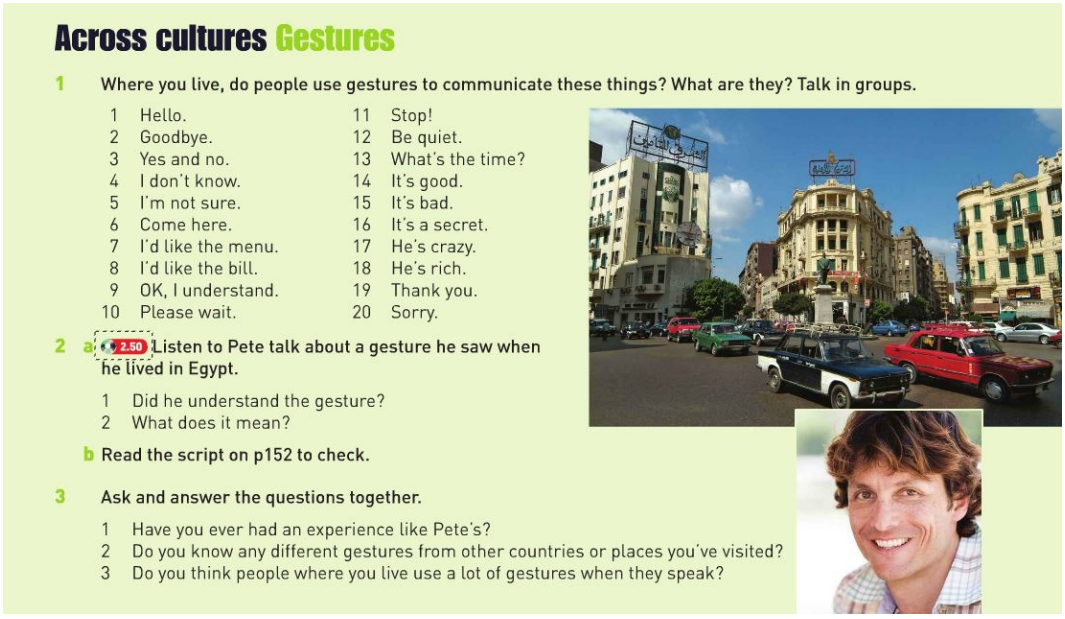
When people move to a foreign country, they often get *culture shock*. This has three different stages, though not everyone is in the new culture long enough to go through all three.

- **Stage 1** At first, people often feel that the differences between the old and new culture are interesting and exciting. They may fall in love with the new foods, the lifestyle, people's habits, the buildings, and so on.
- **Stage 2** After a few days, weeks or months, many people start to have problems. They may think a lot about their old culture, and find it difficult to communicate with people. They miss the food from their own country, they feel that the lifestyle is too fast or too slow, they get angry at people's habits, and so on.
- **Stage 3** After a while, the new culture starts to feel 'normal' and not 'new'. People understand that it has good and bad things to offer. They start thinking about day-to-day living, as they did in their original culture.

2 Think about the questions. Then talk together, using the highlighted expressions in the article to help you.

1 Have you (or people you know) ever had culture shock? What happened?
2 What things do people usually like when they come to your country? What things can be difficult for them?
3 Have you ever gone to live, work or study in a new place? Would you like to?
4 What things were new for you? How did you feel about them? Did you get used to them?

Figure 6. Gestures



Across cultures Gestures

1 Where you live, do people use gestures to communicate these things? What are they? Talk in groups.

1	Hello.	11	Stop!
2	Goodbye.	12	Be quiet.
3	Yes and no.	13	What's the time?
4	I don't know.	14	It's good.
5	I'm not sure.	15	It's bad.
6	Come here.	16	It's a secret.
7	I'd like the menu.	17	He's crazy.
8	I'd like the bill.	18	He's rich.
9	OK, I understand.	19	Thank you.
10	Please wait.	20	Sorry.

2 a 2.50 Listen to Pete talk about a gesture he saw when he lived in Egypt.

1 Did he understand the gesture?
2 What does it mean?

b Read the script on p152 to check.

3 Ask and answer the questions together.

1 Have you ever had an experience like Pete's?
2 Do you know any different gestures from other countries or places you've visited?
3 Do you think people where you live use a lot of gestures when they speak?

Figure 7. Intercultural Experience

Across cultures Intercultural experiences

LISTENING

Federico from Buenos Aires, Argentina, lived in Egypt for a year.

1 Have you lived, worked or travelled outside your region or country? Talk together.

1 Was it an easy or difficult experience? Why?
2 Did you notice any differences from your culture? What?

2 1.7 Listen to Federico talking about an experience he had in Egypt. How did he feel during the day? How about at the end of the day?

3 1.7 Listen again and discuss these questions.

1 Who did Federico go out for the day with?
2 What language did they speak?
3 What happened at lunchtime?
4 What was the problem for Federico?
5 Why was Manu upset?
6 What do you think caused the problem between them?

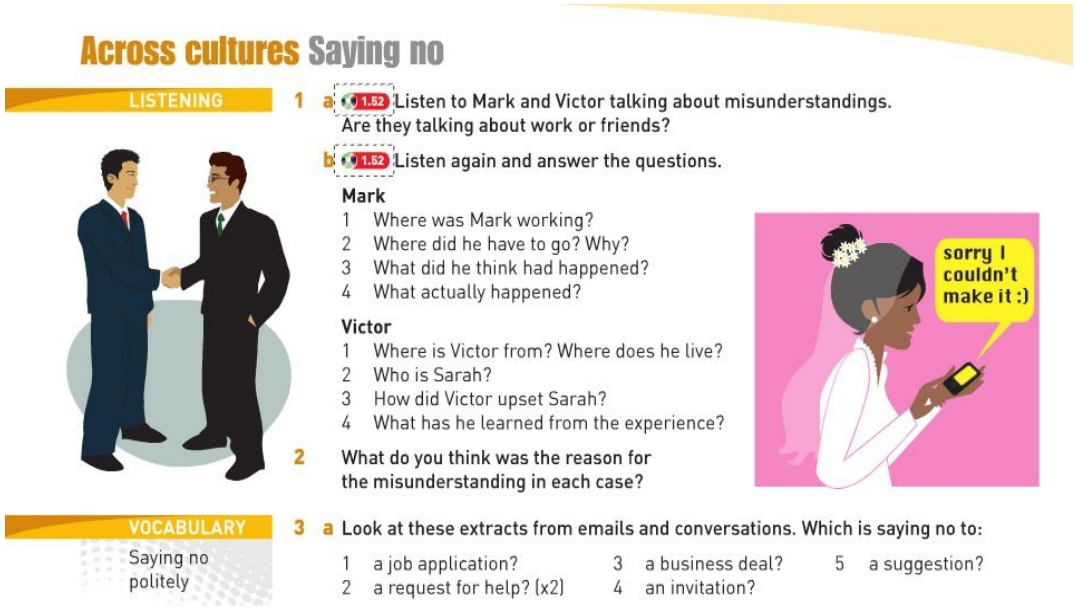
4 1.8 Listen to Federico talking about how he felt six months later. What cultural difference does he talk about?

VOCABULARY
Changes

5 Which sentences, A, B or C, are about:

1 a present situation?
2 a past situation?
3 a process of change?

Figure 8. Saying No



Across cultures Saying no

LISTENING

1 a 1.52 Listen to Mark and Victor talking about misunderstandings. Are they talking about work or friends?

b 1.52 Listen again and answer the questions.

Mark

1 Where was Mark working?
2 Where did he have to go? Why?
3 What did he think had happened?
4 What actually happened?

Victor

1 Where is Victor from? Where does he live?
2 Who is Sarah?
3 How did Victor upset Sarah?
4 What has he learned from the experience?

2 What do you think was the reason for the misunderstanding in each case?

VOCABULARY
Saying no politely

3 a Look at these extracts from emails and conversations. Which is saying no to:

1 a job application?
2 a request for help? (x2)
3 a business deal?
4 an invitation?
5 a suggestion?

Two samples from *Across Cultures* parts of each level were presented above. As it can be understood from them, Across Cultures is the part in which some necessary cultural differences are shown so that the awareness of students about different cultures could be increased; however, it is hard to say that all "Across Cultures" sections were prepared well and necessary. For example, the topic of one of them is "Tea". Is it really important to know about this difference? Or is the sample context given in "*Across Cultures: Saying no"* really multicultural?

The instructors generally find *Across Cultures* parts monotonous. The majority of the instructors think that *Across Cultures* sections are monotonous although half of that number of instructors does not agree on the statement and it is the fact that almost the same number of instructors does not think that multicultural elements or subjects are scattered to every section equally.

From those results, it can be inferred that monotonous Across Cultures sections must be scattered to all sections and with the help of most of texts, tasks, conversations and videos, multicultural contexts must be presented indirectly instead of giving these contexts only in a separated section and *Across Culture* part must be supportive sections for students who may not realize the multicultural contexts directly. Last but not least, there are "Across Cultures" sections in every unit of Starter Coursebook whereas there are these sections in every other unit of all other levels. Following this kind of design do not look sensible as well. The following table showing the result of item 26 (I) support this finding, too.

Chart 2. Answers given to Item 26 (I)

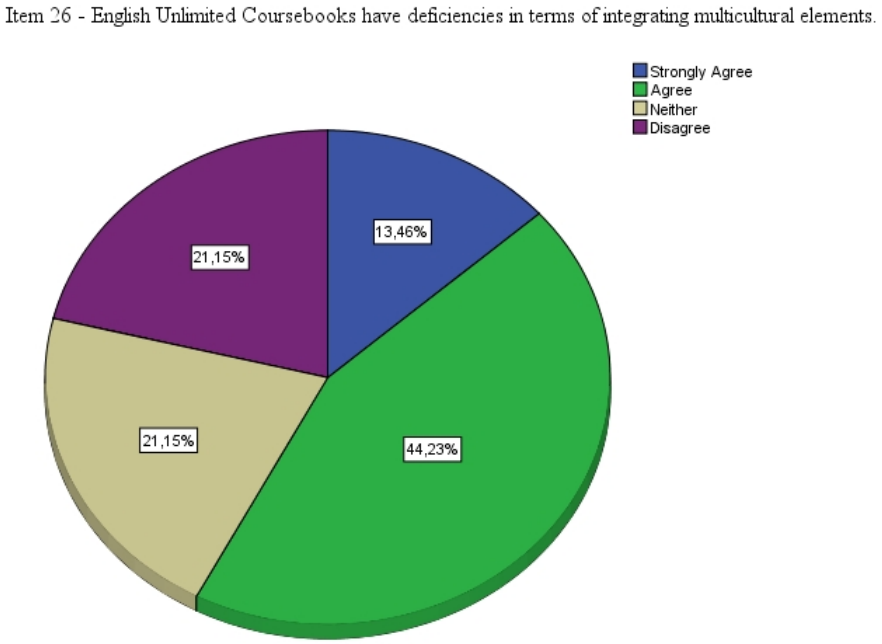


Table 30. Descriptive Statistics of Item 26 (I)

Item26 (I) - English Unlimited Coursebooks have deficiencies in terms of integrating multicultural elements.

N Valid	Mean	Mode	Std. Deviation	Minimum	Maximum	Sum
52	2,5000	2,00	,98020	1,00	4,00	130,00

The mean value of item 26 (I) is exactly same with the item 5 (I)'s. English Unlimited have serious problems for integrating multicultural contexts according to the instructors. It gives multicultural samples in separate sections which are call *Across Cultures* and they are thought to be monotonous and they cannot attract attention of the students enough although the students are eager to learn something new from other cultures. Thus, it can be said that English Unlimited must have more realistic multicultural context by integrating more cultural things to each other and giving place to these things in more sections instead of culturally-intensed sections.

Negative answers for item 3 are slightly more than positive answers and these answers are consistent with the thoughts of instructors. It seems that students do not enjoy doing *Across Cultures* parts and, similarly, instructors generally have the opinion that "Across Culture" makes the coursebook monotonous. However, it can be easily realized that students like doing parts containing multicultural contexts. They do not have problem to do parts containing multicultural factors, they just do not enjoy doing "Across Cultures", which can be called as the parts which focus on different cultures. As a result, the students prefer to do multicultural parts scattered to different parts of *English Unlimited* to do parts like "Across Cultures".

Finding 6

Table 31. Mean Comparison of Item 10(I), item 17 (I), item 19 (I), item 5 (S), item 8 (S) and item 20 (S)

	Mean	N	Std. Deviation	Sum
Item10 (I)	3,0577	52	1,01775	159,00
Item17 (I)	2,2885	52	,87080	119,00
Item19 (I)	2,5577	52	,84976	133,00
Item 5 (S)	3,3151	238	1,22451	789,00
Item 8 (S)	2,4874	238	1,21777	592,00
Item 20 (S)	2,3235	238	1,10253	553,00

Item 10 (I) - English Unlimited Coursebooks focus on mainstream cultures of English (English, American, Canadian etc.) instead of non-mainstream cultures (Nigerian, Turkish, Peruvian etc).
Item 17 (I) - Some cultures take place dominantly in English Unlimited Coursebooks. (e.g British, American, Korean etc.)
Item 19 (I) - Some cultures are ignored in English Unlimited Coursebooks or take place a little. (e.g African, Middle Asian, Middle Eastern etc.)
Item 5 (S) - I think that English Unlimited treat every culture included in it equally.
Item 8 (S) - Some cultures are emphasized more compared to some other cultures in English Unlimited.
Item 20 (S) - I think that some cultures are presented weaker than some other cultures.

When all mean values are taken into consideration, it is so clear that some cultures are in English Unlimited much more than some others. That situation is exactly not appropriate with equity pedagogy and it is not so humanistic. There can be a pragmatic purpose to give more places to the cultures of some developed countries like covering more population from the world or covering the most influencing countries more.
The results clearly show that Item 8 is agreed mostly whereas item 5 is not. That is, *English Unlimited* "fails the class" in equality. These results raise concern about one of the basic principle of multiculturalism. In other words, *English Unlimited* is not equidistant to every culture according to students. Item 20 completely support that inference as well. Students see that some cultures are weaker than others in *English Unlimited* even if that was not the intention of it.

Tables above reveal the results more clearly and unlike some instructors, most of the students have an opinion that some cultures, possibly, cultures called mainstream cultures like American, British and so on, are given more importance than some other non-mainstream cultures. At that point, another question comes to minds, what do the students, who are Turkish by a majority, think about the place of Turkish culture in *English Unlimited?* The answer of this question will be answered in the following findings.

It can be easily said that multicultural awareness, sensitivity and tolerance towards different cultures are important concepts for being a multiculturally competent person. To be able to obtain without living in a different society, multiculturalism must be included in teaching/learning English process, especially in coursebooks. The instructors and the students agree with that statement as well. It is seen that they can evaluate English Unlimited according to concepts mentioned above. Although English Unlimited has some strengths in terms of aiming to increase the awareness, sensitivity and tolerance of the students to other cultures, it has weaknesses at presenting cultures equally and in an enjoyable way. Its design was found monotonous because of "Across Cultures" sections. The answer of this research question will be given in recommendations for every finding.

What are the expectations of learners and teachers about multiculturalism in English coursebooks (English Unlimited for the study)?

The instructors and the students expect to see some points of multiculturalism more in the coursebook. Maybe, some of them are not even aware that they have some expectations from the coursebook in terms of multiculturalism. The following findings show what they expect and think about some important matters of this issue.

Finding 7

Table 32. Mean of Item 13 (I) and 11 (S)

Item 13 (I) and 11 (S)	Occupation	N	Mean
Students enjoy doing exercises containing multicultural factors. I enjoy doing exercises containing information from different cultures.	Instructors	52	3,1731
	Students	238	2,6723
	Total	290	

The means of the questionnaire exactly show that there is a considerable difference between the instructors and students. Kruskal Wallis Test for the item also supports that fact. This difference can be dangerous for English lessons because it means that the instructors are not aware that students enjoy doing exercises containing multiculturalism.

Table 33. Kruskal Wallis Test of Item 13 (I) and 11 (S)

	Chi-Square	df	Asymp. Sig.
Item13 and 11	8,063	1	,005

a. Kruskal Wallis Test

b. Grouping Variable: Occupation

Positive and negative responses of the instructors for this item are nearly equal although there are still more negative answers for it. The reason of this may be the general attitude of Turkish students in lessons. It is meant that Turkish students are not eager to learn English in lessons mostly. Nonetheless, it has been observed many times by the researcher that they enjoy talking about cultural things, especially, they really like comparing their cultures with other cultures which can be a disputable behaviour. It can be easily realized that students like doing parts containing multicultural contexts. They do not have problem to do parts containing multicultural factors. That result can be supported with the following table.

Table 34. Mean Comparison of Item 14 (I) and Item 11 (S)

	Mean	N	Std. Deviation	Sum
Item14 (I)	2,6538	52	1,02679	138,00
Item 11 (S)	2,6723	238	1,29334	636,00

Item 14 (I) - Students are interested in learning about other cultures.
Item 11 (S) - I enjoy doing exercises containing information from different cultures.

Although the instructors do not think that the student like doing exercises including multicultural contexts, they believe in that they like learning about other cultures. It indicates that the students do not like learning or doing something about multicultural contexts in a formal education environment. They just like learning something new about other cultures instead of the filling the blanks in the coursebook.

Finding 8

Table 35. Mean of Item 15 (I), 14(S) and 19 (S)

Item 15(I) andI tem 14(S)	Occupation	N	Mean
Students are attracted to lessons more when there is something seen/shared in Turkish culture.	Instructors	52	2,0192
My interest for learning language increases in the lessons including Turkish culture.	Students	238	2,4076
	Total	290	
Item 15 (I) and Item 19 (S)			
Students are attracted to lessons more when there is something seen/shared in Turkish culture.	Instructors	52	2,0192
Inclusion of Turkish or some other cultures in English Unlimited more motivates me	Students	238	2,3193
	Total	290	

Item 15 of the questionnaire for the instructors have the same meaning with two items from the questionnaire for students. The results of these comparisons shown above are really significant. The mean of item 15 of the instructors' questionnaire is 2,0192 and the other two items from the questionnaire of students' means are close to that value. These numbers indicate that the majority of the instructors and students support the statement.

Table 36. Kruskal Wallis Test of Item 15 (I) - Item 14 (S) and Item 15 (I) and Item 19 (S)

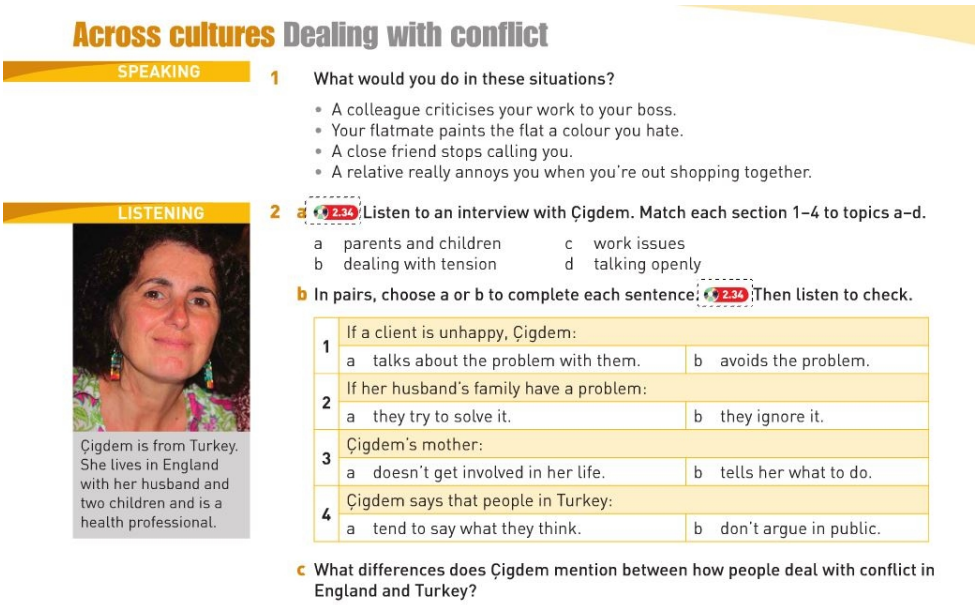
	Chi-Square	df	Asymp. Sig.
Item15 and 14	3,119	1	,077
Item15 and 19	2,077	1	,150

a. Kruskal Wallis Test

b. Grouping Variable: Occupation

Asymp. Sig Value of the item-pairs backs up the results shown in table 20. The answers of the instructors and students are exactly in the same direction. The following pages taken from English Unlimited are just some samples that the students really liked and were interested in doing them.

Figure 9. Dealing with Conflict



Across cultures Dealing with conflict

SPEAKING

1 What would you do in these situations?

- A colleague criticises your work to your boss.
- Your flatmate paints the flat a colour you hate.
- A close friend stops calling you.
- A relative really annoys you when you're out shopping together.

LISTENING

2 a 2.34 Listen to an interview with Çigdem. Match each section 1–4 to topics a–d.

a parents and children
b dealing with tension
c work issues
d talking openly

b In pairs, choose a or b to complete each sentence. 2.34 Then listen to check.

1	If a client is unhappy, Çigdem:	
	a talks about the problem with them.	b avoids the problem.
2	If her husband's family have a problem:	
	a they try to solve it.	b they ignore it.
3	Çigdem's mother:	
	a doesn't get involved in her life.	b tells her what to do.
4	Çigdem says that people in Turkey:	
	a tend to say what they think.	b don't argue in public.

Çigdem is from Turkey. She lives in England with her husband and two children and is a health professional.

c What differences does Çigdem mention between how people deal with conflict in England and Turkey?

Figure 10. Attitudes to family

Across cultures Attitudes to family

LISTENING

1 3.9 Listen to Patty, Quang and Çigdem talking about attitudes to family where they've lived. Who talks about:

a looking after parents in their old age?
b moving in with a partner before marriage?
c growing up with different ideas about family?

2 3.9 Listen again and answer the questions.

1 What does Patty say about children in Italy?
2 What does she say about children in Britain?
3 What does Quang say many Vietnamese families do?
4 What couldn't his friend Xuân do?
5 When do people leave the family home in Turkey?
6 What does Çigdem say many of her friends do?

Patty from Italy

Quang from Vietnam

Çigdem from Turkey

VOCABULARY

3 a What country are the people talking about in each sentence?

In these samples, there is a Turkish girl whose name is “Çigdem” and interestingly, students were so eager to do these exercises and talk about the subject just because there is a Turkish person in these parts of the coursebook.

As an answer to this question, it can be said that the students and the instructors expect enjoyable activities including many different cultures equally and adequately and the students also would like to see their native cultures more. Recommendations for these findings will be given in the next chapter.

As a recent English coursebook, does *English Unlimited* meet the global and local needs of language teaching/learning process and the expectations of learners and teachers in respect of multiculturalism?

The answer of this question covers all findings; however, some of them are more directly related to answer this question. Thus, they are presented in under this title. But, it is better to keep in mind that all findings and questions are interrelated with each other somehow.

Finding 9

Table 37. Mean of Item 22 (I-S)

Item 22 (I-S)	Occupation	N	Mean
English Unlimited Coursebooks include sufficient multicultural samples.	Instructors	52	2,9038
There are enough examples for multiculturalism.	Students	238	3,3824
	Total	290	

It is not possible to mention about a dominant answer for instructors for this item. But, the important point is not this for it. There is a significant difference between the answers of the groups, which is supported with the following Kruskal Wallis test.

Table 38. Kruskal Wallis Test - Item 22 (I-S)

	Chi-Square	df	Asymp. Sig.
Item22	8,396	1	,004

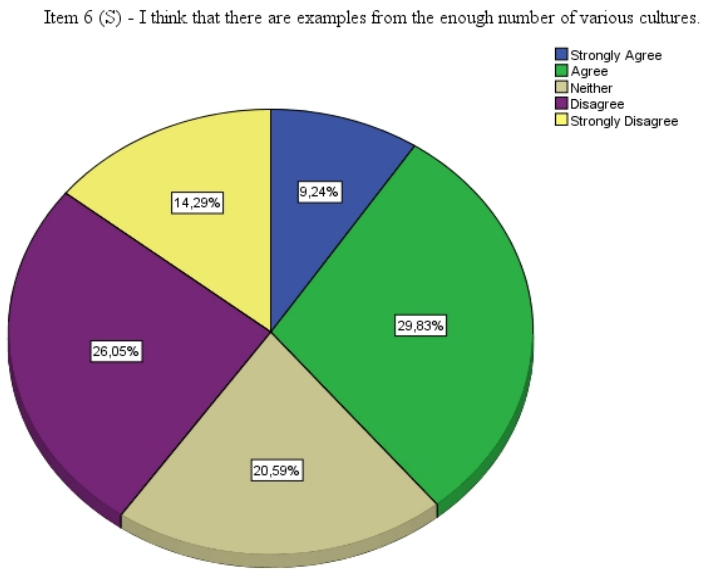
a. Kruskal Wallis Test

b. Grouping Variable: Occupation

Most students believe that there must be more examples for multicultural contexts. As far as it is seen, they are not satisfied with the amount of multicultural situations. But some instructors think that the number of multicultural samples is adequate. Whereas the students demand more samples for multiculturalism, how can some instructors, whose number is more than giving negative answers to this item, think that English Unlimited has enough samples? This finding shows that some instructors may have some deficient sides in terms multiculturalism and observing the demands of the students.

The number of samples can be sufficient or not. There is another question coming to minds. Are these samples taken from different culture equally? Item 6 of the questionnaire for student sought the answer of this question.

Chart 3. Descriptive Statistics of Item 6 (S)



As it is seen in the in the chart, the number of the students agreeing and disagreeing on the statement is almost same and the mean value is 3,05, which verifies this situation. That result is too risky for English Unlimited. Even students who have never been abroad found the number of cultures covered by the book is not sufficient. From this finding, a few other questions emerged. What cultures are given place in English Unlimited? Which cultures are ignored? Or how are these cultures represented? The following findings deduced from the other items will answer these questions.

Finding 10

Table 39. Mean of Item 24 (I) and 17 (S)

Item 24 and 17	Occupation	N	Mean
Turkish students cop a bad attitude towards English Unlimited Coursebooks because they think that Turkish culture is not reflected correctly.	Instructors	52	3,1538
I have some negative thoughts about English Unlimited because of the way of presenting Turkish culture.	Students	238	3,0420
	Total	290	

Both means are more than 3, which can be counted as positive result for English Unlimited, but it is notable that the means of the answers of the students are nearly 3. That is, there are students having a bad attitude towards the book because of the wrong reflections of Turkish culture as many as students who do not have any negative thought about the coursebook because of this reason. Fortunately, the attitudes of students are not as negative as expected by the researcher.

Table 40. Kruskal Wallis Test of Item 24 (I) and Item 17 (S)

	Chi-Square	df	Asymp. Sig.
Item 24 and 17	,279	1	,597

a. Kruskal Wallis Test
b. Grouping Variable: Occupation

Most of the instructors think that students do not have a negative attitude to *English Unlimited* because Turkish culture was not reflected appropriately. However, there are 20 instructors thinking that students have unfavourable attitude towards the coursebook and the number is really respectable and this situation is ominous for the coursebook. For example, some students protested against some figures shown in the coursebook, one of which is given as a sample below. They ask questions like "Why does this guy look like this?, Do they do this because he is Turkish?" and so on. Moreover, even some instructors mentioned about some wrong samples in *English Unlimited*. In a couple of tracks, Turkish people talk with Arabian accent(e.g English Unlimited – Pre-Intermediate pp.8). To be honest, that situation makes students lose their trust about *English Unlimited* and all cultural things shown in the coursebooks. The view of students about the place of Turkish culture in *English Unlimited* is so clear and exact and this sensitivity could cause some negative feelings and attitudes towards the coursebook.

Finding 11

Table 41. Mean of Item 30 (I) and Item 23 (S)

Item 30 and 23	Occupation	N	Mean
English Unlimited Coursebooks present realistic multicultural contexts.	Instructors	52	2,6731
I think that multicultural contexts are reflected realistically.	Students	238	3,0630
	Total	290	

The mean values of the questionnaires are significantly different for this item as well. However, it is beneficial to check Kruskal Wallis Test to prove the difference between answers.

Table 42. Kruskal Wallis Test – Item 30 (I) and Item 23 (S)

	Chi-Square	df	Asymp. Sig.
Item 30 and 23	6,156	1	,013

a. Kruskal Wallis Test

b. Grouping Variable: Occupation

The Asymp. Sig is less than ,05, so as the mean values indicate, there is a significant difference between answers of the instructors and students. The instructors suppose that multicultural contexts are realistic. Admittedly, the conversations must be so realistic and the text must be authentic but this is really hard to create in an English coursebook. However hard it is tried to provide, coursebooks have always some artificial sides because they cannot be conducted in real life. In other words, they are always applied in a controlled environment. Even so, *English Unlimited* can be counted as successful in most cases. The multicultural examples may not be lifelike but most of them are definitely realistic. On the other hand, Students look indecisive because the mean value is almost 3, it can be said that the answers are distributed to negative and positive sides nearly equally, there are still more negative responses though. The most probable thing causing students think that samples are not so appropriate is to see some wrong information or representation of familiar cultures in *English Unlimited* and it is possible that students, most of whom have never been in another country, found these kind of samples about Turkish culture. A couple of samples that may make the students think in that way are as follows.

Table 43. Mean Comparison of Item 30 (I), Item 13 (S), Item 18 (S) and Item 21 (S)

	Mean	N	Std. Deviation	Sum
Item30	2,6731	52	1,02366	139,00
Item13	2,4790	238	1,29164	590,00
Item18	2,7815	238	1,04061	662,00
Item21	2,7017	238	1,12849	643,00

Item 30 (I) - English Unlimited Coursebooks present realistic multicultural contexts.
Item 13 (S) - I think that Turkish culture is not reflected correctly.
Item 18 (S) - I think that stereotypes determined by English Unlimited for every culture do not reflect the truth all the time.
Item 21 (S) - I think that elements of multiculturalism are not reflected correctly.

Means of the items show how different the students and the instructors think about the multicultural contexts seen in the coursebooks. The answers of the students show that they do not trust in English Unlimited in some cases and this is possibly because of the reason mentioned above. Losing dependability is one of the worst things for English Unlimited because it may hinder the learning process. Fortunately, the students do not have bad attitude too much although they do not believe in stereotypes and samples in English Unlimited.

Figure 11. Sample for Wrong Representations in English Unlimited

Figure 12. Sample for Wrong Representations in English Unlimited

Finding 12

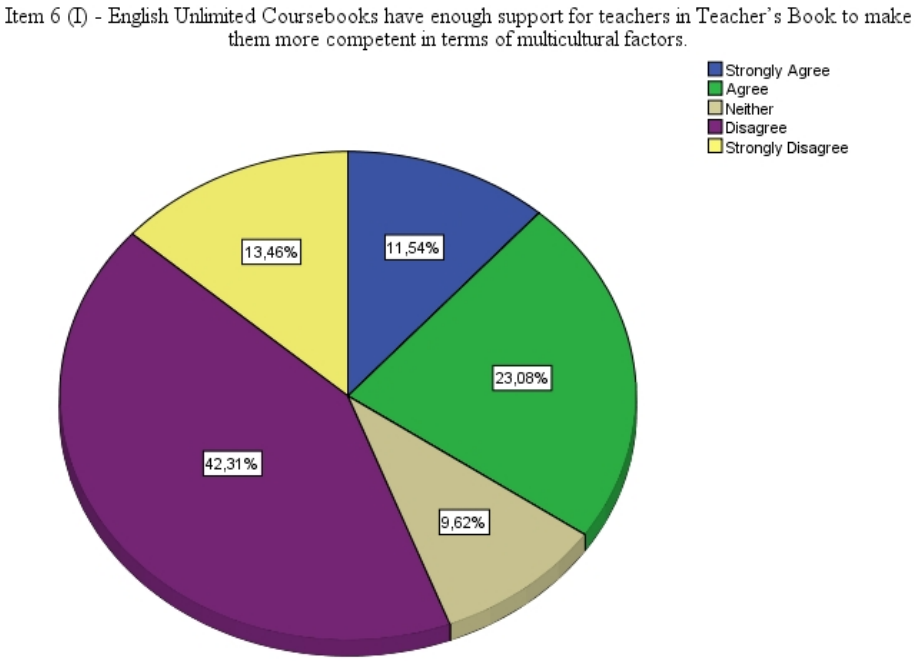
Multicultural education can be something hard to deal with. All these results and discussions in this study already prove this obviously. Under these conditions, the instructors need help or guidance sometimes. That need is so natural for dealing with something such complicated. So, where can the instructors meet this need of them? The first source they can get help from is Teacher's Book. The following results of the item 6 (I) demonstrated the thought of the instructors about the sufficiency of English Unlimited Teacher's Book for this purpose.

Table 44. Descriptive Statistics of Item 6 (I)

Item6 - English Unlimited Coursebooks have enough support for teachers in Teacher's Book to make them more competent in terms of multicultural factors.

N Valid	Mean	Mode	Std. Deviation	Minimum	Maximum	Sum
52	3,2308	4,00	1,27749	1,00	5,00	168,00

Chart 4. Answers given to item 6 (I)



Presenting various cultures in an English coursebook is inevitable nowadays. But, coursebooks must be managed by compatible teachers or instructors. Although teachers were educated for presenting multicultural subjects and situations, they may need some help. In that point, Teacher's Book must come into play with some useful notes and information about various cultures represented in a coursebook. *English Unlimited* has some short notes about multicultural classes; however, it is not definite that it really gives enough support to teachers about processing the exercises including multicultural factors.

Unfortunately, there are some supports for teachers; it seems that they are not enough for most of them. More than half of the instructors see English Unlimited Teacher's Book deficient. Because of this deficiency, some lessons cannot be done as required possibly.

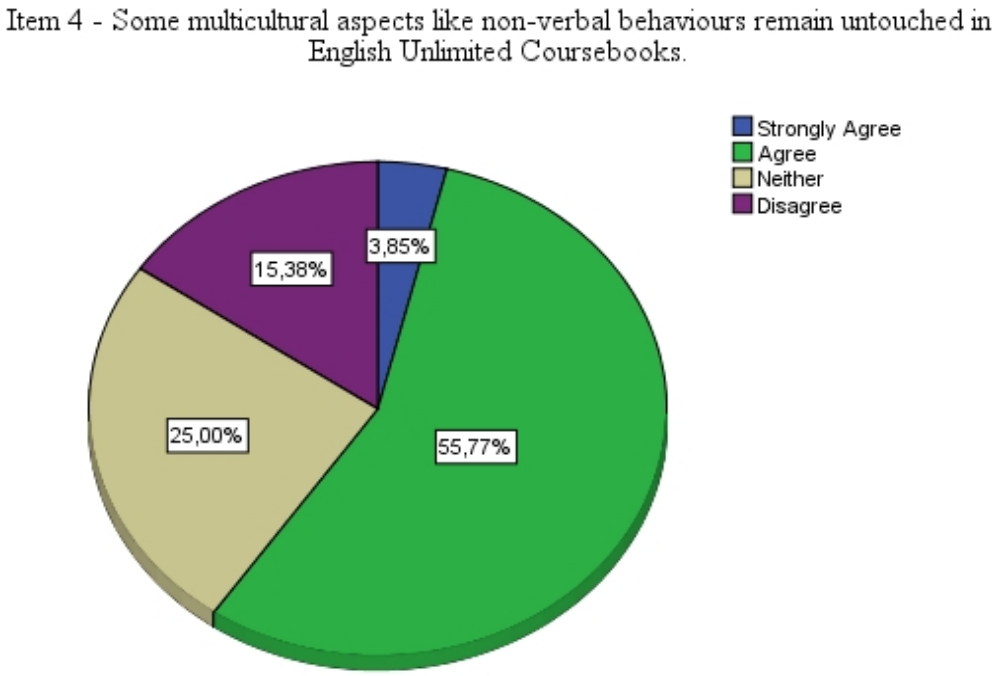
4.2.2.2 Items Related to Competences

These items were given above with the same title, but it is beneficial to examine the answers of the instructors in detail with pie charts. Although the value of descriptive statistics needed for the items were given place above, the value of mean for each item will be stated in the analysis. These items will be analyzed under the last research question of the study.

Finding 13

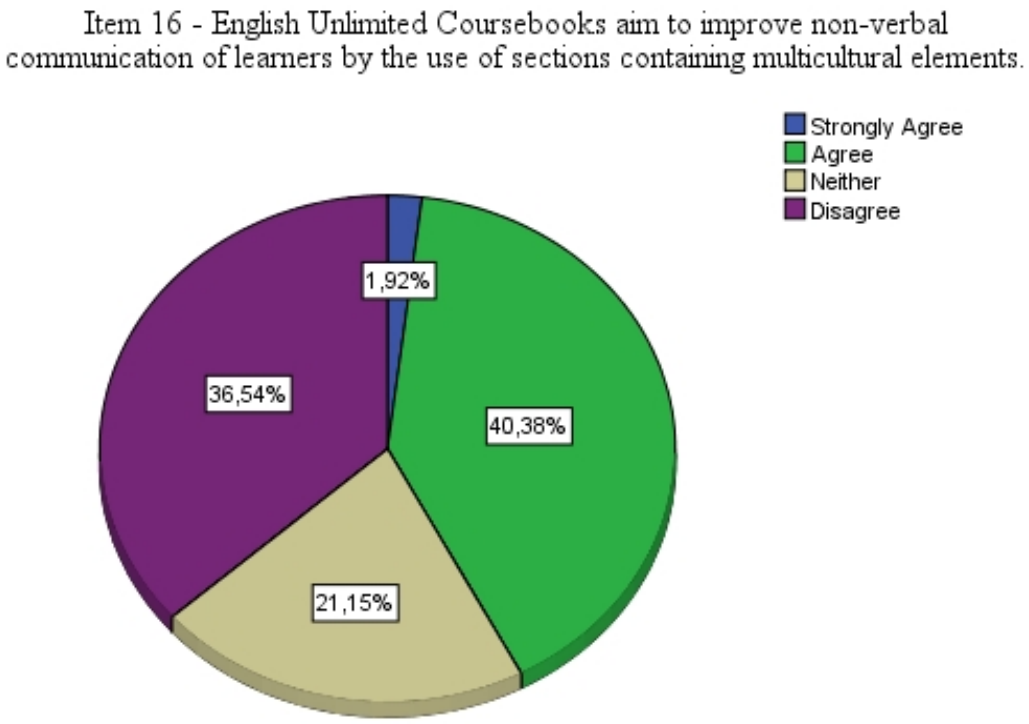
Semiotic competence and non-verbal behaviours, which are covered with semiotics, are needed to have multicultural awareness for students. Thus, they must be included in the coursebooks intensely. Unfortunately, the results below do not show that English Unlimited gives importance enough to semiotics and non-verbal behaviours. To support the results, item 4, which belongs to another category, is used as well because it is not only about the content but also about non-verbal behaviours, namely, semiotics.

Chart 5. Answers given to Item 4 (I)



More than half of the instructors find *English Unlimited* weak at non-verbal behaviours, which are substantial for communicating well. Nonetheless, it cannot be denied that *English Unlimited* has some attempts to teach non-verbal behaviour. The following pie chart supports that English Unlimited aims to improve non-verbal communication.

Chart 6. Answers given to Item 16



Even though there are a few more instructors thinking that English Unlimited aims to improve non-verbal communication of the students, the number of instructors who think that non-verbal behaviours remains untouched much more than that number. Nevertheless, it cannot be said that *English Unlimited* never includes non-verbal behaviors as the following samples are included in *English Unlimited*.

Figure 13. Greetings

Figure 14. Personal Space

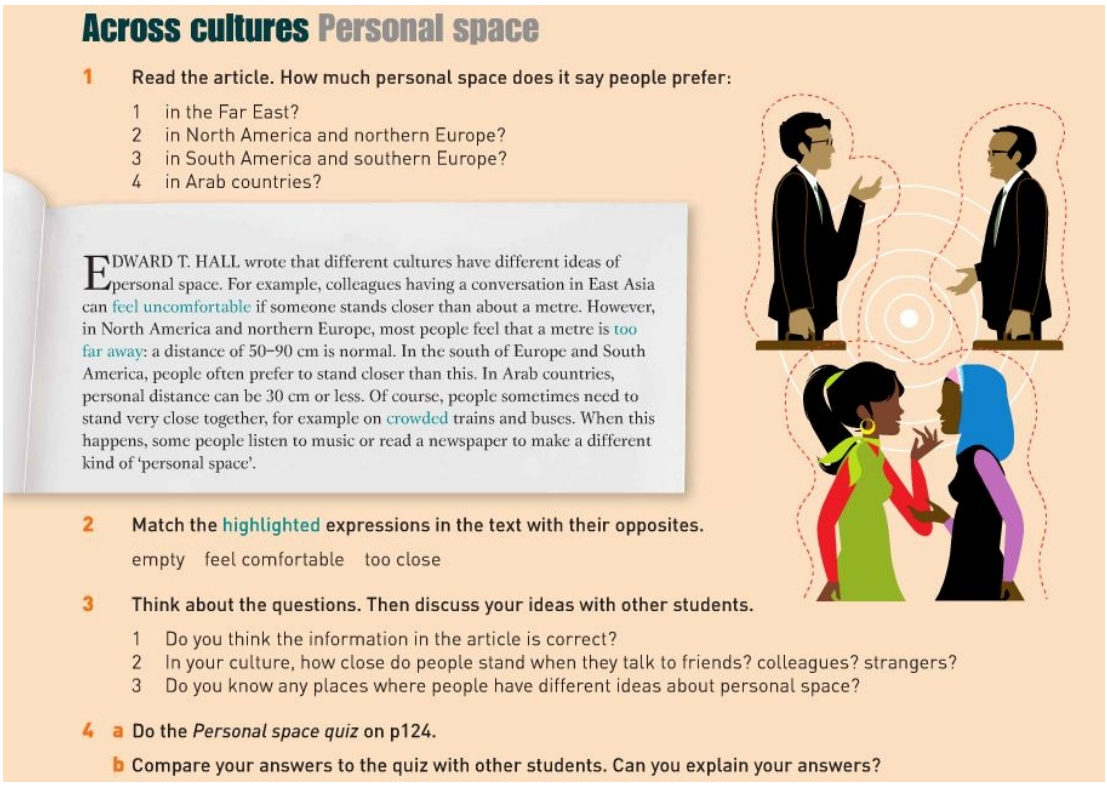


Figure 15. Gestures

Across cultures Gestures

1 Where you live, do people use gestures to communicate these things? What are they? Talk in groups.

1	Hello.	11	Stop!
2	Goodbye.	12	Be quiet.
3	Yes and no.	13	What's the time?
4	I don't know.	14	It's good.
5	I'm not sure.	15	It's bad.
6	Come here.	16	It's a secret.
7	I'd like the menu.	17	He's crazy.
8	I'd like the bill.	18	He's rich.
9	OK, I understand.	19	Thank you.
10	Please wait.	20	Sorry.

2 **a** 2.50 Listen to Pete talk about a gesture he saw when he lived in Egypt.

1 Did he understand the gesture?
2 What does it mean?

b Read the script on p152 to check.

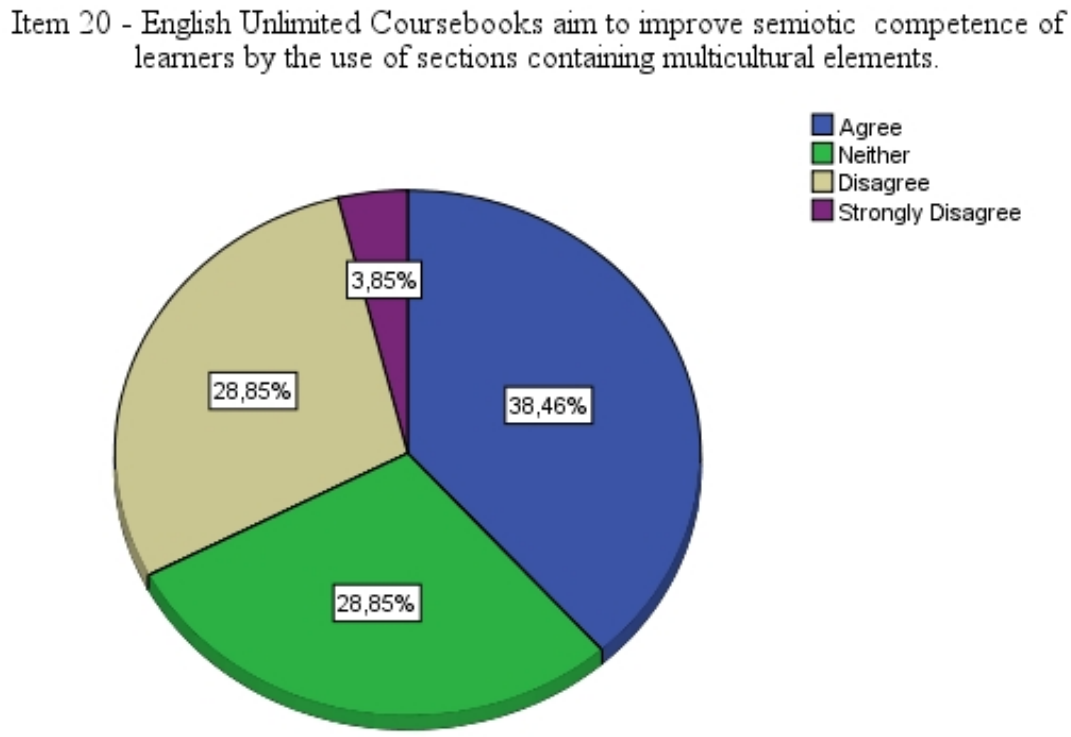
3 Ask and answer the questions together.

1 Have you ever had an experience like Pete's?
2 Do you know any different gestures from other countries or places you've visited?
3 Do you think people where you live use a lot of gestures when they speak?

These samples do not mean that *English Unlimited* gives necessary importance to non-verbal behaviour, which can vary from cultures to culture dramatically. Thus, the results of Item 4 are so reasonable. It is highly likely that the results of item 16 were caused because of these limited parts of *English Unlimited*. Still, it is needed to give the devil his due. *English Unlimited* really has some parts spared for non-verbal behaviours even if just a pinch.

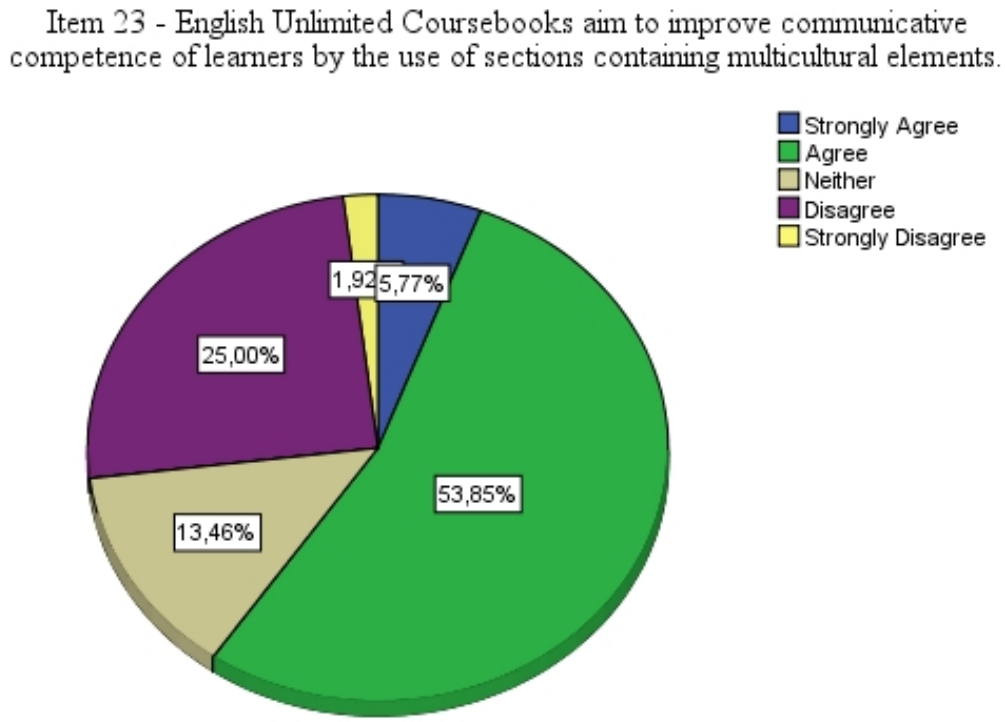
Other important factors to be placed emphasis are competences which are directly related with multicultural sufficiency of students. Communicative and semiotic competences are paid regard. Surely, they are not the only competences needed for being a good communicator. The point to choose just two of them is, they are the ones which can be included in English coursebooks.

Chart 7. Answers given to Item 20



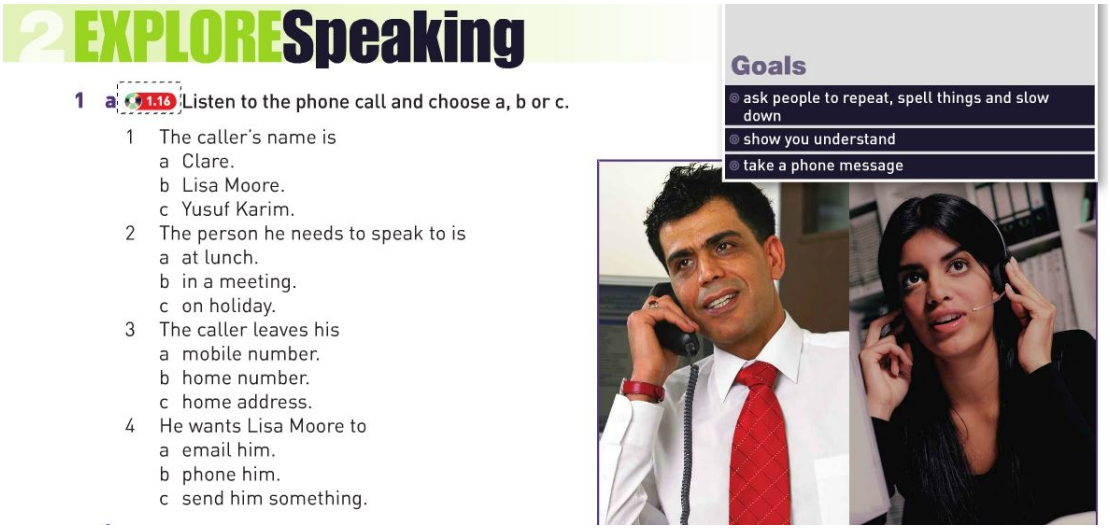
Semiotic competence is a term which is not known by many educators. Hence, there is a limitation about this item. Some instructors may not have understood what is asked in this item. Even if it is, the answers must be taken into consideration carefully. When the answers are examined; unfortunately, the general tendency of the instructors is indecisive about the place of semiotic competence in *English Unlimited*. Notwithstanding, some recommendations will be done in the next chapter about this issue.

Chart 8. Answers given to Item 23



The tendency of the instructors is different and most of them have an idea about whether communicative competence is improved in *English Unlimited* or not. This is probably just because they are familiar to communicative competence as a term. The number of instructors who agrees or strongly agrees doubled the number of instructors who disagree or strongly disagree. This result shows that *English Unlimited* aims to improve the communicative competence of students as well. The samples below are some parts from *English Unlimited* in which the goal is to develop communicative competence of students.

Figure 16. Explore 1



2 EXPLORE Speaking

Goals

- ask people to repeat, spell things and slow down
- show you understand
- take a phone message

1 a 1.16 Listen to the phone call and choose a, b or c.

1 The caller's name is
   a Clare.
   b Lisa Moore.
   c Yusuf Karim.
2 The person he needs to speak to is
   a at lunch.
   b in a meeting.
   c on holiday.
3 The caller leaves his
   a mobile number.
   b home number.
   c home address.
4 He wants Lisa Moore to
   a email him.
   b phone him.
   c send him something.

Figure 17. Explore 2

1 a 1.38 Listen to a conversation between Tony and Valérie.

1 Why's Valérie in Vancouver?
2 What does she do?

b Do you think they have a friendly conversation? Why? / Why not?

2 Read the conversation.

1 How many questions does Tony ask?
2 Which highlighted expressions in the text are used:
   a to show interest? *So ...*
   b to add extra information? *Actually, ...*
3 Underline the extra information Valérie gives in her answers.

3 a In pairs, write the next five lines of Valérie and Tony's conversation.

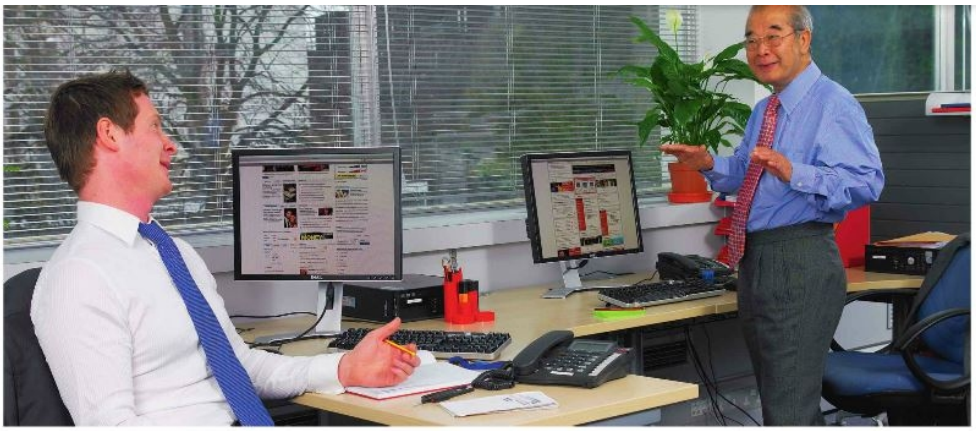
b Compare your conversations with another pair. Were your ideas the same or different?

4 a Think of four questions for starting a conversation. Use the

VALÉRIE Good morning, can you take me to the Holiday Inn, please?
TONY Sure. Which one?
VALÉRIE The one on Broadway, please.

TONY So, what brings you to Vancouver?
VALÉRIE I have some old friends here. Actually, we were at university together.
TONY So it's not your first time here?
VALÉRIE Oh, no. I visit every three or four months.
TONY Right. So you like it here?
VALÉRIE Yes. In fact, I'd really like to

Figure 18. Explore 3



1 a 1.17 Listen to three conversations Eric has on the same day. Who's he talking to in each conversation?

1 a friend 2 a colleague 3 a stranger

b 1.17 Listen again. What's each conversation about?

c Read conversations 1–3 to check.

2 a Which highlighted expressions do the speakers use to:

1 ask for clarification?
2 clarify what they're saying?

b Add these expressions to group 1 or 2 above.

1

KEN … and then everyone will be able to get on with their work and not lose concentration every time they get emails.
ERIC Do you mean people aren't working hard enough?
KEN No, what I'm trying to say is people want to work and they want to work hard but they can't because they're always getting emails from …

2

TICKET INSPECTOR Well, the thing is, sir, a train's broken down on the line, so there are no trains leaving from here.
ERIC Are you saying I can't use my ticket?
TICKET INSPECTOR No, I'm saying there are no trains going

Figure 19. Explore 4

1 Discuss the questions.

1 Do you socialise a lot with people from your work or studies?
2 What are the advantages and disadvantages of socialising with colleagues?

2 a 1.40 Listen to a conversation between two friends, António and Don. Who's Pam? How's she feeling about the next day?

b 1.41 Now listen to Pam. Did her meeting go well?

3 a Complete the expressions from conversations 1 and 2 with these verbs in the correct form.

say (x3) mention (x2) talk (x2)

1 Yeah, she _____ that. I think she's pretty nervous actually.
2 You never _____ her before.
3 I've forgotten what we were _____ about.
4 Weren't you _____ about the diagrams?
5 What were you _____?
6 I was just _____ that Pam's quite nervous.
7 As I was _____, we really need to …

b Check in conversations 1 and 2.

4 Complete Don and Pam's conversation with expressions from 3a. Then practise it.

DON So, how did it go, Pam?
PAM Oh, it was awful. I really messed it up.
DON Really? António said you were good. Oh, and he

refer to an earlier topic or conversation

António and Don

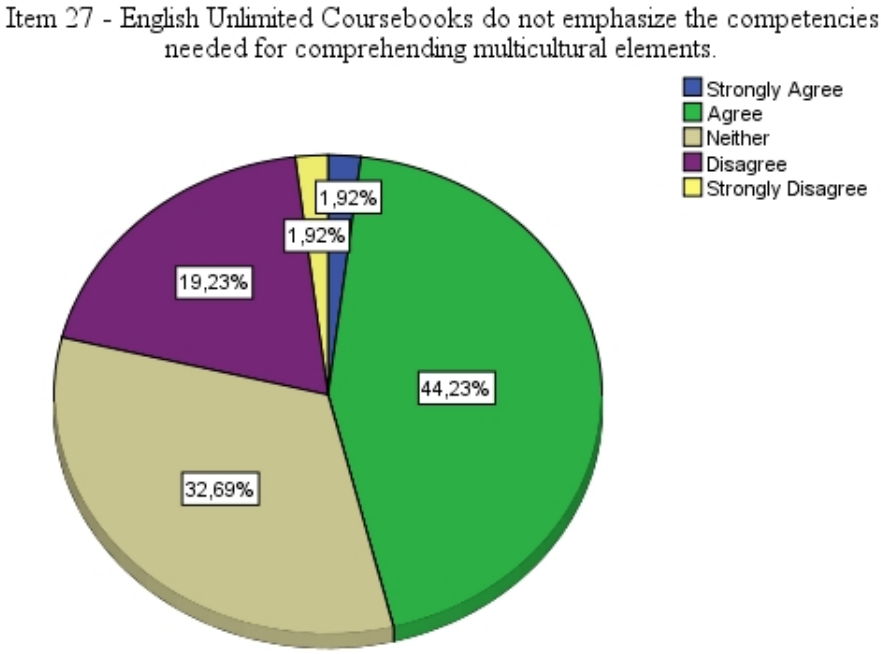
Pam in a meeting with António and her new colleagues

1

DON Erm, have you got somebody called Pam starting at your office tomorrow?
ANTÓNIO Yes, actually. She's the new head of HR.
DON Yeah, that's right. Well, she's my new girlfriend!
ANTÓNIO What? You never mentioned her before.
DON Well, you know, we haven't been seeing each other very long.
ANTÓNIO So, what's she like?
DON Well, I think she's amazing, of course. I hope you'll like her.
ANTÓNIO I'm sure I will. We're having a meeting tomorrow so she can get to know everyone.
DON Yeah, she mentioned that. I think she's pretty nervous actually.

It is notable that nearly every person included in the parts called “Explore Speaking or Writing” is from different cultures. In these parts, there are highlighted expressions used in specific cases in common and the purpose of these parts is to teach learners how, where and why they can use these highlighted expressions. That is, *English Unlimited* pays regards to components of communicative competence like grammatical competence, sociolinguistic competence, strategic competence and discourse competence. This comment absolutely would be true, if the result of item 27 were different.

Chart 9. Answers given to Item 27



It indicates that *English Unlimited* contains some components of competences; however, they are not emphasized as it is required. Absolutely, taking such a lot of negative comments about semiotic competence and overall attitude towards competences is way out of line for a coursebook like *English Unlimited* which is a contemporary material caring four skills and communicative needs of learners.

All findings contribute to answer the last question of the research but some of them are related with it more closely. According to these findings, the expectations of the instructors and the students can be summarized as they expect to see more multicultural samples from different cultures. These samples must be accurate and unbiased and must be presented in a multiculturally realistic context. Last but not least, the instructors expect to be supported by the Teacher's Book much more and they think that English Unlimited has serious deficiencies in regard to non-verbal samples from different cultures and semiotics.

All research questions and their findings have connection with each other exactly even though they were presented under different title or research questions. The analysis of the items and the evaluation of the data clearly show the links between all research questions and findings.

In the light of 13 major findings obtained after the data analysis process of the study, some recommendations will be given in the last chapter. These recommendations will be divided into 13 just like the findings and some ideas and several examples will be shared and offered for improving English Unlimited or similar coursebooks.

CHAPTER V

CONCLUSION

5.1 SUMMARY AND RECOMMENDATIONS FOR FINDINGS

English Unlimited is published by Oxford University Press in 2010 for the first time. Because it is such a new coursebook, it must contain all needs of modern times and fulfil the expectations of learners and teachers. Even though it cannot include all needs of modern times and cover the expectations of learners and students, it cannot be claimed that it does not have any positive sides. In fact, it has positive sides as well as negative ones. English Unlimited exactly cares about multiculturalism, it contains many multicultural conversations, picture and texts from different cultures; moreover, it has a part called *Across Cultures.* Giving importance to multiculturalism for a contemporary coursebook has to be indispensable. However, it has deficiencies in design, content and function multicultural elements. The recommendations for these deficiencies are given below by following the order of the findings.

Finding 1

In relation to the other findings about the thought of the students about the samples from English Unlimited, the students do not think that they can communicate with other people from different cultures after they learn English by using English Unlimited. It is though that the reason of this opinion can be the wrong samples and monotonous design of English Unlimited. First of all, the students need to think that the coursebook has useful and accurate information. Secondly, English Unlimited should present these situations in a realistic way offering students to practice similar situations. Even though type of information they get from English Unlimited is seen as essential by the students and they are really interested in learning about other cultures, they still do not think they can be communicate with people around the world easily. This result is really too bad for English Unlimited. Some recommendations to overcome these problems are offered in this last part of the study.

Another important point to be considered is that the more of the instructors think that the students were even not aware of the place of multiculturalism at the end of the year. This is not only the fault of English Unlimited, but also the instructors are guilty for this. They should have attracted attention of the students to important cultural points and, in time, they would not need to be directed to learn cultural factors presented in English Unlimited. But, possibly, the instructors were not aware of the place of multiculturalism in English Unlimited, either. That is not acceptable for an instructor who has been taught to teach even in multicultural classrooms; but they are not the only one who is to be blamed. The coursebook should have had some places to guide the instructors in terms of multiculturalism because multicultural situations can be too complicated to manage from time to time. The following finding is about this issue.

Finding 2 & 3

Multicultural awareness of students must be “awaken” and the tolerance and sensitivity of students towards other cultures must be increased. English Unlimited, supposedly, tries to do these things already but in some cases the samples, conversations, videos and activities are so artificial that student could never understand that there were multicultural contexts.

To be able to do develop multicultural activities, some extra materials that will be guided by instructors can be added to English Unlimited. Classrooms can be decorated with photos from different cultures to attract attention of students. These photos can include information about the cultures so that the multicultural awareness of student can be developed in a peripheral way. A session can be conducted on cultural etiquette to help students learn how their negative thought can be offending or harmful. All materials needed for these activities could be provided by English Unlimited. Lastly, they could create and share some link of multicultural chat room in which students from different regions of the world can meet and learn about each others’ cultures.

Finding 4

English Unlimited mostly focuses on differences. It is reasonable to give places to differences instead of similarities for increasing the awareness of students. Yet, in that way, the awareness of students comes short because they cannot be aware of the similar sides of cultures. It is clear that all people have sympathy to someone who shares something similar with them. Levelly, both similarities and differences of cultures must be included in English Unlimited not to alienate students from other cultures.

Finding 5

The most obvious problematic point in English Unlimited is its design. Some instructors and many students think that multicultural elements need to be scattered to all sections of English Unlimited; in contrast, English Unlimited focuses on multicultural elements in parts separated for this purposes. The first thing to be done to overcome this problem is to include multicultural elements in all sections more or else without making students bored. Saricoban and Caliskan (2011) suggested several other ways for this issue:

> "Too much cultural information in the class may be boring for the students. Thus, the planning part is very crucial for a successful class both for the teacher and for the students. Students want to learn the target culture and instead of coursebooks, they want to learn cultural information with realias, in pictures and videos." (p. 13)

That means, the number of cultural pictures must be increased and the video in classware must be more realistic and include conversations instead of monologues.

Finding 6

Intentionally or not, some cultures are given more importance than others. Maybe, in that way, it could be thought that more people from the world could be covered in the coursebook but the aim should have been to present samples from as many cultures as possible. The way English Unlimited follows disturbs the students and they question the coursebook whether it has some negative thought about other cultures or whether some cultures are shown as inferior or not. The researcher strongly believes that English

Unlimited has no intention like these but there is another fact that there are some countries included in it much more. Instead of focusing on the cultures of countries whose population are really high, they could give much more samples from different cultures to increase the world knowledge and awareness of the students and expand their visions.

Finding 7

The students were surprisingly interested in learning about other cultures but even the instructors were not aware of this or they had some prejudgements about the attitudes of the students. They really like learning about them but they do not want to this by doing exercises. English Unlimited could contain some parts from documentaries, movies or books that will make students feel as if they were not doing exercises. Also, more speaking and role-play activities could be used as well. In this type of activities, students can act like someone from another culture after they read information about it so that they can empathise with people from other countries. Also, they can experience what they would do if they talked to these people even if it would not be as beneficial as real experiences. In addition to these, some tests containing information from other cultures can be applied to students in an enjoyable way like a cultural competition. The answers of these tests could be given to the students with videos through which they will see real contexts of the cultures they learn something about. These samples can be diversified; the main purpose is to make education environment enjoyable and beneficial for not only learning English but also gaining multicultural competence and awareness.

Finding 8

The results of the questionnaires show that students want to see their culture more in English Unlimited. Even though they already live in this culture, they have sympathy to English Unlimited whenever they see something or someone from their culture. To keep students motivated about this matter, some videos including somebody talking about culture of students and ask questions to them. It can be clearly seen that student would

love if the coursebook has a similar section. English Unlimited could have used that "weapon" in a wise way. It is obvious that the students are much more motivated when they see their native culture. So, English Unlimited could have some unique publications according to regions. In these different publications, they can give more places to the culture of the students who will learn English from the coursebook. When the students focus on the lesson whenever they see something from their cultures that means they focus on other cultures which are included in English Unlimited.

Finding 9

The number of samples from different cultures is not enough according to the students. It is certain that English Unlimited is not a book to only teach cultures, but if the students think that they are not sufficient, how can these samples from different cultures be seen as unnecessary? English Unlimited could easily increase the number of samples by giving interesting fact from many different cultures but it needs to do this in an unbiased way.

Finding 10 & 11

Another remarkable issue is, English Unlimited contains wrong samples from other cultures. Students and instructors could only understand that when they hear a Turkish person who was talking with an Arabian accent and this mistake made students doubt about all other samples given in the coursebook. Some students even had a bad attitude towards to English Unlimited and its samples after they heard the examples give above. When students lose their belief to a teacher or a coursebook, it is so hard to make them trust in them again. If they lose their respect and belief to the learning material, that will make the learning process much harder for both teachers and instructors. Because of these reasons, everything in the coursebook has a great importance for teaching/learning process. Thus, while preparing tracks, videos and images, all features of cultures must be taken into consideration and none of the cultures must be presented stronger, better or weaker in one way or another. English Unlimited has to be much more diligent by take every kind of reaction into account.

Finding 12

English Unlimited nearly does not have anything to support teachers about multicultural environments or multicultural activities. Under these conditions, developing awareness, sensitivity and tolerance for other cultures do not seem possible. Guide of the classroom, with other words, teachers need to take an active role in this process but, surely, they need to be educated for these purposes or, at least, they need to be supported by Teacher's Book with the plenty of information about other cultures and the ideas for attracting attention of students to multicultural activities in English Unlimited.

Finding 13

English Unlimited contains some non-verbal behaviours, but when they are compared to the frequency of their uses in daily life, they are really not enough to meet the needs of students in this regard. Having more sections containing non-verbal behaviours would also give chance students to have kinaesthetic activities. In conjunction with this matter, signs and symbols are ignored in English Unlimited on a large scale and ignoring such important and common things in life like semiotics does not seem considerable.

It cannot be denied that English Unlimited pays attention to competences, especially communicative and pragmatic competence. There are parts called "Explore Speaking and Writing" and these parts clearly show some samples prepared to improve competences. Yet, is it true to restrict them to specific parts of the coursebook. Even though there are indications of competences in other parts as well, they are functionless as long as students are not aware of the place of multiculturalism in English Unlimited.

Students seek to use whatever they learn in English lessons but, unfortunately, most of the students have never been to abroad till now. That circumstance causes students thinking that multicultural information is useless for them. In this age, this point of view is not acceptable. For preventing this kind of problems, the authors of English Unlimited could have created some chat rooms where students using English Unlimited

all around the world could have met and asked questions to the people directly. That would contribute to their all competences for being a qualified communicator.

Some deficient points easily seen in English Unlimited were mentioned in this chapter and some recommendations to be easily done were offered to overcome and cover these deficiencies. The final opinions about the place of multiculturalism in English Unlimited and the study will be expressed in "Conclusion".

5.2 CONCLUSION

It is inevitable for a person to learn the culture of the language he tries to learn. Everybody who is interested in teaching English knows that this culture is called as the target culture. But, which culture will be learnt or taught if the language tried to be learnt is English. Altay (2005) touched on this issue:

> "No doubt culture should be taught while teaching a foreign language. On the other side, when English language is the core of the question, which language should be considered as the target language? English (British?), American, Australian, New Zealandian or other cultures? Today English is spoken all over the world. Half of the world mail is in English. So, is there any specific culture to handle while teaching it? The answer is not clear, but most scholars agree on the point that the culture of the countries where this language is spoken as mother tongue should be considered so as to teach. However, there may be a more heated discussion on this issue in the future." (p. 181)

As Altay said, there are more heated discussions and they are fired up by multiculturalism. Today, the answer of the question asked above is clearer. Thus, the cultures of other countries are much more important than ever. Alptekin (2002) supported this alteration with these words:

> It is time for ELT (English Language Teaching) to consider the implications of the international status of English in terms of appropriate pedagogies and instructional materials that will help learners become successful bilingual and intercultural individuals who are able to function well in both local and international settings." (p. 63)

Because of that, coursebooks like English Unlimited have to include multiculturalism. So, what is the answer of the last research question? It is beneficial to answer that question shortly and directly here although all answers of the research questions of the study can be found in the study.

English Unlimited tries to meet the needs of students and teachers in terms of multiculturalism locally and globally. Yet, it is hard to advocate that it is sufficient for them. Unfortunately, it has to be improved and developed in some ways. The points needed to be promoted were mentioned throughout the study and some recommendations to overcome those points were offered. In any case, English Unlimited is a coursebook caring the recent needs of learners and teachers and it has some positive sides for providing them with what is needed to be multiculturally competent. English Unlimited may have some serious short-coming sides for now, but that does not change the fact that it is on the right road to be a coursebook which may be multiculturally optimal.

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APPENDIX A

Questionnaires for Instructors

THE QUESTIONNAIRE FOR MULTICULTURALISM IN *"ENGLISH UNLIMITED COURSEBOOKS"*

Demographic Characteristics

Gender: _____

Years of Teaching Experience: _____

Years of Teaching Experience by using *English Unlimited*: _____

Instructions: Please rate how strongly you disagree or agree with each of the following statements by circling the appropriate number.

(1=strongly agree; 2=agree; 3=neither; 4=disagree; 5=strongly disagree)

1. English Unlimited Coursebooks promote the awareness of students in terms of multiculturalism.

① Strongly Agree	② Agree	③ Neither	④ Disagree	⑤ Strongly Disagree

2. Multicultural topics in English Unlimited Coursebooks encourage learners to analyse other cultures.

① Strongly Agree	② Agree	③ Neither	④ Disagree	⑤ Strongly Disagree

3. English Unlimited Coursebooks contain cultural elements whose aim is to develop multicultural awareness of learners.

① Strongly Agree	② Agree	③ Neither	④ Disagree	⑤ Strongly Disagree

4. Some multicultural aspects like non-verbal behaviours remain untouched in English Unlimited Coursebooks.

5. Introducing multicultural elements explicitly in separated sections (e.g., *Across Cultures* sections) makes English Unlimited Coursebooks monotonous.

6. English Unlimited Coursebooks have enough support for teachers in Teacher's Book to make them more competent in terms of multicultural factors.

7. English Unlimited Coursebooks refer to various cultures adequately to make students acquire multicultural awareness.

8. English Unlimited Coursebooks motivate students to think about cultural stereotypes critically.

9. The design of English Unlimited Coursebooks aims to develop the sensitivity and tolerance of students towards other cultures.

10. English Unlimited Coursebooks focus on mainstream cultures of English (English, American, Canadian etc.) instead of non-mainstream cultures (Nigerian, Turkish, Peruvian etc).

11. English Unlimited Coursebooks stress differences between cultures instead of similarities of them.

12. Multicultural elements are seen in every section of English Unlimited Coursebooks.

13. Students enjoy doing exercises containing multicultural factors.

14. Students are interested in learning about other cultures.

15. Students are attracted to lessons more when there is something seen/shared in Turkish culture.

16. English Unlimited Coursebooks aim to improve non-verbal communication of learners by the use of sections containing multicultural elements.

17. Some cultures take place dominantly in English Unlimited Coursebooks. (e.g British, American, Korean etc.)

18. English Unlimited Coursebooks make students constitute prejudgements about other cultures instead of awareness and tolerance.

19. Some cultures are ignored in English Unlimited Coursebooks or take place a little. (e.g African, Middle Asian, Middle Eastern etc.)

20. English Unlimited Coursebooks aim to improve semiotic[1] competence of learners by the use of sections containing multicultural elements.

[1] Semiotic Competence is the ability to interrelate the underlying structure of concepts to the surface grammar and vocabulary that reflects them.

21. Students are eager to learn because they see that English is not only spoken by native speakers but also by many other nations in different cultural contexts.

22. English Unlimited Coursebooks include sufficient multicultural samples.

23. English Unlimited Coursebooks aim to improve communicative competence of learners by the use of sections containing multicultural elements.

24. Turkish students cop a bad attitude towards English Unlimited Coursebooks because they think that Turkish culture is not reflected correctly.

25. Students are aware of the place of multiculturalism in English Unlimited Coursebooks.

26. English Unlimited Coursebooks have deficiencies in terms of integrating multicultural elements.

27. English Unlimited Coursebooks do not emphasize the competencies needed for comprehending multicultural elements.

28. English Unlimited Coursebooks have a systematic design to enhance multicultural knowledge and awareness of learners.

29. Students think that English is a world-language when they see that it is used by many different cultures as the means of communication.

30. English Unlimited Coursebooks present realistic multicultural contexts.

APPENDIX B

Questionnaires for Students

ENGLISH UNLIMITED DERS KİTAPLARINDA ÇOKKÜLTÜRLÜLÜK ANKETİ

Demografik Özellikler:

Cinsiyet:

Yaş:

Memleket:

Hiç yurtdışında bulundunuz mu? Bulunduysanız, ne kadar süre ile bulundunuz?

Talimatlar: Lütfen aşağıdaki ifadelere ne oranda katıldığınızı veya katılmadığınızı uygun sayıyı daire içine alarak belirtiniz. (1=kesinlikle katılıyorum; 2=katılıyorum; 3=emin degilim; 4=katılmıyorum; 5=kesinlikle katılmıyorum)

1. English Unlimited'ın çokkültürlülük bakımından farkındalığımı artırdığını düşünüyorum.

① ② ③ ④ ⑤

2. English Unlimited ile İngilizce öğrenmeye başladığımdan beri diğer kültürleri daha çok incelemek istiyorum.

① ② ③ ④ ⑤

3. English Unlimited'da bulunan "Across Cultures" kısımları çok ilgimi çekiyor.

① ② ③ ④ ⑤

4. English Unlimited'da farklı kültürlerden gösterilen öğelerin gerçeği yansıtmadığını düşünüyorum.

① ② ③ ④ ⑤

5. English Unlimited'ın kitapta yer verilmiş tüm kültürlere eşit mesafede yaklaştığını düşünüyorum.

① ② ③ ④ ⑤

6. English Unlimited'da yeterince farklı kültürden örneklemeler olduğunu düşünüyorum.

① ② ③ ④ ⑤

7. English Unlimited ile İngilizce öğrenmemin diğer kültürlere olan toleransımı ve hassasiyetimi artırdığını düşünüyorum.

① ② ③ ④ ⑤

8. English Unlimited'da bazı kültürlere diğerlerine nazaran daha fazla vurgu yapıldığını düşünüyorum.

① ② ③ ④ ⑤

9. English Unlimited'da kültürlerin benzerliğinden çok farklılıklarının ortaya konduğunu düşünüyorum.

① ② ③ ④ ⑤

10. English Unlimited'da çokkültürlülüğe dair öğelerin tüm kısımlara eşit bir şekilde dağıtıldığını düşünüyorum.

① ② ③ ④ ⑤

11. Farklı kültürlerle ilgili bilgiler içeren bölümlerini yapmaktan keyif alıyorum.

① ② ③ ④ ⑤

12. Türk kültürüne yeterince yer verilmediğini düşünüyorum.

① ② ③ ④ ⑤

13. Türk kültürünün doğru bir şekilde yansıtılmadığını düşünüyorum.

① ② ③ ④ ⑤

14. Türk kültürünün ele alındığında derslerde dil öğrenimine olan ilgim artıyor.

① ② ③ ④ ⑤

15. English Unlimited ile aldığım eğitimden sonra diğer kültürden olan insanlarla sıkıntı çekmeden iletişim kurabileceğime inanıyorum.

① ② ③ ④ ⑤

16. Türk kültürü kitapta yanlış yansıtılıyor.

① ② ③ ④ ⑤

17. Türk kültürünün gösteriliş biçiminden dolayı kitapla ilgili olumsuz düşüncelerim var.

① ② ③ ④ ⑤

18. Kitabın kültürler için belirlediği örneklemelerin her zaman doğruyu yansıtmadığını düşünüyorum.

① ② ③ ④ ⑤

19. Türk kültürüne veya bazı diğer kültürlere daha çok yer verilmesi beni motive eder.

① ② ③ ④ ⑤

20. Bazı kültürlerin diğer kültürlere nazaran daha zayıf gösterildiğini düşünüyorum.

① ② ③ ④ ⑤

21. Çokkültürlülük öğelerinin doğru bir şekilde sunulamadığını düşünüyorum.

① ② ③ ④ ⑤

22. Çokkültürlülük için yeterince örnek olduğu kanaatindeyim.

① ② ③ ④ ⑤

23. Çokkültürlü durumların gerçekçi bir biçimde yansıtıldığını düşünüyorum.

① ② ③ ④ ⑤

24. Kitaptan farklı kültürlerle ilgili edindiğim bilgilerin beni daha yetkin bir iletişimci yaptığı kanaatindeyim.

① ② ③ ④ ⑤

25. Kitaptan farklı kültürle ilgili edindiğim bilgilerin dil öğrenimim için gerekli ve faydalı olduğunu düşünüyorum.

① ② ③ ④ ⑤

Questionnaires for Student (English Version)

THE QUESTIONNAIRE FOR MULTICULTURALISM IN *"ENGLISH UNLIMITED COURSEBOOKS"*

Demographic Characteristics:

Gender:

Age:

Hometown:

Have you ever been to abroad? If yes, how long have you been to?

Instructions: Please rate how strongly you disagree or agree with each of the following statements by circling the appropriate number.

(1=strongly agree; 2=agree; 3=neither; 4=disagree; 5=strongly disagree)

1. I think that English Unlimited increases my awareness in terms of multiculturalism.

   ① ② ③ ④ ⑤

2. I have been more willing to analyze other cultures since I had lessons by using English Unlimited

   ① ② ③ ④ ⑤

3. *Across Culture* parts in English Unlimited attract my attention.

   ① ② ③ ④ ⑤

4. I think that elements shown in English Unlimited from different cultures do not reflect the truth.

   ① ② ③ ④ ⑤

5. I think that English Unlimited treat every culture included in it equally.

   ① ② ③ ④ ⑤

6. I think that there are examples from the enough number of various cultures.

7. I think that my sensitivity and tolerance towards other cultures have increased thanks to learning English by using English Unlimited

8. Some cultures are emphasized more compared to some other cultures in English Unlimited.

9. Differences among cultures are presented more compared to similarities of cultures in English Unlimited.

10. I think that elements related to multiculturalism are given place in every section of English Unlimited.

11. I enjoy doing exercises containing information from different cultures.

12. I think that Turkish culture is not included enough.

13. I think that Turkish culture is not reflected correctly.

14. My interest for learning language increases in the lessons including Turkish culture.

15. I believe that I can contact with people from other cultures without difficulty after the lessons I took by using English Unlimited.

① ② ③ ④ ⑤

16. Turkish culture is reflected in a wrong way.

① ② ③ ④ ⑤

17. I have some negative thoughts about English Unlimited because of the way of presenting Turkish culture.

① ② ③ ④ ⑤

18. I think that stereotypes determined by English Unlimited for every culture do not reflect the truth all the time.

① ② ③ ④ ⑤

19. Inclusion of Turkish or some other cultures in English Unlimited more motivates me.

① ② ③ ④ ⑤

20. I think that some cultures are presented weaker than some other cultures.

① ② ③ ④ ⑤

21. I think that elements of multiculturalism are not reflected correctly.

① ② ③ ④ ⑤

22. There are enough examples for multiculturalism.

① ② ③ ④ ⑤

23. I think that multicultural contexts are reflected realistically.

① ② ③ ④ ⑤

24. I am of opinion that the information about different cultures I get from English Unlimited makes me a more competent communicator.

25. I think that information about other cultures I get from the book is necessary and beneficial for my foreign language education.