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AN EVALUATION OF THE TEXTBOOKS TITLED “*ENGLISH FOR IRAQ*” USED AT THE SECONDARY STAGE OF PRIVATE INTERNATIONAL SCHOOLS IN SAMSUN/ TÜRKİYE FROM AN INTERCULTURAL PERSPECTIVE

Master's Thesis

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ACCEPTANCE AND APPROVAL OF THE THESIS

The study entitled “AN EVALUATION OF THE TEXTBOOKS TITLED “*ENGLISH FOR IRAQ* “ USED AT THE SECONDARY STAGE OF PRIVATE INTERNATIONAL SCHOOLS IN SAMSUN/ TURKIYE FROM AN INTERCULTURAL PERSPECTIVE” prepared by **Ayat Khalaf MAFTOOL**, and supervised by **Assoc. Prof. Dr. Zerrin EREN** was found successful and unanimously accepted by committee members as Master thesis, following the examination on the date 6.9.2023

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Thesis Title: AN EVALUATION OF THE TEXTBOOKS TITLED “*ENGLISH FOR IRAQ*” USED AT THE SECONDARY STAGE OF PRIVATE INTERNATIONAL SCHOOLS IN SAMSUN/ TURKIYE FROM AN INTERCULTURAL PERSPECTIVE

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ÖZET

SAMSUN/ 'TÜRKİYE'DEKİ ÖZEL MİLLETLERARASI OKULLARIN İKİNCİ
KADEMESİNDE KULLANILAN "ENGLISH FOR IRAQ" BAŞLIKLİ DERS
KITAPLARININ KÜLTÜRLERARASILIK ACISINDAN DEĞERLENDİRME

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Bir dili öğrenirken, öğrencilerin kültürel yanlış anlaşılmanın yanı sıra kültürel ve dil şokunu önlemek için dilin kültürünü bilmeleri ve anlamaları gerekir. Diller ve kültürleri, kültürel unsurları dil öğretimi ders kitaplarına entegre ederek sınıf etkinlikleri yoluyla öğrenilebilir. Dil öğretiminde, özellikle İngilizce 'de kültürel bütünleşme, öğrenmeyi sosyal bir etkinlik olarak tasvir eden sosyokültürel teoriye ve kültür ve dilin sıkı sıkıya bağlı olduğu fikrine dayanarak son zamanlarda daha fazla ilgi ve önem kazanmıştır. Yirmi birinci yüzyılda İngilizcenin uluslararası bir dil ve Ortak bir dil olarak yaygın kullanımı, bu dili bilmeyi daha önemli hale getirmiştir. Bu çalışmanın amacı, Türkiye'deki uluslararası okullarda (Samsun) ortaöğretime yönelik *Irak için İngilizce* ders kitaplarının kültürlerarası bir bakış açısıyla değerlendirmektir. Bu çalışmada kullanılan metodoloji, Irak Milli Eğitim Bakanlığı tarafından belirlenen ders kitaplarının analizine dayanan bir içerik analizi tekniğidir. Analiz, iki kültürel teoriye dayanarak yürütülmüştür: Moran'ın kültürün beş boyutu ve Byram'ın kültürlerarası iletişimsel yeterlilik modeli ICC. Bu çalışmanın bulguları ve sonuçları, Özel Uluslararası Okulların ikinci kademelerinde kullanılan *Irak için İngilizce* adlı ders kitaplarının içeriğinin, Moran'ın teorisine (2001) göre kültürün beş boyutunun tüm yönlerini içerdiğini ve materyallerin sunumunda farklı oluşumların olduğunu göstermektedir. Byram'ın ICC modeli açısından ise *Irak için İngilizce* başlıklı ders kitaplarının ICC modelleri hakkında daha az içeriğe sahip olduğu ortaya çıkmıştır; bu da bu ders kitaplarının materyallerinde kültürlerarası temsillerin dengesiz bir dağılımı ile karakterize edildiği anlamına geliyor. Bu çalışmada aynı zamanda bu ders kitaplarında Türk kültürünün varlığını da incelenmiş ve Türkiye veya Türk kültürü ile ilgili hiçbir verinin bulunmadığını ortaya konmuştur

Anahtar Sözcükler: Kültür , Dil ve kültür , Kültürlerarası İletişim Yeterlisi , Ders kitaplarının değerlendirilmesi

ABSTRACT

AN EVALUATION OF THE TEXTBOOKS TITLED “*ENGLISH FOR IRAQ*” USED
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In the process of learning a language, learners should know and understand the culture of the language in order to avoid cultural shock and misunderstanding. The languages and their cultures can be learned by integrating cultural elements into language-teaching textbooks. Cultural integration in language teaching, especially in English, has recently gained greater attention and importance based on the sociocultural theories that portray learning as a social activity and the idea that culture and language are firmly attached. It has also been shown to be more critical because English is considered an international language and a lingua Franca in the twenty-first century. This study aims to evaluate the textbooks titled *English For Iraq* that used at the secondary stage in international schools in Turkey (Samsun) from an intercultural perspective. The methodology used in this study is a content analysis technique based on analyzing the textbooks prepared by the Iraqi Ministry of Education. The analysis is conducted by adapting two cultural theories: Patrick Moran's five dimensions of culture and Michael Byram's intercultural communicative competence ICC model. The findings and results of this study indicate that the contents of the textbook titled *English For Iraq* used the secondary stage, contain all the aspects of five dimensions of culture according to Moran's theory (2001), with different occurrences in presenting the materials. *English For Iraq* textbooks appeared to have less content on the models of ICC, meaning that these textbooks are characterized by an unbalanced distribution of intercultural representations in their materials, according to Byram's model of ICC. This study also examines Turkish culture in these textbooks, revealing that no data were found concerning Turkey or Turkish culture.

Keywords: Culture, Language and Culture, Intercultural Communicative Competence, Textbooks evaluation

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SYMBOLS AND ABBREVIATIONS

ICC	: Intercultural Communicative Competence
CC	: Cultural Competence
ELT	: English Language teaching



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1. INTRODUCTION

The introduction deals with the study's background, which sheds light on the relationship between language teaching and culture and briefly explains the educational system in Iraqi international schools. This chapter also contains the problem statement, the study's objectives, research questions, and significance. Finally, it closes up with the definition of terms.

1.1. Background of the Study

In the era of globalization, learning a foreign language, English in particular, has become essential because English is considered an international language. Learning English is very important because it gives many benefits to the learner's education (Halliday, 2007). It has been clarified that the main objective of modern language education is to provide students with the necessary skills to communicate with people from different cultures. Culture means the beliefs, behavior patterns, and other products of a certain group of people passed on from one generation to another. Any group of people cannot be separated from their culture. Therefore, culture is an essential element in language learning. The learners of a particular language always need to understand the culture of that language, since culture always influences people in their communication, including language. Understanding the culture is necessary to avoid cultural shock. Once people learn a foreign language, they focus on various associated cultural endeavors, such as aesthetics, philosophy, history, and science (Byram, 1991, p. 17).

Since the importance of culture in learning a language is widely recognized, culture has been presented in teaching language materials and contents. The languages and their cultures can be learned through textbooks by integrating cultural elements into the language-teaching textbooks. Cultural integration in language teaching, especially in English, has recently gained greater attention and importance based on the sociocultural theory that portrays learning as a social activity and the idea that culture and language are firmly interrelated. Language teaching textbooks and teaching materials should not be limited to those which exemplify native English-speaking cultures only (Alptekin, et

al, 2002) but also must contain other cultures with the consideration of the target language as well as the geographical location (Cortazzi et al.,1999, p. 199).

In addition to cultural understanding, people need to possess many intercultural competencies and characteristics to have the ability to see the world through other people's eyes and also can cope with uncertainty (Sercu et al. 2010, p. 2). For this reason, intercultural communication has become a general term nowadays. Intercultural communicative competence (ICC) is the ability "to interact with people from another country and culture in a foreign language" (Byram, 1997, p. 71). To develop the learner's ICC, they must learn about cultural knowledge and practices from different cultures. Learning different cultural aspects of a foreign language will improve the learners' intercultural communicative skills and help them adopt an intercultural identity (Sercu, 2010) since textbooks are among the key materials for teaching and learning foreign languages and representing other cultures and values. These textbooks are required to cover multicultural information to meet the growing need for the development of ICC.

English in Iraq is considered a foreign language. Previously, it was taught when students turned ten years old, using the textbook titled *Iraqi Opportunities*. The current textbook used for teaching English in Iraq is titled *English for Iraq* written by foreign authors. Recently, the English language has been taught when the student turns six years old, starting from the first grade in primary school. The *English For Iraq* textbook is developed to provide opportunities to practice English through various reading and listening materials. Reading texts include articles, reports, leaflets, graphs, guidebooks, and advertisements. These textbooks are designed to concentrate on teaching English by the use and focus of activities. Education in Iraq consists of three main stages: Primary Education from first grade to sixth grade, middle Education from seventh grade to ninth grade, and secondary stage Education from tenth grade to the twelfth grade. The textbooks used in the English language teaching process consist of three main books, students' books, activity books, and the teachers' guide. These books are used in international schools, such as Turkiye.

Turkiye is among the most important countries hosting many refugees. Most of them are under 18, and most are at school (UNHCR Turkey, 2015; AFAD, 2013). Türkiye has provided opportunities for refugee students to study in both Turkish governmental and private schools and Arab and Iraqi international private schools, which until recently consisted of Arab students only. These international schools teach the same curriculums set by the Ministry of Education, including one additional lesson regarding the Turkish language. This lesson introduces the Turkish language basics for each grade without following any specific guide or curriculum. The number of international schools in Türkiye is rising with time, and at least 95 international schools are teaching English, German, and Turkish. There are twenty-seven international Iraq schools all over Türkiye (Al-Qaisi, 2017) Five of them are only in the city of Samsun, this city is located on the north coast of Türkiye. This study has been conducted in international schools in the city of Samsun due to the presence of a large number of Iraqi and Arab refugees in this city and these schools provide reliability in analyzing the English language teaching textbooks.

1.2. Statement of the Problem

Since English is used as an international language, the learners should know the culture of the other countries as well as the culture of the target language. Furthermore, the textbooks investigated in this research are used in international schools in Türkiye, and the students attending these schools are mainly Arab students. These students attending international schools in Türkiye (Samsun) must learn about Turkish culture and Iraqi to adapt to the Turkish society. Children who study in these schools have limited opportunities to learn Turkish culture, as they learn more about Arab culture in their families and surroundings. Given the situation of Arab students studying in private international schools, the interpenetration of cultures in language teaching becomes even more critical. There is several researches on intercultural foreign language teaching that reveals the importance of teaching the culture of other countries and the target language culture. Therefore, these textbooks must contain Arabic culture, Turkish culture, target culture, and the culture of the other countries. The mention of Turkish culture in the English language textbooks used in these schools is as important as the target language's culture.

1.3. Objectives of The Study

Teaching culture is essential for the development of language education so that the learners of English can communicate with the speakers of English language all over the world. Therefore, through the textbooks the cultures of target language, native culture and the cultures of the other countries should be introduced to the learners. In private Iraqi international schools in Turkiye, the textbooks titled *English for Iraq* are used for teaching English. This study aims to examine these textbooks used at the secondary stage of these schools mentioned above from an intercultural perspective. These textbooks have been analyzed to find out whether the cultures of other countries besides the Iraqi culture are reflected, and if so, what countries' cultures are reflected. It also examines whether Turkish culture is included. The study tries to reveal as well what aspects of cultures are included in these textbooks. In this study, the answers to the research questions have been obtained by examining the books titled *English for Iraq* through content analysis.

1.4. Scope of the Study

Since this study aims to examine the *English For Iraq* textbooks used at the international schools in Turkiye from an intercultural perspective. Therefore, this research is conducted at the city of Samsun, northern Turkiye where there are five international Iraqi schools using *English for Iraq* textbooks. This study investigates the textbooks used at these five schools, the textbooks are two books for each grade, student book and the activity book. Each book contains 8 units, each unit has its' own theme and idea. This study used a content analysis technique in the process of evaluating by adapting three theories, Moran's (2001) five dimesnions of culture, Byram's (1997) model of ICC, and Kramsch (1998) definitions of culture with "Big C" and culture with "small c".

1.5. Research Questions

The study aims to answer the following questions:

1. What countries' cultures are included in the textbooks?
2. What cultural products (food-beverage, clothes, tools, etc.) are included in the textbooks?
3. What cultural behavioral patterns, customs, and elements of body language are included in the textbooks?
4. What cultural values and beliefs are included in the textbooks?
5. Are there any stereotypes about different cultures?
6. Is there any information about Turkiye and Turkish culture in these textbooks? Which dimensions of Turkish culture (products, customs, values) are included if given?

1.6. Significance of the Study

Since textbooks are among the important materials to teach culture and to develop intercultural communicative skills of language learners, this study shows what elements and aspects of target, native, and other countries' cultures are presented to the language learners in these textbooks are of great importance. This is because these textbooks should provide not only the culture with "Big C", but also culture with "small c". In other words, these textbooks should illustrate how people live in the target culture and in the other countries' culture so it is expected that these textbooks should show to the Arab students living in Samsun how Turkish people live. In this sense this study is important as it is the first to examine the *English For Iraq* series to display whether any information is included about Turkiye and Turkish culture.

1.7. Definitions of Terms

1.7.1. Culture

Culture is the set of shared goals, values, attitudes, and practices that characterizes an institution, organization, or society. Thompson defines culture as "the pattern of meanings embodied in symbolic forms, including actions, utterance and meaningful

objects of various kinds, by which individuals communicate with one another and share their experiences, conceptions, and beliefs" (Thompson, 2006, p. 32).

1.7.2. Cultural Competence (CC)

Cultural Competence is “the ability to think, feel, and act in ways that acknowledge, respect, and build upon ethnic, socio-cultural, and linguistic diversity” (Lynch et al., 1998, p. 49). Cultural Competence involves three elements: Knowledge of different cultural practices, attitudes toward cultural differences, and skills to interact virtually with people of other cultures.

1.7.3. Intercultural Communicative Competence (ICC)

Intercultural communicative competence is the ability to convey the results of activities carried out during learning in both of these methods, writing and orally. Communicative competence includes linguistic, strategic, sociolinguistic (socio-cultural), formulaic, interactional, and discourse competencies (Herdiawan, 2020, pp. 43-46). Also, some scientists and scholars, such as Spitzberg and others, define intercultural competence as "the appropriate and effective management of interaction between people who, to some degree or another, represent different or divergent affective, cognitive, and behavioral orientations to the world" (Spitzberg, 2000, p. 7).

1.7.4. Textbook

A textbook is a specific book that considered a guide on a certain topic used for learning or teaching, especially at schools. It is one of the practical learning presentations of materials, sources of ideas, and activities used by students and teachers to provide the necessary help in the learning and the teaching and procedure.

1.7.5. Evaluation

Evaluation is a process of assessing and collecting data to improve textbooks and helps teachers and program designers make improved critical decisions towards the education system (Ansary et al., 2002).

2. LITERATURE REVIEW

The literature review's key topics are culture, the link between language and culture, and ICC. The interaction of ICC with foreign language instruction and the role of textbooks in language teaching is another topic in the literature review. The primary goal of this research is to evaluate the intercultural elements in English language textbooks and, with a relevant literature evaluation, it can back up this claim. In this regard, specific basic themes will be provided in light of past works and studies to have a thorough knowledge of the issue's background and the study's primary focus. In this regard, specific topics will be discussed in light of previous works to understand better the problem's context and the research's critical concern.

2.1. Culture and Language Teaching

Researchers attempted to explain the idea of culture and ended up with various definitions; Patrick Moran defines culture as “ the evolving way of life of a specific group of persons, consisting of a shared group of practices and interactions associated with a specific set of products, based on a shared set of perspectives on the world and set within specific social contexts” (Moran, 2001, p. 24).

It can be said that culture is the beliefs, practices, and other aspects of the members of a particular group. In other words, “the ideas, customs, skills, and arts and tools that characterize a given group of people in a given period’ (Brown, 2000, p. 177). These definitions show that culture can cover different aspects of life. This makes learning and understanding culture very important in learning a language.

There are roughly number of different methods of looking at culture in language teaching, depending on one's disciplinary and intellectual orientation, Clarie Kramsch's (1998) defines culture as an everyday life of people “culture became synonymous with the way of life and everyday behaviors of members of speech communities, bound together by common experiences, memories and aspirations” (Kramsch ,1998, p. 64). According to Kramsch (1998) culture is the product of acquired basic literacy at school, equivalent to a general knowledge of arts and the literature. It is called culture with “Big C” , “Teaching about the history, the literature and the arts of the target country embeds

the target language in the reassuring continuity of a national community that gives it meaning and value" (Kramsch, 1998, p. 65). Yet, language learners who have grown up with other values find difficulties to understand foreign cultures from the aspects related to culture with "Big C". Therefore, Kramsch (1998) defines culture with "small c" as the focus on communication and interaction in social contexts. Culture with "small c" reflects the ways of behaving, talking, dwelling, and it also reflects people's beliefs and values.

Many scholars discussed the relationship between language and culture; Zhuanglin states, "It has long been recognized that language is an essential and important part of a given culture and the impact of culture upon a given language is something intrinsic and indispensable" (Zhuanglin, 2001, p. 20). In other words, since culture and language cannot be separated, language teaching requires concentration on teaching linguistic and cultural content. Furthermore, some texts can be understood only within its cultural context or sometimes readers can infer the meaning of a text from the cultural elements in it. Skopinskaja argues that teaching language just as an abstract system does not help the learners use language in the real world (Skopinskaja, 2003, p. 39).

Although teaching culture is not an easy process, textbooks can properly blend language and culture teaching; instructors must develop additional activities to ensure that culture learning is a continual piece of their language sessions. Textbooks must be organized properly according to a specific scheme that contains cultural contents "language instructors need an organizing scheme that would help them select appropriate cultural content. Without such a scheme, culture teaching can become a trivial pursuit of isolated bits of information" (Hadley et al., 1993, p. 360). Therefore, cultural elements must be included in the textbooks.

2.1.1. Patrice Moran's five dimensions of culture

Language trainers and program organizers believe culture can be regarded as a "plus" when teaching macro language skills. In contrast, others think that culture is essential to be taught in class. Moran (2001) explains that "language is a window to the culture" (Moran, 2001, p. 35). In other words, individuals need language to be able to manipulate cultural products and to participate and communicate successfully in cultural

practices; in addition, they need to know how a specific culture is and to use a foreign language correctly. Moran's (2001) definition and model of culture will be the guiding principle for this research study. It is, therefore, essential to define what he means by describing the five dimensions of culture that will be a part of this study. Some instructors and language program administrators who want their learners to have control of cultural learning outcomes, which refers to the specific objectives of a course program, consider the cultural learning outcomes proposed by Moran (2001). The table below briefly summarizes Moran's five dimensions of culture.

Table 2.1. Examples of Moran's Five Dimensions of culture (Moran, 2001, p. 25).

Dimension	Examples
Products	Artifacts: such as, "food, documents, language, money, tools" Places; such as, "buildings, cities, houses" Art forms: "music, costumes, movies, painting, architecture"
Practices	Lives: such as, "stories of members of the society" Acts: "communicative practices" Operations: such as, "manipulating of cultural products"
Perspectives	"They represent the values, beliefs, perceptions, and attitudes that represents the products and guides people's behaviour in the practice of culture"
Communities	"They include the social contexts such as, the national cultures, and groups of people who represents a specific group of people in the society"
Person	"They refer to individuals who embody the culture and its community in various unique way. Personal identity and life history are also included in this category"

2.2. Intercultural Communicative Competence (ICC)

The interaction between language and intercultural communication became more popular after World War II, and researchers became more interested in those terms to explain the main idea of language learning and teaching (Martin et al., 2007). Afterward, the materials designed for language learning have become based on language and culture. In this sense, it can be said that intercultural communication has been put under the primary purpose of learning a language appropriately and using a language in cultural contexts (Chen, 2017). For language learning, intercultural communication is vital for educators, learners, and researchers.

According to Byram (1997), English learners cannot receive sufficient information about the societies and the national identities they may contact with. Byram suggests that learners should also prepare themselves with attitudes, skills, knowledge, and behaviors associated with experiences they may have when they are in a term of residence in another country or even in their society when they contact someone from another nation. Byram model of ICC is described as follows: knowledge, attitudes, relation, and interpreting, skills of discovery and interaction, and cultural awareness (Byram, 1997, pp. 57-64). Byrams' model of ICC considers one of the worldwide known theories illustrating the intercultural dimension in language teaching. This model is adopted in the CEFR (The Common European Framework of Reference) for international standards of quality EFL textbooks as part of the European standards for the quality of textbooks concerning the intercultural dimension.

2.2.1. Byram's (1997) Model of Intercultural Communicative Competence (ICC)

Byram defines ICC as “Knowledge of others; knowledge of self; skills to interpret and relate; are used to discover or interact; valuing others' values, beliefs, and behaviors; and relativizing one's self” (Byram, 2006, p. 248). Before developing his new conceptual model, Byram has found out that previous theories such as (e.g., Canale and Swain, 1980; Halliday, 1975; Hymes, 1972; van Ek, 1986) lack in theoretical conceptions with the ability to use language appropriately according to context and purpose (Byram, 1997). Therefore, he argues that such efforts, through their emphasis on the ideal native speaker, had created an impossible target for the learner to achieve. Byram's model of ICC can be described as follows (Byram, 1997, pp. 57-64):

1. Attitudes (*Savoir etre*): It is the beliefs and attitudes towards one's own culture or other cultures; it is the ability to respect and understand other cultures without doubts in other cultures and beliefs in one's own.
2. Knowledge (*Savoirs*): Data about everyday life, a culture's past, nonverbal behavior, and societies are covered with this model. This model involves understanding the cultural context that has on contact.

3. Interpreting and relating (Savoirs): It refers to the learners' capability to recognize ethnocentric perspectives in a text or case and explain their sources, it also can identify areas of confusion and dysfunction in a relationship, and explain them in terms of each current cultural system.
4. Skills of discovery and interaction (Savoir apprendre): This factor refers to the learners' capabilities to rapidly understand a further world and to communicate with members of international cultures by using their behaviors and skills. It also requires learners to explore facts about historical and current foreign or own cultures.
5. Critical cultural awareness (Savoir s'engager): It refers to the learners' capability to defend their opinions and objectively examine records or incidents from their society and other cultures. (Byram, 1997, pp. 57-64):

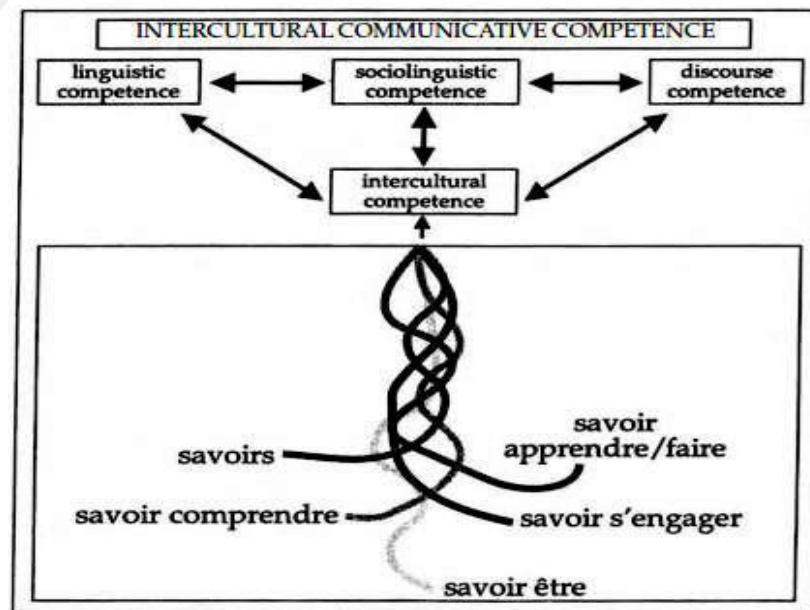


Figure 2.1. Byram's model of ICC (Byram, 1997, p. 73)

2.3. The Role of Textbooks in Cultural Teaching

2.3.1. Textbooks

A textbook is a particular book about a subject designed in a specific curriculum to achieve the learning or teaching guide process, especially in a school or college (Jack et al.2010, p. 595).

2.3.2. The Role of Textbooks in Cultural Teaching:

In the process of language learning, textbooks have important roles. In many circumstances, textbooks can deliver the necessary material for exercise and skills. According to Cunningsworth, a textbook contains multiple roles in ELT; for example, it is considers a source of activities for learner practice and communicative interaction, a resource for presentation material, whether spoken or written and also considers a resource for self-directed learning (Cunningsworth, 2004, p. 7). As explained, textbooks play an essential role in learning; Sheldon asserts that "textbooks are considered the visible heart of any ELT programmer" (Sheldon, 1988, p. 237). Moreover, textbooks mainly present the language input learners receive, and the language practice in the classroom. Foreign language textbooks are developed to provide knowledge of the people's language and culture. The syllabi of the language textbooks are typically designed in an organized manner so that learners are presented with the necessary linguistic knowledge, such as vocabulary, morphology, and grammatical structures, and also, speech acts as greeting, requesting, complaining, compliment, and invitations. Other language-different aspects, such as family visits, shopping malls, or vacations, are often contextualized socially with the texts. Culture is sometimes mentioned in contexts exemplifying how and what the foreign language people eat, talk, dress, play, and live their daily lives. Sometimes, examples of typical behaviors are outlined to show the way some people of the target culture complain, celebrate joyful events, and solve real-life problems (Schissler, 1990, p. 81).

A successful language-learning process requires language users to know the culture that underlies the language they are learning. Mackay (2003) asserts that there are two ways in which culture influences language teaching: linguistic and pedagogical. Linguistically, it impacts language's semantic, pragmatic, and discourse levels.

Pedagogically, it influences the choice of language subjects because the cultural context of the language subjects and the cultural foundations of the teaching methodology must be considered while deciding on the language subjects. For example, while some textbooks provide samples of the target culture, other textbooks provide only the source culture through materials.

2.4. Review of Relevant Studies

Based on several sources similar to this research, some previous research has been conducted in Iraq, Turkiye, and other parts of the world related to the topic of this study:

2.4.1. Studies Carried Out in Iraq Regarding the Evaluation of the English Textbook *English For Iraq* from a Cultural and Intercultural Perspective

A research carried was out by Ali Abdulridha Obaid et al. in 2019 titled “*A Descriptive Analysis of Intercultural Content of the EFL textbooks used in the Intermediate Schools in Iraq.*” The study globally discussed and analyzed texts and visual images material of the EFL textbook *English For Iraq* which is used in the Intermediate Schools in Iraq based on an adapted version of Byram’s (1997) model. The results of this research were concerned with the frequency of occurrences of the intercultural elements in the content of the three intermediate textbooks. The study's findings indicated that the intercultural elements in the three textbooks show sharp differences in the frequency of occurrences. As such, the authors found that these textbooks do not improve the Iraqi EFL learners’ intercultural competence. The paper has educational implications concerning reconsidering culture integration in the Iraqi EFL textbooks to cope with the recent trends and objectives in ELT to promote the students’ empathy, tolerance, and respect for otherness. The analyzed textbook *English For Iraq* is the same series used for this research. The main difference is the stage of the grades. Obaid’s research analyzes the intermediate stage, and this research analyzes the secondary stage; in addition, that this research adapts both Bayram’s and Moran’s theories in the content analysis technique.

The other research was conducted by Majid Madhi in 2020, titled “*Cultural Aspects in English For Iraq, Book 6*”. The research investigates cultural aspects in the

English for Iraq for the sixth primary class. This investigation is conducted by developing a checklist to survey and analyze the content of the Pupil's Book and Activity Book of *English for Iraq* of the sixth primary class. The results of the research show that there is inadequate cultural content. The Arabic culture is dominating foreign cultures. Eighty-seven cultural aspects are found in the textbook; fifty-three are related to Arabic culture, and thirty-four are related to foreign culture. Both Madhi's and this research used the same series of the textbooks *English For Iraq*. However, for two different school stages, Madhi's research deals with only one book of the primary stage, and this study deals with six textbooks, two textbooks for each class of the secondary stage. Furthermore, considering the intercultural perspective, this research adapts two main theories in the content analysis technique.

The research examined by Mohsin Ali Shreeb in 2017 is titled “*An Analysis of Cultural Content of Iraqi EFL Textbooks English For Iraq*”. The research aims to analyze the Iraqi sixth preparatory stage textbooks' cultural context and show which type of culture is manifested in high school textbooks (sixth preparatory class). Mainly, Mohsin's study concentrated on the cultural references (source culture, culture-free, and target culture), as well as the themes of culture (social, personal, political, religious, and environmental) that are mentioned in the textbook *English For Iraq* of the sixth preparatory stage. The results of the study show that the target culture reference does not have enough attention from the book's authors, and it represents only 8,76 % of the written mode and 5.95 % of the visual mode, and the social theme is the one that got the most emphasis in the textbook. It represents 32,01 % of the written mode and 41,27 % of the visual mode. The difference between Mohsin's study and this study is that it analyzed the textbook *English For Iraq* for one grade only. By concentrating on different cultural elements, the present study focuses on two different theories, Moran's five dimensions of culture and Byram's model of ICC for not only one grade but three of them, two books for each stage.

As the discussions above show there are some studies on the textbooks titled *English for Iraq*. The differences between the above mentioned studies and this study are as follows. First, in this study the books of the same series which have not been evaluated in the previous studies have been investigated in this current study. Second,

this analysis is carried out through a content analysis technique by adapting Moran's (2001) five dimensions of culture, Byram's (1997) model of ICC, and Kramsch's (1998) definitions of culture with “Big C” and culture with “small c”. Moreover, this research is the first to evaluate and analyze the *English For Iraq* textbooks used in the secondary stage in international schools in Türkiye. These textbooks consist of six books, two for each grade.

2.4.2. Studies Carried out in Türkiye Regarding the Evaluation of the English Textbooks from a Cultural and Intercultural Perspective.

A study conducted by Demet Gül Zengin in 2021 is titled “*Intercultural Language Teaching in EFL Classroom; A Comparative Analysis of Learning Tasks in the Turkish upper Secondary School Course books Teenwise and Relearn*”. The study aims to define the intercultural elements in the reading and writing tasks of the course books, *Teenwise and Relearn*, and the study reveals how these course books are equivalent in terms of ICC. The method used in the study is a content analysis method. The researcher in this study conducted a framework suggested by Byram (1990). The study shows that the writing and reading tasks of these course books, used in the ninth grade of high school in general education in Türkiye, are equivalent to the ICC elements ratio. However, they differ in terms of the objectives found in the checklist, which is used as the instrument in the study.

Another study carried out by Hatice Kübra KOÇ in 2017 is titled “*The Current Positions of Intercultural Communicative Elements in Secondary School Course Books in Turkey*.” The study aims to determine the current situation in the context of course books related to intercultural communication. The course books developed by the Ministry of National Education in Türkiye examine activities or tasks related to intercultural communication. As for the grades of these course books, fifth, sixth, seventh, and eighth grades were selected since activities based on intercultural communication have begun to be adapted to young learners' course books after they are at least eleven because of their cognitive development. The study shows that the main themes of the cultural elements in these course books were discussed one by one by

referring to the related literature, and some suggestions on intercultural communication skills of young learners were introduced for researchers and educators.

Yasemin Kirkgoz et al. carried out a study in 2011 titled *“Exploring Culture in Locally Published English Textbooks for Primary Education in Turkey.”* The study investigates the cultural elements in locally published English textbooks used for Turkish primary schools following two major curriculum innovations in ELT. A quantitative analysis of the cultural elements demonstrated that references to the source and target cultures were included in the textbooks. The study reveals that representations of the source culture, the target culture, and the international target culture are favored in locally produced ELT textbooks in a reasonably balanced way.

2.4.3. Studies Carried Out in Different Countries Evaluating English Textbooks from a Cultural and Intercultural Perspective.

Laila Ulsi Qodriani et al. made a study in 2018 titled *“Exploring Culture in Indonesia English Textbook for Secondary Education.”* The study investigates the representation of culture-related contents embodied in the Indonesian middle school English electronic textbook 2013 curriculum. The study also explores how culture is preserved and disseminated in textbooks. The data taken from Electronic English Textbook for VII grade entitled *When English Rings a Bell* (2014) by Kemdikbud RI are in the form of written texts and illustrations that may accompany the reading passages. In addition, the writer used Moran's five dimensions of culture in the evaluation process. The study shows that Indonesia's cultural aspect was chosen selectively to be included in this national textbook to enhance teachers' and students' awareness of the interdependent relationship between language and culture.

Sun-Young Kim et al. made a study in Korea titled *“An analysis of culture-related content in English textbooks”* This study investigates the representation of culture-related content in five English textbooks for second-year middle school students in Korea from a multicultural perspective. A content analysis of these textbooks used three broad aspects of culture, the ‘cultural dimensions,’ ‘cultural categories,’ and ‘cultural themes,’ as the evaluation framework. This study argues that English teachers need to

take an important role in selecting English textbooks applicable to teaching practices under multicultural perspectives and that textbook publishers should redress the existing imbalances in the representation of cultural content. The study shows that the cultural dimensions in English textbooks seriously under-represented aspects of culture as ‘communities’ and as ‘persons.’ Second, in the analysis of the cultural categories, all the English textbooks have relatively fewer intercultural interaction (ICI) elements, constraining the opportunities to reinforce students’ multicultural perspectives.



3. METHODOLOGY

The methodology of this study is based on analyzing and evaluating the cultural and intercultural elements of secondary school English textbooks. In order to achieve this evaluation, the objectives and questions are determined to fulfill the purpose of the study goal. The samples of this study consist of Iraqi English language students' books and activity books. The analysis focuses on the textbook *English For Iraq* used in the secondary stages of the three grades: the 4th, the 5th, and the 6th preparatory classes. These textbooks contain appendices at the end of each book which help teachers by providing an essential reference. The activity book of each grade contains stimulating activities to enhance the student's knowledge.

3.1. Research Design

The study uses a content analysis method. This method has been used to determine categories and the patterns of the cultural content being analyzed of the primary textbooks of the study. Content analysis method is a research method that uses a specific technique to make valid inferences from a certain text by identifying specific characteristics of messages (Holsti, 1968). Berelson indicates that content analysis can be used for different purposes, it can be used to disclose differences in communication content, and to compare the levels of communications, as it is the case of this study (Berelson, 1952). A data collection technique carries out the data analysis.

3.1.1. Data Collection Technique

The data collection technique is a systematic procedure to review or evaluate data. The data collection technique is the most strategic step in a study because the primary purpose of any research is to obtain data that meet the standards of data collection techniques set in research. The data have been analyzed based on three theories, Moran's (2001) five dimensions of culture, Byram's (1997) model of ICC, and Kramsch's (1998) definitions of culture with "Big C" and culture with "small c". These two steps below explain the procedure of the data collection process.

1. First, all contents of the textbooks have been read and examined unit by unit for each grade. The data on categories of culture have been recorded using Moran's theory of the five dimensions of culture, and Byram's ICC. Furthermore, Kramsch's definitions of culture with "Big C" and culture with "small c" have been utilized to classify the cultural elements. The cultural elements such as historical sites, artistic products, institutions have been classified as the culture with "Big C", but the data reflecting or used in people's everyday life have been classified as culture with "small c".
2. Second, the research questions have been answered and discussed according to the analyzed data of each unit, and they have been arranged in codes and charts to provide the necessary information to achieve the main goals of the research.

3.1.2. Data Analysis Technique

This is the technique that involves multiple processes such as, collecting, unitizing, and organizing data. These processes are important to prepare the data for a better understanding, and inform readers about the findings. This study uses a content analysis in analyzing the research.

According to Krippendorff, content analysis is a research technique that aims to make an exact image and valid conclusions from the text with the context used. As a technique, content analysis involves special procedures set by Krippendorff. The steps of analyzing the data are explained as follows (Krippendorff, 2004, pp. 83-86)

1. Unitizing: In this step, the textbook's content has been organized systematically according to the data that include cultural content. All the data that contain the cultural content have been collected and summarized. This step has been accomplished by marking and listing the needed data to see the data that would be analyzed.
2. Reducing data: After the marking and listening of the data then it has been shifted to determine and record the only required data. This step eliminates unnecessary data and makes the data more efficient to represent. In this study data related to cultural elements such as texts, paragraphs,

illustrations, sentences, and dialogues have been first collected, afterwards it has been reduced and eliminates according to the theories used in this study which are; Moran's (2001) five dimensions of culture, Byram's (1997) model of ICC, and Kramsch (1998) definitions of culture with "Big C" and culture with "small c".

3. Recording/Coding: In the recording/ coding step, the data have been listed in a table. Then the data have been coded under the provisions: the products of culture such as, tools, customs, food, and beverage. Besides, the cultures reflecting these products, number of pages, and units are mentioned. This coding step has been accomplished to cover up the intent of the researcher and the readers' understanding so that a common perception of the data is obtained. The data coding procedure falls into one stage. This stage represents all the data according to the research questions that are based on Moran (2001) five dimensions of culture.
4. Inferring: In this step, the data have been displayed with its explanation. This step aims to make contextual conclusions based on grouped data. The data are presented in narrative sentences, pictures/schemes, paragraphs, and tables.
5. Narrating: is the last step of the data-analyzing technique. After the inferring step, the percentage of the data have been narrated and concluded as an answer to the research questions.

3.2. Profile of The Textbooks

3.2.1. Description of The Textbooks

English for Iraq series is accredited by the Ministry of Education in Iraq for all stages of teaching English in Iraqi public schools and international private schools. The analysis focuses on the textbooks used in the 4th, 5th, and 6th graders at the secondary stage in the private Iraqi international schools in Samsun. The authors of these textbooks are foreign. These textbooks were published in 2013, each grade has three textbooks: the student's book, the teacher's book, and the activity book. This study analyzed two textbooks for each grade: the activity book and the student's book.

3.2.2. Structure and Content of the Textbook

The *English For Iraq* series consists of 8 units for each book, and at the end of each book a section related to literature is added. Regarding the student books of each grade, they present opportunities that allow students to practice English through reading and listening materials. The reading texts include websites, emails, reports, leaflets, news items, and discussions. Each unit has a specific theme.

The activity books of each grade consist of stimulating activities to enhance the students' writing and grammar. Besides, they help the students to develop their phonic awareness and practice the four skills. These books allow the students to participate in communicative speaking activities and perform structured writing tasks. Moreover, the activity books give end-of-unit tests that can be utilized to monitor the students' progress in language learning.

4. FINDINGS AND DISCUSSION

This part of the study aims to show the findings and discussion of the data obtained through content analysis and also seeks to answer the research questions that are prepared based on Moran's (2001) five dimensions of culture. This research examines the textbooks *English For Iraq* for the secondary stage to see whether these books contain intercultural elements and to see to what extent these students in international schools in Türkiye learn intercultural aspects. The discussion part of this study aims to discuss the data analysis. In what follows, the findings related to the analysis of the textbooks beginning with the 4th-graders student's textbooks.

4.1. Analysis of the Textbooks *English For Iraq* For the 4th Graders at the Secondary Stage

This section analyzes the 4th graders' textbooks' data according to the research questions of this study. Data have been obtained through illustrations, reading texts, sentences, and dialogues. While classifying the cultural elements as culture with “small c” and culture with “Big C”, Kramsch's (1998) definitions concerning culture with “small c” and culture with “Big C” have been taken into consideration. Most of the data existed in the 4th graders textbooks are related to the art, and the history of a certain country which have been classified as culture with “Big C”. This study investigates whether *English for Iraq* textbooks contain cultural and intercultural elements. This investigation includes eight units for each book. Therefore, the analysis has been conducted unit by unit.

The answers to the research questions and discussions regarding the textbooks for the 4th graders have been given below:

1. The Answer to the First Research Question

The first question of this study is, “What countries' cultures are included in the textbooks?”. In order to answer this question, data have been analyzed to find what countries have been referred to in the textbooks for the 4th graders. The following figure shows the countries' cultures included in the textbooks.

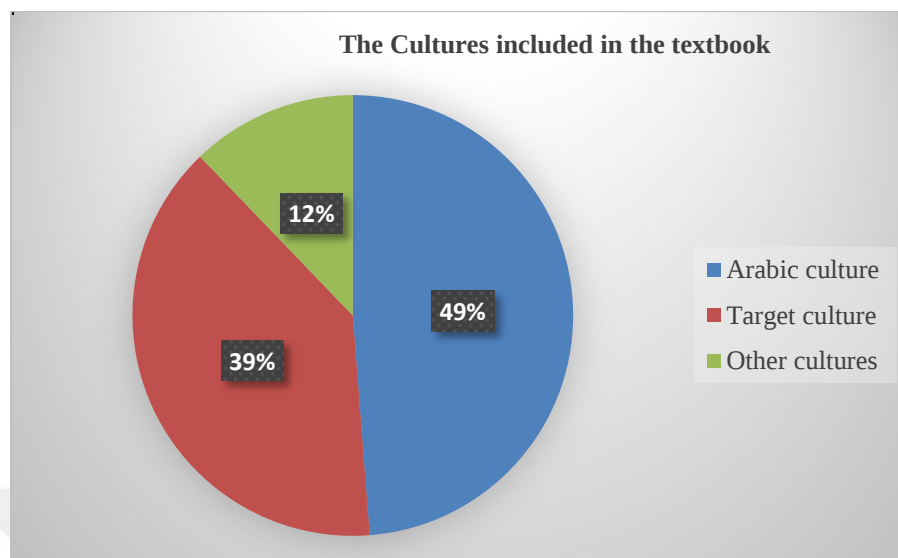


Figure 4.1. The cultures included in the 4th graders' textbooks

As seen in (figure 4.1) above, Arabic culture is dominant (49 %), the target culture follows it (39 %), and the other cultures (12 %). The data analysis results indicate that countries' cultures are reflected through names of persons, places, celebrations, social events, illustrations of the places, and images of food, tools, and public figures in all eight units. Some of the examples reflect the countries related to the Arabic culture, such as Iraqi, Egyptian, Lebanese, United Arab Emirates, and Omani culture. Such countries as Ireland, England, the United States of America, and Canada represent the target culture. In addition, there are references to some aspects of other countries. These countries are Spain, Greece, Japan, and India, which have been classified as other cultures. Overall, the 4th graders' English books *English For Iraq* include 13 different cultures of countries. Most of them are mainly related to Arabic culture. The result may imply that this book cannot meet the students' needs to develop their intercultural communication skills.

2. The Answer to the Second Research Question.

The second research question of this study is, “What cultural products (food-beverage, clothes, tools, etc.) are included in the textbooks?”. To answer this question, the data have been analysed, and the results show that the textbooks of the 4th graders contain a small portion of data reflecting the product dimension of culture with “small c”, it is primarily represented in images, such as the images of clothes, most of these images reflect the people’s believes, such as the images of women wearing covers on their head (Hijab), and a picture of men wearing a traditional Arabic (Iraqi) costum while praying as seen in the first image in (figure 4.2), and these customs are also used in everyday life which reflects Kramsch’s (1998) definition of culture with “small c”. These are the only data found in the textbook that reflect the products (costumes) of culture with “small c”. These images are shown in the figure below (Messieres, 2013, p. p 38-62)



Figure 4.2. Product dimension of culture with “small c” in the 4th graders’ textbook

The products (food, beverages, and tools) are related to the everyday life of people, and they have been classified as culture with “small c” considering Kramsch’s (1998) definition of culture with “small c”. These products are represented in illustrations in the textbook. There are two pictures in the textbook reflecting the products (tool), the first one (Figure 1) it is found at the end of the book in the literature focus section, the picture reflects a certain musical instrument called “Oud.”. It is a popular musical instrument of the Arabic and Middle East nations. (Messieres, 2013. p.

113). The second one is found in unit three in the textbook for the 4th graders reflects the product dimension of culture with “small c” through tools, (figure 2) is the picture of a tool, which is a two-wheeled passenger vehicle, that is used mostly by individuals from Asia and Africa (Messieres, 2013, p. 28). These two images are shown in the figure below.

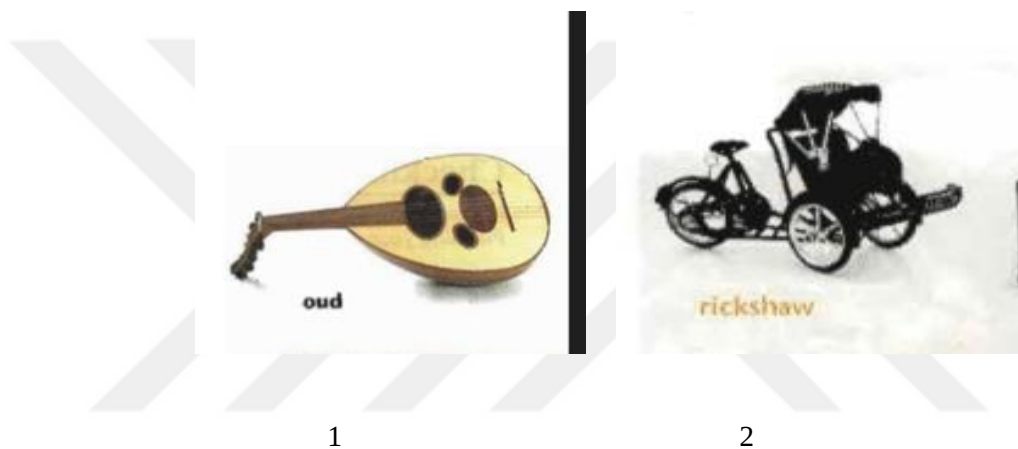


Figure 4.3. The product (tools) of culture with “small c” in the 4th graders’ textbook

The product dimension of culture with “small c” is also found in illustrations that contain food, as shown in the figure below. (Messieres, 2013, p. 38).



Figure 4.4. The product (food) of culture with “small c” in the 4th graders’ textbook

Concerning the activity book, one example reflects the product dimension of culture with “small c.” This example is an activity that asks students to work in groups,

and each one is asked by the teacher to chose a specific country and write a short paragraph about the transport they use (Messieres, 2013, p. 38). This activity may aim at teaching the product dimension of culture with “small c” since it helps students collect information and widen their knowledge of other cultures by explaining a certain tool the transportation tool which is related to the everyday life of people according to Kramsch (1998)

According to the data analysis above regarding the products (food, tools, costumes, and beverage) it can be seen that there is a little frequency of the products mentioned in the textbooks. The table below shows the details of these products.

Table 4.1. Examples of the products (food, tools, costume, and beverage) in the 4th graders' textbook

Food	Beverage	costume	Tools	Culture
Kuba_ Kebab_ special Iraqi pickles	—	Traditional customs of men	Musical instrument “Oud”	Arabic/ Iraqi culture
—	—	—	—	Target culture
—	—	—	Two-wheeled passenger vehicle “Richshaw”	Other cultures

As seen in the table above that products like food, costumes, and tools are represented in the textbook through illustrations that are mainly related to Arabic/Iraqi culture and only one picture reflects the product (tool) belonging to other cultures such as, Africa and Asia where these vehicals are mostly used. The data show that the 4th-graders' textbook contains 2 pictures reflecting tools, one picture reflecting custumes, and another one reflecting food, in addition to the images belonging to women with covers on their hair. As seen in (Table 4.1) above that the product (Beverage) is not mentioned in the textbook. The figure below shows the ratios of the products included in the textbooks.

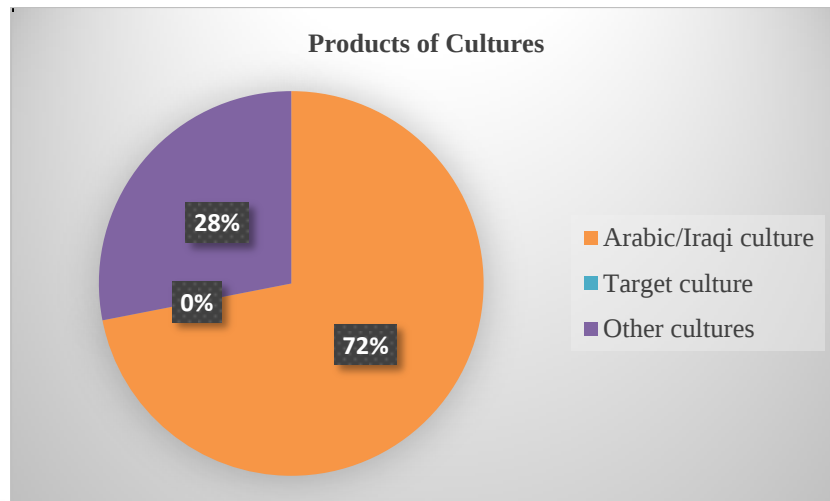


Figure 4.5. The products of cultures (food, beverage, costumes) in the 4th graders' textbook

The graphic shows that through this book, the students cannot have knowledge about the products representing culture with “small c” aspects of the target culture.

The product dimension of culture with “Big C” is the most frequently used in the textbook. The data on the elements of culture with “Big C” have been obtained from the texts, dialogues, and picture. Since the analysis has been conducted unit by unit, units one and unit two appear to have no data reflecting this dimension. The remaining units mainly contain data related to historical sites, arts, and institutions that reflect the product dimension of culture with “Big C”. In unit four, there are two texts titled “Mosul” and “Tokyo”. It is clear from the title that these texts describe the two cities. They describe the population, the places to visit, the weather, festivals, and other aspects. Besides, the pictures of the two cities, Mosul and Tokyo, are found as supporting material to the texts, as seen in the figure below (Messieres, 2013, pp. 44-45)

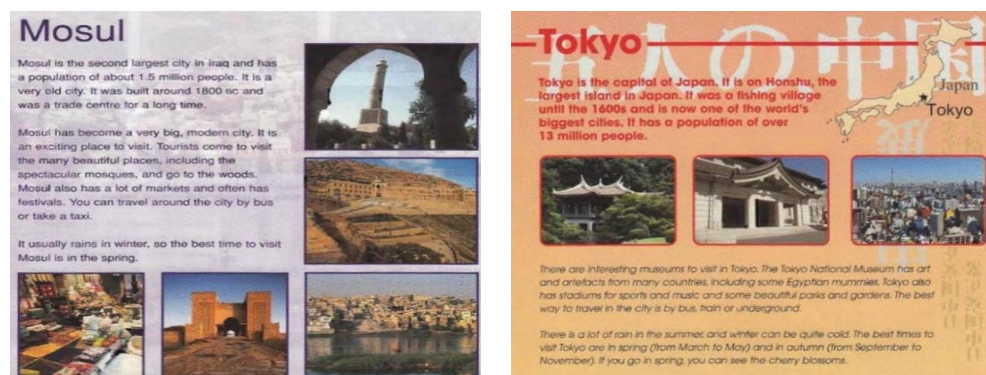


Figure 4.6. The product dimension of culture with “Big C” in the 4th graders’ textbook

Another text in unit eight, titled “Places to Go” is about four different countries: Egypt, Iraq, England, and Greece. This text mentions the names of the places, locations, archaeology, and historical sites. The text is supported with pictures reflecting the historical sites of these places, such as the great Pyramids of Giza, the Hanging Gardens of Babylon, Stonehenge, and The Parthenon, which indicates the product dimension with "Big C" (Messieres, 2013. p. 28). In addition to these supportive picture, there are other pictures in the students' book that reflect the culture with “Big C” such as the pictures of the Niagara Falls, The Spanish Steps, and the Roman Forum (Messieres, 2013, p. 35).

As for the activity book, the same subject matter titled “Places to go” reflecting culture with “Big C” in the student’s book is found in the activity book in unit three of the 4th graders book, in the form of a task that gives information about an archaeological site representing different cultural civilizations. It helps to increase the student's knowledge of the historical places belonging to various country. This task is supported by the same pictures in the student's book (Messieres, 2013, p. 28). These pictures belong to the great pyramids of Giza, the hanging gardens of Babylon, Stonehenge, and the Parthenon. (Messieres, 2013. p. 41).

3. The Answer to the Third Research Question.

The third question of this study is, “What cultural behavioural patterns, costumes, and elements of body language are included in the textbooks?”. The answer to this question has been evaluated within the context of Byram’s (1998) ICC model. It is seen that there is little frequency of the behavioral patterns such as, the behaviours and traditions people conduct at weddings, and no data reflecting the elements of body language. In the textbook, there is one example reflecting people's traditions, beliefs and behaviour, and this example is in the form of a text. This text is on unit five, titled “Wedding Customs.” The text provides information about people's traditions, habits, and attitudes at weddings worldwide. It talks about wedding traditions in the United Arab Emirates, referring to the fact that some people get married in group ceremonies. It also talks about weddings in Iraq and explains Henna (kına) and how it is used at weddings to bring good luck and fortune. This tradition is similar to the Turkish culture. Turkish traditional weddings, there is Henna night. Although the textbook does not mention this similarity, students in Iraqi international schools in Türkiye will instantly think about it since they live in Turkish society and are affected by it. These data can be recorded as perspective dimensions that represent attitudes toward cultures (Messieres, 2013, p. 52). This example reflects Byram's model of ICC, attitudes towards cultures: the objectives of this model are identifying generalizations of cultures and changing perspectives. The text “Wedding Customs” reflects the objectives of this model. Therefore, it is classified under the categories of this model. The figure below shows the ratios of behavioural elements in the textbook.

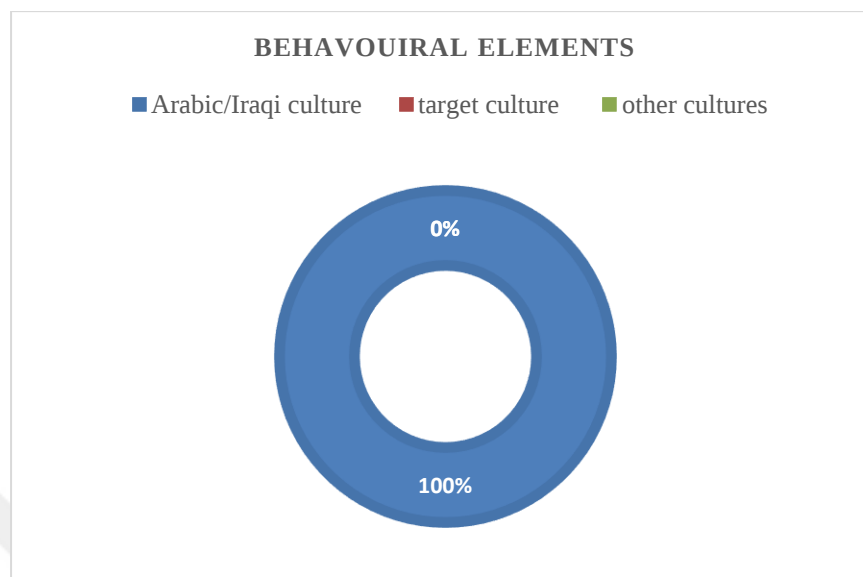


Figure 4.7. Behavioral elements in the 4th graders' textbooks

As seen in (figure 4.7) above, the 4th graders' textbook only reflect the behavioral elements related to the local culture (Arabic/Iraqi), and there are no data reflecting neither the target culture nor the other cultures. Furthermore, there is no reference to the Turkish culture in spite of the similarities found in the above text.

4. The Answer to the Fourth Research Question.

The fourth question of the study is, "What are the cultural values and beliefs included in the textbooks?". To answer this question, data have been analyzed unit by unit according to Byram's (1997) model of ICC, as well as Moran's (2001) five dimensions of culture. The analysis results show that cultural values and beliefs are not mentioned much in the textbook. Most of the data found in the textbook are mainly in the form of dialogues in which individuals or groups explain their personal beliefs and values. These dialogues mostly reflect the actions and interactions of members of society, and they lack presenting the appropriate or inappropriate behaviours under specific circumstances of a particular group of people.

Besides the dialogues mentioned above, there is one example in the textbook reflect the beliefs and values of people. This example is in unit four, in the form of text. The text is titled "Eid al-Adha," "The Sacrifice Feast Holiday". The text is told by a boy

going with his cousins to Baghdad to spend “Eid” there. The text talks about the holly event to all Muslims. This paragraph is about the Iraqi community. It describes one of the Iraqi people’s favorite activities, such as preparing special meals, buying new clothes, praying at mosques, and visiting relatives. These activities are similar to the activities and habits conducted by Turkish people in Turkish society. Yet, there is again no reference to this similar situation. The paragraph” Eid al-Adha” reflects people’s beliefs’ towards a specific event. This example is supported with illustrations that can be seen in the figure below (Messieres, 2013, p. 43).

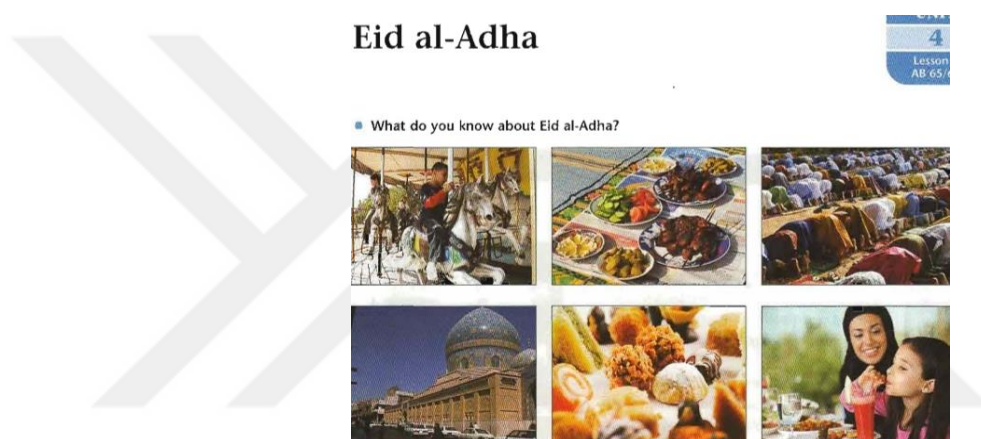


Figure 4.8. The example of culture with “small c” in the 4th graders’ textbook

In addition to the text explained above, the illustrations found in the textbook also reflect the beliefs of people, such as the pictures seen in (figure 4.2) above. These pictures belonging to women wearing covers on their heads (Hijab), these pictures reflect the women’s beliefs and values.

4.2. Analysis of the Textbooks *English For Iraq* for the 5th Graders at the Secondary Stage

After analyzing the textbooks of the 4th graders, this part analyzes *English for Iraq* textbooks of the 5th graders. These textbooks consist of eight units and a literature focus at the end of the book. The results of the data analysis have been given below:

1. The Answer to the First Research Question

The first research question of this study is "What countries' cultures are included in the textbooks?". To answer this question, data have been collected from the 5th graders' textbook and analyzed unit by unit based on the theories used in this research. Concerning the first question, the figure below shows the countries' cultures included in the textbooks.

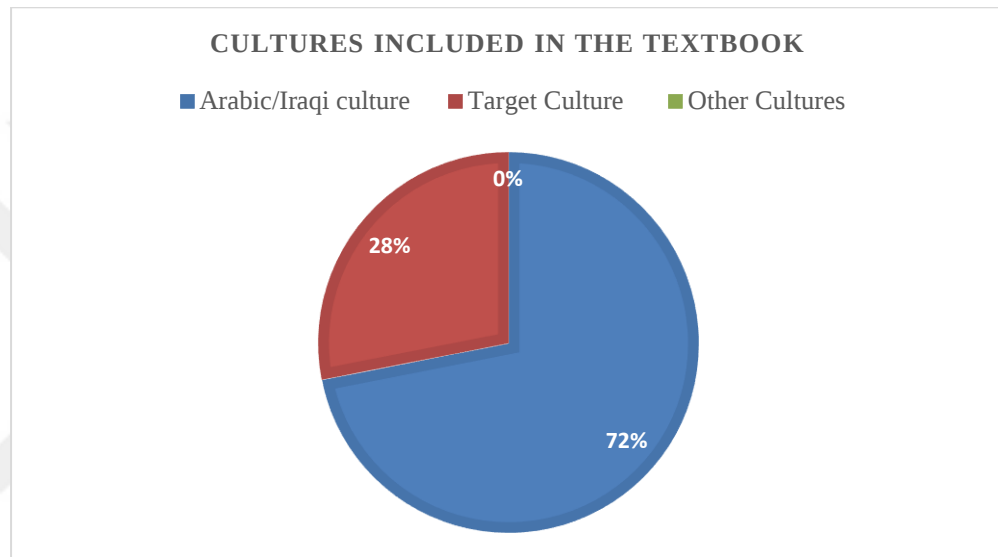


Figure 4.9. The cultures included in the 5th graders' textbooks

As seen in the figure above, Arabic culture is the dominant (72 %), and the target culture follows it (28 %). There are no data that reflect the countries of other cultures (0 %). In all eight units, different cultures are presented through names of persons, places, celebrations, social events, illustrations of places, food, and public figures. Most of the cultural aspects presented in the books represent Arabic culture. The names of the countries, the cultures of which are presented, are Iraq, Egypt, and Lebanon. The countries representing target cultures are Scotland, England, and the United States of America. Overall, the 5th graders' English textbook *English For Iraq* includes six different countries' cultures, whether referred to in names of persons, places, or food. All of them are mainly related to Arabic and target cultures, and none are related to other cultures. This indicates that the book falls short of providing the necessary materials for the students who should develop their intercultural communication skills.

2. The Answer to the Second Research Question.

The second research question of this study is, “What cultural products (food-beverage, clothes, tools, etc.) are included in the textbooks?”. To answer this question, data have been collected and analyzed according to Moran’s (2001) five dimensions of culture, and Kramsch’s definition of culture with “small c” and culture with “Big C”. First, data have been analyzed according to Kramsch’s definition of culture with “small c”; afterwards, data have been analyzed according to Kramsch’s definition of culture with “Big C”. Most of the data in the 5th graders' textbooks are related to art and history, and they have been classified as culture with “Big C”. The textbooks of the 5th graders include fewer cultural products than the 4th graders' textbooks.

Regarding the product dimension of culture with “small c”, few photos found in the textbook reflect the product dimension of culture with “small c”, such as the photos of women wearing covers on their heads (Hijab). These photos reflect the values and beliefs of this group of women. These are the only data that reflect the product (costumes) dimension of culture with “small c” in the textbooks; these photos are shown in the figure below (Johnston et al., 2013, pp. 24-81).



Figure 4.10. Product of culture with “small c” in the 5th graders’ textbook

Besides the photos mentioned above, there are several photos in the textbook reflecting the product dimension of culture with “small c”. These photos show such products as food and tools. One photo found in unit shows (tool) a musical instrument. As seen in (figure 4.11) below, this instrument is an electronic guitar that uses electronic amplification to be heard at a louder volume. The origin of this instrument is the United

States of America. Moreover, it is a significant mark on American music (Johnston et al., 2013. p. 50).



Figure 4.11. The product of culture with “small c” in the 5th graders’ textbook

According to the data analysis above regarding the products (food, tools, costume, and beverage), there is little frequency of these products in the textbook. The table below shows the details of these products.

Table 4.2. Examples of the products (food, costume, tools, and beverage) in the 5th graders’ textbook

Food	Beverage	Costumes	Tools	Culture
Red Iraqi rice Iraqi traditional bread	—	Women wearing Hijab	—	Arabic/ Iraqi culture
Burger and fries	—	—	Musical instrument “Guitar”	Target culture
—	—	—	—	Other cultures

As seen in the table above, products like food and costumes are represented in the textbook through illustrations that are mainly related to Arabic/ Iraqi culture. Only one photos reflects food belonging to the target culture. Therefore, the 5th-graders’ textbooks contain only 3 photos reflecting these products (tool, food, and costumes), in addition to the photos of women covering their heads, which reflect the costoms of

Arabic culture. Finally, one photo reflecting the product (tool) is related to the target culture as seen in the figure below.

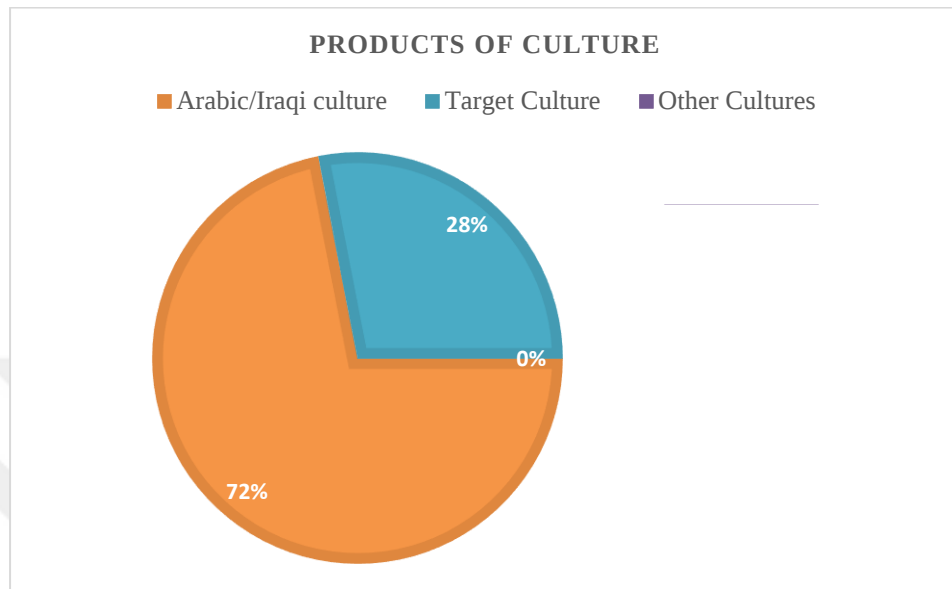


Figure 4.12. The products of culture (food, beverage, costumes) in the 5th graders' textbook

The graphic shows that through this book, the students cannot have knowledge about the products representing culture with “small c” aspects of other cultures.

The product dimension of culture with “Big C” is found in texts. A text in unit one titled “A Trip to Scotland” introduces Scotland, and this text mainly provides information about some places that can be visited in Scotland and some information about Scottish culture, such as music. This paragraph gives information about the location of Scotland. This example is in accordance with Kramsch’s definition of culture with “Big C”. This text is supported with pictures (figure 4.13), (Johnston et al., 2013, p. 9). In addition to the pictures belonging to Scotland, there is another picture in unit three that reflects culture with “Big C” in the textbook: the picture of the Nile of Aswan (Johnston et al., 2013, p. 44).

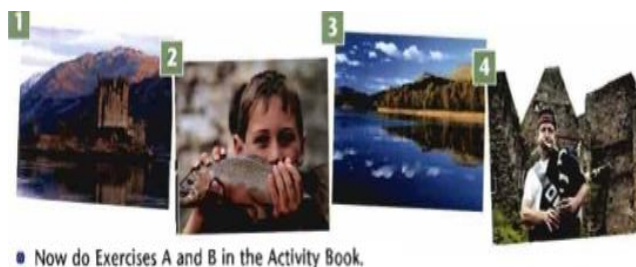


Figure 4.13. The product dimension of culture with “Big C” in the 5th graders’ textbook

As for the activity book, similar elements of culture with “Big C” are found in tasks. One task in unit four asks students to write an email or a letter describing places they have been to; this task helps students gather information and enlarge their knowledge of their own or other cultures (Johnston et al., 2013, p. 98).

3. The Answer to the Third Research Question.

The third research question of this study is, “What cultural behavioural patterns, customs, and elements of body language are included in the textbooks?”. In the *English For Iraq* textbooks for the 5th graders, there are no data reflecting the behavioural patterns and the elements of body language. There is only one example in the form of illustration that reflects the costume. These illustrations belonging to women wearing covers on their heads (Hijab), as seen in (figure 4.10) above.

4. The Answer to the Fourth Research Question.

The fourth research question of this study is, “What are the cultural values and beliefs included in the textbooks?”, to answer this question, data has been analyzed unit by unit. Furthermore, it is seen that the cultural values and beliefs are not mentioned too much in the 5th graders' textbooks. The data commonly explain the perceptions and beliefs of individuals or groups explaining their personal beliefs and values. Most of these elements are represented through texts and dialogues. One text in unit one in the textbook, titled “Eid,” and the text explains certain activities and traditions that can be done during “Eid” (Bayram), such as breaking the fast, praying in groups in a mosque, and gathering with family and relatives. This text explains the activities conducted by

the Iraqi members of society. These activities, again, are similar to the activities and actions made by group members in Turkish society. Since these textbooks are used in international schools in Turkiye, when students read this text, they will immediately connect these actions to the culture they live in and are affected by. Therefore, the existences of similar elements concerning both cultures in the textbook will significantly contribute to the student's knowledge and understanding of the two cultures. The text "Eid" reflects people's beliefs (Johnston et al., 2013. p. 17).

4.3. Analysis of the Textbooks *English For Iraq* For the 6th Graders at the Secondary Stage

After evaluating the textbooks belonging to the 4th, and the 5th graders, this part explains the analysis of the 6th graders' textbooks. These textbooks consist of eight units and a literature focus at the end of the book. Data have been obtained from the texts, sentences, dialogues, and illustrations. The results of the data analysis have been given below:

1. The Answer to the First Research Question.

The first research question of this study is "What countries' cultures are included in the textbooks?". To answer this question, data have been collected from the 6th graders' textbook and analyzed unit by unit based on the theories used in this research. Concerning the first question, the figure below shows the cultures included in the textbook.

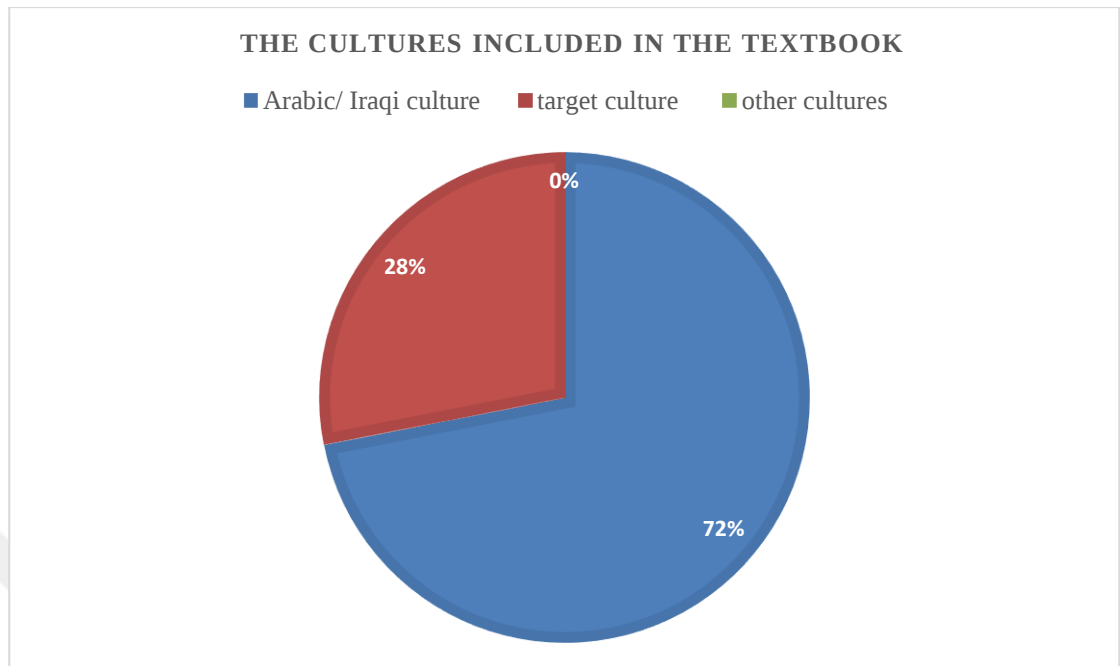


Figure 4.14. The cultures included in the 6th graders' textbook

As seen above in (figure 4.14) Arabic culture is the dominating culture (72 %), followed by the target culture (28 %), and no data reflecting other cultures (0 %). The data analysis results indicate in all of the eight units, that cultures are reflected through names of persons, places, celebrations, social events, illustrations of places, food, and public figures. Most of these cultural elements reflected in the textbook are Arabic. These countries are Iraq, Egypt, Lebanon, Tunisia, and Dubai. As for the target culture, England and the United States of America are the countries representing the target culture. The 6th grader's English textbook *English For Iraq* mentions the cultures of seven countries; most of these countries are Arabic.

2. The Answer to the Second Research Question.

The second research question of this study is, “What cultural products (food-beverage, clothes, tools, etc.) are included in the textbooks?”. Most of the data in the 6th graders' textbooks representing the art and history of certain countries have been classified as the culture with “Big C”. The textbook for the 6th graders’ includes fewer cultural products than the 4th and the 5th graders' textbooks.

Regarding culture with “small c”, few illustrations reflect this type of culture. The pictures are in unit three show women wearing covers on their heads (Hijab), these pictures represent the costume of these women and their beliefs and values. The figure below shows these illustrations. (Johnston et al., 2013, p. 26).



Figure 4.15. The product dimension of culture with “small c” in the 6th graders’ textbook

Besides the data explained above, which reflect the elements related to culture with “small c”, there are illustrations in the textbooks that reflect the product dimension of culture with “small c ” such as the pictures of costumes, food, and tools that are related to everyday life of people. The figure below shows the product (costumes) dimension of the culture with “small c ” (Johnston et al., 2013, p. 11).

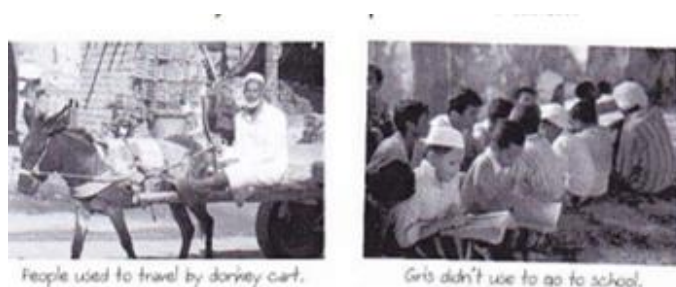


Figure 4.16. The product (clothes) of culture with “small c” in the 6th graders' textbook

The above picture illustrates men's traditional outfits in Arabic culture. As shown in the figure 4.16 above, young children also wear these traditional outfits. It reflects the product dimension of culture with a “small c”.

The figure below shows the product (tool) mentioned in the textbook (Johnston et al., 2013, p. 57).



Figure 4.17. The product (tools) of culture with “small c” in the 6th graders’ textbook

The figure above illustrates the currencies of different countries mentioned in the textbook. It is the product dimension of culture with “small c” because it reflects tools related to the everyday life of people.

The discussion above regarding the products (food, dress, tools, and beverages) points out that these products have not been mentioned frequently in the textbook. The table below shows the details of these products.

Table 4.3. Examples of the products (food, tool, costume, and beverage) in the 6th graders’ textbooks

Food	Beverage	Costume	Tool	Culture
–	–	Traditional Arabic/Iraqi customs	Currencies of different countries	Arabic/ Iraqi culture
–	–	–	Currencies of different countries	Target culture
–	–	–	Currencies of different countries	Other cultures

As the table above shows, products such as food and beverages are not represented in the textbooks. However, the products such as, tools and dresses are presented in the textbook through illustrations, and they are mainly related to Arabic culture. There has been only one picture found in the textbook that reflect the product (tool) related to the target culture and other cultures. Therefore, it can be said that the 6th-graders' textbook contains only two images reflecting costume and tool, in addition to the few images

belonging to women wearing (Hijab) covers on their heads, which are mainly related to the Arabic/Iraqi cultures. The figure below shows the products of the cultures included in the textbooks.

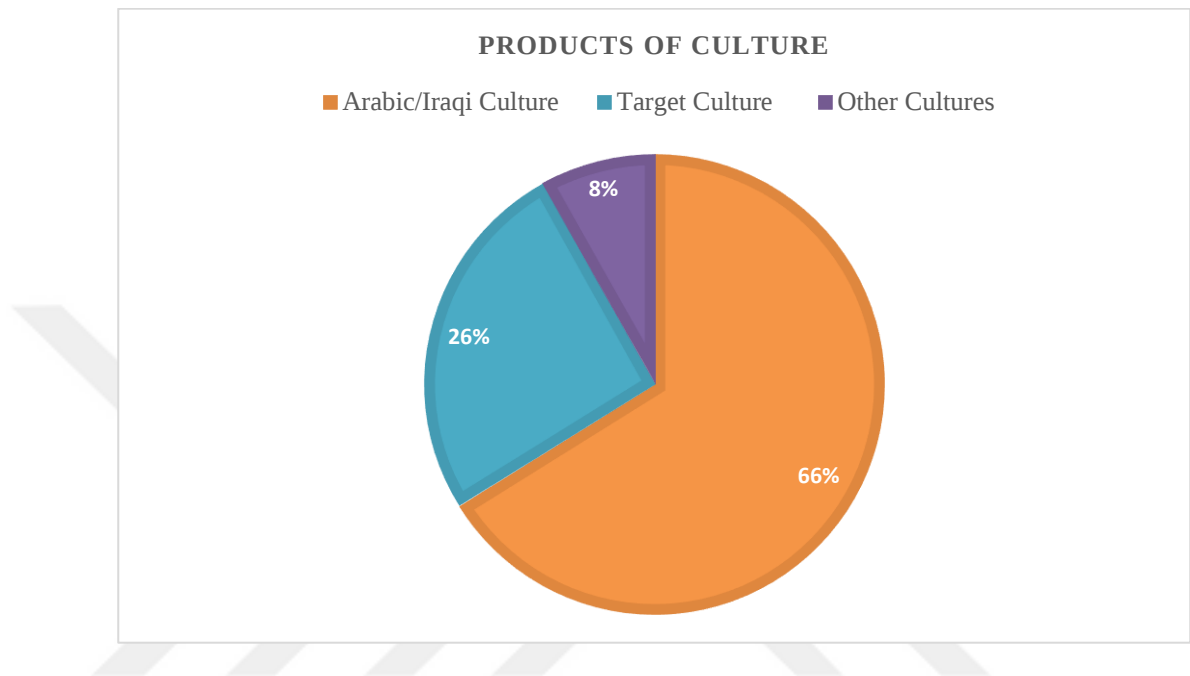


Figure 4.18. The products of cultures included in the textbooks of the 6th graders'

The graphic shows that through this book, the students cannot have enough knowledge about the products representing culture with “small c” aspects of the other cultures.

The product dimension of culture with “Big C” is shown in visual and written forms of information. One paragraph in unit eight describes the culture with “Big C”, it is titled “The Euphrates River”. It describes the Euphrates River, the places it flows through, and the history and early civilization of the areas it flows in. “The Euphrates River” shows historical places as well. Therefore, it has been considered an element that reflects culture with “Big C” (Johnston et al., 2013, p. 78).

As for the activity book of the 6th graders, elements of culture with “Big C” are found in the form of tasks. One task in the activity book asks students to imagine themselves being someone else and to explain their trip to two different places, mentioning the hotels they have been to, the type of food they tasted, the language they used, the sightseeing they visited, and other details. This task helps the students to

explain a place they have visited, which can help them enlarge their knowledge of their own and other cultures (Johnston et al., 2013, p. 76).

3. The Answer to the Third Research Question.

The third research question of this study is, “What cultural behavioural patterns, customs, and elements of body language are included in the textbooks?”. In the *English For Iraq* textbook for the 6th graders. The behavioural patterns are scarcely mentioned, and no data reflecting body language. In *English for Iraq*, there is only one example that reflects the behavioral patterns of a certain group of people. This example is a paragraph of the main text titled “Teachers Used to be Stricter” in unit one. It is a conversation between two students concerning their attitudes and opinions towards Iraqi families and people's old habits and attitudes. In the conversation, it can be seen that the students are talking about the former habits of families and how they used to be, such as their health, freedom, education, poverty, and other aspects (Johnston et al., 2013, p. 19).

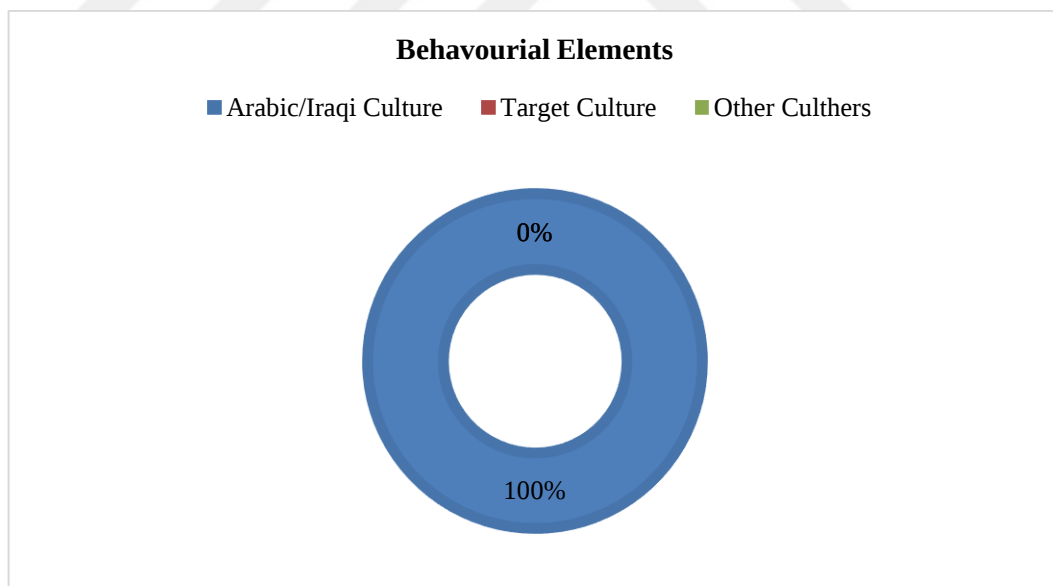


Figure 4.19. Behavioural patterns in the 6th graders' textbooks

As seen in (figure 4.19) above, the 6th graders' textbooks only reflect the behavioural elements related to the local culture, which is the Iraqi culture. There are no data reflecting neither the target culture nor the other cultures, such as the Turkish culture in spite of the similarities found in the text about “Eid”.

4. The Answer to the Fourth Research Question

The fourth research question of this study is, “What are the cultural values and beliefs included in the textbooks?”. The data show that cultural values and beliefs are not mentioned too much in textbooks. Most of the data in the textbook are mainly dialogues that explain the perceptions and beliefs of individuals or groups of people, explaining their personal beliefs and values. However, there are no data reflecting specific cultural values and beliefs. In other words, the 6th graders' textbook lacks the elements reflecting the values and beliefs of people.

The following part discusses the findings mentioned above.

These textbooks consist of visual materials, vocabulary teaching-based activities, short reading texts, short listening texts, games, interactive activities, colourful figures, original art-craft activities, and communicative activities. Therefore, the analysis of these textbooks has been conducted mainly based on texts, visual and communicative items in terms of intercultural elements.

Since the research questions are formed according to Moran's (2001) five dimensions of culture, and the data analysis has been conducted by adapting Byram's (1997) model of ICC, and Kramsch's (1998) definitions of culture with “Big C”, and culture with “small c”. Therefore, the questions covered mainly all of the aspects related to these theories. Regarding the five dimensions of culture (Moran, 2001), the textbooks contain the number of the height in person dimension since it is represented mostly in names of persons and public figures. At least 45 names have been included in the textbook of the 4th graders. The textbooks of the 5th graders contain at least 80 names of persons and public figures like poets and writers. Finally, the 6th graders' textbook contain at least 40 names of persons and public figure.

Based on the investigation of this study concerning the textbooks belonging to the 4th, the 5th, and the 6th graders, the study shows that among the five dimensions of culture (products, practices, perspectives, communities, and person) proposed by Moran (2001), person dimension is dominating in number, followed by product, practice, perspective and community dimension. The five dimensions are shown through texts,

dialogues, and visual illustrations in almost every textbook of each grade, except in the 6th graders; the information given concerning these five dimensions of culture is delivered on a small average in the 6th-graders textbooks. The table below summarizes the analysis of the five dimensions of culture.

Table 4.4. Summary of the analysis of Moran's five dimension of culture

Moran's Five Dimensions of Culture	4 th graders <i>English for Iraq</i> Textbooks	5 th graders <i>English for Iraq</i> Textbooks	6 th graders <i>English for Iraq</i> Textbooks
Product	5 examples reflect the culture with "Big C".in addition to the supportive images. 6 images reflect culture with "small c".	4 examples reflect the culture with "Big C".in addition to the supportive images. 4 images reflect culture with "small c".	2 examples reflect the culture with "Big C".in addition to the supportive images. 4 images reflect culture with "small c".
Practice	2 examples reflect the practice dimension	2 examples reflect the practice dimension	2 examples reflect the practice dimension
Perspective	1 illustration reflects the perspective dimension	1 illustration reflects the perspective dimension	1 example reflect the perspective dimension
Community	3 examples reflect the community dimension	1 example (2 images) reflect the community dimension	1 example reflects the community dimension
Person	It is representing through names (45 names of persons)	It is representing through names (80 names of persons) and one text	It is representing through names (40 names of persons) and one text

To conclude, it can be said that these textbooks reflect all of the five dimensions of culture with an imbalanced distribution. These textbooks mainly contain several examples reflecting the product dimension of culture with “Big C”. Besides, the small data in the textbooks reflect the product dimension of culture with “small c.” Regarding the 4th graders' textbooks, it contains the highest number of examples reflecting the product dimension of culture with “Big C”, and culture with “small c” such as, food, dresses, tools, and beverage. Yet, these products are mainly related to the Arabic/Iraqi culture. The textbooks contain about (72 %) products related to the local culture, (28 %) related to the target culture, and (0 %) related to the other cultures.

Concerning the 5th graders' textbooks, the products related to culture with “small c” such as food, tools, and dresses are mainly related to the local culture. (72 %) of the products of culture with “small c” are related to the local culture, (28 %) are related to the target culture, and (0 %) of the products belong to the other cultures.

Concerning the 6th graders' textbooks, the products related to culture with “small c” such as food, tools, and dresses are mainly related to the local culture. (62 %) of the products are related to the local culture, (24 %) of the products are related to the target culture, and (7 %) of the products of culture with “small c” are related to the other cultures.

According to the data analysis results, it can be seen that the number of countries' cultures reflected in the textbooks differs from one stage to another. Concerning the 4th graders' textbooks it is seen that (49 %) of the countries are related to the Arabic/Iraqi culture, (39 %) are related to the target culture, and (12 %) are related to other cultures.

Concerning the 5th graders' textbooks, it is seen that (72 %) of the countries are related to the Arabic/Iraqi culture, (28 %) are related to the target culture, and (0 %) are related to other cultures.

As for the 6th graders' textbooks, it is seen that (72 %) of the countries are related to the Arabic/Iraqi culture, (28 %) are related to the target culture, and (0 %) are related to other cultures.

The analysis of the five dimensions of culture in this study differs from the previous similar studies mentioned in the literature review section. For example, a study conducted by Sun-Young Kim et al. in Korea investigates the representation of culture in English textbooks for second-year middle school students in Korea from a multicultural perspective. The results of the study show that the cultural dimensions in English textbooks seriously under-represented aspects of culture as ‘communities’ and as ‘persons.’ On the contrary, this study shows that the *English For Iraq* textbooks represent the “person” dimension in a wide range and the “communities” dimension in a smaller portion of the range.

Besides the theoretical framework by Moran (2001) and Kramsch’s (1998) definitions of culture with “small c” and culture with “Big C”, another theory on intercultural communicative competence by Byram has been used to analyze the textbooks for each grade. The first ICC model the study tries to expose is knowledge of culture. Most of the intercultural materials in the textbooks address “knowledge for cultures” elements encompassing more than three-quarters of the materials. The number of examples in the textbooks referring to this model is not more than 3 in each book, mainly related to historical sites and arts. The occurrences of the remaining models (attitudes, skills, and interpreting) constitute less than a quarter of the materials. The number of examples concerning these models is not more than 2 in some books such as, the illustrations that reflect the women’s (Hijab).

In the case of the 4th-graders’ textbooks, there are few examples concerning the model of knowledge of culture, which are mainly related to describing historical sites, followed by one example referring to the attitudes towards culture, and none concerning the remaining models (skills and interpreting).

Moreover, there are no data reflecting to the remaining models (skills and interpreting). Therefore, the student's learning space for these models (knowledge, attitudes, skills, and interpreting) is narrow. Such a sharp proportion difference reveals an imbalanced distribution of intercultural representations in the secondary-stage textbooks' materials.

The current study discovered that *English for Iraq* textbooks of the secondary stage tend to describe cultures superficially due to the lack of illustrations that illustrate relationships, contrast, and comparisons between different cultures; as a result, these textbooks are unable to support the achievement of the overall goal of enhancing the learners' intercultural competence. Therefore, including materials concerning behaviors, and attitudes may help to increase the students' self-confidence and allow them to express their opinions in an international conversation without preconceptions of disbelief or disrespect for other cultures. The absence of such opportunities for learners is an evident that *English for Iraq* secondary textbooks include a minimal percentage of items reflecting "Attitudes towards cultures" .

These results are similar to those of the study conducted by Ali Abdulridha Obaid et al. in 2019 regarding the *English For Iraq* textbooks used in intermediate Schools. The results show a difference in the frequency of occurrences portraying an imbalanced intercultural presentation with a knowledge-oriented majority of mainly fact-stating materials.

5. The Answer to the Fifth Research Question

The fifth research question of this study is “Are stereotypes about different cultures included?”. The answer to this question is based on the analysis of the textbooks. The analysis shows that there are no stereotypes about different cultures in *English for Iraq* textbooks. Stereotypes are the outcomes of such beliefs that the members of a particular group have the same traits, and behave in the same way (Hilton et al., 1996; Beeghly, 2015). Stereotyping disregards individual differences. Stereotyping may lead to prejudices. Therefore, the fact that there are no cultural stereotypes in these books is of great importance in that it may not lead to prejudices against some cultural groups.

6. The Answer to the Sixth Research Question:

The sixth research question of this study is, “Is there any information about Turkiye and Turkish culture in these textbooks? Which dimensions of Turkish culture (products, costumes, values) are included if given?”. The data analysis results regarding

the textbooks for the three graders show that there is no information about Turkiye or Turkish culture in these textbooks. In other words, none of these textbooks includes any element related to Turkish culture.

In the textbook of the 6th graders, there is a sentence in a paragraph mentioning Turkiye. This paragraph titled "Euphrates River". It describes the places where the river flows through; one of these places is Turkiye.

"...it begins in the Caucasus Mountains, and flows through Turkiye, Syria, and Iraq..." (Johnston et al., 2013, p. 78). Yet, this sentence only mentions the country's name without referencing any cultural elements. Overall, there has not been any information about Turkish culture in the textbooks.

According to the discussion above, the dominant culture in *English for Iraq* textbooks is the Arabic culture, followed by a few examples related to the target culture and very little data concerning other cultures. The textbooks mainly present traditions, social events, and attitudes related to Arab culture, which narrow the students' opportunities to communicate and interact with people from other cultures. The above results also show that Turkish culture is not mentioned despite the similar elements found in the textbooks, such as the traditions and beliefs in the texts "wedding customs" (Messieres, 2013, p. 52), in the book for the 4th graders and the texts in the 4th and the 5th graders' textbooks titled "Eid" (Johnston et al., 2013, p. 17)

5. CONCLUSION AND SUGGESTIONS

5.1. Conclusion

This study aimed to evaluate the intercultural elements in the textbooks used at the secondary stage of private international schools in Samsun. This evaluation was intended to examine the student and the activity books of each grade. The study's overall results showed that the textbooks titled *English For Iraq* for the secondary stage contain few aspects of the five dimensions of culture described by Moran (2001) with different occurrences in presenting the materials. These textbooks contain the product, community, and person dimensions with different data presentation occurrences. *English For Iraq* textbooks appeared to have less content on 'communities' which were mainly related to the Arabic culture, and more content on the "person" dimension, mainly reflected through names of persons, public figures, and illustrations. *English for Iraq* appeared to have less content regarding the perspectives dimensions, though this dimension is considered an important factor in understanding different cultures. Regarding Kramsch's (1998) definitions of culture with "Small c" and culture with "Big C," these textbooks tended to have relatively more content on "Big C" at the expense of "small c" since culture with "small c" reflects the everyday life of people.

Besides, the five dimensions of culture, the textbooks and the activity books of each grade at the secondary stage have been analyzed according to Byram's model of ICC. Findings show a very sharp difference in presenting the materials demonstrating the four intercultural models in favour of the dominating model, which is the knowledge about cultures shown in written data and illustrations. On the contrary, little data reflected the models, attitudes and skills representations. Accordingly, these textbooks are characterized as intercultural-weak. Therefore, they deprive the students of learning opportunities to voice their opinions about cultures and communicate effectively with members from other cultures. Such absence deprives secondary-stage students of being aware of their role as intercultural citizens with essential traits of intercultural abilities like empathy, tolerance, and respect for others. Moreover, according to the results of this study, *English for Iraq* textbooks can be considered weak material that fails to account for developing the learners' intercultural competence.

Since this research revealed that there has been little information regarding such elements of culture as beliefs, values, and attitudes, it is thought that this study will help the writers to revise these books to add and focus more on cultural elements such as manners, attitudes, beliefs of the people belonging to target culture and other cultures to promote the international communicative competence of the students.

The study also revealed that *English For Iraq* textbooks used in international schools in Türkiye did not mention Turkish culture, whether in written forms or visuals. Since these textbooks have been used in international schools in Türkiye, these textbooks must contain more cultural elements, products, and perspectives reflecting Turkish culture. Otherwise, students attending these international schools in Türkiye will face many difficulties and misunderstandings with Turkish culture.

5.2. Suggestions

Regarding the cultural presentations in the textbooks *English For Iraq* for the secondary stage, some suggestions are offered to several groups. The suggestion for textbooks authors and designers who designed the textbooks is to balance the portion of each of the ICC elements. *English For Iraq* textbooks are expected to present balanced cultural content. This is necessary to provide students with balanced intercultural awareness knowledge. In addition, another suggestion for the authors is to add more cultural product context to build the learners' awareness of other cultures.

Another essential suggestion this study aims to make is that some information about Türkiye and Turkish culture should be added for the students attending the international schools in Samsun to avoid any misunderstanding and cultural shock.

In addition, this study would like to give some suggestions for further researchers to explore other aspects regarding the secondary stage in international schools that can support the perfection of the development of students, especially in developing students' language communication skills for the better.

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