International Journal of Educational Spectrum

Uluslararası Eğitim Spektrumu Dergisi

ACQUIRING INTERCULTURAL COMMUNICATIVE COMPETENCE FROM COURSEBOOKS: AN ANALYSIS OF READING ACTIVITIES IN THE COURSEBOOK "SPEAKOUT"

KÜLTÜRLERARASI İLETİŞİMSEL YETERLİLİĞİN DERS KİTAPLARINDAN EDİNİMİ: "SPEAKOUT" DERS KİTABINDAKİ OKUMA AKTİVİTELERİNİN KÜLTÜRLERARASI İLETİŞİMSEL YETERLİLİK UNSURLARI AÇISINDAN ANALİZİ

Gamze Selin GÖZGENÇ[1]

Abstract

Intercultural communicative competence is recently considered to be a significant paradigm in language teaching area with the increasing role of English as a global lingua franca, therefore the integration of language and culture has become progressively more important. Since the textbooks are regarded as core teaching materials in foreign language teaching, it is essential for textbooks to contain various intercultural elements in order to construct the way for the development of intercultural communicative competence of learners. In this respect, intercultural content in English textbooks is a necessary issue to be investigated. This present study is an attempt to explore whether intercultural elements persist in language textbooks of Adana Science and Technology University School of Foreign Languages. As a result of the evaluation, it was found that textbook series of Speakout is not sufficient to enhance learners' intercultural communicative competence through its content in terms of reading activities.

Keywords: communicative competence, intercultural communicative competence, language teaching, textbook, textbook evaluation

Özet

İngilizcenin küresel ortak dil anlamındaki artan rolü ile kültürlerarası iletişimsel yeterlilik son zamanlarda dil öğretimi alanında önemli bir paradigma olarak kabul edilmektedir, bu nedenle dil ve kültür entegrasyonu giderek daha önemli hale gelmiştir. Ders kitapları yabancı dil öğretiminde temel öğretim materyalleri olarak değerlendirildiğinden, öğrencilere kültürlerarası iletişimsel yeterlilik gelişiminde yol inşa etmesi için çeşitli kültürler arası unsurları içermesi gereklidir. Bu bakımdan, İngilizce ders kitaplarında kültürlerarası içeriğin araştırılması gereklilik arz eden bir konudur. Bu çalışma, Adana Bilim ve Teknoloji Üniversitesi Yabancı Diller Yüksek Okulu'ndaki İngilizce ders kitaplarının kültürlerarası unsurları içerip içermediğini araştırmak için bir girişimdir. Değerlendirme sonunda, "Speakout" ders kitabı serisinin okuma faaliyetleri bakımından içeriği ile ilgili olarak öğrencilerin kültürlerarası iletişimsel yeterlilik becerilerini geliştirmek için yeterli olmadığı tespit edilmiştir.

Anahtar Kelimeler: iletişimsel yeterlilik, kültürlerarası iletişimsel yeterlilik, dil öğretimi, ders kitabı, ders kitabı değerlendirilmesi

1. Lecturer, Ufuk University, Turkey, selingozgenc@gmail.com, ORCID: 0000-0002-3578-3274

1. Introduction

Today in the 21st century with the ease of communication, the advancements ininformationnetworks, and multiple purposes for travelling, countries have established acloser relationship with each other and the world has become smaller as a result of thedevelopment of globalization process. People are in a constant move from one countryto another for various reasons such as pleasure, travel, academic study or working.These reasons and factors have resulted in increased opportunities for interculturalencounters. Consequently, contact of people from different cultures and countries madethe importance of intercultural communication increase rapidly and inevitable in thiscentury. With this mass cross-cultural interaction, one of the most common issues thatthe global world has encountered is the phenomenon of multiculturalism. Since we haveto be in contact with different people from different parts of the world constantly, it isvital to have an intercultural understanding for successful communications. In thisrespect, people need to tolerate the existance of other cultures and they need to haveacceptance, empathy, positive feelings, towards cultural differences without prejudices.Troncoso (2010) states in his study that dealing with the diversity of ethnic, racial,religious or intercultural changes may be possible by means of interculturalcommunicative competence (ICC). ICC is defined as an ability to understand othercultures as well as your own and having successful communication interactions; it as acomplex of abilities needed to perform effectively and appropriately when interactingwith others who are linguistically and culturally different from oneself (Fantini, 2006, p.12).It is possible to provide an intercultural understanding with the help of theeducation. For this to occur, we need to reconstruct our education system with theframework of intercultural competence which is the ability for understanding of otherpeople's feeling, thinking, perception, and acting. Foreign language education isconcerned with teaching of intercultural competence since in foreign language classeslearners are exposed to various types of world cultures. In foreign language teachingprocess, as the teaching materials and course books are important tools, they areexpected to provide intercultural elements to foster intercultural communitivecompetence of learners. Especially in multicultural learning environment, such asuniversities, the course book carries a significant importance as there might be studentsfrom different national and cultural backgrounds. As a consequence, illustrations of themulticultural components in the content of the coursebook in terms of ICC are expectedcriteria in the course books to foster intercultural understanding for the learners. In this thesis it is aimed to analyze the coursebooks in terms of developingintercultural communicative competence for language learners. With this aim, theresearch questions of this present study are as follows;

1. To what extent do the coursebooks *Speakout A2+* and *B1+* contain readingparts aimed at developing learners' intercultural communicativecompetence?

2. What dimensions of intercultural communicative competence, if any, do thereading parts of the respective coursebooks address?

2. Methodology

In this study, the descriptive content analysis was conducted to make an in-depthdescription of the course book *Speakout* in terms of including or not includingintercultural elements. According to Seliger and Shohamy (1990, p. 211) a

descriptivestudy model provides information about how often certain language phenomena ocur and the typical use of language elements are demonstrated in accordance with thevarious variables which can be used in the studies of language teaching. The aim of thistype of study is to obtain information concerning the current status of the phenomena todescribe what exist with respect to conditions in a situation.

As stated before, our aim is to evaluate the global course book *Speakout* in termsof analysing intercultural elements in language materials. In this study, the researcherused a framework that was originally proposed by Byram (1991) but modified andimproved into a checklist by Aijala (2009) and it aims to evaluate the coursebook foranalysis of intercultural elements in reading activities. The checklist (Aijala, 2009)organizes intercultural elements into four dimensions: *knowledge of others, attitudestowards cultures, interpreting and relating cultural elements, intercultural interaction.*

➢   ***Knowledge of Others:*** *Knowledge of social groups and their products andpractices in one's own and in one's interlocutor's country, and of thegeneral processes of societal and individual interaction.* This title includes;

• knowledge of social processes and knowledge of illustrations

• knowledge about other people and how other people perceive you

• knowledge of discovering new information about culture of others', e.g.verbal and non-verbal behaviours and daily life

➢   ***Attitudes Towards Cultures:*** *Curiosity and openness, readiness to suspenddisbelief about other cultures and belief about one's own.* This title involves;

• to be able to aware of one's own values and beliefs and to be able tosee them from others' perspective who have different beliefs andbehaviours

• to be able to positive, open-minded and curious for familiar orunfamiliar phenomena

➢   ***Interpreting and Relating Cultural Elements:*** *Ability to interpret adocument or event from another culture, to explain it and relate it todocuments or events from one's own.* This title includes abilities to;

• recognise the clues of behaviour in different settings in other cultures

• identfy areas of ethnocentric perspectives that each different culturalsystem presents

➢   ***Intercultural Interaction:*** *Ability to acquire new knowledge of a culture andcultural practices and the ability to operate knowledge, attitudes and skillsunder the constraints of real-time communication and interaction.* This titleinvolves the ability to

• interact with representatives of other cultures

• to mediate for confusing interpretations of phenomena.

3. Data Anaysis and Results

3.1. The Ratio of ICC Elements Provided in the Reading Activities in Each CourseBook

Regarding the first research question, the findings are described as following.

Research Question 1: To what extent do the coursebooks *Speakout A2+* and*B1+* contain reading parts aimed at developing learners' intercultural communicativecompetence?

To obtain an answer for the first research question, the reading texts in two

English coursebook series of *Speakout* were analysed in order to find out whether thereading texts were aimed at increasing students' intercultural communicativecompetence focused on in the current study. Regarding the evaluation, it was found that*Speakout* A2+ has 56 reading parts and *Speakout* B1+ has 64 reading parts in total.However, *Speakout* A2+ level has 5 intercultural communicative elements and *Speakout* B1+ level has 4 intercultural communicative elements in their reading parts. When weproportion the total number of reading parts related to intercultural communicativecompetence, we get B1 (intermediate) level book has the least level ratio (6,2 %). Theother A2 (pre-intermediate) level book has the highest ratio (8,9%) when the totalnumber of elements are evaluated. The total ratio of the two coursebook is (7,5%).

Table 1

The ratio of the evaluated reading parts

	Total Number of Tasks Evaluated	Tasks Related to Intercultural Communicative Competence	%
B1 (Intermediate)	64	4	6,2
A2 (Pre-Intermediate)	56	5	8,9
Total	**120**	**9**	**7,5**

Regarding the evaluation of the reading parts, the illustrative examples from theparts in the coursebook related to ICC are as the following.Considering the sentences of the first reading part that reflects the *factualknowledge of culture;* they can be regarded as examples for this objective in terms ofincreasing awareness and cultures of other people and countries. "*Holiday 10 best takesa journey to different cities around the world to find out what they have to offer. Theygo to coolest, hippest, biggest and most exciting places on the planet and discover whatmakes a city truly great"* (Speakout, 2012).

When we evaluate the other reading text of the texbook for the same objective of*factual knowledge of cultures*, the following sentence of the reading text can be given asan example for this objective since it helps learners to have an understanding and anidea for foreign societal and cultural events and general process of lifestyles. "*In 2008Monocle Magazin looked at cities around the world to find the ten best cities to live in"*(Speakout, 2012).

In terms of the objective of *collecting information on cultures,* the coursebookpresents two reading texts which are culture quiz for the students. "*Which painting wasupside down for two months in New York's Museum of Modern Art before anyonenoticed?"* (Speakout, 2012). This is one of the questions of the culture quiz and it canbe shown as an example for this objective. In this way, the students are able to increase their knowledge of foreign cultures by using sources outside the coursebook materialwhich is an aim of the objective.The other

reading text of the coursebook presents another culture quiz which isan example for the same objective of *collecting information on cultures. "Whichcharismatic scientist spent his free time playing the violin when he was not changing theworld?"* (Speakout, 2012).

Considering this question of the quiz, it is seen that it inviteslearners to collect information and increase their knowledge for other cultures which isanother aim of this objective.In terms of the objective of *identfying generalisations of cultures* the coursebookinvolves two reading texts. Considering its sentences and questions of the first readingtext of the coursebook, the following lines can be given as examples since it inviteslearners to express their impressions and attitudes concerning foreign cultures, which isan aim of the objective. *"There, he learns about their traditions and discovers how thecommunity survives. There are just twenty-four families on Anuta. Bruce meets them alland experiences how their customs help to bind the people together." "What do youthink life is like for people on an island like this? Would you like to visit this place? Whyor Why not?"* (Speakout, 2012).   There is one more reading text presented in the book for the same objective*identfying generalisations of cultures.* Regarding the sentences and the questions of thereading text, it is seen that they can be considered as examples for this objective as itinvites students to state their opinions and impressions about others. *"Micheal Palin isan actor and travel writer. In this programme, he went on a journey through theseveenteen countries along the Pasific coast. While travelling 5000 miles in ten months,he saw and discovered things beyond his dreams. He learnt how to cook eggs in avolcano and how to make music with horses' bones in Chile." "What do you think ofthis journey? Would you like to do it? Why? Why not?"* (Speakout, 2012).

In terms of the objective of *identfying ethnocentric perspectives* the textbookgives a reading text and informs about a famous painter around the world. When weconsider questions, it is seen that the students are asked to identfy ethnocentricperspectives of a product of a foreign culture that reflects one of the aim of thisobjective. *"This BBC documentary examines the life and work of Michelangelo, one ofthe greatest artists in history; an imperfect life can produce perfect art." "What do you think of Michelangelo's work? Have you ever seen any of his work? How do you thinkhis work has influenced other artists?"* (Speakout, 2012).

Regarding the objective of *relating cultures and cultural phenomena,* thecoursebook presents one reading text and the following statements can be given asexamples of this objective. *"In Osaka, people love life and they love their food and theylove to spend money on food. So, what about you? Which city is your culinaryfavourite?"* (Speakout, 2012). Considering these statements of the text, we see that itinvites learners to relate features of foreign cultures to one's own and ponder onsimilarities and differences of cultures by reflecting their personal views as an aim ofthis objective.The textbook presents one reading text that includes the objective of *identifyingand explaining causes of misunderstandings* in the following lines. *"Durrels family sellstheir house and move to the sunny island of Corfu in Greece. Here they experience anew life of freedom and adventure. But the beginning is not easy." "Have you evet triedto communicate with people who can not speak your language? Where do tourists liketo go when they visit your country? What problems do they have?"* (Speakout, 2012).Regarding the statements and the questions of the reading text, they can be

shown as theexamples of this objective since the learners are invited to identify areas potentialmisunderstandings and dysfunction in interaction that is an aim of this objective.

3.2. The Ratio of ICC Dimensions Provided in the Reading Activities in EachCourse Book

Regarding the second research question, the findings are described as following.

Research Question 2: What dimensions of intercultural communicativecompetence, if any, do the reading parts of the respective coursebooks address?When these reading parts containing intercultural communicative competenceelements were analyzed in order to find out which ICC dimension is mostly focused onas stated in the second research question, it was found that out of nine reading parts,four of them (3,3%) were aiming at improving the students' *knowledge of cultures.*Three reading parts (2,5%) were aiming at improving *interpreting and relating culturalelements.* In terms of the *attitudes towards cultures*, only two (1,6%) reading parts werefound which belong to that dimension. However, it was seen that the coursebook does not give place to the dimension *intercultural interaction* (0%) as there was no readingparts belong to this dimension. The following sections analyses the findings incategories.

Figure 1

Findings Obtained From the Checklist
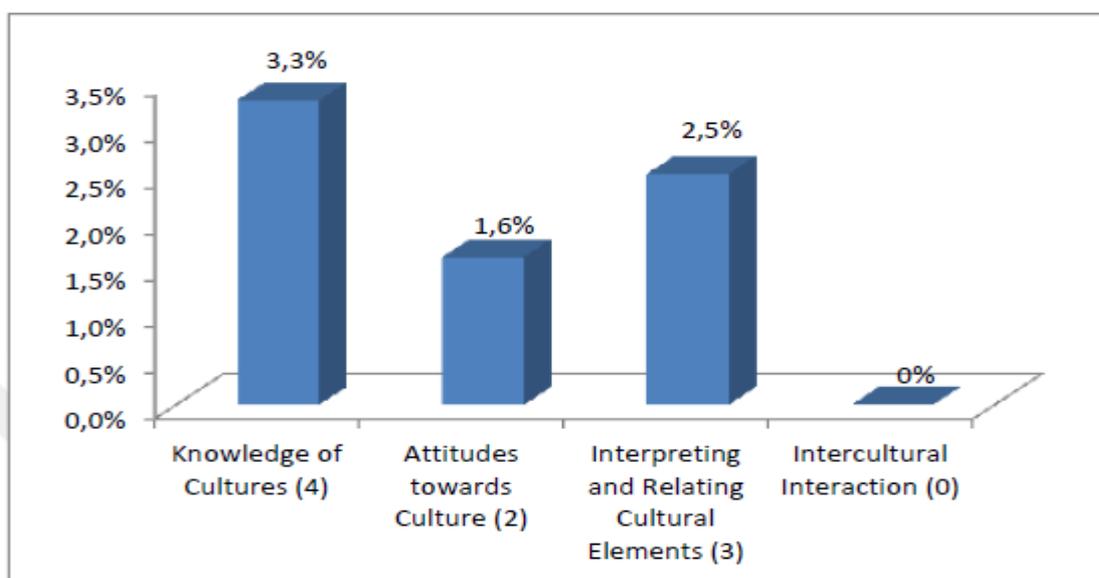
3.3. Knowledge of Cultures

Reading parts in this dimension invite learners to develop understanding of theterm culture. It requires being aware aware of one's own and other foreign cultures andgeneral processes of societal and individual interaction.*Knowledge of Cultures* was divided under the titles of *Factual Knowledge ofCultures, Understanding the Concept of Culture and Collecting Information onCultures*.

In terms of the objective of *Factual Knowledge of Cultures*, the course bookgives two reading texts about world's cities. The aim of this objective is to increaselearners' (own or foreign) knowledge of culture specific events, products, significiantindividuals and emblems, conventions of communication and interaction, private andpublic institutions or national memory. In this regard, in the first reading text thestudents are informed about one of the most popular city in the world. The textaddresses the city for its sightseeing places, leisure time activities, food and cultureevents. Regarding this, the students are asked questions and they are supposed tocomment and discuss the releated issues of the city. In this way, the learners are able toincrease their awareness and knowledge of other cultures and people. (Unit 3.4)

The second reading text that reflects the same objective of *factual knowledge ofcultures* informs about world's well-known cities. The students are able to have generalknowledge for the people, city life, social activities and culture of those different citiesin this way. The questions of reading text help learners for being aware of other foreignsocietal and cultural events and general process of different lifestyle as an aim of thisobjective. (Unit 10.1)

The second objective *Understanding the Concept of Culture* helps to increaselearners' knowledge for the different ways of defining culture and the ways that itaffects culture and communication. When the course book is evaluated on the basis ofthis objective, there is no reading text that meets the criterias of the objective. Hence, itis seen that the course book does not give importance to defining cultures and its effectsfor communication in terms of this objective.

Two reading parts are given the in the course books that reflect the objective of*Collecting Information on Cultures*. This objective invites learners to collectinformation and increase their knowledge of own and/or foreign cultures. In this sense,a culture quiz was given the students and they were expected to choose correct answerof the questions that belonged to various different cultures. (Unit 3.2)

In terms of same objective *Collecting Information on Cultures*, the bookpresents another culture quiz about famous people in history around the world. Thestudents are asked to answer related questions and in this way they are supposed togather information and increase their knowledge about different cultures. (Unit 9.3)

3.4. Attitudes towards Cultures

This dimension of checklist invites learners to be able to aware of one's ownvalues and to be able to see from others' perspective. *Attitudes Towards Cultures* weredivided under the titles of *Identifying Generalisations of Cultures* and *ChangingPerspectives*.In terms of the objective of *Identfying Generalisation of Cultures* there are tworeading texts in the book. This objective invites learners to express their opinions,impressions and show attitudes concerning own and/or different foreign cultures. Thefirst reading text is about one of the most remote communities on earth. The textinforms about their traditions, culture and lifestyle; and how their customs help to bindthose people together. The learners are suppposed to answer the questions and Express their impressions of that culture journey for that different community. They areexpected to express their opinions for that country and its people culture, language, andcustom. The questions make learners become aware of different countries, theirlanguage,

their lifestyle, food, habits and culture. Therefore, as stated in the objective of*identifying generalisations of cultures* this reading part invites learners to express their*opinions and show attitudes concerning different foreign cultures. (Unit 8.4)

In terms of same objective *Identifying Generalisations of Cultures,* there is one*more reading text presented in the course book. It is about a travel writer and his*journey through the seventeen countries along the pasific coast. The text gives place*some remote cities and countries and their special traditions, customs and all the things*which represent them. The students are asked to express their views about those cities,*people, country and travel journey. (Unit 5.4)

The objective of *Changing Perspectives* invites learners to change perspective,*empathise with foreign points of view and relativise one's own cultural viewpoint. In the*process of evaluation it was seen that there is no reading part that meets the criterias of*this subcategory.

3.5. Interpreting and Relating Cultural Elements

Interpreting and relating cultural elements dimension aims to acquire the ability*to interpret a document or event from another culture, to explain it and relate it to*documents or events from one's own. It was divided under the titles of *Identifying*Ethnocentric Perspectives, Relating Cultures and Cultural Phenomena; and Identifying*and Explaining Causes of Misunderstandings*.

The objective of *identfying ethnocentric perspectives* asks the learners to*identify ethnocentric perspectives of products such as paintings, films, texts, practises or*events of own/foreign culture. In this sense, a reading text is given about the life and*works of famous painter Michelangelo and the students are supposed to interpret and*discuss the related questions. (Unit 9.4)

When the course book evaluated in terms of *Relating Cultures and Cultural*Phenomena*, there is one reading text that meets the criteria of this objective. The idea*of this objective invites learners to ponder on similarities and differences of foreign/own*cultures or to reflect their personal encounters or to relate features of of own/foreign*cultures. The reading text presents different traditional food from different countries but*especially focuses on one country. The learners are invited to reflect their views about*those cultural food of the countries. (Unit 10.2)

The last objective of *identifying and explaining causes of misunderstandings*invites learners to identify areas of misunderstandings and dysfunction in interaction*and explain them in terms of the cultural systems in present. In this sense, a reading text is given about a British family who decides to sells their house in England and moves to*an island of Greece. The learners are asked questions about the problems that the family*experience as a result of facing with cultural differences of the two countries. (Unit 7.4)

3.6. Intercultural Interaction

This dimension aims to acquire new knowledge of a culture and cultural*practices and the ability to operate knowledge, attitudes and skills under the constraints*of real-time communication and interaction.This dimension were divided under the*titles of F*unctioning as a Mediator Between Cultures and Dealing with Conflict*Situations* and *Applying one's*

Abilities in Interaction. When the coursebook isexamined in terms of this dimension, it is seen that there is no reading part that meetsthe related objective and no example to illuminate this dimension. It is easily realisedthat the coursebook does not give much importance to the dimension of *interculturalinteraction.*

As a result of the evaluation, it is seen that the objectives in the dimensionspartially meet the need for developing ICC of learners. Regarding the analysis andfindings of the study, the reading parts of this textbook at two levels are not a goodexample for ICC and it is not possible to say that the textbook series of *Speakout* issufficient to enhance learners' intercultural communicative competence through itscontent in terms of reading parts.

4. Discussion and Conclusion

The role of English as *a lingua franca* points out that English does not belong toany nation or society, therefore it is owned not only by native speakers but also otherindividuals speaking English as second language. Le (1998) state that even though mostEFL learners have good linguistic competence, they still encounter communicativedifficulties due to lack of sociolinguistic competence (Geeslin, et al., 2018). Moreover, they are not able torealize that each language differs in its ways of conveying messages and feelings asmany learners are not aware of the intercultural elements. Because of this fact that,learners are usually in the mistake of transferring their native language expressionsinappropriately into the target language, it causes problems in communications. Ratherthan reflecting a specific culture in language teaching, learners should be givenintercultural skills in order to be succesful in a communicative situation. Alptekin(2002) supports the idea that taking the native speaker as a model and merely takinginto account of the cultural aspects of the target culture may result in leaving thelearner's own culture in a peripheral position or even ignoring it completely. Ratherthan focus on a specific culture model, it is much more convenient and useful to make

the learners acquire intercultural understanding in their learning environment to havesuccesful interaction in our global era. In this regard, another scholar Auguliar (2008)points that a wide range of activities and studies were developed by the Council of Europe to be able to provide education that consists of intercultural understanding. Thepublication of "all different, all equal" which is an education pack including activitiesand resources for intercultural education can be given as an example for the efforts ofCE on this issue. Therefore, it can be concluded that intercultural communicativecompetence is a significant issue which should be highlighted and integrated in ELTclasses and teaching materials to provide intercultural understanding for languagelearners. Among the teaching materials, course books are main tools which guide thelearning process in foreign language education. In order to achieve this goal, coursebooks should include not only target culture but also intercultural items.The current study was an attempt to shed light on how much ICC elements thecourse books provide for language learners at university preparation classes of Turkey.In order to achive this purpose, the two levels of course books series *Speakout* wereexamined in terms of intercultural communicative competence which are used at AdanaScience and Technology University. In this respect, all types of reading parts, includingwriting, speaking and listening skills, were taken into consideration for analyzing.

In order to find the answers of the research questions, each reading part of the two coursebooks was examined in order to find out if it could be categorised into at least one of

thedimensions of intercultural communicative competence such as *knowledge of cultures,attitudes towards cultures, interpreting relating cultural elements,* or *interculturalinteraction.*   This study dealt with all the reading parts and they were all gone throughfor detailed evaluation. All in all*, Speakout* A2+ has 56 and *Speakout* B1+ has 64reading parts in total. However, in two course books there are only 9 interculturalelements in their reading reading parts. *Speakout* A2+ contains 5 and *Speakout* B1+contains 4 intercultural reading parts seperately. When we proportion the reading parts,we get the total ratio about (7,5 %). The finding shows that this ratio is not enough todeveleop intercultural understanding of the learners. As a result of the evaluation, it can be said that the reading parts of the coursebooks mostly addresses the dimension of *knowledge of cultures* with the ratio of (3,3%). This dimension makes contribution to learners to knowledge of discovering one'sown and other cultures.

When the course books are evaluated in terms of *attitudes towards culture*, theratio is only (1,6%) that refers to this dimension. Hence, the course books are not richenough to invite learners for opennes, being positive and readiness to suspend disbeliefabout other cultures as this dimension requires.The dimension of *interpreting and relating cultural elements* contributes to theability to interpret an event or document from another culture and make relations toone's own. The ratio is (2,5%) addresing to aim of this dimension. Considering thepercentage, the content is not sufficient to develop objectives of the dimension.Regarding *intercultural interaction*, the course books do not contain any readingpart with the ratio of (0%) serving to purpose of this dimension. Therefore, theobjectives of this dimension such as functioning as mediator between cultures anddealing with conflict situations or applying one's abilities in interaction can not beachieved by learners. The textbook has the most serious weakness in point of thisobjective.

All in all, the current study aimed to investigate the intercultural elements inreading texts in the coursebooks. This content analysis-based thesis aimed to find outthe contribution to the understanding of to what extent university level languagelearners are exposed to intercultural elements by using coursebooks. All types ofreading parts were taken into consideration while analyzing the coursebook. They wereevaluated according to the objectives and criterias in the checklist. The number ofreading parts included intercultural elements of these two levels of coursebook are notgood examples of intercultural communicative competence. Considering the graphs,numerical statistics, analysis and in the light of the literature; findings indicate that thetwo levels of *Speakout* series reading content is not sufficient in the way of interculturaleducation. Therefore, educators need to take into consideration and give priority tointercultural elements while choosing the coursebooks.

Paralell to the conclusions of our study, another content analysis research byKorkmaz (2009) supports the view that there should be more intercultural itemsemphasis holistically in textbooks. In Turkey, many course books have some shortcomings in terms of intercultural elements such as *New Headway, Face to Face*and *New Cutting Edge* examined by Korkmaz (2009). In the content analysis of hisstudy, he finds that the proportion of multicultural items seem to be little whencompared to the items belonging to the target culture, the target culture items outweighsthe intercultural ones. Thus, Korkmaz (2009) defends that it could be still early to saythat all these coursebooks fully respond to the requisites of a curriculum which isoriented and designed in an intercultural approach in education.

In terms of the parallel conclusions to these content analysis-based studies, ourresearch might contribute to the understanding of to what extent and how universitylevel language learners are exposed to intercultural elements in foreign languageteaching. In that regard, this thesis study might make a change of policy makers,teachers, and textbook writers in their perception of fostering ICC skills to learnersthrough coursebooks in the field of language teaching.

Supporting our research, another content based study was carried out by Köroğlu(2013) to discover the perceptions of language instructors about the textbook content of*English for Life* in terms of fostering ICC. As a result of her study, Köroğlu (2013)explains that the evaluated textbook series is not sufficient to provide ICC through itscontent which is similar to our research findings.

Through the eyes of a language teacher, it is significant for a teacher to be ableto choose and evaluate a coursebook from different points of view. A textbook shouldfit the needs of students and institute and provide sufficient examples of cultural andintercultural elements as well as linguistic ones. It should be kept in mind that, even ifthe content is not sufficient enough to foster ICC of learners, it is at the same time inteachers' hand to enrich the content for ICC skills and to guide the learners accordingly.Regarding this, teachers should be equipped with intercultural background to be able torealize this goal. In that point, ministry of education, policy makers and institutes shouldadapt their teacher trainings programmes appropriately to develop interculturalcommunicative competence as a necessity of intercultural education in globalizationprocess of the world.

5. Implications

Since English continues to have the role of international language, one of theaim of foreign language teaching is considered to give learners interculturalcommunicative competence as well as language competence in a new and changing eraof language education. It is a well-known fact that cultural elements and linguistic skillsshould be integrated in language learning and teaching for effective languageproficiency. Obviously, langauge environment should expand the circles of succesfulintercultural communication as a requirement of a healhty interaction with others in aglobal context. In order to put this view into practice, as the most important languageteaching materials the course books should contain elements of diversity of differentcultures, in this way they can be in the expanding circle of intercultural education. In anattempt to create an intercultural atmosphere in a language classroom, course books areconsidered as the ways to different cultures through which language learners areadvised to walk on. Language learners are able to see the world through the eyes ofother individuals from differnt cultures. In addition to this, learners become "*diplomats*"of their own countries with the chances presented to them where they are able to giveculture knowledge about their own communities (Corbett, 2003).

The present study suggests improvements for textbooks' content in terms ofintercultural communicative competence and presentation of various interculturalelements as part of foreign language teaching. In this respect, as well as the linguisticcompetence, the content of the course books should be widened to broaden learners'perspectives and they should make contribution to their intercultural world view. Thecourse books should help them to enhance their knowledge about different socities,social groups, countries; and they should

provide understanding to show tolerance toothers; moreover, the course books should give an ability to interpret different worldviews; and also they should acquire the ability to mediate against confusing situations inmulticultural environment. A course book should include a collection of inputssupported by a variety of intercultural activities which are essential for learners toimprove their perspectives. Considering the status of English as a *lingua franca,* textbooks should touch upon other countries instead of a specific target language culture. Inthis way, the learners might have a chance to compare different world cultures and theyare able to raise their awareness for intercultural understanding. Living in a global era, international communication has become a significiant issue to ensure succesful globalcommunication, and cross-cultural interaction has become an increasingly commonaspect of human life. With this mass interaction, it is important to have interculturalunderstanding in today's global world. To achieve this, intercultural understandingshould be adopted in education system and in foreign language teaching in order to haveeffective communications across cultures. As a consequence, since the course books arecore teaching materials and the most efficient tools to develop skills of cultural andintercultural competence of learners in language classes, evaluating a course book fromdifferent points of view and and choosing the most appropriate one is essential issuesince the course books are supposed to fit the demands of 21st century languageteaching.

6. Suggestions for Further Studies

In the present study, only two levels (A2 and B1) of the textbook series wereselected in an attempt to evaluate the intercultural communicative competence elementsin their content. A further research might be carried out with more levels or moredifferent textbooks to be able to gather more precise conclusion. The scope of this studywas restricted with the reading parts only. A further study focusing on other learningactivities might be helpful for a more comprehensive evaluation of a textbook in termsof ICC. The present research might lead to a detailed content analysis of textbooksregarding ICC since the results are based on the data obtained from the reading partsevaluation. In addition, teamwork could be more useful for the evaluation of the itemsin the textbook.

References

Äijälä, H. (2009). Acquiring intercultural competence from coursebooks: Analysis of learning tasks in the Finnish upper secondary school coursebook series in touch (Master's thesis).

Alptekin, C. (2002). Towards intercultural communicative competence. *ELT Journal, 56*(1), 57-63.

Auguilar, M.J.C. (2008). Dealing with Intercultural Communicative Competence in the Foreign Language Classroom. *Universitat de Valencia*, Spain.

Byram, M. (1991). Teaching culture and language: Towards an integrated model. *Multilingual Matters*, 17-17.

Corbett, J. (2003): *Languages for Intercultural Communication and Education,* 7: *Intercultural Approach to English Language Teaching. Clevedon*, GBR: Multilingual Matters Limited.

Fantini, A. E. (2006). *Exploring and assessing intercultural competence*. Retrieved on the 10th of April, 2015 from http://www.sit.edu/publications/docs/feil_research_report.pdf

Geeslin, K. L., Gudmestad, A., Kanwit, M., Linford, B., Long, A. Y., Schmidt, L., & Solon, M. (2018). . Sociolinguistic competence and the acquisition of speaking. *Speaking in a Second Language*, 17, 1.

Korkmaz, İ. (2009). *A descriptive Study On The Concepts of Culture and Multiculturalism in English Language Coursebooks.* A Master Thesis, Trakya University Institute of Social Sciences. June, 2009.

Köroğlu, Z.Ç. (2013*). Language Instructors' Perspectives on Textbook Content in Terms of Intercultural Communicative Competence: Gazi University Case.* A Master Thesis, (2013). Gazi University Institute of Social Science, Ankara.

Lee, L. (1998). Going beyond classroom learning: Acquiring cultural knowledge via on-line newspapers and intercultural exchanges via on-line chatrooms. *CALICO journal*, 101-120.

Seliger, H.W. & Shohamy, E. (1990): *Second Language Reseacrh Methods*. Oxford, *Oxford University Press*.

Troncoso, R. C. (2010), "*The effects of language materials on the development of intercultural competence",* in B. Tomlinson, & H. Masuhara, Research for materials development in language learning (pp. 83-102), London, Continuum.