

High School Ninth Grade Students' Awareness and Preferences for the
Cultural Content of the EFL Textbooks: A Case in Turkey

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Thesis Abstract

Seda Danacı, “High School Ninth Grade Students’ Awareness and Preferences for the Cultural Content of the EFL Textbooks: A Case in Turkey”

This thesis investigates the cultural content of an EFL textbook (i.e. The New English File Elementary) and high school ninth grade students’ awareness of and preferences for the cultural content of this textbook.

The study consists of two parts. The first part involves content analysis of the textbook in question. In this part, pictures and reading texts of the book are searched for cultural elements. In this study, culture is examined in terms of target language culture, local culture, international culture and other countries’ cultures. The definition of culture adopted by the study involves four senses of culture (aesthetic, sociological, semantic and sociolinguistic) by Adaskou, Britten and Fahsi (1990). The content of ‘culture’ concept in the study was determined with a pilot study.

The second part of the study involves the investigation of the opinions of high school students with respect to their awareness of and preferences for the cultural content of their EFL textbook. High school ninth grade students from an Anatolian high school in İstanbul, Turkey participated in the study. Data are collected through questionnaires and interviews.

Results of the study revealed that the textbook in question represented the international culture and the sociological sense of culture in general. Results of the questionnaire and interviews conducted with the students indicated that participants were highly aware of the origin of the cultural elements in their EFL textbook. Results showed that students were more aware of the origin of cultural elements reflecting the sociological sense of culture while more content with the ones reflecting the aesthetic sense of culture.

Results of the questionnaire about their preferences for the cultural content of an EFL textbook revealed that students wanted to see topics about social life more frequently. Most of the students having participated in the interviews stated that they liked the textbook “The New English File Elementary”, target language culture and international culture were represented in the textbook while local culture was not, they would like to change the book and add topics about the local culture.

In sum, this study suggests preparing ELT textbooks and materials for a specific group of learners by taking their local culture and preferences into consideration.

Tez Özeti

Seda Danacı, “Lise dokuzuncu sınıf öğrencilerinin İngiliz dili eğitiminde kullanılan ders kitaplarının kültürel içeriği hakkındaki farkındalıkları ve tercihleri: Türkiye’de bir durum çalışması”

Bu tez İngiliz dili eğitiminde kullanılan “The New English File Elementary” ders kitabının kültürel içeriğini ve lise dokuzuncu sınıf öğrencilerinin bu kitabın içeriği hakkındaki farkındalıkları ve tercihleri incelemektedir.

Tez iki bölümden oluşmaktadır. İlk bölüm söz konusu kitabın kültürel içeriğini kapsamaktadır. Bu bölümde kitabın içindeki resimler ve okuma parçaları kültürel açıdan incelenmektedir. Bu çalışmada *kültür* kavramı hedef dil kültürü, kaynak kültür, diğer ülkelerin kültürleri ve evrensel kültür açısından incelenmektedir. Çalışmanın temel aldığı kültür tanımı Adaskou, Britten ve Fahsi’nin (1990) estetik, toplumbilimsel, toplumdilbilimsel ve anlamsal kültür olma üzere dört ana grupta toplanmaktadır. Çalışmadaki kültür kavramının içeriği pilot bir çalışma yapılarak belirlenmiştir.

Çalışmanın ikinci bölümü lise dokuzuncu sınıf öğrencilerinin İngilizce ders kitaplarının içeriği hakkındaki farkındalıkları ve tercihlerini incelemektedir. Çalışmaya İstanbul’da bir Anadolu Lisesinde okuyan dokuzuncu sınıf öğrencileri katılmıştır. Veriler anketler ve görüşmeler vasıtasıyla toplanmıştır.

Çalışmanın sonuçları, sözkonusu İngilizce ders kitabının genel olarak evrensel kültür ve toplumbilimsel kültür kavramını yansıttığını göstermektedir. Öğrencilerle yapılan anket ve mülakat çalışmasının sonuçları da katılımcıların okudukları kitaplardaki kültürel içeriğin farkında olduklarını ortaya koymuştur. Sonuçlar, öğrencilerin daha çok toplumbilimsel kültür kavramını yansıtan kültürel öğelerin farkında olduklarını, öte yandan estetik kültür kavramını yansıtan kültürel öğelerden de hoşnut oldukları ortaya çıkarmıştır.

İngiliz dili eğitiminde kullanılan ders kitaplarının kültürel içeriği ile ilgili tercihler hakkındaki anket sonuçları, öğrencilerin sosyal yaşam ile ilgili konuları daha sık görmek istediklerini göstermiştir. Mülakatlara katılan öğrencilerin çoğu “The New English File Elementary” ders kitabını sevdiklerini, kitapta hedef dil kültürü ve evrensel kültür temsil edilirken kaynak kültürün temsil edilmediğini, kitabı değiştirmek ve kaynak dil kültürü ile ilgili konular eklemek istediklerini belirtmişlerdir.

Sonuç olarak özetlemek gerekirse, bu çalışma, İngiliz dili eğitiminde kullanılan ders kitapları ve malzemelerinin, belirli bir öğrenci grubu için, öğrencilerin kaynak kültür ve tercihlerini dikkate alınarak hazırlanması gerektiği fikrini desteklemektedir.

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ABBREVIATIONS

AE	Aesthetic Sense of Culture
EIL	English as an International Language
EFL	English as a Foreign Language
ELF	English as a Lingua Franca
ELT	English Language Teaching
ENL	English as a Native Language
ESL	English as a Second Language
IC	International Culture
LC	Local Culture
OCC	Other Countries' Culture
SC	Sociological Sense of Culture
SCL	Sociolinguistic (Pragmatic) Sense of Culture
SM	Semantic Sense of Culture
TLC	Target Language Culture

CHAPTER 1

INTRODUCTION

Theoretical Background of the Study

Today, English is the language of the world. It is the medium of communication in many fields such as tourism, commerce, education, science, technology and even fashion. It is given a special official role in many countries and taught to little children at school. The number of its non-native speakers has surpassed that of its native speakers (Crystal, 2003). As Widdowson (1994, 2002) states the ownership of English is no longer in the hands of the inner circle countries (Kachru, 1985) like England, the United States of America and Australia. Within the last two decades, English has become an international language that does not belong to a specific country and culture. The question of ‘whether or not to include culture in ELT practices and related materials’ has been discussed for many years. However, most ELT materials are still prepared according to Standard English and the cultures of the inner circle countries (Kachru, 1992). The historical developments in the status of English as an International Language poses the question of *which country’s culture should be taught in the EFL classrooms*.

Three different views have appeared recently with respect to the question of teaching culture along with English. The first view accepts that language and culture are interconnected and target language culture should be included in target language teaching practices and classes (Byram, 1991, Brown, 1994, Harklau, 1999, Tang, 1999, Yen, 2000).

The second view suggests that local culture of the learner should also be included in language teaching as well as target language culture, with the assumption in mind that elements from local culture of the learners provide them with familiar grounds while learning an unfamiliar language. As argued by Carrell and Eisterhold (1993) in their Schema Theory, efficient comprehension of messages is possible only with the presence of relevant background knowledge or schemata. Cortazzi and Jin (1999) who believe that teaching both the local and the target language culture will raise language learners' awareness of the differing cultural framework also support the second view.

The third view is a result of the new status of English as an International Language. This view suggests that most of the interaction in English is among non-native speakers and non-native speakers rather than native speakers and non-native-speakers. Therefore, English may be deculturized from its target language culture to a certain extent, and local culture and the international culture may be taken into consideration in EFL classrooms to enhance language learning (Alptekin, 1993, 2002, Mc Kay, 2003, Holliday, 2005).

Risager (1998) gives an overall review on the inclusion of culture in EFL classrooms by proposing four different approaches to culture teaching. The first approach, namely *foreign cultural approach*, is in line with the first view since it focuses only on the target language culture. The next approach is the *intercultural approach* which is based on both the target language culture and the local culture, including comparisons between the two. *Multicultural approach* considers that more than one culture may exist in a country as well as more than one language. Therefore, target language culture, learner's own culture and other cultures should be taken into consideration in ELT according to the multicultural approach. Finally, the

transcultural approach holds that the international status of English diminished the importance of the national, cultural and linguistic borders, which required developing abilities to use English as a lingua franca effectively in a variety of contexts, with a variety of people speaking different languages and from different cultures. The culture of inner circle countries is not what a Japanese tourist in Turkey may need for an efficient communication with Turkish speakers of English, but communication skills developed according to the transcultural approach.

Purpose of the Study

The aim of this is to investigate the cultural content of an ELT textbook written by native speakers of English and published in an inner circle country (i. e. The New English File). The opinions of high school students about their English language textbook as well as their preferences for an ideal ELT textbook are also investigated in the study.

In particular, the current study is designed to answer the following research questions with respect to the cultural content of the textbook, students' opinions and preferences.

Cultural Content of the Textbook

1. Which culture is represented most by the EFL textbook 'The New English File': local, target, other countries' or international?
2. Which sense of culture is represented most by the EFL textbook 'The New English File'; aesthetic, sociocultural, semantic or sociolinguistic?

3. Which sense of culture (i.e. aesthetic, sociocultural, semantic or sociolinguistic) from which culture (i.e. local, target, other countries' or international) is represented most by the EFL textbook 'The New English File'?

Students' Opinions

4. Are high school students aware of the cultural content of the EFL textbook they are using?

a. Which culture do they think the cultural content of their EFL textbook belongs to; local, target, other countries' or international?

5. Which sense of culture in their EFL textbook are high school students more pleased with?

Students' Preferences

6. a. What are high school students' preferences for the cultural content of the EFL textbooks they are using?

b. Which culture do they prefer to see in their EFL textbooks; local, target, other countries' or international?

In the field, several studies have been conducted on the opinions of teachers and students about culture inclusion in ELT. To the best knowledge of the researcher there are few studies in the field that combine students opinions about a textbook. Therefore, this study is believed to contribute to the field of English Language Teaching in general by suggesting some useful ideas for materials development and production in ELT.

Conclusion

The chapters in this thesis are arranged as follows: Chapter 2 presents an overview of the current status of English in the World, the history of English Language Spread, different types and functions of English, English as an International Language and the ownership of English Language, respectively. Chapter 3 presents content analysis of the textbook “The New English File”. In Chapter 4, the methodology of the study is presented. Its subsections include information about the participants of the study, the research setting, the data collection procedures and the analysis of the data. Chapter 5 will discuss the results of the content analysis of the textbook, student responses to questionnaires and interviews. In the final chapter, a discussion of the overall findings is given.

CHAPTER 2

LITERATURE REVIEW

Introduction

In this chapter, first concepts like the current status of English in the World, the spread of English throughout the history, English as an International Language and the ownership of English and its culture will be presented and discussed as separate sections. Secondly, the concept of culture will be defined in general and in the context of ELT. Thirdly, empirical studies on the inclusion of culture in ELT will be discussed. Finally, the involvement of culture in ELT materials will be presented in the context of empirical studies.

The Current Status of English in the World

In today's rapidly changing world, English has become the language of wider communication via web based materials, press, television programs, commercials, business meetings, and so on. In short, English has entered into people's public and private lives.

Rogers (1990) states that English is seen as "a passport to a 'better' job" in countries where it is spoken as a second or foreign language. He goes on to saying that English has become "a means of international communication and a means for acquiring access to 'Western' technology, science and finally 'Western style development and progress'". Alptekin and Alptekin (1990) also consider English as a means of accessing Anglo-American technology.

At different times, in different parts of the world, there have been various languages used as *lingua francas*. Sanskrit, Greek, Latin, Arabic and French are among those languages. However, English has been the only language that has served similar functions but spread over most of the world. (Ferguson, 1981; in Kachru, 1992) Today, the English language itself is one of the main reasons why the world is considered to be a global village and English is the language of this village.

Crystal (2003) argues that, a language gains global status when it is recognised and given special roles by other countries. A global language may have some special roles. First, it may be the official language of a country, used as a medium of communication for the government, media, education, law system and so on. Second, it may be a popular foreign language in a country, i.e. taught to school children, used in tourism, trade, education, telecommunication etc. In addition, a global language may have more speakers than any other language. In the light of the research on the widespread use of English, it can be said that a quarter of the world's population speaks English. In other words, as Crystal (2003) asserts around 1.5 billion people speak English in the world today. Despite the dense and fast growing population of its country and the eight different spoken varieties it has, Chinese seems to be left behind English language with its 1.1 billion speakers. However, as Crystal (2003) claims large numbers of speakers are not enough for a language to be considered a global language. Latin, for instance, was an international language throughout the Roman Empire not because it had more speakers than any other language or there were more Romans in their part of the World. Latin became the international language at that time because the Romans were more powerful than any other nation. When the Roman Empire lost her power, Latin remained to be the

international language of the time due to the power of Roman Catholicism. (Crystal, 2003: p.7)

History of the Spread of English

Crystal (2003) links language dominance to economic, technological and cultural power and suggests that the same link is evident in the history of the English language. Until the 1600s, English was the language of about 7 million inhabitants of England. The English language began spreading between 1600 and 1750 when English merchants, soldiers, administrators went overseas to begin their settlements and colonies. (Strevens, 1992) In the seventeenth and eighteenth centuries, as Crystal (2003) states English was the language of the British Empire “on which the sun never sets” (p.10.). The beginning of the nineteenth century witnessed Britain being the leading industrial trading power of the World. However, at the end of the Nineteenth Century, the population of the USA was more than any European country and its economy was the fastest growing one in the world. With the help of British Empire in the earlier stages and Americans during the later states, English has now become a global language.

Economic power brought new technologies that carried English to many aspects of social life such as the press, transportation, communications, sound recording, motion pictures, broadcasting and advertising. The boom of the Internet accelerated the irrepressible spread of English. Since most of the computer programmers were from the USA, the computer language they created was naturally English. In sum, as Crystal mentions it, the English language has become a world

language because it was “in the right place at the right time” in history (Crystal, 2003:78).

Types and Functions of English: Clarification of Concepts

Today, around 1.5 billion people in the world speak English as a native language (ENL), a second language (ESL), a foreign language (EFL), a lingua franca (ELF) and/or as an international language (EIL) (Crystal, 2003). Many researchers and theoreticians in the field attempt to clarify these terms in order to overcome the ambiguities caused by different terminology to fulfill the differing functions and uses of English in different contexts around the world (Alptekin 1981, 2002, Kachru 1985, 1992, Nayar, 1997).

Kachru put one of the earliest and most influential classifications of English forward in 1985. He classified the spread of English in three concentric circles to clarify the three different domains where English was used as an ENL (the inner circle), ESL (the inner and outer circles), and EFL (the expanding circle) (see Figure 1).

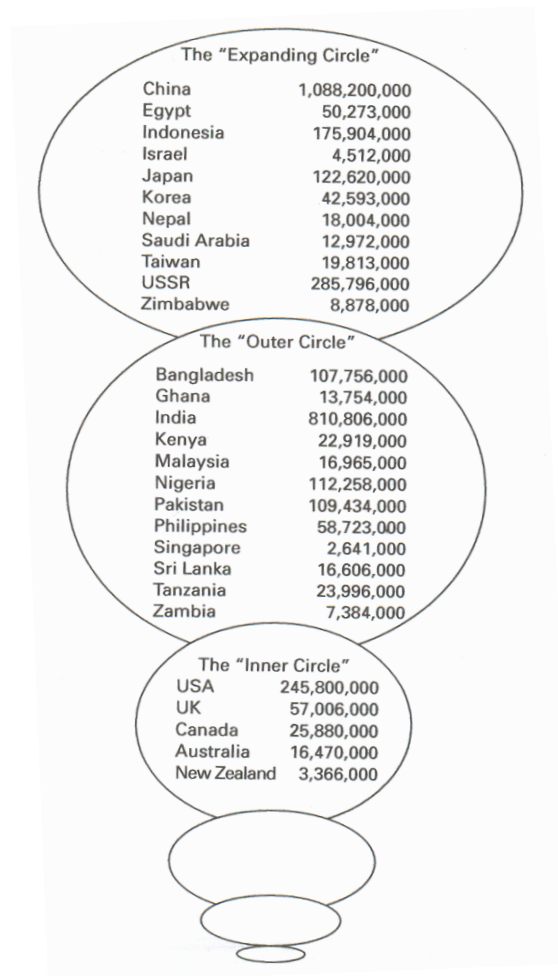


Figure 1 Kachru's concentric circles (adapted from Kachru 1992).

Due to the fast spread of English and functional changes it has gone through, Kachru's circles have now become a controversial issue to discuss in the field. However, it is still the best point to start defining different functions and terms of English might still be these circles.

In Kachru's classification, the inner circle refers to countries where English is spoken as a native (ENL) or first language. As Kachru (1992: 356) describes, inner circle countries are "the traditional, cultural and linguistic bases of English". For example, UK, USA, Australia, Canada and New Zealand are inner circle countries. The estimated number of English speakers in this circle is between 320 and 380

million (Crystal, 2003:61). English is spoken as a native language (ENL) in the inner circle countries.

The outer circle refers to the countries where English is acquired and used as a second language (ESL) and is given an official status. Former colonies of Britain are included in the outer circle. Singapore, Malawi, India, Kenya, Malaysia, Nigeria and Sri Lanka may be given as examples of outer circle countries. The estimated English speakers of the outer circle countries are between 300 and 500 million (Crystal, 2003:61). As already mentioned English has an official status in the outer circle countries, since these countries recognize the use of English officially beside their other local and most commonly spoken native. Therefore, English is spoken as an ESL in the outer circle countries.

Finally, the expanding circle refers to the countries where English is used as a foreign language (EFL). As Crystal (2003:60) argues, expanding circle countries acknowledge the importance of English as an international language (EIL) though they are not former colonies of the inner circle countries or do not give a special official status to English. For example, China, Greece, Poland, Japan, Egypt and Turkey belong to expanding circle. The estimated number of English speakers in the expanding circle is between 500 and 1000 million (Crystal, 2003:61). English is spoken as an EFL in the expanding circle countries that recognize the importance of English for worldwide communication without giving it an official status.

In addition as Nayar (1997) puts it, ESL also refers to contexts in which non-native speakers in English speaking countries or the inner circle countries with Kachru's terms acquire English. As Alptekin (1981) states, ESL is spoken by non-native immigrants and minorities in English speaking countries with integrative

motives since these people have to adapt to the country they live and/or work in. In this case, the country is an ENL setting but English has an ESL status.

Similarly, EFL is also used to refer to contexts where English is acquired as a foreign language in English speaking countries or the inner circle countries.

Alptekin (1981) goes on to make a distinction between ESL and EFL and claims that EFL is used by foreign students and visitors in English speaking countries and they have instrumental motives towards learning English since they stay temporarily in these countries.

English as an International Language (EIL)

The increasing number of its non-native speakers has created the demand to consider English language beyond ENL, ESL or EFL distinctions. As claimed by Crystal (2003), the number of non-native speakers of English (NNS) has surpassed that of its native speakers (NS) and most of the communication in English occurs between nonnatives (Fedderholdt, 2001; Alptekin, 2002). English seems to be the language of the world. Therefore, the label of ‘international language’ that stresses its international use and validity has begun to be widely accepted. Modiano (2001) claims that participation in any international movement or arena is impossible without the English language. McKay (2003) also acknowledges the international status of English and claims that English is an international language since it has a “growing number of bilingual speakers using English alongside one or more other languages.”(p.139)

In addition, Crystal (2003) mentions the need for a common language in many different international arenas; from physics to political communication among international bodies like United Nations and the European Union. He calls this common language “global language”. It is possible to claim that what the concept of EIL covers is much the same with Crystal’s global language concept.

Rajagopalan (2004) considers the international status of English from the view point of its ownership and claims that English belongs to anyone who speaks it. Since English is spoken widely in many contexts for various purposes in the world, he calls it “World English” (henceforth WE).

WE is a language spoken across the world- routinely at the check-in desks and in the corridors and departure lounges of some of the world’s busiest airports, typically during multinational business encounters, periodically during the Olympics or World Cup Football seasons, international trade affairs, academic conferences, and so on. (p. 112)

English as a Lingua Franca (ELF) is another term used to refer to EIL. However, for Jenkins (2003), ELF is related to EIL. She claims that ELF was an attempt to separate English from its sociocultural context: However, “ELF is a sociocultural context of English every bit as much as ENL is” (p.238). Considering the case in academic environments, Jenkins claims that the majority of students are speaking varieties of ELF and so most of the communication occurs in an ELF environment rather than in EFL and/or ENL environments. ELF and comprehensive ways of interaction in it are not codified yet, closing the door on talking about teaching ELF. However, it may still be taken into consideration in the ELT field as Jenkins (2003) suggests. For instance, she criticizes some of the examination boards such as TOEFL and Cambridge ESOL First Certificate of English for not regulating their practices according to the English spoken in the expanding circle countries among

proficient ELF speakers. Therefore, it can be inferred that ELF is seen as a deficient form deviating from the norms of Standard English spoken in inner circle countries.

For the specific purposes of this study, English as an International Language (EIL) will be used to refer to “Global Language”, “World English” and “English as a Lingua Franca” since all of these terms stress the international use, validity and also diversity of English.

The Ownership of English and Its Culture

A short time ago, English was considered and acknowledged as the language of the inner circle countries speaking it as a first or native language (ENL). English spoken in these countries, Standard English, was the norm for English speakers in outer and expanding circle countries. Native speaker teachers and their standards used to dominate English language teaching for a long time. Holliday (2005; p.6) defines ‘native speakerism’ as “the belief that native speaker teachers represent a ‘Western Culture’ from which spring the ideals both of the English language and of English language teaching methodology”. However, now, English is the language that many people from many nations in the world can speak and it is an international language.

The idea of English as an International Language (EIL) has blurred the ownership of English and its culture (Rajagopalan, 2004). That is, if a language is international, it must not have a specific owner (Crystal, 2003; Modiano, 2001; Holliday, 2005; Jenkins, 2000, 2007, Rajagopalan, 2004; McKay, 2003, Widdowson, 2003).

Rajagopalan (2004) argues against the native speaker norms for the English spoken in the world today and claims that “a native speaker of English is not thereby

a privileged speaker of WE” today (p.116). Similarly, Jenkins (2000) rejects the idea of attaching English language to a specific culture from the West. In addition, Modiano (2001) asserts that English is “public property” (p.342).

In short, it can be said that English is widely regarded as a language that belongs to anyone speaking it no matter which nation or culture s/he is from (Widdowson, 2003).

Culture

Since current study investigates the cultural elements in an ELT textbook and the opinions of students using that book about those cultural elements, the concept of culture needs to be defined and clarified.

Definition of ‘Culture’

As Hinkel (1999:132) indicates; “Culture is difficult to define” because it is subjective and abstract. Therefore, there are many definitions of and ideas about the concept of ‘Culture’.

First dictionary definitions of ‘culture’ need to be overviewed. For example, The New Webster’s Dictionary defines ‘Culture’ as “the total of human behaviour patterns and technology communicated from generation to generation” (1984: 246). ‘Culture’ is defined as “the art, beliefs and customs of a particular society” in Longman Active Study Dictionary of English (1991: 176). The Cambridge International Dictionary of English defines ‘Culture’ as “the way of life especially general customs and beliefs of a particular group of people at a particular time” both

in its 1995 version (p.334) and updated web version (please see:

<http://dictionary.cambridge.org>).

Keesing (1974) points out the subjective and abstract nature of ‘culture’ as

Culture...is not all of what an individual knows and thinks and feels about his world. It is his *theory of what his fellows know, believe and mean*, his theory of the code being followed, the game being played in the society into which he was born...We can recognize that not every individual shares precisely the same theory of the cultural code, that not every individual knows about all sectors of the culture. Thus, a cultural description is always an abstracted composite. (Italics in the original version quoted in Keesing 1974: 89)

As can be seen in the above definition, Keesing (1974) considers culture as one’s ideas about what is believed and accepted in a society rather than what one believes or accepts. However, Ilieva (2000) attaches more importance to one’s own opinions and states that culture is “a process of making sense of the world”.

Other definitions focus on the subjective and unique nature of culture. For instance, Chastain (1976) defines culture as “the way people live”, meaning that every society and even every person has a unique way of life.

Some definitions of the term focus on the transferability of culture. For instance, Bowers (1992:31) defines culture as “an inherited wealth which is passed from different sources and shared in different parts with different groups to which one belongs”. Jin and Cortazzi (1998) provide a similar definition of culture by stating culture is “socially transmitted patterns of behaviour and interaction”.

Nieto (2002: 53) makes a detailed definition of culture, giving more information about the concept and content of the term:

Culture is the ever changing values, traditions, social and political relationships and worldview created and shared by a group of people bound together by a combination of factors (which can include a common history, geographic location, language, social class and/or religion) and how these are transformed by those who share them.

Adaskou, Britten and Fahsi (1990) focus on the factors binding a group of people that Nieto (2002) mentions. They propose four meanings of ‘culture’; the aesthetic, sociological, semantic and pragmatic senses of culture.

The aesthetic sense of culture is culture with a capital C. Anything from the media, music, literature and art of a group of people is accepted to be the aesthetic sense of culture.

The sociological sense is represented with a small c. As obvious from its name, it reflects anything from the social life of a group of people such as the nature of family and home life, interpersonal relations, marital conditions, work and leisure, customs and institutions.

The scope of the semantic sense of culture is broader than the first two senses since it covers them too. Adaskou, Britten and Fahsi (1990) define the semantic sense of culture as “the conceptual system embodied in language, and according to the Whorf-Sapir hypothesis, conditioning all our perceptions and our thought processes”. Semantic areas like food, clothes, institutions, time and space relations, emotional states and colours are claimed to be in the scope of the semantic sense of culture and also culturally and/or linguistically distinctive. That is, features like foods, clothes and institutions may differ from one country to another even though they share the same language. In addition, it is important to note that the amount of language used for each semantic area may differ from one country to another even if they share the same semantic features.

Finally, the pragmatic/sociolinguistic sense of culture involves the background knowledge, social and paralinguistic skills necessary for a successful communication. Awareness of the appropriate communicative functions and conventions such as asking for permission and questions of status respectively;

ability to use appropriate intonation patterns, norms of politeness and familiarity with the main rhetorical conventions in written genres can be listed as the components of the pragmatic sense of culture.

Clayton (2003) lists some characteristics of culture which might also clarify the concept of culture. As Clayton (2003) proposes, culture is learned, not genetic. Children meet with the culture of the family as soon as they are born and they learn the culture of the community they live in from the people around them as they grow up. In addition, they learn the micro-cultures of the school, classroom, social clubs, and cocktails and so on since all these small communities have their own ways of behaviours. Another characteristic of culture is that it is dynamic, not stable. As Kachru (1999: 77) states “It evolves as people conduct their daily lives.” Therefore, culture is subject to change. Finally, culture is shared as it is transmitted from generation to generation and shared among members of a community, which results in constant change. Therefore, culture is an abstract term and difficult to define.

Although it is an abstract term, comprehensive summary of the definitions of culture presented in this subsection illustrate that ‘Culture’ may belong to a particular society; may involve art, beliefs, behaviours and technology and may be transferred from generation to generation. Therefore, for the specific purposes of this study, ‘Culture’ will be defined as “the guiding, changing and transferred way of life, art, beliefs, behaviours and technology of a group of people living at a particular time and in a particular place”. In addition, the culture categorization of Adaskou, Britten and Fahsi is used to group and analyze the data.

Content of ‘Culture’

According to the definitions and characteristics of culture listed above, anything about, in and for a group of people may be cultural. Viewing the term from an individualistic perspective, Nieto (2002) suggests that culture includes not only ethnicity and race but also dimensions like social class and gender. That is, personal characteristics such as ethnicity, race, social class and gender may be accepted as cultural differences among people.

Clayton (2003) differentiates between the visible and invisible parts of culture. Different ways of dressing, greeting patterns, souvenirs brought home from trips, celebrations around food, holidays and heroes are suggested as the visible parts of culture while attitudes, assumptions and values are suggested as the invisible.

As explained before, according to the four meanings of culture defined by Adaskou, Britten and Fahsi (1990), culture involves the media, music, literature, art, social, family and work lives, interpersonal relations, customs, institutions, appropriate ways of communication, norms of politeness, rhetorical conventions and so on.

‘Culture’ in ELT Field

Teaching of culture along with language has recently been one of the hotly debated topics in the field of English language teaching. Scholars are concerned with questions like whether or not culture should be taught; and if it should, whose culture it should be and how it should be taught. This section deals with the ideas of different scholars about the first two issues in the question of “culture” of the ELT

field. The way to teach culture is not in the scope of this study. Therefore it will not be discussed here.

Three different views have recently appeared with respect to the question of teaching culture along with the English language. The first view accepts that language and culture are bound together and target language culture (henceforth TLC) should be included in target language teaching practices and classes. The supporters of this view (Byram, 1991, Brown, 1994, Harklau, 1999, Tang, 1999, Yen, 2000) claim that language cannot be decontextualized. That is, language and culture cannot be separated. Therefore, language learners will inevitably learn the culture of that language.

Byram (1991) is one of the scholars who believe in the teaching of culture while teaching language. He claims, language is both a reflector of a culture and a part of that culture. Sociocultural actions in a society shape and are shaped by language. Thus, language learning will result in culture learning (Byram, 1991).

Brown (1994: 170) also sees language as part of culture and asserts that “the language that is used for communication among the members of a culture is the most visible and available expression of that culture”. Tang (1999) emphasizes the close connection between language and culture saying that culture is language and language is culture. Similarly, Harklau (1999) considers language inextricably bound up with culture that is reflected by and carried through language. Therefore, representation of culture is inevitable in L2 teaching.

The second view with respect to culture teaching is different from the first one with respect to the involvement of the local culture (henceforth LC) of the learner in English language teaching and learning. Elements from the LC of the learner are used to provide learners with familiar grounds while learning an

unfamiliar language. Familiar content may help learners comprehend target language messages or texts better and more easily. Without some shared knowledge, limited communication is possible. (Kachru, 1999) In their Schema Theory, Carrell and Eisterhold (1993) argue that for efficient comprehension of a message in the target language, background knowledge, or relevant schemata, is required. In other words, if a target language message or text is loaded with culture-specific elements and the language learner lacks the required relevant background knowledge, s/he might fail to comprehend the message or the text. Thus, supporters of the second view suggest using elements from the LC of the learners while teaching the target language.

Cortazzi and Jin (1999) believe in the benefits of teaching both the local and the TLC, which will raise language learners' awareness of the differing cultural framework. They claim that without an awareness of their culture and that of others, learners may intend to interpret target language messages by using their own cultural system, which may cause different and even false interpretations of the messages. Therefore, culture teaching in a language classroom should not be limited to TLC only. It should also involve the LC.

In addition, Holliday (2005) sustains the idea of "Position 2" in TESOL (Teachers of English for Speakers of Other Languages), which accepts EIL and suggests local context as the norm. Holliday (2005) claims native speaker practices have been traditional and should be changed with Position 2 which he calls "the new way of seeing TESOL" (p.11). Position 2 suggests that there is no superior or inferior distinction between native and non-native speakers of English since English is an international language now and it belongs to anyone who speaks it. Therefore, the LC of anyone using and learning English should be the context of EIL.

The emergence of English as an International language and English as a Lingua Franca brought out the third view in the issue of culture teaching. The third view sustains that since most of the interactions that are taking place in the world today are between non-native speakers of English, TLC may not necessarily be included in English language teaching (Alptekin, 2002, Brown, 1994, Harklau, 1999, Tang, 1999). Therefore, the current status of English as an international language necessitates and allows English to be deculturized from its native English speaking countries' cultural norms to a certain extent. The supporters of the third view claim that most of the interaction in English is among non-native speakers rather than native speakers and non-native-speakers (Alptekin, 1993, 2002; McKay, 2003; Holliday, 2005). In addition, most of the English learners have instrumental motives to learn that language (Alptekin, 1981). Therefore, teaching the culture of English-speaking countries to English learners is pointless since they will most probably not need such knowledge while interacting with a non-native speaker of English.

Risager (1998) mentions four approaches to foreign language teaching; the foreign cultural, intercultural, multicultural and transcultural approaches; which also encompass the three views in culture teaching in ELT that have been discussed so far.

As Risager (1998) claims, the foreign cultural approach has lost ground since the 1980s. This approach focuses only on the teaching of the target language culture (TLC) along with the target language (TL). In other words, this approach is based on the TLC or cultures and variations within them, ignoring the culture of the learners' country- the LC- and its relationship with the TLC. Risager (1998) calls this admiration for the foreign culture "secondary ethnocentrism" which she defines as "ethnocentrism transferred to the target country".

The next approach is the intercultural approach that is the dominant one today (Risager, 1998). This approach invites foreign language learners to be critical and reflective about their own country and culture while learning about the target country and culture. It is based on both the TLC and the LCs, including comparisons between the two. The learner is a mediator between the LC and the TLC. A non-ethnocentric, culture relativist view is adopted by the approach considering both cultures as important and valuable. Jin and Cortazzi (1998) support intercultural approach stating that students may become more aware of their own culture while they are learning about another and may develop intercultural skills. However, Risager (1998) criticizes the intercultural approach since it presupposes that each culture is homogeneous and ignores “the multicultural and multilingual character of almost all existing countries or states” which the multicultural approach does not accept.

Adopting a balanced and anti-racist view, the multicultural approach depends on the fact that with their ethnic and linguistic differences, several cultures may exist in one country or state. According to this approach, the official language in a country may be the first language for a group of people, the second language for some other and even a foreign language for another group of people. The target language operates as a *lingua franca* among these different groups of people living in one country. For example, English serves as a *lingua franca* between Indians living in the UK and British people. Indian immigrants may acquire English as a second language, while those born in the UK may speak it as a first language. The relations between the TLC(s), the learner’s LC and other cultures are important in the multicultural approach that assumes each of these cultures as homogeneous entities.

The transcultural approach as emerged as a result of internationalisation. As Risager claims, the transcultural approach does not “miss the awareness that internationalisation implies a blurring of both national and ethnic borders, leading to an increased cultural complexity at all levels” which the former– the multicultural approach – does. Many languages that are being used as lingua francas among people none of whom speak the same language are shown as a sign of internationalisation which is a result of “worldwide communication systems, extensive migration and tourism, economic interdependence and the globalization of the production of goods”. (Hannerz, 1992 as cited in Risager, 1998) Language teaching should focus on not only the target countries and cultures but also on other countries and cultures. The aim is to develop a competence to use the language as a lingua franca in different situations with intercultural and linguistic diversity. A Turkish worker in China or an Egyptian tourist in Turkey may need English language education designed according to the transcultural approach since neither the people of the host countries nor they share the same language and culture.

McKay’s ideas about the current status of English and its teaching seem to support the transcultural approach to culture teaching in English language classes. As stated earlier, McKay (2003) maintains the international status of English. As she suggests, each country should select locally and internationally appropriate teaching materials and content for English language classes in their own contexts.

Empirical Studies on ‘Culture’ in ELT

The inclusion of culture in ELT has attracted the attention of many scholars. However, empirical studies on culture in ELT have been restricted to opinion surveys that are concerned with the ideas or feelings of language teachers (Adaskou, Britten & Fahsi, 1990, Çamlıbel, 1998; McKay, 2003, Bayyurt, 2006, Bayyurt & Erçetin, 2009) or learners (Byram, Essarte-Sarries&Taylor, 1991, Prodromou, 1992) about culture teaching in language classes and practices.

One of the studies on learners’ ideas about culture was conducted by Byram, Essarte-Sarries and Taylor (1991). The title of the project was “The Durham Project”. It examined the effects of language teaching on young people’s perceptions of other cultures. Specifically, the project aimed to investigate the effects of French teaching on students’ tolerance of French people and insight into French culture. Although the study did not investigate the opinions of the participants on English culture and its inclusion in ELT, its results gave insight into the involvement of culture in the foreign language classrooms in general. Students from two secondary schools participated in the study. Semi-structured interviews and non-participant class observations were used to collect data. The results revealed that students expected to learn words in a language class. However, they did not expect to learn about the country or the people using the language. Generally students were positive about learning a new language but girls and younger learners were more positive towards foreign people than boys and older learners, respectively. Teachers were found to believe in the necessity and positive effect of culture teaching in foreign language classes. By the teachers, culture teaching was seen as a device to capture the attentions of the students, open the door to different ways of life and

contextualise the language they were teaching. In teachers' opinions, students might become more tolerant of other people through cultural knowledge provided in class mainly with the help of the textbook.

Another study on the opinions of students about culture was conducted by Prodromou (1992) who reported the results of a research on the opinions of Greek students on 'what language teaching should be about'. The study aimed to test four hypotheses on the importance of the cultural background, the cultural foreground, a cross-cultural understanding and multicultural diversity, and English language teaching as education. The subjects of the study were 300 Greek learners of English with different proficiency levels, learning English in Greece either in private language courses (henceforth PLI) or The British Council Teaching Center (henceforth BC). The necessary data was collected with the help of a questionnaire inquiring their opinions on the bilingual and bicultural teachers, native speaker varieties of English, native speaker pronunciation and the content of language teaching. As for the results, over half of the students- most of whom were BC students- thought that the teacher should be bilingual and bicultural. That is, the students thought that a language teacher should know the local and the target language as well as the local and the TLC. More advanced and intermediate students stated that a language teacher should be familiar with the TLC. This result might be due to their mature age and so sensitivity towards their cultural identity. As for the native speaker varieties of English, British English was more popular than American English. Native speaker pronunciation turned out to be important for only 62 % of Greek students. Lastly, as for the content of the language teaching, most of the students said they preferred the lesson to be about 'the English language'. The second popular choice for the content was 'facts about science and society' while the

least popular topic chosen by the Greek students was ‘American life and institutions’, which Prodromou related to the US bases in Greece and interference in Greek internal affairs. ‘British life and institutions’, on the other hand, was found interesting by a large number (60 %) of students, which was explained in terms of the British-based Cambridge examinations and the conception of the students that more knowledge on British culture brings more success in these exams. As for the LC, the students showed very low interest. The most likely explanation put forward by the researcher was that most students considered foreign language lessons as social events in which they escaped from their everyday life. Depending on the results, the researcher suggested a multicultural approach including the target, local and other cultures in the world, each with a learner-centred methodology, taking the wants and needs of the learners into consideration.

As for the empirical studies done on the opinions of teachers on culture, Adaskou, Britten and Fahsi (1990) investigated the opinions of Moroccan teachers of English on culture inclusion in EFL classes and textbooks in Morocco. The study was part of a large-scale textbook project for secondary schools in the country. Required data was collected from teachers, inspectors and teacher trainees with the help of group discussions, interviews and questionnaires. The analyses of the data revealed three differing views. First, English can be used with other foreign language speakers of English as well as native or second language speakers. Next, communication in English will occur in Morocco mostly or in non-anglophone countries to a lesser extent and in English speaking countries for a minority. Finally, Moroccan speakers of English will need written English more than its spoken form. In addition, the respondents were asked three questions about the inclusion of TLC and LC in language teaching practices in Morocco. The results revealed that most of

the teachers thought that the use of a foreign milieu might cause discontent for the students with their own material culture and contribute to the yearning of the big city and Europe. In addition, to most English teachers in Morocco, there were patterns of behaviour in an English speaking context that they might find inappropriate as a model for young Moroccans. Finally, most teachers agreed that Moroccan secondary learners of English are more motivated to learn English if it is presented in local contexts.

McKay (2003) conducted another study confirming the preference of local contexts in ELT. The study took place in Chile and 50 Chilean teachers of English participated in the study. It aimed to investigate Chilean teachers' views on the role of culture in ELT materials, their methodology and attitudes towards native and non-native teachers of English. Most of the teachers stated that they preferred topics on "life and culture of various countries around the world" since they believed such topics might "help learners have a global vision of the world" and "feel that they could use English everywhere and in any situation" (p. 143). As for their ideas about language teaching methodology and communicative language teaching practices, most teachers turned out to disregard CLT as they thought it was inappropriate for the Chilean context. In addition, Chilean teachers were aware of their strengths as bilingual teachers of English since they knew both the culture and language of Chilean students, which could help them to understand their students better. For these reasons, over-half of the teachers stated that they would hire Chilean teachers of English if they were a director of a school.

With respect to the studies conducted in Turkey, Çamlıbel (1998) reports the results of a study on the ideas of English language teachers in Turkey about the role of TLC. A questionnaire was used to collect data from 56 English language teachers

working in high schools. Thirty-three respondents were experienced teachers and 23 were novice teachers of English. Among the experienced teachers, 18 were native speakers of English while 15 were Turkish teachers of English. Among the novice teachers, 11 were native speakers while 12 were Turkish non-native speakers of English. The study aimed to investigate the way EFL teachers define culture, their opinions about integrating TLC teaching into English language classes and any possible differences or similarities between native speaker and non-native speaker and experienced and inexperienced EFL teachers in terms of their opinions and behaviours about the inclusion of culture. The results revealed that most English teachers viewed culture according to the sociological sense of culture defined by Adaskou, Britten and Fahsi (1990). That is, for most EFL teachers working in Turkey, culture was the total of factors like family, home and work lives, institutions, leisure and customs of a society. Next, almost all of the teachers integrated TLC into their classes and viewed culture as inseparable from language. However, many teachers stated that they used topics about other cultures as well. As for the teachers' ideas about the role of culture in ELT, most teachers mentioned that they aimed at raising students' awareness of their culture and other cultures in order to help them develop intercultural skills. Finally, according to the results, there was a uniform point of view among the teacher groups with respect to their ideas about culture and its inclusion in language classes in Turkey. Most of the teachers acknowledged that language and culture were intertwined and culture should be part of a language lesson to the extent it would raise cultural awareness and help learners develop intercultural skills.

Bayyurt (2006) conducted a related study in Turkey, investigating the opinions of 12 Turkish ‘non-native’ teachers of English about “the concept of culture, cultural information in the EFL classroom and the role of non-native educators in presenting cultural information” (p. 238). Common features in participants’ definition of culture illustrated that “culture is the life style, gastronomy, traditions, etiquette, history, belief and value systems and language of a group of people living in...a particular geographic region” (p. 238). Furthermore, most teachers agreed that language and culture were interconnected. About the involvement of culture in the EFL classes, opinions of teachers diverged from teaching TLC, LC or IC to not teaching culture at all. Those supporting including information about TLC thought it was necessary for a better understanding of the target language. Supporters of LC inclusion in foreign language classes claimed that LC was more meaningful to learners. Participant teachers who were in favour of presenting IC in EFL classes stated that English is an international language and its culture should not be limited to the culture of English-speaking countries. As for the participants’ ideas about their strengths and weaknesses as non-native English teachers, the study revealed similar results to the ones in McKay (2003). That is, all of the participants thought that one of their strengths as Turkish teachers of English was their familiarity with the first language and LC of the students which “help them sympathise with the kinds of difficulties their students were experiencing while learning the newly presented language...” (p. 242).

Devrim (2006) conducted a similar study in which he examined student opinions about the role of culture. 385 Anatolian high school students from three different cities participated in the study. A questionnaire that was developed by the researcher was used to collect the necessary data. The results revealed that learning

English for instrumental purposes, practising skills of language, including international topics in the English language learning process and teachers' familiarity with Turkish culture and ability to speak Turkish were important for the participants. The results also indicated that, in high school students' opinions, native English speaking teachers teach English better than Turkish teachers. As for the inclusion of TLC into English teaching, most of the students agree with the idea while a considerable number partially agreed or disagreed.

So far empirical studies about the opinions of teachers and/or students have been mentioned since it is the teachers and students of English who use ELT materials and textbooks in ELT classes. Therefore, the opinions of teachers and learners on the inclusion of culture in ELT materials and textbooks should be investigated. In this respect, the present study aims to investigate high school students' opinions of and preferences for the cultural content of a specific ELT textbook. The study also intends to examine the cultural content of the textbook and discuss the results with respect to the students' ideas. Therefore, empirical studies about ELT textbooks and the inclusion of culture in them are also important for the present study, which will be presented in the next subsection.

'Culture' in Textbooks

Recent debates on inclusion of culture in language classes have also included and accelerated debates on inclusion of culture in language teaching textbooks. As indicated by Adaskou, Britten and Fahsi (1990), anything in a language course may carry some cultural load and textbooks are viewed to carry much of that cultural load either by their topic selection or by "the proportion of textbook characters who are

foreigners” (Adaskou, Britten & Fahsi, 1990: 5). That is why textbooks in ELT and inclusion of culture in them have begun to attract more and more attention among scholars in the field.

Language teaching textbooks written by native-speakers of a language have always been preferred to those written by local authors. Native speakers of a language and their culture are taken as the norm in the design and development of ELT materials. As Kramsch points out nativespeakership brings some privileges to its speakers: They are admitted, respected and trusted as authorities in the English language (Kramsch, 1998). Therefore, today, all over the world, EFL textbooks written by native speakers and published in inner circle countries (the USA, the UK or Australia) are preferred to those written by non-native speakers from the LC or other countries’ cultures (henceforth OCC). Dominating the EFL materials development field and deciding on what to represent in EFL textbooks, UK and USA publishers can spread their own ideas and cultures to language learners from all over the world. (Littlejohn, 1998) However, materials designed in inner circle countries for learners from many different countries may not be appropriate for all learners in all contexts. Though textbook writers have to make some pedagogical selections, their selections may not satisfy the needs and interests of all learners or teachers (Jolly and Bolitho, 1998). Many contexts and topics may look irrelevant to many learners (Littlejohn, 1998) or fail to activate the relevant schema that is required for a better comprehension of a message in the target language (Alptekin, 1981).

Designing EFL materials and textbooks for a specific group of learners in specific learning contexts from a specific culture is the solution that many scholars offer to teaching of English in different world contexts (Adaskou, Britten & Fahsi, 1990, Kramsch & Sullivan, 1996, Jolly & Bolitho, 1998, Littlejohn, 1998,

Tomlinson, 1998, Bell & Gower, 1998). In other words, a learner and LC-centered approach is widely accepted in relation to designing materials today.

Jolly and Bolitho (1998) support the idea that taking learner needs into consideration in the process of designing materials. They state that a material can be effective only if it is based on an understanding of learners' language difficulties, objectives and learning styles. Additionally, they suggest using the LC of learners in language teaching textbooks and they argue:

A home produced-coursebook, if it is well produced, stands a much greater chance of success locally simply because the authors are more aware of the needs of learners in that context, and are able to design the materials in such a way as to fit in with their own learning and teaching traditions, and with the conceptual world of the learners. Put another way, the further away the author is from the learners, the less effective the material is likely to be" (1998, p. 111).

Tomlinson (1998) points out attitudinal needs of learners and states that textbooks should help learners to feel comfortable and this may only be accomplished through texts and illustrations relatable to learners' own culture rather than those which are culturally "exotic and potentially alien" (p. 8).

In sum it can be said that, textbook writers and publishers from the inner circle countries are given less chance of being successful and effective in designing materials that are appropriate to all learners of English around the world unless they take learner differences, needs and LC into consideration.

Empirical Studies on Textbooks

There have been several studies on the use, effects, effectiveness, content of and attitudes towards textbooks so far. This section will discuss empirical studies on the

attitudes towards (McGrath, 2006) and content of (Risager, 1991, Kubanek, 1994, Mendez Garcia, 2005, Yamanaka, 2006, Arıkan, 2007) textbooks used in many different countries, including Turkey.

In order to learn more about how teachers and learners view coursebooks McGrath (2006) conducted a study in which metaphors and similes were used with the assumption that metaphors and similes reveal subconscious beliefs and attitudes underlying conscious opinions. In the study, secondary school learners and teachers, mostly from Hong Kong were asked to complete the stem “A coursebook is...” with metaphors or similes. The answers of teachers and learners were classified according to the themes drawn out of the analysis. Teachers’ themes were “guidance, support, resource and constraint” while learners’ themes were “authority, resource, support, guidance, boredom, worthlessness and source of anxiety and fear”. As it was clear from the themes, learners had more negative feelings toward textbooks than teachers did. Although ‘the cultural specificity of the coursebooks’ was said to be out of the scope of this study, the results and implications are important with regards to culture. In the study, among all the metaphors used by learners, the following themes were observed in relation to the concept of culture and existence of other countries: ‘window to the world’, ‘guide’ and ‘bridge’. These were the most vivid and positive metaphors, revealing the importance attached to textbooks by learners as information sources. However, there were also negative metaphors in relation to textbooks such as ‘a tripping stone’ or ‘sleeping pills’ reflecting the boredom or anxiety for the learners. The inappropriateness of a coursebook for a particular foreign language learning situation may cause learners to feel negative about it. Therefore, McGrath (2006) suggests that teachers should investigate the feelings of learners about the

textbook they use. He claims that the resulting awareness will create self-questioning and attitude-change.

Risager's (1991) study focuses on the content of textbooks. She reports the results of a study on the content analysis of elementary level textbooks used to teach English in Scandinavia between 1950s and 1980s. The description was primarily based on her experience with textbooks under investigation. The main categories that emerged in her model analysis are: a micro level category that is defined as the phenomena of social and cultural anthropology, and a macro level category that is defined as the social, political and historical matters; the international and intercultural issues and point(s) of view and style(s) of the author(s).

Risager's analysis revealed differences and similarities between the earlier ELT textbooks published in 1950s and 1960s and those published later in 1970s and 1980s. As far as the differences of the two groups of books were concerned, in the 1960s, the textbook characters were found to be gathered around the nuclear family. These characters disappeared in the textbooks of the 1970s and 1980s. People were represented to have very weak social networks, which the researcher described as a tendency towards individualisation. In textbooks of the 1950s, women were depicted as housewives working at home. However, the 1970s and 1980s represented women having out-of-home occupations. Situations of interactions in textbooks of the 1950s were usually the sitting room, garden, bus or school, whereas in textbooks of the 1970s and 1980s, more specific interactions in specific settings, such as at the reception desk, at the restaurant or at the post office were represented.

As far as the similarities between these two groups of textbooks were concerned, the textbooks turned out to represent people from the middle class, living in cities, carrying out trivial linguistic interaction in spare time and consumption.

The age of the characters was usually adapted to the intended users of the textbooks. The feelings of the characters were under-represented. As for the cultural content of the textbooks from the 1950s to the 1980s, nothing much could be said because the attitudes, values, opinions, religious feelings and activities of the characters were hardly described. Anything that might cause conflict was avoided in these textbooks, Risager relates this finding to an underlying ideology; cultural relativism. According to cultural relativism, all cultures are worth equal value and respect and they should not be criticised.

Kubaneck (1994) also conducted a study on the content of textbooks. He analysed West German English language textbooks published between 1947 and 1986. He indicated that the focus of most textbooks was on Great Britain and the United States, and, therefore, it was necessary to investigate to what extent third world countries, such as, Iran, Morocco, Vietnam, Sri Lanka, Lebanon and India were represented in these textbooks. People from these countries were living in Germany and he was involved in teaching English to those people. His study focused on the use of the elementary level ELT books. The results revealed that among all the Third World countries, India received the most attention in the textbooks analysed. India's being poor and exotic and so being among the first nations to receive West German aid and her famous figure Gandhi were listed as the reasons of her popularity in textbooks.

Mendez Garcia (2005) conducted a similar study, examining the presence of English speaking communities in English language teaching textbooks marketed in Spain. The study aimed to reveal whether or not and the extent to which an international/intercultural approach was a 'constituent' element in those textbooks. The textbooks chosen for analysis for the study were EFL Bachillerato textbooks.

Bachillerato is a two-year compulsory pre-university education for 17 or 18 year olds in Spain. Fourteen textbooks from 7 different publishing houses were chosen among all the textbooks available to the public at the time. The cultural content of only the reading and listening sections of 174 units from these books were analyzed. The results showed that only 20 units out of 174 dealt explicitly with international or intercultural issues. Among the textbooks carrying a heavy sociocultural load, a large majority of them focused exclusively on the UK or the USA. There were units giving learners ‘culture-specific survival tips’ about the UK, Spain, Singapore, Thailand and Western Africa. However, there were not many international comparisons and contrasts apart from the description of the UK culture from the viewpoint of people from Japan, France and the USA. The inappropriateness of asking about one’s income and kissing or touching to greet somebody, the importance of punctuality, the limited time devoted to eating, being polite were found to be mentioned as some of the characteristics of the British culture. As Mendez Garcia (2005) indicates this turned out to “*constitute the main focus of attention, leaving other English-speaking communities out of the picture*”(p. 67) as well as the other countries.

Yamanaka (2006) conducted a related study in Japan. The study aimed to investigate which countries were included in junior high and senior high school English teaching textbooks used in Japan according to the concentric circles of Kachru (1989). The most frequently used 19 English textbooks were chosen and analysed in terms of two criteria; the identification of nouns and adjectives for nations (e.g. Japanese); and the identification of other alternative words used for nations (e.g. kimono). The results based on the frequencies of such cultural items revealed that the USA was predominantly represented both in junior and senior high

school English teaching textbooks and the UK was the second predominant inner circle country. As for the outer circle countries, India and Singapore were found to be dominant though they seldom appeared in such textbooks. Among the expanding circle countries, Japanese cultural items were the most prevailing, followed by other Asian countries like China and Korea.

With regard to the studies conducted on EFL textbooks used in Turkey, Tekir and Arıkan (2007) investigated the opinions of the 7th grade students and their teachers about the EFL textbook ‘Let’s speak English 7’ written by Turkish writers. According to the results of their data obtained from students and teachers with the help of Likert-scale questionnaires, both groups of participants did not find the topics interesting for 7th grade students. On the basis of the findings of the study, researchers suggested cross-curricular work in order to find more interesting topics for that age group. Teachers who participated in the study stated that ‘the book should contain more expressions, vocabulary and information about the TLC, different cultures and countries’. The participants also suggested the usefulness of using some supportive materials such as films, news broadcasts, TV shows, magazines, newspapers, travel brochures and menus in the classroom throughout the lesson to present more information on different cultures including the target one. In sum, teachers were in favour of presenting other cultures in ELT materials along with the cultural concepts presented in the textbooks they were using.

Summary

This chapter discussed the theoretical background of the study in terms of the current status of English and inclusion of culture in ELT. First the history of the spread of

English was summarized and types and functions of English were explained taking the three concentric circles of Kachru (1985, 1992) into consideration. The global status of English today (Crystal, 2003) required abandoning the debate on Kachru's circles by abolishing ENL, ESL and EFL distinction and developing new conceptualizations of English, such as, EIL and ELF. In this respect, it is important to note that the current trend regards English as an international language (EIL) and this necessitates defining EIL and its content. Next, the ownership of English and whose English should be taught were discussed in the context of English as a world language. This section raised the question of whose culture should be taught along with English in ELT classes. Therefore, a detailed description of the concept of culture and its components were given in relation to ELT in the later sections. In the section on culture, scholars' opinions on the inclusion of culture in ELT and related studies were presented, and, ideas on the cultural content of ELT textbooks and related studies were explained.

The Rationale for the Study

Despite the fact that teaching culture and the content of culture in ELT remains a hotly debated, there are not enough studies on the topic. Most of the studies so far have dealt with teachers' opinions. More studies on students' opinions on teaching culture and the content of culture are needed. Moreover, there are not enough studies conducted on ELT textbooks used in Turkey. Students' opinions about an ELT textbook written by local writers have previously been investigated (Tekir & Arıkan, 2007). However, ideas of Turkish learners of English about the

ELT textbooks written and published by the inner circle countries are still missing in the ELT field.

Intending to fulfill this gap in the ELT field, this study is concerned with the cultural content of an ELT textbook written by native speakers of English and used in Turkey, and ideas of Turkish learners of English about that textbook as well. It is hoped that the results of the current study suggest important implications for materials design in ELT in Turkey.

CHAPTER 3

METHODOLOGY

In this chapter, the methodology of the current study will be introduced. The aim of the study, the characteristics of the participants, the description of the research setting, the data collection and data analysis procedures will be presented respectively.

Aim

The aim of the present study is to investigate the culture-specific elements in an English language teaching (EFL) textbook and to identify high school ninth grade students' awareness of and preferences for the cultural content of this textbook they use in their foreign language classrooms.

The study consists of two parts. The first part involves content analysis of the book under investigation: The New English File. It aims to examine any culture-specific elements included in the pictures and the reading texts of the book. The analysis yields both qualitative and quantitative results. The qualitative content analysis of the book in question focuses on the meanings and references of the words and sentences while the quantitative content analysis focuses on frequencies of elements from the local culture (LC), target language culture (TLC), other countries' cultures (OCC) and international culture (IC) as well as the aesthetic, sociological, semantic and sociolinguistic senses of culture categorized by Adaskou, Britten and Fahsi (1990). The second part of the study investigates high school students' awareness and preferences of the cultural content of their EFL textbook.

In this study the following research questions are investigated:

1. Which culture is represented most by the EFL textbook ‘The New English File’; Local Culture (LC), Target Language Culture (TLC), Other Countries’ Culture (OCC) and/or International Culture (IC)?
2. Which sense of culture is represented most by the EFL textbook ‘The New English File’; *aesthetic, sociocultural, semantic, or sociolinguistic*?
3. Which sense of culture (i.e. *aesthetic, sociocultural, semantic or sociolinguistic*) from which culture (i.e. LC, TLC, OCC and/or IC) is represented most by the EFL textbook ‘The New English File’?
4. To what extent are high school students aware of the cultural content of the EFL textbook they are using?
 - a. Which culture do they think the cultural content of their EFL textbook belongs to; LC, TLC, OCC and/or IC?
5. Which sense of culture (i.e. *aesthetic, sociocultural, semantic or sociolinguistic*) in their EFL textbook are high school students more pleased with?
6.
 - a. What are high school students’ preferences for the cultural content of the EFL textbooks they are using?
 - b. Which culture do they prefer to see in their EFL textbooks; LC, TLC, OCC and/or IC?

Participants

The data required for the present study was collected from 52 high school ninth grade students from an Anatolian high school in İstanbul, Turkey. A demographic

information questionnaire (See Appendix B) and interviews (See Appendix D) with students revealed detailed information about the participants, provided in the following sub-sections.

Sampling

The textbook under investigation of the present study was determined through purposive sampling. In the beginning of the fall semester in 2007, a stationery store in Bakırköy was questioned about the textbooks ordered and the schools ordering them. According to the list that the store provided, “The New English File” was among the most popular textbooks and it was used by Anatolian and private high schools.

As for the research setting, since the data collection procedures of this study required a special permission from the administration of high schools, convenience sampling was used. The data was collected in an Anatolian high school.

In this study, convenience sampling was also used to select the participants. Since, the questionnaires were detailed and necessitated genuine and detailed responses from the participants, the students volunteered to take part in the study.

Return Rate

As stated earlier, the students in two ninth grade classes took part in the study. There were 54 students in both classes. Fifty-two students who were present in the classroom at the time of the data collection answered the questionnaires and ten

students among these fifty-two participants volunteered to participate in the interview.

Characteristics of the Participants

The demographic information questionnaire provided information about the characteristics of the participants. There were 52 participants, all of whom were ninth grade students aged between 15 and 16. There were twenty-seven male students (52 %) and twenty-five female students (48 %).

Demographic information questionnaire consisted of six categories that were created by clustering some questions and the participants were classified accordingly. These categories can be listed as socioeconomic status of their family, their foreign language education history, experience of staying abroad, social activities, interest in foreign art and media; and contact with native speakers of English. Each participant got points for each category (See Table 1).

Table 1. Means and Standard Deviations for the Demographic Categories

Demographic Groups	M	SD
Socioeconomic status	8.11	2.37
Fled history	3.94	1.62
Experience abroad	.25	.43
Social life	8.61	1.72
Interest in foreign art-media	3.46	1.63
Contact with foreigners	2.21	3.39

Socioeconomic status category involves questions about the occupation and education of the parents of the participants. Students were classified as having families with high, middle and low socioeconomic status. With regard to the socioeconomic status of the families of the participants, students got points ranging from 4 to 12. Three students (5.8 %) came from families with low socioeconomic

status, 23 from (44.2 %) middle class families and the remaining 26 (50 %) came from families with high socioeconomic status. Though, the mean of the socioeconomic status of their families represents the middle class (8.11 out of 12), half of the students had families with high socioeconomic status and almost all of the students (94.2 %) came from families with middle or high socioeconomic status.

Participants were also categorized in terms of their foreign language education (FLED) history. This category involved questions about the number of years of their foreign language learning experience, whether family members spoke English and the private language courses they attended till then. In this category, the students' points ranged from 2 to 13. In this study, students with points under 8 were classified as having little experience and those with 8 points or more were categorized as having a lot of experience in foreign language learning. As for the results, the mean of FLED history category was 3.94. Six students out of 52 (11 %) had the least experience while only 1 student (1.9 %) had the most FLED experience. Fifty-one students (98.1 %) had points below 8, meaning that most of the participants had little FLED experience.

In terms of experience abroad, 13 of the participants (25 %) had been abroad while the remaining 39 out of 52 (75 %) have not.

Another category that the participants were classified according to was the social activity category involving questions about their leisure time activities such as listening to music, chatting on the Internet, reading books or magazines and watching movies. They were free to add any social activity they did to the list. Students got points for each activity they did in their leisure time and with the help of these points they were classified into two groups, high social activity group and low social activity group. For the purposes of this study, students participating in at least 6

social activities in their leisure time were categorized into the former group while those doing less than 6 social activities were placed in the latter group. The points ranged from 4 to 11 and only one student (1.9%) had 4 points while 8 students (15.4 %) had 11 points. The mean of this category was 8.61. According to the results of the frequency analysis of the category, only 2 students (3.8 %) got less than 6 points while the remaining 50 students (96.2 %) got 6 or more points indicating that almost all of the students belonged to the high social activity group.

Participants were also categorized in terms of their interest in foreign art and media. Questions about their likes and dislikes in art and media involved both local and foreign alternatives and each answer on the foreign side was coded as 1 point. Results showed that students' points in the category ranged from 0 to 8. Though with the 'Other' option provided in one of the category questions, students might have got more than 8 points, the highest point recorded in the data was used as the top score and the classification of the students was done accordingly. Students getting 4 or fewer points were accepted as having low interest in foreign art and media while those with 5 or more points were accepted as having high interest. As the results revealed, the mean of the foreign art and media category was 3.46. Three students (5.18 %) showed no interest in foreign art and media while only one student (1.9 %) showed the highest interest among all the participants. Fourteen students (26.9 %) were classified as being highly interested in foreign art and media whereas the remaining 38 students (73.1 %) were accepted as having low interest in art and media of foreign cultures.

Contact with foreigners was the last category according to which the participants were grouped. Their present or former native speaker teachers, the class hours with them, any foreign friends from the Internet were among the questions in

the category. Students got points for each foreign language teacher, language class hour or foreign friend with whom they communicated in English. The results of the frequency counts of the student points indicated that the lowest point was 0 and the highest one was 15. The mean of the category was 2.21. Twenty-eight students (53.8 %) got 0 from the category suggesting that they had no contact with the foreigners and only 1 student got 15 points which showed that s/he had the highest contact with foreigners. In this study, students scoring less than 7 points were accepted as belonging to the low contact group and the ones scoring 7 or more points as belonging to the high contact group. Forty-four students (84.5 %) turned out to have low contact with foreigners while the remaining 8 students (15.2 %) had high contact.

In sum, among all of the 52 students participating in the study, most of the students came from families with middle or high socioeconomic status (94.2 %), they had little experience in foreign language education (98.1 %), they have not been abroad (75 %), they belonged to the high social activity group (96.2 %) according to the classification of the present study, they showed low interest in art and media of foreign cultures (73.1 %) and they had low contact with foreigners (84.5 %) (See Table 2).

Table 2. The Demographic frequency counts

Demographic Categories (%)	High Group	Middle Group	Low Group
Socioeconomic status of families	50	44.2	5.8
FLED history	1.9	-	98.1
Staying/experience abroad	25	-	75
Social activity	96.2	-	3.8
Foreign art & media interest	26.9	-	73.1
Contact with foreigners	15.2	-	84.5

Research Setting

The study was conducted at an Anatolian high school in İstanbul, Turkey. The school is located in a busy, well-known and expensive quarter of İstanbul. Only those students who scored high in the High School Entrance Exam (i.e. Ortaöğretim Kurumları Seçme ve Yerleştirme Sınavı, henceforth, OKS) can enrol in this school. Therefore, the school is one of the most successful, famous and preferred Anatolian high schools in İstanbul. There are 6 English teachers and 1 German teacher in the foreign language department of this school. The students are allowed to visit the department during breaks and ask questions of the teachers concerning the topics related to their English classes. They can also borrow books from the Departmental Library. There are approximately 30 students in each class and the classrooms are spacious and simply designed with student desks, a teacher's desk and the blackboard. At the time of the data collection, there were no televisions, VCDs or DVDs in the classrooms. There were only tape recorders available to the teachers in the teachers' room.

Pilot Study

In order to test out the feasibility of the research design, a pilot study, which is a small scale preliminary study, is conducted before the main study. The results of the pilot study were used to determine the categories and the conceptual definitions of the variables. The eighth graders attending to a state school participated in the pilot study. The participants were asked to evaluate their own textbook that was written by a commission of Turkish Ministry of National Education. Hence, it was a locally produced textbook. The researcher asked the following questions to the participants of the pilot study:

1. What does ‘culture’ mean to you?
2. What are the cultural elements in your textbook and which culture or country do they belong to?
3. Are you happy with the cultural elements included in your textbook, if there are any?

After the analysis of the students’ written evaluations of their ELT textbook (See Appendix K), eight different categories emerged (See Appendix J). These categories were:

1. definition of ‘culture’,
2. ideas about ‘culture’,
3. elements of Turkish culture,
4. elements of English culture,
5. elements of American culture,
6. elements of foreign culture,
7. elements of other cultures and

8. preferences for 'culture' in ELT textbook. These categories were used as a basis of the main study.

Data Collection Procedures

In order to collect the necessary data for the present study, four data collection procedures were employed. First, "The New English File" was examined through content analysis technique in order to detect its cultural content. Second, a demographic information questionnaire was used to get information about the participants. Next, culture questionnaires were used to obtain information on students' awareness of and the preferences for the cultural content of the EFL textbook. The fourth data collection procedure was student interviews which provided in-depth data about the students' awareness of and preferences for the cultural content of the book.

Content Analysis

In this study, content analysis is used as a research tool to explore the presence of certain words or concepts in reading texts or illustrations of "The New English File".

As Berger (1991) defines, content analysis is a research technique measures the amount of something such as negative portrayals of women in a representative sampling. Moreover, content analysis should be valid as claimed by Krippendorff (2004). In addition to all these, to be scientific, content analysis must meet the requirements of reliability and a priori design as suggested by Neuendorf (2002).

In the present study, content analysis of the textbook focuses on the numbers and frequencies of cultural items. Therefore, it can be claimed that the content analysis technique adopted in the study is systematic and quantitative as defined by Neuendorf (2002).

In order to accomplish objectivity and avoid subjective decisions of the researcher during the analysis process, another coder was asked to check the codes and in the light of the codes content analyze the textbook that was under investigation. This also provides intercoder reliability which is defined as “the level of agreement among two or more coders” (Neuendorf, 2002; 12). In the present study, high agreement between the researcher and the intercoder was observed. The coders agreed on 294 items out of 323 ($PA_o=.91$).

In content analysis, internal validity can be accomplished through the match-up of the conceptual and operational definitions of variables. The conceptual definition is the actual definition of the variables in the analysis. Operational definition, on the other hand, refers to a coding scheme or a codebook in content analysis technique. The conceptual definitions of the analysis variables will be explained in detail in the codebook. The content analysis of the textbook under investigation of the present study may be accepted to have internal validity (Neuendorf, 2002) since the conceptual definitions of the analysis variables were accepted as the operational definitions for the specific purposes of the present study.

Besides, the concern of the content analysis part of the present study is the analysis of “materials as they are” which includes analyzing just the content of the book. However, analysing ‘materials-in-action’ implies analysing the book as it is being used in a particular classroom environment (Littlejohn, 1998).

Demographic Information Questionnaire

The demographic information questionnaire consisted of three parts. The first part questioned some ‘personal information’ about the participants, involving their age, sex, place of birth, education level and occupation of their parents. The data from the first part of the questionnaire provides insights while comparing the students and their attitudes towards the TLC, LC, OCC or IC.

The second part of the questionnaire was ‘Foreign Language Education’ which questioned the students about the foreign languages they learned at school, any help they got from their family members, their books and teachers.

The last part of the questionnaire was about the students’ social lives, involving questions about their preferences. The questions in this part were prepared according to the aesthetic and sociological senses of culture (Adaskou, Britten and Fahsi, 1990). Questions about the other two senses of culture, namely, the semantic and sociolinguistic senses were not included in the questionnaire since there were not many cultural elements in the textbook analysed for the study. In addition, the aesthetic and sociological senses of culture were more likely to reflect the culture that the students were interested in. To clarify, students were questioned about the kind of films, books, magazines and music-which are included in the aesthetic and sociological senses of culture- they liked in order to get an idea about whether or not they were interested in the TLC, LC, OCC or IC.

Culture Questionnaire

This questionnaire consisted of 3 parts.

- A. Definition of culture
- B. Content of their EFL textbook
 - 1. Students' awareness of the content
 - 2. Students' contentment with the content
- C. Preferences for the content of their EFL textbook

Part A of the questionnaire asked students to state whether or not they agreed with the alternative definitions of culture provided by the researcher. Also, they were able to provide their own definition of culture if they could not choose among the given alternatives. This part was included in the questionnaire in order to find out what 'Culture' was and what it involved for the participants though how they define culture was not the focus of the study. It was included in the questionnaire with the expectation that this information might provide more insights into the discussion of the latter parts of the questionnaire.

Part B was about the content of the textbook and it had 2 sub-sections. The first sub-section dealt with students' awareness of the culture of the elements in their EFL textbook. The second sub-section inquired whether or not the participants were content with the presence of those elements in their EFL textbook.

The items in Part B of the questionnaire were generated according to the content analysis of the textbook under investigation. First, the subcategories were determined with the help of the cultural resources listed by Holliday, Hyde and Kullman (2004) who define 'cultural resources' as 'the aspects of culture that exist in one's society which one can draw on at different times and for different reasons'.

The figure below compares the cultural resources defined by Holliday, Hyde and Kullman and the sub-categories used in this part of the questionnaire, determined by the researcher. The cultural resources and the sub-categories are displayed in dashed boxes since there may be other things on the lists. Besides, the content analysis table of the textbook was taken into consideration in the process of the sub-category development.

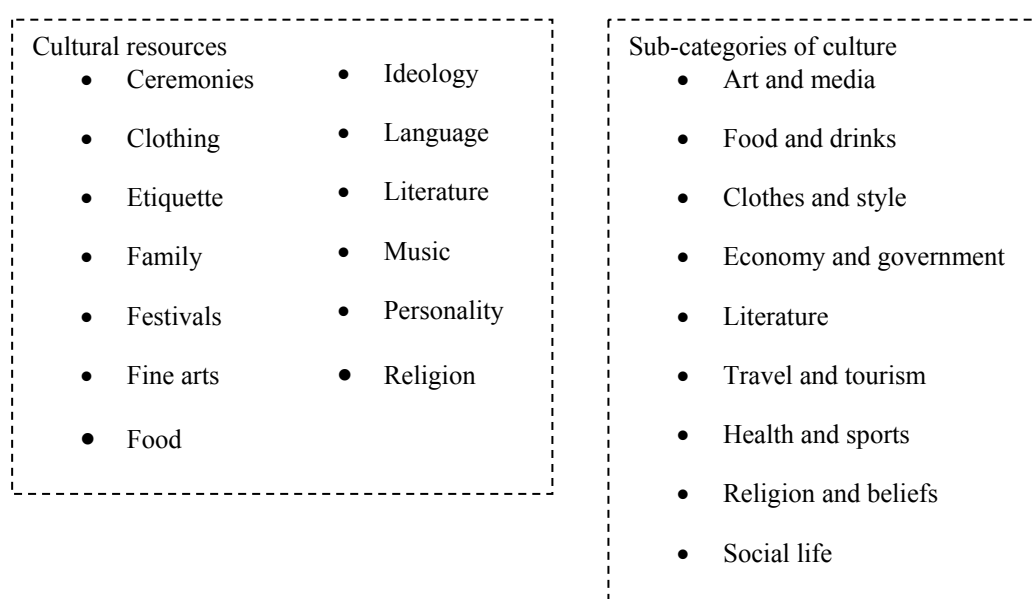


Figure 2 Cultural resources to Holliday, Hyde and Kullman (2004) and the sub-categories for culture used in the study

When the subcategories were developed, cultural elements appearing in the textbook and fitting those subcategories were listed and the most basic ones were chosen as the questionnaire items.

The last part of the questionnaire aimed to shed light on the students' preferences for the cultural content of their EFL textbooks by asking them to state how often they prefer to see the given topics in an ideal EFL textbook. Five point Likert Scale was used in this part of the questionnaire. The options were listed from

the most to the least frequent, the options as “Very often, Often, Sometimes, Rarely and Never”. Students chose one of them according to their preferences. The topics of the questionnaire were determined with respect to the subcategories used in the second part of the questionnaire which was about the content of the textbook.

Student Interviews

As stated earlier, interviews provided in-depth data about the students’ awareness of and preferences for the cultural content of their EFL textbook.

Ten interview questions were prepared in line with the culture questionnaire items and the ideas of the eighth graders from the pilot study (See Appendix K). First, students were asked whether or not they found their EFL textbook interesting. Then, students were questioned about which culture or cultures were represented in their EFL textbook.

In order to decrease the fatigue effect of the questionnaires on the students, the interviews were administered one week after the questionnaires. Ten students from the ninth graders volunteered to participate in the interviews. Each student was interviewed separately (see Appendices D and E).

Data Analysis

Content analysis of the textbook, analysis of culture questionnaires and student interviews will be dealt with in this section respectively.

Content Analysis of the Textbook

As stated earlier, in this study, the English language teaching textbook chosen for analysis was “The New English File” which is published by Oxford University Press. The book was chosen for the study since it was a popular ELT textbook in İstanbul. It was used in many Anatolian and private high schools.

“The New English File” was analysed according to two different criteria. The first one was the cultural milieu that the book represented. In other words, the book was analysed in terms of its cultural content in order to answer the question of which culture was reflected dominantly in and by the book; LC, TLC, OCC or IC. The second dimension was the analysis of the book in terms of the representation of culture within the framework of the senses (aesthetic, sociological, semantic and sociolinguistic) of culture defined by Adaskou, Britten and Fahsi (1990). In this study, these two dimensions formed the basis of the codebook and the coding form that were utilized to analyze the textbook under investigation.

As Adaskou, Britten & Fahsi (1990) indicate almost anything in a textbook may contain cultural information. However, for the purposes of this study, only pictures and reading texts were chosen for content analysis assuming that pictures and reading texts of an EFL textbook may contain more cultural elements than listening, speaking and writing activities may do. Cultural elements found in the pictures and then reading texts were listed and categorized in the coding form according to the two dimensions which will be explained in the following sub-section.

The codebook

Coding is one of the nine steps in a typical process of content analysis and it involves creating a codebook and a coding form. (Neuendorf, 2002). In this study, the codes or categories of the codebook for analysis involved the cultural milieu and sense of culture dimensions. Therefore; on account of a better understanding of the analysis and its results, the components of each dimension deserves a detailed definition and explanation.

Target language culture (TLC), local culture (LC), other countries' cultures (OCC) and international culture (IC) were the components of the cultural milieu dimension of analysis (See Appendix H for items in each category).

What was meant by "TLC" was the culture of the inner circle countries with Kachru's (1989) terms. Inner circle countries use English as a first language. Therefore, British, American and Australian cultures were meant by TLC in this study.

LC was used to refer to the culture of the country where English was being taught by the book. In our case, LC was Turkish culture. Elements specifically belonging to Turkish culture were included in LC category because there were overlaps between IC and LC. In other words, an item included in IC category may also belong to LC category or vice versa. For instance, 2 people meeting at a disco were placed under IC but the instance might also occur in a LC context though it is not specific to Turkish culture.

As clear from its name, the category of "OCCs" involved anything from and about other countries apart from the target and the local countries formerly

explained. For instance, cultural elements of some countries such as Japan, Spain, China, Italy, Brazil and Germany were classified under the category of “OCCs”.

The concept of IC is not as clear as the others. The term “IC” was used in this study to refer to anything from the global culture. For example, a technological device was categorized as belonging to the IC since technology neither reflects national differences nor is a culture-specific element. A Samsung mobile phone may be the product of a Korean company but it may be used in any country in the world today. Furthermore, people are interested in their function not in their origin.

Senses of culture determined by Adaskou, Britten and Fahsi (1990) were the second dimension of the content analysis that the textbook under investigation was subjected to. Each culture specific element found in the book was categorized according to the four meanings of culture which were the aesthetic (AE), sociological (SC), semantic (SM) and sociolinguistic (SCL) senses of culture.

According to Adaskou et al (1990), the aesthetic sense of culture (AE) - culture with a capital C- is in the media, cinema, literature and music of a country.

Sociological sense of culture (SC) is culture with a small c and it includes the organization and nature of the family life, home life, interpersonal relations, material conditions, work, leisure, customs and institutions.

As for the semantic sense of culture (SM), the conceptual system is meant. Semantic areas like food and clothes are in the semantic sense of culture.

The pragmatic or sociolinguistic sense of culture (SCL) includes social skills, paralinguistic skills, knowledge of the appropriate exponents of a successful communication, intonation patterns, norms of politeness, conventions of interpersonal relations and different written genres.

In addition, as stated earlier, the categories drawn out of the pilot study and the cultural elements that emerged during the data analysis were classified accordingly (See Appendix J). These constituted the basis of the content analysis of the textbook.

Furthermore, each cultural element and its origin of culture were checked with the help of the Internet and especially the website www.wikipedia.org.

During the content analysis process, some cultural items found in the textbook were observed to fit into more than one analysis category. Not to spoil the results, these overlapping items were excluded from the data (see Table 3.)

Table 3. Overlapping Elements Across Categories

OVERLAPPING ELEMENTS	Categories
Hamburger Jeans	TLC, IC, SC, SM
A glass of Irish Guinness beer Food in packets having some brand names on like : Sainsbury's and Cadbury Athletic shoes from Nike which is an American company Water and mineral water in bottles having the brand names on such as: Aquafina, Perrier, Baland Spring A Cinema: Odeon An interview with a British actor about his life and experiences: Ben Silverstone “...I remember seeing Dead Poets' Society...(an American film)”	TLC, SC, SM
A packet of cigarettes from Marlboro which is a London- based tobacco company A police officer in the uniform of the British Police British and American actors and actresses illustrated in film scenes	TLC, SC,AE
People dressed for judo Sushi	OCC, IC, SC, SM

Besides, religious objects, places or beliefs were taken as items that might cause overlaps between some categories. Religion cannot be attributed to specific nations, countries or cultures though it may still reflect them. To clarify, Christianity does

not only belong to the UK or the USA. However, it may reflect the cultures of those countries just as Islam may reflect the Turkish culture but does not only belong to Turkish people. Therefore, in order to avoid overlaps between the analysis categories, all religious items were classified as reflecting the IC.

The Coding Form

Bearing the two analysis dimensions and their components in mind, a content analysis table was prepared which was used as a coding form for the content analysis of the chosen textbook “The New English File”. All the cultural elements in the pictures and reading texts of the textbook in question were categorised according to the four senses of culture defined by Adaskou, Britten and Fahsi (1990) as well as different origins of culture (See Appendix A).

As stated earlier, this study is concerned with the content of a textbook and the opinions of high school students about that textbook. Thus, the study may be accepted to have two major sections; namely, the content analysis and the opinion survey. Thus, the next section will explain the data analysis process of the opinion surveys or questionnaires.

Analysis of Culture Questionnaire

The data was analyzed with the help of SPSS 16.0. Reliability analysis revealed a coefficient of .91 (Cronbach Alpha). In quantitative analyses, missing answers might contaminate the data and replace the missing data with the mean might be meaningless. While they were answering the questionnaire, each student had

missing answers in certain sections. In order to make the analysis more meaningful, that missing part was excluded from the analysis of that specific part and taken back to analysis if s/he provided answers to the other parts.

In Part A, 3 subjects were excluded from the analysis and percentages of each culture definition were calculated.

As mentioned earlier, Part B involved two sub-sections; the awareness section and the contentment section. In Part B, the awareness section, each student got points ranging from 0 to 2 for their answers. Students got 0 for wrong answers, 1 for partially true answers and 2 for correct answers. That is, students were asked about the culture of some items from the textbook. For instance; they were asked to state which culture they thought “a questionnaire about one’s cinema experiences” or “films in which Julia Roberts, Richard Gere and Nicole Kidman acted” belonged to. Students got 2 points if they stated that the first item belonged to IC and the second to the TLC. Any answers other than those were scored 0 points.

In Part B, the contentment section, students got points ranging from 1 to 5, 1 meaning “Absolutely not content” and 5 meaning “Absolutely content”. Their total awareness and contentment points for all 46 items were calculated as well as their total points for each sub-category of the content of the book. In other words, students got different awareness and contentment points from the sub-categories of “art and media, food and drinks, clothes and style, economy and government, education and literature, travel and tourism, health and sports, religion and beliefs, and social life”. Since each subcategory in the questionnaire had different numbers of items, all total scores were transformed into Z scores to standardize them. In order to see whether there were significant differences between the awareness levels of the students with respect to different subcategories, Repeated Measures ANOVA was

conducted. The same analysis technique was also used to find if there was any significant difference between the contentment levels of the students in relation to different sub-categories of the textbook and its content.

In addition, in Part B, contentment section, percentages were calculated out of the total score each student got from all 46 items. This calculation was done to see how many students were pleased with the content of their EFL textbook. Nineteen participants had to be excluded from the analysis as they did not answer some questions. These students were recorded as missing cases. In order to demonstrate how many students were “absolutely content, content, not sure, not content, absolutely not content” with the cultural elements in the textbook, percentages of each level were calculated and students were categorized according to their contentment levels. Since the highest contentment point possible out of 46 items was 230 and the least was 46, some cut-off points were determined by the researcher and the categorization was done accordingly. There were 46 points difference between each contentment level and half was added to each cut-off point for the next level bearing in mind the possibility that a student might answer all of the questions “absolutely not content” except for the one that s/he answers “absolutely content”. Having 5 points from one item and 1 point from each of the rest of the 45 items does not mean that the subject may be categorized in the next contentment level. Therefore, the cut-off points were changed to be flexible as explained above. The cut-off points used to categorize the students with respect to their contentment level are given in the Table 4.

Table 4. Cut-off Points for Student Contentment Levels

Points	Contentment Level
0 – 69	Absolutely not content
69 – 115	Not content
115 - 161	Not sure
161 - 207	Content
207 - 230	Absolutely content

For Part C, which was about the preferences of the students for the frequency of the given topics in an EFL textbook, the students got points ranging from 1 to 5, 1 representing “Never” and 5 representing “Very Often”. Cumulative points for each student were calculated. Their frequencies were taken and rearranged according to the content preferences of the students in terms of topic and culture separately.

Analysis of Student Interviews

To analyze student interviews, first, the data was transcribed. The interviews were conducted in Turkish. Therefore, the data was transcribed and translated respectively. Since all the students were asked the same questions in the same order, the frequencies of the same/similar answers were computed by using transcriptions.

CHAPTER 4

RESULTS

Results of the Content Analysis of the Textbook: The New English File

As stated earlier, the purpose of the content analysis part of this study was to investigate which culture(s) (i.e. LC, TLC, OCC and/or ICs) and which senses of culture according to Adaskou, Britten and Fahsi (1990) (i.e. the aesthetic, sociological, semantic and sociolinguistic) were represented most in and by the textbook “The New English File”. The culture-specific elements found in the pictures and reading texts were categorised according to their cultural content. The number of cultural elements and the frequency of occurrence throughout the book were calculated. In this chapter, first, “The New English File” and its contents will be presented, and then the results of the data analyses will be discussed.

General Information about the Textbook

The New English File was published by Oxford University Press in 2004. The authors of the books were Clive Oxeden, Christina Latham Koenig and Paul Seligson. There was no more information about the authors in the book.

On the cover of the book, there were no pictures but coloured shapes and on the blurb the book claimed to get students talking. In addition, it was said to cover Council of Europe Level A1.

There were 9 units, each consisting of 4 different lessons covering different grammar points and topics. Each lesson had a name. Besides, at the end of each unit there were 2 parts called “Practical English” and “What do you remember?”

The names of the lessons were listed below to illustrate whether or not there were any culture-specific items included (See Table 5).

Table 5. Units and Lessons in “The New English File”

Unit 1	A. <i>Nice to meet you.</i> B. <i>I am not English. I am Scottish.</i> C. <i>His name, her name.</i> D. <i>Turn off your mobile.</i> Practical English: <i>On a plane</i> What do you remember?	Unit 6	A. <i>A house with a history</i> B. <i>A night in a haunted hotel</i> C. <i>Neighbours from hell</i> D. <i>When a man is tired of London</i> Practical English: <i>In the street</i> What do you remember?
Unit 2	A. Cappuccino and chips B. When Natasha meets Darren C. An artist and a musician D. Relatively famous Practical English: At a hotel What do you remember?	Unit 7	A. What does your food say about you? B. How much water do we really need? C. Changing holidays D. It is written in the cards Practical English: At a restaurant What do you remember?
Unit 3	A. Pretty woman B. Wake up, get out of bed C. The island with a secret D. On the last Wednesday in August Practical English: In a coffee shop What do you remember?	Unit 8	A. The true false show B. The highest city in the world C. Would you like to drive a Ferrari? D. They dress well but drive badly Practical English: Going home What do you remember?
Unit 4	A. I can't dance B. Shopping-men love it C. Fatal attraction D. Are you still mine Practical English: : In a clothes shop What do you remember?	Unit 9	A. Before we meet B. I have read the book, I have seen the film C. Grammar D. Vocabulary, pronunciation
Unit 5	A. Who were they? B. Sydney, here we come C. Girls' night out D. Murder in a country house Practical English: In a gift shop What do you remember?	EXTRA UNITS	A. Communication B. Grammar Bank C. Vocabulary Bank

As shown in Table 5, there are 36 lessons in total and 6 units among 36 including culture-specific names. In other words, almost 17% of the lesson titles contained culture-specific items. There were 7 culture-specific words. Those were “Scottish, cappuccino, chips, Pretty Woman, Sydney, London and Ferrari”. 3 were about the United Kingdom, 2 were about Italy, 1 was about America and the other was about Australia. Meanings of each culture-specific word listed above and information about the related country may shed light on why these words were found as culture-

specific. Detailed information about these words was obtained from the Internet site of Wikipedia. (See <http://en.wikipedia.org/wiki>)

The word “Scottish” was used in the title of Unit 1 which was “I am not English, I am Scottish.” As can be seen in this example, the nationality of a person coming from a TLC country was preferred instead of another nationality.

The name of Unit 2 was “Cappuccino and chips”. Cappuccino is an Italian drink, French fries are known as chips in the United Kingdom and the Commonwealth Nations.

“Pretty Woman” was chosen as the name of Unit 3. It is also the name of a well-known film with very famous American film in which Julia Roberts and Richard Gere act.

“Sydney” was the title Unit 5. Sydney is a city in Australia, an English speaking nation. It is one of the most populous and popular city in the world. It is known as a multicultural city since there are many people from different nations living there which is also shown as the major destination for immigrants in Australia. However, Australia is one of the countries where English is spoken as a first language (See <http://en.wikipedia.org/wiki/Sydney>). However, Australian culture represents TLC as well as British and American cultures.

The title of Unit 6 was “When a man is tired of London”. London is the capital city of the United Kingdom where English is spoken as a first language.

Finally, the title of Unit 8 is “Would you like to drive a Ferrari?” A Ferrari is a very famous Italian sports car named after the founder of Ferrari Grand Prix Motor Racing, Enzo Ferrari.

To sum up, 17% (i.e. 6 out of 36) of the unit titles were found to reflect cultural elements. 71% (i.e. 5 out of 7) of those titles contained TLC-specific items

belonging to the UK, USA and Australia while 29% (2 out of 7) of the titles reflected Italian culture which was categorized as OCC in this study.

Culture Representation in “The New English File”

As mentioned earlier, one of the aims of the present study was to find out the culture that was represented most in the textbook “The New English File”. To see which origin of culture (TLC, OCC, IC, LC) was represented the most in the textbook in question, the cultural elements found in the content analysis were classified in a coding form (See Appendix A) and counted. The content analysis table of all the units given in Appendix G was the base of the frequencies of cultural elements found in pictures. Each item in the content analysis table was counted as a cultural element. Some items happened to occur in more than one unit, either as a picture or in a reading text. Thus, each appearance of the item in a different unit was included in the frequency of appearance of culture-specific elements. All items that were classified according to the origin of culture are available in Appendix H. Below are the numbers of the cultural elements found in pictures and reading texts.

Cultural Elements in Pictures

Throughout 12 units, including 3 extra units at the end of the book, a total of 217 cultural elements were found in pictures, reflecting TLC, OCC, IC and LCs.

The number of cultural elements reflecting the TLC in pictures is 71 (32.71%).

Some elements such as “*dollar*” and “*Barclay’s credit card*” were found to appear more than one unit. Therefore, these elements were also involved in the total number

of each origin of culture. “A traffic sign showing the distance to Brighton; 55 miles, four British celebrities, a man on a map of the UK” were among the cultural elements reflecting the TLC in pictures (See Appendices G and H for more TLC elements).

The analysis and frequency counts revealed that there were 19 (8.75%) cultural elements reflecting the OCCs in the textbook, each appearing only once. “People from different festivals a Spanish singer, a man dressed in traditional Japanese clothes, a painting of Napoleon” were among the cultural elements classified in OCC category (see Appendices G and H for more OCC elements).

The cultural elements reflecting the IC found in pictures in all 12 units were 127 (58.52%). In other words, there were 127 cultural elements in pictures and these elements reflect the IC. “People reading newspapers on a vehicle, watching TV, dancing and listening to music; cappuccino, food and drinks, some daily objects like pencils, signs of giving directions, a ghost in a house” were among the cultural elements classified in IC category for the purposes of the present study. Furthermore, as indicated earlier, religion is a universal and anyone from any culture may believe in any of them. Religious objects, places or beliefs do not belong and cannot be attributed to specific culture(s). Therefore, they were counted as belonging to IC. That is, cultural elements such as “church, cathedral, crosses, priests” and “mosque” were counted as elements of the IC (see Appendices G and H for more IC elements).

As for the LC elements reflected by the pictures in the book, it is not possible to give numbers and percentages since no cultural elements reflecting the LC was found throughout the textbook.

In sum, among all the 217 cultural elements found in pictures of the textbook, 32.87% reflected the TLC, 9.72% reflected OCCs, and 57.40% reflected IC. LC was not reflected in the pictures of the textbook at all (See Table 6).

Cultural Elements in Reading Texts

In order to examine which culture was reflected dominantly by the textbook under investigation, reading texts were also incorporated into the scope of content analysis. The reading texts involving cultural elements and some example sentences from those reading texts were put in content analysis table. The example sentences did not include the frequency counts (see the content analysis tables in Appendix G for more detailed information.)

Throughout 12 units, among all 63 reading texts in the book, a total of 106 cultural elements were found, reflecting TLC, OCC, IC and LC.

60 out of 106 (56.60%) cultural elements were found to be reflecting the TLC in reading texts. *“A sentence from a text about the origin of English words, a text about a typical day of a woman living in London, a summary of an American film, lyrics of the songs of some British and American singers, a text about a journey to Sydney”* were among the texts found to be reflecting the TLC (see Appendices G and I for more cultural elements)

As for the OCCs, 23 (21.69%) cultural elements were found throughout the reading texts of the book, each appearing only once. *“A text giving information about a Spanish singer, Enrique Iglesias, a text about the Atacama Desert in Chile, a quiz about the world capitals and their characteristics, a postcard about a holiday in Prague, a text about statues of different famous people from different countries”*

were among the reading texts reflecting OCCs (See Appendices G and I for more examples).

The number of cultural elements found in reading texts, reflecting the IC was 23 (21.69%). “A text about when to do exercises, a text about differences between men’s and women’s shopping behaviours, a quiz about jealousy, a quiz about cinema experiences” were among the reading texts that were counted as reflecting the IC (see Appendices G and I for more examples).

There was no reading texts found to reflect the LC or involve an item reflecting the LC.

To sum up, among all 106 cultural elements found in 63 reading texts, 56.60% reflected the TLC, 21.69% reflected the OCCs and 21.69% reflected the IC. LC was not represented in the reading texts of “The New English File” (See Table 6). Put in other words, the TLC was represented the most in the reading texts of the textbook under investigation of the present study.

Table 6. Percentages of Cultural Elements in Pictures and Reading Texts According to the Origin of Culture

Origin of culture	In pictures	%	In reading texts	%
TLC	71	32.87	60	56.60
OCC	19	9.72	23	21.69
IC	127	57.40	23	21.69
LC	0	0	0	0

Sense of Culture Representation in “The New English File”

As stated earlier, another aim of the present study was to find out which sense of culture according to Adaskou, Britten and Fahsi (1990) was represented the most in “The New English File”. To do this analysis, cultural elements were categorized according to the definitions of subcategories of culture (i.e. AE, SC, SM and SCL) as defined by Adaskou, Britten and Fahsi (1990) (See Appendix G and I).

Cultural Elements in Pictures

The content analysis of “The New English File” revealed that some cultural elements belonged to more than one category defined by the researcher and the senses of culture defined by Adaskou, Britten and Fahsi (1990). For instance, the words “*jeans*” and “*hamburger*” could be categorised in the SC and SM senses of culture. As stated earlier, in order not to influence the results, cultural elements belonging to more than one category were extracted from the data and presented in Table 3.

Table 7. Percentages of Cultural Elements in Pictures and Texts According to the Sense of Culture

Sense of culture	In pictures	%	In reading texts	%
AE	32	14.74	20	18.86
SC	178	82.02	49	46.22
SM	6	2.76	37	34.90
SCL	1	0.46	0	0

As can be seen in Table 7, there were 216 cultural elements found in pictures. 178 (82.02%) reflected sociological sense of culture, 32 (14.74%) reflected the AE sense of culture, 6 (2.76 %) reflected the SM sense of culture and only 1 out of 216 (0.46%) reflected the SCL sense of culture. That is, most of the pictures (82.02%) in the textbook in question reflected the SC sense of culture defined by Adaskou, Britten and Fahsi (1990).

With respect to the origins of culture, SC sense of culture turned out to be represented the most. There were 49 out of 71 (69.01%) cultural elements reflecting the SC sense of culture, among the cultural elements found in pictures representing the TLC. AE sense of culture was the second one represented most in the TLC pictures since there were 19 out of 71 (26.76%) elements representing the AE sense of culture. There were 2 (2.81%) cultural elements representing the SM sense of culture and only 1 (1.40%) cultural element representing the SCL sense of culture among all the TLC pictures.

Among the cultural elements representing the OCC in pictures, SC sense of culture turned out to be the most reflected sense of culture with 17 cultural items out of 19 in total (89.47%). AE sense of culture was the second highly reflected sense of culture with 2 cultural elements (10.52%). The SM and SCL senses of culture were not found to be reflected in any of the cultural elements representing OCC.

With respect to the international culture elements in pictures, the most reflected sense of culture was the SC one. SC sense was found in 112 out of 127 IC elements (88.18%). AE sense of culture was reflected by 11 cultural elements (8.66%) and SM sense of culture was only reflected by 4 (3.14%) cultural elements representing the IC found in pictures. SCL sense of culture was not found in any cultural item representing the IC.

As for the LC, it is not possible to talk about the sense of culture reflected since LC was not represented in the pictures of the textbook at all.

In sum, most of the cultural elements found in pictures reflected the SC sense of culture (82.02%) which was followed by the AE sense of culture with 14.74%, SM sense of culture with 2.76% and SCL sense of culture with only 0.46% (see Table 7).

Cultural Elements in Reading Texts

The results of the content analysis revealed that there were 106 cultural elements reflecting different senses of culture in the reading texts of the textbook in question. Almost half of these cultural elements (49 out of 106, 46.22%) turned out to reflect the sociological sense of culture while 37 (34.90%) reflected the semantic sense of culture. 20 cultural elements out of 106 (18.86%) reflected the aesthetic sense of culture. However, there was no cultural element found to reflect the sociolinguistic sense of culture among all 106 elements in the reading texts.

As can be seen in Table 8, the TLC elements found in reading texts reflect the semantic sense of culture 43.33% (26 out of 60), the sociological sense of culture 35% (21 out of 60) and the aesthetic culture 21.66% (13 out of 60). There was no TLC element reflecting the sociolinguistic sense of culture in the reading texts.

Among 23 cultural elements representing the OCC, 17 (73.91%) reflected the sociological sense of culture, 4 (17.39%) reflected the aesthetic sense of culture while only 2 (8.69%) reflected the semantic sense of culture. However, there was no cultural element representing the OCC and reflecting the sociolinguistic sense of culture in the reading texts of “The New English File”.

As for the IC elements in the reading texts, sociological sense of culture turned out to be the most reflected again, with 47.82% (11 elements out of 23). It was followed by semantic sense of culture with 39.13 % (9 out of 23) and AE sense of culture with 13.04% (3 out of 23). SCL sense of culture was not reflected in any of the cultural elements representing the IC found in the reading texts.

LC was not represented in any of the cultural elements in the reading texts, either. Thus, it is not possible to mention any senses of culture representing the LC.

In sum, among all the cultural elements that were found in the reading texts of “The New English File”, the most reflected sense of culture turned out to be the SC sense of culture (46.22%) while the SCL sense of culture was not reflected at all. The SM sense of culture turned out to be the second most reflected sense of culture (34.90%) and the AE sense of culture was the third (18.86%).

Summary of the Content Analysis Results

As can be seen in Table 8, IC was the most represented origin of culture. The SC sense of culture turned out to be the most reflected sense of culture in pictures. However, in reading texts, TLC was the most represented origin of culture while SC sense of culture was the most reflected sense of culture.

Table 8. Numbers and Percentages of the Cultural Elements in Pictures and Reading Texts

Sense of culture	PICTURES						READING TEXTS						Sum
	TLC	OCC	IC	LC	Sum	%	TLC	OCC	IC	LC	Sum	%	
AE	19	2	11	0	32	14.74	13	4	3	0	20	18.86	52
SC	49	17	112	0	178	82.02	21	17	11	0	49	46.22	227
SCL	1	0	0	0	1	0.46	0	0	0	0	0	0	1
SM	2	0	4	0	6	2.76	26	2	9	0	37	34.90	43
Sum	71	19	127	0	217	100	60	23	23	0	106	100	323
Sum			217						106				323

The results of the content analysis also indicated that the SC sense culture in relation to IC and TLC was reflected the most in the pictures. However, in the reading texts, the SM sense of TLC turned out to be reflected the most and it was followed by the SC sense of TLC. LC was not represented in both the pictures and the reading texts. In addition, SCL sense of culture was not reflected in the reading texts.

With respect to the numbers and percentages of all the cultural elements in terms of the origin of culture, among 323 cultural elements found in the textbook, 46.43% belonged to the IC, 40.55% belonged to the TLC and 13% belonged to the OCCs. LC was totally absent in the textbook “The New English File Elementary” (See Table 9).

Table 9. Numbers and Percentages of All Cultural Elements in Origin of Culture

Origin of culture	All items in the book	%
TLC	131	40.55
OCC	42	13.00
IC	150	46.43
LC	0	0
Sum	323	100

As for the numbers and percentages of all cultural elements in terms of sense of culture, SC sense of culture was the most represented throughout the textbook (70.27%). It was followed by the AE sense of culture (16.09%) and the SM sense of culture (13.31%). The SCL sense of culture hardly existed (0.30%) in the textbook (See Table 10).

Table 10. Numbers and Percentages of All the Cultural Elements in Sense of Culture

Sense of culture	All items in the book	%
AE	52	16.09
SC	227	70.27
SM	43	13.31
SCL	1	0.30
Sum	323	100

Results of the Culture Questionnaire

As stated earlier in the methodology chapter, the culture questionnaire was conducted in order to gather data about the students' opinions on the cultural content of the textbook "The New English File". The questionnaire consisted of three different parts, questioning the students' ideas about definition of culture, their contentment with the book and their preferences for the cultural content of an EFL textbook. In the following sections, the results of the questionnaire will be presented in this order.

Culture Definition

Although the main focus of this study was not students' definition of culture the students were asked to state their opinions about what their concept of culture was. This was done to achieve a fuller understanding of the students' opinions on the cultural content of the textbook. The participants were asked to state whether or not they agreed with the definitions of culture provided by the researcher. Three (5.76%) of 52 participants did not reply the question. The remaining 49 (94.23%) answered the question and all of them agreed with the given definitions of culture (See Table 11). The questionnaires were conducted in Turkish.

Table 11. Students' Ideas about Definitions of Culture

	Definition of culture	Agree	%	Disagree	%
1.	Toplumların kuşaktan kuşağa aktardığı dil, düşünce, gelenek, görenek, inanç, sanat eserleri gibi unsurlar bütünüdür. <i>The total of some factors like language, ideas, customs, traditions, beliefs and works of art that are transformed from one generation to another</i>	48	98	1	2
2.	Bir toplumun yaşam süreci içinde yarattığı maddi ve manevi değerlerdir. <i>Materialistic and moral values that a society creates in its life time</i>	45	91.8	4	8.2
3.	Bir toplumun yaşam biçimidir. <i>The way a society lives</i>	40	81.6	9	18.4
4.	Öğrenilen ve paylaşılan davranışlardır. <i>Learned and shared behaviours</i>	32	65.3	17	34.7

As can be seen in Table 11, the definition of culture that the most students (98%) agreed with was the first and most detailed one. The least favoured definition of culture that the students chose was the fourth definition of culture which was provided in the list as “the learned and shared behaviours”. None of the students gave their own definitions.

In sum, most of the students having participated in the present study agreed on the given definition of culture which was in accordance with Adaskou, Britten and Fahsi's (1990) SC sense of culture.

Students' Cultural Awareness

The second part of the culture questionnaire involved the cultural elements found in the textbook. The students were asked to state the culture (TLC, OCC, IC and LC) that they thought the elements belonged to and whether or not they were content with seeing them in "The New English File".

The origins of all the cultural elements that were included in the questionnaire were determined by the researcher and the coder. Then the answers were counted and classified according to different origins, then compared with the student answers (See Table 12).

Table 12. Total Number of Cultural Elements Classified by the Researcher and the Students

Origin of culture	TLC	OCC	IC	LC	I do not know
Researcher's answers	24	5	17	0	0
Students' answers	1045	208	849	0	158
Per student	20.09	4	16.32	0	30.38
Percentage (%)	43.68	8.69	36.49	0	6.60

In order to discuss whether or not the students were aware of the origin of the cultural elements found in the textbook, the answers of the researcher and the intercoder were used as the basis. According to the results, 43.68% of the student answers pointed to the TLC, 36.49% of the answers pointed to the IC and only 8.69% showed the OCC as the origin of the cultural elements in the textbook. 6.60%

of the student answers showed that the students stated that they did not know the origin of the cultural item. There were no answers pointing to the LC of the students. Any possible significant difference between the answers of the researcher and the students was examined with the help of 2x3 chi-square analysis. The results revealed that there was no significant difference between the answers of the researcher and the students about the origins of the cultural elements ($\chi^2 = 25.82$, $p = .89$). That is, the students were highly aware of the origin of the cultural elements in the EFL textbook “The New English File”.

As stated earlier, the cultural elements in Part B of the questionnaire were generated according to the content analysis of the textbook under investigation. Then, they were classified in 9 different subcategories according to the ‘cultural resources’ defined by Holliday, Hyde and Kullman (2004). These subcategories were *art-media*, *food-drinks*, *clothes-style*, *economy-government*, *literature*, *travel-tourism*, *health-sports*, *religion-beliefs* and *social life*. Among these subcategories, only *art-media* and *literature* categories were considered to reflect the aesthetic sense of culture while the rest reflected the sociological sense of culture; both described by Adaskou, Britten and Fahsi (1990). Since there were no subcategories found to reflect the sociolinguistic and semantic senses of culture (Adaskou, Britten and Fahsi, 1990), students’ awareness levels of the origin of the cultural elements reflecting the aesthetic and sociological senses of culture and any possible difference between their awareness levels were examined as an extension of the research question about students’ awareness. In other words, students answers were examined in order to find out the sense of culture; the aesthetic or sociological, reflected by the cultural elements that the students were aware of.

Students' answers in the aesthetic and sociological categories were scored. The highest point was 2. Then, the means of the student answers in each category were computed. T-test analysis was used to compare the means. The results revealed that there was a significant difference between the students' awareness of the origin of the elements in the sociological sense ($\bar{X}=1.48$, $SS=.29$) and their awareness of the origin of the elements in the aesthetic sense ($\bar{X}=1.19$, $SS=.29$). In other words, students' awareness of the elements reflecting the sociological sense was more than their awareness of the elements reflecting the aesthetic sense ($t_{47}=6.42$, $p < .001$).

In addition to the difference between the students' awareness of the origin of the elements reflecting the aesthetic and sociological senses of culture, their awareness level of the origin of the elements in each subcategory and any possible significant difference among them was examined in the present study. To see which subcategory the students were more or less aware of in terms of their origin of culture, repeated measures ANOVA was conducted. The Sphericity assumption of repeated measures ANOVA was examined with the help of Mauchly's Test of Sphericity. The results revealed that the sphericity assumption was not met with a significance level of .000 ($p < .05$). Therefore, the results of the repeated measures ANOVA were interpreted according to Greenhouse Geisser. As can be seen from Table 13, tests of Within-subjects Effects revealed a significant difference among the levels of awareness of the students.

Table 13. Summary of the Test of Within-Subjects Effects

Source	SS	df	MS	F
Factor 1	3696.384	5.194	711.636	127.468***
Error	1362.93	244.12	5.58	

*p<.05, **p<.01, ***p<.001

To see which levels of awareness are significantly different from each other, we looked at Pairwise Comparisons. Table 14 illustrates the means and standard deviations of all the subcategories. Though the means turned out to be different from each other, Pairwise Comparison tests did not reveal significant difference between each subcategory. The ones that have significant difference between each other are discussed below.

Table 14. Means and Standard Deviations for Awareness Levels in Subcategories

Subcategories	M	SD
Economy-government	10.51	2.48
Social life	9.57	2.38
Travel-tourism	9.32	2.93
Art-media	8.89	3.25
Clothes-style	7.76	1.81
Food-drinks	7.06	2.01
Religion-beliefs	4.12	1.67
Health-sports	3.30	1.11
Literature	3.00	1.32

The results of the Pairwise Comparisons revealed that there was a significant difference between students' awareness level of the cultural origin of art-media subcategory (M=8.89) and that of food-drinks (M= 7.06, $p=.01<.05$), that of health-

sports ($M= 3.30$, $p=.000<.05$), that of religion-beliefs ($M= 4.12$, $p=.000<.05$) and that of literature ($M= 3.00$, $p=.000<.05$). The difference between students' awareness level of the origin of cultural elements in art-media and that of economy-government was slightly significant ($p=.05$). However, there was no significant difference between students' awareness level of the origin of the cultural elements in art-media and that in clothes-style ($M= 7.76$, $p=1.000>.05$), that in travel-tourism ($M= 9.32$, $p=1.000>.05$) and that in social life ($M= 9.51$, $p=1.000>.05$).

According to the results, a significant difference was observed between students' awareness level of the origin of cultural elements in food-drinks ($M= 7.06$) and that in economy-government ($M= 10.51$, $p=.000<.05$), that in travel-tourism ($M= 9.32$, $p=.000<.05$), that in health-sports ($M= 3.30$, $p=.000<.05$), that of religion-beliefs ($M= 4.12$, $p=.000<.05$), that in social life ($M= 9.57$, $p=.000<.05$) and that in literature ($M= 3.00$, $p=.000<.05$). No significant difference was found between students' awareness level of food-drinks ($M= 7.06$) and that of clothes-style ($M= 7.76$, $p=.490>.05$).

The results showed a significant difference between students' awareness levels of the cultural elements in clothes-style ($M= 7.76$) and that of economy-government ($M= 10.51$, $p=.000<.05$), that of travel-tourism ($M= 9.32$, $p=.046<.05$), that of health-sports ($M= 3.30$, $p=.000<.05$), that of religion-beliefs ($M= 4.12$, $p=.000<.05$), that of social life ($M= 9.57$, $p=.002<.05$) and that of literature ($M= 3.00$, $p=.000<.05$).

As for the difference between students' awareness level of the origin of cultural elements in economy-government and their awareness in other groups, the difference between students' awareness level of the cultural origin of the elements in economy-government ($M= 10.51$) and that in health-sports ($M= 3.30$, $p=.000<.05$),

that of religion-beliefs ($M= 4.12$, $p=.000<.05$), that of literature ($M= 3.00$, $p=.000<.05$) was significant. There was no significant difference between students' awareness level of economy-government ($M= 10.51$) and that of travel-tourism ($M= 9.32$, $p=.287>.05$) and that of social life ($M= 9.57$, $p=1.000>.05$).

Significant difference was found between students' awareness level of the origin of cultural elements in literature ($M= 3.00$) and that in all other subcategories except health-sports ($M= 3.30$, $p= 1.000>.05$).

According to the results, there was a significant difference between students' awareness level of the origin of the cultural elements in travel-tourism ($M= 9.32$) and that in health-sports ($M= 3.30$, $p=.000<.05$), that in religion-beliefs ($M= 4.12$, $p=.000<.05$) and that of literature ($M= 3.00$, $p=.000<.05$). No significant difference was observed between students' awareness level of the origins of cultural elements in travel-tourism ($M= 9.32$) and that in social life ($M= 9.57$, $p=1.000>.05$).

The results of the Pairwise Comparisons revealed that there was a significant difference between students' awareness level of the origin of the cultural elements in health-sports ($M= 3.30$) and that in social life ($M= 9.57$, $p=.000<.05$). However, there was no significant difference between students' awareness level of the origin of the cultural elements in health-sports ($M= 3.30$) and that in religion-beliefs ($M= 4.12$, $p=.092>.05$) and that of literature ($M= 3.00$, $p=1.000>.05$).

According to the results, a significant difference was observed between students' awareness level of the origin of the cultural elements in religion-beliefs ($M= 4.12$) and that in social life ($M= 9.57$, $p=.000<.05$) and that of literature ($M= 3.00$, $p=.004<.05$).

As for the difference between students' awareness level of the cultural origin of the elements in social life ($M= 9.57$) and that in literature ($M= 3.00$), a significant difference ($p=.000<.05$) was observed.

To sum up, among the awareness categories that were significantly different from each other, the economy-government category was observed to be the one in which the students were the most aware of the origin of the cultural elements that belong to it. Students' awareness level in this category was significantly higher than all other categories but social life.

Students were more aware of the origin of the cultural elements related to social life than those related to food-drinks, clothes-style, health-sports, religion-beliefs and literature.

As for their awareness level of the origin of the cultural elements in travel-tourism category, students were observed to be more aware than they were in food-drinks, clothes-style, health-sports, religion-beliefs and literature categories.

Also, students were more aware in the category of art-media than they were in food-drinks, health-sports, religion-beliefs and literature categories.

With respect to their awareness level of the origins of the cultural elements in clothes-style category, students were more aware than they were in health-sports, religion-beliefs and literature categories.

According to the results students turned out to be more aware of the origin of the elements in food-drinks category than health-sports, religion-beliefs and literature categories.

In addition, students were more aware of the origin of the cultural elements related to religion-beliefs category than they were of those in literature category.

Students were also more aware of the origin of the cultural elements in religion-beliefs category than they were in literature category.

Students' awareness level of the origin of the cultural elements in literature category ($M= 3.00$) turned out to be the lowest among all other categories.

Students' Contentment with the Cultural Content

As mentioned earlier, in the second part of the questionnaire, the students were also asked to state whether or not they were pleased with seeing the cultural elements in the textbook. The following was one of the research questions that the second part intended to answer:

5. Which sense of culture in their EFL textbook are high school students more pleased with; aesthetic or sociological?

The students were asked to scale the cultural elements in the questionnaire from 1 to 5, 1 meaning "Absolutely discontent" and 5 meaning "Absolutely content". In order to find out which sense of culture; aesthetic or sociological, they were more pleased with, the means of the contentment points in the aesthetic and sociological culture categories were calculated. Then, the means of each category were compared with the help of a t-test analysis. According to the results, there was a significant difference between the students' contentment level in the aesthetic sense ($\bar{X}=4.03$, $SS=.45$) and their contentment level in the sociological sense ($\bar{X}=3.74$, $SS=.51$). That is, the students' contentment level in the aesthetic sense was more than their contentment level in the sociological sense ($t_{48}=5.02$, $p < .001$).

In sum, students turned out to be more pleased with the cultural elements reflecting the aesthetic sense than they were with those reflecting the sociological sense.

Students' Preferences for the Cultural Content

The last part of the culture questionnaire was about the students' preferences for the cultural content of an EFL textbook. This part aimed to answer the following research questions:

6. a. What are high school students' preferences for the cultural content of the EFL textbooks they are using?
- b. Which culture do they prefer to see in their EFL textbooks; local, target, other countries' or international?

The items in this part were prepared according to the actual content of "The New English File", different origins of culture and the senses of culture defined by Adaskou, Britten and Fahsi (1990). The students were asked to state how often they wanted to see the cultural items in an EFL textbook. The options ranged between 1 to 5; 1 meaning "Never" and 5 meaning "Very often". All of the students provided answers to this part. Student answers and their means were classified in two different groups as "Preferences according to the topic" and "Preferences according to the culture", answering the research questions 6.a and 6.b above respectively (see Tables 15 and 16)

Table 15. Means and Standard Deviations for Students' Preferences for the Cultural Content According to Topics

Subcategories	M	SD
Social life	3.83	0.59
Health-sports	3.79	0.02
Travel-tourism	3.75	0.17
Art-media	3.65	0.23
Literature	3.39	0.16
Food-drinks	3.33	0.12
Clothes-style	3.29	0.12
Religion-beliefs	3.05	0.01

Student answers in this part were categorized according to eight different sub-categories since there were no topics in the economy-government category. As can be seen in Table 15 above, all of the means of the subcategories turned out to be around “3” which stands for “Sometimes” in the questionnaire. However, there are still differences among the means. As clear from the table, the highest mean was observed in social life subcategory (M=3.83). Since the mean was very close to “4” which referred to “Often” in the questionnaire, it may be argued that the students wanted to see topics about social life often in an ideal EFL textbook. Health-sports (M=3.79), travel-tourism (M=3.75) and art-media (M=3.65) turned out to follow social life category respectively. Thus, topics about health-sports, travel-tourism and art-media are other topics that students wanted to see in an EFL textbook. Since, the means of the remaining subcategories were below 3.5, they were accepted as referring to “Sometimes” with respect to students' preferences. That is, students wanted to see topics about literature (M=3.39), food-drinks (M=3.33), clothes-style

(M=3.29) and religion-beliefs (M=3.05) sometimes in an ideal EFL textbook.

As obvious from the means, religion-beliefs subcategory was not as favored as the other categories were.

As for the students' preferences for the origin of the cultural content of an EFL textbook, the highest mean was observed in IC subcategory (M=4.25). IC subcategory was followed by the OCCs (M=3.51), TLC (M=3.48) and LC (M=3.36) in a descending order. That is, students who have participated in the present study preferred seeing topics on IC in an EFL textbook more often than they prefer seeing other cultures (see Table 16). Since the means of TLC (M=3.48) and LC (M=3.36) subcategories are lower than 3.5, it can be claimed that high school ninth grade students wanted to see topics about TLC and LC sometimes in an EFL textbook.

Table 16. Means and Standard Deviations for Students' Preferences for the Cultural Content According to Origin

SUBCATEGORIES	M	SD
IC	4.25	0.16
OCC	3.51	0.29
TLC	3.48	0.30
LC	3.36	0.29

In sum, students who have participated in the present study preferred seeing topics from the IC about social life, health-sports, travel-tourism and art-media often in an EFL textbook.

Results of the Student Interviews

As stated earlier in the methodology chapter, one of the data collection procedures was the student interviews. Ten volunteer students having answered the

demographic and culture questionnaires provided data for the interviews. In order to diminish the fatigue and recall effect that the questionnaires might have on the participants, the interviews were held one week after the questionnaires were conducted.

Students were asked 11 questions about the EFL textbook “The New English File” that they were exposed to in English classes. The questions were in line with the ones in the culture questionnaire since the aim of the student interviews was to provide in-depth data on students’ opinions about and preferences for the cultural content of an EFL textbook (See Appendix D). The answers of the interviews were transcribed (See Appendix E) and classified into a table (See Appendix F) which formed a basis for the results.

As stated earlier, 10 students were asked to answer 11 questions during the interviews. Three questions were left unanswered by four students, one of whom did not reply to two questions. Therefore, it could be claimed that 7 of the questions were replied to by all of the interviewees, with a 100% return rate, 2 were replied to by 9 interviewees with a return rate of 90% each and only 1 question was replied to by 8 interviewees resulting in 80% return rate. The questions that were not answered were asking the interviewees to define IC and give examples, to state whether or not there were any IC elements in the textbook and give examples and lastly to tell if there were topics they did not like in their EFL textbook. (See Questions 4, 5, 10 in Table 17)

Table 17. Return Rates of the Interview Questions

Interview Questions	Return rates %
1. Did you find the textbook “The New English File” interesting?	100
2. Did you find the topics interesting? Why/ why not? Which topics?	100
3. Which culture(s) is/are represented in the textbook? Why?	100
4. What is international culture to you? Can you give examples?	90
5. Are there any texts or pictures reflecting the IC in the textbook? Can you give examples?	80
6. What comes to your mind when I say English culture? Is it included in the textbook? If yes, can you give examples?	100
7. What comes to your mind when I say American culture? Is it included in the textbook? If yes, can you give examples?	100
8. What comes to your mind when I say Turkish culture? Is it included in the textbook? If yes, can you give examples?	100
9. Are there any topics that you like to see in the textbook?	100
10. Are there any topics that you do not like to see in the textbook?	90
11. Would you change the book if you had the chance? Why/ why not? How?	100

As the first question, students were asked whether or not they found the textbook “The New English File” interesting. The results of the interview analysis revealed that 8 students out of 10 found the textbook interesting. 2 of them stated that the book was “boring” (see Table 18). As for the outliers, one of the students stated that the textbook was one of the most interesting and motivating ones s/he had ever seen while another stated that everything in the book was already known. There was nothing new.

Secondly, students were asked whether or not the topics in the textbook could attract their attention and if so, what type of topics they were attracted by. According to the results, 9 students stated positive opinions about the topics of the textbook while only 1 student gave a negative answer to the question. 3 students stated that the stories attracted their attention since they were from real life and newspapers. Stories about different cities and travel were found motivating by 2 students (see Table 18). Other topics that count attract the attention of the students as they stated were songs, detective stories, texts about jobs and characteristics of different

cultures. One of the students stated that the textbook teaches English while amusing them. Recall that 1 student stated negative opinions about the topics of the textbook saying that:

Nothing is different and unique. They are all taken from the newspapers and I do not care about them because they happened in America.

Table 18. Results of Interview Questions 1 and 2.

Did you find the textbook “The New English File” interesting?		Did you find the topics interesting? Why/ why not? Which topics?			
Yes 8	No 2			Yes 9	No 1
		Real stories	Travel stories	Songs, detective stories, texts on different cultures	“Nothing new”
		3	2	4	

The third question was about the culture(s) involved in the textbook. As the results revealed, 5 students out of 10 gave the same answer and said that the textbook involved cultures of different countries from the whole world but especially England and America. 1 student claimed that cultures of many different countries were involved in the textbook. 1 student stated that only English and American cultures were involved while another student claimed English and Far Eastern culture to be represented most in the textbook. 1 student seemed confused about the culture(s) involved in the textbook since s/he first said world culture was involved and then s/he changed the answer to “only English culture”. 1 student could not answer the question and the researcher had to move on to the next one.

Table 19. Results of Interview Question 3.

Which culture(s) is/are represented in the textbook? Why?					
Many cultures especially British & American	Many cultures	Only British & American culture	British and Far Eastern culture	Confused	No answer
5	1	1	1	1	1

Next, the students were asked about what they understand from the word “IC” and what IC might involve. One student did not answer the question. Among the 9 students having answered the questions, 2 students defined IC as “things that everyone accepts” while 2 students defined it as “common culture for the whole world”. Other definitions included “the life and cultures of the countries in the world, anything representing and understandable to any one, things about other cultures, culture representing common characteristics of and is used by all people, anything that matters to and common for everyone”. “World peace, music, religion, rock music, art, life of people from other countries, a building of architectural interest visited by many foreign people, English language, helping an old lady crossing the street” and “our common heritage” were given as examples to IC by the students.

The fifth question was again about the IC, asking students whether or not there were any cultural elements representing the IC in the textbook and if so, what they were. One student did not answer the question. One student thought there was no cultural element representing the IC in the textbook while another said there were without giving any examples. Therefore, we can say that 8 students out of 10 stated that there were cultural elements representing the IC in the textbook “The New English File” and 7 students out of 10 gave examples to those cultural elements. That is, all of the students having answered the question thought that IC was included in

the textbook. “A well known singer, music, religion, habit of drinking water, Sydney city, life of people from other countries” and “important people having done important things for us” were given as examples of the cultural elements representing IC.

Table 20. Results of Interview Questions 4 and 5.

What is international culture to you? Can you give examples?		Are there any texts or pictures reflecting the IC in the textbook? Can you give examples?	
“ Things that everyone accepts”	“Common culture for the whole world”	Yes	No
2	2	8	2

The next question was about examples of English culture and its inclusion in the textbook in question. When the students were asked about the elements reflecting English culture in the EFL textbook, all 10 of the interviewees provided answers to the question and they counted “their habits, what they do, like and dislike, castles, ghosts, distanced neighbourhood relations, their physical appearance, TV competitions, songs, fast food, actors and actresses, horses, newspapers, timing, old cars, books and statues” as examples of English cultural elements in the EFL textbook.

As for the American culture and the cultural elements reflecting it in the textbook, 7 students out of 10 could make a list. Among the remaining 3 students not having answered the question, one of them stated that there is no difference between English culture and American culture; one of them said s/he did not know anything about American culture and the other did not say anything at all. With respect to the cultural elements reflecting the American culture in the textbook, 7 students listed “the multicultural nature of American culture, fast food, the difference

between British English and American English, American cinema, American actors and actresses, White House, potato, technology “and “theatres” separately.

Next, the students were asked about the Turkish culture which was the LC in the research setting. “Customs, traditions, folk dances, nature, tourist attractions, and authentic clothes, buildings of architectural interest, mosques, Dolmabahçe Palace, Turkish cuisine” and “kebab” were listed by the students as cultural elements reflecting the Turkish culture. However, 9 out of 10 students stated that there was nothing to reflect the Turkish culture in the textbook. Only one student did not mention the absence of the Turkish culture in the textbook, answering the question by only giving examples. One of the students emphasized that there was only one word reflecting the Turkish culture in the vocabulary part in the back of the textbook and a related picture. That word was “mosque”.

Table 21. Results of Interview Questions 6, 7, 8.

What comes to your mind when I say English culture? Is it included in the textbook? If yes, can you give examples?		What comes to your mind when I say American culture? Is it included in the textbook? If yes, can you give examples?		What comes to your mind when I say Turkish culture? Is it included in the textbook? If yes, can you give examples?	
Yes	No	Yes	No	No	Vague
10	0	7	3	9	1

The next two questions were included in the interview in order to get more data about students’ satisfaction out of the topics in the textbook. When the students were asked about the topic(s) they liked in the textbook, 9 students stated positive feelings about the topics and gave examples of the ones they liked in the textbook while only one student said there was no topic or text s/he liked in the textbook.

“Funny dialogues, real life stories, songs, horror stories, texts about a typical day of British people, eating and drinking habits of the British, singers, actors, sports, art,

lives of American presidents, travelling, different cities and characteristics of some cultures” were listed as the topics that the students were pleased to see in their EFL textbook. In addition, one of the students stated that what s/he liked about the textbook was the foreign content since s/he thought s/he could learn more about foreign people and would not feel odd when s/he was in a foreign country. However, s/he did not mention what was meant by the word “foreign”.

After the students were asked about the topics they liked to see in their EFL textbook, they were asked about the ones they did not like to see, as well. One student did not answer the question. Among 9 students who replied to the question, 6 students stated that they liked the topics while the remaining 3 complained about texts on sports, ghosts and the absence of Turkish culture. Among the 6 positive answers, 3 might be accepted as very positive. For instance, one of the students, having stated very positive opinions about the textbook topics said that s/he liked all of the topics since s/he liked English while another one stated that there was nothing s/he disliked about the textbook and it was pretty good. The sentences below belonged to the third student who gave a positive answer to the question. They were translated and quoted in order to clarify how pleased s/he was with the textbook in question.

There were not many topics that I did not like, I like them all. I do not like sports but there was a text about sports. I even liked it.

Recall that 6 students stated positive opinions about the textbook topics, 3 being very positive and the other 3 were just positive. Very positive answers were discussed above. As for the positive ones, 1 student said that there was no topic that s/he disliked. 2 expressed that there were not many topics that they did not like. However, they complained about the absence of Turkish culture and the presence of the pronunciation parts (see Table 22).

Table 22. Results of Interview Questions 9 and 10.

Are there any topics that you like to see in the textbook?		Are there any topics that you do not like to see in the textbook?		
Yes	No			
9	1	Yes	No	
		3	6	
		Texts on sports	Texts on ghosts	No Turkish culture
		1	1	1

The last question of the interview aimed to learn more about the topic preferences of the students. They were asked to state how they would change or what they would add in the EFL textbook “The New English File” if they had the chance. Among the 10 interviewees, only one student stated that s/he would not change the textbook at all since s/he had no problem with it. 2 students stated the need for more texts on the English language itself, its spread, current status, and their reasons. One of them said:

Topic does not matter. It would be enough if it is educative and informative about English. We can get general culture from the newspapers. Learning English culture is unnecessary, learning English would do.

The remaining 7 students emphasized the need for texts on the Turkish culture or anything about it. In order to illustrate the issue more clearly, answers of the students were quoted below:

Student 2:

There might have been topics about Turkish culture or how it is viewed by other countries.

Student 3:

There are topics about almost every country but Turkey. I would place a text on the Bosphorus Bridge for instance.

Student 4:

Turkish singers, books and anything about Turks might be included.

Student 6:

I would like to add Turkish culture in it because I want our culture to be introduced in such a book. If there had been some Turkish culture in the textbook, I would have found it more interesting and I believe my friends would have, too.

Student 7:

I would like to see things about Turkish culture more. Seeing Turkish culture in a textbook is better for a Turk than seeing English culture.

Student 9:

Since the book is an English book, English and American cultures are emphasized. I would focus more on other cultures and countries. For example, there is a text on a London tour here. I would replace it with a text on a tour of Nigeria.

Student 10:

I would not change it. Perhaps, I would place more pictures. Pictures might be about every kind of person.

Table 23. Results of Interview Question 11.

Would you change the book if you had the chance? Why/ why not? How?		
Yes		No
9		1
I would add more texts about Turkish culture.	I would add more texts on English language.	
7	2	

To sum up, most of the students having participated in the interviews (8 out of 10) found the textbook “The New English File” interesting. Again, as the results showed, almost all of the students had positive ideas about the the topics of the textbook. Among the textbook topics, texts about real life and from newspapers were found motivating by 3 students while 2 of them thought stories about different cities and travel were attention-grabbing. Only 1 of the students considered the textbook boring, claiming that it did not include anything new. Half of the students (5 out of 10) thought that the book involved cultural elements from different

countries but especially the UK and the USA. In other words half of the students thought that the cultural elements in the textbook reflected many cultures but the TLC the most. However, only 1 of the students thought the textbook reflected no more than TLC. Only 1 of the students claimed the multicultural nature of the textbook topics saying that there were many cultures represented in the textbook. To define IC, the most common words among the different answers that the students gave were the words “common” and “everyone”. A considerable number of students (8 out of 10) stated that there were cultural elements representing the IC in the textbook. All of the students (10 out of 10) were able to give examples of cultural elements from English culture while 7 could provide examples of ones reflecting the American culture. That is, the students classified some of the cultural elements in the textbook as belonging to the TLC. As for the LC, almost all of the students (9 out of 10) asserted that it was not included in the textbook. Almost all of the students (9 out of 10) had positive feelings towards the topics of the textbook since they could list some topics they liked. With respect to the examples of topics they did not like to see in the textbook, only 3 of the students had contradictory feelings and made a list of texts on sports, ghosts and the absence of the Turkish or the LC. In addition, the uneasiness from the nonappearance of the LC in the textbook was expressed by 7 students who expressed the need for topics on Turkish culture.

CHAPTER 5

DISCUSSION AND CONCLUSION

As stated earlier, the present study was concerned with the cultural content of an ELT textbook, namely The New English File; the opinions of high school students about the cultural content of “The New English File”, and preferences for an ideal ELT textbook. Hence the aim of this study was two fold. The first aim involved the analysis of the cultural content of “The New English File” in detail. The second aim of the study involved the exploration of the students’ level of cultural awareness and contentment as well as their preferences for the cultural content of an ELT textbook.

In this chapter, first, the results of the study will be discussed in relation to the findings of the study and the related literature presented in Chapter 2, 3 and 4. Then, implications and limitations of the study will be presented. Finally, possible future research on the subject will be discussed.

Discussion

Findings of the content analysis of the textbook suggest that, though followed closely by the TLC, IC was represented more than any other culture in the textbook “The New English File”. Specifically, IC was observed to be the most represented type of culture in illustrations (50%). The second mostly represented type of culture was TLC. Local culture was not represented at all in the pictures in “The New English File”. Therefore, in the context of the present study, it can be claimed that “The New English File Elementary” takes the international use English into account in terms of

its illustrations and pictures, in which people from several different cultures existed except for LC which is the Turkish culture in this case.

The most represented type of culture in the reading texts of “The New English File” was TLC. LC, i.e., the Turkish Culture, was not represented at all in the reading texts. Thus, as far as the reading texts are concerned, “The New English File” is one of the traditional textbooks taking inner circle countries (Kachru, 1985, 1992) as its modal for the language learners. It focuses too much on the TLC and ignores the existence of LC and the learners’ related identities (Canagarajah, 2005) with their LC.

These findings also support the findings of Kubanek’s (1994), Mendez Garcia’s (2005) and Yamanaka’s (2006) studies. In all three studies, ELT textbooks used in different countries, namely Germany, Spain and Japan respectively, were analysed and it turned out that the most represented countries in the these ELT textbooks were not surprisingly the inner circle countries the UK and the USA. That is, no matter in which country ELT textbooks were used, they were not actually targeted to the specific country in which they were being used. Therefore, it can be said that the textbook under investigation in this study, namely, “The New English File”, is not produced with sensitivity towards the learners’ LC and possible related identities. The writers and publishers of this textbook did not seem to take into consideration in which country this book would be used (Prodromou, 1992).

Despite the current trend regarding English as an international language with its motto of English does not belong to a specific country or people (Crystal, 2003, Jenkins, 2000, 2003, McKay, 2003, Rajagopalan, 2004, Widdowson, 2003), the textbook analysed in the current study turns out to reflect TLC mostly in its reading texts. Therefore, it is not possible to claim that this book has a multicultural or

transcultural approach (Risager, 1998) in terms of its reading texts. However, the high representation of the IC in pictures suggests that the international status of English is becoming accepted by the authors and publishers in the ELT field and adapted in ELT textbooks.

The New English file was also analysed in terms of the four senses of culture defined by Adaskou, Britten and Fahsi (1990). The analysis revealed that sociological sense of culture was reflected the most in both pictures and reading texts of the “The New English File”. This may be due to the wider scope of the sociological sense of culture as compared to the other senses of culture. It involves almost anything related to social life and the society. However, as expected, sociolinguistic sense of culture was the least represented one among the others. This may be attributed to the difficulty of reflecting the sociolinguistic sense of culture in pictures and illustrations. On the contrary, reading texts may include the sociolinguistic sense of culture more than the others. That is, the textbook might involve the reading texts about the sociolinguistic behaviours of not only TLC but also different cultures and nations. This idea is confirmed in the analysis of “The New English File” supporting the claim that other cultures should be equally represented in the current ELT materials (Alptekin, 2002; Crystal, 2003; Jenkins, 2000, 2003; McKay, 2003; Rajagopalan, 2004).

In the beginning of this study, almost all of the participants agreed on the given definitions of culture in a little survey carried out on some of the participants. For the students having participated in the current study, culture is “the total of factors like language, ideas, customs, traditions, beliefs learned and shared behaviours, materialistic and moral values and works of art that are created in the life time of a society and transformed from one generation to another”. That is, the

students regarded culture according to the sociological sense of culture as defined by Adaskou, Britten and Fahsi (1990). This finding is also in line with that of Çamlıbel's (1998) study which revealed that most EFL teachers working in Turkey viewed culture from a sociological point of view.

The high representation of the sociological sense of culture in the textbook might have an effect on students' definition and perception of culture from the sociological point of view. Clayton (2003) also argues that culture is learned and not genetic which confirms the existence of sociological aspect of students' definition of culture. Therefore, it was not a surprise to find out that, in this study, the students defined culture in relation to the sociological sense of culture.

In terms of students' awareness of the cultural content of the textbook, the students having participated in this study turned out to be highly aware of the origins of the cultural elements in their textbook. As Clayton (2003) argues students might learn about other cultures while learning their own culture. Therefore, it is not surprising to see how much students know about other cultures in the context of this study.

Besides, the findings of the study have also showed that the students were more aware of the sociological sense of culture than the aesthetic sense of culture. In other words, students' awareness in the sociological sense was more than their awareness in the aesthetic sense. In Chapter 4, the findings revealed that almost all of the students, who participated in the study, defined culture in the relation to the sociological sense of culture and most of the cultural elements in the textbook reflected the sociological sense of culture. These might have influenced and improved the students' awareness and understanding of the sociological sense of culture.

As for students' happiness about the cultural content of the textbook, the students' happiness level in the sociological sense was less than their happiness level in the aesthetic sense. That is to say, students were more pleased with the aesthetic sense of culture reflected in the textbook than they were with the sociological sense of culture, which might be the consequence of common interests of their age since most of the high school students are concerned with music, art, and cinema.

With regard to the preferences of the students according to the topics, most of the students preferred seeing topics about social life, health-sports, travel-tourism, and art-media often in an ELT textbook while they preferred to see less of clothes-style and religion-beliefs categories (See Chp. 4, Table 15).

As for the preferences according to the origin of culture, IC was the most favoured origin of culture, followed by OCC, TLC and LC. In other words, students wanted to see many cultures including TLC, OCC, LC and IC in their textbooks. The results of this study revealed that the students preferred seeing IC in an ideal ELT textbook. This finding confirms that EIL should be reflected more and more in ELT books and materials since English has become an international language and ELT books should be written and published in this light (Alptekin, 2002; Crystal, 2003; Jenkins, 2000, 2003; McKay, 2003; Rajagopalan, 2004). This also supports the idea of the ownership of English is no more in the hands of its native speakers (inner circle countries). Therefore, they are no more the norm makers in developing ELT materials (Widdowson, 2003). The local and international characteristics of other countries in the outer and expanding circles should also be taken into consideration in developing ELT materials (Canagarajah, 2005). Discussion of these issues in detail is beyond the scope of this study; therefore, it will not be dealt anymore in this thesis.

In terms of the findings of the interviews, students turned out to find “The New English File” interesting and attractive, thought that the book involved many cultures especially British and American but not their LC. Most of them stated that they would like to add Turkish culture into the textbook claiming that topics on LC might attract their attention more (Alptekin, 1981). Alptekin (1981), Carrell (1987) and Carrell and Eisterhold (1988) maintain that activating background knowledge, or schemata, in learners might help and foster comprehension of target language messages. Using familiar contexts while teaching unfamiliar language may motivate students towards comprehension and success in their language learning process. Additionally, Cortazzi and Jin (1999) believe that teaching both the local and the TLC will raise language learners’ awareness of the differing cultural framework. Therefore, LC should be part of the English language classrooms and ELT materials.

The findings of the interviews and the preference part in the culture questionnaire showed that the students needed ELT textbooks representing a variety of different countries and cultures and not focusing merely on the target language culture since English is not the language of the inner circle countries any more. The preferences of the students in this respect are consistent with the transcultural approach to culture teaching suggested by Risager (1998). Transcultural approach regards the fact that national and ethnic borders are not as clear as they were before the current status of English as an international language today. According to this approach, the aim is not to create native-like speakers of Standard English of the inner circle countries but to develop the ability to use English in an environment of national, cultural, functional and linguistic diversity.

Conclusion

The present study is based on the content analysis of an ELT textbook, opinions of students about that textbook and their preferences for an ideal ELT textbook. So far, no research has been conducted on the ideas of Turkish high school students about culture teaching and cultural content of an ELT textbook as detailed as the current study. Thus, the study contributes to the ELT field in Turkey and suggests that Turkish high school learners of English prefer to see a wide variety of cultures in an ELT textbook, as required by the international status of English (EIL) and suggested by the transcultural approach. In other words, they prefer to see the international culture, other countries' cultures, the target language culture and the local culture as well. Besides, the present study suggests that Turkish high school learners of English are interested in many different aspects of culture. That is, in an ELT textbook, they would like to see a diversity of topics reflecting the aesthetic, sociological, semantic and sociolinguistic senses of culture defined by Adaskou, Britten and Fahsi (1990).

Implications

The findings of the present study highlight the importance of learner characteristics and needs, local culture and the current status of English as an international language. Thus, the study has several important implications for the field of materials design in ELT.

In general, the content analysis of the textbook revealed that “The New English File Elementary” reflected target language culture and sociological sense of

culture (Adaskou, Britten & Fahsi, 1990). In addition, students' opinions obtained from the culture questionnaire and interviews suggested that students are aware of the cultural content of the textbook and prefer to see international culture, other countries' cultures, target language culture (i.e. British and/or American culture) and their local culture (i.e. Turkish culture) as well. Most of the students think that seeing their local culture in an ELT textbook will motivate them. In other words, students yearn for diversity in the cultural content of an ELT textbook. Furthermore, students turned out to be more aware of the sociological sense of culture, referring to the social life and related institutions; however, they were more pleased with the aesthetic sense of culture, referring to art and media. Therefore, the present study suggests textbook writers and publishing companies targeting an ELT textbook to a specific group of language learners which requires taking the characteristics, local culture, wants and needs of language learners into consideration.

The findings of the study also suggest that ELT textbooks should be prepared according to the present status of English as an international language. This requires setting a limit to the linguistic norms of and cultural information about inner circle countries and allowing for cultures of a wide range of countries for whom English is an international language.

Limitations of the Study and Further Research

The study has several limitations, necessitating recommendations for further research. Firstly, the study was conducted on students from an Anatolian high school in Turkey and an ELT textbook used in this school. Thus, the results of this study can only be generalized to the specific school and textbook. To be able to generalize the results of the study to a larger population, it should be replicated with different ELT textbooks used for different proficiency levels in different schools. Therefore, the findings of the current study should be interpreted taking individual differences in attitudes towards foreign language teaching, learning and materials in only one specific context.

Secondly, the content analysis part of this study is concerned with the analysis of “materials as they are” (Littlejohn, 1998) which refers to analysing just the content of a textbook as presented by the publishing company. Therefore, in this study, the influence of teacher, student, learning environment and other factors in the perception of the content of the textbook are not taken into consideration. A study should be designed and conducted to find out about how learning environment influences the perception of language teaching materials by the teachers and the students in an EFL setting.

Finally, the content analysis part of the present study included subjective categorization of the cultural elements in the textbook. Although the Internet and the ideas of the eighth graders in the pilot study were used as a base for the categorization which was done also by an independent coder other than the researcher, the present study is still based on subjective ideas on cultural elements and their origin. To increase its objectivity, a study taking this one as its basis, on

categorization of ideas of different people from different cultures should be designed and conducted nationally and internationally.

Another limitation is about the topic preferences of different groups of students with different age groups should be investigated and their results should be compared. This could help to design better teaching materials for the appropriate age groups. In this study, only one age group was investigated (14-15 year olds), therefore, their topic choices cannot be representative of all the age groups.

APPENDIX A

The coding form

UNIT 1	Sense	PICTURES reflecting the...				READING TEXTS reflecting the...			
	s of Cultur e	TLC	OCC	IC	LC	TLC	OCC	IC	LC
LESSON 1	AE								
	SC								
	SM								
	SCL								
LESSON 2	AE								
	SC								
	SM								
	SCL								
LESSON 3	AE								
	SC								
	SM								
	SCL								
LESSON 4	AE								
	SC								
	SM								
	SCL								
PRACTICAL ENGLISH	AE								
	SC								
	SM								
	SCL								
WHAT DO YOU REMEMBER ?	AE								
	SC								
	SM								
	SCL								

APPENDIX B

Demographic Information Questionnaire

I. KİŞİSEL BİLGİLER

1. Cinsiyet: Kız () Erkek ()
2. Yaş: _____
3. Sınıf: _____
4. Doğum Yeri: _____
5. Babanızın eğitim durumu:
Doktora () Yüksek Lisans () Lisans () Lise () Ortaokul ()
İlkokul ()
6. Babanızın mesleği: _____
7. Annenizin eğitim durumu:
Doktora () Yüksek Lisans () Lisans () Lise () Ortaokul ()
İlkokul ()
8. Annenizin mesleği: _____

II. YABANCI DİL EĞİTİMİ

9. Kaç yıldır İngilizce öğreniyorsunuz?
1-3 () 4-7 () 8-10 () Diğer (Lütfen belirtiniz) _____
10. Ailenizde sizden başka İngilizce bilen ve/veya öğrenen var mı?
Evet () Hayır ()
 - a. Bu kişi/ kişilerin İngilizce öğrenirken size yardımları dokunuyor mu?
Evet () Hayır ()
 - i. Cevabınız “Evet” ise, hangi konu/ konularda yardım alıyorsunuz?

-
11. Yurt dışında hiç kaldınız mı?

Evet () Hayır ()

- a. Cevabınız “Evet” ise, nerede, ne kadar süreyle ve hangi amaçla kaldınız? _____

-
12. Okulda hangi yabancı dil/dilleri öğreniyorsunuz? Size göre bu dil/dillerdeki seviyeniz nedir?

İngilizce ()	İleri ()	Orta ()	Düşük ()
Almanca ()	İleri ()	Orta ()	Düşük ()
Fransızca ()	İleri ()	Orta ()	Düşük ()
İspanyolca ()	İleri ()	Orta ()	Düşük ()
Japonca ()	İleri ()	Orta ()	Düşük ()
Çince ()	İleri ()	Orta ()	Düşük ()
Diğer _____			

-
13. Okulda İngilizce derslerinde okutulan yabancı dil ders kitabının/kitaplarının adı/adları nedir? Lütfen belirtiniz.

14. Anadili İngilizce olan yabancı İngilizce öğretmeniniz oldu mu?

Evet () Hayır ()

Cevabınız “Evet” ise,

a. kaç tane yabancı öğretmeniniz oldu?

b. öğretmeniniz/öğretmenleriniz hangi ülkedendi/ülkelerdendi?

c. ne kadar süre ile bu öğretmenden ders aldınız?

15. Okulda şuanki İngilizce öğretmeniniz yabancı mı, Türk mü? Yabancı ise, nereli?

16. Okul dışında İngilizceden kurs/özel ders alıyor musunuz?

Cevabınız “Evet” ise,

a. kaç saat ders alıyorsunuz?

b. hangi kitabı kullanıyorsunuz?

c. öğretmeniniz yabancı mı, Türk mü? Yabancı ise nereli?

III. SOSYAL ETKİNLİKLER

17. Boş zamanlarınızda aşağıdaki etkinliklerden hangisini veya hangilerini yaparsınız? Lütfen işaretleyiniz.

a. Kitap okumak ()

h. Aile bireyleri ile vakit geçirmek ()

b. Gazete okumak ()

i. Arkadaşlarla vakit geçirmek ()

c. Haftalık / aylık dergi okumak ()

j. Evde veya sinemada film izlemek ()

d. Müzik dinlemek ()

k. Bir hobi ile ilgilenmek (Lütfen belirtiniz.)

e. İnternette gezinmek ()

l. Diğer (Lütfen belirtiniz.)

f. İnternette sohbet etmek ()

g. Bilgisayar oyunu oynamak ()

18. Yabancı yazarların kitaplarını okumak ilginizi çeker mi?

Evet () Hayır ()

Neden? Lütfen belirtiniz.

a. Cevabınız “Evet” ise, hangi yabancı yazarları okursunuz. Lütfen belirtiniz.

19. Hangi ülke yapımı filmleri tercih edersiniz? Neden? Lütfen belirtiniz.

20. En son izlediğiniz 3 filmi yazınız.

21. Ne tür müzikten hoşlanırsınız?

- a. Yabancı Pop
- b. Yerli Pop
- c. Yabancı Rock
- d. Yerli Rock
- e. Klasik
- f. Etnik
- g. Hip hop

- h. Türk sanat müziği
- i. Türk halk müziği
- j. Arabesk
- k. Rap
- l. Diğer _____

22. En çok sevdiğiniz şarkıcı veya grup hangisidir? Lütfen belirtiniz. (Türk veya yabancı)

23. İnternette sohbet eder misiniz?

Evet () Hayır ()

Cevabınız “Evet” ise,

- a. internette kim veya kimlerle sohbet edersiniz? Neden? Lütfen belirtiniz.

- b. internette sohbet ettiğiniz Türkiye dışından arkadaşınız var mı?

Evet () Hayır ()

- i. Cevabınız “Evet” ise, bu arkadaşınız / arkadaşlarınız hangi ülkeden? _____

- ii. Cevabınız “Evet” ise, bu arkadaşınız / arkadaşlarınızla hangi dilde ve hangi konu / konularda sohbet ediyorsunuz? Lütfen belirtiniz.

24. Haftalık / aylık dergi okur musunuz?

Evet () Hayır ()

- a. Cevabınız “Evet” ise, bu dergi / dergilerin ismini belirtir misiniz?

25. İnternette gezinti yapar mısınız?

Evet () Hayır ()

- a. Cevabınız “Evet” ise, en çok hangi siteleri ziyaret edersiniz? Ne amaçla? Lütfen belirtiniz.

26. Hobi / hobileriniz var mı? Varsa neler? Lütfen belirtiniz.

27. Görmeyi en çok istediğiniz yabancı ülke hangisidir? Neden?

YARDIM ve KATILIMLARINIZ İÇİN TEŞEKKÜR EDERİM.
SEDA DANACI

APPENDIX C

Culture Questionnaire

ÖĞRENCİLERİN DERS KİTAPLARININ KÜLTÜREL İÇERİĞİ İLE İLGİLİ GÖRÜŞLERİ

Sevgili Öğrenciler,

Elinizdeki bu anket Boğaziçi Üniversitesi, Eğitim Fakültesi, Yabancı Diller Eğitimi Anabilim dalı yüksek lisans programı çerçevesinde yürütülen, Türkiye’de kullanılan yabancı dil ders kitapları ile ilgili bir tez çalışmasına veri toplamak üzere hazırlanmıştır. Anketteki sorulara samimi cevaplar vermeniz çalışmanın güvenilirliği açısından çok önemlidir. Vereceğiniz cevaplar sadece bu tez çalışması için kullanılacaktır. Türkiye’deki yabancı dil eğitiminin geleceği açısından önemli sonuçlar ortaya çıkarabilecek bu tez çalışmasına yardım ve katkılarınızdan dolayı teşekkürler.

Seda Danacı

Boğaziçi Üniversitesi

Lakabınız:

A. KÜLTÜRÜN TANIMI

Sizce ‘kültür’ nedir? 1’den 4’e kadar olan tanımlara katılıp katılmadığınızı belirtiniz veya lütfen kendi tanımını yazınız.	Katılıyorum	Katılmıyorum
1. Bir toplumun yaşam biçimidir.	1	2
2. Bir toplumun yaşam süreci içinde yarattığı maddi ve manevi değerlerdir.	1	2
3. Toplumların kuşaktan kuşağa aktardığı dil, düşünce, gelenek, görenek, inanç, sanat eserleri gibi unsurlar bütünüdür.	1	2
4. Öğrenilen ve paylaşılan davranışlardır.	1	2
Diğer (Lütfen belirtiniz):		

B. İNGİLİZCE DERS KİTABININ İÇERİĞİ

	Hangi kültür?					Kitabında görmekten hoşnut musun?				
	Türk kültürü	İngiliz veya Amerikan Kültürü	Evrensel Kültür	Diğer ülkelerin kültürleri	Bilmiyorum	Kesinlikle hoşnutum	Hoşnutum	Emin değilim	Hoşnut değilim	Kesinlikle hoşnut değilim
Aşağıda İngilizce derslerinizde okutulan ‘The New English File’ kitabındaki resimler ve okuma parçalarına konu edilen öğeler verilmiştir.										
Lütfen bu konuların hangi kültür veya kültürlerle ait olduklarını ve bu konuları kitabınızda görmekten hoşnut olup olmadığınızı belirtiniz.										
SANAT VE MEDYA						1	2	3	4	5
1. Özgün isimleri “Romeo and Juliet, My Fair Lady” ve “Fatal attraction” olan filmlerin özetleri ve bu filmlerden sahneler						1	2	3	4	5
2. Elvis Presley, Roy Orbison, ve Kylie Minogue’un şarkı sözleri						1	2	3	4	5
3. Elinde kuru kafayla Hamlet rolü yapan bir oyuncu						1	2	3	4	5
4. Julia Roberts, Richard Gere, Nicole Kidman gibi oyuncuların resimleri ve film posterleri						1	2	3	4	5
5. Sinema tecrübeleri ve alışkanlıkları ile ilgili bir anket						1	2	3	4	5
6. Bir müzik grubu ve şarkıları: The Pulp						1	2	3	4	5
7. Gitar, keman, çello gibi enstrümanlar çalan müzisyenler						1	2	3	4	5
YIYECEK VE İÇECEKLER						1	2	3	4	5
8. Kola, balık pane, patates kızartması, hamburger gibi yiyecek ve içecekler						1	2	3	4	5
9. Pizza, cappuccino, sushi, çikolata, şarap, bira, kurabiye gibi yiyecek ve içecekler						1	2	3	4	5
10. Aquafina, Baland Spring, Sainsbury, Cadbury markalı yiyecek ve içecekler						1	2	3	4	5
11. İngiliz yiyecek standartları ve yemek pişirme alışkanlıkları						1	2	3	4	5
12. Su ve su içme alışkanlığı						1	2	3	4	5
KIYAFETLER VE TARZ						1	2	3	4	5
13. Kot pantolon, Nike marka ayakkabılar, üzerinde NY harfleri olan şapkalar						1	2	3	4	5
14. İngiliz Polis üniforması ve Kraliçe Elizabeth zamanından kalma bir elbise						1	2	3	4	5
15. Ulusal Japon kıyafetleri ve judo elbisesi						1	2	3	4	5
16. Kadınların ve erkeklerin alışveriş alışkanlıkları ve aralarındaki farklar						1	2	3	4	5
17. Small, medium gibi kıyafet ölçüleri						1	2	3	4	5
EKONOMİ VE DEVLET						1	2	3	4	5
18. Dolar ve sterlin işaretleri, İngiliz madeni paraları, Amerikan Express ve Barclays gibi kredi kartları						1	2	3	4	5
19. Kraliçe, Winston Churchill, Theodore Roosevelt, George Washinton Abraham Lincoln gibi yöneticiler						1	2	3	4	5
20. İngiliz ve Amerikan bayraklı karakol, postane, metro gibi yerler, çay fincanları						1	2	3	4	5
21. Beyaz Saray, Buckingham Sarayı, Parlamento Binası gibi yerler						1	2	3	4	5
22. Değişik ülkelerin bayrakları						1	2	3	4	5
23. Ünlü kişilerin heykelleri						1	2	3	4	5
EĞİTİM VE EDEBİYAT						1	2	3	4	5
24. Sydney Dil Okullarına ait öğrenci başvuru formu						1	2	3	4	5
25. Trende gazete okuyan bir adam						1	2	3	4	5
26. Oxford Üniversitesi Yayınevi tarafından basılmış hikaye kitapları, özgün isimleri “Gone with the wind, Goldinger, Jurassic park” ve “The lord of the rings”, “Murder in the country house” olan kitaplar						1	2	3	4	5
27. “Marie Claire” dergisi						1	2	3	4	5

	Türk kültürü	İngiliz ve / veya Amerikan Kültürü	Evrensel Kültür	Diğer ülkelerin kültürleri	Bilmiyorum	Kesinlikle hoşnutum	Hoşnutum	Emim değilim	Hoşnut değilim	Kesinlikle hoşnut değilim
SEYAHAT VE TURİZM						1	2	3	4	5
28. Birleşik Krallık (UK) haritasının üzerinde bir adam ve Brighton'a 55 mil uzaklık gösteren bir trafik levhası						1	2	3	4	5
29. Britanya'da yaşayan yabancıların Britanya hakkındaki düşünceleri						1	2	3	4	5
30. Amerikan Havayolları'na ait bir uçak						1	2	3	4	5
31. Tayland, İspanya ve İtalya'daki festivaller, Roma'da ve Prag'ta geçirilen tatiller, Rio, Pekin ve Moskova'da eğlence hayatı ile						1	2	3	4	5
32. Otellerde kullanılan asansör, bar, resepsiyon gibi işaretler ile yön tarif eden trafik işaretleri						1	2	3	4	5
33. Londra ve New York'taki tarihi ve turistik yerler ile ilgili okuma parçaları, kartpostallar						1	2	3	4	5
SAGLIK VE SPOR						1	2	3	4	5
34. Londra Üniversitesi'nden bir profesörün Bir Londra'ya stresle ilgili tavsiyeleri						1	2	3	4	5
35. En iyi spor yapma zamanı ile ilgili bir makale						1	2	3	4	5
DİN VE İNANÇLAR						1	2	3	4	5
36. Haç, papaz, katedral, kilise ve Hristiyan mezarlığı						1	2	3	4	5
37. Kont Dracula						1	2	3	4	5
38. Falcı ve Tarot kartları ile ilgili						1	2	3	4	5
39. Bir cami resmi						1	2	3	4	5
SOSYAL YAŞAM						1	2	3	4	5
40. Selamlaşmak için şapka çıkaran bir adam						1	2	3	4	5
41. Londra'da bir arkadaşlık sitesi ve e-postaları						1	2	3	4	5
42. Britanya'da çocukların ailelerinin yanından taşınma yaşları						1	2	3	4	5
43. Komşular ve problemleri						1	2	3	4	5
44. WHSmith's markalı kişisel gelişim setleri: Yemek pişirme, Dans, Balon, Ferrari vb.						1	2	3	4	5
45. Noel ağacı						1	2	3	4	5
46. Paskalya (Easter) yumurtaları						1	2	3	4	5

C. İNGİLİZCE DERS KİTAPLARININ İÇERİĞİ HAKKINDAKİ TERCİHLERİM

Sizce bir İngilizce ders kitabında aşağıdaki öğeler hangi sıklık ve yoğunlukta yer almalı?	Çok Sık	Sık	Kararsızım	Nadiren	Asla
Lütfen görüşünüze en uygun seçeneği işaretleyiniz.					
47. Türk sineması ve oyuncular	1	2	3	4	5
48. İngiliz ve Amerikan sineması ve oyuncular	1	2	3	4	5
49. Farklı ülkelerin sinemaları ve oyuncular	1	2	3	4	5
50. Türk şarkıcılar ve müzik grupları	1	2	3	4	5
51. İngiliz ve Amerikan şarkıcılar ve müzik grupları	1	2	3	4	5
52. Farklı ülkelere şarkıcılar ve müzik grupları	1	2	3	4	5
53. Bilim	1	2	3	4	5
54. Türk mutfağı	1	2	3	4	5
55. İngiliz ve Amerikan mutfağı	1	2	3	4	5
56. Farklı ülke mutfakları	1	2	3	4	5
57. Türkiye'ye özgü kıyafetler	1	2	3	4	5
58. İngiltere ve Amerika'ya özgü kıyafetler	1	2	3	4	5
59. Farklı ülkelere özgü kıyafetler	1	2	3	4	5
60. Teknoloji	1	2	3	4	5
61. Türk edebiyatı (kitap, yazar ve şairleri)	1	2	3	4	5
62. İngiliz ve Amerikan edebiyatı (kitap, yazar ve şairleri)	1	2	3	4	5
63. Doğa	1	2	3	4	5
64. Farklı ülkelerin edebiyatları (kitap, yazar ve şairleri)	1	2	3	4	5
65. Türk sporları ve sporcular	1	2	3	4	5
66. İngiliz ve Amerikan sporları ve sporcular	1	2	3	4	5
67. Farklı ülkelerin sporları ve sporcular	1	2	3	4	5
68. Hayvanlar	1	2	3	4	5
69. Türkiye'deki tarihi ve turistik yerler	1	2	3	4	5
70. İngiltere ve Amerika'daki tarihi ve turistik yerler	1	2	3	4	5
71. Farklı ülkelerdeki tarihi ve turistik yerler	1	2	3	4	5
72. Türk dini inanışları ve ibadet yerleri	1	2	3	4	5
73. İngiliz ve Amerikan dini inanışları ve ibadet yerleri	1	2	3	4	5
74. Farklı ülkelerin dini inanışları ve ibadet yerleri	1	2	3	4	5
75. Dünya ve kirlilik	1	2	3	4	5
76. Türkiye'deki milli ve dini bayramlar	1	2	3	4	5
77. İngiltere ve Amerika'daki milli ve dini bayramlar	1	2	3	4	5
78. Farklı ülkelerdeki milli ve dini bayramlar	1	2	3	4	5

YARDIM ve KATILIMLARINIZ İÇİN TEŞEKKÜR EDERİM.
SEDA DANACI

APPENDIX D

Student Interview Questions

1. İngilizce derslerinizde okutulan ‘The New English File’ kitabını ilginç buluyor musun?
2. Kitapta yeralan konular ilgini çekiyor mu?
3. Sence kitapta hangi kültürlere yer veriliyor? Niçin? Örnek verebilir misin?
4. Sence evrensel kültür ne demek? Evrensel kültür denince aklına ne geliyor? Örnek verebilir misin?
5. Kitabınızda evrensel kültüre ait konu veya resim var mı? Varsa, neler? Örnek verebilir misin?
6. İngiliz ve/veya Amerikan kültürü denince aklına ne geliyor? Kitabında bu kültürlere yer veriliyor mu? Yer veriliyorsa eğer, örnek verebilir misin?
7. Türk kültürü denince aklına ne geliyor? Kitabında Türk kültürüne yer veriliyor mu? Yer veriliyorsa eğer, örnek verebilir misin?
8. İngilizce ders kitabında görmekten hoşlandığın konu yada konular var mı? Varsa neler ve neden?
9. İngilizce ders kitabında görmekten hoşlanmadığın konu yada konular var mı? Varsa neler ve neden?
10. Sence iyi bir İngilizce ders kitabı nasıl olmalı? Hangi konu veya konulara yer verimeli? Neden?

APPENDIX E

Transcriptions of the Interviews

In this study, student interviews were used to get more in-depth data on the opinions and feelings of the students about the culture and cultural elements in foreign language teaching textbooks. Student interviews were made with 10 students one week after the questionnaires were conducted.

S: Abbreviation for “Student”

R: Abbreviation for “Researcher”

STUDENT 1

R: Bu kitabı ilginç buluyor musun?

S1: Evet.

R: Peki bu kitabı okuduğunuz zaman ilginç buluyor muydun? Eğlendin mi?

S1: Hı, hı. Bayağı bir eğlendim. Çünkü şeyler de var, hem konular gerçek hayattan, hani gazetelerden falan kesilmiş, hem de değişik değişik şeyler de var, şarkılar filan da var, her ünitenin sonunda nerdeyse. O yüzden bayağı bir eğlendim ben.

R: Peki, kültürel açıdan bakarsak sence hangi kültürler var?

S1: Ya, birçok ülkenin kültürünü gösteriyor zaten. Yani sırf İngilizce dersi olarak vermiyor da bir sürü ülkeden de bahsediyor. O da iyi.

R: Mesela hangi ülkeden?

S1: Ya, ne bileyim; İngiltere, Fransa, veya İtalya. Onların yemekleri falan, neler yapıldığı falan, oranın tarihi yerleri, o tür şeyleri falan hep gösteriyor bu kitapta. Hani bayağı bir öğrenmediğim şeyi öğrendim.

R1: Mesela İngiltere ile ilgili ne gibi bir örnek verebilirsin?

S1: Mesela ne bileyim, bir tane ülke vardı mesela onun tarihi bir yeri nasıl söyleyeyim; hani lunaparkta böyle döndürmeli şeyler olur ya onların daha büyüğü böyle.

R: London Eye?

S1: Ha! Evet onlar var. Mesela ne bileyim, burda şey var; amerikan çayı var. Amerikalılar sütle çayı karıştırıyormuş, hani ne bileyim böyle bir sürü şey var.

R: Evrensel kültür dersem aklına ne gelir?

S1: Evrensel kültür derken? Yani o ülkenin yani evrensel derken dünyadaki ülkelerin yaşayışları kültürleri. Nasıl anlatayım ki onu?

R: Şimdi şöyle...Türk kültürü deyince aklına ne geliyor?

S1: Geleneklerimiz, göreneklerimiz, adetlerimiz. Hani kendimize özgü.

R: Mesela?

S1: Türk halk oyunu mesela.

R: Sence kitapta Türk kültürüne dahil bir şeyler var mıydı?

S1: Kitapta Türk kültürüne ait...Ben hatırlamıyorum.

R: Peki İngiliz kültürü deyince aklına ne geliyor, biraz detaylı şeyler, örnek verirsen?

S1: Bu kitapta...Yani tam aklıma gelmiyor ki.

R: Yo, genel olarak, genel olarak. İngiliz kültürü deyince aklına ne geliyor?

S1: İşte, onların alışkanlıkları filan, hani genel olarak neler yaptıkları, nelerden hoşlandıkları.

R: Mesela ne gibi alışkanlıkları?

S1: Aklıma birşey gelmiyor ki şuanda. Hani bu kitapta bazı ülkelerin kültürlerini göstermişti ama benim tam olarak aklıma gelmiyor.

R: Peki Amerikan kültürü deyince?

S1: Amerikan kültürü deyince..Mesela, Amerika’da, ne bileyim, böyle bir sürü ülkeyi birden barındırıyor, yani ne bileyim bir sürü kültürü birden bulabiliyoruz. Sadece kendisi yok yani orda.

R: Evrensel kültür deyince?

S1: Evrensel deyince bunların hepsinin birlikte, ortak olduğu kültür.

R: Peki ona örnek aklına geliyor mu? Ne evrensel olabilir sence?

S1: Mesela dünya barışı.

R: O evrensel kültüre dahil diyorsun?

S1: Evet.

R: Başka?

S1: Başka aklıma ne geliyor...

R: Evet, ordan yardım alabilirsin.

S1: Mesela , belki biraz mantıksız olabilir ama mesela bir şarkıcı bir çok ülkede dinlenebiliyor. O da evrenselleşmiş hale gelebiliyor, o da olabilir mesela.

R: Peki bu kitapta görmekten hoşlandığın konular var mı?

S1: Var.

R: Mesela?

S1: İngilizcede konu olarak mı yoksa bu kitapta?

R: Bu kitapta görmekten hoşlandığın konu?

S1: Görmekten hoşlandığım konu benim şeyler mesela... Şurdaki alışkanlıklar benim dikkatimi çekmişti.

R: Mesela ne var orda?

S1: Eee, Britanya’yı falan anlatıyor. İngiltere’yi falan da anlatıyor.

R: Sayfa 16.

S1: Hı hı sayfa 16. Hani ordaki hani her ülkenin özel bir içeceği veya bir yemeği filan. Onu anlatıyor. Hani sütle çayın mesela ben İngiltere’de içildiğini bilmiyordum.

R: Peki hoşlanmadığın, yani bu konu olmasaydı dediğin?

S1: Bu konu olmasaydı dediğim birşey yok yani, zaten İngilizceyi sevdiğim için, bütün konularını seviyorum.

R: Peki bunların üstüne, sana bir şans verselerdi ne eklemek isterdin, konu olarak?

S1: Konu olarak...mesela... İngilizce’nin neden bu kadar evrensel olduğunu, hani açıklama olarak, yani genel olarak biliyoruz da hani biraz daha açık bir şekilde isterdim.

R: Tamam, teşekkür ederim.

STUDENT 2

R: Denizciğim, kitaba şöyle bir bakarsan, geçen dönem kullandığınız İngilizce kitabı.

S2: Evet.

R: O kitabın konularıyla, içeriğiyle ilgili biraz sobet edeceğiz seninle. Sen bu kitabı ilginç buldun mu okurken?

S2: Bayağı bir ilginç buldum, hatta hocamız şey demişti, gazetelerden alınma bunların hepsi gerçek demişti. O çok dikkatimi çekmişti. Çünkü uydurma şeyler olunca insan okumak bile istemiyor. Ondan dolayı bayağı bir hoşuma gitmişti.

R: Peki konu olarak hatırlıyor musun? Mesela en çok ilgini çeken ne idi?

S2: Normal ders kitabımız mı?

R: Okuma parçalarının konuları olabilir, resimler olabilir mesela.

S2: Böyle ilginç olaylar hoşuma gitmişti. Atakama çölü ondan sonra bilmediğim şeyleri öğrenmek hoşuma gitmişti.

R: Neyle ilgili bilmediğin şeyleri?

S2: Normal genel kültür.

R: Türk kültürü dersem aklına ne geliyor? Türk kültürü.

S2: Türk kültürü dendiğinde adetlerimizi örf, gelenekler, Türk insanının hem yaşayış şekli hem davranış yapısı.

R: Mesela ne örnek verebilirsin? Ben yabancı olsam Türk olmasam, işte şu Türk kültürüne dahildir diye bir şey söyleyebilir misin?

S2: Tabi, mesela ülke coğrafyasına dahil olan bölümlerde halk davranışları veya halk oyunları. Doğal turistik alanlar, bunun gibi şeyler.

R: Peki bu kitapta Türk kültürüne dahil herhangi birşey dikkatini çekmiş miydi?

S2: Pek değil.

R: Pek değil. O zaman İngiliz kültürü dersem aklına ne geliyor?

S2: İngiliz kültürü...Şatolar. Özellikle şatolarla ilgili bir bölüm vardı. Hayaletler filan. Ondan sonra, komşuluk ilişkileri. Onlar garibime gitmişti. Çünkü onlar biraz daha katı. Sınırlarını belirliyorlar onlar. Bizde o kadar değil. Birbirlerine karşı davranış yapıları filan.

R: Bu verdiğin örnekler kitaptaki örnekler değil mi?

S2: Evet.

R: Amerikan kültürü deyince aklına ne geliyor, bu kitapta onlar var mı?

S2: Vardı. Yemek çeşitleri. Mesela, onlar da İngilizce konuşuyorlar, İngilizler de İngilizce konuşuyorlar ama aralarında farklar var. Hocamız bize söylemişti. Onun dışında bazı yemeklerin aynı şey olmasına rağmen adları farklı. Öyle şeyler.

R: Onlar Amerikan kültürüne dahildir diyorsun.

S2: Evet.

R: Tüm bunların üstüne bir de sana evrensel kültür nedir desem?

S2: Evrensel kültür, dünya olarak, her insanın kabul ettiği şeyler.

R: Mesela nedir o? Onlar neler olabilir?

S2: Müzik olabilir. Mesela, rock her yerde dinlenir. Onu dışında din olabilir. Din dünyada hangi din olursa olsun saygı görür. Onun dışında resim, sanat dalları olabilir.

R: Bu kitapta şöyle bir bakarsak, evrensel kültüre dahildir diyebileceğin resim konu dikkatini çekiyor mu?

S2: Şey, müzik var.

R: Müzik var burda. Başka?

S2: Şu anda pek hatırlayamıyorum ama...Hı! Önemli kültür yapıtları.

R: Peki,son iki sorum. Bu kitapta görmekten hoşlandığın şeyler neler?

S2: Dediğim gibi; bilmediğim şeyleri öğrenmek hoşuma gitti. Bir de eğlenceli kısımlar var; karşılıklı replikler. Onların sonu komik bitiyor. Onlar ilgimi çekiyor.

R: Hoşlanmadıkların?

S2: Hoşlanmadığım pek yoktu aslında. Şey, pek bizden birşeyler yok. Tamam tüm dünya adına birşeyler öğretiyor. Mesela, İngilizler Amerikalılar hakkında çok şeyler öğrendim ama biraz da Türk kültüründen yada bize bakış tarzlarından olabilen şeyler olsaydı.

R: O zaman senin değiştirme şansın olsaydı yada bir konu ekleme şansın olsaydı bu tarz şeyler mi eklersin?

S2: Evet.

R: Peki, teşekkürler.

STUDENT 3

R: Şöyle bir bak kitabınızdaki konulara. Sen bu kitabı ilginç buldun mu?

S3: Evet, çok güzel. Hikayeleri çok güzel.

R: Ne gibi hikayeler?

S3: Mesela, ne bileyim; bir aile vardı çocuklarından mutsuzlardı. Mesela bir ölüm haakında bir dedektiflik hikayeleri vardı. Güzeldi.

R: O tarz seyleri seviyorsun sen? Sence bu kitapta daha çok hangi ülkelere yer veriliyor?

S3: Her ülkeden var ama daha çok İngiliz ve Amerikan kültürü var tabiki.

R: Peki İngiliz kültürü deyince aklına ne geliyor, mesela, şöyle bir bakarsan sayfalara. Şu İngiliz kültürüdür diyebileceğin birşey var mı?

S3: Genelde insanların tiplerinden anlaşıldığı için.

R: İnsanların tipleri?

S3: Evet.

R: Konu olarak mesela?

S3: Konu olarak pek birşey yok ama, genelde bizim ülkemizde çok olmayan yarışmalar falan da var.

R: Amerikan kültürüne dair neler var?

S3: İngiliz ve Amerikan benzediği için öyle dedim. Yoksa çok da fazla bir farkı yok yani.

R: Çok farklılık yok?

S3: Evet.

R: Peki, Ben sana bir sayfa göstersem orası sence hangi kültüre aittir desem? Sence bu sayfa hangi kültürü yansıtıyor?

S3: Yansıtıyor tabi. Türk kültürü olmadığı kesin ama yabancı yani; İngiliz Fransız, İngiliz, Amerikan

R: Türk kültürü değil yani?

S3: Evet.

R: Evrensel kültür dersem aklına ne geliyor?

S3: Aslında çoğu evrensel kültür ama ağırlıklı olarak İngiliz kültürü var. Bunların hepsi olabilecek şeyler ama bizde çok yok.

R: Neyi İngiliz kültürü olarak tanımladığını öğrenmek istiyorum. Nedir sence İngiliz kültürü olan? İnsanların tipleri dedin, başka?

S3: Evet. Mesela bir hikaye vardı. Çocuklarını istemiyorlardı. Türkiyede çok böyle birşey olmadığı için Türk kültürü olmadığı belli.

R: Evrensel kültüre örnek verir misin?

S3: Evrensel kültür...Su içme hakkında bir şey vardı ne kadar içilmeli. O evrensel kültür. Yerler olarak Sdney'i tanıtıyor. Evrensel kültür herkesin anlayabileceği, herkesten bahseden. O evrensel kültür.

R: Peki son 3 sorumuz. Bir: Bu kitapta görmekten hoşlandığın konu veya konular neler?

S3: Yaşanmış hikayeler olduğu için hikayeleri seviyorum başka...

R: Hoşlanmadıkların?

S3: Hoşlanmadığım pek yok. "Pronunciation"ları sevmiyorum.

R: Deseler ki sana; sen bu kitaba konu ekleyebilirsin. Sen nasıl birşey yapmak isterdin?

S3: Ne bileyim burda her ülkenin var ama bizim ülkemizi tanıtıcı bir özellik yok. Onun için İstanbul'dan köprüsünü filan koyabilirdim.

R: Teşekkürler.

STUDENT 4

R: Kitabınızla ilgili biraz sohbet edeceğiz sizinle. Konumuz tam olarak bunu içeriği; konuları, resimleri. Bunlara odaklanmanı istiyorum ben sizin. Bu kitabı okurken ilginç bulmuş muydun?

S4: Evet, yani. Güzel.

R: Neden?

S4: Çünkü resimlerle anlatmış ve teypten filan dinleyerek de daha iyi anladım.

R: Peki, konu olarak?

S4: Konu olarak da bu sene işleyeceğimiz bütün konuları almış ve güzel anlatıyor, açıklamalı anlatıyor.

R: İngilizce konusu değil, mesela bu parçanın içeriği. Ne anlatıyor bu parça sence?

S4: Burda meslekler vardı sanırım. Ne yaptıkları filan.

R: Kimlerin ne yaptıkları?

S4: Nicola, Carlos.

R: Peki bu tarz şeyler sizin ilginizi çekiyor mu?

S4: Evet, güzel hikayeler var içinde.

R: Sence bu kitapta yer alan kültürler hangileri? Ne tür kültürler var içinde?

S4: Amerikan kültürü var, İngiliz kültürü var.

R: Türk kültürü var mı?

S4: Türk kültürü pek fazla göremedim.

R: Evrensel kültür var mı?

S4: Var, yani başka kültürlerle ait şeyler de var.

R: Evrensel kültür sence nedir?

S4: Sanat dalları olabilir, müzik olabilir.

R: Kitapta var mı onlar, konu olarak?

S4: Konu olarak yok da yani parçaların içinde falan, onların yaşayış şekillerini falan gösteriyor diye hatırlıyorum.

R: Onların?

S4: Yani, diğer ülkelerin.

R: Diğer ülkelerin. Bunlar senin hoşuna gidiyor mu peki?

S4: Evet.

R: Diğer ülkelerin yaşayış şekillerini görmek hoşuna gidiyor?

S4: Evet.

R: İngiliz kültürü deyince senin aklına bu kitaptan neler geliyor? Şu İngiliz kültürüdür, yada şu İngiliz kültürünü yansıtır diyebilir misin?

S4: Parçaların içinde geçiyordu ama hatırlamıyorum.

R: Ben bu kitaptan bağımsız sorarsam sana, İngiliz kültürüne ait birşey söyler misin? Bir örnek verir misin?

S4: Mesela şarkılar filan.

R: Kitapta da vardı.

S4: Yemekler falan. Fast food tarzı yemekler.

R: Türk kültürü deyince ne diyebilirsin?

S4: Giysiler filan, Türklere özgü.

R: Kitapta görmekten hoşlandığın konular, spor sanat gibi?

S4: Mesela şarkılar çok hoşuma gidiyordu. Sanatçılarla ilgili bilgiler filan veriyordu.

R: Peki, görmekten hoşlanmadığın konular nelerdi?

S4: Sporlarla ilgili, öyle bir tane konu vardı.

R: Bu kitabı değiştirme yada içine konu ekleme şansı verilse sana nasıl birşey yapmak istersin?

S4: Mesela, kendi sanatçılarımız, kitaplar filan. Öyle şeyler olabilir yani; Türklerle ilgili.

R: Peki teşekkür ederim.

STUDENT 5

R: Kitabın konularıyla ve resimleri ile ilgili bir sohbet yapacağız. Buna odaklanmanı istiyorum. Sen bu kitabı ilginç buldun mu?

S5: Evet.

R: Nesini ilginç buldun mesela?

S5: Mesela içindeki konular yapmacık değil. Hepsi “British newspaper”dan alınmış.

R: Gerçek şeyler okumayı seviyorsun sen de. Peki bu kitapta sence hangi kültürlerle yer veriliyor?

S5: Türk kültürü dışında daha çok yabancı Amerikan, İngiliz her türlü Türk kültürü değil de diğer kültürlerden daha çok var kitapta.

R: Türk kültürü deyince ne geliyor senin aklına?

S5: Nasıl desem, mesela bizim yaptıklarımız, gelenek göreneklerimiz. O gibi şeyler göremedim.

R: Peki İngiliz kültürü görebildin mi?

S5: Şarkı olsun, konular olsun daha çok İngiliz kültürü zaten.

R: Amerikan kültürü peki? Ya da Amerikan kültürüne dair ne gördün?

S5: Amerikan kültürünü çok bilmediğim için bir şey söyleyemeyeceğim.

R: Peki. Bu kitapta görmekten hoşlandığın konular neler?

S5: Hikayeleri seviyorum. Spor sanat olabilir. Günlük yaşamdan da olabilir.

R: Peki hangi kültürleri görmekten hoşlanıyorsun?

S5: Yabancı olması benim için daha iyi. Çünkü bilgimi daha çok artırır. Bir yere gittiğimde yabancılık çekmem.

R: Hoşlanmadığın konu var mı, konu başlığı, ya da kültür?

S5: Hoşlanmadığım bir şey yok. Gayet güzel.

R: Peki desem ki sana; bu kitabı değiştirme şansın var. İçine bir konu ekleyebilirsin ya da birkaç konu. Ne ile ilgili olsun istersin?

S5: Konu dışında ben bölümlerden söyleyebilir miyim?

R: Tamam.

S5: Mesela, “pronunciation” sevmem aslında. Çoğu kez de yapmıyorum. Onun olmasını istemem.

R: Ben burdan şu sonucu çıkarabilir miyim? Konularla ilgili herhangi bir sorunuz yok. Değiştirmek istemezdim.

S5: Evet.

R: Teşekkürler.

STUDENT 6

R: The New English file kitabını seviyor muydun? İlginç buluyor muydun?

S6: Evet.

R: Mesela ne gibi konular ilgini çekiyor senin genellikle?

S6: Mesela kaybolma hikayeleri filan oluyordu. Başka bir Sydney’e gitmişler filan. Güzel oluyordu.

R: Yani başka şehirlerle ilgili hikayeler mi hoşuna gidiyor?

S6: Evet. Genelde farklı şehirler.

R: O kitapta da vardı diyorsun?

S6: Evet. Her ülkeden vardı. Sadece İngilizleri almamışlar yani. Her kültürü almışlar.

R: Mesela hangi kültürler vardı?

S6: Sürekli İngilizleri anlatmıyordu.

R: Türk kültürü deyince aklına ne geliyor?

S6: Bilmem böyle mimari eserler. Camiler. Onu da fazla Türkleri koymamışlar. Camiyi filan koymuşlar. Arkaya kelimeleri yazıyorlar ya, oraya sadece “mosque” yazmışlar. O kadar yani. Türklerle ilgili fazla birşey koymamışlar. O biraz kötü.

R: Amerikan kültürü ile ilgili ne vardı mesela?

S6: Amerikan kültürü de vardı. İngiliz ve Amerikan ağırlıklıydı zaten.

R: Örnek verebilir misin?

S6: Pek hatırlamıyorum.

R: Kitaba bakmak ister misin?

S6: Olabilir...Olabilir. Burda hiç Türk göremiyorum. Amerikan oyuncular, İngiliz oyuncular ağırlıklı.

R: O zaman sinema kültürü mü yansıtıyor?

S6: Evet, sinema kültürü yansıtıyor bence. Mesela burda Amerika var. Burda görülüyor zaten direkt.

R: Ne var burda?

S6: Amerika ile ilgili kültür soruları sormuşlar. “Quiz” gibi.

R: Amerikan kültürünü anlatıyor diyorsun?

S6: Evet.

R: Evrensel kültür deyince aklına ne geliyor?

S6: Bütün insanların ortak yönlerini anlatan kültür. Bütün insanların kullandığı.

R: Mesela ne evrensel kültür olabilir?

S6: Mesela herhangi bir ülkedeki bir mimari eser, diğer ülkelerdeki insanlarca daha fazla ziyaret ediliyorsa o artık o ülkeye ait birşey değildir. Evrensel bir değerdir.

R: İngilizce de başka ülkeler tarafından kullanılıyor.

S6: O da ortak. Artık bütün dünyada biliniyor yani.

R: Bu kitapta hoşlandığın konular neler?

S6: Mesela Amerikan başkanları.

R: Bunlarla ilgili kitaplar okumak hoşuma gidiyor mu?

S6: Evet.

R: Peki, başka?

S6: İlginç bilgiler. Hem İngilizce hem de ilginç bilgiler öğreniyorsun.

R: Sinema spor sanat gibi başlıklar altında toplayarak söylersen hangi konular hoşuna gidiyor?

S6: Spor ama bu kitapta fazla yoktu. Şu hikaye gayet güzeldi. Korkuyla ilgili. Çünkü ben korku seviyorum. Bunu da sonu çok güzeldi. Sdyneye gideceğiz diye başka bir sdyneye gitmişler.

R: Hangi kültürle ilgili şey ekledin?

S6: Türk kültürü eklemek isterim.

R: Neden?

S6: Çünkü ülkemizin duyulmasını isterim böyle bir kitapta.

R: Senin ilgini çektiği için mi?

S6: Mesela böyle bir kitapta Türk kültürü olsa benim gayet ilgimi çeker, bütün arkadaşlarımda da ilgisini çekeceğini düşünüyorum.

R: Teşekkürler.

STUDENT 7

R: Sen bu kitabı işlerken ilginç buldun mu?

S7: Çok ilginç bulmadım açıkçası. Her zaman gördüğümüz şeyler.

R: Nerde her zaman görüyorsun?

S7: Ne bileyim. Otel ya da...

R: Kitaba da bakabilirsin.

S7: Örneğin burdaki resimde Türkiye'deki bazı aileler de böyle durumda yani.

R: O zaman Türk kültürünü yansıtıyor yani?

S7: Ona dair resimler de var.

R: Genellikle kitap hangi kültürü yansıtıyor sence? Ya da kitapta yansıtılan kültürler neler?

S7: İngiliz kültürü, Uzakdoğu kültürlerinden gördüm.

R: İngiliz kültürüne ait ne var peki? Resim ya da okuma parçalarından.

S7: Burdaki bazı sanatçılar örneğin.

R: Sinema sanatçıları bunlar.

R: Amerikan kültürüne ait olanlar da var mı?

S7: Evet.

R: Peki, Türk kültürü de var mı?

S7: Türk yok.

R: Uzak doğu?

S7: Uzakdoğu da yok.

R: İngiliz kültürü deyince senin aklına ne geliyor? bir nesne olabilir, resim olabilir...

S7: Bilmiyorum.

R: Amerikan kültürü deyince, Türk kültürü deyince?

S7: Türk kültürü deyince aklıma Dolmabahçe Sarayı geliyor.

R: Amerikan kültürü deyince?

S7: Beyaz Saray var.

R: İngiliz kültürü deyince?

S7: Bilmiyorum ki.

R: Peki, evrensel kültür nedir sence?

S7: Evrensel kültür dünyadaki tüm toplumların benimsediği.

R: Ne evrensel kültür olabilir?

S7: Karşıdan karşıya geçen yaşlı bir bayana yardım etmek evrenseldir bence. Müzik örneğin, evrensel kültürdür.

R: Kitapta görmekten hoşlandığın konular neler?

S7: Cinayet romanından bir kesit vardı. Onu çok beğenmiştim. Her ülkenin sonunda böyle kısımlar var.

S7: Bu kısımda iki kişinin seyahati. Roma'ya gidiyorlar.

R: Peki hoşlanmadığın konu var mı?

S7: Bu konu olmasa da olurdu.

R: Ne var ki bu konuda?

S7: Hayaletlerle ilgili işte.

R: Sana bu kitabı değiştirme ve konu ekleme şansı verilse ne tarz bir konu eklerdin?

S7: Türkiye ile ilgili kültürleri daha fazla görmek isterdim.

R: Neden?

S7: İngiliz kültürü yerine Türk kültürünü görmek bir Türk için daha iyidir.

STUDENT 8

R: Kitabın konularını ilginç buluyor musun?

S8: Kitap sıkıcı daha çok. Hiç değişik birşey yok. Gazetelerden alınmış şeyler var genelde. Bu da bizi ilgilendirmiyor. Çünkü Amerika'da olmuş olay. Hiç değişik aktiviteleri yok, görsel birşey yok. Sadece yazılar ve arkada da gramer bölümü.

R: Kitapta anlatılan konular hangi kültürler ilgili peki?

S8: Genelde dünya kültürü var ama...

R: Dünya kültürü?

S8: Yaa mesela bir halkın olayı, dünyadaki en yüksek yer, en alçak yer gibi.

R: Türk kültürü deyince senin aklına ne geliyor?

S8: Daha çok Türk mutfağı geliyor.

R: İngiliz kültürü deyince senin aklına ne geliyor? İngiliz mutfağı mı?

S8: Atları geliyor.

R: Amerikan kültürü deyince?

S8: Fast food geliyor.

R: Türk kültürü ile ilgili konu var mı kitapta?

S8: Yok.

R: İngiliz kültürü ile ilgili neler var mesela?

S8: İngiliz gazetelerinden alıntılar var. O kadar.

R: Amerikan kültürü?

S8: Hiç birşey yok.

R: O zaman sadece İngiliz kültürü var diyorsun.

S8: Evet.

R: Evrensel kültür nedir sence?

S8: Bütün dünya için ortak kültür.

R: Kitapta var mı?

S8: Yok.

R: Kitapta görmekten hoşlandığın konular neler?

S8: Kitapta hiçbeğendiğim birşey yok. Eğitici değil. Bildik şeyleri bir daha anlatıyor.

R: Peki hoşlanmadığın konu var mı?

S8: Yok. Daha fazlası, daha fazla bilgi olsa daha iyi.

R: Kitabı değiştirme şansın olsa sen ne ile ilgili konular olsun isterdin?

S8: Konu olarak farketmez, eğitici olsun yeter. Kültürü gazetelerden öğrenebiliriz. İngilizce ile ilgili eğitici olsun yeter. İngiliz kültürü gereksiz, İngilizce öğrenelim yeter.

STUDENT 9

R: Sence bu kitap ilginç mi?

S9: Bence güzel yani. Eğlenirken öğreniyoruz. İlginç konular var içerisinde.

R: Ne gibi ilginç konular?

S9: Bazı kültürlerin özellikleri mesela. Spor alanında da konular var.

R: Kültür olarak hangi kültür var sence?

S9: Japon kültürleri var. Japon sporları judo falan var. İngiliz kültürleri var, onların nasıl konuştukları, yaptıkları sporlar falan var.

R: Amerikan kültürü var mı?

S9: Amerikan kültürü az da olsa var. Yemekleri filan var. İtalyan kültüründen pizza filan var.

R: Değişik kültürler var diyorsun o zaman?

S9: Evet.

R: Çoğunlukla şu kültür var diyebilir misin?

S9: Hayır. Evrensel kültür.

R: Türk kültürü var mı?

S9: Türk kültürü ben hiç göremedim.

R: Türk kültürü hariç değişik kültürler var diyorsun? Bu durumdan hoşlanıyor musun?

S9: Hoşlanmıyorum ama yine de farklı kültürleri bize vermesi önemli.

R: İngiliz kültürü deyince aklına ne geliyor?

S9: Saat kültürü ve eski arabalar İngiltere'yi çağrıştırıyor.

R: Amerikan kültürü?

S9: Patates, fast food bir de teknoloji.

R: Türk kültürü deyince?

S9: Kebap, halay.

R: Evrensel kültür sence nedir?

S9: Her ulusun ortak kültürüdür.

R: Ne evrensel kültür olabilir?

S9: Ortak mirasımız.

R: Kitapta sence evrensel kültür var mı?

S9: Var. Yemekler, bazı programlar var. O programlar her yerde, evet-hayır yarışmaları var. Müzikler var...Her ulusun dinlediği müzikleri buraya yansıtmışlar.

R: Sen bu kitabı değiştirme şansına sahip olsaydın ne eklerdin ya da ne çıkarırdın?

S9: İngilizce olduğu için İngiltere ve Amerika'ya önem göstermişler. Ben biraz da diğer ülkelere önem gösterirdim. Mesela burda Londra seyahati yazıyor. Ben Londra seyahati yerine ilginç bir ülkenin ziyareti, Nijerya seyahati yazabilirdim.

R: Teşekkürler.

STUDENT 10

R: R: Sen bu kitabı işlerken ilginç buldun mu?

S10: Şimdiye kadar gördüğüm en ilginç kitap diyebilirim. İlgimi çekecek derse beni yakınlaştıracak konular vardı.

R: Ne gibi konular hoşuna gidiyor?

S10: Gezi yazıları vardı. Onlar çok hoşuma gidiyordu.

R: Hangi konular ilgini çekmiyor?

S10: Pek yoktu. Hepsi ilgimi çekiyor. Futbolu pek sevmem ama onunla ilgili bir bölüm vardı ve çok da eğlenceli anlatıyordu. O bile ilgimi çekti yani.

R: Türk kültürü deyince aklına ne geliyor?

S10: Gelenek görenekler, adetler.

R: Mesela?

S10: Mesela, halay.

R: İngiliz kültürü deyice?

S10: İngiliz kültürü deyice aklıma kitap ve heykeller.

R: Amerikan kültürü deyince ?

S10: Tiyatro oyunları.

R: Evrensel kültür ne demek?

S10: Herkesi ilgilendiren, herkesin ortak olduğu.

R: Kitapta böyle bir konu var mıydı? Bütün kültürleri ilgilendiren, ortak kullanılan?

S10: Vardı. Mesela bir bölümde önemli şahsiyetleri anlatıyorlardı. Bizim için yaptıklarını filan. Bence bu herkesi ilgilendiren birşey.

R: Kitabı değiştirme şansın olsa?

S10: Değiştirmezdim.

R: Ekleme şansın olsa?

S10: Biraz daha resimli olsa daha iyi olurdu. Resimler çok hoşuma gidiyor.

R: Peki resimler hangi kültürden olsun?

S10: Her türlü insandan olsun.

R: Her kültürden olsun diyebilir miyiz?

S10: Evet.

R: Teşekkürler.

Analysis Table of Transcriptions

[illegible]

Analysis Table of Transcriptions

2	Böyle bir kavramı şeytim adına birşeyler . Mesela, İngilizler Amerikalılar O çok şeyler okunmuş . Çünkü ydınma şeyler önce insan okunak bile sınıyor. Ondan dolayı bir kavramı gımsı.	Her ülkeden var ama daha çok İngiliz ve Amerikalı var tabii	Evrensel kültür herkesten geliyor. Mesela, herkesten geliyor. O evrensel kültür.	Su içinde bir kavramı var ne kadar içimsel. O kültür. Yerler her yerde bizim okunak . Söyleni tanıyor	Genelde insanları tanımladığı için. Genelde bizim okunak . Söyleni tanıyor	İngiliz ve Amerikalı bir kavramı için . Yabancı çok da fazla bir kavramı .	Türk kültürü olanmış kişiler	Yabancı kavramı için . Yabancı kavramı için .	Her kavramı in pek yok. "Pronunciatio" kavramı .	Ne kavramı in pek yok. "Pronunciatio" kavramı .
3	Evrensel kavramı .	Her kavramı in pek yok. "Pronunciatio" kavramı .	Evrensel kavramı .	Su içinde bir kavramı var ne kadar içimsel. O kültür. Yerler her yerde bizim okunak . Söyleni tanıyor	Genelde insanları tanımladığı için. Genelde bizim okunak . Söyleni tanıyor	İngiliz ve Amerikalı bir kavramı için . Yabancı çok da fazla bir kavramı .	Türk kültürü olanmış kişiler	Yabancı kavramı için . Yabancı kavramı için .	Her kavramı in pek yok. "Pronunciatio" kavramı .	Ne kavramı in pek yok. "Pronunciatio" kavramı .

Analysis Table of Transcriptions

4	Evet, yani. Glazel konuları almış ve glazel anlatıyor, açıklanmış anlatıyor.	Burada meslekler vardı saarm. Ne yapıkları filan ilgili geliyor.	Amerikan var. İngiliz kolunda var.	V. ar. yani başla kültürde ait şeyler de var.	Konu olarak yok da yani parçaları içinde filan. onları yapıyor seçilenleri filan gösteriyor diye hatırlıyorum.	Yani, diğer ülkeler.	İ. Şarkı olan, konular olan çok İngiliz kolunda zaten.	Amerikan kolundaki çok bilinenim için bir şey söyleyemeyinceyim.	mesela bizim yapıldıkımız, göstermek gösterdiklerimiz . O gibi şeyler gösterdim.	İhtiyaçları sevyorum. Spor sanat olabilir. Çanlık yusundan da olabilir.	Yabancı olmasın benim için daha iyi. Çanlık bilgim daha çok artırır. Bir yere girilgende yabancılık çekmem	Hesablaştı, m bir şey yok. Gayet güzel	Konularla ilgili herhangi bir sonum yok. Değistirmek istemeydim.
5	Evet	Mesela içinde konular yigirmiye deşil hepri. British newspaper dan almış	Türk kolunda dinlen daha çok yabancı Amerikan İngiliz her türlü Türk kolunda deşil de diğer kolulardan daha çok var kienpa.	Yabancı olmasın benim için daha iyi. Çanlık bilgim daha çok artırır. Bir yere girilgende yabancılık çekmem									

Analysis Table of Transcriptions

6	Evet.	Mesela kayınma başqetler filan alıyordı. Baska bir Sydney'e almışlar. Amerikan Güzel alıyordı. Genelde farklı şeyler. İlgili başqetler kayınma zıdıyor	Her ölkeken var. Sadece İngilizleri almamışlar yam. Her kültür almışlar. Amerikan kültürü de var. İngiliz ve Amerikan ağırlıklıydı zaten.	Bütün insanlar ortak yollarını bulmuşlar. Bütün insanlar kullandığı.	Amerikan oyuncular, İngiliz oyuncular ağırlıklı.	Amerikan oyuncular, İngiliz oyuncular ağırlıklı. Amerikan sineması Amerikan ile Amerika kültür somunlar somunlar Quiz gibi	bilmen böyle minari eserler. Çunler. Onu fızla Türkleri koyunmuşlar. Çunıy filan koyunmuşlar. Aşkaya kelimeleri ya yazıyorlar ya onye sadece "monop" ya yazmışlar. O kader yani Türklerle ilgili fızla birşey koyunmuşlar. Bunun da som çok gıcıldı.	Mesela başqetler. İlgili bılıçler. Her İngilizce bilen de ilenç bılıçler öğreniyor. Spor ana bu kitapla fızla yoktu. Şa habeve gey'd gızıldı. Kedıyın ilenç. Çunko ben korku seviyorun. Bunun da som çok gıcıldı.	Söyneye gıdeceğiz diye başka bir söyneye gıtmışlar.	İlgili koma da gıtmışlar. İsterim.	Türkiye ile İlgili költürleri daha fızla isterim. İngiliz kultura yanine Türk kultura İsterim. Türk Türk için daha iyidir.
7	çok ilenç bulunulan neredeyse Her zaman gıdılmışınız şeyler.	İlgiler gıcıldı.	İngiliz Uzakdoğu kültürleri	Eyvensel költür dünyadaki tüm toplumların berinseseldi. Kıyından kayınma geyen yağı bir başqet yardım etmek eyvenseldir berice. Mfızık öğrenişin, eyvensel kültürler	Mfızık	Sanaqlar Bilimyanın	Evet Beyaz sarı var	Ona dair resimler de var. Türk yok. Türk költürü devince aktıma Döndüdece sarıy geyiyor	Çıngeç romandan bir kesit var. Bı kısımını seyahat Rama'ya gıdıyorlar.	İlgili koma da gıtmışlar. İsterim.	Türkiye ile İlgili költürleri daha fızla isterim. İngiliz kultura yanine Türk kultura İsterim. Türk Türk için daha iyidir.

Analysis Table of Transcriptions

[illegible]

Analysis Table of Transcriptions

9	Bence güzel	Eğlenirken eğleniyorduk, ilginç konular var içerisinde. Bazen köhneleri, ilgiliz köhneleri var, mesela Spor alanında da konular var.	Japon köhneleri var, Japon sporları judo filan var. İngiliz köhneleri var, onlaman nasıl konuşukları, yavaşları filan var.	Her ulusun ortak köhneleri: mısramız.	Evrensel köhneler var.	Saat köhneleri ve eski arabalar ilgileri'yi çağırıyor.	Purates, fast food bir de teknoloji.	Türk köhneleri herçe değişik köhneler var. Kebab, halay.	Bazı köhnelerin özellikleri mesela Spor alanında da konular var.	Türk köhneleri herçe değişik köhneler var. Bu anlamdan boşlanıyorsa bu ana yine de farklı köhneleri bize vermesi önemli.	İlgilizce okulağa için ilgileri ve Amerika'ya önem göstermişler. Ben biraz da diğer ülkelere önem gösterelim. Mesela burada Londra seyahati yapıyor. Ben Londra seyahati yerine ilgiler bir ülkeden ziyacen, Nijerya seyahati yazabiliriz.	
10	Şimdiye kadar gördüğün en ilginç kitap diyebiliriz. İlginici gelecek dedi beni yandıracak konular vardı.	Gezi yazılan vakti. Onlar çok hoşuma gidiyordu.	Genel olarak, ilginç yorum.	Halkın ilginçlikleri, herkeşin ortak okulağı.	Varlı. Mesela bir bölümde önemli şahısları anlatıyorlardı. Bizim için yapıldığını filan. Bence bu herkeşin ilginçlerini birer.	İlgiliz köhneleri klup ve beyseker	Tiyatro oynanır.	Genelde gösteriler, müzikler. Mesela halay.	Gezi yazılan vakti. Onlar çok hoşuma gidiyordu.	Pek yoktu. Hepsi ilginçti. Futbolun pek sevilen ana bir bölümüydü ve çok da eğlenceli anlatıyorlardı. O bile ilginçti.	Değiştirmeyiz m. Biraz daha resimli olma iyi olurdu. Resimler çok hoşuma gidiyor.	Her türlü inşandan olsun.

APPENDIX G

Analysis Table of “The New English File”

UNIT 1	Senses of Culture	PICTURES reflecting the...				READING TEXTS reflecting the...			
		TLC	OCC	IC	LC	TLC	OCC	IC	LC
LESSON 1 Nice to meet you	AE								
	SC			*A boy and a girl meeting at a disco *A woman completing a hotel form *Two old people walking in the street greeting each other					
	SM								
	SC L	*An old man raising his hat to greet an old lady							
LESSON 2 I am not English. I am Scottish.	AE								
	SC	*People in a taxi, with a glass inside, dividing the driver's seat from the back seat.	*Real photos of different objects from different countries (Brazil, Japan, Germany, France)	*A female teacher and 2 adult students *Two men chatting on a plane *A man and a woman drinking wine while chatting *People exchanging phone numbers					
	SM								
	SC L								
LESSON 3 His name, her name.	AE		*Spanish and French actresses						
	SC	*A man on a map of the UK							
	SM	*A British actress dressed in a high-neck dress from the Elizabethan Era.							
	SC L								
LESSON 4 Turn off your mobile.	AE								
	SC		*People speaking Spanish	*An address book *People visiting a museum, shopping, taking medicine, sitting down, standing up, reading, writing, listening					
	SM								
	SC L								

PRACTICAL ENGLISH On a plane	AE								
	SC	*A can of Diet coke *A student registration form from Sydney school of English 10		*Some food pictures *A man and a woman shaking hands					
	SM								
	SC L								
WHAT DO YOU REMEMBER?	AE					*The sentence: "Many English words come from Old English."	*The sentence: "Thousands of English words come from other languages; Spanish, Japanese."	*The sentence: "Today English is an international language."	
	SC	*British soldiers		*People using mobile phones *Priests carrying a big cross *Villages with cottages *British soldiers					
	SM			*crosses					
	SC L								

UNIT 2		PICTURES reflecting the				READING TEXTS reflecting the...			
	Senses of Culture	TLC	OCC	IC	LC	TLC	OCC	IC	LC
LESSON 1 Cappuccino and chips	AE								
	SC	*A glass of coke *Fish fingers and French fries *"No children under 12 permitted" sign in English		*A man reading a newspaper in a vehicle *A pizza *A cup of cappuccino *Mother and children around the dinner table, father watching football on TV		* Sentences from a text about the ideas of foreigners about Britain: "British people like children but not in restaurant or pubs." "People in Britain drink a lot of coffee." "This is not a good country for smokers. Many coffee bars and restaurants are 'no smoking'." "People read newspapers everywhere." "Cars stop in Britain when you stand on the zebra crossing." "...She eats fish fingers and chips and she goes to Burger King every week."			
	SM			*Cappuccino *A pizza					
	SCL								
LESSON 2 When Natasha meets Darren...	AE								
	SC	*A dating site on the Internet named "London date"				* Sentences from E-mails sent between prospective dates thanks to a	* Sentences from a E-mails sent between prospective		

						London-based dating site: "I have a flat in north London." "I know a good burger restaurant in north London." "It's a Japanese restaurant in Pond street."	dates thanks to a London-based dating site: "I love Japanese food." "It's a Japanese restaurant in Pond street."		
	SM								
	SCL								
LESSON 3 An artist and a musician	AE			*A boy playing the guitar *A lady painting a picture *A lady playing the violin					
	SC	*The sign of dollar		*A pilot in a cockpit *A doctor examining a patient *A hairdresser *A radio programme		*A text about the typical days of an artist and a musician: "I earn from about £250 to £3000..."			
	SM								
	SCL								
LESSON 4 Relatively famous	AE	*4 British celebrities *2 American actors	*A Spanish actor						
	SC	*A cap with "NY" letters on it; indicating New York		*Some accessories and objects *Family pictures 50					
	SM								
	SCL								
PRACTICAL ENGLISH At a hotel	AE								
	SC			*Signs of the lift, a single room, a double room, the bar, reception and the ground floor *A man arriving at the reception with his luggage *A man and a woman sitting and chatting			*An e-mail sent to a pen friend describing oneself: "I am from Mexico...I study English in my free time...I want to learn English for my job and to travel." "I speak Spanish and a little English."		
	SM			*Hotel signs					
	SCL								
WHAT DO YOU REMEMBER?	AE								
	SC					*The sentence from a social psychologist in Britain and the USA: "Many	*The sentence: "In many European countries		

						young people live at home when they are 25 or more."	children leave home later."		
	SM								
	SCL								

UNIT 3	Senses of Culture	PICTURES reflecting the				READING TEXTS reflecting the...			
		TLC	OCC	IC	LC	TLC	OCC	IC	LC
LESSON 1 Pretty woman	AE	*A poster of an American film: Pretty woman *2 American film stars: Julia Roberts and Richard Gere *An American actress: Nicole Kidman	*A Spanish singer: Enrique Iglesias			*A text giving information about an Australian actress: Nicole Kidman	*A text giving information about an Spanish singer: Enrique Iglesias		
	SC	*American cabs *The American flag *A photo of a plane belonging to American Airlines *The New York City *The White House 24		*People, the Moon, an umbrella, a cat, boots, old men, a mountain *People showing different emotions		*A quiz called USA quiz questioning the knowledge of students about the USA.			
	SM					*The White House *Fast Food *American Airlines *New York *Big Apple *Pretty Woman *Yellow taxis			
	SCL								
LESSON 2 Wake up, get out of bed...	AE								
	SC	*A traffic sign showing the distance to Brighton; 55 miles		*A woman cycling to work *A man reading a newspaper on the bus or train		*Sentences from a text about a typical day of a woman living and working in London and a professor's advice to her on stress: "Louisa works as a guide at the National Gallery in London." "He lives in Brighton, but works in London." "I cycle 6 miles to work."			
	SM	*Miles				*The university of London *The National Gallery			
	SCL								
LESSON 3 The island with a secret	AE								
	SC		*A man dressed in traditional Japanese clothes				* Sentences from a text about an island in Japan: Takanashi lives on the island of		

							Okinawa in Japan. Okinawa people live a very long life...		
	SM						*Martial arts (karate, tai chi)		
	SCL								
LESSON 4	AE								
On the last Wednesday in August	SC		*People from different festivals in different countries	*coffee and a novel on a coffee table			* Sentences from a text about festivals in different countries: “The Tomatina festival takes place on the last Wednesday in August in Bunol, Spain.” “... You can go to Ivrea in Italy and take part in the Carnevale D’Ivrea.” “Thailand has a Water Festival...”		
	SM							*Christmas	
	SCL								
PRACTICAL ENGLISH	AE								
In a coffee shop	SC			*People shopping in a coffee shop * A house and a family living in it		*A text about one’s favourite day: “..I often go to my parents’ dacha near St Petersburg.”			
	SM			*Cappuccino, chips, cookies, espresso, coffee			*Dacha: Country house (in Russia)		
	SCL								
WHAT DO YOU REMEMBER?	AE								
	SC			*A girl reading and eating chocolate *A girl going outside on a snowy day				*A text about when to do exercises	
	SM							*Christmas	
	SCL								

UNIT 4	Senses of Culture	PICTURES reflecting the				READING TEXTS reflecting the...			
		TLC	OCC	IC	LC	TLC	OCC	IC	LC
LESSON 1	AE			*A woman painting					
I can’t dance	SC			*A woman playing tennis *A man trying to put the pieces of a bookcase together *People swimming, watching a play,		*An advertisement of a new Channel 6 TV programme			

				taking photos and talking about the time *A woman working and a man watching TV *Cans of food				
	SM					*Channel 6 Television		
	SCL							
LESSON 2 Shopping – men love it	AE			*People reading, listening to music, going to the theatre and dancing				
	SC			*People watching football on TV, jogging, playing games, hovering the house, talking on the phone, going to the gym. * A man having done shopping at some shops such as Milano shoes and Taylor Jones *A real photo of a man with some shopping bags from Joseph, Tommy Hilfiger and Louis Vuitton			*A text about differences between men's and women's shopping behaviours	
	SM						*Small, Medium	
	SCL							
LESSON 3 Fatal attraction	AE	*Film scenes from British and American films such as: The ghost, The Bridges of Madison Country, My Fair Lady, An Officer and a Gentleman, Romeo and Juliet and Fatal Attraction.				*A summary of an American film: The Ghost *Summaries of 5 classic love stories from the British and American cinema: The Bridges of Madison Country, My Fair Lady, An Officer and a Gentleman, Romeo and Juliet and Fatal Attraction.		
	SC			*A man and a woman doing sports in a gym and falling in love with each other				
	SM							
	SCL							
LESSON 4 Are you still mine?	AE			*Musicians from different countries		*Sentences from the lyrics of songs from British and American singers: Elvis Presley, Joe Cocker, Kylie Minogue, Roy Orbison *Lyrics of the song : Unchained	*A music questionnaire	

						Melody			
	SC								
	SM					*MTV Channel		*CD	
	SCL								
PRACTICAL ENGLISH	AE								
In a clothes shop	SC			*Some clothes like jeans, sweater, shoes, shirt and a jacket. *People shopping in a clothes shop		*A shopping dialogue: Do you take American Express?	*A description of a French girl: "She is French."		
	SM								
	SCL								
WHAT DO YOU REMEMBER?	AE	*A TV chef pictured in his studio with his and his program's names in English							
	SC					*A text about the cooking behaviour of the British			
	SM							*Take away food	
	SCL								

UNIT 5	Senses of Culture	PICTURES reflecting the...				READING TEXTS reflecting the...			
		TLC	OCC	IC	LC	TLC	OCC	IC	LC
LESSON 1	AE	*A photo of Mount Rushmore in South Dakota, USA. 9		*Statues of different famous people from different countries (Italy, England, Poland and France)		*A text about a survey in Britain about the top British person of all times.	* Texts about Statues of different famous people from different countries (Italy, England, Poland and France)		
	SC	*A photo of Winston Churchill,		*5 people chatting in a circle					
	SM								
	SCL								
LESSON 2	AE								
Sydney, here we come!	SC	*A photo of Sydney which is a city in Australia where English is spoken as a first language		*People and planes at an airport		*A text about a journey to Sydney:...two British teenagers wanted to go to Australia....They arrived at Heathrow Airport			
	SM								
	SCL								
LESSON 3	AE								
Girls' night out	SC		*Women from Rio, Beijing and Moscow. *Drawings				*A text about a night in Rio: This is a very macho country. *A text about		

			of some scenes and buildings from Rio, Beijing and Moscow. 101				a night in Beijing: People are quite traditional here... Women here don't drink a lot of alcohol.		
	SM							*A magazine: Marie Claire	
	SCL								
LESSON 4 Murder in a country house	AE	*Pictures of Graded readers books published by Oxford University Press				*The blurb of a novel called Murder in a country house. *A text from the novel *A piece of advice about Graded Readers by Oxford University Press			
	SC	*A country house							
	SM								
	SCL								
PRACTICAL ENGLISH In a gift shop	AE								
	SC	*A cup with the British flag on *Postcards of London	*A man and a woman in front of a building in Rome	*A photo of a cathedral *A man and a woman at a cafe, both standing, man cleaning the table		*A questionnaire about one's last holiday: "How did you get there? By British Airways"	*A text about a holiday in Rome *A questionnaire about one's last holiday: "Where did you go? To Rome...Where did you stay? At a hotel near the Colosseum"		
	SM								
	SCL								
WHAT DO YOU REMEMBER?	AE	*A scene from a British film: The Browning version *A photo of a young British actor: Ben Silverstone							
	SC								
	SM								
	SCL								

UNIT 6	Senses of Culture	PICTURES reflecting the				READING TEXTS reflecting the...			
		TLC	OCC	IC	LC	TLC	OCC	IC	LC
LESSON 1 A house with a history	AE								
	SC			*A country house *An old couple in a house *An old couple in a bar					
	SM								
	SCL								
LESSON 2 A night in a haunted hotel	AE								
	SC	*A hotel in Britain *A Dracula		*A ghost in different parts of a house *A Christian cemetery		*A text about an experience in a haunted hotel by a journalist from a British newspaper: the Sunday Times		*The sentence: "...There was a church with a cemetery next to the hotel"	
	SM					*The Sunday Times 34		*Catholic	
	SCL								
LESSON 3 Neighbours from hell	AE			*A person playing the violin					
	SC			*People living in the same building and doing different things *A man talking on the phone *Men reading newspapers in a vehicle *A man in front of a detached house				*A text about neighbours and problems	
	SM								
	SCL								
LESSON 4 When a man is tired of London	AE								
	SC	*Photos of The Tower Bridge, The London Eye and The Buckingham Palace.	*A painting of Napoleon			*A text about the tourist attractions in London *A text about the London Eye, giving information about its history, opening times and tickets			
	SM					*The queen *The London Eye *Windsor Castle *Waterloo *Buckingham Palace *Houses of Parliament			
	SCL								
PRACTICAL ENGLISH In the street	AE								
	SC		*Photos of a city in Czech Republic	*Signs for giving directions *A model church		*A dialogue giving directions of the King street, giving advice to	*A postcard about a holiday in		

			*A stamp from the Czech Republic			go past the church 58	Prague		
	SM								
	SCL								
WHAT DO YOU REMEMBER?	AE					*A text about a British pop group, Pulp, and one of their songs; 59 Lyndhurst Grove. *From the text: There are other songs about street. For example, the Beatles wrote a song about Penny Lane in Liverpool.			
	SC								
	SM					*Penny Lane *the Beatles *Lyndhurst Grove *Pulp			
	SCL								

UNIT 7	Senses of Culture	PICTURES reflecting the				READING TEXTS reflecting the...			
		TLC	OCC	IC	LC	TLC	OCC	IC	LC
LESSON 1 What does your food say about you?	AE								
	SC			*Photos of real food and fruit					
	SM								
	SCL								
LESSON 2 How much water do we really need?	AE								
	SC			*Water bottles and glasses *A sportswoman drinking water *A tap				*A questionnaire about drinking water *A text about facts and myths about water	
	SM								
	SCL								
LESSON 3 Changing hotels	AE								
	SC	*Sue and Jerry pictured in New York	*Lisa and Jon pictured in a forest claimed to be in Norway			*A dialogue about a holiday plan in New York, mentioning the tourist attractions there. *A diary about a holiday in New York	*A diary about a holiday in Norway 17		
	SM					*The Empire State Building *The Statue of Liberty *Central Park *Brooklyn Bridge *Guggenheim			

						Museum 68			
	SCL								
LESSON 4	AE								
It's written in the cards	SC			*Tarot cards having some pictures on such as a ship, a star, a house, working people, coins, a ghost, an exclamation mark, 2 rings, and a clover *A fortune teller and a girl *The hand of the fortune teller				*A story about Tarot cards and a fortune teller	
	SM								
	SCL								
PRACTICAL ENGLISH	AE								
At a restaurant	SC			*A couple at a restaurant and a waiter *Some food				*A dialogue at a restaurant *Ingredients and instructions for preparing a sandwich	
	SM								
	SCL								
WHAT DO YOU REMEMBER?	AE								
	SC			*A fat male chef with some hot food in his hands		*A text about the plan of the British Food Standards Agency for the restaurants in Britain			
	SM								
	SCL								

UNIT 8	Senses of Culture	PICTURES reflecting the				READING TEXTS reflecting the...			
		TLC	OCC	IC	LC	TLC	OCC	IC	LC
LESSON 1	AE								
The true false show	SC	*A scene from a TV show: The True False show *A Mini Cooper car descending down the stairs		*Photos of nature and some animals like sharks, cats, tigers and fish *2 sports cars		*Sentences from a True/False show: "Coffee is more popular than tea in the UK." "The word 'yes' is more common than the word 'no'."			
	SM								
	SCL								
LESSON 2	AE								
The highest city in the world	SC		*Photos of cities from West Africa, Bolivia and	*Weather signs 88			*Texts about the hottest, coldest and highest places in the world: Mali in West Africa, Yakutia in		

			Siberia.				Siberia and La Paz in Bolivia, respectively. *A quiz about the world capitals and their characteristics; excluding Ankara.		
	SM								
	SCL								
LESSON 3 Would you like to drive a Ferrari?	AE	*Visual sets composing of a book and a video from WHSmith's called Experience Ballooning, Cooking, Dance, Tiger Moth, Ferrari, Studio		*A man about to do bungee jumping *A man jumping out of a helicopter		*A brochure explaining the visual sets composing of a book and a video from WHSmith's called Experience Ballooning, Cooking, Dance, Tiger Moth, Ferrari, Studio			
	SC								
	SM							*Ferrari *Salsa	
	SCL								
LESSON 4 They dress well but drive badly	AE	*A man saying "To be or not to be"- Shakespeare's famous words							
	SC		*People from Spain, Argentina and the UK.	*2 drawings of 2 city centres *People doing different things like; eating, dancing, playing football, typing, standing, shouting.			*Life styles in 3 different cities in the world; none from Turkey		
	SM								
	SCL								
PRACTICAL ENGLISH Going home	AE								
	SC	*A credit card of a British bank: Barclays	*Photos of 3 hotels from Italy, Egypt, Tunisia	*A woman and a man in an official setting		*A dialogue in a hotel. The hotel bill is paid with an American Express card.72	*Ads about 3 hotels from Italy, Egypt, Tunisia 100		
	SM								
	SCL								
WHAT DO YOU REMEMBER?	AE								
	SC		*A photo of the Atacama Desert in Chile				*A text about the Atacama Desert in Chile		
	SM								
	SCL								

UNIT 9	Sen ses of Cul ture	PICTURES reflecting the				READING TEXTS reflecting the...			
		TLC	OCC	IC	LC	TLC	OCC	IC	L C
LESSO N 1	AE								

Before we met	SC							*A quiz about jealousy *A dialogue between a couple; Rob and Charlotte, about jealousy	
	SM								
	SC L								
LESSON 2 I've read the book, I've seen the film	AE	Some novels: Gone with the wind (from Margaret Mitchell), Goldfinger (Ian Fleming), Jurassic Park (from Michael Crichton), The lord of the rings (from J.R.R. Tolkien)						*A quiz about cinema experiences: Have you ever cried in a film?	
	SC			*People in the cinema		*A website information box about a radio programme on Radio South			
	SM								
	SC L								
LESSON 3 Grammar	AE								
	SC								
	SM								
	SC L								
LESSON 4 Vocabulary	AE								
	SC	*A fat man holding a dollar in his hand		*Pictures of some objects and places (a mountain, glasses, keys, bookcase, some meat, crisps and a bridge) *A church					
	SM								
	SC L								

EXTRA UNIT	Senses of Culture	PICTURES reflecting the				READING TEXTS reflecting the...			
		TLC	OCC	IC	LC	TLC	OCC	IC	LC
COMMUNICATION	AE								
	SC	*American Presidents: George Washington, Abraham Lincoln, and Theodore Roosevelt		*A party house in which the young dance and drink *Two old people watching TV *Clocks *A hotel room *A seaside town *A party house in which young people dance and drink but different from the first one		*A text about a trip to Sydney in Canada			
	SM								
	SCL								

EXTRA UNIT	Senses of Culture	PICTURES reflecting the			
		TLC	OCC	IC	LC
G R A M M A R B A N K	AE	*An actor acting "Hamlet" with a skeleton head in his hands		*A woman playing the cello	
	SC		*A girl in Rome	*A mother and a son *A teacher, students and a cat *Traffic signs *A man hovering the house *People doing different things *People dancing, listening to music and taking shower *Some food and fruits *A pregnant woman, tennis players, a boy riding a bike, an old man	
	SM				
	SCL				

EXTRA UNIT	Senses of Culture	PICTURES reflecting the			
		TLC	OCC	IC	LC
V O C A B U L A R Y B A N K	AE	*A novel: The Lord of The Rings *A magazine: Hello! *A newspaper: The Times *A dictionary: Oxford Elementary Learner's Dictionary		*A woman playing the cello	
	SC	*A wedding car with a sign on its back: Just Married *A credit card: Barclays *Stamps having a queen shape on *A match box: Aspen Woods *British coins *A student reading "economics" book *A female politician from the Conservatives *The family tree of Robert *A watch costing \$9000. *A rich man holding a dollar in his hands *An American footballer *The photo of the Big Ben *A woman buying "Daily News" newspaper *A detective dressed like Sherlock Holmes *A police station with a British flag *A post office with a British flag *A metro station with the British sign on *A tomato Ketchup: Heinz	*Flags of different countries excluding Turkey's *A man speaking German *A woman learning Italian	*Different objects including a mobile phone, cigarettes, a purse, a photo, a lip stick, a watch, a lighter, an umbrella, an address book, a comb, a key holder, glasses and sunglasses, a pen, a pencil, some animals, a mountain, a glass, a teacher and so on. *A woman driving a Volkswagen car *Different people doing different jobs *A woman in her daily routine *A family at the seaside *Pine trees under snow *Flowers and leaves *People doing different things *Different buildings in a city including a hospital, sports centre, and art gallery, a park and so on. *Different food and drinks *A Christmas Tree *Easter eggs *A church *A mosque	
	SM				
	SCL				

APPENDIX H

Analysis Table of All Elements In Terms of Origin of Culture

TLC	OCC	IC
1. *An old man raising his hat to greet an old lady	1. *Real photos of different objects from different countries (Brazil, Japan, Germany, France)	43. *A boy and a girl meeting at a disco
2. *People in a taxi, with a glass inside, dividing the driver's seat from the back seat.	2. *Spanish and French actresses	44. *A woman completing a hotel form
3. *A man on a map of the UK	3. *People speaking Spanish	45. Two old people walking in the street greeting each other
4. *A British actress dressed in a high-neck dress from the Elizabethan Era.	4. *A Spanish actor	46. *A female teacher and 2 adult students
5. *A can of Diet coke	5. *A Spanish singer: Enrique Iglesias	47. *Two men chatting on a plane
6. *A student registration form from Sydney school of English 10	6. *A man dressed in traditional Japanese clothes	48. *A man and a woman drinking wine while chatting
7. *British soldiers	7. *People from different festivals in different countries	49. *People exchanging phone numbers
8. *A glass of coke	8. *Women from Rio, Beijing and Moscow.	50. *An address book
9. *Fish fingers and French fries	9. *Drawings of some scenes and buildings from Rio, Beijing and Moscow.	51. *People visiting a museum, shopping, taking medicine, sitting down, standing up, reading, writing, listening
10. *"No children under 12 permitted" sign in English	10. *A man and a woman in front of a building in Rome	52. *Some food pictures
11. *A dating site on the Internet named "London date"	11. *A painting of Napoleon	53. *A man and a woman shaking hands
12. *The sign of dollar	12. *Photos of a city in Czech Republic	54. *People using mobile phones
13. *4 British celebrities	13. *A stamp from the Czech Republic	55. *Priests carrying a big cross
14. *2 American actors	14. *Lisa and Jon pictured in a forest claimed to be in Norway	56. *Villages with cottages
15. *A cap with "NY" letters on it; indicating New York	15. *Photos of cities from West Africa, Bolivia and Siberia.	57. *British soldiers
16. *A poster of an American film: Pretty woman	16. *People from Spain, Argentina and the UK.	58. *crosses
17. *2 American film stars: Julia Roberts and Richard Gere	17. *Photos of 3 hotels from Italy, Egypt, Tunisia	59. *A man reading a newspaper in a vehicle
18. *An American actress: Nicole Kidman	18. *A photo of the Atacama Desert in Chile	60. *A pizza
19. *American cabs	19. *A girl in Rome	61. *A cup of cappuccino
20. *The American flag	20. Flags of different countries excluding Turkey's	62. *Mother and children around the dinner table, father watching football on TV
21. *A photo of a plane belonging to American Airlines	21. *A man speaking German	63. *Cappuccino
22. *The New York City	22. A woman learning Italian	64. *A pizza
23. *The White House 24	23. *The sentence: "Thousands of English words come from other languages; Spanish, Japanese."	65. *A boy playing the guitar
24. *A traffic sign showing the distance to Brighton; 55 miles	24. *The sentence: "I love Japanese food."	66. *A lady painting a picture
25. *Miles	25. *Sentence sin an e-mail sent to a pen friend describing oneself: "I am from Mexico...I study English in my free time...I want to learn English for my job and to travel.", "I speak Spanish and a little English."	67. *A lady playing the violin
26. *Film scenes from British and American films such as: The ghost, The Bridges of Madison Country, My Fair Lady, An Officer and a Gentleman, Romeo and Juliet and Fatal Attraction.	26. *The sentence: "In many European countries children leave home later."	68. *A pilot in a cockpit
27. *A TV chef pictured in his studio with his and his program's names in English* A photo of Mount Rushmore in South Dakota, USA. 9	27. *A description of a French girl: "She is French."	69. *A doctor examining a patient
28. *A photo of Sydney which is a city in Australia where English is spoken as a first language	28. *Texts about Statues of different famous people	70. *A hairdresser
29. *Pictures of Graded readers books published by Oxford University Press		71. *A radio programme
30. *A country house		72. *Some accessories and objects
31. *A cup with the British flag on		73. *Family pictures
32. *Postcards of London		74. *Signs of the lift, a single room, a double room, the bar, reception and the ground floor
		75. *A man arriving at the reception with his luggage
		76. *A man and a woman sitting and chatting
		77. *Hotel signs
		78. *People, the Moon, an umbrella, a cat, boots, old men, a mountain
		79. *People showing different emotions
		80. *A woman cycling to work
		81. *A man reading a newspaper on the bus or train
		82. *coffee and a novel on a coffee table

33. *A scene from a British film: The Browning version	from different countries (Italy, England, Poland and France)	83. *Cappuccino, chips, cookies, espresso coffee
34. *A photo of a young British actor: Ben Silverstone* A hotel in Britain	29. *A text about a night in Rio: This is a very macho country.	84. *People shopping in a coffee shop
35. *A Dracula	30. *A text about a night in Beijing: People are quite traditional here...Women here don't drink a lot of alcohol.	85. A house and a family living in it
36. *Photos of The Tower Bridge, The London Eye and The Buckingham Palace.	31. *A text about a holiday in Rome	86. *Cappuccino, chips, cookies, espresso, coffee
37. *Sue and Jerry pictured in New York	32. *A questionnaire about one's last holiday:	87. *A girl reading and eating chocolate
38. *A scene from a TV show: The True False show	33. "Where did you go? To Rome...Where did you stay? At a hotel near the Colosseum"	88. *A girl going outside on a snowy day
39. *A Mini Cooper car descending down the stairs 54	34. *A postcard about a holiday in Prague	89. *A woman painting
40. *Visual sets composing of a book and a video from WHSmith's called Experience Ballooning, Cooking, Dance, Tiger Moth, Ferrari, Studio	35. *A text about a holiday in Rome	90. *A woman playing tennis
41. *A man saying "To be or not to be"- Shakespeare's famous words	36. *A questionnaire about one's last holiday:	91. *A man trying to put the pieces of a bookcase together
42. *A credit card of a British bank: Barclays Some novels: Gone with the wind (from Margaret Mitchell), Goldfinger (Ian Fleming), Jurassic Park (from Michael Crichton), The lord of the rings (from J.R.R. Tolkien)	37. "Where did you go? To Rome...Where did you stay? At a hotel near the Colosseum"	92. *People swimming, watching a play, taking photos and talking about the time
43. *A fat man holding a dollar in his hand	38. *A postcard about a holiday in Prague	93. *A woman working and a man watching TV
44. *American Presidents: George Washington, Abraham Lincoln, and Theodore Roosevelt* An actor acting "Hamlet" with a skeleton head in his hands	39. *A diary about a holiday in Norway	94. *Cans of food
45. *A novel: The Lord of The Rings	40. *Texts about the hottest, coldest and highest places in the world: Mali in West Africa, Yakutia in Siberia and La Paz in Bolivia, respectively.	95. *People reading, listening to music, going to the theatre and dancing
46. *A magazine: Hello!	41. *A quiz about the world capitals and their characteristics; excluding Ankara.	96. *People watching football on TV, jogging, playing games, hovering the house, talking on the phone, going to the gym.
47. *A newspaper: The Times	42. *Life styles in 3 different cities in the world; none from Turkey	97. A man having done shopping at some shops such as Milano shoes and Taylor Jones
48. *A dictionary: Oxford Elementary Learner's Dictionary		98. *A real photo of a man with some shopping bags from Joseph, Tommy Hilfiger and Louis Vuitton
49. *A wedding car with a sign on its back: Just Married		99. *A man and a woman doing sports in a gym and falling in love with each other
50. *A credit card: Barclays		100. *Musicians from different countries
51. *Stamps having a queen shape on		101. *Some clothes like jeans, sweater, shoes, shirt and a jacket.
52. *A match box: Aspen Woods		102. *People shopping in a clothes shop
53. *British coins		103. *Statues of different famous people from different countries (Italy, England, Poland and France)
54. *A student reading "economics" book		104. *5 people chatting in a circle
55. *A female politician from the Conservatives		105. *People and planes at an airport
56. *The family tree of Robert		106. *A photo of a cathedral
57. *A watch costing \$9000.		107. *A man and a woman at a cafe, both standing, man cleaning the table
58. *A rich man holding a dollar in his hands		108. *A country house
59. *An American footballer		109. *An old couple in a house
60. *The photo of the Big Ben		110. *An old couple in a bar
61. *A woman buying "Daily News" newspaper		111. *A ghost in different parts of a house
62. *A detective dressed like Sherlock Holmes		112. *A Christian cemetery
63. *A police station with a British flag		113. *A person playing the violin
64. *A post office with a British flag		114. *People living in the same building and doing different things
65. *A metro station with the British sign on		115. *A man talking on the phone
		116. *Men reading newspapers in a vehicle
		117. *A man in front of a detached house
		118. *Signs for giving directions
		119. *A model church

66. *A tomato Ketchup: Heinz		120. *Photos of real food and fruit
67. *The sentence: "Many English words come from Old English."		121. *Water bottles and glasses
68. *Sentences from a text about the ideas of foreigners about Britain: "British people like children but not in restaurant or pubs.", "People in Britain drink a lot of coffee.", "This is not a good country for smokers. Many coffee bars and restaurants are 'no smoking'.", "People read newspapers everywhere.", "Cars stop in Britain when you stand on the zebra crossing.", "...She eats fish fingers and chips and she goes to Burger King every week."		122. *A sportswoman drinking water
69. *Sentences about London: "I have a flat in north London."		123. *A tap
70. *A text about the typical days of an artist and a musician: "I earn from about £250 to £3000..."		124. *Tarot cards having some pictures on such as a ship, a star, a house, working people, coins, a ghost, an exclamation mark, 2 rings, and a clover
71. *The sentence from a social psychologist in Britain and the USA: "Many young people live at home when they are 25 or more."		125. *A fortune teller and a girl
72. *A text giving information about an Australian actress: Nicole Kidman		126. *The hand of the fortune teller
73. *A quiz called USA quiz questioning the knowledge of students about the USA.		127. *A couple at a restaurant and a waiter
74. *The White House		128. *Some food
75. *Fast Food		129. *A fat male chef with some hot food in his hands
76. *American Airlines		130. *Photos of nature and some animals like sharks, cats, tigers and fish
77. *New York		131. *2 sports cars
78. *Big Apple		132. *Weather signs
79. *Pretty Woman		133. *A man about to do bungee jumping
80. *Yellow taxis		134. *A man jumping out of a helicopter
81. *The sentences from a text about a typical day of a woman living and working in London and a professor's advice to her on stress: "Louisa works as a guide at the National Gallery in London.", "He lives in Brighton, but works in London.", "I cycle 6 miles to work."		135. *2 drawings of 2 city centres
82. *The university of London		136. *People doing different things like; eating, dancing, playing football, typing, standing, shouting.
83. *The National Gallery		137. *A woman and a man in an official setting
84. *Miles		138. *Pictures of some objects and places (a mountain, glasses, keys, bookcase, some meat, crisps and a bridge)
85. *The sentence from a text about one's favourite day: "...I often go to my parents' dacha near St Petersburg."		139. *A church
86. *An advertisement of a new Channel 6 TV programme		140. *A party house in which the young dance and drink
87. *Channel 6 Television		141. *Two old people watching TV
88. *A summary of an American film: The Ghost		142. *Clocks
89. *Summaries of 5 classic love stories from the British and American cinema: The Bridges of Madison Country, My Fair Lady, An Officer and a Gentleman, Romeo and Juliet and Fatal Attraction.		143. *A hotel room
		144. *A seaside town
		145. *A party house in which young people dance and drink but different from the first one
		146. *A mother and a son
		147. *A teacher, students and a cat
		148. *Traffic signs
		149. *A man hovering the house
		150. *People doing different things
		151. *People dancing, listening to music and taking shower
		152. *Some food and fruits
		153. *A pregnant woman, tennis players, a boy riding a bike, an old man
		154. *A woman playing the cello
		155. *Different objects including a mobile phone, cigarettes, a purse, a photo, a lip stick, a watch, a lighter, an umbrella, an address book, a comb, a key holder, glasses and sunglasses, a pen, a pencil, some animals, a mountain, a glass, a teacher and so on.
		156. *A woman driving a Volkswagen car

<p>90. *Sentences from the lyrics of songs from British and American singers: Elvis Presley, Joe Cocker, Kylie Minogue, Roy Orbison</p> <p>91. *Lyrics of the song : Unchained Melody</p> <p>92. *MTV Channel</p> <p>93. *A shopping dialogue: Do you take American Express?</p> <p>94. *A text about the cooking behaviour of the British</p> <p>95. *A text about a survey in Britain about the top British person of all times.</p> <p>96. *A text about a journey to Sydney:...two British teenagers wanted to go to Australia....They arrived at Heathrow Airport</p> <p>97. *The blurb of a novel called Murder in a country house.</p> <p>98. *A text from the novel</p> <p>99. *A piece of advice about Graded Readers by Oxford University Press</p> <p>100. *A questionnaire about one's last holiday:</p> <p>101. "How did you get there? By British Airways"</p> <p>102. *A text about an experience in a haunted hotel by a journalist from a British newspaper: the Sunday Times</p> <p>103. *The Sunday Times</p> <p>104. *Catholic</p> <p>105. *A text about the tourist attractions in London</p> <p>106. *A text about the London Eye, giving information about its history, opening times and tickets</p> <p>107. *The queen</p> <p>108. *The London Eye</p> <p>109. *Windsor Castle</p> <p>110. *Waterloo</p> <p>111. *Buckingham Palace</p> <p>112. *Houses of Parliament</p> <p>113. *A dialogue giving directions of the King street, giving advice to go past the church 58</p> <p>114. *A text about a British pop group, Pulp, and one of their songs; 59 Lyndhurst Grove.</p> <p>115. *From the text: There are other songs about street. For example, the Beatles wrote a song about Penny Lane in Liverpool.</p> <p>116. *Penny Lane</p> <p>117. *the Beatles</p> <p>118. *Lyndhurst Grove</p> <p>119. *Pulp</p> <p>120. *A dialogue about a holiday plan in New York, mentioning the tourist attractions there.</p> <p>121. *A diary about a holiday in New York</p> <p>122. *The Empire State Building</p> <p>123. *The Statue of Liberty</p> <p>124. *Central Park</p> <p>125. *Brooklyn Bridge</p> <p>126. *Guggenheim Museum 68</p>	<p>157. *Different people doing different jobs</p> <p>158. *A woman in her daily routine</p> <p>159. *A family at the seaside</p> <p>160. *Pine trees under snow</p> <p>161. *Flowers and leaves</p> <p>162. *People doing different things</p> <p>163. *Different buildings in a city including a hospital, sports centre, and art gallery, a park and so on.</p> <p>164. *Different food and drinks</p> <p>165. *A Christmas Tree</p> <p>166. *Easter eggs</p> <p>167. *A church</p> <p>168. *A mosque</p> <p>169. *The sentences: "Thousands of English words come from other languages; Spanish, Japanese.", "I speak Spanish and a little English."</p> <p>170. *The sentence: "In many European countries children leave home later."</p> <p>171. *A description of a French girl: "She is French."</p> <p>172. Texts about Statues of different famous people from different countries (Italy, England, Poland and France)</p> <p>173. *A text about a night in Rio: This is a very macho country.</p> <p>174. *A text about a night in Beijing: "People are quite traditional here...Women here don't drink a lot of alcohol."</p> <p>175. *A text about a holiday in Rome</p> <p>176. *A questionnaire about one's last holiday: "Where did you go? To Rome...Where did you stay? At a hotel near the Colosseum"</p> <p>177. *A postcard about a holiday in Prague* *A text about a holiday in Rome</p> <p>178. *A questionnaire about one's last holiday: "Where did you go? To Rome...Where did you stay? At a hotel near the Colosseum"</p> <p>179. *A postcard about a holiday in Prague</p> <p>180. *A diary about a holiday in Norway</p> <p>181. *Texts about the hottest, coldest and highest places in the world: Mali in West Africa, Yakutia in Siberia and La Paz in Bolivia, respectively.</p> <p>182. *A quiz about the world capitals and their characteristics; excluding Ankara. *Life styles in 3 different cities in the world; none from Turkey</p> <p>183. *The sentence: "Today English is an international language."</p> <p>184. *A text about differences between men's and women's</p>
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<p>127. *A text about the plan of the British Food Standards Agency for the restaurants in Britain</p> <p>128. *Sentences from a True/False show:</p> <p>129. "Coffee is more popular than tea in the UK."</p> <p>130. "The word 'yes' is more common than the word 'no'."</p> <p>131. *A brochure explaining the visual sets composing of a book and a video from WHSmith's called Experience Ballooning, Cooking, Dance, Tiger Moth, Ferrari, Studio</p> <p>132. *Ads about 3 hotels from Italy, Egypt, Tunisia</p> <p>133. *A text about the Atacama Desert in Chile</p> <p>134. *A text about a trip to Sydney in Canada</p> <p>135. *A website information box about a radio programme on Radio South</p>		<p>shopping behaviours</p> <p>185. *Small, Medium</p> <p>186. *A music questionnaire</p> <p>187. *CD</p> <p>188. *Take away food*A magazine: Marie Claire*The sentence: "...There was a church with a cemetery next to the hotel"</p> <p>189. *Catholic</p> <p>190. *A text about neighbours and problems</p> <p>191. *A questionnaire about drinking water</p> <p>192. *A text about facts and myths about water</p> <p>193. *A story about Tarot cards and a fortune teller</p> <p>194. *A dialogue at a restaurant</p> <p>195. *Ingredients and instructions for preparing a sandwich*Ferrari</p> <p>196. *Salsa</p> <p>197. *A quiz about jealousy</p> <p>198. *A dialogue between a couple; Rob and Charlotte, about jealousy</p> <p>199. *A quiz about cinema experiences: Have you ever cried in a film?</p> <p>200. *People in the cinema</p>
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APPENDIX I

Analysis Table of All Elements In Terms of Sense of Culture

AE	SC	SM	SCL
1. *Spanish and French actresses	1. *A boy and a girl meeting at a disco	1. *crosses	1. *An old man raising his hat to greet an old lady
2. *The sentence: "Many English words come from Old English."	2. *A woman completing a hotel form	2. *A British actress dressed in a high-neck dress from the Elizabethan Era.	
3. *The sentence: "Thousands of English words come from other languages; Spanish, Japanese."	3. Two old people walking in the street greeting each other	3. *Cappuccino	
4. *The sentence: "Today English is an international language."	4. *People in a taxi, with a glass inside, dividing the driver's seat from the back seat. *Real photos of different objects from different countries (Brazil, Japan, Germany, France)	4. *Hotel signs	
5. *A boy playing the guitar	5. *A female teacher and 2 adult students	5. *The White House	
6. *A lady painting a picture	6. *Two men chatting on a plane	6. *Fast Food	
7. *A lady playing the violin	7. *A man and a woman drinking wine while chatting	7. *American Airlines	
8. *4 British celebrities	8. *People exchanging phone numbers	8. *New York	
9. *2 American actors	9. *A man on a map of the UK	9. *Big Apple	
10. *A Spanish actor	10. *People speaking Spanish	10. *Pretty Woman	
11. *A poster of an American film: Pretty woman	11. *An address book	11. *Yellow taxis	
12. *2 American film stars: Julia Roberts and Richard Gere	12. *People visiting a museum, shopping, taking medicine, sitting down, standing up, reading, writing, listening	12. *The university of London	
13. *An American actress: Nicole Kidman	13. *A can of Diet coke	13. *The National Gallery	
14. *A Spanish singer: Enrique Iglesias	14. *A student registration form from Sydney school of English 10	14. *Miles*Miles	
15. *A text giving information about an Australian actress: Nicole Kidman	15. *Some food pictures	15. *Martial arts (karate, tai chi)	
16. *A text giving information about an Spanish singer: Enrique Iglesias	16. *A man and a woman shaking hands	16. *Cappuccino, chips, cookies, espresso, coffee	
17. *A woman painting	17. *British soldiers	17. *Dacha: Country house (in Russia)	
18. *People reading, listening to music, going to the theatre and dancing	18. *People using mobile phones	18. *Christmas	
19. *Film scenes from British and American films such as: The ghost, The Bridges of Madison Country, My Fair Lady, An Officer and a Gentleman, Romeo and Juliet and Fatal Attraction.	19. *Priests carrying a big cross	19. *Channel 6 Television	
20. *A summary of an American film: The Ghost	20. *Villages with cottages	20. *Small, Medium	
21. *Summaries of 5 classic love stories from the British and American cinema: The Bridges of Madison Country, My Fair Lady, An Officer and a Gentleman, Romeo and Juliet and Fatal Attraction.	21. *British soldiers	21. *MTV Channel	
22. *Musicians from different countries	22. *A girl reading and eating chocolate	22. *CD	
23. *Sentences from the	23. *A girl going outside on a snowy day	23. *Take away food	
	24. *A text about when to do exercises	24. *A magazine: Marie Claire	
	25. *A woman playing tennis	25. *A country house	
	26. *A man trying to put the pieces of a bookcase together	26. *The Sunday Times	
	27. *People swimming, watching a play, taking photos and talking about the time	27. *Catholic	
	28. *A woman working and a man watching TV	28. *Catholic	
	29. *Cans of food	29. *The queen	
	30. *An advertisement of a new Channel 6 TV programme	30. *The London Eye	
	31. *People watching football on TV, jogging, playing games, hovering the house, talking on the phone, going to the gym.	31. *Windsor Castle	
	32. A man having done shopping at some shops such as Milano shoes and Taylor Jones	32. *Waterloo	
	33. *A real photo of a man with some shopping bags from Joseph, Tommy Hilfiger and Louis Vuitton	33. *Buckingham Palace	
	34. *A text about differences between men's and women's shopping behaviours	34. *Houses of Parliament	
	35. *Some clothes like jeans, sweater, shoes, shirt and a jacket.	35. *Penny Lane	
	36. *People shopping in a clothes shop	36. *the Beatles	
	37. *A shopping dialogue: Do you take American Express?	37. *Lyndhurst Grove	
	38. *A description of a French girl: "She is French."	38. *Pulp	
	39. *A photo of Winston Churchill,	39. *The Empire State Building	
	40. *5 people chatting in a circle	40. *The Statue of Liberty	
	41. *A photo of Sydney which is a city in Australia where English is spoken as a first language	41. *Central Park	
	42. *People and planes at an airport	42. *Brooklyn Bridge	
	43. *A text about a journey to Sydney:...two British teenagers	43. *Guggenheim Museum 68	
		44. *Ferrari	
		45. *Salsa	
		46. *Christmas	

	lyrics of songs from British and American singers: Elvis Presley, Joe Cocker, Kylie Minogue, Roy Orbison	wanted to go to Australia....They arrived at Heathrow Airport		
24.	*Lyrics of the song : Unchained Melody	45. *Women from Rio, Beijing and Moscow.		
25.	*A music questionnaire	46. *Drawings of some scenes and buildings from Rio, Beijing and Moscow.		
26.	*A TV chef pictured in his studio with his and his program's names in English	47. *A text about a night in Rio: This is a very macho country.		
27.	*A photo of Mount Rushmore in South Dakota, USA. 9	48. *A text about a night in Beijing: People are quite traditional here... Women here don't drink a lot of alcohol.		
28.	*Statues of different famous people from different countries (Italy, England, Poland and France)	49. *A cup with the British flag on		
29.	*A text about a survey in Britain about the top British person of all times.	50. *Postcards of London		
30.	Texts about Statues of different famous people from different countries (Italy, England, Poland and France)	51. *A man and a woman in front of a building in Rome		
31.	*Pictures of Graded readers books published by Oxford University Press	52. *A photo of a cathedral		
32.	*The blurb of a novel called Murder in a country house.	53. *A man and a woman at a cafe, both standing, man cleaning the table		
33.	*A text from the novel	54. *A questionnaire about one's last holiday:		
34.	*A piece of advice about Graded Readers by Oxford University Press	55. "How did you get there? By British Airways"		
35.	*A scene from a British film: The Browning version	56. *A text about a holiday in Rome		
36.	*A photo of a young British actor: Ben Silverstone	57. *A questionnaire about one's last holiday:		
37.	*A novel: The Lord of The Rings	58. "Where did you go? To Rome...Where did you stay? At a hotel near the Colosseum"		
38.	*A magazine: Hello!	59. *A hotel in Britain		
39.	*A newspaper: The Times	60. *A Dracula		
40.	*A dictionary: Oxford Elementary Learner's Dictionary	61. *A country house		
41.	*A woman playing the cello	62. *An old couple in a house		
42.	*An actor acting "Hamlet" with a skeleton head in his hands	63. *An old couple in a bar		
43.	*A woman playing the cello	64. *A ghost in different parts of a house		
44.	Some novels: Gone with the wind (from Margaret Mitchell), Goldfinger (Ian Fleming), Jurassic Park (from Michael Crichton), The lord of the rings (from J.R.R. Tolkien)	65. *A Christian cemetery		
45.	*A quiz about cinema experiences: Have you ever cried in a film? AE	66. *A text about an experience in a haunted hotel by a journalist from a British newspaper: the Sunday Times		
46.	*A man saying "To be or not to be"- Shakespeare's famous words	67. *The sentence: "...There was a church with a cemetery next to the hotel"		
47.	*Visual sets composing of a book	68. *People living in the same building and doing different things		
		69. *A man talking on the phone		
		70. *Men reading newspapers in a vehicle		
		71. *A man in front of a detached house		
		72. *A text about neighbours and problems*Photos of The Tower Bridge, The London Eye and The Buckingham Palace.		
		73. *A painting of Napoleon		
		74. *A text about the tourist attractions in London		
		75. *A text about the London Eye, giving information about its history, opening times and tickets*Photos of a city in Czech Republic		
		76. *A stamp from the Czech Republic		
		77. *Signs for giving directions		
		78. *A model church		
		79. *A dialogue giving directions of the King street, giving advice to go past the church 58		
		80. *A postcard about a holiday in Prague		
		81. *Water bottles and glasses		
		82. *A sportswoman drinking water		
		83. *A tap		
		84. *A questionnaire about drinking water		
		85. *A text about facts and myths about water*Sue and Jerry pictured in New York		
		86. *Lisa and Jon pictured in a forest claimed to be in Norway		
		87. *A dialogue about a holiday plan in New York, mentioning the tourist attractions there.		
		88. *A diary about a holiday in New York		
		89. *A diary about a holiday in Norway		

	and a video from WHSmith's called Experience Ballooning, Cooking, Dance, Tiger Moth, Ferrari, Studio	90. *Tarot cards having some pictures on such as a ship, a star, a house, working people, coins, a ghost, an exclamation mark, 2 rings, and a clover		
48.	*A man about to do bungee jumping	91. *A fortune teller and a girl		
49.	*A man jumping out of a helicopter	92. *The hand of the fortune teller		
50.	*A brochure explaining the visual sets composing of a book and a video from WHSmith's called Experience Ballooning, Cooking, Dance, Tiger Moth, Ferrari, Studio	93. *A story about Tarot cards and a fortune teller		
51.	*A person playing the violin	94. *A couple at a restaurant and a waiter		
52.	*A text about a British pop group, Pulp, and one of their songs; 59 Lyndhurst Grove.	95. *Some food		
53.	*From the text: There are other songs about street. For example, the Beatles wrote a song about Penny Lane in Liverpool.	96. *A dialogue at a restaurant		
		97. *Ingredients and instructions for preparing a sandwich		
		98. *A fat male chef with some hot food in his hands		
		99. *A text about the plan of the British Food Standards Agency for the restaurants in Britain		
		100. *A scene from a TV show: The True False show		
		101. *A Mini Cooper car descending down the stairs 54		
		102. *Photos of nature and some animals like sharks, cats, tigers and fish		
		103. *2 sports cars		
		104. *Sentences from a True/False show:		
		105. "Coffee is more popular than tea in the UK."		
		106. "The word 'yes' is more common than the word 'no'."		
		107. *Photos of cities from West Africa, Bolivia and Siberia.		
		108. *Weather signs		
		109. *Texts about the hottest, coldest and highest places in the world: Mali in West Africa, Yakutia in Siberia and La Paz in Bolivia, respectively.		
		110. *A quiz about the world capitals and their characteristics; excluding Ankara		
		111. *People from Spain, Argentina and the UK.		
		112. *2 drawings of 2 city centres		
		113. *People doing different things like; eating, dancing, playing football, typing, standing, shouting.		
		114. *Life styles in 3 different cities in the world; none from Turkey		
		115. *A credit card of a British bank: Barclays		
		116. *Photos of 3 hotels from Italy, Egypt, Tunisia		
		117. *A woman and a man in an official setting		
		118. *A dialogue in a hotel. The hotel bill is paid with an American Express card.72		
		119. *Ads about 3 hotels from Italy, Egypt, Tunisia		
		120. *A photo of the Atacama Desert in Chile		
		121. *A text about the Atacama Desert in Chile*A quiz about jealousy		
		122. *A dialogue between a couple; Rob and Charlotte, about jealousy		
		123. *People in the cinema		
		124. *A website information box about a radio programme on Radio South		
		125. *A fat man holding a dollar in his hand		
		126. *Pictures of some objects and places (a mountain, glasses, keys, bookcase, some meat, crisps and a bridge)		
		127. *A church		
		128. *American Presidents: George Washington, Abraham Lincoln, and Theodore Roosevelt		
		129. *A party house in which the young dance and drink		
		130. *Two old people watching TV		
		131. *Clocks		
		132. *A hotel room		
		133. *A seaside town		

	<p>134. *A party house in which young people dance and drink but different from the first one</p> <p>135. *A text about a trip to Sydney in Canada</p> <p>136. *A girl in Rome</p> <p>137. *A mother and a son</p> <p>138. *A teacher, students and a cat</p> <p>139. *Traffic signs</p> <p>140. *A man hovering the house</p> <p>141. *People doing different things</p> <p>142. *People dancing, listening to music and taking shower</p> <p>143. *Some food and fruits</p> <p>144. *A pregnant woman, tennis players, a boy riding a bike, an old man</p> <p>145. *A wedding car with a sign on its back: Just Married</p> <p>146. *A credit card: Barclays</p> <p>147. *Stamps having a queen shape on</p> <p>148. *A match box: Aspen Woods</p> <p>149. *British coins</p> <p>150. *A student reading "economics" book</p> <p>151. *A female politician from the Conservatives</p> <p>152. *The family tree of Robert</p> <p>153. *A watch costing \$9000.</p> <p>154. *A rich man holding a dollar in his hands</p> <p>155. *An American footballer</p> <p>156. *The photo of the Big Ben</p> <p>157. *A woman buying "Daily News" newspaper</p> <p>158. *A detective dressed like Sherlock Holmes</p> <p>159. *A police station with a British flag</p> <p>160. *A post office with a British flag</p> <p>161. *A metro station with the British sign on</p> <p>162. *A tomato Ketchup: Heinz</p> <p>163. Flags of different countries excluding Turkey's</p> <p>164. *A man speaking German</p> <p>165. *A woman learning Italian</p> <p>166. *Different objects including a mobile phone, cigarettes, a purse, a photo, a lip stick, a watch, a lighter, an umbrella, an address book, a comb, a key holder, glasses and sunglasses, a pen, a pencil, some animals, a mountain, a glass, a teacher and so on.</p> <p>167. *A woman driving a Volkswagen car</p> <p>168. *Different people doing different jobs</p> <p>169. *A woman in her daily routine</p> <p>170. *A family at the seaside</p> <p>171. *Pine trees under snow</p> <p>172. *Flowers and leaves</p> <p>173. *People doing different things</p> <p>174. *Different buildings in a city including a hospital, sports centre, and art gallery, a park and so on.</p> <p>175. *Different food and drinks</p> <p>176. *A Christmas Tree</p> <p>177. *Easter eggs</p> <p>178. *A church</p> <p>179. *A mosque</p> <p>180. *A man and a woman doing sports in a gym and falling in love with each other</p> <p>181. *Photos of real food and fruit</p> <p>182. *A text about the cooking behaviour of the British</p> <p>183. *A man and a woman doing sports in a gym and falling in love with each other</p>		
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APPENDIX J

Category Descriptions from the Pilot Study

Category	Description	Examples
Definition of 'culture'	How the students define 'culture' in their own words	<ul style="list-style-type: none"> insanların yaşamlarını sürdürmelerini için uyarak zorunda olduğu kuralları (H) (Na) topluluğu, ülkeleri, milletleri yaşayış tarzı (R) insanın bugüne kadar getirdiği oluşturduğu değerler (R) (Ab) bir toplumdaki yaşam biçimidir (S) (Em) (Na) bir toplumun yaşam süreci içinde yaratılan maddi manevi değerler (S) dil, düşünce, gelenek, görenek, sanat eserleri gibi her türlü maddi ve manevi ürünleri kapsayan insana özgü bilgi bütünü (E) toplumsal süreçte bir toplumu başka toplulardan ayıran unsur (E) insanlığın birçokluk olarak değil de sosyal olarak uysaklığına aktardığı maddi ve manevi olmayan ürünler bütünü (Ab) insanın atalarından gelen, atalarından devraldığı, düşünce, dil, din, kuralları vb. (Ay) gelenek ve göreneklerinin toplamı (Rü) biriktirir (Ru) insanların alışkanlıkları (Ab) biyokimya denetimleri davranış biçimleridir (Ab)
Ideas about 'culture'	Students' ideas about 'culture' and what it includes	<ul style="list-style-type: none"> kültürlü insan kurallara uyar, yapması gereken şeyleri yapar (H) egilenciler ve kalite yorucu olmalı (R) hem gelenekler hem de bilimsel gerçekler kültürün parçasıdır. (R) robotların kültürle alakası yoktur. Bilimseldir. (R) insanların yaptığı aletler kültürlerdir. (Ra) bir icat onu yapan toplumun kültürüne aittir. (S) bilim kültürdür. (E) insanlar kültürü oluşturur ve ondan etkilenirler. (Ab) kültür gelişmişlik düzeyini gösterir. (Em) devranı değişir. (Em) her ülkeye göre değişir. (Em) türk, mnm, man, halk oyunu ve atasözleri kültürü yansıtır. (Rü) gemişken gelir (N) örf, adet, gelenek ve göreneklerinizi yansıtır (N) milli ve dini bayramları kapsar. (N) her kültürün aile, iş, eğitim ve sanat hayatı farklıdır. (N)
Elements of Turkish culture	Students' ideas about and evaluation of their own culture and what it includes	<ul style="list-style-type: none"> ince belli çay bardağı (H) (R) (S) (Ab) (Em) buzağının içindeki Türkçe hal yazısı (H) (Ab) 23 Nisan Çocuk bayramı (H) (Ra) (S) (E) (Ab) Türkiye'nin doğal güzellikleri (H) (Ab) (G) Atatürk (Ab) (Ay) (S)

		<ul style="list-style-type: none"> • Atatürk'ün geldiği harf devrini (R) • Atatürk ve çocuk sevgisi (R) • Yemekler (R) • İeli kofe (R) (Ab) (Ah) • İahl deseni (R) • Nasrettin Hoca (R) (Em) (Ay) • Naim Süleymanoğlu (E) (Ay) • Çırağan Sarayı Otel (Ra) (G) (E) (Em) (Emm) (EmmC) (Ay) • Çırağan Sarayı (Ra) (Em) (Ay) (EmmC) (S) (E) (G) (Em) • Ankara'daki Opera Binası (Ra) (G) (Em) • Atatürk'ün eğitime verdiği önem (Ra) (R) (S) (E) (Ab) • Anıtkabir (S) (Em) • aile sevgisidir (S) • Dolmabahçe Sarayı (S) • Topkapı Sarayı (S) • Sultanahmet Camii (S) • Mısırperverlik (S) • den ceket (E) • Çiftelik (S) • Kilo (S) • Çay (S) (Em) • Ankara'nın plakası (S) • Kuyu (S) • Çeşme (S) • el lambaları (S) • tencere resmi (Ab) • zeybek oyunu (Ab) • şişkebab (Ab) • durtun (Ab) • Çocuklara verilen önem (G) • Türkiye haritası (Em) (Ay) (E) • Palara plajı (Em) • halk oyunları resimleri (Em) (Emm) (Ab) • Okulun bayrağı (Ay) • Türkiye'deki doktor odaları (Iz) • kına gecesi (Ru) • sinet (Ru) • kız isleme (Ru) • İmam nıkahı (Ru) • hamamı (Ru) • sıra geçesi (Ru)
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Elements of English culture	Students' ideas about and evaluation of the English culture and what it includes	<ul style="list-style-type: none"> • yağlı güreş (Ru) • yerde oturarak yemek yeme alışkanlığı (Na) • ilk ve orta öğretimde çok tıp bizalet (Na) • evlenene kadar aileleriyle yaşama (Na) • Arabaların direksiyonlarını sol tarafa vızmeleri (Ab) • Çığ köfte (Ab) (Ab) • camı (Ab) • 5 çay (R) • Londra'daki yerler (R) • Oxford Street, Londra kulesi, Hyde park, İngiliz Müzesi (R) (Ra) (S) (E) (Ab) (G) (EmnC) • sepha çıkarmak (R) • hayvanat bahçesi (R) • Zarfı ilk kez kullananlar (R) (Ra) (Ab) (EmnC) • İlk pul (Ra) (S) (E) (Ab) (EmnC) • İlk uçak (Ra) • Buckingham Sarayı (Ra) (S) (G) (EmnC) • İngiliz bilimadamları (S) (EmnC) • Çay fincanları (Ab) • Kraliçe (Emn) • Londra ile ilgili şarkı (Iz) • Prenses (Iz) • Piknik (Na) • Okul kampı (Na) • İngiliz para birimi sterlin (Na)
Elements of American culture	Students' ideas about and evaluation of the American culture and what it includes	<ul style="list-style-type: none"> • Columbus; Amerika'nın keşfi (Ra) (Ab) (G) (Na) • Amerika'da bir ulusal park Yellowstone (Ra) (S) (E) (Ab) (Emn) (EmnC) • Wright kardeşler (Ab) (EmnC) (Iz) • Zarf, pul (G) (Iz) ***
Elements of 'foreign' culture	Students' ideas about other cultures that they can't define	<ul style="list-style-type: none"> • Çay fincanı (H) (Emn) • Robotlar (Ra) (Emn) • kitap okumak (S) • tuşlara gitmek (S) • Zayıf olmak (S) • Büyüklere yetersiz saygı (Ay) • Kraliçe (Ay) • Tower of London, Hyde park, British museum, Buckingham Palace (Emn) • Amerika'daki bir park (Ay) • Londra'daki kuleler, bir park, müze ve saraylar (Ay) • Galileo'nun buluşu (Ay)

Elements of other cultures	Students' ideas about other countries' cultures that they can define	• Patara adında bir yer (Ay) ***	
		Italian culture	<ul style="list-style-type: none"> İtalya'da bulunan yarımadâğ (H) (Enm) (EnmC) (Na) Pisa kulesi (Ra) (EnmC) Galileo (Enm)
		Japanese culture	<ul style="list-style-type: none"> JVC (R) Elektronik aletler (R)
		German culture	<ul style="list-style-type: none"> Musiktan akan su (S) Elektrik (S)
		European culture	<ul style="list-style-type: none"> Trafik kurallarına uyma (R)
		French culture	<ul style="list-style-type: none"> İlk Tenis raketi (S)
Preferences of culture in ELT textbook	Whether or not the students are content with the cultural content of their ELT textbook and which culture they prefer to see in it.	Content with ...	<p>Turkish culture</p> <p>Atatürk'ün Latin harflerini öğrenmesi (S)</p> <p>Türkiye'deki yerler (G) (EnmC)</p> <p>Patara plajı (Enm)</p> <p>Anıtkabir'in yer alması (Enm)</p> <p>Halk oyunları resmi (Enm)</p> <p>Çırağan sarayı ve oteli (EnmC)</p> <p>Camii resmi (Ab)</p> <p>English culture</p> <p>London kulesi, Hyde park, İngiliz Müzesi ve Buckingham sarayı (Ra) (Enm) (Ay)</p> <p>America</p> <p>Ulusal park (Yellowstone) (S) (EnmC)</p> <p>Amerikan kültürü (Enm)</p> <p>Foreign culture</p>

		Other cultures	İtalya'daki yarımadag (İnn)
	Discontent with...	Turkish culture	Türkiye'deki tamdgmuz yerler (H)
		English culture	Hyde Park, Tower of London, British Museum vb. (S) (Ab) İngiltere'ye gönderilen mektup (Ab) İngiliz kültürü (Iz) Londra ile ilgili şiir (Na)
		American culture	ulusal park (Yellowstone) (E) (Ay) Amerikan kültürü (Iz)
		Foreign culture	Yabancı isimler (E) (Na) (Ab) Yabancı bilimadamları (E) (Ay) (Ab) Yabancı fiyat yazınları (E) (Na) (Ab)
		Other cultures	İtalya'daki yarımadag (Na)
	Preferences for...	Turkish culture	Türkiye'deki yerler (S) (Ay) (Iz) (Na) (Ab) Türk bilim adamları (E) (Ay) (Ab) Türk isimleri (E) (Na) (Ab) YTL (E) (Na) (Ab)

				Ayasofya Muzesi (Ab) Sultanahmet Camii (E) Fatih Sultan Mehmet (Ab) Türk kültürü (Emm) (Iz) Ankara ile ilgili şiir (Na) Türkiye'ye gönderilen mektup (Ab)
English culture				
American culture				
Foreign culture	Yabancı ülkelerin kültürü (Si) (Emm) (Ab) yabancı ülkelerde yaşamadığınız yerler (H) (Ra) (Ru)			
Other cultures	Farklı ülkelerin kültürleri (Emm) (Na)			

APPENDIX K

8th Graders' Evaluations of Their ELT Textbook

1. HANDE

Buradaki kültür kavramı ise insanların yaşamlarını sürdürebilmeleri için uymak zorunda olduğu kuralları uygulama meselesidir. İnsan eğer kültürlü ise uymak zorunda olduğu kurallara da uyar, yapması gereken şeyleri de yapar. Bu bir kültürlü olmanın gereğidir. (CC-1)

Bu ünitedeki kültür ise ince belli çay bardağı ve buzdolabının içindeki Türkçe bal yazısıdır. İnce belli çay bardağı Türk kültürünün bir parçasıdır. (CC-3) Diğer yabancı ülkelerde fincanla çay içilirken bizim ülkede ise ince belli çay kullanılmaktadır. (CC-6)

Türkiye'deki önemli yerleri tanıtıyor. Bu ünite bence tanıdığımız yerler olmuş. Ama yabancı ülkelerde tanımadığımız yerler gösterilseydi daha huzurlu olurum. (CC-8)

Bu ünite de ise Türk çocuklarına verilen çocuk bayramından bahsedilmiştir. Adı üstünde Türk bayramı. Son cümlede bu ünitedeki Türk kültürünü anlıyoruz. Bu ünite de kısaca 23 Nisan Türk çocuklarının günüdür, Atatürk 12920'de TBMM'nin açılmasıyla bu günü ilan etmiştir denmektedir. (CC-3)

Bu ünitedeki kültürel kavram ise Ponpeei denen İtalya'da bulunan yanardağdır. Bu dağ yabancı tarihinden bir eserdir. Tarih demek ise kültür demektir zaten. (CC-7)

Bu ünitedeki kültürel kavram ise Türkiye'nin doğal güzellikleridir. Bu doğal güzellikleri koruyarak ise kültürümüze büyük bir katkıda bulunacağız. (CC-3)

Kitapta daha çok bilmediğimiz yerlerin kültürleri eleştirilebilirdi. (CC-8)

2. RUKEN

Teknolojinin gelişimi tek bir ulusa ait değildir. Ama en üretken ulus japonlardır. Bugün kullandığımız birçok marka onların (JVC). (CC-7)

Bu geziyi yapan İngilizlerdir. Çünkü geziden sonra dinlenme amaçlı 5 çaylarını içmişlerdir. (CC-4)

Londra'da birkaç kültürel yerden bahsedilmiştir, Oxford Street, Hyde Park gibi. Adından da anlaşılacağı gibi İngilizlere aittir. (CC-4)

Saygı amaçlı selam vermek için şapka çıkarılır ve eğilir. Tamamen İngiliz kültürü. (CC-4)

Dikkatli davranış üzerine bir kültür verilmiştir. Tamamen Avrupa kültürü. Çünkü ülkemizde dikkatli sürücülere rastlamak çok nadir. (CC-7)

Tam anlamıyla Japon kültürüdür. Çünkü yaşamımızı kolaylaştıran birçok aleti onlar yapmıştır. (CC-7)

İngiliz kültürüne ait bir konu işledik. Önce hayvanat bahçesi, sonra 5 çayı. Bizler gezi deyince aklımıza ilk alışveriş merkezleri gelir. Hayvanat bahçesini gezmeyi kim düşünür ki? (CC-4)

Kültür dediğin biraz da eğlenceli ve kafa yorucu olmalı. (CC-2)

"Heryaşın ayrı bir zevki vardır." Kültürü. (CC-2)

"Çok gezen çok bilir." Kültürü. (CC-2)

Biraz da Türk kültürüne değinelim. Bizler böyle kolay bir eğitim görüyorsak Atatürk'ün getirdiği harf devrimine borçluyuz. (CC-3)

Yine bir Türk kültürü; Atatürk ve çocuk sevgisi. (CC-3)

Bu ünite de çayın ince belli olması tamamıyla Türk kültürüdür. (CC-3)

Kültür sadece insanların geleneklerini ifade etmez. Bu ünite de aynı zamanda bilimsel gerçeklere yön vermiştir. (CC-2)

5 çayı uygulamasını sadece İngilizler yapar. (CC-4)

İngiliz kültürüne yer verilmiştir. Zarfı ilk kez kullananlar İngilizlerdir. (CC-4)

Türk kültürüne değinilmiştir; Atatürk'ün eğitim anlayışından eğitim için neler yaptığına kadar geçen konulara değinilmiştir. (CC-3)

Türk kültürüne ait yemeklere yer verilmiştir. İçli köfteyi Türklerden daha güzel yapan olmaz. (CC-3)

Gördüğümüz halı deseni tamamıyla Türkelerine ait bir kültürdür. (CC-3)

Kültürümüze neşe, kahkaha, bilgi katan zatlarımızdan biri de Nasrettin Hoca'dır. (CC-3)

3. RABIA

Bana göre kültür belli toplulukların, ülkelerin, milletlerin yaşayış tarzıdır. Bir milletin düzenliliğini, sanatını, düşüncesi ve kendini geliştirmesini kültüre bakılarak anlaşılır. İnsanın bugüne kadar getirdiği oluşturduğu değerler de diyebilirim. Bugünkü gelenek ve göreneklerimiz önceden eski Osmanlılardan ve daha eskiden gelmiştir. Ama biz bu kültürü geliştirmekteyiz. İnsanın saygılı olması, çalışkan biri olması, insanlara faydalı icatlar üretmesi kültüründen gelmiştir. Kültürü iyi olan bir milletin geleceği ve kalkınacağı toplumları her zaman olacaktır diyorum. (CC-1)

Bu sayfalarda kültürel açıdan bir şey vardır. İnsanların yaptığı ve geliştirdiği aletler vardır. Burda insanlar eski kültürlerini bırakarak, yeni icatlar üreterek yeni kültürler oluşturmuşlardır. Bu kültürel öğreler he milletin ortak buluşalarıdır. (CC-2)

...robotlar yapılmıştır. Burda kültürel açıdan birşey vardır....hangi kültüre ait olduğu yazılmamıştır....bütün milletler ortak buluşu diyemem çünkü o kadar kolay yapılacak bir alet değildir. (CC-6)

Öteki sayfada ise kültürel açıdan bilgi vardır. Mektubun 1696 yılında İngiltere’deüretildiği anlatılmaktadır. (CC-4)

İlk pulun İngiltere tarafından üretildiği anlatılmaktadır. (CC-4)

İlk Amerika kıtasının Columbus tarafından bulunduğu anlatılmaktadır. (CC-5)

İlk uçağın İngiltere’de.....üretildiği anlatılmaktadır. (CC-4)

Burada Londra kulesi, Hyde park, İngiliz Müzesi ve Buckhingham sarayı anlatılmıştır. Kültürel açıdan bizim göremediğimiz yerleri göstererek güzel bir parça olmuştur. (CC-4) (CC-8)

Bu okuma parçası bizlere kültürel açıdan Amerika’da bir ulusal park olduğunu anlatılmaktadır. (CC-5)

Eğilen Pisa kulesi 1174 yılında başladı 1350 tamamlandı. 179 yüksekliği, vardır. Bu açıklamayla kültür ile alakalı bilgi verilmiştir. (CC-7)

Çırağan Sarayı Otelinin Beşiktaş’ta olduğunu, Çırağan Sarayı’nın 1871-1910 yıllarında yapılmasını, yaşlı bir demir yolunun Edirne’de olduğunu ve Opera Binası’nın Ankara’da olduğu yazmaktadır. Bunlar kültürel bir bilgidir. Bu Türkiye’nin kültürüne aittir. (CC-3)

Burada Atatürk’ün eğitime çok önem verdiğini, okullar açtığını ve öğrencilerini görmek için yaptırdığı okulları gezdiğini anlatmaktadır. Bütün bunlar Türk kültürünün göstergesidir. (CC-3)

Bu sayfalarda farklı kültürlerden oluşan çocukların kendi kültürlerine göre ulusal kostüm giyerek dans ettikleri ve Ankara’daki yani bizim kültürümüzdeki Türk çocuklarının geçit töreninde halay çektiği ve Atatürk’ün dünya çocuklarıyla 23 Nisan gününü kutlaması anlatılır. Burda kültürel bir bilgi verilmiştir. (CC-3)

Bu sayfalarda Türkiye’nin tarihi yerlerinin ve otellerinde olan Türk kültürüne ait yemekleri tanıtmışlardır. (CC-3)

Bu kitap sayesinde tek Türkiye’de göremediğimiz yerleri değil, yabancı ülkelerin yerlerini de görüyoruz. Bu önemli tarihi yerleri görmek herkesin hoşuna gider bence....ben bu durumdan çok hoşnutum. (CC-8)

4. SELİN

Benim için kültür bir toplumdaki yaşam biçimidir. Yani bir ulusun, bir toplumun yaşam süreci içinde yarattığı maddi manevi değerlerdir. Bunlar sanat, sosyal, dinsel alanda diğer toplumlara göre değişik kültürlerdir. (CC-1)

Giyim, kuşam, örf, adet, ahlak kuralları, yemek kültürü, sanat kültürü, spor kültürü kısaca yaşam kültürümüz diğer ülkelerden farklıdır. (CC-2)

Posta pulu İngiltere’de kullanılmaya başlamıştır. (CC-4)

Tenis raketi ilk Fransa’da kullanılmaya başlamıştır. (CC-7)

Hyde park İngiltere’nin Londra şehrinde bulunmaktadır....Londra’nın kültürel özelliklerini yansıtmakta, çeşitli aktivitelere yer verilmektedir. (CC-4)

Buckingham Sarayı kraliçe ile Edinburg dükünün Londra’daki evi olup 1837 yılından beri kraliyetin Londra’daki resmi olarak kaldıkları yerdir. (CC-4)

Yellowstone Ulusal parkı Amerika’daki en eski....parktır. Amerikan kültürünü yansıtan yerlerden biridir. (CC-5)

Anıtkabir Atatürk için hazırlanmış kabirdir. (CC-3)

Hasan isminde birinin Almanya ve Türkiye’deki yaşantısı karşılaştırılmıştır. Köyünde kuyudan su çekilirken, Almanya’da musluktan akan su, köyünde gaz lambası varken Almanya’da elektrik olması ve ailesine olan sevgisi. (CC-7)

Türk kültürünün en önemli özelliklerinden birisi aile sevgisidir. (CC-3)

Çırağan Sarayı 1910 da yapılmıştır. (CC-3)

Atatürk’ün eğitime verdiği önem anlatılmaktadır. (CC-3)

Dolmabahçe Sarayı, Topkapı Sarayı, Sultanahmet Camii, Anıtkabir Türk kültürünün tarihsel ve sanatsal açıdan önemli örnekleridir. (CC-3)

23 Nisan çocuk bayramı Dünya’da Atatürk tarafından verilmiş bir bayramdır. (CC-3)

Türk yemek kültüründe et ürünleri başta gelir. Hayvansal gıdalar önceliklidir. (CC-3)

Hizmet ve servis her zaman çok güzeldir. Bu da Türk misafirperverliğini gösterir. (CC-3)

Naim Süleymanoğlu ünlü bir haltecidir. (CC-3)

Nasrettin Hoca Türk kültüründe iyi bir örnektir. (CC-3)

Bir icat nerede yapılmışsa o toplumun kültürüne aittir. (CC-2)

27. SAYFADAKİ Hyde Park yerine neden bizim ülkemisden bir güzellik konulmamıştır? En azından bizim kültürümüz hakkında daha fazla bilgi vermiş olurduk. (CC-8)

28 sayfadaki ulusal park (Yellowstone) hakkında güzel bilgiler verilmiştir. İyi ki bizim kitabımızda böyle bir anlatım var. (CC-8)

60. sayfada Atatürk'ün Latin harflerini öğrettiğini görüyoruz. Bu olay Türk tarih kültürüne iyi bir örnektir. Kitabımızın böyle bir örnek vermesini beğendim. (CC-8)

5. ELİF

Kültür benim için dil, düşünce, gelenek, görenek, sanat eserleri gibi her türlü maddi ve manevi ürünleri kapsayan insana özgü bilgi bütünüdür. Kültür toplumsal süreçte bir toplumu başka uluslardan ayıran unsurdur. (CC-1)

Yabancı isimler yerine Türk isimleri kullanılabilirdi. (CC-8)

Fiyat yazımlarında yabancı ülkelerin para birimi kullanılmıştır. Bunun yerine “YTL” olabilirdi. (CC-8)

Bilim bir ulusun kültürüdür. (CC-2)

Mektup pulu İngiltere’de bulunmuştur. Bu İngilizlerin kültürüdür. (CC-4)

...Türkiye’ye ziyaret yapılmıştır. Oradan deri ceket alınmıştır. Burada Türk kültürü kullanılmaktadır. (CC-3)

Londra’nın kültürü kullanılmaktadır; Londra Kalesi, Hyde park, Buckingham Sarayı. Bu tarihi eserler o ülkenin mirasıdır, kültürüdür. (CC-4)

Bu parçada Ulusal park ve önemi anlatılmaktadır....Amerika’da bulunur. Bu o ulusun kültürüdür. (CC-5)

Bu parçada (ulusal park yerine) Ayasofya, Topkapı Sarayı, Sultanahmet Camii anlatılırsa Türk kültürü oluşurdu. (CC-8)

Türkiye haritası verilmiştir. (CC-3)

Galileo Galilei’nin buluşları anlatılmıştır. Bunu kültürel bir değeri vardır. (CC-7)

Bunu yerine Türk bilim adamları da anlatılabilirdi. (CC-8)

Çırağan Sarayı Otel, Çırağan Sarayı ve eski demiryolu istasyonu tarihi ve bir sanat eseridir. Türk kültürü için önemlidir. (CC-3)

Atatürk’ün eğitime verdiği önem Türk kültürünün büyük parçasıdır. (CC-3)

23 Nisan çocuklara armağanıdır, hediyedir. Bu bir kültürdür. (CC-3)

Pompeii turistik volkanik dağdır. ..Bu parça kültürdür. (CC-7)

Bu parçada Türk sporcu (Naim Süleymanoğlu) anlatılmıştır. Bir Türk sporcunun hayatının anlatılması Türk kültürüdür. Bu olimpiyatlar sonucunda kazandığı madalyalar Türk kültürü olarak hatırlanacaktır. (CC-3)

Başka ülkelerin kültürlerini öğrenmek bizim için daha yararlı olacaktır. (CC-8)

6. SINEM

Bana göre Türk kültüründe çiftçilik büyük bir yer tutuyor. (CC-3)

Yabancılar akşam olunca kitap okur ya da tiyatroya gider. Türkler yani bizler eğer aklımıza gelirse kitap okur ve tiyatroya komedi varsa tiyatroya gideriz. (CC-7)

Biliyoruz ki Türkiye ve başka bölgedeki Türkler yabancılara göre daha daha kiloludur. (CC-7)

Çay bardağı, çay; bunlar Türk kültürünü daha çok ortaya koymuş. (CC-3)

İngiliz bir adamdan ve onun başarılarından bahsetmesi İngiliz kültürüne ait bir şey. (CC-4)

Ankara’nın plakası kültürün ortaya koyduğu birşey. (CC-3)

Kuyu, çeşme, köylerde kullanılan el lambaları Türk kültürüne ait bir şey. (CC-3)

Türk kültüründen bahsetmiştir çünkü Atatürk Türklere aittir. (CC-3)

2. ve 3. Resimlerde el işlerini göstermekte. Bana biraz Türk kültürünü yansıttı. (CC-3)

Naim Süleymanoğlu ve Naim Süleymanoğlu Türk kültürüne ait bence. (CC-3)

Bazı yerlerde Türk kültüre yer verilmiş, daha da güzel olmuş. Yabancı kültüre yer verilmesi güzel olmuş çünkü diğer birinin kültürünü öğrenmek güzel olur. (CC-8)

7. ABDUSSAMED

Kültür insanlığın biyolojik olarak değil de sosyal olarak uşaktan kuşağa aktardığı maddi ve manevi olmayan ürünler bütünüdür. Aslında kültür tarihte yaşamış ve günümüzde yaşamayan insanların eseridir. Çünkü insanlar hem kültürü oluştururlar hem de kültürden etkilenirler. (CC-1)

Çay bardağı resmi Türk kültürünün bir örneği ... (CC-3)

Çay fincanları da İngiliz kültürünün bir örneğidir. (CC-4)

İngiliz kültürü olarak ...tarafından bulunan ilk zarf ve 1840 yılında İngiltere’de kullanılan ilk pul gösterilmiştir. (CC-4)

Amerikan kültürü için Columbus tarafından Amerika’nın keşfedilmesi ve Wright kardeşler tarafından ilk uçağın yapılması gösterilmiştir. (CC-5)

Bence burada Türk kültürüne yer verilmesi gerekirdi. Örneğin Fatih Sultan Mehmet'i veya çeşitli kültür ve medeniyetlere kapılarını açmış olan Ayasofya müzesine yer verilebilirdi. (CC-8)

Buradaki resimler İngiltere'nin çeşitli yerleridir. Ben burada İngiliz kültüründen başka bir kültür göremedim. (CC-4)

Buckingham sarayının töreni yerine mehteran takımının geçişinden bir görüntü verilebilirdi. (CC-8)

Uluslararası bir parktan (yellowstone) bahsediliyor. Amerikan kültüründen örnek verilmiş. (CC-5)

Türk örf ve adetlerinde kullanılan bir tencere resmi olduğu ve ayrıca bal kutusunun üzerinde İngilizce karşılığı olan "honey" kelimesinin yerine "bal" kelimesinin yazıldığı dikkat çekiyor. Bu da Türk kültürü için örnek temsil ediyor. (CC-3)

Türkiye'deki değişik yerlerin fotoğrafları verilmiştir. Türk kültürünün göstergesidir. (CC-3)

Atatürk'ün eğitime verdiği önem belirtilmiş. Türk kültürü açısından önem teşkil etmektedir. (CC-3)

23 Nisan Çocuk Bayramından bahsedilmiş. Türk kültürü söz konusudur. (CC-3)

Türk kültürüne ait olan zeybek oyunundan bir görüntü vardır. (CC-3)

Türk yemeklerinden olan şişkebab, içli köfte, dürüm, çiğ köfte gibi yemeklerin fotoğrafları da örnek olarak koyulmuştur. (CC-3)

Eski Türk oyunlarından olan tavla oyununun fotoğrafı bulunmaktadır. (CC-3)

Türk haltercimiz Naim Süleymanoğlu hakkında bilgi verilmiştir. (CC-3)

Nasrettin Hoca Türk kültür ve medeniyetinin en önemli bilgelerindendir. (CC-3)

8. GİZEM

Bu bölümde zarf, pul, Amerika kıtasının keşfi ve uçağın yapımı gösterilmiştir. Bu ülkelerin arasında kültürel bir etkileşim olduğunun göstergesidir...Bu bölümde gösterilmiş bütün önemli buluşları Batı ve Amerikan kültürüne ait olduğunu gösteriyor. (CC-5)

İngiltere'nin önemli yerleri gösterilmiştir. (Tower of London, Hyde park, British museum, Buckingham Palace). Bu yerler İngiliz kültürüne aittir. (CC-4)

Çırağan Sarayı Otel, Çırağan Sarayı ve eski tren istasyonu , ankara'daki Opera evi gösterilmiştir. Bu yerler Türk kültürüne aittir. (CC-3)

Çocuklara verilen önem Türk kültürünün önemli bir parçasıdır. (CC-3)

Bu bölümde Türkiye'den söz edilmiştir...Türkiye'nin doğal ve tarihi güzellikleri anlatılmıştır. Türk kültürünün en önemli özelliklerinden olan yemeklerinden bazıları gösterilmiştir. (CC-3)

Türkiye'nin doğal ve tarihi güzelliklerinin tanıtılmış olması çok güzel çünkü kendi tarihimizi öğrenmemize yardımcı olur. (CC-8)

9. EMİN

Bence kültür bir topluluğun yaşam tarzıdır. O toplumun yedikleri, içtikleri, giydikleri ya da tavır ve davranışları gibi aklımıza gelen herşey bir kültür göstergesidir. (CC-1)

Kültür aynı zamanda bir toplumun gelişmişlik düzeyinin de göstergesidir. (CC-2)

Kültürün devamlı değişen bir olgu olduğunu da atalarımıza baktığımızda anlıyoruz. (CC-2)

Bu sayfada bulunan kraliçe bana biraz İngiliz kültürünü andırdı. Çünkü kraliçe İngilizlerin bir geleneğidir. (CC-4)

Bu sayfada yine İngiltere'den bir görüntü göze hoş geliyor fakat hep İngiltere'den alıntılar yapılmış keşke biraz da başka ülkelerin kültürleri ile ilgili örnek verseydi daha hoş olurdu diye düşünüyorum. (ASLINDA BU BAHSETTİĞİ GÖRÜNTÜ AMERİKA'DAN) (CC-8)

Bu sayfada ünlü Uluslararası Sarıtaş (Yellowstone) Parkı anlatılmış. Bu park Amerikan kültürüne aittir. (CC-5)

Kitabımızda Amerikan kültürünün de olması kitabımızın çeşitli kültürlerle yer verdiğinin bir kanıtıdır. Bu nedenle bu sayfanın konulması güzel olmuş. (CC-5)

Bu sayfalarda Türkiye haritasının konulmuş olması Türk kültürünü kısmen yansıtmış bulunmaktadır. (CC-3)

Bu kitap bize yani Türk çocuklarına okutulduğuna göre daha çok Türk kültürünün anlatılmasının daha yararlı olacağı inancındayım. (CC-8)

Bu sayfada da Türk kültürüne ait örneklere rastlarız, bunlardan birincisi çay. Bir de çay bardağı ,ince belli olan da Türklerdir. (CC-3)

Bir ülkenin mimarisi o ülkenin kültürünü en iyi anlatan eserlerdir. Bunu yanısıra ülkenin bilimadamları da o ülkenin kültürünü yansıtır. Bu sayfada bir İtalyan bilimadamı (Galileo) ve mimari eserleri verilmiş. (CC-7)

Bu sayfa bize İtalyan kültürünü anlattığı için güzel olmuş. (CC-8)

Ülkemizin mimari eserleri verilmiş, ülkemizin kültürü yansıtılmaya çalışılmış. (Çırağan Sarayı Otel, Çırağan Sarayı ve eski demiryolu istasyonu) (CC-3)

Ülkemizin kültürünü anlattığı için güzel olmuş. (CC-8)

Patara plajı Antalya Kaş ilçesi sınırları içerisinde....bu sayfa bize kendi kültürümüzü anlattığı için güzel olmuş. (CC-8)

Anıtkabir'in yer alması Türk mimari kültürünü de gözler önüne sermiştir ve bunlar Türk kültürünü anlattığı için bize gurur veren bir sayfa olmuştur. (CC-8)

Bir ülkenin kültürünü en iyi sergileyen kültür araçlarından biri de halk oyunlarıdır ve Halk oyunları resminin kitabımıza konulması uygun olmuştur. (Türk kültürünü yansıttığını düşünmüş.) (CC-3) (CC-8)

Pompeii şehri o gün Vezüv yanardağının gazabına uğramıştı.....bu şekilde İtalya'yı ve onun coğrafi yapısını anlamış oluyoruz. (CC-7) (CC-8)

Bir ülkenin kültürünü anlatan en önemli araçlardan biri de o ülkenin yemekleridir. Bu sayfada da Türk mutfağından bazı yemeklere yer verilmiştir. (CC-3)

Bu sayfa İngiliz mimarisi ile ilgili bilgi kazanmamıza yardımcı olduğu için güzel bir sayfa olmuştur. (CC-8)

Bir ülkenin kültürünü en iyi anlatan kültürel araçlardan biri de spordur. Naim Süleymanoğlu'na yer verilmesi çok hoş. (CC-8)

Nasrettin Hoca her zaman bizim kültürümüzü yansıtan bir birey olmuştur. (CC-3)

Kitap benim gördüğüm kadarıyla birçok kültüre yer vermiştir. Bu özelliği çok güzel, her konudan az çok bilgi ediniyoruz. (CC-8)

10. EMİNE

Bana göre kültür her ülkeye göre değişir. (CC-2)

Bizim kültürümüzde çay küçük çay bardaklarında içilir. Yabancı ülkelerde ise büyük fincanlarda içilir. (CC-6)

Tower of London, Hyde park, British museum, Buckingham Palace). Bu yerler yabancı kültüre aittir. (CC-6)

Çırağan Sarayı Otel, Çırağan Sarayı ve eski demiryolu istasyonu ve Ankara'daki Opera Evi Türk kültüründe yer alır. (CC-3)

Ünite 12'de Türk kültürüne ait bazı halk oyunları resimleri var. (CC-3)

Burda Nasrettin Hoca'nın resimlerini vererek Türk kültürüne ait olduğunu anladım. (CC-3)

Bu resimdeki robotlar bana yabancı kültüre giriyor (gibi geldi). Çünkü daha çoğunlukla yabancı ülkeler bu tür robotlar yaptığı için yabancı kültüre ait olduğunu düşündüm. (CC-6)

Yabancı ülkeleri kültürel yönleriyle tanımak isterim. (CC-8)

11. EMİNCAN

İlk pul 1840 yılında İngiltere tarafından üretilmiştir. İngiltere kültürü. (CC-4)

İlk zarf İngiltere'de Sir James Ogilvie tarafından kullanılmıştır. İngiltere kültürü (CC-4)

Amerika Colombus tarafından 1492 yılında keşfedilmiştir. Amerika kültürü. (CC-5)

Uçak 1903'te U.S.A. 'da Wright kardeşler tarafından icat edilmiştir. Amerika kültürü. (CC-5)

Amerika'nın ilk ulusal parkı Sarıtaş parkının özelliklerini öğrenmek güzel. (CC-5)

Londra Kulesi, Hyde Park, İngiliz Müzesi, Buckingham Sarayı. Bu 4 yer İngiliz kültürünü yansıtır. Çünkü İngiltere'nin en önemli kültür merkezlerindendir. (CC-4)

Böyle merkezlerin resimlerle gösterilmesi çok güzel ancak yeterli bilgi verilmemiştir. (CC-8)

İtalya'nın kültürel öğelerinden biri olan Pisa kulesinin yapımı...Pisa kulesi İtalyan kültürüdür çünkü İtalya'da bulunmaktadır. (CC-7)

Çırağan Sarayı Otel, Çırağan Sarayı ve eski demiryolu istasyonu gibi Türkiye'nin kültürel öğelerini İngilizce kitabında görmek güzel, bu kadar kısıtlı olması kötü. (CC-3) (CC-8)

İtalya'da Vezüv yanardağı...2000 kişinin ölümüne sebep oldu. (CC-7)

12. AYBİKE

Bana göre kültür insanın atalarından gelen, atalarından devraldığı, düşünce, dil, din, kurallar vb.dir. (CC-1)

Tarihi eserlerimiz, şiirlerimiz bizim kültürümüzdür. (CC-2)

Otobüste çocuğun teyzeye yer vermesi gerekirken çocuk oturuyor. Bu kültür yabancı kültürü çünkü onlarda büyüklere saygı fazla yok. (CC-6)

Bu sayfada İngiltere'li iki kardeşin buluşuna yer verilmiştir. Yabancı kültürü. İki Türk kardeşin buluşu tanıtılabilir. (CC-4) (CC-8)

Bu sayfada bir kraliçe var. Burdaki kültür yabancı kültürü. Bir sultan olabilir. (CC-6)

Londra'daki kuleler, bir park, müze ve saraylar gösterilmiştir. Yabancı kültürüdür. Türkiye'den yerler olabilir. (CC-6) (CC-8)

Amerika'daki bir park tanıtılmış. Yabancı kültürü. Yurdumuzdan bir park olabilir. (CC-6)

Türkiye'nin haritası var. Türk kültürüdür. (CC-3)

Galileo'nun buluşu ve Galileo tanıtılmış. Yabancı kültürü. Türk bilimadamlarından olabilir. (CC-8)

Patara adında bir yer tanıtılmış; yabancı kültürü. (PATARA TÜRKİYE'DEDİR.) (CC-6)

Türk kültürü hakim olmuş. Ülkemizdeki saraylar, oteller, üniversiteler tanıtılmış. (CC-3)

Atamızın yaptığı işleri söylemiş. Türk kültürüdür. (CC-3)

İtalya'daki bir patlama var. Yabancı kültürü. (CC-6)
Atamızın yaptığı işleri söylemiş. Türk kültürüdür. (CC-3)
Bu sayfada Anders masalı var. Türk kültürüne ait bir masal olabilir. (CC-8)
Naim Süleymanoğlu; Türk kültürüne ait. (CC-3)
Nasrettin Hoca; tarihsel kültürümüzdür. (CC-3)
Okulun bayrağı Türk bayrağı. Türk kültürüne ait. (CC-3)

13. İZEL

Bence kültür toplumun birarada, birlikte kültür birliği oluşturmaktır. (CC-1)
Kültür denince benim aklıma ilk medeniyet geldi, medeniyet ise insanın ahlaklı dürüst filan olması. (CC-2)
Neden Türklerin yaşadığı yerler değil de başka yerlerden veriliyor? (CC-8)
Doktor resmi filan var, Türkiye'deki doktor odalarına benzetilmiş. (CC-3)
Bu ünite sırf Amerika'yı anlatmış, puldan tutun da uçağa kadar Amerika vardı. (CC-5)
Nedense hiç Türkiye'deki bir yer yoktu. (CC-8)
Bir tane şarkı öğrendik, o da zaten Londra'dan. (CC-4)
Prenses konulmuş, yanına da kedi; yani resmen İngiliz kültürü. (CC-4)
Öğrenci kitabımızda genellikle İngiliz kültürüne ağırlık verilmiş. (CC-8)
Okuma parçaları mesela bizim bildiğimiz kendi kültürümüzden olabilir, bizim İngilizce dersine karşı daha çok ilgi duymamızı sağlar çünkü biz öğrenciler bildiğimiz birşeyi daha çok severek yaparız. Bunun nedeni de bu konuda bilgilerimizin olması. (CC-8)
Genelde İngiliz ve Amerika kültürünü işleyen kitabımızdan çok memnun olduğumu söyleyemem. (CC-8)
Bir yandan iyi, başka kültürleri öğreniyoruz ama ben kendi kültürümü tercih ederim. (CC-8)

14. RÜMEYSA

Benim için kültür, kuşaktan kuşağa geçen, bir ulustaki insanların gelenek ve göreneklerinin toplamıdır. (CC-1)
Bence kültür dendiğinde o ulusun tarihini de tahmin edebiliriz. Çünkü kültür o ulusun tarihinde yaşanmış olaylardan etkilenecek meydana gelmiştir. (CC-2)
Kültür bir birikimdir, her birey önce ailesinden sonra çevresinden edindiği bir kültürün içinde yetişir. (CC-2)
Bizim kültürümüzü diğer kültürlerden ayıran bazı özellikler vardır. Bunlar; kına gecesi, sünnet, kız isteme, imam nikahı, hamam, sıra gecesi, yağlı güreş gibi. (CC-3)
Geleneksel kültür türkülerimizde, ninnilerimizde, manilerimizde, halk oyunlarında, atasözlerinde kısacası yaşamın her alanında yaygınlaşmıştır. (CC-2)
Bir de kitapta konularda falan bazı yabancı yerleri koyuyorlar. Bence bu da iyi. Neden dersiniz çünkü zaten kendi ülkemizdeki yerleri geziyoruz, biliyoruz. Diğer ülkelerden yerler koyduklarında oraları da görmüş oluyoruz. (CC-8)

15. NAGİHAN

Kültür bence bir kişinin yaşama biçimidir. Yaşamda uyması gereken kuralları kendi yaşamında uygulamasıdır. Bu yaşam biçimini diğer nesillere aktarmasıdır. (CC-1)
Kültür toplumun geçmişten günümüze gelen örf, adet, gelenek, göreneklerini yansıtır. (CC-2)
Bizim kültürümüzde yerde oturarak yemek yeme alışkanlığı vardır, diğer kültürlerde buna yer verilmemiştir. (CC-3)
İngiliz kültüründe piknik önemli bir yer tutarken bizim kültürümüzde de vardır. (CC-4)
Türk yemek kültürü çok gelişmiştir. Fakat diğer ülkelerin yemeklerinden de etkilenmiştir. Örneğin 10-20 sene öncesine kadar fastfood alışkanlığı görülmezken bugün ise birçok büyük şehirlerimizde fastfood alışkanlığı görülmektedir. (CC-3)
İngiltere'de çocukların okulla birlikte kampa gitmeleri sık rastlanan bir olayken Türkiye'de nadir olarak görülmektedir. (CC-4)
Bizim kültürümüzde öğrenciler ilk ve orta öğretimde tek kıyafet giyerken diğer ülkelerde serbest kıyafet giyebilmektedir. (CC-3)
Milli ve dini bayramların kutlanış biçimleri kültürle göre değişiklik gösterir. (CC-3)
Bizim kültürümüzdeki aile, iş, eğitim ve sanat hayatı diğer kültürlerde farklılık göstermektedir. (CC-2)
Bizim kültürümüzdeki köy hayatı ile Amerika'daki köy hayatı benzerlikler ve farklılıklar göstermektedir. (CC-2)
Ayrıca kartpostal, mektup gibi yazın şekilleri de kültürden kültüre farklılık göstermektedir. (CC-2)
Bizim kültürümüzde çocuklar evlenene kadar aileleriyle yaşamakta iken diğer kültürlerde belli bir yaşa gelmiş çocuk evden ayrılarak kendi başına yaşamını devam ettirmektedir. (CC-3)
Kişi isimleri Türk isimleri olmalıdır. (CC-8)

İngiliz para birimi yerine YTL kullanılmalıydı. (CC-8)

Bu bölümde Amerika'nın keşfinden bahsedilmiştir. Bence amerika'nın keşfi yerine İstanbul'un fethinden bahsedilmeliydi. (CC-8)

Türkiye'deki bir hayvanat bahçesi tanıtılmalıydı. (CC-8)

İngiltere'nin önemli yerleri yerine Türkiye'deki önemli yerlere yer verilmeliydi. (CC-8)

İtalya'daki yanardağ değil de Türkiye'deki bir yanardağ anlatılmalıydı. (CC-8)

Bu bölümde yer alan şiirde Londra yerine Ankara adı geçmeliydi. (CC-8)

Kitapta farklı kültürleri tanıtan metinler de bulunmaktadır. Bu sayede öğrenci birçok kültürü bir kitapta az da olsa tanıma fırsatı bulur. (CC-8)

Farklı kültürlerin sunulması öğrencilerin kültürel değerlerin farklı olabileceğini anlamalarına, farklı kültürlerden insanlar ile karşılaştıklarında önyargıyı durdurmalarına yardımcı olacak, onların farklı çevrelerden hayata bakmalarını sağlayacaktır. (CC-8)

16. AHSEN

Bence kültür bir insanın sahip olduğu değerlerden biridir. Yani insanların alışkanlıklarıdır. Örneğin bizler böcek yemeyiz...ama afrikada böcekleri çerez gibi çıtır çıtır yiyorlar. Çünkü onların yemek ve kültür anlayışları çok farklı ve onlar anne babalarından böyle görmüşler. (CC-1)

Yani bence kültür insanların anne babalarından kısacası büyüklerinden gördükleri davranış biçimleridir. (CC-1)

Kitabımızın diğer kültürlerden de olması bazen işime geliyor çünkü diğer kültürleri de öğrenmiş oluyoruz. (CC-8)

Ben "Alice, June" gibi isimler yerine Türk isimlerini tercih ederim. (CC-8)

Fiyatların YTL olarak yazılması gerekirdi. (CC-8)

Bence Türk bilimadamlarının bulduğu buluşları örnek verebilirlerdi. Kitabımızda Wright Brothers'ın felan örneği var. Ben kendi bilimadamlarımızdan örnekler isterdim. (CC-8)

Hyde Park'mış, British Museum'muş, bunlara hiç gerek yoktu. Bunların yerine Türk yerleri olabilirdi. (CC-8)

Arabaların direksiyonlarını sol tarafta çizmişler. Bu hoşuma gitti çünkü bu da bir Türk kültürüdür. (CC-3)

Ünite 10'u çokook beğendim çünkü örneklerdeki resimlerde hep Türkiye'den örnekler var. Ve bu çok güzel. (CC-8)

Tanıdığımız yerlerin resmini görünce 10. üniteyi daha isteyerek işleriz. (CC-8)

Bu ünite tamamen Türk kültürü ile hazırlanmış çünkü Atatürk'ün resimleri var. (CC-3)

Bu sayfada Türk yemek kültüründen çok güzel resimler var. Çiğ köfte, içli köfteden falan güzel resimler koymuşlar. (CC-3)

Bu ünite de bir mektup yazılmış ve İngiltere'ye gönderilmiş. Keşke Türkiye'ye gönderilseydi. (CC-8)

Bu sayfada bir kroki var. Dikkatimi çeken ve hoşuma da giden şey bu krokide cami resimleri olması. Bu ve bunun gibi şeyler Türk kültürüne örnektir. (CC-3) (CC-8)

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