

T.C.  
İSTANBUL AYDIN ÜNİVERSİTESİ  
SOSYAL BİLİMLER ENSTİTÜSÜ  
İNGİLİZ DİLİ VE EDEBİYATI ANABİLİM DALI  
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CULTURAL ITEMS IN READING TEXTS IN EFL CLASSES

Yüksek Lisans Tezi

İLKİN BAŞAR

İstanbul, 2011



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MÜDÜRLÜĞÜ'NE


Tez Onay Belgesi

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## **ABSTRACT**

The main purpose of this study was to reveal the inseparability of language and culture in foreign language learning. To prove this hypothesis, a survey was conducted on the literature related to culture teaching in EFL and on the ELT course books to see cultural items in the reading texts. For the analysis of cultural items in the course books, a criteria was prepared under the influence of Byram's (1993) course book evaluation criteria. Throughout the course book analysis, it was seen that the reading texts present culture but not well enough. Therefore, some suggestions are provided. In this respect, it can be said that a language teacher's decision to work on cultural items separately within a language classroom is crucial to make the language learning process complete.

**Keywords:** Culture, culture teaching, EFL (English as a Foreign Language), ELT (English Language Teaching).

## ÖZET

Bu çalışmanın temel amacı, yabancı dil öğretiminde dilin ve kültürün ayrılmaz olduğunu ortaya çıkarmaktır. Bu hipotezi kanıtlamak için, yabancı dil öğretimi anabilim dalında yazılan çeşitli kitap ve makaleler okunmuş ve ders kitaplarında yer alan okuma parçalarındaki kültürel öğeler analiz edilmiştir. Kitaplardaki bu analizi yapabilmek için, Byram'dan (1993) esinlenerek bir kriter hazırlanmıştır. Analiz süresince, kitaplardaki okuma parçalarında kültürün sunulduğu fakat yeterli ölçüde olmadığı görülmüştür. Bu sebeple, yabancı dil öğretmenleri için bazı öneriler sunulmuştur. Bu anlamda, kültürel öğeleri ayrı ayrı işlemenin yabancı dil öğretmenin kendi kararına kaldığı ve bu kararın dil öğretimini tam olarak sağlamak için büyük önem taşıdığı söylenebilir.

**Anahtar kelimeler:** Kültür, kültür öğretimi, EFL (İngilizce'nin yabancı dil olarak öğrenimi), ELT (İngilizce'nin yabancı dil olarak öğretimi).

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## INTRODUCTION

The purpose of this study is to do a survey on the cultural items found in reading texts of three ELT (English Language Teaching) books and to provide some suggestions to English Language teachers for culture teaching. The survey was done under the influence of Byram's (1993) criteria for textbook evaluation, which focuses on cultural content.

To make the second language learning process complete, cultural items need to be analyzed and taught by the language teachers in EFL classes. Language and culture are intertwined - they effect and reflect each other. Many linguists and sociolinguists such as Byram (1989), Kramsch(1998), and Brown(2007) have studied the relationship of culture and language and claim the two are inseparable. To understand the target language, learners need to study the culture of that language. For instance, to understand John Milton's epic poem "Paradise Lost", students need to read the Bible and various works of Greek Mythology. This is not unique to John Milton, most of the literary texts are like this. To understand Post-colonial authors and their literature, students need to read the history of colonization and the religious and social contexts of the colonized countries. These are just a few advanced level examples to demonstrate how studying culture expands the learners' knowledge in order to understand the reading texts in a foreign language.

In the main course books, reading texts are generally used to teach vocabulary and grammar. Cultural items tend to be ignored due to an intensive syllabus. Comprehension of a text written in a foreign language helps learners to understand the culture in which the text was produced. Therefore, reading in the target language inevitably throws open the door to a new culture for the learners of that language and reawakens the learners' interest in the reading process. Cultural interaction often increases the tension in a classroom as the different thoughts and beliefs of the learners

emerge and teachers have the opportunity to witness the learners' linguistic performance. In EFL classes, reading texts can be used as a valuable source of cultural items. Working on cultural elements allows students to enjoy the reading since they have the opportunity to understand another culture and express their own opinions and feelings. They discover that English is a living language with its own enormous culture. Cultural interaction highly motivates the learners toward the target language as they compare and contrast their own culture with the target one, and cultural awareness inspires self confidence in learning. To this respect, the cultural content of EFL (English as a Foreign Language) lessons plays an eminent role in language learning. Thus, it can be claimed that learning a foreign language means, learning a foreign culture as well.

In this study, it was hypothesized that without teaching the culture, one can not teach a foreign language. It is only possible to use a language properly by being familiar with the target culture, otherwise it does not make any sense. While learning the target culture, learners get the chance to discover similarities and differences between the new culture they are studying and their own culture. They compare and contrast their own culture with the target one. The increased awareness of other cultures helps develop the social and linguistic competence of the students and inspires self awareness of their own culture. Therefore, integrating culture into EFL reading texts is very important, as it helps learners understand the usage of the foreign language.

In this study, a survey is conducted to see cultural items in the reading texts of three ELT main course books. The questions were prepared under the influence of Byram's (1993) course book evaluation criteria which focuses on cultural content. Then, the following questions were asked while analyzing the cultural elements in the reading texts.

1. Does the reading text depict belief?
2. Does the reading text display behavior?
3. Are the socialization and the life cycle of the foreign culture presented in the reading text?
4. Are stereotype and national identity of the foreign culture presented in the reading text?

According to the findings of the survey, it was evident that the reading texts present cultural items and some of them are mentioned in the teachers' books. Responsibility falls on the teacher to deal with the target culture and work on the cultural items separately. Therefore, we believe this study will be a guide for the ELT teachers on how to teach culture.

## **CHAPTER I**

### **1.LITERATURE REVIEW**

#### **1.1.Culture**

Culture is believed to be one of the most complicated words in English, it has manifold definitions. One in the Collins Cobuild English Language Dictionary states that “ culture or a culture consists of the ideas, customs, and art that are produced or shared by a particular society” (Collins Cobuild English Language Dictionary, 1987).

The definition of culture has also been attempted by a number of scholars. Brown (2007, p.188) states, “Culture is a way of life. It is the context within which we exist, think, feel, and relate to others. It is the “glue” that binds a group of people together.”

Storti (1989, p.14) says, “Culture, is a system of beliefs and values shared by a particular group of people, is an abstraction which can be appreciated intellectually, but it is behavior, the principal manifestation and the most significant consequence of culture, that we actually experience.”

Kramsch (1998, p.6) elaborates “Culture both liberates people from oblivion, anonymity, and the randomness of nature, and constrains them by imposing on them a structure and principles of selection.”

#### **1.2.Language and Culture**

In literature, scholars believe language and culture are strongly bounded and inseparable. The inseparability of language and culture is mentioned by Edward Sapir (1929/1949, p.162) as follows:

Human beings do not live in the objective world alone, nor alone in the world of social activity as ordinarily understood, but are very much at the mercy of the particular language which has become the medium of expression for their society. It is quite an illusion to imagine that one adjusts to reality essentially without the use of language and that language is merely an incidental means of solving specific problems of communication or reflection. The fact of the matter is the “real world” is to a large extent unconsciously built up on the language habits of the group. No two languages are ever sufficiently similar to be considered as representing the same social reality. The worlds in which different societies lie are distinct worlds, not merely the same world with different labels attached.

Here, it is understood that culture plays a crucial role in shaping the languages.

Brown (2007, p.189) also says “A language is a part of a culture, and a culture is a part of a language; the two are intricately interwoven so that one can not separate the two without losing the significance of either language or culture.”

Kramersch (1998, p.3) states that the relationship of language and culture is tangled up in various and complicated ways. Words people utter reflect their attitudes, beliefs, points of view and also refer to common experience. Thus, cultural reality is expressed by language. Alternatively, people not only express experience through language but also create experience using the language. The way people use the written, spoken or visual mediums such as gestures, facial expressions and tone of voice all have meaning for the group of people who use them. Thus, through verbal and non-verbal aspects, cultural reality is embodied by language. Lastly, people identify themselves and others by the way they use language; they see their language as a symbol of identity, thus cultural reality is symbolized by language.

### **1.3.Importance of learning culture in language classes**

Kramersch (1998, p.8) points out that “Language is not a culture-free code, distinct from the way people think and behave, but, rather, it plays a major role in the perpetuation of culture, particularly in its printed form.”

Chastain (1976, p. 302) states that culture is defined as the way people live - in the anthropological sense. Based on this definition, Chastain (1976, p.302) suggests the following list, which can be used as a possible categorization of cultural themes and new topics can certainly be added:

family, home, meeting personal needs, eating, social interaction, education, leisure activities, courtship and marriage, money, earning a living, economic system, politics, contemporary scene, religion, vacations, travel, daily routines, pets, the press, holidays, transportation, language, ecology, population, crime, humor, death, clothing, geography, correspondence, services (e.g., medical, postal, banking, police), health and welfare, commonly known history, retirement, good manners, courtesy phrases, and nonverbal communication.

Lewis (1999, p.213-214) claims that customs and traditions handed down from generation to generation, literature written over long period of time, architecture, traditional ceremonies, art, music and movies from the past and present, family relations, societies' values and communities' shared sense of humor can be thought as aspects of culture that can be taught in a language class. The list can be extended by taking other important cultural artifacts into consideration.

As can be seen in the lists above, studying culture widens learners' general knowledge of the world in regards to many different subjects. Therefore, it can be said that culture in EFL classes needs to be studied to make the language learning process complete.

Harklau (1999, p.109) states that "Language is inextricably bound up with culture. Cultural values are both reflected by and carried through language. It is perhaps inevitable, then, that representation of culture implicitly and explicitly enters into second language teaching."

According to Chastain (1976, p.298-299), the first reason for learning culture in a language class is that language and culture are strongly bounded to each other. Language is there to express meaning; but without culture meaning can not be determined. Another important reason to teach culture in a second language class is



intercultural understanding itself. In the modern world, one of the basic goals of education is the achievement of some level of international understanding. Realizing the differences between various cultures is equally important in second-language studies. Another reason to include culture is the students themselves. They are usually quite curious about the people speak the target language they are studying; and want to learn what they are like and how they live. Also, as most of the students are very young and often only possess limited knowledge about their own culture. Learning culture can not only raise awareness about the society bound up in the target culture, but a student's own society as well. Culture learning is just as global and natural as language learning. Students become more aware of their own culture while becoming knowledgeable about the target culture.

Lewis (1999, p.214) suggests some similar reasons for learners to study the culture of the target language. One reason is *interest*. Learning about the way people live makes the learning process more interesting. Another reason is *usefulness*. It is better to know how to behave while talking, otherwise certain things will not make sense. One of the greatest things about learning a different culture is that one learns new things every day. This develops an awareness where one is better able to recognize the similarities and differences between people who speak different languages. Ways of thinking are strongly bound up with language. Language is a reflection of culture.

Because culture and language are inseparable, culture should be incorporated into language teaching. A language can not be learned without an understanding of its cultural context. Kramersch (1993, p.1) states that:

Culture in language learning is not an expendable fifth skill, tacked on, so to speak, to the teaching of speaking, listening, reading and writing. It is always in the background, right from day one, ready to unsettle the good language learners when they expect it least, making evident the limitations of their hard won communicative competence, challenging their ability to make sense of the world around them.

Hinkel (2001, p. 456) claims that language teachers devote most of their time and energy to teaching linguistic skills of the target language. However, learning only

linguistic skills may not be enough for learners to achieve their goals. As language use also reflects the culture of the people. Therefore, learning a target culture by reading, writing, listening, and speaking is a better way for learners to make connections between language and culture.

#### **1.4.Culture and Literature**

Lewis (1999, p.197) gives three reasons why literature is valuable for foreign language learners: 1) Literature improves a learners' language, provided the texts are chosen according to the learners' level. 2) Literature is a source of information. In the texts, are messages to be decoded by readers. 3) Literature is entertainment. It is like watching a play or listening to a concert.

According to Lazar (1993, p.16-17), studying literary texts written by authors from many different cultures in English within and EFL class is a good way for learners to become familiar with the culture of the target language, as well as other cultures. Reading literature in English encourages students to become aware of the social, historical and political background of the target and other cultures.

Therefore, different genres of literary texts can be used as a source of cultural items within language classes.

#### **1.5.Reading**

##### **1.5.1.Reading in the foreign language classroom**

Williams (1996, p.2- 3) states that reading is the process where someone looks and understands what has been written. Understanding is the key word here, as reading aloud without understanding does not mean reading. According to Chastian (1976, p216), "reading is a process involving the activation of relevant knowledge and related language skills to accomplish an exchange of information from one person to another." Gebhard (2006, p.194) offers a similar definition: "Reading includes discovering meaning in print and script, within a social context, through bottom-up and top-down processing, and use of strategies and skills."

According to Williams (1996, p.13) language teachers want students to read in the target language because it makes them more familiar with the language being learned. It also forces them to use it in writing, makes them learn how to comprehend texts in a sensible way and gives them the opportunity to find enjoyment through reading.

Hedge's (2000, p.205) goals for the reading classroom can be listed as follows:

- To be able to read a range of texts in English
- To adapt reading style according to range of purposes and apply different strategies (e.g. skimming, scanning) as appropriate
- To build knowledge of language (e.g. vocabulary, structure) which will facilitate development of greater reading ability,
- To build schematic knowledge in order to interpret texts meaningfully
- To develop awareness of the structure of written texts in English and to be able to make use of, e.g., rhetorical structure, discourse features, and cohesive devices in comprehending texts
- To take a critical stance to the content of texts.

### **1.5.2. Reading activities in second language classes**

Williams (1996, p.12) lists the following styles of reading as involuntary, rapid, intensive, and extensive. Rapid reading is for acquiring general information about the text (skimming) and information from the text (scanning). The reason for intensive reading is to get information from the text. With extensive reading the goal is pleasure, or satisfying one's curiosity or interest.

Therefore, intensive reading plays a crucial role for developing culture in a language class. Bringing culture into the class is seen one of the roles of intensive reading.

Gebhard (2006, p.198-294) states that skimming, scanning, reading for thorough comprehension, reading critically and reading extensively are all skills that students can develop within a language classes. Readers skim to get the general idea of the reading text, to decide whether or not they need to read more. Scanning is sort of quick reading, browsing to locate sought information. Thorough comprehension is when learners read to understand the whole meaning of a text in its entirety - common in academic studies where total understanding is needed. Critical reading is where learners need to evaluate a text and make judgements about. Reading extensively is reading broadly and according to the interests of the reader. The main aim of extensive reading is to develop a learner's reading skills by various materials that can be understood easily and enjoyed. The teacher's main duty is to assist learners in choosing the appropriate materials. As a part of the extensive reading process, learners can be asked several questions about the material that have read, such as asking if they liked or could recommend it.

According to Hedge (2000, p.202-203), characterizing extensive reading may include the following: reading lots of varied materials, reading regularly, reading longer texts, reading for general meaning and especially for pleasure and curiosity, reading longer texts during the class and continuing the reading individually at home. Comparing extensive and intensive reading, one can see that intensive reading activity includes the close study of the reading texts within a language class with the aim of training a learner's reading skills. However, these texts are normally no longer than a page. Extensive reading, alternatively, allows a learner to practice their reading skills and enhance different kinds of knowledge with varied materials at a more independent level.

### **1.5.3. Selecting reading texts**

Hedge (2000, p.206) says the concerns of learners need to be taken into consideration while selecting the texts to be read, with the aim getting them highly motivated towards reading. If there is freedom for language teachers to choose the texts, the key factor to consider is the interest of the learners. The variety of the topics, length

of the text, rhetorical organization (i.e. review or description) and reading purpose are also important while choosing texts for learners.

## **1.6.Textbooks**

### **1.6.1.Textbook selection**

Hedge (2000, p.357) gives the following two stages of evaluating the relevance of a textbook for a group of learners: 1) Deciding if the content of the book supports its own aims; 2) Deciding if the materials are appropriate and effective for learners to acquire English.

According to Wala (2003, p.59-60), another way of looking at a course book is to see whether it addresses the teachers' needs, the learners' needs, the syllabus outcomes/guidelines, the publisher's needs, and the writer's needs. The language in the coursebook also needs to be considered. The way the texts, tasks, and the other features of the course book are organized to create meaning also needs to be taken into consideration. The course book creates and conveys meaning. What the text book is saying about the teacher, the learner, itself, English and learning English is important.

### **1.6.2.Textbook and cultural content**

Cortazzi and Jin (1999, p.199-200) state that the quality of a textbook's cultural context plays an important role in language classes. A textbook can play the role of: a teacher, a map, a resource, a trainer, an authority, a de-skinner, and an ideology. ELT textbooks can be seen as a teacher because they include materials that ready to teach students about the target culture. They are maps in that they show the teachers what is to be covered in language lessons in regards to linguistic and cultural items. They can be used as a resource because they include an appropriate set of materials and activities for the language class. With the help of the teacher's guidebooks and the explanations in them, the textbooks are also trainers for an untrained or inexperienced teacher. Teachers can learn many things in the teacher's guidebooks. Textbooks are an authority in that they are written by the people who are experts. The textbook can become a de-skinner in that they use a creative approach to use materials. Lastly, a textbook can be seen as an

ideology as it has a certain cultural perspective and indirectly affects the learners and teachers.

Cortazzi and Jin (1999, p. 218, 219) also point out that EFL textbooks not only reflect the target culture, but other cultures as well. Therefore, intercultural competence needs to be focused in language classes. It widens a learner's awareness of other cultures.

### **1.7.Suggestions given by scholars for teaching culture and reading**

a) Kramsch (1993, p.216) states that “Besides trying to understand the foreign culture on its own terms, learners have to be aware of their own cultural myths and realities that ease or impede their understanding of the foreign imagination.”

Gebhard (2000, p. 131-132) points out that providing learners opportunity to realize their own culture helps them to understand other cultures. If learners know about their own values and behaviors, they can understand other people easier.

Therefore, a comparison of the cultures could be beneficial.

b) Finocchiaro (1989, p131-133) provides other ways by which culture can be integrated into the language classroom:

Using excerpts from newspapers and magazines, or maps and posters of the English-speaking countries could be displayed on a bulletin board. Parts of the class may be labeled in English. A case displaying objects related to English, such as stamp collection, money or costumes could be supplied. A library corner could be supplied, stocked with books and magazines in English and according to the levels and interests of the students. Also, a collection of folk song or contemporary music albums could be offered to the learners for frequent use. All of these techniques could reflect the culture of the English speaking world. Also, using maps showing historical locations or places of interest, trips to English-speaking countries, food menus, house plans, games, calendars, filmstrips, English newspapers, a book exhibitions, reading a play, or original skits, scrapbooks and other documents is beneficial in teaching culture. They can also

be used for class reporting and discussion. Festivals, assembly programs or songs and dances are good ways to study and experience English culture. Audiovisual equipment and the language labs could be used to screen movies or short films about the culture in various English-speaking countries. They could also be used for listening to descriptions of museums, news interviews, and listening to recitals and readings by contemporary writers. Literary masterpieces could be studied, as they are great reflections of a society's values, traditions and beliefs. The correlation with other areas, like the music or social studies department, should be supported between English departments. Various speeches from famous figures on cultural subjects could be supplied in the classroom. After the learner's writing skills develop, a pen pal project could be encouraged. Short lectures given in the target language could be given by science, art and social studies teachers, followed by oral activities in English about these lectures could be done in the class. And a 20 minute illustrated lecture could be given in English on any cultural subject, followed by a summary and questions.

c) Chastain ( 1976, p. 313-315) points out that studying culture is not limited to the classroom, but can also be developed outside of classroom by various kinds of activities under the supervision of the teachers. If the class wants to focus on a specific area, a study could be planned to search about this particular place. Interviewing native speakers of the target culture could be another way to provide cultural information. Encouraging students to have pen pals is an exciting way for learners to discover the target culture and language. The most interesting and informative letters could be shared in the class to spread the cultural knowledge gained by this activity. To increase a student's interest in the second culture, tour groups from abroad could be welcomed into the class to give learners the chance to interact with representatives of the culture they are studying. Other native speakers could also be invited into the language classrooms. Bringing the students to restaurants that serve food from different cultures provides an opportunity to taste the target culture's cuisine. Summer camps, student exchange programs, language festivals and the screening of travelogue films could also be done out of the class.

d) Lazar (1993, p.65-70) argues that learners might encounter some cultural difficulties while reading literary texts in language classes. To overcome this, Lazar suggests the following techniques: “personalizing, providing explanations/glosses, asking students to infer cultural information, making cultural comparisons, making associations, providing cultural background information as reading/listening comprehension and extension activities.”

e) Lewis (1999, p.214-217) also points out that learners may encounter problems that could lead them to cultural misunderstandings, such as the formulation of stereotypes based on information given in a textbook. Textbooks can be seen as reflection of the target culture, but we can not expect a whole nation to act, speak or dress like the characters within the books. Limiting culture to one country is another problem. We need to remember just how many different people speak the target language, as the countries who share the same native language may have different cultural backgrounds. Ethnic minorities should be taken into account as well. Due to the history of colonization, the differences between people in the same country are reflected in the ways they use the language. A superficial view of the new culture can occur in the early stages of learning the target language due to the learner’s insufficient knowledge of the target language. Learners often tend to only see the superficial aspects of the target culture. For example, learners often tend to glorify the new culture. This can serve as motivation during the learning process but can also lead students to frustration when they actually visit the country they are studying. Seeing a culture as static is also a problem as every generation brings new changes to the culture, especially in the modern world. Blaming a certain misunderstanding on cultural differences is another problem. Just as people of the same group or culture argue from time to time, the same thing happens between people of different cultures. Cultural differences, therefore, can not always be seen as the reason for problems in communication.

f) Tierney and Pearson (1985, p.14-17) suggest the following for language instructors who teach reading classes: Checking a student’s background knowledge of the subject and genre of a text before they read it, encouraging them to reread, giving students the chance to evaluate their own and others’ ideas, helping them recognize how



their background knowledge and past experiences influence their understanding of the reading texts, helping students develop their reading skills, and offering different kinds of activities, helping them to organize story maps for the texts they read, discussing the authors' purpose in writing a particular text, and facilitating links between a learner's reading and writing.

g) To overcome the difficulties of the students' limited vocabulary or lack of enjoyment during a reading class, Lewis (1999, p.184, 185) provides the following suggestions. First, reading with a dictionary and looking up every new word is not good as it prevents the learners from using their prediction skill. Words often have many meanings, which are often given by the context. Second, to make reading enjoyable, the reading should be done at an appropriate level. Reading should be distributed according to the level of the learner. Also materials that provide a glossary are a good way to help with new vocabulary. Making it a group activity with friends and having group discussions afterwards is another way to make reading enjoyable. Finally, reading the texts in one's own language can be another way to make reading enjoyable.

## **CHAPTER II**

### **2.THE STUDY**

#### **2.1.Aim of the study**

The aim of this study is to evaluate the cultural items given in reading texts presented in three ELT books used in an ELT programme at the tertiary level.

In this study, it is hypothesized that without teaching the culture, one can not teach a foreign language, and the following research question was put forward:

To what extend do the EFL course books display the target culture?

#### **2.2.Method of the study**

In this study, a descriptive and illuminative approach was taken as the research model. First, a survey was conducted on literature related to culture teaching in EFL. Second, a cultural evaluation criteria based on Byram's (1993) course book evaluation was prepared and used for the evaluation of cultural items presented in three EFL course books used in a tertiary level ELT programme.

The evaluation of cultural items was done in 5 steps:

1. Forming the criteria of culture analysis of reading texts in EFL textbooks
2. Books selection
3. Selection of reading texts presented in the books
4. Analysis of cultural items in the reading texts
5. Evaluation

### **2.2.1. Forming the criteria of culture analysis in reading texts in EFL textbooks**

The presentation of culture comes in various forms in textbook reading texts. Therefore, while analyzing the cultural content found in EFL reading texts, the following criteria can be used:

**Table 1. Criteria for textbook evaluation focus on cultural content:**

<b>Item</b>	<b>Definition</b>
- Belief	Moral and religious beliefs
- Behavior	Daily routines
- Socialization and the life cycle	Families, schools, and employment
- Stereotypes and national identity	What is typical in the target culture; symbols of national stereotypes

Adapted from Byram (1993)

### **2.2.2. Books selection**

Three ELT books used in a tertiary level ELT programme were selected for the evaluation of cultural items. A1/A2-B1 levels were chosen on purpose in order to discover whether these levels included cultural items in their reading texts. In this respect, reading texts in three main course books were analyzed.

### **2.2.3. Reading texts selection**

The first course book, (level A1/A2), consisted of 9 files and included 31 reading texts. The second textbook, (level B1), consisted of 10 units and included 28 reading texts. The third course book, (level B1), had 12 units and included 26 reading texts. 50% of the reading texts from each course book were chosen by the author of this study to ensure the study was reliable. The texts were chosen randomly and ordered according to their sequence of appearance in the course books.

#### 2.2.4. Analysis of cultural elements in reading texts

The analysis of the EFL course book reading texts was done according to the criteria adapted from Byram(1993).The following tables list the cultural elements in the reading texts.

**Table 2. Belief**

<b>Cultural Items</b>	<b>in Book 1</b>	<b>in Book 2</b>	<b>in Book 3</b>
Belief	Text 1: no Text 2: no Text 3: yes Text 4: no Text 5: no Text 6: no Text 7: no Text 8: no Text 9: no Text 10: yes Text 11: no Text 12: no Text 13: yes Text 14: no Text 15: no Text 16: no	Text 1: no Text 2: yes Text 3: no Text 4: no Text 5: no Text 6: no Text 7: no Text 8: yes Text 9: no Text 10: no Text 11: no Text 12: no Text 13: yes Text 14: yes	Text 1: no Text 2: no Text 3: no Text 4: no Text 5: no Text 6: no Text 7: no Text 8: yes Text 9: no Text 10: no Text 11: no Text 12: no Text 13: no

**Table 3.Behavior**

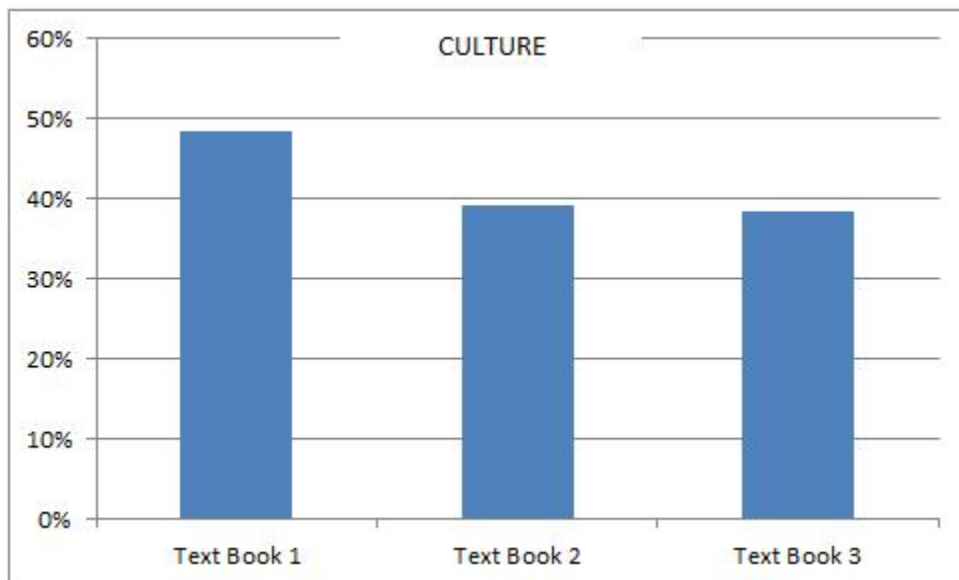
<b>Cultural Items</b>	<b>in Book 1</b>	<b>in Book 2</b>	<b>in Book 3</b>
Behavior	Text 1: yes Text 2: yes Text 3: yes Text 4: yes Text 5: yes Text 6: yes Text 7: no Text 8: yes Text 9: yes Text 10: no Text 11: no Text 12: yes Text 13: yes Text 14: yes Text 15: yes Text 16: yes	Text 1: yes Text 2: yes Text 3: no Text 4: yes Text 5: yes Text 6: yes Text 7: yes Text 8: yes Text 9: yes Text 10: yes Text 11: no Text 12: yes Text 13: yes Text 14: yes	Text 1: yes Text 2: yes Text 3: no Text 4: yes Text 5: yes Text 6: no Text 7: yes Text 8: yes Text 9: no Text 10: no Text 11: no Text 12: no Text 13: no

**Table 4.Socialization and the life cycle**

<b>Cultural Items</b>	<b>In book 1</b>	<b>In book 2</b>	<b>In book 3</b>
Socialization and the life cycle	Text 1: yes Text 2: yes Text 3: yes Text 4: no Text 5: no Text 6: yes Text 7: no Text 8: no Text 9: no Text 10: no Text 11: no Text 12: no Text 13: no Text 14: yes Text 15: yes Text 16: no	Text 1: no Text 2: no Text 3: no Text 4: no Text 5: no Text 6: no Text 7: no Text 8: no Text 9: yes Text 10: yes Text 11: no Text 12: no Text 13: no Text 14: no	Text 1: yes Text 2: no Text 3: no Text 4: no Text 5: yes Text 6: yes Text 7: no Text 8: no Text 9: no Text 10: yes Text 11: no Text 12: yes Text 13: no

**Table 5. Stereotypes and national identity**

<b>Cultural Items</b>	<b>In book 1</b>	<b>In book 2</b>	<b>In book 3</b>
Stereotypes and national identity	Text 1: yes Text 2: no Text 3: no Text 4: no Text 5: yes Text 6: yes Text 7: yes Text 8: yes Text 9: yes Text 10: no Text 11: yes Text 12: yes Text 13: no Text 14: no Text 15: yes Text 16: no	Text 1: no Text 2: no Text 3: yes Text 4: no Text 5: no Text 6: no Text 7: no Text 8: no Text 9: no Text 10: yes Text 11: yes Text 12: no Text 13: no Text 14: yes	Text 1: yes Text 2: yes Text 3: yes Text 4: no Text 5: no Text 6: no Text 7: no Text 8: no Text 9: yes Text 10: yes Text 11: yes Text 12: yes Text 13: yes



**Figure 1. Summary**

## **Book 1**

### **Text 1:**

In this reading text, learners read about four foreigners in the U.K. talking about British people and Britain. This text focuses on the *behaviors* of British people with the following examples. One of the foreigners is Romanian and works in a pub in Manchester. According to him, British people drink coffee and beer a lot. Another character is a student from Russia who studies at Bristol University. He feels that Britain is not a good country for smokers because when he wants a cigarette he needs to smoke outside. A tourist from Spain claims that people in the U.K. read newspapers everywhere. He is also surprised that cars stop on the zebra crossings, adding that such things never happen in Madrid.

There are also a few examples about the *socialization and the life cycle* of British culture in terms of family. A woman from Brazil who works in Cambridge believes the family she lives with is a typical British family. She says the woman does not cook but still watches cooking programs every day, and the man cooks on the weekends. Their child's diet consists of fish fingers, chips and burgers.

The pictures of a beer pint, a plate of fish and chips, an English house and a newspaper next to the reading text can be seen as the *stereotypes* of the target culture. It is saying that people in Britain drink a lot of coffee and beer and read newspapers everywhere. Therefore, here in this text, British culture's *behaviors, socialization and the life cycle* and *stereotypes* are presented.

### **Suggestion**

In the teacher's book, it is suggested to ask the students which of the pictures in reading text show something "typically British." Thus, in the teacher's book, it is emphasized that cultural items be studied in the classroom.

The reading text represents British culture's *behaviors, socialization* and *the life cycle* and *stereotypes*, but to instill an intercultural point of view within the learners they could be asked to compare these with that of their own culture.

### **Text 2:**

In the reading text, a stress expert from the University of London examines a typical day in the life of a woman named Louisa, and tries to help her. Louisa is a single mother who works as a guide at the National Gallery in London. Her family structure seems to reflect the *socialization and the life cycle* of the target culture in terms of family. When learners read about her typical day in the text, they get familiar with a single mother's *behaviors*. The way she goes to work and the way she eats are simple examples of these.

### **Suggestion**

In the teacher's book, learners are asked to talk about a typical day in their own lives, raising the awareness of the students' own culture. As the learners read about a single mother's *behaviors* in the text, they can be asked to compare these with those of a single mother in their own culture. The differences or similarities between the family structure in their own society and the target can also be discussed.

### **Text 3:**

The reading text is an article about the island of Okinawa in Japan. The *behaviors* of Okinawan culture can be found in the text. For instance, it is mentioned that people on that island live a very long time and they are hardly ever ill. The reasons for this are given as: a healthy diet, exercise, low stress and being constantly active. It is also mentioned that people often meditate in Okinawa, which represents the *beliefs* of the society. It is also stated that people often work until they are 80, even 90. This seems to represent the *socialization and the life cycle* of Okinawan culture in terms of employment.



### **Suggestion**

The teacher's book suggests asking learners if people in their own country live like the people in Okinawa. In other words, they must compare the *behaviors* in Okinawa with their own country. This activity brings culture into the classroom. Learners can also discuss the *beliefs* of their own society and compare those with other cultures.

### **Text 4:**

Learners read magazine extracts about fascinating festivals. Three festivals held in Italy, Spain and Thailand are mentioned. Detailed information is given about these national festivals. The *behaviors* of the people during these festivals are briefly mentioned. Therefore, these festivals seem to represent the *behaviors* of people in the cultures they belong to, as they are celebrated every year.

### **Suggestion**

The teacher's book suggests asking the students about festivals in their own country. Talking about festivals in their own and different societies can be a great way to bring culture into the language class. The festivals in other countries and the *behaviors* of people can also be compared.

### **Text 5:**

Learners read an article about men and women's attitudes toward shopping. Two comparisons are made in the text: between men and women, and between today's men and yesterday's men. With these comparisons, the *behaviors* of men and women toward shopping seem to be reflected throughout the text. For instance, it is said that today men enjoy shopping just as much as women, but in different ways. Men spend a couple of hours shopping while women can spend an entire day. On the other hand, generalizations about men and women's attitudes toward shopping in the text can be seen as *stereotypes*. It is said that women like clothing shops while men like clothing, electronic and music shops.

### **Suggestion**

The teacher's book suggests discussing the generalizations made about men and women in the text. To bring cultural awareness into the discussion, they can also be asked to talk about men and women's *behaviors* and the various *stereotypes* about men and women toward shopping in their own country. These can be compared with the target culture.

### **Text 6:**

The reading text is an article about a journalist named Alina Wood and her opinions about cooking. The text focuses on the *behaviors* of British people toward cooking. It is said that British people love watching famous chefs on TV, and then go out and buy their books. Alternatively, it is also said that 60% of British young people cannot even boil an egg. For them, cooking is a waste of time. A photo of the famous British chef Jamie Oliver can be seen as a *national identity*. And the *socialization and the life cycle* of British culture seem to be reflected in the text in terms of education. It is said that cooking is not taught in many schools. *Stereotypes* about men and women are also mentioned. It is said that men and women love partners who can cook.

### **Suggestion**

Learners get familiar with the target culture's attitude toward cooking. However, to make students think with an intercultural perspective, they can be asked to discuss the issues mentioned in the text and compare them with their own country.

### **Text 7:**

The reading text is about the statues of Chopin in Warsaw, Joan of Arc in Paris, Nelson in London and Garibaldi in Rome. Learners read short biographies about these people. They can be viewed, along with their statues, as *national identities* in the cultures they belong to.

### **Suggestion**

The teacher's book suggests asking the students to think of a famous statue of a person in their own country. As an additional activity to support culture teaching, students can be asked about the most important people in world history who have had statues built of their likeness.

### **Text 8:**

The reading text is a report about a night out for some female journalists in Beijing and Moscow. *Behaviors* of women and *stereotypes* about them in Russian and Chinese culture are represented. It is said that in Moscow girls like wearing sexy clothes. In Beijing, according to the text, people are traditional but young people like new fashion, and women do not drink a lot of alcohol.

### **Suggestion**

In the reading text, learners become familiar with other cultures. This is a great opportunity to bring a multicultural point of view into the class. The teacher's book suggests asking students if women go out together in their own country. Learners can compare the mentioned cultures with their own. And the *behaviors* of women and *stereotypes* about them in different cultures can also be discussed.

### **Text 9:**

The reading text is an interview with a young actor. In one of the questions, he is asked about his weekend and he says that he went to a barbeque. The *behaviors* of the target culture seem to be represented here, as he states that in the summer, English people love to barbeque out in the sun. This can be seen as a *stereotype* of British culture. Also, McDonald's is mentioned in the text. This can be seen as a *national identity* aspect of American culture.

### **Suggestion**

The teacher's book suggests asking students about their weekends. They can also be asked if it is popular to go to barbecues or parties on the weekend in their own country, which facilitates cultural comparison. Learners can also be asked to discuss *stereotypes* in their country.

### **Text 10:**

The reading text is about a British journalist's experience during a night in a haunted hotel. *Beliefs* of the target culture can be seen here. It is mentioned that there is a ghost of a seventeenth century Catholic priest. The words 'Catholic' and 'priest' can be seen as the representatives of *belief*. Also, it is mentioned that there was a church next to the hotel. 'Church' also signifies *belief*. In addition, the journalist states that he does not believe in ghosts, which can be seen as another reference to *belief*.

### **Suggestion**

In the reading text, cultural items for *beliefs* of the target culture can be seen. The teacher's book suggests asking the learners if they believe in ghosts. The *beliefs* of different societies toward the subject can be discussed as an additional activity.

### **Text 11:**

Learners read a guidebook extract about the London Eye. The London Eye can be seen as a *national identity* aspect of the target culture.

### **Suggestion**

In the teacher's book, learners are asked to talk about buildings with a good view. As an additional activity, learners can be asked about similar places around the world that can be seen as aspects of *national identity* within the societies they belong to.

### **Text 12:**

In the reading text, learners read the diaries of two couples about the first three days of a vacation. One couple is in Norway and the other is in the US. The couple in Norway mentions the *behavior* of Norwegians. It is said that Norwegians are friendly, but different from British people. *National identities* in American culture are also mentioned in the text with the following words: Empire State Building, Guggenheim Museum, Brooklyn Bridge and the Statue of Liberty.

### **Suggestion**

Learners can get an idea about the mentioned countries with the help of the cultural items in the text. The teacher's book suggests asking students which of these countries they would prefer to go to during a vacation. Additionally, learners can be asked about what else they know about these countries.

### **Text 13:**

The reading text is about a young woman who goes to a fortune teller to learn if she is going to stay with her boyfriend. People in the target culture go to fortune tellers and pay money for it, according to the text. This seems to reflect their *beliefs* and *behaviors* toward the subject.

### **Suggestion**

The teacher's book suggests asking students if they have ever been to a fortune teller and, if so, to tell the class about it. The students' awareness about the similarities between the attitudes in different cultures toward the subject can be raised with this question. As an additional activity, students can also be asked about other universal *beliefs* and *behaviors* that occur in many different cultures.

### **Text 14:**

Learners read an article about the world's hottest country, Mali; coldest place, Yakutia; and highest capital city, La Paz. The *behaviors* of the people in Mali, La Paz

and Yakutis can be seen in the reading text. It is stated that in Mali, people get up very early and do not move a lot in the afternoon. They also wear a lot of cotton clothes. One of the best places to play golf is La Paz, but it also one of the worst places to drink beer. In Yakutia, it is mentioned that people do not go out much in winter. Aspects of *socialization and the life cycle*, in terms of family, are also mentioned about Yakutia, which is in Siberia. A housewife stated that babies are usually born in autumn there.

### **Suggestion**

Students encounter different cultures around the world. Other cultural elements of these places can be mentioned by the language teacher. Therefore, teachers need to get some information in order to widen the students' ideas about these places. Their levels also need to be taken into consideration. The teacher's book suggests asking questions about the students' own country, providing a great opportunity to raise the students' cultural awareness.

### **Text 15:**

The reading text is an article about three people who live abroad, and their ideas about their new countries. The *behaviors* of people in LA, Tokyo, and Milan are talked about. A Spanish woman who lives in the U.S.A. says that people in LA are really nice and easy to talk to, and that they drive slowly and never walk in the street. A woman from Argentina living in Japan states that people are shy and polite and they speak quietly, adding that they drive carefully. A man from the U.K. living in Italy says that everyone dresses well in Milan, adding that people are in love with their cars and drive really fast, and also love food. *Socialization and the life cycle* is explored in terms of employment. The Spanish woman living in LA states that people do not go out during the week because they work really hard. She says that work is the most important thing there. A reference to the *national identity* in American culture also mentioned with Kevin's words, the British man who lives in Milan. He says that McDonald's restaurants are everywhere in Milan.

### **Suggestion**

Learners deal with other cultures in the text. This raises their cultural awareness of the world. The teacher's book suggests asking students how people live in their own country. This activity is a great opportunity to make cultural comparisons. Learners can also compare their society with the ones mentioned.

### **Text 16:**

The text is an article about the Atacama Desert in Chile. It is stated that only a few people live there, in some small villages on the edge of the desert. The *behavior* of people in the village of Chungungo is mentioned. It is stated that people are happier now because they have more water than in the past and can have a shower everyday and water their plants.

### **Suggestion**

Learners can be asked about other places where life is difficult and discuss the *behaviors* of the people who live in those places. This would bring into the class a multicultural point of view.

### **Book 2:**

#### **Text 1:**

In the reading text, learners read an article about gestures from around the world. Learners read about gestures such as handshakes, hugs and the 'OK' hand gesture. These gestures can be considered as references to the *behavior* of people in the mentioned culture. North Americans, people from Latino cultures, French and Eastern Europeans are all compared in the text according to the way they shake hands. It is also mentioned that hugging after shaking hands is common in some Latino cultures. The 'OK' hand gesture is explained to be considered rude in Spain, parts of South America and in Eastern Europe. It is also explained that in Japan and France the gesture has

another meaning. With these explanations, students get to learn about *behaviors* in the mentioned cultures.

### **Suggestion**

In the teachers' book, there are some cultural notes about gestures around the world. It suggests discussion about body language in general. As an additional activity, the differences in body language between cultures can be emphasized by teachers with additional examples. Thus, learners realize the importance of body language around the world, as it not universal and may lead to misunderstanding. The teacher's book suggests asking students to discuss gestures in their own culture. They are also asked to choose a country and then research that country's body language. As an additional activity, students can be encouraged to discuss the differences and similarities of body language between their own culture and the cultures mentioned in the text.

### **Text 2:**

In the reading text, learners read some tips about customs in the US, Taiwan, Thailand, Saudi Arabia, the UK, Japan, Russia and Ecuador. These tips represent the *beliefs* and *behaviors* of people in the mentioned countries. For example, it is stated that in Saudi Arabia, asking personal questions about someone's family should be avoided. And in the UK, it is better not to ask people personal questions. It is also stated that in the US, if you are going to be more than 15 minutes late you should call and warn whoever is waiting for you. These can be seen as references to the moral *beliefs* and *behaviors* of cultures.

### **Suggestion**

In the teacher's book, there are cultural notes that the teacher should discuss with the students. Teaching culture helps to get the students interested in the subject and also raises their cultural awareness while learning the target language. It is suggested that a discussion about customs in the learners' culture take place, and that students talk about how to act in different situations within their own culture. As an additional activity, various customs around the world can be compared with their own. The



similarities and differences can be emphasized by the teachers, and students can discuss other *beliefs* and *behaviors* in the mentioned countries.

### **Text 3:**

Learners read the descriptions of two films in a movie catalog. It is stated that musicals from the Golden age of Hollywood can also be found in the catalog. Hollywood can be seen as a *national identity* in American culture. In the movie descriptions, famous names like Mexican painter Frida Kahlo and actors Selma Hayek, Antonio Banderas, Michael Rennie, Patricia Neal and Edward Norton are mentioned. These names also can be seen as *national identities* of the cultures they belong to.

### **Suggestion**

The teacher's book suggests asking students about the movies and actors mentioned in the reading text. As an additional activity, learners can be asked about actors that are seen as *national identities* in their own country.

### **Text 4:**

The reading text is a survey about bad driving practices. The questions in the survey asking such as if people speed or tailgate seem to question the *behaviors* of people in traffic.

### **Suggestion**

The teacher's book suggests discussing good and bad driving habits. As an additional activity, learners can be asked to discuss the *behaviors* of people in traffic in different countries and compare them with their own.

### **Text 5:**

The next reading text is a magazine article about cosmetic surgery. In the text, a medical editor answers four questions about cosmetic surgery. The questions vary from liposuction to wrinkles in the face. The *behaviors* of American society toward cosmetic

surgery seem to be presented in the text. For example, two of the readers ask the medical editor if cosmetic surgery is a good idea to improve their appearance. On the other hand, the medical editor advises the readers to think about other options before they decide on plastic surgery.

### **Suggestion**

The teacher's book suggests asking students what beauty means in the target culture. It is also asked if people in the target culture spend a lot of time and energy on improving their appearance. The target culture's *behaviors* toward the topic can be perceived by students with these questions. On the other hand, it seems the text suggests that cosmetic surgery is an acceptable practice in the target culture in terms of moral *beliefs*. The moral *beliefs* and *behaviors* of the students' own culture toward plastic surgery can be also questioned in the classroom. They can be compared with the target culture.

### **Text 6:**

Learners see food items in a pyramid that suggests a few daily eating habits that will help people avoid heart disease. The Healthy-Eating Pyramid itself can be seen as a reference to the *behaviors* of the target culture in terms of eating habits.

### **Suggestion**

In the teacher's book, cultural notes are given for the language teachers. It is stated that there are many different food pyramids that reflect the eating habits of different cultures. It is also asked how the Healthy-Eating Pyramid may be different from the eating habits of the students. This activity allows students to compare the eating habits in their own culture with that of the target culture. Also, other countries' eating habits can be discussed and compared to bring a multicultural point of view to the classroom.

### **Text 7:**

The next reading text is about obesity. It is claimed in the article that obesity is now a big problem in Asia, as well as the West, because of changing lifestyles. The *behaviors* of Asians in terms of eating habits and daily routines are discussed throughout the text. It is stated that obesity is spreading in Asia, especially among children since they eat fast food that is rich with sugar and fats and do not exercise enough. A teacher from Bangkok, Thailand claims that his son spends most of his time watching TV and playing video games. It is also stated that Thais eat more sugar than previously. A doctor from the Philippines blames obesity on the fact that people spend their days in shopping malls and eat fast food.

### **Suggestion**

The *Behaviors* of Eastern cultures in terms of their changing eating habits and daily routines are discussed throughout the text. The teacher's book suggests asking students if their eating habits are better or worse when compared with the past. It also suggests asking students to compare the lifestyles of people in their own city with those mentioned in the text. As an additional activity, Western eating habits can also be discussed to explore the similarities and differences they have with Eastern cultures. These kinds of activities encourage students to explore their own culture while learning about another.

### **Text 8:**

This reading text is a color survey. Some of questions in this survey seem to question the *beliefs* and *behaviors* the readers might have toward color preferences. For example, in the survey it is asked which colors they associate with happiness, purity, good luck, death, power and bad luck.

### **Suggestion**

The teacher's book suggests asking students "how many people think color preferences come from our culture?" and "How many think they come from our own

tastes?” They can also be questioned about color associations within their own culture and whether these associations are universal. Teacher guidance is needed when this comparison is being held in the classroom.

### **Text 9:**

The next reading text is an article about relationships according to birth order. There are some generalizations in the text about personality development according to birth order. The generalizations about the oldest, middle and youngest children within a family seem to reflect the *socialization and the life cycle* of the target culture in terms of family. On the other hand, the *behaviors* of the children and the parents also seem to be represented in the text. It is stated that parents often expect a lot from the oldest child and he or she has to grow up quickly. Middle children often do not feel as important as their other siblings, and the youngest children have the longest childhood.

### **Suggestion**

The teacher’s book suggests asking students if the generalizations made in the text are true within the families they are familiar with. And in the teacher’s book, it is also suggested to ask students to think of other generalizations about birth order relationships. As an additional activity, learners can compare their generalizations with the ones mentioned in the text. This is an opportunity for the learners to compare their own culture with the target culture’s *behaviors* and its *socialization and life cycle* in terms of family. It also brings learners a better realization of their culture.

### **Text 10:**

In the reading text, students are asked to read interviews with two people about the role of art in their lives. The first interview is with a woman who is addicted to collecting art. The type of art she collects, i.e. Chinese jade figures and African masks, can be seen as *national identities* of the countries they belong to. This is an opportunity for learners to see art from an international perspective and to understand different cultures from around the world. The next interview is made with a Chinese artist. He criticizes the *behaviors* of the young generation of artists in China, who tend to love all

things Western and disregard all things Chinese. He hopes to influence them with his art. The *behaviors* of traditional Chinese artists' are also mentioned. He states that he is inspired by nature, just like the traditional Chinese artists were. Also the *socialization and the life cycle* seem to be reflected in terms of family. It is stated that he is from a talented family. His father, brother, sister and wife are all artists, and even his son wants to be a filmmaker.

### **Suggestion**

The teacher's book suggests asking students the meaning of art. Because art is a universal subject, learners can be asked to discuss art in different countries, and to discuss the importance of art in their own country. People's *behaviors* toward art and how it is seen as a *national identity* in their own country can also be discussed.

### **Text 11:**

Students read the descriptions of four British museums and the names of art objects housed within them. The artists Jan van Eyck and Roy Lichtenstein are mentioned in the text. The museums, art objects and artists can be seen as *national identities* of the countries they belong to.

### **Suggestion**

The teacher's book suggests asking students to discuss the museums and art objects mentioned in the text. As an additional activity, the museums and art objects in the students' own country can be talked about.

### **Text 12:**

The reading text is a consumer information card about the reader's own computer use. The card itself seems to question the *behaviors* of the readers toward using a computer. Some of the questions are about the hours and purposes of using the internet.

### **Suggestion**

The teacher's book suggests asking students whether or not they are computer addicts. They can also be asked to discuss general computer use in their country, and as well as computer use around the world to get an idea about the *behaviors* of other people.

### **Text 13:**

This reading text is a Values self-test. The self-test questions the moral *beliefs* and *behaviors* of the readers by asking four questions. The first question asks readers if they are modern or old fashioned in their attitudes about modesty. The second question asks if it is acceptable to have tattoos and piercings. The third question asks if it is acceptable to have different standards for different people or if the rules should be the same for everyone. The last question asks whether or not the reader is sexist.

### **Suggestion**

The teacher's book suggests discussing the meaning of different values. And because moral *beliefs* and *behaviors* seem to be questioned in the self-test, learners can compare the moral **beliefs** and **behaviors** of the target culture with their own.

### **Text 14:**

The next reading text is about items found in a lost-and-found in Tokyo, Japan. In the text Japan is mentioned as a country obsessed with order. This can be seen as a *stereotype* for Japanese culture. The *behaviors* of people toward the lost things are mentioned in the text. It is stated that someone turned in a phone card that was only worth for 42 cents. It is also stated that more than 1,5 million items have been turned in the lost-and-found center. Moral *beliefs* are also presented in the text since the *behaviors* of people toward lost items is mentioned.

### **Suggestion**

In the teacher's book, it is suggested to ask learners if there is a lost-and-found in their country. This question gives the learners a chance to make a comparison between cultures. It also suggests that honesty be discussed. The universality of moral *beliefs* can be emphasized and discussed in the classroom. The *behaviors* of people toward lost things in the students' country versus in Japan can be another discussion topic.

### **Book 3**

#### **Text 1:**

This reading text is a celebrity profile about a famous British chef. With the words "He is a world famous British chef who lives in London with his wife and children," and "Jamie Oliver is one of Britain's favorite chefs - every week millions of people watch him on TV and use his recipes," the famous chef can be seen as a *national identity*. Therefore, British culture is reflected here because of his national identity. His *behaviors* are represented by "He's so busy that he doesn't have much free time, but he loves riding around London on his scooter and he plays the drums in a rock band." Alternatively, the information about his family seems to reflect the *socialization and life cycle* of the famous chef: "Jamie got married in 2000 and he lives in London with his wife, Jools, and their two daughters, Poppy Honey and Daisy Boo."

### **Suggestion**

The text focuses on the famous chef as a *national identity* of the target culture. Since he is British, the information about his life reflects British culture. The teacher's book suggests asking students to think of famous British people and discuss why they are famous. As an additional activity, learners can be asked to think of famous people from their own country in order to raise cultural awareness. To inspire a more global perspective, learners can be asked to think about famous chefs around the world. While discussing these people, various world cuisines can be discussed and students can

compare them with their own culture's cuisine. With these suggested activities, a student's awareness of the target, their own and other cultures can be raised.

### **Text 2:**

This reading text is about a survey on what British people do in their free time. Students have the opportunity to learn about *behaviors* and *stereotypes* of the target culture throughout the text. They read statistics about the daily routines of British people. These represent the *behaviors* of the target culture in such statements as "83% of British families have a garden and 35% normally do some gardening every weekend." There are many other examples, but statements such as "we still love football, shopping, going to pubs, watching TV, gardening and, of course, fish and chips!" represent the *stereotypes* of British culture:

### **Suggestion**

The teacher's book suggests asking students to discuss what people do in the UK in their free time, and then asking the students to talk about their own habits. Learners can then be asked to compare the two in order to raise their cultural awareness. Also, while reading about the *stereotypes* of the target culture in the text, other examples of *stereotypes* of that culture, as well as their own culture, can be presented by language teachers.

### **Text 3:**

The reading text is about the KFC food chain and Harland Sanders, the man who started it. Here students encounter a world famous American fast food restaurant. Both KFC and Harland Sanders can be seen as *national identities* of American culture. Because fast food is very popular in the US and KFC is known throughout the world, "there are now KFC restaurant in more than 80 countries and they sell 2.5 billion chicken dinners every year."



### **Suggestion**

The teacher's book suggests asking students about the fast food restaurants in their own country, and if they personally eat at them, and about the good and bad sides of fast food. As an additional activity, the reason why fast food is so popular around the world can be discussed. They can even be asked to compare past and present eating habits around the world.

### **Text 4:**

This is another culture-based reading text, a newspaper article about the *behaviors* of American and British families in regards to watching TV. It also discusses TV Turnoff Week, which began in the US. American and British *behaviors* in regards to watching TV can be read in these lines: "the average American family watches TV for 7 hours and 40 minutes every day and British men watch 27 hours a week."

### **Suggestion**

The teacher's book suggests asking students about the habits of watching TV in their own country. As an additional activity, students can be asked to compare these habits with that of the target culture.

### **Text 5:**

The reading text is about the family of Marilyn Scott. This family seems to represent the *socialization and life cycle* of the target culture in terms of family. The two teenage sons are mentioned in the reading text, as is the mother that worries about them. The text also seems to reflect the *behaviors* of teenagers within the target culture. It is mentioned that one of the brothers is more hard-working than the other, and that his exam results are better.

### **Suggestion**

The teacher's book suggests asking students to discuss whether it is more difficult to be a child, a teenager, a middle-aged person or an elderly person, and which is the most difficult to live with. As an additional activity, learners can be asked about the difficulties of being a teenager and living together with their parents within their own culture, and then compare that with the target culture. The differences in family structure between the two cultures can also be discussed, bringing cultural awareness into the classroom in regards to *socialization and the life cycle*. It is also a great opportunity for students to find the similarities of teenage experience within different cultures.

### **Text 6:**

This text is an article in a TV guide about a soap opera. The name of the soap opera is *Family Business*. Throughout the text, the family members are introduced. Their characteristic traits, family relations and business life are also mentioned. It seems to represent the *socialization and the life cycle* of the target culture in terms of family and employment.

### **Suggestion**

The teacher's book suggests asking students about soap operas in their own country. This provides an opportunity for learners to find the similarities and differences between soap operas in the target culture and their own. As an additional activity, family structure in the student's own culture can be compared with the target one, to get them thinking about the subject with an intercultural perspective.

### **Text 7:**

This reading text is an excerpt from a TV guide about a program on BBC1 where viewers are sent to their top five holiday destinations. The photos next to the reading text display the top five destinations chosen by viewers. They are the Great Barrier Reef in Australia, the Grand Canyon in the US, Cape Town in Africa, the South Island in

New Zealand, and Disney World in the US. These holiday preferences reflect the *behaviors* of the target society in regards to going on holiday.

### **Suggestion**

The teacher's book suggests asking students to which of the places displayed in the photos they would like to go. In addition, learners can be asked to discuss the preferred holiday destinations of people in their own country. A comparison can be made between the preferences.

### **Text 8:**

The next reading text is an article by the travel writer Neil Palmer about cultural differences. There are three parts to the reading text. The first part is about differences and similarities in body language throughout different cultures. Examples from Russia, Thailand and Japan are given to make the differences and similarities clear. The examples from these countries represent the *behaviors* of those cultures, such as “when the Japanese meet new people they like giving business cards.” The second part is about eating out. Here, learners have the chance to learn about the eating habits of different cultures. Examples from China, India, England and Russia are given and represent the *behaviors* of these cultures. The *beliefs* of India and Russia are also mentioned. It is said that the left hand is considered “dirty” in India, and that leaving empty bottles on the dinner table is bad luck in Russia. The final part is about the customs of different cultures within the home. Examples from Asia are given that reflect behaviors of those cultures. Therefore, this reading text is full of cultural items from all over the world in terms of *beliefs* and *behaviors*.

### **Suggestion**

The teacher's book suggests asking students about the ways their culture is different when compared with the cultures of English-speaking countries. If the teacher is well prepared, the lesson would be sort of like a cultural festival. To expand the cultural atmosphere of the classroom, the *beliefs* and *behaviors* of the countries mentioned can be discussed.

### **Text 9**

The next reading text is an article about the memorabilia business and auctions. A typewriter used by Ian Fleming, a dress worn by Marilyn Monroe, cuttings from Elvis Presley's hair, a 1965 Rolls Royce once owned by John Lennon and the t-shirt of the world famous football player Pele are all mentioned. Picasso, George Harrison and John F Kennedy are also noted in the text. These people can be seen as *national identities* within the cultures they belong to.

### **Suggestion**

Throughout the text, learners read about the *national identities* of different cultures. The teacher's book suggests asking students about George Harrison, but they can also be questioned about the other famous names mentioned in the text. Extra information about these people can be given by the language teachers. As an additional activity, *national identities* in the learners' own culture can be discussed.

### **Text 10:**

The reading text is a magazine article about the Gucci Family. As Gucci is one of the most famous fashion houses in the world, Guccio Gucci and his family can be seen as *national identities* in Italian culture. Throughout the text, the relations of the family members and their business life are both mentioned. This also seems to reflect the *socialization and the life cycle*.

### **Suggestion**

The teacher's book suggests asking students to discuss the importance of clothing in the target culture as well as their own. Teacher guidance is needed here to provide certain information and to begin a discussion about other famous designer labels. As an additional activity, famous designers who can be seen as *national identities* in the learner's own culture can be discussed.

### **Text 11:**

Learners read about an Italian fashion designer named Gianni Versace, whose life story is mentioned briefly. He can be seen as a ***national identity*** of Italian culture as he is a world famous fashion designer. Elton John, who can be seen as a ***national identity*** of British culture, is also mentioned briefly in the text.

### **Suggestion**

The teacher's book suggests asking students what they know about Gianni Versace. Other famous fashion designers can also be discussed. Learners can also be encouraged to talk about their favorite fashion designers and labels.

### **Text 12:**

The reading text is an article adapted from a newspaper about a farmer who rescued a kangaroo in Melbourne, Australia. The ***socialization and the life cycle*** of another English-speaking country seems to be represented here in terms of family. The article says that Lulu, the kangaroo, was rescued by the farmer's family and now lives with them. The daughter of the farmer says that Lulu and her father are very close. The kangaroo itself can also be seen as a ***national identity*** in Australian culture.

### **Suggestion**

The teacher's book suggests asking students to discuss other stories from the news. In addition, Australian culture in terms of ***national identities*** and ***socialization and the life cycle*** can be discussed in order to widen the learners' awareness of other English-speaking countries.

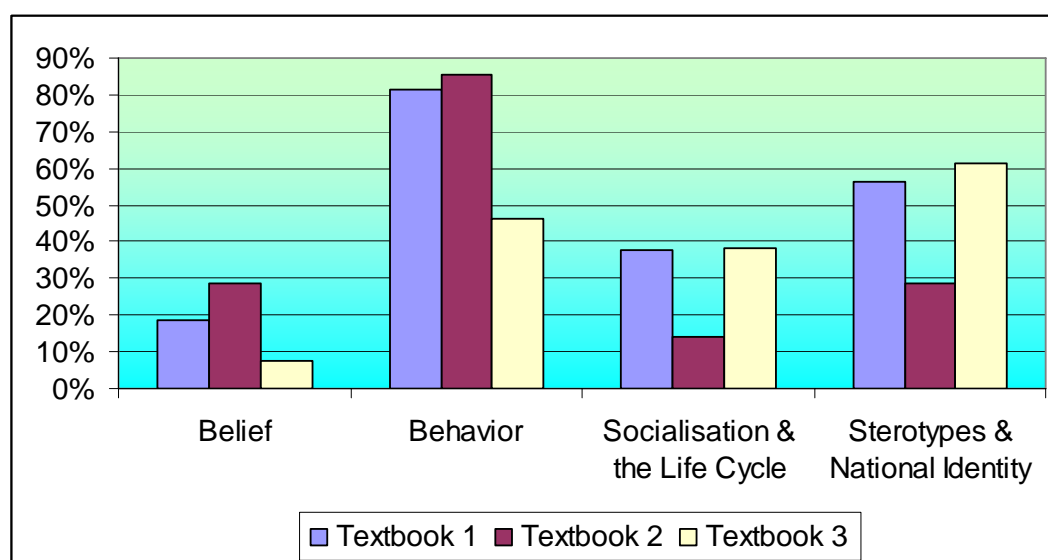
### **Text 13:**

Learners read an article about David Blaine, a world famous magician. He can be seen as a ***national identity*** in American culture. Other names that can be seen as ***national identities*** in Western cultures are also mentioned, such as Leonardo Di Caprio, Robert De Niro, Madonna and Harry Houdini.

## Suggestion

The teacher's book suggests asking students if they know about David Blaine. They can also be asked about magicians who can be seen as *national identities* in their own country. Different cultures' *beliefs* and *behaviors* toward magic and magicians can also be discussed.

### 2.2.5. Evaluation



**Figure 2.Evaluation**

As it can be seen in the figures above, the course books present cultural items, but in unsatisfactory doses. The teachers' books also contain some cultural information and activities to help teach culture, though, once again, not enough to be satisfactory. Therefore, it is up to the language teacher to work on cultural items separately in the classroom.

When we look at the course books in terms of the cultural items they provide, it is apparent that, according to the criteria, they refer to the target culture but also contain references to the other cultures around the world. With the suggested activities in the teachers' books, and those given in this study, students are able to study a new language's grammar and vocabulary and at the same time learn about the culture of that

language, as well as their own culture. The teacher's attitude toward teaching culture is very important in this regard. Language teachers need to accept that teaching a new language means teaching a new culture too.

## **CHAPTER III**

### **3. Conclusion**

#### **3.1. Literature Survey**

Scholars such as Byram (1989) Kramsch (1998), Hinkel (2001) and Brown (2007) have pointed out the importance of teaching culture in language classes.

Because culture and language are strongly bounded, it is impossible to leave culture out of the language learning process.

This study was influenced by the ideas of the scholars mentioned in the literature survey, and Byram's (1993) course book evaluation criteria. I believe it is the teacher's responsibility to bring culture into the language class, even if the materials do not provide enough cultural content. This is needed to make the language learning process complete.

#### **3.2. Books Survey**

Three ELT books used in the tertiary level ELT programme were selected for the evaluation of their cultural items. Books at this level were purposively chosen to find whether they included cultural content. The criteria for the analysis of cultural elements in the reading texts were prepared under the influence of Byram's (1993) course book evaluation criteria. The analysis shows that culture is presented in the books, but that it is not presented at an adequate level. Therefore, it can be said that it is the teacher's responsibility to work on cultural items separately in the classroom.



### **3.3. Outcomes and Discussion**

The goal of this study was to reveal the inseparability of language and culture in terms of foreign language learning. A survey was conducted to find cultural items in the reading texts of three ELT main course books. This textbook evaluation showed that the reading texts present culture in the following ways: belief, behavior, socialization and the life cycle, and stereotypes and national identity. It was also seen that some of the cultural items are not represented to an adequate degree. This analysis was done to prove the hypothesis that without teaching culture, one can not teach a foreign language.

To make the foreign language teaching process complete, including cultural elements is essential, as it is impossible to separate language and culture. Culture needs to be brought into the language classroom by language teachers. Integrating the culture of the target language in EFL classes is essential in terms of a gaining a complete understanding of the language. Teaching only the language itself is no longer sufficient. In order to communicate in the target language and understand it better, learners need to understand the culture of the language they are learning.

While learners study the target culture, they also get the chance to understand their own culture a little better. With a new understanding of their own culture, learners gain the self confidence that allows them to understand other cultures as well. It can heighten their motivation and interest toward the language lessons. The comparison of their own culture with the target culture is a great opportunity for learners to realize the differences and similarities between the two. An understanding of their own culture also helps learners to be more tolerant toward people from other cultures.

In addition, the textbooks also include information about different cultures around the world. Again, working on these cultural items widens a learner's perspective and allows them to understand the world a little better. It also stimulates their curiosity toward the language lesson. A language class can be turned into a culture festival by working on cultural items from all over the world.

In other words, by using and analyzing cultural items by means of the reading texts in EFL classes, language becomes living and rich in the eyes of the students. English is widely spoken throughout the world, and that means a lot of different societies with different cultures share a common tongue. Analyzing cultural elements, differences and similarities among these societies through readings not only improves a learner's English skills, but also gives them the satisfaction of understanding the world in a global sense.

To sum up, it is in the teacher's hands to make the language learning process complete for the learners by integrating culture into the classroom.

### **3.4. Further Suggestions**

First, cultural items can be analyzed not only through reading, but through other means in the main course books in EFL classes. They should be emphasized and taught in the language class to make the language learning process complete.

Second, skills books such as writing, listening, speaking, and reading can be analyzed in terms of the cultural items they contain and can be taught in EFL classes to see if teaching culture also improves a student's other skills.

Third, as an extensive reading activity, cultural items in graded readers can be analyzed and taught in the language class to see if this raises a learner's motivation toward extensive reading.

Finally, literary texts can be studied in the language classroom as a source of cultural items.

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