A COMPARATIVE STUDY ON HOW FOOD CULTURE IS REFLECTED IN ENGLISH AS A FOREIGN LANGUAGE (EFL) COURSEBOOKS

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MASTER'S THESIS

Department of Foreign Languages Education
English Language Teaching Programme with Thesis
Advisor: Assist. Prof. Dr. A. Nejat TÖNGÜR

İstanbul
T.C. Maltepe University
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JÜRİ VE ENSTİTÜ ONAYI

Bu belge, Yükseköğretim Kurulu tarafından 19.01.2021 tarihli "Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge" ile bildirilen 6698 Sayılı Kişisel Verilerin Korunması Kanunu kapsamında gizlenmiştir.

ETİK İLKE VE KURALLARA UYUM BEYANI

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Ayşe Nur SÖZER

September, 2023

ÖZET

YEMEK KÜLTÜRÜNÜN İNGİLİZCE'NİN YABANCI DİL OLARAK ÖĞRETİLMEDE KULLANILAN DERS KİTAPLARINDA NASIL YANSITILDIĞI ÜZERİNE BİR KARŞILAŞTIRMA ÇALIŞMASI

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Maltepe Üniversitesi Lisansüstü Eğitim Enstitüsü, 2023

Bu çalışma, yemek kültürünün yabancı dil olarak İngilizce'nin öğretilmesinde kullanılan ders kitaplarına nasıl yansıdığını ve hedef dilin yemek kültürü ile ilgili 1990'larda ve 2010'larda yayınlanan iki yayındaki farklılıkların neler olduğunu analiz etmek için hazırlanmıştır. Seçilen ders kitabı setleri benzerlikleri ve farklılıkları karşılaştırmak için her birinden üç farklı seviye içerir: *Headway Elementary Student's Book, Headway Pre-Intermediate Student's Book, Headway Intermediate Student's Book, Pioneer Elementary Student's Book, Pioneer Pre-Intermediate Student's Book* ve *Pioneer Intermediate Student's Book*. Hem *Headway* serisi hem de *Pioneer* serisi, yemek kültürüyle ilgili yedi başlık altında incelenmekte ve analiz edilmektedir. Her iki ders kitabı setinden elde edilen bulgular, zaman içindeki değişiklikleri göstermek için tablolarla ayrıntılı olarak analiz edilmiştir. Sonuç olarak içerik analizi ile yapılan bu tez, her iki ders kitabının da yemek kültürü ile ilgili öğelere yer verdiğini ancak *Pioneer* serisinde çok kültürlü unsurların yer aldığı ve daha sağlıklı bir hayat biçiminin yer verildiği görülmektedir.

Anahtar Sözcükler: Kültür, EFL, Ders kitabı, Görenek, Gelenek

ABSTRACT

A COMPARATIVE STUDY ON HOW FOOD CULTURE IS REFLECTED IN ENGLISH AS A FOREIGN LANGUAGE (EFL) COURSEBOOKS

Ayşe Nur Sözer
Master's Thesis
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Advisor: Assoc. Prof. Dr. A. Nejat Töngür
Maltepe University Graduate School, 2023

This study is set to analyse how food culture is reflected in EFL coursebooks and what the differences are in two publications that were published in the 1990s and in the 2010s about the food culture of the target language. The selected coursebook sets include three different levels of each: *Headway Elementary Student's Book*, *Headway Pre-Intermediate Student's Book*, *Headway Intermediate Student's Book*, *Pioneer Elementary Student's Book*, *Pioneer Pre-Intermediate Student's Book*, and *Pioneer Intermediate Student's Book* to compare the similarities and the differences. Both the Headway series and the Pioneer series are investigated and analysed under seven food culture related headings. The findings from both sets of coursebooks are analysed in detail with tables to show the changes through time. As a result, this thesis conducted with content analysis shows that both coursebooks include elements related to food culture, but the *Pioneer* series includes multicultural elements and a healthier lifestyle.

Keywords: Culture, EFL, Coursebook, Custom, Tradition

GENİŞLETİLMİŞ TÜRKÇE ÖZET

YEMEK KÜLTÜRÜNÜN İNGİLİZCE'NİN YABANCI DİL OLARAK ÖĞRETİLMEDE KULLANILAN DERS KİTAPLARINDA NASIL YANSITILDIĞI ÜZERİNE BİR KARŞILAŞTIRMA ÇALIŞMASI

Bu çalışma, yemek kültürünün yabancı dil olarak İngilizce'nin öğretilmesinde kullanılan ders kitaplarına nasıl yansıdığını ve hedef dilin yemek kültürü ile ilgili 1990'larda ve 2010'larda yayınlanan iki yayındaki farklılıkların neler olduğunu analiz etmek için hazırlanmıştır. Bu amaçla, öncelikle çalışmanın hazırlanmasının temel gerekçesi olan yemek kültürünün *Headway* ve *Pioneer* serilerin elementary, pre-intermediate ve intermediate seviyelerindeki ders kitaplarına nasıl yansıtıldığı ve farklı basım yıllarına ait bu iki seride yemek kültürü ve unsurlarının zaman içerisindeki farklılık ve benzerlikleri açıklanmıştır.

Çalışmanın bulgularının ve metodolojisinin sergilenmesinden önce detaylı bir literatür taraması yapılmış ve bu amaç doğrultusunda konunun belirlenen alt başlıklarında çeşitli araştırmacıların çalışmaları ve görüşleri ışığında bu çalışma ile ilişkilendirilen temel kavramlara açıklık getirilmiştir. Yabancı dil öğretiminde ders kitapları, yabancı dil öğretiminde kültür ve yabancı dil öğretiminde yemek kültürü (yemek kültürü yansımaları) olarak üç farklı alt başlığa ayrılan literatür taramasında ilk olarak ders kitaplarının dil öğretimindeki yeri ve önemi üzerine belirtilen görüşlere yer verilmiş, daha sonra kültürün hem dil öğretimine hem de ders kitaplarına girişine, kültürün yansıtılmasının önemine ve ders kitaplarında kültürün şekil almasına dair belirtilen görüşlerden örnekler sunulmuştur. Son alt başlık olarak da yemek kültürü ele alınmış, yemek kültürünün, yemek unsurlarına ait gelenek ve göreneklerin dil öğretimine yansıtılması üzerine belirtilen fikirler ortaya konulmuştur ancak yemek kültürü ve yemek kültürü yansımalarının dil öğretiminde kullanılması üzerine doğrudan yapılan bir çalışmaya ulaşılamamış olduğundan, farklı kaynaklar ve görüşlerden yararlanılarak literatür taraması tamamlanmıştır.

Metodoloji bölümünde sırası ile araştırma soruları, araştırmanın tasarımı, veri toplama araçları, veri toplama süreci ve verilerin analizi süreci detaylandırılarak açıklanmıştır.

Araştırmanın yapılmasına zemin hazırlayan iki temel soru olarak yemek kültürünün ders kitaplarına nasıl yansıtıldığı ve 1990'larda ve 2010'larda basılan iki farklı yayınevinden çıkan ders kitaplarında hedef dilin yemek kültüründeki farklılıkların neler olduğu belirlenmiş ve çalışmada bu sorular cevaplanacağı belirtilmiştir. Çalışmanın nitel araştırma ve içerik analizi tekniği kullanılarak yapılacağı belirtilmiş ve bu doğrultuda *Headway* ve *Pioneer* kitap serilerinin yemek kültürü yansımaları bakımından bu teknik ile incelendiği vurgulanmıştır.

Veri analizi sürecinde ise veri toplama aracı olarak nitel bir araştırma tekniği olarak içerik analizi yöntemine başvurulduğundan, ikincil kaynakların yönlendirmesinin yanı sıra, belirlenen ders kitabı serisindeki 3 farklı seviyedeki 6 kitabın tek tek incelendiği, metinlerin, alıştırmaların, kitaplarda kullanılan görsellerin analizinin yapıldığından ve yemek kültürü ile ilişkilendirilebilecek tüm bulguların işlendiğinden bahsedilmiştir. Daha sonrasında, elde edilen bulguların 7 farklı tablo altında inceleneceği ve yorumlanacağı vurgulanmıştır. Veri toplama sürecinde neden nitel araştırma ve içerik analizinin kullanıldığı çeşitli araştırmacıların görüşleri de belirtilerek açıklanmıştır.

Bulguların yansıtıldığı ve tartışıldığı bölümde, araştırmacı elde ettiği verileri 7 farklı başlık altında incelemiş, bu başlıklar her kitap için ayrı ayrı olacak şekilde tablolandırılmıştır. Bu tablolar içerisinde sadece son alt başlıkta tek tablo olacak şekilde düzenlenmiştir. Alt başlıklar Dışarıda/Restoran/Kafede Yemek, Evde Yemek, Alkollü İçecekler/Mekanlar, Uluslararası Yemek Kültürü, Britanya Yemek Kültürü & Gelenek – Görenekleri, Fast Food ve Sigara İçmek/Sigara olarak belirlenmiş ve kitaplardan alınan veriler bu başlıklar doğrultusunda uygun görülen tablolara yerleştirilmiştir.

Sonuç bölümünde elde edilen bulgular ve sonuçlardan yola çıkılarak yorumlanmış, yemek kültürünün hem *Headway* hem de *Pioneer* serilerinde pek çok kez yansıtılıp, tema olarak işlendiği ancak *Headway* serisinde çok kültürlü yansımaların daha az olduğu gözlemlenirken *Pioneer* serisinde çok kültürlü temalara daha sık rastlanmıştır. Bir diğer yandan, *Headway* serisinde rastlanılan alkol tüketimi ve alkol tüketilen mekanlara gidilmesi, *Pioneer* serisinde oldukça az gözlemlenmektedir. Buradan yola çıkılarak da *Pioneer* serisinin incelenmesi ile, 2010'larda insanların daha sağlıklı bir yaşam biçimini benimsediği, alkol ve sigara tüketimine yer verilmediği edinilen sonuçlar arasından

çıkartılmaktadır. Çalışmanın önemli sonuçlarından biri de dil öğretiminde yemek kültürü öğelerinin kullanılmasının öğrencilere farklı kültürleri benimseme, hedef dilin kültürünü öğrenerek bu dili daha kolay edinme gibi avantajlar sağladığı kanısına varılmıştır.

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ABBREVIATIONS

EFL **:** English as a Foreign Language

ELT **:** English Language Teaching

FL **:** Foreign Language

TL : Target Language

L2 : Second Language

1. INTRODUCTION

In English as a foreign language (EFL) classroom, coursebooks have been used as the main sources of the learning and teaching process over the years. Although it has been used faithfully for the purpose of teaching language in the past, it is clearly seen in current history that coursebooks are most useful resources that are used in classrooms to make students gain the language taught and coursebooks inevitably expose students to the culture of the language taught. During the language learning process, students' exposure to the culture of the target language enables them to acquire that language better and more accurately. Students can continue their language acquisition processes by observing the differences and similarities more efficiently by establishing a connection between the target language's culture and the culture of their native language. On the other hand, when the food culture is examined within the concept of culture, it gives a lot of information about the culture of a society. Through food, which is a phenomenon found in all areas of life and appealing to all segments and classes, students observe and learn information about the culture and customs/traditions of the language acquired through food culture. However, as can be seen in the literature review, the rarity of studies on this subject has inspired this study. This thesis, which aims to explore how and in what way the food culture is reflected in the coursebooks, has been put forward by examining the coursebooks in two different series.

1.1 Statement of The Problem

Teaching a foreign language is often considered as teaching the core of the language which requires teaching linguistic skills. However, it also comes with information of the culture from which the culture has derived. According to Chlopek (2008), understanding a language's culture is necessary for effective language learning. In the same vein, McGregor (2007) believes that various forms of written communication are meaningful when considered within their cultural surroundings, as they represent the cultural manifestations of beliefs and societal customs. When a language is acquired, the fundamental underlying aspect is its cultural context. In Foreign/Second Language Learning process, the aim of English as a Foreign Language (EFL) coursebooks' is to

direct learners to use the target language properly and functionally while transmitting messages in the communication process. A coursebook, as defined by Tomlinson (2012) "*provides the core materials for a language-learning course. It aims to provide as much as possible in one book and is designed so that it could serve as the only book which the learners necessarily use during a course*" (p. xi).

Coursebooks impart a systematic progression of language skills, encompassing reading, writing, listening, and speaking, thereby catering to the holistic development of learners' communicative competencies. However, while coursebooks offer a standardized approach, educators must sensibly expand their usage with supplementary materials and interactive activities to foster a dynamic and engaging learning environment conducive to cultivating language proficiency.

Culture, on the other hand, is inseparable from language. Therefore, while teaching foreign language (FL), culture is one of the main domains that should be included in the process. Culture covers "*social norms, values, and beliefs that may affect many issues of FL use, teaching and learning*" (Gerfanova, et al., 2018, p. 2), which eases the adopting and understanding process of learners' language acquisition. Since culture is mostly a reflection of the target language, they cannot be considered separately, and it is a must to combine these two while teaching the language. To improve the efficiency of language acquisition, special care must be given to cultural elements in the course. Through coursebooks, this implementation is ineluctable in the classroom. On the close relationship between culture and language, Gómezrodríguez emphasises that "*language is a complex multifunctional phenomenon that links an individual to other individuals, to communities, and to national cultures*" (2015a, p. 236) and also, he mentions that language itself is a form of culture that is represented in addition to occasions, texts, structures, works of art, foods, and many other artefacts (2015b).

Adapting culture into EFL classrooms is becoming inevitable after realising its positive effects on language learners. Learning a foreign language without learning the culture of the target language can be problematic since culture comprises a remarkable amount of the language. Today, with globalisation, culture has more fluid boundaries. Therefore, the coursebooks that are used in the EFL classrooms are also utilised as the main sources of

another culture to light the way for the learners whilst teaching the target language. To narrow down the topic and gather the attention of the students to a more relatable topic, food culture can be used as a starting point to emphasise cultural diversity in the target language and to compare the changes over the years.

When the culture of the language is taught, one of the most basic needs, food, can reveal many habits. For culture does not consist only of oral traditions or written sources such as literature, a culture's cuisine, traditions, and customs can teach students a lot about the culture of that language. Kittler et al. (2017) indicate that,

> The choice of which foods to ingest is further complicated by another psychological concept regarding eating—the incorporation of food. This means that consumption is not just the conversion of food into nutrients in the human body, but also includes gaining the food's physical properties as well—hence the phrase "You are what you eat." (p. 2).

Thus, for students to have a broad perspective of the society that the language is spoken, implementing the food culture, customs/traditions through coursebooks into classroom is vital.

Basically, the starting point of this study is to examine the reflections of food culture, customs/traditions in the EFL coursebooks whilst comparing the changes throughout the years. Therefore, the aim of this study is set to compare two different publications in three different levels that are used in EFL classrooms as coursebooks throughout the years to understand the idea of cultural implementations and whether there has been change in terms of food culture.

1.2 Aim of The Study

The study aims to examine the reflections of food culture, customs/traditions in the EFL coursebooks comparing two coursebooks sets, the *Headway* and *Pioneer* series, that were published in different decades to embrace the idea of cultural implications.

The primary purpose of the research is to analyse the elements related to food culture, and culinary customs/traditions that are found in two series of coursebooks and compare

them accordingly to see what the similarities and differences are and to find out whether there are changes in terms of food habits throughout the years. It is also intended to see if there are any international reflections of food items and customs/traditions references in the books. In addition to these, helping language teachers create awareness in their classrooms about the use of food culture reflections and appreciation of different cultures' customs/traditions are aimed in this study. To attain these aims, six books in three different levels from two coursebook sets are used and words, texts, pictures, and exercises are analysed in detail. In this way, the aim is to reveal whether these two sets include food culture items and customs/traditions of British culture and also other cultures.

1.3 Significance of The Study

As the starting point of this study aims to reveal the reflections of food culture in coursebooks. Although many researchers have stated that culture should have a place in the coursebooks used in language teaching, studies on food culture, which is an important part of the concept of culture, are very limited, but no study directly on this subject has been found in the field. In EFL classrooms, along with teaching the target language, the contents of coursebooks are used to acquaint students with the culture of the target language. While the culinary culture, customs, and traditions within the culture of the target language are incorporated to enhance students' cultural awareness, it is noteworthy that the lack of attention to this topic in studies stands out.

By means of being exposed to the food culture of the target language, students can improve their foreign language skills as topics and texts including food are part of everybody's life in contrast to the themes, subjects which may be far from the realities of the lives of the students. Activities like travelling to foreign countries and far away places, doing some extreme activities, historical events, the lives of some celebrities, may be irrelevant to the students and therefore they are less likely to use the vocabulary and grammatical structures which come with those topics.

In the language classrooms, for the language learners it is vital to be exposed to the culture of the target language. Teachers hold a mirror to students with the help of coursebooks and the reflections of culture in those books that are used in the courses. In particular, observing the other cultures' cuisine, special meals, and beverages, and even the culinary

customs help students break down the bias and appreciate the other cultures. The significance of food culture hereby shows the effects of internalisation and how to apply this to students' daily lives in language learning process through culinary customs.

For food is the most basic need to gather people around, it is one of the most efficient mediums to comment on a society's lifestyle. By observing the food culture, learners can adapt themselves to lifestyle, culture, and the language that they use while comparing it to their native language's culture. Therefore, one of the most convenient ways to adopt the language is to initiate the food into the classroom through the books.

With this study, besides its main purposes, it is desired to show the possibility of creating a cultural consciousness extending from the past to the present, by examining the food culture and traditions under a separate heading precisely on the subject of the intertwining of culture and coursebooks.

1.4 Limitations

This study is limited to 6 EFL coursebooks in 3 different levels from two different publications that were published in different decades. One of the selected coursebook sets is *Pioneer* by Pearson, in levels elementary, pre-intermediate, and intermediate, published in the 2010s; the other selection is *Headway* by Oxford University Press, in levels elementary, pre-intermediate, and intermediate, published in the 1990s. To conduct the study, food culture reflections and customs/traditions in these books are investigated and compared to seek if there are any differences or changes throughout the years in the name of reflecting the food culture of the target language.

While conducting this study, there are limited studies on the topic of food culture reflections in the field. Mostly, the studies that are found are related to the topic culture directly. Therefore, the researcher had to make implications and comment on the found studies for this thesis. Even though the study deals with two sets of coursebooks that are published in different time periods, more coursebooks should be compared to reveal the implications of reflections of food culture in the target language's culture.

1.5 Keywords

Keywords: culture, EFL, coursebook, custom, tradition

Culture: the way of life, especially the general customs and beliefs, of a particular group of people at a particular time ("culture", n.d.).

EFL: abbreviation for English as a Foreign Language: the teaching of English to students whose first language is not English ("EFL", n.d.).

Coursebook: a book used by students when they do a particular course of study ("coursebook", n.d.).

Custom: an accepted way of behaving or of doing things in a society or a community ("custom", n.d.).

Tradition: a belief, custom or way of doing something that has existed for a long time among a particular group of people; a set of these beliefs or customs ("tradition", n.d.)

2. REVIEW OF LITERATURE

2.1 Coursebooks in EFL

Language learning is a complex process that requires a combination of cognitive, affective, and social factors to be successful. Swain and Lapkin (2000) state that students who are able to engage in meaningful and authentic communication in the target language have a greater chance of developing communicative competence, which is, a term coined by Hymes (1972), the ability of learners to use and understand language effectively to communicate. In order to achieve this, students need to be provided with opportunities to use the language in real-life situations, as well as to interact with native speakers of the language. Additionally, students need to be motivated to learn the language, which can be accomplished through providing them with appropriate materials and activities that are interesting and relevant to their lives (Dörnyei, 2005). Furthermore, students who feel a sense of belonging and community in the classroom are more likely to be motivated to learn the language (Ushioda, 2009).

Every tool which enables the learning process in the language classroom can be called teaching material. Brown (1995) portrays materials as "*any systematic description of the techniques and exercises to be used in classroom teaching*" (p. 139). Also, teaching materials can be defined as anything that assist the instructor while teaching a foreign language to the learners. According to Nunan (1988), materials do more than just nourish the rims of learning; they are actually an integral component of the curriculum. In other words, they cater to perceptible samples for classroom practice, support the curriculum, and complement teachers in classes. In this regard, the most useful and convenient tool in English teaching is coursebooks which are designed to provide students and teachers with the contents and materials to facilitate learning and teaching. Coursebooks must set forth certain specific expectations for the teaching environment since they play an important role in language teaching. As Cunningsworth states (1995),

> Coursebooks should correspond to learners' needs. They should match the aims and objectives of the language learning program and should take account of

> students' needs as learners and should facilitate their learning processes, without inflexibility imposing a rigid method. Coursebooks should reflect the uses of present or future which learners will make use of the language. (p. 15)

Richards and Rodgers (2001) state that coursebooks are an inevitable element of the curriculum as they identify the content and define the items in the syllabus. Moreover, coursebooks are fundamental tools for achieving the goals noted in education and language instruction. It is crucial to gain the advantages of a well-designed coursebook that responds to learners' requirements and adopts contemporary methodologies. Therefore, coursebooks can be accepted as an essential part of the teaching and learning process of EFL classrooms.

The aim of English as a Foreign Language (EFL) coursebooks' is to direct learners to use the target language properly and functionally while transmitting messages in the communication process. As coursebooks comprise a variety of activities and tasks to practice language skills and grammar forms, they are also apt to offer real-life situations presenting native speakers' speech behaviour norms (Fasih & Narcycombes, 2011). With the help of the coursebooks that are used in the classroom environment, students are intensively exposed to the target language. Brown (2007a) defines of language teaching as "*guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning*" (p. 7). So, coursebooks, as the primary resource used by teachers to further their objectives, can help the transition process of the language.

Considering their necessity in EFL classrooms, coursebooks which are designed to support the linguistic environment, opted to ease the learning process. Chall, Conard, and Harris-Sharples (1991) point out that as coursebooks are the most used materials in language classrooms, students spend at least three-fourths of their time on them which help them to get the best of the extensive use of coursebooks and serve accordingly to the language learning environment. Pınar (2015) states that "*the term 'coursebook' means, a text book of which the teacher and each student have a copy and which is in principle to be followed systematically as the basis for a language course*" (pp. 32-33) whereas Harris and Hodges (1995) describe coursebooks as a book used for education, particularly in

schools and universities. From a different perspective, Hutchinson and Torres (1994) emphasise its vital role in language classrooms:

> The textbook is an almost universal element of ELT. Millions of copies are sold every year, and numerous aid projects have been set up to produce them in various countries (…) No teaching-learning situation, it seems, is complete until it has its relevant textbook. (p. 315)

Alongside the methods and techniques teachers follow, the contents of the coursebooks are crucial in learning process. Macian (1986) states that:

> The importance of the textbook in foreign language classrooms is a crucial issue. At all stages and levels of foreign language instruction, teachers and students rely heavily on textbook materials. The objectives and philosophy selected by authors and editors guide instructors in the presentation of language and culture concepts to students. Content and format provide the organizational base for the syllabus. Daily lesson plans are based on exercises, drills, and vocabulary contained with each chapter. Students depend upon textbooks for examples, assignments, and clarification of problematic areas. (as cited in Gedikoğlu, 2009, p. 32)

Coursebooks are a widely used resource in English as a foreign language teaching (EFL) as they provide structured and comprehensive materials that teachers can use to guide their lessons and help learners achieve their language goals. However, the effectiveness of coursebooks in EFL has been the subject of debate among researchers. Richards and Renandya (2002) suggest in their study that coursebooks can be effective in providing learners with a wide range of language input and practice opportunities and they argue that coursebooks can be especially useful for inexperienced teachers, who may not have the expertise to create their own lesson materials. In the same vein, Tomlinson (2011) finds that coursebooks can be useful in providing a balanced approach to language teaching, with a focus on both accuracy and fluency. It is argued that coursebooks can provide learners with a sense of progression and achievement as they work through the materials (Tomlinson, 2011).

Nevertheless, other studies have raised concerns about the limitations of coursebooks in EFL. The study by Harmer (1991) finds that coursebooks often lack authenticity, and may not reflect the real-life language use of the culture in which language is rooted. The author suggests that teachers should supplement coursebook materials with authentic materials to provide learners with a more realistic view of the target language's culture (Harmer, 1991). From a similar perspective, Willis and Willis (2007) argue that coursebooks often fail to take into account the specific needs and interests of learners and they suggest that teachers should adapt coursebook materials to better suit the needs of their learners.

In language learning process, students take advantage of many different sources. Coursebooks, in this case, are the most straightforward way to be exposed to the target language. Coursebooks are widely considered to be one of the easiest and most effective ways to be exposed to a new language. As Brown (2007b) suggests, coursebooks provide a structured approach to language learning, which can help learners to develop their skills in a logical and progressive manner. Additionally, coursebooks typically include a wide range of exercises and activities that are specifically designed to engage learners and help them to practice the language in a variety of contexts. Furthermore, coursebooks often include audio and visual materials, such as recordings of native speakers and photographs or illustrations, which can help learners to develop their listening and comprehension skills, as well as their vocabulary and grammar. Since they reflect the language as it is used in real-life situations, coursebooks are considered authentic materials for learning a foreign language.

In addition to all these, coursebooks typically contain various authentic texts, such as newspaper articles, advertisements, and dialogues, as well as a range of language tasks and exercises that help learners practice using the language in context. Authentic materials are texts that written by native speakers and created primarily for native-speaker consumption. This provides learners with exposure to the language as it is used by native speakers and helps develop their communicative competence. Additionally, coursebooks often include cultural information, helping learners to understand the cultural context in which the language is used and to develop intercultural competence, which is defined by Byram (1997) as "*knowledge of others; knowledge of self; skills to interpret and relate; skills to discover and/or to interact; valuing others' values, beliefs, and behaviors; and*

relativizing one's self" (p. 34). Some researchers such as Nunan (1989) state that the use of authentic materials in language learning can lead to greater motivation, engagement, and language development. They also cater to as many senses as possible by including visuals, listening parts, poster activities, and even online sources and whiteboard applications for students.

Compared to materials designed particularly for language learning, authentic materials provide several benefits. The themes, language, syntax, structure, and other elements are all geared towards a native speaker target audience and made available through media designed basically for native speakers. William Guariento and John Morley (2001) describe authentic text as:

> (...) one 'created to fulfil some social purpose in the language community in which it was produced' With the onset of communicative movement a greater awareness of the need to develop students' skills for the real world has meant that teachers endeavour to simulate this world in the classroom. (p. 347)

According to both academics, using authentic materials helps learners prepare for their social life. In other words, the utilisation of authentic materials helps to bridge the gap between what is learned in the classroom and what is experienced in real life.

On the use of coursebooks in EFL classrooms, Spelleri (2002) believes that the language used in coursebooks is only intended to use in a classroom setting, as opposed to the language that is needed in real-world situations. This gap has not yet been filled by the use of coursebooks because students must deal with the language of brochures, office work, application forms, and other similar documents. Therefore, Crawford (1995) supports that the language used should be realistic because it can be challenging to discover accurate sources that meet students' needs. Additionally, it can be challenging for teachers to legally acquire materials of a truly adequate quality. Many students will use such materials as a guide for a particular subject in their future studies. Materials must be adaptable for students to help them learn new techniques and skills. These techniques must be adjustable to different situations. Students will make an effort to incorporate what they have learned about the language. Since authentic materials seem more related to the

course content and more understandable for students, they are used as effective teaching tools in classrooms (Linder, 2000).

Besides, coursebooks used in EFL classrooms is one of the most important elements to create a fruitful teaching environment for language learners. Since coursebooks are designed to demonstrate the principles and techniques of foreign language teaching, the selection of appropriate material is vital, and it should be done properly. Clearly, it is essential to select significant materials for the teaching and learning process. Teachers should bring those materials to the classroom as supplementary equipment to complete the learning process. Since choosing a coursebook as the base teaching material is a significant matter, it must fulfill the expectations of the language teachers and the needs of the students in class. The coursebooks should be chosen for the sake of their educational values, and they must correspond to the needs and achievements of EFL classrooms to make points about language practice.

Coursebooks also promote cultural awareness, which is described by Cortazzi and Jin (1999) as "*being aware of members of an other cultural group; their behaviour, their expectations, their perspectives and values*" (p. 218). Since teacher awareness is necessary for learner awareness to begin, teachers are supposed to put student awareness at the core of their teaching. Prodromou (1990) suggests that:

> Teachers often behave as if their students, on entering the little EFL world change: change utterly into little John Smiths or Janet Smiths; that coming to learn English, they leave their three-dimensional humanity outside and enter the plastic world of EFL course books; course books where language is safe and innocent, and does not say or do anything. (p. 35)

As language teaching and culture cannot be separated, chosen coursebooks which are supposed to cover every aspect of the target language's requirements for students' use, coursebooks are to be the primary materials to assist students in obtaining cultural awareness through their contents. Tajeddin & Teimournezhad (2015) state that:

> Language in a textbook is not simply a linguistic system but contains and expresses aspects of culture - the same agenda, but with a cultural focus, may be

> pursued in ELT materials. It is important to investigate its realisation in ELT textbooks as there is otherwise a risk that textbook users may treat embedded cultural aspects and values as something to be acquired as part of successful TL (target language) learning. (p. 183)

Contrasting new coursebooks to those from the past, the new type of coursebooks are created by adhering to technological advancements, and their goals include not only teaching grammar but also exposing students' communication proficiency. Given that coursebooks serve as instructional materials, Grant's (1987) statement of coursebooks' attempting to address the issue by giving learners ways to practise the language within the classroom as some kind of "*halfway house*" before utilising it in everyday situations can be adopted since coursebooks aid in the implementation of new ideas in the context of language teaching (p. 13). With the changing world, new developing technologies and new perspectives, the recently hotly-debated issues like environmentalism, immigration multiculturalism, gender, women rights, children rights, animal rights, racism, discrimination have been included in the content of the new coursebooks. As English is a global language, native or global coursebooks, which are published and exported from the UK, are used all around the world. Furthermore, in a study comparing the local and global coursebooks carried by Şimşek and Dündar (2017), "*the global books were considered to have integrated skills, authenticity and cultural context*" (as cited in Yazıcı and Hayta, 2021, p. 20). Coursebooks that are used in the classrooms today are enriched in the name of design and usage: They are more colourful, the use of visuals is more appealing, the dialogues are more up-to-date, and they are designed to be more student-centred. More importantly, coursebooks cover the authenticity and cultural context that learners should be exposed to.

Coursebooks are vital cultural constructs since they are the primary sources heavily influencing language teaching and learning (Kramsch, 1988). On the basis of developing communication skills through language, cultural elements can prevent misperceptions. Therefore, it is inevitable to bring coursebooks that include the culture of the target language to the classroom since coursebooks have a vital role as they are of great importance in learning the language (Gómezrodriguez, 2015a). As such, they expose the majority of English learners to representations of different communities and cultures. The

majority of the time, English as a foreign language (EFL) student do not have instant access to interact with English speakers outside of the classroom, and the majority of the information they have about potential interlocutors comes from their teachers and coursebooks. Since the content of EFL coursebooks is seen as a unique competent to create and facilitate different cultural and linguistic environments (Shardakova & Pavlenko, 2004), coursebook content limits and defines the ideas that EFL learners have about the people they will be interacting with in English. Azimova and Johnston (2012) state that "*representation always involves selection; that which is not selected becomes invisible or "negated" (Hooks, 1992, p. 117)*" and language coursebooks are effective representational tools that shape students' conceptualizations of themselves, the other, and the connection between these two different concepts (p. 339). With a similar aspect, Arıkan (2005, 2008) argues that since coursebooks are used for the majority of classroom instruction, they have the potential to influence students' opinions and beliefs on a wide range of sociocultural issues, including gender, popular culture, religion, and social class.

On the whole, coursebooks, being the fundamental materials and elements that complete the teaching and learning process, have a vital role in EFL classrooms since they provide the motivation that students need while learning the target language with the real-life related contents and activities which keep learners interested in the topics. As well as covering the four language skills (reading, listening, speaking, and writing), grammar, and vocabulary, they also open a new frame for learners to observe the culture and values of the target language. Since students need to learn and understand the culture of the target language to be able to fully proceed with the language acquisition, coursebooks that are used in language classrooms illuminate this process for the learners. From that perspective, coursebooks can be considered as the keystone materials in EFL classrooms.

2.2 Culture in EFL

The concept of culture, which can be accepted as a profound and vague term to describe, has numerous definitions in the literature. Mostly, the idea of culture is agreed upon as a shared attribute that can vary among diverse groups (Saemee & Ra, 2021). Also, "*the term culture contains beliefs, ideas, values, and knowledge. Culture also shows the life style of the target community*" (Brown, 1994, as cited in Yılmaz, 2012, p. 2752).

Since diverse meanings can be ascribed to culture in various circumstances and by various individuals, there is no universally accepted definition of it. Duranti (1997) claims that "*culture is such a complex notion that it may be neither possible nor desirable to arrive at an all encompassing definition of it*" (p. 49). As a result, contemporary perceptions of culture constantly contribute to particular contexts and academic disciplines. Geertz (1973) describes culture as "*a pattern of meanings carried through history, consisting of symbols and inherited ideas expressed through symbolic forms, used by people to communicate, preserve, and evolve their understanding and perspectives on life*". On the contrary, Kachru (1999) states that culture remarks "*the pattern of meanings embodied in symbolic forms, including actions, utterances and meaningful objects of various kinds, by virtue of which individuals communicate with one another and share their experiences, conceptions and beliefs*" (p. 77). To define culture in other words, Brislin (1990) states that it "*refers to widely shared ideals, values, formation and uses of categories, assumptions about life, and goal-directed activities that become unconsciously or subconsciously accepted as "right" and "correct" by people who identify themselves as members of a society*" (p.11). Since culture also comprises the historical background, which is transferred through generations throughout the years, it becomes an inseparable part of the society.

Apparently, culture refers to the shared beliefs, values, customs, behaviours, and artifacts that characterize a group or society. It encompasses everything from language, religion, and social norms to artistic expressions and technologies. Culture is often passed down through generations, but it can also change over time and can be influenced by a variety of factors, including contact with other cultures. Studies have shown that culture plays a significant role in shaping people's thoughts, behaviours, and interactions with others (Triandis, 1995; Hofstede, 2001). Additionally, culture can also have an impact on people's physical and mental health (Kirmayer et al., 2007; Marsella, 2010). When a group of individuals gathers together as a community, a culture emerges that reflects the specific norms of that group, and in the end, they have an identity. People who are immersed in a culture develop a perspective on the world and are able to influence other societies with their own perspectives. As culture is "*learned and shared human patterns or models for living; day-to-day living patterns. These patterns and models pervade all aspects of human social interaction. Culture is mankind's primary adaptive mechanism*"

(Damen, 1987, p. 367). When individuals are able to understand people from other cultures, it is easier to be aware of the other cultures and people in the world. In another aspect, Brown (2007a) points out that culture is a way of life, the environment in which people live, and it should not be separated from language.

Adapting culture into EFL classrooms is becoming inevitable after realising its positive effects on language learners. Learning a foreign language without learning the culture of the target language is impossible since culture comprises a remarkable amount of the language. Gao (2006) emphasises that "*the interdependence of language learning and cultural learning is so evident that one can conclude, language learning is culture learning and consequently, language teaching is cultural teaching*" (p. 12). Today, with globalisation, culture has more fluid boundaries.

Understanding and incorporating culture into language teaching has become a crucial aspect of effective language instruction, as it enhances students' communicative competence and fosters their intercultural and multicultural awareness. Culture provides a contextual framework for language use, enabling learners to comprehend and use language appropriately in real-life situations. The relation between language and culture is bilateral in nature, and language is regarded as major and absolute element in any culture (Brooks, 1964). Even though the place of culture in language education is a hot debate (Kramsch, 2013), according to the study of some researchers (Rodríguez & Espinar, 2015; Tajeddin & Teimournezhad, 2015), the vital role of culture in language education is to consolidate target language - second language (L2) cultural meaning in a proper manner. It is widely recognised that language learners will not fully understand the language in context if the cultural aspects of the language are not appropriately emphasised in the learning process. Moreover, cultural competence empowers EFL learners to navigate cross-cultural interactions with sensitivity and respect, breaking down barriers and promoting meaningful communication. According to Mao (2009), cultural factors are essential in EFL classrooms and teaching with cultural elements within language creates a better understanding of the target language and provides cross-cultural connection in real situations. As stated by Byram (1997), intercultural competence involves knowledge, skills, and attitudes necessary for intercultural communication, making it an essential component of EFL education. Therefore,

integrating cultural components into EFL classrooms allows students to develop a deeper understanding of the target language and its sociocultural context, promoting effective communication and intercultural competence (Huang, 2023). By acknowledging the significance of culture in EFL instruction, educators can create a more engaging and inclusive learning environment that prepares students for intercultural encounters in an increasingly interconnected world.

Since empowering language learners to become "*intercultural speakers*" (Byram, 1997, p. 3) has long been seen as one of the most important and desired targets of language education, language teachers are obligated to consider intercultural communicative competence a fundamental objective in their curriculum. The value of culture in language learning is acknowledged at every step, and it is only growing given the complexity of interrelated cultural webs. As Messekher (2014) suggests, "*culture, whether taught explicitly or implicitly, permeates many aspects of foreign language teaching*" (p. 69). Therefore, studying a foreign language may also require knowing various aspects of the culture of the language's speakers, potential interlocutors, and of the target audience around them. The students in this situation ought to be familiar with various cultures that may have an impact on their education and career. Different cultural facets and their representations in English language materials and coursebooks become more significant in the current reality where hybridity is the norm. Yuen (2011) emphasises the significance of culture in language learning and how it is impossible to eliminate representations of different cultural components in language coursebooks by stating:

> In general, learning a language involves learning different aspects of the culture in which the language is used and sometimes also how other cultures are represented in that particular culture because language depicts culture of its own and other cultures too. (...) When learning a language, learners are also exposed to the cultures represented in these materials (p. 459).

In the context of English as a foreign language teaching (EFL), culture plays a crucial role in shaping the way language is acquired, used, and understood. Understanding the culture of the learners is essential for effective language instruction, as it helps teachers to create relevant and engaging materials, and to develop appropriate teaching methods.

For example, students from a collectivist culture may benefit from group work and cooperative learning activities, while those from an individualistic culture may prefer more independent tasks (Hofstede, 2001; Triandis, 1995). Furthermore, culture also affects how learners perceive and use language. For example, some cultures may place a high value on indirect communication, while others may prefer more direct forms of expression (Gudykunst, 2002). Additionally, it is also important to recognize that culture is not a fixed entity, but rather it is dynamic, and it changes over time as a result of contact with other cultures (Kramsch, 1998). Therefore, teachers should avoid imposing their own cultural assumptions and biases, on the contrary they must strive to create a culturally inclusive learning environment. Thus, culture is an integral aspect of EFL and should not be treated as an add-on or an afterthought. By understanding the culture of their learners, teachers can provide more effective and meaningful language instruction. It is commonly believed and stated by researchers that teachers should always be aware of the fact that tourism, rapid and affordable travel, sports, and migration transform countries into multicultural environments. With this aspect, the language and the materials that the teacher use and the attitude of the teacher in the classroom are expected to be embracive. Hence, understanding these cultural differences can help teachers to anticipate and address potential miscommunication or misunderstandings in the classroom.

It is important to remember that each language has its own cultural universe since learning a foreign language involves switching between multiple worlds. Learning a language involves not just mastering its grammar but also appreciating its cultural nuances. Students develop a sense of empathy, understanding, recognition and respect for those who hold different values and beliefs as long as cultural factors are incorporated into the curriculum. Also, since foreign language students are exposed to cultural backgrounds, they also become a part of that culture. It helps students learn how to interact with various cultures when teaching language and different cultures' messages can be understood by students. Regarding the fact that there is a close connection between culture and language, and methods for teaching these concepts in language instruction are essential.

Benefiting from an EFL coursebook that contains many cultures is one of the fundamental strategies for incorporating the idea of cultural awareness into a foreign language classroom. As a result, learners can more readily develop their viewpoints and

comprehend activities from diverse cultures. Therefore, the coursebooks that are used in the EFL classrooms are also utilised as the main sources of teaching the culture to light the way for the learners whilst teaching the target language. Altay (2005) states on implementation of culture in English teaching:

> No doubt culture should be taught while teaching a foreign language. On the other side, when English language is the core of the question, which language should be considered as the target language? (…) The answer is not clear, but most scholars agree on the point that the culture of the countries where this language is spoken as mother tongue should be considered so as to teach. However, there may be a more heated discussion on this issue in the future (p. 181).

As stated by Bennett et al. (2003), "*the person who learns a language without learning a culture risks becoming a fluent fool*" (p. 237). Hence, ignoring the essentiality of the cultural component in the EFL classroom is a mistake that should not be made. EFL coursebooks play a vital role here to implement the culture in language learners' conception of language. McKay (2000) indicates that the cultural representations in the coursebooks as evident in presenting the target language's culture as the source culture to offer an international cultural orientation that establishes a contextual bond. Therefore, using EFL coursebooks that cover cultural elements link to the target language's culture and language learners' culture creates a better understanding of the language.

To improve the efficiency of language acquisition, cultural elements like customs, traditions, food habits, literature should be integrated into the course. According to Ellis (1985), the learners who are interested and exposed to the cultural life and social conditions of the target language can be better learners compared to the ones who are not. Jiang (2000) also states that it is impossible to teach the language without the culture since they complete each other. In this sense, while teaching a foreign language, coursebooks are the main carriers of the culture of the target language (Zu & Kong, 2009).

During the courses, while teaching the materials, teachers highlight the cultural differences and according to Eibl (2016), "*teachers should arouse students' interest in cultural differences and guide them to accept, respect, and value diversity*" (p. 36). To

accomplish that, the students also need to be aware of the terms such as multiculturalism, and consumerism they may encounter in relation to the culture of the target language that is shown in the coursebooks. Since it is essential to track the cultural issues in the coursebooks, dealing with cultural aspects also helps understand the changes in the society and cultures. Besides, the importance of multiculturalism in language instruction must be fully recognised. It ranks many concepts, such as various traditions, ethnicities, and cultural backgrounds. Each multicultural component in language education coursebooks is intended to assist students to become more aware of various cultures and broaden their worldviews. Fedorowicz (1997) describes multiculturalism as:

> social interaction and integration (not assimilation) is thus grounded in a theory of communication: a multicultural society is not the sum of many disparate cultural identities and practice, but the possibility of their standing in mutual relationships, retaining distinctiveness while being able to communicate with each other (p. 83).

Multiculturalism is therefore a strategy for allowing various cultures to coexist without subjugating or oppressing one another. It is intended to commemorate cultural differences and promote acceptance and tolerance among people from various ethnic origins.

The use of EFL coursebooks in the classroom help students and teachers in language learning and teaching process as they are a valuable source of multicultural elements. With the changing world idea in the 21st century, coursebooks have been evolving day by day. Gencer (2020) states in her study that nowadays, the majority of coursebooks approach subjects from a multicultural perspective. They incorporate various elements from different societies, such as their values, beliefs, and ways of life, and are actively endorsed for their inclusivity. As the implementations of cultural elements are explicitly visible in language teaching, Byram et al. (2002) point out the place of multicultural elements:

> Developing the intercultural dimension in language teaching involves recognizing that the aims are to give learners intercultural competence as well as linguistic competence; to prepare them for interaction with people of other cultures; to enable them to understand and accept people from other cultures as

> individuals with other distinctive perspectives, values and behaviors; and to help them to see that such interaction is an enriching experience (p. 10).

As multiculturalism in education creates a bridge between students' own identity and the target language's culture, on the importance of multicultural education Spindler (1987) emphasises that:

> One premise of multicultural education is that teaching and learning are cultural processes that take place in a social context. To make teaching and learning more accessible and equitable for a wide variety of students, students' cultures need to be more clearly understood. Such an understanding can be achieved by analyzing education from multiple cultural perspectives and thereby removing the blindness imposed on education by the dominant cultural experience (as cited in Gay, 1994, p. 15).

Similarly, Gorski (2000) describes multicultural education as:

> Multicultural education (…) is grounded in ideals of social justice, education equity, and a dedication to facilitating educational experiences in which all students reach their full potential as learners and as socially aware and active beings, locally, nationally, and globally (p. 2).

Besides, the representation of culture in English as a Foreign Language (EFL) coursebooks has been a topic of interest among researchers in recent years. The integration of culture in EFL coursebooks is considered essential for developing learners' intercultural competence, which is the ability to understand, appreciate and interact with people from different cultural backgrounds. The multicultural elements, the representation of multinational, multiracial, multi-faith and multi-ethnic elements and the inclusion of such elements in EFL materials is also vital to ensure that learners are exposed to a variety of perspectives and are able to communicate effectively with people from different racial and ethnic backgrounds. In her study, Hilliard (2014) focuses the analysis of the representation of multiracial and multi-ethnic elements in four EFL coursebooks and it is shown that while the materials include some representation of diverse races and ethnicities, they are primarily focused on White and Western cultures:

overall the coursebooks "*emphasize Western values of individualism, egalitarianism, cosmopolitanism, mobility, affluence, and success*" and she recommends that EFL coursebook publishers should include more representation of different multiracial and multi-ethnic elements other than Western perspectives to better prepare learners for global communication (Hilliard, 2014, p. 243). In another study by Davidson and Liu (2020), their focus is mainly on bonding a bridge between Japanese cultural values and Western cultures. In their study, coursebooks depict "*mainly Japanese cultural content and focus on products and persons rather than practices and perspectives. In subsequent interviews, many students did not identify with the notion of global citizenship; however, their answers displayed the central global citizenship quality of open-mindedness*" (Davidson & Liu, 2020, p. 39). Also, Gudykunst (2002) believes that the inclusion of religious diversity in language education can lead to increased empathy and cross-cultural understanding. Incorporation of multi-faith elements into coursebooks and classrooms is vital in today's globalised world for language learners to have an understanding and appreciation of different faith traditions. By including content on different religious beliefs and practices in EFL coursebooks, learners are exposed to a range of cultural perspectives and are better equipped to engage with people from diverse backgrounds. This helps to promote intercultural competence and understanding as well as to foster greater respect for diversity.

Baleghizadeh and Shayesteh (2020) in their study analyse the cultural content of three EFL coursebooks that are used in Iranian universities and find that "*unlike the general expectations to be culturally neutral, were largely dominated by cultural norms and values*" (p. 10). While the materials have included some representation of diverse cultures, there is "*a sharp unequal representation of culture from around the world, devoting a greater treatment to the cultures of English-speaking countries and leaving international cultural elements with the least amount of coverage*" (p. 11). The authors recommend that EFL coursebook writers and publishers should include more intercultural content to better prepare learners "*to promote the development of intercultural competence*" (Baleghizadeh & Shayesteh, 2020, p. 11).

A study by Alshenqeeti (2019) analyses the cultural representations and how frequent these representations occur in EFL coursebooks used in Saudi Arabian schools and finds

that the materials are primarily focused on target and international cultures rather than the source culture. The author suggests that EFL coursebooks used in Saudi Arabia should provide a balanced exposition of culture. On the other hand, Heng (2014) find in his study that a communicative approach to teaching EFL that incorporates diverse cultural perspectives is effective in promoting intercultural competence among non-Western EFL learners. He states that incorporating cultural diversity into EFL instruction can not only improve learners' communication skills but also promote cultural understanding and respect (Heng, 2014). A more recent study by Kim and Ma (2018) analyses the representation of multicultural representations elements in EFL coursebooks used in South Korea, where people "*consider themselves a mono-race and mono-ethnicity*" (Moon, 2011, as cited in Kim & Ma, 2018, p. 2). According to the researchers, in South Korean EFL coursebooks the representations of multicultural elements are limited. In the findings of their study, the authors find American culture and Universal culture related items mostly, and the scarcity of Korean culture as the source culture is mentioned. They suggest the coursebooks in South Korea should be revised and there should be room for multicultural elements (Kim & Ma, 2018).

In current coursebooks, multicultural elements such as tourist sites, clothes, traditions, and food can find a place since they are the basic reflections of culture. As a huge part of consumerism, different cuisines and food around the world are used as a medium to transmit the culture of the target language. Ritzer's McDonaldization of society theory can be shown as an example in the evaluation process. In his theory, Ritzer (2019) claims that changes in science, economy, and culture have shifted societies away from Weber's bureaucracy and towards a new social structure and order known as McDonaldization. With the effects of globalisation, the borders are narrowed down, and this lets people start imitating each other but somehow, they have managed to preserve their local identity. Conspicuously, it is observed that, while mentioning about multicultural elements or the developments of the 21st century, food, which can be accepted as an indispensable and important part of the culture, is mostly parted from the studies on cultural elements. Food is also an element of multiculturalism, and it reflects many aspects of the target language's culture. However, it could not find a place among the previous studies in the field. Therefore, the use of food items is prevalent in EFL coursebooks since they represent a huge part of the culture.

So, it is impossible to separate the teaching of languages from cultural roots, and students should be exposed to as many different cultures as they can in order to develop an objective perspective. They may also become more culturally conscious, acknowledge the presence and equal values of other cultures, and rationally connect their own culture to cultures from other areas of the world in this way. Language teaching's aim is to benefit from culture rather than to teach it, in order to create an easy and enjoyable learning environment while also making it more informative through the use of cultural notions. Students become a part of the culture when language teaching takes place within a cultural setting. As a result, culture will always play a part in teaching and learning languages.

2.3 Food Culture in EFL (Representation of Food in EFL)

Food is an essential and complex aspect of human existence, encompassing a wide range of edible substances consumed for sustenance, nutrition, and pleasure. It serves as a basic biological need, providing the necessary nutrients and energy to support bodily functions and promote overall health. However, food extends far beyond its physiological role, as it is intertwined with various cultural, social, and psychological dimensions of human life (Mintz & Du Bois, 2002). Understanding the multifaceted nature of food is crucial for comprehending human behaviour, societal dynamics, and the intricate relationship between individuals and their environment (Sutton, 2010). Even though food is vital for well-being, consuming food is also a social activity, and is usually "*cultivated for pure pleasure*" (Anderson, 2014, p. 139).

Food is one of the main elements that join people together. In a society, people who share the same culture gather around the food that their culture created. Anderson's (2014) description of food is noteworthy as he claims:

> (…) communication finds most of its applications in the process of defining one's individuality and one's place in society. Food communicates class, ethnic group, lifestyle affiliation, and other social positions. Eating is usually a social matter, and people eat every day. Thus, food is available for management as a way of showing the world many things about the eater. It may be second only to language as a social communication system (p. 171).

Food, as well as the other components, is one of the most important parts of a culture. Since culture is "*the integrated pattern of human knowledge, belief, and behavior that depends on the capacity for learning and transmitting knowledge to succeeding generations*", it also refers to "*the customary beliefs, social forms, and material traits of a social, racial, or religious group, and the characteristic features of everyday existence as a way of life that are shared by people in a particular place or time*" (Dwyer & Freitas, 2013, p. 289). Therefore, as a cultural element, food creates a bond between the people in some particular borders. Kittler, Nelms and Sucher (2017) describe food as:

> The term food habits (also called food culture or foodways) refers to the ways in which humans use food, including everything from how it is selected, obtained, and distributed to who prepares it, serves it, and eats it. The significance of this process is unique to humankind (pp. 1-2).

The similarity drawn between food and language by juxtaposing the two as semiological systems, beyond (in the case of food) their material reality, characterises both as communication codes. They convey a wide range of symbolic and signifying meanings (economic, social, political, religious, ethnic, and aesthetic) both within and outside the societies that express them. Montanari (2006) states that:

> Like spoken language, the food system contains and conveys the culture of its practitioner; it is the repository of traditions and of collective identity. It is therefore an extraordinary vehicle of self-representation and of cultural exchange—a means of establishing identity, to be sure, but also the first way of entering into contact with a different culture. Eating the food of the "other" is easier, it would seem, than decoding the other's language. Far more than spoken language itself, food can serve as a mediator between different cultures, opening methods of cooking to all manner of invention, cross-pollination, and contamination (p. 133).

While covering the topic of culture, food choices or preferences of a society cannot be dismissed. They need to be seen as a "*window*" (Albala, 2013, p. 1) to investigate culture as a whole. Every human being eats, and while they eat, they make specific preferences about food. The foodways do not only reveal what people eat, "*but they also all make*

conscious choices about food within a cultural milieu. These choices not only reveal who they are and where they fit in socially, but also often their political, religious, and philosophical bend" (Albala, 2013, p. 1). Sharing food and drinks bridges bonds of group identity. Meals that are eaten together as a family foster intimate and long-lasting relationships. Not only the daily meals that are eaten together, but also the ceremonial feasts have an essential impact on developing relationships. Pilcher (2006) states that:

> Ceremonial feasts have also served to convey an element of familial intimacy to political relationships, bolstering ties between rulers and subjects. Moreover, the sharing of food habits helps to define ethnic identity, for example, through the Hebrew adherence to kosher dietary restrictions. The Christian Eucharist likewise illustrates the religious significance of commensality, linking humans to the divine (p. 2).

Food, as Civitello (2008) states, is "*one of the ways humans define themselves as civilized*" (p. xiv). People bound up their identity with food, they establish their cultural bonds with food. Ethnicity, religion, nationality can easily be understood from a person's choice of food. Taste is specified by factors such as culture and genetics which shows that it is acquired from the culture a person born in. Erol (2009) states that:

> Food culture is an important component of the cultural heritage of communities. Food is not only a biological necessity for survival but it is an integral part of the indigenous culture reflecting geography, climate, flora, fauna and sociologically the institutions of class, gender, ethnicity and religion. Hence, it is an important element in the definition of identity (p. 25).

Learning a foreign language without learning the culture of the target language is almost impossible since culture comprises a remarkable amount of the language. Today, with globalisation, boundaries of cultures have become transparent. Therefore, the coursebooks that are used in the EFL classrooms are also utilised as the main sources of teaching the culture to light the way for the learners whilst teaching the target language. Every culture's history, traditions, and ideals are reflected in the food that is consumed. The inclusion of food-related content in EFL gives students real-world scenarios in which to practise their language abilities while getting a taste of various cultural experiences.

Food culture can be used as a reflection of the target language's culture to examine it closely. Effects of industrialisation, digitalisation and consumerism on the target language's culture can be observed through food culture. Moreover, being a formerly second imperial power with territories across the globe colonialist country, the effects of multiculturalism in the UK as it is seen elsewhere in the world can also be observed via food culture. Gunkel (2016) states that "*examining foodways requires us to understand the complex ways in which social norms, cultural meaning, historical contexts, and economic realities underlie food habits*" (p. 245). According to Kittler, Nelms and Sucher (2017), "*an essential symbolic function of food is cultural identity. What one eats defines who one is, culturally speaking, and, conversely, who one is not*" (p. 4). Hence food, as the material, which is fundamental for sustainability in life, has other roles such as cultural, economic, social and psychologic roles, it is inevitable to use food in education materials. Crookes (2013) advocates that EFL materials teach attitudes and values as well as language. Jacobs, Joyce and Subramaniam (2018) state that "*research on the depiction of food in learning materials may be timely, as food has drawn increased attention for its roles in many aspects of today's world, including health, environmental protection, and relations between humans and other animals*" (pp. 2-3).

Kumaravadivelu (2008) and Byram (2008, 2011) call "*global cultural consciousness and intercultural citizenship as key outcomes of language learning*" and according to these scholars, language education must have "*a transformative goal that can be achieved only through cultural reflection and understanding within a critically oriented pedagogy*" (as cited in Weninger & Kiss, 2013, p. 695). Like a living organism, culture and its reflections change throughout the years depending on society's needs. To achieve and understand this cultural reflection, food culture can be used as a subculture among many other issues and events contained in the coursebooks.

While reading materials related to food culture of the target language, students can "*improve their perception of a foreign culture and their own culture by gaining awareness of a foreign language*" (Gerfanova, et al., 2018, p. 3). Moreover, studying food culture and the changes over the years can lead students to understand the concept of "*the habits and patterns enacted by "what we like" are in fact contextualized by a complex set of social classifications linked to nation, class, gender and culture*" (Gunkel, 2016, p.

246), since "*food and culture studies have somehow made interdisciplinarity workable*" (Counihan & Van Esterik, 2013, p. 1).

Cultural representations in coursebooks including products, places, and persons are samples of tangible cultures that refer to visible and explicit cultures that learners can comprehend and identify effortlessly (Lee, 2009). Davidson and Liu (2020) indicate in their study that meaningful cultural representations in coursebooks based on global contexts strengthen students' cultural awareness, intellectual curiosity, and social mindset as they are the fundamental components of a world with no borders. Therefore, it is essential for coursebooks to include a number of cultural aspects and topics to ease the learning process for learners to distinguish different cultures in multiple contexts. Alonso and Ponte (2016) categorise the cultural topics that can be used to study cultural contents in coursebooks. They suggest that cultural topics cover issues such as everyday life, cultural heritage, national identity, society, and social interaction. Researchers find in their study that the most common cultural related topics in daily life basis are food, clothing items, and festivals in EFL coursebooks. To be more specific, the food and drinks that are mostly represented in coursebooks are wine, coke, pasta, tea, and junk food (Alonso and Ponte, 2016).

In this sense, incorporating food culture into language instruction can enhance students' cultural understanding and motivation to learn the language. Wang, Huang & Hsu (2015) discuss that putting cultural information into language instruction increase students' motivation to learn English as well as their ability to use the language in real-life situations as they have a connection between their native language (L1) and second language (L2). Cognard-Black and Goldthwaite (2008) state on teaching food:

> To teach food as a written art form is to teach a part of what it means to be human. Through the record of food traditions, culture and history are transmitted as well as transformed - practices of sharing, preparing, and eating recipes both create and convey human interactions. Moreover, like humanity, food is both elastic and contradictory. It symbolizes birth, rebirth, and death. It represents the natural as well as the artificial. It can mean both health and poison, war and peace, surfeit and hunger, art and commodity. In other words, food texts are

> multifaceted in terms of their content, and yet they're also complex in terms of genre, tone, and approach - thereby mirroring the intricacies of writers and reader (p. 422).

In his study Yuen (2011) identifies four primary cultural contents in EFL materials as products, practices, perspectives, and persons. Products refer to the traditional cultural contents that are the artefacts of culture such as food, songs, works of arts and literature. Practices are the socio-cultural practices that are completed by the society which include customs, laws and other aspects of socio-cultural practices. Perspectives refer to more abstract terms in a society such as values and beliefs. Finally, persons represent the influential and famous figures renowned by a community (Elshadelin & Yumarnamto, 2020). However, the cultural representatives in EFL coursebooks mainly focuses on British and American cultures. For students to be able to compare and contrast the target language's culture to their own, there should be plentiful references to other cultures, too. Saemee and Nomnian (2021) in their study of examining six coursebooks find that food and drinks under the subtitle of products are widely represented in illustrations and they are divided into two types such as "*general food and food and drinks of a particular culture*" (p. 112). General food and drinks are illustrated as "*sandwich, ice cream, potato chips, orange juice, coffee, tea, bread, and cake, which are universally familiar*" and for the food and drinks of a particular culture as "*'Pavlova', which is a traditional New Zealand and Australian dessert, and … American breakfast, which includes scrambled eggs, pancakes with maple syrup, or toast with butter and jam and a glass of milk*" (Saemee and Nomnian, 2021, p. 112).

However, some researchers point out limitations in the incorporation of food culture into EFL coursebooks. Many coursebooks lack in-depth and accurate information about food culture, and the content that is included is frequently stereotypical since they particularly are based on British and American cultures (Alshenqeeti, 2019; Anita, 2019; Böcü & Razi, 2016; Syahri & Susanti, 2016; Thumvichit, 2018; Waharak, 2015). This emphasises the importance of ensuring that EFL coursebook content is authentic and culturally sensitive in order to avoid stereotypes and promote a more accurate understanding of the culture. The need to provide a diverse range of content is another important aspect of incorporating food culture into EFL instruction. According to Böcü and Razı (2016),

many EFL coursebooks only include information about the culture of English-speaking countries, which can give non-native speakers a limited understanding of the culture. As a result, it is critical to include a diverse range of cultural elements as well as food-related content from various cultures to provide a more comprehensive understanding of the culture.

So, in the language learning process, teaching the target language's culture is crucial. As a part of the culture, food and language should be considered together to present language acquisition since food items that are presented in the coursebooks help students understand other cultures while learning a foreign language.

3. METHODOLOGY

In this part of the study, Research Questions, Research Design, Data Collection Tools and Procedure, and Data Analysis Procedure are placed and explained in detail.

3.1 Research Questions

This thesis presents a comprehensive examination of the contents of the coursebooks, *Headway Elementary Student's Book*, *Headway Pre-Intermediate Student's Book*, *Headway Intermediate Student's Book*, *Pioneer Elementary Student's Book*, *Pioneer Pre-Intermediate Student's Book* and *Pioneer Intermediate Student's Book*, by reviewing and analysing them with the help of research questions below formed by the researcher. The questions aim at finding possible answers and make meaningful contributions to the field. The aim of the study is to find out the reflections of food culture in EFL coursebooks and how they are employed in the coursebooks with different series of coursebooks to see if there were differences throughout the decades. Therefore, regarding the aim of the study, these research questions given below are set:

1- How is food culture reflected in EFL coursebooks?

2- What are the differences in two publications that were published in the 1990s and in the 2010s about the food culture of the target language?

3.2 Research Design

The aim of this study is to find out how food culture is reflected in EFL coursebooks and how the differences in two publications that were published in the 1990s and in the 2010s about the food culture of the target language. Hence, this study will comprise the use of two different publications that were published in different decades to emphasise how food culture content is included in the EFL coursebooks.

The study is held as a case study, collecting data from coursebooks using qualitative method with content analysis technique to compare and examine the differences in the food culture of the target language from the 1990s to the 2010s. Qualitative research

method is performed in this study using content analysis to explicate the reflections of food culture in the EFL coursebooks. Qualitative research method "*employs different philosophical assumptions; strategies of inquiry; and methods of data collection, analysis, and interpretation*" (Creswell, 2009, p. 162). Content analysis as a qualitative research method is used in this study due to the irrefutable connection between content analysis technique and qualitative analysis method. Two different publications that were published in different decades to discover and compare the reflections of food culture in the EFL coursebooks are analysed. According to Pardede (2018), "*in qualitative research data could be obtained from many sources and be in many forms. They may be collected through interviews, observation, or content analysis of existing materials*" (p. 16). Content analysis method in this study is used as it is "*reflecting cultural patterns and beliefs; describing themes, trends, goals, or other characteristics in communication content; analyzing open-ended survey data; and describing attributes of the sender of a communication and attitudinal and behavioral responses of the recipient(s) to the communication*" (Berelson, 1952; Krippendorff, 2004; Polit & Hungler, 1991; Weber, 1985).

Content analysis, on the other hand, is a rigorous and systematic research method that entails the thorough examination and interpretation of textual, visual, or audio materials to uncover patterns, themes, and underlying meanings. Content analysis is described by Krippendorff (2004) as "*a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use*" (p. 18). Berelson (1952) also contends that content analysis is "*a research technique for the objective, systematic and quantitative description of the manifest content of communication*" (p. 18). According to Downe-Wamboldt (2009), content analysis' goal is to connect the results to the context where they were created since "*Content analysis is a research method that provides a systematic and objective means to make valid inferences from verbal, visual, or written data in order to describe and quantify specific phenomena*" (p. 314). With this method, the required data is collected by comparing two publications, for 3 different levels, 6 coursebooks in total by comparing elements related to food culture and how it changed throughout the decades in EFL coursebooks.

In this thesis, a content analysis and interpretation of the literature review through a comprehensive data analysis is included. The content analysis method is used for the holistic inspection of samples that are taken from related studies and various articles. Objective comments on the results obtained are presented by the researcher, accompanied by transparently produced notes. In addition, previous research studies are used as additional resources that draw on the overall framework. As Downe-Wamboldt (2009) states:

> Content analysis is a research method that provides a systematic and objective means to make valid inferences from verbal, visual, or written data in order to describe and quantify specific phenomena. Unfortunately, for some researchers scientific validity is equated with quantification. Content analysis is more than a counting game; it is concerned with meanings, intentions, consequences, and context. To describe the occurrences of words, phrases, or sentences without consideration of the contextual environment of the data is inappropriate and inadequate. (p. 314)

As the diversity of food culture-related elements and traditions in coursebooks is evaluated and demonstrated in the Appendices section, a descriptive research method has been chosen for this study. A descriptive research method is a "*model provides information about how often certain language phenomena occur and the typical use of language elements is demonstrated in accordance with the various variables which can be used in the studies of language teaching*" (Seliger and Shohamy, 1990, p. 211). Throughout the study, with this research model, the items related to food culture and traditions are described and analysed.

In this study, the key findings of reflections of food culture and traditions and their implementations in six course books in three different levels from two different publications are introduced.

3.3 Participants

There are no participants in this study. The study is held by analysing two sets of coursebooks, *Headway* and *Pioneer* series.

3.4 Data Collection

3.4.1 Data collection tools

In this study, in order to collect data and analyse content a tarough literature review from different sources is essential. The main focus of the research is an examination of the six coursebooks at three different levels, while articles, books, journals, publications, and internet sources are utilized as secondary materials. Three levels of *Headway* coursebooks – *Headway Elementary Student's Book*, *Headway Pre-Intermediate Student's Book*, *Headway Intermediate Student's Book* - and three levels of *Pioneer* coursebooks – *Pioneer Elementary Student's Book*, *Pioneer Pre-Intermediate Student's Book*, *Pioneer Intermediate Student's Book* - are chosen to examine and analyse how food culture and traditions and customs related to food is reflected in those coursebooks. Different kind of representations of food culture and its reflections in the books are analysed and interpreted by the researcher.

Even though there are five levels for *Headway* series and six levels for *Pioneer* series, three levels are chosen to be included in this study for a clearer understanding and comparison. Elementary, Pre-Intermediate and Intermediate levels of - *Headway* series, published by Oxford University Press in the 1990s and of *Pioneer* series, published by Pearson in the 2010s - coursebooks are probed in detail as the main aim of this thesis is to analyse the reflections of food culture and related traditions in those publications.

Written by Liz & John Soars, *Headway Elementary Student's Book* was published in 1993 with 129 pages, *Headway Pre-Intermediate Student's Book* was published in 1991 with 130 pages and *Headway Intermediate Student's Book* is published in 1986 with 120 pages. As for the *Pioneer* series written by H.Q. Mitchell & Marileni Malkogianni, *Pioneer Elementary Student's Book* was published in 2015 with 169 pages, *Pioneer Pre-Intermediate Student's Book* was published in 2015 with 181 pages, and *Pioneer Intermediate Student's Boo*k was published in 2016 with 189 pages. Both of the series

provide additional materials, workbooks, audio materials and extra online materials for each level for the learners. The publications also provide a teacher's book for each level which gives teachers hints and ideas on how to use the coursebook practically in the classroom.

Both the *Headway* and the *Pioneer* series were published in colour to get students' attention into books and the units and the topics that they cover. It is also highlighted that while units and topics start with direct instructions in the *Headway* series, in the *Pioneer* series there are warmup exercises and various comprehension exercises for students with assorted visuals. The quality of visuals in publications differs since the pictures and photos are more vivid in the *Pioneer* series whereas the ones that are used in the *Headway* series are blurry compared to the previous series.

During the research of the coursebooks, it is noted that in the *Headway* series while Elementary and Pre-Intermediate level books have 15 units each, in Intermediate level there are 14 units. As for the *Pioneer* series, all three levels have 12 units each and they are based on different topics. In *Headway Elementary* the main titles for the books are respectively listed as; *Hello, People, Work, Free Time, Places, What Can You Do?, Then and Now, How Things Began, Food and Drink, Describing Places, Describing People, Planning the Future, Did You Know That?, In My Life,* and *Thank You and Good Bye*. In Pre-Intermediate coursebook of the series unit titles are listed as *People, Lifestyles, Fact and Fiction, Going Shopping, Plans and Ambitions, Descriptions, Fame, Pros and Cons, Life in the 21st Century, The Way We Were, Read All About It!, Adventure!, Dreams and Reality, Giving News, All You Need Is Love*. However, in the last level of the series, instead of giving tittles, the names of language structures are used as the unit names such as Present Simple: habits and states, expressing likes, and narrating past events in all 14 units. Contrary to the *Headway* series, the units in each of the three different levels of the *Pioneer* series are named with titles. The titles of Elementary coursebook are *That's Me!, 24/7, Sounds Like Fun, Looking Good, Flashback, Unique Flavors, Urban Life, Add to The Cart, Lend A Hand, Where To?, Well Done!,* while for Pre-Intermediate coursebook *Trending, Face-to-Face, Something New, What Happened?, Destinations, A Modern World, Choices, All The Action, Career Paths, Facts and Figures, Different Cultures,* and *That's Life* are the titles for the units. In contrast to *Headway Intermediate Student's Book*

which do not include titles for the units, the given titles for units are *Feels Like Home*, *Endurance*, *Globetrotting*, *Job Seeking*, *Get The Message*, *Success*, *H_2O*, *Green Living*, *Preferences*, *Let's Go!*, *Night*, and *By Chance*.

While evaluating each unit from both series' coursebooks, it is noted that in the first set of coursebooks, *the Headway* series, units are focused on grammatical theories, vocabulary and speaking skills. Reading and listening skills are also promoted in the series and all the skills are supported by various activities that students can complete. In the exercises, students can answer a variety of comprehension questions which can be either speaking or reading or grammar related. In the *Pioneer* series, coursebooks from all levels aim to educate students by exposing various skill-based tasks in chapters.

Moreover, at the end of every two units in the *Pioneer* series, there are particular task parts focused on the topics discussed, aimed at improving students' language acquisition through individual or collaborative efforts. These writing exercises predominantly centre on personal experiences and cultural elements. As a result, when students participate in these activities, they can directly compare two different lifestyles with the support of the provided texts or tasks, encouraging the development of their cultural consciousness and respect for diverse cultures and food culture, culinary habits as well as learning the target language itself. The content is delivered in an imaginative approach, effectively stimulating students' creativity and cognitive abilities depending on the task.

Similarly, in the *Headway* series, the comprehension questions that are asked at the end of units or chapters mainly depend on comparing two cultures – students' own and the target language's culture or one another – asking questions such as 'do you like the food in your country?' or 'do you like Chinese food?'. The tasks and exercises in *Headway* and *Pioneer* coursebooks allow students to reproduce the knowledge they obtain through the units, repeating and using them in similar contexts combined with cultural elements.

In addition to the units, both set of coursebooks have additional pages. In the *Headway* series, besides the workbook for each level, there are exercise pages at the end of the book. Repeatedly, in both series glossary parts, grammar reference part, word lists, irregular verbs list and listening transcripts are included at the end.

In conclusion, the set of coursebooks are analysed to examine the reflections of food culture and traditions and how these items and customs changed throughout nearly two decades period. It is noted that both book series provide a satisfactory depth in terms of food culture and traditions, and the differences between the series are visibly noticeable.

3.4.2 Data collection procedure

Aiming to analyse what are the reflections of food culture and traditions in the *Headway* and the *Pioneer* series and how the idea of food and customs changed throughout the decades, this study also aims to view the reflections of the changes in culinary habits and food culture in these coursebooks. The questions are to find out the reflections of food culture related items and traditions in both books and compare these representations in two sets of coursebooks that are written in different time periods.

To collect data for the study, the researcher first analysed the related articles and the studies to the field to have a wider perspective on the topic. Then, aiming to find the reflections on culture, in particular, food culture in the coursebooks every content of the six books was analysed. Studies on coursebooks, culture, and food culture in EFL field were studied accordingly and from their findings, the possible reflections and relations in the coursebooks are analysed. However, the studied works were wider on the topics coursebooks and culture in EFL whereas the studies on food culture was limited. Therefore, collecting data on food culture reflections in the coursebooks was completed by analysing the content in the selected coursebooks.

Moreover, this research is guided by specific research questions that serve as the foundation for the study's progression. These questions are delineated, and their responses contribute to the identification of potential solutions to the issues. Using the content analysis method, six coursebooks, comprising three distinct levels each, from two different series, are examined to explore the representations of food culture and traditions. The study involves a comparative analysis of the frequencies of food culture-related items and customs present in these selected coursebooks that were written with a time span of almost thirty years. To ensure robust findings, insights from various researchers' reflections and field notes are duly considered, enhancing the reliability and comprehensiveness of the study's outcomes.

3.5 Data Analysis Procedure

People who are born and raised in a particular culture have a considerable amount of information and also understanding about that culture. They obtain this information through every aspect of their lives such as means of media, education, and their social interaction within the society that they live in. According to Byram and Morgan (1994), "*learners should be taught both taken-for-granted routine knowledge and conscious knowledge of the target culture. The aim of intercultural learning is that pupils would get alternative interpretations of the world and that they could compare their own culture with the foreign cultures*" (p. 50). In the same vein, the writers believe that "*learners need to have access to and analyse the complex values and meanings of a national culture and other cultures existing within national and state boundaries, some of which are manifest in cultural institutions and artefacts*" (Byram & Morgan, 1994, p. 50). In this thesis, the target language's culture, in particular, the reflections of food culture, food items, and customs/traditions were analysed in coursebooks. The reason why custom – tradition difference is not set clearly is that some of the items that are found in coursebooks can be named as customs whereas some are traditions. Accordingly, some of them can be categorised as both. So, to specify these used items, it is endorsed to refer to these two terms together.

In the process of analysing the data, the *Headway* series and *Pioneer* series were studied and analysed. Each coursebook was analysed one by one; the pictures, cartoons, and photos were analysed alongside the written materials to find out the reflections and representations of food culture related items. The tables were set to reveal findings, and the findings were categorised under headings in those tables to relate the items under categories easefully. After the first set of tables for each coursebook, general and common tables were set to find out the mutual reflections in the coursebook sets.

While analysing the data obtained from the selected coursebooks, the researcher used a table with 5 columns, labelling the found items under the headings Food, Drink, Alcoholic Beverages, Meals, and International/Foreign Food & Drink. After completing the tables for each one of the six books, the main tables that are mentioned in the Findings section were set. Attaining data from these tables, the main tables were named under seven

headlines, which are namely listed as Eating Out/In a restaurant/Café, Cooking at Home, Alcoholic Beverages/Pubs/Bars, International Food Culture, British Food Culture & British Customs, Fast Food, and Smoking/Cigarettes and the items are categorised accordingly to relate the items.

4. FINDINGS AND DISCUSSIONS

4.1 Findings

In this part, the books are analysed in regard to their inclusion of pictures, reading texts, exercises about the items which are considered to be related to food culture. Findings are analysed and categorised under seven subcategories. The first subcategory shows how and how often the habits of eating out and going to restaurants or cafes are reflected in the books. The second table subcategory shows the reflections of eating/cooking habits at home. In the third subcategory, inclusion of alcoholic beverages and places where alcohol is consumed are shown. In the fourth subcategory, international dishes, places, customs and their reflections are placed. In the fifth subcategory, the types of food and the customs can be related to British cuisine and traditions are mentioned. The sixth subcategory shows how fast-food is employed in the books. Additionally, the seventh subcategory and the table underneath indicate the parts of reading text and units where smoking and tobacco are part of the reading texts and units in the books. Finally, the last subcategory, shows single food culture related items which cannot be classified under the previously stated headings in the books. In each subcategory, there are six tables for each coursebook. All the tables – except the seventh subcategory's table which is related to smoking/cigarettes - are divided into 6 different parts to clearly show how each book covers the topics. The last subcategory has no tables underneath. Some of the items are repeated under different headings because they serve different purposes.

4.1.1 Eating out/in a restaurant/café

Table 1. Eating Out/In a Restaurant/Cafe (Headway Elementary)

H.E. p.6:	four people drinking tea or coffee and eating sandwiches while chatting
H.E. p.17:	there is a menu of a café given to teach everyday English vocabulary. (Kate's Corner Café) in the menu there are sandwiches; ham, cheese, tuna, chicken, a piece of pizza; hamburger; ice-cream; tea, coffee; cake; orange juice and mineral water are listed. (also, a conversation about sandwich prices)
H.E. p.27:	going for a lunch to a restaurant, mentions French food is delicious (Mr. Forrester on his holidays)
H.E. p.28:	grammar practice part: "Do you like Chinese food?" Free time activities (in vocabulary part): cooking, eating in a restaurant.
H.E. p.50:	speaking practice part: completing the question "when did you last have dinner in a restaurant?"
H.E. p.65:	newsagent's price list; chewing gum • a picture of a shop's shelves labelled as "coffee, sandwiches, bread, milk, orange juice, eggs, yoghurt, bacon, sausages, ham, mushrooms, potatoes" → teaching the questions "how much/many" • ice-cream, bread, sandwich, a cup of coffee (thirsty → coffee=drink)
H.E. p. 79:	in pictures; people are at a park, having a picnic. Also crisps are mentioned separately with a picture.
H.E. p.84:	in writing and speaking part; • Have a coffee, cook a meal, eat in a restaurant

In *Headway Elementary Student's Book*, going to a café is mentioned twice, one with the display of a menu of Kate's Corner Café, while eating in a restaurant is mentioned four times. Eating out/ going for a picnic is mentioned once in the book. Coffee as a drink is mentioned five times while tea is mentioned twice. A variety of sandwiches with different

ingredients is mentioned five times. Hamburger, ice-cream, cake, pizza, and having a picnic are mentioned once each.

Table 2. Eating Out/In a Restaurant/Cafe (Headway Pre-Intermediate)

H.P. p.28:	In practice part; tea ("you can have tea at the Ritz")
H.P. p.32:	Fast-food restaurant: "We'd like two cheeseburgers and one Big Mac, all with fries, please." "Would you like anything to drink with that?"
H.P. p.41:	a picture of 3 people on a table, at a restaurant. Table is full of food, waiter is serving. (also describe the food, "what is the food like?")
H.P. p.46:	two pictures are shown; 1-people are smoking outside, drinking coffee 2-3 men sitting at a café, drinking some beverages, probably alcohol like brandy/beer.
H.P. p.64:	putting the words in correct order "what food do you recommend?" "go for a coffee"
H.P. p.65:	in grammar reference part; "If there's nothing in the fridge, we'll eat out."
H.P. p.102:	A drawing of a woman and a man at a restaurant, finished their meal.

In *Headway Pre-Intermediate Student's Book*, drinking tea at a hotel is included for the first time. Eating out is stated once, going to a restaurant is mentioned four times and one of them is going to a hamburger place, while going to a café is stated twice. Tea as a drink is mentioned once, and coffee is mentioned twice.

Table 3. Eating Out/In a Restaurant/Cafe (Headway Intermediate)

H.I. p.2:	in a passage describing the average British family (calling it a stereotype); "the next most popular activity is … going to a restaurant, or to the pub."

In *Headway Intermediate Student's Book*, going to a restaurant or café is called 'stereotypical', for British people going to a restaurant or a pub is a popular activity, and it is stated once.

Table 4. Eating Out/In a Restaurant/Cafe (Pioneer Elementary)

P.E. p.24:	in vocabulary & speaking part; completing the mind maps with given phrases; "cook, go for a coffee"
P.E. p.25:	"have a quick breakfast, go for a coffee" "a big breakfast (or lunch)"
P.E. p.27:	spare time activities; "cooking" (a picture of a man cooking in the kitchen) in another picture there are two men drinking coffee (hanging out with friends).
P.E. p.68:	in vocabulary part; there is a menu with pictures. • "mushroom soup, onion rings, chicken wings, Caesar salad, chef salad, tomato salad, steak and chips, pizza (your choice of toppings), club sandwich, pasta of the day, apple pie, cheesecake, ice cream, water, fresh juice (your choice of seasonal fruit), soft drinks, coffee, tea" In reading part, there are conversations among people ordering food; • There are pictures of food that they order; lasagna, pizza, mushroom soup, steak and onion rings, Caesar salad, club sandwich with pickles, mineral water. • Also mentioned; "lemonade, rice, chips"

As for *Pioneer Elementary Student's Book*, people are described to be going for a coffee twice, having breakfast, and going to a restaurant is referred twice. People are described drinking coffee at a café once. Cooking is given as a spare time activity once. The menu included and food ordered include "mushroom soup, onion rings, chicken wings, Caesar salad, chef salad, tomato salad, steak and chips, pizza (your choice of toppings), club sandwich, pasta of the day, apple pie, cheesecake, ice cream, water, fresh juice (your choice of seasonal fruit), soft drinks, coffee, tea"; "lasagna, pizza, mushroom soup, steak and onion rings, Caesar salad, club sandwich with pickles, mineral water"; "lemonade, rice, chips".

Table 5. Eating Out/In a Restaurant/Cafe (Pioneer Pre-Intermediate)

P.P. p.45:	in writing part, writing a story, from the extract; "he left his flat, got a coffee from a café and went to the bus stop."
P.P. p.75:	"How about going out tonight? Let's go for a pizza."

In *Pioneer Pre-Intermediate Student's Book*, getting coffee from a café is mentioned once and going out for pizza is mentioned once.

Table 6. Eating Out/In a Restaurant/Cafe (Pioneer Intermediate)

P.I. p.10:	"I ordered a milkshake and a doughnut at the café."
P.I. p.12:	In reading part, there is a passage about the cultural shock people have when they move abroad for work or study. • One of the advices to get over the problems of cultural shock; o "Go to a café that you like every morning for breakfast or visit the same bakery. Small things like this can make you feel less 'foreign'."
P.I. p.126:	"Let's go for a coffee then."

In *Pioneer Intermediate Student's Book*, going to a café is stated twice and going for a coffee every morning and visiting the same bakery is in the reading part.

4.1.2 Cooking at home

Table 7. Cooking at Home (Headway Elementary)

H.E. p.28:	Free time activities (in vocabulary part): cooking, eating in a restaurant.
H.E. p.33:	Cooking a meal with friends (cooking at home is common so far) prepositions part (fill in the blanks exercise) Vocabulary part: "cheese, toast, ham, chicken, orange" mentioned
H.E. p.35:	there is a picture of a kitchen on the kitchen table; there is a bowl of fruits; apples and oranges (healthy lifestyle)
H.E. p.36:	choosing the correct option; "we eat in the kitchen."
H.E. p.56:	there are 3 pictures, in the kitchen. A man is in the kitchen, and taking cheese out of the fridge.
H.E. p.57:	vocabulary part; odd one out → orange, apple, chicken, banana → recipe, cake, bread, biscuit ("can I have that recipe for the chocolate cake?" /sentence completing part)
H.E. p.84:	in writing and speaking part; • Have a coffee, cook a meal, eat in a restaurant

In *Headway Elementary Student's Book*, cooking at home or preparing meals at home is included four times and 'kitchen' is mentioned thrice. A variety of fruit and vegetables are included in the book, alongside a recipe and coffee.

Table 8. Cooking at Home (Headway Pre-Intermediate)

H.P. p.26:	in presentation part; “Ben & Sam are going to give a dinner party for their girlfriends.”
H.P. p.27:	expressions of quantity; There is a picture of an apple cake recipe including apples, raisins, milk, soft brown sugar, sultanas, self-rising flour, butter and egg. Also there is a drawing of a kitchen cabinet and a fridge, inside; raisins, sultanas, salt, pepper, flour, soft brown sugar, potatoes, onions, butter, eggs, milk, and carrots.
H.P. p.65:	in grammar reference part; “If there’s nothing in the fridge, we’ll eat out.”
H.P. p.94:	In speaking part; imagine you were at a friend’s house for dinner, and you didn’t like the food.
H.P. p.105:	drawing of a man in the kitchen, cooking (speaking), on the table; there are onions and celery stalks.

In *Headway Pre-Intermediate Student’s Book*, cooking is mentioned once. Giving a dinner party and going to a friend for dinner are stated once. A recipe for baking a cake with ingredients is used once, and kitchen is included twice.

Table 9. Cooking at Home (Headway Intermediate)

H.I. p.4:	from the passage ‘A Life in the Day of Linda McCartney’; “we’re all vegetarian, so breakfast is eggs, tomatoes, fried vegetarian sausages, cereals and wholewheat bread. … For dinner, quiche Lorraine – without bacon – aubergines, spaghetti, salads, pea soup or cream of tomato soup. Coffee milkshake
H.I. p.18:	in presentation part; “I’m dying of thirst. Would you make me a cup of tea?” “and could you bring some biscuits?” In speaking practice; ordering tea (You’d like some tea in your room) Roleplaying; cooking a large meal (prepare vegetables/ do the washing up / lay table, etc.

Speaking of *Headway Intermediate Student’s Book*, people’s preparation for breakfast and dinner for vegetarians and cooking a meal by preparing vegetables, doing the washing up and laying the table are part of role-playing activity. In the book, cooking is mentioned once and tea as a drink is used twice.

Table 10. Cooking at Home (Pioneer Elementary)

P.E. p.18:	In another cartoon, another woman is cooking, cutting carrots and there is a bowl of mashed potatoes on the table. "I make dinner on weekdays. At weekend we order from different places."
P.E. p.21:	there is a picture of a man, having breakfast. There is a tray, in front of him. On the tray, there are bread, butter, jam and croissant.
P.E. p.24:	in vocabulary & speaking part; completing the mind maps with given phrases; "cook, go for a coffee"
P.E. p.25:	"have a quick breakfast, go for a coffee" "a big breakfast (or lunch)"
P.E. p.27:	spare time activities; "cooking" (a picture of a man cooking in the kitchen)
P.E. p.67:	there are several pictures related to food. • 1st picture; a father and son making barbecue, there are different type of meat (steak, sausages, beef, chicken) on the BBQ. • 3rd picture; another father and son having a meal together, on the table there is a bowl of salad and on their plates there is spaghetti, and salad. Also there is a glass of wine.
P.E. p.99:	"Could you make me a tuna sandwich, please?"

In *Pioneer Elementary Student's Book*, cooking at home or preparing food at home is mentioned six times. Three out of six is directly included as cooking. The rest includes making sandwich once, making barbecue once and having breakfast thrice with salad, spaghetti, meat.

Table 11. Cooking at Home (Pioneer Pre-Intermediate)

P.P. p.75:	In writing part; a get-together organisation, a barbecue party. • "a salad with corn and black beans, raw vegetables like aubergines and peppers, yoghurt"
P.P. p.91:	"I'm going to make myself a sandwich. I'm hungry."
P.P. p.103:	"I'm too lazy to cook right now." "OK, I can make some sandwiches."

In *Pioneer Pre-Intermediate Student's Book*, cooking at home is mentioned twice: making a sandwich twice and having a barbecue party once.

Table 12. Cooking at Home (Pioneer Intermediate)

P.I. p.9:	"She is making chocolate cake with Patricia in the kitchen."
P.I. p.16:	"This weekend we are having a barbecue at our house. Do you want to come?"
P.I. p.49:	grammar practice part, • "I'm pretty sure you met him at my barbecue last summer." • "Is that the guy who was making the sandwiches.

In *Pioneer Intermediate Student's Book*, baking together, having barbecue parties and making sandwiches are stated once.

4.1.3 Alcoholic beverages/pubs/bars

Table 13. Alcoholic Beverages/Pubs/Bars (Headway Elementary)

H.E. p.25:	social English; Ann is talking about her weekends, and she mentions drinking wine with friends in dinner (wine & dine at home), Saturdays; Chinese food.
H.E. p.29:	in reading and listening part: Manuela from Portugal mentions that she meets friends in restaurants and bars.
H.E. p.29:	Toshi from Japan meets friends in a bar to relax.
H.E. p.37:	in the reading text "Buckingham Palace" the Queen's day is told and mentioned; "she has coffee from Harrods, toast and eggs.", "gin & tonic, whiskey" on the table of the Queen for her guests; "Everybody has five glasses: one for red wine, one for white wine, one for water, one for port, and one for liqueur."
H.E. p.33:	Going out to the pub for a drink
H.E. p.38:	vocabulary part; places, people, food and drink. In food & drink column: breakfast, coffee, dinner, wine, eggs, port, liqueur, gin & tonic, whiskey.
H.E. p.42:	a picture of two people (a man and a woman) chatting, the man is drinking something (a cocktail or orange/fruit juice maybe)
H.E. p.56:	Champagne, cheese, sandwich → creating a story commenting on the pictures.
H.E. p.62:	There is a cartoon of food and drink items. In the picture (to describe the items) under the question "Do you like…?" • Tea, coffee, wine, apple juice, beer, milk, water (drinks/beverages)
H.E. p.65:	teaching the questions "how much/many" →potatoes, eggs & beer
H.E. p.66:	there are pictures of mentioned food here; scones, cakes, roasted chicken, rice, pizza, toast, British breakfast, wine, sandwich bar, tea, jam, etc.
H.E. p.68:	in the restaurant; pictures of a man on a table; a glass of wine, empty plates, asking for coffee after meal.
H.E. p.79:	in drawings; people are in a plane, a woman is drinking (wine / champagne), a man is eating something
H.E. p.80:	in vocabulary part; in drawings; bread, steak, lamb, wine, ham, beer
H.E. p.84:	in writing and speaking part; • "look at all that wine and food."
H.E. p.100:	"I've never drunk champagne."
H.E. p.101:	in reading part; a drawing of two men, at a pub drinking beer, one of them is sad, crying.

H.E. p.106:	presentation, verb pattern; a letter, talking about a dinner party. “The food was delicious, ‘the Duck and Banana Curry’ recipe, pink champagne”

In *Headway Elementary Student’s Book*, alcoholic beverages and places where alcohol is consumed are frequently mentioned. Wine is the most frequently mentioned alcoholic beverage with ten times. Champagne is mentioned four times whereas beer is mentioned four times. Other alcoholic beverages such as whiskey, liqueur, port, gin & tonic are used twice, and cocktail is used once. In the book, going to bars and pubs are mentioned four times.

Table 14. Alcoholic Beverages/Pubs/Bars (Headway Pre-Intermediate)

H.P. p.12:	Everyday English; there are people at a bar/pub, drinking and chatting (a drawing)
H.P. p.27:	expressions of quantity; “eggs, salt, pepper, biscuits, whiskey, butter, flour, cake” are mentioned.
H.P. p.46:	two pictures are shown; in the 2nd picture- three men sitting at a café, drinking some beverages, probably alcohol like brandy/beer.

In *Headway Pre-Intermediate Student’s Book*, going to a pub or bar is mentioned once. Whiskey as an alcoholic beverage is used once and beer/brandy is stated once.

Table 15. Alcoholic Beverages/Pubs/Bars (Headway Intermediate)

H.I. p.19:	in skills development vocabulary part; “The Russians/ Russian people drink vodka.”
H.I. p.26	“why drown spring lamb in wine or cream or yoghurt and spices?”
H.I. p.33:	In a cartoon, there are three people chatting and holding/ drinking beer.
H.I. p.47:	Also, in another picture, there is a cartoon of a waiter holding a tray of alcoholic beverages. Under that, there is another cartoon of a man and a woman at a bar, drinking wine and beer.
H.I. p.50:	healthy lifestyle/ “whiskey, wine and beer”
H.I. p.73:	“Champagne is produced in France.”

In *Headway Intermediate Student’s Book*, wine as an alcoholic beverage is mentioned three times, while beer is mentioned twice. Vodka and champagne are mentioned once.

Table 16. Alcoholic Beverages/Pubs/Bars (Pioneer Elementary)

P.E. p.67:	there are several pictures related to food. • 3rd picture; another father and son having a meal together, on the table there is a bowl of salad and on their plates there is spaghetti, and salad. Also there is a glass of wine.

In *Pioneer Elementary Student's Book*, wine is observed once in one picture, at a lunch/dinner table of a family.

Table 17. Alcoholic Beverages/Pubs/Bars (Pioneer Pre-Intermediate)

P.P. p.29:	There are pictures of different food; a slice of chocolate cheesecake with whipped cream, fried chicken wings with crisps and ketchup and a glass of beer, margarita pizza, and strawberry milkshake.

In *Pioneer Pre-Intermediate Student's Book*, a glass of beer is observed with some fried food as a cider.

Table 18. Alcoholic Beverages/Pubs/Bars (Pioneer Intermediate)

NONE	**NONE**

As for *Pioneer Intermediate Student's Book*, there is nothing related to alcoholic beverages.

4.1.4 International food culture

Table 19. International Food Culture (Headway Elementary)

H.E. p.14:	"Champagne" is stated as a drink from Portugal.
H.E. p.18:	completing the conversations part; (in the listening exercise) hamburger, cheese sandwich, coffee.
H.E. p.27:	there is a chart for a questionnaire and it includes; drinking wine, liking Chinese food, like cooking, -also there are sentences related to cooking. "I don't smoke but Marc smokes a lot. We both like Chinese food."
H.E. p.27:	going for a lunch to a restaurant, mentions French food is delicious (Mr. Forrester on his holidays)
H.E. p.28:	grammar practice part: "Do you like Chinese food?" Free time activities (in vocabulary part): cooking, eating in a restaurant.
H.E. p.29:	in reading and listening part: Manuela from Portugal mentions that she meets friends in restaurants and bars.
H.E. p.29:	Toshi from Japan meets friends in a bar to relax.
H.E. p.54:	an image of a hamburger with the question "one hundred years ago did people eat hamburgers?"
H.E. p.55:	practice part (reading and listening); the history of the hamburger. There is a passage about hamburger's history.
H.E. p.61:	"Is there (an) Indian restaurant near here?"
H.E. p.61:	"Do you like Indian food?"
H.E. p.67:	"people in Japan eat a lot of fish and rice"
H.E. p.74:	in a passage about Budapest; "restaurants, pubs" Prague; wine bars, pubs
H.E. p.78:	grammar part; "we are drinking champagne because it's our wedding anniversary." (something people drink for celebration)
H.E. p.100:	"have you ever eaten Indian food?"
H.E. p.106:	presentation, verb pattern; a letter, talking about a dinner party. "The food was delicious, 'the Duck and Banana Curry' recipe, pink champagne"

In *Headway Elementary Student's Book*, food related items from different cultures are observed. Chinese food is mentioned thrice, French food is mentioned once, and Indian food/restaurant is mentioned twice. Hamburger is stated three times and champagne is stated three times and bars/pubs from different countries are stated four times.

Table 20. International Food Culture (Headway Pre-Intermediate)

H.P. p.29:	A text about Marks & Spencer; "Best-sellers in food include; fresh chickens, bread, vegetables, and sandwiches. Chicken Kiev is internationally the most popular convenience food." There is a picture of different food items on the page; crisps, gums, clown cake, chicken Kiev are some of them.
H.P. p.51:	"Have you ever tried Indian food?"
H.P. p.52:	in Paul Newman's passage; salad dressing, popcorn, spaghetti sauce.
H.P. p.77:	In passive voice grammar teaching; "Rice is grown in China."

In *Headway Pre-Intermediate Student's Book*, Indian food is mentioned once while chicken Kiev is mentioned twice. Also, rice is stated once as Chinese food and spaghetti sauce is cited once.

Table 21. International Food Culture (Headway Intermediate)

H.I. p.10:	In a TV guide, there is a cooking programme at 6:50, "Madhur Jeffrey's Indian Cookery" at BBC2.
H.I. p.11:	A picture of a woman (about the cooking show) mixing some food in a bowl, wearing traditional Indian clothes.
H.I. p.19:	in skills development vocabulary part; "The Italians/ Italian people eat a lot of pasta." "The Russians/ Russian people drink vodka."
H.I. p.26:	"In most cities in Britain you'll find Indian, Chinese, French, and Italian restaurants. In London, you'll also find Indonesian, Lebanese, Iranian, German, Spanish, Mexican, Greek."
H.I. p.38:	in pair work part; "Have you ever tried Indian food?"

In *Headway Intermediate Student's Book*, Indian food/culture is mentioned four times. Italian food is mentioned twice, whereas Russian, Chinese, French, Greek, Lebanese, Iranian, German, Spanish, Mexican food are mentioned once.

Table 22. International Food Culture (Pioneer Elementary)

P.E. p.58:	(from two receipts) the other; "cappuccino, espresso"
P.E. p.62:	in a passage about Ancient Maya Civilisation; food: "vegetables, corn, fish, hunted animals. First chocolate drink."
P.E. p.63:	"Could the Maya make ice cream?" "No, they couldn't. But they could make a chocolate drink."
P.E. p.65:	in a blog post, a woman is talking about her trip to Tenerife. "I just loved the seafood and the 'wrinkly' potatoes."
P.E. p.68:	in vocabulary part; there is a menu with pictures. • "mushroom soup, onion rings, chicken wings, Caesar salad, chef salad, tomato salad, steak and chips, pizza (your choice of toppings), club sandwich, pasta of the day, apple pie, cheesecake, ice cream, water, fresh juice (your choice of seasonal fruit), soft drinks, coffee, tea" In reading part, there are conversations among people ordering food; • There are pictures of food that they order; lasagna, pizza, mushroom soup, steak and onion rings, Caesar salad, club sandwich with pickles, mineral water. • Also mentioned; "lemonade, rice, chips"
P.E. p.69:	"onion rings, cheese, dessert, tomatoes, cheesecake, mushroom, meat, lasagna, salt, pepper, chicken soup, pizza, onions, chocolate cake"
P.E. p.72:	• In reading part; there are descriptions of two different traditional food examples: Kabsa (from Saudi Arabia) and Ceviche (from Peru) There are pictures from different cultures traditional dishes; soy beans, green salad, chicken curry, chicken or lamb cooked in the oven, also there are pictures of kabsa and ceviche.
P.E. p.74:	in vocabulary & speaking part there are pictures of different types of food; • "sushi, pizza, ethnic food, fast food, vegetarian food, snacks, crepes, cakes and pastries"
P.E. p.75:	"Vietnamese restaurant" is mentioned as "ethnic food"
P.E. p.87:	there are some pictures on the page, in one of them a woman is shopping in a mini market/corner shop, checking the shelves and holding a package of ready-made raviolis.
P.E. p.107:	there are some pictures on the page about different cultures, food is one of them. In one picture related to food, some traditional food is shown (brown rice, fried vegetables)
P.E. p.112:	in reading part, there are descriptions of different cultural traditions. Eating and dining traditions of China are described in detail here.

In *Pioneer Elementary Student's Book*, Italian cuisine related food items are mentioned 9 times. Food from Ancient Maya is mentioned twice. Food from Tenerife, Spain is

mentioned once, and Vietnamese food are included once each. In vocabulary & speaking part, sushi, ethnic food, fast food, vegetarian food, snacks, crepes, cakes and pastries are included. Kabsa (from Saudi Arabia) and Ceviche (from Peru) are mentioned twice, while chicken curry is cited once. Chinese cultural traditions and food are described once and various visuals related to food items are shown in pictures once.

Table 23. International Food Culture (Pioneer Pre-Intermediate)

P.P. p.19:	"cheesecake, chocolate cake, Chinese food" "Have you ever tried Chinese food?"
P.P. p.28:	• "Have you ever tried food from another countries?" • "duck, pancakes, Mexican fajitas, sauce, Chinese food, Peking • Duck, nuts, tianmianjing (a sweet bean sauce), spicy food"
P.P. p.36:	• "There are very few places where you can find good sushi in my neighbourhood. However, in the city centre, there are lots of Japanese restaurants worth going to."
P.P. p.55:	In writing part, there is a passage about Alexandria. • "Don't leave without trying the seafood."
P.P. p.68:	(a night in) "I'm going to order pizzas."
P.P. p.75	"How about going out tonight? Let's go for a pizza."
P.P. p.99:	"spaghetti" is mentioned in the pronunciation part.
P.P. p.107:	'experiencing different ways of life', four women eating traditional crepes.
P.P. p.110:	"What would you do if a waiter suggested an exotic dish without telling what was in it?
P.P. p.112:	In reading part, in the passage 'Notting Hill Carnival' • "traditional Caribbean food, jerk chicken, fried fish, curry goat, rice and peas"
P.P. p.113:	there are pictures of Chinese cookies, green tea and grapes (Spanish tradition).

As for *Pioneer Pre-Intermediate Student's Book*, Chinese cuisine/food related items are mentioned six times while Mexican, Japanese, Egyptian, and Caribbean food are mentioned once. The term 'exotic dish' is mentioned once and Italian food items are mentioned three times.

Table 24. International Food Culture (Pioneer Intermediate)

P.I. p.34:	In speaking part, students are expected to create scenarios by choosing one plan. In those plans; • "Lunch in Giza at a local restaurant." • "Felucca ride on the Nile: enjoy spectacular views of Cairo and buffet lunch with local dishes."
P.I. p.51:	"You've met my aunt, who makes amazing pasta dishes."

In *Pioneer Intermediate Student's Book*, Italian cuisine and Egyptian cuisine references are included once.

4.1.5 British food culture & British customs

Table 25. British Food Culture & British Customs (Headway Elementary)

H.E. p.16:	a woman's picture holding a cup of Cappuccino. Also, in a letter there is a statement "English food is OK, but the coffee is horrible!"
H.E. p.21:	Vocabulary and pronunciation part; referring to jobs; a baker pictured with gingerbread cookies.
H.E. p.37:	Also, there's a picture of the Queen's table(s) full of food and drinks and fancy ornaments.
H.E. p.52:	complete the conversations; "How many boiled eggs did you get?" (for customs and traditions, Easter eggs)
H.E. p.53:	there's. an image of Cadbury's Roses chocolate box, an image of Easter eggs (from chocolate), a picture of a little girl near a birthday cake.
H.E. p.66:	reading & listening part; "Meals in Britain" → before & after reading the text, there are comprehension questions about the text, related to traditional British meals. • "what is your favourite food?" • "what do they have for breakfast?" • "hot things/cold things?" • "do they eat a lot of fish?" • "cereal/toast for breakfast?" → marmalade is different from jam. → people drink tea with hot milk. → instant coffee, hot lunch, take-away meal (all of these three are from true/false part) • Sandwich bars→ bread (brown, white/rolls), sorts of salad & meat/fish. • Sandwich, a drink, some fruit, crisps. Tea→ two meanings: drink or a meal. Cakes, cream teas, scones. Traditional lunch on Sundays: roast meat, either beef/lamb/chicken/pork with potatoes, vegetables and gravy.

H.E. p.66:	British Breakfast: sausages, bacon, eggs, tomatoes, mushrooms (traditional way). Nowadays → cereal with milk and sugar or toast with marmalade, jam or honey. Marmalade made from oranges, jam; other fruits.
H.E. p.66:	there are pictures of mentioned food here; scones, cakes, roasted chicken, rice, pizza, toast, British breakfast, wine, sandwich bar, tea, jam, etc.

In *Headway Elementary Student's Book*, English food is mentioned once, and British food/meals are mentioned twice. Easter eggs and Cadbury's chocolate easter eggs are stated once. In the book, marmalade and tea is included thrice while tea with milk is mentioned once. British breakfast is mentioned twice. Scones is given as a part of the British cuisine.

Table 26. British Food Culture & British Customs (Headway Pre-Intermediate)

H.P. p.26:	There is an image of the recipe of Shepherd's Pie with ingredients; "minced beef, onion, carrot, mushroom, flour, beef, stock, potato, butter, fresh milk, cheese, salt and pepper", also, in the image there are some carrots, mushrooms, and an onion.
H.P. p.88:	There is a picture of King Arthur's dining hall, feast table, different types of food representations are used, men are around the table. (pig hunting) Robin Hood legend; for food they hunted King's deer.
H.P. p.98:	in vocabulary part; "In Britain we always put out the milk bottles for the milkman."

In *Headway Pre-Intermediate Student's Book*, there is a full recipe of traditional English meal, Shepherd's Pie and it is mentioned once. Also, the references to King Arthur's table and famous British legend Robin Hood are given once. The tradition of getting milk from milkman is mentioned once in the book.

Table 27. British Food Culture & British Customs (Headway Intermediate)

H.I. p.26:	For foreigners, typical English food is "Fish & Chips".
H.I. p.26:	A passage about English food, English food is criticised being 'unimaginative'. • "It's chips with everything and totally over-cooked vegetables." • "roast with jam" → (on British people eating pork with apple sauce) • Visitors experienced English cooking "in Wimpy Bars and MacDonald's Hamburger restaurants."
H.I. p.27:	"Fish & Chips"

In *Headway Intermediate Student's Book*, English food fish & chips is included as 'typical' and it is mentioned twice. The term 'English food' is mentioned three times, while 'British food' is mentioned once. Wimpy Bars and 'MacDonald's' are stated once in the book.

Table 28. British Food Culture & British Customs (Pioneer Elementary)

P.E. p.67:	there are several pictures related to food. • 1st picture; a father and son making barbecue, there are different type of meat (steak, sausages, beef, chicken) on the BBQ.

In *Pioneer Elementary Student's Book*, as a British tradition, making barbecue at home is mentioned once.

Table 29. British Food Culture & British Customs (Pioneer Pre-Intermediate)

P.P. p.75:	In writing part; a get-together organisation, a barbecue party. "a salad with corn and black beans, raw vegetables like aubergines and peppers, yoghurt"

With regard to *Pioneer Pre-Intermediate Student's Book*, barbecue is stated once.

Table 30. British Food Culture & British Customs (Pioneer Intermediate)

P.I. p.16:	"This weekend we are having a barbecue at our house. Do you want to come?"
P.I. p.49:	grammar practice part, • "I'm pretty sure you met him at my barbecue last summer."
P.I. p.120:	"barbecue"

In *Pioneer Intermediate Student's Book*, barbecue is mentioned three times.

4.1.6 Fast food

Table 31. Fast Food (Headway Elementary)

H.E. p.17:	there is a menu of a café given to teach everyday English vocabulary. (Kate's Corner Café) in the menu there are sandwiches; ham, cheese, tuna, chicken, a piece of pizza; hamburger; ice-cream; tea, coffee; cake; orange juice and mineral water are listed. (also, a conversation about sandwich prices)
H.E. p.32:	matching questions: "How much is a cup of coffee and a sandwich?" (mainly sandwich and coffee are related)
H.E. p.36:	Listening part; a sandwich
H.E. p.54:	an image of a hamburger with the question "one hundred years ago did people eat hamburgers?"
H.E. p.55:	practice part (reading and listening); the history of the hamburger. There is a passage about hamburger's history.
H.E. p.62:	Apples, oranges, bananas, grapes, strawberries, eggs, biscuits, sandwiches, tomatoes, hamburgers (countable nouns) Are listed. →plural form (countable/uncountable nouns are emphasised) Bread, cheese, ice-cream, chocolate, rice, fruit (these & drinks are uncountable)
H.E. p.63:	"I like hamburgers." , "I'd like a hamburger, please." "I'd like a sandwich →cheese? Ham? → cheese & ham, please."
H.E. p.64:	different drawings of types of food; grapes, cake, ice-cream also, in another picture, for listening task there's a shopping list "things to buy" → orange juice, potatoes, milk, pizza, coffee, apples, bread, cheese. in the picture there is a woman (cashier) in the shop, in the background there are cigarettes and "chewing gum" stand in front of the check point.
H.E. p.66:	there are pictures of mentioned food here; scones, cakes, roasted chicken, rice, pizza, toast, British breakfast, wine, sandwich bar, tea, jam, etc.

H.E. p.68:	Countable/uncountable nouns: egg, rice, bread, ice-cream, orange, coffee, grape, biscuit, water
H.E. p.91:	"I'd like to have a hamburger and some crisps, please." "do you want a sandwich?"

In *Headway Elementary Student's Book*, hamburger is the most frequently cited fast food item with eight times, while it is followed by ice-cream with four times. Pizza is stated thrice in the book, and chocolate, crisps and chewing gum are mentioned once each.

Table 32. Fast Food (Headway Pre-Intermediate)

H.P. p.18:	a picture of oranges and apples with price tags on them. Also, talking about prices; "how much do you pay for a three-course meal in your country? What about hamburger and chips?"
H.P. p.28:	In presentation part; bread, sweets, ice-cream are mentioned.
H.P. p.35:	in speaking and listening part; "I'll make some sandwiches.", "I'll buy some bread."
H.P. p.52:	in Paul Newman's passage; salad dressing, popcorn, spaghetti sauce.
H.P. p.62:	in a drawing, a boy is watching TV and eating snacks. He also says, "can you make me some coffee?" "make a cup of tea" (make/do?)
H.P. p.77:	There is a picture of a man and a woman, toasting coke glasses, near a Coca-Cola stand/station (advertisement, "friendly refreshment") *There is a passage about Coca-Cola (complementing on Coca-Cola), pictures of Coca-Cola bottles. "Coca-Cola is enjoyed all over the world."
H.P. p.94:	in grammar practice part, matching; "If I didn't eat cakes and ice-cream, I'd lose weight."

As for *Headway Pre-Intermediate Student's Book*, Coca-Cola/coke is mentioned five times, and ice-cream is cited twice. As fast food items, popcorn, snacks, sweets, chips and hamburger are mentioned once each.

Table 33. Fast Food (Headway Intermediate)

H.I. p.8:	in language /grammar practice part; • "would you like an ice-cream?" • "would you like a piece of chewing gum?"

In *Headway Intermediate Student's Book*, ice-cream and chewing gum are stated once each.

Table 34. Fast Food (Pioneer Elementary)

P.E. p.24:	in speaking and listening part; "drink warm milk, eat a snack"
P.E. p.27:	Also, in a different picture for "watching a film", there is "popcorn".
P.E. p.28:	there is the image of "popcorn" at the end of the page.
P.E. p.67:	there are several pictures related to food. 2nd picture; a man eating a cheeseburger.
P.E. p.68:	in vocabulary part; there is a menu with pictures. • "mushroom soup, onion rings, chicken wings, Caesar salad, chef salad, tomato salad, steak and chips, pizza (your choice of toppings), club sandwich, pasta of the day, apple pie, cheesecake, ice cream, water, fresh juice (your choice of seasonal fruit), soft drinks, coffee, tea" In reading part, there are conversations among people ordering food; • There are pictures of food that they order; lasagna, pizza, mushroom soup, steak and onion rings, Caesar salad, club sandwich with pickles, mineral water. Also mentioned; "lemonade, rice, chips"
P.E. p.69:	"onion rings, cheese, dessert, tomatoes, cheesecake, mushroom, meat, lasagna, salt, pepper, chicken soup, pizza, onions, chocolate cake"
P.E. p.70:	In reading part; There are pictures of a sandwich, a hamburger/cheeseburger, and a can of coke.
P.E. p.74:	in vocabulary & speaking part there are pictures of different types of food; "sushi, pizza, ethnic food, fast food, vegetarian food, snacks, crepes, cakes and pastries"

In *Pioneer Elementary Student's Book*, pizza is the most frequently cited fast food item with four times. Snacks, popcorn, chips, and cheeseburger/hamburger are stated twice in the book. Ice cream and 'fast food' is mentioned once.

Table 35. Fast Food (Pioneer Pre-Intermediate)

P.P. p.29:	There are pictures of different food; a slice of chocolate cheesecake with whipped cream, fried chicken wings with crisps and ketchup and a glass of beer, margarita pizza, and strawberry milkshake.
P.P. p.68:	(a night in) "I'm going to order pizzas."
P.P. p.75:	"How about going out tonight? Let's go for a pizza."
P.P. p.103:	→ "oranges, cheese, yoghurt, bananas, milk, strawberries, ice cream, onions, bread, cereal, carrots, potatoes" (a shopping list, in listening & speaking part)

In *Pioneer Pre-Intermediate Student's Book* pizza is mentioned three times. Ice cream is cited once and strawberry milkshake is stated once.

Table 36. Fast Food (Pioneer Intermediate)

P.I. p.56:	"bakery", "ice cream parlour"
P.I. p.61:	"If you eat a lot of junk food, you put on weight." • "marshmallow"
P.I. p.66:	"Eating chocolate is my weakness. I absolutely love it." • "When people eat unhealthy food, they put on weight easily."
P.I. p.86:	"would you like some ice cream?" "No, thanks, I'm following a special diet that excludes dairy products."
P.I p.118:	In reading, 'Accidental Discoveries'; "potato crisps"

In *Pioneer Intermediate Student's Book*, ice cream is stated twice. The terms 'junk food' and 'unhealthy food' are mentioned once each, and marshmallow, chocolate, crisps are cited once each.

4.1.7 Smoking/cigarettes

Table 37. Smoking/Cigarettes (Headway & Pioneer Series)

H.E. p.26:	"Do you smoke?"
H.E. p.27:	"I don't smoke but Marc smokes a lot. We both like Chinese food."
H.E. p.33:	In translation part; • "I don't smoke."
H.E. p.63:	"Would you like a cigarette? →No thanks, I don't smoke."
H.E. p.65:	In speaking part, there is a cartoon of a shop and price list of a newsagent's. In the list; "a packet of cigarettes …. £2.50"
H.E. p.68:	"How many cigarettes do you smoke a day?"
H.E. p.91:	In present simple/continuous tense part; • "Pierre smokes twenty cigarettes a day but he isn't smoking now because he is in class."
H.E. p.108:	Correcting mistakes part; • "I started smoke (smoking-correct answer) when I was sixteen years old."
H.E. p.113:	In auxiliaries; "Look at those children! They are smoking cigarettes!"
H.P. p.8:	In translation part; • "He smokes twenty cigarettes a day." • "He's smoking a cigarette now."
H.P. p.12:	In discussion part; What do you think? → "In your country, at what age they can smoke?"
H.P. p.13:	In presentation part, lifestyles of different nations are written. Matching the country flags with written passages; "They smoke and drink more than their European neighbours."
H.P. p.18:	"How much is a packet of cigarettes?"
H.P. p.46:	people are smoking outside, drinking coffee
H.I. p.8:	"Would you like a cigarette? → No, thanks. I don't smoke."
H.I. p.16:	From a passage, the title of the passage is "Mary will not be giving up smoking…" "Mary Padley smokes 60 cigarettes a day."
H.I. p.47:	In speaking, discussion part; • "The tax on cigarettes should be increased to pay for the health care needs by smokers." There is also a cartoon brochure, Superman on it says: • "Never say yes to a cigarette!"

	On another brochure; • "How to stop smoking for you and your baby"

Smoking and cigarettes are mentioned in different contexts to teach grammar, vocabulary, and in speaking, writing and reading activities in the *Headway* series.

4.2 Discussion

In foreign language teaching and learning, it is essential to promote intercultural understanding and communication in today's increasingly interconnected globe. EFL coursebooks have a crucial role in forming students' perspectives on various cultures, particularly their culinary traditions since they serve as the entryway to intercultural communication. Food, beyond its basic sustenance, carries profound cultural significance and reflects the essence of a society's identity. Therefore, it is crucial to understand how food culture is portrayed in EFL coursebooks to have an objective point of view about the cultural representations in a target language. For this thesis, six different books, *Headway Elementary Student's Book*, *Headway Pre-Intermediate Student's Book*, *Headway Intermediate Student's Book*, *Pioneer Elementary Student's Book*, *Pioneer Pre-Intermediate Student's Book*, and *Pioneer Intermediate Student's Book* are analysed under 7 subcategories to have an understanding of the idea of food in different decades. Not only the items related to food, but also all the events, food traditions, customs, the way that the food is presented, the way that the food is eaten, and the ingredients that are used for food are included.

The first subcategory indicates the statements and food related items that can be referred to as eating out, going to a restaurant, or a café. Under this category, there are six tables, and each one of the six books is examined and analysed in these tables trying to find out how going out is represented in books. References differ for each book, however, for *the Headway* series it can be stated that eating out is more frequently represented compared to *the Pioneer* series.

In both series, *Headway* and *Pioneer*, going to a café or restaurant is depicted as an activity that is cited in common. People either go to a café to have a coffee or for breakfast, while they go to restaurants for lunch. Drinking coffee and tea are frequently used in the books. In the *Pioneer* series going to a restaurant/eating out is not depicted as many times

as it is in the *Headway* series. The items related to going out can be spotted easily in the *Headway* series, but in the *Pioneer* series the idea of going out is generally related to going for a coffee. Instead of restaurants, people are shown to be going to cafés either to drink coffee or for breakfast. So, the general idea of going out is mainly to have something to drink or as stated in the book, they eat out if there is nothing to eat at home. Also, as it is seen from the tables that people eat in places where they can find many options at one place. However, in the *Headway* series, going out is called 'stereotypical' for British people. The people in the *Headway* series go to pubs or restaurants to spend time together as an activity. In general, for all of the 6 books, going to a café for a coffee is the most frequent food culture related activity while hamburger, pizza, and ice-cream are mentioned more than the other items with breakfast is the most frequently cited meal.

In particular, when eating out is referred, in the *Headway* series sandwiches, ham, cheese, tuna, chicken, bacon, sausages, piece of pizza, and bread are mentioned more than other food related items, while in the *Pioneer* series food items such as mushroom soup, onion rings, chicken wings, Caesar salad, steak and chips, club sandwich, cheesecake, lasagna, doughnut, milkshake, croissant are cited.

The title of the second subcategory is set as cooking/preparing food at home. The books of the two series are analysed from the perspective of cooking/preparing food at home in six tables. For the *Headway* series, cooking at home or preparing meals at home is stated and it can be said that people can prepare food for their family or friends, or they can do this as an activity together. As cited in the *Headway Elementary* book, the kitchen is the place for the British people to come around and spend time together and it is shown to be a tradition of British people to use the kitchen to come together as a meeting place in the 1990s.

In the same vein, the *Headway* series include recipes for meals and how to prepare them. Baking and cooking together are emphasised and asking for recipe is another relevant activity. Also, for the first time, vegetarianism is mentioned as a lifestyle here in this series. To be able to keep this lifestyle, people prepare their meals at home and plan their whole day accordingly. However, cooking at home is not included in the *Pioneer* series as many times as it is in the *Headway* series. In the *Pioneer* series, people cook at home

on weekdays and order food at weekends. Most of the time, cooking at home is referred as making a sandwich – something that they can prepare quickly – or having barbecue parties.

It is apparent that throughout the years, people's lifestyle has changed along with their daily life needs. People tend to prepare their food at home back in the 1990s and have their meal together, whereas in the 2010s, while they try to keep up with the pace of life, they put cooking or preparing food with the minimum effort.

For the third subcategory, the use of alcoholic beverages/pubs/bars are highlighted. In the *Headway* series, alcoholic beverages and the places that people can consume them are frequently stated. On the contrary, in the *Pioneer* series the use of alcoholic beverages lessens to the minimum and in *Pioneer Intermediate Student's Book*, there is no trace of an alcoholic beverage. Wine is the most frequently mentioned alcoholic beverage in the *Headway* series, alongside beer. Other alcoholic beverages such as whiskey, champagne, cocktail, liqueur, and gin & tonic are also stated in the *Headway* series. People either go to pubs and bars to consume alcohol or they drink wine at home: wine & dine with friends is mentioned and people consume wine at dinner. Speaking of alcoholic beverages in the *Pioneer* series, two of the three books include an image of an alcoholic beverage once each: wine picture at a dinner table and a picture of a glass of beer as a cider to some fried chicken wings.

The tables in the third subcategory show that throughout the years, how people's approach to alcoholic beverages has changed. In the 1990s it is more common for them to go for a drink to the pubs, whereas in the 2010s in the *Pioneer* series, the number of people who are depicted to be drinking alcoholic beverages is very limited. Although there are some statements in the *Headway* series about adopting a healthy lifestyle, people still continue consuming alcohol, and it seems as it is a part of their daily lives.

International food culture subcategory is set as the fourth title to analyse food items in the books. In the *Headway* series, it is remarkable that international food is cited excessively compared to the *Pioneer* series. International food is presented by the names of the cuisine as a whole such as Chinese, Indian, or French food in the *Headway* series. Besides the cuisines, food names such as duck, Banana Curry, hamburger, pizza, and pasta are

mentioned. Also, in the same series, Russian, Greek, Indonesian, Lebanese, Italian, Iranian, German, Spanish and Mexican food are stated. However, it is stated that people can find Indian, Chinese, French and Italian food in most cities in Britain, while the rest can be found in London. When analysing the *Pioneer* series, it is seen that Italian, Chinese and Indian food are used more than the other food. The dish chicken curry as cited in *Pioneer Elementary Student's Book* is an item that can be included both in international food culture and also British culture since it is derived from Indian culture to British. There are some referrals for Egyptian, Mexican, Japanese, Vietnamese, and Caribbean food. Similarly, the terms 'exotic dish' and 'ethnic food' are used in the *Pioneer* series to refer to the dishes of different cultures.

Compared to the *Headway* series, the referrals for international food in the *Pioneer* series are less since dishes such as pizza, hamburgers, spaghetti, and sushi are ordinary for people, and it is part of their diet. Even sushi is accepted so ordinary that people complain about not having a good sushi restaurant in their neighbourhood in the *Pioneer* series. Besides, there are referrals to international culture's table habits in the *Pioneer* series. There are detailed descriptions of Chinese culinary culture in a passage that explains how to eat and act properly during a meal.

In the fifth subcategory, British food culture & British customs are stated. British food, English food, and British breakfast are stated in the *Headway* series as well as Easter traditions such as Easter eggs. While mentioning British breakfast, it is stated in the book that traditional British breakfast contains sausages, bacon, eggs, tomatoes, and mushrooms however, nowadays – back in the 1990s – people consume cereal with milk and sugar, or toast with marmalade, jam or honey. This statement in the *Headway* series lights up the beginning of the change in the eating habits of British people. There is an image of Shepherd's Pie in the book with a recipe and ingredients list as it is a traditional dish in Britain. Also, another traditional food, fish & chips is labelled as 'typical' in the *Headway* series. One another internationally known traditional item tea is cited in the book with scones, teacakes, and hot cross buns as they represent British food culture. In Britain, it is stated that people leave milk bottles in front doors for the milkman, which can be defined as another custom. When analysing traditional food/customs in the *Pioneer* series, findings are limited. Making barbecue or having a barbecue party is the

only way of cooking which can be accepted as a part of traditional British culinary custom in the whole series.

Items or meals that can be named as fast food are listed in the sixth subcategory. For the *Headway* series, hamburger is the most referred fast-food item followed by ice cream. Pizza is also stated in the books, however, in *Headway Pre-Intermediate Student's Book*, the representation of fizzy drinks – such as coke – is seen more frequently compared to pizza. To be specific, in the book, the brand Coca-Cola is mentioned in a reading passage, which gives the impression that it is an advertisement by the brand itself. The use of ice cream, hamburger, snacks, pizza, chips/crisps, chocolate and popcorn are used in both series. On the contrary, strawberry milkshake and marshmallow are two newly mentioned fast-food items in the *Pioneer* series that are not cited in the *Headway* series.

As for the seventh subcategory, smoking/cigarettes are mentioned. The reason why this table is created to show how smoking habits changed in nearly two decades. In the *Headway* series smoking is referred frequently. Time to time, it is related to drinking something, alcoholic beverages or coffee mostly, or sometimes it has a place under food related parts of the book. Smoking/cigarettes are mentioned more than 20 times in different context to teach grammar, vocabulary, and in speaking, writing and reading activities. On the contrary, in the *Pioneer* series smoking or tobacco products is never mentioned.

Lastly, food items and drinks that are not placed in any of the subcategories mentioned above are found in both series. These items are basic food items, and they are consumed items that are used worldwide, such as bread, egg, ham, cheese, fruit & vegetables, milk, water, and fruit juices. Some of the items that are found in the books, both in the *Headway* and the *Pioneer* series, are mentioned once each, and since they do not address any of the categories, they are not listed in the tables. Fruit and vegetable names are mentioned frequently; however, they are cited either in recipes or on their own as an item to teach vocabulary. These items and their frequency of use are revealed in the appendix part.

5. CONCLUSION AND SUGGESTIONS

As a starting point, this study focuses on finding the food culture, culinary customs/traditions' reflections in two series of selected EFL coursebooks, namely the *Headway* series and the *Pioneer* series, and revealing whether there are changes in the name of those reflections in coursebooks throughout time. Hence, the study is based on assumptions and contradictions that revealed after analysing the coursebooks.

Language learning is a challenging process that combines cognitive, dynamic, and social factors to get the most effective results. Learners who are able to interact meaningfully and authentically in the target language have a better chance of developing communicative competence. Students must be given the chance to interact with native speakers of the language and use the language in real-world contexts to develop this skill. Additionally, it is important to inspire students to learn the language, which can be done by presenting them with pertinent resources and engaging exercises. To guide the students in the classrooms, coursebooks have an important part in the game since they are referred as valuable materials which reflect the language as a whole. As they are accepted as one of the vital mediums to lead the classes, they make room for both language acquisition and also help students acquire the cultural perspective of the target language.

Throughout the years, culture as a part of the language teaching and learning process played an important role in EFL classrooms. Since language and culture go hand in hand, culture is accepted as an inseparable tool for teaching the target language. Culture, on the other hand, as it is described before, is the whole system of a society that reflects the customs, traditions, assumptions, faith, religion, literature, and language. Therefore, in the language learning process, culture finds a seat to be a part of the classroom. Whilst teaching the culture of the target language, teachers should consider the possible cultural differences and try to use the resemblances for students to appreciate the culture that they are exposed to. Since studying a foreign language requires transitioning between many realms, it is crucial to keep in mind that each language has its own cultural cosmos. Understanding the cultural subtleties of a language requires more than just perfecting its grammar. As long as cultural considerations are incorporated into the curriculum, students

grow in their capacity for empathy, understanding, recognition, and respect for individuals who hold different values and beliefs. Additionally, because they are exposed to other cultural backgrounds, students of foreign languages also adopt those cultures.

While mentioning the strong relation between culture and language, the role of food as one of the most vital parts of the culture cannot be underestimated. People reflect their culture, the way of their living through food. One can easily deduce the cultural elements of that particular society throughout culinary habits. Hence, the incorporation of food and customs/traditions of the target language's kitchen has an importance. Food-related content in EFL provides students with authentic situations where to develop their language skills while experiencing a variety of cultural experiences. By viewing food as a cultural product, students develop an understanding of the culinary customs, social customs, and symbolic connotations associated with distinct cuisines. This approach promotes intercultural competence and gives students the tools they need to appreciate and accept cultural diversity.

Representing the cultural artefact, food should be the subject both in EFL coursebooks and classrooms. As a major item in all cultures, food can be used to introduce the target language's culture to students from scratch. Even though the studies on the use of food as a cultural artefact in EFL classrooms are limited, with the help of teachers' awareness, this point can be emphasised in language lessons. Coursebooks, considering the students necessities and interests too, should include food culture to assist students' learning process in a natural environment to prepare them for the global culture awareness and diversity.

As it is mentioned before, the starting point of this thesis is to find answers to the questions how food culture is reflected in EFL coursebooks and what the differences are in two publications that were published in the 1990s and in the 2010s about the food culture of the target language and these answers are revealed after analysing the two sets of coursebooks.

When answering the first question, it is revealed in the Findings section that both sets of coursebooks, the *Headway* and the *Pioneer* series, portrayed food frequently. Especially in the *Headway* series, it is vivid that food related items are used as a medium while

teaching language. Not only the food items of the target language's culture, namely British culture, but also some other nationalities' culture is appreciated in the books. Students are introduced with aforementioned concepts through the natural flow of the content that is covered in their lessons. Accordingly, in the *Pioneer* series, food items are referred to introduce the language to the learners. However, in the second series of the coursebooks, the items are referred as international food are mostly accepted as a part of the target language's culinary culture this time. From this point, it can be stated that for both of the coursebook sets, food items are used as a part of the teaching process in every part of the books.

As for the second question's answers, the differences between the 1990s and the 2010s are analysed through the coursebooks. First of all, the coursebooks that were published in the 1990s reflect the lifestyle of the society at the time. People tend to cook at home, eat in the kitchen, while they see going to a restaurant or a café as an activity to socialise with their friends, especially after work or when they are too busy to cook, or if there is nothing to eat at home. Comparing eating habits, especially eating in the kitchen represented in the *Headway* series to the 2010s, considering people at that time – in the 2010s – eat in front of the TV most of the time, the statement draws a picture of the eating habits of people in the 1990s clearly. On the other hand, in the 2010s, in the *Pioneer* series, the findings show that going to restaurants is a part of the people's lifestyle. They go out to have a meal or they order from a restaurant.

Another big difference between these two different time periods is the use of alcohol. The coursebooks that were published in the 1990s include the use of alcohol frequently, which can be said that there are no or little units that alcoholic beverages are not mentioned. In the *Headway* series, people often go to pubs or bars to have a drink, or it is observed that there is an alcoholic beverage in the mentions one way or another. On the contrary, in the *Pioneer* series, which was published in the 2010s, references to alcoholic beverages are limited. Besides the alcoholic beverage references, the exposure of junk food and fast-food related items are referred more in the *Headway* series whereas in the *Pioneer* series it is mentioned less. The reason behind this can be explained as a step where people try to adopt a healthier lifestyle. Furthermore, another dramatic change between the 1990s and the 2010s is the presentation of smoking/cigarettes. In the *Headway* series the use of

cigarettes/smoking is frequently mentioned while in the *Pioneer* series it is not referred anymore. It can be said that people avoid smoking for a healthier life and they apply this to the coursebooks that are published after the 2010s.

The effects of globalisation can be stated through the food habits of the society here in the *Pioneer* series: international food which can be obtained only in big cities or some specific locations/restaurants in the *Headway* series can be obtained in neighbourhoods, it is localised. In the 1990s, international food or ethnic food – as it is named in the coursebooks – are to be found in big cities like London, whereas in the 2010s it is adopted as 'normal' to find these places not only in cities but also in the neighbourhoods. Food that is accepted as international in the 1990s, such as sushi, pizza, spaghetti, and hamburger is now a part of the culinary culture of the people of the 2010s. Throughout the years, the understanding of international food give place to ethnic food, such as Thai, Indonesian, and Caribbean food, accepting the food mentioned above as commonly consumed by the society.

From the obtained results of analysing the two sets of coursebooks, it can be said that the selected coursebooks present a good example of both reflections of food related items and culinary customs/traditions of the target language while portraying the changes throughout the years. As well as reflecting the British culture through the units, the coursebooks also assert embracing different cultures, which leads students to have an intercultural awareness through the books in the classroom.

To conclude, regarding the elements that are revealed in the findings that are obtained after analysing the *Headway* and the *Pioneer* series it can be said that food related items, customs/traditions are referred to and embedded in pages, pictures, and texts in the coursebooks while teaching the target language. The study has come to the conclusion that even though the use of food culture is observable in the coursebooks, the places and the culinary habits change throughout time. Both coursebooks employ elements of culinary customs of the target language for students to be acquainted in the culture of the target language as well as the target language itself. Overall, the differences between these two sets of coursebooks show that they have changed in content over three decades. These differences help students appreciate diverse cultures and create multicultural awareness

because food culture presented in the *Headway* series is monocultural and reflects the dominant British culture while in the *Pioneer* series, a multicultural approach is adapted. Besides, there is also a growing concern in a healthier lifestyle in the *Pioneer* series in comparison to the *Headway* series with many references to healthier culinary habits and no use of smoking or little mention of alcoholic beverages.

Thus, students will have more chances to develop their foreign language skills by seeing familiar items related to food culture of the target language. They will see and use the items they come across in the coursebooks in their daily lives so they will learn more quickly. Besides, texts and topics involving food are universal, as opposed to themes and subjects that may not be relevant to the students' daily lives. Travelling to other nations and faraway places, engaging in extreme sports, learning about historical events, or learning about the lives of some celebrities may not be relevant to the students, making it less likely that they will employ the vocabulary and grammatical structures associated with those themes. By gaining insights into the culinary practises, social norms, and symbolic meanings linked with various cuisines by considering food as a cultural artefact, culturally responsive teaching will be achieved. This strategy encourages intercultural competence and equips students to value and respect cultural variety. It gives students a platform to interact with themes from the real world, improve their communication abilities, and gain a more profound understanding of the community they are a part of on a worldwide scale. Additionally, food-related activities and dialogues foster an engaging and participatory learning environment that encourages language learning through memorable experiences and the students will be more motivated to learn the foreign language because of the familiar items of food culture.

Implications for ELT

Throughout the years, the inclusion of cultural items in the EFL coursebooks has been a hot issue. Coursebooks are the most fruitful sources to reflect the culture of the target language in the learning process. They portray not only the grammatical rules to obtain language, but they are also accepted as the source to present the lifestyle of the society. Since the relationship between culture and language teaching has been observed by many researchers, it gains significance in the field of EFL to this day. By encouraging not only language competency but also cultural awareness and appreciation, the portrayal of food

as a cultural artefact improves EFL, whether it entails discussing traditional foods, researching recipes, or taking part in culinary workshops.

Accordingly, in this thesis, the importance of reflecting culture through culinary habits and customs/traditions of the target language's society is reflected by analysing two sets of coursebooks in terms of content. The *Headway* series and the *Pioneer* series in three different levels – *Elementary*, *Pre-Intermediate*, and *Intermediate* – are studied to reveal their perspective on the topic. Additionally, the study is set to have a contribution to the field of ELT since the mentioned reflections on culinary culture in the books are to enlighten the use of culture in the EFL coursebooks.

Furthermore, it is emphasised that this constant process of change in EFL coursebooks will result in a greater knowledge of cultural and multicultural perspectives. A sense of the duration and practise of incorporating cultural components into the teaching of foreign languages is created by the portrayal of cultural elements in the activities and texts of coursebooks.

In the limits of EFL, English is taught as a common language and the British culture is the reflected culture in the teaching and learning process. However, even though the publishers of the selected coursebooks are British originated, the reflections of culture are not limited to only British culture. In the coursebooks, other cultures are also reflected accordingly from which can be inferred that through language learning students can embrace the intercultural awareness idea. Thus, by being exposed to different cultures besides their own through food customs, students can be motivated to acquire language and culture at the same time.

All in all, the study spots the significance of using food related items, and culinary customs/traditions of different cultures in the coursebooks which can ease the language learning process for language learners. To conclude, the selected coursebooks for this study set a great example of reflecting the culture through culinary habits within different concepts of food in different places and concepts.

Suggestions for Further Studies

The following areas can be taken into consideration to investigate for further studies:

- Investigation of wider range of coursebooks to compare the difference between the publications.

- Investigation of coursebooks from a wider time perspective.

- Reflections of intercultural/international food items in the language coursebooks.

- Investigations of students' and teachers' perspectives on reflections of food in the EFL coursebooks.

- A comparative study on how food culture reflections impact students' cultural awareness.

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APPENDICES

Appendix 1: Extras

Items that are not specified within the main tables but still relevant to food culture are given below.

FOOD CULTURE/FOOD RELATED ITEMS AND COMMON ELEMENTS IN *HEADWAY* AND *PIONEER* SERIES

***Headway* Elementary Student's Book:**

p.10: there is an image of an orange and the word "apple" (in p.11 there is an image of an apple)

p.44: in vocabulary & pronunciation part: meat (also there is a picture of it)

p.47: A maid's picture, holding a tray with a glass on it.

p.58: listening-speaking part; a picture of a couple "how we met" > they are in a bakery, holding bread and there are loaves of bread everywhere.

p.61: a/an – Ø part;

- "I don't like cheese."
- "I have (a) toast for breakfast."
- "Meat is expensive."

p.62: Food & Drink (the whole unit is about food)
like-would like
*There is a cartoon of food and drink items. In the picture (to describe the items) under the question "Do you like…?"
H.E. p.62: "I like tea but I don't like coffee."

- "I really like apples."
- "I don't like milk very much."
- "I don't like tomatoes at all."

p.63:
H.E. p.63: would you like some tea/ apple juice (for the expression "I am thirsty")

- would you like a biscuit? ("I am hungry.")

p.67: in cross puzzle; finding food names:

- Steak, marmalade, potato, bacon, jam, banana, grape, fish, honey, bread, cereal, vegetable, crisps, yoghurt, lamb, rice, egg (17 food names)
  Find words related to drinks: tea

p.72: “do you have any bread?”/ “do you got any bread?”

p.77: describing people; in a picture a baby eats an apple, a girl is weighting flour
p.81: listening part; in text completing, story telling; a drawing of people around a table full of food.

p.91: unit check part;
H.E. p.91: “would you like a cup of tea?”

- “can I have some grapes?”
- “the shop doesn’t have any eggs, peas, or bread.”

Vocabulary part; fruit, mushrooms, rice, cereal

Headway **Pre-Intermediate Student’s Book:**

p.13: lifestyles; presenting other countries; while explaining the countries, food is mentioned.

H.P. p.16: people from different origins living in Britain,

- Margaretha (Norway): “likes fresh British food, but at first she didn’t like the tea because it looked cloudy and grey.”
- Xavier (France): “people think the food is the worst on the planet, but I don’t agree.”

p.19: in a reading passage; a couple who survived from a journey at sea, among the things they consume for 66 days, “tins of food, biscuits, bottles of water, fish” are mentioned.

p.26: in presentation part;
“How much beef do we ned?”
“How many onions do we need?”
In grammar part, there is a conversation between Ben & Sam, talking about the ingredients for the shopping list.

p.28: in speaking and listening part; eggs, butter, apples, oranges, flour, raisins, sugar are mentioned.

p.30: In vocabulary part students are expected to sort out the vocabulary they find from the previous text under three different headlines; clothes, food and professions.

There are drawings that they are expected to name; pictures of vegetables, fruit and meat.

“peas, cauliflower, orange, banana, strawberry, mushroom, ham, carrot, celery, potato, cucumber, lettuce”

p.31: drawings of food items such as lettuce, tomato, grape, garlic, plum, onion, chicken, apple, melon, pear, peach, Brussel sprouts, green beans, lemon, pineapple, raspberry, cherry are asked to be named.

In listening and speaking part students are expected to give information in an advertisement about a soft drink, and a new kind of frozen dish.

p.32: in everyday English part, matching lines;
at baker's: "I'd like a large, brown, sliced loaf, please."
"I'm afraid we only have white left."

*A picture of a lady at baker's, in front of shelves filled with bread.

p.40: in grammar practice part, asking about other countries;
"what is the food like?"
"It's wonderful. You can find food from every country in the world."

p.56: in presentation part; a picture of a woman who owns her own restaurant, at a table.

p.58: food for thought; a girl talking about her being vegetarian: vegetables, bread and cheese, baked potatoes

***Headway* Intermediate Student's Book:**

p.8: in language /grammar practice part;
- "would you like a drink?"

H.I. p.14: A cartoon of a woman, offering some tea (holding a tray with tea cups) to men.

H.I. p.15: "would you like some tea?" (previous page's cartoon related)

p.22: In describing nationalities; it is asked to describe the stereotype of students' nationality, using words such as "… like food and drink (too much)".

p.24: There is an image of a shopping list; "sugar, tea, coffee, cheese, biscuits, cornflakes, tin of beans, yoghurt."
→ "what about bread?" ("do you want anything from the shops?" / "some sugar")
There are pictures of tangerines, roast beef, pineapple.

p.25: in language review part; "I'll have a steak, please."

p.26:
- "what can compare with fresh peas or new potatoes just boiled and served with butter?"

There is a picture of lamb covered with herbs on a plate.

p.34: "eat three pounds of saussages"
"only bread and pickle" (from a poem, "Warning")

p.39: in skills development/reading part;
- "bread, rolls, teacakes"
- "early potatoes, juicy raspberries"
- "hot cross buns"
- "old-fashioned bread"

p.40: in vocabulary/comprehension check part;
"rolls, teacakes, hot cross buns"
p.47: about healthy eating;
in a picture of a magazine article, there are images of meat, cheese, butter, margarine, oil, milk and spices.

p.51: a cartoon of 4 chefs, cooking soup/broth (to teach the proverb: "too many cooks spoil the broth")

p.60: a cartoon of a woman, studying, tired, on the table there is a cup of coffee.

p.68: "fish ponds, rice paddies, wheat, soya, maize" (in a passage about life in space)

p.73: "sugar" (healthy life/ cutting it out of the diet)

***Pioneer Elementary Student's Book*:**

p.18: in reading part; there is a comic strip, in the first picture a woman is holding a package inside there are bread, milk and greens.

p.32: describing a fitness centre, in this centre you can find "healthy snacks and fruit juices".

p.37: there is a picture of a woman, in front of her there is a bowl of salad.
In another picture, there is a slice of chocolate cake.

p.47: in a picture, there are two women, one of them is holding two cups of coffee.

p.58: there are two receipts, one of them includes; "ribeye steak, chips, steakhouse salad, and mineral water"

p.59: "they had some delicious-looking cakes there, but we just had coffee."

p.70: in vocabulary & speaking part;

- "omelette, strawberries, olives, carrots, egg, yoghurt, kiwi, beef in sauce with peas, broccoli, salad, lettuce, tomato, tuna, olive oil"
- There are pictures of food; fruit salad with yoghurt, sauced beef with peas and carrots, broccoli omelette, salad. Students are expected to label them as "healthy, unhealthy, fat-free, full of calories and full of vitamins.

In reading part;

- In the text, "fruit juice, carbonated drinks, sugar" are mentioned.

p.71:

- "How much coffee do you drink?"
- "I don't drink much coffee."
- "How many bananas do we need for the cake?"

- “I’d like a little sugar in my tea, please.”
- “… a few biscuits”
- “olive oil, salad, eggs, sugar, milk, coffee, water, fish, yoghurt, kiwi, carrot, broccoli, vegetable soup, sandwich, white bread, hard-boiled egg, olive”
- There are pictures of a tomato and a piece/bar of chocolate inside banana peels(skin?)

p.72: in vocabulary & speaking part;
“What is your favourite dish?”
“Do you enjoy cooking?”

- There are some images that are used to describe the cooking terms such as mix, wash, add, bake, cut and fry. In those images, there is a bowl of salad, an apple, soup, tomatoes, cookies and fried fish or potatoes.
- “rice, meat, vegetables, spices, chicken, raisins, almond, seafood, raw fish, lime juice, salt, chilli peppers, corn, lemon”

p.73: “coffee, sugar, orange juice, pepper, sauce, soup, water, chicken, broccoli”

- a recipe of baked potato with tuna salad, there are 3 different ingredients list and students are expected to choose the correct one. There is also a picture of the dish.
- “potatoes, tuna, corn, butter, salt, ketchup, mayonnaise, mushrooms, cheese, meat”

p.87: there are some pictures on the page, in one of them, there is a newsagent, on the front desk, there are different types of drinks are aligned.

p.99:

- “Remember to get some milk from the supermarket on your way home.”
- “Please bring me a glass of water. I’m thirsty.”
- “make some tea”

p.101: in speaking part, roleplay (on being sick, giving advice);

- “drink lots of water”
- “drink warm tea or milk”
- “have warm soup”

***Pioneer* Pre-Intermediate Student’s Book:**

p.14: “Why do you always buy that chocolate bar? It’s nothing special!”

- There is a picture of a cookbook, ‘Flavours of Mexico’, on the front cover there is a bowl of red chilli peppers.

p.19: “Have you ever tried Kelly’s strawberry cheesecake?”

p.27: among the pictures, there is a picture of a tomato stuffed with shrimp, labelled as ‘unusual food’.

p.29: "milk chocolate, sugar, milk, chips, mushroom soup, steak with vegetables, sauce, cakes, vegetable soup, apple pie, ice cream, whipped cream, coffee, carrots, sandwich"

p.30: describing 'neologisms' (new words that added to English language to describe the variety of fields that affect our daily lives); "hangry: annoyed and angry because you are feeling hungry."

p.52: In reading part, 'Top Tips for A Comfortable Trip', "I eat a lot of fruit and drink plenty of water. Avoid coffee, tea or soft drinks with caffeine."

- "green apples"

p.87: among the pictures, 'get married and start a family', there are two wedding cakes portrayed.

p.90: In a cartoon, two men are chatting and one of them is holding a cup of coffee.

p.99:

- "That was a great meal. Would you like some dessert?"
- "Have you got any change? I want to buy a soft drink."

p.100: In reading part;

- there are some instructions, among the picture there is a cookbook and there is a packet of dried tomato soup.

p.101: "milk, cake, sugar, chocolate cake"

p.122: In reading part, there is a cartoon for *Oliver Twist*, a cook(the master) holding a ladle, serving soup.

→ "watery, tasteless soup"

***Pioneer* Intermediate Student's Book:**

p.8: "coffee" (usually morning coffee)

p.12: In reading part, there is a passage about the cultural shock people have when they move abroad for work or study.

- There is a picture of two men, at a local bazaar, one of the men is holding a grocery bag, inside; bananas, eggs, greens and jars are visible. Around them, "bananas, pineapples, pears, oranges, mangos"

p.17: In a picture, there is a woman holding a fork and a knife, looking at an empty plate. Under the headline "go without food for 24 hours" (hunger is related to endurance here in this unit)

p.18: In reading part,

- in one of the passages it is said that a man spends four days with only "10 pints of water and two power bars".

- in another one, “Rizal survived by eating floating coconuts and drinking rainwater”
- and in the last one man “ate only snow”.

p.44: at the bottom of the page, there is a picture/half picture of a sandwich with whole wheat bread.

p.58: “corn”, in a picture there is a man holding corn grains (dried)

p.72: “water, coffee, coffee beans”

p.77: Under the title ‘eco-products’ there is a box filled with organic vegetables (pepper (bell pepper, yellow and red), cucumber, cherry tomatoes, onion, carrots, potatoes and parsley.

p.82: In reading part;

- “what do you know about vegetarian diets?”
- “Do you think vegetarians are healthier than people who eat meat?”
- “meat, fruit and vegetables, grains, cereals, sugar, bread, pasta, nuts, seeds, beans, eggs”

p.83: Vocabulary part; there are pictures ;

- “spinach, cauliflower, aubergine, pumpkin, grapefruit, apricots, pears, watermelon, cheese, milk, butter, yoghurt, rice noodles, bread, oatmeal, lamb, shrimp, peanut, lentils”

p.84: In speaking part; there are two pictures, two different restaurants: one is food stall, the other one is a traditional restaurant.

- In food stall; vegetable tempura, fried veggies, sweet and sour chicken, fried rice, egg rolls, and popcorn chicken are sold.

In writing part; opinion essay writing;

- “Do you know what organic food is?”
- “Do you think that organic food is more nutritious?”
- “Consuming organic food is considered to be safer and better than non-organic food.”

p.85: an image of a can of coke.

p.86:

- “Brown bread is more nutritious than white.”
- “Natalie has completely cut meat out of her diet, because she wants to be a vegetarian.”

p.111: “Have you tried any of Olivia’s cakes?”

→ “lemon cake, chocolate cake

Appendix 2. Additional Tables

FOOD		DRINK		ALCOHOLIC BEVERAGES		MEALS		INTERNATIONAL/FOREIGN FOOD & DRINK	
Name	Use	Name	Use	Name	Use	Name	Use	Name	Use
orange	7	tea	9	champagne	6	sandwich	15	Chinese food	3
apple	8	coffee	17	wine	9	pizza*	3	French food	1
ham	6	cappuccino	1	gin & tonic	2	hamburger*	9	Indian food	2
cheese	10	orange juice	3	whiskey	2	ice cream	5	pizza*	3
tuna	1	mineral water	1	port	2	cake	6	hamburger*	9
chicken	5	milk	6	liqueur	2	gingerbread cookies	1		
egg	11	water	3	cocktail	1	toast	6		
meat	4	apple juice	2	beer	4	chocolate cake	1		
chocolate	3	instant coffee	1			salad	1		
banana	4								
bread	13								
biscuit	4								
tomato	3								
rice	6								

grape	5								
strawberry	1								
potato	5								
yoghurt	2								
bacon	3								
sausage	2								
mushroom	3								
fish	4								
cereal	4								
jam	5								
sugar	1								
honey	2								
crisps	5								
cream tea	1								
scones	2								
beef	1								
lamb	3								
pork	1								
gravy	1								
steak	2								

HEADWAY PRE-INTERMEDIATE

FOOD		DRINK		ALCOHOLIC BEVERAGES		MEALS		INTERNATIONAL / FOREIGN FOOD & DRINK	
Name	**Use**	**Name**	**Use**	**Name**	**Use**	**Name**	**Use**	**Name**	**Use**
orange	3	tea	5	whiskey	1	Shepherd's Pie	2	Indian food	1
apple	6	water	1	beer	1	tinned food	1	Chicken Kiev	2
chips	1	milk	5			cake	4	hamburger	1
biscuits	2	coffee	3			Ice-cream	2		
Fish	1	Coca-Cola	5			sandwiches	2		
Beef	3					Clown cake	1		
Onion	6					cheeseburger	1		
Minced beef	1					Big Mac	1		
Carrot	4								
Mushroom	3								

Flour	5								
Stock	1								
Potato	4								
butter	5								
cheese	2								
salt	3								
pepper	3								
egg	4								
raisins	3								
sultanas	2								
Soft brown sugar	2								
sugar	3								
bread	5								
sweets	1								
chicken	4								
vegetables	3								
crisps	1								
peas	1								

cauliflower	1								
banana	1								
strawberry	1								
ham	1								
celery	2								
cucumber	1								
lettuce	2								
tomato	1								
grape	1								
garlic	1								
plum	1								
melon	1								
Pear	1								
peach	1								
Brussel sprouts	1								
Green beans	1								
lemon	1								
pineapple	1								

raspberry	1								
cherry	1								
Brown bread/loaf	1								
fries	1								
Salad dressing	1								
popcorn	1								
Spaghetti sauce	1								
rice	1								
pig	1								
deer	1								

***HEADWAY* INTERMEDIATE SB TABLE**

FOOD		DRINK		ALCOHOLIC BEVERAGES		MEALS		INTERNATONAL/ FOREIGN FOOD & DRINK	
Name	Use	Name	Use	Name	Use	Name	Use	Name	Use
egg	1	tea	7	vodka	1	Fish&Chips*	2	Indian food	2
tomato	2	coffee	3	beer	3	sausage	1	spaghetti	1
cereal	1	milk	1	whiskey	1	vegetarian sausage	1	pasta	1
wholewheat bread	1			champagne	1	quiche (lorraine)	1		
bacon	1			wine	3	salad	1		
aubergine	1					pea soup	1		
biscuits	2					cream of tomato soup	1		
vegetables	2					ice-cream	1		
sugar	3					roast beef	1		
cheese	2					hamburger	1		
cornflakes	1					pickle	1		

tin of beans	1					rolls	2		
yoghurt	1					teacakes	2		
bread	5					Hot cross bun	2		
tangerine	1					broth	1		
pineapple	1								
steak	1								
chips	3								
jam	1								
pork	1								
apple sauce	1								
potato	2								
butter	2								
lamb	2								
cream	1								
spice	2								
herbs	1								
raspberry	1								
meat	1								

margarine	1								
oil	1								
fish	3								
rice	1								
wheat	1								
soya	1								
maize	1								

PIONEER ELEMENTARY SB

FOOD		DRINK		Alcoholic Bev.		Meals		INTERNATIONAL/ FOREIGN FOOD & DRINK	
Name	Use	Name	Use	Name	Use	Name	Use	Name	Use
bread	5	milk	5	wine	1	mashed potatoes	1	Kabsa	2
greens	1	coffee	10			chocolate cake	2	Ceviche	2
carrot	4	fruit juice	2			ribeye steak	1	Sushi*	1
butter	2	mineral water	2			steakhouse salad	1	Vietnamese food	1
jam	1	cappuccino	1			snacks	3	pizza	4
popcorn	2	espresso	1			cake	5	pasta	1
chips	3	chocolate drink	2			salad	15	ravioli	1
vegetables	1	water	5			croissant	1	spaghetti	1
corn	4	soft drinks	1			ice cream	2	lasagna	2
fish	4	tea	4			fast food	1	chicken curry*	1

hunted animals	1	lemonade	1			vegetarian food	1	ethnic food	2
seafood	2	coke	1			crepes	1		
potato	5	orange juice	1			pastry	1		
barbecue	1					chicken soup	1		
meat	4					hamburger	1		
peas	2					cheeseburger	2		
brown rice	1					omelette	2		
steak	5					apple pie	1		
rice	3					cheesecake	2		
cheese	2					club sandwich	2		
dessert	1					pickles	1		
tomato	4					sandwich	5		
mushroom	2					vegetable soup	1		
salt	3					mushroom soup	2		
pepper	3					onion rings	3		

onion	1					chicken wings	1		
strawberry	1					Caesar salad	2		
olive	1					chef salad	1		
egg	3					tomato salad	1		
yoghurt	3					tuna salad	1		
kiwi	2					green salad	1		
Beef	3								
broccoli	4								
lettuce	1								
tuna	4								
olive oil	2								
sugar	4								
biscuit	1								
chocolate	5								
banana	1								
apple	1								
chicken	7								
raisins	1								

almond	1								
chilli peppers	1								
lemon	1								
lime juice	1								
soy beans	1								
lamb	1								
soup	7								
ketchup	1								
mayonnaise	1								

PIONEER PRE-INTERMEDIATE SB

FOOD		DRINK		ALCOHOLIC BEVERAGES		MEALS		INTERNATIONAL / FOREIGN FOOD & DRINK	
Name	Use	Name	Use	Name	Use	Name	Use	Name	Use
chocolate bar	1	milk	3	beer	1	strawberry cheesecake	1	Chinese food	3
chilli peppers	1	coffee	4			cheesecake	3	Mexican fajitas	1
tomato	1	water	1			pancake	1	Peking duck	1
shrimp	1	tea	2			mushroom soup	1	tianmianjing	1
duck	2	soft drink	2			cake	2	Traditional Caribbean food	1
sauce	3	green tea	1			vegetable soup	1	jerk chicken	1
nuts	1	strawberry milkshake	1			apple pie	1	fried fish	1
milk chocolate	1					ice cream	2	curry goat	1

sugar	2					sandwich	3	Chinese cookies	1
milk	3					chocolate cheesecake	1	sushi*	1
chips	1					fried chicken wings	1	margarita pizza	1
steak	1					salad	1	ethnic food	1
vegetables	2					wedding cake	1	pizza	3
whipped cream	2					dessert	1	spaghetti	1
carrot	2					(dried) tomato soup	1		
crisps	1					soup	1		
ketchup	1								
fruit	1								
green apple	1								
seafood	1								
barbecue	1								

corn	1								
black beans	1								
aubergine	1								
peppers	1								
yoghurt	2								
orange	1								
cheese	1								
banana	1								
strawberry	1								
onion	1								
cereal	1								
bread	1								
potato	1								
rice	1								
peas	1								
grape	1								

PIONEER INTERMEDIATE SB

FOOD		DRINK		ALCOHOLIC BEVERAGES	MEAL		INTERNATIONAL/ FOREIGN FOOD & DRINK	
Name	Use	Name	Use		Name	Use	Name	Use
banana	2	Coffee	5	NONE	Chocolate cake	2	pasta	2
egg	2	water	3		sandwich	2	Rice noodles	1
greens	1	milk	1		Ice cream	2	Vegetable tempura	1
pineapple	1	coke	1		Junk food	1		
pear	2				Fried veggies	1		
orange	1				Sweet & sour chicken	1		
mango	1				Fried rice	1		
barbecue	3				Egg rolls	1		
Power bar	1				Popcorn chicken	1		
coconut	1				Organic food	3		

Wholewheat bread	1				Lemon cake	1		
corn	2							
marshmallow	1							
chocolate	1							
Vegetables / organic vegetables	2							
Bell pepper (green, yellow, red)	1							
cucumber	1							
Cherry tomatoes	1							
onion	1							
carrot	1							
potato	1							
parsley	1							
Vegetarian diet	1							
Meat	3							
Fruit	1							

Grains	2							
cereal	1							
sugar	1							
bread	4							
nuts	1							
seeds	1							
beans	1							
spinach	1							
cauliflower	1							
aubergine	1							
pumpkin	1							
grapefruit	1							
apricot	1							
watermelon	1							
cheese	1							
yoghurt	1							
oatmeal	1							
lamb	1							
shrimp	1							
peanut	1							

lentils	1							
Brown bread	1							
Dairy products	1							
Potato crisps	1							

CURRICULUM VITAE

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Education

Degree	*Year, University, Institute, Department*
MA	2023, Maltepe University, Graduate School, Department of Foreign Language Education
BA	2017, Hacettepe University, Faculty of Letters, Department of English Language & Literature
High School	2012, Çayeli AHNİ Anatolian High School

Work/Employment

2023 - …	Research Assistant, Maltepe University, Department of Foreign Language Education
2022 – 2023	English Instructor, Maltepe University, English Preparatory School
2020 – 2022	English & Literature Teacher, Marmara Education Institutes
2019 – 2020	English Instructor, Maltepe University, English Preparatory School
2017 – 2019	English Teacher, Rize Bilge College