A COMPARISON OF CULTURAL ELEMENTS IN TWO SETS OF COURSEBOOKS: *TOUCHSTONE AND LESS IS MORE*

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MASTER OF ARTS THESIS

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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.

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ÖZET

İKİ FARKLI İNGİLİZCE DERS KİTABININ KÜLTÜREL İÇERİK BAKIMINDAN KARŞILAŞTIRILMASI: *TOUCHSTONE VE LESS IS MORE*

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Maltepe Üniversitesi Lisansüstü Eğitim Enstitüsü, 2023

Bu çalışma Türkiye' de hazırlanan *Less is More (LIM)* isimli İngilizce ders kitabı ile Britanya'da hazırlanan *Touchstone (TS)* isimli ders kitabı serisinde bulunan kültürel öğeleri ve bu kitapların çok kültürlülüğe yaklaşımlarındaki farklılıklarını analiz etmek amacıyla hazırlanmıştır. Bu amaçla, her iki seriden ele alınan A2 ve B1 seviyeleri detaylı olarak incelenmiştir. Hem *LIM* hem de *TS* çok kültürlülük açısından incelenmiş, kitaplardaki çok kültürlü öğeler 15 kültürel başlık altında gruplandırılarak açıklanmıştır. Bulgular hazırlanan tablolar ile detaylı listelenip sonuç bölümünde açıklanmış, çok kültürlülük özelliği taşıyıp taşımadıklarını ortaya çıkarmak için kültürel temaların ne sıklıkta ortaya çıktıkları detaylı olarak karşılaştırılmıştır. Sonuç olarak, nitel bir araştırma yöntemi ile hazırlanan bu tez çalışması göstermektedir ki, her iki kitap da çok kültürlülük barındırmaktadır.

Anahtar Sözcükler: Kültür, kültürel öğeler, Çok kültürlülük, Tek Kültürlülük, Kültürel Farkındalık.

ABSTRACT

A COMPARISON OF CULTURAL ELEMENTS IN TWO SETS OF COURSEBOOKS: *TOUCHSTONE AND LESS IS MORE*

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This study has been prepared to study how cultural elements are presented in a coursebook published in Turkey, *Less is More (LIM)* and its British counterpart, *Touchstone (TS)* and how these two sets of coursebooks are different from each other regarding their approach to multiculturalism. For this purpose, A2 and B1 levels of each book are compared in detail. Both *LIM* and *TS* are investigated in terms of multiculturalism, and cultural elements included in these books are explained under 15 cultural headings. The findings from both coursebooks sets are analyzed in detail together with the tables prepared in results section and the degree of occurrence of cultural features are compared in detail in conclusion to see whether they have differences in terms of multiculturalism. As a result, this thesis study, which was completed with a content analysis of qualitative research method, shows that these coursebooks are multicultural in content.

Keywords: Culture, Cultural Elements, Multiculturalism, Monoculture, Coursebooks.

GENİŞLETİLMİŞ TÜRKÇE ÖZET

İKİ FARKLI İNGİLİZCE DERS KİTABININ KÜLTÜREL İÇERİK BAKIMINDAN KARŞILAŞTIRILMASI*: TOUCHSTONE VE LESS IS MORE*

Bu çalışma Türkiye' de hazırlanan *Less is More* isimli İngilizce ders kitabı ile Britanya'da hazırlanan *Touchstone* isimli ders kitabı serisinde bulunan kültürel öğeleri ve bu kitapların çok kültürlülüğe yaklaşımlarındaki farklılıklarını analiz etmek amacıyla hazırlanmıştır. Bu amaçla öncelikle çalışmanın hazırlanmasının ardındaki temel gerekçe olan çok kültürlülüğün ders kitaplarındaki yerini almasının ne amaçla önemli olduğu açıklanmış ve geçmişten gelen dil öğretiminde İngilizce ders kitaplarında sadece Amerikan ya da Britanya kültürlerinden örneklerin kullanılması alışkanlığının sürüp sürmediği ya da dil öğrenen her bireyin kendi kültürü ile dünya üzerinde diğer kültürlerden de örnekler görmesinin ne derece önemli olduğu vurgulanmıştır. Buradan yola çıkılarak yerel yayınevlerince hazırlanan *Less is More* isimli İngilizce ders kitabı serisini uluslararası bir yayınevince hazırlanmış kitap serisi olan *Touchstone* isimli kitap serisi ile karşılaştırılmak istenmiştir. Daha iyi sonuçlara ulaşmak ve daha kapsamlı veriler elde etmek amacıyla her iki serinin A2 ve B1 seviyeleri incelenmek üzere seçilmiştir.

Çalışmanın metodolojisine inmeden önce detaylı bir literatür taraması yapılmış ve bu amaçla çeşitli araştırmacıların görüşleri belirli başlıklar altında toplanarak çalışma ile ilgili temel kavramlar açıklanmaya çalışılmıştır. Bu temel kavramlardan ilki kültürdür. Daha sonrasında dil ve kültür ilişkisi farklı görüşlerden yola çıkılarak sorgulanmış, buradan da kültürün dil öğretimindeki yeri ve önemine ışık vurulmuş, hemen ardından bu sorgulama da kaynak taramasında bir başka inceleme alanı olan kültürün yabancı dil ders kitaplarına girişine, ders kitaplarının bu açıdan önemine, daha sonra ders kitaplarında şekillenmesine bu alanlarda hangi çalışmaların yapıldığına dair örnekler sunulmasına, ders kitaplarında çok kültürlülüğün öneminin kavranmasında ses getiren görüşlerin ve bu konuda nasıl yeni adımlar atılarak yeni yayınların ortaya çıktığına dair fikirlerin belirtilmesi ile literatür taraması tamamlanmıştır.

Metodoloji bölümünde ise sırasıyla araştırma soruları, veri toplama araçları, veri toplama süreci ve sürecin analizi ele alınmıştır. Araştırmacıyı, araştırma yapmaya yönelten iki temel soru olarak hem *Less is More* hem *Touchstone* da kültürel elementlerin nasıl

sunulduğu, buradan yola çıkılarak bahsi geçen kitapların çok kültürlülüğe yaklaşımlarının nasıl olduklarının araştırma boyunca inceleneceği belirtilmiştir. Veri toplama aracı olarak nitel araştırma ve bu bağlamda çeşitli kaynaklardan not alma tekniği kullanılacağı belirtilmiş, bu amaçla *Less is More* ve *Touchstone* kitaplarının çok kültürlülük açısından ele alındığı, kitaplardan toplanan örneklerin bu açıdan incelendiği ve dil öğrenmede nasıl katkı sağlayacakları yönünde bir eğilimle yorumlandığı belirtilmiştir.

Veri toplama aracı olarak ise nitel bir araştırma yöntemi olan içerik incelemesine başvurulduğu belirtilmiştir. Bu doğrultuda, betimleyici bir çalışma yapılacağı, bu yöntemin dil öğrenimi konusundaki araştırma metotlarından biri olduğu ve genellikte ders kitaplarının çok geniş kapsamda öğeler ve görseller içermesi nedeniyle daha sağlıklı olması görüşü farklı araştırmacıların fikirlerinden alıntılar yapılarak ile tartışılmıştır. Öte yandan bulguların dil öğreniminde kullanışlı ya da verimli olup olmadığının tartışılmayacağı konusu seçilen inceleme yöntemi açısından ele alınmayacağı bahsedilmiş ve her elementin çok kültürlülük bağlamında ele alınacağı not düşülmüştür. Daha sonrasında karşılaştırmalı bir inceleme yapılacağı, incelemenin 15 kültürel tema altında derleneceği ve bu temaların Ulum ve Bada (2015)' nın araştırmalarında belirtilen temalardan yola çıkılarak çok kültürlülük açısından ele alınıp, yeniden araştırmaya uygun olacak şekilde düzenlendiği açıklanmıştır. Veri toplama sürecinde niçin nitel ve betimleyici veri toplama yöntemleri işe koşulduğu farklı araştırmacıların görüşleri belirtilerek tartışılmıştır.

Sonuç bölümünde her iki ders kitabı serisinin araştırma için seçilen seviyeleri tek tek analiz edilmiş ve içeriklerindeki çok kültürlü öğeler araştırma için derlenen 15 kültürel tema altında nasıl listelendiği açıklanmıştır. Bu bağlamda öncelikli olarak *Less is More* serisinin A2 seviyesi ele alınmıştır. Belirlenen kültürel temaların neler olduğu bu bölümde açıklanmıştır. Bu temalar şu şekildedir; Kişi Adları, Uluslar ve Diller, Ünlüler, Sokak, Bölge ve Şehir İsimleri, Ülke İsimleri ve Kıtalar, Gıdalar ve Mutfak Kültürü, Bitki Örtüsü ve Hayvanlar, Coğrafi Oluşumlar, Gelenekler, Kutlamalar ve Özel Günler, Tarihi Kavramlar ve Medeniyetler, Seyahat ve Turistik Yapılar, Eğlence, Evrensel Konular, Üniversiteler ve Okullar, Mimari ve Anıtsal Yapılar.

Her bir tema altında toplanan öğeler bu seviye için listelenmeden önce kitabın tasarımı ele alınmış, bu açıdan her ünitenin başlangıcının farklı kültürlerden görsellerle yapıldığı,

bu tasarım şeklinin çok kültürlülüğe uygun olduğu belirtilmiş ve bu çıkarımı doğrulmak adına birkaç üniteden tasvirlerle örnekler verilmiştir. Kişi adları temasından başlanarak bulgular bu kitap ve diğer kitaplarda da Amerika kültürü, Avrupa kültürü, Türkiye kültürü, Orta Doğu kültürü ya da Afrika kültürü gibi kültür gruplandırmaları aracılığıyla listelenmiştir. Neredeyse her tema altında her kültürden örnekler bulunduğu gözlemlenmesine karşın birkaç temanın bu duruma uygun olmadığı belirtilmiştir. Elde edilen bulguların toplanmasıyla ulaşılan sayılar tablolar aracılığıyla detaylı olarak görsel bir veri haline getirilmiştir.

Touchstone serisinin A2 seviye kitabı incelendiğinde ise öncelikte kitabın tasarımı ele alınmış ve bu doğrultuda genellikle her ünite kapağının farklı kültürlerden kişilerin görselleriyle süslenmiş olduğunun yanı sıra dikkatli bakıldığında bu görsellerin ve sonrasında ünite içeriğinde kullanılan örneklemelerin seçilen kültürler bakımından tekrara düştüğü ve bu kültürlerin genellikle Hint, Çin, Afrika, Güney Amerika olduğu belirtilmiştir. Bunun devamında daha sağlıklı veriler elde etmek amacıyla da her kültürel tema altında detaylı gruplandırmaların listelemeleri yapılmıştır. Elde edilen verilerin toplamları sayılar aracılığıyla tablolara dökülmüş ve tabloların kısa analizi hemen ardından sunulmuştur.

Less is More serisinin B1 seviyesinde ise öncelikle ünite giriş sayfalarının aynı şekilde farklı kültürlerden resimlerle bezendiği not edilmiş ve bazı metinlerin ayrıca kullanıcılarını farklı bir kültüre veya kültürlere götürdüğü ifade edilmiştir. Sonrasında ise bulunan kültürel öğeler ait oldukları temalar altında ve ilgili oldukları kültür grupları içerisinde listelenerek sunulmuştur. Diğer kitaplarda olduğu gibi elde edilen veriler toplanarak tablolar aracılığıyla analiz edilmiş ve hemen ardından tablonun yorumlaması da kısaca eklenmiştir.

Touchstone serisinin B1 seviye kitabında da A2 seviyesi ile aynı tasarım şeklinin tercih edildiği tespit edilmiş ve bu bağlamda genel olarak aynı kültür gruplarından örnekler görüldü belirtilmiştir. Bununla birlikte bazı ünitelerde birkaç kültüre detaylı olarak da yer verildiğine de değinilmiştir. Daha detaylı bir analiz için bulgular 15 tema altında belirtilerek kültürler altında toplanarak listelenmiş, toplamlarından elde edilen sayılar tablo yardımı ile ve sonrasında kısaca yorumlanarak ifade edilmiştir. Sonuç bölümüne geçilmeden önce ise her kitaptan elde edilen sayılar ve kitap içinde bulunduklarına dair

yüzdeler genel bir tabloda toplanmış ve kitapların kültürel öğeleri ne oranda içerdikleri birbirleri ile kısaca kıyaslanarak yorumlanmıştır.

Neticede araştırmadan elde edilen sonuçlar göstermektedir ki her serinin ele alınan kitapları her kültürel tema için aynı miktarda öğe içermemektedir. Örneğin; araştırmacı *Touchstone* B1 seviyesinde bazı kültürel tema altında elde edilen bulguların sayısının, A2 kitabında bulunan sayılardan daha fazla olduğu, öte yandan bazı kültürel temalarda derlenen örneklemelerin sayıca B1 seviyesine göre A2 kitabından daha fazla bulunduğu tespit edilmiştir. Diğer yandan her iki kitaptaki bazı kültürel temalar altında elde edilen bulgular sayıca benzerdir. Ulaşılan bu analizlerin yanı sıra kitapta Amerika ya da Britanya kültüründen daha çok öğelerin olduğu diğer kültürler açısından ise bulunan öğelerin genellikle bulgularda da aynı seri açısından bahsi geçen birkaç kültür grubu altında tekrar düştüğü ve bunun yanı sıra nadiren Orta Doğu ya da Afrika kültüründen örnekler görüldüğü not edilmiştir.

Less is More serisinden elde edilen bulgular yorumlandığında ise *Touchstone* serisinde olduğu gibi B1 seviyesinde bazı kültürel temalardan elde edilen verilerin sayıca A2 seviyesindeki bulgulardan daha fazla olduğu, öte yandan diğer temalar gruplarında bulunan öğe sayılarının B1 seviyesine göre A2 seviyesinde daha çok olduğu ortaya çıkarılmıştır. Sadece 2 tema altında toplanan veriler her iki kitapta da sayıca benzerlik göstermektedir. Bu bağlamda araştırmacı LM serisinin çok kültürlü olduğu sonucuna ulaşmış fakat yer yer Türk kültürüne birkaç kültür grubundan daha fazla yer verilmesi ve Afrika ve Asya gibi kültürlerin yeterince örneklendirilmemesi nedeniyle öğrenme aşamasında sadece kitap kullanımının bu kültürlerin sınıf ortamında çeşitlendirilmesi bakımından yeterli olmayacağı kanısına varmıştır.

Hem *Less is More* hem *Touchstone* serisinden A2 seviyelerinden elde edilen bulgular, ait oldukları kültürel temalar açısından kıyaslanmış ve araştırmacı *Less is More* A2 seviye kitabının daha kapsamlı olarak çok kültürlülük içerdiği sonucuna ulaşmıştır. Aynı şekilde her iki serinin B1 seviyeleri kültürel temalar altında derlenen öğeler bakımından kıyaslandığında ise yine *Less is More* B1 ders kitabının Türk kültüründen öğeleri yoğun olarak içermesine karşın *Touchstone* B1 seviye kitabına nazaran içeriğinde daha çok kültürlü bir tasarımı olduğu sonucuna ulaşılmıştır. Buradan da her iki kitabın çok kültürlülük içerdiği fakat bu çok kültürlülüğün hedef kitle baz alınarak kitapta yer

verildiği sonucuna varılmıştır. Bu çıkarım araştırmacıyı ikici sorunun cevabına yöneltmiştir. *Touchstone* serisinin Britanya' daki bir yayınevince hazırlanmış olması ve hedef kullanıcıları baz alarak içerikte benzer kültürlerden örneklerde tekrara düşmesi onun çok kültürlülüğüne gölge düşürmemektedir. Aynı şeklide *Less is More* serisinin bir Türk yayınevince hazırlanmış olması ve içeriğinde diğer kültürlerden öğelerin yanı sıra Türk kültüründen öğelerle daha baskın olarak karşılaşılması kitap serisinin çok kültürlü olduğu gerçeğini değiştirmemektedir. Aksine her iki serinin çok kültürlülüğe yaklaşımları, hedef kitlelerine yönelik hazırlanmış olmaları açısından farklılık göstermektedir.

Bu çalışma benzer çalışmalarda olduğu gibi İngilizce öğretiminde çok kültürlülüğün önemini bir kez daha vurgulamaktadır ve bu açıdan bulunan öğelerin kullanımı ve öğrenme ortamlarında zenginleştirilmesi açısından öğretmenlere ışık tutacağı düşünülmektedir. Çok kültürlülük konusunda yapılan bu tür çalışmaların getireceği farkındalıkların ise öğrenme ortamlarını daha renkli kılacaklarına ve farklı kültürlerden öğrencilerin sınıf ortamlarında kendilerine daha iyi hissetmelerine ve daha iyi kaynaşmalarına yol açacağına katkıda bulunacağının altı çizilmiştir. Öte yandan vurgulanan şudur ki İngilizce dersleri öğrencilerin farklı kültürleri tanımada öncelikli ortamlarıdır ve çok kültürlülüğün önemi her zamankinden daha fazla vurgulanmalıdır.

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LIST OF ABBREVIATIONS

ELF: English as a Lingua Franca

ELT: English Language Teaching

MoE: Ministry of Education

TS: Touch Stone

LIM: Less is More

CHAPTER 1. INTRODUCTION

1.1 Problem

With the advancements in transportation and, as a result of this, in the mobility of people, individuals from different societies have been changing their locations and coming across other cultures using the language. They have also started to observe and learn about the cultural features of these new communities. In this social process, individuals have been evaluating their own thoughts and those of others on cultural conventions. In this way, people have started to become multicultural beings and welcome similarities and differences of other cultures. As a result of this, there has emerged the need for a notion of 'intercultural communication' across a variety of cultures because of the 'heterogeneous aspect' of culture and language (Baker, 2009).

Today, English is employed not only by native speakers but also non-native speakers in cross cultural settings where individuals with various cultural background meet and use the language as a medium of communication and share their thoughts which are composed in their own cultural settings. This fact has brought about the necessity of teaching language together with inclusion of varieties of cultures. As a result of this, coursebooks which are still considered as an indispensable and sometimes as 'the road map' of language teaching also need to be designed in a multiculturalist perspective to meet the demand for learning English as a medium of interaction. To meet this increasing demand on coursebooks to welcome various cultures, publishers have started to add more varieties to their products as the term 'multiculturalism' has emerged and started to raise awareness in teaching.

Teaching English with a coursebook which has a multicultural design has been an increasing demand in recent years. McKay (2012) suggests that lately the importance of involving the cultural features of the country where English is taught has gained popularity especially in the educational areas where it is studied as a foreign or second language. Thus, inclusion of cultural features of the countries where the language is taught together with various cultural items from different parts of the world rather than the sole

use of the components of the dominant countries such as British or American culture is promoted in English Language Teaching (ELT). Considering the insufficiency on the inclusion of the various cultural samples still apparent in their American or British counterparts, local publishing houses have started to produce their own course books to highlight the significance of teaching English via the inclusion of cultural items found in the countries where these publishing houses are located besides items from any other cultures found around the world, signaling the importance of multiculturalism.

On the other hand, another issue has arisen as these locally published coursebooks has increased in number in time. Seeing its popularity in local teaching environments, local publishing houses has put on the market a new series of books each year. With their increase in number, choosing the right coursebook which has a good design, and which may introduce learners a well-selected variety of multicultural items with their careful placement in the coursebook has been another challenge that has been present in front of the teachers for the upcoming academic year. Whether they can meet the needs of the learners on including multicultural items or whether their design and level have been arranged correctly according to the level of the learners has been another question.

For this purpose, selecting the right coursebook which portrays multiculturalism has been a challenging task for teachers. Teachers as the decision makers of the language teaching process have an important duty on choosing the right coursebook which would promote the use the language in students' own environments by inclusion of samples of the cultural items already found in these lands besides enabling them to use the language in various multicultural settings, where students have been introduced virtually in their learning experiences, through the sampling of various cultural samples of different countries found in coursebooks.

However, the balance among the varieties of cultures found in coursebooks is still a debatable issue which should be analyzed in detail as everyday new sets of coursebook arrive and these coursebooks claim to have a multicultural design in their pictures, contexts and reading parts.

Besides, even if there are many studies on the inclusion of culture in language teaching, new coursebooks are being published every year. Therefore, the balance among these

cultures in recently published coursebooks and their place in language classrooms still require attention. Furthermore, when it is considered that publishers in many different countries take more actions to meet the demands and American or British publishers acknowledge the popularity of the trend on the inclusion of multicultural items, it is clear to see that more and more studies should be conducted on this issue of multiculturalism in textbooks to help students use the language in multicultural settings besides practicing in their own surroundings.

1.2 Aim of the Study

The aim of this study is to analyze how the cultural elements are introduced in two coursebook sets, namely, *Less is More* and *Touchstone* and compare their multicultural features in a descriptive manner to reveal whether they have differences in their approaches regarding multiculturalism.

The principal goal of the research is to analyze the types of cultural elements are found in two sets of coursebooks and then to compare them with their counterparts to see whether they have a multicultural approach. It is also intended to see whether they have different approaches in presenting multicultural features. Besides these, the main trigger behind the preparation of this study is to help the language teachers or their users in general to realize how these cultural samples, items or varieties are presented throughout four textbooks. To reach these aims, words, and texts are analyzed in detail. In this way, the aim is to uncover whether one publisher is inclined towards giving more space to British or American culture more than the others as it is highly significant to give equal space to the items of various cultures while teaching English.

1.3 Limitations

The aim of the thesis is to analyze the cultural features and the balance among them in two sets of books in this study. For a better understanding and more comprehensive results, another comprehensive study could be made by adding the series of the books belonging to another publisher together with the ones handled in this research. To receive more comprehensive results another study could be carried out by adding the other levels of the two sets. Other books released by the same publishers may also be compared in

different research to see if the publishers follow a routine in compiling their coursebooks. It can also be researched if the coursebook sets show difference from the point of their cultural content throughout the years in their upcoming series. Another two sets of coursebooks belonging to different publishers may be examined in detail in another research since uncovering the variety of cultural items and the balance among them is an important issue that never loses its significance. Besides, another analysis could be prepared to analyze the exercises in the books with an aim to uncover their functionality on multiculturalism besides comparing them with its counterpart published by another company in Turkey.

1.4 Keywords and Identification

Coursebook: Coursebook can be defined as a book on a definite subject which is generally used as a teaching-learning guide, especially in an educational institution, often part of a graded series involving either multiple skills or dealing with a single skill (Richards & Schmidt, 2002).

Culture: Culture is the combination of the ever-changing values, traditions, social and political relationships, and worldview which may be created, shared, and transformed by a group of people tied together by a combination of components which may involve "a common history, geographic location, language, social class, and religion" (Nieto, 2008, p. 129).

Publisher: The word is used to signify an organization that publishes text, books, or music. (https://dictionary.cambridge.org/dictionary/english/publisher)

Local publisher: The term signals an organization publishes texts, books, magazines, or software with an inclination to add the characteristics of a particular place where the publishing is made. It usually shows the local flavors of the area in such as items as local cuisine, local areas or names more than the characteristics of other countries in its publications.

International publisher: The concept is used for an organization that publishes texts, books or music involving two or more countries; not limited mainly to a country. It considers its audience as people from different ethnicities; therefore, when preparing its

materials, these publishers seek to involve various features from different cultures found in different parts of the world.

Monoculturalism: Haas (1992) considers monoculturalism as the behavior of serving to dominant culture, showing a second-class treatment to other cultures or the act of ignoring people from other cultures (p.161).

Multiculturalism: It is a view that highlights the importance of cultures, races, and ethnicities, especially these features of minority groups, and highlights their explicit recognition on their differences within a dominant political culture (https://britannica.com/topic/multiculturalism). In this study, the word multiculturalism is used with an intention to point out to the harmony on features of various cultures such as items from various cuisines, names, places, or structures associated with them.

CHAPTER 2. REVIEW OF LITERATURE

2.1 Culture

Culture is a wide concept, and it covers all parts of human life. Considering its position, it has always been difficult to define it subjectively as the definitions which have been made on this concept have been based on certain world views which differ greatly. On the other hand, when the concept of culture is taken into consideration from the point of language, it leads a researcher to question how language is formed, how various societies reflect their own way of thinking and their lifestyles via their use of language. Therefore, the evaluation of the concept based on the views of many researchers in the area is vital in the beginning of this study.

Kumaravadivelu (2003) states that the concept of 'culture' is so complicated that it is not possible to explain it with a single definition or description (p.267). As it covers various areas by touching upon every part of human life, definition of culture must be limited with how it relates to language. In the following paragraphs, some definitions are given to shed light on the detailed meaning of the term to help the reader to understand its connection with language.

Choudhury (2014) defines culture as the features of a specific community, usually described by using items from everything such as language, religion, cuisine, social habits, music, arts and states that cultures are the concepts that make countries specific, that is, every country has its own cultural activities and ceremonies (p.2). Choudhury (2014) considers the word culture as a term signaling an idea which is more than just material goods and points out to the believing systems and merits of the people in that culture (p.2). He also adds that culture implies the way people consider and comprehend the world and their own lives (Choudhury, 2014, p. 2).

Culture can also be considered as a web of symbols. Byram (1991) refers to "a symbolic view of culture" which considers the concept as "*a system of public meanings*" which "*do not reside in people's heads but are shared and acted out publicly among those who could be said to have the same culture. These cultural meanings are realized in symbols and in*

behavior which itself is seen as "a symbolic action" (p.51). Similarly, Hofstede and Minkov (2010) refer to culture as "*a mental software*" and states that the roots of an individual's mental programming could be traced back in the social environment in which the person was raised and acquired experiences (p.6). It is also claimed that the programming launches in the parental environment; and then, enhances to other areas such as neighborhood, school, workplace, and other communities, on the other hand, these programs differ in coordination with the social environments where they were obtained (Hosfstede, G. and Minkov, M., 2010, s. 6)

In the same sense, Goodenough (as cited in Wardhaugh, 1992) claims that:

> A society's culture consists of whatever it is one has to know or believe in order to operate in a manner acceptable to its members, and to do so in any role that they accept for any one of themselves. That knowledge is socially acquired; the necessary behaviors are learned and do not come from any kind of genetic endowment. (p. 216)

Besides, there are some researchers such as Hewling (2005) who believe that culture is not only connected with ethnicity or nationality (pp.339-340), but it also has a relation with all the complexity of cultural influences and determinants that are introduced to the course of interaction by the speakers. For this reason, it is claimed that merely studying notions of culture associated with ethnicity or nationality may not be sufficient to come up with ideas when examining cultural activities as every learner adds more complicated items of cultural influences and causes into the learning environment (Hewling, 2005, pp. 339-340).

Kramsch (1988) defines the concept of culture as "*a membership in a discourse community*", coming from the same social territory, and mutual ways of conceptualizing and it is also stated that when these members change their surroundings, they may still continue to utilize their standardized ways of comprehending reality in terms of beliefs, judgments, and behavior, which is known as their culture (p.10). Cortazzi and Jin (1999) see culture as the combination of presumptions, thoughts, and ways of believing that help the individual to calculate other people's behaviors, utterances, and forms of thinking (p.197). In its broadest sense, it covers a large array of concepts such as the thinking

habits, personal prejudices, principles, traditions, artistic accomplishments, and aesthetic preferences of specific group of people (Kumaravadivelu, 2003, s. 267). Besides, Kılıçkaya (2004) generalizes the term by avoiding giving the details it includes and claims that the term would be considered in the way in which an individual is supposed to live and be a part of a definite society (para. 5).

Because of its polysemic nature, as seen above, it is possible to analyze the concept with different aspects, therefore, its place in language is going to be considered in this study. Language is the tool for people by which they can organize their social life. When it is considered from the point of interaction, it is connected directly with culture in many ways. Kramsch (2000) states that people use words to talk about their similar experiences, their realities, thoughts or occurrences that can be conveyed as these things touch on common understanding about the world that other people share (p.312). Besides these, words also carry the fingerprints of its user's attitudes, opinions, and their world view; considering both situations, it could be inferred that cultural reality is conveyed through language (Kramsch, Second language acquisition, applied linguistics, and the teaching of foreign languages, 2000, s. 312).

Morgan and Cain (2000) highlight that as the language is born in a cultural context and is a part of it, to be able to understand language, a person needs to analyze the culture in it because words and cognitive forms related with these words all have cultural backgrounds (p.14). Deducing from this point of view, it is frequently seen that the use of language is frequently structured through culture.

Hinkel (2014) states that culture could be explained in many ways and considered to be dealing with many categories in language and research such as forms of speech acts, socio-cultural behaviors, the rhetorical structure of text and the ways of transmitting knowledge (p.395). It is also stated that it is possible to find effects of culture in "body language, gestures, concepts of time, hospitality customs, and even expressions of friendliness" (Hinkel, 2014, p. 395).

As it is seen above, when the ideas of researchers are considered in stating a comprehensive definition of culture, there are many flexibilities as the concept carries many subcategories. Considering this fact, Kachru and Smith (2008) assert that even if it

is challenging to claim an exact definition of the word culture, it is clearly seen that all the efforts to succeed this attempt are "*historic and immediate*"; it refers to acts—basically made through words as well as a variety of other acts—and in turn is shaped by them. It is a continuous process rather than a stable, inflexible entity with a fixed reality (p.31).

So, culture and language are interrelated. To understand how language is formed, uttered, and made meaningful by its users in environments where language is used, it is necessary to consider it from the point of culture. Therefore, the relationship between these two concepts is going to be analyzed in detail in the next chapter.

2.2 The Relationship Between Language and Culture

As it is stated in the previous section, culture is one of the most important factors that turns a group of people living together into a society. It functions as an identity card and gives the members of this group a sense of belonging. On the other hand, language is another element that binds the society together, gives them an identity and enhances the feeling of belonging and sharing. With the help of the language, one may convey the cultural prints of their own or another individual and may examine any culture that they want to be inside. Hence, the mutual relationship between language and culture has been studied for many years and has been an important topic of many discussions. Thus, in this section, their relation is going to be explained by supporting the topic with the ideas of some researchers.

Language is the most important tool for people to conduct their social lives and carry out meanings of the culture that they belong to. It helps them to surround themselves with those elements and provides the chance to learn and own those details as a part of their identity.

Thus, there is an inseparable connection between language and culture. On this relation, Byram (1989) states that language mainly contains the important aspects and implications of a culture and points out cultural remains and identifies people's cultural belonging. So, the sole use of language may not be sufficient and act for "*rest of a culture phenomenon*" successfully (Byram, 1989, s. 41). Brown (2007) explains that language is a segment of

culture and interchangeably, culture is a segment of language, therefore, these two concepts are "*intricately interwoven*" (p.171). Thus, it is impossible to analyze them apart from one another as the balance on the degree of their importance would be lost. On this issue, Choudhury (2014) asserts that culture finds its expression in language. So, learning a new language without familiarity with its culture remains incomplete (p.1).

Similarly, Starkey (1996) supports the same view and asserts that learning a language means learning about a new culture on its own conditions and highlights the fact that a language is a way to express a culture (p.103). Doyé (2010), on the other hand, refers to this connection with a detailed description:

> If language is considered as a system of signs, and signs are characterized by the fact that they are units of form and meaning, it is impossible to learn a language by simply acquiring the forms without the content. And as the content of language is always culture-bound, any reasonable foreign-language teaching cannot but include the study of a culture from which the language stems. (p.105)

Jiang (2013) defines this relation by stating that language concurrently mirrors culture and is affected by it. In a more meaningful way, it is a figurative representation of individuals themselves as it involves their past and cultural framework together with how they act in life and their thinking and living habits (Jiang, 2013, p. 128).With this definition, Jiang (2013) also highlights the importance of historical background as in Geertz (1973) definition of culture. Geertz (1973) highlights the concept of culture which is considered in their work as historically transferred forms of meanings concretized in symbols, as a structure of inherited formulations conveyed in symbolic patterns with the help of people' s communication, sustainment, and improvement of their knowledge about life (p.89). However, as seen above, Geertz focuses on not only the historical aspect of culture, but also its transfer among people. Ultimately, as Kramsch (1993) states, understanding is a vital part of the communication, and it necessitates switching places with a foreigner and going through her cultural experiences while always comparing the new culture with one's own (p.205).

While searching the relationship between language and culture some linguists approach their connection with a pragmatic view. On this issue, Nida (1998) claims that language

and culture are two allegoric structures, and the things people utter have either "*social, designative, denotative or connotative*" meanings, which are not similar for everyone as they obtain these meanings from one's own cultural background which is more extensive than language (p.29). Thus, a person may not express the same thing while using the same common language. To illustrate this, a wedding dress may signify different styles of clothing for an American and a Japanese woman, or else, the word 'cow' may signal different connotations for an Indian and someone from the Middle East, thus, it is clear that words are loaded with various cultural associations in people's minds. As Kramsch (2013) states without language and other figurative structures, cultural concepts such as ways of believing, customs, organizations, or monuments would only function as "*observable realities*", not as "*cultural phenomenon*"; therefore, with the help of meanings that are given to those wedding dresses, types of animals or institutions, they become sensible, and they signal culture (p.62).

Apparently, the relationship between language and culture makes it indispensable for language teaching and research. Therefore, their relation should also be considered from the point of language education.

2.3 Culture in Language Education

As language and culture are irrevocably connected to each other, on the area of communication, it has been found out that many speech acts include their own culturally determined forms and styles such as dialogues happening in restaurants, shops, meetings, classroom interactions or agencies. Those speech acts utilize from their culturally defined alternatives. Starting from this point of view, it is clear to see that foreign language teaching should include cultural knowledge so that learners may be more prepared to use it functionally. The connection of foreign language teaching and learning with culture, and the inclusion of culture into language learning/teaching process are the main points that are going to be discussed in this chapter.

There are many scholars who support of the inclusion of culture in foreign language teaching curriculum (Bada, 2000; Byram, 2008; Nieto, 2008). Besides them, before beginning to discuss how critical culture is in language teaching, a significant statement from Kramsch (1993) should be given first:

> Culture in language learning is not an expendable fifth skill, tacked on, so to speak, to the teaching of speaking, listening, reading, and writing. It is always in the background, right from day one, ready to unsettle the good language learners when they expect it least, making evident the limitations of their hard-won communicative competence, challenging their ability to make sense of the world around them. (p.1)

Gao (2006) states that that foreign language education has always directly signaled language and culture teaching (p.59). Similarly, Wang (2008) points out the fact that language education also means the introduction of the culture of that new language as well as foreign language instructors being educators of the new culture (p.50).

According to Richards and Schmidt (2002), the cultural aspect of language learning is an important area of second language studies and language learning is considered as an exercise of socialization in another culture, for this purpose, the culture should be added as the fundamental part of the curriculum (pp.138-139). As a matter of fact, Mitchell and Myles (2004) highlight that "*researchers on the tradition of language socialization believe that language and culture are not separable but are acquired together each providing support for the development of the other*" (p.172).

Thornbury (2006) states that learning a second language requires gaining a set of cultural values and highlights that this acquisition process does not necessarily signal replacing this new set of values with the previous one, instead, it means being more careful about various underlying meanings of words because of changing social, historical, geographic, and economic factors (p.61). To illustrate this idea, Thornbury (2006) gives the Spanish word 'suburbios' which contains a negative connotation when compared with the English word 'suburbs' as an example (p.61). Thus, it is pointed out that a new language learner's success in another language is directly connected with his comprehension of the culture of that language (Thornbury, 2006, p. 59).

On the same issue, Brown (2007) states that the learning process of a new culture is an activity of establishing a mutual understanding between cultural agents. It is an exploratory procedure that goes on through the years of language acquisition and becomes a part of a learner's thinking habits and behaviors (p. 194). Zarate (1986, cited in Risager,

2007) signals this procedure as the process of competence in her study and explains that the cultural point of language teaching means improving cultural competence (p. 87). It is also added that cultural competence is achieved through acquiring insight into different cultures and a leaner's own culture (Zarate, 1986, cited in Risager, 2007, p.87). Byram (1989) claims the idea that cultural research is going to be helpful for successful communication and strengthened collaboration especially with the recent focus on communicative competence (p.62).

Above all, as it is seen in the beginning of the chapter, the difficulty in giving one single definition to the concept of culture also creates a challenge for language teachers since it is not easy to decide which cultural elements should be presented in the language classes. As a result of this fact, while some cultural items are added to the curriculum, other aspects may be left behind considering its difficulty in covering all the aspects of culture.

Segmenting culture into smaller and identifiable parts seems more advantageous, as keeping this approach becomes more sensitive and logical in the process of language teaching together with the cultural content. While achieving this, Tang (2006) warns the teachers against "*losing sight of inherently holistic nature*" of this concept and states that while dividing it into groups, teachers should be careful on not categorizing them too much so that their innate relation to each other still exists (p.86). Therefore, coursebooks as being one of the most fundamental components of language teaching are helpful tools for language teachers to introduce a good amount of varied cultural items in classroom environments. Considering their position on this issue, their significance is going to be conducted in detail in the following section.

2.4 Inclusion of Culture in Foreign Language Coursebooks

Besides their position in the center of language teaching, coursebooks are helpful tools to show the way to the teachers of how to start talking about culture and placing items of culture in each unit. They are helpful sources in supporting teachers and students with various cultural information, titles, topics, or themes that may be covered in the learning process. Therefore, they could also be seen as the road map of the variety of cultural knowledge that is going to be presented to the students. However, in this chapter, their significance in language teaching is going to be analyzed in detail first.

Coursebooks are generally considered as a medium designed according to the aims that have already been defined considering learners' needs, for this reason, they are indispensable components of language classes (Inal, 2006). Richards and Schmidt (2002) describe coursebooks as books on a definite subject that teachers use as a guide in some environments such as a school or college and they are often a part of a graded series dealing either with a single skill or multiple skills (p. 550).

According to Cortazzi and Jin (1999), a coursebook could be considered as an instructor from the point of view that it covers the topics which lead students to learn about English speaking cultures, or as a map which lists the structured schedule of linguistic and cultural input informing the learners and the teachers on the topics to be digested and outlines the last issues covered in the previous lessons (p.199). As a result of this fact, Bardovi-Harlig (1996) states that language learners consider them as valuable sources of input since these books present sample hugely eminent language structures for students (p.24).

It is clearly seen that coursebooks have a vital place in structuring the English lessons. Hutchinson and Torres (1994) state that the coursebooks play a critical role in "*pinning down the procedures of the classroom and forcing teachers on how to structure the dynamic interaction strategies of language teaching and learning process*" (p.319). Similarly, Kramsch (1988) claims a key role of coursebooks in language learning, asserting that they contribute to the learning process as a source of "*ideational scaffolding*" or learning (p.78). Graves (2000) uses a piano simile to describe the place of coursebooks in language teaching from the point of teachers and states that a piano could be seen as a means to create music, but it cannot play the music on its own, therefore, playing well depends on the effort spent on it and how accustomed to the piece of music the player is, in other words, the more talented one is, the more beautiful the music sounds, so just as a piano cannot make its own music, the coursebooks cannot teach language on their own, for this reason, besides being instructors, teachers are also called to be musicians, piano tuners, composers, or conductors (pp.175-176).

Besides all these functions of the coursebooks, they also provide cultural content while teaching languages with a purpose of contribution to the improvement of cultural awareness and tolerance against other users of the language. In this regard, Byram (1991) highlights that coursebooks play a critical role in defining the nature of the cultural

knowledge handled by the teacher in the classroom, which shows the fact that coursebooks may be counted as the decision makers on the variety of cultural information handled in the learning process. Garcia (2005) discusses the importance of coursebooks on teaching culture for the following reasons:

> They improve the students' perception of the world.
> They introduce samples on how other how other people act in some specific situations.
> They help learners build tolerance against others.
> Learners may develop authentic real intercultural communication strategies for intercultural environments. (p.57)

Joiner (1974), similarly, claims that coursebooks are apparently the unique and the most powerful "culture bearers" in language learning environments, that is, they are vitally important as they guide the teacher in providing the content of the cultural knowledge for the teaching and learning process (p.242). Consequently, as also highlighted by Bardovi-Harlig (1996) coursebooks are usually seen as a very influential medium of input by students (p.24). Thus, English language courses and materials used in the process of teaching should represent dominant culture in which English is used as a native language, culture(s) of future interlocutors which could be considered as the culture of people from different parts of the world, and learners' own culture (Selvi & Yazan, 2013, p. 15).

In evaluating coursebooks on their cultural content, Reimann (2009) conceptualizes the following guidelines:

> Texts should actively engage the students via their language or cultural content.
> They should offer an unbiased perspective of cultures.
> While doing this, they should also consider the learner's own culture.
> There should be references made to the learner's own culture to help the learners realize the relevance.
> Culture should be used as a source of facts to learn about, which student can learn from.
> Texts and other items should be presented objectively for students to make their own discoveries and understandings.
> There should be clear goals set on teaching culture contents. (p.88)

Considering all these ideas, it is clear to see that coursebooks should include different pieces of cultural content while teaching languages. To facilitate this issue, there are many studies to evaluate the significance given to cultural elements in coursebooks. Wu (2010) carried out a study by analyzing the first four student volumes of the textbook which was published by Shanghai Foreign Language Education Press. The analysis was based on the texts and exercises in each section of the four coursebooks. The findings revealed that most of the passages were about cultural items of British or American culture (especially American culture), while the 40 representations from the cultures around the world and the culture of the country that the research was carried on were limited. Wu (2010) revised the limited number of texts referring to the local culture as a disadvantage, since students could deal with difficulties when expressing Chinese culture in English. At the end of the research, it was suggested that comparisons and contrasts between various cultures should be included (Wu, 2010).

When the place of coursebooks in language teaching is analyzed with a consideration of their position in language teaching environments in Turkey, it is found out that the teachers and students regard coursebooks as authoritative teaching materials in learning the language, and they are usually considered and treated as syllabi (Doğançay-Aktuna & Kızıltepe, 2005). These facts make it necessary for the researchers in Turkish settings to analyze coursebooks more to reveal whether they can help the learners to acquire the language in a systematic and comprehensive way.

There is a great deal of research on the content of the coursebooks prepared in Turkey. For example, Arıkan (2005) prepared research on *The New Headway* and *Think Ahead to First Certificate* and found out that the visuals in the books showed many inequalities with respect to age, gender, and social class. There is a good deal of research on the attitudes of teachers from various points. For example, Kayapınar (2009) focused on whether teachers generally have positive attitudes on the use of ELT coursebooks. Recently there has been a growing interest in studying coursebooks on the use of cultural elements in their contents. Çelik and Erbay (2013) analyzed intercultural features added in coursebooks, handled by elementary schools, and found out that coursebooks take different cultures into account.

Demirbaş (2013) analyzed the intercultural elements in the English coursebooks *My English 5, Unique 6, Spring 7, and Four Seasons English 8* which were designed according to the CEFR. It was found that the contents of these course books included sufficient cultural elements to improve an intercultural competence, but the researcher also touched upon that it depends on the teachers' ability to adapt those cultural items and use them creatively to teach intercultural elements.

Toprak and Aksoyalp (2014), considering the importance of culture in language teaching materials, conducted a study to find out how other nations culture were presented in the course books. To carry out the study, the researchers examined quantitively the contents of 17 English course books which were published by American or British companies. After the analyses, it was found out that most cultural elements presented in the course books were based on cultural items of the countries where English is used as a native language. It was also shown that the elements about other cultures were not sufficient for their users to interact successfully with the interlocutors of any other culture (Toprak & Aksoyalp, 2014, pp. 91-104).

Gencer (2020) conducted another study to find out whether *New Language Leader (NLL)* covers multicultural elements. In the study, the researcher uncovered that two coursebooks analyzed adopted a multicultural perspective and involved a wide range of multicultural elements. Furthermore, the results of the study showed that multicultural elements presented within the books are reflected in different types of exercises, reading texts and activities. It is clear from the research that there is a transition from a monocultural teaching to a multicultural perception in the coursebooks (Gencer, 2020).

Yetkin (2013)carried out a study to investigate and compare the cultural elements of two course book sets published in the 1980s and the 2000s. The results of the analysis demonstrated that the two sets of course books differ in the way they deal with the culture. While the first set of books published in the 1980s disregards the culture of the other countries where English is not spoken as the native language, the second set of books published in the 2000s has owned a multi-cultural perspective in all aspects. The books focus on more global issues in the units. The researcher added that this aspect of the books does not signal that the latter totally disregards the cultural aspect of the countries whose native language is English. It is clearly observed that the change in the representation of

culture in English course books has transformed the bicultural course books into multicultural ones (Yetkin, 2013).

Although the role of culture in ELT has been demanding more attention in the Turkish context in the recent years, there is still the need to discover whether English-speaking cultures in language teaching coursebooks are more dominant when compared with the amounts of other cultures that the coursebooks include or whether there is a balance of the number of cultures placed in each coursebook.

Therefore, in this study, the variety of the multicultural content such as items from the culture where the language is taught or cultural features of various countries around the world are going to be analyzed and the space given for these items is going to be taken into consideration. The term multiculturalism is used in the later parts of this research as it is more appropriate for the aim, analysis and the conveyance of the findings.

Whether the books studied in this research consider the addition of cultural features of the nations around the world to prepare the students as speakers of English to use the language in multicultural settings where they may encounter people from various ethnic backgrounds is the main aim of this research. For this purpose, the studies which have a similar inclination as this issue are analyzed and summarized below.

There are many researchers focused on this issue (Matsuda, 2012; Cortazzi and Jin 1999, McKay 2003). Matsuda (2012) clarifies the division on the inclusion of culture in coursebooks in his study and adds that three varieties of cultural content may be analyzed in coursebooks. The first source of cultural content he states is global culture (Matsuda, 2012, p. 176). The issues which consider global society, and the cross-cultural trends relate to global culture, such as world peace or pandemics. Classroom activities such as readings, class discussions or assignments prepared to increase the sense of global citizenship may be counted as samples which handle global culture. He explains that the second cultural category found in coursebooks is the future interlocutors' culture, that is, the culture of the people from different parts of the world where English is learned as a foreign language (Matsuda, 2012, p. 177). With the improvements in technology and transportation, English language has become the language of communication among speakers of different nationalities, and it is used as a medium of communication. Hence,

since learners may not choose with whom they are going to encounter in the future as their interlocutors, the teaching materials used in the learning environment must provide examples of both the countries and regions from different parts of the world and specific functions of English in a specific community where English is used for interaction. Matsuda (2012) states that the third cultural content source is the learner's own culture which is also named as "*local culture*" (p. 177). When the language is taught, the sole exemplification of British and American culture should not be the main point of teaching, and also, the language practice should not be limited to the communication between native and non-native speakers of English, or the teacher should not create an image of future use of English as such, as in the globalized world, there is a growing demand for a mutually respectful relationship with other speakers, thus, to be able to understand and sympathize any interlocutor's point of view and experiences in their own environment should be part of learning outcome (Matsuda, 2012, p. 177).

When learning the second/foreign language, learners should not only be presented stereotypical items of cultures to have a multicultural learning environment (such as sushi as sole item of Japanese kitchen), instead, students should experience the practices and beliefs in school, family, and many other social surroundings of other cultures together with their own culture, therefore, the teaching materials, especially, coursebooks should provide the items of their own culture and the cultural items of people in various countries, in this way, learners may compare the differences and similarities and may be competent in conveying these features (Matsuda, 2012).

Considering this fact, many coursebooks differ from each other from the point of categories of cultural information they include to cope with the changing trends in language teaching in the world today. Recently, it is possible for language teachers to eliminate the coursebooks according to the cultural content they aim to teach. While some of the language coursebooks have a multicultural design to prepare students to use the language in various multicultural settings, others may prefer to bear only English culture contents and claim that they have the same purpose. Here the publishers of the second group which only consider the inclusion of British or American culture in their publications may consider that, to be able to use the language well, the learners should be exposed to the cultural features of these countries where English is authentically used by

the speakers of the language. On this issue, Lado (1964) claims that language learners must be acquainted with cultural elements of English in the stage of learning, so they may comprehend the concept of a foreign language and use it functionally (p. 63).

In contrast to materials that consider varieties of many cultures, most of the coursebooks prepared by American or British publishers aim to portray the culture of English-speaking cultures more. *English File* which is commonly used in the preparation year of many universities, private secondary and high schools can be used as an example here. These materials titled mostly with English names are generally produced for global marketing and aim to teach English culture and ethics (Krishraswamy & Aziz, 1978, as cited in Aliakbari, 2005).

However, even if this notion may sound partly reasonable, there are changing trends in today's world. Firstly, it is clear to see that many learners learn English as lingua franca (ELF) apart from American or British culture, that is, they use it as a medium just to be able to interact with another individual. Secondly, these learners may not be able to afford to travel other countries while learning the language or may feel alienated if exposed solely to American or British culture.

Thus, a new approach has become popular to catch up with this changing trend in the design of coursebooks. This recent category promotes the books which portrays multicultural features besides the items from the cultures present in English speaking countries. The cultural content of these books aims to reflect the use of English in multicultural settings and to teach English with multicultural features (Cortazzi, Languages, cultures, and cultures of learning in the global classroom., 2000). However, there are two risks regarding these types of coursebooks. Firstly, as Bao (2008) views it, an extreme exposure to the issues on local culture may easily spoil 'learners' curiosity and novelty' and, they may also give less space to the elements of any other cultures, thus, they may not support the learners well as the users of language in multicultural settings (p.268). On the other hand, they may not still be able to erase the effects of Anglo-centric culture (Altan, 1995).

There is a third category within this issue as well which discusses the coursebooks with the cultural content of a specific country where it is published. McKay (2012) asserts that

English language teaching (ELT) should be carried out in a way that does not neglect the local culture of the learners (p.338). To manage this, some English language coursebooks prepared in a home country prefer to use local contents more than the cultural items from American, British or many other countries around the world. The reason to produce these books is to help students feel comfortable to use the language while acquiring it in their own surroundings and make them feel comfortable while learning another language (Cortazzi & Jin, 1999). *Spotlight on English*, *El Libro de İngles* and the coursebooks prepared by Ministry of Education (MoE) in Turkey may be used as examples.

To sum up, it could be clearly seen that coursebooks have a vital place on presenting culture while teaching English. They are valuable sources for language instructors to show where to start and how to present cultural items, or else, they may lead the teachers on which cultural items to include so that their learners may have a multicultural journey in their learning experience. On the other hand, if language teachers have an increased awareness on the design of the coursebooks and which the cultural categories that these books include, they may support their learners in a more comprehensive way. Considering these reasons and the value of multiculturalism once more, the amount of culture in the two coursebooks will be compared to disclose whether they pursue a multicultural or monocultural approach by applying one of the trends above.

CHAPTER 3. METHODOLOGY

3.1 Introduction

The aim of this chapter is to introduce the research questions, data collection instruments, data collection procedure and analysis. Mainly the research will be conducted in a qualitative manner by making content analysis. After receiving the data, the results, the comparison of the findings from two books will be explained in a descriptive way as it is the best way to convey the findings in an unbiased manner which is the main aim of the study.

3.2 Research Questions

This study seeks to analyze and review the multicultural content found in two sets of coursebooks with the help of two questions formed prior to the research to use as guidelines. The questions are structured to answer some questions which may still create confusion for language teachers and in this way, the aim is to make valuable contributions to the area of language teaching. The aim of the research is fundamentally to find out the varieties of cultural elements in two sets of coursebooks subjected for the research and whether they are designed with a multicultural perspective. Lastly, the purpose of the research is also to discuss whether there are differences between two coursebook sets in their content to embrace multicultural elements. For this purpose, samples from the coursebooks are listed and explained explicitly. Furthermore, various field notes, other researchers' findings and observations will be added as well.

In this manner, the purpose of the study is to find answers to the research questions below:

1. How are cultural elements presented in *Less is More* and *Touchstone*?

2. What are the approaches in *Less is More* and *Touchstone* in terms of multiculturalism?

3.3 Data Collection Instruments

Qualitative literature review and note taking from the sources are the steps of the data collection process in this study. Two levels of *Less is More* and two levels of *Touchstone* coursebooks are taken into consideration to see whether they follow a multicultural pattern in their designs. To meet this purpose, various samples categorized under the concept of multiculturalism are examined in these two sets of books and their functions are interpreted with an inclination to point out their benefits in language learning. The findings are compared in an objective manner and the other effects of including multicultural concepts in the texts and in the design in general are covered by the researcher. Referenced sources and data collection materials are shown in detail and samples from the exercises are included as well.

Although *Less is More* is a four levelled coursebook, two levels are employed in this research because of their length and width. Each level has 10 units, and they are based on different topics under the head of contents. It is published by *PressGlocal* publishing house in Turkey. The editor of the series is Tuncer Can and the authors are Sarah Frazier, Colette MacManus, and Alex Rey. Each book has an access code to reach online studies through the website designed for the book. Besides these online studies, there is a workbook prepared in accordance with the units to enable students to do some extra studies. For each level, there is a teacher's book that helps teachers as a guide to use the book in an easy and beneficial way.

To begin with A2 level of the coursebook, the main titles for the units are in order of *A Day Out, My Social Community, In My Spare Time, Kicking Back, What Should I Do, Do I Have To, Are You Gonna Come Tonight, If Not Now When, I Have Already Had Lunch, and It' s Festival Season*. Each unit starts with a heading *The Big Picture*, portrays the theme of the unit with colorful pictures and makes students observe what is going to be covered throughout the unit. The units end with a revision of vocabulary items revised previously in the unit and involve a page titled as *Reflections* where students may study some expressions that are commonly used in English. There are 142 pages in total in the A2 level and at the end of the last unit, students may reach the extra part named *Outside of the Box* where they can study the new vocabulary they learn and do some extra studies on their other skills through *Creative Tasks* part and enhance their language production

through *Vlogs*. They can also reach transcripts of the listening exercises in the following pages.

In Intermediate Coursebook, the main titles for the units are in order of *Who? What? When? Where?, Those Were the Days, Never Too Late to Learn, Out of Your Comfort Zone, The Show Must Go on, Let' s Go Green, Thinking Smart, Shoulda Woulda Coulda, Innovations and Explorations, Booksmart.* The book has a similar pattern in its design as in A2 level and similarly includes the sections of *Reflections, Creative Tasks, and Outside of the Box* for a similar purpose. It is also enriched with *Vlogs* and transcripts of the listening tracks to help students improve their comprehension. This level is comprised of 138 pages in total.

On the other hand, when the series of *Touchstone* is taken into consideration, the book also has 4 levels, but two of them are going to be studied and compared in detail in this research. There are 12 units in each level, and they are based on various topics identified by different content headings. The series is published by Cambridge University Press. The authors are Michael McCarthy, Jeanne McCarten, and Helen Sandiford. Each book is enclosed with an activation code to reach online materials to strengthen the topics revised in the student's book. The audio materials may also be accessed via the same code by logging into the website of the publishing house. Each student book involves a workbook designed in accordance with the units in the student's book to do some extra studies.

The main titles for A2 level are in order of *Making Friends, Interests, Health, Celebrations, Growing Up, Around Town, Going Away, At Home, Things Happen, Communication, Appearances, Looking Ahead*. Each unit starts with the anecdotes of the items to be learned and includes colorful pictures of people of various ethnic backgrounds. The units are divided into sections such as *Lesson A, Lesson B and Lesson C* and ends with a part titled as *Vocabulary* and designed as a notebook where students revise their vocabulary knowledge acquired throughout the unit. At the end of the unit, a mini survey is included to help students revise what they have learned or whether they have incomplete learning. The book has 153 pages and leads the students to the sections named *Free Talk, Sounds Right and Extra Practice* right after the last unit where students may do extra practice on their speaking, pronunciation, and grammar skills.

In Intermediate level, the titles for the units are in order of *The Way We are, Experiences, Wonders of the World, Family Life, Food Choices, Managing Life, Relationships, What If, Tech Savvy, What's up, Impressions, In the News*. The book portrays a similar design when compared with the A2 level and has sections such as *Lesson A, Lesson B and Lesson C* in each unit as well. The units end with a similar *Vocabulary* revision page mentioned above and has a survey attached to the bottom of the same page. This book also has 153 pages and ends with the sections *Free Talk, Sounds Right and Extra Practice* following unit 12 to enable students to do extra practice.

To conclude, even if each series has its own distinctive design in their outlook in general, they have a similar pattern in their focus of enabling students to do extra practice through their end of the unit vocabulary sections and extra activities added at the end of the book with a purpose to strengthen the skills acquired. In general, both books use pictures of people from different ethnic backgrounds; however, whether they have a multicultural perspective or a monocultural aspect is going be revealed in the results section of this study by analyzing their consideration on giving equal emphasis to various cultural features of many different countries around the world.

3.4 Data Collection Procedures

The main purpose of this study is to compare two sets of coursebooks in terms of cultural elements. To compare culture elements in the two ELT coursebooks, the qualitative research method of content analysis is applied.

This thesis study is conducted in descriptive study model, which is one of the second language research methods. According to Seliger and Shohamy (1990), a descriptive study model includes information about how often certain language phenomena occurs and the typical use of language elements is shown in accordance with the various variables which can be used in the studies of language teaching (p. 211).

A descriptive method of research is chosen since there is a demonstration of the range and kind of elements and visuals in coursebooks chosen and there is not a judgement on how they should be dealt with through the pages of coursebooks. The discussion whether these elements and visuals are useful or unnecessary to provide an effective learning

process is not included. After determining the elements in the coursebooks, each element is be explained to make it clear why it has been included in the coursebook and how it can help language learners to develop intercultural competence.

A comparative study will be carried out in this thesis. Multicultural elements found in each set of coursebook are collected under 15 cultural themes which are taken from the research prepared by Ulum and Bada (2016). The themes are revised according to the cultural samples found in the coursebooks subjected for this research.

Three series of *Less is More* books and three levels of *Touchstone* series is used and analyzed in detail regarding the multicultural elements they include. A coursebook series published by Cambridge and a recently renowned coursebook series adopted by a state university in Turkey has been chosen to have better insights on aspects culture, and features of various cultures to reveal their emphasis on multiculturalism.

3.5. Data Analysis Procedure

To achieve the aim of the study, qualitative and descriptive data collection techniques will be used. Jacob defines these terms as:

> Qualitative research method of inquiry employed in many different academic disciplines, traditionally in the social sciences, qualitative research aims to gather an in-depth understanding of human behavior and the reasons that govern such behavior. The qualitative method investigates the why and how of decision-making. Descriptive research involves a collection of techniques used to specify, delineate, or describe naturally occurring phenomena without experimental manipulation and it shares characteristics of qualitative research designs. (Jacob, 1987, pp. 19-20)

There are several different methods for conducting qualitative research and these methods meet different needs in the analysis process of a research (Leedy & Ormrod, 2001; Creswell, 1998). Content analysis is one of them and it is used by the researcher in this study as the main purpose is to collect samples from two sets of coursebooks published by different publishing houses. Leedy and Ormrod (2001) explain content analysis of qualitative research as "*a detailed and systematic examination of the contents of a*

particular body of materials for the purpose of identifying patterns, themes, or biases" (p. 155). In this method, the researcher reviews forms of human communication such as books, newspapers, and films as well as other forms to uncover biases, patterns, or themes. It is designed to spot specific features from the content in the human interactions. In this process, the inquirer examines behavioral, visual, or verbal samples, themes, or biases.

In content analysis, researchers quantify and analyze the presence, meanings and relationships of such words and concepts, then make inferences about the messages within the texts, the writer(s), the audience, and even the culture and time of which these are a part. Texts can be defined broadly as books, book chapters, essays, interviews, discussions, newspaper headlines and articles, historical documents, speeches, conversations, advertising, theater, informal conversation, or really any occurrence of communicative language (Carley, 1990, p. 7). The procedural nature of content analysis method is structured to achieve the highest objective analysis possible, and it requires analysis of a body of material to be studied and the features or qualities to be explored (Leedy & Ormrod, 2001; Creswell, 1998). Therefore, as the main aim of the research is to highlight and compare the different cultural items found in two sets of coursebooks to see whether they have a multicultural design. The objective, unbiased, and systematic nature of this research method could be helpful to reach the results in an unbiased manner.

Findings are analyzed in a descriptive manner. A descriptive method of research is chosen since there is a demonstration of the range and kind of multicultural elements in selected coursebooks and there is not a judgement on how they should be dealt with through the pages of coursebooks. The discussion whether these elements are useful or unnecessary to provide an effective learning process is avoided. After determining the multicultural elements in the coursebooks, demonstrated in the appendices part, each element is explained to clarify why it is included in the coursebook and how it may help language learners to develop a multicultural (intercultural) competence.

CHAPTER 4. RESULTS

In this section, the analyses of two sets of coursebooks, *LIM* and *TS* studied for this research are stated in detail and the multicultural elements they contain in their content are listed according to appropriate landmarks.

4.1. The Analysis of *Less is More A2*

LIM is a coursebook series which has four levels, and these levels are A1, A2, B1 and B2, designed according to Common European Framework of Reference for Languages. In this chapter, the A2 level of the book is studied in a comprehensive way and the multicultural elements it includes are grouped according to their features.

The multicultural items analyzed in this research are grouped under 15 multicultural themes and diverged with the same purpose. They are taken and revised from the research made by Ulum and Bada (2016) and revised as Names of People; Nationalities and Languages; Celebrities; Street Names, Districts and Names of Cities; Country Names and Continents; Food and Cuisine; Flora and Fauna; Geographical Formations; Traditions, Celebrations and Festivals; Historical Concepts and Civilizations; Travel and Touristic Attractions; Entertainment; Global Issues; Universities and Schools; Architecture and Monumental Buildings.

Before stating the list of the landmarks, a short introduction on the design of the coursebook should be stated first. When the introduction of the units is taken into consideration, it could be easily seen that each unit starts with various photos that are suitable for a multicultural design, that is, even if the book is prepared in Turkey, most of the unit cover pages include photos of people with various ethnical backgrounds. To give an example, the second unit cover has photos of people from various ethnical backgrounds such as people with European or American origins. The third unit there is a view from İstanbul, Turkey which could be considered as taken during a sightseeing tour.

With a quick flip among the pages, it could also be seen that the book invites its user to a country via a part of its culture in almost every unit. To give an example, at the end of

unit one the learners see a comparison of cultural facts from three different cities around the world, namely Istanbul, Turkey, London, Britain and Portland, America. In second unit, the book displays a reading text about a Hawaiian teenager's spare time activity, which is surfing. In unit 4, a text that explains a trip to one of the touristic spots of Turkey, Fethiye is given as an exercise to expose students to grammatical items. In unit 7, students talk about various types of celebrations from America such as a housewarming party or a wedding event in general via exercises given. In unit 8, there is a section about travelling where various cultural items from cities around the world are given in sentences to practice the grammar targeted for this section. There is also a text about doing safari in Kenya at the end of the unit. In unit 9, there is a text about a restaurant in Taksim, Istanbul, in which dishes from English cuisine are given. Unit 10, in general introduces festivals around the world. It is also noticeable to see that, each of these items are portrayed with colorful pictures throughout the book.

To begin with the landmark of names of people, it could be asserted that they occupy more space in the book. The names found belong to a variety of cultures. There are items from Turkish culture such as Duygu (p.9), Sena, Atilla, Batuhan (p.11), Ceyda (p.20), Meral, Sema, Vedat, Ali (p.30), Elif (p.52), Batuhan, Zehra (p.53), Ferhan, Neyran, Nihal (p.55), Aleyna, Mehmet (p.57), Pelin and Fatma (p.67), Ayfer (p.74), Sema, Leyla (p.75), Numan, Kazım (p.76), Tuncer, Ceyda (p.84), Efe, (p.85), Meltem, Mesut (p.87), Furkan (p.98), Ozan Akşahin, Ali, Yusuf, Samet (p.109), and Ferhan (p.128). There are also names found from European or American culture such as Rob, Kyle (p.20), Rob, Mary, Sven Morgensten, Maya (p.30), John and Jane (p.30), John (p.39), Simon (p.47), Jamie, Donald, Amy (p.52), Dani (p.61), Juli, Katya (p.74), Anya (p.75), Shaun, Colette, Jimmy, Sarah, Ashley, Jane Doe (p.77), Dave, Emma (P.78), Ella, Mario (p.85), James (p.88), Amanda Truden (p.98), Don, Andy, Dave (p.98), Andy, Mary, Alex, and Jane (p.115). On the other hand, there are names found from Middle Eastern culture such as Daria (p.20), Omar (p.30), Leila (p.43), Darius (p.41), Fatima (p.53), Nasir (p.54), Adara (p.55), and Monty Abraham (p.95).

As for the landmark of nationalities and languages, it is possible to see a good variety from Asia such as Thai, Korean, Japanese, Vietnamese (p.12); from America such as Mexican (p.12), Canadian (p.98); from Africa such as Ethiopian (p.12), and Kenyan

(p.86). Besides these, on page 99, the nationalities Brazilian, Chilean, and South American are given next to samples of dishes from these cultures. However, the only vocabulary given for the landmark of languages is Spanish (p.36) as opposed to English which could be seen in three different parts.

The landmarks of celebrities could be listed as Miray Tekin a Turkish designer given on page 25; Britney Spears as a singer and Paris Hilton as an actress from America on page 34; Ryan Coogler as an African American film director on page 55, Beyonce as an American singer on page 55, J.K. Rowling as a well-known British writer on page 69, Kenan Sofuoğlu and Can & Deniz Öncü brothers as well-known Turkish motorcycle racers on page 84, Serena Williams as African American tennis player and Daniel Defoe as British writer on page 88.

When the presence of various landmarks on street names, districts and names of cities are questioned, it could be easily seen that the course book includes a good variety of samples from many different countries besides British or American names. The names of regions and districts could be started with samples from Britain such as Cornwall (p.77), and from Turkey such as Çukurova region (p.97). The list could be continued with the names of towns from Turkey such as Fethiye on page 40, Balat, Eyüp, Taksim, Şişli (86), Eminönü (p.74) and Bodrum (p.85); from Europe such as Misano (p.84) and from America such as New York, Hawaii (p.21), Chicago (p.84), Michigan (p.106), Riverville (p.106) and Austin (p.111); the samples from Europe and Britain such as Oxford (p.20), Paris, Amsterdam (p.25), Chios (p.29), Milan (40), Frankfurt, Lyon (p.84), Athens (p.85), Truro as a cathedral city in Cornwall (p.95), Liverpool (p.88), Rome as the widely known touristic city of Italy (p.91), Berlin, Munich, Bremen which are three popular cities of Germany (p.97), Antwerp which is a city in Holland (p.111); elements from Africa such as Nairobi as the capital city of Kenya (p.86); and from Middle East such as Tabriz as a city from Iran, Muttrah as a city from Oman and finally, with items from Turkey such as Ankara (p.25), Adana (41), Mersin (p.85), Konya as a city from Turkey (p.85). Besides these, the book has a section where the shopping habits in three cities around the world, namely Istanbul, London and Portland, are compared (p.12). On page 35, there is an exercise where the past and present versions of Karaköy, Istanbul and Brooklyn, New York are studied through a listening and a speaking exercise. Besides this, the names of

the cities Sefrou in Africa, Traverse in America in and the name of the village, Dedeler in Turkey are mentioned in a text given about festivals that takes place annually there (p.105 and p.107).

The landmark of countries could be listed as countries from Europe and Britain such as Greece (p.22), Norway, Italy (29), England (p.84), Belgium in Europe (p.111); from Africa such as Morocco (p.106); from Middle East such as Oman, Iran (p.85); from America such as Canada (p.21), Mexico (29), and Colombia (p.55). On page 88, there is a reading text about a safari trip to Kenya in Africa. Besides these landmarks, the names of some continents could be detected throughout the book such as Asia, Europe (p.55), Africa (p.86). The book also highlights the fact that İstanbul is located on both continents, Europe, and Asia (p.14).

On the other hand, there is a good number of samples on the landmark of food and cuisine, from many different part of the world besides British or American dishes. These are kiwis, pancakes, pomegranate juice, brown bread, banana, black olives, omelet as items of typical European or American breakfast (p.8). Other items that belong to American cuisine are whipped cream, apple tart, espresso or filter coffee (p.99), maple syrup (p.102) and cherry and blueberry pie (p.108). There are samples from Turkey such as seafood restaurants on boats as a unique experience in Fethiye (p.40), baklava as a well-known desert (p.55), lemonade, börek and köfte (p.75), Tantuni a popular wrap from the east of Turkey (p.84), Turkish Ayran, kebab, baklava, and köfte as well-known items of Turkish cuisine (p.95), dolma (p.96), bulgur, and pepper paste (p.122). There are also items from Middle Eastern culture such as hummus and baba ghanoush (p.75). The book has a reading text about a British restaurant which reveals items from its cuisine such as shepherd's pie, cottage pie, sausages, beans and mash, toad in the hole, traditional English roast besides popular deserts from the same culture such as Scones with English cream, Eccles cakes, English roast, apple pie, English teatime, fish and chips (p.95), and ready-made meals based on a reading about London (p.97). There are samples from Europe such as chicken liver salad in Lyon, crepes in Paris (p.83), croissant, oatmeal, cereals (p.84) brie, a kind of French cheese, pretzels from Germany and frog legs (p.95), ravioli as an Italian dish (p.96) Malaguena pepper from Spain, asparagus spears, fig, sea bass, skewers as a popular dish from Southeast Mediterranean, polenta fries based in Northern Italy

(p.99); from Africa such as a special Kenyan breakfast, traditional Kenyan cuisine (p.86); from Asia such as curry on page 91 and sushi on page 93; from South America such as Mexican tacos (p.95), mango as a fruit from the same continent, beef ribs, grilled tenderloin skewers, Brazilian empanadas, sirloin steak from Brazil, Chilean sea bass, and chimichurri salsa and chimichurri aioli of Argentina (p.99). Other items that are considered under the same category fast food, organic food, locally produced food, fast food, take away, home-made, sourdough bread sampled in a text about farming in America (p.114).

Under the category of flora and fauna, there are samples such as seeing rare butterflies in Butterfly Valley, Fethiye in Turkey (p.40), humpback whales along the Pacific coast (p.55), red pandas, gorillas, lions in a jungle park in America (p.85), African hippo, pink flamingo, rhino, Rothschild giraffe, mammals, zebra, lion, buffalo and elephants together with the terms wildlife conservation, elephant orphanage, giraffe center and abundance of birdlife in Africa (p.88), and chicken, turkey, lamb and goose as animals used for their meat in British cuisine on page 95 could be stated under the fauna landmark.

It is possible to find many samples for the landmark of geographical formations. There are samples from Asia such as Mount Everest (p.21); from America such as Pacific coast of Colombia (p.55), Teotihuacan Pyramids in Mexico and a jungle park (p.85); from Europe such as Mediterranean Sea (p.40), Aegean Sea (p.29); from Turkey such as Bosporus Bridge in Turkey (P.86), and lastly, from Africa such as Lake Naivasha, Lake Nakuru National Park, Masai Mara (p.86), and Mount Kilimanjaro (p.116). On page 86 the term “Masai herders” is also given to mention a local community from Kenya. The course book also includes The Maldives in Asia (p.86) as a widely popular group of islands for summer holidays.

For the landmarks of traditions, celebrations and festivals, it is possible to find many different items. There are some examples on manners from Turkey such as wearing proper clothes for Blue Mosque instead of wearing shorts or skirts (p.26). The Bank Holidays as a phrase used for national holidays in England, Ramadan and Eid as Islamic holidays to describe types of holidays in Middle East (p.46) and the concept of being halal (p.95), Christmas as an American or British celebration (p.55), conversation over high tea in Kenya in Africa (p.86), photos from Holi festival, night market in India from Asia

(p.103), tulip season from Istanbul in Turkey, music festival from an American rural area, a Chinese dragon festival and La Tomatina from Spain in Europe (p.104), which are given as photos under the category of a speaking activity. Two different festivals from two different cities, Sefrou in Africa and Traverse in America are explained with some eye-catching terms such as pie eating contest, cherry queen, a street march, a royal position (p.105), a music festival in Dedeler village, Turkey (p.107). There are samples of festivals from America such as Southwest festival in Austin, Texas and from Europe such as Tomorrowland Festival in Antwerp, Belgium (p.109), Latitude Festival, Glastonbury Festival (p.115) which are given as posters and the same exercise includes the concepts 'round of applause' and 'funfair' (p.112) which are related to landmark of celebrations. It is also possible to come across with a variety of celebrations such as baby shower, anniversary and housewarming (p.72), engagement party (p.73), and honeymoon (p.87) from American or British cultures.

On the other hand, there are not many items for the landmark of historical concepts and civilizations. Traditional Turkish carpet (p.48), Louis Le Prince as a French artist (p.55), and Belin Wall in Berlin, Germany (p.96) could be considered for this landmark.

The landmark of travel and touristic attractions includes many samples and some of these samples from Turkey. They are a boat tour in Fethiye, Turkey, hiking, paragliding, sailing with a boat, swimming in the Mediterranean Sea, seeing a crusader fortress, renting a car (p.40), shuttle bus to the city center from the hotel in Adana (p.41), taking the ferry to go to the Islands in Istanbul (p. 74) and driving along the coastal road in Istanbul (p.86). There are also samples from Africa such as a Kenyan cruise (p.86), a local homestead, going hot air ballooning, safari, flight (p.87), and from British culture such as a camping trip to St. Ives Cornwall (p.77) and finally the vocabulary given on page 87 which are a hotel concierge, going scuba diving, going surfing, going canoeing, watching sun set on the beach for a honeymoon in the Maldives in Asia (p.87) could be grouped under the landmark of travel and touristic activities.

Vocabulary items for the landmark of entertainment has a more space in the book which could be easily seen through the vocabulary samples and visuals that support these samples. They are considered under various subcategories. The names of books that are found throughout the book are usually American and British based. They are *Tom Sawyer*

and its writer Mark Twain (p.56), *Harry Potter* (p.69), *The Life and Adventures of Robinson Crusoe* (p.88). The Tv series that are presented have a similar characteristics and these are *Friends,* and *The OC* (p.34), *Black Panther*, and the film *Star Wars* (113). The only sample found from a different culture is *Hababam Sınıfı* on page 55 which is Turkish.

As for the landmark of global issues, some sports events such as Wimbledon (p.55) in London, England and NBA Finals (p.84) in America, Rookie's Cup held in Misano (p.84), political structures such as European Union (p.20), the fact that the world's oldest surviving film directed by Louis Le Price from France in 1988 (p.55), Erasmus as a study program in Europe (p.63), the list of Intangible Cultural Heritage of Humanity and UNESCO as an organization based in France in Europe to preserve historical places and events (p.105) are among the items to be considered under the category of this landmark.

There are not many items to be added for the landmark of universities and schools other than Istanbul university in Turkey (p.55) besides Oxford University in Britain (p.68).

However, it is possible to see a variety of items on the landmark of architecture and monumental buildings from Turkey such as a crusader fortress in Fethiye (p.40), Price's Islands (p.69) and Mevlana's Tomb in Konya (p.83); from Africa such as The Pyramids (p.82), and Elsamere Farm in Kenya (p.86); from Europe such as Duomo Cathedral, Sears Tower (p.83), Frank' s Furt Hostel, Parthenon in Athens, Eiffel Tower, Colosseum (p.91); from Middle East such as Grand Bazar in Tabriz, fish market in Muttrah; from America such as Teotihuacan Pyramids in Mexico (p.83), the theme of visiting a jungle park (p.85) and finally from Britain as Big Ben (p.91).

To summarize the findings, it could be deduced that there are 78 cultural elements for the landmark of Names of People, 11 samples for the landmark of Nationalities and Languages; 10 items for the landmark of Celebrities; 54 elements for the landmark of Street Names, Districts and Names of Cities; 15 elements for the landmark of Countries and Continents; 84 items for the landmark of Food and Cuisine; 26 samples listed for the landmark of Flora and Fauna; 14 elements found for the landmark of Geographical Formations; 33 elements for the landmark of Traditions, Celebrations and Festivals; 3 elements for the landmark of Historical Concepts; 23 elements for the landmark of Travel

and Touristic Attractions; 9 elements for the landmark of Entertainment; 8 elements for the landmark of Global Issues; 2 samples for the landmark of Universities and Schools; and finally, 16 items for the landmark of Architecture and Monumental Buildings.

Table 1. The frequency of multicultural elements found in *LIM A2*.

LANDMARKS	FREQUENCY	PERCENTAGES
Names Of People	78	21%
Languages and Nationalities	12	3%
Celebrities	10	3%
Street Names, Districts and City Names	54	12%
Countries and Continents	15	4%
Food and Cuisine	84	22%
Flora and Fauna	26	7%
Geographical Formations	14	3%
Traditions, Celebrations and Festivals	32	8%
Historical Concepts and Civilizations	3	1%
Travel and Touristic Attraction	23	5%
Entertainment	9	3%
Global Issues	8	3%
Universities and Schools	2	1%
Architecture and Monumental Buildings	16	4%

It could be stated that A2 level of *LIM* distinctively displays a good number of varieties on the multicultural themes of names of people, street names, districts and city names, food and cuisine, traditions celebrations and festivals. However, when some of these landmarks or themes are revised, it should be added that the level still needs more samples in its content when the landmarks of historical concepts and civilizations, entertainment, universities and schools are viewed. Among these themes, it should be noted that especially, the insufficiency of the samples on the landmark of historical concepts and civilizations may inhibit the learner from getting to know the background of many cultures and, therefore, may not be helpful in supporting the curiosity of the learners on

this area. It must be stated that if all these multicultural items are acknowledged in the classes via the use of the textbook, it may help the learners with different cultural background to get close to each other in an environments of sharing cultural examples through the use of the language. However, it is better to see the samples from the second coursebooks subjected for this research to have a sound opinion for this level. Hence, the detailed analyze of the results derived from the other books selected for this research is a must before reaching a sound conclusion.

4.2. The Analysis of *Touchstone A2*

TS is a textbook series which has five levels, and these levels are A1, A2, B, B2, C1 prepared similarly according to Common European Framework of Reference for Languages. In this chapter, the A2 level of the book is analyzed in a detailed way and the multicultural elements it includes are grouped according to their characteristics.

15 multicultural themes chosen for the *LIM* book are subjected and studied for A2 level of *TS* for as well. Even if there is not a wide variety of items come across as in the other book, this book has a good number of samples that should be taken into consideration, and which may be helpful for language teachers to highlight or enrich during the teaching process starting from these samples. Nevertheless, it is necessary to have an overlook on the design of this level before listing samples of each landmark. Each unit has a cover of photos of people doing various daily activities. Even if it at first glance it is clear to see that these people have different ethical backgrounds, the book repeats itself on showing varieties from multiple ethical backgrounds and leaves the user the idea that the ethnics displayed through the units are chosen among the widespread nationalities commonly seen in America such as Indian, Chinese, African and South American Nationalities which may also be accepted as stereotypes when the design is supposed to provide multicultural features. As it is said above, the lexical items in the book reveals more assortments on multiculturalism, therefore the following section is prepared to list samples on these 15 multicultural themes.

When the landmark of names of people is taken into consideration at first, it could be deduced that this category has samples from both international cultures and American culture or British culture. To begin with, there are samples from American or British

names such as Jimmy, Leo, Joe, Miranda (p.3), Chris, Eve (p.6), Tom (p.7), Frank (p.8), Brad Hayes (p.12), Sam, Silvia and Jim (p.14), Alex, Carla, Lori (p.15), Sarah, Greg, Bill, Sue, Jeff, Lori (p.17), Brian Jones (p.22), Ian, Kylie, Martin, Silvia (p.23), Ken, Nora (p.25), Stan (p.26), Susanna, Marla (p.23), Ruth, Teri, Sally (p.31), Alice, Carl (p.32), Dave (p.35), Laurie (p.37), Tina (p.38), Jane (p.45), Brad (p.46), Tom, Jessica (p.48), Joe Hodgson (p.50), Colin (p.51), Sonia, Jack (p.54) Matt (p.55), Alicia, Rita (p.66), Jenny (p.69), Chris, Stan (p.70), Mark (p.71), Sophia Davis (p.72), David, John, Sandra (p.76), Meg, Jon (p.79), Adam, Lucy (p.80), Martin, Charlotte, Lucia (p.82), Martin (p.83), Sean Davis (p.86), George, Nikki (p.89), Hugo, Olivia for a South American couple (p.90), Gemma Russo, Elena (p.92), Gary, Pam (p.93), Marty, Kevin (p.95), Karen, Trish, Nadia (p.96), Kayla Johnson, Tim Henry, Alma Jones (p.98), Nathan, Angela Bell (p.100), Sarah (p.102), Vanessa (p.105), Jennifer, Andrea, Erica, Donald, Sarina, Nancy, John Maddie (p.107), Heather Alice, Hayley (p.108), Joshua Murray (p.109) Katrina, Jason, Jimmy, Olivia, Ava, Alex, Claudia (p.111), Gabby, Max (p.112), Leslie, Emery, Kara, Franz (p.115), Christy Levis, Paul Reade, Jim and Katie Conley, Joe Etta (p.118), Drew, Becca, (p.121), Olivia, Jake (p.122), Jack, Helen (p.123), Sophia, Alan (p.125), Austin, Tyler (p.128), Greg, (p.128), Bob (p.134), Dana, Pam, Angela (p.147), Abby, Gina, Adrian, Angela, and Daniel (p.150). Besides these, there are also samples from Asian names such as Mei-ling Yu, The Parks for a couple with Asian origins (p.22), Yuki (p.26), Mi-young (p.23), Ling (p.44), Mi-Chung and Femi for a Lagosian (p.46), Julia Chen (p.86), Chin-Ho (p.92), Mayumi Sato (p.98), Jin-ho (p.112), Laura Chang (p.118), Kenji (p.128), Ichiro (p.129); items for South American names such as Mariana, Carlos (p.8), Lisa da Silva, Carmen Sanchez (p.22), Martin (p.23), Ray (p.38), Ramon (p.44), Maria (p.58), Manas (p.82), Roberto Moreno (p.86), Hugo, Olivia for a Latin American couple (p.90), Paco Rodriguez (p.98), Rosa (p.111), Mario (p.133), Manuel (p.147); elements from European names such as Marco (p.111), Luis named for a Spanish person (p.23), Marcella used as an Italian name (p.37), Karina as a person Chezch Republic (p.46), and lastly a sample from Turkish which is Derin (p.23).

It is clear to see that this coursebook contains more varieties for the landmark of nationalities and languages and they are American (p.7), Chinese, English, Portuguese (p.44), Canadian, French, Spanish, Latin, Greek, Russian, English (p.46), Vietnamese,

Mexican, Indonesian (p.58), Thai (p.59), Italian (p.71) and African (p.72), and Arabic (p.113).

For the landmark of celebrities, there are selections from Chinese or Latin American names besides commonly known American stars. The samples from American celebrities are Sting (p.101), and Lady Gaga as two singers (p.112), Angelina Jolie, Scarlett Johansson, Lucy Lui as actresses, and Miles Davis as a jazz musician. Besides these, there is Adele as a singer from Britain on page 141 and other samples are found from South America such as Salma Hayek and Penelope Cruz as two actresses, and Shakira as a singer (p.112).

The landmark of street names, districts and city names includes only a small number of items when compared with the samples of the previous textbook, and these items are Rockville (p.70) in America and other samples from İstanbul, Turkey such as Eminönü, Anadolu Kavağı, and Nişantaşı found on page 70. On the other hand, for the landmark of cities and states, many different samples are found throughout the book which may be helpful for the users to highlight and enrich the knowledge during the learning process. These are samples from America such as Los Angeles (p.46), Seattle, San Francisco (p.44), Vancouver (p.45), California (p.69), Miami (p.71), Texas (p.92), Florida, Arizona, (p.118), Boston, and Atlanta (144); samples from Britain such as such Manchester (p.50), and London (p.91); samples from Asia such as such Seoul (p.46), Hong Kong (p.44), Tokyo (p.67), Daegu (p.92), Moscow, (p.70); samples from Europe such as such as Paris (p.37), Prague (p.46); samples from Africa such as Lagos (p.46), Nairobi (p.72); samples from Turkey such as such as Istanbul (p.54), and finally samples from Latin America such as Lima (p.3), Sao Paolo (p.44), San Juan (p.66).

It must be stated that even if the landmark of countries and continents are not varied in a great deal, there is still a considerable amount of samples and they are Peru (p.3), Canada (p.7), Brazil, United States (p.44), England (p.50), Turkey (p.60), Puerto Rico (p.66), Australia, Japan (p.69), Mexico, New Zealand (p.70), The Netherlands, Chile (p.72), Germany, Holland (p.147), Spain (p.151), together with the names of Europe and Asia (p.69) as samples for the landmark of continents (p.60).

The landmark of food and cuisine has a relatively small number of constituents found throughout the book and some of these items are from American or British cultures such as pineapple (p.5), fast food (p.23), shellfish (p.24), drinking hot vinegar with honey for cold (p.25); some of them are from Asian cultures such as a Vietnamese place, an Indonesian restaurant (p.58), Thai restaurants (p.59), Thai food, Thai curry, chili peppers (p.90)**,** vegetable curry (p.148), and Indian restaurant (p.148). The items yogurt (p.9), borek, chay, spice market, seafood restaurants (p.60) used samples from Turkish culture. There are also items found for European culture such as homemade lasagna (p.9), pasta dishes (p.17), a balanced diet, healthy meals (p.23), the French Restaurant (p.41), a toast (p.102), pizza (p.103)**,** salmon (p.138) and tacos (p.38), and a Mexican restaurant are samples from South American cuisine.

On the other hand, the landmark of flora and fauna does not include many items. The items that are hardly found through the units are guanacos as a specie for llamas from South America (p.72), and giraffes, wildlife (p.72) as samples from Africa.

As for the landmark of geographical formations, similarly, the samples found are not varied a lot. These samples are Bosporus River (p.60) in Turkey, The Andes (p.69) in South America; Ngong Hills, Torres del Paine National Park, the mountains samples from Africa (p.72). Finally, a state park, and a lake are samples used as places in America (p.92).

For the landmark of traditions, celebrations and festivals, the samples related with this landmark both include the names of the celebrations and the traditions that are carried out. There are activities found for celebrations in America done during some of these festivals and traditions such as going to see the fireworks, wearing costumes (p.36), trick-or-treating (p.37), and the parade, traditional music (p.38) Halloween (p.36), film festival (p.38), end of the year party (p.39), Housewarming party (p.41), Thanksgiving (p.42), Halloween, Valentine's Day, New Year's Eve, (p.42), made of honor (p.102); some samples from Asia such as the Festival of Colors, Chinese festival (p.71); samples from Europe such as bonfires of Saint John (p.39); from South America such as the fiesta (p.38). Lastly, there are some beliefs mentioned as a part of some of these celebrations in a text on page 40. These are people eating 12 grapes representing how they will experience each month in new year in Mexico. The day babies were born accepted as

their first birthday in China and, what is more, to foresee their future people put objects in front of the baby in their second birthday party. In Venezuela, the bride and the groom singing a song about their promises to each other and sneaking away from the party to have a good luck.

There are not many items for the landmark of historical concepts and civilizations in this coursebook as well. However, some items may be considered as few examples, and they are a beautiful Turkish rug (p.60) and an Indian rug (p.141).

For the landmark of travel and touristic attractions, a flight to Puerto Rico (p.66), using the subway, buying a guidebook and sightseeing in Japan (p.67) and a hiking trip in Andes in South America (p.69); a language course in Canada, a backpacking around Asia, a homestay in Japan, visiting relatives in the U.S. (p.69), go backpacking to Mexico (p.70), a French van (p.72), and hot air balloon ride in Turkey (p.73). On page 60, there is a text added about a three-day trip to Istanbul.

For the landmark of entertainment, the items collected from British or American cultures are going to a club as a weekend activity (p.5), a big hip hop fan (p.6), fitness (p.11), playing in a jazz band (p.11), jogging, playing pool, tennis, skiing, watching a local band (p.12), cooking, horseback riding (p.13), watching talent shows and some music types such as country, rock, jazz, electronic, hip-hop and rap music (p.15), collecting baseball memorabilia, editing videos, local gift stores (p.17), geocaching (p.18), skateboarding (p.57), the gym (p.89); the items from Asian culture are Tae Kwon Do, martial arts, Sudoku (p.16), taking a meditation class (p.23), karate (p.22), and yoga (p.148); there is sample from South American culture which is soap operas (p.140) as well.

It could be added only a few items for the landmark of global issues, and they are needing a visa to travel and an exchange program in Japan on page 67. There are not any samples found for the landmark of universities and schools except the University of Manchester in Britain.

However, for the landmark of architecture and monumental buildings, it is possible to add variety of items. These elements are Gülhane Park, Topkapı Palace, the Bosphorous, Blue Mosque, Hagia Sophia, Grand Bazaar, famous Turkish baths, cobblestone streets,

traditional wooden houses, blue tiles, forts based in Turkish culture (p.60); Monterey Park, and Lincoln Avenue (p.62) in America, domes similar to the ancient native peoples in Ecocamp in Chile in South America, Controversy Tram Hotel in the Netherlands in Europe, Giraffe Manor in Nairobi in Africa (p.72), the Cave Hotel in Cappadocia in Turkey, besides the Lighthouse Hotel, and the Spa Hotel in Europe (p.73).

When the findings are summarized, the elements found for the landmark of Names of People are 175. Then, there are 18 elements for the landmark of Nationalities and Languages; 11 samples for the landmark of Celebrities; 30 items for the landmark of Street Names, Districts and Names of Cities; 18 elements for the landmark of Countries and Continents; 27 items for the landmark of Food and Cuisine; only 3 elements for the landmark of Flora and Fauna; 7 samples for the landmark of Geographical Formations; 20 elements for the landmark of Traditions, Celebrations and Festivals; 2 elements for the landmark of Historical Concepts; 13 elements for the landmark of Travel and Touristic Attractions; 32 elements for the landmark of Entertainment; 2 elements for the landmark of Global Issues; only 1sample for the landmark of Universities and Schools; and lastly 20 elements for the landmark of Architecture and Monumental Buildings.

Table 2. The frequency of multicultural elements found in *TS A2*.

LANDMARKS	Frequency	Percentages
Names Of People	175	45%
Languages And Nationalities	18	5%
Celebrities	11	3%
Street Names, Districts And City Names	30	8%
Countries And Continents	18	5%
Food And Cuisine	27	7%
Flora And Fauna	3	1%
Geographical Formations	7	2%
Traditions, Celebrations And Festivals	20	5%
Historical Concepts And Civilizations	2	1%
Travel And Touristic Attraction	13	3%
Entertainment	32	8%
Global Issues	2	1%
Universities And Schools	1	1%
Architecture And Monumental Buildings	20	5%

It is apparent that although the book has a good number of samples for the themes of names, street names, districts and city names, languages and nationalities, traditions, celebrations or festivals, or on the landmark of entertainment, it still has a need to add more assortments to its ingredients on other areas such as the landmark of universities and schools, flora and fauna, geographical formations, historical concepts or civilizations and on the landmark of global issues. Here, especially having more varieties on the category of historical concepts and global issues requires more importance as learning language opens a learner the path to become a multicultural being who has a better chance to acknowledge people with different backgrounds and add more to the world cultures. However, before drawing conclusions and for a more detailed overview, it is better to receive more samples from B1 levels of both textbooks.

4.3. The Analysis of *Less is More B1*

The B1 level of the book has a similar design with its unit covers where the photos of different cultures are used in general, and the units end with various phrases or idioms that the learners may use when they produce the language. This level also has 10 units, and some texts may catch more attention than others with their multicultural features. To give an example, second unit includes a text about the old times of Istanbul, Turkey and a text about the city Cairo, Egypt. The third unit contains two different articles about the education system of Finland and China. The fourth unit includes two mails used as reading texts which tells about experiences in of two students in Erasmus programs done in two different cities. There is also another reading passage about a trip to Guanajuato, Mexico in the same unit. In unit 9, there is another text about a farming technique used in Singapore. However, to have a better insights, 15 multicultural landmarks chosen for this study are researched in this level and the steps followed above about the order of these landmarks will be applied here in this coursebook as well.

The landmark of names of people has many items and they are Efe, Ceren, Layla, Kate (p.19), Ali (p.22), Umut, Murat (p.39), Serpil, Volkan (p.43), Ezgi (p.45), Bahar (p.49), Can, Oğuz (p.50), Fatih, (p.55), Gizem, Murat (p.56) Ceyda, Burcu (p.57), Irem (p.65), Mert, Sena (p.79) as names from Turkish culture; Hugh Dunnit (p.11), Layla, Kate (p.19), Anna (p.20), Emma (p.28), April (p.32), Simon, Mc Dougal (p.42), Shola Ameobi (p.45), Jane, Dave (p.49), Amy (p.50), Tobias (p.55), John (p.56), Mike (p.71), Reese Charlington, Gill Ezjeck (p.99), and Brian, Anna (p.101) as names from British or American culture.

The landmark of nationalities and languages has more items when compared with the other level listed for its landmarks above. The samples are East Asian (p.31), Mandarin, Chinese (p.32), Scottish (p.42), Spanish (p.43), local languages heard in the streets of Guadalajara, Mexico (p.44), Old English, Latin (p. 82), Turkish (p.107), Japanese (p.107), Welsh (p.108), and Arabian (p.109).

The landmark of celebrities mostly exhibits items from American culture such as Tim Murphy as an American politician (p.10), Rian Johnson, Mark Hamill, Carrie Fisher, Adam Driver, Daisy Ridley, Kelly Marie Tran, Laura Dern, Benicio del Toro, JJ Abrams

as actors from the movie Star Wars (p.53), Ryan Coogler as a director, Chadwick Bozeman as an actor (p.54), Kim Hubbard as an photo editor, John Powell as a film composer, George Carlin as a comedian, Brian H. McGill as an activist (p.62), Julia McIntyre as an artist (p.76), Robert Dallek as an historian, Edward Morris as an former prime minister, Lester Bangs as a music journalist (p.89), Kabir Helminski as an American writer (p.107). On the other hand, there are samples from South America such as Alfonso Cuaron as a Mexican film maker (p.54); names from Turkey such as Refik Algan (p.107), and Yasar Kemal as two writers who are well known for their books (p.108); and from Britain such as John Lenon as a singer (p.89), Ronald Dahl, Agatha Christie, Beatrix Potter and Jane Austen (p.110) as more writers who are well known for their books (p.108). Lastly, Mare Marquez as a Spanish moto-racer is seen on page 107.

On the other hand, the landmark of street names, districts and city names has varied items and there are samples from Turkey such as Istanbul (p.12), İstiklal (p.21), Beyazıt, Fatih (p.28), İzmir (p. 41), Konya, Karaman, Galata (p.42), and Anatolia (p.108). The samples from America or Britain such as Boston (p.10), Dublin (p.20), Jersey (p.44), High Hempton, Flowersville (p.45), New York (p.49), London (p.72), California (p.89), Boston, Massachusetts (p.90), Portland (p.107), and Llandaff, South Wales, Lake District, Torquay (p.108); from Europe such as Florence (p.22), Barcelona (p.27), Madrid, Oslo, Tromso , Copenhagen (p.43), Leon (p.46), Paris, (p.49); and finally from Africa as Cairo, Luxor (p.23) and from South America as Guanajuato (p.46) are found in the book.

There may be listed more names for the landmark of countries in this level and these are U.S (p.10) and Mexico (p.46); Ireland (p.20) and England (p.108) from Britain; Egypt in Africa (p.23); Italy, Finland (p.31), Norway, Spain (p.43), Switzerland, Greece, The Netherlands (p.97) in Europe; Turkey (p.44); Dubai (p.27), Vietnam (p.89), Japan (p.94), China (p.97), Singapore (p.102) in Asia; Tanzania (p.108) in Australia and lastly Dubai (p.27) in The landmark of continents exhibits few samples in the book, and these are Europe (p.10) and Africa (p.108).

The landmark of food and cuisine does not include a good variety. The items found through the book are meaty bread from Konya, Turkey (p.42), Italian food (p.43), tortilla, tamales (p.44) from South America, oat flakes from British or American culture (p.78), and pizza from Italian culture (p.115).

For the landmark of flora and fauna, there are only a few items, and they may not present a good view of multiculturalism for the users. The pieces found in the book are ducks, primroses, daisy in a reading text based on a district in Dublin, Ireland (p.20), sheep, tuna fish, street dogs in İstanbul, Turkey in a text about its old days (p.21), donkey in Guanajuato, Mexico (p.44), rats as a source of problem in Boston, America (p.90), 600 varieties of roses in Rose Test Garden in Portland America (p.107), and precious pearls from *the Thousand and One Night* (p.109), and fungus in an English story book(p.110).

Similarly, the landmark of geographical formations comprises several samples, but these items may still provide a good collection for the learners. They are the Marmara Sea, the Bosphorus (p.21) and Bosphorus Sea (p.48), in Turkey; the Sinai Peninsula, the Nile Delta, Valley of the Kings (p.23) in Africa; watching Northern Lights (p.43), Skelling Michael as an island in Ireland (p.53), and the sample of Lake District in England (p.108) and in Europe; Galapagos Islands (p.72) in South America.

The landmarks of traditions, celebrations, and festivals has limited assortments in this level and the items found in this level are paradise (p.21), Sheb-i Arus ceremony, dervish, dervish spinning in Konya, Turkey (p.40); Cannes film festival (p.27), Halloween (p.71), movie festival (p.91), heaven, honeymoon (p.113) as samples from American or British culture; and Genie as a supernatural character used in the book *the Thousand and One Nights* (p.107) as an item for Middle Eastern culture.

The landmark of historical concepts and civilizations has more varied items and these items are Rembrandt, Vermeer, Manet, Edgar Degas as popular artists from Europe (p.8), Renaissance, the Medici Family as items from Italy (p.22), Seljuk Anatolian Empire, Karamanids, Mevlana-Rumi, Yunus Emre as elements belonging to Turkish culture (p.42), President Kennedy as a former president in America (p.89), and Solomon's riches, Taptuk, Khan as details from the history of Middle East (p.107).

The landmark of travel and transportation contains multicultural vocabulary such as boats in İstanbul, Turkey in the past (p.19), tourist guide, tour, special trip as items from a trip in Turkey (p.40), class trip, watching Northern Lights in Northern Europe (p.41), a bus from Leon, Mexico (p.44).

The landmark of entertainment has fewer items in this level and this landmark has been comprised of different groups. These groups are some books such as *Memed, My Hawk* a well know Turkish book by Yasar Kemal together with some books on the same page by British writers which are *the Gremlins* by Ronald Dahl, *Benjamin Bunny* and *Jemima Puddle Duck* by Beatrix Potter, *Hercule Poirot* by Agatha Christie on page 108. *Arabian Nights*, The Thousand and One nights are also found in the book from Middle Eastern culture (p.109). Some movie names such as The Shinning by Stanley Kubrick, Twilight (p.121and some events together with the awards taken in them on the area of entertainment such as Oscar Awards on (p.92), Pulitzer Prize (p.115) from American culture and lastly, a sports team from Turkey, Fenerbahçe (p.46) are also collected as samples on this cultural theme. There are other concepts found in the book and they are playing outside as kids (p.17), and making daisy chains (p.18) as memories off people from Irish culture; wearing the best clothes before going to the theatre in *İstiklal* street in İstanbul the past (p.19); drinking tea in a tea garden in Cairo, Egypt (p.21); a street performance in Guanajuato, Mexico (p.44); lastly, the movie Roma (p.54), binge watching (p.84) and soap opera (p.89), soap opera (p.89), and Broadway (p.116) as concepts from American culture.

In this book more space is given for the landmark of global issues. There are many vocabulary items and concepts collected throughout the book. To begin with, the first person to walk on the moon from America, Erasmus as a study program (p.43), food waste as a global issue (p.59), consumerism (p.60), recycling, recycling programs, plastic waste, non-biodegradable, zero waste policy from Europe (p.62), fast fashion from America (p.66), World War 1(p.90).

The landmark of universities and schools has some samples both as vocabulary items and as written texts. Finland's education system on page 30 is compared with the education system in China on page 32 in two different texts. Besides these texts, there are other concepts, and they are Istanbul University in Turkey (p.26), an amazing university building in the center of the city in Guadalajara, Mexico (p.44), home school, SAT exam and bilingual schools in China (p.32).

The landmark of architecture and monumental buildings displays a wide array and the samples highlighted in the textbook are Isabella Stewart Gardner Museum (p.10), Oregon

zoo, International Rose Test Garden (p.107) in America; Galata Bridge (p.19), Hagia Sophia, Blue mosque, and the Grand Bazaar (p.28), minaret (p.40) Seljuk tiles, tomb, Dervish Museum in Galata, the Alaeddin Mosque, the Karatay Madrasa, Seljuk tiles, Aktekke Mosque, Hamam (p.42), mosque (p.108) in Turkey; Pyramids, the Giza Pyramid, Sphinx (p.21) in Egypt, Africa; living in a farm (p.28), Sagrada Familia, Park Güel (p.41) in Europe; underground roads in and mummy museum in Guadalajara Mexico (p.44); and lastly, rooftop gardens, vertical farms in Singapore, Asia (p.100).

In short, there are 41 samples for the landmark of Names of People, 12 multicultural samples for the landmark of Nationalities and Languages; 31 elements for the landmark of Celebrities; 32 elements for the landmark of Street Names, Districts and City Names; 23 elements for the landmark of Countries and Continents; 6 elements for the landmark of Food and Cuisine; 11 elements for the landmark of Flora and Fauna; 10 elements for the landmark of Geographical Formations; 11 elements for the landmark of Traditions, Celebrations and Festivals; 13 elements for the landmark of Historical Concepts and Civilizations; 7 elements for the landmark of Travel and Touristic Attractions; 22 elements for the landmark of Entertainment; 11 samples for the landmark of Global Issues; 7 items for the landmark of Universities and Schools; and finally, 28 elements for the landmark of Architecture and Monumental Buildings.

Table 3. The frequency of occurrence of the multicultural elements in *LIM B1*.

LANDMARKS	Frequency	Percentages
Names Of People	41	16%
Languages And Nationalities	12	4%
Celebrities	31	11%
Street Names, Districts And City Names	32	14%
Countries And Continents	23	9%
Food And Cuisine	6	2%
Flora And Fauna	11	4%
Geographical Formations	10	4%
Traditions, Celebrations And Festivals	11	4%
Historical Concepts And Civilizations	13	5%

Travel And Touristic Attractions	7	2%
Entertainment	22	8%
Global Issues	10	4%
Universities And Schools	7	3%
Architecture And Monumental Buildings	27	10%

Considering the pieces collected from the book and listed above it could be stated that this level as a good number of specimens from many cultures. However, as it is seen in other two coursebooks, this level also has the need to vary its landmarks from some points when the landmarks of food and cuisine, geographical formations, or travel and touristic attractions, are taken into consideration. It is notable to see that the book displays more samples on the landmark of global issues when compared with the other levels and it may be deduced that it helps the leaners focus on environmental issues while learning English. On the other hand, it is also clear to see that when the number deduced for the landmark of architecture and monumental buildings is compared with the other books, it is eye catching to assert that the book helps the users to acknowledge more samples of structures from various lands so that the learners may have more curiosity to have a closer experience while travelling to them. To have a better understanding, the landmark found in B1 level of *Touchstone* will be listed in detail in the following section.

4.4. The Analysis of *Touchstone B1*

To compare with the other books, B1 level of *TS* has a similar design with the previous level of the same textbook. There are photos of people from Asian, American, Indian Latin American, and African American in general. The book is consisted of 12 units and each unit includes at least names of people, scenes from their everyday lives or the activities about them. Apart from these, with a general outlook, some units focus more on multicultural experiences. To give an example, the second unit describes people with their unusual dreams about experiencing distinct things from cultures around the world. The third unit talks about natural, and human made wonders around the world. The fifth unit invites its users to acknowledge some dishes around the world. Even if these acknowledgements are good representatives for the introduction of multiculturism, a detailed approach will be better to have a good view to compare with the same level of the other textbook.

The landmark of names of people displays items from American or British culture such as Jessica Davis, Mike Kowalski, Luisa (p.4), Ana, Kevin, Jen, Patrick, Tom (p.8), Jill Richardson as a Canadian (p.12), Lee, Jason (p.16), Albert, Reny, Melissa (p.17), Jake, Chloe, Steve (p.18), Suzanne (p.19), Kim, (p.26), Charlie, Mike Powell (p.28), Milton, Peter, Jillian, Maggie, Cecilia (p.32), Tom, Sue, Mehmet (p.34), Justin (p.36), Corey, and Rob (p.38), Barbara (p.40), David Freeman (p.44), Laura, Kayla (p.48), Brandon, Anna, Stacy (p.54), George (p.63), Cindy, Dana (p.64), Cristopher Owen, Mike, Charlie, Jennifer, Angela (p.66), Anna, Steve (p.68), Olivia, Adam (p.70), Matthew (p.71), Greg Blatt (p.72), Daniel, Martine (p.77), Nicole (p.80), Tom, Amy (p.81), Sean, Mark, Sue, Pam, Sally, Peter, Olivia, Tom, Cara Anita (p.86), Ken (p.88), Hugo, Greg (p.90), Karin, Sam (p.91), Emma Park (p.92), Jan, Rob (p.94), Bob, Lois, Will, Diane, Maya, Gail, Luis (p.98), Carl, Jolene (p.101), Jake, Professor Carlton (p.102), Miki, Jon, Sue-Ann, Maribeth (p.104), Jim, Marissa (p.105), Emma, Lloyd (p.108), Fred, Tom, Sophia, John, Amy, David, Jennifer, Andrea, Alan, Albert (p.110), Hal, Debra, (p.112), Mark Angela, Linda Dave (p.113), Sir Simon Rattle (p.114), Janine Licare (p.115), Ruth, Jack (p.118), Paula, Joey (p.122), Abigail Freeman (p.128), Melly (p.131), and Ana (p.134); samples from South American culture such as Emilia Perez (p.4), Mariana Barelli Matos, Mateo Reyes (p.8), Sonia and Carlos Silva as a couple, Raquel Garza (p.12), Martin Suarez (p.14), Diego (p.26), Pedro, Eduardo (p.34), Rosa (p.36), Marta Delgado (p.44), Ramon (p.58), Javier, Ronaldo (p.73), Berta Palmas (p.77), Carlos (p.80), Pedro (p.88); samples from Asian culture such as Katya Akilova (p.8), Brien Yuen (p.4), Hiro Tanaka (p.12), Mei-Ling Chen (p.14), Linh (p.18), Vasily, Haruka (p.36); Yoko (p.63), Nina, Yuya (p.66), Min Sup and Jin Eun Cho as a Korean, Irene Chang as a Taiwanese (p.76), Miguel, Mi Yun (p.77), Yoshi (p.110), Arn Chorn-Pond (p.115), Suki (p.127), Kenji (p.129); a sample from Turkey as Mehmet (p.34); samples from Middle East such as Ahmed Abd El-Salam Arab (p.8), and Ahmad (p.98); a sample from Europe Ardena Gojani (p.115) and lastly, Brian Gibson as an Australian (p.76).

The landmark of nationalities and languages has fewer samples in the book. These are Portuguese, Italian, Mandarin (p.8), Chinese (p.48), Japanese, Asian (p.50), Thai (p.51), Roman (p.60), Greek (p.82), Portuguese (p.96), Hindi (p.100), Canadian (p.105), British (p.114), Cambodian (p.115), Persian (p.124), and Moroccan (p.141).

The landmark of celebrities mostly depict samples from American and British cultures such as Andy Murray as a British tennis player (p.13), Liam Neeson as an actor (p.17), Taylor Swift as an singer (p.31), Matt Damon, Eddie Murphy (p.100), Ben Stiller (p.101) Jake Sully and James Cameron (p.104) as actors, Alison Beard as an journalists (p.124), besides few well known people from other cultures such as Christine Amanpour as an British correspondent with a Persian origin, Michelle Yeoh as a Malaysian actress (p.100), Jose Antonio Abreu as an orchestra chef from Venezuela and finally Sam Worthington as an Australian actor (p.104).

There are considerable number of samples for the landmark of street names, districts and city names. The names of the street name found is Ebenezer Place (p.28) in Britain. There are names of towns, cities and regions from Europe such as Milan (p.8), Paris (p.13), Monteverde (p.19), Barcelona (p.22), Rome (p.27), Berlin, Venice (p.114), Bosnia (p.124), Vatican City, Rome, Tenerife (142); from North and South America such as Sao Paulo, Veracruz (p.8), Vancouver, Brasilia, Monterrey, Hawaii (p.12), Bogota (p.13), Caracas (p.14), Guatemala (p.18), Monteverde (p.19), New Jersey (p.21), La Paz, Coroico (p.28), Guadalajara (p.36), Quebec (p.105), Mexico City (p.131); from Asia such as Moscow, St. Petersburg (p.8), Tibet (p.21), Kuala Lumpur, Taipei, Seoul, Hong Kong, Tokyo (p.28), Sendai (p.36), Delhi (p.100), and Shanghai (p.142); from Australia such as Melbourne (p.76) and Sydney, (p.141); from Middle East such as Shibam (p.28), from Turkey such as Istanbul (p.9) and from Britain such as Dublin (p.22), Caithness (p.28).

The landmark of countries has also a wide variety of items and these are Ecuador, Taiwan, Venezuela (p.14), Mexico (p.15), Brazil (p.18), New Zealand (p.19), Costa Rica (p.19) Egypt, USA (p.21), Japan, Denmark, China (p.22), Canada (p.22), Spain, France (p.22) Japan, The Philippines, Indonesia, Greece, Italy, Mexico (p.25), The Caribbean, Jordan (p.27), Scotland, Bolivia, Yemen, Dubai, United Arab Emirates, Chile, Argentina, (p.28), Tasmania (p.30), Turkey (p.50), Thailand (p.51), Egypt (p.76), Brazil (p.96), China (p.113), Venezuela, Austria, India (p.114), Puerto Rico (p.120), Iran (p.124), Australia, India (p.141), Spain, Dubai, Canada, Thailand, Venice, Spain, (p.142), and India (p.141). Besides these the samples for the landmark of continents are Europe, Asia (p.13), Africa (p.14), Antarctica (p.25), Central America (p.18), North and South America (p.29) which is names as Latin America on page 50.

For the landmark of food and cuisine, some of the representatives found are from South American cuisine such as feijoada (p.18), a few jars of salsa (p.45) baked potato, popcorn, taco (p.50), nachos (p.51), fresh mangoes (p.51); from American or British cuisine such as mustard, peanut butter, cereal (p.43), hamburger (p.44), junk food (p.35), iced tea (p.47), apple pie (p.48), tea with milk, tea, coffee, crackers (p.48), snack food (p.50), chocolate chip cookies (p.51), doughnuts, hamburgers, mayonnaise (p.64), take-out meals, and fast food (p.144); from Asian culture such as chicken noodle soup, soy sauce (p.44), fried noodles, grilled shrimp, raw fish, smoked fish, pickled cabbage, fried rice (p.46), baos, mochi ice cream, sticky rice, spicy meat, custard, curry (p.50), sweet bean, buns, coconut, green tea, curry (p.50), edamame (p.51), coconut custard, fresh coconut cream, fresh mangoes (p.51), black sticky rice, wild rice (p.51), fried bananas, salmon, pickled onions, red peppers, shrimp, smoked salmon, stir fried, steamed rice (p.52). The items found for African culture are Moroccan food (p.141) and the samples for Middle Eastern culture are hummus (p.51). From Turkish culture, there are items such as dolma (p.50), grape leaves, yoghurt (p.50). Finally, from European culture, there are spaghetti sauce (p.45), empanadas (p.50), pizza (p.127), pasta, and garlic bread (p.145).

The landmark of flora and fauna has a few number of pieces from different parts of the world which could be listed as lychee (p.16), and the longest a python in Japan (p.28) in Asia; quetzal, hummingbird, rain forest, hot springs (p.18) and mosquito, a pine tree (p.28) and rainforests in South America (p.115) and finally, dinosaur, a dinosaur bone in a text about Boston, America (p.151).

On the other hand, the landmark of geographical formations contains more assortments for the users when the previous level of the series has been looked in detail. The varieties from North and South America are Volcano, Ipala Volcano, Sugar Loaf Mountain, hot springs, rain forest, a hot waterfall (p.18), Arenal Volcano (p.21), the Amazon, Kilauea as an active volcano in Hawaii, volcano, rain forest, ocean, coast (p.24), Death Valley (p.25), Mackenzie River, Mount Aconcagua, Lake Titicaca, Lake Superior, the Andes, the Rocky Mountains (p.25), Copper Canyon (p.27), the White Mountains (p.28), hurricane, typhoon, hailstones, tornado, wildfires, thunder, thunderstorms, lightning (p.120). The samples from Asia are the Great Canyon of Yarlung Tsangpo (p.21), Mount Everest (p.24), Sequoia National Park (p.26), Lake Baikal, the Himalayas (p.25), Mount

Fuji (p.31) and the items from Europe are earthquake and its aftershocks in Italy (p.120), Northern Lights, Rhode Island, Mount Teide (p.124). The samples collected for Africa are the Sahara (p.24), Petra in Jordan (p.27), Lake Victoria (p.25), and lastly from Australia, the items collected are reef (p.24), sand dunes, geysers, cliffs, bay, waterfall, Mount Gambier, Lake Eyre, Blue Mountains, the Great Sandy Desert, Great Barrier Reef (p.30).

The landmark of traditions, celebrations and festivals includes only a few examples such as Carnival in Rio in Brazil (p.18), and potluck dinner in America (p.151). However, the landmark of historical concepts and civilizations includes several samples such as ancient Mayan ruins in South America (p.18) and Publilius Syrus as a philosopher from Middle East (p.60), Ancient China (p.100) and Greenland (p.142).

The landmark of travel and touristic attractions displays some varieties from South America such as white water rafting in Ecuador (p.15), a zipline, sightseeing, a cable car in Guatemala (p.18), the Sky Trek in the rain forest in Costa Rica (p.19), a Caribbean cruise, a train ride (p.27).

The landmark of entertainment displays a good array of diversity and the items found could be listed in subcategories. To begin with the vocabulary on sports, some samples found are from Asian culture such as karate (p.4), yoga (p.71), karate (p.98), kung-fu (p.100), martial arts (p.106); some of them from North and South American culture such as surfing in Hawaii (p.12), parasailing and capoeira in Rio (p.18), hiking, the rollercoaster in New Jersey (p.21), together with items such as spending a summer in Greece, and climbing a mountain in Africa (p.82). Besides these, there are also varieties found on the area of music which is another subcategory of entertainment, and the examples are orchestra African drums (p.14), hip-hop artists in America (p.18), classical music, conductor, opera, philharmonic, violin, El Sistema as an orchestra from Venezuela (p.114), and Cambodian music (p.115). The other item found is Cirque du Soleil from France (p.37).

The landmark of global issues only includes 4 samples, and they are an exchange program in Brazil (p.103), the organization of Kids Saving the Rainforest based in South America,

Cambodian Living Arts program for poor people and the International Book Project Organization started in America (p.115).

The landmark of universities and schools has samples such as grad school, MSU, Bracken Tech, an exchange program (p.80), and ethics class (p.112) and all of them are shown as samples from America.

Finally, the landmark of architecture and monumental buildings shows a valuable number of pieces from different countries and these items are the Great Pyramid of Giza in Africa (p.21), Sydney Harbor, Opera House in Australia (p.31), Tokyo Sky Tree, Osaka Castle in Asia (131), Lincoln Park in America and the Great Wall of China (p.141).

All these listings show that there are there are 141 multicultural elements for the landmark of Names of People, 16 samples for the landmark of Nationalities and Languages; 14 items for the landmark of Celebrities; 45 elements for the landmark of Street Names, Districts and City Names; 58 elements for the landmark of Countries and Continents; 68 items for the landmark of Food and Cuisine; 11 samples found for the landmark of Flora and Fauna. On the other hand, there is an interesting number of elements for the landmark of Geographical Formations, which is 56 in total. There are only 2 elements for the landmark of Traditions, Celebrations and Festivals; similarly, 4 elements for the landmark of Historical Concepts; 8 elements for the landmark of Travel and Touristic Attractions; 22 elements for the landmark of Entertainment; 5 elements for the landmark of Global Issues; 5 samples for the landmark of Universities and Schools; and lastly, 7 items for the landmark of Architecture and Monumental Buildings.

Table 4. The frequency of occurrence of the multicultural elements in *TS B1*.

LANDMARKS	Frequency	Percentages
Names Of People	141	32%
Languages And Nationalities	16	3%
Celebrities	14	3%
Street Names, Districts And City Names	45	9%
Countries And Continents	58	12%
Food And Cuisine	68	14%

Flora And Fauna	11	3%
Geographical Formations	56	11%
Traditions, Celebrations And Festivals	2	1%
Historical Concepts And Civilizations	4	1%
Travel And Touristic Attraction	8	2%
Entertainment	22	5%
Global Issues	5	1%
Universities And Schools	5	1%
Architecture And Monumental Buildings	7	2%

Even if there are outstanding number of samples for the landmarks of names, cities, countries, and distinctively on the landmark of geographical formations, the book still need to add more varieties to its context on the landmark of festivals and traditions, global issues, historical concepts and figures so that the book may have a more multicultural design. On the other hand, considering the space given for historical concepts as only inclusion of 4 samples leads to the fact that the book may not be helpful its users to meet with the background of some cultures during the learning process of the language. Also, the space given for the landmark of architecture and monumental buildings may not be sufficient for the users of this book to acknowledge various buildings popular around the world. When the numbers and percentages of multicultural elements in the coursebooks are counted and calculated, the results are as follows:

Table 5. The frequency of occurrence of the multicultural elements in the coursebooks

LANDMARKS	***LIM A2***	***TS A2***	***LIM B1***	***TS B1***
	Frequency / Percentages			
Names Of People	78 / 21%	175 / 45%	41 / 16%	141 / 32%
Languages and Nationalities	12 / 3%	18 / 5%	12 / 4%	16 / 3%
Celebrities	10 / 3%	11 / 3%	31 / 11%	14 / 3%
Street Names, Districts and City Names	54 / 12%	30 / 8%	32 / 14%	45 / 9%
Countries and Continents	15 / 4%	18 / 5%	23 / 9%	58 / 12%

Food and Cuisine	84 / 22%	27 / 7%	6 / 2%	68 / 14%
Flora and Fauna	26 / 7%	3 / 1%	11 / 4%	11 / 3%
Geographical Formations	14 / 3%	7 / 2%	10 / 4%	56 / 11%
Traditions, Celebrations and Festivals	32 / 8%	20 / 5%	11 / 4%	2 / 1%
Historical Concepts and Civilizations	3 / 1%	2 / 1%	13 / 5%	4 / 1%
Travel and Touristic Attractions	23 / 5%	13 / 3%	7 / 2%	8 / 2%
Entertainment	9 / 3%	32 / 8%	22 / 8%	22 / 5%
Global Issues	8 / 3%	2 / 1%	10 / 4%	5 / 1%
Universities and Schools	2 / 1%	1 / 1%	7 / 3%	5 / 1%
Architecture and Monumental Buildings	16 / 4%	20 / 5%	27 / 10%	7 / 2%

As it is seen from the table, there are cultural samples under all categories in each book; however, when the numbers are analyzed carefully, the numbers collected for some cultural headings such as the number of items found for the B1 level of *LIM*, the number of samples collected for the heading of flora and fauna from A2 level of *LIM*, the number of items for the category traditions, celebrations and festivals in B1 level of *TS*, or the samples found for the category of historical concepts and civilizations in each book except for the A2 level of *TS* show that some of these cultural heading do not include a good amount of varieties. On the other hand, the landmark of global issues still requires more attention to be sampled in each book.

CHAPTER 5. CONCLUSION AND DISCUSSION

This study mainly focuses on the cultural elements found in two sets of coursebooks published by two different publishers. For this purpose, the questions of the study are answered in detail in this section. To reach this purpose, first, findings from the books are compared and then the approaches of the books in their presentation of multiculturalism are discussed in the following lines.

To begin with the answer of the first question, it has been seen that there are differences between two levels of the same coursebook when the number of samples found for each cultural heading is considered in each level of the same brand. In B1 level of *TS*, there are clearly more items found on the landmark of cities, countries, and continents, food and cuisine, and geography when it is compared with the findings of the A2 level of the same book. However, when the number of elements for the landmark of names of people, celebrations, traditions and festivals, architecture and monumental buildings are considered, it is easy to spot the difference that the samples in A2 level outnumber the items deduced from the B1 level of the same brand. It should be also noticed that the findings for some of these landmarks are almost similar in number and they are the landmark of languages and nationalities, celebrities, historical concepts, entertainment, and global issues. Therefore, it is possible to state that each cultural headings are presented in varied amounts. However, the degree of occurrence of these cultural headings do not show similarities in two different levels of the same book.

When the presentation of the cultures is concerned, the book introduces samples from British or American cultures more than the samples from other cultures. Besides these cultures, the series of *TS* includes Asian, and South American cultures. However, it is difficult to encounter samples from Middle Eastern or African cultures. This fact leads to the conclusion that items from many different cultures are not presented in a good deal therefore it spoils the portrayal of multiculturalism in these coursebook sets.

When the findings for the levels of *LIM* is compared, it is clear to notice that there are more samples grouped under the landmarks of names of people, cities, countries, and continents, food and cuisine, flora and fauna, traditions, celebrations and festivals, travel

and touristic attractions in A2 level of the book. However, the elements found for the landmarks of celebrities, countries and continents, historical concepts, global issues, universities and schools, and architecture and buildings in B1 level outnumber the ones found in A2 level of the same brand. On the other hand, the number of the items for the landmarks of nationalities and languages, and geographical formations are similar in two levels. As viewed from these, the series of *LIM* have samples from all cultural headings; nevertheless, they are not presented equally as in the series of *TS.*

On the other hand, it is possible to find many different items from a variety of cultures in different parts of the world. These cultures are presented well with samples belonging to various cultural headings. This fact leads to the conclusion that the series of *LIM* has a good sampling of different cultures to acknowledge multiculturalism in its content. However, the items found from Turkish culture still outnumber the samples from other cultures. In this regard, it could be concluded that the introduction of some cultures sampled in the book such as some ethnicities from Asia and Africa are not displayed well and their introduction with the sole use of the book may not be sufficient in the learning environments.

To compare the same levels of each set of coursebooks, it could be stated that the A2 levels of both *LIM* and *TS* have a multicultural design. Both books prepared with cultural samples of different countries, and these samples are supported with visuals. It is deduced that each landmark has a number of samples found throughout the book. Each coursebook presents samples from the point of 15 multicultural landmarks investigated in this research. Even so, to compare the findings in a detailed way, it could be stated that, A2 level of *LIM* has more elements for the landmarks of city names, food and cuisine, flora and fauna, geographical formations, celebrations and festivals, travel and touristic attractions, and global issues. However, from the point of the landmarks of names of people, nationalities and languages, entertainment, architecture and building, the A2 level of *TS* outnumbers the same level of *LIM.* So, they have multiculturalism in their content. Even so, the books do not have these cultural features in equal amounts and there are more varieties for different cultures in *LIM A2* as the A2 level of *TS* presents more samples from the cultures in US and Asia. This fact leads to the conclusion that A2 level of *LIM* has a more comprehensive multiculturalism in its content.

When the B1 levels of the books are considered. They also present good number of samples from all cultures. To analyze in detail, The samples found under the category of names of people, street names, districts, and city names, countries and continents, food and cuisine, geographical formation outnumber the samples found from the B1 level of *LIM.* The numbers found for other cultural headings almost show similarity in each coursebook. Regardless of this fact, as these samples in *TS* are mostly from the cultures in the US and Asia, they are not presented in a good variety to show multiculturalism in its content when compared with the series of *LIM,* which introduce more varieties from other cultures besides many samples from Turkish culture.

Therefore, these conclusions expose the fact that, similarly, B1 levels of two different coursebooks prepared by two different publishing houses in two different parts of the world could also be acknowledged as having multiculturalism in their own styles. Nevertheless, their addition of multiculturalism shows differences as they are prepared by two different publishing houses, and they target different users. This reality gives rise to the second question of this research.

To answer the second question, it is noticed that, considering that the book is prepared by a British based company, *TS* repeats itself on its use of samples from some specific cultures more than the others. As its generally seen in results section of this study, there are more samples from Asian, British, American, and South American cultures. Even if the space given to these cultures is clearly more than the space given for the samples from other cultures, the fact still does not spoil its display on multiculturalism. On the other hand, since the series of *LIM* are prepared by a Turkish publisher, there are more samples found from Turkish culture besides samples from American or British culture or the other cultures around the world; however, this fact, again, does not spoil the multicultural perspective of the books. It is obvious that there is also space given to some other cultures as well. This reality leads to the conclusion once more that the *LIM* series are more multicultural with more samples from many cultures.

The fact that two coursebook sets regard multiculturalism in their content and yet, they have different approaches in terms of multiculturalism reveal that more studies should be done to catch attention on multiculturalism so that more cultures are presented in a good deal in coursebook sets and the publishers acknowledge and care about this necessity

when preparing their coursebook sets. Still, these changing approaches show that there are growing attention on this issue.

Finally, since there is no space given for different dialects or accents of English in both sets of coursebooks, the materials chosen for this research may not be useful in providing the awareness on different aspects of englishes in the world. Therefore, it must be noted that both books teach the standard British/American English. So, it could be asserted despite the attempts of both books to have multicultural outlook, they are still unable to contain all the englishes spoken in the world. However, for practical reasons these books are accepted as multicultural because providing enough space in the book for all these subcategories that comprise English is impossible.

In sum, this study is prepared to support this growing acknowledgement of multiculturalism in coursebooks, and two sets are put under spotlight with the same purpose. As a result, through these studies, the increase on the addition of more samples from more varieties of different cultures gains more recognition and the investigation of more coursebooks becomes a must.

There have been many studies on the design of language coursebooks since they are considered as the main teaching materials in learning environments. They all focused on the analysis of the coursebooks from different perspectives. However, after multiculturalism gained more importance, the integration of different cultures in coursebooks has become more important and the demand on the examination of coursebooks to see whether they include elements from cultures has been evident more than ever. Especially when the increasing exchange of students among schools in diverse cultures are considered, today, it could easily be admitted that today language classes are usually comprised of students from various ethnical backgrounds.

In this sense, this study calls for great importance on the issue of multiculturalism as it compares two separate language book series published by a state university in Turkey and an international publishing house from Britain. The research is presumed to add a contribution to the community of ELT because it seeks to answer how multiculturalism viewed in two sets of coursebooks. The analysis and comparison of the samples found for each landmarks in each set of coursebooks may help teachers have more insight on how

to use these items or enrich some of them in case of necessity. By highlighting these samples or enhancing the examples, the learning process could be made more fun and the learners with multiple ethnicities could be motivated to join more to the learning process. It could also prevent students from feeling alienated and excluded.

It is also significant to note that with the changing trends on the learning environments, coursebooks become the first teaching materials to introduce or appreciate the existence of cultures using language which is assumed as a principal useful tool to open the doors to other cultures. Therefore, noticing their place on the acquisition of language and in this way, on the introduction of multiculturalism, it is believed that the study will be a useful building block to bring more insight to the area of ELT.

The place of multiculturalism in ELT world will never lose its significance, on the contrary, it will be acknowledged more as there are more people from different nationalities who move away in search of a better or a different lifestyle, therefore, language classrooms become more multicultural day by day. To bring more perspectives;

A study could be prepared on teachers or teacher trainers' levels of readiness to conduct multicultural classrooms and to bring more samples on the use of cultures to the teaching process.

Another study could be carried out to reveal teachers or teacher trainers' levels of readiness to choose an appropriate teaching material and their acknowledgement of the cultural background of their students in this process.

The use of multicultural reading materials and visuals in increasing students' motivation could be investigated to raise more awareness on the area of ELT.

In another study, a recently published coursebook set could be researched together with the books subjected for this research to see whether there are changing tendencies on the inclusion of cultural elements.

Lastly, two different studies could be conducted on the effects of the sole exposure of students' own culture and the culture of the target language to see whether it affects their motivation to learn the language.

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