

T.C.
ISTANBUL SABAHATTIN ZAIM UNIVERSITY
GRADUATE EDUCATION INSTITUTE
DEPARTMENT OF ENGLISH LANGUAGE TEACHING

**EXAMINING REPRESENTATIONS OF WESTERN
CULTURAL ASPECTS IN GLOBAL ENGLISH
LANGUAGE TEACHING TEXTBOOKS IN RELATION
TO INTERNATIONAL STUDENT CULTURAL
CONTEXT: A SYRIAN LANGUAGE LEARNER
CONTEXT**

MASTER THESIS

Bassel KASKAS

İstanbul
September-2021

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Thesis Supervisor
Asst. Prof. Dr. Abdül Kasım VARLI

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THESIS APPROVAL

This study has been approved in partial fulfillment of the requirements for MA Degree
in English Language Teaching

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SCIENTIFIC ETHICS STATEMENT

In the process from the proposal stage to the conclusion of the study titled “Examining Representations of Western Cultural Aspects in Global English Language Teaching Textbooks in Relation to International Student Cultural Context: Syrian Language Learner Context” that I prepared as a master's thesis, I meticulously complied with scientific ethics and academic rules, I obtained all the information in the thesis within the framework of scientific ethics and tradition, I declare that I have prepared in accordance with the spelling rules, that I refer to every quotation I have made directly or indirectly in this work, and that the works I have used consist of those shown in the bibliography.

Bassel KASKAS

BİLİMSEL ETİK BİLDİRİMİ

Yüksek lisans tezi olarak hazırladığım “**Global İngilizce Öğretimi Ders Kitaplarında Batı’ya Özgü Kültürel Değerlerin Temsilinin Uluslararası Öğrenci Kültürel Bağlamında İncelenmesi : Suriyeli Yabancı Dil Öğrencisi Bağlamı**” adlı çalışmanın öneri aşamasından sonuçlandığı aşamaya kadar geçen süreçte bilimsel etiğe ve akademik kurallara özenle uyduğumu, tez içindeki tüm bilgileri bilimsel ahlak ve gelenek çerçevesinde elde ettiğimi, tez yazım kurallarına uygun olarak hazırladığımı, bu çalışmamda doğrudan veya dolaylı olarak yaptığım her alıntıya kaynak gösterdiğimi ve yararlandığım eserlerin kaynakçada gösterilenlerden oluştuğunu beyan ederim.

Bassel KASKAS

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Bassel Kaskas
İstanbul-2021

ABSTRACT

EXAMINING REPRESENTATIONS OF WESTERN CULTURAL ASPECTS IN GLOBAL ENGLISH LANGUAGE TEACHING TEXTBOOKS IN RELATION TO INTERNATIONAL STUDENT CULTURAL CONTEXT: SYRIAN LANGUAGE LEARNER CONTEXT

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Master, Department of English Language Teaching
Thesis Advisor: Asst. Prof. Dr. Abdül Kasım VARLI
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Most international EFL textbooks predominantly focus on native or target culture, often marginalizing or even altering the culture of local EFL learners. This study sought to examine the representation of Western cultural aspects that may contradict with international student culture in four global English textbooks. These Western cultural aspects, such as dating, drinking, clubbing, and cohabitating, only reflect English culture, rarely giving information about international student cultures.

The study adopted a quantitative content analysis method. Findings revealed that *English File* student's book alone contained 173 occurrences of the target western cultural aspects with an average of 1.04 occurrences per page. *Face2face* and *Headway* student's books included 120 and 100 occurrences, respectively, and the textbook that had the minimum Western values in question was *Interchange* with 20. Out of the categories examined, dating was the most recurring aspect with 294 occurrences across all textbooks, and the least represented one was cohabitating with only seven cases.

This study suggests there is an overrepresentation of Western cultural values in global English textbooks that may contradict with international language learners' cultures, i.e., Syrian cultural background. A Syrian EFL learner, utilizing these textbooks, comes across one reference to alcohol consumption, dating, bars or cohabitating once or more every two pages on average. Therefore, there is a need to have international cultural elements under these subheadings. It is also recommended that curriculum planners seek textbooks that include not only Western cultural elements but also international cultural details which students would be able to identify with.

Keywords: Textbooks, Cultural Textbook Analysis, Middle East, International Students, Syrian Culture, Westernization, ESL/EFL

ÖZET

GLOBAL İNGİLİZCE ÖĞRETİMİ DERS KİTAPLARINDA BATI'YA ÖZGÜ KÜLTÜREL DEĞERLERİN TEMSİLİNİN ULUSLARARASI ÖĞRENCİ KÜLTÜREL BAĞLAMINDA İNCELENMESİ : SURİYELİ YABANCI DİL ÖĞRENCİSİ BAĞLAM

Bassel Kaskas

Yüksek Lisans, İngiliz Dili Eğitimi

Tez Danışmanı: Doç. Dr. Abdül Kasım VARLI

Eylül-2021, 93+XIII Sayfa

Çoğu uluslararası EFL ders kitabı yerel EFL öğrencilerinin kültürünü genellikle önemsizleştirerek ve hatta değiştirerek öğrenilen dilin yerel kültürüne ya da hedef kültüre ağırlıklı olarak odaklanır. Bu çalışma dört global İngilizce ders kitabının uluslararası öğrenci değerleriyle çelişebilecek Batı'ya özgü kültürel değerlerin temsilini incelemek üzere gerçekleştirilmiştir. Flört etme, alkol tüketimi, eğlence mekanlarında eğlenme ve evlilik öncesinde çiftlerin birlikte yaşaması gibi kültürel detaylar sadece İngiliz kültürünü yansıtmakta, uluslararası öğrenci kültürünü içermemektedir.

Bu çalışmada nicel içerik analizi yöntemi kullanılmıştır. Bulgular, sadece English File kitabının araştırılan kültürel değerlerden 173'ünü, sayfa başına ortalama 1.04 görülme oranıyla içerdiğini açığa çıkarmıştır. *Face2face* ve *Headway* kitapları sırasıyla 120 ve 100 görülme içermektedir. En az Batı'ya özgü değeri içeren kitap 20 görülme ile Interchange kitabıdır. İncelenen kategorilerden, flört etme tüm ders kitapları arasında 294 görülme ile en çok yinelenen değer olarak bulunmuştur ve en az temsil edilen değer de sadece 7 görülme ile evlilik öncesinde çiftlerin birlikte yaşamasıdır.

Bu çalışma global İngilizce ders kitaplarında Batı'ya özgü kültürel değerlerin fazlaca temsili bulunduğunu ve uluslararası öğrencilerin kültürlerini içermediğini öne sürmektedir. Suriyeli bir EFL öğrencisi bu kitapları kullanırken, ortalama olarak her iki sayfada bir ya da daha fazla sayıda, alkol tüketimi, flört etme, barlar ya da evlilik öncesinde çiftlerin birlikte yaşamasına dair bir referans ile karşılaşmaktadır. Bu sebeple, bu elementlere ek olarak, bu başlıklar altında uluslararası öğrenci kültürlerinden detaylar olması tavsiye edilmektedir. Böylece İngilizce öğrenen uluslararası öğrenciler kendi kültürlerinden bir şeyler bulabileceklerdir.

Anahtar kelimeler: Ders kitapları, Kültürel Ders kitabı analizi, Orta Doğu, Suriye Kültürü, Batılılaşma, ESL/EFL

TABLE OF CONTENTS

THESIS APPROVAL	i
SCIENTIFIC ETHICS STATEMENT	ii
ACKNOWLEDGEMENTS	iv
ABSTRACT	v
ÖZET	vi
TABLE OF CONTENTS	vii
LIST OF TABLES	xi
LIST OF FIGURES	xii
LIST OF ABBREVIATIONS	xiii
CHAPTER I	
INTRODUCTION	1
1.1. The Statement of the Problem.....	1
1.2. The Rationale of the Study.....	2
1.3. The Significance of the Study	3
1.4. The Limitations of the Study.....	3
1.5. The Research Questions	3
1.6. The Outline of the Study	5
1.7. The Definition of Key Terms	5
CHAPTER II	
LITERATURE REVIEW	6
2.1. Culture.....	6
2.1.1. Definition of Culture	6
2.1.2. The Importance of Culture in the ELT/EFL Process.....	7
2.2. Textbook Analysis.....	9
2.2.1. Aim of Textbook Analysis	9
2.2.2. Frameworks of Cultural Textbook Analysis	10
2.3. Empirical Studies	12
2.3.1. Target Culture as the Dominant One in EFL Textbooks.....	13

2.3.2. Local (Source) Culture as the Dominant one in EFL Textbooks	17
2.3.3. Balanced Representation of the Local and Target Cultures in ELT Textbooks	18
2.3.4. Studies Focusing on Conducting Questionnaires and Interviews with Students, Parents and/or Teachers	21
2.4. Westernization and Cultural Hegemony in EFL Textbooks	23
2.4.1. Ideology, Colonialism and ELT	23
2.5. Suggested Solutions to Combat Cultural Hegemony in EFL Textbooks.....	24
CHAPTER III	
METHODOLOGY	27
3.1. Introduction	27
3.2. The Research Design.....	27
3.3. EFL Textbooks.....	28
3.4. Research Instrument.....	30
3.5. Research Participants.	31
3.6. Data Collection Procedure.....	31
3.7. An Overview of Data Analysis	34
CHAPTER IV	
RESULTS AND DISCUSSION	37
4.1. Introduction	37
4.2. Representation of Dating or Having a Boyfriend-girlfriend Relationship in the Four Selected EFL Textbooks.....	37
4.2.1. Representation of Dating or Having a Boyfriend-girlfriend Relationship in <i>English File</i> 4 th edition	39
4.2.2. Representation of Dating or Having a Boyfriend-girlfriend Relationship in <i>Face2face</i> 2 nd edition.....	41
4.2.3. Representation of Dating or Having a Boyfriend-girlfriend Relationship <i>Headway</i> 5 th edition.....	44
4.2.4. Representation of Dating or Having a Boyfriend-girlfriend Relationship in <i>Interchange</i> 5 th edition.....	46
4.3. Representation of Alcohol and Pork Consumption in the Selected EFL Textbooks.....	47
4.3.1. Representation of Alcohol and Pork Consumption in <i>English File</i> 4 th edition 48	
4.3.2. Representation of Alcohol and Pork Consumption in <i>Face2face</i> 2 nd edition 50	

4.3.3. Representation of Alcohol and Pork Consumption in <i>Headway</i> 5 th edition	51
4.3.4. Representation of Alcohol and Pork Consumption in <i>Interchange</i> 5 th edition	53
4.4. Representation of Clubbing and Going to Bars and Pubs in the selected EFL textbooks	53
4.4.1. Representation of Clubbing and Going to Bars and Pubs in <i>English File</i> 4 th edition	55
4.4.2. Representation of Clubbing and Going to Bars and Pubs in <i>Face2face</i> 2 nd edition	56
4.4.3. Representation of Clubbing and Going to Bars and Pubs in <i>Headway</i> 5 th edition	58
4.4.4. Representation of Clubbing and Going to Bars and Pubs in <i>Interchange</i> 5 th edition	59
4.5. Representation of Cohabiting in the Selected EFL Textbooks	59
4.5.1. Representation of Cohabiting in <i>English File</i> 4 th edition	61
4.5.2. Representation of Cohabiting in <i>Face2face</i> 2 nd edition	62
4.5.3. Representation of Cohabiting in <i>Headway</i> 5 th edition	62
4.5.4. Representation of Cohabiting in <i>Interchange</i> 5 th edition	62
4.6. The Density of Representation of WCC's in each of the Four EFL Textbooks	63

CHAPTER V

CONCLUSION 66

5.1. Introduction 66

5.2. Summary of the Study 66

5.3. Limitations and Recommendations for Further Research 67

5.4. Pedagogical Implications 68

REFERENCES 69

APPENDIX-A. All References to Dating or Having a Boyfriend-girlfriend

Relationship in all Analysed EFL Textbooks 74

APPENDIX-B. All References to Alcohol and Pork Consumption in all Analysed EFL Textbooks 84

APPENDIX-C. All References to Nightlife, Clubbing and Bars in all Analysed EFL Textbooks 89

APPENDIX-D. All References to Cohabiting in all Analysed EFL Textbooks92

CURRICULUM VITAE..... 93



LIST OF TABLES

Table 3.1: Textbook Sampling.....	28
Table 3.2: Western Cultural Aspects that Contradict with Syrian Student Cultural Heritage.....	32
Table 3.3: A Sample of Data Collection.....	33
Table 3.4: Analysis Table	35
Table 4.1: Representation of the WCC of Dating or having a Boyfriend-Girlfriend Relationship across the four Investigated Textbooks	38
Table 4.2: Representation of the WCC of Alcohol and Pork Consumption across the Four Investigated Textbooks.....	47
Table 4.3: The Representation of the WCC of Clubbing and Going to Bars and Pubs across the Four investigated textbooks	53
Table 4.4: The Representation of the WCC of Cohabiting across the Four Investigated Textbooks	60
Table 4.5: The Density of Representation of Western cultural References in each of the Analysed Textbooks.....	64

LIST OF FIGURES

Figure 4.1: Number of References to Dating in the Four Textbooks	39
Figure 4.2: Number of References to Alcohol and Pork Consumption in the Four Textbooks.....	48
Figure 4.3: Number of References to Clubbing and Going to Bars and Pubs in the four textbooks	54
Figure 4.4: Number of references to Cohabiting in the Four Textbooks	61
Figure 4.5: Total Number of References to the Target WCC's in the Four EFL Textbooks.....	63
Figure 4.6: Manner of Representation of Western Cultural Aspects in the Four Textbooks.....	64

LIST OF ABBREVIATIONS

CDA: Critical Discourse Analysis

ICC: Intercultural Communication Competence

EIL: English as an International Language

ELT: English Language Teaching

EFL: English as a Foreign Language

ESL: English as a Second Language

SB: Student's Book

WB: Workbook

WCC: Western Cultural Category

CHAPTER I

INTRODUCTION

It is generally established that the learning/teaching process relies mainly on three pillars; the learner, the teacher and teaching materials. One of the most important and widely used teaching materials is the textbook. Cunningsworth (1995: 7) asserts that a textbook has numerous advantages in ELT; firstly, it serves as a resource for spoken and written materials as well as learning activities. In addition, it functions as a reference for syntactic and lexical components of the language. Furthermore, it lays out the learning objectives of a certain level, along with providing self-learning opportunities for learners and boosting novice teachers' confidence. On the other hand, Litz (2005: 6-8) warns that a textbook may contain some deficiencies, such as being too inflexible, stereotyping, sexist, culturally biased, unauthentic or even only intended for financial gains.

Having established that potentially any textbook may have advantages and disadvantages, textbook evaluation research deems itself necessary in ELT in order to highlight the points of strength in a particular textbook and rectify its shortcomings, whether by adding supplementary materials on the part of teachers or modifying the textbook itself in subsequent editions by its authors and developers. Furthermore, this area of research is significant because it helps educators and curriculum designers in ministries of education select and design appropriate textbooks for their specific contextual needs.

Moreover, it is generally accepted that language and culture are closely interwoven; thus, neither culture can be separated from language, nor can language be taught in isolation of culture. This notion applies to English language teaching; however, as English has become a lingua franca with well over a quarter of the world's population speaking it as a native, second (ESL) or foreign language (EFL) (Crystal, 2004: 68), the question that has sparked off some fierce debates amongst ELT scholars is whether

the cultural focus in EFL textbooks should be on the native English cultures, international cultures or the cultures of local EFL learners.

1.1. The Statement of the Problem

EFL textbooks are usually selected by policy makers in ministries of education at a national scale or by directors of study and heads of departments on the level of private educational institutions. Hence, teachers, students and parents often have very little to say in the textbook selection process. EFL learners are left to consume what these textbooks have to offer in terms of linguistic and cultural contents.

Crystal contends that there is “the closest of links between language and power” (2004: 128) and maintains that English is open-ended, claiming “nobody owns it anymore” (Ibid: 2). Having taught numerous global EFL textbooks over the past 11 years in the Middle East in Syria, Egypt and Turkey, the researcher has noticed that such textbooks are often heavily focused on transmitting British or American cultures and lifestyles. Although learners need to have proper intercultural competence to give them a chance to be successful world citizens, some of these foreign cultural elements may not be in tune with their local cultural values and principles. Thus, it is essential that international EFL learners find something from their local culture or international cultures of the world in these global textbooks.

1.2. The Rationale of the Study

Global EFL textbooks are usually authored by native speakers of English who belong to Western cultures. Thus, acculturation and indoctrination may be explicitly and implicitly incorporated in these textbooks. There seems to be a gap in the literature regarding examining EFL textbooks’ hidden cultural aspects. Monfared & Mozaheb (2016:152) assert that there is a scarcity in research studies targeting cultural load in ELT materials. Therefore, the rationale of the present thesis is to attempt to examine surface and tacit representations of Western cultural values that may contradict with some international students’ cultures in four major global ELF textbooks. As a Syrian language teacher, I choose to highlight western cultural values in these textbooks that contradict with my own culture, and suggest the need to incorporate international cultural details in global EFL coursebooks.

1.3. The Significance of the Study

While there have been numerous studies that focused on traditional cultural analysis of EFL textbooks through measuring the number of occurrences in the target, local and international cultures or by focusing on the inner, outer and extended circles, very few studies, if any, targeted the level of representation of Western cultural elements and values in EFL textbooks that may contradict with diverse international cultures, i.e. Syrian student culture.

Consequently, this thesis presents a novel approach to conducting textbook analysis by means of targeting specific cultural aspects that have not been targeted in the related body of research to the best knowledge of the researcher.

1.4. The Limitations of the Study

This study focuses on textbook analysis. Hence, the opinions of students, teachers and educational leaders were not surveyed. The study highlights the absence of international cultures in global EFL textbooks but specifically compares prevalent Western cultural details to that of the Syrian culture. Also, due to time restrictions, only four global EFL textbooks were selected as the sample of analysis. In order to obtain more generalizable data, more global EFL textbooks by different publishers can be added to the sample.

1.5. The Research Questions

First of all, some Western cultural aspects that contradict with Syrian EFL learners' culture and values were identified, and a list of these aspects was compiled based on the experience and observations of the researcher as a Syrian EFL teacher and Master's. The list included the following Western cultural practices:

- Going on dates outside of marriage
- Having a boyfriend-girlfriend relationship
- Going to discos and nightclubs
- Going to bars where alcohol is served
- Going to pubs

- Alcohol consumption
- Pork consumption
- Cohabiting

All these cultural aspects are mainly products and practices of Western nations which do not comply with some of the ethics and cultures of the Syrian student culture.

It is worth mentioning that the Syrian culture intended in the present thesis refers to those citizens who believe and act according to Islamic principles. These people may not like being exposed to Westernized cultural aspects in EFL textbooks which contradict with their ideals and daily practices. They may dislike a text or a textbook that contains such practices and may even dislike the target language because of this. In order not to lose EFL learners and help them identify with scenarios in global textbooks, it is necessary to include international values in addition to the mainstream Western values.

Next, the items in the list identified above were categorized under four headings that formed the basis of the research questions intended in this thesis which are:

- 1. How is the Western cultural aspect of dating or having a boyfriend-girlfriend relationship represented in the selected EFL textbooks?*
- 2. How is the Western cultural aspect of alcohol and pork consumption represented in the selected EFL textbooks?*
- 3. How is the Western cultural aspect of nightlife, clubbing and bars represented in the selected EFL textbooks?*
- 4. How is the Western cultural aspect of cohabiting represented in the selected EFL textbooks?*
- 5. How densely do different global EFL textbooks represent Western cultural aspects?*

In order to address these questions, the frequency of occurrence and manner of representation of the specified Western cultural elements are analysed in the selected textbooks.

1.6. The Outline of the Study

The present thesis is divided into five major chapters. Chapter 1 serves as a general introduction. Chapter 2 starts with a background of culture, textbook analysis and some fundamental theoretical frameworks of cultural textbook analysis, followed by a section surveying past empirical studies and concludes with discussing westernization and cultural hegemony in EFL Textbooks along with some suggested solutions to address these issues. Chapter 3 presents the methodology of the research, including the instrument, sample, participants as well as data collection and data analysis procedures. Chapter 4 addresses the posed research questions in this thesis by presenting and discussing the major findings elicited upon conducting the cultural textbook analysis on the selected sample. Finally, chapter 5 involves a conclusion for the present study tailed with some important implications and suggestions for further research.

1.7. The Definition of Key Terms

Textbook Analysis is defined as studying the features of a textbook to determine its quality in a particular context. (Jannah, 2017: 06).

The term “**EFL textbooks**” is used in this study to refer to English teaching books used in schools, universities, language centres and other educational institutions to teach English to speakers of other languages. These books can be designed by native English authors or produced by non-native ELT professionals. The term ‘textbook’ is chosen instead of the term ‘course book’ as the former is much more prevailing in the literature than the latter. The term EFL was used instead of ELT as this research is mainly concerned with teaching English in an international geographic locations such as Syria, where English is regarded as a foreign language.

Global EFL textbooks is the term used in this thesis to refer to EFL textbooks written by native English ELT professionals, distributed by major publishers such as Cambridge and Oxford and intended to be taught in EFL/ESL classrooms.

Cohabiting or cohabitation refers to the act of living with another person and having a sexual relationship with them without being married, according to Longman Dictionary of Contemporary English (Summers & Gadsby, 2005: 186)

CHAPTER II

LITERATURE REVIEW

2.1. Culture

2.1.1. Definition of Culture

One of the key aspects that defines a certain society and distinguishes it from others is culture. Culture is defined as “the beliefs, way of life, art and customs that are shared and accepted by people in a particular society” (Ibid: 246) according to Longman Dictionary of Contemporary English. Similarly, Cambridge online dictionary defines the term as “the habits, traditions and beliefs of a country, society, or group of people” (Dictionary, 2015). Moreover, in the American Heritage Dictionary of the English Language, culture encompasses all “the arts, beliefs, customs, institutions and other products of human work and thought considered as a unit, especially with regard to a particular time or social group” (Morris, 1969: 1869). It can be seen that these definitions present culture as a concept based on beliefs, history and habits of a particular society. Naturally, different societies have different cultures, and what is considered an acceptable societal behaviour in a certain culture may not be so in another.

The term has also been defined by ELT scholars in a similar manner as Richards, Platt and Platt (1992: 94) state that “culture is the total set of beliefs, attitudes, customs, behaviours, social habits, etc. of the members of a particular society” as cited in (Han & Bae, 2005: 49). Hornby (2010) presents a similar definition, but he adds the notion that culture can belong to a specific country as well; he defines the term as an expression of “the customs and beliefs, art, way of life and social organization of a particular country or group”.

Undoubtedly, language is among the elements that constitute culture as well. This view is adopted by many scholars, such as the foreign language acquisition professor Claire Kramsch. She, along with Widdowson, define culture as “membership in a discourse

community that shares a common social space and history and common imaginings.” (Kramersch & Widdowson, 1998: 10). Moreover, Brown contends that culture is a fundamental part of the interplay between language and thought, while cultural patterns of cognition are implicit in language (Brown, 2000: 188). Like Kramersch, this scholar also accentuates the connection between culture and discourse by stating that conversational discourse styles can also be a cultural feature.

Another feature of culture is that it is dynamic rather than static. Spitzberg & Chagnon (2009: 6-7) delineate culture as “enduring yet evolving intergenerational attitudes, values, beliefs, rituals/customs and behavioural patterns into which people are born but that is structurally created and maintained by people’s ongoing actions”. This means that people are born into their culture. However, their evolving beliefs and changing behaviour can lead to changes in their culture as well.

2.1.2. The Importance of Culture in the ELT/EFL Process

As language and culture are virtually inseparable, culture plays a crucial role in English language teaching. In fact, it is currently established that teaching culture in EFL classrooms has become a necessity rather than a luxury. It is argued that in the case of learning English as a foreign language (EFL), one aim of teaching culture is to help international EFL learners to get over any partialities or bias which may hinder them from truly appreciating the target culture where English is used as a native tongue (Han & Bae, 2005: 48). Hence, it is claimed that it would be impossible to teach a language without teaching culture as it provides the context in which a language is used. In consolidation of this stance, Byram proposes that incorporating cultural education in the ELT classroom is a means of achieving language proficiency (Byram, 1989).

One method of such incorporation is to include various cultural elements in teaching resources. According to McKay (2000), doing so is necessary to raise learners’ interests in learning the target language and boost their motivation. Thus, ELT textbooks that include diverse cultural scenes are more likely to attract learners’ attention than those which merely focus on grammatical development. There is a need to develop not only linguistic accuracy but also intercultural awareness.

Consequently, a key factor regarding the importance of culture in language learning stems from the idea of social appropriacy of language forms, which was introduced by

Hymes (1971) in reaction to the theory of linguistic competence by Chomsky. This means that in order for communication to happen, it is not enough to produce grammatically correct utterances; they should be culturally suitable as well. Thus, advocates of the communicative competence approach today claim that a learner cannot be deemed fully competent in a foreign or second language unless they learn about the culture of the native speakers of that particular language. (Kirkgöz & Agcam, 2011: 154). This gave rise to the notion of intercultural awareness.

2.1.2.1. Intercultural Awareness

In the world of ELT, an increasingly large body of linguists have been supporting the adoption of intercultural communicative competence as the new language pedagogy following the gradual loss of enthusiasm to the previously dominant communicative competence and its predecessor grammatical 'linguistic' competence. Wiseman (2002) defines intercultural communicative competence as "the knowledge, skills and motivation necessary to interact appropriately and effectively with members of different cultures". However, advocates of this approach seem to be unclear about whose culture should be taught along with English as those who speak English as a second or foreign language outnumber its native speakers (Cetinavci, 2012: 3445).

A medial solution would be to develop learners' intercultural awareness as a sub-goal of language teaching instead of adopting it as the sole approach to language pedagogy. Such stance towards the level of integration of culture in ELT is supported by Peterson & Coltrane (2003), who state that intercultural awareness pertains to developing foreign language learners' ability to address members of communities and nations speaking the target language. This entails learning how to make orders, requests, apologies as well as expressing agreement and disagreements appropriately. In other words, intercultural awareness is about widening learners' horizons and allowing them to see the world from different perspectives. This can be achieved in the classroom as a by-product of learning the target language through exposing learners to elements of different cultures, which is expected to entice them to compare and contrast other cultures to their own.

Furthermore, Al-Sofi (2018: 194) asserts that textbooks are not the only source of culture as learners can enhance their cultural awareness through using the Internet,

media and, more importantly, through interacting with people from different cultures. This has never been easier thanks to the current global digital era.

Having introduced the fundamental role of culture in ELT, textbook analysis and more importantly, the importance of cultural textbook analysis is presented next.

2.2. Textbook Analysis

2.2.1. Aim of Textbook Analysis

Since textbooks play a significant role in the teaching/learning process, selecting the most suitable one for learners in a specific context will undoubtedly assist them in reaching their learning goals. Textbook analysis is concerned with setting criteria against which textbooks can be evaluated. Cunningsworth (1995: 8) contends that it can be costly both financially and educationally if the wrong textbook were to be selected for a particular program as it can have negative implications on learner's language proficiency and possibly their future careers. In support of this, Tomlinson, et al. (2001) state that textbook analysis is concerned with examining the effects of a specific textbook on a certain group of learners. Thus, textbook analysis is not only an important area of research, but also a necessary skill for curriculum designers and EFL teachers in general as they may be required to assist in the textbook selection process.

What is fascinating about conducting textbook analysis research is its dynamism as it encompasses a vast range of approaches and scopes researchers can adopt. For instance, this kind of research can be conducted from the perspective of teachers, learners, textbooks, two of them or all of them combined.

Cunningsworth, in his book, *Choosing your Coursebook* (1995: 1-4), proposes that textbook analysis, which can be done pre-, while or post-use of the textbook, may be conducted based on:

- an impressionistic overview of the textbook with the purpose of making a shortlist of a larger sample of textbooks,
- the aims and approaches of the textbook and whether it addresses the needs of learners,
- the design and organization, components and celerity of presentation,
- the language content in terms of grammar, vocabulary items and pronunciation,

- the four language skills, reading, writing, listening and speaking and how adequately each is covered in an integrated manner,
- the pedagogical methodology and
- the topic range, sophistication and engagement levels as well as the social and cultural themes presented (Ibid: 3-4).

Consequently, evaluating textbooks can be conducted from various perspectives depending on the goals of the analysis. One type of such analysis is cultural textbook analysis which is utilized in the present thesis.

2.2.2. Frameworks of Cultural Textbook Analysis

When it comes to the research field of investigating and analysing culture and its effects in EFL textbooks, it can be seen that various models, frameworks and methodologies have been adopted. Upon reviewing the related literature, the most prominent of these methods are presented in this section.

2.2.2.1. The Model of Three Cultures Proposed by Cortazzi and Jin (1999: 196-219)

This theoretical framework, which has been found to be the most prevalent one in the related literature, proposes that culture in language teaching materials falls into one of three major categories. These are the ‘target’, ‘source’ and ‘international target’ cultures. The target culture refers to countries where English is spoken as the native tongue, such as the UK and the USA; the source culture, also referred to as ‘home’ or ‘local’ culture, refers to any element of EFL learners’ own culture, such as local figures, music, food and habits, whereas ‘international target’ culture encompasses references to other countries in the world where English is not the native language and which are not learners’ own countries. Furthermore, Cortazzi and Jin emphasize that EFL textbooks should include elements pertaining to all three of the cultures mentioned above. Consequently, not only do learners need to focus on the target culture, but they also need to develop their awareness of their own source culture and develop their knowledge of international cultures as well so as to develop their abilities for intercultural communication (Ibid: 196-219).

2.2.2.2. Kachru's Three-Circle Model (1985)

The three-circle model consists of the 'Inner', 'Outer' and 'Expanding' circles. The inner circle includes countries where English is spoken as a native tongue, such as the USA, UK, Canada, Australia and New Zealand. The outer circle refers to countries such as Kenya and India, where English serves as a second language for official communication and education. Lastly, the expanding circle encompasses all other countries where English is spoken as a foreign language for international communication (Kachru, 1985). According to this classification, the Syrian student context as well as Turkey, where this research is conducted, belong to the expanding circle.

It can be seen that the inner circle in Kachru's Model is similar to the target culture in Cortazzi & Jin's Model; the expanding circle is close to international target culture from the perspective of the Syrian learner, and thus the outer circle and source culture refer to entirely different concepts.

2.2.2.3. Big C and Small C Culture Model

Big c culture or culture with a capital C refers traditionally to the significant accomplishments, sophistication and artistic venture of a particular society. On the other side of the spectrum, culture with a small c denotes aspects of daily life (Stern & Allen, 1992: 208). This means that big C culture refers to the extensive historical achievements of a certain people, while small c culture refers to their current day-to-day lifestyle.

2.2.2.4. Adaskou, Britten & Fahsi Framework (1990)

According to this theoretical framework, cultural elements fall into four main dimensions. These are the aesthetic, the sociological, the semantic and the pragmatic. The aesthetic sense refers to literature, popular and traditional music, cinema and media; the sociological aspect encompasses interpersonal relations, customs, work and leisure, home life, material condition, family structures, and institutions; the semantic dimension refers to the system of concepts within a language and finally, the pragmatic

component covers background knowledge, social and paralinguistic skills (Adaskou, Britten & Fahsi, 1990).

Mustofa & Martina (2019 : 490-491)) adopted Adaskou, Britten & Fahsi's theoretical framework in their analysis of *Pathway to English*. The most common dimension was the aesthetic one (38%), whereas the least common was the semantic (4%). Moreover, the analysis of *Bahasa Inggris* EFL textbook revealed that the pragmatic sense was the most dominant with 44% and the semantic sense was again the least represented with 8%.

2.2.2.5. Yuen's (2011) Four-P Framework

In this formwork, cultural elements are divided into four categories: products, practices, perspectives and persons. Products include the tangible aspects such as food and the intangible aspects such as stories. Practices refer to “the behavioral patterns of a particular society” (Çelik & Erbay, 2013: 342), such as customs and rituals. The third category, perspectives, refers to concepts such as beliefs, superstitions, values and how a particular society is viewed internationally. Finally, the category of persons refers to real individuals and fictional characters related to a particular society so long as both of these are well known (Yuen, 2011). Yuen's model is an adaptation of Moran's (2001) five-dimension theory which includes products, people, perspective, practice in addition to community.

2.3. Empirical Studies

As stated above, upon surveying the literature related to EFL textbook cultural analysis, it is fair to state that the majority of studies conducted in this field have adopted Cortazzi and Jin's 1999 model. The following three segments present, firstly, studies that found the target culture to be the most dominant in EFL textbooks; secondly, studies concluding that the source culture as the most dominant; and thirdly, studies that found there was a balanced representation of the target and source cultures in EFL textbooks.

2.3.1. Target Culture as the Dominant One in EFL Textbooks

Some leading figures in the field of ELT, such as Byram (1989), have emphasized the necessity of including target cultural elements in the EFL classroom. He justifies this stance by claiming that it is impossible to teach a language in isolation of its cultural context.

Conversely, other ELT experts have criticized the target-culture-centered textbooks such as Tomlinson, et al. (2001: 86). A group of researchers conducted an in-depth analysis of eight popular English textbooks for adults, namely, *Language in Use*, *True to Life*, *Cutting Edge*, *Wavelength*, *Inside Out*, *Reward*, *Clockwise* and *Landmark* which are published by leading British publishers. They stated that although many of these textbooks include activities to promote cross-cultural awareness, they are mostly "UK-centred, they depict stereotypical and often clichéd behaviour and they tend to portray non-Western cultures as eccentric and even bizarre" (Ibid: 86). This entails that global EFL textbooks usually focus on the target or native culture, and when non-native cultures are presented, they may be portrayed as unusual and exotic.

In another study examining five EFL textbooks written by native authors and five others written by Korean writers in Korea, Han & Bae (2005: 58) found that the target culture was the most prevailing in both sets of textbooks. Native authors almost entirely neglected to feature the source or Korean culture, while Korean authors did feature it but not as much as they did with the target culture. International cultures were the least represented in the analysed textbooks. The researchers also examined the textbooks in terms of 'big C culture', which includes institutions, art, literature, music, major achievements, places and history and 'small c culture', which encompass social groups, social identities, ways of life, individual persons, national identities and stereotypes as stated above. They concluded that there was a good variety of cultural elements in terms of both big C and small c cultures. This means that both native and Korean authors were aware of the importance of culture in language teaching, and they included different cultural aspects in these EFL textbooks. However, Big C culture was more represented in the selected textbooks than small c, which is consistent with the historical norm of cultural representation in EFL textbooks (Han & Bae, 2005: 66). Another feature of this study is that the researchers devised their own checklist consisting of six criteria to carry out their cultural textbook analysis based on various cultural textbook analysis lists available in the literature (Ibid: 67).

In another study, Tomović & Aleksić (2018) adopted the three-circles model introduced by Kachru (1985) to analyse ten global EFL textbooks. They found that all the textbooks analysed focused on the inner circle. On the other hand, the native English authors did not neglect the international or expanding circles as these were positively presented through featuring individuals, practices, landmarks and food from international countries. However, it was revealed that elements of these two circles were presented from a Western, or more specifically British, point of view.

Nurjanah and Umaemah (2019) conducted a descriptive cultural content analysis study on *Pathway to English* published by Erlangga and taught to senior high school students in Indonesia. A total of 53 reading passages in 14 chapters were analysed per Cortazzi and Jin (1999) framework. Findings of the study revealed that the target culture was again the most dominant one in the investigated textbook with a massive 74% followed by the local culture with 19% and international cultures with only 7%. The researcher also analysed the textbook by means of utilizing Moran's five-dimension theory (2001). It was found that the cultural elements in *Pathway to English* textbook were mainly represented through the aspects of products (43%) and people (40%), while community, perspective and practice were the least exploited dimensions (Nurjanah and Umaemah, 2019: 83-86). Furthermore, the researchers asserted that although learners needed to learn about the target culture, this should not be achieved at the expense of losing their own Indonesian Culture. They also stated that product and person dimensions were insufficient to developing a good sense of cultural awareness in the target learners (Nurjanah and Umaemah, 2019: 91-92).

Al-Sofi (2018) conducted a descriptive analysis study in which he analysed a sampling of selected representative texts from *Well Read 1* published by Oxford and taught in some Saudi universities. The study was conducted based on Cortazzi and Jin's (1999) model, and it aimed to ascertain what the most dominant and represented cultures were in the analysed EFL textbook. It was concluded that the target and international target cultures were the most prevailing while there was minimal mention of the source or Saudi culture. (184) The native English culture (American and British) as well as international target cultures were found to be explicitly demonstrated through music, food, sports, movies, fashion, business, ethics and etiquette and implicitly through the use of visuals (Ibid: 194).

Faris (2014: 14) carried out another study in which he examined reading passages of a locally produced EFL textbook entitled, *Look Ahead*, which is taught to third-grade high schoolers in Indonesia. The study which adopted Cortazzi & Jin, 1999's framework as well as Adaskou, Britten & Fahsi, 1990's framework concluded that over three quarters of the analysed texts revolved around target cultural themes while international cultures were represented in just over 13% and finally, the source culture was presented in under 10% of the total cultural references even though the analysed textbook was locally produced and published. As for Adaskou, Britten & Fahsi, (1990)'s framework, it was found that over 37% of cultural aspects were represented through the aesthetic sense, just over 31% through sociological sense, just under 20% through the pragmatic and 11% of the cultural elements were introduced through the semantic sense (Faris, 2014: 14)

In another study, Thumvichit (2018: 99) analysed the cultural content in the reading texts and visuals of seven approved secondary school EFL textbooks in Thailand. The textbooks were *New World 1*, *Your Space 1*, *Messages 1*, *Motivate 1*, *Time Zone 1*, *Bridge 1* and *English in Mind 1*. The researcher also surveyed teachers' attitudes towards teaching culture. Findings revealed that six out of seven EFL textbooks were mainly cantered around native English culture while only *Time Zone 1* presented diversified cultural contexts. Moreover, none of the textbooks featured the local culture of Thailand. Regarding teachers' attitudes toward the cultural load in EFL textbooks, they were mostly aware of the significance of intercultural communication in language teaching. They were also aware of the importance of including the local culture as an overwhelming majority (80%) selected the local or international contexts as their preferred cultural content in EFL textbooks. The teachers surveyed added that such inclusion can boost learners' motivation (Ibid: 109-110).

In another study, Song (2013) examined how different cultures were represented in four EFL textbooks produced locally in Korea to check if they carried any cultural biases. Content analysis showed that the textbooks featured elements of American culture the most, whereas other cultural varieties were superficially represented. Specifically, Korean culture was entirely neglected, although the textbooks were locally produced. As for cultural biases, the research revealed a heavy concentration on featuring white male American characters throughout the textbooks. This entails

that there was a clear cultural bias towards mainstream Americanism in the investigated sample.

He (2019) attempted to investigate the integration of Chinese culture in college EFL textbooks, specifically in listening and speaking courses and in reading and writing tutorials. The study concluded that the local culture was virtually non-existent in the target material. He contended that the input for intercultural communication should not be confined to British and American cultures as Chinese ecological culture has to be included as well. He also proposed some strategies to reinforce local Chinese cultural input and output through comparing Chinese and Western cultures and evaluating the local culture. The goal would be to hone Chinese learners' linguistic and intercultural communication skills (Ibid: 3576).

Tajeddin (2020: 1) investigated the representation of World Englishes and cultures in three global EFL textbooks, *American English File*, *English Result* and *Interchange*. The study adopted content analysis based on Kashrus's three-circle model and a theoretical framework by Pfister and Borzelli (1977), which categorizes culture into political, personal, religion/arts/humanities and environmental aspects. The results showed that most cultural references featured in the textbooks lacked sufficient local culture and tradition and revolved mainly around inner-circle countries in *American English File*. Moreover, the data showed that references to the expanding and outer circles' cultural content were comparatively more manifested in *Interchange* and *English Result*. It was also indicated that all three textbooks mainly featured inner circle accents. Thus, it was recommended that developers of ELT materials need to be aware of the English as international language (EIL) approach and avoid the heavy representation of native speakers' linguistic and cultural norms in global EFL textbooks (Tajeddin, 2020: 1).

Liu & Laohawiriyanon, (2013: 90) attempted to investigate four teachers' manuals of EFL English textbooks at university level in China to determine what kind of culture was emphasized in them. The study showed that over 50% of the cultural representation did not belong to any specific culture. The other half was dominated by target cultural references, while the local and international target cultures were significantly underrepresented. Upon conducting big C and small c cultural analysis, 19 themes were identified, the most common of which was "values" under small c category, while the missing themes were hobbies, food, holidays and body language.

The researchers contended that such a heavy focus on the target culture and side-lining of the local one is counterproductive in developing non-English-major Chinese students' intercultural communicative competence and preparing them to become successful international world citizens.

All in all, it can be seen that numerous studies found that the cultural load in most EFL textbooks is often concentrated on the target (mainly American or British) culture while the local cultures of learners are often neglected or underrepresented. However, this has not always been the case, as will be shown in the next part.

2.3.2. Local (Source) Culture as the Dominant one in EFL Textbooks

As stated above, the local culture refers to the culture of learners' home country. Nelson (1995) suggests that language teachers need to recognize and value learners' local culture as when they disregard learners' cultural values, they reject and diminish their L1 and culture and henceforward their identities. Han & Bae (2005) add that the content of learners' local culture can provide them with good topics to hold conversations with foreigners, thus incorporating elements of the local culture into teaching materials can enhance students' productive skills without reducing the textbook to a mere "vehicle for the transmission of foreign culture". In other words, teaching learners how to express their own local cultural ideals and principles in English can help create a more active and productive learning experience.

In accordance with this stance, Alptekin and Alptekin (1984) propose the idea of teaching English as an international language with various Englishes to be utilized in different countries, thus ridding the language of this dependency on the values and norms of native speakers of English. Subsequently, culture can be taught bearing the values and beliefs of local learners in mind, rather than teaching with blind loyalty to the target culture.

Obaid, et al. (2019: 88-89) conducted a descriptive content analysis study to explore implicit and explicit cultural representations in a textbook series called *English for Iraq* written by foreign authors for Iraqi secondary school students. The study aimed to detect any attempted acculturation in the series by means of determining which type of culture, the target, source or international, was the most emphasized in it. Another aim was to investigate how the cultural dimensions of persons, perspectives, practices

and products were represented in the series according to Yuen's (2011) framework. The study concluded that although the textbook was written by foreign authors, there was an evident dominance of Iraqi source culture in it followed by neutral or culture-free elements, whereas the least represented type was that of the target culture, leaving a slim chance to the possibility of acculturation. The cultural elements represented in the three analysed textbooks pertained to local festivals, food, and folk dances, making the textbooks appear as if they were tourist guidebooks. Furthermore, the textbooks were found to represent surface rather deep culture as there were extensive representations of the 'products' dimension, whereas 'practices' and 'perspectives' components were underrepresented. The researchers recommended a reconsideration of the balance of representation among the various types of culture and that elements of deep culture such as the local and target values, beliefs and ideals should be included in *English for Iraq* series (Obaid, et al., 2019: 96).

Another content analysis study was undertaken by Ariawan (2020: 123) to investigate the cultural aspects of an English textbook officially published by the Indonesian ministry of education for high school learners in 2017. The data analysed comprised texts, conversations and visual elements. The study revealed that stereotypes and national identity were the most prevailing cultural aspects covering over 28% of the cultural load in the analysed data. This was represented through featuring famous local figures, places and artifacts. It was found that this inclusion is consistent with one of the primary aims of the 2013 curriculum in Indonesia, which is to foster a sense of good character, behaviour and nationalism. Other largely represented aspects included social interaction and national geography with about 16% and a little over 12% respectively. Other cultural aspects such as national history, social and political institutions, belief and behaviour, social identity and social group were represented with under 10% each. The analysis also revealed an extensive presence of the source culture while the target and international target cultures were scarcely represented (Ibid: 124).

2.3.3. Balanced Representation of the Local and Target Cultures in ELT Textbooks

It is generally encouraged for language material authors to balance featuring the target, local and international target cultural elements in global EFL textbooks. Kirkgöz &

Agcam (2011: 153) carried out a study in which they analysed the contents of 18 locally authored English primary school textbooks from 1997 till 2008 in Turkey. They sought to find out the level of representation of the target, source and international target cultures. Their study revealed that the textbooks produced between 1997 and 2005 contained an equal representation of the target and source culture with about 40% each, while international cultures had the remaining 20%. However, analysing the EFL textbooks published in the period between 2005 and 2008 showed that there was a slightly different but still generally balanced representation among the source (47%), target (31%) and international cultures (22%) (Ibid: 161).

Another study that had a similar conclusion was that of Mustofa & Martina (2019). They conducted their study in Indonesia on two EFL textbooks, namely *Pathway to English* and *Bahasa Inggris* used by tenth-grade students. After applying descriptive qualitative content analysis on both textbooks, it was found that in *Pathway to English*, half the cultural content focused on the target culture while close to 45% was about the local Indonesian culture. On the other hand, cultural representations in Bahasa Inggris textbook were as follows: 47% was about local culture, 41% was about target culture and about 11% was about international target culture. It can be seen that both the target and local cultures are more or less similarly represented in these two textbooks.

Furthermore, a content analysis study was conducted by Nhan & Yutdhana (2019: 1541) on six EFL textbooks used in public secondary schools in Vietnam. The study was conducted with the hypothesis that since there was a focus on English as EIL in Vietnam, EIL-related culture teaching perspectives should be utilized in EFL textbooks. Consequently, the researchers aimed to investigate how much the six chosen textbooks matched the EIL paradigm. The study concluded that the local culture and international target cultures were featured slightly more frequently than the target culture, but all three were well presented in the textbooks. Furthermore, the locally produced textbooks contained a range of world cultures with a distinct accentuation of Southeast Asian countries.

Çelik & Erbay (2013) analysed *Spot On 6, 7 and 8* EFL textbook series, which is locally produced by ELT developers from the ministry of national education and used to teach 6th, 7th and 8th grades respectively in Turkish public schools. The researchers aimed to analyse the series' cultural values to find out if it incorporated local, target or

international cultural elements. The researchers stated that cultural representations within ELT materials in Turkey used to be limited to home culture. However, since cross-cultural awareness plays an important role in language learning as English has become a global lingua franca and since the textbook functions not only as a resource but also as a syllabus for teachers and learners, adopting a cross-cultural representation in locally produced ELT textbooks has become a necessity. Descriptive content analysis was adopted, and the researchers were mainly concerned with frequency calculation of cultural elements of the local, target and international cultures. The overall percentile cultural representation in *Spot on 6, 7 and 8* textbooks was 35% about home culture, 37% about target culture and 28% about international culture. This means that the analysed series can be described as a successful improvement compared to previous locally produced EFL textbooks, as it familiarizes learners with cultural elements that extend beyond the home and target cultures. Hence, these textbooks have the potential of building learners' intercultural competence and their perspective of English as an international language serving for the preservation of diverse cultures. On the other hand, the researchers stated that there was still room for improvement in the analysed textbooks, as international cultural representation was limited to a great extent to European countries. Consequently, it was recommended that a more varied cross-section of world cultures should be featured .

The researchers were also interested in examining how cultural elements were depicted in relation to Yuen's (2011) four-P framework. Findings showed that the most frequently represented cultural elements pertained to products and persons while the least represented were practices and perspectives as they are less tangible, making them harder to teach to young learners. Moreover, featuring cultural aspects such as food, people, and places visually helps capture young learners' attention and increase their engagement. However, such abstract cultural aspects could be of high importance to learners at this age group as they are often interested in learning about the lives of children in other cultures, thus adding aspects such as sayings, proverbs and idioms from other cultures may contribute to generating more enthusiasm for learning. Consequently, the researchers suggested that future locally produced EFL textbooks integrate more practices and perspectives of various cultures (Ibid: 374).

Another research study targeting the representation of various cultures in EFL textbooks was done by Habib (2014: 72). His study analysed the reading passages of

textbooks used at secondary state schools in Pakistan according to Byram's checklist of intercultural language teaching and learning. This list encompasses eight different aspects which are 'Social identity and social group', 'Social interaction', 'Belief and behavior', 'Social and political institutions, 'Socialization and the life cycle', 'National history', 'National geography' and 'Stereotypes and national identity (Byram, 1993: 5-10). The study results indicated that a balanced representation of the target, local and international cultures is provided in the textbook for class nine as far as the number of texts is concerned. For instance, out of the 14 reading texts in the ninth-grade textbook, four featured Pakistani culture, three texts were about the target culture and three included international cultural elements. However, in the analysed 10th-grade textbook, the target culture was the most dominant while international cultures were almost entirely left out. Consequently, a proportionate amount of material regarding various cultures needs to be included in the 10th-grade textbook to achieve the goal of intercultural communicative competence (Habib, 2014: 72).

2.3.4. Studies Focusing on Conducting Questionnaires and Interviews with Students, Parents and/or Teachers

In a study targeting cultural matters in Syrian EFL classrooms, conducted by Ulum (2016: 4117-4122), the researcher aimed to analyse how cultural elements presented in an EFL textbook were perceived in the eyes of 8th-grade Syrian students residing in Turkey and how they were affected by them. Ulum argued that if language is taught in isolation of the culture of those who speak it natively, teachers create learners who can speak the language superficially but fail to understand it deeply, which inhibits them from communicating in complex situations. Therefore, learning about culture raises one's proficiency in the target language. In terms of methodology, the study adopted a descriptive design. However, the researcher did not analyse the textbook directly; instead, he collected the opinions of 103 8th grade EFL learners in a middle school in Adana about their EFL textbook. The instrument used was a questionnaire adapted from İltar and Guzeller (2005), who had done a similar study with Turkish EFL learners. Additionally, interviews with 25 of the participants were conducted. The six questions in the survey and the four interview questions revolved around cultural elements such as the willingness to learn about the target culture and the motivation behind it, the number of cultural features in the textbook, cultural difficulties the

learners may have and whether learning about the target culture caused any loss of learner's own culture. Both tools were administered in Arabic, the learners' native language, to ensure comprehension. Findings showed that the learners surveyed were generally willing to learn about different cultures. They stated that their EFL textbook contained only target cultural elements. Nevertheless, they did not believe that this would result in a loss of their national identity. However, they said they preferred to see a little bit of Arabic culture represented in their EFL textbook as well. Ulum added that through integrating cross-cultural elements in textbooks, learners would be aware of not only the target language culture but of their own cultural values as well (Ulum, 2016: 4117-4122).

Çetin (2012) affirmed that there is a scarcity of cultural textbook analysis studies that report EFL learners' beliefs and opinions about culture in their textbooks. For this reason, he conducted a qualitative study whereby he conducted interviews with 117 Turkish university students in English preparatory programs. His study revealed that Turkish ELF learners did not believe that their English textbooks should predominantly focus on national or local culture. He argued that although textbooks that focus on Western culture are viewed negatively by many Turkish teachers and parents, the majority of the Turkish learners he interviewed did not share their teachers' beliefs as they did not view Western culture as a threat to their own national cultural values. Moreover, they regarded it as a motivating factor that stimulated their learning and firmly believed that it was impossible to learn the language isolated from its (Western) culture. The researcher also contended that presenting EFL learners with opportunities to analyse, compare and explore the target culture in their English textbooks was a means of raising their cultural awareness. He added that doing so could probably prevent forming stereotypes and biases against peoples of the target culture in their minds which might sometimes hinder their language learning (Ibid: 72). Nevertheless, the author did admit the presence of "prevailing Western motifs in Turkish L2 coursebooks" (Ibid: 71). Many more similar studies should be conducted to obtain any generalizable conclusion on EFL learners' views towards the dominant presence of Western culture in their EFL textbooks.

Similar to the previous section, it can be concluded from the studies presented so far that there is a heavy representation of target cultures in EFL textbooks. In the following

part of the literature review, some implications of such Western cultural overload are discussed.

2.4. Westernization and Cultural Hegemony in EFL Textbooks

2.4.1. Ideology, Colonialism and ELT

Due to globalization, the practice of language teaching cannot be done in isolation of the effects of other cultures in the world. Howatt, et al. (2004: 357) observe that ELT is “influenced by globalization and its socio-economic consequences in the contemporary world”. Moreover, in recent years, a large body of contemporary research in language teaching has shown that foreign language teaching is saturated with Western cultural elements, which has stirred ongoing debates on the principles of textbook selection (Aldera, 2017: 223).

Considering the heavy presence of target language (English) in global English textbooks, Addison (2011) states that Western cultural values and ideologies are undoubtedly implied prevalently in English. He adds that EFL learners learn social and cultural rules as a by-product of learning a language. Contemporary English textbooks seem to be culturally biased to the West, featuring figures like Dickens, Austin, Shakespeare, Princess Diana and places like London. In fact, Addison also states that English is historically connected with colonialism and the empire upon which the sun never sets (58-65). In support of this stance, Fowler (2013) confirms that many EFL textbooks are saturated with Western culture and ideology (60). Furthermore, a critical discourse analysis study on four major global EFL textbooks, namely, *Interchange*, *Top Notch*, *Four Corners* and *American English File*, demonstrated that these textbooks were biased towards a specific discourse type, which is the Western cultural ideological patterns and consumerist societies (Kazemi, Asadi Aidinlou & Davatgari Asl, 2017: 223).

Moreover, such an overload of Western culture in EFL textbooks can be counterproductive. Alghamdi (2018) conducted a critical discourse analysis study on two commonly used global EFL textbooks in university preparatory programs in addition to holding interviews with EFL teachers and students in Saudi Arabia. The findings revealed that the two analysed textbooks did not fully facilitate language

learning since they did not feature the students' local culture. This hindered their potential to acquire communicative abilities.

Not only do global EFL textbooks frequently feature Western culture, habits and lifestyle, but also, they present them as the 'main' or 'normal' way of life while marginalizing or sometimes negatively stereotyping other cultures. One instance of promoting such a westernized lifestyle in EFL textbooks can be found in the 2005 '*Headway* Upper-Intermediate student's book, which contains a reading exercise on the TV show 'Friends'. The show, which features many instances of dating and alcoholism, is presented as having "defined a generation" (Soars, et al., 2005: 82-83). This might instigate international EFL learners to learn more about such shows and be affected by them. They may, consequently, start to adopt westernized values and may start to drift away from their own cultural identity and values.

Several studies looked thus far indicated different viewpoints from participants such as desiring to see more aspects of local culture, hoping for more international cultural addition as well as being satisfied with the over presence of the target culture. These different views are all worth discussing. Nevertheless, cultural literacy should be integrated in language classes so students can be aware of cultural heritage and cultural diversity, and thus, compare and contrast their cultural background with that of the target culture. This also improves learners critical literacy skills which brings the awareness that there can be multiple realities depending on where one grows up. Awareness of critical literacy enables learners to appreciate their heritage and be more tolerant of that of other heritages without marginalizing their own culture or rejecting those who are different from their own. English teachers have a big responsibility to create critical language learners who appreciate world cultures and can distinguish cultural hegemony from cultural isolation for embracing more diverse language learning experience.

2.5. Suggested Solutions to Combat Cultural Hegemony in EFL Textbooks

In order to avoid disregard of one's own culture, EFL teachers can play a vital role as they are at the forefront of most pedagogic adjustments in EFL contexts. Since the primary purpose of teaching a language is communication between individuals, Torikai (2011) recommends that EFL teachers should be aware of the changing role of

English as a lingua franca, and be ready to teach non-native forms of English as it relates to the international community.

A closely connected solution is presented by Monfared & Mozaheb (2016), who state that at present, with English considered as the most prominent worldwide lingua franca, it is necessary to adopt a new perspective towards English as (EIL) which can connect various concepts and cultures. They also add that one of the most practical models of EIL is shifting the cultural component of English Teaching from the native or target language cultures to the local and international ones (151). In their study, Monfared & Mozaheb examined the views of 88 EFL Iranian teachers on the topic of culture within the framework of EIL. It was found that 95.5% of the teachers surveyed believe that EFL textbooks primarily deal with aspects of US or British life and culture; thus, they do support the implementation of an EIL model which adopts a “glocal” aspect of English whereby EFL textbooks include a combination of cultures, both global and local so that language learners can raise their awareness of their local cultures and practices as well as international ones (Ibid: 158). Thus, it is not suggested to reject the target culture altogether, but open space for local and international cultures to exist in the global English textbooks.

Byram, Gribkova and Starkey (2002) warn that “students should not be made to feel that a culture is being forced on them through learning a language”. Moreover, some researchers have urged policymakers and ministers of education to preserve local culture by not adopting foreign curricula, which may interfere with national identity and interests. Barnawi & Al-Hawsawi (2017) investigated the policies of English education in Saudi Arabia. They established that many key verdicts on the language education policy were mainly based on the countries’ tendencies to meet global change and be a key player in the new liberal business stage. However, they emphasized that this policy ought to be governed by a strategic plan based on local educational needs for it to be successfully enforced. Otherwise, a new policy may put local culture and language at risk and may even threaten the interests of KSA as well . In fact, Barnawi & Al-Hawsawi cautioned that ready-made English teaching products with standardized contents developed by native linguists were oftentimes inappropriate ideologically, socio-culturally, politically and even linguistically to local Middle Eastern contexts such as Saudi Arabia (Ibid: 218). This is a valid point for global EFL textbooks developed by native speakers in the US or the UK and marketed in a Middle

Eastern country like Turkey. Thus, it is necessary to have a pedagogic and cultural assessment of books, and choose a textbook that will enrich our learners through not only target culture but also through representations of diverse international cultures.

As a solution to obtaining suitable ELT materials which preserve the cultural identity of local EFL learners on the one hand and meet globalization needs on the other, Barnawi & Al-Hawsawi (2017) make an invaluable recommendation:

we are calling for development of national policies that put the interest of KSA first and negotiate the link with the international framework second. In this sense, the enactors of English education policy in the KSA would not so easily fall into the trap of knowledge consumers; instead, they would become responsible producers of knowledge

This means that ELT materials and, most importantly of which, EFL textbooks can be locally produced by ELT professionals with extensive knowledge of international ELT standards while adopting a balanced approach towards representation of the local, target, and international cultures. This solution can be adopted not only in the case of Saudi Arabia but in other international countries as well.

The present thesis is timely and required as it highlights cultural aspects not addressed in other studies concerning the direct and implicit Western cultural representation in global EFL textbooks, which may contrast with the cultures of some societies in the Middle East or other cultural contexts. This investigation is expected to assist language teachers, directors of studies and curriculum planners who are in charge of textbook selection as it raises their awareness of westernized cultural content in multiple global EFL textbooks.

CHAPTER III

METHODOLOGY

3.1. Introduction

The present thesis was set to investigate the possibility of Western cultural representation in global English textbooks that may contradict with Syrian student culture. The target English culture in global EFL textbooks may not always agree with Middle Eastern cultures or other international contexts. In order to conduct such an investigation, four global EFL textbooks widely in use in language institutions within the Turkish setting were selected as a sample for analysis. Moreover, four categories of Western cultural practices were identified to form the basis of the analysis to compare it to Syrian student culture. In order to achieve the aims of the investigation, a descriptive content quantitative analysis was planned as the research instrument. The research design, sample, instrument, participants as well as data collection and analysis procedures are presented in this chapter.

3.2. The Research Design

The present thesis follows a descriptive content analysis which is regarded as one of the most commonly utilized methods within cultural textbook analysis research. This method falls within quantitative research which Kothari (2004: 3) defines as research “based on the measurement of quantity or amount”. It applies to phenomena that can be expressed in terms of numbers that can be subjected to rigorous quantitative analysis (Ibid: 3-5).

The researcher first devised a checklist of Western cultural aspects that may contradict with some Middle Eastern cultures. Then, four main cultural categories were identified, each of which consisted of closely related aspects. Following that, the selected EFL textbook sample was analysed in accordance with the devised checklist

in order to find all utterances and visuals that directly and indirectly referred to the Western cultural aspects in question.

Furthermore, the visuals were included in the analysis as culture can also be implicitly embedded through photos, pictures, illustrations and sketches, which are abundantly present in the analysed textbooks. Unlike many content-analysis studies that only target representative texts and passages, each and every single word and visual in each unit, section and audio script were scanned for the sake of analysis in both the student’s book and workbook in all four of the investigated textbooks. Then the resulting representative occurrences were organized in tables which were in turn analysed to draw findings and conclusions.

3.3. EFL Textbooks

The data of the present thesis is extracted from four global EFL textbooks. These are *English File* pre-intermediate 5th edition written by Christina Latham-Koenig, Clive Oxenden, Jerry Lambert and Paul Seligson (Oxenden, et al., 2019); *Headway* pre-intermediate 5th edition written by Liz & John Soars and Paul Hancock (Hancock, Soars and Soars, 2019); *Face2face* pre-intermediate 2nd edition written by Chris Redston and Gillie Cunningham (Cunningham and Redston, 2013); and *Interchange* pre-intermediate 5th edition written by Jack C. Richards, Jonathan Hull and Susan Proctor (Richards, Hull and Proctor, 2017). The first two books are published by Oxford University Press and the other two by Cambridge University Press. Table 1 provides additional information about the research sample.

Table 3.1: Textbook Sampling

Title Edition Level	Author(s)	Units/pages	Publisher /Year
<i>English File</i> 4 th Ed. Pre- intermediate	Christina Latham-Koenig, Clive Oxenden, Jerry Lambert and Paul Seligson	- Student’s Book: 12 units / 167 pages. - Workbook: 12 units / 95 pages	Oxford University Press / 2019

Headway 5th Ed. Pre-intermediate	Liz & John Soars and Paul Hancock	- Student's Book: 12 units / 159 pages. - Workbook: 12 units / 85 pages	Oxford University Press / 2019
Face2face 2nd Ed. Pre-intermediate	Chris Redston and Gillie Cunningham	- Student's Book: 12 units / 168 pages. - Workbook: 12 units / 88 pages	Cambridge University Press / 2013
Interchange 2 5th Ed.	Jack C. Richards, Jonathan Hull and Susan Proctor	- Student's Book: 16 units / 150 pages. - Workbook: 16 units / 96 pages	Cambridge University Press / 2017

The rationale behind selecting these specific textbooks as the sample of analysis in the current thesis was that upon consulting salespeople in two of the leading global EFL textbook publishers in Turkey, namely Oxford and Cambridge, it was determined that these textbooks were some of the most popular ones at the time of writing this thesis. The pre-intermediate level was chosen since it is believed that most adult and young adult EFL learners fall within this stage, making these books some of the most commonly used ones in the Turkish setting. Also, the most up-to-date edition was selected from each of the textbooks. It is estimated that the intended audiences of these textbooks, which are generally in use in language institutions and universities in Turkey, are adult international general English learners. All these textbooks hold a balanced approach towards presenting the four main skills of English as well as the subskills of grammar, vocabulary and pronunciation.

Each textbook consists of twelve to sixteen units, with each unit containing three to four lessons. Thus, the total investigated units in this thesis in all student's books and workbooks are 52, comprised of 1008 pages. The Analysis of the written text, visuals in the main units, progress check, communication, extra material, writing, audio script, grammar and vocabulary sections in the four student's books and the corresponding four workbooks was conducted using the frequency of occurrence. The analysis unit was any item depicting the intended Western cultural aspects within the framework of the devised checklist, whether this item was illustrated in a word, phrase, sentence, or any unit of written text or visual representation.

3.4. Research Instrument

The main instrument used for data analysis in this research was content analysis, a research tool frequently utilized to investigate the content of written texts in terms of the inclusion of particular words and notions and the relationship between them (Wallen & Fraenkel, 2001: 408). This means that content analysis seeks to identify meaning from a certain document or text (Miles, Huberman, & Saldana, 2013). Furthermore, Krippendorff (2018: 403) defines content analysis as a procedure that provides replicable and valid inferences from texts according to the contexts of their use. Additionally, content analysis is identified as an analytical technique used for measuring the frequency, order or concentration of occurrences of words, phrases, or sentences.

Consequently, content analysis is used as the primary method in the present thesis in order to answer the research questions by investigating the extent of the representation of the target Western cultural aspects within the content of the four selected international EFL textbooks. Weber (1990: 13) states that there is no single precise manner for conducting content analysis. Therefore, the researcher devised the guidelines to select and analyse the data consistently. These guidelines are explained in chapter 3.6 below.

There were several reasons for adopting content analysis as the method for obtaining and analysing data in the current thesis. Firstly, it could yield high inter-rater reliability. In other words, if another researcher were to conduct the same analysis on the same sample using the same steps identified below, they would be bound to obtain similar if not the exact same results. Another benefit of this method was that it enabled the present research to hold high replicability, for the EFL textbooks sampling are easily accessible, and the same exact research can be replicated using the identified checklists of cultural practices. Moreover, adopting descriptive content analysis as the sole method of the thesis negated the element of bias that may exist in opinion-based methods such as interviews and questionnaires. Also, due to restrictions imposed by the pandemic circumstances at the time of conducting the present thesis, this method was determined to be the safest and most practical one.

3.5. Research Participants.

Since this thesis was mainly focused on the cultural analysis of EFL textbooks, there was no focus on participants. The opinions of two other university lecturers from Middle Eastern cultures and two sales representatives who work for major EFL textbook publishers were consulted.

The researcher's role was first as an observer who noticed the presence of Western cultural aspects that may contradict with some Syrian student culture based on his experience as a Syrian ELT instructor, international MA student in Turkey and a young researcher. Then, the researcher compiled the list of the target Western cultural categories (henceforward, WCC's). Later, he performed the data collection and data analysis procedures.

The role of the two small groups, which consisted of three Middle Easterners from Turkey, Iran and Syria and three Westerners from Canada and the USA, was to verify that the compiled cultural aspects that would be analysed in these global English textbooks. Two of the Westerners were also consulted regarding some utterances that the researcher was not certain whether they belonged to the identified WCC's or not. Finally, the two sales representatives were consulted in order to select the textbook sample of the present thesis.

3.6. Data Collection Procedure

In order to address the research questions posed in the present thesis, firstly, the researcher compiled an eight-item checklist that included noticeable Western cultural aspects considered to be in contradiction with Syrian student culture (see table 2). These items were chosen based on the researcher's knowledge, observations and ELT experience in using various international EFL textbooks. The items were first reviewed with several Middle Eastern individuals who come from Iran, Turkey and Syria and a consensus was reached regarding all items in the compiled list. Then, this list was verified with three native English speakers from Canada and the USA who also agreed to all the items in the list to be points of analysis.

As has been stated in the introduction section of the present thesis, the researcher does not claim that the Middle East has one unified culture; what is intended by the Middle

Eastern culture in this study is the culture of Syrian student context who follow the teachings of Islamic principles.

Table 3.2: Western Cultural Aspects that Contradict with Syrian Student Cultural Heritage

Western Cultural Aspects:
<ul style="list-style-type: none">• Going on dates outside of marriage• Having a boyfriend-girlfriend relationship• Going to discos and nightclubs• Going to bars where alcohol is served• Going to pubs• Alcohol consumption• Pork consumption• Cohabiting

It is worth mentioning that the list above is not all-inclusive as these aspects were chosen because they are the most prominent and noticeable Western aspects. Next, these aspects were distributed into four main cultural categories to facilitate data collection and analysis procedures. These WCC's were:

1. dating or having a boyfriend-girlfriend relationship
2. alcohol and pork consumption
3. clubbing and going to bars and pubs
4. cohabitating

Next, the actual stage of textbook analysis was initiated in October, 2020. The analysis was done solely by the researcher whereby each page in each unit of the eight textbook (four student's books and four workbooks), was intensively scanned in search of utterances and visuals referring to any of the four cultural categories identified above. Whenever a reference, whether manifest or latent, was detected, it was recorded in a list using Microsoft Word program and a separate document was used for each of the eight textbooks. Each document had four main sections that corresponded to the four investigated cultural categories. For each utterance, the following information was recorded (see table 3): the utterance text or a mini description if it was a visual reference, unit number, page number and the serial recurrence count. These were recorded to enhance the data authenticity as anyone can verify findings easily by checking the information fully available in the appendices of this thesis against the actual textbooks available in the market.

Table 3.3: A Sample of Data Collection

<i>English File SB</i>		Category 3: Clubbing and going to Bars and Pubs	
Unit	Page	Instance	Serial Recurrence Count
2	16	“One night, I went to a nightclub on the beach and I met a young Frenchman and we fell in love.”	1
	18	A visual showing a couple in a club	2

Specific guidelines were followed in the process of data collection while analysing the selected EFL textbooks. First, all texts in each unit of each textbook were explored regardless of their length and the section where they appeared. Second, the text in subsequent sections following the main units, such as the communication, grammar bank and vocabulary bank sections, was also investigated. Third, illustrations represented in photos and cartoons were also analysed as part of the visual analysis. Fourth, the analysis of Western cultural representation in the textbooks focused on finding relevant occurrences of the cultural aspects in question and arranging them into lists of cultural categories according to which textbook they appeared in and what cultural aspects they represented. Finally, it should be noted that both occurrences that represented the four cultural aspects directly as well as indirectly were taken into account in the analysis. For instance, regarding the cultural aspect of alcohol consumption, the utterance ‘whisky’ was considered a direct reference, whereas ‘we went out for a drink’ was considered an indirect one.

The initial data collection procedure was concluded in December, 2020 for all textbooks. After that, all the obtained data was rescanned for potential outliers, explained in the data analysis section below.

With regards to analysing illustrations and visuals in the textbooks, the focus of the analysis was the concept represented in the illustration. Several guidelines were adhered to by the researcher to consistently select the relevant visual and investigate the cultural aspect represented through it. Firstly, each and every visual in all of the analysed textbooks was scanned. These visuals encompassed pictures, photographs, drawings and cartoons. Secondly, if one visual was present in various sections of the textbook or if one visual from the student’s book was re-featured in the workbook,

each of these repeated visuals were counted separately to determine the frequency and intensity of cultural representation in the textbooks. Thirdly, if the same visual represented more than one target cultural aspect, it was counted accordingly with each category it signified. Fourthly, a brief caption or description of each visual was included in the data accumulation table to represent that visual in order to accurately interpret the data. Lastly, regarding visuals that the researcher was not certain whether they depicted the Western cultural aspects in question or not, these visuals were double checked with two native English speakers separately to make a final decision if they were to be included in the finalized data lists or not. The researcher was not sure of eighteen out of the identified visuals. Upon rechecking them with each of the two native speakers, two of them were removed from the compiled data, and 16 were determined to be representative of the investigated Western cultural aspects.

3.7. An Overview of Data Analysis

After the data collection procedure was concluded, the datasets were checked for outliers. First, the compiled word files were analysed to determine which items the researcher was not entirely sure if they were representative of the target Western cultural aspects or not and these were highlighted. Following that, the native English speakers were consulted again regarding the highlighted textual utterances. Out of these questionable items, only the ones which both native speakers agreed they represented the selected Western cultural aspects were kept in the final data lists. For example, the word ‘gig’ was thought to be associated with clubbing at the data collection phase. However, after consulting with the two native English speakers, it was agreed that a gig refers to a musical performance only, which does not necessarily take place in a club or a bar; thus, all utterances about ‘gigs’ were removed in the final datasets. All in all, 26 items were removed from the data compiled initially.

When the data lists were finalized for each of the eight analysed textbooks, the data analysis phase was initiated. First, an excel file was created that had the following sections (see table 4): column A included the textbook names, column B was about the WCC of Clubbing, bars and pubs, column C included the WCC of Alcohol and Pork Consumption, Column D included information about the WCC of dating or having a boyfriend-girlfriend relationship, column E included the WCC of cohabitating, Column F included the totals of columns B to E, Column G had the total book pages

and the last column was about the density or the average occurrence per page which was obtained by dividing the total occurrences per book (column F) on the total book pages (column G). Rows two to nine included the relevant information about the eight analysed books (four student's books and four workbooks), and row 10 included information regarding the total numbers vertically, i.e., totals for each WCC in all textbooks combined.

Table 3.4: Analysis Table

Book name	Clubbing, bars and pubs	Alcohol and pork consumption	Having a boyfriend - girlfriend relationship	Cohabitation	Total occurrences per book	Total book pages	Density (average occurrence per page)
<i>English File SB</i>							
<i>English File WB</i>							
<i>Face2face SB</i>							
<i>Face2face WB</i>							
<i>Headway SB</i>							
<i>Headway WB</i>							
<i>Interchange SB</i>							
<i>Interchange WB</i>							
Totals							

The table provided the total number of representations of each of the four target WCC's in each textbook. It also provided information regarding the density of Western cultural aspects that contradict with Syrian student culture in each textbook separately. After obtaining this quantitative data, all the obtained utterances and visuals in the eight Word documents were scanned, and the most representative ones were highlighted to illustrate and exemplify key points in the results.

This chapter explained how and why the content analysis method was adopted to analyse a sample of four well-known global EFL textbooks after compiling a list of four WCC's that contradict with some Syrian student culture. The following section

presents a detailed and illustrated description of the findings obtained in the thesis as well as an elaborate discussion about them.



CHAPTER IV

RESULTS AND DISCUSSION

4.1. Introduction

This chapter deals with the findings of the cultural analysis conducted on the four global EFL textbooks identified in the previous chapter (see section 3.3). The texts and visuals of the textbooks have been analysed using content analysis method (see section 3.4). Findings and discussion of this thesis are articulated in a sequence showing the answers to the five research questions respectively. This is done according to each of the four Western cultural categories, which are firstly, dating or having a boyfriend-girlfriend relationship; secondly, alcohol and pork consumption; thirdly, going to bars and pubs and lastly, cohabitating. Then, a section comparing the four different textbooks according to the density of Western cultural representations is presented.

4.2. Representation of Dating or Having a Boyfriend-girlfriend Relationship in the Four Selected EFL Textbooks

This section addresses the first research question about investigating how the WCC of dating or having a boyfriend-girlfriend relationship is represented in the selected EFL textbooks. This is regarded as one of the most common aspects of Western cultures in terms of relationships and has become so prevailing in the west to the point of possibly emphasizing it more than marriage. However, such affairs run against the beliefs of individuals in Syrian cultural context who regard marriage as the sole healthy means of establishing core families and a strongly tied society. Firstly, Table 4.1 shows the frequency of occurrence in both texts and visuals in the four examined textbooks. For a detailed reference of all the actual utterances and description of visuals about this cultural category in all four textbooks, see Appendix-A.

Table 4.1: Representation of the WCC of Dating or having a Boyfriend-Girlfriend Relationship across the four Investigated Textbooks

Textbook	No. of occurrences in texts	No. of occurrences in visuals	Total
<i>English File</i> SB (student's book)	93	9	102
<i>English File</i> WB (workbook)	38	3	41
<i>Face2face</i> SB	43	8	51
<i>Face2face</i> WB	32	1	33
<i>Headway</i> SB	38	0	38
<i>Headway</i> WB	7	0	7
<i>Interchange</i> SB	18	0	18
<i>Interchange</i> WB	3	1	4
Total	272	22	294

When combining the number of occurrences in both SB and WB for each of these four EFL textbooks, the following data was revealed. *English File* 4th edition had a total of 143 references to the cultural aspect of dating. *Face2face* 2nd edition contained 84 references. *Headway* 5th edition featured this concept 45 times, whereas the least number of occurrences appeared in *Interchange* 5th edition with 22. These findings are illustrated in Figure 4.1.

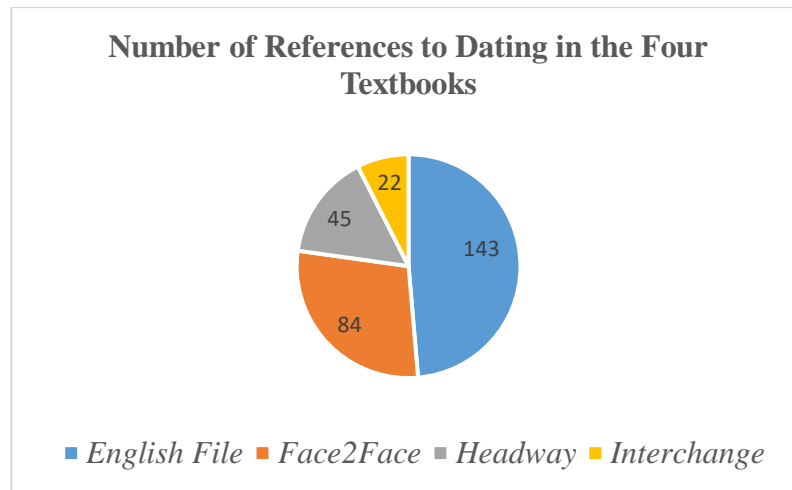


Figure 4.1: Number of References to Dating in the Four Textbooks

Next, a detailed discussion about the representation of this cultural category will be discussed in each of the analysed global EFL textbooks.

4.2.1. Representation of Dating or Having a Boyfriend-girlfriend Relationship in *English File* 4th edition

Right in the very first unit and specifically in lesson 1B in SB, the authors present a whole lesson entitled “The Perfect date?” (8). The lesson contains a reading text entitled “Please date my dad!” which is about Charlotte trying to find a date for her father after her parents split up. The lesson explains how she creates a profile for her dad on a dating website, and students are required to read the profiles of two possible ‘dates’ for Clint, the father, and then to decide by a class vote who the better date for him is between Maggie and Tessa. The following page of the same lesson features Elspeth, who explains how to use her favourite dating app called “Tinder” (SB: 120) -in the audio script- to find possible dates. She explains how she swipes right and left to choose her favourite possible ‘boyfriend’, then she starts messaging him and “romance follows” (SB: 120) as it says in the listening activity. Following this, learners are asked to listen to Elspeth having three dates with three possible boyfriends and decide which is a success (SB: 9). As for the corresponding lesson 1B in WB, one grammar activity about adverbs of frequency in this lesson includes the sentences, “Candice sees her boyfriend. (every day)” and “It is fun to go on a date. (always)” (WB: 07). The most significant aspect of lesson 1B that shows how much the Western

cultural aspect of dating is stressed is the fact that in the span of the four pages of this lesson, two pages in SB and two in WB, the analysis shows that there are 46 references to dating or boyfriend/girlfriend. Thus, the EFL learner is exposed to this Western cultural aspect 11.5 times per page in this lesson alone. These references are primarily direct and textual such as “Dating in the 21st century is very different from when Clint was young” (SB: 8) and “Her mum remarried five years ago and Charlotte has a boyfriend” (SB: 8). On the other hand, these references are presented visually through a photo in SB (9) which features Elisabeth having one of her three dates and a visual in SB (108) which presents a speaking activity featuring Tessa’s profile along with her photo in a dating website.

Consequently, when the Middle Eastern learner is taught this lesson, he or she is heavily exposed to the Western culture of online dating by utilizing visuals, texts, and a variety of activities and linguistic skills. This gives the impression that dating is part of the normal way of life since people of different ages and genders go on dates in the West. The lesson also presents EFL learners with a dating app as if to facilitate this mainly Western cultural practice which may contradict with the local cultures of some Middle Eastern learners such as Syrian culture.

Undoubtedly, lesson 1B is not the only section that encourages dating in *English File*. There is a full text in a communication activity related to lesson 7A that provides learners with tips on “how to survive a first date (and make a success of it)” (SB: 110). In this communication activity, learners are asked to talk about the five tips presented in the book, such as “thinking carefully about what to wear for the date” and “not being too romantic on a first date” (SB: 110) and then reach a decision on what the most important tip for surviving a first date is. Hence, the authors appear to be keen on teaching EFL learners how to start dating successfully. Another lesson, 2C in SB, presents a love story between Hannah and her boyfriend, Jamie and features illustrations showing the couple on multiple dates. It explains how Jamie took his new girlfriend to a “very romantic French restaurant and they talked all evening” (SB: 18) and then how they continued going on dates daily as the reading text states, “Every evening, when Hannah finished work, they met at 5.30 in a coffee bar in the High Street” (SB: 18).

Not only are references to dating and being involved in a boyfriend-girlfriend relationship stated directly in *English File*, but they are included indirectly as well. For

instance, a grammar and vocabulary activity in WB entitled “A question of love” (WB: 25) is about a couple who decides to try out an experiment in which they go out together for a meal, ask each other some questions, take a walk together and then check to see if they can fall in love with each other in this way. At the end of the text, it is mentioned that the experiment did work as the couple are still happy together. Although this text does not mention the words ‘date’, ‘boyfriend’ or ‘girlfriend’ explicitly, the utterances “Jack and I decided to have dinner and ask each other the 36 questions” and “we arranged to meet in a pub” (WB: 25) plus the visual showing the couple holding hands and smiling as well as the context of the activity, all tacitly show the relationship as a boyfriend-girlfriend. Elsewhere in the textbook, indirect references to this WCC are stated in utterances like “I met a young Frenchman and we fell in love” (SB: 16); “Jamie and Hannah saw each other every day” (SB: 18) and “I’m 24 and my partner is 46” (SB: 62), as the context shows they are unmarried, to give a few instances.

All in all, the fact that direct and indirect references to dating and the words ‘boyfriend’ and ‘girlfriend’ appear 143 times in *English File* clearly shows that the authors have strongly emphasized these types of relationships in this EFL textbook. They present tips for dating, dating apps and methods and many dating examples in various sections utilizing diverse activity and skill types both textually and visually. This may leave some adult and young adult EFL Middle Eastern learners from the Syrian cultural heritage using this global EFL textbook at unease as they are urged to learn English while being exposed to cultural practices which may contradict with their ideals and cultures. It would have been an effective strategy if the textbook included different relationship establishing procedures from international cultural contexts. Local and international student backgrounds could have been introduced side by side with the target culture practices.

4.2.2. Representation of Dating or Having a Boyfriend-girlfriend Relationship in *Face2face* 2nd edition

Similar to *English File*, *Face2face* features an entire lesson on internet dating in lesson 2D in SB, which comes as a presentation of ‘real world’ English. This may suggest that the authors feature online dating as part of real-world skills that international EFL

learners are expected to possess to be ‘competent’ in English. The lesson, which features three visuals about a dating website and couples on dates, starts with a group-work discussion about internet dating. This warm-up speaking activity includes questions like “Do you think internet dating is a good idea?” and “is internet dating popular in your country?” (SB: 20). Next, students are asked to read Jackie’s profile on what appears to be a dating website under the name of “matchonline.com”. When the researcher tried to check if this was a real website or not, as any EFL learner might do, the link redirected to another, which was blocked in Turkey by Turkish authorities. There is no way to verify that such a ‘dating’ website was included in a global EFL textbook intentionally on the part of authors or not. Following that, the lesson features two videos showing Jackie going on two dates with two different men and students are asked to identify things in common between her and each of her ‘dates’. In the end, learners are asked to share their opinions on whom Jackie should continue dating and why (SB: 20). Thus, dating is presented more vividly in this lesson not only by text and visuals but also through two video activities that are entirely about people going on dates. In other words, throughout this lesson, learners are encouraged to read, listen, watch and discuss the idea of internet dating, although this may contract with some Middle Eastern learners such as Syrian learners studying this textbook.

This idea is further supported in the corresponding 2D lesson in *Face2face* WB. In this lesson, some people's ‘dating profiles’ are presented, and there are mini dialogues that demonstrate how Bernie has dates with four different women named Hayley, Fiona, Clare and Isabel. The lesson also features Bernie with one of his dates (WB: 14). In one dialogue between Bernie and one of these ‘dates’, Isabel, the conversation goes as follows:

“BERNIE At first, I didn’t like internet dating.

ISABEL *Oh, I didn’t./Nor did I.* But it’s an easy way to meet people, I think.”
(Punctuation as in source, WB: 14)

This may not only motivate learners to try out internet dating as an easy way to start dating but also may encourage them to go out on dates with multiple people, again showing such cultural behaviour as a normal practice of everyday life. Thus, here different cultural expectations about building relationships and different ways for finding a spouse could have been introduced from a multicultural framework. Through

diverse depictions as such learners can find somethings from their own culture or learn different practices engaged in international contexts.

In lesson 2C in WB, there is an entire gab-fill text to practice negative adjectives that explains how Sophie, a single lawyer who has recently moved to London, feels lonely, so she decides to join a dating website. Soon after, she sends an email to a possible dating boyfriend called Neil, who replies positively by sending her his phone number. Later, she gets invited to a Sunday afternoon barbecue where she tells her friend about the dating website and Neil. At first, she does not want to text Neil right away, but her friend urges her to “Text him” and to “Do it now” (WB: 13). When she texts him, the phone of the man standing right behind her at the barbecue party rings, and it is only convenient that the man is none other than Neil. The text explains how they continue dating for a year and eventually get married. This story further demonstrates how dating and joining dating websites is an activity that may lead to finding one’s life partner and eventually getting married. Again, these activities may encourage some Middle Eastern EFL learners such as Syrian learners to believe that this is an acceptable practice, although it may contradict some of their cultural beliefs. A more diverse depiction from different cultural contexts may better suit these global textbooks because their student clientele is from diverse cultural heritages. Such a diverse presentation also gives the message that there are multiple cultural models and they are all acceptable depending on the framework one looks at.

Turning to another part of *Face2face*, lesson 8B in SB features a listening activity in which Louise, who comes from Britain, gives her Argentinian friend, Isabel, tips on meeting her British boyfriend’s parents for the first time. The lesson also includes a picture showing Isabel having dinner with her boyfriend Sam and his parents. This makes the idea of dating more vivid in the minds of EFL learners studying *Face2face*. More importantly, such lessons show dating as a cultural habit approved by parents and society as everyone looks happy in the visual in which the family invites their son’s new girlfriend to dinner (SB: 64-65). Another point that was revealed in the process of content analysis is that *Face2face* sometimes presents dating indirectly through utterances like, “Ask someone out” (SB: 16); “When they first met, Colin wasn’t going out with anyone” (SB: 103) and “I’m meeting Penny Later [the context shows they are going out on a date]” (SB: 155).

Sometimes references to this Western cultural practice were condensed in consecutive pages. For instance, pages 11 through 14 in the workbook feature dating 14 times both textually and visually.

Finally, in an activity in SB lesson 2B, which is aimed at presenting vocabulary items about relationships, students are given phrases like “go out with someone”, “ask someone out”, “go on a date”, “fall in love with someone”, “get engaged” and “get married” (SB: 16) among others as different phases of a relationship and students are asked to put these phrases in order. This obviously suggests that the way to have a relationship is through dating and having a boyfriend or girlfriend, which may then lead to marriage. Consequently, the authors promote this westernized way of life in *Face2face*, a global EFL textbook intended for international communities from diverse cultural heritages, where some people may have cultural values against such a lifestyle. In other words, *Face2face*, an English textbook addressed to people of diverse cultures, as featured on the illustrations on its front cover, is presenting westernized cultural elements such as dating as a way of marriage within its lessons. This unit could be enriched with different relationship building practices and different marriage arrangements from different international contexts.

4.2.3. Representation of Dating or Having a Boyfriend-girlfriend Relationship ***Headway 5th edition***

Headway Pre-intermediate also features this Western cultural habit 45 times, as was shown in Figure 4.1 above. To begin with, once more, there is a complete lesson entitled “A blind date” in unit 1 (SB: 14-15). This lesson attempts to further add to EFL learners’ information about the culture of dating by introducing them to the concept of blind dating. The lesson is introduced with a discussion and listening activity that shows how a survey of 10,000 couples revealed that ‘online dating’ was the way how 12% of these couples first met and how going on “a blind date” helped 3% of them to find their partners (SB: 129). Consequently, the authors of this textbook seem to be trying to persuade EFL learners by means of using surveys and statistics that ‘online dating’ and ‘blind dating’ are some of the ways to meet a partner. The lesson moves on to a reading activity that encourages students to find an answer to the question, “what is a blind date?” after reading a whole magazine article explaining

how “each week [the magazine] organize[s] a blind date between two of [its] readers” (SB: 14). Hence, this lesson and the likes of it certainly create curiosity in the minds of Middle Eastern EFL learners studying them as to find out what a blind date is, which may ultimately affect their social behaviour in ways that may be contradictory to some Syrian traditions and values. After reading the text, the learners are encouraged, in a section called “What happened next”, first to discuss if they think “Kitty and Ross will become boyfriend and girlfriend” (SB: 14) after their blind date and second, to listen and check. The listening task explains how the blind daters text each other again the day after they meet, how all of Kitty’s friends love Ross, how she is happy with him, how Ross goes to see her again, how he thinks this is the beginning of a special relationship and how he can see a future together (SB: 129). Consequently, right from the very first unit of *Headway*, EFL learners are intrigued to learn about what might be a new way of dating for them; they are also shown with supporting statistics and an example that ‘blind dating’ is one ‘normal’ way how couples in the West meet each other and develop successful relationships. The existence or absence of blind dating in different cultures could have been a follow up of this chapter.

In unit six of SB, which is about writing a biography, there is a lesson featuring the life of Prince Henry, son of Princess Diana. There is a lot of information about his characteristics, childhood, study and work life. Towards the end of his biographical information, the lesson states that in 2016 he started “dating American actress Megan Markle” before getting married to her in 2018. On the one hand, this, once more, presents dating as a normal part of a famous British person like Prince Henry and that further stresses the point that dating is regarded as acceptable behaviour in Western cultures. Furthermore, mentioning such information in *Headway*, a global EFL textbook addressed to people of various cultural backgrounds, can be seen as attempting to normalize westernized lifestyles in places where international EFL learners live, where some people might find this foreign to their cultural practices and values.

Unlike *English File* and *Face2face*, *Headway* does not contain visuals that represent dating. However, similar to these textbooks, it implies such relationships in expressions such as “Maybe we’ll get back together” (SB: 129), “I went up there to see it and to see her [his girlfriend]” (SB: 129), “We’ve been together nearly a year

now” (SB: 135) and “So it feels our relationship [boyfriend-girlfriend] just gets better and better” (SB: 135).

Moreover, this textbook is found to add significance to such relationships by representing them as the best thing that can happen in someone’s life as Jess voices this notion out in a listening activity by saying, “Definitely the best thing in my life is being with my boyfriend Alex” (SB: 135); losing your girlfriend can drive you mad as it is stated in a collocation activity: “Colin went a bit crazy when his girlfriend left him” (SB: 141); and that getting abandoned by your boyfriend can be a grave matter as stated in a vocabulary activity, “She was *heartbroken* ... when her boyfriend left her for another woman” (WB: 67).

4.2.4. Representation of Dating or Having a Boyfriend-girlfriend Relationship in *Interchange* 5th edition

Out of the four analysed global EFL textbooks, the least number of representations of the Western cultural aspect of dating and having a boyfriend-girlfriend relationship appears in *Interchanges* with 22. This cultural practice is mainly represented verbally, not visually in *Interchange* and similar to the other three textbooks, such relationships are presented as a standard feature in life as it is stated in a grammar focus section in unit 8 featuring wedding customs in North America: “Before a man and a woman get married, they usually date each other for a year or more” (SB: 54). This idea is further reinforced in the workbook as it is stated that “Before a man and woman get married, they usually date each other” (WB: 46). Consistent with what was expressed regarding the other three analysed textbooks, this aspect is featured chiefly directly through the use of the words, “date”, “boyfriend” and “girlfriend” and less commonly indirectly through utterances such as “We’ve been going out together for almost a year” (SB: 150). Such scenarios might be normal for the Western cultural context but may not be for Syrian cultural context. Thus, depiction of different scenarios in the same chapter could provide a wide spectrum of possibilities in the eyes of international students.

4.3. Representation of Alcohol and Pork Consumption in the Selected EFL Textbooks

This section is concerned with answering the second research question: how the WCC of alcohol and pork consumption is represented in the selected EFL textbooks. The culture of drinking wine and alcoholic beverages is part and parcel of Western cultures. It can be seen mainly in Western media, TV and movies and is regarded as an aspect of daily life in Western societies. Similarly, eating ham and pork is an integral part of Western dietary systems. However, such food and drink culture does not comply with the cultures and traditions of some Middle Eastern societies where consuming alcoholic drinks and eating any products extracted from swine and pigs are not permissible. The frequency and manner of representation of alcohol and pork consumption in the four selected global textbooks are presented in Table 4.2. For a detailed reference of all the actual utterances and description of visuals regarding this cultural category in all of the four analysed textbooks, see Appendix-B.

Table 4.2: Representation of the WCC of Alcohol and Pork Consumption across the Four Investigated Textbooks

Textbook	No. of occurrences in texts	No. of occurrences in visuals	Total
<i>English File SB</i>	32	9	41
<i>English File WB</i>	1	0	1
<i>Face2face SB</i>	25	7	32
<i>Face2face WB</i>	6	2	8
<i>Headway SB</i>	37	8	45
<i>Headway WB</i>	32	6	38
<i>Interchange SB</i>	0	0	0
<i>Interchange WB</i>	0	0	0
Total	133	32	165

After adding up the occurrences in both SB and WB for each of the four global EFL textbooks, the following results were obtained. The textbook which featured alcohol and pork consumption the most was *Headway* 5th edition with 83 occurrences. Next, *English File* presented this WCC 42 times. After that, *Face2face* 2nd included 40 references. Finally, there was not a single reference to drinking alcohol or consuming pork products neither textually nor visually in *Interchange* textbook. Figure 4.2 illustrates the previously mentioned results.

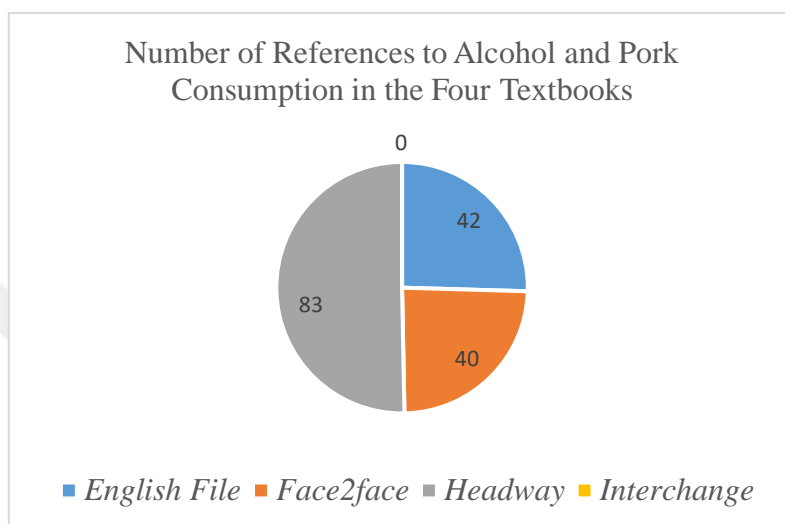


Figure 4.2: Number of References to Alcohol and Pork Consumption in the Four Textbooks

The most visually represented WCC out of the four investigated categories was alcohol and pork consumption with 32 visual representations, as can be seen in table 4.2 above. These representations took the form of pictures and sometimes sketches showing people drinking at social events like parties, on romantic dates, or in the background of some bars and restaurants. Next, a detailed discussion about the representation of this WCC will be presented in each of the analysed global EFL textbooks.

4.3.1. Representation of Alcohol and Pork Consumption in *English File* 4th edition

Pork is featured once in *English File* through a listening activity in which the speaker states, “I tried to order [...] a ham sandwich” (SB: 123). Alcoholic beverages are visually illustrated nine times, all in SB through the use of photos and sketches. The

visuals show people drinking wine on a boat (SB: 17), people drinking and celebrating at a party (SB: 50) and a waitress carrying a tray of drinks (SB: 40), among others.

The authors of this international EFL textbook may or may not realize that inserting visuals of alcohol may offend some international EFL teachers and learners who may be required to use such a textbook if adopted in their educational institutions. Thus, some EFL learners and teachers may feel uncomfortable as they are visually confronted by such illustrations presented in global EFL textbooks while trying to learn or teach English.

This cultural aspect is presented as part of the British way of life in *English File* as it stated in a reading passage in SB, lesson 5A that “The average British person is prepared to wait four minutes to get a drink in a bar” (SB: 38). In an article in SB, lesson 5C that talks about the benefits and dangers of various drinks, Alcohol is the first discussed drink, and it is presented as a drink with benefits to the heart according to scientific research stating that “Two small glasses of red wine a day can cut the risk of heart attack by 30%, especially for middle-aged men” (SB: 43). It is later stated in the same lesson in a grammar activity about quantifiers that “Drinking *a few/a little* red wine can be good for you” (SB: 43).

English File features various types of alcoholic drinks and some alcoholic brand names, as it mentions the word wine in a vocabulary activity: “We had two glasses of wine, not three” (SB: 29); the word ‘beer’ in a listening activity that includes a conversation between two people: “What beer do you drink?”, “Miller Lite” (SB: 91); and the word, ‘champagne’ in another listening activity, “Ah yes, you were drinking champagne. Champagne means a celebration” (SB: 122). It can be understood from the last instance that alcohol is presented very positively as a sign of celebration that probably comes after a success or a happy event. This is typical of Western culture as it can be seen in movies and sporting events.

Finally, while being referred to directly as stated above, alcohol was also referred to indirectly with utterances like “That evening Jenny goes to the hotel to meet Rob and they go out for a drink” (SB: 13). It was confirmed with three native speakers of English that the expression ‘going for a drink’ could only refer to alcoholic drinks. The global textbooks could have added different drinks and food that are uniquely consumed by some cultures such as Eastern Turkistan eating horse meat whereas

American eat deer as a meat delicacy. Thus, textbooks could add more diversity and different ways of being so as to include more cultural worlds.

4.3.2. Representation of Alcohol and Pork Consumption in *Face2face 2nd* edition

Face2face was similar to *English File* in terms of the frequency of references to this Western cultural aspect with 40 occurrences in SB and WB. Nine of these representations were visual, and the rest were textual. Also, all of the 40 references indicated alcohol, whereas none indicated pork consumption.

To start with WB, champagne is also represented as a drink to celebrate happy occasions. In a reading activity in WB, Katy writes an email to her friend explaining how her boyfriend proposed to marry her on their fourth dating anniversary while they were having dinner in Jamie Oliver's restaurant. She says that "The restaurant gave us a bottle of champagne" (WB: 66). Katy also mentions that she saved the bottle for when her friend comes to London.

Switching to SB, alcohol is presented as a good gift when visiting a British person's home for the first time, as mentioned in a listening activity in lesson 8B. In this activity, Louise is telling her Argentinian friend Isabel about some British cultural customs. When Isabel asks if she should take something to eat as a gift, Louise replies by saying, "British people don't often take food bu[t] we usually take something for the hostess, like flowers or a bottle of wine, or some chocolates." (SB: 161). This shows that a bottle of wine is regarded as a good gift in British culture.

Face2face includes two other references that feature some alcoholic beverages as cultural drinks in Western cultures. Firstly, the book presents a conversation between two people at the end of lesson 8 in SB. In this video activity, Natalia asks Liam about his home city, Dublin in Ireland. The conversation goes as follows:

N What's Dublin like?

L [...] And Dubliners are very sociable - they love getting together in the evenings and having a drink, [...] Do you know Guinness, our famous black beer?

N Yes, I've had Guinness here in England.

L Ah, but English Guinness is not like Irish Guinness. And of course, Irish Whiskey is very famous too. (SB: 162)

It can be noticed from this dialogue that Liam, who is Irish, is presenting Guinness, a cultural beer that is closely associated with Ireland. He also mentions the famous Irish whiskey. Furthermore, EFL learner from different cultural backgrounds using this textbook is expected to answer questions like “What Irish drinks are famous?” (SB: 68) and then discuss Irish alcoholic drinks like beer and whiskey. Such a discussion might be uncomfortable to have for some learners such as the Syrian ones.

Secondly, SB, lesson 7A in *Face2face*, features a pair-work information-swap activity in which learners are expected to ask each other about Esmay and Ronnie’s bicycle tour in New Zealand. Part of the tour plan is to “Have lunch at a winery (home of New Zealand Chardonnay) and to “Go on a tour of the winery” (SB: 104). Chardonnay is claimed to be one of the ‘best wines’ produced in New Zealand. Moreover, this dialogue implies that visiting places where wine is produced is a recommended activity to do in New Zealand.

Consequently, it can be seen that wine is presented in *Face2face* as a cultural beverage of some English-speaking countries like Ireland and New Zealand and international EFL learners are expected to learn about and discuss these alcoholic drinks as part of learning English when using this global EFL textbook.

4.3.3. Representation of Alcohol and Pork Consumption in *Headway* 5th edition

Among the four analysed global EFL textbooks in this thesis, *Headway* had the highest number of references to the WCC of alcohol and pork consumption with 83 references, 14 of which were visual while the others were in text form. Some of these visuals presented alcoholic drinks associated with jobs such as a restaurant critic (WB: 43) and a beer brewer (WB: 41); locations where alcohol can be bought such as a supermarket (SB: 46) and an off-license (WB: 28); leisure activities like going to a restaurant (SB: 22) and having a drink at a party with friends (WB:16); and as part of teaching vocabulary and grammatical aspects related to the word ‘wine’ like ‘red wine’, ‘white wine’ and a ‘glass of wine’ (SB: 40).

The most notable reference to alcohol consumption culture in *Headway* appears in WB unit 6. This lesson features a reading passage solely about the Koch family Brewery in Boston, USA (WB: 41). The passage provides information about a beer-brewing business that has been going on for several generations in one American family, and it talks about the ups and downs of the beer industry historically in America. The passage also features a beer brand called ‘Samuel Adams’ both by name and illustration (see figure 4.6). Moreover, details such as how much profit is generated in the US beer industry are given. In fact, the passage stresses the fact that beer is such a profitable business as it is stated in the last paragraph that the Koch family beer brewing business has a value of 1 billion dollars selling “three to four million barrels of beer a year” (WB: 41). It is worth mentioning that a Syrian EFL learner doing the three reading and grammar activities on page 41 will come across 18 written references to the alcoholic drink of beer along with illustrations featuring a brewery and a beer brand. The written references are given in utterances such as, “The Koch family *has brewed / brewed* beer for six generations”; “He just wanted to make good quality, traditionally brewed beer”; “And used it to create his first lager [a kind of beer]” and “His craft quality beer *hit / was hitting* the market at the perfect time, when Americans *began / was beginning* to grow tired of mass produced beer” (WB: 41). Consequently, such texts and activities which seem to promote the culture of beer trade and consumption may probably cause discomfort for some international learners and teachers such as Syrians who may be against alcohol consumption and distribution.

Another point is that alcoholic drinks are repeatedly shown as items of celebration as illustrated in the following examples from both SB and WB: “I’ve got six [bottles] of wine for the party – is that enough?” (WB: 31); “How many bottles of champagne [were drunk] at the wedding?” (WB: 82) and “Great! We’ll [bring] some champagne to toast your new home!” (SB: 126). Additionally, one type of alcoholic drink is featured as partially the thing that can give people a long life. This is stated in SB unit 4 in a reading passage about a fish and ship owner who lived till the age of 101 as “He said that the secret to a long life was a glass of whisky before going to bed and lots of fish and chips” (SB: 43). Finally, pork products are referenced in this EFL textbook a few times in utterances such as “It’s delicious – lots of beef, pork and beans” (WB: 44) and “a slice of ham” (SB: 132).

4.3.4. Representation of Alcohol and Pork Consumption in *Interchange* 5th edition

There were zero references to this cultural aspect in *Interchange*. This might be due to Jack C. Richards, the primary author of this global EFL textbook, being more aware of international cultures than other native English authors; thus, he chose to avoid inserting this cultural item as it may offend certain groups of people from the international backgrounds such as Syrians etc. It is possible to conclude that *Interchange* is a more culturally sensitive textbook in comparison to the other books.

4.4. Representation of Clubbing and Going to Bars and Pubs in the selected EFL textbooks

This section attempts to address the third research question regarding how the WCC of nightlife, clubbing and bars is represented in the selected EFL textbooks. People in Western societies are known for going to such places after work hours or at the weekend. These are the places where they have fun or socialize with friends. It is thought that going to such places where alcohol is customarily served and where mixing and dancing with members of the opposite gender are common may be disfavoured by some people in Middle Eastern cultures such as the Syrian cultural context. Firstly, Table 4.3 features the style of presentation (textual or visual) as well as the rate of occurrence of clubbing and going to bars and pubs in the four examined textbooks. For detailed reference to all the actual utterances and descriptions of visuals about this cultural category in all four textbooks, see Appendix-C.

Table 4.3: The Representation of the WCC of Clubbing and Going to Bars and Pubs across the Four investigated textbooks

Textbook	No. of occurrences in texts	No. of occurrences in visuals	Total
<i>English File</i> SB	24	3	27
<i>English File</i> WB	7	2	9
<i>Face2face</i> SB	34	2	36
<i>Face2face</i> WB	3	2	5

<i>Headway</i> SB	14	0	14
<i>Headway</i> WB	6	0	6
<i>Interchange</i> SB	2	0	2
<i>Interchange</i> WB	2	0	2
Total	92	9	101

Upon calculating the frequency rate of clubbing and going to bars and pubs in both SB and WB for each of the four analysed global EFL textbooks, the total numbers were as follows. *Face2face* had the highest number of references to this Western cultural aspect with 41. *English File* had a similar amount with 36 occurrences. *Headway* included this aspect 20 times while, similar to the first investigated cultural aspects, the least number of occurrences appeared in *Interchange* with only four. These results can be seen in figure 4.3.

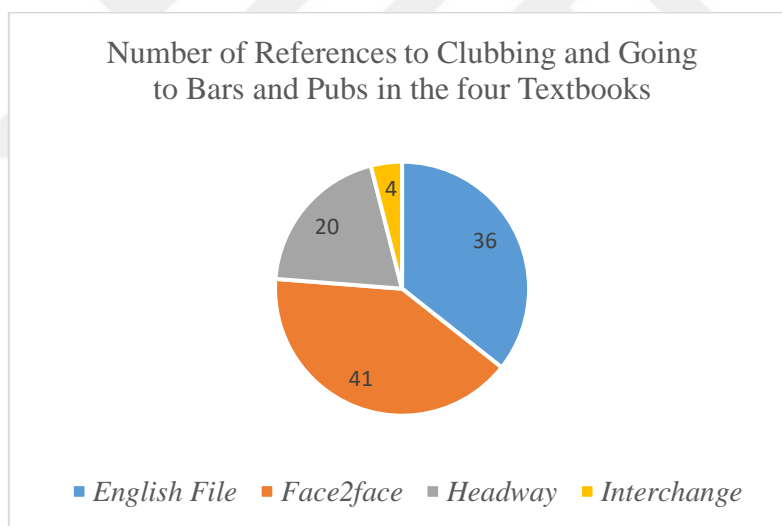


Figure 4.3: Number of References to Clubbing and Going to Bars and Pubs in the four textbooks

Next, a detailed discussion about the representation of this WCC, which contradicts some Middle Eastern cultures such as the Syrian context, will be presented according to each of the analysed global EFL textbooks.

4.4.1. Representation of Clubbing and Going to Bars and Pubs in *English File 4th edition*

English File featured clubs, bar and pubs 36 times, five of which were visual through illustrations showing a group of people at a nightclub in (SB: 18) and (WB: 13), a DJ in a club (WB: 17) as well as a man sitting in a bar ordering a drink and a ham sandwich as it says in the accompanying listening activity (SB: 58).

In *English File*, Clubs, bars and pubs are shown as places where people can meet their romantic partners for the first time or on dates later on. For instance, in a passage in lesson 2B, Jane from London talks about how she first met her French boyfriend saying, “One night, I went to a nightclub on the beach and I met a young Frenchman, and we fell in love” (SB: 16). Moreover, Elspeth, in a listening activity, discusses possible places to meet her boyfriend, so she says, “He suggests a bar in South William Street” (SB: 120) and a woman describes where she and her boyfriend decided to meet, saying, “We arranged to meet in a pub” (WB: 25).

The term ‘nightlife’ may indirectly refer to clubs and bars. Additionally, in Western cultures, a city with lots of ‘nightlife’ options is represented as a very popular city, according to a survey featured in SB, lesson 5B. The TripAdvisor survey about the best cities in the world states that New York in the USA has “the most exciting nightlife” (SB: 40).

Furthermore, pubs, bars, and clubs are represented in *English File* as workplaces for certain professions such as a barman or a DJ and as dining options. For instance, “Tang, who works as a barman at the airport, had not played the lottery for the last ten years” (SB: 101), and a DJ is described as someone who “*plays music in a club*” (SB: 108). Representations of bars as places to eat in *English File* include: “You have to order a drink and a [sandwich] in a bar and ask how much it is and understand the price” (SB: 58) and “A: Do you usually [go out] on Saturday night? B: yes, I often meet up with friends and we go to a bar or have dinner” (WB: 71).

Finally, one lesson that represented going to a nightclub the most was lesson 2C, as this Western cultural aspect was featured verbally and non-verbally 11 times in this lesson alone in SB and WB. The references included utterances such as “It was Hannah’s birthday and she and her friends went to a club” (SB: 18); “[when] Hannah and her friends left the club, the DJ was waiting for her at the door” (SB: 18) and “We

had a great night at the club and we only left at about five in the morning” (WB:17). The lesson is about Hannah who goes with her friends to a nightclub to celebrate her birthday. There, she talks to the Club’s DJ, whom she starts dating afterwards. The lesson explains how Hannah and her friends danced, listened to music specially chosen for her by the DJ and had so much fun that they left the nightclub very late. This cultural practice of going clubbing may not conform with the ideals and culture of some Middle Eastern EFL learners such as Syrians. Thus, this may cause them discomfort while studying such lessons.

4.4.2. Representation of Clubbing and Going to Bars and Pubs in *Face2face* 2nd edition

Among the four analysed global EFL textbooks, *Face2face* was the one that featured the WCC of going to clubs, bars and pubs the most in the present research. It included 41 references to this cultural aspect, four of which were visuals featuring young people clubbing (WB: 29), the front window of a bar (WB: 57), a sign of a pub (SB: 10) and one showing hundreds of people clubbing in a crowded place (SB: 32).

One prime example that shows how pubs and bars are in the heart of Western and specifically British culture is a survey presented in the very first unit of *Face2face* lesson C. The reading passage featuring this survey, entitled, “The British Way of life?”, presents statistics about how people in the UK prefer to spend their free time. At the very top of the passage, it is stated that “British people [...] still love football, going to pubs, watching TV and eating fish and chips” (SB: 10). This means that going to pubs as a leisure activity comes second after football for British people. This page also presents some statistics from the survey stating that “The British are always happy when they are socializing. 55% of *men* and 44% of *women* go to a bar or pub with their friends every week” (SB: 10). This means that more than half the British people surveyed regularly go to bars and pubs. The lesson also presents the logo of a pub called the Red Lion in London. Later in the same lesson, students are presented with a listening activity entitled “Free time survey” in which students should listen to an interview between a researcher and a British person, Robert and then note down how often he does various activities. Notably, the researcher starts her interview with “Right, first question. How often do you go to a bar or a pub?” to which Robert

answers, “Oh, probably about once a week. I sometimes meet friends in the pub after work” (SB: 153). Consequently, the listening activity only consolidates the ideas presented in the reading activity on the previous page, emphasizing the practice of going to bars as one of the most highlighted features of the British culture.

It is worth mentioning that EFL learners studying lesson 1C in *Face2face* are exposed to references to bars and clubs textually, visually and in an auditory manner 11 times in a span of two pages. This bar and pub culture is presented as one of the most loved and preferred activities by the British. In doing so in the very first unit of the book, it appears as if the authors of this textbook are trying to highlight how much British people love going to such places as bars and pubs where alcohol drinking and dating usually occurs. This culture may contradict the norms and cultural values of some learners in the Middle East such as Syrians and may thus distract and demotivate them to learn English.

Another section that features clubbing several times is lesson 4B is SB. The lesson, which talks about using present perfect to talk about life experiences, features utterances like “Have they ever been clubbing together?” (SB: 32) and asks learners to listen to find out who “has never been clubbing” between Alan and Lucy (SB: 32). Later in the lesson, EFL learners are asked in a writing and speaking activity to ask each other about their life experiences, and one of the items in the question’s prompts is “go clubbing all night” (SB: 33). Moreover, the lesson includes a visual featuring hundreds of men and women clubbing in a very crowded area (SB: 32).

Furthermore, in a listening activity in the same lesson, Alan and Lucy talk about their life experiences. A part of their conversation goes like this:

L OK. And have you ever been clubbing?

A No, never. I don't really like dance music or anything like that.

L Oh, but listening to dance music in a club is a fantastic experience. You don't know what you are missing. We should go together sometime.

A Er, yes, maybe.

(SB: 156)

Consequently, Lucy is trying to persuade Alan to go clubbing which is described in this conversation as a ‘fantastic’ experience that one should not miss in their life. Hence, EFL learners such as Syrians, may be indirectly encouraged to do the same and try this Western cultural experience.

Another example that shows how the pub culture is prevalent in Western countries is presented in a video conversation at the end of unit 8 in which Liam is telling Natalia about his hometown, Dublin in Ireland. Liam explains how people can get various alcoholic drinks, discussed in section 4.3.2, in pubs as he states that “of course Dublin has some of the best pubs in the world” (SB: 162). He also gives information about where the Irish like to have a special dish by saying, “You often get it in the pubs at lunchtimes” (SB: 162). This shows that *Face2face* attempts to present the Western and spastically Irish cultural aspects of having the “best pubs” where people often go to ‘enjoy’ various food and drinks.

Finally, it was noticed that one pub called the Red Lion, which is a historical and cultural icon in London, was featured five times throughout SB, one time visually and four verbally in the utterances, “Let’s meet at the Red Lion” (SB: 76, 146(twice) and 163).

4.4.3. Representation of Clubbing and Going to Bars and Pubs in *Headway* 5th edition

There were 20 references to this Western cultural aspect in *Headway*, none of which was visual. The first mention of pubs and bars in this global EFL textbook appears in unit one, which presents a survey about how people meet their life partners for the first time. It is stated in a listening activity in this lesson that “6% meet at a bar or club” (SB: 129). This entails that going to such places may be recommended if one seeks to start a relationship.

Furthermore, bars and pubs are repeatedly represented in this textbook as the place to go to have fun, as in “I often *meet friends for a drink* in the pub near my office after work” (SB: 23); “Once a week, he closed the shop and went to have lunch (not fish and chips!) with friends in the local pub” (SB: 42); “[last] year we went to a club” (WB: 23) which is said by someone explaining what they did for their last birthday; “I

had work and boxing and then it was time for the pub” (WB: 51) and “It’s so exciting-you can party all night in the cocktail bars and nightclubs” (WB: 44).

Clubs and bars are also represented as places of attractions in cities in *Headway*. For instance, in a grammar activity about tense review, a teacher describes one of the advantages of his apartment in Montreal, Canada by stating that “It only [takes] me five minutes to walk downtown, where I can shop or go to cafes and clubs” (WB: 6). Another example about this idea appears in SB unit seven in a question-making activity entailed “What’s Berlin like?” (SB: 71). An interviewer asks, “What’s [the nightlife] like?” to which a person called Mat replies, “It’s fantastic. There are lots of really good bars and clubs [...]. Its’ the best thing about Berlin.” This means that the authors present nightlife as not only one of the attractions of a city but also as the best thing to have in a particular city, highlighting the importance of the cultural practice of going to clubs and bars in Western cultures. This may be against the values and cultures of some Middle Eastern EFL learners such as Syrians studying this EFL global textbook.

4.4.4. Representation of Clubbing and Going to Bars and Pubs in *Interchange* 5th edition

Interchange was found to be the least representative of this WCC with only four textual references. However, bars and nightlife were modified with positive terms and similar to *Headway*, *Interchange* referenced them as elements of attraction in cities as in “Both Rio De Janeiro and Buenos Aires have exciting nightlife” (WB: 2) and “The city has lots of entertainment options too, like museums, shopping and nightlife” in reference to the city of Aarhus in Denmark in a reading text entitled “The World’s Happiest Cities” (SB: 13).

4.5. Representation of Cohabiting in the Selected EFL Textbooks

This section addresses the fourth research question regarding how the WCC of cohabitating is represented in the selected EFL textbooks. Cohabitating refers to a man and a woman who live together as partners despite being unmarried. This is different from just having a boyfriend or girlfriend, and it is becoming increasingly popular in

Western societies. However, this Western cultural aspect is in contrast to the norms and values of some people in Middle Eastern cultures such as Syrians, where marriage is viewed as the way for a couple to stay together as intimate partners. Table 4.4 shows the rate of occurrences in texts and visuals in the four examined global EFL textbooks. For a detailed reference of all the actual utterances and description of visuals about this cultural category in all four textbooks, see Appendix-D.

Table 4.4: The Representation of the WCC of Cohabiting across the Four Investigated Textbooks

Textbook	No. of occurrences in texts	No. of occurrences in visuals	Total
<i>English File</i> SB	3	0	3
<i>English File</i> WB	0	0	0
<i>Face2face</i> SB	0	1	1
<i>Face2face</i> WB	0	0	0
<i>Headway</i> SB	3	0	3
<i>Headway</i> WB	0	0	0
<i>Interchange</i> SB	0	0	0
<i>Interchange</i> WB	0	0	0
Total	6	1	7

It can be seen from the table above that this Western cultural aspect was featured only in SB's, whereas there were not any references to it in WB's. This aspect appeared in *English File* pre intermediate 5th edition three times, and so was the case in *Headway* textbook. Additionally, there was one reference to this aspect in *Face2face*. However, not a single reference to cohabiting was found in *Interchange* 5th edition. These findings are illustrated in figure 4.4.

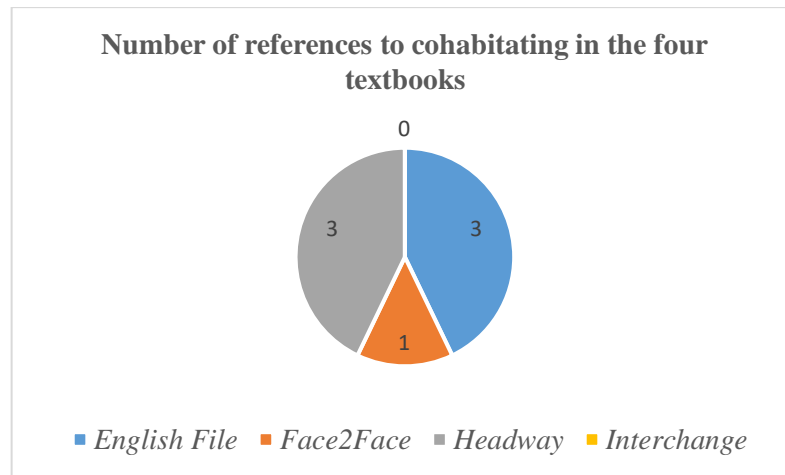


Figure 4.4: Number of references to Cohabiting in the Four Textbooks

Next, a discussion regarding the representation of the Western cultural aspect, cohabitating, which contradicts with some Middle Eastern norms such as the Syrian context, will be discussed in the analysed global EFL textbooks.

4.5.1. Representation of Cohabiting in *English File* 4th edition

In a reading text adapted from the Guardian newspaper in SB, lesson 2B, EFL learners are introduced to what seems to be a true story about a young lady called Jane who goes on holiday in France where she meets her French boyfriend and falls in love with him. Jane states in the passage, “We lived together for six years” (SB: 16) in reference to herself and her boyfriend. Learners discover that although this couple had lived together for six years, they were, in fact, never married as Jane states towards the end of the passage that “although my French boyfriend and I broke up in the end, we’re still in touch” (SB: 16). This is presented as a casual and normal way of life in the Western world as two people can live together for years and then break up without the tie of marriage. This notion might cause discomfort for some EFL learners in the Middle East such as the Syrian context who may regard cohabitating as a contradiction to their cultural values.

This Western cultural practice is reinforced in two more occasions as, in the very next page, learners are introduced to a listening activity in which Anya is describing a photo of her with her boyfriend on a beach saying, “And this one is on the beach on Cornwall with my boyfriend, Ollie. I was staying with him in the Easter Holidays” (SB: 120).

Cohabiting is referenced here through the term ‘staying with him’. The last reference to cohabiting in *English File* is presented in lesson 5A in a listening activity in which a lady is talking about how her life has changed over the last year by saying, “I definitely spend a lot more time cooking now than I did before. I think because, er, about a year ago I started living with my boyfriend” (SB: 121).

4.5.2. Representation of Cohabiting in *Face2face* 2nd edition

There is a single reference to cohabiting in this EFL textbook in the language summary of unit 12 through a sketch visual showing a couple at home getting ready to go out. One sentence in this activity reads, “my girlfriend always takes a long time to get ready” (SB: 151). This means that the couple are unmarried and live together; thus, they are involved in a cohabiting relationship.

4.5.3. Representation of Cohabiting in *Headway* 5th edition

The references to this cultural practice appear in a listening activity in SB, unit two. Ms. Crumble, an old lady, talks about her young neighbour, Alfie and how his girlfriend is living with him by saying, “He’s got a girlfriend. She’s very pretty. Blond hair, dyed. She’s living with him. I know young people often live together nowadays, but I don’t like it, living together and not married. It’s not right” (SB: 130). This shows that cohabiting is practiced often in Western societies by the younger generation, although this practice is frowned at by older generations. Similarly, this lifestyle is likely to contradict with the values and cultures of some Middle Eastern learners such as the Syrians using this global EFL textbook.

4.5.4. Representation of Cohabiting in *Interchange* 5th edition

There were zero references to this Western cultural aspect in *Interchange*. This might be due to the authors' awareness regarding the sensitivity of this topic in various cultures, such as some of the cultures in Syria in the Middle East.

4.6. The Density of Representation of WCC's in each of the Four EFL Textbooks

To address the fifth and final research question, the analysis results were rearranged according to the total Western cultural references in each of the four investigated textbooks separately to determine how densely each one represents these cultural aspects. Figure 4.5 presents a chart that illustrates the quantity of WCC's in the four analysed EFL textbooks.

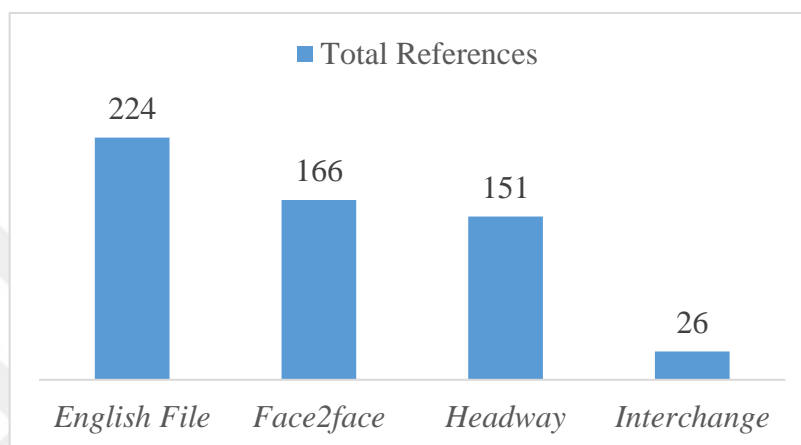


Figure 4.5: Total Number of References to the Target WCC's in the Four EFL Textbooks

It can be perceived from the chart that *English file* contained the highest number of references to Western cultural aspects that may contradict with some Middle Eastern cultures as it included 224 in SB and WB combined. Next was *Face2face* with 166 references, followed by *Headway* with 151 occurrences, whereas the global textbook that included the least amount of such Western cultural representation was *Interchange* with only 26 references in both SB and WB. Moreover, it was revealed that in all four textbooks, the number of cultural references was higher in the student's book than in the workbook. This is probably because SB's includes more pages and sections than WB's. Besides, the main content is usually introduced in SB; whereas, WB offers supporting content.

In order to present the manner of representation, the number of visual references was calculated separately from textual representations, as illustrated in figure 4.6 below. Once again, it was found that *English File* had the highest number of textual and visual references out of the four analysed global textbooks.

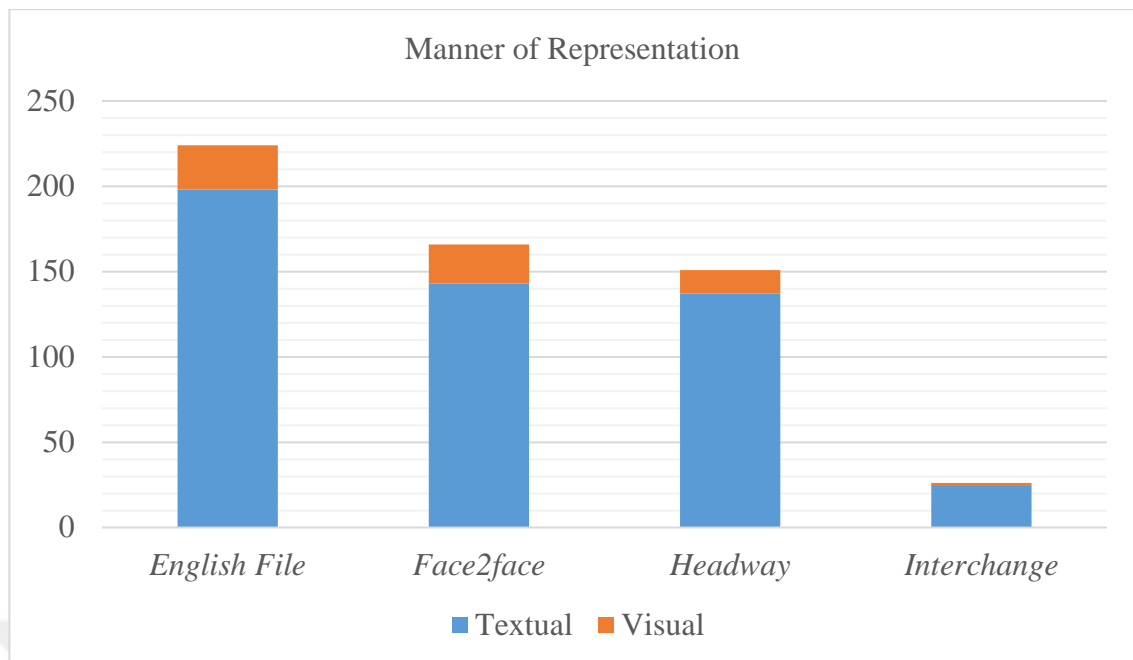


Figure 4.6: Manner of Representation of Western Cultural Aspects in the Four Textbooks

Finally, in order to calculate the density of representation, the ratio of total Western cultural references in relation to the total book pages in each of the eight textbooks, the four SB's and four WB's, was calculated (see Table 4.5).

Table 4.5: The Density of Representation of Western cultural References in each of the Analysed Textbooks

Textbook	Total references	Number of pages	Density (references per page)
<i>English File SB</i>	173	167	1.04
<i>English File WB</i>	51	88	0.58
<i>Face2face SB</i>	120	168	0.71
<i>Face2face WB</i>	46	96	0.48
<i>Headway SB</i>	100	159	0.63
<i>Headway WB</i>	51	85	0.60
<i>Interchange SB</i>	20	150	0.13
<i>Interchange WB</i>	6	96	0.06

Based on the analysis, it can be concluded that some Middle Eastern learners such as the Syrians using *English File SB* encounter references to Westernized practices that

may contract with their cultural values such as dating, clubbing, drinking and cohabitating in an average of more than one reference (1.04) per page. This entails that such a textbook is highly dense when it comes to such cultural content. *Face2face SB*, *Headway SB* and *Headway WB* can also be described as relatively dense in their presentation of the analysed WCC's with 0.71, 0.63 and 0.60 occurrences per page, respectively. On the other end of the spectrum, *Interchange SB* and *WB* had 0.13 and 0.06 occurrences per page, respectively. This means they were the least dense in representing the investigated Western cultural elements.

Consequently, the portion of Middle Eastern learners such as the Syrians whose cultural beliefs may contradict with the analysed Western cultural aspects might wish to avoid using global EFL textbooks such as *English File*, *Face2face* and *Headway* since these Western cultural values are densely represented in these three textbooks. On the other hand, such learners might wish to adopt a textbook such as *Interchange* as it contains very sparse representation of the Western aspects in question.

CHAPTER V

CONCLUSION

5.1. Introduction

Cultural textbook Analysis research is a vast field where this essential ELT material, the English textbook, can be analysed to determine how successful it can be in developing learners' cultural awareness while preserving and strengthening their local cultural values. This field of research is highly beneficial for EFL teachers as it equips them with the criteria they need for evaluating textbooks culturally should they need to select a textbook for their learners or establishments, and it reveals areas of weakness in the textbook for authors and publishers to improve future editions.

5.2. Summary of the Study

The current thesis has sought to examine four global EFL textbooks in terms of the quantity and manner of representation of Western cultural concepts that may contradict with the beliefs of some international students such as the Syrians. The Western cultural aspects under investigation were dating or having boyfriend-girlfriend relationships, alcohol and pork consumption, going to bars and nightclubs as well as cohabitating. Descriptive content analysis was applied on the textbook sample comprised of four global EFL textbooks: *English File pre-intermediate* 5th edition, *Headway pre-intermediate* 5th edition, *Face2face pre-intermediate* 2nd edition and *Interchange pre-intermediate* 5th edition.

Findings indicated that the most prevalent Western cultural component that may contradict with some international cultures such as in the Syrian context was dating as it was represented over 290 times textually and visually in the student's books and workbooks of the four analysed textbooks. The second most frequent Western cultural

component was alcohol and pork consumption, with over 160 references in the analysed book sample. The third was clubbing and going to bars or pubs with just over 100 occurrences, and the least represented Western cultural practice that might contradict with some middle Eastern cultures was that of cohabitating with seven references in the analysed sample. Furthermore, although the four western cultural categories under investigation were featured mainly textually, they were also illustrated visually over 60 times in all four of the analysed textbooks.

Regarding the English textbooks analysed in this thesis, *English file pre-intermediate* 5th edition contained the highest number of WCC's with over 250 references to all four identified aspects. Moreover, the density of representation or the ratio of Western cultural references in this textbook in relation to the total number of its pages was 1.04 in SB and 0.58 in WB. This indicated that Western cultural elements that may not be in tune with some international cultures such as the Syrian context were densely represented in this global EFL textbook. *Face2face pre-intermediate* 2nd edition was second in this classification with over 160 references to the analysed cultural aspects in its SB and WB. It had a density rate of 0.71 and 0.48 in its SB and WB, respectively. The third was *Headway pre intermediate* 5th edition with just over 150 references and a 0.63 density rate in its SB and 0.60 in its WB. Finally, the global textbook with the least WCC density rate was *Interchange pre-intermediate* 5th edition which included only 26 references in both its SB and WB with density rates of 0.16 and 0.06, respectively.

5.3. Limitations and Recommendations for Further Research

Although the current thesis does not claim to be comprehensive, it is fair to say that it has accomplished its main aims by providing insights into specified Western Cultural representation in global EFL textbooks. However, some limitations of the study include the fact that the sample of analysis was limited to four EFL textbooks, and the analysis only targeted the pre-intermediate level of the selected textbooks due to time constraints. Therefore, future research may include a more comprehensive sample and other levels in order to obtain more generalizable data.

Undoubtedly, the topic requires further research as well as a more varied research methodology, such as conducting interviews and surveys with local EFL teachers and

learners to discern their opinions on the Western cultural content in their EFL textbooks.

5.4. Pedagogical Implications

Some implications can be drawn from the present research. Firstly, some international students such as Syrians who are keen on preserving their local identity and cultural values may find global EFL textbooks such as *English File*, *Face2face* and *Headway* to be less appropriate since they contain a high density of Western aspects that may contradict with some of their cultural values. Consequently, national education policymakers, curriculum planners and directors of studies in the Middle East and in other international contexts have a responsibility to check the explicit and tacit cultural content in the global EFL textbooks they select for their local learners to ensure that they are compatible with local cultural values. Thus, they may need to adopt global textbooks such as the *Interchange* series as it is not saturated with cultural practices that may offend some of their local learners.

Moreover, teaching English as a foreign language should not be confined to blind adoption of the values of target communities; Middle Eastern learners such as Syrians should move from passive consumption of Western cultural information in their global EFL textbooks to sustained awareness and active criticism of it. Furthermore, teachers have a significant role in engaging their students in activities that not only focus on target cultural aspects, but also ones that explore students' own cultural knowledge as well.

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APPENDIX-A. All References to Dating or Having a Boyfriend-girlfriend Relationship in all Analysed EFL Textbooks

Book	Page	Instance	Recurrence count
English File SB	2	The Perfect Date?	1
English File SB	8	The Perfect Date? [lesson title]	2
English File SB	8	Please date my dad!	3
English File SB	8	What was dating like when Clint was young?	4
English File SB	8	How does Clint find dates now and how does Charlotte help him?	5
English File SB	8	Do you think Charlotte is the best person to help find her dad a date?	6
English File SB	8	'So, how was the date?'	7
English File SB	8	Her mum remarried five years ago and Charlotte has a boyfriend.	8
English File SB	8	He's always the one who pays on dates.	9
English File SB	8	Dating in the 21 st century is very different from when Clint was young.	10
English File SB	8	Internet dating has changed everything.	11
English File SB	8	Charlotte wrote Clint's dating profile for an online dating website.	12-13
English File SB	8	Clint would like to meet a woman who works, preferably a businesswoman. [lesson topic is online dating]	14
English File SB	8	He has had several dates.	15
English File SB	9	A visual showing a couple on a date. [as explained in the accompanying listening activity]	16
English File SB	9	He meets interesting people on dates.	17
English File SB	9	A date for Clint.	18
English File SB	9	Ask and answer questions about two possible dates for Clint.	19
English File SB	9	Have a class vote. Who do you think is the better date for Clint?	20
English File SB	9	Listen to Elspeth Gordon a journalist, talking about a dating experiment.	21
English File SB	9	Now Listen to Elspeth describe her first two dates.	22
English File SB	9	Now, listen to the third date.	23
English File SB	9	Do you think they have a second date	24
English File SB	9	Do you think a member of your family could choose a good date for you? Do you think you could choose one [date] for them?	25-26
English File SB	16	I met a young Frenchman and we fell in love. [the context shows they remain as boyfriend and girlfriend]	27

English File SB	16	The following year, one of my boyfriend's friends saw the photo in a magazine.	28
English File SB	16	And although my French boyfriend and I broke up in the end, we're still in touch.	29
English File SB	16	A visual showing a young man and his girlfriend in a garden. [as explained in the accompanying reading activity]	30
English File SB	17	When Cartier-Bresson took the photo, Jane and her boyfriend were looking at an owl in a tree.	31
English File SB	17	A visual showing a lady with her boyfriend on a beach. [as explained in the accompanying listening activity]	32
English File SB	18	A visual showing a couple having a date [as explained in the accompanying reading activity]	33
English File SB	18	another visual showing a couple having a date [as explained in the accompanying reading activity]	34
English File SB	18	He took her to a very romantic French restaurant and they talked all evening. [the contexts states that they kept dating afterwards]	35
English File SB	18	Jamie and Hannah saw each other every day. [the context shows they had dates every day]	36
English File SB	18	Every evening, when Hannah finished work they met at 5.30 in a coffee bar in the high street. [as part of their daily dating]	37
English File SB	18	As usual she was going to meet Jamie at 5:30 . [as part of their daily dating]	38
English File SB	19	We fell in love on our first date.	39
English File SB	24	He phones an ex-girlfriend, Sarah	40
English File SB	25	A visual showing a man and his ex-girlfriend talking on the phone [as explained in the accompanying listening activity]	41
English File SB	34	So when you are feeling jealous on a Saturday night because your best friend is having a romantic dinner with her boyfriend in Venice, stop and ask yourself, 'is she really there, or is she just sitting at home feeling bored like me?	42
English File SB	55	Do you think it is possible _____ with an ex-boyfriend or girlfriend?	43-44
English File SB	55	A visual of a man sitting at a table with his girlfriend.	45
English File SB	61	Rob broke up with his girlfriend a year before he met Jenny.	46
English File SB	62	I'm 24 and my partner is 46. [context shows they are unmarried]	47
English File SB	62	We've been together for two years. [context shows they are unmarried]	48

English File SB	62	And we have a wonderful relationship [as boyfriend and girlfriend]	49
English File SB	62	It was my girlfriend's birthday yesterday.	50
English File SB	63	He should stay where he has a job and see his girlfriend at weekends.	51
English File SB	89	Boyfriend	52
English File SB	89	Finding a boyfriend or girlfriend	53 – 54
English File SB	94	Where's your girlfriend?	55
English File SB	96	According to Rosemary, Emma said she was a. seeing another man.	56
English File SB	102	A visual showing woman's profile in a dating website.	57
English File SB	102	A date for Clint.	58
English File SB	102	Who do you think is a better date for Clint?	59
English File SB	104	B will tell you five tips to survive a first date (and make a success of it)	60
English File SB	108	A visual showing woman's profile in a dating website.	61
English File SB	108	A date for Clint	62
English File SB	108	I don't like mean men who never pay for dates.	63
English File SB	108	Who do you think is a better date for Clint?	64
English File SB	110	Read the article how to survive a first date (and make a success of it)	65
English File SB	110	How to survive a first date (and make a success of it)	66
English File SB	110	Think carefully about what to wear for the date.	67
English File SB	110	Don't be too romantic on a first date.	68
English File SB	110	Silence is a killer on a first date.	69
English File SB	120	It's not easy to meet people here. So who can help me? my mother and a dating app.	70
English File SB	120	My favorite dating app, called tinder, shows you photos of possible partners with a lot of information about them.	71
English File SB	120	I've promised to go on a date with the man she chooses,	72
English File SB	120	Date1	73
English File SB	120	My first date is with a nice guy called John.	74
English File SB	120	Then my date arrives	75
English File SB	120	We got on well and it is a fun date	76
English File SB	120	Date2	77
English File SB	120	At the end of the evening, he asks for a second date	78
English File SB	120	I agree to the date	79
English File SB	120	Date 3	80
English File SB	120	Date number 3 is George	81
English File SB	120	And this one is on the beach on Cornwall with my boyfriend, Ollie.	82
English File SB	121	I have a friend, well an ex-boyfriend really, who I was with when I was a student,	83

English File SB	121	[An audio track between Jake and his ex-girlfriend] So when can we meet?	84
English File SB	121	I think because er about a year ago I started living with my boyfriend.	85
English File SB	121	And also my boyfriend is vegetarian	86
English File SB	123	Then you can decide if you are going to stay with this man [her boyfriend] or not.	87
English File SB	123	Well, I have been with my girlfriend for three years	88
English File SB	123	Should I stay here where I know I have a good job and possibly lose my girlfriend.	89
English File SB	127	Brazil - from - is - girlfriend - your ?	90
English File SB	128	On their first date they went to a restaurant	91
English File SB	128	After that they started meeting every day.	92
English File SB	133	James _____ his girlfriend's family. (not meet)	93
English File SB	133	No, but my boyfriend _____ me a jacket for my birthday last week. (give)	94
English File SB	133	I / not meet / his girlfriend. (Yet)	95
English File SB	140	You should leave your boyfriend.	96
English File SB	140	You ought to leave your boyfriend.	97
English File SB	141	No, it's her boyfriend's.	98
English File SB	141	Maya has a new boyfriend, but I haven't met _____ yet.	99
English File SB	143	You / know your boyfriend _____ ?	100
English File SB	153	Who do you think should pay _____ the meal on a first date?	101
English File SB	165	You sister / a boyfriend	102
English File WB	2	The perfect date [name of a lesson]	1
English File WB	4	What does <i>do your boyfriend / does your girlfriend</i> do?	2-3
English File WB	4	girlfriend / student / is / your	4
English File WB	6	The perfect date [name of a lesson]	5
English File WB	6	Does your boyfriend have <u>brown</u> eyes or <u>blue</u> eyes?	6
English File WB	6	Jamie's new girlfriend is really e _____ - she loves meeting new people.	7
English File WB	6	_____ Louise _____ to marry her boyfriend? (want)	8
English File WB	7	Candice sees her boyfriend. (every day)	9
English File WB	7	It is fun to go on a date. (always)	10
English File WB	7	A visual showing a boyfriend and a girlfriend [as it says in the accompanying reading activity]	11
English File WB	7	My Boyfriend Jamie [Title]	12
English File WB	7	I'm very different from my boyfriend, Jamie.	13
English File WB	14	I met my boyfriend ____ school	14

English File WB	16	We had a great summer and we carried on seeing each other when we got home.	15
English File WB	16	_____ I don't really like Ryan, I went on a date with him.	16
English File WB	17	A visual showing a lady and a man having a date. [as it is explained in the context]	17
English File WB	18	Last summer, I flew to New York with my boyfriend.	18
English File WB	20	What do you think of Jenny's new boyfriend?	19
English File WB	21	Your girlfriend drives too fast.	20
English File WB	25	Jack and I decided to have dinner and ask each other the 36 questions. [context shows they will have a dinner on a date]	21
English File WB	25	A visual showing a couple holding hands [context shows they are unmarried]	22
English File WB	32	It's _____ to my parents' house than it is to my boyfriend's. (far)	23
English File WB	43	I won't tell your girlfriend.	24
English File WB	47	My boyfriend is unemployed.	25
English File WB	54	I've had an argument with my boyfriend.	26
English File WB	55	I _____ a _____ from my boyfriend saying he is going to be late.	27
English File WB	58	Is that your boyfriend's car?	28
English File WB	64	I'll never forget my first girlfriend.	29
English File WB	65	When _____ Sandra _____ her boyfriend? (meet)	30
English File WB	69	My ex-girlfriend ran <i>over / past</i> me but she didn't say hello	31
English File WB	81	Does your girlfriend know you're here?	32
English File WB	82	Frank's date with Wendy was disaster.	33
English File WB	84	I haven't met my brother's boyfriend yet.	34
English File WB	85	I <i>said / told</i> you that I had a new girlfriend.	35
English File WB	85	Jack _____ me that he didn't have a girlfriend.	36
English File WB	88	does your boyfriend do	37
English File WB	88	Is your girlfriend a student?	38
English File WB	88	Candice sees her boyfriend every day.	39
English File WB	88	it's always fun to go on a date	40
English File WB	95	hadn't met her brother's girlfriend yet.	41
Face2face SB	16	Ask someone out	1
Face2face SB	16	Go on a date	2
Face2face SB	17	Where they went out on their first date	3
Face2face SB	17	How long they went out together before they got married	4
Face2face SB	20	Internet Dating [The title of "Real World" Unit 2.D]	5
Face2face SB	20	Do you think internet dating is a good idea?	6
Face2face SB	20	Is internet dating popular in your country?	7
Face2face SB	20	She doesn't want her date to live far away	8
Face2face SB	20	A visual showing a dating website	9

Face2face SB	20	A visual showing a couple having a date	10
Face2face SB	20	Another visual showing another couple having a date	11
Face2face SB	20	Jackie has two dates	12
Face2face SB	20	Then watch or listen to her date with Damon.	13
Face2face SB	20	Then watch or listen to her date with Kevin.	14
Face2face SB	48	Ex-girlfriend	15
Face2face SB	65	A visual showing a lady having a meal with her boyfriend and his parents [as it is explained in context]	16
Face2face SB	65	Isabel is having dinner with Sam [her boyfriend] and his parents	17
Face2face SB	103	On their first date they went to the theatre and Linda fell asleep.	18
Face2face SB	103	When they first met, Colin wasn't going out with anyone.	19
Face2face SB	103 Linda with anyone when she met Colin? (go out)	20
Face2face SB	109	When they first met, Linda had a boyfriend.	21
Face2face SB	109	Where they on their first date? (go)	22
Face2face SB	109 Colin with anyone when he met Linda (go out)?	23
Face2face SB	116	Go on a date	24
Face2face SB	116	Ask someone out	25
Face2face SB	116	While we / wait / to see a doctor, Josh / ask / me out.	26
Face2face SB	116	We / go / on our first date two weeks later	27
Face2face SB	118	My parents (-) my new boyfriend.	28
Face2face SB	120	A boyfriend you had in the past is your <i>ex-boyfriend</i> .	29 - 30
Face2face SB	129	ask (someone) out	31
Face2face SB	129	go on a date	32
Face2face SB	129	Go out (with someone)	33
Face2face SB	129	A sketch visual showing a man asking a woman out	34
Face2face SB	129	A sketch visual showing a couple on a date	35
Face2face SB	129	Another sketch visual showing a couple on a date	36
Face2face SB	138	Your ex-girlfriend is a woman you went out with in the past.	37 - 38
Face2face SB	139	She isn't your girlfriend now.	39
Face2face SB	142	His new girlfriend seems very nice.	40
Face2face SB	151	<i>My girlfriend always takes a long time to get ready.</i>	41
Face2face SB	151	A sketch visual showing a girlfriend and a boyfriend getting ready to go out. [as	42

		mentioned in an example above on the same page]	
Face2face SB	155	Did you ask her out?	43
Face2face SB	154	A full conversation between a couple on a date	44
Face2face SB	155	Another full conversation between a couple on a date	45
Face2face SB	155	I'm meeting Penny Later [on a date]	46
Face2face SB	155	You're meeting Penny later [on a date]	47
Face2face SB	161	You know Sam, my new boyfriend?	48
Face2face SB	161	A full conversation between a woman, her boyfriend and his parents. [as it is explained in context]	49
Face2face SB	163	Well, actually I've just started going out with a guy from work	50
Face2face SB	164	No, somebody bought their clothes for them – usually their wives or girlfriends.	51
Face2face WB	11	Think about his girlfriend	1
Face2face WB	11	Paulina and her boyfriend lived in china for three months	2
Face2face WB	11	I was working in Spain when I met my boyfriend.	3
Face2face WB	11	This time last year, they were going on dates and now they're married.	4
Face2face WB	11	I met my boyfriend on holiday last summer.	5
Face2face WB	12	At the time. She was going out with another man.	6
Face2face WB	12	/she/ go out / with anyone when she went back to Uzbekistan	7
Face2face WB	12	_____ out _____ someone	8
Face2face WB	13	She decided to join a dating website and started looking at profiles	9
Face2face WB	13	And he joined the dating website on Saturday too	10
Face2face WB	13	Sophie joined the dating website on the same day as Neil.	11
Face2face WB	13	She joined a dating website	12
Face2face WB	14	Unit Title: internet dating	13
Face2face WB	14	Bernie has four dates (an activity about a guy going out on dates with four different women)	14
Face2face WB	14	A visual showing the couple going on date [as explained in context]	15
Face2face WB	14	At, first I didn't like internet dating.	16
Face2face WB	14	So, do you go on a lot of dates?	17
Face2face WB	31	Ex-boyfriend	18
Face2face WB	35	My girlfriend and I _____ (travel) to Canada at the end of June for a friend's wedding.	19
Face2face WB	35	..., but my girlfriend hasn't got any experience.	20
Face2face WB	41	Your boyfriend is very easy-going.	21

Face2face WB	i	Was thinking about his girlfriend	22
Face2face WB	i	Was she going out with anyone when she went back to Uzbekistan?	23
Face2face WB	ii	Internet dating	24
Face2face WB	iii	Ex-boyfriend	25
Face2face WB	vii	I'm not married. However, I've got a girlfriend.	26
Face2face WB	66	A boyfriend	27
Face2face WB	66	Ollie and I went out for dinner on Friday.	28
Face2face WB	66	We were celebrating our anniversary. We started going out 4 years ago.	29
Face2face WB	67	I'm not married. However, I've got a girlfriend (however)	30
Face2face WB	80	Her flatmate's new boyfriend	31
Face2face WB	80	Then, a few weeks ago she started going out with a man from work – a man called Dave.	32
Face2face WB	80	I had exactly the same problem with a flatmate's girlfriend	33
Headway SB	3	A blind Date	1
Headway SB	9	A blind Date	2
Headway SB	14	A blind Date [lesson title]	3
Headway SB	14	Online dating	4
Headway SB	14	A blind date	5
Headway SB	14	What is a blind date?	6
Headway SB	14	Do you think kitty and ross will become boyfriend and girlfriend?	7-8
Headway SB	14	A Blind Date [A reading passage title]	9
Headway SB	14	A reading passage explaining how a couple met on a blind date	10
Headway SB	14	Each week we organize a blind date between two of our readers	11
Headway SB	15	I don't like her new boyfriend.	12
Headway SB	16	I met my husband at a blind date	13
Headway SB	21	I've got a lovely girlfriend in Manchester	14
Headway SB	21	Which twin / got / girlfriend?	15
Headway SB	26	Has he got a girlfriend?	16
Headway SB	58	And I haven't got a boyfriend at the moment	17
Headway SB	68	Dating American actress Meghan Markel	18
Headway SB	83	I don't like my brother's new girlfriend	19
Headway SB	90	Tom's new girlfriend seemed familiar	20
Headway SB	96	My boyfriend is always texting his female colleagues	21
Headway SB	115	He believes girlfriends worry about not being as beautiful as the dolls.	22
Headway SB	129	In fact, he was my first boyfriend when I was 14.	23
Headway SB	129	He had a girlfriend when we first contacted	24
Headway SB	129	Maybe we'll get back together	25
Headway SB	129	Next, 'online dating' is 12%	26
Headway SB	129	3% meet on a blind date.	27

Headway SB	129	An audio track about the developments following a blind date	28
Headway SB	129	I went up there to see it and to see her [his girlfriend]	29
Headway SB	130	Which twin has got a girlfriend?	30
Headway SB	130	He's got a girlfriend	31
Headway SB	130	I've got a lovely girlfriend	32
Headway SB	135	Definitely the best thing in my life is being with my boyfriend Alex	33
Headway SB	135	We've been together nearly a year now	34
Headway SB	135	So it feels our relationship [boyfriend-girlfriend] just gets better and better	35
Headway SB	136	I don't like my brother's new girlfriend	36
Headway SB	141	Colin went a bit crazy when his girlfriend left him	37
Headway SB	154	In fact it was Rolf's girlfriend, Cassandra	38
Headway WB	11	I like Helen's new boyfriend	1
Headway WB	30	_____ Jess and Craig going out together?	2
Headway WB	36	Do you know that Eric is going _____ with a girl at university?	3
Headway WB	52	I'd like to meet your new boyfriend.	4
Headway WB	55	You _____ do all your boyfriend's washing.	5
Headway WB	62	Richard has a lovely new girlfriend.	6
Headway WB	67	She was <i>heartbroken</i> / <i>determined</i> when her boyfriend left her for another woman	7
Interchange SB	20	My mother doesn't like my girlfriend.	1
Interchange SB	20	I wish she liked my girlfriend.	2
Interchange SB	20	My girlfriend is too short to be a model.	3
Interchange SB	54	Before a man and a woman get married, they usually ...Date each other for a year or more	4
Interchange SB	103	I was in a meeting at work when my girlfriend texted me saying she needed to see me right away.	5
Interchange SB	104	I lent my girlfriend \$10,000 to help her pay for her college tuition.	6
Interchange SB	106	Arriving late for a date.	7
Interchange SB	106	He asked me not to tell mum about his new girlfriend.	8
Interchange SB	130	If I saw my friend's boyfriend or girlfriend with someone other than my friend, I would . . .	9-10
Interchange SB	130	Talk to my friend's boyfriend or girlfriend	11-12
Interchange SB	143	How long _____ you and Joe _____ (date)?	13
Interchange SB	143	We _____ (go out) together for almost a year. Can you believe it?	14
Interchange SB	143	Maya and I _____ (date)?for even longer.	15
Interchange SB	150	How long have you and Joe been dating ?	16

Interchange SB	150	We've been going out together for almost a year.	17
Interchange SB	150	Maya and I have been dating for even longer.	18
Interchange WB	46	Before a man and woman get married, they usually date each other.	1
Interchange WB	46	A visual showing a boyfriend and girlfriend on a date. [as the context of the accompanying activity suggests]	2
Interchange WB	89	You and your boyfriend must <u>agree</u> on how you spend your money <i>before</i> you get married.	3
Interchange WB	90	What <u>would</u> you <u>do</u> (do) if your boyfriend asked you not to go out?	4

Total References: 294



**APPENDIX-B. All References to Alcohol and Pork Consumption in
all Analysed EFL Textbooks**

Book	Page	Instance	Recurrence count
English File SB	8	Can I buy you a drink?	1
English File SB	9	A visual showing a couple drinking.	2
English File SB	13	That evening Jenny goes to the hotel to meet Rob and they go out for a drink.	3
English File SB	13	A visual showing two people drinking	4
English File SB	17	A visual showing a couple drinking on a boat.	5
English File SB	29	We had two glasses of wine, not three.	6
English File SB	38	The average British person is prepared to wait 4 minutes to get a drink in a bar	7
English File SB	40	A visual showing a lady with a tray of alcoholic drinks	8
English File SB	42	Alcohol	9
English File SB	43	A visual showing a bottle of alcohol	10
English File SB	43	Alcohol (a subtitle)	11
English File SB	43	Two small glasses of red wine a day can cut the risk of heart attack by 30%, especially for middle-aged men.	12
English File SB	43	Drinking <i>a few / a little</i> red wine can be good for you.	13
English File SB	45	Let's meet for a drink at 5:30	14
English File SB	50	A visual showing a bottle and a glass of wine	15
English File SB	50	A visual showing a lady drinking [as it is explained in the accompanying activity]	16
English File SB	50	They were drinking and _____	17
English File SB	50	Where you drinking?	18
English File SB	50	Yes I was _____ champagne	19
English File SB	50	That you are drinking Champagne	20
English File SB	51	I was drinking Champagne	21
English File SB	59	You have to order a drink and a _____ in a bar and ask how much it is and understand the price	22
English File SB	59	To order a drink and a sandwich and ask the price.	23
English File SB	76	A visual featuring a bottle of wine in the background.	24
English File SB	76	A visual featuring lots of bottles of wine in the background.	25
English File SB	82	I love French cheese and Spanish wine.	26
English File SB	91	Let's have a beer	27
English File SB	91	What beer do you drink?	28
English File SB	91	Miller Lite [a kind of beer]	29
English File SB	120	We were all drinking champagne	30

English File SB	122	You can have one small glass of fruit juice a day and no more than one or two alcoholic drinks for men and one for women.	31
English File SB	122	What about the champagne?	32
English File SB	122	Ah yes, you were drinking champagne.	33
English File SB	122	Champagne means a celebration	34
English File SB	123	I had to order a sandwich and a drink in bar	35
English File SB	123	And I tried to order a beer and a ham sandwich	36 – 37
English File SB	123	But I got my beer	38
English File SB	137	_____ I _____ some champagne? (buy)	39
English File SB	137	When I _____ home I _____ to buy the champagne.	40
English File SB	141	You _____ drink less alcohol.	41
English File WB	37	You need to drink less beer. (too much)	1
Face2face SB	12	3 visuals showing young people drinking at a party.	1-2-3
Face2face SB	17	A visual showing a couple drinking	4
Face2face SB	36	A visual showing 5 young people having dinner and drinking	5
Face2face SB	37	Wine	6
Face2face SB	59	Go for a drink [a matching activity]	7
Face2face SB	59	Do you ever a drink after work or class?	8
Face2face SB	68	Which Irish drinks are famous?	9
Face2face SB	76	Why don't we go for a drink next week?	10
Face2face SB	103	A visual showing a woman having a drink	11
Face2face SB	104	Have lunch at a winery (home of New Zealand Chardonnay)	12 - 13
Face2face SB	104	Go on a tour of the winery	14
Face2face SB	122	We went out for a drink	15
Face2face SB	123	⁷ Why don't we go for a drink tomorrow after work?	16
Face2face SB	123	I can invite people for dinner, for a drink, etc.	17
Face2face SB	129	A sketch visual showing a couple having drinks	18
Face2face SB	146	Why don't we go (for a drink next week)?	19
Face2face SB	146	<i>We go for a drink?</i>	20
Face2face SB	153	You might get a free glass of wine as well.	21
Face2face SB	159	And they want a bottle of house red.	22
Face2face SB	161	British people don't often take food bu[t] we usually take something for the hostess, like flowers or a bottle of wine, or some chocolates.	23
Face2face SB	162	They love getting together in the evenings and having a drink and listening to people playing Irish folk music.	24
Face2face SB	162	Do you know Guinness, our famous black beer?	25-26
Face2face SB	162	Yes, I've had Guinness here in England.	27
Face2face SB	162	Ah, but English Guinness is not like Irish Guinness.	28-29

Face2face SB	162	And of course, Irish Whiskey is very famous too.	30
Face2face SB	163	Why don't we go for a drink next week after work?	31
Face2face SB	163	Why don't we go for a drink next week b	32
Face2face WB	9	A visual showing people having drinks at a party	1
Face2face WB	24	A visual showing people at a party drinking with a bottle of wine on a table.	2
Face2face WB	vii	Meeting Rob for drink first	3
Face2face WB	vii	Meeting Rob for drink first	4
Face2face WB	52	Meeting friends for a drink	5
Face2face WB	66	The restaurant gave us a bottle of champagne	6
Face2face WB	75	I'm meeting Rob for a drink first	7
Face2face WB	80	You could go for a drink with her or something	8
Headway SB	22	A visual showing a man pouring wine for a lady at a restaurant	1
Headway SB	23	Meet ... friends for a drink	2
Headway SB	23	Meet friends for a drink	3
Headway SB	40	A glass of red wine	4
Headway SB	40	A visual showing a glass of red wine	5
Headway SB	40	A glass of white wine	6
Headway SB	40	A visual showing glass of white wine	7
Headway SB	40	That includes alcohol, too	8
Headway SB	41	And do you drink any alcohol?	9
Headway SB	41	Yes, I drink some. [alcohol]	10
Headway SB	41	But I have a _____ of wine sometimes	11
Headway SB	41	But definitely no beer!	12
Headway SB	42	He said that the secret to a long life was a glass of whisky before going to bed and lots of fish and chips.	13
Headway SB	43	He liked to have _____ little whisky before bed.	14
Headway SB	46	Beer	15
Headway SB	46	Ham	16
Headway SB	46	Wine	17
Headway SB	46	A visual showing a shopping trolley with a bottle of wine in it	18
Headway SB	47	Can I get you some more wine?	19
Headway SB	52	I am meeting Tom for a drink after work	20
Headway SB	101	All the beer was <i>drank</i> / <i>drunk</i> by 9 o'clock.	21
Headway SB	115	He collects beer cans	22
Headway SB	124	Alcohol	23
Headway SB	126	Great! We'll _____ some champagne to toast your new home!	24
Headway SB	126	_____ me a bottle of Guinness back! [name of an alcoholic drink]	25
Headway SB	131	Let me buy you a drink.	26
Headway SB	132	A bottle of beer	27

Headway SB	132	A bottle of wine	28
Headway SB	132	A can of beer	29
Headway SB	132	A slice of ham	30
Headway SB	132	Four cans of beer	31
Headway SB	132	Then I can't sell you beer	32
Headway SB	132	Four slices of ham, please	33
Headway SB	132	Can I get you some wine	34
Headway SB	133	I'm meeting Tom for a drink after work	35
Headway SB	133	Maybe we'll just meet for a drink this year	36
Headway SB	138	Now many parents are not happy to find their children reading books that go into so much detail about relationships with the opposite sex and about alcohol and drugs	37
Headway SB	154	A visual showing a man pouring wine for a woman at a restaurant	38
Headway SB	155	Two bottles of champagne	39
Headway SB	155	A visual showing bottles of champagne	40
Headway SB	155	A visual showing a man drinking champagne	41
Headway SB	156	There were also two bottles of the best champagne.	42
Headway SB	156	He drank all the champagne	43
Headway SB	157	A visual showing a man pouring wine to for a lady at a restaurant	44
Headway SB	157	Alcohol	45
Headway WB	16	I like chatting / meeting my friends for a drink after work.	1
Headway WB	16	A visual showing a group of young people drinking beer.	2
Headway WB	18	They _____ too much red wine	3
Headway WB	19	They drank too much beer.	4
Headway WB	24	It's _____ of wine	5
Headway WB	24	A visual showing a glass of wine	6
Headway WB	28	A _____ of beer.	7
Headway WB	28	A bottle of wine	8
Headway WB	28	A visual showing an off-license	9
Headway WB	28	Ham	10
Headway WB	29	Have / house / I / the / a / Can / of / wine / glass / ?	11
Headway WB	31	I've got six _____ of wine for the party – is that enough?	12
Headway WB	33	would you like a drink?	13
Headway WB	41	Jim named the beer after his great-great-grandfather.	14
Headway WB	41	Americans were growing tired of the beer produced by the big beer companies.	15-16
Headway WB	41	A visual showing some bottles of beer	17
Headway WB	41	A visual showing a brewery	18
Headway WB	41	Jim Koch giving a tour of the brewery	19

Headway WB	41	The Koch family has <i>brewed / brewed</i> beer for six generations.	20
Headway WB	41	The beer industry in America was in a bad way	21
Headway WB	41	He left his job and decided to rebuild the family brewery business	22
Headway WB	41	He didn't <i>want / wasn't</i> wanting to compete with the big breweries	23
Headway WB	41	He just wanted to make good quality, traditionally brewed beer.	24
Headway WB	41	Jim <i>discovered / has discovered</i> his great-great-grandfather's German beer recipe in the attic.	25
Headway WB	41	And used it to create his first lager	26
Headway WB	41	He named it 'Samuel Adams', after the 18 th century Boston brewer and war hero.	27 – 28
Headway WB	41	His craft quality beer <i>hit / was hitting</i> the market at the perfect time, when Americans <i>began / was beginning</i> to grow tired of mass produced beer.	29-30
Headway WB	41	Since then the quality of 'craft' beer <i>has continued / continued</i> to grow.	31
Headway WB	41	There are now more than 5,000 'craft' breweries in the US	32
Headway WB	41	It sells three to four billion barrels of beer a year.	33
Headway WB	43	A visual showing a man sitting in a restaurant with a glass of wine on his table	34
Headway WB	44	It's delicious – lots of beef, pork and beans	35
Headway WB	52	You _____ ask him round for a drink some time	36
Headway WB	66	Champagne is made in Scotland	37
Headway WB	82	How many bottles of champagne _____ at the wedding?	38

Total References: 165

APPENDIX-C. All References to Nightlife, Clubbing and Bars in all Analysed EFL Textbooks

Book	Page	Instance	Recurrence count
English File SB	16	One night, I went to a nightclub on the beach and I met a young Frenchman and we fell in love.	1
English File SB	18	A visual showing a couple in a club	2
English File SB	18	A visual showing a group of people in a club	3
English File SB	18	It was Hannah's birthday and she and her friends went to a club.	4
English File SB	18	_____ Hannah and her friends left the club, the DJ was waiting for her at the door.	5
English File SB	19	What happened when Hannah left the club?	6
English File SB	19	Leave the club (very late)	7
English File SB	19	It was her birthday and she came to the club with some friends.	8
English File SB	37	We can make a new word by combining two words, like gastropub (gastronomy + pub)	9-10
English File SB	38	The average British person is prepared to wait 4 minutes to get a drink in a bar	11
English File SB	40	The most exciting nightlife	12
English File SB	58	A visual of a man sitting in a bar.	13
English File SB	59	You have to order a drink and a _____ in a bar and ask how much it is and understand the price	14
English File SB	101	Tang, who works as a barman at the airport, had not played the lottery for the last 10 years.	15
English File SB	108	Plays music in a club.	16
English File SB	120	I sit at a table in a bar and wait for him to arrive.	17
English File SB	120	He suggests a bar in South William Street.	18
English File SB	120	The bar is closed	19
English File SB	120	He just didn't know the bar was closed.	20
English File SB	123	I had to order a sandwich and a drink in bar	21
English File SB	123	I sat down at the bar	22
English File SB	128	When I came out of the club, he was waiting for me.	23
English File SB	129	It _____ when we _____ the pub. (snow, leave)	24
English File SB	149	The bar _____ by the time we _____. (close, arrive)	25
English File SB	156	There are a lot of bars and clubs with loud music.	26-27
English File WB	13	A visual showing a group of people clubbing	1
English File WB	17	A visual showing a woman and a DJ in a club	2
English File WB	17	Jamie and Hannah met __d__ in a club.	3
English File WB	17	She left ___ f the club very late.	4

English File WB	17	We had a great night at the club and we only left at about five in the morning.	5
English File WB	25	We arranged to meet in a pub.	6
English File WB	25	We left the pub.	7
English File WB	51	We went to a nightclub which was full _____ tourists.	8
English File WB	71	A: Do you usually ____go out_____ on Saturday night? B: yes, I often meet up with friends and we go to a bar or have dinner.	9
Face2face SB	10	A new survey ... shows that we [British people] still love football, going to pubs, watching TV and eating fish and Chips. [in a text entitled “the British way of life”]	1
Face2face SB	10	55% of men/women and 44% of men/women go to a bar or pub with their friends every week.	2-3
Face2face SB	10	A visual showing the Red Lion pub in London	4
Face2face SB	11	Activity: Go to a bar or pub – How often? [first item in a “Free time survey”]	5-6
Face2face SB	11	How often do you go to a bar or pub?	7-8
Face2face SB	32	A visual showing hundreds of people dancing in a crowded place [clubbing]	9
Face2face SB	32 has never been clubbing	10
Face2face SB	32	Have they ever been clubbing together?	11
Face2face SB	33	go clubbing all night	12
Face2face SB	58	It has a good restaurant and a friendly bar ...	13
Face2face SB	68	What kind of live music do you often hear in pubs?	14
Face2face SB	76	Let’s meet at the Red Lion. [name of a pub]	15
Face2face SB	77	The bar next to the car park has a large garden.	16
Face2face SB	77	Bar	17
Face2face SB	82	I used to go clubbing every weekend.	18
Face2face SB	123 at the Zed Bar at seven thirty.	19
Face2face SB	135	Have they ever been clubbing together?	20
Face2face SB	146	Let’s meet at the (Red Lion). [name of a pub]	21
Face2face SB	146	<i>Let’s meet at the Red Lion</i> [name of a pub]	22
Face2face SB	153	How often do you go to a bar or pub?	23 – 24
Face2face SB	153	I sometimes meet friends in the pub after work?	25
Face2face SB	156	Have you ever been clubbing?	26
Face2face SB	156	Oh, but listening to dance music in a music club is a fantastic experience.	27
Face2face SB	156	been clubbing together.	28
Face2face SB	156	Have they ever been clubbing together?	29
Face2face SB	159	Do you know a place called the Bug Bar in Market Street?	30
Face2face SB	159	Apparently, it’s the most popular bar in town at the moment.	31
Face2face SB	159	It’s the most popular bar in town	32

Face2face SB	162	And of course Dublin has some of the best pubs in the world.	33
Face2face SB	162	You often get it in the pubs at lunchtimes.	34
Face2face SB	163	Let's meet at the Red Lion [name of a pub]	35
Face2face SB	163	Is that the pub on Market Road?	36
Face2face WB	22	_____ you and Dan ever ____ (be) to a karaoke bar?	1
Face2face WB	29	A visual showing young people clubbing	2
Face2face WB	38	..., but there is a restaurant and a bar.	3
Face2face WB	38	_____ that new bar in Devon street.	4
Face2face WB	57	A visual showing the front window of a bar	5
Headway SB	14	At a bar or club	1-2
Headway SB	23	I often _____ in the pub near my office after work	3
Headway SB	28	There is a lovely pub in the village with rooms so you can stay there	4
Headway SB	42	Once a week, he closed the shop and went to have lunch (not fish and chips!) with friends in the local pub.	5
Headway SB	71	The nightlife	6
Headway SB	71	It's fantastic. There are lots of really good bars and clubs [...]. Its' the best thing about Berlin.	7-8
Headway SB	129	I'm going to the pub.	9
Headway SB	129	6% meet at a bar or club	10 -11
Headway SB	130	And at the moment I'm playing in a band in a jazz club	12
Headway SB	141	I met one of them in a pub	13
Headway SB	142	We'd get plenty of gigs in pubs	14
Headway WB	6	It only _____ me five minutes to walk downtown, where I can shop or go to cafes and clubs.	1
Headway WB	23	_____ I was 21, I had a huge party with fireworks _____ midnight and _____ year we went to a club	2
Headway WB	44	The nightlife	3
Headway WB	44	It's so exciting- you can party all night in the cocktail bars and nightclubs.	4-5
Headway WB	51	I had work and boxing and then it was time for the pub	6
Interchange SB	11	How late do the nightclubs stay open?	1
Interchange SB	13	The city has lots of entertainment options too, like museums, shopping and nightlife.	2
Interchange WB	27	Dining starts late in Rio, around 9:00 P. M. and dancing in the clubs begins around 11:00 P.M.	1
Interchange WB	27	Both Rio De Janeiro and Buenos Aires have exciting nightlife.	2

Total References: 101

APPENDIX-D. All References to Cohabiting in all Analysed EFL

Textbooks

Book	Page	Instance	Recurrence count
English File SB	16	We lived together for 6 years [she refers him later in the reading text as her boyfriend.]	1
English File SB	120	And this one is on the beach on Cornwall with my boyfriend, Ollie. I was staying with him in the Easter Holidays.	2
English File SB	121	I definitely spend a lot more time cooking now than I did before. I think because, er, about a year ago I started living with my boyfriend.	3
Face2face SB	151	A sketch visual showing a girlfriend and a boyfriend at home getting ready to go out. [as it is mentioned above on the same page]	1
Headway SB	130	She [his girlfriend] is living with him	1
Headway SB	130	I know young people often live together nowadays, but I don't like it.	2
Headway SB	130	Living together and not married.	3

Total References: 7

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Master of Arts: Istanbul Sabahattin Zaim University, English Language Teaching Department, 2021, İstanbul

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2009-2011 DAR Al-Alson Language Centre – English Teacher

2012-2013 University of Damascus – English Instructor

2013-2013 New Horizons Egypt – English Teacher

2013-2017 CETC Language Centre – Head Teacher

2014- 2015 Özel Küçükyali Tekden Koleji – Speaking Teacher

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