Perceptions of the Language Instructors Towards Course Book Content in Terms of Intercultural Communicative Competence: A Sample Case—New Inside Out Elementary

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Abstract

Multicultural learning environment is the setting where there are students from different cultural and national backgrounds therefore this contains a variety of cultural components. One of the most important tools for teaching a foreign language in a multicultural learning environment is the teaching materials itself that is used in the teaching process. Among these materials, the course book carries a significant importance. The content of the course books used during the teaching process plays a vital role when it comes to teaching a foreign language. Most importantly, illumination of the cultural components of different cultures and the target culture in the content of the course book and the scope of the course book in terms of intercultural communicative competence content are the expected criteria from a course book. In the content of a course book introduction of the target culture and multicultural components are undeniable criteria and advantages in terms of enabling students to learn more about other cultures in the process of learning a foreign language. The present study is conducted in Turkish Military Academy in the 2014-2015 academic years. The questionnaire and structured interviews were conducted to the language instructors in order to collect the data. The questionnaire was given to 48 language instructors. In the study, a structured interview is also applied to 15 instructors to evaluate the content of the course book in terms of intercultural communicative competence. To analyze the data SPSS version 17.0 is used. In order to understand the data obtained from the surveys in a better way, descriptive statistics such as mean, SD, frequency and percentages were used. As for the results, the content of the course book used in teaching in a multicultural learning environment is evaluated in terms of intercultural communicative competence through questionnaire and structured interviews. Data are analyzed according to the perceptions of the instructors towards the content of the New Inside Out Elementary Course Book in terms of the sufficiency of the content in line with the intercultural communicative competence factor.

According to the perceptions of the instructors, the content of the course book is not regarded as sufficient in terms of goals, aims, and the interests from general point of view. Besides, the content of the teaching material is regarded as insufficient in terms of multicultural, cross-cultural, and ICC components. The content of the course book is evaluated as sufficient and adequate in terms of the target cultural components.

Key words: Culture; Multicultural learning; Cultural variety; Target culture

INTRODUCTION

Living in the 21st century, we now know that the earth which was regarded as too huge is not really so large in fact as people imagined before. Thanks to the modern networks, people from all around the world can communicate with the each other whenever and however they wish. They can share their ideas, knowledge, dislikes and likes critics and praises etc. with each other in various high-speed and practical methods. One of the most expected results of this case, as everybody call, is globalization which implies the earth as a small country

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in which everybody gets into contact easily. People all around the world are affected by this globalization process in terms of many ways such as life style, fashion, economic issues, political matters, social relationships, educational subjects, art and sports, etc.. Byram (1988, p.34) assumes that how people might act according to the global expectations despite the lack of generally accepted values and virtues is not an easy point. He notes that if people are not aware of cultural components in the standard level it is really quite difficult to act, communicate, empathize, and tolerate others and live accordingly in the social environment of an international neighborhood.

Sercu (2005, p.17) points out that learning a language necessarily needs to get familiar with the culture of the target language. As a supporting idea it is stated by Sercu (2005, p.1) that "Bringing a foreign language to the classroom means connecting learners to a world that is culturally different from their own". From this point of view, it can be asserted that the students learning a foreign or second language get familiar and learn the cultural components and standards of the target language at the same time. So, the learners are to be enabled to learn the cultural background of the language in order to ease and make their language learning process more enjoyable. From the statements above it can be deduced that the role of culture in foreign language education in teaching the target language is undeniable. According to the assumption of the study, the perceptions of the language instructors towards existence of intercultural communicative competence are determined. The content of the course book is evaluated in terms of its convenience according to the fact that whether it provides opportunities for the learners for enhancement of intercultural communicative competence or not. Through this, the results of the evaluation process are expected to enable the language instructors and course book selection commissions to reconsider the course books.

The principal goal of the study is to determine the perceptions of the language instructors towards the content of the New Inside Out Elementary Course Book in terms of intercultural communicative competence. The New Inside Out Elementary Course Book which is used to teach English to both Turkish and international students in the academy is evaluated according to their content in terms of intercultural communicative competence. It is investigated to see if the content of the course book is sufficient in terms of intercultural components which are regarded as vital content contributing much to the learners during the language learning process. The study goals at finding answers for the following research questions:

a) What are the perceptions of the instructors for the *New Inside Out/Elementary* Course Book in terms of goals, aims, and interests of the students?

b) What are the perceptions of the instructors for the *New Inside Out/Elementary* Course Book in terms of target cultural components?

c) What are the perceptions of the instructors for the *New Inside Out/Elementary* Course Book in terms of cross-cultural components?

d) What are the perceptions of the instructors for the *New Inside Out/Elementary* Course Book in terms of multicultural components?

e) What are the perceptions of the instructors for the *New Inside Out/Elementary* Course Book in terms of developing Intercultural Communicative Competence?

f) Are there any significant differences between the variables related to the instructors and their perceptions towards the content of the *New Inside Out/Elementary* Course Book?

1. REVIEW OF LITERATURE

According to Deardorff (2006, pp.178-188) the intercultural competence is the skill to communicate effectively and accordingly in intercultural environment, based on certain attitudes, abilities, perceptions, and intercultural knowledge. It is asserted by Deardoff (2006, pp.178-188) that cultural awareness, intercultural competence, cross-cultural competence and multi-cultural competence are the basic concepts which are to be handled in order to define the skill to develop an understanding of culture as an important corner stone of the communication. In the clarifications given above, the importance of being knowledgeable about the intercultural competence in terms of interaction in culturally diverse settings is pointed out. It is argued by Deardorff (2006, pp.178-188) that handling the term of intercultural competence in an integrated manner is of great importance because the enhancement of intercultural competence may not be ensured by one discipline alone. Besides, it demands beyond what language learning or traditional cultural studies can ensure without an integrated style. It can be understood that not only language learning but also traditional cultural studies are to be handled in an inextricable way so as to have a unity in terms of the development of intercultural competence.

2. DEFINITIONS OF CULTURE

It can be seen that a lot of definitions of the term of culture are made by the scholars but it is regarded that all of the definitions do represent one specific aspect of the general term. Some of the dimensions in the explanations are highlighted more than the others. However clarifying all aspects of the concept in only one definition may not be possible. In order to have a general idea and examine some of the specific aspects of the cultural components,

various definitions are presented in the paragraphs below.

Uygur (1984, p.26), states that the culture is the manner of life, a type of program to survive, and the way of behavior adopted by the one. According to Kongar (1981, p.46) culture is the core forming the basic structure of the society. Ertürk (1998, p.3) describes the culture as the outcome of the interactions among people coming from different national or cultural backgrounds. Erden and Akman (2002, p.14) define the culture as the common perceptions, attitudes, and values of the society. The notion can be grasped from the explanations that all of the communities have their own culture but groups of people in the same community may have some different cultural features according to their circumstances and the places they live in.

From classical point of view, it is pointed by Gurney (2005, p.54) that it is difficult to clarify the culture in a simple way and to explain it in short words. Gurney (2005, p.54) describes the culture as overall and intellectually broad term. Gurney assumes that culture is the general patterns and styles of communication, cognitive functions; patterns that people learn by socialization and transmit it to follow generations. It is regarded that people transmit their values, emotions, opinions, knowledge by interacting with others in verbal or nonverbal ways. According to Gurney's point, people help others to learn the cultural features through the interactions with one another.

Some researchers point to some specific attributes which are common to most of the definitions of the culture. These features are regarded as values, beliefs, tendencies, traditions, observable or non-observable behaviors, habits, perceptions, perceptions, appraisals, and comments (Banks, 1994, p.57). They claim that cultural elements do not occur away from communities but they exist within those societies. Like Banks' explanation, according to Kaya (2002, p.194), culture is "the unity of values, knowledge, and feelings". It is stated by Banks (1994, p.57) that cultural elements or features are shared by the members of a community and those elements are acknowledged by the people in the society. From the words stated on the concept of culture it is understood that culture is not something people are born with; it is discovered and learned by people during their lifetime during the socialization process. It is implied that people do not form their own culture as soon they are born; they collect and comprise their unity of culture while interacting with people during their life in the society.

3. RELATION BETWEEN CULTURE AND LANGUAGE TEACHING

Kramsch (1998, p.134) describes the culture by pointing interactional features. He says that communicating with others is not only talking and exchanging information.

Interaction means learning, thinking, and believing in a certain way related to the culture at the same time. Accordingly, it can be claimed that language learning means not only learning about the language itself, but having knowledge about the culture and components constituting the language, as well. It's exemplified by Kramsch (1998, p.134) that the relation is as not only exchanging messages or information but also understanding the cultural components of the language at the same time. It can be stated that people explain themselves according to their values, attitudes and perceptions about the world around them; it means that they share their knowledge, create new meanings and decide or form their identity according to the culture they live in.

It is stated by Samovar and Porter (1997, p.21) that "intercultural communication occurs whenever a message that must be understood is produced by a member of one culture for consumption by a member of another culture". It is discussed that cultural aspects emerge when the members of different communities are to elicit something which must be understood by the other members. Samovar and Porter (1997, p.21) also stated that if the member is not ready to acquire the target language and culture he or she might have some difficulties in grasping the meaning in target language and in target culture. It can be derived from the note that if the culture exchange fails, the purpose of the interaction would not succeed.

According to Peterson and Coltrane (2003, p.156) both learners and teachers of a language should be knowledgeable about the cultural contexts and features of the language. They note that it would be favorable if the teachers know and teach how to express their gratitude, how to address people; make requests and agreements etc. with the others according to the cultural context that they are in. It is brought to our attentions that the culture of the target language should be the focal point of the process. In this sense it can be noted that language learners would be more successful in using language if they do take the cultural features of the contexts into consideration.

While having an overlook on the assertions and expressions made on the relation between the concepts of culture and language it can be summarized that learners had better be aware of that, learning a language enables them to handle intercultural problematic matters without hardship. The students learning in multicultural classroom settings should be convinced that culture learning process should not be isolated from language learning process. They should know that culture shaping the language and language transmitting it to the succeeding communities are inextricably interwoven. If people try to get one without the other, they may face a variety of intercultural hardship or problems when they have a facility to share something with people who are the members of other cultures or when they are to work or study in an international environment.

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4. THE ROLE OF CULTURE IN LANGUAGE TEACHING

About the relation of culture and language Peterson and Coltrane (2003, p.73) state that during the historical process, culture teaching in the language learning process is regarded as a vital point. It is accepted that language and culture have an interdependent relationship and the culture is a vital component or key item in teaching and learning a language. It is reviewed from the note that the role of culture in language teaching cannot be ignored; contrarily the attempt to teach the culture along with the language in a simultaneous way is accepted as the key factor in the process.

It is discussed that culture is classified, steady and unchanging element according to traditional perspective but there is another view regarding the culture learning as dynamic, changing and evolving process of lasting along the lifetime of people (Crawford-Lange and Kramsch, 1993, p.94). It is assumed by the scholars that throughout the history, a literature overview handling teaching or learning culture defines the culture learning in various types just as the definition of the culture itself.

It is recognized by Rivers (1981, p.22) that another point highlighting the significance between the context and culture points of the attentions to some textual instructions created by teachers. He asserts that the instructions underline the importance of the aims of communication in the target culture. According to the claim of the significance of the context and its effect on culture teaching process is assumed to have a close relationship with the aims of the communication and language teaching at the same time.

It is discussed by Strasheim and Bartz (1986, p.65) in another study that language proficiency level and culture teaching are integrated in Indiana on a state curriculum by language instructors. In the survey, language and culture learning are united at all levels and it is claimed that culture learning play vital roles facilitating language learning. They state that the curriculum includes topics such as world of the target language, free time, family and home, school and education, personal needs, travel, politics, world of work, history, and fine arts.

5. INTERCULTURAL COMMUNICATIVE COMPETENCE (ICC)

Upon all of the statements about the inextricable interwoven situation of the terms of language and culture it can easily be assumed that this reciprocal unity of the teaching of language and cultural components points to the enhancement of intercultural communicative competence of the language learners which is attached great importance for a good communication. The ICC enables the learners to get into communication with people from other cultures and to have the expected norms and trends of behaviors or words in any social setting.

In today's world which is regarded as a global village, living with varieties both in countries and abroad is getting more and more important. According to Tesoriero (2006, p.32) the varieties such as culture, beliefs, languages, values, attitudes, behaviors, races, social practices, political opinions, sexuality and people over the world giving various meanings to their surroundings under the effects of their individual attitudes have to be totally respected and welcomed. Recently, several researchers have conducted many studies on these varieties and as a consequence of these studies one specific and significant aspect of dealing with differences is conceptualized as "intercultural communicative competence".

5.1 Notion of ICC

It is noted by Deardoff (2006, pp.241-256) that the intercultural competence process starts with attitudes shifting from individual level (attitudes) to interactional level (outcomes). The level of the intercultural competence is attached to the skills, knowledge, and attitudes learned through the communication.

Byram (1997) defines intercultural competence in terms of several saviors. He explains the first savoir as 'knowledge of social groups and their products and practices in one's own and in one's interlocutor's country, and of the general processes of societal and individual interaction' (Byram, 1997, p.58). Additionally, it can be noted that both the culture-specific and culture-general information together with the aspect of culture are affecting the language and communication processes.

ICC is also described by Wiseman (2001) as the embracing form of knowledge, motivation, and skills needed to communicate efficiently and properly with people from different cultural backgrounds. The sum of the literature handling the components of ICC is given in the model.

5.2 Goals of ICC

Goals of ICC are noted by Fennes and Hapgood as follows (1997, pp.60-62):
- To have an understanding of self-perception;
- To have an understanding of own culture, its values, lifestyles and patterns of behavior, and those of other cultures at the same time;
- To know the effect of cultural values on behavior patterns;
- To become knowledgeable of stereotypes and prejudices;
- To accept and respect cultural differences;
- To be open to the concepts perceived as foreign;
- To communicate with others in their ways of expression, verbally and non-verbally;
- To adapt his/her behavior in another cultural setting;
- To be eager to deal with culture-based conflict.

5.3 Components of ICC

Intercultural communicative competence requires for some attitudes, knowledge and skills to be born. Besides, learners' linguistic, sociolinguistic and discourse competence are also demanded. These components of ICC are clarified by Byram and Zarate (1997, p.11) in foreign language teaching environment as follows: "savoirs" (knowledge of Self and Other), "Savoir comprendre" (skills of interpreting and relating), "savoir **être**" (intercultural attitudes), and "savoir faire/apprendre" (skills of discovery and interaction). Moreover, Byram distinguishes "savoir s'engager" (critical cultural awareness) as the main point of his model of ICC (1997, p.54).

In Table 1, the various aspects are described under the main headings related to ICC. The sub component of multicultural awareness can be listed under the *knowledge* heading. The aspect of multicultural awareness which includes target culture, multiculture, cross-culture, national identity, and tolerance towards otherness are also clarified as the limitations of this study.

Table 1
Components of Intercultural Competence (Sercu, 2005, p. 12)

Knowledge	Skills/behavior	Attitudes/traits
Culture specific and culture generic knowledge	Ability to interpret and relate *Savoirs-comprendre*	Attitude to relativize self and value others
Knowledge of self and other	Ability to discover and/or interact	Positive disposition towards learning intercultural competence
Knowledge of interaction: Individual and societal	Ability to acquire new knowledge, attitudes and skills under the constraints of real life communication and interaction	*Savoirs être*
Insight regarding the ways in which culture affects language and communication	Metacognitive strategies to direct own learning	General disposition characterized by a critical engagement with the foreign culture under consideration and one's own
Savoirs	*Savoir- apprendre/ savoirs-faire*	*Savoir-s'engager*

5.4 ICC and Coursebook Relation

Intercultural communicative competence, as it is stated by many scholars, has a very important role in the foreign language teaching process. According to Byram (1997, p.58) from the educational perceptions, much of the acquisition process of intercultural communicative competence takes place in the instructional period and it occurs within the educational environment. In this context, Skopinskaja (2003, p.43) notes that the development of intercultural awareness of the learners and their competence of interaction in different settings and contexts accordingly are among the purposes of the foreign language education.

Skopinskaja (2003) notes that coursebook are written in order to teach the language as the principal goal, but they may not succeed in doing this alone, as the language learning process cannot be separated from its cultural context. Sercu (2005, p.112) supports this idea by asserting that the coursebook used by the instructors do not include enough cultural content and the teachers in his study claim that the cultural content in the books are symbolic and "cliché". The cultural content in some coursebook are even limited to level of tourist-orientation presentation of the target culture. According to the Lazar (2003, p.43) the course books containing this kind of limited information about cultural issues are quite common. Shin (2011, p.117) sums up that cultural acknowledgement of the communities in coursebook are generally in knowledge-oriented stage and they do not regard the learner as an acquirer of the culture at the same time.

6. THE ROLE OF COURSE BOOKS IN EFL

It is without any doubt the instructional materials in the teaching and learning a foreign language are of vital importance. As a reply to the question of what the instructional materials are, it is noted by Tomlinson (1998, p.45) that instructional materials point to any material which can be used by instructors or learners to enable the learning of a language. These materials may be any sorts involving coursebook, workbooks, grammar books, dictionaries, cassettes, videos, CD-ROMs, readers, or copied activities, newspapers, magazines, photographs, live talks by native speakers, instructions made by teachers, written tasks, cross talk between learners; shortly, they may be anything used to increase the learners' knowledge and experience of the language (Tomlinson, as cited in Oflaz, 2009, pp.27-28). To categorize them and to have a short sum of the instructional materials, we can take a look at Pakkan's (as cited in Oflaz, 2009, p.29) classification of them: the coursebook, the supplementary materials (teacher's book and workbook), and the supporting materials (audio, visual, and audiovisual materials). Despite of the fact that there are various kinds of things used as materials while teaching or learning a language, the most easily obtained, extensively used and preferred instructional

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materials are coursebook which. Ur (1996, p.183) defines the coursebook as "textbooks of which the teachers and usually each student has a copy, and which is in principle to be followed systematically as the basis for a language course."

While analyzing the history of course books it can be seen that although there have been many changes in methodological issues, coursebook stay as crucial elements in EFL. In order to understand why and how the coursebook do not lose their significance with the time it is useful to have a look at Pakkan's clarifications. Pakkan (2007, p.7) designs a list of the features of the coursebook which are influential in teachers' preferences.

- Coursebook is prepared and designed by people experienced in the field of foreign language education and the books are evaluated in pilot studies before their publication periods.
- Teaching by using a coursebook is favorable from the aspects of consistency in the lessons that is taught by different instructors; in terms of continuity of the stages as they are published in series.
- Because the classroom setting is not real-life like, instructors need some materials to contribute to the authenticity of the setting. Moreover, teachers feel good while using well-prepared materials as they may not always seek for original activities and ideas for their courses.
- Coursebook enables the instructors to use the time in an efficient way.
- Coursebook is also important for the learners as they also need some concrete materials while learning a foreign language.
- Coursebook also enables the learners to have ample amount of exercises containing vocabulary drills, grammar exercises, pronunciation activities, etc..

There is also no doubt that the coursebook have some disadvantageous points that need to be considered. Richards (as cited in Jones, 2009, p.5) states that there are five potential disadvantageous impacts of the coursebook:

- They may contain materials which are inauthentic.
- They may falsify the content.
- They may not answer the needs of the learners.
- They can downgrade the teachers.
- They are not cheap.

As there are both favorable and unfavorable points of coursebook, determining on an appropriate one is not an easy work and it necessitates the selectors to be careful while planning the needs and targets.

7. THE ROLE OF COURSEBOOK EVALUATION IN EFL

The importance of using a coursebook in teaching and learning a foreign language has been a broadly accepted fact for many scholars and researchers in EFL. But, it's also regarded that the course books are also not sufficient on their own. Determining on the appropriate coursebook for their own language context is of vital importance that needs to be taken into consideration by the instructors. Hence, the coursebook evaluation for better selection process is becoming more and more important in time and many reasons are stated by several scholars as the rationales for this case as follows:

- Preparing the materials for each lesson is really hard work for teachers (McDonough & Shaw, as cited in Özdemir, 2007, p.9).
- Selection of improper coursebook may cause instructors and learners to get bored with the lessons (Hutchinson and Water, as cited in Özdemir, 2007, p.10).
- Gathering the authentic and triggering materials is not an easy job (McDonough & Shaw, as cited in Özdemir, 2007, p.10).
- The determining of a coursebook is a time-consuming process necessitating some educational, financial, administrative and even political decisions (Sheldon, as cited in Wen-Cheng et al., 2011, p. 92).

It's noted for Cunningsworth that being knowledgeable about the evaluation processes is not enough alone; evaluation of the coursebook also necessitates great consideration. According to Cunningsworth (1995, p.10) and Mc Grath (2002, p.23) similar kinds of coursebook evaluation processes are like an instance for the situation: pre-use evaluation, in-use evaluation and post-use evaluation. In the pre-evaluation, the potential of the coursebook is tried to be estimated because of the absence of any evidence from the book. In the in-use evaluation, the coursebook is evaluated during its used period by several instructors at the same time (Cunningsworth, 1995, p.10). In the post-use evaluation, the coursebook is evaluated after some period of using the book. It is evaluated in order to decide whether to use the coursebook in the upcoming years or not (Cunningsworth, 1995, p.10). Each of the evaluation sorts may be handled in order to evaluate a selected coursebook either together or one by one.

It is asserted by Hall and Trager (1953, p.45) that the course books are also to be evaluated according to the sufficiency of the content, cultural components and intercultural communicative competence. The course books are advised to involve ample amount of cultural components that can support the learners in terms of both language learning and world knowledge. By this way, the language learners using the course book will be learning the target language and culture of that language and accordingly, they will be able to handle the matters of the target culture easily.

8. METHODOLOGY

The purpose of this study is to obtain the perceptions of the language instructors towards the content of the "New Inside Out Elementary" course book in that intercultural communicative competence. The term of ICC is regarded as significant when considering the fact that the teaching materials in the school are also used in multicultural classroom settings in TMA. The cadets from different national and cultural backgrounds are educated in the academy and they are taught English in the same teaching environment together with other cadets. Methodological issues of this process detected during the study are clarified in details. In this part of the study the participants, instruments for data collection, the design of the research, and the analysis and the results of the piloting application are presented.

9. SETTING AND PARTICIPANTS

The research is conducted at Turkish Military Academy, which is a 4-year undergraduate level academy, hosting cadets from sixteen different countries. The school has several academic branches in addition to the fact that it is a military academy and its principal aim is to educate officers or soldiers for national defense. In the academy, several different foreign languages are taught such as English, German, French, Arabic, Greek, Chinese, Spanish, Persian, and Russian. It is located in Ankara and it is regarded as one of the most strategic educational institutions in Turkey because of its important mission such as training the officers managing the Turkish Army. The cadets studying in the academy have to learn at least one foreign language and succeed their academic courses and physical trainings at the same time. Approximately three thousand cadets study in the school.

Table 2
The Information About the Participants

	Sexes		Experience period		Educational levels	
	Male	39 (81.3%)	From "0" to "5" years	8 (16.7%)	Undergraduate	21 (43.8%)
			From "5" to "10" years	10 (20.8%)	Graduate	18 (81.3%)
	Female	9 (18.7%)	From "10" to "20" years	27 (56.3%)	Doctorate	9 (18.8%)
			From "20" to "30" years	3 (6.3%)		
Total	48 (100%)			(100%)	48 (100%)	

As it can be seen on the table above, a total of 48 language instructors who teach English at the Turkish Military Academy to participate in the study and subjects are selected from experienced instructors teaching in multicultural classroom settings. They are teaching for 4 to 20 years in the academy. They take roles in the course book selection commissions at the same time. 9 participants of the research are female and 39 of them are male. The questionnaire is administered to 15 out of 48 participants in answering interview questions for qualitative data of the research. Results taken from the questionnaire and the interview are presented and the outcomes are integrated into the discussions in the following parts.

10. DATA COLLECTION PROCEDURE

10.1 Questionnaire

The data of this research is obtained with the help of a 30-item questionnaire which is developed by the researcher herself and an interview consisting of 4 questions which is also prepared by the researcher. The questionnaire is applied to gather quantitative data of

research and it is a five-point Likert scale. To respond the items in the questionnaire, 4 means "completely", 3 "to a larger extent", 2 "to some extent", 1 "not really", and 0 "not at all". The scale tries to evaluate the language instructors' perceptions towards the content of the course book "New Inside Out" in terms of intercultural communicative competence. The questionnaire comprises 4 parts and each part aims to gather data about the sufficiency of one specific item under the general topic of ICC. The first part is called rationale: goals, aims, and interests of the course book and it aims at finding answers to the questions related to goals, aims, and interests of teaching material. The second part seeks for the presentation of content of target culture and it examines the sufficiency of representation of the target cultural components. The third part deals with the cross-cultural dimension. It examines the sufficiency of representation of the issues or components related to cross-cultural items. The forth part questions the representation of multicultural components. It examines the sufficiency of the content in terms of multicultural issues. The last part of the questionnaire is related to the intercultural communicative competence and examines to what extent the coursebook enables the learners to

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gain attitudes of intercultural competence and helps them be aware of intercultural communicational tendencies and norms.

10.2 Structured Interview

The qualitative data of the research is collected through a structured interview technique. The interview could not be recorded because of the security principles of the military academy; hence the interview could only be done by answering the questions written on a piece of paper. The structured interview consists of four questions and the questions in the interview attempt to gain the perceptions of the instructors like in the questionnaire on the same topic. Hence, the interview plays a role like a proof of the questionnaire. By this way, the researcher has the chance to evaluate the content of teaching material through two different instruments serving the same goal. The first seeks to find the answers about language instructors' perceptions about representation of target cultural components in the content of the course book. The second question deals with the cross-cultural aspects of the content and the third question seeks for the answers given for multicultural sufficiency in the content of the teaching material. The last question is related to the perceptions of the instructors about intercultural communicative competence and the sufficiency of representation of the related issues in the content.

10.3 Piloting

The questionnaire is developed by the researcher with the help of two experts who lead and supervise the researcher during every step of the preparation of the questionnaire. The validity of the questionnaire is provided through studying in accordance with the supervisor and two experts. The questionnaire is made up in a specific way so that it could address to the participants teaching in the military academy. Before the main application the researcher conducts a piloting application on 30 language instructors teaching in military high schools in order to evaluate the validity and the reliability of the questionnaire. The Cronbach's Alpha value of the pilot application is .920 which means that the questionnaire can be conducted for the main application on the target group of participants.

Table 3
The Reliability Statistics of the Questionnaire for the Pilot Study

Cronbach's Alpha	Cronbach's Alpha based on standardized items	N of items
.920	.917	30

The Cronbach's Alpha is calculated to be .920 for the questionnaire. This means that there is a high consistency between the items in the questionnaire in the pilot study.

As can be seen, the reliability of the questionnaire is higher than .70. If the Cronbach's Alpha is higher than .70; this means that the questionnaire has high reliability.

11. RESULTS

The Cronbach's Alpha value of the pilot application is .920 which points to the fact that the questionnaire can be conducted for its main application on the target group of participants.

Table 4
The Reliability Statistics of the Questionnaire for the Pilot Study

Cronbach's Alpha	Cronbach's Alpha based on standardized items	N of items
.920	.917	30

It is stated by Blaikie (2003) that factor analysis can establish whether a common factor is present or not in the context of a set of related statements in the scale. And, in a large set of scales, factor analysis can show whether subsets of items constitute separate scales or the subscales exist within a general scale. Confirmatory factor analysis is used in this study. The Kaiser-Meyer-Olkin (KMO) and Bartlett's Test is used in order to make sure that whether the factor analysis can be applied to the questionnaire or not.

Table 5
Factor Analysis of the Questionnaire

KMO and Bartlett's test	
Kaiser-Meyer-Olkin measure of sampling adequacy	.761
Bartlett's test of sphericity approx. Chi-square	1002,882
df	435
Sig.	.000

In the factor analysis of the questionnaire, Kaiser-Meyer-Olkin (KMO) value is found to be 0.761. This value shows that factor analysis can be applied to this questionnaire. As a result of the factor analysis, it has been seen that the following items should be removed from the questionnaire so as to ensure the validity: A4, C5, E2, E3, and E5. The reason for the removal is that they are controlled by more than one factor, which means that they measure more than one thing in the questionnaire; they address the perceptions of the participants from more than one aspect and they do not serve to measure what is expected from this questionnaire.

12. ANALYSIS OF THE QUESTIONNAIRE

Analysis of the Points Taken from the Participants in terms of the Goals, Aims, and Interests of the Students (Table 6).

Table 6
Analysis of the Points Taken From the Participants in Terms of the Goals, Aims, and Interests of the Students

	N Statis.	Minimum Statistic	Maximum Statistic	Mean Statistic	Std. deviation Statistic	Skewness Statistic	Std. error	Kurtosis Statistic	Std. error
R.Q.1.	48	3.00	15.00	4.9167	2.09186	3.011	.343	11.887	.674
Valid N list-wise	48								

It can be analyzed from the perceptions of the participants that the maximum value is 15, the minimum value is 3. The mean value of the statistics is 4.9167 which points to the fact that the content of the New Inside Out Elementary course book is not adequate and sufficient in terms of goals, aims, and the interests of the students. This case is also be understood from that the distribution of the values is right-skewed (Kurtosis=11.887).

According to the analyses applied in order to see whether there are any meaningful difference between the perceptions of the language instructors, it is understood that there are not any significant statistical differences between the perceptions of the language instructors according to their professional experience periods; there are not any meaningful statistical differences between the perceptions of the male and female language instructors; and there are not any meaningful statistical differences between the perceptions of the language instructors according to their educational levels.

Table 7
Analysis of the Points Taken From the Participants in Terms of the Target Cultural Components

	N Statis.	Minimum Statistic	Maximum Statistic	Mean Statistic	Std. deviation Statistic	Skewness Statistic	Std. error	Kurtosis Statistic	Std. error
Research Q.2.	48	14.00	24.00	18.8125	1.79427	.040	.343	1.270	.674
Valid N (listwise)	48								

According to the table, the mean value pointing to the level participants considering the content of the course book as decent and sufficient is 18.8125. While taking the maximum value as 24 into consideration, this value can be accepted as a high value which shows that the participants regard the content of the New Inside Out Elementary course book in terms of target cultural components as decent and sufficient.

According to the analyses applied in order to see whether there are any meaningful difference between the perceptions of the language instructors, it is understood that there are not any significant statistical differences between the perceptions of the language instructors according to their professional experience periods; there are not any meaningful statistical differences between the perceptions of the male and female language instructors; and there are not any meaningful statistical differences between the perceptions of the language instructors according to their educational levels.

Table 8
Analysis of the Points Taken From the Participants in Terms of the Cross-Cultural Components

	N Statistic	Minimum Statistic	Maximum Statistic	Mean Statistic	Std. deviation Statistic	Skewness Statistic	Std. error	Kurtosis Statistic	Std. error
R.Q.3.	48	.00	12.00	3.7292	2.44723	1.891	.343	4.613	.674
Valid N (listwise)	48								

It can be understood from the table that the participants regard the content of the New Inside Out Elementary course book as insufficient and inadequate in terms of cross-cultural components. There are five questions seeking for this issue in the questionnaire. If the participants regard the book as sufficient and adequate, the mean value could be expected to be nearly 20; but the mean value is too low. Kurtosis value is higher than 3; the distribution of the perceptions of the participants is nearer to the 0.

According to the analyses applied in order to see whether there are any meaningful difference between the perceptions of the language instructors, it is understood that there are not any significant statistical differences between the perceptions of the language instructors according to their professional experience periods; there are not any meaningful statistical differences between the perceptions of the male and female language instructors; and there are not any meaningful statistical differences between the perceptions of the language instructors according to their educational levels.

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Table 9
Analysis of the Points Taken From the Participants in Terms of the Multi-Cultural Components

	N	Minimum	Maximum	Mean	Std. deviation	Skewness		Kurtosis	
	Statis.	Statistic	Statistic	Statistic	Statistic	Statistic	Std. error	Statistic	Std. error
R.Q.4.	48	3.00	16.00	6.2083	2.88767	2.029	.343	4.490	.674
Valid *N*	48								

While considering that the mean value of the participants 6.2083 and kurtosis value is 4.490; the participants do not regard the content as decent and sufficient.

According to the analyses applied in order to see whether there are any meaningful difference between the perceptions of the language instructors, it is understood that there are not any significant statistical differences between the perceptions of the language instructors according to their professional experience periods; there are not any meaningful statistical differences between the perceptions of the male and female language instructors; and there are not any meaningful statistical differences between the perceptions of the language instructors according to their educational levels.

Table 10
Analysis of the Points Taken From the Participants in Terms of the ICC

	N	Minimum	Maximum	Mean	Std. deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. error	Statistic	Std. error
R. Q.5.	48	.00	7.00	2.2917	1.14777	1.419	.343	5.565	.674
Valid *N*	48								

While examining the table it can be understood that the mean value of the participants is 2.2917; this points to the fact that the content of the New Inside Out Elementary course book is not regarded as adequate and sufficient in terms of enabling the students international communicative competence. The case could also be clearly seen from that the position of the values which are cumulative in the left side of values (Kurtosis =5.565).

According to the analyses applied in order to see whether there are any meaningful difference between the perceptions of the language instructors, it is understood that there are not any significant statistical differences between the perceptions of the language instructors according to their professional experience periods; there are not any meaningful statistical differences between the perceptions of the male and female language instructors; and there are not any meaningful statistical differences between the perceptions of the language instructors according to their educational levels.

As it can be derived from the tables presenting the data related to the variables of the participants one by one, it can be asserted that there are not any significant differences between the variables such as genders, educational backgrounds, and occupational experience period. The variables of the participants do not cause significant differences on their perceptions towards the content of the course book.

Finally, while looking at the analysis of the results taken from the structured interview it can be stated that according to the perceptions of the language instructors teaching in multicultural classroom environment in TMA,

the content of the course book is regarded as normal and sufficient in terms of the issues related to the target language. It is explained that the content is in necessary and sufficient level to be able to teach the learners target cultural issues. But, it is asserted that the content of the course book which is used to teach English in the classroom setting stated above is not in the expected or desirable level. The content of the course book is regarded as poor especially from cross-cultural and multicultural aspects and in developing intercultural communicative competence of the students.

CONCLUSION

As for the results, it can be asserted that this study has lots of common implications with the surveys conducted on the material evaluation before. It is noted by Byram (1993, p.32), that most of the surveys applied before point the fact that the contents of the course books especially used in culturally diverse settings should address to various kinds of cultural backgrounds and they had better enable the learners acquire the intercultural communicative competence which is regarded as one of the primary goals of language learning process.

In this study, the language instructors teaching in multicultural classroom settings evaluate the content of the New Inside Out Elementary Course Book from different aspects such as goals, aims, and interests in general perspective; target cultural, cross-cultural, multicultural components; and the sufficiency of the content in terms of ICC. The instructors find the content

of the teaching material according to the goals, aims, and the interests from general point of view not sufficient and adequate. According to National Standards (1999, p.22) it is assumed that there are five main goals for language education. These goals are 5 Cs; Communication, Cultures, Connections, Comparisons, and Communities. National Standards (1999, p.22) point that the concept of culture can be defined as three intertwined concepts such as perceptions, (the thoughts, feelings, and values of a society) practices, (patterns of interaction), and products (works, arts, foods). The goals and aims of the learners stated by the National Standards above are already considered by the instructors, besides, while taking the specific circumstances of the students in the academy into consideration it is important to pay attention that the participants evaluate the course book content according to some specific goals, aims, and the interests of the military students whose priorities and aims may differentiate from those of students in civilian universities. The goals and aims which are taken into consideration while determining on the teaching materials are attached importance by the lecturers at the same time and according to results of the analyses (mean value: 4.7167), the content of the New Inside Out Elementary Course Book is not regarded as sufficient for the students learning in the academy. On the other hand, according to the results of the analyses, it is understood that none of the variances of the instructors such as sex, experience period, and educational level have effect on the perceptions on the instructors while evaluating the content of the course book.

While seeking for the perceptions of the language instructors towards the content of the course book in terms of target cultural components, the results of the analysis show that most of the participants regard the content of the course book sufficient in terms of target cultural components (max.value: 24; the min.value: 14). Regarding the point stated above, the language instructors participating in the study are from the point of view that the content of the New Inside Out Elementary Course Book is sufficient for the students learning in the academy. It is worth paying attention that the target cultural factor is the only item which is regarded as adequate and sufficient while evaluating the context of the course book.

For the next dimension of the evaluation criteria, Fantini (2009, p.31) regards the concept of cross-culture as one of the significant factor which should be attached importance while teaching the target language. Participants evaluating the course book regards the content of the course book insufficient and inadequate in terms of the cross-cultural components. According to the mean value of the statistics (mean value: 3.7292), the content of the New Inside Out Elementary Course Book is regarded as inadequate for the students learning in the academy. On the other hand, according to the results of the analyses, the variances in the questionnaire such as sex, professional

experience period, and the educational level do not have any impact (meaningful statistical differences) on the perceptions of the instructors while evaluating the content of the course book.

Another aspect of the content evaluation analysis is the multicultural components which are also pointed by Fantini (2009, p.31) while discussing about the necessary items in the material contents. The statistical results of the analysis point that the participants evaluating the course book regard the content insufficient and inadequate in terms of the multicultural components. The participants evaluate the course book content according to the sufficiency and adequacy of the multicultural components and the content of the New Inside Out Elementary Course Book is regarded as insufficient for the students learning in the academy. While considering the variances, according to the results of the analyses, the variances in the questionnaire do not have any impact (meaningful statistical differences) on the perceptions on the instructors.

The last factor questioned in the survey is the sufficiency of the content of the coursebook in terms of intercultural communicative competence. It is stated by Tesoriero (2006, p.112) several researchers has had many studies and as a consequence of these studies one specific and significant aspect of dealing with differences is conceptualized as "intercultural communicative competence". As it is can be grasped from the sayings above, the concept of ICC is the final point that researchers arrive at while walking around the importance of culture and cultural components in the contents of the materials. In another source, ICC is defined by Chen and Starosta (1998, p.13) as "the ability to effectively and appropriately execute communication behaviors that negotiate each other's cultural identity or identities in a culturally diverse environment". As it can be understood from the clarifications of the scholars the ICC is, in fact, the main issue to be facilitated for the language learners through the teaching materials. Based on this fact that, the ICC is regarded as necessary and important feature for a course book and the instructors are made to evaluate the material according to these perceptions. 3 other factors going around the topic questioned before the ICC also serve to the ICC factor in the general context. The instructors evaluating the course book agree that the content of the course book is insufficient and inadequate in terms of the components supplying ICC. According to the results of the analyses, the variances considered in the questionnaire such as sex, professional experience period, and the educational level do not have any meaningful impact (meaningful statistical differences) on the perceptions on the instructors while evaluating the content of the course book.

As a sum up, upon all of the opinions and clarifications stated above it is noted that in both of the instruments

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such as questionnaire and structured interview, language instructors are generally on the point of view that the content of the teaching material, New Inside Out Elementary Course Book, is regarded as insufficient in terms of involving necessary amount of cultural components and ICC aspects. The scope of the material is evaluated and it is found out to be unsatisfactory in order to enable the learners acquire ample amount of cultural components and use them in intercultural environments.

IMPLICATIONS

It is asserted by Sercu (2002, p.12) ... a foreign language means entering a cultural world that may to a lesser or a larger extent is different from one's own. Therefore, all language education should also be intercultural education' It is implied that learning a foreign language involves intercultural education at the same time. From this perspective, it can be suggested that intercultural communicative competence is presented to the learners who are educated in the same learning environment. Course books are essential factors of foreign language education and from this point of view this study aims to gather language instructors' perceptions and perceptions about course books' content and the essential issues in terms of intercultural communication.

Another suggestion on the issue is to create books and materials introducing multicultural components such as proverbs, sayings and idiomatic expressions of other cultures. The most comprehensive methods should be used in order to coach the students to handle the culturally diverse setting and to learn without much difficulty. It is taken from the results of the interview in this study that lecturers should favor the advantageous points in such a way that not only the students but also people encouraging such kinds of educational environments would feel satisfied and more eager for further study of the issue presented on this research.

As it was mentioned before, the goals of the course books are not to inform the people about other cultures as a tourist information office work. The course books must enable the expected behavior patterns and attitudes with the knowledge at the same time. Some types of acts expected in an international environment such as empathy, being open to the outer world, skill to alter the point of views, and handle the misunderstandings are also the necessary aims which must be involved by the course books (Wandel, 2002, p.179). In this context, Damen (2003, p.352) suggests that material designers and publishers should pay much more attention to matters such as cross-cultural pragmatics, cultural misunderstanding, stereotypes, non-verbal communication and culture shock. Damen's suggestion points to the fact that; the students can recognize the misunderstandings and handle those problems if they are enabled the content of those issues.

As Ting-Toomey and Chung (2005, p.4) state "intercultural communication skills are needed to solve problems, manage conflicts, and forge new visions as a dynamic global employee or leader". It can be regarded that as an alternative and nourishing idea, some audiovisual materials, literary texts, magazines or newspapers of other countries, images of societies, radio or television programs can be integrated into course books' content to develop students' awareness related to the other cultural backgrounds. In addition to this, projects and presentations may be added to the content as tasks to facilitate the students to do research about cultural information (Dlaska, 2000, p.231). Another suggestion in order to make course books more suitable for intercultural communication is integrating some discussion parts supported with proverbs, sayings and idiomatic expressions of another culture (Skopinskaja, 2003, p.142) Learners, by this way, may explore both other cultures and similarities between both cultures.

To sum up, the intercultural competence could be gained by the learners through the course books in language learning environments if the content contains sufficient level of activities, exercises and sufficient materials. When the language learners are donated ample amount of cultural components and gained the intercultural communicative competence through the content of the language teaching materials their learning process would be much more productive and fruitful.

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