

# An Analysis of the English Textbook “Notifier” on Intercultural Competence in Language Education

Nebile Uslu KAPLAN

*Amasya University, School of Foreign Languages, Amasya, Türkiye*

---

## Abstract

Understanding how textbooks include intercultural competence is crucial for preparing students for a linked world, as global communication and cultural awareness gain importance in contemporary education. In this sense, the main goal of this study is to investigate how the *Notifier* textbook integrates intercultural features into its English language material, looking at how these components foster intercultural competence and represent global viewpoints. In addition to using a content analysis methodology to find recurrent themes, topics, and activities that address intercultural communication and cultural diversity, the study uses a document analysis method to thoroughly analyze the material. The study focuses on textual content of the book, including reading passages, dialogues, instructions, and activities that relate to intercultural topics. As the evaluation criteria, Yuen (2011)'s framework, which consists of products, practices, perspectives, and persons categories is used. The results showed that in general, the book is satisfying in terms of including intercultural content in each unit. While practice and products category are dominant throughout the book, the category persons seems to be neglected. In addition to the findings, the research provides recommendations for enhancing the incorporation of intercultural components in the book under investigation and other comparable textbooks. Also, the study has some pedagogical implications for both language teachers and textbook developers.

*Keywords: Intercultural competence, textbook analysis, English language teaching (ELT).*

*Received Date: May 27<sup>th</sup>, 2026. Acceptance Date: June 10<sup>th</sup>, 2026.*

© Journal of Language and Education Review.

---

## 1. Introduction

In today's globalized world where people with different cultural backgrounds get in touch with each other frequently because of the advancements in information technology, telecommunication, and transportation as well as the globalization process (Edalati Kian, 2016), having the ability to interact appropriately with people from various cultures has been a must (Fantini, 2009; Lappalainen, 2011). Such kind of ability is called intercultural competence (IC) and Barrett (2011) describes it as a set of values, attitudes, skills, as well as knowledge needed to respect, comprehend, and communicate with people from different cultural origins. IC, which is essential for communication, becomes even more crucial to live in harmony (Yuan, 2021) because various cultures have various ways of organizing reality, which causes different actions in different nations. People who grow up in the same culture have similar cultural customs and a common understanding of the meanings of the language they use; as a result, these shared understandings influence how they use language (Sobkowiak, 2015). In addition to exchanging ideas and information in a clear and adequate manner, successful communication partners also do it in a way that is socially expected and typically accepted (Kiss, 2017). While learning a new language, these differences should be given the necessary importance to master in that language. Language learners should understand that their responses are indicative of what is seen proper in their local cultures rather than being universal across the globe. That is the reason why some people, even with their high level of fluency in the language, nevertheless struggle to communicate effectively in intercultural situations (Sobkowiak, 2015). Cultural representation greatly affects our attitudes and behaviors and reflects how we

*\*ADDRESS FOR CORRESPONDENCE: Nebile USLU KAPLAN, Amasya University, Amasya, Türkiye, E-mail address: kaplanebile@gmail.com  
ORCID ID:0000-0001-8385-9475*

view other cultures. To promote equity and inclusion and guarantee that everyone's views and identities are respected, it is imperative to acknowledge the significance of IC (Latifa, 2024). Since language serves as a means of expressing one's affiliation with a specific cultural group, learning to speak in a foreign language gives students the ability to express their diverse and chosen identities in addition to learning grammar and vocabulary (Kiss, 2017). In this regard, IC is essential for English as a Foreign Language (EFL) students, and numerous academics and educators have recognized its importance recently (Bon, 2022; Rashtchi, 2013). As a result, the goal of learning a foreign language has undergone significant shift in recent years after these developments (Edalati Kian, 2016; Yuan, 2021). In this sense, language teaching and learning is an important factor in fostering IC of the learners and in language lessons, IC is a key component of the process of learning a second language because of the fact that effective communication requires that students' comprehension of the viewpoints and worldviews of different cultures be properly developed (Bon, 2022; Mozaffarzadeh & Ajideh, 2019; Sobkowiak, 2015). To understand and appreciate the differences, students should be encouraged to watch, evaluate, and analyze the behaviors of foreigners and contrast them with the customs and norms of their own cultures. In this way, they will be better able to see and comprehend the world's diversity, cultivate empathy, open-mindedness, mindfulness, and respect for others, and have a better chance of communicating successfully across cultural boundaries (Kiss, 2017; Sobkowiak, 2015). Mastering in IC can also aid students in understanding the fundamentals of the language as well as the linguistic and social norms of various cultures. Stated differently, this promotes intercultural communicative ability among students and may assist them increase their intercultural awareness. Since learning a language also entails learning a culture, this helps students comprehend how to communicate appropriately in many contexts, irrespective of the cultural backgrounds of others (Yuan, 2021).

This reality showed that IC must be integrated into language instruction to meet the students' needs (Sobkowiak, 2015). UNESCO (2007) stresses that intercultural education should be expressed in school instruction, particularly in teaching of foreign languages. All elements of an EFL curriculum are expected to focus on fostering interculturality, since the goal of learning a foreign language is now stated in terms of IC (Edalati Kian, 2016). According to this viewpoint, in addition to communication skills, language education should address developing competencies that help second language learners deal with the sociocultural aspects of the target language culture, which are incorporated into many language classes (Salamanca Salgado, 2023). In such a language education which also aims developing IC of the learners, students must actively observe, describe, and contrast other cultures rather than merely passively learning about the target foreign culture or cultures (Sobkowiak, 2015). It also covers the flexibility and sufficiency related to the reality of cultural variations and the need to be able to manage the issues that they may cause. As a result, when teaching a foreign language, the learner's culturally dominated perspective of the world should be transformed into a multicultural one (Edalati Kian, 2016). This can be achieved by the language teachers, who can establish comprehensive learning environments that help students understand language in its cultural context and develop a deeper comprehension of language usage in everyday situations by including cultural elements into language instruction (Latifa, 2024; Salamanca Salgado, 2023). They should devote the same amount of time to teaching culture in the classroom as they do to teaching grammar and vocabulary (Mozaffarzadeh & Ajideh, 2019). Choosing the appropriate methodology and materials to integrate IC into language lessons is the responsibility of the language teachers. By examining the resources they use in the classroom and modifying them to a more contextual education that helps students mediate cultural information and become interculturally competent while using the target language, teachers are expected to transform, update, and redesign the teaching and learning process of English beyond grammar instruction and isolated vocabulary (Salamanca Salgado, 2023). Teaching materials ought to be prioritized because of these factors (Yuan, 2021).

Among all different teaching materials, textbooks play a crucial role because of various reasons. First, EFL textbook is a product that shapes the perception of English language and culture as well as the practice of learning the language (Lappalainen, 2011). Also, it is a useful tool for encouraging children to explore and an essential resource for their education. At the same time, textbooks serve as the main framework for how teachers plan their lessons and are a crucial tool for teaching students language and learning abilities (Yuan, 2021). A top-notch textbook gives students a thorough grasp of the language's context by incorporating social and cultural facets in addition to linguistic ones. This demonstrates how important textbooks are for creating relevant language learning experiences and raising students' cultural awareness (Latifa, 2024). Textbooks have taken on such a key role in education that they are now beginning to dictate lessons, homework, and the amount of time students spend studying. Since textbooks are so prevalent in language teaching, they have the authority to define what English is and how it should be studied (Lappalainen, 2011).

Because textbooks play such a significant role in instruction, they are used in a manner that is nearly identical to the national curriculum. Additionally, since they may have a different understanding of the national curriculum than the writers of the textbooks and choose to highlight other elements, teachers should become familiar with it and decide how they wish to implement it (Lappalainen, 2011). As a result, it can be claimed that the use of textbooks is a component of the teaching process, wherein the teacher not only makes use of them but also assesses the progress and methods of instruction both before and after using language textbooks in the classroom (Salamanca Salgado, 2023) because textbooks used to teach languages are sometimes accused for providing a somewhat skewed portrayal of culture and failing to prepare students for intercultural conversation (Kiss, 2017). Therefore, it is necessary for language teachers to verify that the tasks and content of textbooks are based on IC (Yuan, 2021).

### 1.1. Aim and Rationale of the Study

To effectively communicate in a multicultural setting, a person must be proficient in both languages and another skill known as IC, which is the capacity to comprehend cultural distinctions (Bon, 2022). The EFL program is especially made to help students become proficient in English for a variety of purposes, such as social, professional, and academic communication (Latifa, 2024). To prepare for intercultural communication which they will engage in, students should learn how to integrate and experience cultural diversity in the EFL classroom (Sobkowiak, 2015). This emphasizes how crucial it is to take cultural circumstances into account in educational settings (Latifa, 2024). To achieve this, it is imperative that educators and content creators in English Language Teaching (ELT), and particularly in EFL contexts, change their viewpoints from traditional to intercultural teaching (Mozaffarzadeh & Ajideh, 2019). The right intercultural information in textbooks can somewhat compensate for this shortcoming if it cannot be accomplished through direct interactions with multicultural peers or a teacher from a varied culture (Sobkowiak, 2015). As a result, multicultural material in teaching textbooks has grown in importance in teaching and learning of English (Yuan, 2021). Culture has long been a part of teaching foreign languages, but most language textbooks seem to devote a few sections to cultural characteristics in the form of famous people, traditional food, festivals, and so on (Salamanca Salgado, 2023). Thus, examining how interculturality is presented in language textbooks is crucial.

The importance of evaluating textbooks in terms of cultural content paved the way for many textbook analysis studies from various countries (Edalati Kian, 2016; Lappalainen, 2011; Rashtchi, 2013; Sobkowiak, 2015; Yuan, 2021). In Turkish context, it is possible to find research investigate studies that undertake the IC in English textbooks (Çalman, 2017; Çakır, 2010; Çelik & Erbay, 2013; Koç, 2017; Korkmaz, 2009; Sarıçoban & Öz, 2014). However, the related literature has a limited number of studies which based on Yuen (2011)'s framework (Çelik & Erbay, 2013; Davidson & Liu, 2020; Kırmızı & Sarıçoban, 2020). Related to all the reasons to conduct the study, this research aims to investigate the IC elements in the book *Notifier* which is used in Türkiye as the 12th grade English textbook. By pinpointing the intercultural elements included in the selected book, the study's findings are expected to serve as an additional source of reference for language teachers and textbook authors as well. Teachers can use this research as a resource to design their lessons in the light of the findings to better develop their students' IC and textbook authors can rearrange their materials according to the study's findings to cover more details about the cultural elements. Additionally, this study can be used as a model by future researchers who wish to carry out similar studies related to IC.

### 1.2. Research Questions

To fulfill the aim of the study, which is to evaluate the 12th grade English textbook *Notifier* used in Türkiye regarding intercultural elements, the following research questions are determined:

1. How is intercultural content portrayed in the textbook according to Yuen's framework?
  - 1.a. How are practices from the target, home and global cultures portrayed in the textbook?
  - 1.b. How are products from the target, home and global cultures portrayed in the textbook?
  - 1.c. How are the perspectives of the target, home and global cultures portrayed in the textbook?
  - 1.d. How are the persons of the target, home and global cultures portrayed in the textbook?

## 2. Literature

### 2.1. Culture, Language and Language Teaching

In the modern world, globalization has created an infinite amount of communication space. Additionally, communication-related topics are growing in importance within modern social studies (Yuan, 2021). The key feature of communication is the language used by people. It is thought that civilization would not be able to survive without language (Rashtchi, 2013). According to Latifa (2024), language is more than just linguistic patterns and there is a complex relationship between language and culture. In another view, language and culture undoubtedly interact with one another (Karabinar & Guler, 2013). Likewise, Jiang (2000) stresses the inseparability of culture and language by adding that without language, culture would not be possible. In this sense, it is generally accepted that language not only contributes to culture but also plays a major role in it. At the same time, language both reflects and is shaped by culture. More broadly, a people's language is also their symbolic representation since it captures their historical and cultural contexts, as well as their outlook on life and their methods of thinking and living (Rashtchi, 2013) and effective communication requires that people's comprehension of the viewpoints and worldviews of different cultures be properly developed (Mozaffarzadeh & Ajideh, 2019). As stated by Jiang (2000), language is seen as the mirror of culture and through language, it is possible to see the culture. To put it briefly, language and culture are inextricably linked. Because of this integration, IC and mutual understanding are more crucial than ever since they allow us to tackle some of the most pressing issues facing modern communities (Bon, 2022; Rashtchi, 2013).

As a result of changes brought about by a globalizing society and educational sector, we now see culture and its function in language instruction differently (Kiss, 2017) and in recent years, the importance of culture in English language instruction has grown (Karabinar & Guler, 2013; Rashtchi, 2013). This tendency has several causes, including a linguistic approach that considers a broader social and cultural viewpoint and the growing diversity of English usage (Rashtchi, 2013). Since language is also a phenomenon of culture that is not fully comprehended lacking the cultural context in which it is used, learners of a foreign language must be familiar with both the language and its complex system and conventions as well as, to some extent, the cultural background of their interlocutors. Because various cultures have various ways of organizing reality, which causes different actions in different nations (Sobkowiak, 2015), successful communication partners should communicate in a way that is socially and typically accepted (Kiss, 2017). Also, people frequently tend to appeal to preconceptions, prejudices, and overgeneralizations when interacting with representatives of other cultures. This leads to a variety of misconceptions and hinders cross-cultural communication (Sobkowiak, 2016). As a result, cultural representation greatly affects our attitudes and behaviors and reflects how we view other cultures (Latifa, 2024). This reality shows that learning to speak in a foreign language should give pupils the ability to express their diverse and chosen identities in addition to learning grammar and vocabulary (Kiss, 2017). Also, intercultural competencies must be integrated into language instruction to meet their needs and students must actively observe, describe, and contrast other cultures rather than merely passively learning about the target foreign culture or cultures (Sobkowiak, 2015). In this vein, education is necessary to enable people to coexist in culturally diverse communities in today's multicultural society (Rashtchi, 2013; Sobkowiak, 2016). To make such communities function, people must be able to comprehend and interact with one another across a wide range of cultural divides (Rashtchi, 2013). The objective of teaching and studying EFL in most circumstances has changed from an emphasis on linguistics alone because IC is a must for EFL learners (Bon, 2022). Likewise, as Karlik (2023) states, true language proficiency requires a deep comprehension of the culture that gave rise to the language, going beyond simple vocabulary and grammar rules. Briefly, in language schools, culture is a key component of the process of learning a second language and intercultural language learning is a key component of contemporary language education, reflecting a growing understanding of the interdependence of language and culture as well as the necessity of giving students resources for teaching intercultural communication in order to improve their IC in a world that is becoming more and more multicultural (Mozaffarzadeh & Ajideh, 2019).

In this new understanding of culture and language; language competency, grammatical competence, communicative competence, and a shift in the learners' views about their own or another culture are all aspects of mastering a foreign language (Rashtchi, 2013). To achieve this, it is imperative that educators in ELT change their viewpoints from traditional to intercultural teaching (Mozaffarzadeh & Ajideh, 2019) and they now face additional demands because of the emphasis placed on culture (Karabinar & Guler, 2013). They should devote the same amount of time to teaching culture in the classroom as they do to teaching grammar and vocabulary and they shouldn't make it the least important

part of the curriculum (Mozaffarzadeh & Ajideh, 2019). Moreover, teachers can design more relevant and captivating learning experiences that connect with students' real-world experiences by incorporating cultural relevance into literacy instruction, which encourages students to see English as a tool for self-expression and global participation rather of just a subject by bridging the gap between abstract linguistic concepts and real-world language use (Gumardifa et al., 2025). In addition, teachers can establish comprehensive learning environments that help students understand language in its cultural context and develop a deeper comprehension of language usage in everyday situations by including cultural elements into language instruction (Latifa, 2024). According to Yuan (2021), moving forward with intercultural education could aid students in understanding the fundamentals of the language as well as the linguistic and social norms of various cultures. Since learning a language also entails learning a culture, this helps students comprehend how to communicate appropriately in many contexts, irrespective of the cultural backgrounds of others. To understand and appreciate the differences, students should be encouraged to watch, evaluate, and analyze the behaviors of foreigners and contrast them with the customs and norms of their own cultures. They will be better able to see and comprehend the world's diversity, cultivate empathy, open-mindedness, mindfulness, and respect for others, and have a better chance of communicating successfully across cultural boundaries (Sobkowiak, 2015). This emphasizes how crucial it is to take cultural circumstances into account in educational settings, particularly in EFL courses (Latifa, 2024).

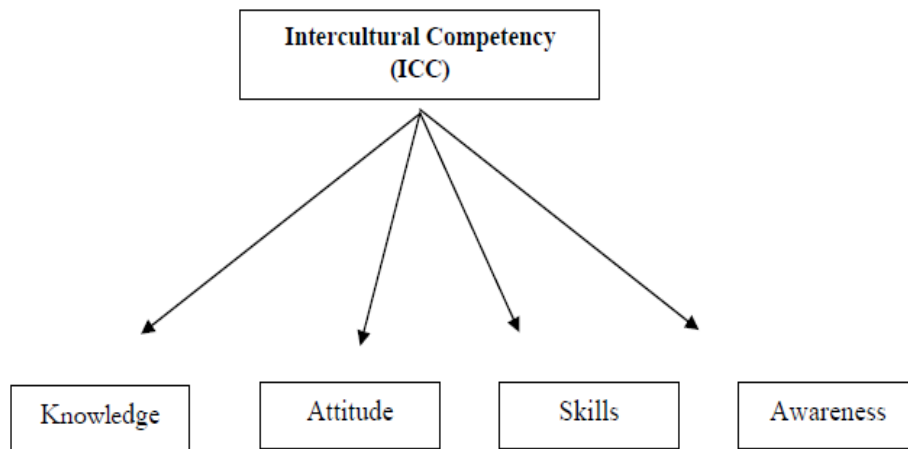
## 2.2. Intercultural Competence

According to Zhang and Zhou (2023), IC can be defined in a variety of ways and is sometimes used interchangeably with other terms like multicultural competence, intercultural communication competence, cross-cultural skills, global citizenship, and cultural intelligence. UNESCO defines it as "having the skills required to draw upon both knowledge and attitudes when interacting with others from different cultures, as well as having adequate relevant knowledge about particular cultures, as well as general knowledge about the sorts of issues arising when members of different cultures interact, holding receptive attitudes that encourage establishing and maintaining contact with diverse others" (Unesco, 2013, p.16). Barrett (2011)'s definition shows that IC is a set of values, attitudes, skills, and knowledge needed to accept and comprehend people from different cultural origins and function well in interactions with them. Conversely, IC is defined by Holubnycha, et al. (2021) as the ability to communicate with individuals from different cultural backgrounds. It is characterized by self-awareness, motivation, and the capacity to accept uncertainty. According to Li (2020), IC is the ability to think and act appropriately in cross-cultural situations. IC, according to Fantini (2007), is a collection of skills required to function well and appropriately while engaging with people who are linguistically and culturally distinct from oneself.

It is challenging to define IC in a way that is generally accepted because it lacks specificity and overlaps with numerous related concepts in various fields, as the definitions above make clear (Deardorff, 2020; Tudoran & Deaconu, 2023). But those different definitions might add to the evidence that IC is a significant issue that is being explored more and more in our contemporary and globalized environment (Feng et al., 2026; Genkova & Schreiber, 2023; Matei, 2022). All the definitions reveal that people with IC can thrive in a variety of cultural settings and possess cultural sensitivity, resistance to stereotypes, open-mindedness, and the ability to modify behavior for successful interactions with others from various backgrounds (Cushner & Chang, 2015). In addition, IC is developed through social, professional, and academic interactions, as well as by integrating pathways with individual agency, structural limitations, and participants' long-term ability to contribute to institutional or community-level transformation (Hanley & Chankseliani, 2026). This is because IC is a multifaceted concept which involves characteristics, personality traits, talents, history, drive, and education and allows efficient interaction with individuals from various cultural backgrounds (Schelfhout & Derous, 2023). The notions of intercultural knowledge and intercultural sensitivity are closely related; learners first gain cultural information before developing the sensitivity necessary to effectively navigate cultural differences. According to Chen (2023), IC is characterized by flexibility in the behavioral, emotional, and cognitive domains. Its core constituents include critical thinking and adaptation. According to Holubnycha et al. (2021), enhancing linguistic and cultural proficiency is crucial for raising IC.

The components are all necessary for IC. But according to numerous academics, IC consists of four primary elements (Barrett, 2011; Matei, 2022; Pham & Pham, 2022). Fantini (2007) provides an illustration of these elements in Figure 1.

Figure 1. Elements of Intercultural Competence



Gaining IC is crucial for addressing global issues and promoting collaboration between people from diverse backgrounds (Eğinli, 2011). It's more than merely picking up new skills. Being a global citizen requires an understanding of many cultures due to the greater global interconnections of the twenty-first century. In the same vein, IC can enhance communication, problem-solving, and innovation in multicultural teams (Voida et al., 2026). Gaining IC is essential since it involves comprehending and acclimating to the expectations of the host culture. Because it encompasses the emotional, cognitive, and reasoning skills necessary for successful cross-cultural communication and collaboration, this competence is crucial for individuals and organizations that conduct business internationally. For this purpose, IC can be seen as a must for 21<sup>st</sup> century workplace, which is shaped by the view of globalization (Griffith et al., 2016). Proficiency in IC is also necessary to promote diversity, bridge gaps, ease tensions, and create peaceful coexistence. According to UNESCO (2013), these competences enable individuals and groups to engage with cultural "others" without feeling confined or ghettoized and to discover fresh and intriguing viewpoints. Appreciating the proper communication codes for each culture, forming deep connections, understanding different communication idioms, and cultural adaptability are all components of developing intercultural competency. It allows communications to be effectively conveyed and received using culturally appropriate communication codes (Eğinli, 2011).

### 2.3. The Role of Textbooks in Fostering Intercultural Competence

Textbooks, which are one of the most fundamental components of education (Yuan, 2021) and the primary learning management tool (Tareva et al., 2017), continue to dominate the language education industry despite arguments for and against them as the most effective way to distribute language learning resources. In foreign language education, textbooks have a crucial function that academics have long felt cannot be overstated (Edalati Kian, 2016). They are valuable in language teaching for several reasons. First, textbooks serve as the main framework for how teachers plan their lessons and are a crucial tool for teaching students language and learning abilities (Yuan, 2021). They are used in classrooms all over the world as tools to guide the teaching and learning process (Salamanca Salgado, 2023). Furthermore, they account for a significant portion of classroom instruction. The importance of textbooks is so great that without them, educational programs may not be effective (Edalati Kian, 2016). Textbooks are most likely to have an impact on students when they are the only reliable source of knowledge. (Lappalainen, 2011). As Yuan (2021) states, it is a useful tool for encouraging children to explore and an essential resource for their education. These are crucial in helping students learn and are mostly the resources teachers utilize to conduct their lessons and instructional activities.

According to Cortazzi and Jin (1999), textbooks can serve as a teacher, a guide, a resource, a trainer, an authority, a de-skinner, and an ideology, among other functions. Textbooks are so important that they have the power to make meanings plainer in a way that elevates them above any critique. Moreover, they are seen as one of the best strategies to maximize students' instruction in foreign languages (Tareva et al., 2017). Thus, they should facilitate language

acquisition, adhere to the national curriculum, and consider the requirements, goals, and expectations of both teachers and students. Furthermore, the language used in the textbooks begins to shape students' perspective and appears to be a representation of the real physical world. The texts selected for a textbook, for instance, represent the beliefs and values of the prevailing culture (Lappalainen, 2011). They also often incorporate cultural elements into the lessons. Thus, by examining the cultural components incorporated into the textbook's lessons, teachers, students, and researchers may be able to broaden students' knowledge, comprehension, and awareness of the world while they are learning a second language (Rosyidi & Purwati, 2017; Salamanca Salgado, 2023). These considerations raise the possibility that not all of the crucial elements of teaching and learning a language will receive equal emphasis, and that the textbooks may only partially address the demands of a particular learner group. When selecting their instructional resources, educators should keep this in mind (Lappalainen, 2011) and therefore it is necessary to verify that the tasks and content of the selected textbooks are based on IC (Yuan, 2021). Additionally, since they may have a different understanding of the national curriculum than the writers of the textbooks and choose to highlight other elements, teachers should become familiar with it and choose how they wish to implement it (Lappalainen, 2011). As a result, it can be claimed that the use of textbooks is a component of the teaching process, wherein the instructor not only makes use of them but also assesses the progress and methods of instruction both before and after using language textbooks in the classroom (Salamanca Salgado, 2023).

Another reason that hundreds of studies have been devoted to analyzing the content of textbooks to examine how they address and develop learning objectives, competencies, teaching practices, and other things might be the fact that they are used in classrooms all over the world as tools to guide the teaching and learning process in any field, being a part of educators' resources for decades (Salamanca Salgado, 2023). In the same manner, studies that investigate cultural practices, values, systems, beliefs, and other aspects of cultures in the context of teaching and learning, including learning activities found in textbooks play a significant role in the educational field today (Rosyidi & Purwati, 2017). As Kiss (2017) expresses, textbooks used to teach languages are sometimes accused of providing a somewhat skewed portrayal of culture and failing to prepare students for intercultural conversation. That is why English textbook authors are subject to requirements when they choose to separate English as an international language from any one culture and embrace the intercultural perspective (Sobkowiak, 2015) and IC is greatly influenced by the language textbooks (Rosyidi & Purwati, 2017). Thus, examining how interculturality is presented in language textbooks provides insight into how people behave within a community or group. Since language textbooks are frequently used to develop communication skills, language production, linguistic, socio-linguistic, pragmatic, and IC to improve language acquisition and meet the needs and demands of international standards, this is why analyzing textbooks has become important as a means of assessing and monitoring both processes. In this sense, they have piqued the interest of researchers and teachers who are looking for ways to reach and develop competences and learning objectives in the classroom (Salamanca Salgado, 2023).

### 3. Method

#### 3.1. Research Method

Aiming to evaluate 12th grade English textbook *Notifier* which is used in state high schools in Türkiye, this study was conducted through a document analysis method. Document analysis method, which includes books and journal articles, is a kind of qualitative research design that can produce useful and reliable insights when used properly, considering the legitimacy, credibility, and representativeness of the documents (Morgan, 2022). Document analysis, according to Fischer (2006), is a methodical process for going over or assessing written and digital documents. Analysis of qualitative research documents necessitates the examination and interpretation of data to generate meaning, comprehension, and empirical knowledge. In this respect, the book under investigation was examined in detail focusing on the textual content to evaluate the cultural items included in the book through document analysis method as it enables a comprehensive analysis of texts, images, and exercises in their original form without changing their context, which was relevant given that the research's focus was on how cultural aspects were represented in a written textbook.

As the first step, a coding framework based on Yuen (2011)'s IC framework was developed (see Appendix). Then, all dialogues, texts and exercises in the textbook were systematically examined and classified into these categories under the consideration of target culture, home culture, and global culture. Lastly, each occurrence was documented

and quantified to observe patterns in the representation of cultural elements. These categorizations were utilized using content analysis technique because it allows researchers to measure and examine the occurrence, meanings, and connections of these words and concepts before drawing conclusions about the texts' contents (Eisner, 1991). Also, another strength of content analysis technique is its ability to offer insight into intricate models of human language and mind that may be challenging for other strategies to analyze (Fischer, 2006).

### 3.2. Data Collection Process

The data collection process of the current study had two steps. Firstly, all the written text included in the book was searched by the researcher to determine the cultural elements represented in the book. After that, taking Yuen (2011)'s framework as the main criteria, the depicted cultural elements were categorized and organized to create themes. After completing this step, the findings were re-checked by another expert who work in a university at the English Language Teaching department in Türkiye and had previous studies on culture and language teaching. Thanks to this double check, the findings were intended to be more accurate.

Figure 2. Data Collection Process



While collecting data, all the textual content including the instructions and texts were examined in terms of cultural elements. Also, the texts written on some of the visuals such as posters or e-mails were taken into consideration during data collection process. The reason for including textual content in data collection process was that because of the frequent use of stories, news, biographies, and other genres to improve vocabulary, grammar, comprehension, and other skills; teachers, students, and researchers might be able to examine and broaden students' knowledge and comprehension when studying a second language by viewing textbooks from an international perspective, as reading is one of the most crucial abilities when teaching a second language (Salamanca Salgado, 2023).

### 3.3. Data Collection Instrument

The instrument which was utilized in the present study was developed through Yuen (2011)'s framework. Yuen (2011)'s framework consists of four categories; namely products, practices, perspectives, and persons. The product category includes both concrete goods like books or paintings and intangible goods like oral histories or traditional dances. Using this paradigm, Food, entertainment, tools, housing, clothes, laws, education, religions, and travel can all be categorized as products. The behavioral patterns of a specific society, including rituals, forms of address, personal space usage, and customs and information about daily living, are included in the category of practices. A society's core ideas, values, inspirations, myths, superstitions, and worldviews are all part of the third category, perspectives. Finally, the category of persons comprises both well-known people and fictional or unidentified members of a specific culture (Kırmızı & Sarıçoban, 2020). The coding framework of this study was created depending on Yuen's framework because it makes it possible to assess cultural content in a clear and intelligible manner as seen in Figure 3. Also, this framework was utilized by some other researchers to evaluate intercultural context in EFL textbooks (Çelik & Erbay, 2013; Davidson & Liu, 2020; Kırmızı & Sarıçoban, 2020).

Figure 3. Yuen (2011)'s Framework



Adapted from Yuen (2011, pp. 463-464.)

In addition to the Yuen (2011)'s framework, to enable comparisons, the presentation of the collected data included cultural components related to the target culture, home culture, and global culture. In the scope of this study, target culture refers to the countries where English is used as the mother language such as America or England. Home culture is the culture of Türkiye, where the analyzed book is used and addresses to the students of this culture. Global culture, on the other hand, refers to the countries out of target or home culture and the cultural content that can be attributed to all cultures of the world like values. The data collection instrument which is used as the coding framework is given in Appendix 1.

### 3.4. The Context of the Study and the Selected Textbook

The study was conducted in Türkiye with one of the most used English textbooks in 2024-2025 educational year. The 9th-12th Grades English Curriculum was prepared and published by Ministry of National Education (MoNE) according to the descriptive and pedagogical principles of The Common European Framework of Reference for Languages (CEFR) and all the textbooks used in state schools depend on this curriculum in Türkiye (Milli Eğitim Bakanlığı [MEB], 2018). It is stated in the curriculum that English is seen as a means of communication instead of a lesson to learn and as a lingua franca which is used as an international language in today's globalized world. It is also expressed in the curriculum that the students must use English actively, productively and communicatively to communicate their thoughts and culture with individuals from various nations and cultures. To make learners achieve this and become effective communicators, they need to improve their communicative competence by integrating the four language skills and functions emphasizing "How" and "Why?" in language rather than just "What?" (MEB, 2018, p. 5). Also, the curriculum seeks to increase students' understanding of universal, national, moral, humanitarian, and cultural values and ethics as well as their proficiency in oral and writing communication (MEB, 2018, p. 9).

The other cultural emphasis in the curriculum is stated in the suggested tasks section which are demanded to be taken into consideration by teachers and material developers. It is said in this section that proverbs and idioms are culturally specific and using them well is one way to demonstrate a high level of English communication proficiency. Idioms and proverbs in a language should ideally be presented in meaningful real-life contexts, such as written dialogues or exchanges in movie clips, because they are typically culturally specific (MEB, 2018, p. 18). All these statements in the curriculum show that the textbooks, which are among the materials to be used in teaching English should focus on cultural elements in addition to teaching language skills.

The textbook under investigation is *Notifier*, which includes content at B2 and B2+ English level. The book consists of 10 themes. Each theme has various activities that mainly focus on the four language skills: listening, speaking, reading and writing as well as other activities like pronunciation, and sample usage (Yıldız, 2024). The reason to choose this textbook to analyze is that it is frequently utilized as the main teaching material at the 12th grade in Turkish Anatolian High Schools, which are the most common school type in Türkiye (Özsözen, 2024). The book was

recommended by Ministry of National Education (MoNE) in Türkiye in 2024-2025 educational year in which this study was conducted. Another reason to choose the 12th year English textbook was that these students were at the last year of high school, which is the closest grade before bachelor's degree in which they are more likely to engage in intercultural situations. Figure 4 gives the cover page of *Notifier*.

Figure 4. The Cover Page of *Notifier*



### 3.5. Data Analysis

The analysis of data depends on content analysis method. The reason to use this method was that this method allows reproducible and reliable conclusions drawn from data and their context to provide knowledge, fresh perspectives, a factual depiction, and a useful action guide (Elo & Kyngäs, 2008). Also, sorting the gathered data to make it comprehensible was the primary objective to utilize content analysis method. In this direction, the gathered information was categorized to help explain the results.

While analyzing data, all the textual content was reviewed to detect the cultural elements. They were listed and categorized under the categories of Yuen (2011)'s framework. Also, the cultural content was classified as target, home or global culture. The cultural elements that reflect the Turkish culture were written under the category of home culture. The cultural elements that reflect the American or British culture were put into target culture category. The cultural elements that don't belong to Turkish, American or British cultures were categorized as global culture. The cultural items that are reflected by the whole humankind, such as values, were also categorized under the global culture category. This is because values are seen as international. They belong to the humankind as a whole and necessary for the multicultural approach which is based on students actively investigating, evaluating, and contrasting, cultures, to acquire intercultural sensitivity and the abilities required to arbitrate whenever misunderstandings arise. According to Sobkowiak (2015), to master in cross-cultural situations, values are vital in separating students from ethnocentrism and avoiding the evaluation of foreigners from their native cultural perspective and helping students develop a broader awareness and appreciation of cultural differences. In this direction, the findings were divided into categories and presented as tables in Findings section.

## 4. Findings

### 4.1. Findings Related to the Research Question 1: How is intercultural content portrayed in the textbook according to Yuen's framework?

Aiming to evaluate the 12th grade English book *Notifier* which is used in Türkiye in terms of IC, a document analysis was conducted in this research. After finding the cultural related items, they were categorized through Yuen (2011)'s framework and written under the titles: "practices, products, perspectives and persons". Overall findings are given in Table 1 in relation with the first research question.

Table 1. Intercultural Content Covered in *Notifier* according to Yuen (2011)'s Framework

Unit	Practices	Products	Perspectives	Persons	Total
1	2	7	12		21
2	1	3	2	1	7
3			7		7
4		3	1		4
5		2		2	4
6	8	2	2		12
7	7	8		1	16
8	2				2
9	4	1			5
10	8	2	2		12
<b>Total</b>	32	28	26	4	

90

As seen in Table 1, overall, the English book *Notifier* is a conservative book regarding intercultural content. All the units in the book have some content related to culture. The first unit of the book, named Music has the greatest number of related contents with number of 21. Because the unit is about musical instruments and the music choices of different people, the unit has various cultural elements. Unit 8, however, is the unit with the least number of intercultural related content. This might be related to the fact that the theme was Alternative Energy and in general, it is unrelated to culture. Nevertheless, The Kyoto Protocol and Paris Climate Agreement statements are included in the unit, reflecting the practices of different cultures. 7th unit is the second unit in terms of covering intercultural content. The theme of the unit is New Stories, and many cultural items are given in the unit. An interesting result of the findings is that, although unit 10 is more about cultural differences and people's manners in these situations, it is, together with the unit 6, at the third place regarding including cultural content. The reason for this finding might be the fact that the unit covered more "practices" than the "products" or "perspectives" of the cultures. That's why the number of items were less than some other units.

In terms of the categories in Yuen (2011)'s framework, the book covers mostly intercultural content fitting into "practice" category. Because practices include daily life, this category might be the dominant one in the whole book. With 8 different contents related to IC, unit 6 and 10 are at the first place among other units in terms of covering practices. While "products" is at the second place with the number of 28 different intercultural contents, "perspectives" is the third category with the number of 26 items. It is another important finding that the category "persons" has a limited intercultural content with the number of 4. The reason for this might be that "persons" category consists of only the name of people, either real or fictional. The book doesn't focus on the people or their cultural value, as can be understood from this finding.

### 4.2. Findings Related to the Research Question 1a: How are practices from the target, home and global cultures portrayed in the textbook?

The second research question was about the "practices" category covered in the book. To answer this research question, the book was reviewed to reveal the intercultural content based on "practices" category. The findings are presented in Table 2.

Table 2. Intercultural Content Covered in Notifier based on Practices Category

	Unit 1	Unit 2	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Total
<b>Target Culture</b>	1		4	5	1	4	3	18
<b>Home Culture</b>			2				2	4
<b>Global Culture</b>	1	1	2	2	1		3	10
<i>Total</i>	2	1	8	7	2	4	8	32

Table 2 reveals that not all the units of the book include intercultural content fitting into “practices” category. Unit 6 and 10 have the greatest number of related items with the number 8. This might be because the theme of the sixth unit is Favours and tenth unit is Manners. They both have a close relationship with culture and especially daily practices of people in their own and cross-cultural situations. In addition, unit 7 is among the units with the highest number of related items with 7 different contents. Because this unit has the theme New Stories and about the relationship of people, it is not surprising that this unit covers cultural items. However, 2nd unit has only one related item related to the cultural practices of the people.

In terms of the presented culture type, the book seems to focus on teaching the practices of target culture, with the number of 18 practices of the target culture given in the book. Global culture, with the number of 10, is also reflected in the book in relation with the “practices” category. Home culture, Turkish culture in the context of the study, has a very limited number of items among the practices included in the book.

#### 4.3. Findings Related to the Research Question 1b: How are products from the target, home and global cultures portrayed in the textbook?

The third research question was about the “products” category covered in the book. To answer this research question, the book was studied to highlight the intercultural content based on “products” category. The findings are displayed in Table 3.

Table 3. Intercultural Content Covered in Notifier based on Products Category

	Unit 1	Unit 2	Unit 4	Unit 5	Unit 6	Unit 7	Unit 9	Unit 10	Total
<b>Target Culture</b>	4	1	1			4	1		11
<b>Home Culture</b>				1	2	1			4
<b>Global Culture</b>	3	2	2	1		3		2	13
<i>Total</i>	7	3	3	2	2	8	1	2	28

As represented in Table 3, unit 9 had only one content in relation to “product”, which is the currency of the target culture. Unit 7, nevertheless, has 8 different intercultural products which has the highest number in this regard. The unit covers the statements such as: Quran, Waterloo Stadium, New York ferries, etc. Likewise, unit 1 has 7 contents, such as the names of different musical instruments and music genres, making this unit the second one with the highest content concerning intercultural “products” category.

When it comes to culture type provided in the book regarding “products” category, there were more global cultural content than the others with the number of 13. It was followed by target culture, with the number of 11, in presenting the cultural products. Home culture, yet, had the least number of “products” category content.

#### 4.4. Findings Related to the Research Question 1c: How are perspectives from the target, home and global cultures portrayed in the textbook?

The fourth research question was about the “perspectives” category covered in the book. To answer this research question, the book was analyzed to highlight the intercultural content based on “perspectives” category. The findings are provided in Table 4.

Table 4. Intercultural Content Covered in Notifier based on Perspectives Category

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 6	Unit 10	Total
Target Culture	5	1		1			7
Home Culture	2		1		1		4
Global Culture	5	1	6		1	2	15
Total	12	2	7	1	2	2	26

Table 4 shows that the first unit has the highest number of intercultural contents, with 12 items, regarding “perspectives” category. Because of the theme of the first unit, which is Music, the unit involves various ideas and viewpoints of people. In the same direction, with the theme Human Rights, the third unit has 7 items that reflect the cultural perspectives thanks to the given texts that show the common understandings of people. Unit 4, however, has only one content that represents intercultural perspectives.

Concerning the culture types, the book mostly covers the global cultural perspectives, with the number of 15 contents. While the target perspectives were presented in the book in 7 items, home cultural perspectives are restricted to only 4 items. This seems to be the result of that the themes of the book mainly focus on the common cultural items of the humankind, which are not specific to only one culture.

#### 4.5. Findings Related to the Research Question 1d: How are persons from the target, home and global cultures portrayed in the textbook?

The fifth research question was about the “persons” category covered in the book. To answer this research question, the book was checked to see the intercultural content based on “persons” category. The findings are provided in Table 5.

Table 5. Intercultural Content Covered in Notifier based on Persons Category

	Unit 2	Unit 5	Unit 7	Total
Home Culture		1		1
Global Culture	1	1	1	3
Total	1	2	1	4

As can be concluded from Table 5, the “persons” category is the least reflected one among all the four categories. It is addressed in the whole book by only 4 items. Most of them were included in unit 5. Also, most of them were the people from other cultures than the target or home culture. The only “persons” category content included in the book were the names of the people: Rafael Nadal, Roger Federer, Mehmet Akif Ersoy and Robert Louis Stevenson.

## 5. Conclusion and Discussion

Evaluating textbooks is an essential effort in progressing teaching process in language teaching. As Bon (2022) declares, EFL teachers should be careful while selecting their teaching and learning resources, especially the textbooks. It is the same in teaching IC context because the intercultural elements included in textbooks create new opportunities for raising students' knowledge of the world and allowing them to use the language in authentic contexts in the hopes of fostering a feeling of global citizenship (Mozaffarzadeh & Ajideh, 2019). Taking this reality into consideration, this study was conducted to reveal the intercultural content in 12th grade English book *Notifier* and evaluate it in this manner and the results demonstrated that, unlike many previously evaluated books from different countries (Edalati Kian, 2016; Mozaffarzadeh & Ajideh, 2019; Rashtchi, 2013; Sobkowiak, 2015), *Notifier* is adequate in presenting cultural differences and nuances to learners, with a need for some recoveries. Yet it worths to remember that the main aim of this book is not to teach IC but to teach language skills by integrating cultural elements. Likewise, even though the primary focus of the book is not to teach IC, one of the units, namely the last one with the title Manners, focuses on cultural differences and the effects of them on people. This can be considered as another strong

feature of the book in fostering intercultural skills and raising cultural awareness and perspectives of the students. Although it is not possible to see this relevance in other units, the book includes at least one cultural item in all the units of the book. In the same direction, Kulaklı (2024)'s study concluded that the book *Notifier* meets the standards of CEFR, which demands the books include adequate intercultural elements to foster cross-cultural abilities of the learners.

While the first unit has more cultural elements than all the other units, 8th unit of the book has the least amount of cultural related content numbers. Because the first unit is about music, musical instruments and musical preferences, people's cultural perspectives as well as different musical instruments that belong to various cultures are given in the book. That is the reason why this unit has the greatest number of cultural elements. Unit 8, however, was related to alternative energy and most of the content were depended on sustainability, renewability or change in climate, which are the common problems of mankind and don't have a direct relation with cultural elements. Thus, it is not a surprising finding that this unit has a limited number of culture related items.

As for the categories of Yuen (2011)'s framework, the findings of this study revealed that the majority of the book's culture-related content falls within the "practice" category. Because "practice" category covers the daily life of people, nearly in all units and themes of the book has such items that can be attributed to cultural practices. Among the many intercultural contents, "products" category comes in second, while "perspectives" comes in third. Since "products" include the items produced by the people of that culture, it is not a surprising finding that this category has an important number of contents of the book. Likewise, perspectives reflect the thoughts and viewpoints of the people and they can be given in many themes, as given in this book. "Persons" category, however, is not included in the book enough. Thus, it is possible to say that this category is neglected even though it is an important element to foster intercultural knowledge of the learners.

With all these strong parts, however, the book can be improved by some modifications. For example, there could be a unique unit that improves cross-cultural knowledge of the learners. In this unit, products and practices of various cultures could be given even more. In this way, students' needs and expectations could be better met in terms of intercultural competencies (Mozaffarzadeh & Ajideh, 2019). Also, by integrating more cultural elements into lessons could make this book stronger. As a weak point of the book, there could be more elements that reflect the own culture of the learners, which is the Turkish culture in this context. Since language and culture are inextricably linked, cultural representation should not highlight solely the target language culture, but also other cultures worldwide, including the home culture of the learners (Yuan, 2021). In this way, the book could encourage intercultural understanding and give the students an equal chance to contrast their own culture with others (Karabınar & Guler, 2013). As well as presenting home and global culture, English textbooks should also cover the target language's cultural elements as Yuan (2021) stresses. This book seems to focus on teaching target culture indirectly by integrating them other themes. Yet, it would be more appropriate to have a unit that aims to teach target culture directly to the learners.

Another important issue to be improved in the book is that, as Kiss (2017) expresses, without activities that require students to observe and discuss language and content, texts by themselves will not help them become more culturally conscious. This book also needs improvements in participating learners into exploring their own and other cultures and the differences between them. In this direction, in his study Sobkowiak (2016) concludes that instead of being active learners, students appear to be expected to be passive consumers of the knowledge that is supplied in the textbooks. This is because the activities included in the textbooks do not compel students to participate meaningfully, nor do they encourage them to ask questions or respond in different ways to the material that is delivered.

### 5.1. Limitations and Suggestions for Further Research

The scope of this study is limited to evaluating 12th grade English textbook *Notifier* in terms of covering cultural elements to foster IC of the learners. Further research could be implemented on different books used in Türkiye. Likewise, by including *Notifier*, further research could compare the differences of other books regarding cultural elements.

The evaluation of this study focuses on the written content. Although texts are vital in textbooks, other contents such as audios or visuals could be evaluated by further research to get a better understanding of the book's coverage of intercultural elements.

Also, the data collection of this study includes only the analysis of the book. Further research could extend the study by getting the opinions of the teachers and students who use this book. Classroom observations could be added to data

collection process to get deeper understanding of the book regarding improving IC of the learners. Even though the analysis of the content was double-checked by another expert, the study might create a researcher bias. In this sense, by triangulating data, the validation of the results could be supported.

## 5.2. Pedagogical Implications

The findings of this study create a basis for language teachers, textbook developers and other researchers. Language teachers can use the findings of this study to foster their learners' IC. By using different sources as well as integrating technology into their lessons, they can alter the shortcomings of the book. Also, they can improve their own cross-cultural knowledge and awareness thanks to the findings of this study. Textbook developers can benefit from the findings of the current research to revise and improve the textbooks. They can see what parts of the book needs improvements and implement the necessary changes while developing the current book or other books. Researchers, on the other hand, can take this study as an example to conduct these kinds of studies on the same or other language teaching textbooks.

## References

- Barrett, M. D. (2011). Intercultural competence. *EWC Statement Series*, 2, 23-27.
- Bon, S. (2022). Developing Cambodian secondary school students' intercultural competence: Strategies and challenges. *Issues in Educational Research*, 32(3), 887-905. Retrieved from: <http://www.iier.org.au/iier32/bon.pdf>
- Chen, T. Y. (2023). The Chinese intercultural competence scale and the external factors of Spanish as a foreign language. *Journal of Intercultural Communication*, 23(3), 43-55.
- Cortazzi, M., & Jin, L. (1999). Cultural mirrors. In E. Hinkel (Ed.), *Culture in Second Language Teaching and Learning* (pp. 196-235). Cambridge: Cambridge University Press.
- Cushner, K., & Chang, S. C. (2015). Developing intercultural competence through overseas student teaching: Checking our assumptions. *Intercultural Education*, 26(3), 165-178. doi:10.1080/14675986.2015.1040326
- Çakır, I. (2010). The frequency of culture-specific elements in the ELT coursebooks at elementary schools in Turkey. *Novitas-ROYAL Research on Youth and Language*, 4(2), 182-189.
- Çalman, M. (2017). *An evaluation of course book in the development of intercultural competence* (Unpublished master's thesis). İstanbul Aydın University, İstanbul, Türkiye.
- Çelik, S., & Erbay, Ş. (2013). Cultural perspectives of Turkish ELT coursebooks: Do standardized teaching texts incorporate intercultural features? *Education and Science*, 38(167), 336-351.
- Davidson, R., & Liu, Y. (2020). Reaching the world outside: Cultural representation and perceptions of global citizenship in Japanese elementary school English textbooks. *Language, Culture and Curriculum*, 33(1), 32-49.
- Deardorff, D. K. (2020). *Manual for developing intercultural competencies: Story circles*. Taylor & Francis. doi:10.32674/jis.v10i4.2729
- Edalati Kian, Z. (2016). Presentation of intercultural competence in English language textbooks: The case of a private language school in Iran. *Journal of Modern Education Review*, 6(11), 838-851. doi:10.15341/jmer(2155-7993)/11.06.2016/008
- Eğİnli, T. A. (2011). Kültürlerarası yeterliliğin kazanılmasında kültürel farklılık eğitimlerinin önemi. *Öneri Dergisi*, 9(35), 215-227.
- Eisner, E. W. (1991). *The enlightened eye: Qualitative inquiry and the enhancement of educational practice*. New York, NY: Macmillan.
- Elo, S., & Kyngäs, H. (2008). The qualitative content analysis process. *Journal of Advanced Nursing*, 62(1), 107-115.
- Fantini, A. E. (2007). Exploring and assessing intercultural competence. Washington University, St. Louis, MO.
- Fantini, A. E. (2009). Assessing intercultural competence. *The SAGE handbook of intercultural competence*, 456-476.
- Feng, M., Aziz, M. N. B. A., & Dalib, S. (2026). Pedagogical interventions for developing intercultural competence: A systematic review of classroom-based studies (2015–2024). *Asia Pacific Journal of Education*, 1(24).

- Fischer C. (2006) *Research methods for psychologists: Introduction through empirical studies*. USA, Elsevier Inc.
- Genkova, P., & Schreiber, H. (2023). If you like one, you like them all?: The relationship of intercultural competence, contact, and xenophobia. *The International Journal of Diversity in Education*, 23(2), 93-117. doi:10.18848/2327-0020/CGP/v23i02/93-117
- Griffith, R. L., Wolfeld, L., Armon, B. K., Rios, J., & Liu, O. L. (2016). Assessing intercultural competence in higher education: Existing research and future directions. ETS Research Report Series, 2016(2), 1-44.
- Gumartifa, A., Sofendi, S., & Mirizon, S. (2025). Enhancing English literacy through ethnopedagogy: A focus on cultural relevance in teaching practices. *JOLLT Journal of Languages and Language Teaching*, 13(1), 294-305.
- Hanley, N., & Chankseiani, M. (2026). Intercultural competence beyond international student mobility: Insights from a global study. *Journal of Studies in International Education*, 30(2), 167-184.
- Holubnycha, L., Kostikova, I., Soroka, N., Shchokina, T., & Golopych, I. (2021). Intercultural competence development at universities. *Postmodern Openings*, 12(1), 200-214. doi:10.18662/po/12.1Sup1/279
- Jiang, W. (2000). The relationship between culture and language. *ELT Journal*. doi:10.1093/ELT/54.4.328
- Karabınar, S., & Guler, C. Y. (2013). A review of intercultural competence from language teachers' perspective. *Procedia-Social and Behavioral Sciences*, 70, 1316-1328. doi:10.1016/j.sbspro.2013.01.193
- Karlık, M. (2023). Exploring the impact of culture on language learning: How understanding cultural context and values can deepen language acquisition. *International Journal of Language, Linguistics, Literature and Culture*, 02(05), 05–11. doi.org:10.59009/ijllc.2023.0035
- Kırmızı, Ö., & Sarıçoban, A. (2020). An analysis of Turkish EFL coursebooks in terms of intercultural communicative elements. *International Journal of Curriculum and Instruction*, 12(2), 226-244.
- Kiss, T. (2017). Developing intercultural communicative competence: An example of the New College English textbook series. *Indonesian JELT: Indonesian Journal of English Language Teaching*, 12(1), 79-99. doi:10.25170/ijelt.v12i1.1470
- Koç, H. K. (2017). The current positions of intercultural communication elements in secondary school course books in Turkey. *International Online Journal of Education and Teaching (IOJET)*, 4(4), 435-447.
- Korkmaz, I. (2009). *A descriptive study on the concepts of culture and multiculturalism in English language coursebooks* (Unpublished master's thesis). Trakya University, Edirne Türkiye.
- Kulaklı, E. (2024). *Comparative analysis of the 12th-grade English curriculum and coursebook with the CEFR*. (Unpublished master's thesis). İhsan Doğramacı Bilkent University, Ankara, Türkiye.
- Latifa, L. (2024). *Cultural representation and intercultural competence in senior high school EFL textbook entitled "Pathway to English": A descriptive content analysis*. (Unpublished doctoral dissertation). Universitas Islam Negeri, Malang, Indonesia.
- Lappalainen, T. (2011). *Presentation of the American culture in EFL textbooks: An analysis of the cultural content of Finnish EFL textbooks for secondary and upper secondary education*. (Unpublished master's thesis). University of Jyväskylä, Jyväskylä, Finland.
- Li, M. (2020). An examination of two major constructs of cross-cultural competence: Cultural intelligence and intercultural competence. *Personality and Individual Differences*, 164, 110105. doi:10.1016/j.paid.2020.110105
- Matei, F. L. (2022). Intercultural competence—A key competence for higher education. *Journal of Education, Society & Multiculturalism*, 3(2), 164-171. doi:10.2478/jesm-2022-0024
- MEB (Milli Eğitim Bakanlığı). (2018). *Ortaöğretim İngilizce dersi öğretim programı*. Ankara. Retrieved from: <https://mufredat.meb.gov.tr/ProgramDetay.aspx?PID=342>
- Morgan, H. (2022). Conducting a qualitative document analysis. *The Qualitative Report*, 27(1), 64-77.
- Mozaffarzadeh, S., & Ajideh, P. (2019). Intercultural competence: A neglected essential in the Iranian ELT textbooks. *Journal of Applied Linguistics and Applied Literature: Dynamics and Advances*, 7(2), 167-183.
- Özsözen, O. S. (2024). *The role of speaking-focused tasks in developing intercultural communicative competence: a qualitative content analysis of high school EFL textbooks*. (Unpublished doctoral dissertation). İhsan Doğramacı Bilkent University, Ankara, Türkiye.
- Pham, V. T. T., & Pham, A. T. (2022). An assessment of students' intercultural competence in public and private universities in Vietnam. *Journal of Language and Linguistic Studies*, 18(1), 34-44.
- Rashtchi, M. (2013). *Intercultural competence in EFL classroom: Interacting factors among textbooks, teacher*

- and learners. (Unpublished doctoral dissertation). Universiti Teknologi Malaysia, Skudai, Malaysia.
- Rosyidi, A., & Purwati, O. (2017, October). Revealing intercultural communicative competence in an EFL high school textbook. *In Social Sciences, Humanities and Economics Conference (SoSHEC 2017)* (pp. 65-69). Atlantis Press.
- Salamanca Salgado, Y. Y. (2023). *The representation of the intercultural competence in the Colombian language textbook for 8th grade school students*. (Unpublished master's thesis). University of Córdoba, Córdoba, Spain.
- Saricoban, A. & Öz, H. (2014). Research into pre-service English teachers' intercultural communicative competence (ICC) in Turkish context, *Anthropologist*, 18(2), 523-531.
- Schelfhout, S., & Derous, E. (2023). Presenting the direct intercultural effectiveness simulation: An implicit trait policy on intercultural competence. *Frontiers in Psychology*, 14, 1137871. doi:10.3389/fpsyg.2023.1137871
- Sobkowiak, P. (2015). Developing students' intercultural competence in foreign language textbooks. *US-China Education Review B*, 5(12), 794-805. doi:10.17265/2161-6248/2015.12.003
- Sobkowiak, P. (2016). Critical thinking in the intercultural context: Investigating EFL textbooks. *Studies in Second Language Learning and Teaching*, 6(4), 697-716.
- UNESCO. (2013). *Intercultural competences*. Conceptual and Operational Framework Retrieved from: <https://unesdoc.unesco.org/ark:/48223/pf0000219768>
- Tareva, E. G., Schepilova, A. V., & Tarev, B. V. (2017). Intercultural content of a foreign language textbooks: Concept, texts, practices. *XLinguae Journal*, 10(3), 246-255.
- Tudoran, D., & Deaconu, A. (2023). Rethinking manager's core competence paradigm by integrating intercultural competence at its heart. *Proceedings of the International Conference on Business Excellence*, 17(1), 339-351.
- Voida, A., Voida, S., Schermer, W., Dean, J., & Pradhan, I. (2026, February). The development of intercultural competence through information science education abroad. *In Proceedings of the 57th ACM Technical Symposium on Computer Science Education V. 1* (pp. 1110-1116).
- Yıldız, Z. (2024). A qualitative content analysis of writing tasks in EFL high school textbooks: Exploring intercultural communicative competence. (Unpublished master's thesis). İhsan Doğramacı Bilkent University, Ankara, Türkiye.
- Yuan, Y. (2021). An evaluation of culture in the Contemporary College English Textbook used in China: An intercultural perspective. *Language in India*, 21(7), 151-182.
- Yuen, K. M. (2011). The representation of foreign cultures in English textbooks. *ELT Journal*, 65(4), 458-466.
- Zhang, X., & Zhou, M. (2023). Adolescents' perceived ICT autonomy, relatedness, and competence: Examining relationships to intercultural competence in great China region. *Education and Information Technologies*, 28(6), 6801-6824. doi:10.1007/s10639-022-11463-0

## Appendix

### 1. Data collection instrument: Coding framework based on Yuen (2011)'s framework

Unit	Culture Type	Aspects of culture				
		Products	Practices	Perspectives	Persons	<i>Total</i>
1	Home culture					
	Target culture					
	Global culture					
2	Home culture					
	Target culture					
	Global culture					
3	Home culture					
	Target culture					
	Global culture					
4	Home culture					
	Target culture					
	Global culture					
5	Home culture					
	Target culture					
	Global culture					
6	Home culture					
	Target culture					
	Global culture					
7	Home culture					
	Target culture					
	Global culture					
8	Home culture					
	Target culture					
	Global culture					
9	Home culture					
	Target culture					
	Global culture					
10	Home culture					
	Target culture					
	Global culture					
	<i>Total</i>					