

A CONTENT ANALYSIS OF INTERCULTURAL COMMUNICATIVE
COMPETENCE IN A LATIN AMERICAN EFL TEXTBOOK

**A CONTENT ANALYSIS OF INTERCULTURAL COMMUNICATIVE COMPETENCE
IN A LATIN AMERICAN EFL TEXTBOOK**

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Thesis Director
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Maestría en Enseñanza de Lenguas Extranjeras

Bogotá, Colombia
August 2015

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2. Descripción
<p>Este análisis de contenido categoriza los conceptos de cultura visible, cultura invisible y los saberes de la competencia comunicativa para poder analizar cómo estos están evidenciados en tres unidades del libro You Too 6 y en todos los componentes que lo acompañan.</p>

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<ul style="list-style-type: none"> • Buttjes, D. & Byram, M. (1991). Mediating languages and cultures: Towards an intercultural theory of foreign language education. England: Multilingual. • Byram, M., Gribkova, B., & Starkey, H. (2002). Developing the intercultural dimension in Language teaching: A practical introduction for teachers [PDF Version]. Retrieved from

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4. Contenidos

Introducción

Contexto: Libros de texto en inglés; nivel intermedio hecho por y para una población latinoamericana.

Problema de investigación: Libros de texto hechos por la cultura de la lengua meta que no le permiten al estudiante verse reflejado en ellos, y que tampoco le permiten tener un conocimiento real de su cultura, de otras culturas para poder llegar a ser un usuario intercultural.

Metodología:

Universum: Libro de texto de inglés para aprendices latinoamericanos.

Instrumentos para la recolección de datos: Listad de chequeo y marcos de codificación

Análisis de datos: Categorización de los contenidos del libro.

Análisis de datos y resultados:

Para poder realizar el análisis se preestablecieron tres categorías que responden a las preguntas de investigación con sus respectivas subcategorías:

1. La presencia de elementos relacionados con la cultura visible. 1.1. Elementos relacionados con literatura. 1.2. Elementos relacionados con las artes. 1.3. Elementos relacionados con arquitectura. 1.4. Elementos relacionados con geografía. 1.5. Elementos relacionados con historia de la gente. 1.6

- Elementos relacionados con cocina. 1.7. Elementos relacionados con costumbres. 1.8. Elementos relacionados con la forma de vestir. 1.9. Elementos relacionados con festivales. 1.10. Elementos relacionados con tradiciones.
2. La presencia de elementos relacionados con cultura invisible. 2.1. Elementos relacionados con creencias y visión del mundo. 2.2. Elementos relacionados con el sistema de valores. 2.3. Elementos relacionados con la lengua en uso.
 3. La presencia de elementos relacionados con los saberes de la competencia comunicativa intercultural. 3.1 Elementos relacionados con el saber conocer. 3.2. Elementos relacionados con el saber ser consciente. 3.3. Elementos relacionados con actitudes y características. 3.4. Elementos relacionados con las habilidades. 3.5. Elementos relacionados con el saber comunicar.

5. Metodología

Universum: Libro de texto de inglés para aprendices latinoamericanos.

Instrumentos para la recolección de datos: Listad de chequeo y marcos de codificación

Análisis de datos: Categorización de los contenidos del libro.

6. Conclusiones

El libro de texto presenta varios aspectos de la cultura visible, invisible y de los saberes de la competencia comunicativa intercultural. Sin embargo estos elementos no son suficientes y no le permiten al estudiante tener un entendimiento de la cultura meta, la cultura madre y otras culturas y, por consiguiente, no hay oportunidad para establecer relaciones y diferencias entre culturas y convertirse en un hablante intercultural.

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A CONTENT ANALYSIS OF INTERCULTURAL COMMUNICATIVE
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To my dear Family

To my caring husband, Alex

To my beloved daughter Sylvana...

...because with their time, love and support they gave me the courage and

the strength to fulfill this incredible goal.

Sylvana you are the light that guides my path.

**A CONTENT ANALYSIS OF INTERCULTURAL COMMUNICATIVE COMPETENCE
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Artículo 42, Parágrafo 2: *“Para todos los efectos, declaro que el presente trabajo es original y de mi total autoría; en aquellos casos en los cuales he requerido del trabajo de otros autores o investigadores, he dado los respectivos créditos”.*

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Abstract

We live in a globalized world where it is necessary to have intercultural language learners able to have real understanding with people from different cultures, who are capable to have an active role not only in their society but in other societies. To achieve this goal, educational institutions have started to implement different methodologies and different resources to make their students more interculturally competent. One of the most important resources are textbooks and their supplementary materials. Consequently, this content analysis sought to analyze the way in which a series of textbooks written and produced by Latin American academics and implemented for the same population including Bogota involves fosterage of intercultural competence. To achieve this task the concept of visible and invisible culture and the savoirs of intercultural competence were applied to create some coding frames and checklists that became the instruments to analyze three units in all the components of an English textbook: student's book, teacher's book, CDs and Greenwich lab- workbook. Findings reveal that the book presents several aspects related to visible, invisible culture and the savoirs of the intercultural communicative competence. Inclusion of other cultures different from predominant cultures is hardly ever given; similarly the presence of young people is significant compared with the inclusion of people of other ages. Stereotypes and generalizations are portrayed in the book as well, reason why the students might not have a real understanding of the target culture, their own culture or other cultures. Thus, there is no opportunity for them to establish relations or differences among cultures and become intercultural language learners.

Keywords: Visible culture, invisible culture, savoirs, Intercultural communicative competence, Latin American textbooks

Resumen

Vivimos en una sociedad globalizada en la cual es necesario tener aprendices interculturales de la lengua capaces de lograr un entendimiento real con personas de diferentes culturas y que además puedan desempeñar un rol activo no solo en la sociedad en la que viven sino que también puedan tenerlo en otras sociedades. Para poder lograr esto, muchas instituciones educativas implementan diferentes metodologías y diferentes recursos, uno de los cuales es el uso de los libros de texto y los recursos que los complementan. Por tal razón este análisis de contenido buscó analizar cómo estaba incluida la competencia comunicativa intercultural en uno libro de texto hecho por y para una población latinoamericana incluida la ciudad de Bogotá. Para llevar esta tarea a cabo fue necesario tomar conceptos de la cultura invisible, la cultura visible y los saberes que componen la competencia comunicativa intercultural para crear marcos de codificación que sirvieran para analizar tres unidades del libro con sus respectivos componentes: libro del estudiante, libro del profesor, los CDs, y el laboratorio Greenwich - libro de trabajo. Los hallazgos arrojaron que el libro de texto presenta varios aspectos de la cultura visible, invisible y de los saberes de la competencia comunicativa intercultural. La inclusión de otras culturas diferentes a las culturas dominantes apenas se da. Asimismo, la presencia de gente joven es significativa con relación a la inclusión de gente de otras edades. La presencia de estereotipos y generalizaciones también es notoria en el libro, lo cual no permiten al estudiante tener un verdadero entendimiento de la cultura meta, la cultura

madre u otras culturas y, por consiguiente, no hay oportunidad para que el estudiante pueda establecer relaciones y diferencias entre culturas y convertirse en un hablante intercultural.

Palabras clave: cultura visible, cultura invisible, saberes, competencia comunicativa intercultural, libros de texto latinoamericanos

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“Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world..”

Paulo Freire

CHAPTER 1

Introduction

When learning a foreign or a second language intercultural competence is one of its most important components, mainly because the user of the language is expected to handle real understanding and communication with the speakers of the target language. Understanding is not only being able to communicate with others in terms of proficiency, but also to be able to understand and communicate individual and collective feelings, values, beliefs, ideologies, thoughts, etc. Nevertheless, the skills that are mostly developed or improved in the classrooms are reading, writing, speaking, and listening, due to the need of communication and being proficient in English. This is done with the help of textbooks, these being one of the most important tools for teachers and institutions. The main difficulty when using textbooks is that intercultural competence is left aside even though this competence is fundamental when talking about communication and understanding when facing other languages and thus other cultures. That is why this study aims at analyzing and evaluating the cultural content of a Latin-American textbook in order to determine whether or not it actually provides the means to promote intercultural competence in an EFL classroom.

Statement of the Problem

Nowadays English classes are guided by textbooks since most of the time schools, universities, and other institutions use them as the main source to teach the different topics included in the curriculum. These materials are useful in the sense that they contain a quantity of grammar, reading, listening, speaking, and writing exercises that help students to develop the

linguistic aspects and the communicative competence of the English learners. However, after having the opportunity to work and study with several textbooks from different publishing houses, I have seen that the main problem when using textbooks is that their exercises, images, illustrations, and texts lack a close relation with students' contexts or students' life. This is mainly because students' realities are different from the idealistic world textbooks present, and students do not see a close relationship between their own world and the world that textbooks show. Additionally, based on my experience as a language teacher who has had to use different textbooks I can affirm that the cultural aspects of the target language are reduced to observable information such as holidays, sports, important places, famous people, etc., which may indicate that intercultural competence is not completely developed and students' cultural awareness is not promoted either. Neither aspects of the students' own culture nor the ones of the target culture are present in textbooks. Moreover, EFL textbooks do not meet the intercultural purposes as conceived in the Common European Framework of Reference for Languages and the guidelines of the Ministry of Education. Because of the lack of reference to the learners' own culture and deep elements of the target culture in these materials, textbooks may tend to create stereotypes in their approach of the cultural content contained in them.

At the institutions I have worked as an English teacher textbooks are the most important resource in classes. Parents want students to complete all the grammatical exercises present in the textbook and argue that because books are expensive, it is necessary to study all the contents and units completely to benefit from them. That is why the students have to work on the textbooks almost all the time. Additionally, students' learning needs should not be overlooked, considering the fact that addressing culture and language in class may motivate students to learn about the world instead of just asking them to complete language exercises.

Because of the reasons explained above, I have found the necessity to analyze an English textbook in order to determine if it fostered the development of intercultural communicative competence and how culture was integrated to the development of the different linguistic aspects, not only with the grammatical part of a language. I consider that intercultural communicative competence (ICC hereafter) is an important component in the acquisition or learning of any language, mainly because the performance of a learner in any real context, including not only his/her own, is guided by the success in this competence. Oliveras (2000) defines intercultural competence as the ability a person has to perform properly and flexibly when facing attitudes, actions, and expectations of people from different countries and cultures. Additionally, Byram, Gribkova and Starkey (2002) define intercultural competence as the ability to assure a common understanding by people from different identities and to interact with them as complex human beings.

Textbooks are useful objects of research given that they can be explored to analyze different aspects of the teaching-learning process; there are some studies that show us the importance of textbooks in the classroom, and how they are used to do a critical analysis of their content. One is a project carried out by Herrera (2011), who analyzed how the textbook used in her classes developed the educational discourse of children as subjects with rights and the new conception of childhood from the perspective of their rights. The second is a project done by Delgado (2010) in which she analyzed how different human groups are represented in a textbook and whether they are an active part or not in the English speaking world they are immersed in. The third one is a research study done by Bonilla (2007), who analyzed how an English textbook evidenced the way the cultural and multicultural component is developed along its units.

This study attempts to examine the development of ICC in a textbook as a teaching material since publishing houses, which want to design books, and teachers, who need to use them, need to be aware of how ICC should be fostered in materials and the benefit it has for students that need to become critical learners as well as successful users of the target language.

Research questions and objectives

The purpose of this qualitative textbook analysis is to explore and describe how ICC is presented in a Latin American EFL textbook named *You Too 6* used in the educational context of Bogotá. It intends to achieve two objectives which are connected to the research questions.

Table 1: Research questions and research objectives

RESEARCH QUESTION	OBJECTIVE
<ul style="list-style-type: none"> • To what extent does the Latin American EFL textbook <i>You Too 6</i> foster ICC development? • What insights can be gained from the way intercultural communicative competence is promoted in the Latin American EFL textbook <i>You Too 6</i>? 	<ul style="list-style-type: none"> • To determine the intercultural aspects present in the book selected. • To explore and describe if intercultural communicative competence is fostered in the Latin American EFL textbook (<i>You Too 6</i>).

Rationale of the research study

As mentioned above, the problem this project addresses arises from the necessity to use appropriate textbooks in EFL classes that lead students to have a better understanding of their own culture and the target culture. In my teaching experience, I have used textbooks that only help to develop the linguistic aspect of the English language, most of which have a quantity of grammatical exercises and readings that do not have anything to do with the students' own contexts and realities and do not help them to contrast critically their own with the target culture.

It is important to highlight that the intercultural communicative competence should be fostered by textbooks and other teaching materials in light of international and national policies related to language learning and teaching found in *The Common European Framework of Reference for Languages* and *The curriculum guidelines for foreign languages* proposed by the Colombian Ministry of Education.

The Common European Framework of Reference for Languages (CEFR hereafter, 2001) states that there are some competences that a learner should acquire in order to be a successful user of a language, including the sociocultural, intercultural, and the sociolinguistic competences. These competences can help the learner to reach the social understanding of the language. Thus, according to this framework, the intercultural competence is proposed in order to help the learner to be a successful English speaker, a speaker that has a voice in his/ her own culture and in other cultures, who deals appropriately with cultural differences and diversity and becomes critical about those differences. The curriculum guidelines of English make great emphasis on the intercultural competence for learners to be able to communicate effectively with

other people using English. The following extract from the guidelines poses the need to develop the intercultural communicative competence in the language classroom (Ministerio de Educación Nacional, 1998).

El aprendizaje de lenguas extranjeras comporta una educación intercultural, es decir, el desarrollo de la comprensión, de la tolerancia y de la valoración de otras identidades culturales. El contacto con otras lenguas y otras culturas disminuye el etnocentrismo y permite contrastar y apreciar la valía del propio mundo. (p. 9)

It is important that classes in public and private institutions teach students to be aware of their own environment, caring about and respecting who they are and why they are that way. To achieve this, it is necessary to show students other cultures, backgrounds, ways of thinking, beliefs, values etc. In that way, students may compare and contrast other cultures with their own not only to criticize them, but to respect, and understand them. When I use the term “other cultures” I want to clarify that not only the target culture should be envisioned to be achieved; it is key to show other backgrounds and cultures, including the ones that are close to the students and the ones that are not so close.

Additionally, I consider that textbooks should help students to become an active part of this globalized world they are living in. This can be supported by the following statement by Trujillo (2002, as cited in Vez, 2001):

The presence of interculturality in the language curriculum coincides with a general shift from linguistic to educational objectives (...) through the process of learning a ne

foreign language at school (...) students are also encouraged to get involved in the construction of the world around them (p. 17).

Even though some textbooks try to integrate linguistic aspects and cultural contents, English teachers' main issue should also to examine how they do it. Culture is a difficult word to define. Morillas (2001) affirms that the major stumbling block not only for success in culture teaching theory and practice, but in progress in this area of applied linguistics, has been the very notion of culture. In a way, culture is everything (...) but this pervasive presence is precisely what makes the concept of culture nearly unmanageable (p. 297).

I firmly believe that culture and ICC are two of the most important elements in the process of learning-teaching a language. Thus, I hope this research study will help teachers and students select textbooks that really help learners to develop intercultural awareness and become critical about other cultures. Additionally, this textbook analysis may help teachers with ideas to design materials for learners of foreign languages that might prepare them to be aware of their own culture, the target culture, and other different cultures around the world. Besides, this analysis may give teachers a better understanding of how culture and ICC should be presented in textbooks and taught in the classroom. As a textbook analyst, I hope this analysis also help publishing houses to improve the textbooks they are providing schools with by taking into account teachers' critical evaluations. From teachers' feedback, publishing houses can make decisions about the cultural components of textbooks that might relate to the particular necessities of students in Colombia.

The following chapter presents the literature review that describes the main constructs that support the study and other studies that contribute to the construction and understanding of the research.

CHAPTER 2

Literature review

As the main purpose of this Textbook content analysis is to explore and describe how ICC is fostered in an EFL textbook designed for Latin America, it is necessary to discuss some constructs that will guide the path of such analysis. These constructs arise from the applied linguistic domain, specifically critical applied linguistics and foreign language teaching and learning. First, I will try to define the concepts of culture, intercultural competence and materials to teach culture and then I will summarize some findings of previous studies related to these topics and why they are relevant to the field.

The concept of culture

Culture is an important subject for the development of every society, due to the fact that without culture the society would not exist. For that reason, we must take into account that this concept does not only include language, important holidays, or geography, but also a wide range of beliefs, ideologies, behaviors, and assumptions that characterize any given cultural community.

The concept of culture, which is not easy to define, has been explained from different fields. Some of those fields are ethnography, anthropology and sociology. According to Morillas (cited in Trujillo, 2002), the notion of culture is an obstacle not only when teaching culture but also for the applied linguistic domain. He states that the concept of culture is almost unmanageable because in a certain way culture is everything. This assertion may refer to the fact

that without culture society would be inexistent, culture is present in every single aspect, action, thought, and experience in the life of human beings.

Likewise, Nieto (2002) claims that even though topics such as holidays, food or dances are part of culture, culture cannot be reduced only to those aspects; the concept is also related to the experiences that result from the interaction with the world and it also is a matter of identity as students recognize themselves with all the elements present in their culture. Additionally, Hinkel (1999) affirms that there are two important notions of culture, “visible culture” and “invisible culture.” The first one refers to aspects such as literature, arts, architecture, geography, particular people’s history; cuisine, costumes, dressing style, festivals and other traditions. It is called visible culture because it is easier to define due to common knowledge and because it is present tangibly in people’s daily life. The second and more complex notion is “invisible culture” which relates to beliefs, assumptions, the way people see the world, the value system and language in use. This aspect of culture is not easy to identify because it refers to aspects or features that are not tangible or easily observable and thus sometimes people are not even aware of them.

Similarly, Bueno (cited in Trujillo, 2002), claims that “the most frequent definition of culture in language teaching is related to two expressions: Culture with capital “C” or formal culture and culture with small “c” or deep culture. The first one includes geography, history, literature and great achievement of a country and its people” (p.106). The second one includes “facts having to do with customs, manners, and way of life or life-style” (p.106). The concepts of big “C” and small “c” are related to language proficiency as facilitators of reading comprehension. However, Trujillo claims that this is still a superficial meaning of the concept of culture.

According to the statements of Trujillo (2002), this conception of culture with capital “C” and small “c” does not make this concept any broader in regards to what Bueno (cited in Trujillo, 2002) states. For this reason, the author tries to give a definition from the point of view of cognitive and communication studies. He establishes a link between culture and communication, a relationship of feedback in which culture is at the same time the source and the product, and communication is the medium. It is a mutual relationship where culture nurtures communication and communication nurtures culture. In regards to that, Morillas (2001) states “Humans communicate linguistically in a cultural environment that constrains both what is acquired and how it is acquired. In turn, communicative processes shape the culture that is transmitted from generation to generation” (p.295). From my point of view, this statement is relevant because culture is one of the most important elements in the process of teaching and learning a language, and communication should lead that relation between culture and language. Thanks to the process of communication among people from different cultures, human beings can identify and deal with cultural diversity and differences among cultures.

All the conceptions of culture explained are important and contribute to the understanding of the meaning of culture. I want to clarify that this research is going to take the definition given by Hinkel (1999) about invisible culture and visible culture. The reason for this is that I consider culture to be everywhere and characterized by elements that are somehow tangible because they are easy to identify and recognize as well as by elements that are not tangible or easily observable and that sometimes people are not aware of.

Some previous studies in the field of ICC contributed to enlightening this present study with theory and relevant ideas about the meaning of culture and the way culture is portrayed in textbooks. For instance, Bonilla (2008) carried out a qualitative research study divided into two

stages: the first stage (approaches teachers approved when teaching culture) is also divided into two components, one related to the approaches as criteria to evaluate the textbooks they use. The other is teachers' perceptions of cultural matters presented in the textbook analyzed. The second stage was the analysis of the book selected. The book, for a basic level, is one of the most used by different language institutions in Bogotá and is from an international publishing house. To conduct the research, as a first step Bonilla (2008) did a survey for teachers regarding the evaluation they do to textbooks in terms of culture. Secondly, the researcher organized the information of the textbook in six criteria: Semantic fields, references to the multicultural world, references to the social world, characters and characterization, icons presented in the book, and lexical choice and expressions. Thirdly, the investigator analyzed the information of the survey and the criteria mentioned above and with the results two main categories and four subcategories emerged in order to answer the questions proposed to conduct the study. The categories were: subject representation through stereotyping and lifestyle and the subcategories were social group representation and individual roles: Male vs. female for the first category and consumerism and cult to body for the second category.

The findings demonstrate that the textbook analyzed led students to idealize dominant cultures such as the North American and the British culture, that multiculturalism is superficial and that there is not equality between dominant cultures and other cultures. This means other cultures are not treated with the same importance as the dominant ones are. The findings also remark the fact that the women's role is related to consumerism, shopping and a light life style in different units of the book and there is not clarity to what cultures they belonged to. Likewise there is not equality with men's role, students' realities are not shown and there is a tendency to increase the cult for people's body giving students pieces of advice on how people should take

care of their bodies and how to dress. Moreover, she advises that teachers need to have additional material to present culture not only as a superficial matter; in that way students will have more understanding about different cultures and they will have a less stereotyped image of the dominant cultures such as the American and British and the minority groups or different countries.

Intercultural communicative competence in English teaching

Many people assume that only communicating in the speaker's native language allows us to give feedback and to have an understanding of what others try to tell us. However, the truth is that when we communicate with a person, not only language is important but all the cultural elements from the individual's background.

Oliveras (2000) affirms that "nowadays people have seen the need to communicate and be related to other cultures for so many reasons" that consequently, it is really important to have effective communication and understanding. In that way, the individuals can have an active role in other cultures and different contexts. This means having their own voice and being able to express feelings and thoughts.

To be able to understand that relationship between communication and understanding it is important to give a definition of intercultural competence (ICC). First I want to mention Rico (2011), who defines ICC based on study he did on the term which aimed at searching the ways in which language materials promote the development of student's intercultural communicative competence. The author does a compilation of definitions about ICC in which all of them convey agreeing that this concept encompasses all the psychological and the social capacities that an

individual possesses in order to manage appropriate encounters with people from another culture. It means that individuals are able to deal with a sort of cultural differences of all types.

Similarly, Meyer (cited in Oliveras 2000) defines intercultural competence as the ability a person has to act in a proper and a flexible way, specifically when facing actions, attitudes and expectations of individuals who belong to a different cultural background. To do so, it is important to have certain knowledge about the existing differences between the foreign culture and one's own culture. This definition is important in the sense that one of the most important elements of intercultural competence is that learners should identify the differences, understand those differences and mediate with the others achieving complete understanding and effective communication.

Different authors agree when they get to the conclusion that to be an intercultural speaker there are certain elements, abilities, skills, attitudes and values that need to be accomplished when any encounter with speakers of the target culture takes place. Byram (1997) states three elements which are called the *savoirs*: "the *savoir être*" (attitude), "the *savoirs*" (the acquisition of new concepts) and "the *savoir-faire*" (the learning throughout the experience) (p. 33). These elements will enable the individual to approach and to have significant communication with other cultures, without (forgetting) ignoring his/her own culture, which means that having his/her identity defined, the learner will be able to understand, contrast his own culture with the other culture and learn about it.

Byram (1997) mentions different *savoirs* from the ones that Rico (2011) considers as intercultural dimensions, namely: *savoir*, *savoir- être*, *savoir apprendre/faire*, *savoir comprendre* and *savoir s'engager*. Rico (2011) added another important *savoir*, which was considered in this

project too: *Savoir Communiquer*. In order to understand the different components of each of these dimensions, I will start by explaining the *Savoir*/knowledge – knowing. This dimension refers to the knowledge about the own culture and the interlocutor's culture in terms of specific information. This *savoir* is one of the most important when analyzing cultural and intercultural elements in textbooks since most books portray the target culture in general terms. The question and one of the most important matters is if those textbooks also represent the individuals' culture and not only the target culture.

The second *savoir* is the *savoir- être- attitudes and traits*, which refers to the capacity to be conscious about one's own culture and value others' in terms of attitudes and beliefs. This *savoir* may be presented in different activities in which the students have to reflect about both cultures.

Savoir number three is the *savoir-faire/skills- knowing how*, which is divided into two different *savoirs*: the first one is the *savoir comprendre*, which is the ability an individual has to interpret a text or to interpret an event from another culture and his/her own. On the other hand there is the *savoir apprendre*, related to the ability to acquire new knowledge of any kind about a culture.

The next *savoir* is *s'engager/ awareness – reflecting*. This *savoir* is related to evaluating features from both cultures in different ways critically. I believe that this *savoir* may be achieved more successfully when there is direct contact with the target culture and its individuals. I consider that textbooks may help promoting this *savoir* with different communicative activities.

Finally the last *savoir* is the *savoir- communiquer/proficiency – communicating*, the ability to communicate orally and written in a proficient level.

It is essential to clarify that all the savoirs explained above will be considered as factors that will determine if the book under analysis promotes the development of intercultural competence and in that way achieve the purposes of this research. I consider that Rico's model (2011) is the most comprehensive because it encompasses both, elements of visible culture and invisible culture, which includes the language proficiency, aspects that is not consider by other authors who describe ICC.

Oliveras (2000) mentions three important aspects to have in mind so that the individual can be interculturally competent; the first one is personality and identity. Identity helps the individual continue being himself, to stabilize his own cultural identity when he is immersed in another culture and at the same time to be able to help other individuals to stabilize their own. The second aspect is the development of empathy, which means that the individual has the capacity of putting himself in someone else's shoes; it means learning how to interpret verbal and nonverbal answers. The third, the intercultural actor, is the individual that acquires the intercultural competence and that has the role of mediating among the cultures in contact.

Additionally, the author distinguishes three phases in the acquisition of intercultural competence, which are important: A mono-cultural level, an intercultural level and a trans-cultural level. In the mono-cultural level, the learners have to deal mainly with their own culture and the views they have about the foreign culture from their own perspective. In this stage learners have prejudices and stereotypes in their mind. In the intercultural level, the students have knowledge about both cultures. At this stage, the phase of comparison starts and the learner should analyze differences and similarities. The last one is the transcultural level, in which the student is a mediator between both cultures.

These phases proposed by Oliveras (2000) are helpful for this content analysis due to the fact that they will help with the analysis of the promotion of the ICC in the different units analyzed in the book and it will help identify if the students may reach any level of that competence; the monocultural level, the intercultural level, and the transcultural level.

Furthermore, it is important to highlight the people who are immersed in classes where interculturality is present; those individuals are going to benefit from the knowledge of the cultures in the world. Chlopek (2008) affirms that those students will be critical about their own country and culture, and that in this way they can contribute to the world all the knowledge they have out their own reality. Only then will they be able to understand and will they become critical about what they can find in other cultures and will be able to make a contrast with their own.

Similarly, Damen (1987 as cited by Knutson, 2006, p. 598) affirms that “cross-cultural awareness involves uncovering and understanding one’s own culturally conditioned behavior and thinking, as well as the patterns of others. Thus, the process involves not only perceiving the similarities and differences with other cultures but also recognizing the given of the native culture.” This quote shows us that the first step to make a contrast of our culture and other cultures is to know and understand our culture, to be part of it, to love it and to respect it. Doing so, understanding and respecting other cultures will become an easier goal to achieve.

To sum up I want to make clear that this research is going to work under the light of the *savoirs* and how the different activities presented in the textbook chosen may help students develop those intercultural dimensions as Rico (2011) states.

The following studies will contribute to the understanding of this study considering that they present theory and relevant ideas about intercultural competence and how this concept is

portrayed in textbooks. Rico (2011) conducted a qualitative research study for his doctoral thesis in order to analyze how language materials actually foster the development of students' intercultural competence among students of Spanish as a major language in a university in the United Kingdom. The findings of the study showed that the textbook gave great importance to the target language and students did not have opportunities to think and reflect about their own culture and language; similarly there were not enough activities in which students could contrast their own culture with the target one and the students felt that the culture they were learning was only related to superficial aspects.

Furthermore, Rico (2011) makes a reflection about why culture is difficult to teach and how the textbooks remain the same, teaching only the language and the culture with big C, including those aspects as festivities, historical events and celebrities. Additionally the most developed components in the course book were the knowledge and the skills, and the less developed were proficiency and awareness. Also there was a lack of activities to develop culture and language awareness and there was not an intention to encourage students to evaluate critically other countries and cultures.

The second study is the one conducted by Gómez (2015), who analyzed the cultural content presented in three EFL communicative textbooks with worldwide recognition. The research explored if those textbooks had enriching components about the target/foreign culture/s and if those textbooks helped learners to become not only communicatively competent but also to be intercultural. The three textbooks were designed by British and American publishing houses and they belonged to three different levels: one from the basic level, another from intermediate and the last one from advanced English. The textbooks are being used in three universities in Bogotá, Colombia for students who want to become teachers. The findings reveal

several aspects; the first and third books which are from the basic and advanced level did not have elements related to the deep culture. On the contrary they had elements regarding surface culture such as holidays/ celebrations, tourist places/ geographical sites, food, celebrities/entertainment, customs/ traditions, historical facts. The second book which is from the intermediate level, presented elements related to surface culture such as holidays/ celebrations, tourist places/ geographical sites, food, celebrities/entertainment, customs/ traditions, historical facts and elements from the deep culture regarding customs/ traditions. The main finding of this study is that none of the books present elements of deep culture and most of their topics are related to surface culture.

Additionally, there are some international studies, such as the one done by Yassine (2012), which is based on mixed methods research and that aimed to evaluate the development of cultural contextualization in three Algerian EFL textbooks: *Think it over* (1998), *Comet* (2001), and *New prospects* (2007). The findings of this study portray that the cultural contextualization of these three Algerian EFL textbooks favor the American and the British culture as legitimate cultures to teach English. There is an established hierarchy among cultures; those textbooks promote culture as superficial elements as a set of facts and meanings and not as a dialogue among cultures or between the target culture and the students' culture. There is a negative connotation of evaluative stance where the different is either better or worse, there is not space for cultures that are not part of the dominant and legitimate English cultures; learners are portrayed with a bad image of the self or they are perceived as non-legitimate to appear in an EFL textbook.

Following with international studies, there is another one by Hamiloğlu and Mendi (2010) who carried out a content analysis study in order to evaluate if five EFL textbooks involved cross-cultural topics and their frequency of occurrence. It is important to mention that elements that belonged to England and the USA were not taken into account, this because they are elements of the target culture. On the contrary, elements regarding other English speaking countries were taken into account since they do not belong to the main target cultures. The five EFL books were from well-known publishing houses and from different levels. The publishing dates were from 1998 to 2006. The findings of this study revealed that the four books included cross-cultural issues, present mostly in the reading texts and in the listening exercises as well. The first book, which is *New Hotline*, encouraged English language learners to compare their own language and culture with the target culture and language. Additionally, this book had 14 cross-cultural elements not only from English speaking countries but other countries such as Turkey, Pakistan, Argentina, etc. The second book, *New Streetwise*, did not have any cross-cultural/intercultural elements from other cultures different to England and the USA. The third book, *Enterprise*, had the highest frequency of cross-cultural issues (33). In this book the cultural elements were from both, English speaking countries and from other cultures such as Japan, France, Thailand, etc. *Matrix*, the fourth book, involved eleven intercultural elements and also included both the speaking and non-speaking English cultures. The last course book, *Total English*, even though being the most recent, did not include too many elements as expected; only 26 in total and it presented elements from non-English speaking as well as from English speaking countries.

The third international study pertinent for this textbook analysis is the one done by Juan (2010), whose purpose was to find out what kind of cultural content some college EFL textbooks

presented, the features of the cultural content and the advantages and disadvantages of that cultural content. The quantity of books analyzed was 64 and their publication dated as follows: One book before 1979, seven between 1980 and 1989; 43 from 1990 and 1999, and 13 from 2000 and 2002. The nationality of the authors were: 57 American, four English, one Australian, one Chinese, and one unknown. Findings showed that editors put more emphasis on the culture with small “c” and the areas of culture proposed by Byram were unbalanced. As a result elements regarding small “c” were presented plentiful comparing with big “C” which was insufficient.

Finally, the last study is conducted by Nickleva (2012), who carried out a research study in which nineteen manuals of Spanish as foreign language for different levels published between 1999 and 2010 (in Spain, the United Kingdom and Bulgaria) were analyzed. She established five objectives aiming to see how culture was included in the process of teaching- learning Spanish in the manuals. These objectives had several variables such as the frequency of cultural contents included according to the year of edition and other variables according to the nationality of the author, the frequency of stereotypes and the integration culture-language. The findings of this study show that the frequency of cultural contents is very scarce even in the new manuals, that the presence of stereotypes is low in some manuals and that in other books this presence no longer exists. It was also found that the nationality of the authors does not influence the presence of cultural elements in any perspective and that the intercultural competence is not easy to reach in the manuals even in level C2 of the Common European framework of reference for languages.

As mentioned before these studies intended to analyze if ICC was developed in several books designed by writers of the target language. The present study aims to analyze if ICC is promoted in a textbook written by and for Latin Americans.

Culture in teaching Materials

First of all, I want to explain that in some textbooks and in TESOL (teaching English to speakers of other languages) materials, culture is presented only as a superficial matter; that is, it is presented as Culture with capital C or formal culture that refers to the geography, history, literature and great achievements of a country and its people, facts having to do with customs, manners, way of life or life-style.

For Clark (1990), learners are induced to accept whatever cultural norms are offered as part of the total language learning experience. This states that teachers, principals, schools, institutes, universities, all of them should study carefully what TESOL materials and textbooks present to learners, due to the fact that these learners along their language learning process are creating images on their mind about the culture of the language they are learning.

According to Clark (1990), in textbooks two groups of people are represented: “the in-group” and “the out-group.” (p. 31). The problem of this generalized idea of these groups is that it may create stereotypes. According to Clarke (1990), the consequence of stereotypes will be:

Learners whose cultural ineptitude will affect detrimentally their personal and general educational growth, as well as their capacity for successful language acquisition. At worst, learners may suffer from misinformation and ignorance leading to prejudice in their relationship with culture which they meet partly, or uniquely, in the illustrations and texts of a TESOL textbook. (p. 31)

Students will not only remember what they learnt from the book about the in- and the out-cultures, but the learners will also lack knowledge and information about the cultures presented

in the materials they are learning from. This may also create prejudices, and those prejudices might affect the learners' process in acquiring the language.

Clark (1990) assumes that when we interact with people from our group or with a different group, we all have implicit theories or mental representations about them; the generalization people make will enable them to function with others. People we all have contact with help us to extend the framework for filtering the experience with other people we have contact with. That is why TESOL textbooks or materials may dissolve or transmit these images and will help to increase stereotypes.

Clark (1990) also states that there are materials that may tend to promote stereotyping and mentions three types of stereotypes presented in textbooks: the first one is racial stereotyping, the second one is gender stereotyping, and the last one is class and regional stereotyping. This author reflects on how textbooks should give importance to minorities, have a balance between genders, give the same importance to all countries and cultures.

Van Dijk (2003), citing Milner (1983), concluded in an empirical study that in general terms textbooks tend to ignore non-white and non-Western populations or black people, and when they are represented, those representations tend to be paternalist, stereotyped and sometimes racist. We have to take into account that all cultures are important; and if we find generalizations or stereotypes in textbooks, we as teachers need to be aware that what textbooks show is only a part of the cultures they illustrate.

Besides, there are other authors who have explored textbooks from perspectives different from the perspective of intercultural competence but that have considered culture per se. The study done by Castro (2013), which had as a main objective to evaluate the pedagogical value of two textbooks to teach English in Mexico, analyzed some characteristics of the books, namely:

the physical features, the language content, text-types, the tasks and activities, the approach used, the competences development and the cultural content. She reached several conclusions but the most important related to the cultural content is that the two textbooks analyzed do not promote intercultural knowledge and do not allow students to respect and reflect about their own and other cultures. Finally, the culture representation was seen in the folklore and traditional clothing.

Lastly, Gómez (2010) conducted a comparative study in which he explored five EFL textbooks that were used to teach English as a foreign language in different Colombian institutions. He used three types of language practice as criteria to evaluate the textbooks: the first is the mechanical practice, the second one is meaningful practice, and the last one is communicative practice. The main goal of this study was to analyze if the books selected helped the learners to develop the communicative competence with meaningful activities like real situations to do so. He reached several different conclusions: most of the books give more importance to grammar than to communicative skills, and some of them have to fill information about grammar aspects and the listening, the speaking, the reading and the writing are not as present as the grammar. Another aspect is that those textbooks do not have enough communicative activities. Additionally he found that some books have cross-cultural aspects, so in those books intercultural awareness is promoted.

In this chapter I summarized, defined and characterized the key constructs of my research: culture, intercultural competence and materials to teach culture. In the next chapter I describe the methodological design and data collection procedures that I will conduct during the research process.

CHAPTER 3

Research design

The following chapter presents the aspects related to the textbook analysis design that allowed my study to be rigorous and well conducted. First, I present the research paradigm in which my study was situated and explain the type of study that was carried out. Then I include an explanation of the setting, the participants, and my role as a researcher. Next, I defined the instruments used to collect data and finally, the data collection procedures and the ethical issues are explained.

Research paradigm

Qualitative research is defined as “a situated activity that locates the observer in the world (Denzin & Lincoln, 1994, p. 3) to “study things in their natural settings, attempting to make sense of, or interpret, phenomena” (p. 3). The process of qualitative research involves emerging questions and procedures and data typically collected in the participant’s setting” (Creswell, 2003, p. 4). Additionally, (Polkinghorne, 1983) qualitative methods are not based on numerical data, and on the contrary tend to interpret and describe meaning-based information using open research questions that can have a huge range of possibilities to be responded based on the data collected, instead of responding yes no questions that can be responded in a limited manner.

This research study was carried out based on the qualitative research paradigm; this, due to the fact that my purpose was to explore and analyze how the intercultural competence is present in a Latin American English textbook, departing from two research questions that led the

researcher to respond relying on the qualitative data encountered in the textbook subject of this study.

This study is also considered descriptive. Schreier (2012) states that there are three ways to explain why qualitative research is descriptive: the first one is that it deals with data that implies interpretation; the second one is that validity is present even if there are different interpretations of the same material and the last one has to do with the research questions that explore social or personal meanings. In the case of the current research study, it can be affirmed that it complies with the requirements of descriptive research considering that the data gathered from the units need to be interpreted for the research questions to be answered; it is important to highlight that the research questions aim to analyze a social meaning for learners.

The qualitative research paradigm is convenient for my study seeing that the main objective of the study is to identify, analyze, and describe the presence of certain aspects in a textbook. Those aspects are related to how the different elements of visible, invisible culture and intercultural communicative competence are present in the book and in its components.

Type of study

The analysis that this research study applied was content analysis due to the nature of its purpose. Schreier (2012) states that this type of analysis describes the meaning of qualitative material systematically by classifying parts of the material chosen to discriminate them into categories of a coding frame. It is important to mention that this method is suitable for the materials that require interpretation and that may be visual or verbal. Weninger and Kiss (2014) consider that this type of research is done in the diverse ways of human communication; visual, textual and auditory. McKee (2003), who calls this type of study textual analysis, synthesizes that

a text is something to which people can give meaning. Among the examples of materials that can be the object of textual analysis we can find books, television programs, films, etc. Schreier (2012) also mentions that qualitative content analysis requires that the researcher focus the analysis on selected aspects of the material under analysis, as it was indicated in the research questions stated at the beginning of this research report.

According to Tuomi and Sarajärvi (cited in Lappalainen 2011) there exist three different approaches for content analysis: the first one, data-based, forms a theoretical schema drawn on the data. The second, theory-guided, is connected to some theory, but it is not based on the theory directly and the theoretical framework is used as a tool when doing the analysis. The last one is theory based which is directly related or based on some theory. For the present study the approach used is the latter since the categories arise from the theories of visible, invisible culture and intercultural communicative competence.

Following Schreier (2012), this method has different stages that were followed in the current study: Firstly, the research questions were proposed; secondly, the selection of the material was done, then the coding frame was constructed, the material was divided into units of coding, the coding frame was evaluated and modified, the main analysis was carried out and finally, the interpretation and the findings were presented.

Object of study

I selected a Latin-American textbook of one publishing house. This is mainly because that is the only publishing house that sells books designed for a Latin American population and because the writers are Latin American as well. Initially I selected three different books from the same publishing house; nevertheless two of the textbooks were not updated and the book that I

selected had a new version released in 2014. The textbook chosen is intended for an intermediate level considering that it was a more complete and updated edition. It is important to mention that the textbook was analyzed along with its complementary materials, including teacher's book, the workbook, the CDs and the virtual resource Greenwich lab in the three units selected. The analyzed units are one from the beginning, the second one from the middle and one from the end of the book because the topics are increasingly difficult in terms of content, vocabulary, grammar, and thus the different skills and the analysis would be rich in terms of the data.

Criteria for book selection

The book and its components met certain characteristics such as the population it was intended for, the origin, the language, the level and the possible inclusion of the intercultural communicative competence. The book and its components are made for a Latin American population, Spanish speakers who are learning English as a foreign language in an intermediate level according to the CEFR. Additionally it is easy to get the book in bookstores and it can be found in the publishing house that produces and commercializes it.

Researcher's role

The role the researcher fulfilled in this study was that of an analyst, specifically a textbook analyst. In this sense, I intended to examine the aspects regarding culture that were present in the diverse components of the series in mention, to analyze how intercultural competence was promoted, and to evaluate these aspects in the light of the theories discussed in the theoretical framework of the study. Finally I expect the findings will have an impact on the teaching and learning community. For the reasons explained above my role falls in the etc

perspective: That of an outsider. According to Bickman and Rog (2009), this perspective refers to an external point of view of a certain reality.

Data collection instruments

For this content analysis, it was necessary to mention that the instruments were part of the observation and evaluation, as I analyzed what the book presents. The most important instrument is the coding frame. According to Schreier (2012), this is the heart of this type of research. In my case, this coding frame is part of the checklist that was applied at the beginning of the analysis.

Checklists: They are part of the observation; according to Seliger and Shohamy (1989) this instrument needs of an observer who will check what he/she wants to identify. Normally, checklists present numerical and rating scales; those help the observer rate and quantify the behaviors and phenomena observed.

The checklists used in this study were designed by the researcher. They included eight aspects: the first one deals with cultural elements, the second with the rating scale always, almost always, sometimes, hardly ever, and never, in which there are some statements to be checked by the researcher. Another column allows the researcher to give examples on the information taken from the textbook and the last one with comments the researcher may insert. It was necessary to have three different checklists; the first checklist was used to analyze the presence of visible culture, the second was for invisible culture and the last one was for the identification and analysis of the savoirs that entail ICC. Those elements arose from the theory regarding visible culture, invisible culture and the savoirs. The information was collected from January to May of 2015. At the end nine checklists were collected. (See Appendix 2 and Appendix 4).

Coding frame: According to Schreier (2012) coding frames are important for content analysis because they help to organize the amount of information that the researcher has; additionally coding frames are divided into “categories” or “dimensions” that are analyzed (See appendix 2, appendix 3 and appendix 4).

This study applied some coding frames also designed by the researcher. Such frames complemented the checklists with questions and also contained a column with examples of the aspects analyzed and also with comments that helped with the analysis of visible, invisible culture and the savoirs. Each coding frame is divided into different categories being these the main concepts (invisible culture, visible culture and the savoirs), that became the main categories of the analysis. The coding frames also had different sub categories that conformed the categories, all of which helped me organize all the useful information that led to the final analysis of the data collected.

Ethical considerations

There are some ethical issues to be taken into account to develop this proposal. As I needed to observe and analyze the book, I needed to have permission from the publishing house to use images and texts that are present in the book only to analyze them. For this purpose an informed consent letter was sent to the publishing house explaining the reasons why I chose the book and what exactly was going to be analyzed. Permission was granted

In the next segment I present the timeline with specific dates and activities done in this study.

Timetable

The table below displays the dates and the activities done in this textbook analysis.

Table 2: Timetable

SCHEDULE OF ACTIVITIES FOR THE STUDY						
ACTIVITIES	DATES					
	August-December 2012	February-June 2013	August-December 2013	February-June 2014	August-December 2014	February-May 2015
1. Proposal						
2. General Background						
3. Literature Review						
4. Research Design						
5. Data Analysis						
6. Conclusions, Implications, and Limitations						
7. Further Research						

The table below shows the numbers of the units analyzed, the instruments applied to analyze each of the components of the book and the time dedicated to the analysis itself.

Table 3: Matrix for the data collection to evaluate/analyze the cultural content in the materials kit *You Too! 6*

Number of the Unit	Textbook Evaluation Instruments	Material analyzed (Textbook, workbook, CD, Teacher's book, Greenwich lab activities)	Time for content analysis
Unit 2 Module A	Checklist	All components	February
Unit 2 Module A	Coding frames	All components	February
Unit 4 Module B	Checklist	All components	February
Unit 4 Module B	Coding frames	All components	March
Unit 6 Module C	Checklist	All components	March
Unit 6 Module C	Coding frames	All components	March

CHAPTER 4

Data analysis

This chapter describes the analysis of the data collected from the checklists, the coding frames, the categories and the subcategories. I present how the information was gathered, portraying the validation and triangulation process, the analysis of data collected and the findings to answer the questions of this research.

Validation and triangulation process of the data

As stated in the previous chapter, this content analysis is a qualitative study, which attempted to interpret and describe meaningful information regarding the integration of the intercultural competence presented in the textbook and its components.

This type of study may fall in subjectivity issues. However, to avoid this, it is necessary to consider some aspects of validity and reliability in order to guarantee credibility. Potter and Levine-Donnestein (1999) clarify that there are two steps to assure validity in content analysis; the first step is related to how the coding schemes are designed; that means if they are planned taking into account the theory that explains the constructs to have a valid coding scheme. The second step is associated to the decision making; if the decision is correct, then the coding will produce valid data.

Quoting Lederman (1991), reliability in content analysis refers to “...the reproducibility or the tendency for a group of coders to classify categories membership in the same way...” all the categories of this study are classified in the same way in order to have organized and credible data. To assure reliability in this study, the advisor and the researcher separately analyzed the

data using the checklists and the coding frames and then we compared the results to come to agreements. This is called intercoder reliability (Sándorová, 2014).

Besides, to assure validity and credibility, a piloting of data collection instruments was held. Subjects included the research professors of the Master program and my thesis advisor. They were key to validate the process. The initial idea was only to do the research with the student book, but after presenting the draft of the project, the Master's professors advised me to do the study with all the components of the book in different units. The first instruments proposed were checklists that rated the quantity of information regarding visible culture, invisible culture and the *savoirs*. These checklists were complemented with relevant questions about all the possible features of the elements mentioned above. After that, I decided to integrate coding frames with different categories (visible culture, invisible culture and the *savoirs*) and subcategories of these main categories. Finally, in the checklist two aspects were added: examples and comments. I needed this in order to have information that could enrich the data collection process.

Another aspect of validity in this study is the triangulation process. Freeman (1998) asserts that "triangulation means including multiple sources of information or points of view on the phenomenon or question you are investigating" (p.96). In this study, both were taken into consideration. First, all the multiple sources of information were taken into account: the student book, the teacher's book, the CD and the Greenwich lab-workbook. On the other hand, the points of view of different experts were also considered. As stated before, for this study two triangulation types were implemented: Investigator triangulation in which, according to Freeman (1998) and Cohen, Manion and Morrison (2007), it is necessary to use more than one observer-researcher to discover and gather the data. In this case, the advisor of this study also gathered

information using the same coding frames with her own perspective and observation of the book and its components. The second type is methodological triangulation, on which Cohen, Manion and Morrison (2007) agree when saying that "...this type [of triangulation] uses either the same method on different occasions, or different methods on the same object of study" (p.142). For this study the same method was used on different lessons and on all the components.

Thus, in this study, fidelity, stability, and triangulation were taken into account by the researcher in order to avoid coercing the data to make it biased.

Data analysis: An a priori approach

Freeman (1998) develops the claim that the a priori approach comes from outside of the data; in this case particularly there were preexisting units of analysis that were developed according to the theory of visible and invisible culture and the savoirs of intercultural competence, to which the data collected from the book and its components was adjusted.

In order to be able to know if visible culture, invisible culture and the components of intercultural competence were present in the sources, it was necessary to organize the checklists with percentages according to the frequency of presence of the different aspects in the different components of each unit. In other words, I counted the number of activities of each unit in each material and then I analyzed in how many of those activities the aspects under analysis were present: Always 100%, almost always from 66% to 99 %, sometimes from 31% to 65%; hardly ever from 1% to 30% and finally never 0%. To give a clearer idea of this, if it is 100%, it means that the aspect is present in all the activities of the unit, but on the contrary, if it is 0% or never, it means that the aspect does not appear in any of the activities. The first and the second instruments were checklists that rated the categories of visible and invisible culture. For visible

culture the subcategories were (literature, arts, architecture, geography, people's history, cuisine, customs, dressing style, festivals and traditions); regarding invisible culture the subcategories were (beliefs and assumptions, how people see the world, the value system and the language in use), and finally for the third instrument the checklists rated the five *savoirs* of intercultural competence (*Savoir/knowledge*, *savoir- être*, *savoir apprendre/faire*, *savoir comprendre* and *savoir s'engager*). Finally, all the checklists were complemented with coding frames.

In this point, it is important to give the definition of two words that are important for this analysis: assumptions and values. According to Bennett (1998), cultural values are related to ways of being in the world with patterns of goodness and badness assigned by people. On the other hand the author affirms that "cultural assumptions are interrelated with values but refer to the existence of phenomena rather than the assignment of value to them" (p. 13).

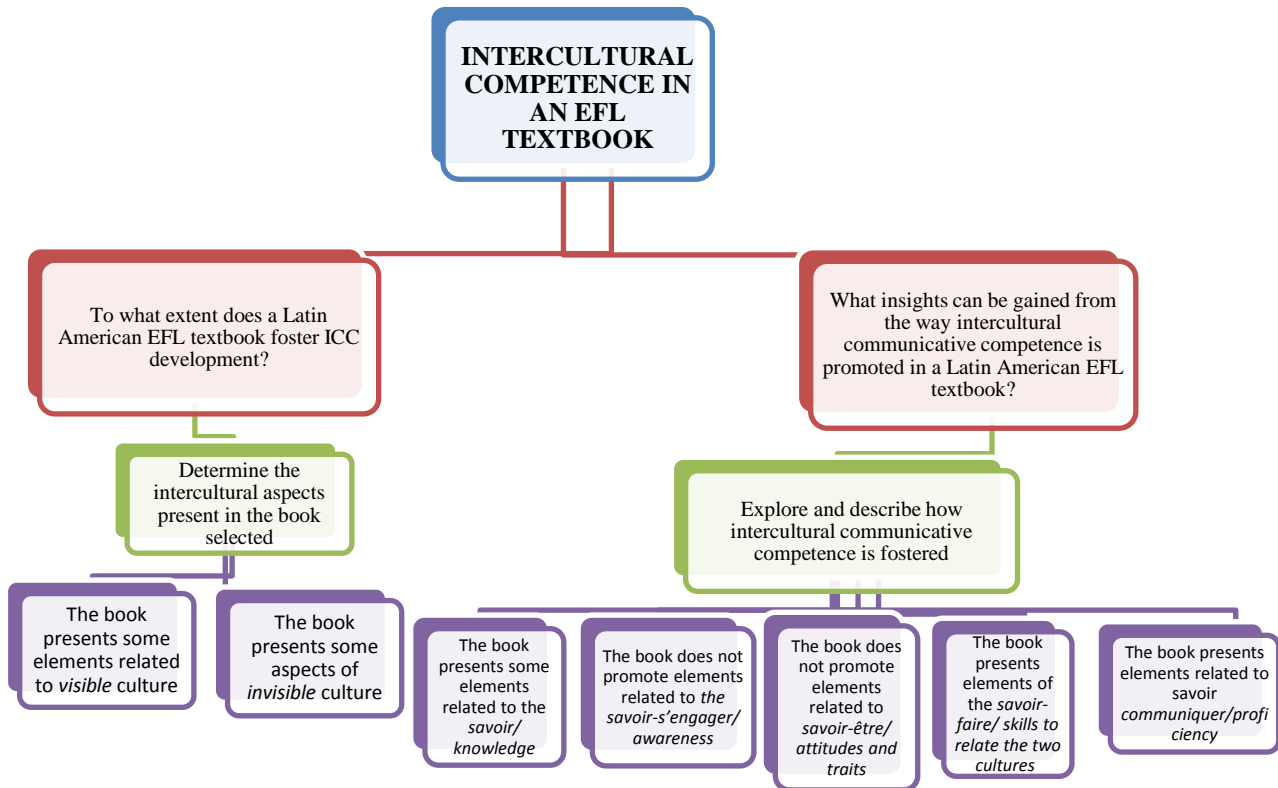
Although only three units were analyzed, the researcher decided to use a chart to analyze the scope and sequence of the book in order to determine how visible, invisible culture and ICC were portrayed. The chart below helped me enrich the analysis and interpretation of the data to draw the categories and subcategories that will be explained.

SAVOIR- COMMUNICATIF/ PROFICIENCY												
Does it present activities which motivate the student to interact with people from the target culture?		X		X		X		X		X		X
Does it have activities that allow students to reach a proficient level orally in order to have an appropriate communication in the target culture?	✓		✓		✓		✓		✓		✓	
Does it have activities that allow students to reach a proficient level in a written way in order to have an appropriate communication in the target culture?	✓		✓		✓		✓		✓		✓	

Findings

The findings of this research study are presented in terms of pre-existing categories and subcategories that were designed based on the theory taken as foundation for this research study. Those categories and subcategories are related to the research questions as illustrated in the diagram below.

Table 4: Research questions and their subsequent categories and subcategories



First category: The book presents some elements related to *visible* culture

This category shows how visible culture is portrayed in the three units analyzed. To do this it is necessary to show the different subcategories encompassed in the first category. It is essential to explain that in order to do a thorough analysis of each category and subcategory in each unit, I decided to analyze all the elements present in them: predominant places and cultures, the activities or tasks the student is supposed to do; the images, graphics, characters, and the authors that appear.

First subcategory: The book presents elements related to *Literature*

The presence of literature in unit two is sometimes evident in the student book, the teacher's book and in the CD, but it is never present in the Greenwich lab-workbook. The same presence is almost always seen in unit four in the student book, the teacher's book and in the CD, but it is hardly ever present in the Greenwich lab-workbook. Finally, in unit Six there are no elements related to literature in any of the components. The elements related to literature are about mythology in unit two and stories in unit four. The first topics (mythology) are from predominant cultures such as Greece and Rome. In the stories those elements belong to the United States and the United Kingdom. The authors that appear in the stories are from the predominant cultures previously mentioned. Besides, there are diverse images related to the topics of each unit. In the following pieces of evidence taken from the instruments we can see the type of images related to literature that appear in unit two and in unit four.

“•Celestial bodies • Primeval times •Greek mythology •Aborigine mythology ... •Cartoon drawings
•Pictures related to vocabulary and pictures used in the readings” (appendix 3A)

“•Black Cat •A sort of ghost •detectives and authors' cartoons •A Rose...•Mysterious places...
Cartoon drawings •Pictures related to vocabulary and pictures used in the readings” (appendix 3B)

The activities proposed are related to students' previous knowledge of the topics and include fill in the gap exercises to be completed with vocabulary, as well as some listening and grammar exercises related to the main topic. Additionally, there are reading comprehensions activities, oral production exercises, written exercises, puzzles and matching exercises.

Although literature belongs to visible culture, I consider that there are different activities that can be done with literature in which the students may give their personal point of view about different topics regarding other cultures and their own. Through literature students may learn

about the world including places, authors, history of different cultures, etc., having the opportunity to reflect about his/ her own culture and others. However these kind of activities were not promote

Second subcategory: The book presents some elements related to *arts*

The presence of elements related to arts in unit two is hardly ever given in the student book , the teacher's book and in the CD. As for the Greenwich lab-workbook, they are never present. On the contrary, elements regarding arts are always evident in unit four in the student book and the teacher's book, but in the CD and Greenwich lab they are never present. Finally in unit six there are no elements related to arts. The elements dealing with arts are sculptures of *Moai* in the Easter islands from Chile and gods from Greece and Rome and pieces of sculpture that are the Stone spheres from Costa Rica. There are images of the places mentioned above that date from long time ago. Related to these elements of arts there are some activities that have to do with the images presented, and there are some reading comprehension exercises and written exercises which guide students to find out the origin of the mystery places such the Stone spheres of Costa Rica.

Elements regarding arts are present in one way or another but the information is not enough for students to have real knowledge about these aspects. Thus it is almost impossible to learn about the cultures that are named along the units. There are some pieces of art that are near students' contexts such as the *Moai* in the Easter islands. Unfortunately that inclusion is not meaningful due to the scarce features.

Third subcategory: The book presents elements related to *architecture*

The presence of architecture is sometimes evidenced in unit 4 in the student book and the teacher's book, but never in the CD and Greenwich lab- workbook. In units two and six there is not presence of visible culture regarding architecture. In unit 4 architecture is present in architectural structures such as the sphinxes from Egypt, a sanctuary: Machu Picchu from Peru and a temple: The Parthenon from Greece. The three of them date from long time ago and there are images related to the different places and small descriptions of the Sphinx and the Parthenon. Additionally, there are some activities in which students have to talk about the mysteries of Machu Picchu and a sphinx. This activity may help students to be aware of different countries and places for other cultures. In the categories related to intercultural competence we will explain up to what extent these activities can foster intercultural competence in the students.

The elements present regarding architecture are diverse and different cultures are mentioned; nevertheless the inclusion of these cultures is not enough given that there are missing aspects such the history of the places, why they were built, why they are important for the cultures they belonged to and some other elements that may help students to have a clearer idea of the places presented.

Fourth subcategory: The book does not present elements related to *geography*

The units analyzed do not have elements related to geography in any component of the book. Geography is an important part of the culture due to the fact that it does not only refer to physical aspects such as landforms, places, regions, weather; it also refers to the development of social groups in all areas and people's behavior. The book has different topics and activities in which this component could have been addressed and exemplified.

Fifth subcategory: The book does not present elements related to *people's history*

The units analyzed do not have elements related to people's history in any component of the book. This element may be important for students in the sense that if in the book there are elements regarding people's history, the students may be aware of their own history and they may be able to understand others.

Sixth subcategory: The book does not present elements related to *cuisine*

There is no presence of elements related to cuisine in any of the units and in any component of the series. Cuisine is an important aspect of any culture since there are several elements that are involved in it such as religion, people's history, geography, and national identity, among others. In fact when traveling to other countries or having the opportunity to share meals with people from other cultures, understanding the origins of the food is not an easy task, unless the book guides them to acquire the necessary knowledge.

Seventh subcategory: The book does not present elements related to *customs*

The presence of customs in unit two is null, in unit four it is hardly ever evidenced in the student book, and in the teacher's book, in the CD and in the Greenwich lab-workbook it never occurs. According to the following piece of evidence, there is a tendency of generalization taking into account only the predominant cultures.

"When people celebrate birthdays, they usually eat cake and blow candles. There is no mention of the country or culture where those celebrations are held. Not in all countries the birthday celebrations are the same" (appendix 2B)

Furthermore in unit six there are always elements related to customs in the students' and in the teacher's book but in the CD and in the Greenwich lab- workbook they are sometimes present. The main topics are campaigning and technology as explained in the following piece of evidence:

“There are images about how the technology is affecting people and there are images of campaigns in the United States” (appendix 2B)

Besides, there are some texts related to the images, fill in the blanks and some listening exercises about technology, the effects of technology and about campaigning in the United States. Likewise there is also a discussion about students' experiences with campaigns. The book is explicit when saying that in the target culture in this case the campaigns are part of the culture of the United States.

“... In the U.S it is customary to campaign. Campaigns are carried out by activists who are concerned about social issues like the environment, racism, animal's rights, Etc. ...” (Appendix 2C)

It would be meaningful if the students had the opportunity to reflect about why campaigns are part of the American culture and why they are so important for them even in the first stages of life as in elementary and in high school.

Eighth subcategory: The book presents elements related to *Dressing style*

In unit two, the informal dressing style is more noticeable than the formal style even though the dressing style is a difficult part to analyze due to the fact that some images show this aspect only from the shoulders up. What can be seen represents only modern times and there is not any distinction regarding what part of the world they belong to.

In unit four this presence is hardly ever shown in the student's book; in the teacher's book, in the CD and in the workbook it is never seen. In this unit there are images related to the main topic which is about detectives. Nevertheless the dressing style is shown as a prototype:

“There is a prototype of how detectives are dressed and what they wear; a beret, a pipe, a magnifying glass and a squared gabardine.” (Appendix 2, unit 4)

Likewise the unit presents formal and informal dressing styles, although the informal style is more predominant; in some images the distinction is impossible to be made because the images only show the people's shoulders and heads. Besides, there is not a distinction as to what part of the world the dressing style belongs to or if it represents past times or modern times.

In contrast, in unit six the presence of elements regarding dressing style is hardly ever visible in the student book and in the other components of the series it is not present. Nevertheless the unit presents mostly young people and it represents an informal dressing style and modern times. I assume that the book author wants to portray people who look like students who are using the book; in that way they will feel identified and this would be a factor that motivates them to learn about the target language/culture.

Ninth subcategory: The book does not present elements related to *festivals*

There is no presence of elements related to festivals in any of the three units and in any component of the book, although the book has different units and topics that could be linked with the inclusion of festivals.

Tenth subcategory: The book does not present elements related to *traditions*

There is no presence of elements related to traditions in any of the three units and in any of the components. In my opinion this feature of visible culture is one of the most important ones since with it students may understand the different practices in different communities and also may raise the interest of knowing about the origin and the tradition of their own culture, even though the understanding of this aspect is linked with invisible culture.

In summary, this first category and its sub-categories show that the units analyzed in this book do not include a good quantity of elements related to other cultures different to the target culture and predominant cultures like the United States and the United Kingdom. There are few elements related to other cultures such Costa Rica, Peru, Greece, Rome, Chile and Egypt although these elements are not enough for students to build knowledge and have a real understanding of those cultures, this finding is similar to the findings done by Yassine (2011) in his study.

Another important finding is that most of the people portrayed in the book are young. This is positive because students may relate themselves to the book. While this is true, it is also important to show people from other ages due to the fact that students may think that only young people learn English and that people from other ages do no matter as much as young people do.

In addition, the book shows some stereotypes and generalizations showing that the only valid features are from predominant cultures as stated in the research conducted by Bonilla (2008). With this, students may consider that aspects from their own culture are less important and that they are not as valid as the aspects of the target culture.

Second Category: The book presents some aspects of *invisible* culture

This category describes how the elements of invisible culture were portrayed in the three units analyzed. To achieve this it is necessary to show the different subcategories encompassed in this second category and that include topics, sources of information, paradigms, perspectives, images and activities.

First subcategory: The book presents elements related to *beliefs-assumptions- view of the world*

According to the checklists applied in unit two, the features of invisible culture are sometimes present in the student book and in the teacher's book; on the contrary they are hardly ever present in the CD and there is no presence of them in the Greenwich lab-workbook. In this unit a variety of topics were developed; professions like aviator and astronaut; recognized institutions such as the Center for Science and Education, the exploration office, and NASA, and places like Manhattan and New York. However, there is not a specific source where the information was taken or adapted from. The common paradigms that the unit presents are related to money and how through certain professions its acquisition and the acquisition of power are possible. This is evident in one exercise where three people talk about how they felt when they got the ideal job:

“Joshua: My name is Joshua and I'm from Israel, but I have lived in the U.S.A for a long time. At present, I am director of the center for Science and Education. After I earned my masters in physics in 1979, I wanted to work at the technology center in the army, but it was very difficult to get in that place. I had to move heaven and earth to become an employee at the center for Science and Education. Finally, I was able to work there. My abilities and effort gave me the opportunity to Join NASA in 1983. Then I became an astronaut after a lot of training. I recall that I had spacewalk for hours. Spacewalking is like nothing on earth. It just feels so cool! Being an astronaut has been the best experience in my life” (Track 15 You too 6)

Furthermore, there were some other important elements related to this category that emerged in the analysis; they relate to assumptions that lead students to think that what the book shows is correct, and there is not opportunity for other cultures to have voice:

“Comic stories such as *Superman* and *batman* are classic comics that everybody enjoys” (You too 6 P. 32)

“Nowadays, the Japanese comic style called *Manga* is widely read by children and adults of all ages.” (P. 32)

There is a myth from North American aborigine mythology form (Thomson Indian Myth)

An Image of the Syrian flag

There are two exercises related to aviators.

There is an exercise that mentions one of the most important places of the target culture (New York) (Appendix 2A)

It is assumed that everybody likes and enjoys comics.

It is assumed that everybody knows and reads manga comics.

It is assumed that the students know about aborigine mythology (Thomson Indian Myth)

It is assumed that students know about the Syrian flag. The Syrian flag was mistaken for the Israeli flag.

Being an aviator is synonymous of power, and money. Similarly working for NASA and going to NYC is a dream come true” (Appendix 2A)

In this unit, the author of the book assumes that the students know certain aspects related to the target culture in this case the United States; additionally, there is a tendency to magnify places and institutions related to the target culture. Below there is an excerpt that portrays how the target culture is seen:

“I remember I got a chance to go to New York with my family. I felt I was in cloud nine. So I went to Manhattan at Christmas in 2004. I walked the streets. It was so beautiful! The decorations on the streets were like nothing on earth” (You too 6 p. 31)

Besides, there is a mistake regarding a flag that is used as an illustration. This flag is taken as the Syrian flag but in reality it belongs to Israel. This may lead students to think that cultures different to the target culture are not as important as the target culture. Additionally this mistake leads us to think about the caution designers and editors must have at all stages in all the components of the book.

In unit four these elements were sometimes developed in the student book and in the teacher's book; on the contrary they were never present in the CD and in the Greenwich lab-workbook. The topics developed in this unit were mysterious facts and technology in classrooms; there was not a clear source of information and the frequent paradigm was how people want to know about unexplained facts. The vocabulary and the perspective are informal and there are images related to Bermuda triangle and the Sphinx. In this unit the author also assumes that students have knowledge of certain topics and there is a generalization:

“Our daily lives are full of little mysteries. And there is always a curious detective inside all of us who wants to solve these everyday puzzles” (You too 6 p. 52)

It is assumed that everybody has a detective inside wanting to discover mysteries. It is assumed that people knows about the Bermuda triangle. (Appendix 2B)

There is another important feature and the message is clear when there is a statement about the importance of technology in classrooms and mysterious facts around the world. In unit six these elements are sometimes evidenced in the student book and in the teacher's book; on the contrary they were never present in the CD or in the Greenwich lab-workbook.

The main topics of this unit are the pros and the cons of technology and technology in modern times; there is no clear source of information and the frequent paradigm is how technology affects the world and how young people use technology.

As it has been said above, in this category I am explaining only the presence of visible culture and invisible culture. That is why only in the category related to intercultural competence I will describe up to what extent the activities foster intercultural competence.

Second subcategory: The book presents some elements related to *value system*.

For this category in the first unit analyzed, unit two, there are no elements related to the value system in any of the components of the book. Thus in this unit students do not have the opportunity to be conscious about practices related to values in their own or other cultures.

In regards to unit four, this element is hardly ever present only in the teacher's book; in the other components there is not presence of values at all. The teacher's book suggests that students should reflect about the main topic in unit four. The topic is telling the truth and not judging the people, in which the students might use informal vocabulary so they can talk about their own experience as stated in the following pieces of evidence:

Students should reflect about the importance of telling the truth and not judging people without finding information before, (Appendix 2B).

“Reflect on values, go over the first statement and ask students what skills are necessary to carry out an investigation which includes asking, observing, looking for evidence, inferring, etc. Advise them to put these skills into practice before claiming that something is right or wrong or before criticizing someone for no reason. Have students choose their opinion. Now go over the second statement. Ask students why they think it's important to tell the truth. Have them choose their option. Finally, have them read the third statement. Brainstorm classroom regulation and tell students about the importance of respecting them” (p. 59 teacher's guide).

This particular exercise is meaningful because students have the opportunity to reflect on their own values and experiences which shows that they are developing their ICC to a certain extent.

In respect to unit six it can be affirmed that it sometimes includes elements related to values in the student's book, the teacher's book and in the CD; those elements are present in the student book with exercises, readings and pictures as stated in the following piece of information.

“Some exercises tell students that they should care about real communication, about the environment and not only worry about themselves “... People concerned about this planet should use technology to save it and not to destroy it ...82” Students should use technology to help preserving the planet. They should also

be aware of how they are managing time with real communication with people that surround them”.
(Appendix 2C)

With regards to the teacher`s book there is a recommendation for the teacher to do an activity with students about the main topic which is technology:

“...Then elicit from some students the pros and cons of technology...” “Ask some students to tell you how long they spend on their computer and how they spend their weekends...” “Ask students if they think they multitask and tell them the disadvantages of doing that...”⁸⁷

The CD has some recordings that talk about the pros and the cons of technology, the possible effects technology may bring to people and about campaigns in the United States. To sum up, in this unit the author of the book suggests some activities to make students reflect about the use of technology and its effects. The students have to use their own experience and knowledge to discuss about how technology should be used, about the different things they can do to prevent destroying the environment. To talk about this, they have to use informal vocabulary.

All the activities that include the value system are important for students in the sense that they may help students reflect upon different aspects of their lives; for instance, if they ask themselves about how technology affects them, how they are helping to preserve the environment, why it is important to preserve it. They will not only ask questions about topics that are present in the book but questions about daily life matters that are part of their lives.

Third subcategory: The book presents elements related to *language (English) in use*

This last subcategory related to language in use is present in all the units analyzed in all components of the series.

All the activities are designed for the students to use the language; those activities are related to the construction of meaning through writing-listening exercises and discussions or oral exercises. The aspects of language represented are divided into abilities and each of them has some standards according to the common European framework. (Appendix 2A, 2B and 2C)

The activities that the book presents help students develop an intermediate level of the language taking into account the standards given by the CEFR. All the language skills are intended to be developed, grammar, listening, writing, speaking and they have a rich content of vocabulary.

Based on the previous analysis of the categories regarding invisible culture, it is possible to assert that there are certain elements that are evident; nonetheless a big quantity of assumptions from the target culture are present in the units analyzed and those assumptions may not allow students to give their opinion and their own point of view, because they may consider that they are wrong because the book has the last word. In other words, there is not opportunity for students to relate what the book suggests with the students' world.

Another relevant finding is that the book includes target vocabulary related to topics such as professions, places and institutions of the target culture suggesting they are the best places and a dream come true for many people. Some of those places, professions and institution may be impossible for students to reach, and they are not close to most middle-class and low-class student's realities. Here it is important to mention that there was a mistake when talking about a culture different from the target one; the book presented a flag that was not from the country the book claimed it was. This might imply that little attention is paid to minor or non-hegemonic cultures.

Another salient finding is about values. This feature is present in some parts of the units; the topics were close to the students as they are intended to make them reflect about practices in the target culture and sometimes in their own culture. Regarding language in use the book is designed to make students proficient in English according to the CEFR.

4.3.3 Third Category: The book does not present all the elements of *intercultural competence*

This category aims to see how intercultural competence is promoted in the three units analyzed. For this purpose, it is necessary to explain in detail each of the different subcategories that constitute the first category. Such subcategories are the *savoir/ knowledge savoir-engager / awareness, savoir-être/ attitudes and traits, savoir-faire/ skills and savoir-communiquer/proficiency*.

First subcategory: The book presents some elements related to the *savoir/ knowledge*

As explained in chapter 2, the *savoir/ knowledge* refers to the knowledge students may have not only about their own culture but also about the target culture. This is important because with this *savoir* the students may reach or overcome the monocultural level, in which they have knowledge about the own culture and have a certain knowledge of the target culture. That may be stereotyped, ethnocentric and cliché-ridden according to Buttjes and Byram (1991).

Starting with unit two in all the components of the book, the target culture is sometimes mentioned. For example there are institutions such as NASA, places such as New York and a reading about Christmas in that place.

“The target culture language is mentioned in different exercises with institutions, history of comics and places.” (Appendix 4A)

“Comic strips were developed in the U.S.A by the end of the 19th century” (You too 6 pg.32)

“I remember I got a chance to go to New York with my family. I felt I was in cloud nine. So I went to Manhattan at Christmas in 2004. I walked the streets. It was so beautiful! The decorations on the streets were like nothing on earth” (You too 6 pg. 31)

The target culture is not mentioned in unit four in any of the components; nonetheless in the last unit, unit six, the target culture is mentioned sometimes in the teacher`s book, in the student`s book and in the CD but it is hardly ever mentioned in the Greenwich lab-workbook.

Regarding the student book there is information about what campaigns are like in the United States and in the CD this information is also present. The Greenwich lab-workbook has an exercise about Marilyn Monroe in a song.

“There is information about the target culture in the sense that the book includes the importance of campaigns in the USA. There is a song related to one of the most important icons of beauty in the U.S.A” (Marilyn Monroe) (Appendix 4C)

In this last unit, there was specific information about the target culture which allows students to identify and recognize cultural elements regarding the target culture and it may lead them to contrast the information given to information of their own culture.

Additionally, the pieces of information gathered in the checklists and coding frames led us to identify to what extent there is knowledge of other cultures. According to that in unit two there were hardly ever elements related to other cultures.

“There are few images and texts related to other cultures. The listening exercises talk about Russian and Israeli astronauts. Syrian flag (Image) Mistaken for Israeli flag” (Appendix 4A)

The only aspects shown are some images and one of those images is mistaken; this fact may lead students to think that other cultures different to the target culture are not as important as the target culture, thus those minorities living in the United States are not properly taken into account.

Additionally, other cultures are sometimes mentioned in unit four in the teacher's book and in the student book, but they are never mentioned in the CD or the Greenwich lab-workbook. There is not relevant information about the cultures that were mentioned in the unit, only some images that illustrate different places around the world. With this, students were supposed to look for more information about those mystery places as the book calls them.

There are images about different places such as Machu Picchu (Peru), The Parthenon (Greece), the Sphinx (Egypt), the stone spheres of Costa Rica (Costa Rica) and the Easter Island statues (Chile). (Appendix 4A)

The last unit, unit six, does not present information regarding other cultures.

The last aspect presented in this savoir is the knowledge about the own culture; the units analyzed did not allow students to see their own culture portrayed in units two and four. In unit six there is an exercise in the teacher's book and in the student book that give them the opportunity to get information about campaigns in the own culture, students are asked to talk about them and compare the information with other classmates and probably to establish comparison with the target culture . With this exercise the students may reach some initial levels of intercultural competence when they are able to explain cultural differences between their own culture and the target culture.

"The students 'own culture is mentioned when the students are asked to think about what campaigns are like in their country." (Appendix 4C)

Nevertheless, it was the only exercise that allowed students to get knowledge about their own country. Thus, students are not going to feel that their culture is important and they are not going to see themselves portrayed in the book.

Second subcategory: The book does not promote elements related to *the savoir-s'engager/ awareness*

This category intended to see if the book and its components included activities in which the learners have the opportunity to pay conscious attention to the similarities and differences between their native culture and the target culture. Additionally, it was aimed at looking for activities that give them the opportunity to reflect upon the practices of their own culture. In unit two and unit four, there are no activities that allow students to establish any relation between the target and the learner's native culture. In contrast, unit six has one activity that allows students to establish relations between the two cultures.

“There is one activity in which the learner has the opportunity to compare campaigns in the USA and campaigns in his /her own country. (Appendix 4C)

With the activity proposed in the book the learners may learn to establish relations between cultures not only in the activities but regarding other topics presented in the book. This relation may only be established in their mind but, later on, they may become aware of similarities and differences. As mentioned before, when the students compare cultures, they might be able to reach certain intercultural level as stated in Buttjes and Byram (1991). The intercultural level refers to the knowledge students have of their own and the target culture, to compare and contrast them (Oliveras, 2000).

Third subcategory: The book does not promote elements related to *savoir-être/ attitudes and traits* of any of the two cultures

This category intended to see if the book and its components included activities in which the learners have the opportunity to change their values and have new perspectives in order to be intercultural mediators between their own culture and the target culture. There are no elements in the units that allow students to become mediators because there is no mention of the learners' own culture. Consequently, the students will not reach the transcultural level, in which they are

expected to evaluate intercultural differences among cultures (Buttjes and Byram 1991). Once more, students do not see a close relation with the target language culture, thus mediation between cultures will not take place.

Fourth subcategory: The book presents elements of the *savoir-faire/ skills to relate the two cultures*

This category intended to see if the book and its components included activities in which the learners have the opportunity to interpret texts and events from another culture and relate them to texts and events from their own culture. Besides, the analysis focused on examining if the series includes information that allows the learner to understand how to interact in an encounter with someone from another culture. Regarding the information about texts, in unit two there are no texts and in unit four there is only one text presented in the teacher's and the student's book, but it is not expected that the students relate it with texts of their own culture.

There are some texts from other cultures; the first is an extract from a story called the case of the ruined roses; the second one is a text about the sphinx. Those texts allow students to interpret texts from other cultures, but there is no instruction to relate them with the own culture. (Appendix 4A)

In unit six there is another text, but there is not instruction to relate the target culture text with the text of the students' own culture.

"There is a text from another culture. This text is about the importance of campaigns in the U.S.A. The text allows students to interpret texts from other cultures" (Appendix 4C)

The different texts that appear in the book are rich in different contents. For that reason there are a lot of elements that could be used to make students relate what they are seeing and what they are learning with elements of their own culture. In that sense their process of learning a language would become a meaningful experience.

The other aspect present in this savoir is the establishment of relationship between events across cultures; in unit two there are no activities for this aspect of the savoir, but in comparison, unit four has an activity in the teacher`s and in the student`s book that may lead students to relate events of their native culture with events of other cultures.

“Ex “...you and your partner are explorers who research some of the world`s most popular mysteries...”
The activities may give students the opportunity to interpret events from another culture, but there is no instruction to relate them with the own culture” (Appendix 4, unit 4)

In unit six there is another activity which can be illustrated in the excerpt below about the other components of the series. The Greenwich lab/ workbook does not present this feature for the development of intercultural competence:

Ex. “...Do people start campaigns in your country? What kind of campaigns ...”The activity may give students the opportunity to interpret events from their own culture, but there is no instruction to relate them to the target one. (Appendix 4, unit 6)

Finally, there is no information in any unit or in any component that allows students to have information that gives them the knowledge to understand how to act in an encounter with people from other cultures.

Fifth subcategory: The book presents elements related to savoir *communiquer/proficiency*

This category intended to see if the book and its components included activities in which the learner is motivated to interact with people from the target culture. Additionally, it intended to see if it includes activities that allow students to reach a proficient level orally and in a written way in order to communicate successfully in the target culture.

According to the first aspect, in none of the units there are activities in which the student is motivated to have encounters with people from the target culture. The second aspect deals with

the activities that help students reach a proficient level orally to communicate successfully in the target culture. In units two, four and six sometimes there are oral activities in the teacher's book, in the student's book and in the CD that may be preparing them for that purpose. In the Greenwich lab- workbook there are no oral activities.

The activities that allow students to reach a proficient level orally are conversations with their partners about past experiences. Exercises in which the student expresses his/ her opinion about topics of interest. Uses informal language such expressions (Appendix 4A, 4B and 4C)

There are activities such as; "...talk about possible explanations...", "...Discuss your experiences...", "...Give reasons to explain your points of view..."

It can be inferred that those activities give the students the opportunity to use the language meaningfully to express their opinions, to talk about their own experiences and to justify their view points.

The third aspect deals with the proficiency of the students in a written way; in this sense all the units are intended to develop writing for students to be proficient.

The activities that allow students to reach a proficient level in a written way are to understand the different structures of descriptive and argumentative texts. Use graphic organizers like mind maps and outlines to develop texts. Write texts based on factual information and state reasons. (Appendix 4, unit 2)

These exercises can help students improve their written production since they help them know how to write different texts step by step following the genre structures and styles of the target culture and using different topics that may be very interesting for them. With these exercises students also acquire knowledge about the target language culture and they may become interested in what the other cultures may offer them.

To sum up, it can be said that the book slightly presents the ICC, several important findings were found: the first one is related to the knowledge about the cultures. It is important to highlight that the target culture is mentioned more than other cultures. Although the other

cultures are mentioned, the knowledge students may acquire will not be enough for them to have a real understanding about the cultures mentioned. Additionally, the target culture was mentioned only once.

Moreover, there were few features that permitted students to establish relations of similarities and differences between the target culture and their own culture. This means there were few activities or information that helped students to become intercultural mediators among cultures or between the target culture and their own culture. Likewise, there are almost no activities that allow students to interpret texts from the target culture and relate them to their own. Finally there were activities that allowed students to reach a proficient level orally and in a written way according to the CEFR given that the book was designed for an intermediate level following the standards of the Council of Europe (2013).

This chapter presented the approach for data analysis and the description of each of the categories and subcategories that helped to answer the research questions. The categories have been explained and supported with comments and examples taken from the coding frames. The next chapter presents the conclusions, the implications, and the limitations the study had.

Chapter 5: Conclusions, Implications and Limitations

This chapter presents the conclusions after the analysis of the data as well as some implications for the EFL community in Colombia, for publishing houses that design assorted kinds of resources for language learning, for textbook writers and, finally for me as a teacher-researcher. In addition, I will write some limitations that appeared in the completion of the process of this content analysis.

5.1 Conclusions

Concerning the features of visible culture and invisible culture, it was evident that both notions were present in the book; regarding visible culture the elements present in the book are; literature, arts, architecture, customs and dressing style. Likewise invisible culture is present in components such as beliefs, assumption and values, although not to a great extent.

On the other hand, the savoirs are also present although there are not enough elements for students to acquire meaningful knowledge about minor or non-hegemonic cultures and their own culture. The target culture was mentioned in the book in the different units and the components; in that sense, activities, images, readings, etc. led to the deduction that predominant cultures matter more than other cultures as is the case of the target culture. As a matter of fact, the book presented generalizations, stereotypes, places, institution and practices that favor only the target culture leaving a feeling of superiority of hegemonic countries like the United States and the United Kingdom compared to other cultures.

In relation to the savoirs of the intercultural communicative competence the book does not present enough activities that allow students to become intercultural mediators capable to

understand features from their own culture, relate them with other cultures respecting differences and similarities. Thus the monocultural level was more developed than the intercultural level and the transcultural level. There is only one feature that contributes with students to acquire the Intercultural communicative competence and that is present in activities that help students to be proficient in English. Moreover, there were different topics and activities that could suggest that teachers help students to reflect upon the practices in their own culture.

Finally, it can be affirmed that the book, published in 2014, is updated in terms of the topics dealt with that may interest students to learn English as for example technology, due to the fact that students nowadays use technology for many reasons and belong to a society that turns around it. Besides, all the abilities are present, there are different activities to achieve the intermediate level in students, but unfortunately the intercultural communicative competence is not intended to be developed in the book as it was portrayed in the findings.

5.2 Implications

As it was mentioned since the beginning, this study portrays how the intercultural competence is present in one Latin American English textbook aiming to contribute to the understanding of how the intercultural communicative competence is included in Latin-American texts. This content Analysis has certain implications for the field of education, the ELT Community in Colombia, for publishing houses, for textbook writers and, finally for me as a teacher-researcher.

To begin with, it is important to highlight the implications for the field of education. It is necessary to mention that a change of mind about the books that are being used in classes is

necessary. The policies implemented in our country decided to opt for the Common European Framework of Reference for Languages, to be implemented when teaching and learning a language, reason why most of the books being used in classrooms are written and designed in English-speaking countries, without taking into account the needs of the students that are going to use them and that belong to other contexts. Additionally some Latin American books are replicating the same model of the books designed in English speaking countries.

For the reason given above, this study contributes to the understanding of the importance to keep in mind students' needs and students' cultural background to foster successful acquisition of English as a foreign language. According to Vez (2001) (cited in Trujillo, 2002), when students learn a language, they should be encouraged to be an active part in the construction of the world they are living in. I consider this statement truly important in the sense that in order to make students active builders of their own society they should see themselves in the materials designed for them when learning the language.

With regards to the ELT community in Colombia, this study contributes to the field in terms of the way English textbooks should be chosen taking into account the cultural content they offer. Given the important role textbooks play within the curriculum as resources to attain certain learning goals set by institutions, the findings from this study suggest that a cultural approach to curriculum designs demands from all the actors involved in the process of constructing curriculum a deeper understanding of this cultural perspective, as well as a greater involvement in the process. In this sense, the curriculum becomes the result of the work of an academic community where everybody is given the opportunity to construct knowledge, instead of a product that some design and others just receive and apply (Array, 2010).

Another important implication of the current study is that teachers who want to create materials could have the opportunity to do it. Thus, they will build useful knowledge for them and for their students. With the coding frames that were created and used in this study, teachers will have the opportunity to include intercultural materials in a proper way. According to Cárdenas (2010), it is necessary to promote the reflection and the research in social and academic contexts and, thus the teacher will become a builder of knowledge.

Regarding the implications for the publishing houses, this study can help them to evaluate the materials that they are offering to the different institutions that teach English as a second/foreign language in their curricula. Likewise, publishing houses may give guidelines for authors to design materials that are related to our contexts and realities. In that sense, materials, especially textbooks, may be more meaningful for the target community.

Additionally, there are implications for textbook writers, considering that there is a big number of academics who want to develop materials especially textbooks to teach English as a foreign language. This study may give them ideas of how the cultural competence should be presented in textbooks and in syllabi including students' contexts and realities as well as target contexts and realities. Moreover, teachers, book designers, textbook evaluators, etc. may use the instruments designed by the researcher of this study in order to create or choose activities, tasks, texts for all the abilities with the purpose of promoting the development of intercultural competence in their students.

Finally for me as a teacher-researcher, there are a number of implications: Firstly, I have more reasons to transform my own practices in the classroom, selecting and implementing appropriate materials taking into account culture and the intercultural competence in a

meaningful way for Colombian students. Secondly, I would like to design materials to teach culture specifically for our Colombian context; for that reason this study should contribute to achieving that goal.

5.3 Limitations

This content analysis faced some constraints that needed to be overcome in order to finish this research successfully.

The first limitation was to find a book designed for a Latin American population. In that search I found that only one publishing house develops materials for Latin American populations and that the materials are designed by Latin American authors. For that reason there were not too many options to choose books from to analyze.

The second limitation that I had was the type of study: content analysis. This type of study only allows researchers to analyze what is present in the text analyzed. This was a major limitation because I wanted to hear all people involved in the process, especially I wanted to interview the authors because it is not easy to evaluate and somehow criticize materials designed when the author does not have the opportunity to give his/ her opinion about the texts, taking into account that the authors must follow the guidelines given by the publishing house. However, this will hopefully be done in a subsequent research study, derived from this.

The following section will present some recommendations for further research taking into account all the findings in this content analysis study.

Chapter 6: Further Research

After conducting this content analysis other features arose that could be taken into account for further research.

The first concern that deserves further research is to explore all the series of the textbook, to see if in other levels there is presence of intercultural communicative competence more specifically in higher levels.

The second issue for further research is to explore the same series of textbooks with other theories regarding culture and the intercultural communicative competence this because there may be other elements to take into account. Additionally, it would be relevant to see what the roles of gender and stereotypes are.

The third recommendation for further research is to conduct a study that finds out about the perceptions students have of the books they use in terms of their own, the target culture and other cultures.

Another important concern to research is if publishing houses are interested in including the intercultural communicative competence in textbooks and how and to what extent the guidelines given to authors include this competence.

The last issue suggested for further research could be to explore authors' insights about how they deal with the intercultural communicative competence when designing their own materials.

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Appendix 1

Publishing house consent form



CONSENTIMIENTO INFORMADO A LA EDITORIAL

SEÑORES

EDITORIAL CARVAJAL

Respetados señores:

Como parte de mi estudio de Maestría en Enseñanza de Lenguas Extranjeras en la Universidad Pedagógica Nacional estoy realizando una investigación que se titula "A CRITICAL ANALYSIS OF HOW TEXTBOOKS INVOLVE INTERCULTURAL COMMUNICATIVE COMPETENCE, UN ANÁLISIS CRÍTICO DE COMO LOS LIBROS DE TEXTO INCLUYEN LA COMPETENCIA COMUNICATIVA INTERCULTURAL", y cuyo objetivo es analizar cómo se presenta la competencia comunicativa intercultural en un libro de texto que sea hecho en Latinoamérica, para la misma población.

Por medio de esta carta de consentimiento informado, deseo pedirles a ustedes su consentimiento para poder utilizar y analizar cómo está presente la competencia comunicativa intercultural en el libro 6 del texto del estudiante de la serie You Too que su editorial produce y comercializa. Es importante aclarar que este material solo se utilizará con fines investigativos y que no se hará reproducción de ninguna de sus partes.

Los hallazgos de este proyecto serán presentados en el informe final como requisito para graduarme del programa de Maestría, en eventos académicos y en la posible publicación de artículos en revistas académicas especializadas.

Si tienen alguna duda o pregunta con respecto a mi proyecto por favor no duden en contactarme.

Declaración de consentimiento: He leído la información brindada y permitimos que la estudiante y profesora Ana María Guzmán utilice el libro You Too 6 con fines investigativos.

Firma:

Nombre completo: Javier Andrés Tibaguirá Pinto

Fecha: 18-09-2014

Appendix 2A

Checklists Visible- Invisible culture unit 2

INSTRUMENT TO IDENTIFY THE PRESENCE OF CULTURAL ASPECTS PORTRAYED IN THE BOOK SELECTED*

This content analysis is going to be examined according to the objectives and the constructs developed in chapter two, which are: the concept of culture, intercultural communicative competence, and culture in teaching materials.

OBJECTIVES:

- Determine the intercultural aspects present in the book selected.
- Explore and describe how the intercultural communicative competence is presented in a Latin-American series of English textbooks in Bogotá.

NAME OF THE BOOK: You too 6

AUTHOR(s): Yuly Andrea González Sarmiento

POPULATION: Latin-American students

PUBLISHING DATE: 2014

LEVEL: Intermediate

UNIT: 2 MODULE: A

CONSTRUCT: Meaning of culture

The following checklist is derived from the construct of culture and, specifically Hinkel's (1999) theory about invisible and visible culture.

A CONTENT ANALYSIS OF INTERCULTURACOMMUNICATIVE
COMPETENCE IN A LATIN AMERICAN EFL TEXTBOOK 75

VISIBLE CULTURE																									
CULTURAL ELEMENTS	ALWAYS 100%				ALMOST ALWAYS 66% - 99 %				SOMETIMES 31% - 65				HARDLY EVER 1% - 30%				NEVER 0%				EXAMPLE	COMMENTS			
	Student book	Teachers book	cd	Greenwich lab/ WB	Student book	Teachers book	cd	Greenwich lab/ WB	Student book	Teachers book	cd	Greenwich lab/ WB	Student book	Teachers book	cd	Greenwich lab/ WB	Student book	Teachers book	cd	Greenwich lab/ WB					
Does it include elements related to literature?									X	X	X											X	Myths and legends are mentioned two times along the unit with mythology names and the reading of a myth.	Although the comic is not part of the literature, it has literary elements. There is one part of the unit that contains the history of the comic and some aspects of it.	
Does it include elements related to arts?													X	X								X	X		
Does it include elements related to architecture?																	X	X	X	X					
Does it include elements related to geography?																	X	X	X	X					
Does it include elements related to people's history?																	X	X	X	X					
Does it include elements related to cuisine?																	X	X	X	X					
Does it include elements																	X	X	X	X					

A CONTENT ANALYSIS OF INTERCULTURAL COMMUNICATIVE
 COMPETENCE IN A LATIN AMERICAN EFL TEXTBOOK 77

																				There are two exercises related to aviators. There is an exercise that mentions one of the most important places of the target culture (New York)	Aviator synonymous of power, and money. Similarly working for NASA and going to NYC is a dream come true	
Does it include elements related to the way people see the world?														X	X	X				X	There are two exercises with some occupations related to the space.	Only recognized institutions and occupations are mentioned. Those institutions are recognized and are synonymous of money and power.
Does it include elements related to the value system?																		X	X	X	X	There are no elements related to value system.
Does it include elements related to the language (English) in use?	X	X	X	X																		All the activities proposed in the book lead to the use of English in different situations and for different purposes and there are useful expressions to use in different contexts.

*The elements mentioned in the scale are going to be analyzed in the lessons chosen.

* The percentages are taken according to the number of activities in each lesson.

* Checklist created by Ana María Guzmán Arias

Appendix 3A

Coding frames Visible- Invisible culture unit 2

INSTRUMENT TO IDENTIFY THE PRESENCE OF CULTURAL ASPECTS PORTRAYED IN THE BOOKS SELECTED*

This content analysis is going to be examined according to the objectives and the constructs developed in chapter two, which are: the concept of culture, intercultural communicative competence, and culture in teaching materials.

OBJECTIVES:

- Determine the intercultural aspects present in the books selected.
- Explore and describe how the intercultural communicative competence is presented in a Latin-American series of English textbooks in Bogotá.

NAME OF THE BOOK: You too 6

AUTHOR(s): Yuly Andrea González Sarmiento

POPULATION: Latin-American students

PUBLISHING DATE: 2014

LEVEL: Intermediate

UNIT: 2 MODULE: A

CONSTRUCT: Meaning of culture

The following checklist is derived from the construct of culture and, specifically Hinkel's (1999) theory about invisible and visible culture.

BOOK AND UNIT CHARACTERISTICS			
Unit listening topics	Unit Images	Content Organization	Time to do the activities
<ul style="list-style-type: none"> • Celestial bodies • Primeval times • Greek mythology • The space • Astronauts • Comic strips • The solar system • Song (More than words).	<ul style="list-style-type: none"> • Celestial bodies • Primeval times • Greek mythology • Aborigine mythology • Scientists • Alien • Young people (baby 1, boys 6, middle-age man 3, elder 1, Young girls 3) • Cartoon drawings • Pictures related to vocabulary and pictures used in the readings 	<ul style="list-style-type: none"> • Topics • Functions • Vocabulary • Grammar and expressions • Skills and strategies • Test training 	There is no time limit to do the activities.

The following instrument is intended to analyze how the cultural aspects found in instrument No.1 are conceived.

VISIBLE CULTURE

	Does it include elements related to literature?	Yes.
	What kind of literature (Major forms of literature: Novel, poem, drama, short story, novella, myths. Genre; Drama, romance, satire, tragedy, comedy, tragicomedy, fiction, non-fiction, adults, etc. ancient, contemporary, women's, men's, black, etc.)	Unit two presents literature related with aborigine and Greek and Roman mythology and myths related to the creation of the world and gods.

LITERATURE	Where does it belong to?	The literature presented belongs to the American Indian folklore (The United States) the Greek and Roman mythology (Greece, Rome)
	What authors does it present?	It is not possible to determine who the authors of these pieces of literature are. Possibly those pieces are part of oral traditions.
	From where is the predominant literature?	Greece, Rome and the United States
	Are there images related to literature?	The images are Gods (Three men and one woman) and two native Americans (one man and one woman).
	Are there activities related to literature?	Yes.
	What type of activities?	There are reading, listening and fill in the gap activities related to Greek and Roman mythology. Students are asked to write myths and the scientific version of the myth; additionally the students are requested to write about a legendary hero.
	Other features	There are no other features related to visible culture.
ARTS	Does it include elements related to arts?	Yes
	What art expression? Sculpture, painting, drawing, music, photography, graffiti, etc.	There are two images related to sculpture
	From where is the predominant art expression?	Greek and Roman mythology
	What aspects are shown? Features, authors, techniques, origin, etc.	The only aspect that is shown is the origin of the sculptures (Greece and Rome), which is shown through images.
	What time frame does it include?	There is not a time frame defined.
	Are there images related to art?	There are two images related to Greek and Roman Sculpture of Gods.
Are there activities related to art?	There are no activities related to art.	

	What type of activities?	There are no activities related to art.
	Other features	There are no other features related to visible culture.
ARCHITECTURE	Does it include elements related to architecture?	No, there are no elements related to architecture
	What type of construction? Buildings, households, bridges, monuments, etc.	None
	What time frame does it include?	None
	Where are the constructions from?	No, there are no elements related to architecture
	What aspects are shown?	None
	Are there images related to architecture?	There are no images related to architecture
	Are there activities related to architecture?	There are no activities related to architecture
	What type of activities?	None
	Other features	There are no other features related to visible culture.
GEOGRAPHY	Does it include elements related to geography?	No, there are no elements related to geography places or landforms
	What kind of geographic places or landforms are shown?	There are no geographical places or landforms shown
	What parts of the world does it include?	None
	Is there a repetition of places?	No
	What are the predominant places?	There is no presence of predominant places
	What aspects are shown?	None
	Are there images related to geography?	There are no images related to geography
	Are there activities related to geography?	There are no activities related to geography
What type of activities?	None	

	Other features	There are no other features related to visible culture.
HISTORY	Does it include elements related to people's history?	No, there are no images related to people's history
	What elements are included related to people's history?	There is no presence of people's history
	From what places?	None
	What time frame does it include?	None
	What historical aspects are presented? Important characters, wars, moments?	There are no historical aspects presented
	Are there images related to history?	There are no images related to history
	Are there activities related to history?	There are no images related to history
	What type of activities?	None
	Other features	There are no other features related to visible culture.
CUISINE	Does it include elements related to cuisine?	No, there are no images related to cuisine
	What type of cuisine does it include?	None
	From what part of the world?	None
	What is the predominant food? Typical food, international food, ethnic, etc.	There is no presence of predominant food.
	What epoch does it represent?	None
	What aspects are shown? The description of recipes or characteristics of certain food, etc.	None
	Are there images related to cuisine?	There are no images related to cuisine
	Are there activities related to cuisine?	There are no activities related to cuisine
	What type of activities?	None
Other features	There are no other features related to visible culture.	

CUSTOMS	Does it include elements related to customs?	No, there are no elements related to customs
	What type of customs does it include?	None
	From what part of the world?	None
	From what part are the predominant customs?	None
	What epoch do they represent?	None
	What aspects are shown?	None
	Are there images related to customs?	There are no images related to customs
	Are there activities related to customs?	There are no activities related to customs
	What type of activities?	None
	Other features	There are no other features related to visible culture.
DRESSING STYLE	Does it include elements related to dressing style?	Yes.
	What type of dressing style does it include?	The images that are completely visible and inanimate include an informal dressing style such as sweatshirts, sneakers, caps, shirts.
	Is there a predominant style?	Informal style
	What epoch does it represent?	It represents the modern times.
	From what part of the world?	The clothes are not from a specific part of the world.
	Is there a distinction in gender, age, roles, weather?	Yes, there are 14 people, mainly young (baby one, boys six, middle-age man three, elder one, Young girls three). In addition, there are some cartoon drawings and

		pictures related to vocabulary and pictures used in the readings
	What time frame does it include?	There is not a specific time frame related to dressing style.
	Are there images related to dressing style?	It is difficult to tell about the dressing style because some images are from the shoulders up and the only aspect clearly shown is the face.
	Are there activities related to dressing style?	There are no activities related to dressing style
	What type of activities?	None
	What aspects are shown?	None
	Other features	There are no other features related to visible culture.
FESTIVALS	Does it include elements related to festivals and other kinds of celebrations?	No, there are no elements related to festivals or celebrations.
	What type of celebrations does it include?	None
	From what part of the world?	None
	Is there a predominant event?	No, there are no predominant events.
	What aspects of events are shown? Origins, features, etc.	None
	Are there images related to events?	There are no images related to events
	Are there activities related to events?	There are no activities related to events
	What type of activities?	None
	Other features	There are no other features related to visible culture.
	Does it include elements related to traditions?	No, there are no elements related to traditions.
	What type of traditions does it include?	None
	From what part of the world?	None

TRADITION	Is there a predominant tradition?	No, there are no elements related to traditions
	What time frame does it include?	There are no images related to traditions
	Are there images related to traditions?	There are no activities related to traditions
	Are there activities related to traditions?	None
	Other features	There are no other features related to visible culture.

INVISIBLE CULTURE

BELIEFS-ASSUMPTIONS- VIEW OF THE WORLD

What are the topics that are developed?	What are the sources of information?	What are the frequent Paradigms?	What is the vocabulary used?	What are the perspectives? historical, theoretical, informal, formal, etc.	What images are shown?
Professions Recognized institutions Places	There is not a clear source of information	Money generates power (professions) Certain professions give power and money	Formal and informal expressions	Informal	Syrian astronaut however according to the listening , it should be an Israeli flag
BELIEFS- ASSUMPTIONS- VIEW OF THE WORLD	Does it include elements related to beliefs- assumptions- view of the world?		Yes		
	What beliefs/assumptions/view of the world does it include?		It is assumed that everybody likes and enjoys comics. It is assumed that everybody knows and reads manga comics. It is assumed that the students know about aborigine mythology (Thomson Indian Myth) It is assumed that students know about the Syrian flag. According to the recording the flag belongs to Israel but the image the book		

		shows is from Syria. Being an aviator is synonymous of power and money. Similarly working for NASA and going to NYC is a dream come true.
	From what part of the world are those beliefs/assumptions/view of the world?	The target culture
	Are there predominant beliefs/assumptions/view of the world?	Money is synonymous of power and that is related to the occupations that the book shows (aviator).
	Is there a distinction of gender, age, religion, role etc.?	Yes, the unit presents a greater number of images of men compared to the images of women (Young people ;baby 1, boys 6, middle-age man 3, elder 1, Young girls 3)

VALUE SYSTEM

What are the topics that are developed?	What are the sources of information?	What are the frequent Paradigms?	What is the vocabulary used?	What are the perspectives? historical, theoretical, informal, formal, etc.	What images are shown?
VALUE SYSTEM	Does it include elements related to the value system?			No, there are no elements related to value system.	
	What values are presented?			There are no elements related to value system	
	Is there a predominant value?			There is not a predominant value	
	Is there a distinction of country?			There is no distinction of country	
	Is there a distinction of gender, age, religion, profession?			Yes, the unit presents a greater number of images of men compared with images of women (Young people (baby 1, boys 6, middle-age man 3, elder 1, and young girls 3)	

LANGUAGE IN USE

LANGUAGE IN USE	Does it include elements related to the language (English) in use?	Yes
	What situations present language in use?	All the activities are designed for the students to use the language; those activities are related to the construction of meaning through writing-listening exercises and discussions or oral exercises.
	What aspects of language are represented? Verbal, non verbal, pragmatic, etc.	<p>The aspects of language represented are divided into abilities and each of them has some standards according to the common European framework. In listening comprehension, the student must:</p> <ul style="list-style-type: none"> • Comprehend the main ideas of clear standard speech including short narratives. • Identify both general messages and specific details of conversations provided they are articulated in clear speech. <p>In reading comprehension the student must:</p> <ul style="list-style-type: none"> • Read straightforward factual texts with a satisfactory level of comprehension • Identifies unfamiliar words from the text provided the topic is familiar. <p>In oral interaction activities the student must:</p> <ul style="list-style-type: none"> • Maintain and expand conversations with a degree of fluency. • Give opinions about a story providing

		<p>explanations, arguments or comments.</p> <p>In oral expression he/she must:</p> <ul style="list-style-type: none">• Describe real and imaginary events.• Rehearse and try out new combinations and expressions. <p>In writing, he/ she must:</p> <ul style="list-style-type: none">• Write texts on a range of familiar subjects by linking a series of diverse elements into a linear sequence.
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*Coding frames created by Ana María Guzmán Arias

Appendix 4A

Checklists Savoirs unit 2

**INSTRUMENT TO IDENTIFY THE PRESENCE OF CULTURAL ASPECTS PORTRAYED IN
THE BOOK SELECTED***

This content analysis is going to be examined according to the objectives and the constructs developed in chapter two, which are: the concept of culture, intercultural communicative competence, and culture in teaching materials.

OBJECTIVES:

- Explore and describe the cultural elements presented in one Latin-American English textbook in Bogotá.
- Determine the cultural aspects present in the book selected.

NAME OF THE BOOK: You too 6

AUTHOR(s): Yuly Andrea González Sarmiento

POPULATION: Latin- American students

PUBLISHING DATE: 2014

LEVEL: Intermediate

UNIT: 2 MODULE: A

CONSTRUCT: Intercultural communicative competence

The following checklist is derived from the construct of intercultural communicative competence and, specifically Byram's (1998) theory about the savoirs.

SAVOIRS																				
SAVOIR/ KNOWLEDGE	ALWAYS 100%			ALMOST ALWAYS 66% - 99 %			SOMETIMES 31% - 65			HARDLY EVER 1% - 30%			NEVER 0%		EXAMPLE	COMMENT				
Resource	Student book	Teachers book	cd	Greenwich lab / WB	Student book	Teachers book	cd	Greenwich lab / WB	Student book	Teachers book	cd	Greenwich lab / WB	Student book	Teachers book	cd	Greenwich lab / WB				
Does it include knowledge about the target culture?									X	X	X						X	“...comic strips were developed in the U.S.A by the end of the 19 th century...”	The target culture language is mentioned in different exercises with institutions, history of comics and places.	
Does it include knowledge about other cultures?													X	X	X		X	Syrian flag (Image) Mistaken for Israeli flag	There are few images and texts related to other cultures. The listening exercises talk about Russian and Israeli astronauts	
Does it include knowledge about the own culture?																	X	X	X	X

SAVOIR-S'ENGAGER / AWARENESS	ALWAYS 100%			ALMOST ALWAYS 66% - 99 %			SOMETIMES 31% - 65			HARDLY EVER 1% - 30%			NEVER 0%		EXAMPLE	COMMENT				
Resources	Student book	Teachers book	cd	Greenwich lab /WB	Student book	Teachers book	cd	Greenwich lab /WB	Student book	Teachers book	cd	Greenwich lab /WB	Student book	Teachers book	cd	Greenwich lab /WB				
Does it include activities in which the learner has the opportunity to pay conscious attention to the similarities between the learner's native																	X	X	X	X

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language and the target language?																									
Does it include activities in which the learner has the opportunity to pay conscious attention to the differences between the learner's native language and the target language?																X	X	X	X						
Does it include activities in which the learner has the opportunity to reflect upon the practices of its own culture?																X	X	X	X						

SAVOIR-ÊTRE/ ATTITUDES AND TRAITS	ALWAYS 100%				ALMOST ALWAYS 66% - 99%				SOMETIMES 31% - 65				HARDLY EVER 1% - 30%				NEVER 0%				EXAMPLE	COMMENT		
	Student book	Teachers book	cd	Greenwich lab /WB	Student book	Teachers book	cd	Greenwich lab /WB	Student book	Teachers book	cd	Greenwich lab /WB	Student book	Teachers book	cd	Greenwich lab /WB	Student book	Teachers book	cd	Greenwich lab /WB				
Resources																								
Does it include activities in which the learners have the opportunity to change their values and to have new perspectives in order to be intercultural mediators between their own culture and the target culture?																	X	X	X	X				

There is no relation to the Colombian culture or the own culture.

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SAVOIR-FAIRE/ SKILLS	ALWAYS 100%				ALMOST ALWAYS 66% - 99 %				SOMETIMES 31% - 65				HARDLY EVER 1% - 30%				NEVER 0%				EXAMPLE	COMMENT				
Resources	Student book		Teachers book		cd		Greenwich lab /WB		Student book		Teachers book		cd		Greenwich lab /WB		Student book		Teachers book		cd		Greenwich lab /WB			
Does it include activities in which the learner has the opportunity to interpret texts from another culture and related to texts from his/ her own culture?																				X	X	X	X			
Does it include activities in which the learner has the opportunity to interpret events from another culture and related to events from his/ her own culture?																				X	X	X	X			
Does it include information that allows the learner to understand how to interact in an encounter with someone from another culture?																				X	X	X	X			

SAVOIR-COMMUNICATIF/ PROFICIENCY	ALWAYS 100%				ALMOST ALWAYS 66% - 99 %				SOMETIMES 31% - 65				HARDLY EVER 1% - 30%				NEVER 0%				EXAMPLE	COMMENT
-------------------------------------	----------------	--	--	--	--------------------------------	--	--	--	-----------------------	--	--	--	----------------------------	--	--	--	-------------	--	--	--	---------	---------

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Resources	Student book	Teachers book	cd	Greenwich lab /WB	Student book	Teachers book	cd	Greenwich lab /WB	Student book	Teachers book	cd	Greenwich lab /WB	Student book	Teachers book	cd	Greenwich lab /WB					
Does it present activities which motivate the student to interact with people from the target culture?																	X	X	X	X	
Does it have activities that allow students to reach a proficient level orally in order to have an appropriate communication in the target culture?									X	X	X								X	“be on cloud nine”	The activities that allow students to reach a proficient level orally are conversations with his/her, partners about past experiences. Exercises in which the student expresses his/ her opinion about topics of interest.
Does it have activities that allow students to reach a proficient level in a written way in order to have an appropriate communication in the target culture?									X	X	X								X		The activities that allow students to reach a proficient level in a written way are to understand the different structures of descriptive and argumentative texts. Use graphic organizers like mind maps and outlines to develop texts. Write texts based on factual information and states reasons.

*The elements mentioned in the scale were analyzed in the lessons selected.

*Checklist created by Ana María Guzmán Arias

Appendix 2B

Checklists Visible- Invisible culture unit 4

INSTRUMENT TO IDENTIFY THE PRESENCE OF CULTURAL ASPECTS PORTRAYED IN THE BOOK SELECTED*

This content analysis is going to be examined according to the objectives and the constructs developed in chapter two, which are: the concept of culture, intercultural communicative competence, and culture in teaching materials.

OBJECTIVES:

- Determine the intercultural aspects present in the book selected.
- Explore and describe how the intercultural communicative competence is presented in a Latin-American series of English textbooks in Bogotá.

NAME OF THE BOOK: You too 6

AUTHOR(s): Yuly Andrea González Sarmiento

POPULATION: Latin-American students

PUBLISHING DATE: 2014

LEVEL: Intermediate

UNIT: 4 MODULES: B

BOOK CHARACTERISTICS:

The book is divided in three modules; each module contains two units and each unit contains 4 lessons.

The book contains 114 pages but only 15 pages are analyzed. Unit 4 (52-67)

The book is designed for English as foreign language students. The students will achieve a B1 level according to the common European framework of reference for languages.

All the skills are intended to be developed along with the multiple intelligences during the units.

CONSTRUCT: Meaning of culture

The following checklist is derived from the construct of culture and, specifically Hinkel's (1999) theory about invisible and visible culture.

VISIBLE CULTURE																								
CULTURAL ELEMENTS	ALWAYS 100%				ALMOST ALWAYS 66% - 99 %				SOMETIMES 31% - 65				HARDLY EVER 1% - 30%				NEVER 0%	EXAMPLE	COMMENTS					
Resource	Student book	Teachers book	cd	Greenwich lab/ WB	Student book	Teachers book	cd	Greenwich lab/ WB	Student book	Teachers book	cd	Greenwich lab/ WB	Student book	Teachers book	cd	Greenwich lab/ WB	Student book	Teachers book	cd	Greenwich lab/ WB				
Does it include elements related to literature?					X	X	X									X							<p>In the unit there are mentioned important mystery writers such as</p> <ul style="list-style-type: none"> • Alfred Hitchcock • Agatha Christie • Edgar A. Poe • Conan Doyle <p>The unit includes an extract from a story called the case of the ruined roses by Esther B. Wheeler. Additionally, the unit defines what a fiction story is and the features of the common detectives are shown.</p>	The writers mentioned in the unit are British or American.
Does it include elements related to arts?									X	X									X	X			There is one image of the Easter Islands statues (Chile) and one the Costa Rica Stones spheres (Costa Rica)	These images are mentioned in the glossary the unit has but there is no information about the Easter Islands statues (Chile).

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Does it include elements related to architecture?														X	X												X	X	There are two images of sphinxes (Egypt), There is one image of Machu Picchu (Peru)	These images are mentioned in the glossary the unit has but there is no information about Machu Picchu (Peru).There is an image and a sentence related to the Parthenon. There is information about the origin of the sphinx.			
Does it include elements related to geography?																												X	X	X	X		
Does it include elements related to people's history?																												X	X	X	X		
Does it include elements related to cuisine?																												X	X	X	X		
Does it include elements related to customs?												X																X	X	X	Exercise: "When people celebrate birthdays, they usually eat cake and blow candles"	There is no mention the country or culture where those celebrations are held. Not in all countries the birthday celebrations are the same.	
Does it include elements related to dressing style?											X	X	X																	X	Detectives dressing style in some exercises.	There is a prototype of how detectives are dressed and what they have: a beret, a pipe, a	

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																						magnifying class and a squared gabardine.	
Does it include elements related to festivals?																X	X	X	X				
Does it include elements related to traditions?												X						X	X	X		There is mentioned how people celebrate birthdays; with a cake and candles.	The country where the birthday celebrations are held is no mention, there is a generalization of that tradition.

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COMPETENCE IN A LATIN AMERICAN EFL TEXTBOOK 98

INVISIBLE CULTURE																							
CULTURAL ELEMENTS	ALWAYS 100%				ALMOST ALWAYS 66% - 99 %				SOMETIMES 31% - 65				HARDLY EVER 1% - 30%				NEVER 0%				EXAMPLE	COMMENTS	
	Student book	Teachers book	cd	Greenwich lab /WB	Student book	Teachers book	cd	Greenwich lab /WB	Student book	Teachers book	cd	Greenwich lab /WB	Student book	Teachers book	cd	Greenwich lab /WB	Student book	Teachers book	cd	Greenwich lab /WB			
Resource																							
Does it include elements related to beliefs and assumptions									X	X										X	X	There is a title called "Everybody has a detective inside" Previous knowledge of the Bermuda triangle	It is assumed that everybody has a detective inside, wanting to know mysterious facts.
Does it include elements related to the way people see the world?									X	X	X										X	There are different activities in which the world has real and mysterious facts. There is one activity in which there is explained how the overhead projector has been replacing the blackboard in lectures and PowerPoint is key for effective and interesting presentations.	The world is seen with real and mysterious elements. Technology has an important role in classrooms nowadays.
Does it include elements related to the value system?														X			X		X	X	In the teacher`s book there is one part about reflecting on values.	Students should reflect about the importance of telling the truth and not judging people without finding information before.	
Does it include elements related to the language (English) in use?	X	X	X	X																		All the activities proposed in the book lead to the use of English in	

Appendix 3B

Coding frames Visible- Invisible culture unit 4

**INSTRUMENT TO IDENTIFY THE PRESENCE OF CULTURAL ASPECTS
PORTRAYED IN THE BOOKS SELECTED***

This content analysis is going to be examined according to the objectives and the constructs developed in chapter two, which are: the concept of culture, intercultural communicative competence, and culture in teaching materials.

OBJECTIVES:

- Determine the intercultural aspects present in the books selected.
- Explore and describe how the intercultural communicative competence is presented in a Latin-American series of English textbooks in Bogotá.

BOOK AND UNIT CHARACTERISTICS			
Unit listening topics	Unit Images	Content Organization	Time to do the activities
<ul style="list-style-type: none"> • Detective stories • Solving cases • Mystery stories • Comic • Song (Here without you). 	<ul style="list-style-type: none"> • Black Cat • A sort of ghost • detectives and authors´ cartoons • A Rose • A court • A house • A bedroom • Newspaper Add • A library • Mysterious places • Young people (boys 5, middle-age man 4 , Young girls 10) • Cartoon drawings • Pictures related to vocabulary and pictures used in the readings 	<ul style="list-style-type: none"> • Topics • Functions • Vocabulary • Grammar and expressions • Skills and strategies • Test training 	<p>There is no time limit to do the activities.</p>

The following instrument is intended to analyze how the cultural aspects found in instrument No.1 are conceived.

VISIBLE CULTURE

LITERATURE	Does it include elements related to literature?	Yes.
	What kind of literature (Major forms of literature: Novel, poem, drama, short story, novella, myths. Genre; Drama, romance, satire, tragedy, comedy, tragicomedy, fiction, non-fiction, adults, etc. ancient, contemporary, women's, men's, black, etc.)	Unit four presents elements related to literature with mystery histories of recognized authors such as Edgar Allan Poe, Agatha Christie etc.
	Where does it belong to?	The stories and the authors belong to the United States and the United Kingdom
	What authors does it present?	Alfred Hitchcock, Agatha Christie, Edgar A. Poe, Conan Doyle
	From where is the predominant literature?	The United States and the United Kingdom
	Are there images related to literature?	Yes, the images are from the characters or authors mentioned in the unit
	Are there activities related to literature?	Yes.
	What type of activities?	There are activities related to students' previous knowledge about mystery authors. There are fill in the gap exercises with vocabulary, listening and grammar related to the main topic, additionally there are reading comprehensions, discussions, puzzles and matching exercises.
	Other features	There are no other features
ARTS	Does it include elements related to arts?	Yes, there is one of the Easter Islands statues and one of the Costa Rican stone spheres.
	What art expression? Sculpture, painting, drawing, music, photography, graffiti, etc.	Statues and sculptures

	From where is the predominant art expression?	From Chile and Costa Rica.
	What aspects are shown? Features, authors, techniques, origin, etc.	These images are shown in the glossary the unit has but there is no information about the Easter Islands statues (Chile), the Costa Rican Stone spheres.
	What time frame does it include?	Easter Island statues: 700 to 1100 Current era The Costa Rican stone spheres: 800-1550 Anno Domini (year after birth of Christ)
	Are there images related to art?	Yes, there is one image of the Easter Islands statues (Chile) and one image of the Costa Rican Stone spheres.
	Are there activities related to art?	Yes.
	What type of activities?	There is a writing exercise in which they have to write an e-mail talking about the mystery of the Easter Island statues. Finally, there is a speaking activity in which students have to explain the mysteries of Machu Picchu, the Sphinx and the Stones spheres of Costa Rica giving different hypotheses.
	Other features	There are no other features
ARCHITECTURE	Does it include elements related to architecture?	There is one image of Machu Picchu, one image of the Parthenon and are two images of sphinxes.
	What type of construction? Buildings, households, bridges, monuments, etc.	Machu Picchu is a sanctuary, the Parthenon is a temple and the sphinxes are architectural structures
	What time frame does it include?	Machu Picchu 1380-140, the Parthenon and the Sphinxes: 3 rd millennium B.C
	Where are the constructions from?	Peru, Greece and Egypt
	What aspects are shown?	Only images and a small description of the Parthenon. There is information about the origin of

		the sphinx.
	Are there images related to architecture?	Yes, two images of Machu Picchu, one of the Parthenon and two images of sphinxes.
	Are there activities related to architecture?	Yes.
	What type of activities?	There is on fill in the blank activity with the information of the Parthenon and there is a speaking activity in which students have to explain the mysteries of Machu Picchu, the Sphinx and the Stones spheres of Costa Rica giving different hypotheses. There are activities, in which students have to fill in the blank exercises related to the images of Sphinxes, there is a reading comprehension with the information of the Sphinx.
	Other features	There are no other features
GEOGRAPHY	Does it include elements related to geography?	No, there are no elements related to geography places or landforms
	What kind of geographic places or landforms are shown?	There are no geographical places or landforms shown
	What parts of the world does it include?	None
	Is there a repetition of places?	No
	What are the predominant places?	There is no presence of predominant places
	What aspects are shown?	None
	Are there images related to geography?	There are no images related to geography
	Are there activities related to geography?	There are no activities related to geography

	What type of activities?	There are no activities related to geography
	Other features	There are no other features
HISTORY	Does it include elements related to people's history?	No, There are no images related to people's history
	What elements are included related to people's history?	There is no presence of people's history
	From what places?	None
	What time frame does it include?	None
	What historical aspects are presented? Important characters, wars, moments?	There are no historical aspects presented
	Are there images related to history?	There are no images related to history
	Are there activities related to history?	There are no images related to history
	What type of activities?	None
	Other features	There are no other features
CUISINE	Does it include elements related to cuisine?	No, there are no images related to cuisine
	What type of cuisine does it include?	None
	From what part of the world?	None
	What is the predominant food? Typical food, international food, ethnic, etc.	There is no presence of predominant food.
	What epoch does it represent?	None
	What aspects are shown? The description of recipes or characteristics of certain food, etc.	None
	Are there images related to cuisine?	There are no images related to cuisine
	Are there activities related to cuisine?	There are no activities related to cuisine
	What type of activities?	None

	Other features	There are no other features
CUSTOMS	Does it include elements related to customs?	Yes, there are elements related to customs.
	What type of customs does it include?	The book includes a custom about birthday celebrations with cake and candles.
	From what part of the world?	There is no mention of the specific place where birthday celebrations are held with cakes and candles.
	From what part are the predominant customs?	The birthday celebrations with cake and candles are from some predominant cultures like the American culture.
	What epoch do they represent?	It represents the modern times.
	What aspects are shown?	People usually celebrate birthdays eating cake and blowing candles.
	Are there images related to customs?	There are no images related to the custom mentioned in the exercise.
	Are there activities related to customs?	There is an exercise related to the glossary in which is mentioned the customs.
	What type of activities?	There is a fill in the blank exercise with vocabulary related to the glossary.
	Other features	There are no other features
	Does it include elements related to dressing style?	Yes
	What type of dressing style does it include?	The unit present formal and informal dressing style, there are detectives teachers, authors and there are students too.
	Is there a predominant style?	The informal style.
	What epoch does it represent?	It represents the authors' epoch and the modern times.
	From what part of the world?	The clothes are not from a specific part of the world.

DRESSING STYLE	Is there a distinction in gender, age, roles, weather?	Yes, there are 19 people; Young people (boys five, middle-age man four, Young girls ten) In addition, there are some cartoon drawings and pictures related to vocabulary and pictures used in the readings.
	What time frame does it include?	There is no a specific time frame related to dressing style.
	Are there images related to dressing style?	It is difficult to tell about the dressing style, because some images are from the shoulders up and the only aspect clearly shown is the face.
	Are there activities related to dressing style?	None
	What type of activities?	There are no activities related to dressing style
	What aspects are shown?	None
	Other features	There are no other features
FESTIVALS	Does it include elements related to festivals and other kinds of celebrations?	No, there are no elements related to festivals or celebrations.
	What type of celebrations does it include?	None
	From what part of the world?	None
	Is there a predominant event?	No, there are no predominant events
	What aspects of events are shown? Origins, features, etc.	None

	Are there images related to events?	There are no images related to events
	Are there activities related to events?	There are no activities related to events
	What type of activities?	None
	Other features	There are no other features
TRADITION	Does it include elements related to traditions?	No, there are no elements related to traditions
	What type of traditions does it include?	None
	From what part of the world?	None
	Is there a predominant tradition?	No, there are no elements related to traditions
	What time frame does it include?	There are no images related to traditions
	Are there images related to traditions?	There are no activities related to traditions
	Are there activities related to traditions?	None
	Other features	There are no other features

INVISIBLE CULTURE

BELIEFS-ASSUMPTIONS- VIEW OF THE WORLD

What are the topics that are developed?	What are the sources of information?	What are the frequent Paradigms?	What is the vocabulary used?	What are the perspectives? historical, theoretical, informal, formal, etc.	What images are shown?
Mysterious facts Technology in classrooms	There is no a clear source of information	People wanting to know unexplained facts.	Formal and informal expressions	Informal	Bermuda triangle, the Sphinx, the
BELIEFS-ASSUMPTIONS-VIEW OF THE WORLD					
		Does it include elements related to beliefs- assumptions- view of the world?	Yes		
		What beliefs/assumptions/view of the world does it include?	It is assumed that everybody has a detective inside wanting to discover mysterious It is assumed that people knows about the Bermuda triangle.		
		From what part of the world are those beliefs/assumptions/view of the world?	The target culture.		
		Are there predominant beliefs/assumptions/view of the world?	The world has real and mysterious facts. Technology has an important role in classrooms nowadays.		
		Is there a distinction of gender, age, religion, role etc.?	Yes, the unit presents more of images of women compared with images of men (Boys 5, middle-age man 4, young girls 10)		

VALUE SYSTEM

What are the topics that are developed?	What are the sources of information?	What are the frequent Paradigms?	What is the vocabulary used?	What are the perspectives? historical, theoretical, informal,	What images are shown?

				formal, etc.	
The importance of telling the truth and not judging people without finding information before.	The students' own experiences	The importance of telling the truth and listening to others.	Informal vocabulary	Informal	There are no images about the importance of telling the truth and listening to others.

VALUE SYSTEM	Does it include elements related to the value system?	Yes
	What values are presented?	The importance of telling the truth and not judging people without finding information before.
	Is there a predominant value?	Yes, the truth.
	Is there a distinction of country?	There is no distinction of country.
	Is there a distinction of gender, age, religion, profession?	Yes, the unit presents more of images of women compared with images of men (Boys 5, middle-age man 4, young girls 10)

	Does it include elements related to the language (English) in use?	Yes
	What situations present language in use?	All the activities are designed for the students to use the language; those activities are related to the construction of meaning through writing-listening exercises and discussions or oral exercises.

<p>LANGUAGE IN USE</p>	<p>What aspects of language are represented? Verbal, non verbal, pragmatic, etc.</p>	<p>The aspects of language represented are divided into abilities and each of them has some standards according to the common European framework. In listening comprehension, the student must:</p> <ul style="list-style-type: none"> • Identify both general messages and specific details of conversations provided they are articulated in clear speech. • Takes notes during a lecture which are clear enough provided the talk is clear and well-structured. <p>In reading comprehension the student must:</p> <ul style="list-style-type: none"> • Recognizes the line of argument in the treatment of the issue presented, though not necessarily in detail. • Finds and understand relevant information in everyday material. <p>In oral interaction activities the student must:</p> <ul style="list-style-type: none"> • Expresses belief, agreement or disagreement politely. Gives a point of view clearly. • Uses a prepared questionnaire to carry out a structured interview with some spontaneous follow – up questions. <p>In oral expression he/she must:</p> <ul style="list-style-type: none"> • Starts engaging in a debate. • Rehearses and tries out new combinations and expressions. <p>In writing, he/ she must:</p> <ul style="list-style-type: none"> • Produces simple texts with
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		different functions (Narrating, argumenting)
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*Coding frame created by Ana María Guzmán Arias

Appendix 4B

Checklist savoirs unit 4

INSTRUMENT TO IDENTIFY THE PRESENCE OF CULTURAL ASPECTS PORTRAYED IN THE BOOK SELECTED*

This content analysis is going to be examined according to the objectives and the constructs developed in chapter two, which are: the concept of culture, intercultural communicative competence, and culture in teaching materials.

OBJECTIVES:

- Explore and describe the cultural elements presented in one Latin-American English textbook in Bogotá.
- Determine the cultural aspects present in the book selected.

NAME OF THE BOOK: You too 6

AUTHOR(s): Yuly Andrea González Sarmiento

POPULATION: Latin-American students

PUBLISHING DATE: 2014

LEVEL: Intermediate

UNIT: 4 MODULE: B

CONSTRUCT: Intercultural communicative competence

The following checklist is derived from the construct of intercultural communicative competence and, specifically Byram's (1998) theory about the savoirs.

A CONTENT ANALYSIS OF INTERCULTURAL COMMUNICATIVE
COMPETENCE IN A LATIN AMERICAN EFL TEXTBOOK 114

learner's native language and the target language?																			
Does it include activities in which the learner has the opportunity to pay conscious attention to the differences between the learner's native language and the target language?																X	X	X	X
Does it include activities in which the learner has the opportunity to reflect upon the practices of its own culture?																X	X	X	X

SAVOIR-ÊTRE/ ATTITUDES AND TRAITS	ALWAYS 100%				ALMOST ALWAYS 66% - 99 %				SOMETIMES 31% - 65				HARDLY EVER 1% - 30%				NEVER 0%				EXAMPLE	COMMENT
Resource	Student book	Teachers book	cd	Greenwich lab /WB	Student book	Teachers book	cd	Greenwich lab /WB	Student book	Teachers book	cd	Greenwich lab /WB	Student book	Teachers book	cd	Greenwich lab /WB	Student book	Teachers book	cd	Greenwich lab /WB		
Does it include activities in which the learners have the opportunity to change their values and to have new perspectives in order to be intercultural mediators between their own culture and the target culture?																	X	X	X	X		

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COMPETENCE IN A LATIN AMERICAN EFL TEXTBOOK 115

SAVOIR-FAIRE/ SKILLS	ALWAYS 100%				ALMOST ALWAYS 66% - 99 %				SOMETIMES 31% - 65				HARDLY EVER 1% - 30%				NEVER 0%				EXAMPLE	COMMENT	
	Student book	Teachers book	cd	Greenwich lab /WB	Student book	Teachers book	cd	Greenwich lab /WB	Student book	Teachers book	cd	Greenwich lab /WB	Student book	Teachers book	cd	Greenwich lab /WB	Student book	Teachers book	cd	Greenwich lab /WB			
Does it include activities in which the learner has the opportunity to interpret texts from another culture and related to texts from his/ her own culture?														X	X	X					X	There are some texts from other cultures; the first is an extract from a story called <i>the case of the ruined roses</i> ; the second one is a text about <i>the sphinx</i> .	Those texts allow students interpret texts from other cultures, but there is no instruction to relate them with the own culture.
Does it include activities in which the learner has the opportunity to interpret events from another culture and related to events from his/ her own culture?														X	X	X					X	Yes, there are some activities. Ex "...you and your partner are explorers who research some of the world's most popular mysteries..."	The activities may give students the opportunity to interpret events from another culture, but there is no instruction to relate them with the own culture
Does it include information that allows the learner to understand how to interact in an encounter with someone from another culture?																	X	X	X	X			There is no information that allows the learner to understand how to interact in an encounter with someone from another culture

A CONTENT ANALYSIS OF INTERCULTURAL COMMUNICATIVE
COMPETENCE IN A LATIN AMERICAN EFL TEXTBOOK 116

SAVOIR-COMMUNICATIF/PROFICIENCY	ALWAYS 100%				ALMOST ALWAYS 66% - 99 %				SOMETIMES 31% - 65				HARDLY EVER 1% - 30%				NEVER 0%				EXAMPLE	COMMENT	
	Student book	Teachers book	cd	Greenwich lab /WB	Student book	Teachers book	cd	Greenwich lab /WB	Student book	Teachers book	cd	Greenwich lab /WB	Student book	Teachers book	cd	Greenwich lab /WB	Student book	Teachers book	cd	Greenwich lab /WB			
Resources																							
Does it present activities which motivate the student to interact with people from the target culture?																	X	X	X	X			
Does it have activities that allow students to reach a proficient level orally in order to have an appropriate communication in the target culture?					X	X	X	X															Yes, there are activities such as; "...talk about possible explanations...", "...Discuss your experiences...", "...Give reasons to explain your points of view..."
Does it have activities that allow students to reach a proficient level in a written way in order to have an appropriate communication in the target culture?									X	X	X	X											Yes, there are some activities such as; "...this is an e-mail that a friend sent about the mystery of the Easter Island statues...", "...complete the following paragraph ..."
																							There are a lot of activities in which the learner has the opportunity to achieve a proficient level in a written way among them; Use diagrams to develop texts, exemplify points of view, organize paragraphs.

*The elements mentioned in the scale were analyzed in the lessons selected.

*Checklist created by Ana María Guzmán Arias

Appendix 2C

Checklist visible-invisible culture unit 6

INSTRUMENT TO IDENTIFY THE PRESENCE OF CULTURAL ASPECTS PORTRAYED IN THE BOOK SELECTED

This content analysis is going to be examined according to the objectives and the constructs developed in chapter two, which are: the concept of culture, intercultural communicative competence, and culture in teaching materials.

OBJECTIVES:

- Determine the intercultural aspects present in the book selected.
- Explore and describe how the intercultural communicative competence is presented in a Latin-American series of English textbooks in Bogotá.

NAME OF THE BOOK: You too 6

AUTHOR(s): Yuly Andrea González Sarmiento

POPULATION: Latin-American students

PUBLISHING DATE: 2014

LEVEL: Intermediate

UNIT: 6 MODULE: C

BOOK CHARACTERISTICS:

The book is divided into three modules each of which contains two units and each unit contains 4 lessons.

The book has 114 pages but only 15 pages are analyzed. Unit 6 (80-97)

The book is designed for English as foreign language students. The students will achieve a B1 level according to the common European framework of reference for languages.

All the skills are intended to be developed along with the multiple intelligences during the units.

CONSTRUCT: Meaning of culture

The following checklist is derived from the construct of culture and, specifically Hinkel’s (1999) theory about visible and invisible culture.

VISIBLE CULTURE																					
CULTURAL ELEMENTS	ALWAYS 100%				ALMOST ALWAYS 66% - 99 %				SOMETIMES 31% - 65				HARDLY EVER 1% - 30%				NEVER 0%	EXAMPLE	COMMENTS		
	Student book	Teachers book	ed	Greenwich lab/ WB	Student book	Teachers book	ed	Greenwich lab/ WB	Student book	Teachers book	ed	Greenwich lab/ WB	Student book	Teachers book	ed	Greenwich lab/ WB					
Does it include elements related to arts?																X	X	X	X		
Does it include elements related to architecture?																X	X	X	X		
Does it include elements related to geography?																X	X	X	X		
Does it include elements related to people’s history?																X	X	X	X		
Does it include elements related to cuisine?																X	X	X	X		
Does it include	X	X									X	X								“... in the U.S it is	Technology is presented as a

A CONTENT ANALYSIS OF INTERCULTURAL COMMUNICATIVE
COMPETENCE IN A LATIN AMERICAN EFL TEXTBOOK 119

elements related to customs?																				customary to campaign... ”	custom for many people being this synonym of the modern era we are living in. There is one article which explains how campaigns are a custom in the target culture.			
Does it include elements related to dressing style?														X						X	X	X	There is little information about the dressing style; the pictures show an informal dressing style.	
Does it include elements related to festivals?																				X	X	X	X	
Does it include elements related to traditions?																				X	X	X	X	

INVISIBLE CULTURE																										
CULTURAL ELEMENTS	ALWAYS 100%				ALMOST ALWAYS 66% - 99 %				SOMETIMES 31% - 65				HARDLY EVER 1% - 30%				NEVER 0%				EXAMPLE	COMMENTS				
Resource	Student book	Teachers book	ed	Greenwich lab /WB	Student book	Teachers book	ed	Greenwich lab /WB	Student book	Teachers book	ed	Greenwich lab /WB	Student book	Teachers book	ed	Greenwich lab /WB	Student book	Teachers book	ed	Greenwich lab /WB						
Does it include elements related to beliefs and assumptions													X	X			X				X				There is a part of the unit showing that technology is causing a new syndrome: solitude	It is assumed that everybody that uses the Internet is young. That is a marked stereotype and that is shown in the pictures the unit has. It is assumed that all people who use the Internet is developing a syndrome called

Appendix 3C

Coding frames Visible-invisible culture unit 6

INSTRUMENT TO IDENTIFY THE PRESENCE OF CULTURAL ASPECTS PORTRAYED IN THE BOOK SELECTED*

This content analysis is going to be examined according to the objectives and the constructs developed in chapter two, which are: the concept of culture, intercultural communicative competence, and culture in teaching materials.

OBJECTIVES:

- Determine the intercultural aspects present in the books selected.
- Explore and describe how the intercultural communicative competence is presented in a Latin-American series of English textbooks in Bogotá.

BOOK AND UNIT CHARACTERISTICS			
Unit listening topics	Unit Images	Content Organization	Time to do the activities
<ul style="list-style-type: none"> • The pros and cons of technology • Technology • A speech about technology • Campaigns • Song: candle in the win 	<ul style="list-style-type: none"> • A wooden toy tied with a rope. • Two world maps • Young people (Kids 3, Boys 16, middle-age people 16 , Young girls 22, old people 11) • Young people using electronic devices • Cartoon drawings • Campaign pictures • Pictures related to technology and pictures used in the readings 	<ul style="list-style-type: none"> • Topics • Functions • Vocabulary • Grammar and expressions • Skills and strategies • Test training 	<p>There is no time limit to do the activities.</p>

The following instrument is intended to analyze how the cultural aspects found in instrument No.1 are conceived.

VISIBLE CULTURE

LITERATURE	Does it include elements related to literature?	No.
	What kind of literature (Major forms of literature: Novel, poem, drama, short story, novella, myths. Genre; Drama, romance, satire, tragedy, comedy, tragicomedy, fiction, non-fiction, adults, etc. ancient, contemporary, women's, men's, black, etc.)	There are no elements related to literature
	Where does it belong to?	There are no elements related to literature
	What authors does it present?	There are no elements related to literature
	From where is the predominant literature?	There are no elements related to literature
	Are there images related to literature?	There are no images related to literature
	Are there activities related to literature?	There are no activities related to literature
	What type of activities?	There are no activities related to literature
Other features	There are no other features	
ARTS	Does it include elements related to arts?	There are no elements related to Arts
	What art expression? Sculpture, painting, drawing, music, photography, graffiti, etc.	None
	From where is the predominant art expression?	
	What aspects are shown? Features, authors, techniques, origin, etc.	
	What time frame does it include?	
	Are there images related to art?	There are no images related to arts.
	Are there activities related to art?	There are no activities related to arts.

	What type of activities?	There are no activities related to arts.
	Other features	There are no other features
ARCHITECTURE	Does it include elements related to architecture?	There are no elements related to Arts
	What type of construction? Buildings, households, bridges, monuments, etc.	There are no elements related to Arts
	What time frame does it include?	There are no elements related to Arts
	Where are the constructions from?	There are no elements related to Arts
	What aspects are shown?	There are no elements related to Arts
	Are there images related to architecture?	There are no images related to architecture
	Are there activities related to architecture?	There are no activities related to architecture
	What type of activities?	There are no activities related to architecture
	Other features	There are no other features
GEOGRAPHY	Does it include elements related to geography?	No, there are no elements related to geography places or landforms
	What kind of geographic places or landforms are shown?	There are no geographical places or landforms shown
	What parts of the world does it include?	None
	Is there a repetition of places?	No
	What are the predominant places?	There is no presence of predominant places
	What aspects are shown?	None
	Are there images related to geography?	There are no images related to geography
	Are there activities related to geography?	There are no activities related to geography
	What type of activities?	There are no activities related to geography

	Other features	There are no other features
HISTORY	Does it include elements related to people's history?	No, there are no images related to people's history
	What elements are included related to people's history?	There is no presence of people's history
	From what places?	None
	What time frame does it include?	None
	What historical aspects are presented? Important characters, wars, moments?	There are no historical aspects presented
	Are there images related to history?	There are no images related to history
	Are there activities related to history?	There are no images related to history
	What type of activities?	None
	Other features	There are no other features
CUISINE	Does it include elements related to cuisine?	No, there are no images related to cuisine
	What type of cuisine does it include?	None
	From what part of the world?	None
	What is the predominant food? Typical food, international food, ethnic, etc.	There is no presence of predominant food.
	What epoch does it represent?	None
	What aspects are shown? The description of recipes or characteristics of certain food, etc.	None
	Are there images related to cuisine?	There are no images related to cuisine
	Are there activities related to cuisine?	There are no activities related to cuisine
	What type of activities?	None
	Other features	There are no other features

CUSTOMS	Does it include elements related to customs?	Yes, there are elements related to customs.
	What type of customs does it include?	The book presents technology as a custom for many people being this synonym of the modern era we are living in. In addition, there is one article in which it is explained how campaigns are a custom in the target culture.
	From what part of the world?	Technology in the entire world and the campaigns are present in the United States.
	From what part are the predominant customs?	The predominant custom about the campaigns described in the unit correspond to the American culture.
	What epoch do they represent?	It represents the modern times.
	What aspects are shown?	How technology became an essential element for many people and how campaigns are part of the Americans.
	Are there images related to customs?	Yes, there are images about how the technology is affecting people and there are images of campaigns in the United States.
	Are there activities related to customs?	Yes
	What type of activities?	There are fill in the blank exercises, some listening exercises, and a discussion about campaigns.
	Other features	There are no other features
	Does it include elements related to dressing style?	Yes
	What type of dressing style does it include?	The unit presents an informal dressing style illustrated in students and mostly young people.
	Is there a predominant style?	The informal style
	What epoch does it represent?	It represents the modern times.
	From what part of the world?	The clothes are not from a specific part of the world

DRESSING STYLE	Is there a distinction in gender, age, roles, weather?	Young people have more representation than middle-age and old people; Additionally the images of women are more compared to men images.
	What time frame does it include?	There is no a specific time frame related to dressing style
	Are there images related to dressing style?	It is difficult to tell about the dressing style, because some images are from the shoulders up and the only aspect clearly shown is the face.
	Are there activities related to dressing style?	There are no activities related to this aspect.
	What type of activities?	There are no activities related to dressing style
	What aspects are shown?	None
	Other features	There are no other features related to visible culture
FESTIVALS	Does it include elements related to festivals and other kinds of celebrations?	No, there are no elements related to festivals or celebrations.
	What type of celebrations does it include?	None
	From what part of the world?	None
	Is there a predominant event?	No, there are no predominant events
	What aspects of events are shown? Origins, features, etc.	None
	Are there images related to events?	There are no images related to events

	Are there activities related to events?	There are no activities related to events
	What type of activities?	None
	Other features	There are no other features
TRADITION	Does it include elements related to traditions? What type of activities?	No, there are no elements related to traditions
	What type of traditions does it include?	None
	From what part of the world?	None
	Is there a predominant tradition?	No, there are no elements related to traditions
	What time frame does it include?	There are no images related to traditions
	Are there images related to traditions?	There are no activities related to traditions
	Are there activities related to traditions?	None
	Other features	There are no other features

INVISIBLE CULTURE

BELIEFS-ASSUMPTIONS- VIEW OF THE WORLD

What are the topics that are developed?	What are the sources of information?	What are the frequent Paradigms?	What is the vocabulary used?	What are the perspectives? historical, theoretical,	What images are shown?
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				informal, formal, etc.	
Cons and pros of Technology Technology in modern times	There is no a clear source of information	How technology is affecting the world Young people as users of technology	Formal and informal expressions related to technology.	The perspectives are informal, there are daily life topics.	Young people using technology Effects of technology in people who uses it.
BELIEFS- ASSUMPTIONS- VIEW OF THE WORLD	Does it include elements related to beliefs- assumptions- view of the world?			Yes	
	What beliefs/assumptions/view of the world does it include?			In the book it is assumed that everybody that uses the Internet is young, and that is a marked stereotype that is shown in the pictures the unit has. Additionally, it is assumed that all people who use the Internet is developing a syndrome called solitude. Technology is associated with development but at the same time it is linked to social issues such as isolation and the possible effects that technology may have such radiation Students should use technology to help preserve the planet. They also should be aware of how they are managing time with real communication with people that surround them.	
	From what part of the world are those beliefs/assumptions/view of the world?			The target culture	
	Are there predominant beliefs/assumptions/views of the world?			Technology as one of the most important tools in modern times and all that comes with it like social issues, loneliness, radiation, addiction etc...	
	Is there a distinction of gender, age, religion, role etc.?			Yes, there are more girls than boys and there is a significant number of young people compared to the presence of old people.	

VALUE SYSTEM

What are the topics that are developed?	What are the sources of information?	What are the frequent Paradigms?	What is the vocabulary used?	What are the perspectives? historical, theoretical, informal, formal, etc.	What images are shown?
Technology as a tool to help preserving the planet. Real communication with loved ones.	The students own experiences.	The importance of the good use of technology	Informal vocabulary	Informal	There are some images in which the planet is being destroy.

VALUE SYSTEM	Does it include elements related to the value system?	Yes
	What values are presented?	Technology as a tool to help preserving the planet and real communication with loved ones.
	Is there a predominant value?	Technology as a good tool to communicate with loved ones.
	Is there a distinction of country?	There is no distinction of country.
	Is there a distinction of gender, age, religion, profession?	Yes, there are more girls than boys and there is a significant number of young people compared to the presence of old people.

LANGUAGE IN USE

LANGUAGE IN USE	Does it include elements related to the language (English) in use?	Yes
	What situations present language in use?	All the activities are designed for the students to use the language; those activities are related to the construction of meaning through writing-listening exercises and discussions or oral exercises.
	What aspects of language are represented? Verbal, non verbal, pragmatic, etc.	The aspects of language represented are divided into abilities and each of them has

		<p>some standards according to the common European framework.</p> <p>In listening comprehension, the student must:</p> <ul style="list-style-type: none"> • Identify both general messages and specific details of conversations provided they are articulated in clear speech. • Follows a lecture or talk within her/his own field, provided the subject matter is familiar and the presentation straightforward and clearly structured. <p>In reading comprehension the student must:</p> <ul style="list-style-type: none"> • Reads straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. • Paraphrases short written passages in a simple fashion. • Finds and understands relevant information in everyday material. <p>In oral interaction activities the student must:</p> <ul style="list-style-type: none"> • Gives or seeks personal views and opinions in discussing topics of interest. • Enters unprepared into a conversation on familiar topics. <p>Expresses belief</p> <p>In oral expression he/she must:</p> <ul style="list-style-type: none"> • Works out how to communicate the main points s/he wants to get across, exploiting any means available and limiting the message to what he/she can recall or finds the means to express. • Rehearses and tries out new combinations and expressions. <p>In writing, he/ she must:</p> <ul style="list-style-type: none"> • Produces simple texts with
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		different functions (Narrating, argumenting)
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*Coding frame created by Ana María Guzmán Arias

Appendix 4C

Checklist savoirs unit 6

INSTRUMENT TO IDENTIFY THE PRESENCE OF CULTURAL ASPECTS PORTRAYED IN THE BOOK SELECTED*

This content analysis is going to be examined according to the objectives and the constructs developed in chapter two, which are: the concept of culture, intercultural communicative competence, and culture in teaching materials.

OBJECTIVES:

- Explore and describe the cultural elements presented in one Latin-American English textbook in Bogotá.
- Determine the cultural aspects present in the book selected.

NAME OF THE BOOK: You too 6

AUTHOR(s): Yuly Andrea González Sarmiento

POPULATION: Latin-American students

PUBLISHING DATE: 2014

LEVEL: Intermediate

UNIT: 6 MODULE: C

CONSTRUCT: Intercultural communicative competence

The following checklist is derived from the construct of intercultural communicative competence and, specifically Byram's (1998) theory about the savoirs.

A CONTENT ANALYSIS OF INTERCULTURAL COMMUNICATIVE
COMPETENCE IN A LATIN AMERICAN EFL TEXTBOOK 133

SAVOIRS																				
SAVOIR/ KNOWLEDGE	ALWAYS 100%			ALMOST ALWAYS 66% - 99 %			SOMETIMES 31% - 65			HARDLY EVER 1% - 30%			NEVER 0%		EXAMPLE	COMMENT				
Resource	Student book	Teachers book	cd	Greenwich lab / WB	Student book	Teachers book	cd	Greenwich lab / WB	Student book	Teachers book	cd	Greenwich lab / WB	Student book	Teachers book	cd	Greenwich lab / WB				
Does it include knowledge about the target culture?									X	X	X						X	There is information about the target culture in the sense that the book includes the importance of campaigns in the USA. There is a song related to one of the most important icons of beauty in the U.S.A (Marilyn Monroe)		
Does it include knowledge about other cultures?															X	X	X	X		
Does it include knowledge about the own culture?									X	X							X	X	The students' own culture is mentioned when the students are asked to think about what campaigns are like in their country.	

A CONTENT ANALYSIS OF INTERCULTURAL COMMUNICATIVE
COMPETENCE IN A LATIN AMERICAN EFL TEXTBOOK 134

SAVOIR- S'ENGAGER / AWARENESS	ALWAYS 100%				ALMOST ALWAYS 66% - 99 %				SOMETIMES 31% - 65				HARDLY EVER 1% - 30%				NEVER 0%				EXAMPLE	COMMENT		
	Student book	Teachers book	cd	Greenwich lab /WB	Student book	Teachers book	cd	Greenwich lab /WB	Student book	Teachers book	cd	Greenwich lab /WB	Student book	Teachers book	cd	Greenwich lab /WB	Student book	Teachers book	cd	Greenwich lab /WB				
Resources																								
Does it include activities in which the learner has the opportunity to pay conscious attention to the similarities between the learner's native language and the target language?													X	X										There is one activity in which the learner has the opportunity to compare campaigns in the USA and campaigns in his /her own country.
Does it include activities in which the learner has the opportunity to pay conscious attention to the differences between the learner's native language and the target language?													X	X										There is one activity in which the learner has the opportunity to compare campaigns in the USA and in his /her country.
Does it include activities in which the learner has the opportunity to reflect upon the practices of its own culture?																	X	X	X	X				

SAVOIR-ÊTRE/ ATTITUDES AND TRAITS	ALWAYS 100%	ALMOST ALWAYS 66% - 99 %	SOMETIMES 31% - 65	HARDLY EVER 1% - 30%	NEVER 0%	EXAMPLE	COMMENT
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A CONTENT ANALYSIS OF INTERCULTURAL COMMUNICATIVE
COMPETENCE IN A LATIN AMERICAN EFL TEXTBOOK 135

Resources	Student book	Teachers book	cd	Greenwich lab	Student book	Teachers book	cd	Greenwich lab	Student book	Teachers book	cd	Greenwich lab	Student book	Teachers book	cd	Greenwich lab	Student book	Teachers book	cd	Greenwich lab
	Does it include activities in which the learners have the opportunity to change their values and to have new perspectives in order to be intercultural mediators between their own culture and the target culture?																	X	X	X

SAVOIR-FAIRE/ SKILLS	ALWAYS 100%			ALMOST ALWAYS 66% - 99 %			SOMETIMES 31% - 65			HARDLY EVER 1% - 30%			NEVER 0%			EXAMPLE	COMMENT			
Resources	Student book	Teachers book	cd	Greenwich lab /WB	Student book	Teachers book	cd	Greenwich lab /WB	Student book	Teachers book	cd	Greenwich lab /WB	Student book	Teachers book	cd	Greenwich lab /WB				
Does it include activities in which the learner has the opportunity to interpret texts from another culture and relate it to texts from his/ her own culture?																	X	X	There is a text from another culture. This text is about the importance of campaigns in the U.S.A	The text allows students to interpret texts from other cultures, but there is no instruction to relate them with the students' own culture.
Does it include activities in which the learner has the opportunity to interpret events from another culture and relate them to events from his/ her own culture?										X	X	X					X	Yes, there is one activity. Ex. "...Do people start campaigns in your country? what kind of campaigns ..."	Ex. "...Do people start campaigns in your country? What kind of campaigns ...?"The activity may give students the opportunity to interpret events from their own culture, but there is no	

