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Investigating International, Source and Target Cultures in the University English Textbook "Headway Plus Series"

ABSTRACT

Language and culture are inseparably linked and bonded together. Cultural content analysis is typically included in language acquisition textbooks. This study is a content analysis of cultural content of the university English textbook "Headway Plus series" (intermediate) students' book. This study aims to recognize the extent of the representation of the three cultures: international, source and target culture in the textbooks. This study uses descriptive qualitative method especially content analysis to analyze the textbook. This study adopts the model from Cortazzi and Jin to reveal about the representation of the three types of cultures: International, Source and Target culture. The analysis of textbook has revealed some major findings. Firstly, the cultures are mostly represented by names of people, countries, texts, visuals and activities. Secondly, Headway plus for Intermediate dominantly presents through Target culture compared to International and Source culture. In addition, this study also finds out that there is an unbalanced quantity among presented types of cultures as the Source culture is almost neglected in the textbook. Consequently, this study suggests for supplementing the course with teacher prepared materials corresponding to different cultures to reach the balance presentation among Source, Target and International culture. Finally, the study ends up with some conclusions, recommendations, and suggestions for further researches.

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“دراسة الثقافة الدولية- وثقافة المصدر- والثقافة المستهدفة في كتاب اللغة الإنجليزية الجامعي

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الخلاصة:

ترتبط الثقافة واللغة ارتباطاً وثيقاً وتعتمدان على بعضهما البعض. وكثيراً ما يُقدّم تحليل المحتوى الثقافي في كتب اكتساب اللغة. تهدف هذه الدراسة (التي تبحث في الثقافة الدولية، ثقافة المصدر وثقافة الهدف

في كتاب اللغة الإنجليزية الجامعي) "سلسلة Headway Plus" لطلاب المستوى المتوسط ، إلى وصف كيفية تمثيل المعلومات الثقافية في الكتاب، والتعرف على مدى تمثيل الثقافات الثلاث: الثقافة الدولية وثقافة المصدر وثقافة الهدف في الكتاب، والتأكد من الثقافة (الثقافات) السائدة في الكتاب المقرر. استخدمت هذه الدراسة نهجاً وصفيًا نوعيًا، لا سيما تحليل المحتوى. واعتمدت هذه الدراسة نموذج Jin و Cortazzi للكشف عن تمثيل الأنواع الثلاثة من الثقافات: الثقافة الدولية، ثقافة المصدر وثقافة الهدف. وقد كشف تحليل هذا الكتاب عن بعض النتائج الرئيسية أولاً، تم تمثيل الثقافات تقريباً بأسماء الأشخاص والبلدان والنصوص والمرئيات والأنشطة. ثانياً، تم تقديم برنامج Headway plus للمستوى المتوسط بشكل مهيمن من خلال ثقافة الهدف مقارنةً بالثقافة الدولية وثقافة المصدر. بالإضافة إلى ذلك، وجدت هذه الدراسة أيضاً أن هناك كمية غير متوازنة بين أنواع الثقافات المعروضة حيث تم إهمال ثقافة المصدر تقريباً في الكتاب. وبالتالي، تقترح هذه الدراسة استكمال المقرر بمواد معدة من قبل المعلم تتوافق مع الثقافات المختلفة للوصول إلى عرض متوازن بين ثقافة المصدر وثقافة الهدف والثقافة الدولية. أخيراً، تختتم الدراسة ببعض الاستنتاجات والتوصيات والاقتراحات لمزيد من الأبحاث. الكلمات المفتاحية: الكتاب، تحليل المحتوى، المحتوى الثقافي، ثقافة المصدر، ثقافة الهدف، الثقافة الدولية.

Introduction

1.1 Statement of the Problem

The textbook is a fundamental teaching aid and support for language teaching/learning in all academic settings. Textbooks serve an important role in language education and learning. They provide both language and cultural information. According to Cotazzi and Jin (1999), textbooks play a variety of roles in EFL classroom, including instructor, map, resource, trainer, authority, and ideology. They can function as a map by providing an overview of an organized program of language and cultural elements, indicating teachers and learners the grounds to be covered and summarizing the path completed in prior courses. Ahmad and Shah (2014) confirm that the materials learners use to learn English have an effect on them, and as they do so, they come across differences in language, religion, culture, and society.

Kramersch (1998) and Brown (2000) argued that language and culture are inextricably linked. Language is a manifestation of human communication in the form of information, beliefs, and behaviors that can be explained and shared by groups of people.

It also known that culture is not about something consisting of facts to be learned or memorized, but it is about styles and behaviors that can be practiced and appreciated. Knowing a culture means understanding its social context, rules and regulations. Cultural knowledge enables learners to communicate efficiently, produce appropriate language for a specific communicative situation and interpret language in a culture-specific way. As a result, it is essential that texts and materials provide learners with knowledge of the language as accurately and objectively as possible.

Investigating cultural content is a popular and growing trend today. Each textbook has a unique approach and material to several sorts of culture, such as source, target, and international culture. Previously, it is considered that linguistic knowledge is sufficient for effective language usage, ignoring the relevance of cultural knowledge. Furthermore, some textbooks continue to focus solely on improving productive and receptive abilities, with cultural material hidden from learners and beyond teachers' aim (Elyas, 2011 & Fageeh, 2011).

Since culture nowadays plays an increasingly important role in foreign language learning and textbooks are the main resource of learning foreign language, textbooks should receive a greater attention from language researchers. This study seeks to remedy this issue by investigating Headway plus series textbook (intermediate and upper intermediate) regarding its portrayal of the different cultures and the representation of cultural types and forms.

1.2. Aim of the Study

The study aims to find out the extent of the representation of the three cultures: international, source, target cultures in the textbooks.

1.3. Research Question

To achieve the aim of the study, the following question suggested:

To what extent do the three cultures represented in the examined textbooks?

1.4. Limits of the Study

The study is limited to the textbook Headway plus new edition (Intermediate level) Student's book, during the academic year (2024-2025).

1.5. Definitions of the Basic Terms

1.5.1 Source Culture

Based on Cortazzi and Jin (1999) model, it can be defined as the representation of the learners' own culture (Arabic culture). It includes elements that reflect the traditions, costumes, famous characters and social norm of the learners' home country.

Operational definition: Cultural reference in this type meets one of the following criteria: mentions of Arabic names (e.g., Ahmed, Fatima), names of Arabic countries and cities (e.g., Baghdad, Egypt), traditions, dialogues of daily life, text, visuals and stories that represent source culture.

1.5.2 Target Culture

The description of the culture of English-speaking countries, in other words Target culture drawing on the culture of a country in which English is spoken as an L1 such as the UK, USA, Canada, Australia and New Zealand. It includes references to their history, tradition and well-known characters Cortazzi and Jin (1999).

Operational definition: It meets one or more of the following criteria: mention of English names (e.g., John, Emma), English-speaking countries or cities (e.g., London, New York), traditions, dialogues, texts and visuals that represent target culture.

1.5.3 International Culture

The representation of global cultural elements that do not belong specifically to either the learners' culture (Source) or the English-speaking countries (Target) culture, such as some African countries, Asian countries, European countries and such Cortazzi and Jin (1999).

Operational definition: It meets the following criteria: mentions of non-English names of people and countries such as (Pablo, Yuki, Japan, and France), also texts, visuals and dialogues of everyday life that represent International culture.

1.5.4 Headway

Headway textbook is attached to an online website called (Headway students' site). This online site is free charged designed for learners to continue practicing their English outside the classroom. It offers practical blended learning solutions and free charged self-study sources. With this site, learners can practice their English with interactive exercises, language puzzles, games and virtual quizzes and tests with instant automatic correction.

Operational definition: Headway is a series of EFL textbooks taught for the non-departmental students for the Iraqi universities. It is taught for all stages, i.e. B.A., Diploma, M.A. and P.H.D.

2.0 Theoretical Background

2.1 Defining Culture

The cultural element earlier has been one of the most crucial dimensions of intercultural language learning and is constructed on the awareness of one's own culture and the study of the cultural content. The word culture has different meanings, it cannot be simply defined. It might refer to an appreciation of good literature, music, art, and food.

According to anthropology, the word 'culture' originated from the word 'cultus', which is the past participle of the Latin verb 'colere', which means to 'cultivate' the land (Webster's dictionary, 1976, p. 552). Historically, it meant just preparing the soil for agriculture. Since the eighteenth century, the term culture has been defined differently, and there was a lot of controversy about what this word meant.

To begin, there is the most important historical and critical assessment of pattern theory of Kroeber and Kluckhohn (as cited in Sills, 1968); they presented a summary of about a few hundred definitions of culture that would be acceptable for most social researchers. On the concept of culture, they stated that culture consists of a set of both explicit and implicit patterns of behaviours that are learnt and transmitted through symbols, constituting a distinctive achievement of human groups, including their embodiments in artefacts; at its core, culture includes traditional ideas and especially their attached values; culture systems may, on the one hand, be considered as products of behavior, on the other as conditioning elements of more.

2.2 Culture and ELT

Language is the impression of a society with its cultural values, standards, and numerous qualities. It is here that the speakers view and perceive the world wherein they live and share with different social orders. This is what makes societies unique in their manner and calls for proficient channels of communication that connect contrasts; enable each to comprehend and feel for one another, and value and regard the presence of each as a unique entity accomplishing this requires cultural literacy Bada(2000).

It has been stated that without an investigation of culture, L2 instruction is inaccurate and insufficient. Language study appears meaningless to L2 learners because they know nothing about the people who communicate in the target language or the country where it is spoken. Taking up a new language entails far more than just mastering syntax and vocabulary. According to Bada (2000), the necessity for cultural knowledge in ELT stems primarily from the fact that many language learners who are not exposed to cultural characteristics of the society being referred to frequently struggle to express meaning while talking with native speakers.

In addition, these days the L2 culture is presented as an interdisciplinary center in numerous L2 educational plans structures and textbooks (Sysoyev & Donelson (2002).

Fantini (1995 as cited in Moran, 2001) has mentioned the symbiotic relationship between language and culture because language both influences and reflects culture. Additionally, Jiang (2000) uses the "iceberg" as a metaphor for the relationship between language and culture. Although language is the visible aspect of cultures, the majority of them are hidden beneath the surface. However, only through close interaction with cultural evolution have languages evolved to their current level.

2.3 Defining Textbook

Textbooks are the main tools used to teach and learn the language in classrooms around the world. A textbook is any book written and published for learning reasons or any book that employed to support the learning process in the classrooms. The word "textbook" refers to media-based learning, which includes other instruments for both teachers and learners. A textbook serves an essential purpose in expressing information. As well as to learn English, an EFL

textbook may be observed as a reflection of the English language and culture, and a tool for studying English (Basal, 2016)

2.4 The Role of Textbook in Language Learning

According to Richards and Renandya (2002), the textbook has the potential to act as a change agent. Furthermore, Ningsih (2014) believes that this duty can be fulfilled in a variety of ways. First, the textbook must serve as a training instrument for both the teacher and the student. Second, the textbook must provide guidance and assistance with classroom management. Third, the textbook will serve as an agent of change. Finally, if the textbook is approved by the institution, it can lead to collegial support as well as shared accountability for and commitment to change.

Based on Ekawati and Hamdani, (2012), the functions of textbooks have extended as follows:

1. A teacher

The textbooks offer materials (cultures, beliefs, and activities) that teach students about English-speaking cultures.

2. A map

The textbooks provide students with direction and teaching on the topics they are learning.

3. A resource

Textbooks are the primary source of topics and materials for students.

4. A trainer

The textbooks advise an inexperienced teacher, and the untrained teacher follows step-by-step instructions.

5. An authority

The textbooks are genuine, authored by experts, and have the approval of major publishers or the minister of Education.

6. An ideology

Textbooks reflect a worldview or cultural system, a social construct that may be imposed on teachers and students and shape their perception of a society. In addition, English textbooks can serve as a type of cultural politics.

3.0 Methodology

3.1 Research Design

Research design is the overall plan or strategy which outlines the manner in which a study is going to be conducted, combining all of the different pieces in an organized and logical manner to guarantee that the research problem is being solved in the right manner. As put by Akhtar (2016), research design is a model that dictates the form of the research process, encompassing data collection, analysis, and interpretation decisions. It provides a clear guideline for the researcher to follow, so that the study is methodologically sound and aligned with the research objectives. The research design used in the present study is descriptive qualitative, which is deemed sufficient for studying and exploring the cultural content of English textbooks. With this research approach, the researcher can investigate the cultural representations embedded in the textbooks without disrupting or altering the content whatsoever.

3.2 Population and Sample

In qualitative content analysis, the sample typically consists of textual units' books, chapters, or passages that are chosen to be representative of broader phenomena or trends, as Krippendorff (2018) explains. The purpose of the sample is to acquire information regarding the cultural representations and other thematic elements included in the total population, which in this case are English language textbooks.

The population in the current study consists of English language textbooks used in institutions of higher education, specifically those aimed at developing the English language proficiency of non-native speakers. This encompasses textbook used for university-level courses. The research sample contains the well-known New Headway Plus series: the Intermediate Student's Books, Liz and John Soars, published by Oxford University Press in 2006, has twelve (12) theme units designed on some specified topics that tend to facilitate language growth of the students in a comprehensive way. The themes on the twelve (12) units are extensive in number and diversified across different arenas such as ordinary life, science and technology, traveling, social issues, and personal

experiences. Each unit consists of reading texts, listening exercises, speaking and writing practice, and explicit grammar lessons that are typically supported by cultural notes or examples.

3.3 Data Collection

The process of data collection for this research is carefully designed to offer a thorough analysis of the cultural content present in the selected English language textbook Headway Intermediate. The primary source of data is all the reading texts, dialogues, pictures (images and drawings), and classroom exercises that accompany each of the textbooks' units. The elements are carefully considered and selected for their capacity to convey cultural information.

The analysis unit is explicit and implicit mentions of culture. Explicit mentions are overt citations of cultural aspects such as the names of individuals and countries, cultural practices, customs, and festivals, whereas implicit mentions were covert and embedded in thematic presentation of texts, conversations, and sketches. These included assumptions, values systems, norms of behavior, and attitudes expressed within the content. The cultural elements are examined through a well-established content analysis framework using a recognized model of cultural categorization: Cortazzi and Jin's model (1999). This model provided the conceptual and analytical lenses for identifying and categorizing the cultural content into distinct types. Each reference to culture is coded, classified, and quantified. The information collected is then tabulated in a systematic way and the frequency of each type of culture calculated. The frequency data are then translated into percentages to allow more precise and comparative interpretation of the occurrence and distribution of cultural types.

3.4 Instrument Construction

To ease the content analysis process and create a consistency and relevance context in determining cultural representations, a widely known theoretical model is used as a tool of analysis. The model is used due to its applicability to the objectives of this study as well as due to its widespread use in previous culture studies of ELT materials.

3.4.1 Cortazzi and Jin Model (1999)

The model is used in classifying the cultural content into three general types:

Source Culture: Is the learners' own culture, typically the national or local culture of the users of the textbook (e.g., Iraqi or Arab culture).

Target Culture: Is the culture of English-speaking countries where English is a native language, e.g., the United Kingdom, the United States, Canada, or Australia.

International Culture: Refers to other foreign cultures in other countries around the world where English may not be the native language but is spoken as a second or foreign language.

Every reading text, dialogue, activity, or picture is coded and classified into one of these three cultural types based on its dominant cultural features. A checklist is made to note the frequency and distribution of each cultural type throughout the textbook units.

Table (1): Instrument Checklist for Cortazzi and Jin's Framework (1999)

Items	Pages							
	1	2	3	4	5	6	7	Etc..
Source								
Target								
International								

This checklist enabled the researcher to quantify the occurrence of cultural content types and track the cultural emphasis within each textbook.

3.5. Reliability

To establish reliability, the researcher utilized a strict coding scheme both mathematically and in qualitative analyses. Textbook content is studied more than once to make sure categorization is uniform and non-biased. Additionally double-verifying the frequency counts and category assignment for mistake is ensured.

Inter-rater reliability is maintained by involving a second experienced researcher in the verification process. The second rater coded a portion of the

content independently, and the agreement rate is calculated using simple percentage agreement, which is over 85%, indicating high consistency.

3.6 Validity

For validity, the study sought to ensure that the procedures and instruments used effectively captured what they are intended to capture i.e., the cultural representation in EFL textbooks.

Content Validity is ensured through the use of well-known and already existing model by Cortazzi and Jin (1999) for culture classification (source, target, international). Construct Validity is boosted through ensuring that the research tool is tied to the research questions and objectives in a way that all the salient aspects of cultural content were covered.

Triangulation of sources and methods of data (qualitative and quantitative) are used in order to verify results and generate a more accurate picture.

3.6 Data Analysis

The process of data analysis in this study is conducted by a number of systematic and sequential procedures to acquire a holistic and credible representation of cultural content in the researched textbooks. The analysis aimed to look for and classify the cultural references employed within the reading passages, dialogues, images, and exercises of each unit in the textbook Intermediate level.

3.6.1 Classification Based on Cultural Origin

To begin, the textbook's cultural content is sorted based on Cortazzi and Jin's (1999) proposed three categories of culture: source culture, target culture, and international culture. The "source culture" is the native culture of the learners (in this case, Iraqi or broader Arab culture), the "target culture" is native cultures of English-speaking countries (e.g., the UK, USA, Canada, Australia), and the "international culture" is cultures of nations other than the learner's native nation and native English-speaking countries (e.g., Japan, Brazil, India).

Each unit is analyzed based on textual and pictorial content. Culture is discovered in dialogue, reading texts, people's names and places, custom and tradition narrated, and photographs. They are further categorized into one of the

three types of culture based on context and the referenced culture background. The frequency of each type of culture across the 12 units is tallied and then converted into percentage for purposes of comparison.

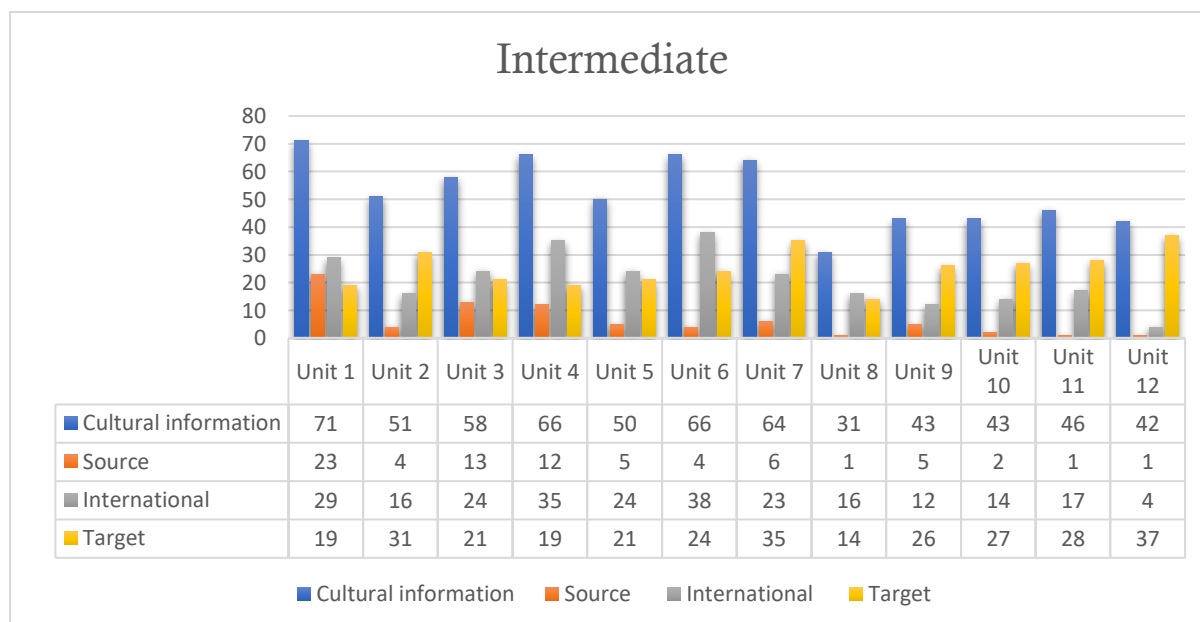
4.0 Results and Discussion of the Study

4.1 The extent the Three Cultures Represented in the Examined Textbook (Headway – Intermediate)

English as a Foreign Language (EFL) textbook culture is generally composed of three categories of culture: Source Culture, Target Culture, and International Culture. These are analyzed in the model proposed by Cortazzi and Jin (1999), which classifies cultural content based on where it is from and whether or not it is applicable to the learners.

In order to quantify the number of the three cultures' coverage in the Headway Intermediate textbook, a careful survey is conducted across all the units. The data is then represented graphically to show frequency and trend of cultural mention across the textbook. The result of this survey is presented in Figure 1, which tallies the degree to which each of these three cultures is mentioned.

Figure 1: The Existence of the Three Cultures in Headway (Intermediate)



The figure above demonstrates how the three cultural categories are distributed across the textbook. A closer examination of the findings reveals the following:

4.1.1 Source Culture

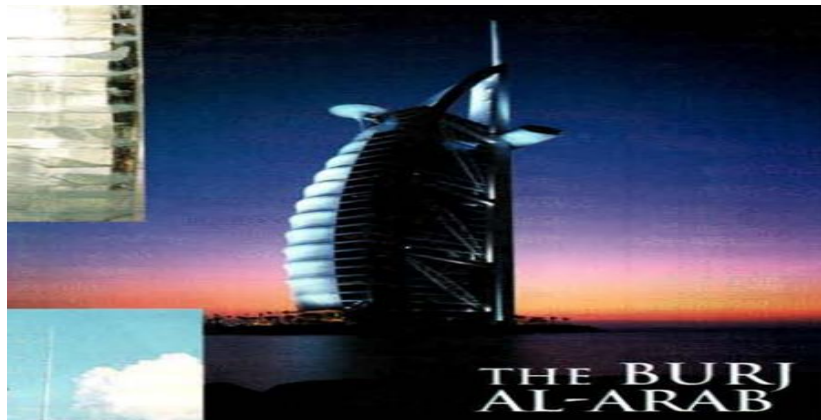
Representation of source culture, or the learners' culture, is in the textbook, though its representation is drastically constrained compared to Target and International cultures. The frequency of Source Culture mentions is most prominent in Unit 1 at 23 Source Culture element instances. The frequency, however, reduced significantly in the remaining units with Units 8, 10, and 12 having one instance each of Source Culture content. This is proof of cultural representation inequality where some units allow more space for cultural linkage than others.

Source Culture Representation Types:

Names: The most common method of depicting Source Culture was by the use of names that were characteristic of the learners' own environment. They are personal names such as Waleed, Hassan, and place names such as Amman, Abu Dhabi. The names provide an impression of familiarity and usability to learners so that they can relate to the textbook content at a personal level.

Visuals: Another of the typical features of Source Culture representation is through visuals primarily photographs of familiar landmarks and contexts of culture. Burj Al Arab hotel in Dubai, for instance, is represented as a symbolic symbol of local culture among learners as an observable point of anchorage for learners. The portrayal is not merely useful to learners in identifying the most important symbols in their own culture, but also offers cultural contextualization to the content, thus giving greater cultural richness to the textbook.

Picture (1) Burj Al Arab Representing Source Culture.



Activities: Source Culture also arose in learner-led activities aimed at provoking individual reflection and cultural engagement. For instance, learners are frequently asked to refer to their own experiences in their culture through activities like "Talk about you" or "What do you think?" These activities are interspersed over several pages (e.g., pages 6, 9, 15, 26, 31, 47, and 50), stressing the need for reflection. One such one is on page 26, Unit 3, where learners are provided with a question: **“Who are the most famous printers and writers in your country?”**

Picture (2) (Writing Activities) Representing Source Culture

5 Ask and answer similar questions with your partner.

Are you married? No, I'm not.

Have you got any brothers or sisters?

What do you think?

Discuss these questions in groups.

- There is a saying in English: 'When in Rome, do as the Romans do.' What does it mean? Do you agree? Do you have a similar saying in your language?
- Think of one or two examples of bad manners in your country. For example, in Britain it is considered impolite to ask people how much they earn.
- What advice would you give somebody coming to live and work in your country?

Lack of Source Culture within Core Texts:

Despite some representations of Source Culture as names, images, and activities, Source Culture barely featured in core reading texts and dialogue. These fundamental aspects of the textbook, as the basis for learning the language, omitted content pertaining to the learners' own cultures.

Visual Representations (Images):

The visual representations in the textbook included iconic structures and photographs of cultural practices. Whereas the Burj Al Arab was indeed such a picture used to represent local culture, there are hardly any other visual representations directly taken from the learners' source culture.

4.1.2 Target Culture

Target culture, in this case, the English-speaking world of the USA, UK, Canada, Australia, and New Zealand, is cited more than source culture in the Headway Intermediate textbook. Target culture content is discovered coming up

in almost every unit, which is a witness to how the textbook attempted the building of consciousness of cultures whose home language is English.

Names

One of the most striking aspects of the target culture representation is the employment of ubiquitous English-speaking country personal names. These names are employed freely throughout the dialogues, activities, and exercises to further engage students within the cultural context. Some of the ubiquitous English-speaking country personal names are: Jane, Mark, Emma, Alice. The book included numerous place names that are tightly associated with English-speaking countries such as Mexico, London, Toronto.

Dialogues: The text included also some dialogues which are well prepared in order to present target culture settings and circumstances. The dialogues not only helped to teach language, but also socialize students with cultural norms and circumstances where English is natively spoken. For example: A conversation between New York's Cinda and Justin (pages 52–56) painted the familiar city setting, offering some insight into cultural trends and urban lifestyle that permeate around the city.

Picture (3) Dialogues Representing Target Culture.

T 6.7 New York

I = Interviewer, J = Justin, C = Cinda

- I How long have you been here in New York?
 J Nearly three years.
 I And are you enjoying it?
 J We love it.
 C It's great.
 I So what do you like best?
 C Oh, the atmosphere, the mixture of all kinds of people. The speed of everything – it's exciting.
 J I love the architecture, it's so different from London. Walking the streets and looking up at all those skyscrapers.
 I And what about the people?
 C Well, New Yorkers have a reputation for being rude and unfriendly, but I don't think that's true. People are always in a hurry, but they're not unfriendly.
 J What I love is the – the great mixture of nationalities and cultures. It's got to be the most cosmopolitan city in the world.

- C It's an amazing place, but in a few years I think I'll be exhausted and ready for a quiet life!

T 6.8 London

I = Interviewer, A = Alan

- I Alan, how long have you lived in London?
 A Fifteen years.
 I And do you like it here?
 A Sure I like it – but London is one of those cities that you love and hate at the same time
 I So first – what do you hate?
 A Oh the usual big city things – the crowds, the dirt, the traffic, and of course the Underground – it's so expensive compared with the subway in New York.
 I And what do you like?
 A Oh, a lot: fantastic theatres – I'm an actor so that's important for me – great art galleries, museums, I love the Natural History Museum. Concerts, wonderful orchestras. The best of everything comes to London.
 I And what's best for you?

Famous Personalities: The use of famous personalities of the target culture also reinforced the cultural bias of the textbook like John Lennon: the iconic Beatle and icon of British music and counter-culture.

Songs: Another interactive feature of the textbook is how it used songs, such as the iconic "My Way" by Frank Sinatra. Songs are a very useful feature of language learning because they introduce students to the rhythm, pronunciation, and affective intonation of the language.

Visuals: Target Culture is also often depicted through visual images in the textbook. Photographs and pictures served to make it more interactive and lively for the students. Examples such as photographs of Madonna, the pop culture icon.

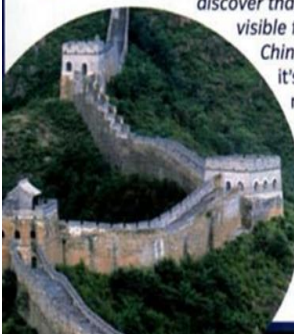
4.1.3 International Culture

International culture encompasses cultures from all across the world, excluding cultures from the source and target countries. Based on the figure, it is possible to conclude that world culture is extensively covered in the textbook. International cultures are most frequently represented in units 4 (35 times) and 6 (38 times). It occurred in people's names such as Sara, Wanda, Lionel, Soonhee, and Marghrita, as well as city and country names including Singapore, India, Paris, Japan, and South Korea. It also featured in quotes by internationally prominent figures such as Kaori Sato, Picasso, and Astrid (a well-known Swedish cellist). Reading texts (both informative and broad) are then used to illustrate foreign culture. On pages 80–90. In addition, there is also a text named Global Pizza on page 51 talks about the history of pizza, and a text named Good manners on page 35 which talks about how to behave and the way of greeting in all over the world also a text about the great wall of China. The sample can be seen in picture below:

Picture (4) (The Great Wall and Greeting) Reading Texts Representing International Culture.

30 What man-made things on Earth can be seen from space?

A 'When humans first flew in space, they were amazed to discover that the only man-made object visible from orbit was the Great Wall of China.' Although this is a nice idea, it's not true. The Great Wall is mostly grey stone in a grey landscape and, in fact, is very difficult to see even from a plane flying at a mere 15 kilometres above. What can be seen when orbiting the Earth (from about 200 kilometres up) are the lights of the world's large metropolitan areas. ☐



• Greetings

How should you behave when you meet someone for the first time? An American or Canadian shakes your hand firmly while looking you straight in the eyes. In many parts of Asia, there is no physical contact at all. In Japan, you should bow, and the more respect you want to show, (1) _____. In Thailand, the greeting is made by pressing both hands together at the chest, as if you are praying, and bowing your head slightly. In both countries, eye contact is avoided as a sign of respect.

5.1 Conclusions

This study aims to investigate the representation of culture in the English language textbook (Headway Plus Intermediate) by employing Cortazzi and Jin's (1999) threefold classification of culture (Source, Target, and International) Thus, through content analysis of accessible cultural content in reading, visuals, names, conversations, and exercises, the current study has responded to basic question regarding the cultural types covered within the extremely popular EFL materials that practiced globally.

With regard to the research question, to what extent are various cultures reflected within the textbooks? The findings indicated that all three culture categories—Source, Target, and International—occurred in both textbooks, although at different rates.

In Headway Plus Intermediate, target culture comprised 47.861%, International culture comprised 39.937%, and source culture comprised 12.203%. Although placing international culture on the list can be a nod towards introducing learners to outside environments, the omnipresent over-representation of source culture in textbooks can be seen as a half-hearted gesture towards bridging the learners' source cultural selves into the study of English language. The imbalance means that where there is discussion of cultural diversity, there is a strongly imbalanced tilt towards foreign cultures at the expense of weakening local cultural relevance and attractiveness to the outside-Western location learner.

5.2 Recommendations

The researcher makes some recommendations about the cultural content in the English textbook by going over the study's conclusion again. This idea is for both the people who are writing the next edition of an English textbook and the person using the current textbooks and. These types of findings should lead to action, like:

1. Making sure that English textbooks show a variety of cultural features in a fair way.
2. Update textbooks to reflect changes in the world and meet the needs of students.

3. Teachers can even stay up-to-date by playing a key part in bringing culture into the classroom as a fifth language skill and stressing how important it is, just like other skills.
4. They can use every touch they log in to social networks and mass media to stay in touch and learn more about other cultures.
5. Supplementing the course with teacher prepared materials corresponding to different cultures.
6. Preparing cultural-based materials would require time for research, expertise, and knowledge of a variety of cultures that might not be possessed by all of the teachers. because of this, teacher and institutions could choose to reconsider selecting this course for their culture and language instruction and substituting it with other more interculturally tuned courses.
7. Textbooks ought to be assessed at different stages to discover proper ways to address any cultural insufficiencies out there. This assessment ought to be done through the Ministry of Education.

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