



Teachers' Attitudes towards the Cultural Issues Represented in English Textbooks

Fatemeh Ehsanpour

Payam Noor University (Shiraz branch)

Abstract

The present study was an attempt to examine the teachers' attitudes towards the cultural issues represented in several English textbooks taught in language Institutions of Shiraz, Iran. To this end, the researcher selected 50 teachers (both male and female) through snowball sampling to fill out the Cultural Checklist (Kilickaya, 2004), all of whom were English teachers with at least three years of experience in Language Institutes. Ten of the participants were randomly chosen to do a semi-structure telephone interview. The data collected were run through SPSS 26 software (frequency and Pearson correlation) for further analysis; besides, the data collected from interviews were transcribed and analyzed through axial, open, and preliminary coding to categorize the data into units of meaning. After the reduction of the data, the researcher came up with three major themes regarding the techniques and strategies employed by the teachers to teach cultural elements, namely awareness-raising, exploring a variety of sources, and culture comparison and contrast. The results from the quantitative section of the study also indicated that there is a positive significant relationship between cultural materials and activities as well as the teachers' aid and objectives. The significance of intercultural competence was highlighted.

Keywords: teachers' attitudes, cultural elements, intercultural competence, textbook evaluation