AN INTERCULTURAL ANALYSIS OF THE READING SECTIONS OF THE 1ST YEAR ENGLISH TEXTBOOK IN CHILEAN SECONDARY EDUCATION

Undergraduate thesis presented for the Bachelor of Arts in Education and Teacher of English as a Foreign Language

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ABSTRACT

In recent years, in the field of Chilean education, there has been a growing interest in incorporating intercultural competence. Although several investigations are directed at this topic in the educational area, few refer specifically to how ELT textbooks, provided by the Chilean Ministry of Education (MINEDUC), represent or promote intercultural competence. Hence, the present study aimed at determining whether the reading passages from the first-year secondary school ELT textbook "Student's Book High School English 1", provided by the MINEDUC, promote intercultural competence in the students. Methodologically, this investigation corresponded to an exploratory-qualitative type with a content analysis approach by applying a checklist to the sampling, for the researchers wanted to know if the reading passages were fostering intercultural competence and how effectively they were doing it, all in concordance with Byram's (1997) framework. The findings showed that the reading passages do not enhance the learner to achieve the development of intercultural competence given that they do not fully comply with the proposed intercultural factors in the analysis model. In addition, it was possible to identify little effectiveness for the intercultural competence achievement of the factors addressed in the reading passages since they present superficial content and tend to cultural overrepresentation. Finally, for further studies it is recommended to employ an empirical focus as well as dig into the students' and teachers' perspectives in order to establish a greater degree of accuracy on this matter.

Keywords: *Intercultural competence, ELT textbook, reading passages.*

RESUMEN

En los últimos años, en el campo de la educación chilena, ha habido un creciente interés por incorporar la competencia intercultural. Si bien varias investigaciones se dirigen a este tema en el área educativa, pocas se refieren específicamente a cómo los libros de texto de ELT, proporcionados por el Ministerio de Educación de Chile (MINEDUC), representan o promueven la competencia intercultural. Por lo tanto, el presente estudio tuvo como objetivo determinar si los pasajes de lectura del libro de texto de ELT de primer año de educación media "Student's Book High School English 1", proporcionado por el MINEDUC, promueve la competencia intercultural en los estudiantes. Metodológicamente, este estudio correspondió a uno de tipo exploratorio-cualitativo con enfoque de análisis de contenido mediante la aplicación de una checklist al muestreo, pues los investigadores querían saber si los pasajes de lectura estaban fomentando la competencia intercultural y con qué eficacia lo estaban haciendo, todo en concordancia con el modelo de Byram (1997). Los hallazgos mostraron que los pasajes de lectura no potencian al educando para lograr el desarrollo de la competencia intercultural dado que no cumplen en su totalidad con los factores interculturales propuestos en el modelo de análisis. Además, fue posible identificar poca efectividad para el logro de la competencia intercultural de los factores abordados en el muestreo, ya que presentan contenido superficial y tienden a la sobrerrepresentación cultural. Finalmente, para estudios posteriores se recomienda emplear un enfoque empírico, así como profundizar en las perspectivas de los estudiantes y docentes para establecer un mayor grado de precisión en esta materia.

Palabras clave: *Competencia intercultural, libro de texto de ELT, pasajes de lectura.*

CHAPTER I: INTRODUCTION

Globalization has affected the world in different manners, and it has also made it possible to interact with people from different countries, sharing and exchanging knowledge about their cultures, thus enriching their own. This interaction and communication are usually linked to and supported by the use of English as an international language (EIL), a paradigm of the English language that is addressed in countries of the expanding circle, i.e., where English is not an official language (Kachru, 1985). Within this scenario, concepts such as multiculturality and interculturality arise from the need to mediate between the differences and conflicts that may exist among cultures, in order to lead to a more just and inclusive society where the diversity of cultures can coexist peacefully. Interculturality promotes the idea of establishing contact points through dialogue in order to enhance the construction of links between cultures (Malegàrie, 2007), hence the importance of delving into the concept of interculturality and developing intercultural competence in international environments. According to the United Nations Educational, Scientific and Cultural Organization (UNESCO), intercultural competence is the ability "to adeptly navigate complex environments marked by an increasing diversity of peoples, cultures, and lifestyles" (2013, p. 5). In this way, intercultural competence has become relevant to the educational area in order to promote among students the necessary competencies to make a significant and meaningful contribution to living in sustainable and tolerant societies (UNESCO, 2006).

In Chile, the concept of interculturality has become of special interest due to the increasing immigration and the multiple recognized indigenous communities. Thus, becoming one of the founding principles of the General Education Law (*Ley General de Educación* [LGE] 2009*)*. The implementation of this principle required the Chilean educational curriculum to recognize and value the diversity of one's own and others' cultures to promote respect and appreciation for others' cultures and origins, therefore enhancing cultural awareness among students. This perspective also had an impact on the materials provided by the Chilean Ministry of Education (*Ministerio de Educación* [MINEDUC]), especially in textbooks. In the Chilean context, textbooks settle a

fundamental pillar in the teaching-learning process because, through them, both students and teachers can access content to achieve the necessary knowledge, skills, and attitudes for the respective subject (Olivera, 2016).

That being said, the detected gap concerns the fact that few studies show concrete data that any expanding circle government ELT textbook promotes (or does not) the development of intercultural competence. In this way, the research problem lies in the theoretical gap of whether learners' intercultural competence is fostered through the reading passages in a particular first-year secondary school English textbook provided by the Chilean Ministry of Education.

For the purpose of this study, aspects related to intercultural competence will consider Byram's (1997) intercultural competence framework which consists of five *Savoirs,* i.e., Knowledge, Attitudes, Skills of Interpreting and Relating, Skills of Discovery, and Critical Cultural Awareness. The current study is carried out under qualitative research, contemplating an exploratory design and using a content analysis approach to examine the research problem.

1.1 Research Aim

This study aims to identify whether the reading passages from the ELT textbook "Student's Book High School English 1" provided by the MINEDUC promote intercultural competence.

1.2 Specific Objectives

- Indicate the requirements to achieve intercultural competence when it comes to the ELT field.
- Analyze the reading passages of the "Student's Book High School English 1" ELT textbook provided by the Chilean Ministry of Education based on Byram's (1997) intercultural competence framework.

- Evaluate the content of the reading passages of the "Student's Book High School English 1" ELT textbook provided by the Chilean Ministry of Education from an intercultural perspective.

1.3 Research Questions

1. To what extent do the content of the reading passages from the ELT textbook "Student's Book High School English 1" promote learners' intercultural competence?
2. How effective are the intercultural competence *Factors* addressed in the reading passages from the "Student's Book High School English 1*"* ELT textbook provided by the Chilean Ministry of Education?

The importance of this study lies in the problem being researched since intercultural competence has become a pressing need for 21st-century individuals, and educational policies internationally and nationally. Therefore, the researchers are guided by the awareness of the significance of equipping students with the knowledge, skills, and attitudes necessary for developing understanding among people in a globalized world, i.e., intercultural competence. Moreover, from the findings, the researchers hope to contribute to the educational community in theoretical and practical areas since there is little literature on the research problem in Chile, i.e., little literature regarding the analysis or studies on intercultural competence in relation to ELT textbooks provided by the MINEDUC. Similarly, it could also help Chilean EFL teachers who perhaps find guidance on whether the textbooks provided by the MINEDUC foster intercultural competence within the reading passages.

The inclination of this research falls on the academic interest of the researchers as future English teachers in delving into such a relevant topic. As established in "Guiding Standards for English Language Teaching Programs" (*Estándares Orientadores Para Carreras de Pedagogía en Inglés) (*CPEIP, 2014), the English teacher must develop "a learning environment that preserves diversity, promotes integration in the classroom and develops students' appreciation and respect for cultures other than their own" (p. 33).

Therefore, being aware of interculturality could help the researchers' group to implement, or incorporate it; in the pedagogical work effectively. Moreover, recognizing intercultural aspects in the materials provided by the MINEDUC could be useful in order to use them as an opportunity to enhance intercultural competence among learners.

Lastly, the present study is composed of six chapters. Chapter I situates the reader within the current context of the intercultural competence issue in the ELT educational field. Chapter II presents the theoretical framework of the under-analysis phenomenon elaborating on transversal concepts such as language and culture, interculturality, intercultural competence, and ELT textbooks, hence highlighting the relationship of these concepts within the Chilean educational context. Chapter III enlightens on the methodology, the research design, data analysis, and the instruments for examining whether intercultural competence was promoted in the sample. Chapter IV reports on the study analysis, exposing the data collected from the reading passages of the selected ELT textbook. Chapter V presents the research questions discussion, comparing and contrasting with the theoretical framework information. Finally, Chapter VI provides the research conclusions, study limitations, contributions, and recommendations for further research.

CHAPTER II: THEORETICAL FRAMEWORK

The information of the present chapter represents and describes the theory underlying the research problem, detached from the extensive literature revision regarding the fundamental concepts and topics for the present study. Thus, it is ordered strategically so the reader can understand the pivotal matters of the research topic before the more specific ones.

2.1 Culture and Language

There are several ways to define culture. As is well known, its conception is highly complex, for it covers a wide range of edges. As Elmes (2013) states, culture's concept depends on how the individuals of a particular group function both solely and collectively. Thus, given that each culture around the world steers in various ways, its concept may be understood differently. For example, therefore, the concept of culture has gone through many definitions in history, formerly it was understood under the term "Big C", afterward as "Small C", and now as a combination of both. First, the term "Big C" defined culture as "the great achievements of a certain people in the field of history, arts, literature, etc." (Paricio, 2014, p. 216). This conception focused on the measurable and visible manifestations within a certain group. Then, the term "small C", from an anthropological perspective, defined culture from the "customs, traditions, and ways of the daily life of a community, etc." (Paricio, 2014, p. 216). According to Deardorff (2020), culture is defined as a mixture between "Big C" and "Small C" as a "set of distinctive spiritual, material, intellectual and emotional features of a society or social group, encompassing all the ways of being in that society; at a minimum, including art and literature, lifestyles, ways of living together, value systems, traditions, and beliefs" (p. 4).

Given the characteristics of the present study, the research group finds Moran's (2001) definition more appropriate. He defines culture as the "life of a group of persons,

consisting of a shared set of practices associated with a shared set of products, based upon a shared set of perspectives on the world, and set within specific social contexts" (p. 24). Thus, five dimensions are established as the builders of the definition of culture: products, practices, perspectives, persons, and communities. These dimensions build upon the definition of culture and also have a close relationship with ELT since "teachers deal with products, practices, perspectives, persons, and communities, particularly as they intersect with the use of language. Seen separately, each of these dimensions constitutes a clear, accessible content area" (Moran, 2001, p. 28). These five dimensions become a subject matter to cope with and work with throughout the teaching-learning process using English.

So, it is imperative to understand that the teaching of a language like English is linked to culture. Even though culture may or may not be explicit within the teaching process, creating knowledge in students' minds about the basis and context through which the language that is expected to be taught is created. Based on this, Sepora and Moghaddas (2012) state that "languages themselves cannot be fully understood otherwise than in the context of the cultures in which they are inextricably embedded; subsequently, language and culture are studied together" (p. 234).

2.2 English as an International Language on ELT

English as an international language (EIL) is a term coined in Kachru's (1985) global perspective of English, World Englishes (WE). This global perspective of English comprises a division into three concentric circles, categorizing the users of the English language in the world. These concentric circles are divided into inner-circle (L1 speakers), outer-circle (ESL speakers), and expanding-circle (L2 users). In this last category, English as an international language is framed in its purest form (Seidlhofer, 2004). Moreover, EIL recognizes the diversity of English users and promotes the communicative purpose of English between nations, institutions, and individuals, thus acquiring the function of a contact language (Graddol, 2006; Kachru, 1997; Pickering, 2006).

That being said, English as an international language within the ELT field, is characterized by a) not being limited only to material from native-speaker cultures, b) allowing a pedagogy based on the local context of the teacher and the student, and c) recognizing the effectiveness of the non-native English teacher in delivering the language and having a close connection to the local culture (Mckay, 2003). These characteristics are complemented by those of Matsuda (2003), who also recognizes three key points whereby the English as an International Language (EIL) paradigm should be framed within the ELT context, which are a) exposing the learner to different forms, varieties and cultural points of view of the English language, beyond the American and British English, b) teaching aspects of the origin and historical development of the language in the world, and c) building confidence and authority in the language, breaking down the idea that the native speaker is the standard of validity. These characteristics mentioned are closely linked to avoiding an inner-circle-centered approach to English language teaching, making way for a conscious teaching of English as an international language, which goes beyond the target culture and appeals to the authenticity and validity of the other language variables around the world as well as in language and culture.

2.3 Interculturality in the Educational Field

In today's world, the concept of interculturality creates its own pace in conjunction with globalization and its ability to connect people from different parts of the world and their cultures (Malegàrie, 2007). Today, either through the Internet or thanks to advances in interconnection, it is a fact that people and their cultures know each other and interact with others constantly and continuously.

UNESCO (2006) has established a general overview to understand interculturality as a process that is characterized by the mutual respect and equitable interaction of different cultures and the possibility of generating shared cultural expressions. Similarly, Walsh (2005) refers to the term interculturality as an exchange and a permanent "relationship,

communication and learning" between the participants, whether it is between small or large groups of people in order to generate and build a space of mutual respect for the development of the capacities of the participants, thus overcoming the cultural and social barriers between countries (p. 4). Hence, the researchers understand interculturality as a dynamic and permanent process of interaction, communication, and learning between cultures in order to create a space of responsibility and balance.

Currently, the concept of interculturality has regained importance within the educational field for its contribution to today's society, and one of the most highlighted attempts to insert this concept has been the four fundamental pillars proposed by the International Commission on Education for the Twenty-First Century, in 1996, which distinguishes how intercultural education should be established: a) *learning to know*, b) *learning to do*, c) *learning to live together*, and d) *learning to be*. For example, the first pillar refers to "general education" about cultural aspects in order to equip the learner with knowledge to behave openly and respectfully towards different cultures. The second pillar refers to the incorporation of the "necessary competencies that enable the individual to find a place in society" with skills to work efficiently and collaboratively. The third pillar determines the need to make students culturally aware, enhancing knowledge, skills, and values to provide society with respectful and caring individuals. Finally, the fourth pillar becomes more complex and intends to enhance students' self-awareness and to "strengthen a sense of identity and personal meaning" (Delors, 1996, as cited in UNESCO, 2006, pp. 19-20).

Further, UNESCO (2006) embodying these four pillars, establishes three main principles that pave the way for intercultural education. These principles aim to progressively provide all learners with knowledge, attitudes, and skills to contribute to today's society in terms of respect and solidarity towards individual differences. Similarly, on ELT, Miranda (2021) points out that these principles are the basis for training tolerant individuals capable of respecting differences and avoiding stereotypes, and prejudices regarding native (NSs) and non-native speakers (NNSs) of English.

Based on the above, it can be concluded that intercultural education maintains its primary purpose to form individuals who promote a well-balanced, respectful, and harmonious living with different beings.

2.4 Interculturality in the Chilean ELT Context

Chile, as a multicultural country, has sought to integrate the concept of interculturalism through the Bilingual Intercultural Education Programme (*Programa de Educación Intercultural Bilingüe* [PEIB]), created by MINEDUC. This program was one of the first responses to promote indigenous cultures in our country due to the indigenous law published in 1993, which recognizes the need to incorporate a bilingual intercultural education focused on "preparing indigenous students to function adequately in their society of origin as well as in the global society" (Biblioteca del Congreso Nacional de Chile, 1993, article 32). Moreover, With the advent of the General Education Law (*Ley General de Educación* [LGE] 2009), interculturality was introduced as one of the founding principles (art. 3), allowing a major development of the PEIB within the Chilean educational context (MINEDUC, 2011). Thus, generating an educational framework in which the diversity of cultures is considered (Appelgren, 2020).

It is relevant to indicate that in Chile, interculturality constitutes a fundamental pillar in promoting and preserving diverse indigenous cultures (MINEDUC, 2017). Consequently, when it comes to ELT, national guidelines become less explicit regarding how interculturality can be implemented. For example, the Guiding Standards for English Language Teaching Programs (*Estándares Orientadores Para Carreras de Pedagogía en Inglés)* (CPEIP, 2014) indicates that from the disciplinary standard N°9, the future English teacher must be able to integrate cultural aspects of the community, and the various English-speaking communities in their practices to promote a learning environment that appreciates and respects cultures different from their own. Thus, revealing an implicit inclusion of interculturality within ELT, compared to the extensive response to interculturality concerning the indigenous cultures in our country (PEIB).

This imbalance regarding interculturality in the Chilean educational system can be counterproductive regarding the place that English language teaching currently occupies in the national curriculum. While the English language is recognized as a compulsory subject from 5th grade in primary to 4th grade in high school, indigenous languages accomplish an optional character within the national curriculum.

This absence of a similar intercultural approach in both linguistic realities covered in the Chilean educational context, in the words of Stefoni et al. (2016), "hinders the construction of an intercultural school capable of responding to the growing diversity manifested in the classroom" (para. 2).

2.5 Intercultural Competence: Introducing Byram's (1997) Framework

Regarding intercultural competence (IC), UNESCO (2013) defines it as the "abilities to adeptly navigate complex environments marked by an increasing diversity of peoples, cultures, and lifestyles" (p. 5). Additionally, this competence involves the development of behaviors, knowledge, attitudes, and skills, that enhance cultural awareness, and promote effective interaction with people who are linguistically and culturally different from oneself (UNESCO, 2013).

Moreover, it can be observed that the aforementioned definition is linked to what Byram (1997) pointed out in his work *"Teaching and Assessing Intercultural Communicative Competence"*. This author states that IC corresponds to the "individual's ability to communicate and interact across cultural boundaries" (p. 7), and, similarly, establishes *Factors* that deal with knowledge, attitudes, abilities, and cultural awareness within the intercultural exchange (Byram, 1997). Hence, he proposed the intercultural communicative competence (ICC) model to establish a framework that set the guidelines to become interculturally competent. His contribution has been significantly validated by the scientific community in the ELT field over the years.

To set us in context, Byram (1997) started defining a concept for the interaction between

non-native speakers, coined as intercultural communication. This conceptualization goes beyond the native-speakers interaction and comprehends the importance of avoiding recognizing the interaction between non-native speakers as an attempt to reach native standards. Moreover, the characteristics of the interlocutors, regarding their social and cultural context, are fundamental to understanding their interaction. By this, he introduces the concept of "intercultural speaker" for defining non-native speakers "involved in intercultural communication and interaction" (p. 32). Therefore, Byram (1997) elaborates on the concept of intercultural competence (IC), proposing the Intercultural Communicative Competence (ICC) model, which focuses on explaining the development of qualities required for intercultural speakers within intercultural communication. In this way, successful intercultural communication is appreciated as more than an efficient exchange of information and involves awareness for establishing and maintaining relationships between interlocutors.

Additionally, Byram (1997) addressed five dimensions of intercultural competence in his model, coined as *Savoirs* which intercultural speakers must develop to become interculturally competent. These *Savoirs* are the following: Knowledge, Attitudes, Skills of Interpreting and Relating, Skills of Discovery, and Critical Cultural Awareness. Table 2.1 delves into the explanation of each one of these.

Table 2.1 Byram (1997) Explanation of *Savoirs*

Savoirs	Descriptor
Knowledge *(Savoirs)*	Refers to knowledge about "social groups and their products and practices in one's own and one's interlocutor's country and the general processes of societal and individual interaction".
Attitudes *(Savoir Être)*	Refers to attitudes of "curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own".
Skills of interpreting and relating *(Savoir Comprendre)*	Refers to skills as the "ability to interpret a document or event from another culture, explain it, and relate it to documents from one's own.
Skills of discovery and interaction *(SavoirApprendre/ Faire)*	Refers to skills as the "ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes, and skills under the constraints of real-time communication and interaction".

Savoirs	Descriptor
Critical cultural awareness *(Savoir S'engager)*	Refers to the "ability to evaluate critically and based on explicit criteria perspectives, practices, and products in one's own and other cultures and countries".

Note. Information organized by the researchers, and extracted from the book *Teaching and Assessing Intercultural Communicative Competence* (pp. 50-53), M. Byram (1997)*, Multilingual Matters.

2.6 ELT Textbooks

English Language Teaching (ELT) textbooks constitute an essential part of the teaching-learning process; their significance remains within the purpose of "provide the basis for the content of the lessons, the balance of skills taught and the kinds of language practice the students take part in" (Richards, 2005, p. 1).

ELT textbooks complement teachers' lessons by indicating how specific instructions and contents should be followed. Additionally, serve as the student's source of contact with the English language, as well as a defying tool for what students know, perceive, understand, and think about themselves and others when learning a language (Richards, 2005; Zhang & Su, 2021). Moreover, According to Cortazzi and Jin (1999), ELT textbooks build the teacher's and student's viewpoints of culture, and, for this reason, result indispensable that these textbooks promote different types of cultural content. In this way, they concern three fundamental categories of cultural content or focus needed in ELT textbooks which are distinguished into source culture, target culture, and international culture (see Table 2.2). Hence incorporating a variety of cultures and identities within the ELT textbook results helpful for language learners can adopt an open worldview.

Table 2.2 Cultural Content in ELT Textbooks

Cultural Category	Descriptor
Source Culture	Refers to the learners' own culture. This content intends to give major details of the national culture of the particular country of the learners.

Cultural Category	Descriptor
Target Culture	Refers to the native English speakers' culture, i.e., the inner-circle English cultures (such as Australia, Canada, Ireland, New Zealand, the UK, and the USA).
International Culture	Refers to the outer and expanding circle cultures (excepting for the learners' local culture since it is comprehended on the first mentioned type). It comprises a variety of cultures in English or non-English-speaking countries around the world, using English as an international language.

Note. Information organized by the researchers and extracted from *Cultural Mirrors Materials and methods in the ELF classroom* (pp. 204-205), M. Cortazzi and L. Jin (1999), Cambridge University Press.

Similarly, ELT textbooks can be divided depending on their users and their teaching-learning background. Thus, according to López-Barrios and Villanueva de Debat (2014), ELT textbooks can be distinguished into three categories: global, localized, and local. This information is detailed in Table 2.3.

Table 2.3 Types of ELT textbooks

Type	Definition	Location
Global	Intended for use in any part of the world by learners of a specific foreign language level and age range.	Worldwide.
Localized	A global coursebook adapted or localized to make it fit with the learners' background and a national curriculum.	A specific country or region.
Local	Specifically produced for a country or region, sensitive to learner background draws on a national curriculum.	A specific country or region.

Note. Adapted from *Global vs. Local: Does It Matter? (p.* 38), by M. López-Barrios and E. Villanueva de Debat 2014, Palgrave Macmillan.

Consequently, it is essential to remark that the international ELT textbooks, compared with the localized and local ones, are significantly more commercialized. Even when the localized and local types of ELT textbooks are much more accurate and "can be agents of innovation" (López-Barrios & Villanueva de Debat, 2014, p. 39). This situation is reflected in how English language teaching is conducted in countries where it is not one

of the official languages. Herein lies the importance and significance of choosing and using the appropriate ELT type of textbook.

2.7 ELT Textbook Under-Analysis

The present study analyzes each reading passage from the ELT textbook "Student's Book High School English 1", from 2021, provided by the MINEDUC to all the educational establishments subsidized by the State.

This coursebook is an adapted version of the original international pieces of writing, "Achievers A2 Student's Book" and "Achievers B1 Student's Book," created by Martyn Hobbs and Julia Starr, printed by the worldwide ELT material distributor, Richmond Publishing. Under the direction of Rodolfo Hidalgo Caprile, with the publishing Santillana del Pacífico S.A. (Chile) and with the prior permission of the aforementioned Anglo-Saxon publishing house, contributed to the creation of this special and adapted edition called Student's Book High School English 1. Considering that the under-analysis ELT textbook was adapted to the Chilean Curriculum requirements to accommodate the learners' contextual background and adhere to the national curriculum (López-Barrios & Villanueva de Debat, 2014), it can be classified as a localized type. Moreover, the "Student's Book High School English 1" coursebook has as its central audience the students whose educational level corresponds to the first year of secondary school and whose educational establishment is supported by the State. Moreover, the levels of English that the respective textbook covers, based on the Common European Framework of Reference for Language (CEFR), are level A2 and level B1, respectively.

In the next chapter, the researchers elaborate on the elements related to the methodology applied to conduct the research.

CHAPTER III: METHODOLOGY

This chapter clarifies the methodological aspects determined to carry out the study. Therefore, it contains information on the research design, the sampling, the analysis approach, and the data collection instrument applied to achieve the research objective.

3.1 Context

The present research was conducted in Copiapó, Chile, from September to December 2022. The primary objective was to explore the intercultural competence (IC) elements within the reading passages of the ELT textbook "Student's Book High School English 1" provided by the Chilean Ministry of Education (MINEDUC).

3.2 Research Methodology

The research is qualitative with an exploratory design. First, it is qualitative because it deepens in a "complex social reality" in order to "propose[s] continuous improvements to the structure of the social reality emerging from the training of students, teachers, and educational community" (Osses et al., 2006, p. 120; Cerrón, 2019, para. 5). Second, it takes an exploratory design since it intends to examine "a little-studied research problem, one that has not been addressed at all." (Vara, 2012, p. 203), for in Chile the topic of intercultural competence is recent and understudied.

3.3 Sampling

The current research used a convenience sample of sixteen (16) reading passages from the under-analysis Chilean localized-type ELT textbook "Student's Book High School English 1" employed by first-year secondary school students from state-funded educational establishments.

The criteria for particularly selecting the sample were: time (because the study was intended to be completed in one academic semester, approximately four months), as well as availability and cost (because the researchers only had to enter the "National Curriculum" [Curriculum Nacional] website and download the book for free).

It is essential to highlight that the reading passages are conformed by: a) one text, b) activities, c) images, d) and a checkpoint section. In Table 3.1, the under-analysis reading passages are organized.

Table 3.1 Textbook Under-analysis: Reading Passages

Units	Lessons	Reading passages
Unit 1: Days Gone By.	**Lesson 1:** Going Places.	1. A Voyage Into the Past. 2. Breathtaking World.
	Lesson 2: Crime watch.	3. Neighbours Come Together to Talk About Recent Crime Wave in The City. 4. A Retrieved Reformation.
Unit 2: The people around us.	**Lesson 1:** We go together.	5. To All the Friends I've Loved Before. 6. Damon and Pythias.
	Lesson 2: Nice work.	7. The Best Job in The World! 8. The Coolest Jobs Ever.
Unit 3: The Beauty That Surrounds us.	**Lesson 1:** Out and About.	9. Santiago This Weekend. 10. Self Motivation.
	Lesson 2: Science Stuff.	11. Everyday Mysteries: The Science of Our Daily Lives! 12. Living With Machines: Horizon Zero Dawn Review.
Unit 4: Great Moments.	**Lesson 1:** The Big Screen.	13. Encounters! An Exciting New Thriller. 14. "The Hunger Games" Extract.
	Lesson 2: Teen success.	15. Teen tips. 16. Great Initiatives.

Note. Information organized by the researchers, and extracted from *Student's Book High School English 1,* by M. Hobbs and J. Starr, 2021, Santillana del Pacífico S.A.

3.4 Data Analysis

To examine whether intercultural competence was reflected in the sample, the researchers' group concluded to analyze the texts through content analysis (CA) approach. This one was particularly useful since it is unobtrusive, transparent, flexible (Luo, 2022), and allows to "test theoretical issues to enhance understanding of the data" (Cavanagh, 1997, p. 5). That is to say, through content analysis, researchers were able to elaborate on the meaning comprehension of the phenomenon under study.

The content analysis approach is a four steps-based model: coding, categorizing, comparing, and concluding (Cohen et al., 2007). However, as the current study was based on the previously created content analysis model by Edalati (2016), who based it on Byram's (1997) Intercultural Competence framework, both coding and categorization steps were already given.

To conform the **coding**, Edalati took four (*Knowledge, Attitudes, Skills of interpreting and relating,* and *Skills of discovery)* from the five *Savoirs (*or *Factors)* that Byram (1997) proposed. Since the purpose of Edalati's study was to determine the fostering of intercultural competence in a series of textbooks' learning tasks, two ***Savoirs*** were excluded. The first one was *Skills of Interaction (Savoir Faire)*, given that it involved in-real time interactions with people from other cultures, and the second one was *Critical Cultural Awareness* (*Savoir S'engager*), given that it summarized all the *Savoirs* (so it would be redundant). Therefore, given the current study's objective, the researchers concluded that Edalati's coding was accurate.

Edalati organized the **categories** for each code according to some of the objectives of the *Savoir* or *Factor* established by Byram (1997). However, because the researchers wanted to examine the reading passages instead of learning activities (as Edalati did) some aspects of the proposed categories were adapted (see Table 3.2 to find the adapted categories), and also Cortazzi and Jin's (1999) framework was added. This last decision was made given the current international character of the English language, i.e., the EIL

paradigm. Thus, it was necessary to have a robust perspective of interculturality as an exchange between the target, source, and international culture. First, target culture refers to the English-speaking countries, i.e., the inner circle (USA, UK, Australia, Canada, Ireland, and New Zealand). Second, source culture refers to Chile (products, practices, perspectives, communities, and persons). Finally, international culture refers to all the cultures in the world except for Chile and the English-speaking countries, that is to say to the outer and expanding circle but leaving out Chile.

Table 3.2 Content Analysis Categorization

Coding	Categories
Knowledge *Savoirs*	1. Factual knowledge of culture. 2. Knowledge of the levels of formality in social interaction.
Attitudes *Savoir Être*	1. Discovering new perspectives on cultures. 2. Questioning values and presuppositions in one's culture.
Skills of interpreting and relating S*avoir Comprendre*	1. Relating cultures and cultural events. 2. Identifying ethnocentric perspectives. 3. Identifying causes of dysfunction in interaction between cultures.
Skills of discovery S*avoir Apprendre*	1. Acquiring and eliciting new information on cultural issues.

Note. Adapted from "Criteria for Identifying and Analyzing IC Learning Tasks*"* (p. 844), by S. Edalati, 2016, *Journal of Modern Education Review*, 6(11).

3.5 Instrument

Research information was collected by drafting a systematized textual reading of the reading passages under-analysis. The previously elaborated codes and categories were arranged in a checklist to conduct the guided reading to determine whether the passages reflected intercultural competence (see Table 3.3 for more detailed information about the instrument).

Next chapter delves on the study's findings and analysis accomplished by the checklist.

Table 3.3 Checklist for Identifying IC in the Reading Passages

Unit:			
Lesson:			
Reading Passage:			
Knowledge (Savoirs*)*		Y	N
Factual knowledge of culture.	The reading passage in this category provides information about culture (source, target, and international culture) in terms of events, products, significant individuals, emblems, conventions, and institutions.		
Knowledge of the levels of formality in social interaction.	The reading passage in this category provides information about levels of formality in the language and/or non-verbal behavior of interaction of the cultural systems (source, target, and international culture).		
Attitudes (Savoir Être*)*		Y	N
Discovering new perspectives on cultures.	The reading passage in this category invites learners to find different perspectives about the source, target, and international culture.		
Questioning values and presuppositions in one's own culture.	The reading passage in this category attracts attention to presuppositions, generalizations, and/or stereotypes about the source, target, and international culture.		
Skills of interpreting and relating (*Savoir Comprendre)*		Y	N
Relating cultures and cultural aspects.	The reading passage in this category provides with cultural aspects and attracts attention to differences and similarities between source, target, and international culture.		
Identifying ethnocentric perspectives.	The reading passage in this category provides with content from different cultures (source, target, and international culture), encouraging the identification and explanation of ethnocentric perspectives.		
Identifying causes of dysfunction in interaction between cultures.	In this category, the reading passage attracts attention to misunderstandings and dysfunctions in interactions between different cultures (source, target, and international culture) and helps them find common ground.		
Skills of discovery (S*avoir Apprendre)*		Y	N
Acquiring and eliciting new information on cultural issues.	The reading passage in this category invites learners to find out new knowledge of cultures (source, target, and international culture) from other sources.		

Note. Information organized by the researchers and extracted from "Criteria for Identifying and Analyzing IC Learning Tasks"*,* by S. Edalati, 2016, *Journal of Modern Education Review*, 6(11). Y corresponds to yes, and N corresponds to No.

CHAPTER IV: ANALYSIS

To conduct this study four thematic codes were analyzed and identified within the selected sampling of the under-analysis ELT textbook "Student's Book High School English 1" provided by the Chilean Ministry of Education. Hence, the following analysis is organized into four criteria: *Knowledge, Attitudes, Skills of Interpreting and Relating,* and *Skills of Discovery.*

4.1 Knowledge

In this section, the analysis focused on identifying the code *Knowledge (Savoirs)* within the sixteen reading passages. This code was divided into two categories: *a) Factual Knowledge of Culture (*K1), and *b) Knowledge of the Levels of Formality in Social Interaction* (K2)*.*

In six out of the sixteen analyzed reading passages were possible to find the *Knowledge Factor*, more specifically, information related to the K1 category, i.e., cultural information whether about events, products, places, facts, etc. from international, target, and/or source culture. These reading passages were: *A Voyage Into the Past (RP1), Breathtaking World (RP2), To All the Friends I've Loved Before (RP5), Damon and Pythias (RP6), Santiago This Weekend (RP9),* and *"The Hunger Games" Extract (RP14).* Next, Table 4.1 presents examples of the Factual Knowledge of cultures category identified in the aforementioned reading passages.

Table 4.1 Representations of Category K1 in the Reading Passages

Reading Passage	Examples
A Voyage Into the Past (RP1).	4000 years ago, the Ancient Egyptians built incredible pyramids…. The Norwegian explorer, Thor Heyerdahl, wanted to prove it was possible. African boat builders built a 15-metre-long reed boat in Egypt and drove it on a lorry to the port of Safi, Morocco. He named the boat Ra, after the Egyptian Sun God. They started their journey across the Atlantic Ocean on 25th

Reading Passage	Examples
A Voyage Into the Past (RP1)	May, 1969…they travelled 4 284 kilometres in 54 days. Unfortunately, only a week from Barbados, Ra broke in half, and the crew couldn't complete the journey. Finally, in July 1970, Ra II reached Barbados after a 57- day journey of 5 260 kilometres. This proved that people could sail across the Atlantic Ocean in a simple boat (Hobbs & Starr, 2021, pp. 8-9).
Breathtaking World (RP2)	Mount Everest in the Himalayas is the highest at 8 482 metres above sea level… Mont Blanc, the highest mountain in Europe, is a baby compared to Mount Everest at 4 807 metres above sea level… The Mid-Ocean Ridge system is the longest mountain range in the world at 56 000 km long, but it's underwater! So the world's largest desert is actually Antarctica! It covers 14 million km2 – that's more than ten times the size of Chile! It's also the world's coldest continent! The largest hot desert in the world is the Sahara in North Africa. It's over 9 million km2. The hottest temperature on Earth was recorded there at 58°C. However, it's not the driest place in the world – that's the Atacama Desert, in Chile. Mariana Trench, which is the deepest place on Earth. It's 10 918 metres deep – the height of 36 Costanera Centre Buildings! Some places on land are lower than sea level too. The lowest point is the Dead Sea, at 400 metres below sea level. It's so salty that you can float on your back and check your mobile phone at the same time! (Hobbs & Starr, 2021, pp. 13-15).
To All the Friends I've Loved Before (RP5)	"Lana Condor and Noah Centineo are inseparable … they only met just before auditioning for the trendy 2018 film To All the Boys I've Loved Before!" (Hobbs & Starr, 2021, p. 34).
Damon and Pythias (RP6)	"The city of Syracuse was once ruled by a clever but very cruel man called Dionysius.… A certain Greek called Pythias would betray him…. Pythias replied that he had a friend name Damon" (Hobbs & Starr, 2021, p. 40).
Santiago This Weekend (RP9)	The Historical Centre…. Around the plaza you can find several historical buildings such as the Metropolitan

Reading Passages	Examples
Santiago This Weekend (RP9)	Cathedral of Santiago and the Central Post Office. Normal Park…. This park is an emblematic area of the city centre. In addition to the green areas, you can find museums such as the National History Museum, and the Science and Technology Museum. Its surroundings include places such as the Santiago Library and the Cultural Centre Matucana 100 San Cristobal Hill…. This hill is the home of the Metropolitan Park and it's absolutely enormous. You may have already seen the white Virgin Mary, which can be seen from quite far away, sitting atop the hill. Baha'i Temple…. You must come to this striking temple that sits right at the base of the Andes: it's one of a kind in South America. Although you may not necessarily share the Baha'i faith, It's got some gorgeous gardens and picnic areas (Hobbs & Starr, 2021, p. 60-61).
"The Hunger Games" Extract (RP14)	"The Hunger Games" by Suzanne Collins extract at page 92.

The reading passage *A Voyage Into the Past* (RP1) deals with K1 since it portrays information about products related to international culture. It talks about an expedition (historical event) in which the Norwegian explorer, Thor Heyerdahl (emblematic person), carried out a boat sail through the Atlantic Ocean in order to prove it was possible that Ancient Egyptians built pyramids in Mexico just as they did on their own territory (place).

The reading passage *Breathtaking World* (RP2) provides factual knowledge about places in the world. It talks about Mountains such as Mount Everest in the Himalayas, Mont Blanc in Europe, and Mid-Ocean Ridge (international culture). Deserts as the Antarctic, which is compared to the Sahara and the Atacama one (source culture). As well as other geographical information related to "water" (Pacific Ocean, Mariana Trench, and Dead Sea) providing facts about each one of these places.

The reading passage *To All the Friends I've Loved Before* (RP5) provides factual knowledge about a product (movie) and significant individuals too, being possible to recognize K1. The main text introduces the readers to information about two movie characters from the target culture (Noah Centineo and Lana Condor).

The reading passage *Damon and Pythias* (RP6) presents factual knowledge from international culture since it introduces a well-known legend from ancient Greek culture that promotes the values of friendship. The text contextualizes the history mentioning places and information about significant individuals of this culture (Damon and Pythias), and also presents visual support in which L2 learners can see typical clothing from that time receiving more cultural information.

The reading passage *Santiago This Weekend* (RP9) provides factual knowledge of the source culture, more specifically about places (product), since it introduces some places in Santiago city where people can go and spend a nice time.

Finally, the reading passage *Hunger Games (RP14)* accomplishes with providing factual knowledge since it presents factual knowledge of the target culture literature as it provides an extract from this well-known book written by the American writer Suzanne Collins.

Table 4.2 summarizes the overall results obtained from the applied checklist. Here it can be clearly seen that in six out of the sixteen reading passages was possible to identify the factor of *Knowledge*, and just in the category *Factual Knowledge of Cultures* (K1) leaving out the category of *Knowledge of the Levels of Formality in Social Interaction (*K2).

Table 4.2 Knowledge Analysis Results

	RP1	RP2	RP3	RP4	RP5	RP6	RP7	RP8	RP9	RP10	RP11	RP12	RP13	RP14	RP15	RP16
K1	Y	Y	N	N	Y	Y	N	N	Y	N	N	N	N	N	Y	N
K2	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N

Note. This Table represents the data collection. RP refers to the reading passage, and the number corresponds to its position in the under-analyzed ELT textbook. K1 refers to the first category Factual Knowledge of Cultures K2 refers to the second category Knowledge of the Levels of Formality in Social Interaction. Y corresponds to Yes. N corresponds to No.

4.2 Attitudes

In this section, the analysis focused on examining whether the reading passages portrayed the *Attitudes (Savoir Être)* to promote the students' intercultural competence. To conduct the analysis of this code (Attitudes), two categories were identified: The first one was a) *Discovering New Perspectives on Cultures* (A1)*, and the second one was b) *Questioning Values and Presuppositions in One's Own Culture* (A2).

Of the sixteen reading passages analyzed, just three were directed to the *Attitudes Factor*, and it was only possible to identify information related to the first category. This is, in only three reading passages learners were encouraged to find or discuss different cultural perspectives either from source culture, target culture, or international culture (A1). The reading passages were: *A Voyage Into the Past* (RP1), *Damon and Pythias* (RP6), and *Santiago This Weekend* (RP9). Below, Table 4.3 presents examples of segments from the three aforementioned reading passages in which the A1 category was identified

Table 4.3 Representations of Category A1 in the Reading Passages

Reading Passage	Examples
A Voyage Into the Past (RP1).	"What are the advantages and disadvantages of working with people from different countries? Why?" (Hobbs & Starr, 2021, p. 9).
Damon and Pythias (RP6).	"The city of Syracuse was once ruled by a clever but very cruel man called Dionysius … One day, He suspected a certain Greek called Pythias would betray him and his anger was so terrible that he arrested Pythias and sentenced him to death" (Hobbs & Starr, 2021, p. 40).
Santiago This Weekend (RP9).	"Would you like to visit places described in the article? Why? / Why not? … Do you think it is important that people know more about the place where they live? Why?... How can we encourage people to visit these types of locations to know more about their history?" (Hobbs & Starr, 2021, p. 61).

In the reading passage, *A Voyage Into the Past* (RP1) was possible to identify the category *discovering new perspectives on cultures* (A1) because as can be seen in Table

4.3 throughout a discussion question learners are attracted to explore their knowledge and from there, generate a discussion of what they consider to be advantages and disadvantages of getting along with other people from other countries (it could be from source, target or international culture) providing with different perspectives.

In the sixth reading passage, *Damon and Pythias* (RP6), it was possible to identify the A1 category. The text from this reading passage attracts the readers' attention to behavioral aspects present in the ancient Greek culture (international culture) through this representation of the tyrant emperor, common in ancient Greek literature.

Finally, in the reading passage *Santiago This Weekend* RP9 it was possible to identify category A1 because in the discussion activity (as well as in RP1) learners are invited to discover new perspectives on culture. More specifically, students are attracted to thinking and talking about cultural products (places) of the Chilean culture (source culture). This activity asks them to analyze their thinking or knowledge of the source culture to share and discuss their own perspectives.

Table 4.4 summarizes the overall results obtained from the applied checklist. Here it can be observed that from all the reading passages analyzed, there are some types (three) that address the Attitudes *Factor*, however, it does not do so in its entirety, since it only covers one of the two categories: *Discovering New Perspectives on Cultures* (A1), inviting learners to find new perspectives on their own and other cultures through discussions.

Table 4.4 Attitudes Analysis Results

	R P 1	R P 2	R P 3	R P 4	R P 5	R P 6	R P 7	R P 8	R P 9	R P 10	R P 11	R P 12	R P 13	R P 14	R P 15	R P 16
A1	**Y**	N	N	N	N	**Y**	N	N	**Y**	N	N	N	N	N	N	N
A2	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N

Note. This Table represents the data collection. RP refers to the reading passage, and the number corresponds to its position in the under-analyzed ELT textbook. A1 refers to the

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first category Discovering New Perspectives on Cultures. A2 refers to the second category Questioning Values and Presuppositions in One's Own Culture. Y corresponds to Yes. Finally, N corresponds to No.

4.3 Skills of Interpreting and Relating

In this section, the analysis focused on identifying *Skills of Interpreting and Relating (Savoirs Comprendre).* This code was divided into three categories: *a) Relating Cultures and Cultural Aspects* (SIR1)*, b) Identifying Ethnocentric Perspectives* (SIR2), and *c) Identifying Causes of Dysfunction in the Interaction Between Cultures* (SIR3).

Of the sixteen reading passages analyzed, only in two it was possible to observe the presence of *Skills of Interpreting and Relating.* The first one was reading passage number one *A Voyage Into the Past* (RP1), in which it was possible to identify information related to the categories SIR1 and SIR3. Whilst, in the reading passage number two *Breathtaking World* (RP2), it was only possible to observe information related to the first category; SIR1.

The following Table 4.5 portrays the examples of the segments in which the SR1 category could be identified.

Table 4.5 Representations of Category SIR1 in the Reading Passages

Reading Passage	Examples
A Voyage Into the Past (RP1).	"What are the advantages and disadvantages of working with people from different countries? Why?" (Hobbs & Starr, 2021, p. 9).
Breathtaking World (RP2).	"Mont Blanc, the highest mountain in Europe, is a baby compared to Mount Everest at 4,807 meters above sea level… the world's largest desert is actually Antarctica! It covers 14 million km², that's more than ten times the size of Chile!... The largest hot desert in the world is the Sahara in North Africa… However, it's not the driest place in the world – that's the Atacama Desert, in Chile" (Hobbs & Starr, 2021, pp. 13-14).

In reading passage number one, *A Voyage Into the Past* (RP1), it could be observed that learners were invited to relate cultures. This occurs through the example mentioned in Table 4.5 above, in which students were asked to find differences and similarities (indirectly) in order to find the advantages and disadvantages of working with people from different countries (which could compromise target, source, and/or international culture).

In reading passage three, *Breathtaking World* (RP2), it could be observed that the text provides learners with information about landscapes around the world accompanied by photographic material. The text examples in Table 4.5 show differences and similarities between countries from the international and source culture (Chile) regarding cultural products (places such as mountains).

Now, concerning the other category found, *Identifying Causes of Dysfunction in the Interaction Between Cultures* (SIR3). It was possible to identify it only in one reading passage: *A Voyage Into the Past* (RP1). The following Table 4.6 indicates to which section and segment the information that was explained corresponds.

Table 4.6 Representations of Category SIR3 in the Reading Passages

Reading Passage	Examples
A Voyage Into the Past (RP1).	"What are the advantages and disadvantages of working with people from different countries? Why?" (Hobbs & Starr, 2021, p. 9).

According to the table above, within the reading passage *A Voyage Into the Past* (RP1), it was possible to identify category SIR3 since in the example pointed out learners are encouraged to find dysfunctions or misunderstandings that could arise when working together with people from different cultures, source, target, or international, by asking about the disadvantages, leading them to find a common ground when asking about advantages.

The following Table 4.7 summarizes the data collected within the sampling through the checklist. Here it can be observed that only two of the three categories proposed are achieved (*Relating Cultures and Cultural Aspects* and *Identifying Causes of Dysfunction in Interaction Between Cultures*), leaving out the identification and explanation of different ethnocentric perspectives.

Table 4.7 Skills of Interpreting and Relating Analysis Results

	RP1	RP2	RP3	RP4	RP5	RP6	RP7	RP8	RP9	RP10	RP11	RP12	RP13	RP14	RP15	RP16
SIR1	Y	Y	N	N	N	N	N	N	N	N	N	N	N	N	N	N
SIR2	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
SIR3	Y	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N

Note. This Table represents the data collection. RP refers to the reading passage, and the number corresponds to its position in the under-analyzed ELT textbook. SIR1 refers to the first category Relating Cultures and Cultural Aspects. SIR2 refers to the second category Identifying Ethnocentric Perspectives. SIR3 refers to the third and last category Identifying Causes of Dysfunction in the Interaction Between Cultures. Y corresponds to Yes. Finally, N corresponds to No.

4.4 Skills of Discovery

In this section, the analysis of the reading passages focused on the *Skills of Discovery (Savoir Apprendre)*. This code was divided into one category: a) *Acquiring and Eliciting New Information on Cultural Issues.* This category had to do with the ability to acquire new knowledge of different cultures (source, target, and/or international cultures).

The analysis showed that only one of sixteen reading passages promoted this ability. The name of it was *Santiago This Weekend* (RP9). In Table 4.8, specific examples of the representations of this category are shown.

Table 4.8 Examples of Category SD1 on the Reading Passages

Reading Passage	Examples
Santiago This Weekend (RP9)	"Follow the steps from Extra Material 1 to prepare a presentation about an important location" (Hobbs & Starr, 2021, p. 61).

In *Santiago This Weekend* (RP9), through the checkpoint activity, the textbook allows students to find new and different locations, giving them a link in which they can investigate more about the subject and exploring about places (cultural products) of the Chilean country (source culture).

Next, in Table 4.9 an overview of the data collected within the sampling through the checklist can be found. Here it can be clearly observed that only one out of the sixteen reading passages analyzed presented and demonstrated the factor of *Skills of Discovery,* promoting the students' interest in finding cultural knowledge from other sources, in this case from their own country Chile (source culture).

Table 4.9 Skills of Discovery Analysis Results

	R P 1	R P 2	R P 3	R P 4	R P 5	R P 6	R P 7	R P 8	R P 9	R P 10	R P 11	R P 12	R P 13	R P 14	R P 15	R P 16
SD1	N	N	N	N	N	N	N	N	**Y**	N	N	N	N	N	N	N

Note. This Table represents the data collection. RP refers to the reading passage, and the number corresponds to its position in the under-analyzed ELT textbook. SD1 refers to Acquiring and Eliciting New Information on Cultural Issues. Y corresponds to Yes. Finally, N corresponds to No.

Next, in the following section the results extracted from the data analysis will be discussed. This is in order to answer the two research questions proposed at the beginning of the research report.

CHAPTER V: DISCUSSION

To examine whether the sixteen under-analyzed reading passages promote intercultural competence, an elaborated discussion of the research questions will be provided in this chapter. The research questions were the following:

a) To what extent do the content of the reading passages from the ELT textbook "Student's Book High School English 1" promote learners' intercultural competence?

b) How effective are the *Intercultural Competence Savoirs* addressed in the reading passages from the "Student's Book High School English 1*"* ELT textbook provided by the Chilean Ministry of Education?

The present section bases its interpretations according to Byram's (1997) Intercultural Competence framework as well as the categories of cultural content emanated from Cortazzi and Jin (1999). This is with the purpose of analyzing the intercultural competence in the complete panorama of English as an international language (EIL), i.e., the contact language which allows exchanges between people from different cultures and languages (Pickering, 2006).

It is of utmost relevance to remark that although Byram (1997) comprehends that for someone to be interculturally competent, five *Savoirs* (or *Factors)* must be achieved; *Knowledge, Attitudes, Skills of Interpreting and Relating, Skills of Discovery and Interaction*, and *Critical Cultural Awareness* for purposes of the present research, only four of them were taken into account to be analyzed within the selected sample. These *Factors* were: *Knowledge, Attitudes, Skills of interpreting and relating, and Skills of discovery* (see Table 3.3 for more details). Thus, the *Skills of Interaction Factor* (part of *Skills of Discovery)* and *Critical Cultural Awareness* were excluded. This decision was taken because the first one contemplated real-life interactions between intercultural speakers in the classroom surrounding, an activity which was impossible to observe through the content analysis applied to the readings; meanwhile the second one required to make use of the four aforementioned *Savoirs*, so it was redundant analyze it.

5.1 Discussion Related to Research Question Number One

The first research question (RQ1) of this study aims at determining to what extent the content presented in the reading passages of the ELT textbook "Student's Book High School English 1*"*, provided by the MINEDUC (either through the text, images, activities, or checkpoints), promotes in the student the development of knowledge, attitudes and skills in order to acquire intercultural competence.

The results have shown that the reading passages did not accomplish all the established *Savoirs.* According to Byram's (1997) intercultural competence framework, *Savoirs* compose the steps that progressively guide the individual to develop intercultural competence while learning the target language, thus affirming that each of them complies with an important and essential role in the student's intercultural competence development. Those *Savoirs* start from the least complex (*Knowledge*) to the most elaborated (*Attitudes, Skills of Interpreting and Relating,* and *Skills of Discovery*) seeking to equip the student with what is necessary to become an individual capable of functioning effectively in diverse multicultural contexts through English as a contact language (UNESCO, 2013; Pickering, 2006). Thus, it is necessary for all of them to be concurrently achieved to determine that certain content, in this case reading passages, enhances learners to develop intercultural competence. Something that evidently does not happen here, for only six out of sixteen reading passages are awarded to one, or a maximum of three of the four established *Savoirs.* Therefore, from these, six are identified to the *Knowledge* code, three to the *Attitudes* code, two to the *Skills of Interpreting and Relating* code, and only one to the *Skills of Discovery code.*

So, in general, the reading passages reveal that they do not address all **Savoirs** and that there is a prominent predominance of one of them as well as a wide scarcity in the presence of others. This remarkable imbalance portrays the significance of the answer to research question number one, for students are mostly provided with basic supplies (*Knowledge*) that just assemble a certain part of the whole in order to develop intercultural competence. Lacking those dimensions of a more complex character

(*Attitudes, Skills of Interpreting and Relating,* and *Skills of Discovery)* that elevate L2 learners to be interculturally competent, i.e., the capability to interact efficiently with individuals of different languages and origins with openness and diversity perspective (Miranda, 2021).

A similar result was revealed in the study carried out by Edalati (2016) who analyzed the learning tasks of an international-type ELT textbook, and similarly found that intercultural competence was not promoted since *Knowledge* "were not equally addressed in the textbook learning tasks" (p. 848). Moreover, the results are consistent with those of Äijälä (2009) who shares the objective of analyzing the tasks, but in this particular case from a local-type ELT textbook, finding (as well) that they were not promoters of intercultural competence, evidencing the tendency of the *Knowledge Factor*. It is somewhat surprising that in the three types of ELT textbooks analyzed, i.e., global, local, and localized (López-Barrios & Villanueva de Debat, 2014), all the *Savoirs* necessary to develop intercultural competence are not met, remaining mostly in the primary step to reach it. Hence, it is evident that even though the studies were focused on different types of ELT textbooks and conducted in different years (2009, 2016, and 2022 respectively), how the content of these nurtures interculturality is still a latent problem.

In summary, it is understood that the reading passages in the localized ELT textbook "Student's Book High School English 1", provided by MINEDUC to first-grade students, promote to a low extent intercultural competence given that in more than half of the *IC Savoirs* needed to compose or guide the achievement of intercultural competence cannot be identified all at once, as established by Byram (1997).

Finally, it is of utmost relevance to remark that this section is closely related to the specific objectives number one and two of the present research because; a) it reveals the requirements to comply with the intercultural competence in the ELT field (the four *Savoirs* necessary to establish that a reading passage fosters the intercultural competence), and b) it deeps into an analysis of the reading passages based on Byram's

framework from 1997 examining part by part the gathered data in order to answer research question number one.

5.2 Discussion Related to Research Question Number Two

The second and final research question was related to identifying the effectiveness with which the addressed *Savoirs* were developed within the reading passages from the under-analysis ELT textbook "Student's Book High School English 1" provided by the MINEDUC.

The results have shown that *Savoirs* addressed are deficient. First, because all the reading passages, except for one, do not manage to identify all their categories, and second because the content represented in the addressed *Savoirs* is superficial and tends to an overrepresentation of a certain cultural category rather than all of them (source, target, and international culture), as Cortazzi and Jin (1999) establish should be done at ELT textbooks.

It is important to highlight that the following sections are linked to specific objectives two and three since they are points that could be derived from the analysis and categorization based on Byram's (1997) framework of each reading passage under analysis. These sections elaborate on the points mentioned in the previous paragraph where the effectiveness of intercultural competence can be seen as affected.

5.2.1 Categories Addressed

In concordance with the findings, none of the *Savoirs* addressed (except for one in a particular reading passage) identifies with all of its established categories. These categories are made up according to the objectives in Byram's (1997) framework, which specifies what must be accomplished in each *Savoir* to develop intercultural competence; in this case, the goals each reading passage content should achieve. Thus, the ***Savoirs*** managed are not competent since they are partially met, since only a few

goals or categories can be identified in each. Limiting the student teaching-learning process, and reflecting on the superficiality with which the under-analysis reading passages treat the contents.

5.2.2 Superficiality

The *Savoirs* addressed in the six reading passages result in being superficial, due to the type of cultural information they deliver and how they do it. Thus, these address the different dimensions, whether texts, activities, images, and checkpoints, in an insubstantial way, preventing an effective accomplishment of the *Savoir*.

Firstly, in the *Knowledge Factor* from the two established categories, only one is achieved: *Factual Knowledge.* Given the characteristics of this category, the L2 learners receive information merely related to concrete data, i.e., tangible and intangible products such as places, historical events, significant people, or art forms (Moran, 2001). Therefore, the knowledge with which they are provided does not imply greater relevance for their learning process or the development of more complex skills, given that it specifically refers to visible and measurable cultural manifestations, i.e., Big C type-culture (Paricio, 2014). In addition, since the second category is left out, there is no information related to the levels of verbal and/or non-verbal interactions between the source, target, and international culture. An essential dimension to be considered. As Byram (1997) states it is not enough to nurture de L2 learners with "declarative knowledge" but also supply them with "procedural knowledge of how to act in specific circumstances" (p. 36). To summarize, given that just one of the two categories is achieved, the information with which the learners are equipped about the source, target, and/or international culture ends up being basic and simplistic.

Second, in the *Attitudes Factor*, something similar happens because of the two established categories only the first one related to knowledge of other perspectives is addressed. Here, students are encouraged to discover and discuss different perspectives on cultures, yet the information provided is not that profound and significant to go

further and develop intercultural competence. Since the second category is left out, students cannot achieve the capability to develop a critical attitude toward values, generalizations, or stereotypes of the source, target, and international culture, which are essential. As Byram (1997) states these instances allow individuals to "dismantle their preceding structure of subjective reality and reconstruct it according to new norms" (p. 34). Thus, given that just one of the two categories is achieved, the information with which the learners remain at a very simplistic level of intercultural attitude development, as they are limited to elaborating and talking about them but are prevented from gaining new perspectives and ways to understand the world.

Third, in the *Skills of Interpreting and Relating Factor*, of the three categories established, two were identified within the sample analyzed. These categories demonstrated that the reading passages analyzed were able to expose learners to the differences and similarities between the culture of origin, the target culture, and the international culture, as well as the causes of dysfunction in cross-cultural interaction. However, it is noteworthy that none of the reading passages provided L2 learners with information related to historical content from another culture for the purpose of identifying different ethnocentric perspectives. Hence, even though the reading passages provide learners with the opportunity to discern between similar and different aspects, it prevents them from recognizing ethnocentric perspectives and developing the skill of identifying when a situation demonstrates that "two people are misunderstanding each other because of their ethnocentrism", as well as "identify and explain the pre-suppositions in a statement in order to reduce the dysfunction they cause" (Byram, 1997, p. 52).

Finally, regarding the *Skills of Discovery Factor,* although it is the only one that is fully achieved, it only happens in one of the sixteen reading passages. Moreover, the way in which it invites learners to look up new cultural knowledge from another source(s) refers merely to products. In this particular case, on making a presentation about a Chilean city, i.e., the source culture. Leaving out the target and international culture, which are important cultural categories to consider in order to avoid Western-culture

overrepresentation as well as misinterpretations of cultural representation in students' understanding (Richards, 2005; Cortazzi and Jin, 1997). Thus, students are encouraged to discover new cultural knowledge, for they are limited just to their own culture, preventing them from expanding their viewpoint on others.

In summary, it is understood that the addressed *Savoirs* in the sixteen reading passages are ineffective since they simply conduct or attract the L2 learner to describe, reestablish, and indicate certain products without generating a connection beyond the use of L2 itself. Thus, the content of the reading passages is simply limited and superficial since it only provides information that later serves to put certain structures of the English language into practice.

5.2.3 Overrepresentation

Finally, hand in hand with the point previously made about superficiality, it is considered that the *Savoirs* addressed in the sixteen reading passages are ineffective due to the overrepresentation of one of the three cultural categories, i.e., source, target, and international culture.

Cortazzi and Jin (1999) establish that ELT textbooks in order to accomplish the current paradigm of English as an international language (EIL) and enhance student intercultural competence should be diverse in terms of the cultures and identities that they portray. That is to say, in this particular case, the *Savoirs* addressed in each respective reading passage should incorporate the source, target, and international culture. However, this does not happen, for the findings showed that within the *Savoir* addressed in the six reading passages, the most frequent cultural category was the target culture, i.e., the inner-circle native English-speaking countries' culture (Cortazzi & Jin, 1999; Kachru, 1985), being identified on five occasions meanwhile international culture and source culture were rarely found (about two or three times).

In addition, it is important to remark that the reading passages analyzed are from a localized type of ELT textbook, which means that its content was not created and intended specifically by and for the Chilean educational community and its educational context. Hence, it was adapted to the Chilean curriculum from two global-type ELT textbooks intended to be used at any educational establishment in the world (López-Barrios & Villanueva de Debat, 2014). Therefore, this could result in the main or one of the triggering *Factors* giving significance to this overrepresentation of the target culture.

Finally, it is concluded that the *Savoirs* addressed are deficient since there is an imbalance in terms of cultural categories contradicting Cortazzi and Jin's (1999) model. They assert that textbooks should reflect a variety of cultures and identities in order to support the adoption of a global mindset by students. In this analysis, however, it was possible to observe that the aforementioned objective is not achieved and instead establishes precisely what is not sought: cultural overrepresentation.

Overall, the importance of this scope lies in understanding that ELT textbooks could be the only or one of the few determinants from which students can know or understand their own culture or other cultures globally (Zhang & Su, 2021). The fact that the ELT textbook "Student's Book High School English 1" provided by the Chilean Ministry of Education does not comply with what is necessary to enhance the intercultural competence of students, determines an obstacle regarding the establishment of an intercultural school that possesses the ability to provide a solution to the undeniable diversity that occurs within the classroom (Stefoni et al, 2016). Additionally, the results of this analysis are a mirror of the low response to intercultural aspects that exist in the Chilean ELT context, even when this subject on Chilean education has an important place.

In the next chapter, the final comments about the carried-out research will be expressed. In addition, a general description of the objective of the study, pedagogical implications, and contributions will be disclosed as well as recommendations for further studies.

CHAPTER VI: CONCLUSION

This study aimed at determining if intercultural competence was being promoted within the reading passages from the ELT textbook "Student's Book High School English 1" provided by the Chilean Ministry of Education to first-year secondary State-funded educational establishments. Based on exploratory-qualitative research, the results of the data analysis allowed the researchers to determine that the reading passages of the ELT textbook "Student's Book High School English 1" did not promote Intercultural Competence through its sixteen reading passages since these did not accomplish the four IC Factors from the ICC framework of Byram (1997). The analysis of each component of the reading passages (texts, activities, images, and checkpoints), had shown that there exists an inequality distribution of the IC factors, which led to a low promotion of learners' intercultural competencies. Similarly, it could be possible to identify that the aforementioned imbalance was also accompanied by a deficiency regarding the IC factors addressed. Thus, demonstrating the superficiality and overrepresentation in the cultural content provided by the sample analyzed directly impacted the development of intercultural competence. Undoubtedly, the concept and incorporation of intercultural competence in ELT is something that has yet to be developed in depth.

Therefore, this study contributes to the early incorporation of this topic, serving as a starting point to establish a dialogue on the development of intercultural competence through the contents present in the ELT textbooks provided by the Chilean Ministry of Education (MINEDUC). Together with this, it is a contribution to the knowledge of ELT teachers as to how the intercultural dimension is approached in second language learning.

Through this study, teachers benefit from the contribution of the checklist created, adapted from Edalati's (2016) model, and implemented in this study by the researchers, which can be applied to future research that shares the point of view taken in this study.

Finally, another important point is the literary contribution to the theoretical field of intercultural competence in Chile, in addition, this study seeks to be an initiator in curricular changes or educational policies, trying to generate forceful discussions on the promotion of intercultural competence in ELT textbooks provided by the MINEDUC.

However, the results of this investigation also must be considered based on their limitations. Given its specific characteristics, the present study attains three main limitations which will be elaborated on next:

1. As the researchers' time to complete the study was restricted to a couple of months, the size of the sampling was limited. This considering that: a) the investigation focused just on one ELT textbook provided by the MINEDUC, and b) that it only focused on its reading passages. It may be that certain relevant aspects for the conclusions and purpose of the investigation have been left out.

2. Since this research takes an exploratory type design, it only provides knowledge about the research problem but does not provide solutions to the identified gap.

3. Due to the recentness of the research topic for the Chilean context. There was little or no literature regarding guidelines for examining intercultural competence in the ELT area in the national curriculum.

Finally, in light of the research findings and limitations, the following three recommendations for further studies are pointed out:

1. Expand the sampling, whether by analyzing the whole "Student's Book High School English 1" ELT textbook, or adding other ELT textbooks provided by the MINEDUC.

2. Test empirically the reading passages in a group of students in order to confirm the interpretations.

3. Explore student and teacher perspectives on the effectiveness of the content of ELT textbooks provided by MINEDUC in improving intercultural competence.

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This thesis entitled:

AN INTERCULTURAL ANALYSIS OF THE READING SECTIONS OF THE 1ST YEAR ENGLISH TEXTBOOK IN CHILEAN SECONDARY EDUCATION

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Date _____

The final copy of this thesis has been examined by the signatories, who ascertain that both the content and the form meet acceptable presentations standards of scholarly work in the above-mentioned discipline.