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**RAZVOJ INTERKULTURALNIH KOMUNIKATIVNIH
KOMPETENCIJA U NASTAVI ENGLESKOG JEZIKA U
BOSNI I HERCEGOVINI U OSNOVNIM ŠKOLAMA NA
PRIMJERIMA ANALIZE UDŽBENIKA**

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**DEVELOPMENT OF INTERCULTURAL COMMUNICATIVE
COMPETENCES IN ENGLISH LANGUAGE TEACHING IN
PRIMARY SCHOOLS IN BOSNIA AND HERZEGOVINA AT
THE EXAMPLES OF TEXTBOOKS ANALYSIS**

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APSTRAKT

Prilikom učenja stranog jezika, osim gramatičkih pravila učenici uče i o kulturološkim elementima jezika kojeg usvajaju. Razvija se njihov društveni identitet kako raste količina znanja kojeg usvajaju o vlastitoj i novoj kulturi o kojoj slušaju kroz nastavu stranog jezika. Ovaj rad analizira kvalitet udžbenika engleskog jezika koji se koriste u dvije škole u Srednjobosanskom kantonu – Osnovnoj školi „Turbe“ u Turbetu i Katoličkom školskom centru „Petar Barbarić“ u Travniku, obzirom da se vode različitim planovima i programima, a nalaze se unutar iste općine. Cilj je vidjeti da li postoji prostor za moguća poboljšanja u obrazovnom sistemu, te ispitati kakvo je postojeće stanje u ove dvije institucije imajući u vidu kompleksnost političke atmosfere u Bosni i Hercegovini i nepostojanje jedinstvenog plana i programa koji bi ujedinio sve školske institucije i pružio najbolji mogući kvalitet obrazovanja jednako svim učenicima. Pored toga, cilj je ispitati stavove nastavnika o tematici interkulturalizma, te načine kojima se nose sa izazovom građenja interkulturalnih kompetencija kod učenika u svom radu.

Ključne riječi: kultura, društveni identitet, interkulturalnost, interkulturalne kompetencije, kvalitet obrazovanja

ABSTRACT

While learning a foreign language, apart from grammar rules, students also learn about its cultural elements. Their social identity develops as they acquire knowledge about their own culture and of the foreign language culture through education.

This paper analyzes the quality of English language textbooks used in two schools within the Central Bosnian Canton: Elementary School "Turbe" in Turbe and Catholic School Center "Petar Barbarić" in Travnik, guided by different curricula located within the same municipality.

The goal is to see whether there is space for possible improvements in the educational system and to examine the current situation in these two institutions, bearing in mind the complexity of the political atmosphere in Bosnia and Herzegovina. There is also an absence of a single proposed curriculum document aimed to unite all school institutions and provide the best possible education to all students. In addition, the goal is to examine teachers' attitudes toward interculturalism and how they deal with the challenge of building intercultural competencies among students in their work.

Keywords: culture, social identity, interculturality, intercultural competencies, quality of education

1. INTRODUCTION

Language and culture cannot be separated; they are deeply intertwined. Many authors, including Byram, Corbett, and Jackson, have tried to clarify these two notions. Intercultural/multicultural communication is a basis for exchanging information between culturally diverse individuals. (Jackson, 2014) In addition to teaching the English language, the teacher promotes lasting values such as tolerance, understanding, acceptance, and equality among all people, regardless of cultural differences among students, while using the content of the textbooks. Teaching language and cultural values at the same time is the key to breaking discrimination, prejudices, and stereotypes that may be present in classrooms.

In her work *How to Learn to Live Together: Building the Abilities, Values , and Attitudes Needed in the 21st Century*, author Margaret Sinclair (2004) explains what competences one needs to have to respect others. Language connects people despite possible cultural differences between speakers, especially English, because it is spoken in all parts of the world. Different cultures have unique characteristics, but although they differ, they also have similar traits. Society, politics, and education are closely linked. In his theory of the iceberg, Hall (1976) shows us the complexity and importance of culture, emphasizing that teachers need to be adequately educated on intercultural methods, strategies, techniques, and activities to bring the best out of their students when teaching a language.

This paper elaborates on those concepts, focusing on English and Bosnian cultural and linguistic context. It presents a brief overview of the complexity of the ethnic, linguistic, and religious composition of the population in Bosnia and Herzegovina and how it reflects upon the education system and promotion of intercultural values within the country. Schools should serve as meeting places for different cultures. The purpose of this study is to present the diversity of English textbooks used in Middle Bosnia Canton. Teachers' knowledge about interculturality is examined as well. The goal is to see their level of awareness about interculturality in English language teaching.

Quality cooperation between parents, teachers, and authorities in the Ministry of Education is crucial, as explained by author Jackson (2014) who discusses this triangle in her book *Introducing Language and Intercultural Communication*. Parents, teachers, and various levels of authority in schools can be seen as unbreakable links leading to students' success and therefore, they need excellent cooperation. Learning foreign languages means developing new identities through communication, depending on the social environment. Since language

and culture are inseparable, our view of the world is changing. (Block, 2009) Language is vital to our identity, so teachers must have a knowledgeable and improved approach to teaching a foreign language. (Edwards, 2009)

The political atmosphere in Bosnia and Herzegovina is very complex. Ten cantons are divided along national lines, and the educational system differs within municipalities and schools. Moreover, the notion of interculturalism is relatively new among teachers considering the different university programs used twenty years ago.

This paper shows the essential characteristics of an intercultural approach in teaching the English language and whether such an approach has advantages and disadvantages. Furthermore, the research results show whether teachers promote intercultural education values while teaching English in primary and high schools at the same time dealing with the notion of living in one country divided among so many different lines.

There are four main sections within the structure of the paper. *The Theoretical Framework* section explains the connection between notions of culture and language. It explains the concept of intercultural communicative competence, mentions the importance of curricula, and pinpoints the role of a teacher in the educational process. It gives the historical context to this story, additionally complicating the understanding of the complex educational system within Bosnia and Herzegovina. *The Research Project* section gives an in-depth analysis of the research scope and the aim of the study by listing the research instruments and describing the participants among the teachers. *Analysis of Results* section presents the English textbooks used within both schools. It shows data using tables, figures and percentages while considering the study's limitations. It provides an overview of teachers' attitudes towards professional development and learning more about ICC. *The Conclusion* section gives the overall comment on the research. It explains whether the two educational contexts in such a small physical proximity promote or even value the ICC concept and comments on whether there could be a solution for the existing troubles in the educational system within the municipality that could be applied in Bosnia and Herzegovina on a level of the whole country.

2. THEORETICAL (CONCEPTUAL) FRAMEWORK

2.1. An Overview of the Bosnian Ethnic, Religious, and Linguistic System

In order to properly cherish the culture of one particular society, country, or region, we need to be in a position to understand the perplexity of its status over the centuries, so a safe and stable attitude towards it can be made and implemented. The Balkans region has a long history of cultural, linguistic, and ethnic diversity. Over the centuries, the area has formed part of the Roman, Byzantine, Ottoman, and Austro-Hungarian empires.¹ Later on, during the First World War, Bosnia became part of the State of Yugoslavia and the Socialist Federal Republic of Yugoslavia (SFRY) after the Second World War. By declaring its independence Bosnia and Herzegovina faced skepticism and refusal from neighboring countries, which resulted in a conflict and, ultimately, aggression against the Republic of Bosnia and Herzegovina during the 1992-1995 period.

"A war was fought among B&H's three officially recognized 'constituent peoples' – Serbs, Croats, and Bosniaks. Identity issues – ethnic, national, cultural, and linguistic issues played a central role in the conflict."² At the intersection of Islam and the Catholic and Orthodox branches of Christianity, the Balkans region, together with the last one, has a long history of conflict and conquest, identifying Bosnia as one of the most turbulent areas in the world. Religious and national belonging is merged and can hardly be separated. Although there are certain tendencies and activities for consensus and mutual tolerance of the three constituent peoples in the current post-conflict period, many still use pro-nationalist rhetoric, claiming that through the inferiority of the other, they serve the best interests of their people. While more moderate leaders seek common ground to move Bosnia toward European integration, others push in the opposite direction; both are convinced they articulate their nations' true interests.³ When it comes to positioning the language of the three constituent peoples, the situation does not appear to be any less complex. Even though many linguists perceive Serbian, Croatian, and Bosnian languages as one with various dialects, such universality in the local areas is not welcome. Above all, the sensitivity towards languages had to be officially acknowledged. Although the Bosnian population understands all three versions of the language, the claim that Bosnian, Serbian, and Croatian are three different

¹ Clare, Magill; *Education and Fragility in Bosnia and Herzegovina*; UNESCO. IIEP, Inter-Agency Network for Education in Emergencies, University of Ulster (UK); p.19., 2010

² Clare, Magill; *Education and Fragility in Bosnia and Herzegovina*; 2010

³ International Crisis Group (ICG); *Bosnia's incomplete transition: Between Dayton and Europe*; Europe Report No.198. 2009

languages is constitutionally acknowledged in Dayton.⁴ This recognition led to changes in the education system as well.

"Dayton barely mentioned education; nevertheless, the 1995 Agreement shaped the future of education reform in B&H for two key reasons relating to the language of instruction.

Firstly, the General Framework Agreement recognized and protected the Bosnian, Croatian, and Serbian languages. Secondly, the new B&H Constitution, which formed part of the peace agreement, included the texts of various international human rights conventions and treaties, among them the European Convention on the Rights of the Child, which guarantees the right of all children to be educated in their language. These two outcomes meant that each of the three major ethnic groups could justify the continuation of separate, segregated education, even though Bosnian, Serbian, and Croatian are mutually intelligible. This complexity paved the way for linguistic arguments to support political motivations by those arguing for separate schooling.⁵ Thus, instead of recognizing education's potential to contribute to societal reconciliation in the aftermath of the war, Dayton led to the emergence of three education systems separating the country's children along ethnic lines.⁶

International organizations and experts have criticized Dayton for ignoring the historical, cultural, and educational factors contributing to violent conflict and making education a hostage to latent nationalism in B&H.⁷ With an emphasis on Bosnia and Herzegovina, the Balkans area has become a place where the education system is bound up with identity politics, where cultural notions of the constituent people and language are immensely articulated and protected without the possibility of mutual intersection. Consequently, education is perceived to be instrumental in creating and maintaining identity – linguistic, ethnic, cultural, religious, and national identity.⁸ In such a hybrid political regime or system in the country, the only solution for improving the education system relies on a

⁴ Ahmet, Hromadžić; *Discourses of integration and practices of reunification at the Mostar gymnasium, Bosnia and Herzegovina*; *Comparative Education Review*, 52(4), 541–563, 2008

⁵ L.K., Palmer; *Power-sharing extended: Policing and education reforms in Bosnia-Herzegovina and Northern Ireland*. Unpublished doctoral thesis. University of North Carolina, Chapel Hill, USA, 2005

⁶ Clare, Magill; *Education and Fragility in Bosnia and Herzegovina*; 2010

⁷ Nelles, W; *Bosnian education for security and peacebuilding?* In: *International Peacekeeping*, 13(2), 229–241, 2006

⁸ Clare, Magill; *Education and Fragility in Bosnia and Herzegovina*; UNESCO. IIEP, Inter-Agency Network for Education in Emergencies, University of Ulster (UK); p.19., 2010

change of politics, exclusion of nationalistic rhetoric, and internal educational changes in the schools or curricula.

2.2. Culture as a Concept

It is impossible to come up with a universal definition of the concept of "culture" since it is a very complex term. However, according to Kramersch (1993), Culture represents “membership in a discourse community that shares a common social space and history, and common imaginings.”⁹ Another version of the same author's definition should also be noticed: "Culture in language learning is not an expendable fifth skill, tacked on, so to speak, to the teaching of speaking, listening, reading, and writing. From day one, it is always in the background, ready to unsettle the good language learners when they expect it least. It shows the limitations of their hard-won communicative competence, challenging their ability to make sense of the world around them."¹⁰

Following Kramersch, Liddicoat (2002) (defines culture as "a complex system of concepts, attitudes, values, beliefs, conventions, behaviors, practices, rituals and lifestyles of the people who comprise a cultural group, and the artifacts they produce and the institutions they create."¹¹ Some earlier models of the concept used to keep a static entity made up of accumulated facts merely transmitted to the learner. In contrast, the dynamic view of the concept perceives cultural facts as a social construct situated in time and space and variable across time regions, classes, and generations.¹² Among other authors and scientists whose ideas on culture are still widely and frequently accepted is Sir E. B. Tylor, who wrote the piece on *Primitive Culture*. According to him, culture is “that complex whole which includes knowledge, belief, art, law, morals, custom, and any other capabilities and habits acquired by man as a member of society.”¹³

2.3. Language and Culture

The connection between language and culture cannot be disputed on any grounds. On the one hand, language is used to express people’s cultural thoughts and beliefs; on the other hand,

⁹ Kramersch, C. *Context and Culture in Language Teaching*. Oxford University Press. ISBN 0194371875. 1993

¹⁰ Kramersch, C. *Context and Culture in Language Teaching*, 1993

¹¹ Liddicoat, A.J. Static and dynamic views of culture and intercultural language acquisition. *Babel*, 36(3), 4–11, 37, 2002

¹² Mahdjouba, Chouche; Incorporating Intercultural Communicative Competence in EFL Classes. *Arab World English Journal*, Chlef University, Hay Essalam, Chlef, Algeria, 2016

¹³ Edward B. Tylor, *Primitive Culture: Researches into the Development of Mythology, Philosophy, Religion, Language, Art, and Customs*, London: Cambridge University Press, 1871

culture is embedded in the language.¹⁴ The interrelationship between language and culture is clearly explained by Brown when he says: "A language is part of a culture and a culture is part of a language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture."¹⁵

In a hybrid pro-nationalist political system of the State, language, and culture are connected to the extent that they value the interests of their people. Acceptable behaviors will vary from location to location, thus forming the basis of different cultures, and it is from these differences that one's view of the world is formed.¹⁶ Suppose we have two schools under one roof with a justification for language and culture protection and our system of historical education. In that case, the question arises whether and what can be done to incorporate different cultures into the curriculum, considering the diversity of people living in Bosnia and Herzegovina and raising awareness for others.

This conclusion brings us to an interesting point by Emmitt and Pollock (1997). They argue that although people are brought up under similar behavioral backgrounds or cultural situations but speak different languages, their worldviews may differ.¹⁷ As Sapir-Whorf argues, different thoughts are brought about by using different forms of language.¹⁸ One can realize that acquiring a new language might imply learning a new culture.

Having language and culture as a basis, we need adequate communicative competence in a local or foreign language as a subject in a school that promotes intercultural modes and an educational institution that serves as a perfect starting point for raising awareness and benevolence toward interculturalism. Since such manners are built at the youngest age, it ultimately and hopefully alludes to a more promising future for a specific country, in this case, Bosnia and Herzegovina. Regarding communicative competence, one must understand culturally different forms of interaction and people's values and thoughts to communicate successfully across languages and cultures.¹⁹

¹⁴ Chia-Lin Hsin; *Language and Culture in Foreign Language Teaching*. Newcastle University, p.2, 2002

¹⁵ Brown, H. D; *Principles of Language Learning and Teaching*, NY, Longman, p.177, 2000

¹⁶ Brooks N, *Culture in the classroom*. In JM Valdes (ed), *culture-bound: bridging the cultural gap in language teaching*. Cambridge: Cambridge University Press, pp 123–128. 1986

¹⁷ Emmitt M & Pollock J; *Language and learning: an introduction for teaching (2nded)*. Melbourne: Oxford University Press. 1997

¹⁸ Aubrey, Neil, Leveridge; *The Relationship Between Language & Culture and the Implications for Language Teaching*. Telnet, <https://www.tefl.net/elt/articles/teacher-technique/language-culture/> (visited 07/11/20)

¹⁹ Saville, Troike, M. *The Ethnography of Communication*, Oxford, Blackwell Publishing Ltd. 2003

2.4. Communicative Competence

Communicative competence is necessary to construct adequate and comprehensive statements that take on specific meanings. According to Hymes, communicative competence refers to the ability to apply a language's grammatical rules and know when, where, and to whom to use those sentences appropriately.²⁰ According to some recent and comprehensive studies, communicative competence does not only imply knowledge of the language and culture. However, it comprises special sub-competencies that make up compelling, diverse communication. According to Canale and Swain, four different components take part in constructing communicative competence. They are grammatical competence, social-linguistic competence, discourse competence, and strategic competence. (see Figure 1 on the following page)

"Grammatical competence is the competence that we associate with mastering the language. Discourse competence is learners' ability to connect sentences and form a meaningful whole from a series of utterances. Social-linguistic competence is the knowledge of the social-cultural rules of languages which requires an understanding of the roles of the participants, the information they share, and the function of the interaction. To sustain communication, learners use strategic competence to compensate for imperfect knowledge of rules or the target language."²¹ From this model, we conclude that the competence for effective communication should include linguistic and sociolinguistic knowledge.²²

Imposing any phenomenon of learning and implementation through communicative competence first requires quality knowledge of the foreign language, awareness of the quality of dialogue and mutual understanding, awareness and sensitivity towards diversity, and language construction and diversity among participants. Given that this study will analyze these notions within the school, particularly in the educational domain, the level of sensitivity that should be present is even higher, especially considering the complexity of the Bosnian education system, pro-political interventions (in)adequate teacher training, and education.

²⁰ Hymes, D; On Communicative Competence IN PRIDE, J. B. & HOLMES, J. (Eds.) *Sociolinguistics*. Harmondsworth, UK, Penguin Books. 1972

²¹ Canale, M. & Swain, M; *Theoretical bases of communicative approaches to second language teaching and testing*, *Applied Linguistics*, 1, 1-47. 1980

²² Tseng, J. *Cross-cultural Exchange for Junior High Students in Taiwan: A Case Study*. *The Eighth International Symposium on English Teaching in the Republic of China Taipei*, The Crane Publishing Co. 1999

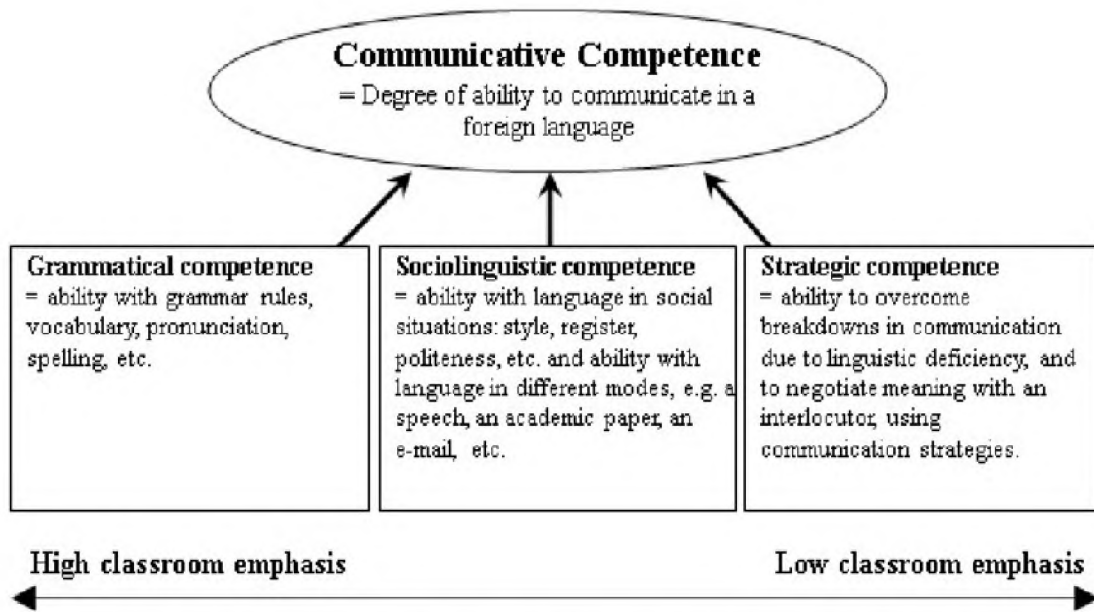


Figure 1 – Communicative Competence explanation (Canale and Swain, 1980)

2.5. Intercultural Communicative Competence

At first glance, intercultural communicative competence is too idealistic for our climate. The climate of a hybrid, always turbulent political system affects education as a system and the individuals who participate in it. There is no concrete definition of intercultural communicative competence that might be good. There is a wide range of understanding, reasoning, and incorporation of culture in the general analysis of teaching and education. However, some authors give us notions of what it might be or what it includes.

For example, Fantini defines intercultural communicative competence as the "complex of abilities needed to perform effectively and appropriately when interacting with others who are linguistically and culturally different from oneself."²³ For Wiseman, "it is comprised of knowledge, skills, and motivation necessary to interact effectively and appropriately with individuals from different cultures where motivation is an important element."²⁴

Relying on the definition by Wiseman, which mentions motivation as a fundamental element, this entails the desire and ability of all participants in the teaching process to change things for the better. Learning about culture theoretically in one teaching unit per year is not enough to give credit to any studies about it. However, if there are intentions and noticeable commitment, they should be recognized.

²³ Fantini, A. E. *Exploring and Assessing Intercultural Competence*. The Initial Phase of An Extended Project to Explore and Assess Intercultural Outcomes in Service Program Participants Worldwide. Available at www.experiment.org/documents/FinalGSIResearchReport2006

²⁴ Wiseman, R.L. (2001). Intercultural communication competence. Available at <http://commfaculty.cullerton.edu/rwiseman/ICCCpaper.htm> 2012

According to many authors and published studies, Michael Byram holds the most significant credit for the intercultural communicative competence model. Byram defines intercultural communicative competence as the relationship between linguistic competence, sociolinguistic competence, discourse competence, and intercultural competence.²⁵ "This shows that he is not ready to completely abandon objectives and guidelines from the communicative approach of foreign language teaching but expands it and adds an intercultural perspective. This way, Byram also acknowledges the connection of language and culture."²⁶ According to Byram, intercultural communicative competence is a mixture of several dimensions:

"*savoir être*," which is concerned with attitudes and values and consists in showing curiosity and openness, readiness to suspend disbelief about other cultures, and belief about one's own;
"*savoirs*," which refers to the knowledge of social groups and their products and practices in one's own and one's interlocutor's country and of the general processes of societal and individual interaction;

"*savoir comprendre*" related to the skills of interpreting and relating, that is to say, the ability to interpret a document or event from another culture, to explain it, and relate it to documents from one's own;

"*savoir apprendre/faire*" is connected to the skills of discovery and interaction or 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;

"*savoir s'engager*," concerning critical cultural awareness and political education, means having the ability to evaluate critically and based on explicit criteria perspectives, practices, and products in one's own and other cultures and countries."²⁷

This model is mainly designed for classroom teaching, emphasizing the intercultural dimension, and this model will be used in the further analysis of this study. The visual representation of the model above is partially described in the figure below:

²⁵ Mayra Rodríguez Ruiz & Neusa Olinda Varela Spínola, Improving the Intercultural Communicative Competence of English Language Students, *Journal of Intercultural Communication*, ISSN 1404-1634, issue 49, Universidad Central "Marta Abreu" of Las Villas, Villa Clara, Cuba, 2019

²⁶ Mayra Rodríguez Ruiz & Neusa Olinda Varela Spínola, *Improving the Intercultural Communicative Competence of English Language Students*, 2019

²⁷ Byram, M. *Teaching and Assessing Intercultural Communicative Competence*. Clevedon: Multilingual Matters. 1997

	Skills Interpret and relate <i>(savoir-comprendre)</i>	
Knowledge Of self and other; Of interaction: Individual and societal <i>(savoirs)</i>	Education Political education Critical cultural awareness <i>(savoir-s' engager)</i>	Attitudes Relativizing self Valuing other <i>(Savoir-être)</i>
	Skills Discover and/or interact <i>(Savoir-apprendre /faire)</i>	

Figure 2 – Factors in intercultural communication (Byram, 1997, p.34)²⁸

Suppose we are guided by the previously mentioned fact that language and culture are undoubtedly two related concepts. In that case, we can perceive culture within the language teaching framework. So it is almost inevitable that various cultures are mentioned in a particular curriculum. However, the point of this and similar studies based on Byram's model is that "teaching should move from passing information of target cultures to teaching the language in context. It should give meaning to foreign language learners and raise their cultural awareness in the process of foreign language learning."²⁹ It remains to be checked how much teachers' curiosity is present in such a matter and the curriculum modifications because there is a specific dose of flexibility within several teaching units.

2.6. Towards ICC: Universality of English (Foreign) language

When we find ourselves in a system where the local language and culture are preserved so that any mixture cannot contribute to anything acceptable, the only alternative is teaching and studying a foreign language in which cultural cooperation can be noticeably or imperceptibly promoted. "The assertion, negotiation, construction, and maintenance of individual and group identities led to the development of an intercultural approach to language education."³⁰The goals once focused on becoming a native-like English speaker. Instead, according to ICC, they should include becoming an intercultural speaker who can effectively and appropriately interact across cultural boundaries, thus achieving successful

²⁸ Byram, M. *Teaching and Assessing Intercultural Communicative Competence*. 1997

²⁹ Willems, G. M. *Foreign language study for intercultural communication*, Multicultural Teaching 14.3, 36–40. 1996

³⁰ Corbet, J. *An intercultural approach to English language teaching*, Clevedon, Multilingual Matters LTD. p.20, 2003

communication in an intercultural context.³¹ Interaction success implies not only a practical interchange of information, as was the goal of communicative language teaching, but also the “the ability to decentre and take up the other’s perspective on their own culture, anticipating and where possible, resolving dysfunctions in communication and behavior.”³²

2.7. Self-Awareness and Identity Transformation

In order to adopt and realize intercultural communicative competence in school, it should aim at internal transformation and not just superficial knowledge about others for the sake of self-upgrading knowledge. While such an intention sounds too idealistic for a post-conflict climate in a country, it is just as urgent. It is unlikely that students will be able to value seeing the world from the perspective of others, considering the age of the children and the atmosphere that contributed to the need for intercultural communicative competence. Consequently, teachers must be prepared to spend some time guiding students to reflect on their preconceived ideas and perceptions before entering into studies of other cultures in the classroom.³³ The possibility of self-awareness and identity transformation will only exist once students are allowed to recognize where they begin the journey.³⁴

We will briefly mention several theories of intercultural competence that could be partially useful in teaching implementation, although not used in this study analysis. Bennet's (1993) Developmental Model of Intercultural Sensitivity (DMIS) is the first worth mentioning. It assumes that the experience of reality is constructed through perception and that more complex perceptual categories yield more complex (sophisticated) experiences.³⁵ The DMIS assumes that we are constructing boundaries of "self" and "other" in ways that guide our experience of intercultural events.³⁶ The second is Gudykunst's (1993) Anxiety/Uncertainty Management Model (AUM). Gudykunst (1995) argues that one way to differentiate whether relationships are primarily interpersonal or intergroup is by examining

³¹ Kunanbayeva, S. S. *The modernization of foreign language education: The linguo-cultural-communicative approach*. United Kingdom: Hertfordshire Press, 2013

³² Byram, M. *Teaching and assessing intercultural communicative competence*. Clevedon: Multilingual Matters, 1997

³³ Aleidine Kramer Moeller, Kristen Nugent; *Building intercultural competence in the language classroom*, Faculty Publications: Department of Teaching, Learning, and Teacher Education. 161, 2014

³⁴ Aleidine Kramer Moeller, Kristen Nugent; *Building intercultural competence in the language classroom*, 2014

³⁵ Milton J. Bennett, *Developmental Model of Intercultural Sensitivity*, Intercultural Communication Training Theories, Issues, and Concepts. Wiley Online Library, 2017

³⁶ Milton J. Bennett, *Developmental Model of Intercultural Sensitivity*, 2017

the identities that guide individuals' behavior.³⁷ If individuals' identities govern the behavior (e.g., identities based on individuals seeing themselves as unique), the relationship is considered interpersonal. Conversely, the relationship is considered intergroup if individuals' social identities govern the behavior (e.g., identities based on group memberships).³⁸ Since social identities can be based on membership in cultures or ethnic groups, intercultural and interethnic relationships fall under the broader category of intergroup relationships.³⁹

The third is Deardorff's (2006) *Process Model of Intercultural Competence*. This model creates a continuous process of working on attitudes, knowledge, and internal and external outcomes related to intercultural competence.⁴⁰ Byram's competence model will be used in the data analysis of this study, considering the local education system, focus, and mode of operation.

By addressing the attitudes, knowledge, and skills needed to interact successfully in intercultural situations, we will check on the local multicultural dimension in the schools of Central Bosnia Canton, focusing on the teaching system in English language courses and its curricula, thus seeking the potential for prescribing the adequate manner, if proved necessary.

2.8. The importance of textbooks for effective education

Margaret Sinclair emphasizes the importance of selecting the appropriate textbooks through evaluation and reform. Such selectivity is essential due to the complexity of ICC goals and objectives. She suggests the creation of a *unified curriculum* which would be spiral, meaning it would deepen and reinforce the existing students' cultural knowledge as they progress throughout their education. Implementing an expanding network of teachers and curricula throughout schools and behavioral activities is necessary to promote intercultural acceptance and understanding.

Sinclair suggests in *Learning to Live Together*:

- (a) Preparing to develop an integrated national framework of education for the goals of peace, respect for human rights, active citizenship, and preventive health
- (b) Making a firm policy commitment and issuing a clear vision statement.

³⁷ Gudykunst, W. B. An Anxiety/Uncertainty Management (AUM) Theory of Effective Communication: Making the Mesh of the Net Finer. In W. B. Gudykunst (Ed.), *Theorizing about intercultural communication* (p. 281–322). Sage Publications Ltd. 2005

³⁸ Rhiannon N. Turner, Richard J. Crisp, Emily Lambert. *Imagining Intergroup Contact Can Improve Intergroup Attitudes*. *Group Processes and Intergroup Relations*, SAGE Publications, 2007, 10 (4), pp. 427-441.

³⁹ Sherrie L. Guerrero, William B. Gudykunst; *A Thematic Analysis of Intergroup Communication Over Time*, *Intercultural Communication Studies* VI:2, California State University-Fullerton, 1996-7

⁴⁰ Darla K. Deardorff, *Identification and Assessment of Intercultural Competence as a Student Outcome of Internationalization*, Princeton University Library, 2016

- (c) Creating a core development team.
- (d) Creating a coherent and progressive age-appropriate unified curriculum framework and teaching/learning materials
- (e) Introduction of a 'separate ICC subject' for behavioral skills and values, with an appropriate motivational title, or series of titles, for one period a week throughout schooling.

The curriculum should have its own: particular title(s), time slot in the timetable, active methodology, support materials, specially identified and trained teachers, teacher support, integration of complementary course units/lessons units into existing subjects, textbook reform to exclude any redundant teaching goals and include positive modeling of behaviors like mediation and conflict resolution, active citizenship, tolerance, and non-discrimination, creation of a network of educational institutions of different levels, workshops on 'learning to live together'/conflict resolution/'life skills/ citizenship for practicing and trainee teachers, the use of a 'whole school' and 'whole community approach', research, monitoring, and evaluation.⁴¹

The role of the teacher in the language-learning process is to explore a more profound, intercultural dimension in everyday learning. The goal is to mediate and help learners become mediators in a range of intercultural topics, to become engaged local and global citizens, battling stereotypes and prejudice while aware of multi-layers of identity, culture, and language. Learners should be able to use language in different social and cultural settings appropriately. The goal is to communicate the message and develop quality relationships with people from different backgrounds. (Byram, 2002)

2.9. Curriculum in Bosnia and Herzegovina

Living within Bosnia and Herzegovina means no unified curriculum for Republica Srpska and the Federation of Bosnia and Herzegovina. As mentioned, this issue occurred because the Dayton Peace Accords did not adequately address the education question. School systems are based upon national division lines. Becker states: The municipality of Žepče has a "special status" within the Zenica-Doboj canton since it is a Croat-majority municipality within a Bosniak-majority canton; this means that the cantonal ministry has no authority within this municipality. Likewise, the Federation of B&H Ministry of Education has no authority over the cantonal ministries of education; there is no oversight of the curricula

⁴¹ - Sinclair, Margaret. *Learning to Live Together: Building Skills, Values, and Attitudes for the Twenty-First Century*. New York: United Nations Educational, 2005

above the cantonal ministries. Republika Srpska, however, is highly centralized with only one ministry of education – Line ministry; there is no oversight above this ministry.⁴²

Curricular documents are complex within the entire country. Three occurring curricula are based on three spoken languages; therefore, there are a) Bosnian plan and program, b) Croatian plan and program, and c) Serbian plan and program. Different schools use different curricula based on ethnicity. Additionally, there are madrassas and Catholic School Centers that use their curricula. Catholic school centers are open for students of different nationalities.⁴³ Several improvements were planned but were never implemented, like conferences where Ministers of Education would try to overcome the existing differences and issues. Ibrahimović states that most reforms were never implemented, though they were suggested.⁴⁴ Canton Sarajevo is a positive example of implemented educational improvements. A few years ago, a curricular reform began there. By 2023, the Ministry of Education of Sarajevo published 33 different subject curricula for primary and high schools that can be accessed online. Students in primary school in this canton learn English from the first till the ninth year. As stated by the Minister of Education, Naida Hota-Muminović⁴⁵, clear guidelines are given by some of the best experts in the country when it comes to defining the learning goals and objectives, as well as the evaluation instructions for every subject. One of the crucial goals is to turn students into world citizens and to incite ICC skills into their personalities.

2.10. The Role of a Teacher in Implementing Intercultural Education

There is no exact technique to teach culture. Different curricula suggest different levels of importance of ICE⁴⁶. However, the teacher has a leading role in teaching intercultural skills. Intercultural education is obscure for teachers in Bosnia and Herzegovina as it has just started gaining prominence in education. Research has shown that teachers face difficulties in identifying ways of dealing with problems such as stereotyping, othering, bullying, and prejudice. There is no systematic plan to teach intercultural competence.⁴⁷ Teachers need to be aware of the cultural context where they teach and find an appropriate

⁴² Becker, Thomas. How Do Schools Affect Ethnic Saliency Levels of Students in Bosnia and Herzegovina? *Comparative Education Review* 61 (1): 83–110, February 2017., p. 7

⁴³ ⁴³ *Ibid.*, p. 8.

⁴⁴ Namir Ibrahimovic. 2017. *Osnovnoškolsko i srednjoškolsko obrazovanje u BiH (trenutno stanje i preporuke za reforme)*. p. 4.

⁴⁵ <https://kurikulum.ks.gov.ba/> (visited 27/11/23)

⁴⁶ ICE – Intercultural Communicative Education

⁴⁷ Sercu, L. (2002b). *Implementing intercultural foreign language education. Belgian, Danish, and British teachers' professional self-concepts and teaching practices compared. Language Awareness*, 16 (3): 150–165.

way to teach culture.⁴⁸ There is also a need for teacher education where teachers could get familiar with ways of implementing ICE.

"Intercultural education is not only about "spotting good practice in one area and helping to implement it in another" (Coulby, 2006, p. 246) but instead requires a complete reconceptualization of the practices of schools and universities and their obligation to participate in global discourses and discussions." ⁴⁹

One must understand his culture and beliefs to teach about difference, inclusion, understanding, and tolerance. Teachers need to receive more pre-service education to teach intercultural competence. Projects such as self-reflections could help sensitize teachers to open up to the values and cultures of others. This improvement would enable them to develop empathy and a sense of caring for others. (Thapa, 2020) Ethnocentrism needs to be replaced with the word ethno - relativity by raising awareness through self-reflection. This change is necessary for teachers in terms of teaching about interculturality. (Bennet and Bennet 2004) Thapa suggests that teachers need to find a way to bridge a wide range of concepts, such as race, religion, culture, and gender roles. Without empathy and care, these visions cannot be realized. ⁵⁰

It is necessary to improve the education system at the national level so that future generations, the pillars of Bosnia and Herzegovina's future, do not leave their country due to poor living standards. This improvement is crucial to creating the foundations for new job opportunities that could enhance the country's economic state. Promotion of tolerance, better understanding, and mutual respect among the three constituent peoples must be integral to education and upbringing if we want to achieve this goal.

Concerning the Middle Bosnia Canton, I believe that the improvement of cooperation among schools operating with different curricula is the solution. This collaboration would enable all students, irrespective of their religion or ethnicity, to visit one another, exchange knowledge, and dispel existing prejudices and potential "othering." This approach is essential for envisioning a better future and improving the existing education system. While this idea

⁴⁸ Byram, M. & Morgan, C. (1994). *Teaching-and-learning language-and-culture*. Clevedon: *Multilingual Matters*.

⁴⁹Thapa S. (2020). Assessing Intercultural Competence in Teacher Education: A Missing Link. In: Westerlund H., Karlsen S., Parti H. (eds) *Visions for Intercultural Music Teacher Education*. Landscapes: The Arts, Aesthetics, and Education, vol 26. Springer, Cham. https://doi.org/10.1007/978-3-030-21029-8_11

⁵⁰*Ibid.*, p. 174.

presents challenges, it also holds the potential for valuable educational opportunities, transforming all schools within the canton into a local "global village." Students should not choose their schools based on nationality; rather, they should enroll in institutions that offer superior education quality and extensive resources. Schools should serve as unifying spaces that respect differences, seek similarities, promote interculturality, and celebrate diverse languages and cultures.

3. RESEARCH PROJECT

3.1. Aim of the study

This paper starts from the hypothesis that English language textbooks currently used in Bosnia and Herzegovina do not promote intercultural sensitivity on a sufficient level.

The sub-hypothesis is that the English language teachers in Central Bosnia Canton primary and secondary schools need additional education and workshops on intercultural communication. Those skills are obligatory tools to teach essential intercultural values.

The main objectives of the research are:

1. To show that students who learn English as a foreign language should attain knowledge about 1. the English language (vocabulary and grammar), 2. the English-speaking countries' culture, and 3. the Bosnian culture.
2. To examine which English textbooks are currently used in the Central Bosnia Canton to see if there are significant differences in the choice of literature among schools that follow different curricula.
3. To compare a primary school curriculum for teaching English between "*The Elementary School Turbe*" in Turbe and "*The Catholic School Center Petar Barbarić*" in Travnik; to examine the level of promotion of Bosnian culture in the two curricula used in these educational institutions and to see if there are significant differences.
4. To see whether different cultural context of the population living in this area and educating children in these institutions influence schools' policy when choosing textbooks.
5. To examine the opinions of English language teachers working in Middle Bosnia canton to see if they consider teaching cultural elements relevant to English language

This paper is a combination of quantitative and qualitative research. The textbooks are examined for ICC topics and tables present results. Any occurrence of ICC topics was counted and presented per each textbook. The teachers' questionnaire is statistically analyzed for percentages, mean and standard deviation. A comparative method is used to see if there are differences in the schools' curricula. The results and conclusions cannot be generalized because further research is necessary.

Although this is a small-scale study, it could help improve curricula used within Bosnia and Herzegovina boundaries and as proof that one unified curriculum would benefit students the most. It could also help the Ministry of Education and teachers in Middle Bosnia Canton to realize which English textbooks are more effective for teaching interculturality at schools and realize the potential of modules and units related to this topic. We suggest further qualitative studies on the level of the entire country to include a broader scope of schools and participants.

3.2. Instrument

3.2.1. Questionnaire

A set of questions developed by Bickley, Rossiter, & Abbott in a paper called *Intercultural Communicative Competence: Beliefs and Practices of Adult English as a Second Language Instructors* at the University of Alberta has been used for this research. The original questionnaire contains questions and statements arranged under the A, B, C, D, and E sections.

For the needs of this research, some questions and statements have been modified and removed to fit the purpose of the study. Sections remain the same on the first glance, though the question numbers do not match those in the original version. The questionnaire⁵¹ aims to examine the opinions of English teachers about interculturality as well as textbook quality. A wide range of questions was kept because of the need for more research in the field of interculturality within Bosnia and Herzegovina.

The introductory part asks teachers about their gender, age, and schools where they work. All remaining sections within the questionnaire contain vital definitions of intercultural competence to avoid the reader's possible unfamiliarity with the topic.

Section A contains four questions about teachers' experience and education.

⁵¹ The questionnaire is available in the appendix section.

Section B contains ten questions about teachers' views on interculturality. In addition, B1 question was added to examine the particular *first culture* of schools where teachers work.

Section C contains ten questions related to teachers' views on developing intercultural communicative competence in learners. Two questions (C4 and C7) were modified to fit the cultural context of Bosnia and Herzegovina.

Section D contains three questions about resources for fostering intercultural communicative competence.

Section E contains ten questions where two questions (E2 and E7) were also modified to fit the cultural context of Bosnia and Herzegovina. In addition, section E contains three questions where teachers need to mark whatever fits as applicable and what they employ within English lessons.

In total, there are 37 questions. Teachers were offered open-ended and close-ended questions; tables with had to be rated according to a five-point Likert scale, depending on how strongly they agreed with the presented statement. The scale included options: Strongly Disagree(1), Disagree (2), Not sure (3), Agree (4), and Strongly Agree (5). One table (in E section) was slightly different compared to others; the scale included options: Excellent (1), Good (2), Adequate (3), Poor (4), and Totally - lacking (5). The quantitative data is analyzed for percentages, mean, and standard deviation. The most significant statements are thoroughly analyzed and presented in the results, while the rest are available under the appendix considering specific questions.

3.2.2. Tables with textbook content

Different schools use different English textbooks in different curricula within the educational system in Bosnia and Herzegovina. Therefore, while the policies are dictated through entity lines, it is up to teachers to choose textbooks from the available textbook lists offered by their corresponding ministries. This paper tackles curricula and textbook choices of two schools within the Middle Bosnia Canton in the Federation of Bosnia and Herzegovina – Catholic School Center "Petar Barbarić" in Travnik and Elementary school "Turbe" in Turbe.

All catholic centers throughout Bosnia and Herzegovina are regulated by the Mostar Education Institute (Zavod za školstvo u Mostaru), and they follow the Croatian-language curriculum from 2014. This document's teaching goals and objectives include a section titled intercultural competencies. They are focused on improving students' notions of cultural differences and developing tolerance and empathy towards others. However, it is noted that

Croatian cultural content is to be contrasted and compared to the English-speaking countries and culture in general.⁵² Correlation of English with different school subjects includes Art, Physical education, Mathematics, Music, Ecological education, *the Croatian language*, and Catholic Education.

In the Federation of Bosnia and Herzegovina, the Bosniak majority follow the Framework Curriculum for the Nine Grades Elementary School (Okvirni nastavni plan i program za devetogodišnju osnovnu školu), which has been changed and updated over the years. This document's teaching goals and objectives include a section called intercultural skills. They are focused on developing a positive attitude towards tolerance and diversity and meeting the culture of English-speaking countries, which is to be compared with one's own culture (it is not determining a particular culture). Correlation of English with other subjects includes Art, Physical Education, Music, and Ecological Education.

In Catholic School Center "Petar Barbarić," English is taught from the first till the ninth grade – all nine years of elementary school. Nine books were analyzed in total. Textbooks *First friends – 1 and 2*, and *Family and Friends - 3, 4, and 5* written by Naomi Simmons are used in the corresponding grades. *Challenges 1, 2, 3, and 4*, written by Michael Harris, David Mower, Anna Sikorzynska, and Asmir Mešić, are used for 6th, 7th, 8th, and 9th grade.

In elementary school "Turbe," English is taught from the third to the ninth grade – seven years of elementary school. Therefore, seven books were analyzed in total. Textbooks *Dip in 3, 4, 5, and 6* and *Way to go 7 and 8* written by Mirela Vasić, are used in the corresponding grades. Textbook *Challenges 4* written by Michael Harris, David Mower, Anna Sikorzynska, and Asmir Mešić is used in the 9th grade.

When creating tables, any material related to the culture, language, tradition, and history of Bosnia and Herzegovina was taken as an example of an activity aimed at strengthening learners' first culture.

In the same manner, any activities related culturally to English-speaking countries (the United Kingdom, the United States, Australia, and New Zealand) or other countries were treated as examples of activities aimed to improve learners' new – intercultural identity. There are tables with quantitative and qualitative descriptions of activities in total. We also examined those activities in scope and divided them into substantial and regular types.

⁵² <https://mozks-ksb.ba/hr/wp-content/uploads/2019/11/Nastavni-plan-i-program-na-hrvatskome-jeziku-za-devetogodisnje-osnovne-skole-u-Bosni-i-Hercegovini.pdf> (p. 150)

Substantial activity refers to a more extended reading task, which is more informative regarding details about our country, Bosnia and Herzegovina. It is, therefore, more critical because it has the power to present our culture to learners unfamiliar with our culture.

Regular activity refers to a minor task – a smaller activity example that is less informative about our country, Bosnia and Herzegovina, and is helpful to Bosnian learners but not so much for other learners who are unfamiliar with our culture. This activity implies pictures, discussion suggestions, writing reports, projects, and symbols related to Bosnia and Herzegovina.

3.3. Participants

The participants in this study were 31 elementary and high school teachers from Middle Bosnia Canton. Of these, 94% were female, and 6% were male. Regarding education level, 26% have studied according to the Pre-Bologna education system and have acquired four or five years of education. In comparison, 71% have studied according to the Bologna system and have completed a Master's degree and 3% have a Ph.D. in linguistics. Most (90%) have no training in ICC, while 10% have some experience with it and they mentioned attending Helen Doron's and Pearson's workshops in Sarajevo and the Intercultural Sensibility workshop in Split all aimed at improving instructors' intercultural competence. All participants have full-time experience ranging from less than a year to 24 years or experience throughout their careers. 16% of teachers also had part-time experience ranging from three months to 10 years. They come from ten different schools, with 58% working at elementary schools and 42% working at high schools. Only one participant works in elementary and high school at the same time. The age span of participants is 26 to 62 years old.

The following is a list of elementary schools included in the study (eighteen teachers in total):

1. The elementary school "Turbe "(16% of teachers)
2. The elementary school "Travnik "(12% of teachers)
3. The elementary school "Han Bila "(9% of teachers)
4. The elementary school "Petar Barbarić "(3% of teachers)
5. The elementary school "Mehurići "(12% of teachers)

6. The elementary school "Karaula "(3% of teachers)

The following is a list of high schools included in the study (thirteen teachers in total):

1. Catholic School Center "Petar Barbarić "– gimnazija (a grammar school) (6,5% of teachers)
2. Mješovita srednja škola „Travnik“ – gimnazija (a grammar school) (13% of teachers)
3. Mješovita srednja ekonomska škola „Travnik“ (an economics school) (10,5% of teachers)
4. Mješovita srednja ekonomska škola „Travnik“ (a technical school) (12% of teachers)
5. Elči-Ibrahim pašina medresa in Travnik (madrassa) (3% of teachers)

4. ANALYSIS OF RESULTS

4.1. Analysis of textbooks

Two sets of textbooks used in two different schools were thoroughly analyzed to examine the intercultural elements present in their content. First, we presented textbooks used in "Turbe" elementary school and then the ones used in "Petar Barbarić" Catholic Center.

We have created two types of tables. The first kind contains qualitative descriptions of activities related to the learner's culture and information about modules, units, lessons, and activities related to the culture, mother tongue, history, language, and tradition of Bosnia and Herzegovina. The second kind (included in the appendix) contains a quantitative description of activities related to ESC culture, meaning activities about traditions, history, geography, and way of living in English-speaking countries. There are also calculations of activities and mentioned countries related to other culture(s). Any activity related to other cultures or countries was an example of an activity aimed at strengthening the learner's identity and enriching knowledge about other cultures.

The goal was to examine the occurrence of all these materials because they are essential for the development of a student's own identity as well as improving his/her intercultural identity and the ability to recognize the value in being different, resolving conflicts, reducing prejudice and stereotypes and avoidance of "othering." The presence of the material indicates available content for tackling directly with teaching interculturality. The absence of material indicates faultiness within the English textbooks related to giving importance to the notion of interculturality.

4.1.1. Books Used in Elementary School "Turbe."

The Middle Bosnia Canton follows the general curriculum for the Federation of Bosnia and Herzegovina. The Ministry of Science, Education, Youth, Culture, and Sports in Travnik created curricula for elementary and high schools according to the language the schools follow. In Bosnia and Herzegovina, students attend elementary school for nine years.

The elementary school in Turbe follows the curriculum created for schools that follow the Bosnian language. It does not contain English as a subject within the first and second grades of education, meaning that students learn English for seven years.

Dip in 3 is a textbook used in the third grade at "Turbe" elementary school. Third-grade students have English as a subject for the first year of their education. This textbook

includes 7 units in total. It focuses on increasing students' general vocabulary related to topics like friends, body parts, food, home, animals, feelings, and weather.

Table 1 – Dip in 3	
Module or Unit	Activities related to Bosnian culture
Unit 1 - Culture Corner 1	Listen and say: This unit includes five illustrations of monuments in Bosnia and Herzegovina.
Unit 2 – Culture Corner 2	Listen and say: This unit includes five illustrations of nature places in Bosnia and Herzegovina that learners should be familiar with.
Unit 2 – Lesson 2 – Ten little stars	This lesson includes a text and song aimed at counting little stars and lilies to learn about the Bosnian flag.
Unit 3 – Culture Corner 3	Listen and write: This unit includes six illustrations of famous writers from Bosnia and Herzegovina that learners should be familiar with.
Unit 4 – Culture Corner 4	Look and write: This unit includes seven illustrations of traditional costumes from Bosnia and Herzegovina that learners should be familiar with.
Unit 5 – Lesson 5 – My day	This lesson includes a text about a Bosnian boy Mirza and his average day. In addition, the text includes a word for nationality – Bosnian.
Holidays	Pesach, Statehood day, St. Valentine's Day, Women's day, Happy Easter, Happy New Year, Merry Christmas, Eid ul-Fitr – There are illustrations and a few sentences about these holidays celebrated in Bosnia and Herzegovina and among the world.

Table 1 shows the activities related to the learner's culture found throughout the textbook's content. There are 14 regular activities related to Bosnia and Herzegovina in this textbook. Interculturality starts to be promoted at this stage through activities related to celebrating international holidays.

Dip in 4 is a textbook used in the fourth grade of "Turbe" elementary school. Fourth-grade students have English as a subject for the second year of their education. This textbook includes 7 units. It focuses on increasing students' general vocabulary related to topics like feelings, parts of the body, jobs, holidays, furniture and telling the time.

Table 2 – Dip in 4	
Module or Unit	Activities related to Bosnian culture
Unit 4 – Lesson 5 – At the Seaside	Activity 3,6,7 - There is a text about a holiday in Neum followed by a postcard from Bosnia and Herzegovina with information about Bosnian

	monuments, delicacies, cities. Activities 8,9 - There is a big map of our country. Students should mark the place where they live on the map.
Unit 5 – Lesson 4 – I like English, and you?	In activity 3, there is a school timetable. Within the new words, there is the Bosnian/Croatian/Serbian language as a subject.

Table 2 shows the activities related to the learner's culture found throughout Dip in 4. There are 13 regular activities related to Bosnia and Herzegovina in this textbook. There are also 3 ESC culture activities. Interculturality is promoted on a smaller scale in this textbook.

Dip in 5 is a textbook used in the fifth grade of "Turbe" elementary school. Fifth-grade students have English subjects for the third year at this point. The textbook includes 9 units. It focuses on increasing students' general knowledge about topics like daily routines, months of the year, seasons, prepositions, and adjectives for describing physical appearance.

Table 3 – Dip in 5	
Module or Unit	Activities related to Bosnian culture
Unit 1 – Lesson 2 – My friends	Activity 4 and 5 – There are pictures and questions about famous people from Bosnia and Herzegovina. Students should display knowledge about their lives.
Lesson 26 – London	Activity 7 – The capital of Bosnia and Herzegovina – Sarajevo Students are supposed to fill in the postcard about Sarajevo, displaying knowledge about the capital city and its districts, river, and monuments.
Mr. Cocopulus 13	There is a drawing of the map of Europe, pointing to Bosnia and Herzegovina, followed by text about the country's basic information (lakes, sea, mountains, cities)
Unit 8/ Animals – Cocopulus 14 – Bosnia and Herzegovina	There are 10 questions about places in Bosnia and Herzegovina related to famous symbols, authors, national parks, mountains, and rivers. Activity 3 –listening activity related to a Bosnian boy Adi's life. Activity 7 – It contains six short texts about Sarajevo, Bihać, Tuzla, Zenica, Travnik, and Mostar. Activity 8 - Students should fill in the missing letters to get six words related to Bosnian contexts, like Bašćaršija, Old Bridge in Mostar, and Ivo Andrić.

Table 3 shows the activities related to the learner's culture found throughout *Dip in 5*. There are 12 regular activities related to Bosnia and Herzegovina in this textbook. There are also 6 ESC culture and 7 other culture(s) activities. Interculturality is promoted on a slightly higher scale in this textbook, comparing to the previous two textbooks.

Dip in 6 is a textbook used in the sixth grade of "Turbe" elementary school. Sixth-grade students have English as a subject for the fourth year of their education at this point. The textbook includes 9 modules. It focuses on increasing students' general knowledge about topics like home and friends, daily activities, free time activities and places.

Table 4 – Dip in 6	
Module or Unit	Activities related to Bosnian culture
Starting up/Back to school	There is a Bosnia and Herzegovina flag on the module's first page.
Starting up/Back to school – Lesson 4 – School Subjects	There is a list of school subjects that includes words: Croatian, Bosnian, and Serbian.
Module 1/Home and Friends – Lesson 9 – Let's catch them!	Activity 8 – There is a list of famous Bosnian people like football players, actors, basketball players, and poetry writers. Students need to come up with their professions and say what they do.
Module 2/Places - For curious kids only! Tuzla	Activity 1 – Students need to answer four questions about Tuzla. Activity 2 – Students read about the history of Tuzla. Activity 4 – Includes five questions about Tuzla. Activity 5 – Four questions serve as a basis for a conversation with students about their origin – their hometown, famous and exciting places to visit, famous people, and students' opinions about the difference between living in a city and a village.
Module 3/Food – Lesson 17 – Dinner at the Coopers	Activity 7 – There are two texts about Bosnia and Herzegovina and the USA. Students need to answer whether statements are true or false regarding certain traditions from these two countries.
Module 5/Me, you and the World – Lesson 22 – Luka's guest	Activity 2 – There is a text mentioning the Tornjak breed of dog with a picture. Students read about a girl from Mostar who has a pet dog. Activity 3 – Do you know – There is a text explaining that Tornjak is a breed of dog from Bosnia and Herzegovina, and it gives information about its appearance. Project Work – There is a suggestion for students to write a project about several towns, cities, and villages in their country.
Module 5/Me, you and the World – Lesson 24 – What does Iva miss about Bosnia and Herzegovina?	Activity 1 and 2 – There are seven keywords related to a text about Iva from Herzegovina. She mentions several smaller towns like Radimlje,

	<p>Boljuni, Rotimlje, Vidoštak, Stolac, and Mostar.</p> <p>Activity 5 – There are four sentences related to making a correct comparative form of adjectives. They contain keywords related to places in Bosnia.</p> <p>Activity 7 – There are two questions that ask students to speak about their towns and villages and make a comparative of the offered adjectives.</p>
Module 5/Me, you and the World – Revision	<p>Activity 1 – There are exercises about comparative forms of adjectives. Sentences contain Bosnian Contexts like Vlačić, Sarajevo Cathedral, Sarajevo Orthodox Cathedral, Bihać, and Sarajevo Synagogue.</p> <p>Activity 2 – There are exercises about the correct superlative forms of adjectives. Students need to form questions and answer them in notebooks—the questions concern students' countries, towns, cities, and rivers. There are five questions.</p>
Module 6/Jasmine's stories – Lesson 26 – Jasmine's photo album	<p>Activity 1 – There are four text segments accompanied by pictures. They are about Jasmine, who tells about Sarajevo and its famous monuments.</p> <p>Do you know? – There is a text about traditional Bosnian clothes: scarves, shirts, and carpets with specific symbols. Pictures show them. Students need to read the text and discuss it.</p>
Module 6/Jasmine's stories – Lesson 28 – Famous people from the past	<p>Activity 1 and 2 – There are six pictures and six pieces of text about famous people. Three famous personas from Bosnia and Herzegovina are mentioned: Gabrijel Nurkić, Meša Selimović, and Tvrtko I Kotromanić. Students need to match pictures with text segments.</p> <p>Activity 5 – Students need to answer questions about famous personas, including the three ones from Bosnia and Herzegovina.</p> <p>Activity 6 – There is a table with four columns about the famous personas mentioned above. Students need to make negative sentences in the simple past tense.</p>
Module 6/Jasmine's stories – Lesson 31 – What a morning!	<p>Activity 1 – Students read a text about Jasmine's favorite actress, Luna Mijović, from Bosnia and Herzegovina.</p> <p>Activity 7 – Students listen to an interview with a famous Bosnian actress Luna Mijović.</p> <p>Do you know? – There is a text about Luna Mijović's movie Grbavica and her awards.</p>
Module 6/Jasmine's stories – Grammar corner	<p>Three tables offer past simple tense forms: to be, regular, and irregular verbs. Finally, two tables contain sentence examples related to Bosnia and Herzegovina and mention Sarajevo and Tornjak.</p>
Festivals – Statehood Day	<p>Statehood Day - There is a short text about the 25th of November when people in Bosnia and Herzegovina celebrate Statehood Day.</p> <p>Eid ul-Fitr and Eid-al-Adha – There is a list of words with translations into the Bosnian</p>

	language.
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Table 4 shows the activities related to the learner's culture found throughout Dip in 6. There are 26 activities related to Bosnia and Herzegovina in this textbook, 8 substantial and 18 regular ones.

Substantial activities are:

1. Module 1 – Home and Friends – Lesson 9 – Activity 8
2. Module 2 – Places – For curious kids only! – Tuzla – Activity 2
3. Module 3 – Food – Lesson 17 – Dinner at the Coopers – Activity 7
4. Module 5 – Me, You and the World – Lesson 22 – Luka's guest – Activity 4
5. Module 5 – Me, You and the World – Lesson 24 – What does Iva miss about Bosnia and Herzegovina – Activity 2
6. Module 6 – Jasmine's Stories – Lesson 26 – Jasmine's Photo Album – Activity 1
7. Module 6 – Jasmine's Stories – Lesson 26 – Jasmine's Photo Album – Activity 6
8. Module 6 – Jasmine's Stories – Lesson 31 – What a morning! – Activity 7

There are also 25 ESC culture and 16 other culture(s) activities. Interculturality is promoted on a significantly higher scale in this textbook, comparing to the previous textbooks.

Way to Go 7 is a textbook used in the seventh grade of "Turbe" elementary school. Seventh-grade students have English as a subject for the fifth year of their education. The textbook includes 5 modules. It focuses on expanding students' general knowledge about topics like family, school, people, places, food, animals and technology already presented to students in lower grades.

Table 5 – Way to go 7	
Module or Unit	Activities related to Bosnian culture
Unit 1 – Family/School – Lesson 1 – Your world	T3 – tape 3 contains text about Benjamin, whose father is from Bosnia.
Unit 1 – Family/School – Lesson 2 – Teenage film star	Project – Bosnian teenage film star – There is a text about Armin Omerović, a Bosnian actor. Students should write a project where they would discover more about this person and report to the class.

Unit 1 – Family/School – Lesson 4 – School is – Good teachers	Activity 3 – Students make a list of positive and negative adjectives and are asked to translate them to Bosnian/Croatian/Serbian.
Unit 1 – Family/School – Culture spot 1 – Part II – How much do you know about Bosnia and Herzegovina, a small but beautiful country?	T18 – tape 18 – Activity 1 – contains a recording about Bosnia and Herzegovina's nature, climate, population, and culture. There is also text followed by pictures of places: Kravica waterfalls, Bijela tabija, Sokolac, Jajce, Ostrožac, and Počitelj. Activity 2 – contains five questions about Bosnia and Herzegovina's historical sites, inhabitants, mountains, cities, and national parks.
Unit 2 – People/Places – Lesson 6 – Was it good luck?	Lead-in: Activity 1 – There is a word Sarajevo accompanied by a picture of the city. Students recognize their capital city. Activity 2 – There is a remember section containing words for country and nationality: Bosnia and Herzegovina and Bosnian (Bosniak/Croat/Serb and others). Activity 5 – There are several images of flags. There is a flag of Bosnia and Herzegovina, among others. Reading Part 1: Activity 1 – There are two columns about history. Students need to match names with definitions and pictures. Four sentences are related to Bosnia and Herzegovina: Bobovac, Husein – Kapetan Gradaščević, the Dragon of Bosnia, stećci and Gabrijel Nurkić.
Unit 2 – People/Places – Lesson 9 – What a day	Lead in: There are three pictures of Bosnia and Herzegovina: Hari Mata Hari, Gordana Boban, and Bjelašnica. Students need to recognize famous people and places through pictures in this lesson.
Unit 2 – People/Places – Lesson 10 – Tell me a story	Lead in: Students need to connect twelve book titles to their authors. Two Bosnian authors are mentioned: Nura Bazdulj – Hubijar and Nenad Radanović.
Unit 2: People/Places – Culture spot 2 – Education in the UK, the USA, and Bosnia and Herzegovina	Activity 1 – There is a recording and texts about different education systems, including those in Bosnia and Herzegovina. Students listen to the texts. Activity 2 – Students need to compare, in their words, the education systems in the UK, the USA, and Bosnia and Herzegovina.
Unit 3 – Food/Animals – Lesson 12 – Danger or Thrill	Writing: My project – My favorite sport – <i>Do you know?</i> – There is a short text about Bosnian extreme sports clubs. Activity 1 – This is a short quiz about Edin Džeko, a famous football player from Bosnia and Herzegovina. Activity 3 – There is a fact file about Edin Džeko. Students listen to tape 39 and fill in the missing information, like his nickname, position, and

	<p>jersey number.</p> <p>Activity 4 – There are statements about Edin Džeko. Students need to answer whether they are true or false.</p> <p>Activity 5 – Students need to write fact files about famous Bosnian sportspersons: Amel Tuka, Miralem Pjanić, Asmir Begović, etc.</p>
Unit 3 – Food/Animals - Culture spot 3 – National Dishes and Desserts	<p>Activity 1, 2, 3, 4, and 5 - There are pictures, texts, and questions about dishes from several countries, including Bosnia and Herzegovina. Specific food mentioned includes čevapčići, tufahija, sogan dolma, baklava, sarma etc.</p>
Unit 3 – Food/Animals – Lesson 13 – Did you know?	<p><i>Lead in:</i> Contains several geographical questions related to Bosnia, like the longest river, the highest mountain, and the biggest lake, together with the appropriate pictures showing those locations.</p> <p><i>Writing project:</i> Did you know? – There is a question about Bosnian TV's most boring TV program.</p>
Unit 3 – Food/Animals – Lesson 14 – A wonderful world	<p>Writing project: Our class book of fables – Students should find a Bosnian/Croatian/Serbian fable and retell it in English.</p>
Unit 3 – Food/Animals – Lesson 15 – My Grandfather's unusual job	<p><i>Reading Part I</i> – There is a text about Benjamin's grandfather's job, who is from Bosnia and Herzegovina. There are four pictures related to Sarajevo, like Old Town and Holiday Inn hotel, accompanied by questions related to the text.</p> <p><i>Listening Part III</i> – Students listen to the rest of the story about a Bosnian man.</p> <p><i>Remember section:</i> There are examples of definite and indefinite articles rules through names of Bosnian places: Holiday Inn Hotel and River Miljacka.</p>
Unit 3 – Food/Animals – Culture spot 4 – Famous people and sights	<p><i>Activity 1 and 2</i> – There is a quiz about famous people and sights. There are two questions about Bosnia, its national museum and the nature park Hutovo Blato.</p> <p>Activity 3 – There are eight pictures of famous people, and students need to connect them to the eight definitions below. There are several Bosnians like Umihana Čuvidina, Stjepan Tomašević, Ismet Mujezinović, etc.</p>
Unit 4- Our Future – Lesson 18 – Living on the Moon	<p><i>Activity 4</i> – the map of Europe – Students need to write the names of the countries, including Bosnia and Herzegovina, and write the weather forecast for their country.</p>
Unit 4 – Our Future – Lesson 19 – What is in a magazine?	<p><i>Lead-in:</i> There are eight pictures from famous magazines, including Bosnian/Croatian/Serbian ones like Gracija and Burda. Students need to explain what each of them writes about.</p> <p>Activity 1 – Stars will tell you – Students are asked to translate the horoscope signs to Bosnian/Croatian/Serbian.</p>

Extra pages: Holidays	<i>Halloween, The Story of Christmas, New Year's Eve, the 8th of March, Statehood Day, Fool's Day, St. Valentine's Day, and Happy Easter. Eid Ul'Fitr, Happy Easter, and Passover</i> – All texts ask students to explain how these holidays are celebrated in Bosnia and Herzegovina
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Table 5 shows the activities related to the learner's culture found throughout Way to go 7. There are 43 activities related to Bosnia and Herzegovina in this textbook, 5 substantial and 38 regular ones.

Substantial activities are:

1. Unit 1 – Family/School – Lesson 2 – Teenage film star – Project: Bosnian teenage film star
2. Unit 1 – Family/School – Culture spot 1 – Part II – How much do you know about Bosnia and Herzegovina, a small but beautiful country? – Activity 1
3. Unit 2: People/Places – Culture spot 2 – Education in the UK, the USA, and Bosnia and Herzegovina – Activity 1
4. Unit 3 – Food/Animals - Culture spot 3 – National Dishes and Desserts – Activity 3
5. Unit 8 – Extra pages: Holidays – Eid-ul-Fitr

There are also 30 ESC culture and 32 other culture(s) activities. Therefore, interculturality is promoted throughout the textbook.

Way to Go 8 is a textbook used in the eighth grade of "Turbe" elementary school. Eighth-grade students have English as a subject for the sixth year of their education. The textbook includes 5 units plus one extra appendix about culture (counted as 6 in total). It focuses on expanding students' general knowledge about topics like musical instruments, sports, health, professions, media, free time, parties, feelings, and adjectives for describing looks and character.

Table 6 – Way to go, 8	
Module or Unit	Activities related to Bosnian culture
Unit 1: Relationships – Lesson 5 – The School Orchestra	Activities A and B – There are pictures of different instruments, including those for Bosnian traditional music. Students should name and group them. Reading: There are three texts about school orchestras named after Bosnians Meša Selimović, Aleksa Šantić, and Bahrija Nuri-Hadžić.
Unit 1: Relationships - Culture spot 1 – Learn about the history of Bosnia and Herzegovina (the medieval period)	Reading: Several important personas from medieval Bosnia are mentioned, like Stjepan Osoja, The Kosača family, Ban Kulin, etc., as well as critical Bosnian towns like Tuzla, Jajce, Visoko, etc.

	Activity 2 – Students answer questions about the text above.
Unit 2: Grey, Green World - Lesson 8 – Up, up, higher, and higher	Activity H – There is a text about Sarajevo's first tram. Students should do a project and find out more about the topic.
Unit 3 – It's Challenging – Lesson 14 – Are you a sports buff?	Activity E – There are four Bosnian sports personas: Emina Hadžiahmetović, Nermin Potur, Damir Džumhur, and Zana Novaković. Students need to match the pictures with the texts.
Unit 4: Free Time Activities - Lesson 18 – Traditional weddings	Writing – Students need to write about the Bosnian wedding ceremony, clothes, presents, reception, and speeches.
Unit 4: Free Time Activities - Lesson 19 – My neighborhood	Writing – The place where I live – Students need to report about their Bosnian town/village and specific advantages/disadvantages of it.
Unit 4: Free Time Activities - Lesson 20 – Hobbies and interests	Writing: Activity A – Martin's stamp collection – There are thirteen stamps with different personas. Students need to recognize them, including Bosnians: Mirza Delibašić, Safet-beg Bašagić, Nasiha Kapidžić-Hadžić, and Croats: Nikola Tesla, and match them to their descriptions.
Unit 4: Free Time Activities - Lesson 21 – Books and reading	Reading: Two writers Activity 2 – Students read about two biographies and recognize one Bosnian book writer- Nasiha Kapidžić – Hadžić.
Unit 4: Free Time Activities - Lesson 23 – Look into the future	Writing: An Email – Students need to write an email to a kid who lives in a foreign country explaining why he/she should visit Bosnia and Herzegovina.
Unit 4: Free Time Activities - Lesson 24 – The weekend finally	Writing: A film review – Students should read about three movies, including two Bosnian ones: No Man's Land and Snijeg, and match the pictures with the texts. They should write a film review.
Appendix – How much do you know about your country, Bosnia and Herzegovina, and your neighbor?	Activity A and B – Students do the quiz about famous places, personas, and monuments. Writing: A report – Students should write about historical monuments, the flag, or different holidays in Bosnia and Herzegovina.
Appendix – Places of interest in Bosnia and Herzegovina	This appendix contains information about important geographical sites in Bosnia and Herzegovina and questions about Bosnia and Herzegovina mentioned throughout the book related to nature.
Appendix – Endangered animals that live in the sea/ rivers/woods/mountains	There are three photos, and students should recognize which animals are endangered in Bosnia and Herzegovina. They should write a report explaining why.
Appendix – Holidays and festivals – Thanksgiving day	Activity B – Students should write if there is a similar festival to Thanksgiving Day in Bosnia and Herzegovina.
Appendix – Christmas Tradition	Pairwork: Writing: Students should write about the Orthodox/Catholic Christmas tradition in

	Bosnia and Herzegovina.
Appendix – New Year traditions	Writing: Students should write about the New Year tradition in Bosnia and Herzegovina.
Appendix – Eid Ul-Fitr, Ramadan – the holiest month	Activity B – Students should write about how Eid ul-Fitr is celebrated in Bosnia and Herzegovina.
Appendix – Valentine's Day, April Fools' Day, Halloween	Activities A, B, and C – Students should write about how each day is celebrated in Bosnia and Herzegovina.

Table 6 shows the activities related to the learner's culture found throughout Way to go 8. There are 25 activities related to Bosnia and Herzegovina in this textbook, 3 substantial and 22 regular ones.

Substantial activities are:

1. Unit 1: Relationships - Culture spot 1 – Learn about the history of Bosnia and Herzegovina (the medieval period) – reading activity
2. Unit 3 – It's Challenging – Lesson 14 – Are you a sports buff? – Activity E
3. Unit 4: Free Time Activities - Lesson 21 – Books and reading – Two writers - Activity B

There are also 42 ESC culture and 32 other culture(s) activities. Therefore, interculturality is abundantly promoted throughout the textbook.

Challenges 4 by Michael Harris, David Mower, Anna Sikorzynska, and Asmir Mešić is a textbook used in the ninth grade of "Turbe" elementary school. Ninth-grade students have English as a subject for the seventh year of their education. This textbook consists of 10+1 modules, including the (+1) *Timeout* module containing several short informative activities of different types. There are several elements of the ESC culture within the textbook, including stories about famous music, cities, movies, books, and people from the UK, the USA, Australia and New Zealand. The focus is on increasing student' knowledge about communication, money, transport, ecology, fashion and sport.

Table 7 – Challenges 4	
Module or Unit	Activities related to Bosnian culture
Module 1 – Bosnian and Herzegovinian culture bank – How will technology change education?	Activities 1,2,3 - There are six texts about people from Bosnia and Herzegovina (Goražde, Bihać, Trebinje, Lukavac, Prijedor, Vitez). In addition, students discuss technology improvement and reflect upon education.
Module 2 – News – Bosnian and Herzegovinian culture bank – Teens for Teens	Activities 1, 2 – There is an example of a magazine published in Bosnia and Herzegovina. Students discuss writing news articles and advertising. Project: Create a magazine – Students should write two articles about a famous Bosnian person

	or place, a Bosnian custom, or a particular day.
Module 2 – News – Lesson 5 – Breaking News	Activity 11 – Students talk about the main news in Bosnia and Herzegovina.
Module 3 – Communities – Bosnian and Herzegovinian culture bank: Places to Visit in August	There is an article about The Maiden's Cave located in the Bosnian village of Brateljići. Activity 3,5 – Students answer questions about the cave. Activity 6 – Students practice grammar based on a story from Sarajevo.
Module 3 – Communities	Get ready – Students should talk about their community – talk about Bosnia and Herzegovina in terms of the area where they live, local facilities, and neighborhood.
Module 3 – Communities – Lesson 3 – The river	Activity 6 – Students must make sentences about going out for the weekend. Given examples mention famous artists from Bosnia: Laka and Dubioza Kolektiv.
Module 3 – Communities – Lesson 3 – Across Cultures 2	Activity 8 – Students discuss family celebrations in Bosnia. Project: A celebration – Students write about their celebration using words that cannot be translated into English, like baklava, kadaif, etc.
Module 4 – Cash – Bosnian and Herzegovinian culture bank: At the Crossroads	Activity 3 - There are four stories about Bosnians from Travnik, Sarajevo, Tuzla, and Mostar about career paths and part-time jobs. Project: Their future – Students ask their friends about future career plans.
Module 4 – Cash – Understanding grammar: Articles: the	Activity 4 – Students should write six sentences about Bosnia and Herzegovina and include fascinating: cities, rivers, lakes, mountains, and the sea.
Module 5 – Water – Bosnian and Herzegovinian culture bank: Holiday with a difference	Activities 1, 2, 3, 4, 5 – There are five texts about top destinations in Bosnia and Herzegovina with pictures around. There are three accompanying activities directly associated with texts. Project: Waterfalls in Bosnia and Herzegovina – Students write about Jajce, Martin Brod, Kravica, Štrbački Buk, and Koćuša.
Module 5 – Water – Lesson 14: Natural wonders	Activity 9 – Speaking: Students should describe their favorite places near or in Bosnia and Herzegovina.
Module 5 – Water – Across Cultures 3: Two Drinks That Changed The World	Activity 4 – Students answer questions about how Bosnians drink coffee and tea and which non-alcoholic beverages are popular in Bosnia and Herzegovina.
Module 6: Save the Planet – Bosnian and Herzegovinian Culture Bank: It is not too late to save the planet	Activities 1, 2 – There is a text about Bosnia's National Environmental Action Plan and a discussion about environmental problems in Bosnia and Herzegovina. Project: A dream – Students imagine living in future of Bosnia and Herzegovina
Module 7: Fashion – Bosnian and Herzegovinian Culture Bank: Sarajevo Fashion Week	Activities 1,2 3 – There is a text about the Fashion Week in Sarajevo. Students discuss fashion trends in Bosnia and Herzegovina.

Module 8: Sport – Bosnian and Herzegovinian Culture Bank: Mirza Delibašić – orange ball virtuoso	Activities 2,3,4,5 – There is a text about a famous Bosnian basketball player. Students should discuss his achievements. Project: A sportsperson – Students should choose a person from Bosnia and Herzegovina that they admire and write a report.
Module 8: Sport, Lesson 23: The Olympics	Activity 10 – Students discuss the Olympic events and celebrities in Bosnia and Herzegovina.
Module 9: Detectives – Bosnian and Herzegovinian Culture Bank: Drekavac – mysterious and fearful	Activities 2,3,4 – There is a text about Bosnian folk stories used to scare children.
Module 10: Imagination – Bosnian and Herzegovinian Culture Bank: How do you spend your free time?	Activities 1,2,5 – There are three texts about Bosnians from Široki Brijeg, Breza, and Tuzla and their free time activities. Students discuss how young people spend their free time in Bosnia and Herzegovina. Project: Hobbies – Students describe hobbies of their classmates and ways of spending free time in Bosnia and Herzegovina.

Table 7 shows details about activities related to the culture of Bosnia and Herzegovina in the textbook Challenges 4. There are 45 of these activities in total, including 10 substantial activities as follows:

1. Module 1 – Bosnian and Herzegovinian culture bank – How will technology change education? – Activity 3
2. Module 2 – News – Bosnian and Herzegovinian culture bank – Teens for Teens – Activity 2
3. Module 3 – Cash – Bosnian and Herzegovinian culture bank: Places to visit in August – Activity 3
4. Module 4 – Cash – Bosnian and Herzegovinian culture bank: At the Crossroads – Activity 2
5. Module 5 – Water – Bosnian and Herzegovinian culture bank: Holiday with a Difference – Activity 2
6. Module 6: Save the Planet – Bosnian and Herzegovinian Culture Bank: It is not too late to save the planet – Activity 2
7. Module 7: Fashion – Bosnian and Herzegovinian Culture Bank: Sarajevo Fashion Week – Activity 2
8. Module 8: Sport – Bosnian and Herzegovinian Culture Bank: Mirza Delibašić – orange ball virtuoso – Activity 2
9. Module 9: Detectives – Bosnian and Herzegovinian Culture Bank: Drekavac – mysterious and fearful – Activity 2

10. Module 10: Imagination – Bosnian and Herzegovinian Culture Bank: How do you spend your free time? – Activity 2

The textbook contains 35 regular activities related to Bosnia and Herzegovina. There are 81 ESC culture activities within the textbook. There are no modules without activities related to their culture. On the other hand, when it comes to other culture(s), there are 72 activities other than B&H culture. There are no modules without an activity related to other cultures. (See appendix for more details) This textbook promotes interculturality even more than the previous textbooks. The textbook promotes interculturality at a significant rate.

4.1.2. Books used in Catholic School Center "Petar Barbarić."

The Catholic School Center "Petar Barbarić" within the Middle Bosnia Canton follows the curriculum for the Catholic School Centers of Bosnia and Herzegovina. The English language is present as a subject in the curriculum from the first to the ninth grade of elementary school. In total, students learn English for nine years.

First Friends 1 by Sussan Iannuzzi is a textbook used in the first grade of the Catholic School Center "Petar Barbarić." First-grade students have English as a subject for the first year of their education. This textbook includes 10 modules in total. It focuses on increasing students' general vocabulary related to topics like classroom, toys, belongings, colors, clothes, body, family and food.

Table 8 - FIRST FRIENDS 1 Class Book	
Module or Unit	Activities related to Bosnian culture
/	There are no activities related to Bosnian culture.

Table 8 shows no activities within this textbook related to the learners' culture (Bosnia and Herzegovina). No activities related to the EFL culture(s) or other culture(s) have been found. Interculturality is not promoted at this stage.

First Friends 2 by Sussan Iannuzzi is a textbook used in the second grade of the Catholic School Center "Petar Barbarić." Second-grade students have English as a subject for the second year of their education. This textbook includes 10 modules in total. It focuses on increasing students' general vocabulary related to topics like school, feelings, movements, food, animals and jobs.

Table 9 - FIRST FRIENDS 2 Class Book	
Module or Unit	Activities related to Bosnian culture
/	There are no activities related to Bosnian culture.

Table 9 shows no activities related to the learners' culture. No activities related to the ESC culture(s) have been found. Interculturality is not promoted at this stage of learning either.

Family and Friends 1 by Naomi Simmons is a textbook used in the third grade of the Catholic School Center "Petar Barbarić." Third-grade students have English as a subject for the third year of their education. This textbook includes 6 modules plus one extra section about Bosnia and Herzegovina's culture and festivals (7 modules in total). It focuses on increasing students' general vocabulary related to topics like school things, animals, food, furniture, rooms, family members and body parts.

Table 10 – FAMILY AND FRIENDS 1 Class book	
Module or Unit	Activities related to Bosnian culture
Bosnia and Herzegovina: Culture and festivals	Bosnia and Herzegovina – Students analyze the map and the flag of Bosnia and Herzegovina. There are pictures of famous monuments and short explanations for Sahat Kula, Kastel, Stari Most, and Neum.
	My home and family – There are five texts related to how some Bosnians live.
	Animals in Bosnia and Herzegovina – There are pictures of wild animals that live in Bosnia.
	Sarajevo Kids Festival – There are four descriptions of activities held at a festival in Bosnia and Herzegovina.
	Festivals – Five international festivals are mentioned, celebrated within Bosnia and Herzegovina.

Table 10 displays activities related to Bosnia and Herzegovina in Family and Friends textbook. Only one module is exclusively dedicated to Bosnia and Herzegovina's culture. Since the school distributes all the textbooks to students for free, it has been noticed that only some students got the edited edition of the textbook for Bosnia and Herzegovina. Not all students have it. Instead, they use the Oxford, unedited 2nd edition, also distributed by the school. Therefore, not all the students use the same book. The B&H module contains the map of Bosnia, several pictures of important cities like Sarajevo, Banja Luka, and Mostar, the flag

of our country, a description of the Sarajevo Kids Festival, and general information about celebrations in Bosnia, belonging to different religions: Hanuka, Christmas, New Year, Eid and Easter. Therefore, interculturality starts to be promoted at this stage, raising students' awareness of their culture.

Family and Friends 2 by Naomi Simmons and Tamzin Thompson is a textbook used in the fourth grade of the Catholic School Center "Petar Barbarić." Fourth-grade students have English as a subject for the fourth year of their education. This textbook includes 5 modules. It focuses on increasing students' general vocabulary related to topics like numbers, toys, feelings, presents, weather report, times of the day, clothes and celebrations.

Table 11 – Family and Friends 2 – Classbook	
Module or Unit	Activities related to Bosnian culture
/	There are no activities related to Bosnian culture.

Table 11 shows no activities related to the learners' culture. This textbook includes 5 modules in total. The school distributes free textbooks to students – the Oxford 2nd edition, which is not edited for Bosnia and Herzegovina. This textbook does not focus on developing interculturality.

Family and Friends 3 by Naomi Simmons and Tamzin Thompson is a textbook used in the fifth grade of the Catholic School Center "Petar Barbarić." Fifth-grade students have English as a subject for the fifth year of their education. This textbook includes 5 modules plus one section related to culture counted as an extra module (6 modules in total). It focuses on increasing students' general vocabulary related to topics like activities on the beach, animals, school, camping, holiday things, transport and seasons.

Table 12 – FAMILY AND FRIENDS 3 Classbook	
Module or Unit	Activities related to Bosnian culture
/	There are no activities related to Bosnian culture.

Table 12 shows no activities related to the learners' culture. The school distributes free textbooks to students – the Oxford 2nd edition, which is unedited for Bosnia and Herzegovina.. In addition, there are several activities related to other cultures, including mentioning the following countries: Germany, Egypt, Australia, Brazil, Spain, and the USA (for a complete description of the activities, see the appendix). Therefore, this textbook focuses on developing interculturality, including the ESC culture and other cultures worldwide.

Challenges 1 by Michael Harris, David Mower, Anna Sikorzynska, and Asmir Mešić is a textbook used in the sixth grade of the Catholic School Center, "Petar Barbarić." Sixth-grade students have English as a subject for the seventh year of their education. This textbook consists of 12+1 modules including the (+1) *Timeout* module containing several short informative activities of different types (13 modules in total). Various famous people from the ESC countries and geographical facts and traditions of the English-speaking area are often promoted. The focus is on increasing student' knowledge about communication, money, transport, ecology, fashion and sport.

Table 13 – Challenges 1	
Module or Unit	Activities related to Bosnian culture
Module 2: Exercise – Across Cultures 1	Project: Students make a poster about their favorite sport and think about popular sports in Bosnia and Herzegovina
Module 6: Expeditions – Across Cultures 3	Project: My country – Students write a report about the advantages and disadvantages of living in Bosnia and Herzegovina.
Module 11: My life – Get ready	Activity 2 – Students discuss their everyday life and their free time.
Module 12: Yesterday, Today, Tomorrow – Family	Reading: Families Activities 1 – There is a text about a typical Bosnian family. Activity 2, 3, and 4 – Students discuss what it is like to be a part of Bosnian families. Students discuss their lives. Activity 1 - Reading: Amir's grandfather Activities 3,4 – related to the story of Amir's grandfather
Module 13: My Country – Study Corner 12: Grammar	Extension: Writing – Students imagine they are on holiday in a beautiful place in Bosnia and Herzegovina. They write a postcard to a friend.
Module 13: My country – Get ready	Activities 1,2,3,4 – There are questions related to the lifestyle of Bosnians and the description of Bosnia and Herzegovina.
Module 13: My Country – Lesson 36: Amazing nature around us	Activity 6 – There is a map of Bosnia and Herzegovina, and students insert cities on the map. Activity 7 – Students talk about the distance between certain Bosnian countries. Activity 8 – Students find certain new towns on the map of Bosnia and Herzegovina. Activity 9 – Students read postcards from Jahorina, Maglić, Neum, and Sarajevo. Activity 10 – Students answer questions about Bosnian places.
Module 13: My Country – Famous People in Bosnia and Herzegovina	Activities 1 - There are four texts about four famous people (Branko Ćopić, Razija Mujanović, Sergej Barbarez, and Davorin Popović) from Bosnia and Herzegovina. Activities 2 and 3 – Students recognize famous

	Bosnians, connect pictures to the texts and answer questions.
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Table 13 shows activities related to Bosnia and Herzegovina's culture within the Challenges 1 textbook. There are 22 activities related to learners' culture in total. They are scattered throughout 5 different modules. There are 4 substantial B&H activities in total:

- 1) Module 12: Yesterday, Today, Tomorrow – Family – Activity 1 – The typical Bosnian family
- 2) Module 12: Yesterday, Today, Tomorrow – Family – Activity 1 – Amir's grandfather
- 3) Module 13: My Country – Lesson 36: Amazing nature around us - Activity 9
- 4) Module 13: My Country – Famous People in Bosnia and Herzegovina – Activity 1

There are also 16 regular B&H activities.

The results show that there are 69 ESC culture activities throughout the textbook. Only three modules do not contain any activity related to the ESC culture. When it comes to the analysis of other cultures worldwide, (within Europe, Asia, South America, North America, and Africa) there are 43 other culture(s) activities. Only one module does not contain any activity related to other cultures. (See appendix for more details) Therefore, this textbook promotes interculturality at a considerable scope.

Challenges 2 by Michael Harris, David Mower, Anna Sikorzynska, and Asmir Mešić is a textbook used in the seventh grade of the Catholic School Center, "Petar Barbarić." Seventh-grade students have English as a subject for the seventh year of their education.

This textbook consists of 13+1 modules including the (+1) *Timeout* module containing several short informative activities of different types (14 modules in total). Various famous people, geographical facts and traditions of the English-speaking area are often promoted. The focus is on increasing student' knowledge about media, style, performance, technology, stories, books, newspapers articles, healthy lifestyle and culture.

Table 14 – Challenges 2	
Module or Unit	Activities related to Bosnian culture
Module 1: Our World, Across Cultures 1 – Ireland	Activities 7 and 8 – Students write sentences about Bosnia and Herzegovina and guess whether they are true or false. Project: Students write a brochure about Bosnia and Herzegovina.
Module 3: Life Stories – Lesson 8: The Butterfly Man	Activity 9 – Students write a timeline of their lives. There is an example of a timeline

	mentioning Tuzla.
Module 3: Life Stories – Across Cultures 2 – Life in the 50s	Project: Students describe a grandmother or a neighbor. There is an example of a person from Mostar.
Module 5: Across Cultures 3 – Traditional costumes	Activity 4 – Students describe the traditional dress for men and women from Bosnia and Herzegovina.
Module 9: Style, Across Cultures 5 – Traditional houses	Project: Students describe an exciting building in their town/city and put photos.
Module 10: Winners – Get ready	Activity 3 – Students answer questions about popular sports in Bosnia and Herzegovina.
Module 11: Animals – Lesson 31: Wild Animals – A Trip to Sutjeska National Park	Activities 1 and 2 – There are two texts about Bosnia's brown bears and Sutjeska national park. Students discuss newly learned facts. Activity 7 – Students discuss a fact file about bird species in Bosnia and Herzegovina.
Module 11: Animals – Lesson 32: Living with animals	Activities 3 and 4 – Students read about the lives of two Bosnian boys, Emir and Aldin, and the city vs. farm lifestyle. Activity 5 – Students discuss the Bosnian dog Tornjak and answer questions. Activity 6 – Students discuss a Bosnian pony, Ejup. Fact or fiction – Bird species in Bosnia and Herzegovina.
Module 12: Stay healthy – Lesson 33: Healthy food	Activities 2 and 3 – There are three texts about Bosnian food – Begova čorba, Bosanski lonac, and Čevapčići. Students read recipes and connect them with pictures. Activity 9 – Students write a recipe for the healthiest Bosnian dish ever.
Module 13: My country – Get ready	Activities 2 and 3 – Students complete the quiz about Bosnia and Herzegovina's geographical position.
Module 13: My country – Lesson 35: A good time to visit	Activities 2, 3, and 4 – There is a text about the best time of year to visit Bosnia and Herzegovina. Students discuss why they suggest a particular season is the best. Activity 6, 7 – Students practice grammar through sentences about Bosnia and Herzegovina.
Module 13: My country – Lesson 36: Holidays	Activities 1,2,3,5 – There is a table with important dates for Bosnia and Herzegovina and texts about celebrations there. In addition, students discuss Bosnian traditions and history. Activities 6, 8, 10, and 11 – Students practice grammar through sentences related to Bosnia and Herzegovina's interculturality and multi-nationality.

Table 14 shows activities related to Bosnia and Herzegovina's culture within the Challenges 2 textbook. There are 34 activities in total, including 5 substantial activities as follows:

1. Module 11: Animals – Lesson 31: Wild Animals – A Trip to Sutjeska National Park

2. Module 11: Animals – Lesson 32: Living with animals – Activity 3
3. Module 11: Animals – Lesson 32: Living with animals – Activity 6
4. Module 12: Stay healthy – Lesson 33: Healthy food – Activity 2
5. Module 13: My country – Lesson 36: Holidays – Activity 3

The textbook contains 29 regular activities related to Bosnia and Herzegovina. In conclusion, the textbook promotes interculturality and details about Bosnian cities, people, and nature – animal species living specifically in our country.

In addition, there are several elements of the ESC culture, including stories about British and American famous books, writers, monuments, and food. The results show that there are 67 ESC culture activities within the textbook. Only one module does not contain any activity related to the ESC culture.

There are 63 other culture(s)activities, without the ones related to Bosnia and Herzegovina. Four modules do not contain any activity related to other cultures. (See appendix for more details) Therefore, this textbook promotes interculturality at a considerable scope.

Challenges 3 by Michael Harris, David Mower, Anna Sikorzynska, and Asmir Mešić is a textbook used in the eighth grade of the Catholic School Center, "Petar Barbarić." Eighth-grade students have English as a subject for the eighth year of their education. This textbook consists of 10+1 modules, including the (+1) *Timeout* module containing several short informative activities of different types. There are several stories about famous music, cities, movies, books, and people from English-speaking countries. The focus is on increasing student' knowledge about health, nutrition, abilities, science, nature, places and languages.

Table 15 – Challenges 3	
Module or Unit	Activities related to Bosnian culture
Module 1: Schools – Lesson 1: A School With a Difference	Activities 10, 11 – Students write about their school in Bosnia and Herzegovina
Module 1: Schools – Bosnian and Herzegovinian Culture Bank: Pupils and Students	Activity 1 – Students compare schools in the UK and Bosnia and Herzegovina. Activity 2 – Students read two texts about Gradačac and Brighton. Activities 3, 8, and 9 – students do exercises related to the advantages and disadvantages of the Bosnian school system and compare them to the UK system.
Module 2: Talent – Bosnian and Herzegovinian Culture Bank: The Man of the Word	Activities 1,2,3,4 – Students read the text about a Bosnian polyglot and answer questions about

	<p>him.</p> <p>Project: Students compare English and Bosnian/Croatian/Serbian language and explore their speakers and alphabets.</p>
Module 3: Health – Get ready	Activity 5 – Students discuss how teenagers in Bosnia and Herzegovina get healthier nowadays through a lifestyle change.
Module 3: Health – Lesson 7: Disease	Activity 1 – Students discuss common diseases in Bosnia and Herzegovina.
Module 3: Health – Across Cultures 2	<p>Activity 2 – Students discuss the food they like and hate.</p> <p>Project: A survey – Students write about their eating habits and survey how their classmates eat.</p>
Module 3: Health – Bosnian and Herzegovinian Culture Bank: Keep the Doctor away	<p>Activities 3,4,5,7 – There is a text and questions about Bosnian healthy herbs and recipes.</p> <p>Project: Traditional methods of healing – Students discuss with their grandparents the alternative ways of treating medical problems.</p>
Module 4: Cities – Get ready	Activity 5 – Students discuss how young-friendly their city is in Bosnia and Herzegovina.
Module 4: Cities – Lesson 10: Mexico City	<p>Activity 3 – Students compare Mexico City to Sarajevo.</p> <p>Activity 9 – Students describe a town from Bosnia and Herzegovina—their partner guesses which town it is.</p>
Module 4: Cities – Lesson 11: Norwich	Activity 7, 8,11 – Students write about Bosnian towns (historical places, leisure activities, and historical events) and translate expressions into Bosnian.
Module 4: Cities – Bosnian and Herzegovinian Culture Bank: The heart – capturing city	<p>Activity 1,2 – There is a text about a virtual backpacker traveling to Bosnia and Herzegovina. Students talk about Sarajevo's traditions.</p> <p>Activity 5 – Students discuss how often they were in Sarajevo and what they did there.</p> <p>Project: writing – Students write about Zenica.</p>
Module 5: On the move – Bosnian and Herzegovinian Culture Bank: Bosnia and Herzegovina in a week	<p>Activity 1 – Students find Bosnian cities on the map. (Sarajevo, Trebinje, Neum, Mostar, Travnik, Tuzla, Bihać)</p> <p>Activity 2 – There is a text about the most important cities in Bosnia and Herzegovina.</p> <p>Activities 3,4,5 – Students discuss which places in Bosnia they want to visit.</p> <p>Project: Your town in a day – Students describe a town from Bosnia and Herzegovina. There is an example of Gradačac in the book.</p>
Module 6: Films – Bosnian and Herzegovinian Culture Bank: Why don't we watch a movie	<p>Activity 1 – Students discuss whether they know Bosnian movies like Ničija zemlja, Grbavina, Ovo malo duše, Valter brani Sarajevo, etc.</p> <p>Activity 3 – There are descriptions of two Bosnian movies and cinematography in Bosnia and Herzegovina.</p> <p>Activity 5 – There is a description of the Sarajevo film festival. Students fill in the correct grammar tense into the context.</p>

	Activity 6 – Students write about their favorite Bosnian and Herzegovinian films. Portfolio: Students compare movies made in Bosnia and Hollywood.
Study corner 6: Language Check	Study help: Multi-part verbs – Students translate multi-part verbs to Bosnian.
Module 7: People – Bosnian and Herzegovinian Culture Bank: Living in the past	Activity 1,3,4,5,6 – Students discuss the customs and traditions of their grandparents. Activity 2 – Students read 3 texts about the past times in Bosnia and Herzegovina related to cities: Zenica, Brčko, and Kiseljak. Project: A survey – Students make a list after talking to their grandparents about what was better in the past and what they think is better now.
Module 8: Music – Bosnian and Herzegovinian Culture Bank: More Than a love song	Activities 1,2,5,6, and 7 – Students discuss Sevdalinka, a traditional Bosnian love song. Activities 3 and 4 – Students read about Sevdalinka's origins. Project: Translation – Students translate a popular sevdalinka song to English.
Module 9: Books – Bosnian and Herzegovinian Culture Bank: What yonder glimmers	Activities 1,2,3,4 – Students read and discuss the poem's plot – Hasanaginica.
Module 9: Books – Lesson 26: Dance	Activity 10 – Students discuss the emigration/immigration of people from/in Bosnia and Herzegovina.
Module 10: Discoveries – Bosnian and Herzegovinian Culture Bank: Many questions, few answers	Activities 1,2,3 and 4 – Students discuss the pyramids in Visoko, a city in Bosnia and Herzegovina. Project: A leaflet – Students write about the Valley of the Pyramids in Visoko. They give interesting pictures and some amazing facts.

Table 15 shows activities related to Bosnia and Herzegovina's culture within the Challenges 3 textbook. There are 63 of these activities in total, including 12 substantial activities as follows:

1. Module 1: Schools – Bosnian and Herzegovinian Culture Bank: Pupils and Students – Activity 2
2. Module 2: Talent – Bosnian and Herzegovinian Culture Bank: The Man of the Word – Activity 2
3. Module 3: Health – Bosnian and Herzegovinian Culture Bank: Keep the doctor away – Activity 3
4. Module 4: Cities – Bosnian and Herzegovinian Culture Bank: The heart – capturing city – Activity 1
5. Module 5: On the move – Bosnian and Herzegovinian Culture Bank: Bosnia and Herzegovina in a week – Activity 2

6. Module 6: Films – Bosnian and Herzegovinian Culture Bank: Why don't we watch a movie – Activity 3
7. Module 6: Films – Bosnian and Herzegovinian Culture Bank: Why don't we watch a movie – Activity 5
8. Module 7: People – Bosnian and Herzegovinian Culture Bank: Living in the past – Activity 2
9. Module 8: Music – Bosnian and Herzegovinian Culture Bank: More than a love song – Activity 2
10. Module 8: Music – Bosnian and Herzegovinian Culture Bank: More than a love song – Activity 7
11. Module 9: Books – Bosnian and Herzegovinian Culture Bank: What yonder glimmers – Activity 2
12. Module 10: Discoveries – Bosnian and Herzegovinian Culture Bank: Many questions, few answers – Activity 3

The textbook contains 50 regular activities related to Bosnia and Herzegovina.

The results show that there are 97 ESC culture activities within the textbook. There are no modules without activities related to their culture. On the other hand, when it comes to other culture(s), there are 55 activities in total. Four modules do not contain any activity related to other cultures. (See appendix for more details) This textbook promotes interculturality even more than the previous two related textbooks, especially B&H culture.

Challenges 4 by Michael Harris, David Mower, Anna Sikorzynska, and Asmir Mešić is a textbook used in the ninth grade of the Catholic School Center "Petar Barbarić." Ninth-grade students have English as a subject for the ninth year of their education.

Table 16 – Challenges 4	
Module or Unit	Activities related to Bosnian culture
Both schools use the same book for students in the ninth grade. (results are in table 7 above)	

Table 16 suggests the same results and the same textbook used for both schools in the ninth grade. Therefore, interculturality is consistently promoted in this textbook too. (see Table 7 for details)

Figure 3 illustrates a graphical representation of English textbooks within the educational context of the Catholic School Center "Petar Barbarić."

This graph provides a conclusive commentary on the teaching materials employed within this institution (see the appendix for additional details).

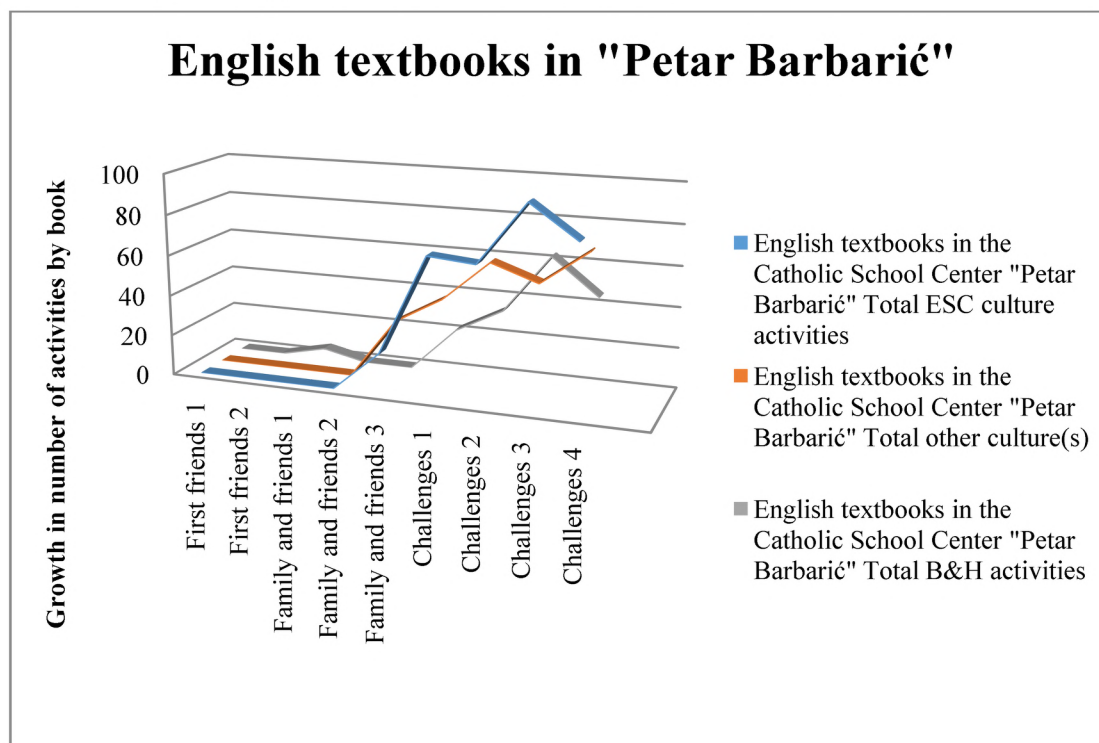


Figure 3 – English textbooks in Catholic School Center “Petar Barbarić”

In conclusion, a total of 334 distinct activities are found in connection with English-speaking cultures and countries within the compilation of textbooks utilized in this educational institution. Remarkably, a discernible escalation in activity count is observed, starting from the sixth-grade textbook, *Challenges 1*, and persisting through *Challenges 4*. Furthermore, an additional 263 activities are identified, containing diverse cultural expressions from around the globe.

Challenges 1 through *Challenges 4* show a greater richness in these cultural activities, as opposed to the First Friends and Family and Friends textbooks implemented in the initial four school years, tailored for younger students.

The analysis reveals the presence of 169 documented activities with specific reference to Bosnia and Herzegovina, comprising 31 substantial activities and 138 regular activities associated with our country.

Figure 4 illustrates a graphical representation of English textbooks within the educational context of the Elementary school “Turbe”. It provides a conclusive commentary on the teaching materials used within this institution.

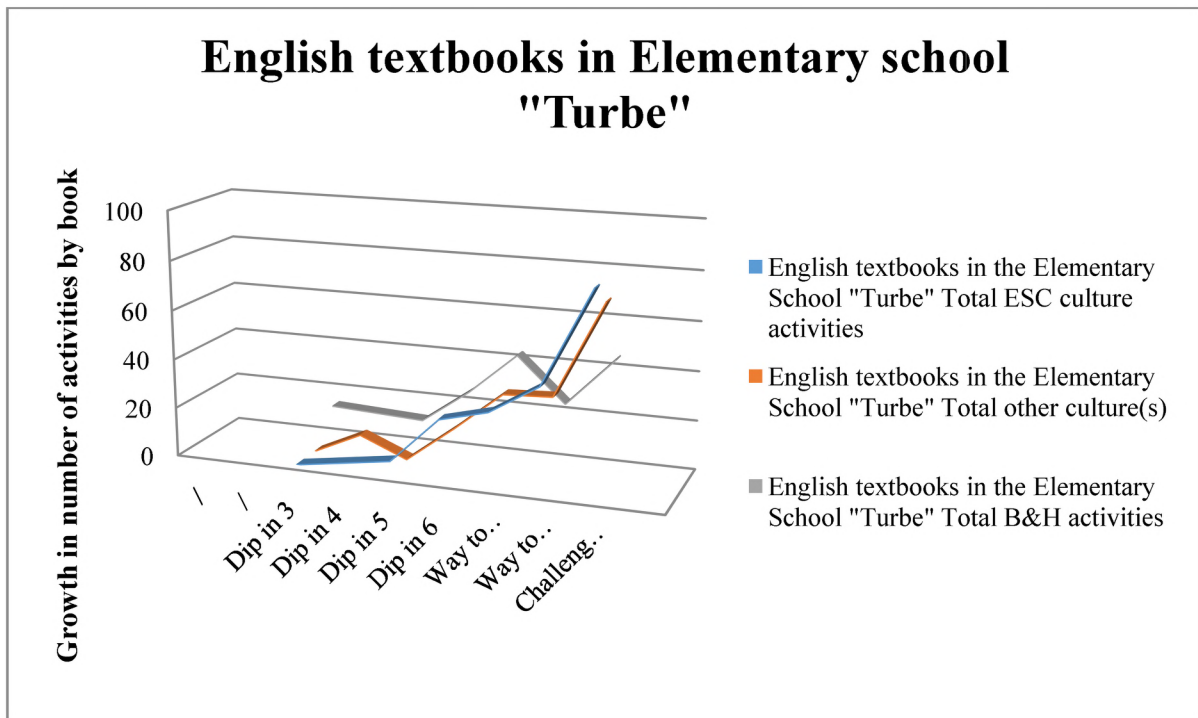


Figure 4 – English textbooks in Elementary school “Turbe”

A gradual increase in culture activity count was observed. A total of 87 activities were found to be related to English-speaking countries, while 163 activities were related to other cultures around the globe. Additionally, 178 activities were related to Bosnian culture (see appendix for more details). However, teachers at the elementary school “Turbe” observed the *Challenges 4* textbook was richer in visual and cultural content than books from the *Dip in* and *Way to go* series used in lower grades of the same school. Numbers show a double increase in terms of activities related to culture when *Way to Go 8* is compared to *Challenges 4*. (see appendix for additional details).

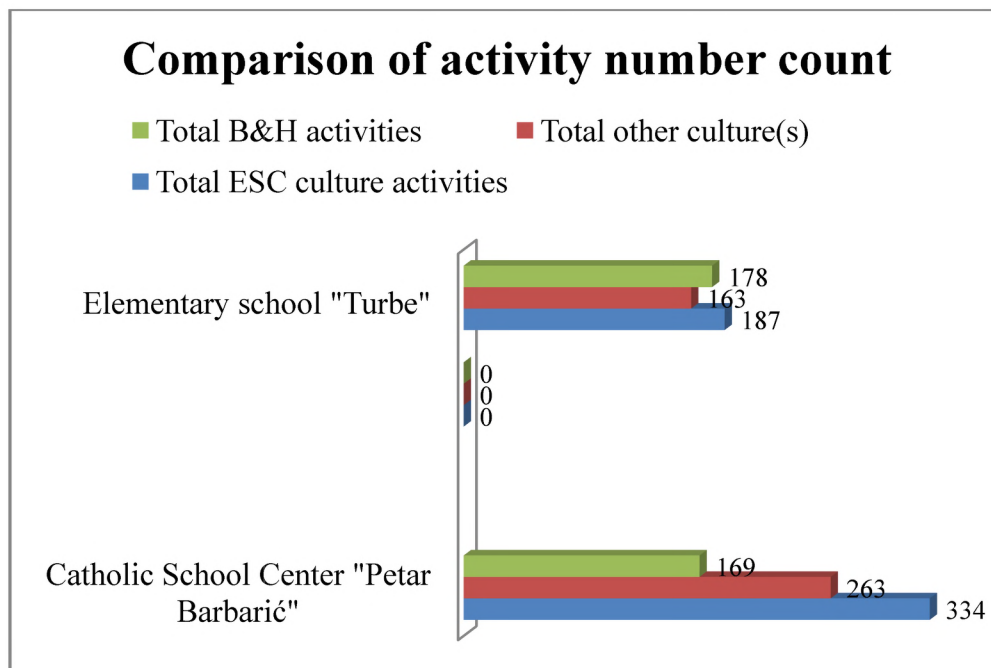


Figure 5 – Comparison of activity number count between two schools included in the study

When activity number count is compared between schools, we notice that both textbook sets have similar numbers of activities related to Bosnia and Herzegovina. The number is slightly higher in the Elementary school Turbe, although students learn English one year less than in the other school. However, the Catholic school center “Petar Barbarić” has a significant increase within their textbook set in activities related to the other culture(s) and English-speaking culture activities. (*see appendix for additional details*)

4.2. Analysis of Teachers' Attitudes

4.2.1. Intercultural instruction

Regarding teachers' views about the first culture within the schools where they teach, results show that the majority (91%) think it is Bosnian, while 9% mention Croatian culture. More than half of the participants (61%) reported that they think culture highly impacts successful communication, while the rest chose a moderate impact. Using a 5-point scale (1= strongly disagree, 5= strongly agree), instructors rated their knowledge, experience, skills, and confidence regarding intercultural skills. The majority agreed/strongly agreed that they possessed the required knowledge, skills, and confidence. However, they were also unsure about their experience level, and some even expressed a lack of experience in dealing with cultural issues in the classroom. (*see Table 17*)

	Strongly disagree (%)	Disagree (%)	Not sure (%)	Agree (%)	Strongly agree (%)	M	SD	N
knowledge	0,0%	0,0%	13,0%	64,5%	22,5%	4.03	0.547	31
experience	3,2%	6,4%	19,3%	54,8%	16,3%	3.84	0.898	31
skills	3,2%	0,0%	13,0%	58,0%	25,8%	4.03	0.836	31
confidence	3,2%	0,0%	6,4%	61,2%	29,2%	4.13	0.806	31

Table 17 – Teachers' opinions about the statement: *When addressing cultural issues in a multicultural classroom, I feel I have the required knowledge, experience, skills, confidence*

When asked to estimate the impact of culture on successful communication (low, moderate, or high), 61% of teachers indicate it has a moderate impact, while 39% have a high impact. More than 83% responded that without ICC skills, individuals might misunderstand one another, even when they speak each other's languages fluently. Furthermore, more than 81% think that individuals become more aware of their culture by consciously comparing their first culture to different culture(s). Based on this part of teachers' responses, they see culture as an integral part of language teaching.

4.2.2. Intercultural competence in the EFL students

Teachers were then asked to rate several statements using a 5-point scale (1 = strongly disagree; 5 = strongly agree) regarding students' competence to interact successfully with people from other countries and cultures in a foreign language. The majority was skeptical about whether students are motivated to develop ICC, with 48% being unsure and more than 19% disagreeing with the statement (M=3.10, SD=.79). Similarly, around 25% reported that developing ICC was not a realistic goal. Approximately 32% were unsure, and about 42% agreed/strongly agreed with the idea. On the other hand, around 84% felt that fostering intercultural communicative competence was a realistic goal for their students. When asked about students' interest in learning about the culture(s) of Bosnia and Herzegovina, 59% either agreed or strongly agreed, while the rest were either not sure or disagreed. Almost the same results appeared when discussing students' interest in English-speaking countries' culture (British, American, and Australian), with more than 51% noticing interest in students while the rest were skeptical. Teachers were indecisive about students' interest in learning about other students' culture, with 58% either unsure or disagreeing with the statement. When asked if EFL instructors can positively influence learners' attitudes towards people from different cultures throughout an EFL class, a considerable scope of 83% thought this to be the case (M

= 4.13, SD = .84). These findings are consistent with current literature of intercultural communicative competence (Bennet, 1998 and Byram 1997). The majority (more than 75%) agreed/strongly agreed that developing ICC in learners will help them interact more successfully with Bosnians outside of the classroom, potentially increasing students' motivation to learn and develop ICC skills. Most teachers (more than 77%) disagreed or were unsure that learners should learn only about English-speaking countries' cultures. Instead, they expressed the opinion that Learners should learn about English-speaking culture and their own culture. Most teachers (70%) ranked time, opportunities for professional development, and resources (in terms of importance) as features necessary to integrate ICC into teaching successfully.

Considering the broader context of intercultural teaching competencies, there is ample room for teachers to enhance their skills. It's worth noting that the research's scope is limited, as it focused on only two institutions. Nevertheless, its significance remains high, particularly within the local context of the Middle Bosnia canton. An interesting trend emerges, indicating that younger teachers tend to be more acquainted with interculturalism, despite having less teaching experience compared to their older colleagues.

Additionally, a noteworthy finding is that over half of the students don't perceive the importance of cultivating intercultural skills as much. This may be attributed to a potential difference in how students and experts view the value of culture. The cultural iceberg metaphor, encompassing behaviors, dress, food, gestures, values, and societal perceptions, illustrates the multilayeredness of the nature of culture.

4.2.3. Intercultural resources

When it comes to textbooks used in classrooms, teachers listed some others not analyzed here, like Gateway (B1+ and B2) by David Spencer, Choices (elementary and pre-intermediate), Project by Tom Hutchinson, Focus (2 and 3) by Sue Kay and Vaughan Jones, New Success by Stuart McKinley and Sue Hastings which further shows diversity among a textbook choice of schools within a small area. Teachers were asked to evaluate the teaching materials using a 5 – point scale (1 = strongly disagree; 5=strongly agree). Most teachers (more than 77%) indicated that their textbooks dealt with aspects of intercultural competence, while the rest thought there was space for improvement (more than 22%). Optimistically, more than 74% of teachers reported they know where to find information on intercultural communicative competence. On the other hand, more than 25% were unsure or did not know where to find it.

When asked to rank resources in terms of their importance for ICC, the majority (70%) rated knowledgeable colleagues first, followed by web pages, books, and research articles. Additionally, 6% mentioned that they preferred talking to native speakers and watching movies, series, and documentaries as their primary resources for ICC.

When it comes to textbooks, participants had to rate their current textbooks in terms of quality using a 5-point scale (5) Excellent, (4) Good, (3) Adequate, (2) Poor, or (1) Totally lacking. Teachers' opinions were divided regarding the statement that the content of those textbooks serves as a window into learning about the target language culture ($M = 3.55$, $SD = .995$) and that the visual imagery is of high aesthetic quality ($M = 3.39$, $SD = .989$). They were even more divided regarding whether the English textbooks they use when teaching lack content related to the culture of Bosnia and Herzegovina ($M = 2.71$, $SD = 1.27$), meaning they thought there was still lots of room for improvement.

Bećirević (2019) emphasizes that students' GPA and nationality play a substantial role in influencing their understanding of the importance of intercultural competence. Specifically, students with lower GPAs exhibit less interest in developing intercultural communication skills.⁵³ When it comes to different areas in Bosnia and Herzegovina, Sarajevo stands out as a positive example, characterized by a rich blend of various nationalities interacting within the city due to the influx of foreigners from different parts of the world. In contrast, the Middle Bosnia canton, with fewer foreigners, limits students' exposure to various cultures. Therefore, there is a need for alternative approaches, such as workshops on interculturality with engaging materials, to ignite students' cultural curiosity.

4.2.4. Professional development and support

Participants were asked to report on further professional development, support, and workshops that would enhance their ability to develop learners' intercultural communicative competence. Respondents ($n=31$) reported wanting to attend additional seminars, courses, and workshops on this topic. Some suggested they would like the existence of intercultural student exchange programs within their schools and said any additional training would be welcomed. Some expressed a longing for more technological support within the schools where they worked, which would enable them to present more cultural materials. They also hope for more cooperation with institutions that could connect learners to other cultures and familiarize them with those within the country. A few reported they thought teachers, in general, needed

⁵³ Bećirević, Brdarević-Čeljo, Završ; Research into intercultural effectiveness in a multicultural educational milieu in Bosnia and Herzegovina. Routledge, <https://doi.org/10.1080/1331677X.2019.1629329>

more education for intercultural sensibility and European values and methods they could promote in their teaching. Another interesting suggestion given by a participant was to enable all schools (not just some) to participate in the English Access Microscholarship Program, which provides a foundation of English language skills to bright, economically disadvantaged students, primarily between the ages of 13 to 20, in their home countries. Access programs give participants English skills that may lead to better jobs and educational prospects. Participants would also be able to compete for and participate in future exchanges and study in the United States. One participant expressed that the surrounding where he/she worked did not allow interculturality or multiculturalism to be expressed, confirming that there was prejudice in his/her area. The majority of teachers agreed that they explicitly teach ICC ($M = 3.71$, $SD = .82$) and that they encourage learners to evaluate their culture critically ($M = 3.90$, $SD = .53$). Similarly, they reported setting their teaching objectives for intercultural communicative competence ($M = 3.84$, $SD = .63$) and developing methods to assess ICC ($M = 3.645$, $SD = .75$). The majority (71%) expressed they strongly agreed to be motivated to teach ICC in their classes.

Most participants (90%) marked they regularly do all of the following in classrooms: a) Address cultural conflict in the classroom (if it exists) through discussion. b) Ask learners to share an aspect of their culture and incorporate it into the lesson. c) Engage learners to consciously compare the similarities and differences between their first culture's beliefs and values and English-speaking countries' beliefs and values. d) Address differences in teacher/student expectations across cultures. e) Encourage learners to reflect on how culture influences behavior in their and others' lives. They also expressed that they dealt with a wide range of topics in classes, such as concepts of time, personal space, stereotypes, gender roles, displays of emotion, tone of voice, clothes or appearance, signs of respect, gestures, and body language (with consideration that EFL classes are often made up of students from a wide range of cultural backgrounds). Lastly, when asked to check how they addressed their students, the majority answered that they either facilitated a class discussion comparing what is appropriate in students' own and Bosnian culture or incorporated cultural issues into a future class activity. Teachers mostly did not choose the option of one-on-one conversations with individuals.

4.3. Limitations

We acknowledge that most research studies have certain limitations. For example, although there are more schools within the research area and more teachers, the research sample

included participants with different teaching experiences and proficiency levels ranging from beginner to advanced. A larger sample on a higher level may have provided a more precise representation of the EFL instructors in Middle Bosnia Canton. Nevertheless, all participants were willing to answer honestly, given the anonymous questionnaire, and showed openness to further discussion of interculturality.

5. CONCLUSION

The study rejects the hypothesis that English language textbooks currently used in Bosnia and Herzegovina do not promote Bosnian culture sufficiently. On the contrary, the final evaluation of textbooks shows a significant improvement in both schools regarding textbook choices. Both schools have changed their sets of textbooks from *Project (1,2,3 and 4)* by Tom Hutchinson, issued by Oxford up to 2009, used in these schools ten years ago.⁵⁴ The previous textbooks did not promote Bosnian and Herzegovinian culture but focused only on the English-speaking countries associated with the culture (the UK, the USA, Australia, and New Zealand). We counted 169 activities related to Bosnia and Herzegovina in textbooks within the Catholic school center „Petar Barbarić“ and 179 of those activities within textbooks in the elementary school „Turbe.“ The first set has a slightly higher number of substantial activities, more informative about Bosnia and Herzegovina to the reader, while the second set has 26 substantial activities. (see appendix for more details)

Both sets also promote other cultures worldwide, throughout all the continents, primarily Europe and Africa (169 – in the first set and 178 in the second set). However, when promoting ESC culture, the first set has 334 activities. In comparison, the second set has 187 activities, meaning the former substantially promotes ESC culture. Therefore, there is a difference in textbook choices within the compared schools. However, their content has good quality.

The results have also shown the need for additional intercultural communication workshops, as most teachers needed specialized education. It is still evident that different curricula promote different cultures within one country and that politics color the education system negatively, dividing students and teachers along different lines. This study shows an improvement, but overall, ICC still needs to be promoted to reach its full extent. More research is necessary to show a clearer picture of the whole country, including Republica Srpska and District Brčko. We would also recommend a more frequent reissuing of textbooks if possible. The positive thing is that Middle Bosnia Canton distributes textbooks for schools freely, which was not the case a few years ago when parents had to buy them. It is definitely worth investing in molding the young people of Bosnia and Herzegovina into knowing who they are and where they belong and building their cultural inheritance, as well as becoming intercultural beacons of the world.

⁵⁴ Muftić, Mubina: Challenges 4 and Project 4 textbook evaluation from the perspectives of 9th-grade students and their teachers at Vareš and Vareš Majdan Elementary Schools in Vareš, 2015.

A crucial aspect is understanding one's identity before being open-minded about differences. Both teachers and students should recognize that intercultural competence goes beyond heritage; it's about embracing diversity and celebrating differences. An effort to cultivate intercultural competence within educational institutions would benefit individuals and groups and contribute to building a more tolerant and cohesive society. We suggest a revision of teaching materials that would provide attractive and modern topics for the students with a lot of interesting facts, visual illustrations, links to internet pages for additional information, and suggestions to project works that would enable students to explore cultures around the globe. Even a slight expansion of curriculum could benefit teachers in generating openness to conversation about this topic and cultivating peace and understanding among students. This research opened up my mind about how I could impact a change in schools where I would work in the future. Every teacher is an individual, but even small changes could bring vast differences for future generations.

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7. APPENDIX

7.1. Calculations of activities per textbook

Activities related to the ESC culture and other culture(s) around the world in *Family and Friends 3*

Module number	Countries related to ESC culture	ESC culture - number of activities per module:	Countries related to other culture(s)	Other culture(s) number of activities per module:	B&H culture - number of activities per module:
1 They are from Australia	the UK, Australia	2	Brazil, Spain, Egypt	1	0
2 My weekend	the UK, the USA, Australia	2	Egypt, Spain, Russia	2	0
3 My things	/	0	/	0	0
4 We're having fun at the beach	/	0	/	0	0
5 A naughty monkey	/	0	/	0	0
6 Jim's day	Australia, the UK, the USA	3	Russia, Spain, Egypt, Switzerland, Ukraine	7	0
7 Places to go	/	0	/	0	0
8 I'd like a melon	/	0	/	0	0
9 The fastest animal in the world	the USA	1	Russia, Egypt, Turkey, Thailand, Malta	6	0
10 In the park	/	0	/	0	0
11 In the museum	England	1	Jordan	1	0
12 A clever baby	/	0	India, Peru, Egypt	4	0
13 The ancient Egyptians	/	0	Egypt, Spain, Russia	4	0
14 Our holiday	the Great Britain, the USA	11	Spain, Japan, France	5	0
	Total of each:	20		30	0
	Total ESC culture(s) activities:	20			
	Total other cultures including B&H activities:	30			

	Total modules without ESC culture(s) activities:	8	
	Total modules without other culture(s) activities:	6	

Activities related to ESC and other cultures in *Dip in 6*

Module number	Countries related to ESC culture	ESC culture - number of activities per module:	Countries related to other culture(s)	Other culture(s) number of activities per module:	Bosnian culture - number of activities per module:
(0) Starting up	the USA	1	Germany, France, Serbia, Croatia	1	2
1 Home and friends	the UK	1	Germany	1	1
2 Places	Australia, England	8	Italy	1	4
3 Food	the USA	7	France, Germany	1	1
4 Daily activities	/	0	France, Mexico, Africa, Canada, Vatican	1	0
5 Me, you and the world	Scotland, England, Wales	1	Mexico, Africa, Vatican, Canada, Antarctica	8	6
6 Jasmine's stories	the USA, Australia	5	Germany	1	10
7 Free time	/	0	/	0	0
(8) Festivals	England, the USA	2	Jerusalem, Mecca	2	2
	Total of each:	25		16	26
	Total ESC culture(s) activities:	25			
	Total other cultures including Bosnia and Herzegovina activities:	42			

	Total modules without ESC culture(s) activities:	2			
	Total modules without other culture(s) activities:	1			

Activities in *Dip in 6* related to Bosnia and Herzegovina

Module	Number of activities related to Bosnia and Herzegovina per module	Substantial activity	Regular activity	
0	2	0	2	
1	1	1	0	
2	4	1	3	
3	1	1	0	
4	0	0	0	
5	6	2	4	
6	10	3	7	
7	0	0	0	
8	2	0	2	
TOTAL:		26	8	18

Activities related to ESC and other cultures in *Way to go 7*

Module number	Countries related to ESC culture	ESC culture - number of activities per module:	Countries related to other culture(s)	Other culture(s) number of activities per module:	Bosnian culture - number of activities per module:
1 Family/School	the UK	7	Germany, Croatia, Serbia, Venezuela,	5	5

2 People/Places	the UK, Australia, the USA	7	Russia, Africa, Italy, France, Canada, China, Hungary, Austria, Egypt, Portugal, Japan, Poland, Spain, Turkey	11	8
3 Food/Animals	the UK	6	France, Germany, Italy, Dubai, Peru, Brazil, Greece, India	13	16
4 Our future	the UK	8	Italy, France, Austria, Spain, Hungary	2	3
5 Extra pages	the USA	2	Egypt, Israel	1	11
	Total of each:	30		32	43
	Total ESC culture(s) activities:	30			
	Total other cultures including Bosnia and Herzegovina activities:	75			
	Total modules without ESC culture(s) activities:	0			
	Total modules without other culture(s) activities:	0			

Activities in *Way to go 7* related to Bosnia and Herzegovina

Module	Number of activities related to Bosnia and Herzegovina per module	Substantial activity	Regular activity
1	5	2	3
2	8	1	7
3	16	1	15
4	3	0	3
5	11	1	10
TOTAL : 43		5	38

Activities in *Way to go 8* related to ESC and other culture(s)

Module number	Countries related to ESC culture	ESC culture - number of activities per module:	Countries related to other culture(s)	Other culture(s) number of activities per module:	Bosnian culture - number of activities per module:
1 Relationships	the UK	4	/	0	5
2 Grey, Green world	the USA, Australia	9	Greece, Italy, India, Central America	6	1
3 It's challenging	the UK, the USA, Australia	3	France, the Netherlands, France, Africa, Egypt, India, Tibet, Japan	15	1
4 Free time activities	the USA, the UK	22	China, Croatia, India, Austria	9	7
(5) Appendix	the USA	4	Antarctica, Greenland	2	11
	Total of each:	42		32	25
	Total ESC culture(s) activities:	42			
	Total other cultures including Bosnia and Herzegovina activities:	57			
	Total modules without ESC culture(s) activities:	0			
	Total modules without other culture(s) activities:	1			

Activities in *Way to go 8* related to Bosnia and Herzegovina

Module	Number of activities related to Bosnia and Herzegovina per module	Substantial activity	Regular activity

1	4	1	3
2	1	0	1
3	1	1	0
4	7	1	6
5	12	0	12
	TOTAL: 25	3	22

Activities in *Challenges 1* related to Bosnia and Herzegovina

Module number:	Activities related to Bosnia and Herzegovina:	Number of activities related to Bosnia and Herzegovina per module:	Substantial activity:	Regular activity:
1	no	0	0	0
2	yes	1	0	1
3	no	0	0	0
4	no	0	0	0
5	no	0	0	0
6	yes	1	0	1
7	no	0	0	0
8	no	0	0	0
9	no	0	0	0
10	no	0	0	0
11	yes	1	0	1
12	yes	6	2	4
13	yes	13	2	11
	Total of each:	22	4	18

Challenges 1 – details about the activities related to ESL culture and other cultures

Module number	Activities related to ESC culture (countries mentioned)	ESC culture number	Activities related to other cultures (countries mentioned)	Other culture(s) number	B&H culture number
1 The Challenge	the UK(England, Scotland), the US, Ireland	9	Argentina, Canada, France, Greece, Italy, Japan, Poland, Portugal, Spain, Turkey, Greece, Canada, China,	4	0

2 Exercise	the UK, the USA, Australia	3	Russia, Ukraine, China, Argentina, Brazil, Italy, Turkey, Canada. Spain, Serbia, Lithuania	6	1
3 Risk	the US, the UK	6	0	0	0
4 Out and About	the UK, Australia	7	Cameroon, Mexico	1	0
5 The Weather	the UK, the USA	4	Canada (Devon, Toronto), Mexico, Antarctica	4	0
6 Expeditions	the UK, the USA	6	Italy, China, Mongolia, Czech Republic, Colombia, Iran	9	1
7 Television	the UK, the USA	13	Germany	2	0
8 Helping	the UK, the USA	4	Russia, Africa, Asia, Europe, America	8	0
9 Teams	the UK, the USA	7	France	1	0
10 Fun	the UK, the USA, Australia	10	Spain, Greece, Alaska, China, Japan, India, Spain, Italy	7	0
11 My life	/	0	/	0	1
12 Yesterday, Today, Tomorrow	/	0	/	0	6
13 My Country	/	0	/	0	13
	Total of each:	69		42	22
	Total EFL culture(s) activities:	69			
	Total other cultures including Bosnia and Herzegovina activities:	64			
	Total modules without EFL culture(s) activities:	3			
	Total modules without other culture(s) activities:	1			

Challenges 2 – details about the activities related to: EFL culture and other cultures

Module number	Countries related to ESC culture	ESC culture - number of activities per module:	Countries related to other culture(s)	Other culture(s) number of activities per module:	B&H culture activities in numbers
1 Our World	the UK, the USA	6	Ireland	4	3
2 Neighbors	the UK	4	Spain, China	2	0
3 Life Stories	the UK, the USA, Australia	12	Spain, France, Venezuela, Macedonia, Croatia	9	2
4 Mysteries	New Zealand, the UK	7	China, India	3	0
5 Style	the USA, the UK,	12	Greece, Japan, Bolivia, Ecuador, Peru, Nigeria	3	1
6 Holidays	the UK, Australia	2	China, Norway, Columbia, Canada, Finland, Sweden, Norway, France, Peru	13	0
7 Performers	the USA, Australia, the UK	8	Spain, Russia, Ukraine, West Africa, Mali	3	0
8 Technology	the UK	1	/	0	0
9 Style	the Nothern Ireland, the UK,	4	Portugal, Mongolia, Japan, Ireland	4	1
10 Winners	the UK, the USA, Australia	5	Germany, Brazil, Argentina, Belarus, North Pole, South Pole, Poland, Taiwan, Malaysia, Brazil, Russia	9	1
11 Animals	the UK	1	/	0	8
12 Stay Healthy	/	0	/	0	3
13 My Country	the UK	1	/	0	15

(14)Timeout!	the UK, the USA, Australia	4	Turkey, Taipei, Greece, Sicily, Rome, Canada, China, Egypt, France, Germany, El Salvador	13	0
	Total of each:	67		63	34
	Total ESC culture(s) activities:	67			
	Total other cultures including Bosnia and Herzegovina activities:	97			
	Total modules without ESC culture(s) activities:	1			
	Total modules without other culture(s) activities:	4			

Activities in *Challenges 2* related to Bosnia and Herzegovina:

Module	Activities related to Bosnia and Herzegovina	Number of activities related to Bosnia and Herzegovina per module	Substantial activity	Regular activity
1	Yes	7	1	5
2	Yes	5	1	4
3	Yes	9	1	8
4	Yes	10	1	9
5	Yes	6	1	5
6	yes	7	2	5
7	yes	5	2	3
8	yes	6	2	4
9	yes	4	1	3
10	yes	4	1	3
	Total of each:	63	13	49

Challenges 3 – details about the activities related to: ESC culture and other cultures

Module number	Countries related to ESC culture	ESC culture - number of activities per module:	Countries related to other culture(s)	Other culture(s) number of activities per module:	B&H culture - number of activities per module:
1 Schools	the UK	11	Japan, Spain	4	7
2 Talent	the USA, the UK, Australia	8	Azerbaijan, Brazil, Mexico, Poland, Hungary, China, Check Republic, France, Germany, Greece, Italy, Japan, Poland, Romania, Russia, Spain, Sweden, Turkey, Finland, Wales, Africa	13	5
3 Health	the UK, the USA	4	Italy, Africa, New Guinea	3	8
4 Cities	the UK, the USA, Canada	6	Mexico, China, Spain	5	10
5 On the Move	the USA, the UK, Australia, New Zealand	8	China, Antartica, Scandinavia, the Himalayas, Botswana, Uganda, Arabia, Siberia, North Africa	11	6
6 Films	the USA	22	/	0	7
7 People	the USA, Great Britain, Scotland	3	the Central and South America	1	5
8 Music	the USA, the UK, Australia	17	Austria, Belgium	3	6
9 Books	the USA	7	India	2	4
10 Discoveries	the USA	1	Saudi Arabia, Borneo, Chile, China, Germany, Mongolia	8	4

(11) Timeout!	the USA, the UK, Australia	10	Germany, Russia, Egypt, Canada, Austria, India, China, Portugal, Italy, Brazil, Africa, Antarctica, China, Tanzania. Congo, Uganda	5	0
	Total of each:	97		55	63
	Total ESC culture(s) activities:	97			
	Total other cultures including Bosnia and Herzegovina activities:	117			
	Total modules without EFL culture(s) activities:	0			
	Total modules without other culture(s) activities:	1			

Activities in *Challenges 3* related to Bosnia and Herzegovina:

Module	Activities related to Bosnia and Herzegovina	Number of activities related to Bosnia and Herzegovina per module	Substantial activity	Regular activity
1	Yes	7	1	6
2	Yes	5	1	4
3	Yes	9	1	8
4	Yes	10	1	9
5	Yes	6	1	5
6	Yes	7	2	5
7	Yes	5	1	4
8	yes	6	2	4
9	yes	4	1	3
10	yes	4	1	3
	Total of each:	63	12	51

Challenges 4 – details about the activities related to: ESC culture and other culture(s)

Module number	Countries related to ESC culture	ESC culture - number of activities per module:	Countries related to other culture(s)	Other culture(s) number of activities per module:	B&H culture - number of activities per module:
1 Communication	the USA, the UK	3	China, Africa, Canary Island, North America	2	3
2 News	the UK	5	Bulgaria, China, Egypt, Germany	7	4
3 Communities	the UK, the USA, Australia, New Zealand	7	the Philippines, Hungary, Poland, Polynesia	3	7
4 Cash	the UK, the USA	11	Canada, Germany, France, China, Russia, Croatia, South America, the Seychelles, Mexico, Czech Republic, Colombia, Brazil	7	3
5 Water	the USA, the UK	9	Zimbabwe, Venezuela, Ethiopia, China	5	9
6 Save the Planet	the UK, the USA	10	Poland, Spain, Czeck Republic, Africa	2	3
7 Fashion	the USA, the UK	5	Somalia, India, Austria, Egypt, France, Mexico, Morocco, Greece	8	3
8 Sport	the UK, the USA	5	Czech Republic, Russia, Argentina, Brazil, Spain, Canada, Germany, Greece, Russia	12	6
9 Detectives	the UK,	4	Indonesia, Africa, Chile, Polynesia, Peru	7	3
10 Imagination	the UK, the USA	6	France, Austria, Russia, Germany, Italy, Poland, Spain	12	4

(11) Time out	New Zealand, the USA, the UK	16	Brazil, Russia, France, Africa, Canada, Greece, Italy	7	0
	Total of each:	81		72	45
	Total ESC culture(s) activities:	81			
	Total other cultures including Bosnia and Herzegovina activities:	117			
	Total modules without ESC culture(s) activities:	0			
	Total modules without other culture(s) activities:	0			

Activities in *Challenges 4* related to Bosnia and Herzegovina

Module	Number of activities related to Bosnia and Herzegovina per module	Substantial activity	Regular activity	
1	3	1	2	
2	4	1	3	
3	7	1	6	
4	3	1	2	
5	9	1	8	
6	3	1	2	
7	3	1	2	
8	6	1	5	
9	3	1	2	
10	4	1	3	
11	0	0	0	
TOTAL:		45	10	35

7.2. Calculations of activities in textbooks per school

English textbooks in the Catholic School Center "Petar Barbarić"					
	Total ESC culture activities	Total other culture(s)	Total B&H activities	Total SA	Total RA
First friends 1	0	0	0	0	0

First friends 2	0	0	0	0	0
Family and friends 1	0	0	5	0	5
Family and friends 2	0	0	0	0	0
Family and friends 3	20	30	0	0	0
Challenges 1	69	43	22	4	18
Challenges 2	67	63	34	5	29
Challenges 3	97	55	63	12	51
Challenges 4	81	72	45	10	35
TOTAL:	334	263	169	31	138

English textbooks in the Elementary School "Turbe"					
	Total ESC culture activities	Total other culture(s)	Total B&H activities	Total SA	Total RA
/					
/					
Dip in 3	0	0	14	0	14
Dip in 4	3	9	13	0	13
Dip in 5	6	1	12	0	12
Dip in 6	25	16	26	8	18
Way to go 7	30	32	43	5	38
Way to go 8	42	33	25	3	22
Challenges 4	81	72	45	10	35
TOTAL:	187	163	178	26	152

	Total ESC culture activities	Total other culture(s)	Total B&H activities
Catholic School Center "Petar Barbarić"	334	263	169
	Total ESC culture activities	Total other culture(s)	Total B&H activities
Elementary school "Turbe"	187	163	178

7.3. Questionnaire

DEVELOPMENT OF INTERCULTURAL COMMUNICATIVE COMPETENCES IN ENGLISH LANGUAGE TEACHING WITHIN PRIMARY SCHOOLS IN BOSNIA AND HERZEGOVINA AT THE EXAMPLES OF TEXTBOOKS ANALYSIS

This questionnaire contains questions related to development of intercultural competence (ICC) within the boundaries of Bosnia and Herzegovina, considering three different curricula used by schools within different regions of our country. The results will reveal teachers' attitudes towards English language textbooks - if they are appropriate to facilitate the development of students' global citizen identity or not. The research includes teachers of primary and secondary schools within the Central Bosnia Canton.

This questionnaire is anonymous. Please do not put names anywhere. The collected data is going to be used for the needs of this paper only. Thank you for your time and effort.

Gender: _____

Age: _____

Name of the school where you currently teach:

In this questionnaire ***culture*** is defined as *the shared assumptions, values, and beliefs of a group of people that result in characteristic behaviours.*

A: To begin, you will be asked about your teaching education and experience.

A1. Highest level of qualification achieved:

Bachelor Degree:

specialization: _____

Master's Degree:

specialization: _____

Doctoral Degree:

specialization: _____

Certificate:

specialization: _____

Diploma:

specialization: _____

Other: (including study in progress): _____

A2. Have you taken any specialized training in intercultural communication?

Yes (please describe) _____

No

A3. What proficiency level are you currently teaching? Check all that apply.

Elementary school level:

Pre-benchmark (1-3)

Beginner (3-5)

Lower Intermediate(6-7)

Upper intermediate (8-9)

High school level:

Beginner (1-2)

Intermediate (3)

Advanced (4)

A4. Experience teaching EFL students:

Number of years of full-time experience (min. 20 hrs./wk.): _____

Number of years of part-time experience: _____

B: This section of the questionnaire will ask you about the views you have on your own intercultural communicative competence (ICC)

Communicative Competence is the ability to use language accurately and appropriately to accomplish communication goals.

Intercultural Communicative Competence (ICC) is the ability to successfully interact with people from another country and/or culture in a second language.

B1. In your opinion, which culture is the dominant first culture within the school where you teach? Check.

___ Bosnian culture

___ Croatian culture

___ Serbian culture

B2. How much of an impact does culture have in successful communication? (Please check one)

___ low impact

___ moderate impact

___ high impact

Please, read each statement and then decide if you: (1) Strongly Disagree, (2) Disagree, (3) Not Sure (4) Agree, or (5) Strongly Agree. Put a check mark under the appropriate place.

Statement:	Strongly disagree (1)	Disagree (2)	Not sure (3)	Agree (4)	Strongly agree (5)
B3. Teaching for linguistic competence cannot be separated from teaching for intercultural communicative competence.					
B4. Without ICC skills, individuals may misunderstand one another, even when they speak each other's languages fluently.					
B5. Individuals become more aware of their own culture by consciously comparing their first culture to other culture(s)					
B6. When addressing cultural issues in a multicultural classroom, I feel I have the required:					
- knowledge					
- experience					
- skills					

- confidence					
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C: In the next section you will be asked about the purpose and importance of developing intercultural communicative competence (ICC) in EFL learners, that is, the ability to interact with people from another country and/or culture in a second language.

Please, read each statement and then decide if you: (1) Strongly Disagree, (2) Disagree, (3) Not Sure (4) Agree, or (5) Strongly Agree. Put a check mark under the appropriate place.

Statement:	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
C1. Most of my students are motivated to develop ICC					
C2. For most learners in my class, developing ICC is a realistic goal					
C3. One of the program curriculum goals in the course that I am currently teaching is to foster multicultural understanding					
C4. Most learners in my class show an interest in learning about : (circle the relevant options and answer to what extent you agree or disagree)					
a) culture(s) in Bosnia and Herzegovina.					
b) English speaking countries' culture (British, American, Australian).					
C5. Most learners in my class show an interest in learning about other students' cultures.					
C6. EFL instructors can positively influence learners' attitudes towards people from different cultures over the course of an EFL class.					
C7. Developing ICC in my learners will help them have more					

successful interactions with Bosnians outside of the classroom.					
C8. Learners should learn only about English speaking countries' culture.					
C9. Learners should learn both about English speaking culture and their own culture.					

C10. Rank the following features for their importance in being able to successfully integrate ICC into your teaching. 1= most important; 2 = important 3= least important

___ Time

___ Resources

___ Opportunities for professional development

D: The next section will ask you about resources for fostering the development of intercultural communicative competence (ICC) in the classroom.

Name the textbooks used in grades which you teach:

Please, read each statement and then decide if you: (1) Strongly Disagree, (2) Disagree, (3) Not Sure (4) Agree, or (5) Strongly Agree. Put a check mark under the appropriate place.

Statement:	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
D1. The textbooks I use in classrooms deal with aspects of intercultural communicative competence.					
D2. I know where to find information on intercultural communicative competence.					

Please, read each statement and then decide if the content is: (5) Excellent, (4) Good, (3) Adequate (2) Poor, or (1) Totally lacking. Put a check mark under the appropriate option.

Statements about EFL textbooks:	Excellent (5)	Good (4)	Adequate (3)	Poor (2)	Totally lacking (1)
D3. The content serves as a window into learning about the target language culture (American, British).					
D4. The visual imagery is of high aesthetic quality.					
D5. English textbooks I use when teaching lack content related to the culture of Bosnia and Herzegovina.					

D6. Rank the top 4 resources you use for ICC in terms of their importance.

(1 = most important; 4 = least important)

___ Knowledgeable colleagues

___ Websites

___ Books

___ Research articles

___ Other (please specify): _____

E: This section will ask you about teaching methods and practices for fostering the development of intercultural communicative competence (ICC) in the classroom.

Please, read each statement and then decide if you: (1) Strongly Disagree, (2) Disagree, (3) Not Sure (4) Agree, or (5) Strongly Agree. Put a check mark under the appropriate place.

Question	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
E1. I explicitly teach ICC.					
E2. I encourage learners to critically evaluate their first culture.					
E3. I set teaching objectives for intercultural communicative					

competence.					
E4. I develop methods to assess intercultural communicative competence.					
E5. I am motivated to teach intercultural communicative competence in my class.					

E6. Which of the following do you regularly do in the classroom? (Check all that apply.)

Incorporate the cultural content of different nationalities living within Bosnia and Herzegovina (e.g., cultural symbols, food, festivals, music)

Address cultural conflict in the classroom (if it exists) through discussion

Ask learners to share an aspect of their own culture and incorporate it into the lesson

Engage learners to consciously compare the similarities and differences between their first culture's beliefs and values and English speaking countries' beliefs and values (Great Britain, America and Australia)

Address differences in teacher/student expectations across cultures

Encourage learners to reflect on how culture influences behaviour in their own and others' lives

E7. EFL classes are often made up of students from a wide range of cultural backgrounds. Which of the following topics have you addressed with your class? (Check all that apply.)

Concepts of time

Personal space

Stereotypes

Gender roles

Displays of emotion

Tone of voice

Clothes or appearance

Signs of respect

Gestures

Body language

E8. In general, how did you address your students? (Check all that apply.)

Had one-on-one conversations with individuals.

___ Facilitated a class discussion comparing of what is appropriate in students' own and Bosnian culture.

___ Incorporated cultural issues into a future class activity

E9. What further training, support or resources would you like to have to enhance your ability to develop your learners' ICC?

Thank you for your contribution.

7.4. Calculations of teachers' opinions using SPSS

	Strongly disagree %	Disagree %	Not sure %	Agree %	Strongly agree %	M	SD	N
B3	6,5%	9,7%	48,4%	0%	35,5%	4.13	0.846	31
B4	0%	9,7%	6,5%	38,7%	45,2%	4.19	0.946	31
B5	0%	3,2%	9,7%	54,8%	32,3%	4.16	0.735	31
B6 (a)	0%	0%	12,9%	71,0%	16,1%	4.03	0.547	31
B6(b)	3,2%	3,2%	19,4%	54,8%	19,4%	3.84	0.898	31
B6(c)	3,2%	0%	12,9%	58,1%	25,8%	4.03	0.836	31
B6(d)	3,2%	6,5%	61,3%	29,0%	29,0%	4.13	0.806	31
C1	3,2%	16,1%	48,4%	32,3%	0%	3.10	0.790	31
C2	6,5%	19,4%	32,3%	41,9%	0%	3.10	0.944	31
C3	3,2%	0%	12,9%	64,5%	19,4%	3.97	0.795	31
C4a	22,6%	9,7%	16,1%	38,7%	12,9%	3.10	1.399	31
C4b	9,7%	12,9%	25,8%	35,5%	16,1%	3.35	1.199	31
C5	3,2%	16,1%	35,5%	35,5%	9,7%	3.32	0.979	31
C6	0%	6,5%	9,7%	48,4%	35,5%	4.13	0.846	31
C7	0%	0%	22,6%	41,9%	35,5%	4.13	0.763	31
C8	22,6%	32,3%	22,6%	16,1%	6,5%	2.52	1.208	31
C9	0%	6,5%	9,7%	48,4%	35,5%	4.13	0.846	31
D1	0%	9,7%	12,9%	67,7%	9,7%	3.77	0.762	31
D2	3,2%	0%	22,6%	58,1%	16,1%	3.84	0.820	31
E1	3,2%	3,2%	22,6%	61,3%	9,7%	3.71	0.824	31
E2	0%	3,2%	9,7%	89,6%	6,5%	3.90	0.539	31
E3	0%	3,2%	19,4%	67,7%	9,7%	3.84	0.638	31
E4	0%	9,7%	22,6%	61,3%	6,5%	3.65	0.755	31

E5	0%	3,2%	25, 8%	45,2%	25,8%	3.94	0.814	31
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	Totally lacking %	Poor %	Adequate %	Good %	Excellent %	M	SD	N
D3	3,2%	12,9%	22,6%	48,4%	12,9%	3.55	0.995	31
D4	0%	19,4%	38,7%	25,8%	16,1%	3.39	0.989	31
D5	22,6%	22,6%	22,6%	25,8%	6,5%	2.71	1.270	31