

**The Role of Adapted English Course Books in Vocabulary Enhancement of
Intercultural Communicative Competence**

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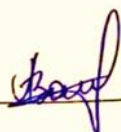


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The Role of Adapted English Course Books in Vocabulary Enhancement of Intercultural Communicative Competence

Abstract

In light of globalization and growing needs for intercultural communication, English language teaching (ELT) has moved away from focusing exclusively on linguistic competence to also focusing on developing intercultural communicative competence (ICC). Vocabulary plays a significant role in this, as vocabulary is one of the major means of expressing and interpreting cultural meaning. Additionally, adapted English coursebooks are becoming more widely utilized in a growing number of educational contexts around the world, including Kazakhstan, to ensure that what is being learned is relevant to the learner and that it is accessible.

The purpose of this research is to examine how adapted English textbooks assist students with their vocabulary acquisition and thereby help them to develop their intercultural communicative competence. Qualitative research methods were used to conduct this study and the data were gathered from semi-structured interviews conducted with instructors of the English language. A thematic analysis of the data was conducted to find common themes in the responses from the instructors regarding their experiences, perceptions, and practices in their classrooms.

The report serves as a contribution to knowledge of the literature concerning the adaptation of coursebooks for use in Kazakhstan and also shows how vocabulary learning and intercultural competence are connected.

Key words: adapted coursebooks, vocabulary, intercultural communicative competence, teachers, english language teaching

Мәдениетаралық коммуникативті құзыреттілік үшін сөздік қорын арттырудағы бейімделген ағылшын тілі кітаптарының рөлі

Аңдатпа

Жаһандану және мәдениетаралық қарым-қатынасқа деген өсіп келе жатқан қажеттіліктерді ескере отырып, ағылшын тілін оқыту (ELT) тек лингвистикалық құзыреттілікке назар аударумен қатар мәдениетаралық коммуникативті құзыреттілікті (ICC) дамытуға басымдылық берілуде. Бұл ретте сөздік қор маңызды рөл атқарады, өйткені лексика мәдени мағынаны білдіретін және түсіндірудің негізгі құралдарының бірі болып табылады. Оған қоса, бейімделген ағылшын тілі курстары бүкіл әлемде, соның ішінде Қазақстанда да өсіп келе жатқан білім беру контекстінде үйреніп жатқан бағдарламаның оқушыға сәйкес болуын және оның қолжетімді болуын қамтамасыз ету үшін кеңінен қолданылуда.

Бұл зерттеудің мақсаты бейімделген ағылшын оқулықтарының студенттердің сөздік қорын игеруіне қалай көмектесетінін және сол арқылы олардың мәдениетаралық коммуникативті құзыреттілігін дамытуға көмектесетінін зерттеу. Бұл зерттеуді жүргізу үшін сапалық зерттеу әдістері қолданылды және деректер ағылшын тілі оқытушыларымен жүргізілген жартылай құрылымдық сұхбаттардан алынды. Деректердің тақырыптық талдауы оқытушылардың өз тәжірибелеріне, қабылдауларына және сыныптағы тәжірибелеріне қатысты жауаптарында ортақ тақырыптарды табу үшін жүргізілді.

Баяндама оқулықтарды Қазақстанда қолдануға бейімдеу бойынша әдебиеттерді білуге үлес ретінде қызмет етеді, сонымен қатар сөздік оқу мен мәдениетаралық құзыреттілік қалай байланысты екенін көрсетеді.

Кілт сөздер: бейімделген оқулықтар, сөздік қор, мәдениетаралық коммуникативті құзыреттілік, мұғалімдер, ағылшын тілін оқыту

Роль адаптированных учебников английского языка в расширении словарного запаса для межкультурной коммуникативной компетентности

Аннотация

В свете глобализации и растущей потребности в межкультурной коммуникации преподавание английского языка (ELT) сместилось от сосредоточения исключительно на языковой компетенции к развитию межкультурной коммуникативной компетенции (ICC). Словарный запас играет в этом значительную роль, поскольку он является одним из основных средств выражения и интерпретации культурного смысла. Кроме того, адаптированные учебники английского языка все шире используются во все большем числе образовательных учреждений по всему миру, включая Казахстан, чтобы гарантировать, что изучаемый материал актуален для учащегося и доступен.

Цель данного исследования — изучить, как адаптированные учебники английского языка помогают учащимся в усвоении словарного запаса и, таким образом, способствуют развитию их межкультурной коммуникативной компетенции. Для проведения исследования использовались качественные методы, а данные были собраны в ходе полуструктурированных интервью с преподавателями английского языка. Для выявления общих тем в ответах преподавателей относительно их опыта, восприятия и практики в своих классах был проведен тематический анализ данных.

Отчет вносит вклад в литературу, посвященную адаптации учебников для использования в Казахстане, а также показывает взаимосвязь между изучением лексики и межкультурной компетенцией.

Ключевые слова: адаптированные учебники, словарный запас, межкультурная коммуникативная компетенция, преподаватели, преподавание английского языка

CHAPTER 1. INTRODUCTION

1.1 Background of the Study

The swift growth in globalisation over the last decades has radically changed how we view (and utilise) English as an international lingua franca. There's been a shift away from looking at the use of English just for grammatical and vocabulary reasons, toward seeing it as a way of communicating with people from different cultures in all types of social, cultural and professional settings. Because of this change, our expectations for English language teaching (ELT) have also evolved and now include goals related to Intercultural Communicative Competence as well as knowledge of the language itself. ICC is described as the skills of communicating appropriately to the different cultural contexts of people from diverse lingua-cultural background. In Byram's (1997) opinion, ICC includes knowledge of language as well as sociolinguistic, discourse, and intercultural competence. These competencies can help learners interpret cultural meanings, negotiate cultural difference, and communicate successfully across different cultures.

Vocabulary cognition could be stated to be a key component for development of ICC. In this regard, vocabulary means more than just a list of words; it is also a means of expressing the cultural and social habits in addition to the contexts in which the words are used and their meaning(s). A large number of words have cultural connotations, idiomatic meanings, and other functions in society that indicate the norms and values of the culture/society in which they have been developed. Thus, providing students with a basic understanding of vocabulary is fundamental to enabling them to interact with others and understand/interact with different types of intercultural communication.

Coursebooks are among the fundamental means of providing instruction in foreign language education settings. They frame the curriculum and provide a source of input, as well as provide guidance both to teachers and learners. Nonetheless, many of the

international generally available English coursebooks have been prepared with a multinational audience in mind and, in addition, tend to have a Western perspective (Gray, 2010). This means that the level of the material may not match the cultural or educational experience of many learners.

A growing number of adapted English coursebooks are produced to meet this need for teaching-learning materials that can be used in the classroom. These coursebooks are adapted so that they are more appropriate for the local cultural context, the proficiency level of learners and requirements of the curriculum and syllabus in that area. Adaptation may consist of such things as changing the language to be simpler, incorporating local cultural references, changing types of tasks or re-structuring content to better fit the learners' needs (McDonough et al., 2013).

Adapted coursebooks are frequently used in throughout Kazakhstan as English is taught as a foreign language in both schools and private language centres. Adapted coursebooks are designed to make the classes more culturally relevant and accessible, as well as introduce global cultures. Nevertheless, even though adapted coursebooks are used extensively, there is very little research done that confirms whether adapted coursebooks in Kazakhstan facilitate vocabulary growth and intercultural communicative competence.

The purpose of this research is to explore how adapted English course books help students learn vocabulary, thereby improving their intercultural communicative ability. It will also look at what teachers think the advantages and disadvantages of using these kinds of materials are.

1.2 Problem Statement

Though it was meant to be a more efficient way to teach a second language, it's difficult to demonstrate how much improvement in learners' vocabulary and ability to communicate across cultures and countries has come about due to using adapted

coursebooks. Many instructors will say that adapted materials have better accessibility and relevance for their students than do traditional materials; however, there are many cases where adapted materials may lack in-depth information, culturally authentic information, and/or are not aligned with pre-established curriculum requirements.

One issue of great importance is that in the process of adaptation content may be overly simplified which may prevent learners from being exposed to the authentic use of the language and the sophistication of the culture's nuances. In addition, when adapted materials are created, they may not provide adequate opportunities for real-world application of vocabulary within the intercultural context.

A different contributor to concern would be the greater demands being made upon the teacher. Teachers often feel compelled to improve their modified course book by providing supplemental resources that compensate for deficiencies in content, vocabulary, or cultural representation; therefore, increasing their workload, they may look for other ways to instruct students.

Further, this study will examine how adapted textbooks, vocabulary acquisition, and intercultural communicative competence (ICC) are related to each other from the educators' perspective; given that very little research has been done in this area previously. Thus it appears there is a need for more research about how adapted materials can be practically used in the classroom and what effects they have on all three areas of learning mentioned above.

1.3 Research Aim

The aim of this research is to explore how adapted English textbooks can help learners acquire vocabulary, which in turn fosters ICC (Intercultural Communicative Competence) in Teaching English. With the emphasis on teaching culturally responsive

practices in Kazakhstan and the use of adapted materials, it is important to investigate how these textbooks function within the classroom and how teachers view their utility.

1.4 Research Objectives

This study aims to accomplish this goal through the following objectives:

- To explore the perceptions of the instructors regarding how much it is possible for adapted English course books to help in the development of vocabulary.
- To investigate the impact of adapted course books to enhance the implementation of students' intercultural communication competence.
- To identify the learning activities related to vocabulary and culture that the instructor's perceive to be the most effective.
- To investigate what difficulties teachers experience using adapted English coursebooks when teaching.
- To determine how teachers modify and supplement course textbook material with respect to meeting the needs of students.

1.5 Research Questions

The study's objectives will be fulfilled by answering the following **research questions**:

- How do adapted English coursebooks assist with vocabulary enhancement and usage from a teacher's perspective?
- How does using adapted coursebooks help teachers to develop learners' intercultural communicative competence?
- What intercultural and vocabulary relevant activities do teachers find useful, when using adapted coursebooks in class?
- What difficulties do teachers have with the use of adapted English coursebooks in the instruction of vocabulary and intercultural communication?

- Which strategies do teachers use to supplement materials to adapted coursebooks so that they address the linguistic and intercultural needs of their learners?

1.6 Methodology

A qualitative research approach was utilised to study the attitudes of teachers of English regarding their use of adapted English textbooks for promoting acquisition of vocabulary and intercultural communicative competence. A qualitative methodology allows for the detailed investigation of teachers' perceptions, beliefs, and teaching practices, as perceived by them, in real educational settings.

Using semi-structured interviews, data was collected from eight experienced English language instructors in Kazakhstan, who have used adapted coursebooks in school and language schools. Using purposeful sampling enabled the selection of only those participants who provided significant, relevant information regarding how they use adapted materials in their English teaching.

The interviews explored teachers' ideas about learning vocabulary and using intercultural communication, along with themes of activities that worked well in class, problems encountered with adapting course material and altering content of standard course books. All interviews were audio-taped with permission and transcribed verbatim. The data collected from the interviews were analyzed using the Framework of Braun and Clarke's (2006) six phase thematic analysis process.

By conducting a thematic analysis, it was available to establish a thorough understanding of teachers' experiences in relation to adapted learning materials; This understanding includes the role that adapted coursebook plays in vocabulary expansion and teaching intercultural communication skills.

1.7 Significance of the Research

This study holds both theoretical and practical significance in the field of English Language Teaching (ELT), particularly within the context of Kazakhstan.

The study adds to the literature by integrating three fields that have traditionally been investigated independently: 1) Vocabulary acquisition; 2) Intercultural communicative competence (ICC); and 3) Coursebook adaptation. With an examination of the interaction among the three elements of vocabulary acquisition, ICC, and coursebook adaptation, this study creates a more integrative understanding of learning a second/foreign language - as a linguistic process and a cultural process.

This study provides important information to many entities involved. Educators will better understand the effects of modifying resources in terms of vocabulary growth and intercultural growth, including recommendations for working around any limitations. Curriculum development professionals will have research-based ideas on how to design course materials that maintain a balance between simplicity, authenticity, and culture. In addition, the educational system and policymakers can use this research to improve the quality of the resources selected, establish adequate training for educators working with these materials, and ensure continuity between the curriculum being taught and what was previously taught.

The significance of this research is particularly pronounced within the context of Kazakhstan because adapted textbooks are commonly used in classrooms, and study of them has not been extensive. This study also focuses on the practical dynamics of the classroom by studying teachers' use of pedagogical materials but also looks at teachers' ability to change pedagogical materials through agency when using them in the classroom.

In summary, the research contributes to the enhancement of the quality and effectiveness of adapted English coursebooks in promoting both language proficiency and intercultural competence.

1.8 Limitations of the Study

Despite the contributions and insights of the study, there are some inherent limitations of this research study that should be noted. This research was accomplished using a qualitative approach; therefore, the sample size was only 16 participants, which allowed for detailed study but also limited generalization to the population at large. In addition, this study relied heavily upon teacher's responses to a self-reported questionnaire; as such there is potential for participant response based upon each individual's beliefs, experiences and/or biases which could have created some bias in the data collection process.

Moreover, this study only studies the views of the teachers involved in the research and omits any input from students. However, the experiences provided by the students who are using adapted materials could be informative for future studies. Finally, the research was conducted in a very narrow and defined location, namely Kazakhstan. Therefore, the study's findings may not be applicable to educational institutions that exist in other parts of the world with different cultures and institutional structures than exist in Kazakhstan.

The lack of experimental data or classroom observations would be a limitation to this research as either of these could provide more direct evidence of the effects adapted coursebooks have on vocabulary acquisition and intercultural competence. Further research should try to address these limitations by obtaining larger samples, by using multiple data sources, and by including a variety of viewpoints to provide a more well-rounded view of the subject.

1.9 The Structure of the research

This study includes five chapters. Chapter 1 provides an overview of the current study, outlining its background, stating the problem under investigation, detailing both the research aims and questions, specifying the significance of the research, and defining the main concepts covered by adapted English language coursebooks, vocabulary teaching and intercultural communicative competence (ICC). Chapter 2 presents an overview of relevant literature on vocabulary acquisition within English language teaching, coursebook adaptation, and the role of ICC in language education along with descriptions of previous research and theoretical connections. Chapter 3 discusses data collection for the study—qualitative design, subject sampling, instrument development and administration, data analysis procedures, and ethical considerations. The objective of Chapter Four is to highlight and explain the results obtained through interviews with instructors regarding the issues surrounding the implementation of modified English textbooks, which were categorized into general themes and difficulties. In the end, Chapter Five provides a summary and interpretation of data, identifies possible effects on instructional practices, and discusses restrictions found during the data collection process.

CHAPTER 2. LITERATURE REVIEW

2.1 Vocabulary Development in ELT

Vocabulary acquisition has been shifted from simply memorizing vocabulary in isolation, into being recognized as a complex, fluid process that is dependent on context and interdependent with wordform, word meaning, word notional and cultural context and word use. Nation (2001) has suggested that acquiring vocabulary effectively is dependent on learners having occasions to be exposed to vocabulary many times in contexts that are meaningful, and then to have opportunities to use these words communicatively through their own efforts. This approach is in agreement with the lexical approach, which views chunks, collocations and formulaic sequences as more important than individual words in vocabulary acquisition. As a result, current principles employed in English language teaching endorse that vocabulary instruction is a component of all four English language skills — listening, reading, writing and speaking — rather than just as a separate single skill. Integrating vocabulary into all four skills supports learners' ability to build more in-depth knowledge of vocabulary and improves long-term retention of vocabulary.

2.1.1 Importance of Vocabulary Instruction in English Language Learning

Vocabulary instruction has been considered to be an essential part of language education and the key component in second and foreign language acquisition. If learners do not have enough vocabulary, they cannot understand input satisfactorily, express their thoughts, ideas, literacy and feelings, thus cannot be successful in communicating with others. Grammar gives the structural organisation to a language, but vocabulary gives meaning to it. Vocabulary is important for learners' both receptive and productive language skills.

Historically, earlier methods of teaching languages put a great deal of emphasis on grammar and sentence construction while not providing enough acknowledgement for the impact of vocabulary. As time has progressed, many researchers and teachers have recognised that knowing vocabulary is a better predictor of proficiency in using a language than accuracy with grammar. Wilkins (1972) stated that "without grammar, it is possible to express very little; without vocabulary, it is impossible to express anything". His statement exemplifies how important vocabulary is for being able to communicate with others well and therefore the importance of vocabulary enhancement in foreign language learning.

As mentioned before having a strong vocabulary is highly important for developing the four main language skills (listening, speaking, reading and writing). With respect to listening and reading, having strong vocabulary competency allows learners to understand what they hear and read as well as the meaning of words from context when there are many unknown words in the text. Those who do not have a good grasp of the vocabulary for a text may struggle with figuring out what the text means because they cannot infer meaning from the context when they are faced with a large number of unknown words. For speaking and writing, having a good vocabulary allows learners to clearly express their thoughts, ideas and feelings. Not having enough vocabulary can cause a learner to hesitate, repeat themselves, or use very basic or simple vocabularies when trying to communicate; all of which inhibit effective communication.

According to Nation (2001), Learning vocabulary has to be one of the main focuses of any language learning programme. He identifies three main areas of knowledge for a word: form (how it is written and spoken/pronounced), meaning (definition or use of the word in proper context), and use (how to use the word in sentences and contexts). These three areas show that when you know a word, you must be able to recognise it, how to pronounce and how to spell it, its grammatical form, its collocational forms and also

where to use it in context. Because vocabulary is multi-faceted, it is complicated and one of the most important aspects of learning any language.

In addition, vocabulary greatly influences fluency development. Fluency is defined as the ability to use a language effectively (smoothly) and with relative ease; fluency largely depends on automatic access to a learner's vocabulary. If students are able to quickly retrieve vocabulary they have mastered, they will be able to use that vocabulary in an appropriate manner; Consequently, they will significantly improve their ability to communicate in "real-time". On the other hand, poor vocabulary limits the student's ability to communicate; therefore, poor vocabulary reduces confidence.

Vocabulary is one of the most important aspects of intercultural communication competence (ICC) because it provides a link between a language and a culture. Many words carry with them cultural meanings and cultural associations. Many words will represent a cultural practice or belief or set of social values that are unique to that culture group. Understanding the cultural nuances of different languages is vital in order to communicate effectively across cultures.

In addition, gaining vocabulary is closely related to both learner motivation and autonomy. Those who have a strong vocabulary base will be able to use more authentic materials (like literature, film, or digital media) to expand their vocabulary development, which will also continually reinforce their learning. When students feel confident that they can understand and/or use a language, they will be more motivated to continue their education.

Today, there is a strong emphasis on using lexical approaches to teach vocabulary and groups of words (called chunks) instead of focusing only on the separate parts (grammar) of a language. According to Lewis (1993), "The language is made up of ... 'chunks' of language" (p. 90), so these groups of words (i.e., collocations, idioms, fixed

phrases) are very important if you want to communicate fluently and naturally. This reinforces the importance of vocabulary in the process of language acquisition.

One more thing to consider is the distinction between high-frequency vocabulary and low-frequency vocabulary. The words that appear regularly in speech and writing (high frequency) and therefore are used as a basis for simple communications should receive primary emphasis within language curriculum, so all learners have a sufficient grasp of language to communicate and participate in daily life. In contrast, low-frequency vocabulary usually is only used in specific disciplines where it will be acquired/in use as the need arises.

The manner in which vocabulary can be learned has influences from many aspects including the amount of exposure, experiencing words in a meaningful way, and engaging in the process of learning. Studies have shown that repeatedly being exposed to a word in several different ways and contexts will help to both retain and comprehend the word more effectively than if you had just experienced it once. Also, using a word meaningfully in your communication helps to then be able to store that word internally and to then also incorporate it into your already known vocabulary.

When adapted coursebooks are utilized they place an emphasis on vocabulary because they are specifically designed to provide learners with the means to increase their understanding of words by simplifying the language used in the material. This helps to create easier access to the language learned. Additionally, using familiar contexts when presenting vocabulary allows learners to increase both their understanding and retention of the vocabulary that has been presented. However, if coursebooks overly simplify vocabulary, they may actually limit the amount of time learners are able to be exposed to more complex, authentic forms of language.

The words you use are a representation of the cultures' beliefs and values. Certain terms are tied to particular cultures and cannot be fully understood without an understanding of that particular culture's context. Kramsch (1998) describes "cultural scripts," which are culture-based norms that are embedded in language and are implicit. An example of this would be in politeness; different cultures will have their own interpretations of what is considered polite and will require an understanding of the culture to be able to use the correct form of expression.

According to Cortazzi and Jin (1999), cultural content could be categorized into three subtypes; these are: Source Culture, Target Culture and International culture. In developing ICC, it is important that all three subtypes of cultural content are represented in a balanced way.

In summary, vocabulary is an essential aspect of learning to use language successfully; vocabulary is one of the primary indicators of one's ability to communicate proficiently. The use of vocabulary aids in the progression of all aspects of language development and fluency, as well as improves cognitive and school-performance ability. In terms of communication among cultures, vocabulary is the link between language/culture, which gives the learner a way to understand or convey culturally meaningful messages through language. Vocabulary is so important that it should be our major emphasis while teaching language. Therefore, instructional materials (including customized course books) should be developed specifically to assist with the effective acquisition of vocabulary.

2.2 Adapted Coursebooks

Customizing course books is a way of linking standardized instructional materials with learners' individual needs across areas with different educational settings. Global course books are generally produced for an international audience but may not adequately address the learner's level of language skill, as well as their cultural backgrounds or

learning goals. Therefore, when a teacher adapts the course book, he/she will be able to change the content, tasks or language used, so they can better match the needs of the learner. Adaptation of course materials increase the relevance and effectiveness of instruction for students. According to McDonough et al (2013), there are many different types of adaptation available — these include adding, removing, changing the complexity of, or changing the order of materials and all will help enhance students' engagement and understanding of what is taught.

Furthermore, using adapted coursebooks can be an important way to foster learner autonomy or motivation in learners, as learners will typically be more motivated to participate actively and take responsibility for their learning process when they are provided with materials that are adapted to their own interests or the context of their real life. As such, teachers are not only users of resource materials but may also serve as designers who critically assess and modify resources. While adapting materials can create additional costs for teachers and require them to have greater expertise in pedagogy to adequately adapt material while maintaining coherence and instructional value, the research literature generally acknowledges the many benefits of adapting materials to create more inclusive and contextually responsive teaching and learning environments.

2.2.1 Concept of Adaptation

Adaptation of language teaching materials has become an important concept since there is now an awareness that one course book cannot meet the needs of all learners from different settings. Adaptation includes modification of existing resources in order to make them more appropriate for a specific group of learners. Factors such as linguistic level, culture, learning goals and institutional needs should all be taken into account when adapting resources.

Essentially, adaptation means recognizing that while the instructional materials we use are not fixed and are not meant to be used by all learners in the same way, they should be viewed as living and dynamic resources that require us to consider the context in which we are teaching. This view of how we think about adapting to our students aligns with a learner-centred approach to language education since it requires that all teaching be adapted based on the individual student's needs, interests, and past experiences. Because of this, adapting instructional materials goes beyond simply changing the technical process of adapting but is also about applying sound pedagogical practices by using critical thinking, creativity, and professional judgment.

At many levels, adaptation can take place. On the macro level, national systems might develop or adapt coursebooks to adjust with curriculum standards and reflect cultural values. On the meso level, institutions like schools or language centres might select or adapt materials to match their programmes. On the micro-level, individual teachers can engage in ongoing adaptation within their classrooms. They adjust materials to meet their students' current needs and accommodate the dynamics of student learning.

There are many frameworks developed by researchers for examining the process of adaptation. McDonough et al. (2013) consider adaptation to be something that exists on a continuum from making minor changes through to completely rewriting original material into new forms. Adaptations can include simplifying the wording in the original text; re-arranging how it is presented/marked up; adding extra activities; and replacing culturally unacceptable parts of the original text. The types of adaptation strategies used will depend on both the issues created by the original document, as well as the intended learning outcomes.

Adaptation is fundamentally driven by the need to provide culturally relevant content. Global coursebooks are often heavily biased toward the dominant culture, and do

not take into account that students may come from different cultural backgrounds. Through adaptation, both educators and curriculum designers can include regional cultural references in their instructional materials, which adds meaning and makes the materials more engaging for learners. In addition, successful adaptation of instructional materials requires a careful consideration of both local cultural perspectives and global cultural perspectives to develop intercultural communicative competence (ICC).

Adaptation provides an important avenue for teaching vocabulary by placing new words (or vocabulary) into supportive contexts; therefore, helping a learner to understand and remember what they have learned (a new vocabulary word). For example, where there may be an unfamiliar cultural reference found in the target language, using locally appropriate examples can assist a student to understand the meaning of the new vocabulary word and how to use it. Care must be taken in the process of adaption so that oversimplification does not occur, along with the loss of meaningful cultural subtleties.

There is a strong relationship between adaptation of instructional materials, in our concern book, and teachers' professional competency. Teachers are not just passive users of teaching-learning materials; they are active agents of process by making decisions based on their professional knowledge and experience as classroom practitioners. As such, this view challenges conventional views that respect coursebooks as authoritative sources of material and emphasises the importance of teacher autonomy in providing effective language instruction.

There are some challenges and difficulties in adaptation of coursebooks and supplementary materials in foreign language education context. The amount of effort, time and knowledge, required for adaptation, can be considerable and many educators will not have the confidence to adapt materials correctly. In addition, over-adapting will often lead to inconsistencies in the materials or to an inability to achieve the objectives of the

curriculum. In order for teachers to successfully adapt curricular materials, they must have the requisite skills as well as the support of their school districts.

2.2.2 Benefits of Adapted Coursebooks

The pedagogical and methodological advantages of using adapted coursebooks give them a great value in different language learning environments. One of the main advantages is to provide higher relevance and accessibility to the learners. When coursebook content is developed in relation to the learner's cultural background, language level, and educational goals, it creates an inclusive and meaningful experience for the student.

The major reason why adapted courses are advantageous is that they promote involvement and motivation for students through adaptation of the resources they use in their learning. The more the resource presents students with real life examples and names or characters with which they can relate in their own lives, the greater the chance that they will connect emotionally to it and therefore, be able to engage cognitively or cognitively with it, improving the potential for learning by increasing their ability to focus and actively participate in class and their ability to retain what they learn. Tomlinson (2012) argues that all good materials should engage learners on both cognitive and affective levels; therefore, adaptation is one way to create a balance between the two.

Reinforced text to be provided as an enhancement to comprehension and needed support. By simplifying the language used, providing more straightforward explanations, and organizing content sequentially, learners can develop confidence and naturally grow in their abilities. This level of support is especially critical for lower skilled learners, who encounter many challenges when exposed to higher-level or unknown input. If their materials are thoughtfully adapted to their own level of proficiency, they will reduce cognitive overload and will be able to learn more effectively.

Adapted coursebooks play an essential role in supporting vocabulary acquisition in terms of providing contextualised learning. Contextualised learning is when vocabulary is presented in meaningful contexts – rather than just in isolation – and is usually associated with a higher level of vocabulary acquisition. A common way that adapted materials provide contextualisation is by using culturally appropriate examples and real-world situations, which help learners to understand how words will be used in practical terms. This type of contextualisation helps learners not only to have a greater depth of knowledge of vocabulary but also to retain the vocabulary they have received through adapted materials.

Individuals will also benefit from increased intercultural awareness thanks to the inclusion of both local and global aspects in adapted coursebooks, allowing students to explore the culture as well as develop skills for communicating across cultures. For example, students may be provided with examples of how one culture's practices differ from another's, resulting in increased awareness of the issues involved in comparing cultures. As such, this method encourages students to engage in critical thinking about the differences and similarities between various cultural practices.

In addition, an adaptation of materials allows a smoother incorporation into the curriculum/assessment standards. Creating/adapting materials in accordance with the national and institutional requirements allows learners to be adequately prepared for assessments, including examinations. The alignment to the standards is particularly relevant in settings where standardized testing is prevalent.

One significant plus is that coursebooks can allow for this type of active learning/instruction by including more interactive exercises, team-based activities, and providing the students with opportunities to personalize their learning. This will increase

the amount of student involvement (and therefore the student's ownership) in their own learning process.

It is important to remember that the advantages of adapted textbooks depend on the quality of the adaptations. Poorly adapted materials can be incoherent; not in-depth; or ineffective as teaching tools. As a result, it is necessary to plan carefully and evaluate carefully so that adaptations will improve rather than detract from the educational experience.

2.2.3 Criticism of Adapted Coursebooks and Supplementary Materials

Although adapted coursebooks have many advantages, they are not without any criticism. One major issue is that adapting coursebooks may oversimplify the language that students are using, thus limiting their use of authentic material. In order to make material easier to understand, some of the complex syntax or culturally valuable content may be either reduced or left out altogether. By following this approach, students will likely develop fewer high-level skills related to language use and understanding of other cultures than they otherwise would have achieved if authentic materials were used in an original coursebook.

A major concern expressed about this method of teaching is how the learner's understanding of genuine language has been impaired. Authentic materials are based on actual instances of using language and reflect its many forms and dimensions, as well as the culture from which they come. When adaptations have occurred to the text in these books (i.e., the way words and expressions have been split) now create an artificial/simple view of the context for an individual to use in the 'real world' when communicating through these means. Furthermore, this difference creates difficulties between the way things are learnt in a classroom and the way they take place in real-life situations - especially when an individual is speaking with people of different cultures.

Materials that have been adapted can be quite shallow in terms of cultural depth as they often include local cultural references, but these are often presented in an almost cartoon-like or stereotyped way. In some cases, the focus on the local culture limits exposure to diverse global views. This kind of limitation hinders the learners' opportunities to gain a fuller understanding of cultural diversity and can also limit their ability to develop intercultural competence.

A major concern when discussing adapted materials means varying levels of quality since adaptation usually takes place at individual teachers and/or at local organizations; thus, many adapted materials may present inconsistency and therefore poor quality. Additionally, not every adapted material is pedagogically sound, since some adapted materials may not have coherence, or might lack definitive goals/objectives, and/or might not have effective activities. This inconsistency may negatively affect the overall quality of instruction and therefore the learning achieved.

Theoretical perspectives on adaptation reveal that some academics believe that adaptation can reinforce a localized viewpoint to the detriment of global competence. While it is very important that material be relevant to the learners themselves, the excessive use of local context may limit the learners' exposure to many different cultures and perspectives. This issue is especially pertinent when looking at English as a global lingua franca, as learners will need to use the English language to effectively communicate with people from diverse cultural backgrounds.

2.3 Intercultural Communicative Competence (ICC)

Intercultural Communicative Competence is the ability to communicate and behave in appropriate with the differences and diversity of cultures and countries. According to Byram (1997), ICC consists of four elements: “attitudes” (such as openness and curiosity); “knowledge” (of social groups and cultural practices); “skills of interpreting and relating”,

and “critical cultural awareness”. In ELT, developing ICC is crucial for assisting learners in learning English to use it as a global lingua franca, as most of the time they will be communicating with other non-native speakers who come from different cultures, not just native speakers.

The importance of intercultural communicative competence (ICC) has grown exponentially as the world is becoming global and interconnected. Furthermore, English is now one of the most widely used languages globally, across all spheres – business, education, travel, etc. – and has become one of the most common languages of communication for people to communicate with each other. As such, language learners will not only require knowledge of how to speak or use a language or its grammar but will also be required to have an understanding of how to understand differences between their own and others’ cultures. Intercultural communicative competence (ICC) provides language learners with the ability to communicate successfully with those who come from different cultures by helping them to mitigate the potential for miscommunication due to differences in values, beliefs, and ways of communicating.

Byram's (1997) model emphasizes that intercultural competence is developed through combining attitudes, knowledge, skills, and critical thinking abilities. Open-mindedness, curiosity, and the ability to suspend judgments are essential positive attitudes for respectfully engaging with people from different cultures. The different cultural practices, traditions, social norms, and values allow people to interpret communication in a more accurate manner. The interpretive skills and relational understanding skills enable people to compare cultural phenomena and to appreciate other perspectives. Critical cultural awareness allows individuals to evaluate their own cultural practices objectively rather than simply accepting stereotypes or viewing them as ethnocentrically superior.

Doganay (2013) asserts that language learners develop an understanding of cultural diversity and cultivate mutual respect and understanding towards people who come from different cultural backgrounds as a result of intercultural communicative competence. Furthermore, language acquisition goes beyond just the linguistic aspect, as it encourages learners to explore various cultural perspectives, values, and worldviews. This perspective aligns with Deardorff's (2006) definition of intercultural communicative competence, which is the capability to communicate effectively and appropriately within multicultural contexts based upon intercultural knowledge, skills, and attitudes.

One of the most important aspects of intercultural competence (ICC) is developing a respectful attitude towards cultural differences. A learner should appreciate openness, curiosity, tolerance and be willing to try out unknown cultures and ways of living. (Fantini, 2009) These attitudes are crucial in helping learners overcome stereotypes and prejudices that may hinder effective communication. Learning about cultural norms, traditions, communication styles, and social customs is also essential to developing intercultural competence. Understanding these factors will help learners successfully decode messages in other cultures and reduce the chance of misunderstandings due to cultural differences. (Liddicoat & Scarino, 2013)

Moreover, Intercultural competence variable (ICC) means being able to analyse, understand and relate to different cultures' data; an individual needs to be able to look at a series of comparative experiences both personally and within the broader context of world culture. (Kramsch, 1998) One way people develop this skill is through seeing other cultures from their own perspectives and realising that all cultural views have merit to them, it builds empathy and allows one to view intercultural interactions as a means of learning rather than as an impediment. Doganay (2013) also indicates that Intercultural Education

produces students as communicators that are flexible and adaptable, thus providing them with the ability to successfully function in a world where cultural differences exist.

Recent findings emphasize the importance of combining intercultural materials into the teaching of languages. According to Baker (2010) since English is functioning as a global lingua franca; learners must therefore be able to communicate across different cultures (cross-cultural communication). The development of intercultural communication skills should be considered a fundamental aspect of language proficiency as opposed to an additional, secondary feature. Similarly, Risager (2008) states that language cannot be separated from culture and that learning languages in a meaningful way requires exposure to cultural diversity and involvement in cultural differences. Thus, promoting intercultural competency within ELT is critically important for developing globally competent people who can effectively participate in international communications while being respectful of their cultural differences.

2.3.1 Definition and Evolution of Intercultural Communicative Competence

Intercultural Communicative Competence (ICC) is now a central theme in today's language teaching, showing the importance of communicating between different cultures, culturally and globally. Language teaching used to focus on teaching and using grammar in addition to a person's linguistical abilities and was developed through structuralism and behaviourism. Due to new ways of teaching (such as Communicative Language Teaching-CLT) from the late 20th Century on, scholars have recognised that communicating effectively involves skills beyond just being able to talk to somebody using their linguistic (grammar) knowledge, i.e., they must be able to communicate using the language appropriate to the given cultural and social contexts in which they find themselves.

The establishment of Intercultural communication competency is based upon a foundational theory proposed by Hymes (1972) who argued against Chomsky's (1965)

model of linguistic competence. Hymes believed that understanding a language involved not only knowing its grammatical rules but also understanding how those rules operate socially. Therefore, according to Hymes, communicative competence includes the knowledge of when, where and how to use a language properly/appropriately. This broader and more inclusive view provided the basis for further development in the field of intercultural communication.

The model of communicative competence proposed by Canale and Swain (1980) is based on Hymes' foundational work and includes four components: grammatical competence; sociolinguistic competence; discourse competence; and strategic competence. Canale and Swain's model expanded the definition of language instruction; however, their model did not adequately address the intercultural aspects of communication. Given that the number of cross-cultural interactions is growing in the context of globalization, it was recognized by researchers that cultural awareness is an important component of language instruction.

The intercultural communicative competence framework by Byram (1997) serves as a new model to understand how we can communicate across cultures. It provides a means of combining physical communication and culture into one comprehensive model. Intercultural communicative competence is described as the ability to communicate with others of different cultures effectively and meaningfully based on information, skill, and attitude. By contrast with previous models, the Byram Framework places equal importance on both the ability to communicate effectively as well as on understanding and being aware of one's own cultural differences (Byram, 1997).

Intercultural Competence (ICC) was developed by scholars in the late 1990s and early 2000s, such as Kramsch. Kramsch was one of the foremost experts in language, rich in symbolism and interpretation. According to Kramsch (1998), language students operate

in an 'intercultural space' where they engage to create meaning among different cultures. The emphasis of this perspective on ICC is on how language learners are always creating and recreating their understanding of language and culture through the dynamic and fluid process of learning.

Within this context, intercultural communication competence (ICC), defined here as the ability to communicate successfully with people of different cultures rather than having to follow one specific culture, challenges usual ways of teaching language, which focus on achieving native-like proficiency; therefore, both a more inclusive and a more flexible approach are necessary when teaching and assessing English as an international/second language.

Intercultural communication competence (ICC) could be argued to be a very important, but it is still very complex and multi-dimensional. Different scholars have focused on different aspects (components) of ICC, and therefore a universally accepted definition of ICC does not exist. However, the majority of current ICC frameworks suggest that ICC is made up of at least the following four dimensions: 1) Linguistic (i.e., language), 2) Cultural (i.e., culture), 3) Cognitive (i.e., thoughts), and 4) Affective (i.e., feelings).

Integrating ICC (Intercultural Communication Competence) into language education poses both benefits and challenges in educational environments. As a benefit, integrating intercultural competence into language learning will prepare students for effective communication in real-life situations and help them to develop as global citizens. However, the integration of ICC into language learning requires changes to curriculum design, teaching methods, and assessment practices. Educators must have the knowledge and skills necessary to include intercultural elements in their teaching practices, and instructional materials should reflect cultural diversity.

2.3.2 Language and Culture Integration

In the field of language learning, it is well accepted that language and culture interact; more recently, English Language Teaching (ELT) methodological approaches have focused on how teaching language is also a matter of being able to understand what other cultures are about. This is different from earlier structural/functional approaches that examined language simply on the basis of grammar or vocabulary without regard to the social or cultural context.

According to Kramsch (1998), language is not simply an instrument of communication; it is also a symbolic system representing cultural reality. Linguistic choices (i.e., lexical, grammatical, or pragmatic) each have cultural significance and social norms attached to them. The implication here is that acquiring language involves cultural acquisition. Therefore, acquiring new forms of language means that learners are also acquiring new ways of thinking, interpreting, and interacting with the world.

Kramsch (1998) is aided in illustrating that Language is a part of culture, and if viewed as a part of Culture, then it cannot be separated from the Cultural context. Review of Halliday's ideas (Functional Linguistics – Systemic Functional Grammar) adds to that by further emphasising that if viewed as 'Language as a social semiotic' there is no way Language can be separated from a Cultural setting. The language develops through a social context and has meaning for each member of that social context. Language has three functions; ideational (experience), interpersonal (relationship), textual (discourse). The Ideational function represents human experiences; The Interpersonal function builds relationships with others; and the Textual function produces social connections or forms a structure of organisation for discourse. All three functions directly align with Cultural practices, therefore, to truly understand Language within its context, it is critical to understand its entire Cultural context.

Vygotsky (1978) views language as the primary mediator of our knowledge, social by nature and constructed through our relations with each other. The process of learning is socially mediated and so we create meaning by interacting with others. While language acts as one of the main tools for this social mediation, it also reflects and reflects the culture in which a learner is located. Vocabulary development is only one means in which children develop, but it is also a means in which they grow socially and culturally, as they obtain meaning through their social interactions in connection to their surroundings.

Language is the key to effective intercultural communication and can serve as both a bridge and a barrier to communication between people of different cultures. While language enables people to share their viewpoints, establish common ground, and create relationships with others from different cultures, there is also the potential for misinterpretation of the meanings behind words used by other cultures due to differences in how those words are understood. Therefore, there is a strong need for cultural awareness to be included as part of any language instruction.

Culturally aware texts and examples included in adapted coursebooks may significantly affect the integration of language acquisition because they can help learners connect new words with familiar contexts. Additionally, such materials may allow for the addition of aspects of target cultures into teachers' instruction and create a global perspective through the various examples presented, which will promote intercultural awareness. However, for this type of resource to be effective, there must be a proper balance between providing local context and providing exposure to multiple cultural contexts.

In addition to being an essential element in the connection between language and culture, identity formation is also an important part of the integration of both these aspects. When learning a second language, the process of language acquisition involves not only

the development of new language-related skills but also the negotiation of one's identity as it relates to other people. According to Norton (2000), learners often pursue a second language because of the opportunities that will be available for them to take part in some of the communities that they wish to belong to, and thus create new identities. Language acquisition is influenced by a variety of cultural variables including the influence of power, social conventions, and availability of resources.

In places where different people speak different languages and have different cultures, such as Kazakhstan, it can be difficult for students to learn English for use internationally. They will likely encounter many different identities from all around the world as they learn English and interact with other cultures. Therefore, educators need to use methods that encourage respect for diversity and promote intercultural communication.

In addition, globalization has enabled English to develop as a worldwide spoken language, used across cultures and people. Therefore, the traditional focus on native speaker norms is gradually being replaced by an emphasis on intercultural communication. This change indicates that when teaching English, it should not be taught only in terms of the cultures associated with it; rather, it should be presented as a means of global relations.

2.3.3 Cultural Representation in ELT Adapted Coursebooks

Cultural representation within English Language Teaching (ELT) coursebooks has developed into a central issue within both materials' development and intercultural language education. Coursebooks are not simply neutral educational tools, but also cultural artifacts that communicate values, ideologies, identities and social norms along with the linguistic content. Coursebooks influence the learner's understanding of cultures, languages and the surrounding world through various forms of text, images, dialogue and communicative activities. As a result, cultural representation found in coursebooks can

greatly impact learners' intercultural awareness, attitudes toward the world and understanding of global diversity.

One key area of concern surrounding Academic English Language Teaching (ELT) Related Material (ELT) materials is the dominance of Western Culture from a Western prospective perspective in the English textbooks that are being published for use around the world. They manufacture and produce many of the commercially available Academic English Language Teaching (ELT) Related Materials (ELT) textbooks in English for their International Target Audience (ITAA), which will have reflected the Western middle-class lifestyle, consumer goods and services values and the general rules of society. As is typically depicted in books published for Western-speaking countries, the countries of the majority of English-speaking cultures are portrayed as being very modern and desirable, while local cultures receive less representation in these globally available English-language textbooks and/or are represented in a very simplistic and generalized manner. (Canagarajah, 1999; Gray, 2010; Pennycook, 2017) Therefore, the resulting cultural imbalance between global and local culture Identity within language education may be exacerbated.

The issue of cultural disconnect between the learners' realities and their coursebooks is particularly relevant when English is learned as a foreign language rather than as a second language. Coursebooks that are adapted for local use help to avoid creating a disconnect by including local or familiar examples and situations and relevant cultural themes. McDonough et al. (2013) argue that materials that have been adapted will be more meaningful and better able to be connected to the learners' previous cultural knowledge and experience.

Nevertheless, one of the major issues surrounding adapting teaching materials is how to balance both global and local cultures in the adaptation process. According to

Cortazzi & Jin (2013), there are three basic categories of cultures within language teaching resources: Source Culture (the students' home country); Target Culture (the country whose native language is being studied); and International Culture (all other nations). Ideally, an intercultural resource will present a balance among these types of cultures so that the learner is appropriately prepared for communication with people from diverse cultural backgrounds.

There is little opportunity to experience enough of the world's different cultures when too much importance is dedicated to local culture. On the other hand, if the focus is entirely on Western target cultures, the local identities and experiences of the learners will be disadvantaged. Consequently, intercultural communication materials need to help students compare, interpret and critically evaluate different cultures. In addition, Baker (2021) argues that current intercultural communication is not about communicating only with native speakers but also includes communicating among multilingual individuals from many different cultural backgrounds. Therefore, ELT materials need to represent cultural diversity and global diversity as opposed to being based on one culture alone.

Cultural bias (because of the lack of cultural representation) is an important aspect with respect to the visual representation of cultures. Cultural bias is the representation (either negative, positive, or both) of cultures in a more positive, excessive or authoritative manner than others. In many of the ELT publishing industry's course materials, Western societies are depicted as being in association with modernity, success, technology and freedom, whereas non-Western societies may or may not be represented, represented in a stereotypical manner, or not represented at all. All of this representation of cultures can have an unconscious effect on ELT participants' prospects of defining culture in terms of superiority or inferiority. Gray notes that a significant amount of the materials published as

part of global ELT are actually designed to promote consumerist and neoliberal beliefs through idealized representations of travel, lifestyle, and success in social terms.

Cultural bias and hidden curriculum are closely linked to one another. The hidden curriculum consists of the beliefs, assumptions, and ideologies that are covertly assumed in both the teaching materials and techniques used by instructors. The course books may seem to be politically neutral on the surface, but many of the messages contained in them relate to such ideas as: gender roles, social relationships, authority, globalization and acceptable behaviour. (Jackson, 1968) By way of example, ELT textbooks contain many images of both urban lifestyles and international mobility/progress being represented as examples of personal success and as global citizens. Therefore, many students will subconsciously incorporate these ideas into their language learning.

Cultural identity can also be affected by hidden curricula. For instance, students from other cultures may come to believe that their indigenous cultures are less important than other cultures that dominate many parts of the globe. Smakova (2020) argues that multilingual, multicultural educational systems must encourage respect and intercultural openness for local cultural identity. In Kazakhstan, where language education intersects with matters of national identity, globalization, and multilingualism, it is essential that students receive culturally balanced instructional materials.

Moreover, as a result of globalization, ideas about who owns the English language have changed. The English language is used by many people in countries all around the world, in fact, to some extent, businesses use English globally as a medium of communication. With this in mind, it is argued that English language teaching (ELT) resources should expand beyond the traditional (native language) cultures on which they are based, to prepare learners for cross-cultural communication in many international

contexts. It is believed that such resources should also include many English-speaking voices, accents, identities and communication styles within ELT resources too.

There is also teachers' role in improving cultural representation through their instructional practices. In instances where textbooks provide limited intercultural views, teachers can expand the curriculum by adding non-academic texts, videos, discourse, local examples, and technology-based materials. Teachers can encourage their students to evaluate stereotypes and contrast worldviews through modifying instructional materials thoughtfully and through engaging in critical dialogue in the classroom. (Tomlinson & Masuhara, 2018) Moreover, it is important that teachers are seen as more than just users of resources; they should also be viewed as active developers of resources that improve the quality of the experience of all students who participate in intercultural learning activities.

2.4 Research Gap

A large number of published works have been written about the fields of intercultural communication competence (ICC), vocabulary learning and using textbooks for English language instruction (ELT); however, many deficiencies still exist within these areas that need more research into. The gaps mentioned suggest that there is still a need for further, context-based integrated practice centered research specifically on the integration or interpretation of adapted (to learner) resources into skill acquisition (in vocabulary through intercultural means) via curriculum development.

While there has been considerable academic literature discussing ICC from a theoretical and conceptual standpoint, very few studies have been undertaken looking at word use and vocabulary. The majority of the literature available has been focused on general communicative abilities, while scholars (Byram, 1997; Kramsch, 1998) have noted the importance of culture and how it must be taken into account when teaching language, few empirical studies have been conducted looking at how vocabulary plays a vital role in

conveying intercultural meanings. As a result, vocabulary is not only treated like an afterthought but is also an integral part of developing ICC. The lack of attention to culturally laden vocabulary limits the understanding of how the use of vocabulary can aid a person in their ability to successfully communicate with individuals from different cultures.

Secondly, little research has been conducted on how to effectively incorporate vocabulary instruction and intercultural communicative competence (ICC) in teaching materials, particularly course books. The existing literature tends to focus on understanding each area individually with little attention paid to how these areas interact with one another in the classroom. Since coursebooks typically provide the majority of content for both language and culture instruction, it is important to explore whether or not they can support both vocabulary acquisition and intercultural learning at the same time.

Although there has been significant research on evaluating and designing coursebooks, relatively few studies in Kazakhstan have investigated adapted coursebooks in specific contexts. The majority of the literature examines the development of globally manufactured materials, with very little empirical data looking at the real-life usage of adapted materials in the classroom. This is an important gap, as adaptation is context-based, meaning that results from one location cannot simply be transferred to another.

Moreover, there is still need for further research into how adapted coursebooks have an effect on different proficiency levels and learner diversity. Classrooms frequently include students with varying abilities, learning styles and backgrounds therefore how effective adapted materials are at addressing these areas is unclear. Thus, in order to discover how adaptations can create differentiated instruction and promote inclusive learning environments additional research is required.

Moreover, quantitative studies will generate useful results about how students learn and the measurable results achieved from those efforts, yet neither have the ability to expose teacher or learner's authentic experience in performing teaching and learning tasks nor are they able to fully express the way each has changed as a benefit of that experience. Conversely, qualitative approaches, including interviews and thematic analysis of experiences with using adapted coursebooks in learning environments, create a deeper understanding of those adaptations' effectiveness and which adaptations might further support learning.

In short, the literature indicates that there are several significant gaps in the existing research. There is little emphasis on vocabulary development in ICC. There is little connection between vocabulary and intercultural learning in the coursebooks being studied. There is little information on contextually based research on adapted course materials. There is limited information on the perspectives of the instructors using the adapted materials. There is also a need for increased investigation into practical challenges and working conditions in classrooms. Addressing these gaps will improve the understanding of how to effectively use adapted coursebooks to support vocabulary skills and intercultural communicative competence.

CHAPTER 3. METHODOLOGY

3.1 Research Design

The research used a qualitative research design to investigate English language teachers' views and experiences with using modified English textbooks for Vocabulary Development and Intercultural Communicative Competence (ICC). Qualitative research is appropriate because it allows to thoroughly investigate the perspective of participants, their teaching practices, and their contextual experiences. Instead of quantifying predetermined variables, this study sought to understand how participants evaluated the effectiveness of modified textbooks, as well as how they used those resources in their classroom.

The research adopted an approach based on interpretivism, as it views reality be represented as being constructed socially and individuals derive meaning through their lived experiences. The semi-structured interview procedures allowed teachers to communicate their experiences using adapted materials, their pedagogical decision-making processes, and reflecting upon the advantages and disadvantages of coursebooks in terms of supporting students with vocabulary development and intercultural understanding.

This research was conducted in Kazakhstan and included teachers of English as a second language across several different backgrounds, including public schools, private language centres and secondary school. There was also a difference in teaching experience, with participants having taught English from between two to eight years of experience and students from various levels of proficiency from elementary to upper-intermediate. Purposeful sampling was used in this study to find participants who had directly experienced adapted English course books and supplementary materials used in their English as a second language Instruction.

3.2 Data Collection

The study used semi-structured interviews to collect data. This approach allows researchers to gather in-depth information about the participant's experience while maintaining consistency across all interviews. Eight ESL teachers were involved in the study. Participants were interviewed either via the Internet or by phone, depending on their schedule. The average length of each interview was between 20 and 30 minutes, and all interviews were recorded with consent from the participant before they were transcribed for later analysis.

Eight main questions plus a follow-up were used as a guide for each teacher's interview to help identify his/her educational background, types of adapted materials used, perceptions of vocabulary learning, intercultural communication, classroom activities, challenges faced, and methods of modifying coursebook materials. The following list of questions was used to accomplish this:

1. How long have you been teaching English and what levels of students do you currently teach?
2. What types of adapted English coursebooks or materials do you use in your classes?
3. In your experience, how do adapted coursebooks support students' vocabulary learning?
4. What kinds of vocabulary activities or tasks in adapted materials do you find most effective for students?
5. How do adapted coursebooks help students understand cultural differences or intercultural communication?
6. What kinds of vocabulary tasks or activities in adapted coursebooks improve students' intercultural awareness?

7. What challenges do you face when using adapted coursebooks for teaching vocabulary and intercultural communication?
8. How do you modify, or supplement adapted materials to better meet students' needs?

In accordance with the purpose of this research and previous studies about adapting a course book, vocabulary learning and developing intercultural communicative competence, interview questions were developed. The semi-structured approach to these interviews enabled interviewing participants to elaborate and provide specific examples from their own classroom practice, while allowing the researcher to ask additional questions deemed appropriate.

Each participant received similar base inquiry in order to keep up with data integrity; interviews were transcribed exactly as they were given and participant identified were replaced with made up names.

An extensive literature review of the work of Graves (2000), McGrath (2013) and O'Neill(2015) guided the development of interview questions to ensure validity. The questions focused on important aspects of the appropriateness of the content for both textbook adaptations, how the content would fit into pedagogical methods, student engagement and the degree of support the institutions provided. One teacher, not in the final sample, tested these questions by participating in a pilot study to evaluate the clarity and appropriateness of each question. The response to the pilot study enabled to revise both the wording of each question and the order of the questions to create a coherent flow to improve validity, all interviews were conducted using the same set of guiding questions and in the same venue. The audio recordings were transcribed verbatim so that accuracy in

capturing participants' expressions was not lost. Double checking the transcripts against the recordings ensures there are no errors in interpretation and misrepresentation of data.

While qualitative studies do not seek statistical generalizability, trustworthiness was ensured through transparency, detailed documentation, and rich descriptions. These practices help to build credibility, dependability, and confirmability which are core criteria for qualitative research validity and reliability.

3.3 Data analysis

Thematic analysis was performed on the data from the semi-structured interviews. Thematic analysis is a well-known qualitative methodology for identifying, organizing, and interpreting patterns of meaning within the textual data. Thematic analysis was chosen, as it is a systematic framework that allows flexibility (i.e., allows participants' experiences and perceptions to guide the development of themes) while providing a means for the theme to emerge from the data. The analysis followed the six-phase framework as noted by Braun and Clarke (2006). The six phases were: familiarization with the data; generation of initial codes; searching for themes; reviewing themes; defining and naming themes; and the final report. Thematic analysis was a good fit to investigate teachers' perspectives on using adapted English coursebooks for developing vocabulary and intercultural communicative competence (ICC).

The first step was to be **familiarised with the interview data**. All participant interviews were audio-recorded and transcribed verbatim immediately after collection (with participant consent). The researcher then read each transcript multiple times in order to develop an overall understanding of how teachers described their experiences related to adapted course texts, what participants thought about adapted course texts, and what ideas they expressed about those texts. This analysis was completed by paying attention not only to what was said explicitly (by participants) but also by identifying themes that emerged

from responses, important statements made by participants, and relationships between responses across interviews. As preliminary observations and reflections were developed, they were recorded in analytic notes for use in later phases of data analysis. The analysis of collected interview data provided the researcher with an opportunity to become immersed in the data and to gain a greater depth of understanding of teacher perspectives prior to beginning formal coding.

After getting used to the material, a coding system to categorize the overall results of the interviews was put together in order to **generating initial codes**. In the context of qualitative analysis, coding is essentially identifying the most important word/phrase of a given passage of text and giving it a descriptor that captures the main idea of that word or phrase (i.e., coded words/phrases). The data used to develop codes were not predetermined; rather, they developed from the responses of participants after the fact (inductive coding). In order for codes to accurately reflect participant responses, each interview was reviewed line by line and those responses that corresponded to the research questions in question were highlighted and given an appropriate code.

The codes that were established in the beginning were "context-based vocabulary learning," "visual supports," "repeating vocabulary," "cultural compare activities," "role play activity," "lack of authentic materials," "mixed-ability classrooms," "time constraints," "supplementing by teacher," and "integration of technology." Similar codes that emerged from various interviews were grouped together; however, unique codes remained to protect the richness and diversity of participant experiences. The coding process allowed the researcher to take a large amount of qualitative data and break it into smaller units for future analysis.

The **searching for themes** phase of data analysis was to analyze the relationships between the code sets after each transcript had been coded in a systematic manner. Codes

with similar ideas or experiences were grouped and organized into possible themes. This step was not only about the description of findings but rather, this part of the analysis identified the core principles that represented the common experience among study participants.

For example, codes like "contextualized vocabulary," "repetition," "visual aids" and "graded language" were grouped and categorized under an overarching theme called Vocabulary Learning Through Contextualized Input. Similarly, codes that referred to "cultural comparisons," "discussion of traditions," "intercultural role plays," and "awareness of different lifestyles" were also grouped and categorized under a theme called Intercultural Awareness Through Cultural Content. There were also other themes related to effective classroom activities, barriers to the use of adapted materials, and teachers' strategies for modifying instructional resources. In this stage of analysis a thematic map was produced to show the connections between themes and subthemes and to provide coherence between these categories.

Once the initial themes were established, they underwent refinement through **reviewing the themes** to validate and confirm the themes title their corresponding coded data and whether the overall theme is cohesive as a combined unit when compared to other themes. If themes had similar attributes they were combined into one overall theme; those that had similar data but where greater distinctions should be made between specific subsets of the overall theme were subdivided into sub-themes.

To ensure that the themes developed throughout the analysis represented participant responses rather than researcher biases, I returned to the original transcripts during this stage of the research process. Any theme without strong support for its existence was removed or modified. Thus, the evaluation added interrater reliability to the evaluation of themes by confirming that there was consistency within themes and by

clearly distinguishing between them, resulting in five final themes that represented teachers' experiences of using adapted English coursebooks.

Once the thematic structure was refined, each individual theme was **Defined and Named**. In this stage, we defined each theme's main concept and how it illuminates the research questions. Description of each theme included a detailed explanation of the theme's characteristics, importance, and relationship to the other themes included in the study.

The five themes that made up the final results were (1) Vocabulary Acquisition Via Contextualized Input, (2) Developing Intercultural Understanding by Using Cultural Materials, (3) Effective Vocabulary and Cultural Learning Activities, (4) Problems with Using Adapted Course Books, (5) Teacher Strategies for Adapting/Adding to Course Books. Each theme represented a unique aspect of what teachers experienced and how they perceived that using adapted resources affected their own teaching. The specific definitions ensured consistency of analysis and aided in interpreting each of the findings within the larger context of existing literature.

The last step in this process was to **produce the report** after compiling and presenting the data collected during the work and put together a clear and unambiguous narrative that could be communicated to others. In developing a narrative or story of the results, quotations from the participants were chosen that best represented what each of the themes communicated and would supply tangible evidence in support of the findings. In addition, great care was taken to choose those that represented a common theme that occurred across the interviews and also those that communicated a unique occurrence as appropriate. In order to ensure confidentiality for each participant, throughout the process, pseudonyms were provided: participant one; participant two; etc.

The themes developed were interpreted in relation to the research question and with reference to the previous literature about vocabulary learning, coursebooks that are adapted for teaching English, and intercultural communicative competence. This allowed the researcher to make connections to the data and provide an empirical basis for interpreting the research findings with earlier research and theoretical perspectives. Thus, the final report provides a thorough understanding of how teachers perceive the adapted coursebooks for English; the advantages that teachers see in these types of materials; the problems that teachers face; and the ways that teachers will facilitate student vocabulary learning and intercultural communication in their classrooms.

3.4 Ethical Considerations

The study was conducted after obtaining prior ethical clearance. The respondents were fully informed about the study and gave written consent respectively before the interviews. The respondents assured that their names would not be attached to the responses in the report of the findings, anonymity would be kept in using pseudonyms. They were also told about their right to withdraw at any time and that there would be no consequence if they decided to do so. Audio files and transcriptions were stored securely with access limited to the researcher alone. All measures relating to voluntary participation, confidentiality, and informed consent have been noted as having met appropriate ethical standards during the study.

CHAPTER 4. FINDINGS

Analysis of interviews with eight English language teachers have shown there are five main areas, referred to as themes, in which teachers have used adaptations of English coursebooks for the purposes of developing vocabulary and intercultural communicative competence (ICC). The themes are: (1) Vocabulary learned from contextualized input, (2) Intercultural awareness taught through cultural content, (3) Effective ways of learning about vocabulary and culture through activities, (4) Problems/concerns all teachers have experienced with adapted English coursebooks; and, (5) Different ways teachers have adapted and supplemented course material.

Table 1.

Summary of Themes

Theme	Description
Vocabulary Learning from Contextual Input	Providing contextualized input, repetition, and visual support in the adapted material
Cultural Awareness through Content	Exposing students to some of the international cultures promoting intercultural understanding
Effective Vocabulary and Cultural Learning Activities	Tasks and activities that reinforce vocabulary with a deeper comprehension of intercultural concepts
Challenges of Adapted Coursebooks	Limitations and challenges when using adapted coursebooks, educators often experience

Theme	Description
Teacher Adaptation and Supplementary Strategies	How teachers adapt and supplement coursebooks in response to learners' needs, levels and interests

4.1 Vocabulary Learning from Contextual Input

All of the interviewees pointed out how important adapted coursebooks are for increasing vocabulary acquisition when new words are presented in a meaningful situation. The teachers indicated that vocabulary is presented through discussions, reading, using visuals, repetition, and using scaffolded activities to assist the learner with both understanding and maintaining their knowledge of the vocabulary.

Many teachers note that presenting vocabulary in context makes it easier for students at all proficiency levels to learn those words. In addition to being helpful, adapted resources were thought to provide students with exposure to new words gradually and in various ways through multiple opportunities.

Teacher 1 articulated the following how modified coursebooks are critical since they present new vocabulary logically and systematically. Provided they allow students to see new vocabulary items placed in an accessible context provide a context for new words to be introduced.

Similarly, Teacher 2 stated that modified coursebooks should assist learners in acquiring new vocabulary by including new words in context, visual stimulus, repetition and explanations will help develop students' understanding and retention of new vocabulary.

Teacher 4 further emphasized the significance of contextualized learning through dialogue, reading materials, and listening activities, the student is introduced to new

vocabulary in context so that it is easier for them to recall and then use those words when they occur in real world situations.

These records demonstrate that contextualization, repetition, and visual support are essential aspects for teachers that contribute to effective vocabulary acquisition.

Table 2.

Mentioned Benefits for Vocabulary Learning

Benefits	Participants Mentioning
Vocabulary presented in context	8
Repetition and reinforcement	6
Visual Support	5
Simplified Explanation	5
Improved vocabulary retention	8

4.2 Intercultural Awareness through Cultural Content

The second theme in this paper is about how adapted Coursebooks develop Intercultural Communicative Competence. The majority of teachers reported that the Adapted Coursebooks provide their students with examples of traditions, lifestyles, communication styles and social practices from different countries and then encourage their students to conduct comparative cultural analyses and develop intercultural understanding through those analyses.

The interviewees reported that international learning was encouraged when students examined the similarities and differences between their own and other cultures. This type of activity helps develop open-mindedness and greater awareness of different cultures.

Teacher 3 explained: *“Adapted coursebooks help students understand cultural differences by showing examples of people, traditions, and communication styles from different countries. Students learn how people live and communicate in other cultures.”*

Teacher 5 similarly noted: *“Students get to learn not only the language but also the diversity of many other cultures.”*

Teacher 8 described how cultural topics increase student engagement: *“Some issues seem very different to students compared to the traditions of their own country, which increases their motivation to explore them further.”*

However, some teachers identified limitations in cultural representation. Teacher 4 commented: *“I personally have not seen many topics that deeply focus on cultural differences or intercultural communication.”*

Likewise, Teacher 1 observed: *“Some older coursebooks may rely on stereotypes or focus too heavily on ‘Big C’ culture rather than daily behaviours and values.”*

4.3 Effective Vocabulary and Cultural Learning Activities

In helping students to learn vocabulary effectively as well as to develop their awareness about other cultures/people, teachers found numerous interactive/communicative types of activities to be much better than having students simply memorise vocabulary mechanically. Role-plays were by far the most common practice mentioned (because they forced students to use vocabulary in "real life" contexts). Other discussion-type activities and cultural comparison activities were also viewed as being beneficial for developing students' critical thinking and understanding of other cultures.

Teacher 1 : *“the most impactful activities are those that require personalization, such as "discussion questions using the new words" or "writing a short story using the target vocabulary.””*

Teacher 2: *“Matching exercises, fill-in-the-blank tasks, word games, listening-based activities, and pair/group work are the most effective. These activities help students actively use new vocabulary.”*

Teacher 4: *“role plays, speaking tasks, quizzes, and vocabulary games very effective for students.”*

Regarding intercultural competence:

“Reading a text about a British wedding tradition and then discussing how it differs from a wedding in the student's home country helps build intercultural vocabulary and awareness.”

Teacher 8 also reported: *“Role-play activities where students create dialogues as representatives of another country increase students’ motivation to understand intercultural communication.”*

These statements are the proofs of the perception that interactive, discussion-based, and experiential activities contribute mainly to both vocabulary development and intercultural learning.

Table 3.

Most Effective Activities Reported

Activity	Frequency
Role plays	7
Matching exercises	6
Discussion activities	6
Cultural comparisons	6
Vocabulary games	5
Reading Activities	5
Video-based Activities	3

Activity	Frequency
Project Work	3

4.4 Challenges of Adapted Coursebooks

Many of the instructors had a favorable response to the use of modified resources, but they encountered challenges relating to the way the resources were used. Some common issues that the teachers identified were a lack of authenticity, how to use them with mixed ability classrooms, not having enough cultural richness, and having too few opportunities for communicative practice.

One teacher expressed concern about the authenticity issue caused by using adapted materials, stating: "The way an adapted version appears can seem fake or like a poor representation of how we actually talk to each other; it lacks the nuances and spontaneity of actual communication that we experience in day-to-day interactions."

Another teacher provided a similar comment: "Adapted coursebooks can sometimes render language and culture too simplistic. Some cultural information may not feel fully authentic or comprehensive."

Another common issue that affects teachers is student diversity. "Each student has a different level of language and ability to learn in our classroom, therefore an activity may be simple for other students and difficult for others," states teacher four.

Teacher 8 explained that the most important thing to be aware of is that students that have different language proficiency levels can learn together. Often, there is so much time that it is hard to provide every student with the same level of support. Some participants felt that they were constrained in terms of the practice of speaking and in terms of providing cultural content relevant to their students. Teacher 2 remarked, "there

might not be enough chances to create an opportunity for extended speaking and extended cultural relevance."

These observations suggest that educators frequently need to supplement the limitations of adapted coursebooks with additional instructional support.

4.5 Teacher Adaptation and Supplementary Strategies

The final theme concerned teachers' active role in modifying and supplementing coursebook materials. All participants reported using additional resources to enhance vocabulary learning and intercultural communication.

Teachers frequently incorporated videos, games, authentic texts, worksheets, online platforms, and discussion tasks to compensate for perceived weaknesses in the coursebooks.

Teacher 1 explained: *"I often bring in authentic supplementary materials such as YouTube clips, menus, tweets, or news snippets to show how vocabulary is used in the real world."*

Teacher 2 stated: *"I supplement coursebooks with my own worksheets, videos, interactive games, and real-life examples."*

Teacher 4 similarly reported: *"I usually adapt materials by adding extra vocabulary exercises, games, speaking activities, videos, and visual presentations."*

Teacher 7 described using multimedia resources: *"I connect videos, print out worksheets, and prepare group assignments."*

Teacher 8 emphasized collaborative learning: *"I solve this issue by mixing students of different levels into groups so they can help and motivate each other."*

Table 4.

Supplementary Resources used by Teachers

Resource	Frequency
Videos	6
Worksheets	5
Games	5
Discussion Tasks	4
Online Platforms	4
Authentic Texts	3
Visual Presentations	2

These findings demonstrate that teachers play a crucial role in adapting materials to meet learners' linguistic, cultural, and motivational needs.

CHAPTER 5. DISCUSSION

The purpose of this research was to examine how English language teachers perceive the use of adapted English textbooks in fostering growth in their vocabulary and intercultural communicative competence (ICC). The results revealed five main themes: (a) Vocabulary learning through contextualized input; (b) Intercultural Awareness from a Cultural Perspective; (c) Effective Vocabulary and Cultural Learning Activities; (d) Challenges Related to Using Adapted Textbooks; (e) Teacher Strategies for Adapting and Supplementing Materials. The discussion of these themes is rooted in previous studies and theoretical frameworks.

5.1 Vocabulary Learning through Contextualized input

A key conclusion reached during this research study was that teachers have confidence that adapted course books help students to acquire words through presentation in context, through repeat use and through visual supports. All study participants felt that students acquire vocabulary better when words are taught in meaningful communicative contexts instead of just presenting them separately as single words. The findings support the theory of vocabulary acquisition as proposed by Nation (2001); he indicates that students will acquire words best through frequent occurrence of the same words used in meaningful contexts usually followed with instructional or communication.

According to teacher observations about coursebooks that have been adapted from original coursebooks, they have reported that the graded language input offered in the coursebook via dialogue, texts, listening task and visual aids provides support for students to learn the meanings of specific vocabulary words. These results are consistent with the lexical approach to vocabulary acquisition proposed by Lewis (1993); whereby language acquisition should occur through the combination and association of words into 'chunks', collocations and as they are used in natural instances rather than through memorising

single words. Therefore, as students learn a new word, they will experience the word within context of everyday life and over time develop an understanding of how to use the word based on their discovery of the frequency at which it has been used in everyday language.

The results substantiate Vygotsky's (1978) sociocultural theory, which emphasizes the significance of scaffolding in education. It seems that adapted course books serve as scaffolds, breaking down difficult language and providing organized support to help students to gradually build up their vocabulary knowledge. Participants often referred to the positive effects of repetition and reinforcement activities indicating that adapted materials may lessen cognitive overload yet allow for language practice.

In the learning process, both comprehension and retention are key roles for teachers. Participants believed that completing contextualized tasks related to vocabulary will result in greater amounts of vocabulary retention for longer periods of time, as well as greater levels of confidence when using vocabulary in productive tasks (e.g., conversation). Teachers stated that current research supports the theory that "meaningful" contact with vocabulary will generate deeper levels of cognitive processing and, ultimately, greater levels of memory retention (Nation, 2001). As a result, adapted course books should enable students to not only recognize the vocabulary but also to produce creative forms of the vocabulary through production activities.

Although most instructors were grateful for the positive role of simplifying language for better communicative comprehension, there were a few respondents who mentioned their dissatisfaction with excessive simplification of language. Therefore, this implies a need to find an acceptable balance between ensuring that materials are suitable for all learners and ensuring that materials do not represent a higher level than the learners can understand or use. Over-simplifying may limit opportunities for learners to experience

more complex and diverse lexical input, as well as use of more complicated language structures. Because of this, it is extremely important for coursebook authors/developers to adapt materials to ensure that they are adapted to an appropriate developmental level, while still being understandable to the learners who will be using them.

5.2 Intercultural Awareness through Cultural Content

Another important finding in this research relates to how adaptation to both the content and design of the course materials can promote intercultural communicative competence among students. The instructors indicated that adapting the contents of course books gave their students access to a much wider range of traditions, ways of living, traditional practices of communication and see how different cultures interact and communicate with each other. This allowed the students to gain a greater understanding of cultural differences and similarities, which are both key components of intercultural communicative competence.

Findings from this study provide strong evidence to support Byram's model of intercultural communicative competence. According to Byram (1997), effective intercultural communication requires knowledge or understanding of the language alone, an attitude towards other cultures that is open and inclusive of that culture, a level of cultural understanding, an ability to interpret messages across cultures, and an ability to critically assess various aspects of other cultures. Participants talked about activities that encouraged students to (a) compare cultures, (b) discuss cultural practices and how they differ from their own, and (c) assess and compare their own value systems with those of other cultures. Each of these types of activities contributes directly to the development of the intercultural attitude and interpretive skill as defined in Byram's model.

Kramsch's (1998) view that culture and language are closely connected aligns with what teachers have found regarding students learning words from their culture. When

students learn a word used in connection to a tradition, social custom, or daily living in another country, they are not just learning the form of a word but also the cultural meaning attached to that word. Thus, the view that vocabulary serves as a bridge between language and culture is confirmed.

The results of this study raise some important questions about how well cultural information is represented in textbooks for teaching. Many teachers reported that adapted versions of their courses provided only minimal details about the culture of the people they were teaching and that much of the emphasis in these materials was placed on the local rather than the international aspects of culture, which have been heavily criticized by Gray. Gray (2010) claimed that most textbooks only show us the static and simple aspects of a culture when, in fact, a culture is constantly changing and evolving. This sentiment is echoed by Cortazzi and Jin (1996), who stress that there must be an equal representation of source culture and target culture, as well as an international perspective, in the teaching of foreign languages.

One key point from these findings is that just being exposed to cultural facts does not result in developing an individual's ability to interact effectively across cultures (competence). To successfully develop authentic intercultural competencies requires opportunities to reflect upon, compare, and critically think about those cultures. Coursebooks have to go beyond just providing cultural facts; they also need to provide students with opportunities to interact with multiple perspectives in order for students to develop greater levels of understanding across cultures through meaningful interactions.

5.3 Effective Vocabulary and Cultural Learning Activities

These results suggest interactive and communicative activities have an important role in developing vocabulary and intercultural competence. Examples of effective

teaching methods include games, role playing, discussions, cultural comparisons, collaborative tasks, and projects.

Participants' preferences for role play activities reveal their support of the communicative language teaching philosophy, which emphasizes that meaningful interactions are essential to language acquisition. By participating in role play, students are able to practice using the vocabulary they have just learned in real-life situations, which creates more chances for them to productively use that vocabulary. These observations also corroborate Hymes' (1972) communicative competence definition of communicative competence—an ability to use language correctly within a social context rather than only having a grammatical understanding of language.

According to teachers, one of the most efficient ways of achieving intercultural awareness is using discussion tasks. Through these types of tasks, students will have the opportunity to express their opinions, come to an understanding of what someone else means, compare various cultural behaviours and interact with another culture. The conclusion reached is in agreement with Byram's (1997) belief that developing an ability to develop intercultural competence requires active participation in various cultures as opposed to simply absorbing cultural diversity.

Moreover, most participants expressed their desire to participate in group discussion or participate in pairs and make decisions mutually; thereby aligning with Vygotsky's (1978) Sociocultural Theory which states that people learn by socially engaging with others who are developing knowledge together, sharing their culture views and developing their language skills.

One of the most important findings related to the integration of vocabulary acquisition with intercultural competence as two separate goals for learners; however, teachers typically reported on activities that promoted both. For example, if learners

discussed multicultural traditions they practiced using their target language in conjunction with thinking about cultural differences. This finding illustrates the primary assertion of this research; specifically, vocabulary and intercultural competence are interrelated elements of language education.

5.4 Challenges of Adapted Coursebooks

While adapted materials are often viewed in a positive light by educators, they face numerous obstacles that limit their usability and effectiveness. The most common problems associated with adapted materials include oversimplification, lack of authenticity, mixed-ability classroom composition, lack of opportunities for oral production, and insufficient cultural depth.

The concerns surrounding authenticity echo criticisms made in previous studies about the use of adapted materials. McGrath (2013) claims that adapting materials can take away critical linguistic and cultural elements in an effort to make those materials easier to access. Furthermore, Tomlinson (2012) warns if materials are too overly simplified, it deprives students of having access to authentic language and experience natural discourse patterns. The participants in this study have reported similar thoughts, stating that they experienced a lack of spontaneity and realism when using some of the adapted texts.

The variability between proficiency levels of learners is also a significant challenge for many teachers working with single class groups. Teachers indicated that they had difficulty implementing coursebook activities because learners all had a different level of experience with the target language. They found that any course materials which were standardized were not appropriate for this type of language learning situation. The evidence indicates that in order to implement a curriculum successfully, materials must be flexible and differentiated in order to accommodate the needs of the different types of learners in a heterogeneous classroom (O'Neil, 2015). Finally, this research points out that

adapted materials alone are insufficient to accommodate all the differences between learners with regard to proficiency, and that additional teacher adaptation must occur in order to successfully implement a curriculum in this environment.

The educators noted that there were limits in regard to intercultural content. Some textbooks had cultural elements, but most of the educators stated that they were not sufficiently well done or authentic. This finding reflects that cultural representation continues to be an issue in materials development for textbooks. If developing intercultural competence is a major goal in education, better materials must be put in place providing more opportunities for critical engagement with cultures, rather than presenting cultures as only a collection of facts that are separate from one another.

Another challenge that educational institutions face is time constraints. Educators often have difficulty reconciling the need to meet curriculum requirements with the desire to create an engaging environment for learning through conversation and communication activities. This finding exemplifies a tension between the institutional demands placed on language educators and their desire to implement pedagogical best practices, which have been well documented in the literature on language education (Richards, 2015).

5.5 Teacher Adaptation and Supplementation Strategies

This research revealed that teachers often change or add content when using a course book within their classroom. Each teacher used at least one outside source of material for example, video, authentic text, game, worksheet, on-line resource, or discussion task.

This research offers considerable support for Tomlinson and Masuhara's (2018) concept of teacher agency. Unlike being merely passive consumers of published resources, teachers take on a mediating role between curriculum and students and continually assess, modify and redesign instructional material based on student needs. Findings suggest that

whether or not an adapted coursebook is successfully implemented is strongly influenced by teachers' professional judgment and pedagogical proficiency.

Authentic material dependence among teachers' teaching materials was one of the primary foci of our study. Teachers enhanced their coursebooks by utilizing actual resources such as videos, news articles, social media posts, and internet-based materials. As a result of coursebook modification, participants believe they addressed some of the perceived authenticity and cultural depth missing from their coursebook materials. Findings confirm the effectiveness of Tomlinson's (2012) recommendation of using authentic language to help learners acquire the target language and develop an understanding of other cultures naturally (i.e. through natural means).

Now, educational institutions utilize many platforms, including Quizlet, Kahoot, Wordwall, LearningApps, and Canva, to help create a more engaging classroom environment for students and to support language learners. These platforms have been beneficial for many educators by providing opportunities for interactive learning and varied teaching methods. This can be especially helpful when working with students of different skill levels in a mixed-ability classroom.

Educators also explained how they modify tasks according to their students' interests and to what extent their students are proficient and meet their learning goals. These practices exemplify learner-centered educational principles and highlight the need for flexibility when teaching languages. Additionally, both data sets demonstrate that a coursebook's quality by itself does not determine whether it will be effective for teaching. Instead, whether or not a coursebook is effective depends on the ability of educational professionals to convert the published materials into meaningful learning experiences.

CHAPTER 6. CONCLUSION

The purpose of this research was to investigate how teachers of the English language feel about the function of adapted English language coursebooks in supporting vocabulary growth and enhancing intercultural communication competence. To conduct the research, the principal researcher interviewed eight English language instructors using qualitative methods in order to find out how adapted resources were being used in the classroom; what they believe to be the benefits from using these resources; what obstacles they encounter; and what strategies they use to increase their instructional effectiveness.

According to the results, teachers generally consider adapted materials to be excellent tools for developing vocabulary. The participants noted that vocabulary development is facilitated through the contextualized introduction of vocabulary, the repeated practice of vocabulary, visual support for vocabulary, and the use of appropriate communicative techniques. Furthermore, participants agreed that when vocabulary is introduced contextually, it helps to both understand and remember vocabulary. The findings support the existing theories about contextualized acquisition of vocabulary and further demonstrate the importance of meaningful exposure to language when learning vocabulary.

Furthermore, this research indicates that modified coursebooks help develop learners' intercultural communications skills through exposure to a variety of cultures, traditions, communication methods, and social customs. Teachers said that cultural comparison exercises, class discussion, role-play, and culturally based reading exercises all contribute positively toward enhancing learner's intercultural knowledge and expanding understanding of cultural differences. However, many of the coursebook users reported that some coursebooks have limited intercultural content or contain overly simple

arguments or stereotypes about culture; therefore, they miss out on the possibility of much stronger intercultural experiences.

Another noteworthy discovery revolves around the effectiveness of interactive learning activities. Most educators observed that role-playing, discussion, cultural comparison tasks, games, and collaborative activities were some of the best ways to facilitate both vocabulary development and intercultural understanding. These results support a communicative and sociocultural approach to language learning and emphasize that active engagement and social interaction are key components of language acquisition.

Yet, some challenges were noted. Instructors reported that students in mixed-ability classrooms have difficulty using adapted materials because they are not always written in an authentic manner, do not provide enough opportunities for students to speak, and lack cultural richness. Therefore, adapted coursebooks will not be able to accommodate the range of needs in any language class by themselves; instructors must also consider how to implement them effectively.

An additional key finding from this research is that the teachers' agency plays an important role in the successful use of adapted coursebooks. Participants in the study reported that they altered and supplemented materials through the addition of authentic language, such as textbook resources from non-authored sources, audio and visual resources, games, digital resources, workbooks, and other communicative activities. The aim of these modifications was to increase engagement with learners, create more opportunities for authentic communication, and reduce barriers to access to published materials.

Findings indicate that teachers' careful adaptation or use of extra resources with textbooks can aid students in developing vocabulary skills and improving their intercultural communication abilities. When using materials that have undergone some

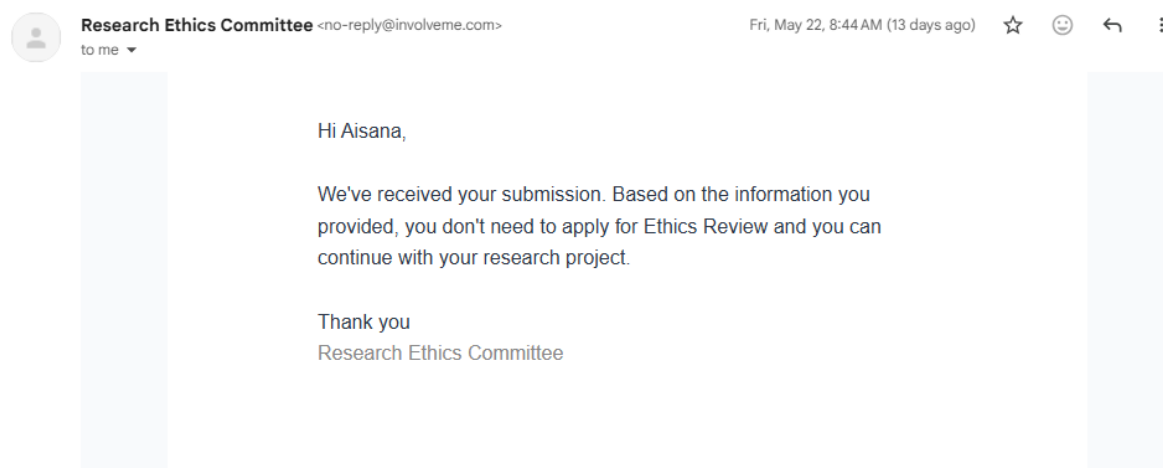
modifications to their instructional approach, it is equally important to provide sufficient access to words while maintaining the value of authentic experiences.

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Appendix A



Appendix B

Interview Questions:

1. How long have you been teaching English, and what levels of students do you currently teach?
2. What types of adapted English coursebooks or materials do you use in your classes?
3. In your experience, how do adapted coursebooks support students' vocabulary learning?
4. What kinds of vocabulary activities or tasks adapted materials do you find most effective for students?
5. How do adapted coursebooks help students understand cultural differences or intercultural communication?
6. What kinds of vocabulary tasks or activities in adapted coursebooks improve students' intercultural awareness?
7. What challenges do you face when using adapted coursebooks for teaching vocabulary and intercultural communication?
8. How do you modify, or supplement adapted materials to better meet students' needs?

Additional questions:

9. Are \ Were you satisfied with the course books? What kind of improvements would you suggest for further implementation of adapted course books in EFL?

Appendix C



SDU University Research Ethics Committee

Informed Consent Form

You are invited to participate in a research study entitled **“The Role of Adapted English Course Books in Vocabulary Enhancement of Intercultural Communicative Competence”**

Research Purpose and Procedures.

The aim of the research is to investigate the teachers’ perception of the adapted coursebooks and their role in improving the vocabulary and intercultural communicative competence.

This *interview* should take approximately 30-40 minutes to complete. You have the choice to answer in preferred language and preferred form (in audio or written)

Possible risks and discomfort related to participation in this research

There is minimum possible risks expected from participating in interview. Time spending to participate in the interview may cause difficulty for the participant.

Possible advantages of participation

You will gain more understanding about the role of adapted coursebooks in EFL, analyse their benefits and challenges in improving the vocabulary and enhancing intercultural communicative competence.

Confidentiality & Privacy. Within reason, any personal information obtained as a result of participation will be kept confidential to the greatest extent possible. However, total confidentiality cannot be assured.

Contacts for additional information Aisana Baktybayeva, 241302009@sdu.edu.kz

Voluntary Nature of the Study. It is strictly voluntary as to whether to participate in this study or not. You have a right to withdraw your agreement to participate at any time.

Estimated duration of the research 5-6 weeks

Statement of Consent.

I, _____, agree to participate in this study voluntarily. I have been made aware of the research purpose and objectives and clearly understand what is expected from me.

I know that it is voluntary to participate in this study and I have complete freedom to withdraw my consent at any time without providing any reasons and in this case there will be no negative consequences to me.

I understand that any personal information obtained in this study will be kept confidential.

Signature: _____ Date: _____

Researcher:

Signature: _____ Date: _____