The Correspondence Between Culture and Creativity in Iranian and Internationalized ELT Textbooks

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Abstract

Creativity and culture are two intertwined but most unexplored phenomena in language and linguistic discipline, especially in English textbooks' domains. Hence, the purpose of the study was 1) to investigate the existence and distribution of cultural and creativity-related contents in two ELT textbooks based on Cortazzi and Jin (1999) textbook classification and investment theory of creativity, and 2) to examine the confluence of creativity components and culture elements. Using basic content analysis, the researcher analyzed the creative components and cultural elements of two ELT textbooks prepared and utilized in Iran (localized textbook) and the UK (internationalized textbook). The researcher found that the ELT textbooks of Iran (Prospect 1) and the UK (Teen2Teen 1) both included components of creativity. In Iranian Prospect 1, knowledge was the most prominent element, but in the internationalized Teen2Teen 1 (UK) book, intelligence, motivation, environment, and personality were mostly observed. Furthermore, the findings revealed that in the localized textbook (Prospect 1), except for source products, the other elements of culture, such as persons, practice, and perspectives, are absent. On the other hand, in Internationalized Teen2Teen book 1, the global products of culture are mostly presented, and the other elements, such as persons, practice, and perspectives, are underrepresented. Thus, this study's findings can help policy makers, material designers and teachers to modify the content of ELT textbooks to obtain better advantages.

1. INTRODUCTION

Creativity is the most prominent, complex, and unseen notion in all disciplines and English language teaching is not an exception (Alabbasi et al., 2022; Lee, 2013; Meihami, 2022; Peachey & Maley, 2015; Tajabadi et al., 2024). According to (Peachey & Maley, 2015), creativity is considered to observe new ideas out of the box. Its multifaceted and dynamic nature makes it difficult to state a one-size-fits-all definition for creativity (Tajabadi et al., 2024). Therefore, many researchers strive to express the essence of creativity from different prospects and visions to provide a comprehensive and full-fledged campaign definition that suit different contexts. In recent years, a surge of interest in the concept and notion of 'creativity' is observable in almost all aspects and angels of life steps due to its significant role in paving the way for success, and educational

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context is not an exception (Tajabadi et al., 2024). In this vein, the importance of creativity in teachers' methods of teaching and the content of textbooks should be an end for policymakers and syllabus designers (Tomlinson, 2013). Although studies have admitted the huge effect of creativity on learners' engagement, production, critical thinking, and open-mindedness still, scant research has foregrounded creativity in ELT textbooks (Meihami, 2022; Tajabadi et al., 2024). Textbooks are the framework and cornerstone of every didactic activity (Kasmaienezhadfard et al., 2015). Certainly, textbooks have a variety of functions, sometimes as a means of providing knowledge or as a bridge for developing students' creativity (Kasmaienezhadfard et al., 2015; Shao et al., 2019; Tajabadi et al., 2024). So, creative thinking activities should be manifested in textbooks as they considerably affect the teaching-learning processes (Al-Jabri et al., 2020). Since creativity is an important part of ELT teaching, which more than before is burdened on the content of textbooks, analysing the creative parts of ELT textbooks will be a priority to help teachers and learners improve their mission and programs in language learning (Richards & Cotterall).

Traditionally, textbooks were assumed to equip students with linguistic knowledge. Therefore, cultural content was ignored in materials evaluation (Rybková, 2018; Sattarpour et al., 2024). But nowadays, there is a full-fledged agreement about the association between culture and language McKay (2002);Rashidi and Meihami (2016); Silva, 2015). According to Kramsch (2014), language involves cultural reality. In Sapir's (1921) words, language is intertwined with culture. So, fruitful language learning involves not only educating a spectrum of the cultures in which language is utilized but also how other cultures are expressed and depicted in that specific culture (Yuen, 2011). It confirms that learning about different cultures will benefit both classroom context and out-of-class and real-life situations (Rybková, 2018).

In addition, investigating the components of creativity and elements of culture and their confluence in ELT textbooks will be beneficial in exploring why some textbooks are more interesting, challenging, and incentive. Therefore, in this study, a descriptive/exploratory design of basic content analysis was followed to analyse and explore the creative and cultural content of two ELT textbooks and their confluence related to two countries, Iran and the UK, where English is a foreign and a first language subsequently. The researcher used Cortazzi and Jin (1999) textbooks' cultural classification to choose underexamined ELT textbooks. Accordingly, textbook content is source culture(localized), target culture, and global(internationalized). The researcher selected Prospect book1(localized) as a representative of Iranian-Islamic culture which has been localized for Iranian students to counter linguistic imperialism and the influence of English-speaking countries over developing countries (Pishghadam and Naji, 2012; Mofidi and Hashemi, 2019). On the other hand, the Teen2Teen textbook was selected as a representative of internationalized ELT textbooks, which are used as a source of teaching and learning English around the world (Alemi et al., 2013). Teen2Teen books are produced by Western leading publishers for international students with different cultures. These ELT textbooks suit the purpose of this study as they are localized (Prospect) and multi-cultural (Teen2 Teen). The investment theory of creativity (Sternberg & Lubart, 1991) was utilized to help us explore the confluence of creativity and culture upon its components, involving intelligence, personality, knowledge, thinking styles, environment, motivation, and four Ps' of culture (persons, products, perspectives, and practices). This study was followed to observe if these ELT textbooks traced the confluence of culture and investment theory components to develop learners' creativity (Tajabadi et al., 2024; Zhang and Sternberg, 2011). This research seeks to answer the following research questions:

1. How are creativity and culture content distributed in Iranian (Prospect1) and UK (Teen2Teen 1) ELT textbooks?
2. How is the confluence of creativity components and culture in Iranian (Prospect1) and the UK(Teen2Teen1) ELT textbooks?

2. LITERATURE REVIEW

Creativity

Creativity is viewed as one of the most distinguished 21st-century resources and hidden apparatus of mankind (Çelik & Tümen Akyildiz, 2021). Creativity is highly indispensable for a competitive advantage (Langley, 2018). It is not feasible and will not be logical to present a one-size-fits-all definition for the creativity concept, meaning that all possible definitions with their components are accepted and practiced (Meihami, 2022). Creativity does not grow in a vacuum (Meihami, 2022; Peachey and Maley, 2015; Tajabadi et al. (2024); Tomlinson, 2013). Therefore, it is noteworthy to discover suitable procedures and prepare obligatory contexts to nurture students' creativity (Çelik & Tümen Akyildiz, 2021). As a result, researchers are attempting to discover indications that improve students' creativity (Fan & Cai, 2022).

Most scholars have emphasized the role of teachers in providing a creative context (Maley, 2015; Read, 2015). Read (2015) proposed seven pillars of creativity with sample tasks for each pillar for EFL teachers. They are subsequently involved in improving positive self-esteem, empowering creativity and subjectivism, and improving intellectuality in students; helpful questions and making connections are among them. Few scholars have underscored the role of textbooks in improving creativity in EFL students (Bao & Liu, 2018; Maley, 2015; Meihami, 2022; Shao et al., 2019; Tajabadi et al., 2024)investigated the role of textbooks in improving students' creativity. The researchers analyzed the content of the primary ELT textbook called "Success with English", which was taught in Guangzhou, China. They explored that one way to develop students' innovation is to play with them (Bao & Liu, 2018). According to their research, textbooks would improve students' creativity if they use imagination to create new content, stimulate personal responses, use creative decontextualization, and support innovative efforts through design. Creativity will not be seen in a vacuum (Meihami, 2022; Peachey and Maley, 2015; Shao et al., 2019) or be isolated from other materials (Peachey & Maley, 2015).

Investment Theory of Creativity

In recent years, there has been a full-fledged campaign to define the concept of 'creativity 'in all life aspects for its helping essence which paves the way for successful individuals (Tajabadi et al., 2024). A large number of theories have put effort into exploring the nature of creativity concepts from a spectrum of viewpoints to prepare a comprehensible definition of creativity in different situations. The investment theory of creativity is one of these theories which tries to discrete creativity based on six factors: knowledge, thinking styles, personality, environment, motivation, and intelligence (Sternberg & Lubart, 1991). This study explored the inclusion of the investment theory of creativity components in ELT textbooks as it is significant to mention the investment theory components together (Tajabadi et al., 2024). To search for the creative content of localized ELT textbooks in Iran (prospect series) and internationalized ELT textbooks in the UK (Teen2Teen series), the researcher utilized the investment theory of creativity as the framework and theory of the study.

Component of Investment Theory of Creativity

According to the investment theory of creativity, there are six resources for creativity: intelligence, knowledge, intellectual styles, personality, motivation, and environment. The first component is intelligence which consists of three important parts: A) synthetic intelligence to view everything from a variety of perspectives (Zhang & Sternberg, 2011) or to see out of the box (Peachey & Maley, 2015). B) analytical intelligence is to choose the best idea from among many ideas and c) practical intelligence refers to the ability and skill to encourage other people about the value and usefulness of the newly suggested ideas. To put it in other words, the intelligence

component includes critical thinking, problem-solving, and analytical reasoning (Tajabadi et al., 2024).

Knowledge has been remarked as the most important component in the investment theory of creativity and knowledge is the first step and a foundation for every creative act or every creative person (Zhang & Sternberg, 2011). It is important to acquire enough knowledge of a discipline to make a development. Accordingly, without knowledge, the other creative components will be paralyzed (Tajabadi et al., 2024). The researcher examined the presence of this component in ELT textbooks by investigating whether learners have the chance to obtain knowledge in all features and aspects of the target language, including phonetics, semantics, syntax, pragmatics, and culture.

Thinking styles are also crucial in creativity as they affect how individuals face problems and tasks. Thinking styles are viewed as selected ways of using one's abilities, involving legislative styles (freedom of choice), global styles (general schemata about general concepts), and liberal styles (willingness to think in different ways). Researchers examined the presence of intellectual styles in ELT textbooks to observe how much this component makes learners autonomous in learning about different cultures.

Personality is the fourth component of creativity. It is a willingness to grow, take risks, and dominate problems (Sternberg & Lubart, 1991). A creative thinker should be open-minded and intellectual to find a variety of novel solutions for one obstacle, which is against the traditional trend of solving a problem (Anderson and Graham, 2021; Feist ,1998). Researchers examined this component within ELT textbooks by analyzing the linguistic and cultural features that empower learners to improve their tolerance for ambiguity and explore their willingness to take risks and encounter problems from different aspects and perspectives (Tajabadi et al., 2024).

Motivation is the fuel for every human act and without motivation, no creative work will happen. In the lack of motivation, creativity will not be induced and transformed into products. Therefore, creativity without motivation is like a driver without a car (McCoach & Flake, 2018). The available research findings about motivation show that mankind scarcely does any creative act or product unless they truly love what they are doing and concentrate on it (intrinsic motivation) (Zhang & Sternberg, 2011). The motivation component of creativity was utilized to observe how often ELT textbooks use the cultural and linguistic aspects to motivate students for different tasks, activities, and group work.

Lastly, one could have all the required components of creativity, but without a supportive and rewarding environment, creative ideas would be paralyzed. Helping environments that prepare facilities, persuasion, and feedback will improve creativity (Zhang & Sternberg, 2011) on the contrary, a limited and unevocative environment will barricade a creative idea (Zhang & Sternberg, 2011); so, providing a constructive environment that cultivates creativity and persuades students to find novel ideas is significant (Tajabadi et al., 2024). Similarly, a creative environment in an educative context means encountering creative teachers who are motivated to teach creatively (Al-Jabri et al., 2020; Meihami,2022; Peachey and Maley, 2015; Suwartono et al. (2022) and creative ELT textbooks that involve culture and creativity in their tasks and activities. The researcher operationalized ELT textbooks to examine their efficacy in supplying learners with chances to apply their knowledge in diverse cross-cultural contexts and activities. Although some studies have investigated the role of creativity and culture in their research, rarely has any study posed the confluence of creativity and culture, especially in ELT textbooks.

Table 1. The summary of studies on creativity and culture in ELT textbooks (chronologically ordered)

Authors	Aim	Methodology	Results
Bao and Liu (2018)	Explore the presence of creativity tasks and activities in success with English book by Guangzhou Education Bureau	Content analysis of ELT book and exploring five tasks (creative drama, imaginative activities, innovative design and intriguing personal answers)	These tasks improve critical thinking in students
Rybková (2018)	Examines the role of culture in Czech ELT textbooks	Content analysis of ELT textbooks to explore the extent to which different cultures appear in tasks and activities	Providing a different culture knowledge in textbooks increases students' creativity
Al-Jabri et al (2020)	Investigate the existence of critical thinking skills in ELT textbooks of Oman	Content analysis of Omani ELT textbooks	Creative activities in ELT textbooks of grade 12 are about 20%
Tajabadi et al (2024)	Explore the creative components in ELT textbooks of inner, outer, and expanding countries	Content analysis of Iranian, Indian, and American ELT textbooks	There is an overlap in three ELT textbooks

Culture in ELT Textbooks

Culture is thoroughly defined from different viewpoints (Ratnasari (2018); (Silvia, 2014); Shao et al., 2019). Culture representation of ideas, beliefs, and activities of a social group of people, as well as human-made artifacts, is a perfect definition of culture (Silva, 2015). Cultural knowledge is the cornerstone of language acquisition (Abdullah et al., 2014; Saemee and Nomnian, 2021; Silva, 2015). Learning a foreign language is not an accessible thing without acquiring the culture of the society that uses the language. That is the reason why cultural and cross-cultural knowledge teaching in language classes is a need. In this vein, textbooks have a major role in directly or indirectly conveying cultural norms and values to some extent (Silva, 2015). Textbooks that are used in educational contexts generally show a certain way of looking at the world (Aliakbari, 2004). It determines the students' and teachers' visions and perspectives about culture (Silva, 2015). Cortazzi and Jin (1999) attempted to evaluate ELT textbooks from the cultural lens of authors. They classified ELT textbooks from their cultural content as below:
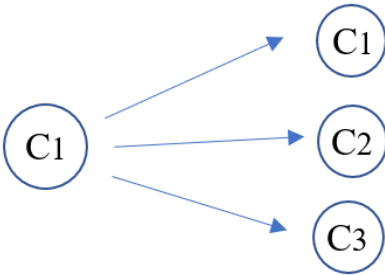

Figure 1: Culture in English textbooks

C1 shows the local culture of students, the source culture (originator); C2 shows the target culture, which is the culture of native speakers of English like British or Canadian people; and C3 shows the global target culture (internationalized), which depicts different cultures around the

world (Banaruee et al., 2023). Some EFL textbooks designed at the national level for specific countries address the source culture rather than the target culture (Aliakbari, 2004; Silvia, 2014). Cortazzi and Jin (1999) discussed a Venezuelan textbook that provides information about the national heroes of Venezuela. McKay (2002) explored how most textbooks used in Chile concentrate on the local culture and discussed that English is nowadays used internationally, and it cannot be limited to students' local culture (McKay, 2002). On the other hand, facing students with Western culture creates cultural conflict which respectively makes dissatisfaction with learners' own culture.

In another research, Rybková (2018) investigated the role of culture in ELT textbooks. The researcher reiterated that culture in ELT textbooks has been mentioned in three ways, based on Cortazzi and Jin (1999) textbook classification.

Target culture materials: providing knowledge about the culture of countries that speak English as a native language such as the UK and the USA. The advantage of target culture-oriented ELT textbooks is the students' interest in knowing about anglicized culture, due to the popularity of Western films or music or their interest in immigration to those countries. On the other hand, it may be uninteresting and stereotyped to some students.

Source culture materials: these contents mostly focus on learners' own culture (Aliakbari, 2004). It has some drawbacks such as students' demotivation about the topics and their lack of vocabulary to talk about their own culture, etc.

International Target Culture Material: These kinds of ELT textbooks provide a spectrum of knowledge about the culture of English native speakers' countries and non-native speaker countries. It points out the internationalized usage of English and emphasizes that although the English language has been de-anglicized it has not been deculturized. This viewpoint strengthens and refers to the internationalized usage of English in the global village. Providing adequate knowledge about other cultures in ELT textbooks will strengthen language learners' tolerance of ambiguity and cultural awareness. In this vein, Rybková (2018) explored that a learner who obtains sufficient knowledge about other cultures in his textbook will be more open-minded, intellectual, intelligent, and has a critical and diplomatic mind. It also increases students' motivation to work with the textbook. The findings also reminded us that repetitive structure and focus on source culture would have a negative effect on student's motivation to learn about cultures.

EFL materials in addition to containing knowledge and data about source culture, target culture, and international culture, also involve four elements of culture: products, persons, practices, and perspectives (Silvia (2014); Yuen, 2011). According to Yuen (2011) classification of culture in the EFL material, products are depicted in some form, like images, photos, or realia, which illustrate palpable cultural subjects and themes like foods, movies, songs, or fashion. The second component is persons, which mention heroes, figures, and popular people, either real or unreal, who are part of a culture. It also increases students' intrinsic motivation for language acquisition (Mora, 2001). The third component is practices, which refer to activities, ceremonies, and holidays that belong to a special part of society and are rooted in the old generation. The last component of culture is 'perspectives', which shows how a particular group of people view some aspects of life like job relationships or family relationships and some concepts about money, time, and behaviours. To put it in other words, it is the thoughts, ideas, and beliefs that can be similar or different from one group of people to another (Soy et al., 2023) .(Yuen, 2011) investigated the presence of foreign culture in ELT textbooks of Hong Kong secondary schools. He examined the ELT textbooks by using process, product, practice, and perspective elements of culture. Yuen (2011) mentioned that ELT textbooks mostly equipped students with a 'tourist 's perspective ', which provides the product aspect of culture mainly about food and entertainment and less about sociological and ideological aspects of culture (Silvia, 2014).

Table 2: Textbooks' classification based on Yuen's (2011) cultural elements theory

Element	Description	Examples
Products	Products are connected to tangible cultural objects that involve real or unreal products such as movies, songs, books, novels, food, inventions, and so on.	Hijab and special clothes and foods
Persons	Persons are related to famous people who represent a culture or a nation. For example; famous singers, writers, heroes, and poets	Avicenna who is a famous doctor in the old history of Iran
Practices	Cultural activities and ceremonies that are rooted in a special group of people	Christmas and Halloween for American people in the USA
Perspectives	A particular group of people's visions about some aspects of life. People's thoughts are different from one culture to another.	Concepts about time, money, family, and more

In another study, (Silvia, 2014) investigated the presence of cultural elements (persons, products, perspectives, and practices) in ELT textbooks of Indonesia called English on Sky and English in focus series. Silvia used (Yuen, 2011) cultural classification was used to run a content analysis on these books. The result showed that products and persons dominate the other cultural elements in these books. Practices also appeared in the English on Sky series in a few numbers of cases, and perspectives were the most unseen element in both books. Based on this research, all examined textbooks enjoy four Fs (food, fairs, folklore, static facts) (Kramsch, 2014), but there is a paucity of knowledge about perspectives and practices. The other result of this research was the leadership of source culture which was mostly presented in the examined book and followed by target culture, free culture, and international target culture.

Saemee and Nomnian (2021) examined and ran a content analysis about the presence of cultural elements based on (Yuen, 2011) cultural classification in ELT textbooks of 1 to 6 at a governmental and public school in the district of Nadee in the Samut Sakhon province in Thailand. According to the research findings, the five elements involving persons (6%), products (41%), practices (26%), and perspectives (6%) were presented in the examined ELT textbooks. According to the result, there is a lack of attention to learners' local culture, and most of the cultural aspects in these books are dedicated to the target language culture. Furthermore, the persons' element as the most notable cultural element, which represents the cultural heroes and famous people and creates a sense of motivation in students, was ignored in these books. Perspectives and practices are other important elements of culture that deface learners' ambiguity about other cultures and increase their risk-taking personality and intelligence (Rybková, 2018). These elements are less observable in this research. On the other hand, a lack of access to source culture in these books will make it difficult for students to talk about their own culture with foreigners and it increases their language ambiguity (personality) and decreases their risk-taking ability (personality) and the same time a lack of knowledge about their own culture will demotivate them (Rybková, 2018; Saemee and Nomnian, 2021)

There is a paucity of research regarding the investigation of creativity and culture in ELT textbooks. First, there are differences in the inclusion of creativity and cultural components in the same skills in different ELT textbooks (Baleghizadeh and Dargahi, 2016). Second, creative and cultural content was not the main purpose of L2 material developers (Al-Jabri et al., 2020). In this vein, in Iranian Prospect books, cultural and intercultural components of learning English have not been covered efficiently in Prospect ELT textbooks. Also, it can be concluded that no study compared the creative and cultural content of ELT textbooks, which are used as a foreign language (Iran) and a first language. Furthermore, the interconnection among components of creativity and culture in ELT textbooks has been ignored.

Although some studies have investigated the role of creativity and culture in language learning, specifically ELT textbooks (Peachey and Maley, 2015; Rybková, 2018; Silva, 2015; Tajabadi et al., 2024), scant research has examined the confluence of creativity and culture elements in ELT textbooks.

3. METHODOLOGY

Content analysis is a research procedure used to make reliable conclusions from texts to their contexts of use (Krippendorff, 2018). Among different data collection and data analysis procedures and methods, content analysis was selected thanks to its advantages and benefits (Meihami, 2022; Soy et al., 2023; Tajabadi et al., 2024). Researchers can use content analysis to examine, scrutinize, and record subjects' thoughts in a variety of domains and cultural contexts (Drisko & Maschi, 2016). In this study, a content analysis was performed to explore the existence of the investment theory of creativity components and cultural elements in Iranian and UK ELT textbooks used at the elementary level. To do so, the researcher used a descriptive/ exploratory design to address basic content analysis.

The Research Design: Descriptive/Exploratory

The researcher traced a descriptive/ exploratory design to run this basic content analysis (Drisko and Maschi, 2016; Meihami, 2022). In this vein, the researcher analyzed the content of two ELT textbooks deductively. The elements of culture (Yuen, 2011), four Ps (process, products, practices, and perspectives) in line with the investment theory of creativity components (knowledge, personality, intelligence, environment, and motivation) were used as pre-specified codes to anatomize the content of two ELT textbooks. Textbooks were selected based on Cortazzi and Jin (1999), which classifies textbooks according to their cultural content to target, source, and internationalized culture. In this study, the researcher selected Iranian Prospect as a source culture textbook and Teen2Teen as an internationalized one. Next, the researcher explored the co-appearance and connection of investment theory components and cultural elements inductively in the content of ELT textbooks to determine the confluence among the elements and components.

As illustrated in Figure 2, the first two steps of descriptive/exploratory content analysis are choosing and deducting data. To make use of these steps, the researcher chose two convenient and appropriate ELT textbooks for this study, according to Cortazzi and Jin (1999), which are cultural form classifications of textbooks at the elementary level. The third step of the content analysis is the anatomization of the content. To this end, this study investigated the content of two ELT textbooks deductively applying pre-specified codes that involve six components of the investment theory of creativity (Sternberg & Lubart, 1991) and five elements of cultures (Yuen, 2011). At the exploratory stage, new evidence about the co-incident in the content of two pre-selected ELT textbooks was recognized. In the last stage, the researcher showed the results using Code Matrix Browser and Code Map, which are accessible in MAXQDA 20, to answer questions 1 and 2 respectively.

Corpus of the Study

The researcher chose two elementary ELT textbooks from localized and internationalized textbooks based on (Cortazzi & Jin, 1999),which divided textbooks into source (localized), target (native speakers), and internationalized (global) from the lens of culture. The source culture textbooks (localized) include the culture of countries in which English is the first language of their people, such as native speakers of English in the UK or USA. A huge amount of materials is about lifestyles in countries and places where English is their native language (Riadini & Cahyono, 2021). On the other hand, source culture addresses the learners' local culture as material. Riadini and Cahyono (2021) underscored that ELT textbooks in Indonesia mostly focus on and present Indonesian culture and life to make sure that students are aware of their own culture and will be

lucky to learn it. Finally, global culture materials originated from English and non-English-speaking countries and portray a spectrum of cultures. Using Cortazzi and Jin (1999) cultural classification of textbooks' content will be fruitful for observing and evaluating ELT textbooks meticulously to guarantee the development of teaching materials. Furthermore, previous studies have scarcely used this theory to assess an ELT textbook (Riadini & Cahyono, 2021). On the other hand, it is a constructed model and cannot meticulously classify all cultures into three cultural forms. Language diversity is a complicated phenomenon that cannot address and guarantee every local aspect of elaboration during the sociolinguistic shift. So, when addressing this model, it is significant to accurately choose ELT textbooks that can be represented as source culture type, target culture type, and internationalized culture type. It is noteworthy that the researcher has selected two ELT book series based on Cortazzi and Jin (1999) textbooks, the cultural type classification of which is called Prospect series (Iranian) and Teen2Teen series (UK). Iranian Prospect book1 represents the local culture of Iranian people, and Teen2Teen book1 represents a variety of other cultures (internationalized). In this study, the selected ELT textbooks were written by scholars and experts who belonged to that specific cultural geography ranked by Cortazzi and Jin (1999) , native speakers of English (UK) and speakers of English as a foreign language (Iran), respectively.

The first book series is Prospect that is the localized Iranian secondary school ELT textbooks. The second ELT textbook is an American accent ELT textbook which has been published by Oxford University Press for internationalized education around the world.

Data Analysis and Rigor of the Study

The purpose of this study was to explore the existence and convergence of creative components and cultural elements in the content of selected ELT textbooks by using a pre-selected code list encircling knowledge, intellectual, personality, environmental content, and motivation for creativity and persons, products, practices, and perspectives for cultural elements. To do so, the researcher employed the Code Matrix Browser (CMB) of MAXQDA20 to see the distribution of creativity and cultural elements in the content of two ELT textbooks. Through its visualization, the researcher was able to find the segments that were dedicated to each code. The symbols in CMD regarded the coded segments, and the quantity and size of symbols point to the number of segments dedicated to each code (Figure 3). In this vein, the researcher numbered the percentage of components and elements for each ELT textbook in the Appendix for supplementary information. For better understanding and analyzing, the researcher showed source cultural elements by 's', target cultural elements by 't' and global cultural elements by 'g'. For example, persons's' indicated the localized heroes' names of source culture and products 't' showed the foods places of target culture (native speakers of English). This analysis inquired how these textbooks presented source, target, and global cultural concepts and elements to help language learners create knowledge, allowing for the construction of a variety of thinking styles, novel ideas, and personalities and providing a risk-taking and critical thinking context and environment. Furthermore, the study explored the ELT textbooks to observe how they motivated and engaged learners to use different elements of culture to enhance their risk-taking, tolerance of ambiguity, motivation, and critical thinking ideas.

The researcher put two ELT textbooks into MAXQDA20. Then, the researcher goes through all parts of the textbooks to find sections that represent the pre-determined codes, namely the investment theory of creativity components and cultural elements. When a part of each book represented the above-mentioned components of creativity and culture, the researcher codified it using MAXQDA20. Figure 2 shows an example of the way codes were made over a cognitive enhancement practice in Teen2Teen.

Figure 2: Teen 2 Teen books' creative and cultural analysis by MAXQDA.

As it is observable in Figure 2, this exercise prepares a channel for the confluence of the seven components and elements of the investment theory of creativity and the theory of cultural elements: motivation, intelligence, personality, knowledge, environment (creativity), and persons, global products for culture. The researcher codified this section like this because this practice, which is in the form of a fill-in-the-blank and cognitive one, provides a context (environment) for the international students and language learners to put into practice the materials that already have been taught (knowledge) through a motivating procedure which is also about learning and knowing different cultural heroes and notables.

This study underscored the dependability of this research by asking another coder to codify 50% of the content of ELT textbooks. In this vein, the researcher asked another coder who was a specialist in this domain of study. The researcher elaborated and explained the scheme and the components of the investment theory of creativity and cultural elements theory for the second coder. As the researcher used MAXQDA20 as software for performing and framing qualitative content analysis studies, the researcher was required to obtain the agreement between two coders using coding agreement tools. The result was opportunistic as it showed 90% agreement in MAXQDA20.

MAXQDA is a qualitative data analysis program that provides an encompassing sequence of tools and probs to anatomize qualitative data, such as coding and classifying, exploring themes and models, and providing snapshot representations (Meihami, 2022; Tajabadi et al., 2024). In this research, the researcher used two features and tabs of MAXQDA 20 to analyse ELT textbooks for their creativity and cultural elements; namely, code matrix browser (CMB) and code map. The CMD is a tool that illustrates the connection between codes and data. It shows valuable data about the frequency and number of sections in each document that have been involved in a code and how many times a code has been marked to each document. Whenever the researcher met a document that showed the components of the investment theory of creativity or cultural elements, the researcher codified it. Furthermore, to address the confluence of creativity components and cultural elements, the researcher used a code map. The code map depicts a portrait of selected codes, where their occasion on the map is compatible with their correspondence in usage within the data (Meihami, 2022; Tajabadi et al., 2024). The closer two codes appear on the map, the more they co-occur and the more similar they are in the course of their use. In this research, when some codes occur together and they have the same colour, the result shows that there exists a confluence among those codes.

4. FINDINGS

The first research question of this study was about the distribution of creative components and cultural elements in the content of localized (Prospect series) Iranian and internationalized (Teen2teen) UK elementary ELT textbooks. The outcome of CMB displays that there were likenesses and unlikeness in the inclusion of creativity components and cultural elements among the ELT textbooks of localized (Iran) and internationalized (UK). The most tangible similarity among ELT textbooks is that they involve all creativity components. Although intelligence and environment were the most noted creativity components in the internationalized UK (Teen2Teen) ELT textbooks, knowledge was the most addressed component of creativity in Iranian (Prospect series) ELT textbooks. According to Figure 3, in the internationalized (Teen2Teen series), creativity components are strongly matched and are fairly balanced compared to localized Iranian ELT textbooks (Prospect series). According to the CMB result, it was observed that the circles in the figure are nearly of the same size when it regards intelligence, personality, environment, motivation and intellectual.
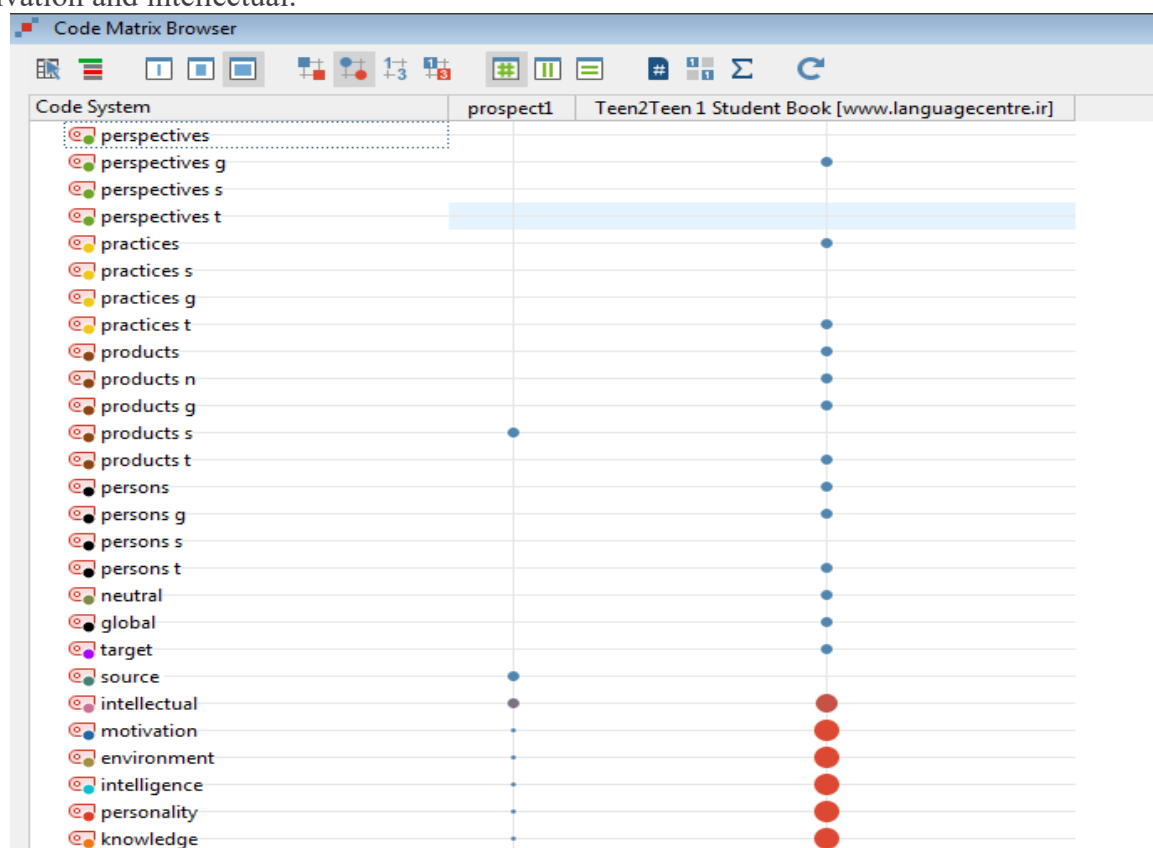

Figure 3: The results of segments dedicated to each code

By noting the percentages of these components (see Appendixes A and B), one can come to the end that there are only slight differences among them. On the other hand, in localized Prospect series, the presence of these components varies dramatically.

Another significant difference between examined ELT textbooks was the presence of cultural elements in the content of these books. According to Figure 3, Iranian ELT textbooks (Prospect) tend to use the component 'source cultural products' more than other components. There is a lack of presentation toward other components of culture in Prospect book. On the other hand, in Teen2Teen books, global products and global persons are strongly present. Also, the poor presence

of target products and persons is observable. In the examined books in this research, practice elements and perspectives were absent in Prospects or under-represented in Teen2Teen.

The second research question of the study was to scrutinize the interconnectedness of creativity components and cultural elements in the content of localized (Iranian, prospect books) and internationalized (UK, Teen2Teen books) elementary ELT textbooks. Although CMB prepares fruitful data about the presence of creativity components among the ELT textbooks of localized and internationalized elementary ELT textbooks it is not capable to show the jointness of components and elements. Therefore, the researcher saw Code Map as a useful tool in MAXQDA20 to see the togetherness of creativity components and cultural elements simultaneously in the ELT textbooks. The researcher used a distance matrix of cluster method, the proposed procedure for portraying the clusters. This clustering approaches dedicated colors to codes well found on their group membership. Selected based on the distances calculated between them. The same color and the close distance of the codes depict their co-occurrence. Figure 4 shows the interconnection of creativity components and ELT textbooks. Figure 4 shows a strong confluence among the five components of creativity: knowledge, motivation, intelligence, personality, environment, and cultural elements of global products (products g). Furthermore, global cultural elements are more observable in comparison to target and source cultural elements.
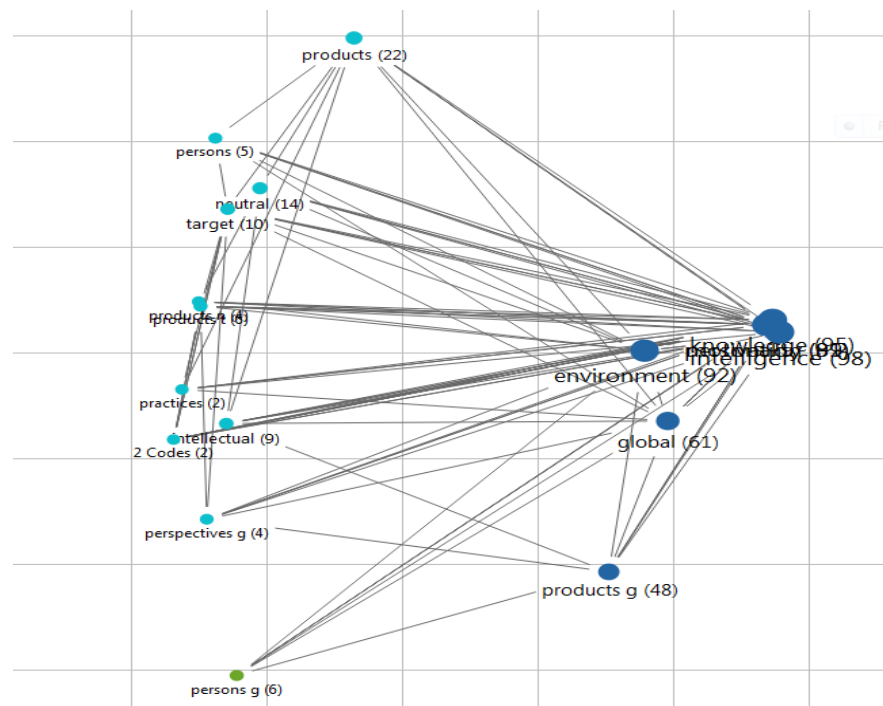
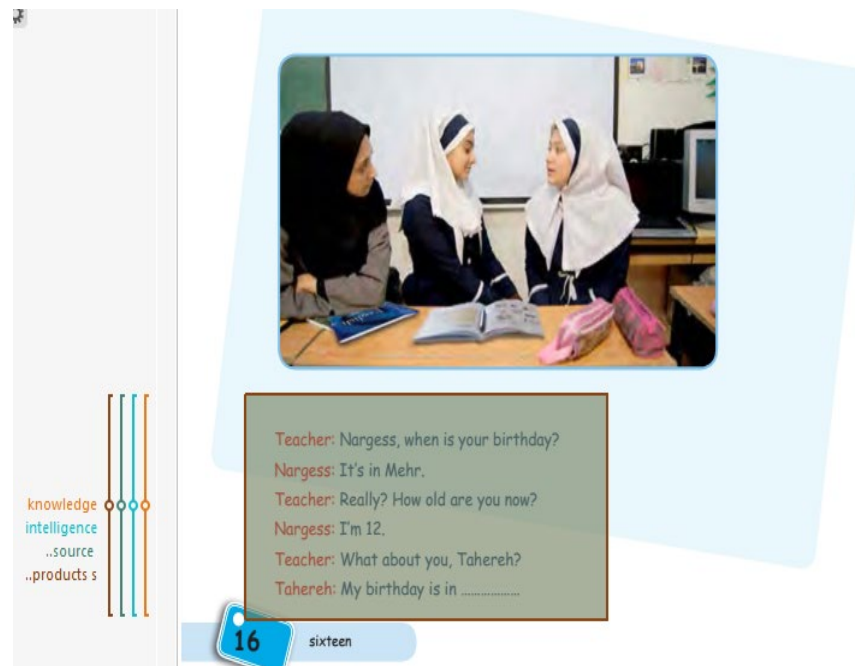**Figure 4: The interconnection of creativity components and cultural elements in Teen2Teen books**
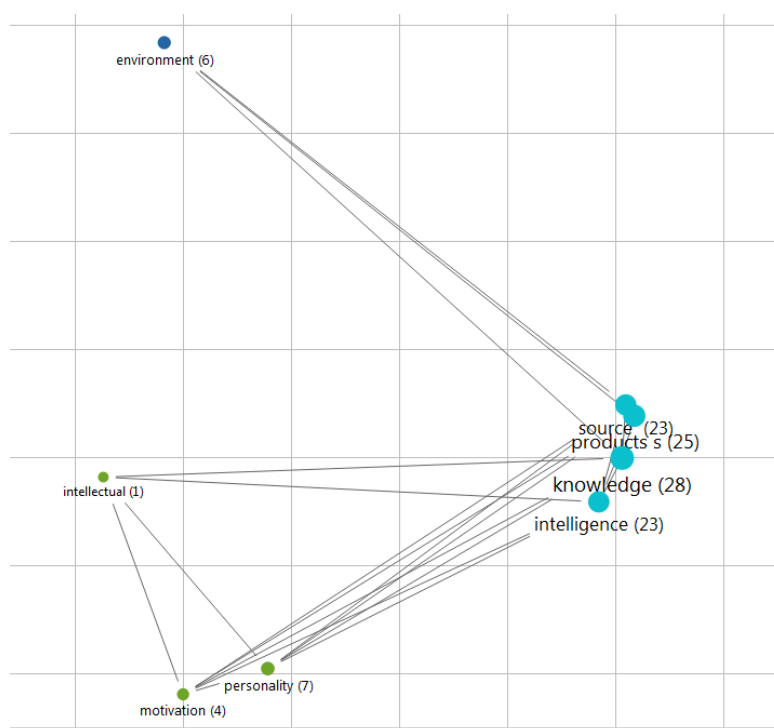
Figure 5: The jointless of creativity components and cultural elements in Prospect books

As regards the intellectual component of creativity, it is at a distance from the other five components of creativity. Also, Figure 4 illustrates that the internationalized (Teen2Teen) ELT textbooks unite the creativity components: knowledge, motivation, intelligence, environment, and personality with cultural elements of global products in their tasks and activities. It is notable that the intellectual component of creativity and perspective practices elements of culture are marginalized or totally absent in Teen2Teen books. The researcher also scanned (Figure 5) the confluence and jointness of creativity components and cultural elements in localized ELT textbooks of Iran (Prospect series).

Figure 5 shows a great jointness and togetherness among creative components of knowledge and intelligence and cultural elements of source products. The four components (motivation, personality, intellectual, and environment) were rather far from connecting and joining to two creativity components (knowledge and intelligence) and cultural elements of source products. Figure 5 portrays that localized (Prospect) ELT textbooks tended to join and involve creative components of knowledge and intelligence next to the cultural element of source products. Figure 6 is a part of the Prospect book which was analysed by MAXDA2020. As it is illustrated, the dedicated codes are knowledge intelligence components and source product cultural elements.

Figure 6: Prospect books' creative components and cultural elements analysis by MAXQDA2020

According to Figure 6, the first and last cultural elements that were presented in the Prospect series are source product elements. It is mostly related to Iranian localized names, which are considered source cultural products, such as Nargess and Reyhaneh, which are Iranian names. The other elements of culture are totally absent from the Prospect series. On the other hand, the knowledge and intelligence components of creativity are more presented in comparison to other creativity components.

5. DISCUSSION

The focus of this study was to explore the presence and interconnection of creativity components and cultural elements in the elementary ELT textbooks of localized (Iranian, Prospect) and internationalized (the UK, Teen2Teen). The results of this research mirror that ELT textbooks from localized (prospect) and global (Teen2Teen) all entailed creativity components, with a focus on knowledge in Iranian Prospect book 1 and knowledge, intelligence, personality, motivation, and environment in Teen2Teen book1 (internationalized). Teen2Teen book showed more equity in the distribution of creativity components compared to Prospect books. It was shown that creativity components and cultural elements in internationalized (Teen2Teen) textbooks' activities and tasks strongly overlapped.

The researcher discovered that Prospect books1 (localized) disregarded the use of other components of creativity as much as the knowledge component (Gurteen, 1998). This might be discussed from different views. First, creativity regards the procedure of making and using new knowledge; in other words, creativity is at the center of knowledge. According to Atkinson (2022), textbook writers put knowledge into practice to write their textbooks. Localized Textbooks may focus on knowledge as a creative component because language learners cannot improve their creativity without improving their knowledge (Tajabadi et al., 2024; Zhang and Sternberg, 2011).

The result of this study also showed that the global (Teen2Teen) ELT textbooks mirror nearly all components of creativity next to cultural elements of global products. Including cross-cultural images, names, foods, and tourist views (Yuen, 2011) and places that increased students'

engagement, critical thinking and democracy, and language learning. This is in accordance with Rybková (2018) findings that if students obtain the required and needed knowledge about other cultures in their textbooks, they will be more open-minded, intellectual, and motivated to work with their textbooks. Another reason is that the material developers of this book might believe in improving creativity through developing all components of the investment theory of creativity. According to, creativity will be observed when all components of creativity are implemented and addressed.

The result of this study also indicated that ELT textbooks of Prospect (Localized) addressed the cultural elements of source products accompanied by creative components of knowledge and intelligence. These ELT textbooks under-represent the role of other cultural elements such as practice, persons, and perspectives, which undermines creativity in ELT textbooks and students (Silva, 2015; Yuen, 2011). It is in line with Yuen (2011) that most ELT textbooks ignore cultural elements of practice and perspectives in their content and focus on source cultural products (Touristic vision). The focus and emphasis of localized Prospect books on the cultural elements of source products decreased the motivation component of creativity, as is observable in the findings of this research Figure 5. It is also mentioned by Rybková (2018) that the reduplication of old structures and source cultural concepts will make students demotivated to follow ELT textbooks tasks and activities. This might be discussed from different perspectives. First, since ELT textbooks are considered the main sources of language-related knowledge, the material developers of this book might believe in developing learners' local knowledge and identity through the presentation of local and source product elements of culture in the Prospect series. The same into taken, for language learners will be aware of their own culture while learning the target language. Another reason is that language learners should be aware of their own identity and culture to be able to talk about that with other people from other countries (Alfaya et al., 2023; Cortazzi and Jin ,1999; McKay, 2002; Silva, 2015). Such beliefs might be held based on the studies that indicate facing language learners to target culture (English native speakers) will cause conflict and dissatisfaction through their own local culture. Another reason is that textbook designers wanted to make learners more familiar with their own culture rather than the target or global culture (Alfaya et al., 2023; Riadini and Cahyono, 2021; Silva, 2015).

The researcher also found that the presence of a person's cultural element will increase textbooks 'motivation component. In the Prospect series, as is observable in Figure 5, a person's cultural elements are not addressed. On the other hand, the motivation component has been undermined and ignored in these (Prospect) ELT books. As Moran (2001) stated, personal cultural elements entail notable people of a society, like heroes, poets which are part of a culture and increase students' intrinsic motivation when they are included in textbooks.

The finding of this research Figure 5 confirmed that perspectives and practices as the most important elements of culture (Yuen, 2011) are absent in localized ELT textbooks of Iran (Prospect 1). It is in line with Yuen (2011) research findings that most of it decreased the presence of creativity components like motivation, intelligence, personality, environment, and intellect in Prospect ELT books. It is in accordance with Rybková (2018) that perspectives and practices are the important elements of culture that improve students' personality when learners make a comparison between their own culture (Intelligence) and other cultures. It also helps them to enhance their tolerance of ambiguity and risk-taking ability (Personality). Addressing other cultures' elements of Perspectives and practices in ELT textbooks will be a means for textbook designers to make students more aware of ceremonies and notions of people from other countries by including these elements (perspective and practices) in different contexts (environment creativity) (Alfaya et al., 2023; Silva, 2015).

As McKay (2002) and Rybková (2018) mentioned, although English is used internationally but most ELT textbooks have been concentrated on the local and source culture of students. To improve the quality of language learning, ELT textbooks should entail knowledge of other cultures (Kim & Paek, 2015; Yuen, 2011). As Silva (2015) stated, ELT textbooks anticipated to supply rich cultural concepts not only source culture but also target and international target cultures to prevent stereotyping and misinterpreting other cultures (Silva, 2015). Therefore, there should be a balance among source, target, and international cultures in ELT textbooks to motivate students to reflect on their own culture concerning others (McKay, 2002).

6. CONCLUSION AND IMPLICATIONS

This study investigated the presence and confluence of six components of creativity (Sternberg & Lubart, 1991) and four elements of culture (Yuen, 2011) in selected English textbooks of Iran (localized, Prospect series) and the UK (internationalized, Teen2Teen series). Specifically, it intended to explore how culture and creativity are distributed and joined together in localized (Prospect) and internationalized (Teen2Teen) textbooks. It was found that the knowledge component of creativity and source products cultural element are mostly observed and represented in Prospect book1, and the other cultural elements are totally absent. On the other hand, there is a good balance among components of creativity in Teen2Teen1. Although global product elements of culture are mostly used by these components, the other elements of culture, such as practice, perspectives, and persons, are rarely observed. Moreover, in the Teen2Teen book1, each cultural element is not in good balance as products have the highest proportion followed subsequently by persons, perspectives, and practices. It can be concluded that cultural elements in the analyzed English textbooks are not included in a good balance. Therefore, these textbooks should be developed further.

The findings of this study have implications for ELT material developers and teachers. First, ELT teachers will predicate the most used creativity and cultural components in two examined ELT textbooks; therefore, they can use compensatory materials to improve creativity and cultural components that have not been addressed adequately. Theoretically, the finding of this study revealed the possibility of interconnection among the components of creativity and culture in ELT textbooks of different countries. Therefore, the ELT materials developers might provide new tasks and activities based on the observed interconnection (Figure 2).

The limitation is that the current study findings cannot be generalized to other English textbooks because this study is conducted in elementary-level textbooks. Further study can investigate the representation of culture and creativity in ELT textbooks used at all three levels to observe whether students are encountered with more components of creativity and cultural elements while their proficiency in English increases. Other studies can utilize other creativity and cultural theories in different ELT textbooks. The delimitation of this study is that the researcher only analyzed the first volume of the Prospect and Teen2Teen series. Future research can examine the role of creativity and culture in prospect 2 and 3. In order to better understand how creativity and culture are interconnected, more research is required. A comprehensive model needs to be developed to investigate how cultural components can positively impact creativity in ELT textbooks and students. By a deeper investigation into this topic, we can gain a greater understanding of the ways through which cultural components can be leveraged to improve textbooks and students' creativity.

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Appendices

Appendix A

Frequency of creativity components and cultural elements in Prospect1(Localized ELT textbook)
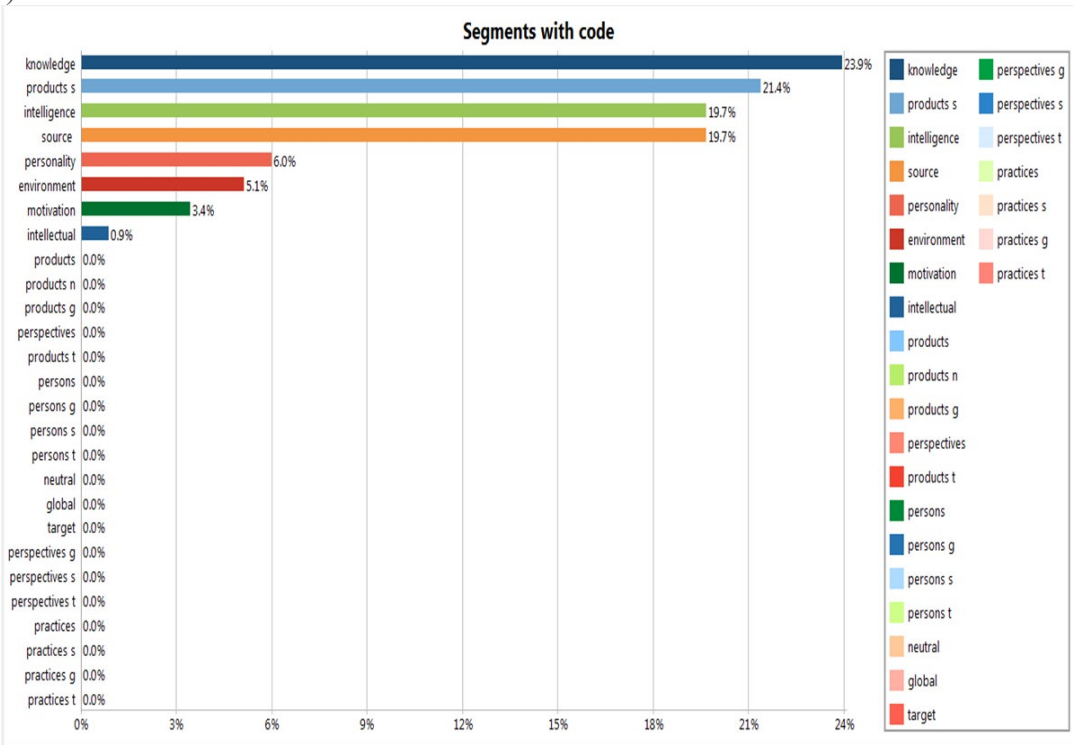
Appendix B

Frequency of creativity components and cultural elements in Teen 2Teen1(Internationalized)