
COMPARISON OF INTERCULTURAL COMMUNICATIVE COMPETENCE REALIZATION IN *CAMBRIDGE CHECKPOINT ENGLISH 7* AND *BRIGHT AN ENGLISH 1*

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Abstract

Intercultural communicative competence (ICC) is crucial for English learners to develop cultural awareness and communicate effectively in diverse cultural settings. This study compares ICC representation in two English language textbooks: *Cambridge Checkpoint English 7* (ESL) and *Bright an English 1* (EFL). Using qualitative content analysis, cultural materials such as reading passages, dialogues, images, vocabulary, and sentences were collected and systematically examined. These materials were categorized based on four ICC dimensions: knowledge, skills of discovery and interaction, attitudes, and cultural awareness. The findings reveal that *Cambridge Checkpoint English 7* emphasizes knowledge and skills but lacks attention to attitudes and cultural awareness. Conversely, *Bright an English 1* primarily focuses on the knowledge dimension, with minimal inclusion of other ICC components. Both textbooks demonstrate shortcomings in fostering comprehensive intercultural competence. This study highlights the need for a more balanced and thorough integration of ICC dimensions in English language textbooks to better prepare learners for effective intercultural communication. By providing a comparative analysis of ICC in ESL and EFL textbooks, this research offers valuable insights for educators and curriculum developers aiming to improve intercultural education.

Keywords: communicative competence, comparative analysis, English textbooks, intercultural communicative competence

INTRODUCTION

In Indonesia, English language teaching has traditionally focused on grammar translation and audio-lingual methods, where culture remains largely separated from language instruction. Grammar mastery and reading comprehension have dominated the curriculum, while speaking activities often emphasize accuracy through drilling techniques rather than communicative competence (Adzima et al., 2023). However, linguistic knowledge alone is insufficient for learners to become competent language users; understanding culturally appropriate behavior is essential for effective communication (Giyatmi, 2019; Baltaci & Tanis, 2018).

Recently, the focus in English language teaching has shifted from purely linguistic competence to developing intercultural communicative competence (ICC), which requires learners to understand the target culture to communicate fluently and appropriately (Baker, 2015; Dervin, 2016). ICC fosters not only linguistic proficiency but also cultural awareness, empathy, and open-mindedness toward diversity (Arabski & Wojtaszek, 2011; Sobkowiak, 2015). Learning a language thus entails acquiring the associated culture, providing crucial context for appropriate language use (Butarbutar, 2021; Amerian & Tajabadi, 2020; Husain et al., 2021). Therefore, integrating cultural content into EFL teaching is

vital for preparing learners to engage with both local and global cultures.

Textbooks play a significant role in mediating cultural knowledge in language learning. They present cultural content through visual imagery, texts, and learning tasks that can raise students' cultural awareness and nurture their identity as local and global citizens (Cunningsworth, 1995; Qodriani & Kardiansyah, 2018). Effective textbooks should promote interaction among speakers from local, target, and international cultures (Tajeddin & Teimournezhad, 2015).

This study investigates how cultural contents are represented and how ICC is realized in two widely used textbooks for Indonesian learners: *Cambridge Checkpoint English 7* and *Bright: An English 1*. The research questions guiding this study are:

1. How are the cultural contents represented in learning materials in Cambridge Checkpoint English 7 and Bright an English?
2. How are cultural contents represented in learning materials in *Bright an English 1*?
3. What are the similarities of Intercultural Communicative Competence in learning materials of Cambridge Checkpoint English 7 and Bright an English 1?
4. What are the differences of Intercultural Communicative Competence in learning materials of Cambridge Checkpoint English 7 and Bright an English 1?

Following Cortazzi and Jin's (1999) framework, cultural representation in textbooks is categorized into source culture (learners' own culture), target culture (native English-speaking countries), and international culture (countries where English is a foreign or second language). Erlina et al. (2018) expand this to include both English-speaking and non-English-speaking countries. Adaskou et al. (1990) identify eight types of cultural content often found in textbooks: information texts, foreign opinions and attitudes, dialogue and habitual actions, contextualized writing tasks, idioms and

collocations, realia, sound recordings, and visual illustrations.

Competence in linguistics alone does not guarantee effective communication across cultures. Intercultural communicative competence involves social engagement between people from different linguistic and cultural backgrounds (Deswila et al., 2020). There are four ICC essential components proposed by Byram (1997): attitudes, knowledge, skills, and critical cultural awareness.

While numerous studies have explored ICC in textbooks (Arias, 2015; Sandorova, 2016; Kian, 2017; Sitoresmi, 2017; Obaid et al., 2019; Albari & Yamin, 2020; Ghasedi & Azizi, 2020; Jismulatif et al., 2022), comparative analyses examining both local and foreign textbooks within the Indonesian context remain scarce.

Furthermore, existing studies often focus on either local or international materials independently, leaving a gap in understanding how these different types of textbooks address ICC in tandem. This lack of comparative research highlights the need to assess and contrast the cultural content and ICC realization in textbooks that Indonesian learners commonly use.

Therefore, this study aims to compare and assess the realization of intercultural communicative competence in Cambridge Checkpoint English 7 and Bright: An English 1, evaluating whether these textbooks adequately prepare Indonesian learners to communicate effectively as global citizens.

FINDINGS AND DISCUSSION

In this section, the writer elaborates the findings and discussions of the study based on the research questions given about the representation of cultural content and the comparison of intercultural communicative competence realization in Cambridge Checkpoint English 7 and Bright an English 1. The research findings and discussions of aforementioned English textbooks as follows:

1. Cultural Content Representation in Cambridge Checkpoint 7 and Bright an English 1

The representation of cultural content in Cambridge Checkpoint English 7 lies upon the classification based on cultural information by Adaskou., et al (1990). There are eight categories of cultural information, namely: 1). Informative text, 2). Writing Task, 3). Dialogue and Habitual Action, 4). Visual Illustration, 5). Idioms and Collocation, 6). Realia, 7). Sound Recordings, and 8). Foreign Attitude and Opinions. The writer had been analyzed the textbook page by page, picture by picture, sentence by sentence and text by text in English Textbook. Here, the result of the analysis regarding the cultural content representation in Cambridge Checkpoint English 7 and Bright an English 1:

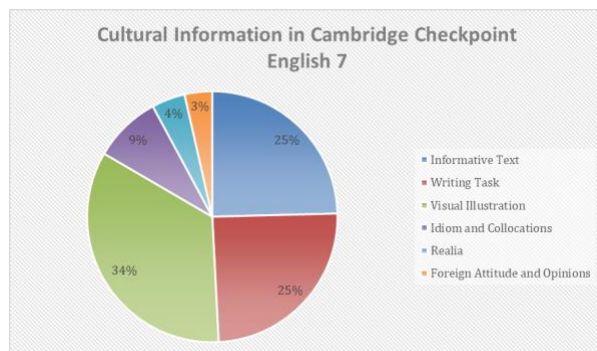


Figure 1. Cultural Information in Cambridge Checkpoint English 7

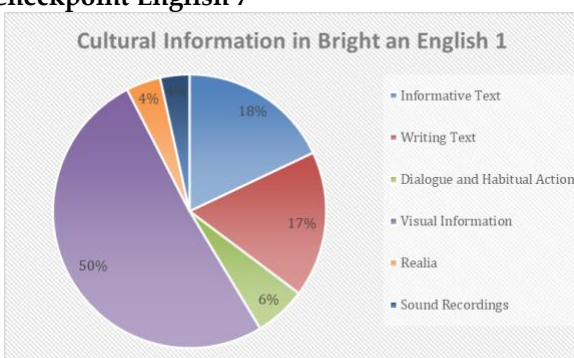


Figure 2. Cultural Information in Bright An English 1

Figure 1 reveals that the representation of cultural content in Cambridge Checkpoint English 7 is diverse, with a total of 119

occurrences of cultural information across the textbook. Among these, visual illustrations dominate, accounting for 33% of the total occurrences (39 times). These visual illustrations include both photographs and digital drawings that depict various cultural elements, such as traditional attire, architectural landmarks, and everyday cultural practices. The use of visual media helps to provide students with a concrete and engaging way to understand cultural differences and similarities, making cultural concepts more accessible and relatable.

Following visual illustrations, informative texts, and contextual writing tasks are equally prominent, each accounting for 24% of the total occurrences (28 times). Informative texts typically present factual information about cultural practices, traditions, or beliefs, offering students insights into the cultural contexts of English-speaking countries as well as other global cultures. Contextual writing tasks, on the other hand, encourage students to engage actively with cultural themes by applying their knowledge to complete specific tasks, such as writing essays or composing dialogues based on cultural prompts. These activities not only reinforce students' understanding of cultural concepts but also develop their critical thinking and writing skills.

The inclusion of idioms and collocations is less frequent, with a representation of 8% (10 times). These linguistic elements provide students with valuable insights into the nuances of the English language and its cultural underpinnings. Idioms and collocations often reflect the values, beliefs, and traditions of a culture, and their inclusion in the textbook helps students to develop a deeper appreciation for the interplay between language and culture.

Realia, which refers to the use of authentic materials such as maps, menus, or advertisements, appears only 4% of the time (5 occurrences). Although the limited representation of realia in the textbook reduces the opportunity for students to engage with authentic cultural artifacts, its presence

nonetheless provides a glimpse into the real-world application of cultural concepts. For example, realia can help students understand how cultural practices are reflected in everyday life, enhancing their ability to navigate intercultural situations.

The representation of foreign attitudes and opinions is even more limited, accounting for just 3% of the total occurrences (4 times). This category includes activities or texts that expose students to perspectives from individuals of different cultural backgrounds, fostering an understanding of diverse worldviews. The limited presence of this dimension indicates a missed opportunity for the textbook to promote intercultural dialogue and empathy, which are essential components of intercultural communicative competence.

Notably, two categories of cultural information are absent in Cambridge Checkpoint English 7: sound recordings, dialogue, and habitual action. The absence of sound recordings, such as audio clips featuring conversations or cultural music, reduces the textbook's ability to engage students in auditory cultural experiences. Such materials could have provided students with a richer understanding of pronunciation, accents, and cultural expressions through auditory immersion. Similarly, the lack of dialogue and habitual action, which involves presenting cultural practices through conversational exchanges or descriptions of routine activities, limits the students' exposure to how culture influences daily interactions and behaviors.

Compared to Cambridge Checkpoint English 7, this textbook has a greater representation of cultural content. The textbooks present a total of 145 instances of cultural information.

Figure 2 demonstrates that the representation of cultural content in this textbook is diverse, encompassing a range of cultural information. A total of 145 culture-related items are identified throughout the textbook, indicating a substantial inclusion of cultural content.

Among these, visual illustration overwhelmingly dominated as the most frequent form of cultural representation, accounting for 74 times or 50% of the total cultural-related items. These visual illustrations are presented in the form of photographs and computer-generated graphics, often designed to depict specific cultural elements, traditions, or practices.

The second most prominent category is informative text, which appears 25 times, representing 18% of the total culture-related items in the textbook. The activity and practice section of the textbook primarily presents this type of content, introducing students to cultural facts and context relevant to the English-speaking world. Similarly, contextualized writing tasks occupy a significant position in the cultural content, appearing 25 times or 17 %. These writing tasks often take the form of culturally themed fill-in-the-blank exercises or project-based activities that encourage students to engage with cultural topics actively.

However, the remaining categories of cultural representation show significantly lower frequencies, suggesting an imbalance in the distribution of cultural content. Dialogue and habitual actions, for instance, are featured only 9 times, accounting for 6% of the total appearances. Realia, which refers to the use of real-life objects or materials to represent cultural elements, appears even less frequently, with only six occurrences or 4%. The inclusion of cultural elements through sound recordings is minimal, with just five instances or 3% of the total cultural content.

Notably, some cultural components are absent from the textbooks. For instance, there is no cultural content represented in the form of idioms and collocations, which are often critical in conveying cultural nuances and linguistic richness. Additionally, there is no representation of foreign attitudes and opinions, which could have provided insights into how individuals from other cultures perceive and interpret various aspects of life.

Overall, while the textbook incorporates a varied range of cultural information, the frequency and types of cultural representation reflect a strong emphasis on visual and textual content, with other forms of cultural elements, such as realia and idiomatic expression, being underrepresented or completely absent.

This uneven distribution highlights areas for potential improvement in ensuring a more balanced and comprehensive approach to cultural representation in language learning materials.

2. Intercultural Communicative Competence

a. *Intercultural Communicative Competence in Cambridge Checkpoint English 7*

The manifestation of intercultural communicative competence (ICC) in Cambridge Checkpoint English 7 is relatively limited. A detailed analysis of the textbook reveals that only six activities explicitly address elements of ICC, which are scattered across Units 1, 2, 3, 9, and 11. These activities include components such as knowledge, skills of discovery and interaction, skills of interpreting and relating, attitude and cultural awareness., though the inclusion is uneven. Table 1 highlights the incorporation of ICC elements within the textbook, illustrating that while some aspects are represented, others, such as attitude and cultural awareness, are entirely absent. This selective representation impacts the textbook's ability to provide a holistic approach to developing intercultural competence among learners.

Table 1. Intercultural Communicative Competence in Cambridge Checkpoint English 7

No	Dimensions of ICC	Note		Example
		Involved	Not Involved	
1	Knowledge	√		'Share with the class any other urban legends you have heard' (Unit 2, page 18, activity 8D)
2	Skill of Discovery and Interaction	√		'In your group, decide what color are most closely associated with your culture (e.g. red and yellow are the favorite color of the Chinese), and discuss what they represent. (Unit 3, page 35, activity 12B)
4	Skill of Interpreting and Relating	√		'Does your country have a national costume or traditional dress?' (Unit 3, page 35, activity 12A)
4	Attitude		√	-
5	Cultural Awareness		√	-

The most prominent included dimensions of ICC are knowledge, skills of discovery and interaction and skills of interpreting and relating. These aspects are reflected in specific activities designed to engage students with cultural topics and encourage interaction. For instance, the knowledge dimension is addressed through activities such as sharing urban legends, which appear in Unit 2 (page 18, activity 8D). In this activity, students are prompted to draw upon their own cultural backgrounds to share folklore or traditional stories with their peers. By exploring and exchanging cultural narratives, this task fosters an understanding of different cultural traditions while allowing students to recognize the significance of cultural knowledge in a broader context.

Similarly, the skills of discovery and interaction are developed through group-based activities that encourage students to explore and discuss cultural symbols. For example, in Unit 3 (page 35, activity 12B), the students are asked to identify and interpret the significance of colors associated with various cultures. This activity requires students to engage with their own cultural frameworks and compare them with those of others, promoting active discovery and intercultural interaction. By engaging in these collaborative discussions, students not only enhance their ability to investigate cultural phenomena but also build interpersonal skills that are essential for effective communication across cultural boundaries.

The skill of interpreting and relating is also represented in the textbook through activities that focus on understanding and

connecting cultural contexts. One such example is found in Unit 3 (Page 35, activity 12 A), where the students are tasked with discussing national costume or traditional dress. This activity encourages learners to interpret cultural symbols such as clothing and relate them to their own or other cultural traditions. Through this process, students develop the ability to analyze and compare cultural practices, fostering a deeper understanding of cultural diversity and its manifestation. While these components of ICC are present the absence of attitude and cultural awareness significantly limits the textbook's potential to develop a comprehensive intercultural communicative competence. Attitude, which involves openness, curiosity, and a willingness to engage with cultural differences, is a crucial foundation for ICC, as it shapes how students approach and perceive cultural diversity. The lack of tasks promoting this dimension means that students may not be adequately encouraged to develop a positive disposition toward other cultures, which is essential for meaningful intercultural interactions.

Similarly, the omission of cultural awareness, which emphasizes recognizing and appreciating the complexities of cultural practices, beliefs, and values, represents a significant gap in the textbook's approach to ICC. Without activities that address this dimension, students are less likely to develop an awareness of how cultural norms influence behavior and communication, limiting their ability to navigate intercultural settings effectively.

In conclusion, while Cambridge Checkpoint English 7 incorporates elements of knowledge, skills of discovery and interaction, and skills of interpreting and relating, its set back to include attitude and cultural awareness diminishes its capacity to foster a well-rounded ICC framework. The selective representation of ICC components in the textbook highlights an imbalance that may hinder students from developing a more nuanced and empathetic

understanding of cultural diversity. To create a more comprehensive ICC experience, future editions of the textbooks should consider integrating activities that explicitly target these missing dimensions, thereby equipping learners with the attitudes and awareness necessary for effective intercultural communication.

b. Intercultural Communicative Competence in Bright An English 1

Table 2. Intercultural Communicative Competence in Bright an English 1.

No	Dimensions of ICC	Note		Example
		Involved	Not Involved	
1	Knowledge	√		Introducing physical characteristics. Find information about physical characteristics of people from Indonesia and other countries. (Unit 7, page 134, Mini Project)
2	Skill of Discovery and Interaction		√	-
4	Skill of Interpreting and Relating		√	-
4	Attitude		√	-
5	Cultural Awareness		√	-

Table 2 indicates that the textbook activity primarily activates the Knowledge dimension of Intercultural Communicative Competence (ICC), necessitating students to identify and analyze physical traits across cultures. This promotes awareness of observable cultural variations influenced by environment and geography, however it remains predominantly superficial. The focus on observable characteristics may perpetuate stereotypes instead of fostering profound intercultural comprehension. Restricting engagement to factual knowledge fails to prompt students to contemplate the intricacies of culture or cultivate key intercultural competencies.

The lack of activities promoting the Skills of Discovery and Interaction, Skills of Interpreting and Relating, and Attitudinal components indicates a wasted opportunity for comprehensive intercultural education. These dimensions are essential for learners to cultivate openness, empathy, and the capacity to adeptly traverse cultural differences. In the absence of

guided interpretation and reflection assignments, students may fail to interrogate assumptions, identify cultural biases, or engage substantively with perspectives divergent from their own.

This restricted focus indicates a curriculum approach that emphasizes knowledge dissemination rather than experiential learning and personal development, potentially influenced by broader educational policy or standardized testing requirements. To foster authentic intercultural competence, subsequent editions of the textbook must incorporate interactive and reflective elements that prompt students to actively derive meaning, interrogate cultural norms, and cultivate adaptive attitudes and skills vital for effective communication in progressively globalized environments.

3. The Similarities and Differences of ICC Realization in English Textbooks.

Intercultural communicative competence is the crucial component in language education. It aims to equip the learners with the ability to engage and communicate effectively in multicultural contexts. This analysis examines the similarities of the realization of ICC dimensions in two textbooks: Cambridge Checkpoint English 7 and Bright an English 1. By comparing the three dimensions of ICC from both of the textbooks, this section highlighted the shared approaches and activity that foster intercultural understanding.

Table 3. Similarities of ICC Realization

ICC Dimensi	Cambridge Checkpoint English 7	Bright An English 1
Knowledge	Involved	Involved
Attitude	Not involved	Not involve
Cultural Awareness	Not involved	Not involve

Table 3 shows a high emphasis on providing factual, conceptual, and procedural knowledge of cultures. This could include information regarding cultural practices,

customs, traditions, or physical qualities of people from many countries, such as sharing urban legends or investigating physical traits from different countries (see Table 1 and Table 2). The textbooks' focus on this component is presumably intended to help learners gain awareness of cultural diversity and establish a foundational grasp of the world's cultural variation.

Another similarity found is attitude and cultural awareness are marked as "Not Involved" in both Cambridge Checkpoint English 7 and Bright an English 1, which suggests an important gap in the textbooks' approaches to promoting Intercultural Communicative Competence (ICC). Both textbooks include the knowledge dimension, but they seem to concentrate more on the cognitive and skill-based components of ICC than on the deeper cultural understanding and critical attitudes required for successful intercultural communication.

The realization of Intercultural Communicative Competence (ICC) within the skill dimension reveals key differences between Cambridge Checkpoint English 7 and Bright: An English 1. It indicates a significant difference in the ways these two textbooks approach the development of key skills related to Intercultural Communicative Competence (ICC). These skills are crucial for students to not only understand but also engage with and reflect on cultural differences in real-world communication. This analysis will explore the implications of these differences, focusing on how each textbook foster or omits these skills, and how this impacts students' ability to develop ICC.

Table 4. Differences of ICC Realization

ICC Dimensi	Cambridge Checkpoint English 7	Bright An English 1
Skill of Discover and Interaction	Involved	Not involve
Skill of Relating and Interpreting	Involved	Not involve

Table 4 reveals a significant difference between the two textbooks' approaches to fostering the growth of specific skills, particularly in relation to how students interact with and investigate novel cultural knowledge. The potential consequences of this finding can be explored in detail in this analysis, which will look at how the skill of discovery supports Intercultural Communicative Competence (ICC) and why it matters for learners' learning experiences when it is included in one textbook but not in another.

DISCUSSION

This study examined the cultural content and the manifestation of intercultural communicative competence (ICC) in two textbooks: Cambridge Checkpoint English 7 and Bright: An English 1. The analysis examined the integration of cultural aspects in each textbook through diverse media, including visual illustrations, instructive texts, contextual writing problems, realia, idioms, collocations, sound recordings, and perspectives from different cultures.

In Bright An English 1, visual representations are crucial in presenting cultural notions. This assertion corresponds with Kiss and Weninger (2017), who assert that visual aids augment students' comprehension of cultural disparities by offering rich, contextualized illustrations, particularly for learners with constrained language skills (Ampera et al., 2021). In contrast, Cambridge Checkpoint English 7 employs a more equitable methodology by prompting students to critically interact with texts, emphasizing analytical reading over visuals to enhance cultural comprehension (Permatasari & Andriyanti, 2021). Both textbooks equally underscore active cultural engagement through informative texts and contextual writing assignments. While Bright emphasizes local culture—such as landmarks, cuisine, and inhabitants—Cambridge Checkpoint English 7 underscores target and

international cultures, promoting independent analysis and reflection on cultural elements through written expression and comprehension.

A significant distinction exists in the inclusion of idioms and collocations, which are exclusively included in Cambridge Checkpoint English 7. This inclusion demonstrates a teaching objective to engage students in the language and its nuanced cultural expressions, along with Al-Kadi (2015), who contends that idioms are socio-cultural constructs necessitating cultural expertise for accurate interpretation. Conversely, Bright An English 1 omits this element, instead integrating discussions and repetitive activities into its cultural training. Role-play, as indicated by Awiria & Jawaludin (2020), is an effective instrument for engaging students with cultural diversity; nevertheless, the frequency of such dynamic interactions in Bright An English 1 is constrained. Conversely, Cambridge Checkpoint English 7 lacks elements of dialogue or habitual actions.

Realia is somewhat more prevalent in Bright An English 1 than in Cambridge Checkpoint English 7, although neither textbook employs it heavily. Nonetheless, realia can provide concrete linkages to cultural artifacts and practices, promoting immersive learning and augmenting culture-specific knowledge (Lee, Amini, & Latha, 2021; Nirmala, 2019).

Concerning the expression of intercultural communicative competence, both textbooks highlight cultural knowledge yet diverge in their methodologies for other dimensions of ICC. Cambridge Checkpoint English 7 selectively embodies ICC by emphasizing three dimensions: knowledge; exploration and interaction skills; and skills of interpretation and connection. Engaging in activities like sharing urban legends and debating cultural symbols allows students to compare, analyze, and connect cultural knowledge, so fostering discovery and enhancing comprehension. In contrast, Bright stresses factual information regarding physical attributes across cultures but is deficient in participatory

and reflective activities that cultivate interpretive abilities and personal engagement with cultural issues.

Both textbooks emphasize knowledge acquisition as the fundamental aspect of ICC. Cambridge Checkpoint English 7 enables learners to exchange urban legends from other countries, facilitating an exploration of how culture influences social behavior and narratives. This method emphasizes the significance of context in intercultural communication and demonstrates how cultural backgrounds shape storytelling and perception. Conversely, Bright adopts a more straightforward methodology by emphasizing physical diversity, aiding pupils in comprehending the varying valuation and perception of features between countries.

A notable similarity is the lack of the attitude and cultural awareness elements in both textbooks. Although attitude — including openness, respect, and willingness to engage with cultural variety — is an essential element of intercultural competence as per Byram (1997), neither textbook overtly promotes these attributes. The absence of cultural awareness indicates that the textbooks prioritize superficial knowledge rather than a profound, critical comprehension of cultural intricacies. This exclusion may unintentionally foster stereotypical or reductive perspectives instead of encouraging meaningful interaction with cultural variety.

In conclusion, both Cambridge Checkpoint English 7 and Bright: An English 1 successfully include cultural knowledge into their curricula, while they do so with varying emphases and methodologies. Cambridge Checkpoint English 7 emphasizes analytical and reflective learning, integrating colloquial expressions and prompting students to connect cultural narratives with real-world circumstances. Bright provides more tangible, visually enhanced content focused on local culture and physical diversity, although it falls short in fostering deeper interactive and attitudinal involvement. Both textbooks would

benefit from the inclusion of additional activities that enhance students' attitudes and cultural awareness to cultivate comprehensive intercultural communicative ability.

CONCLUSION

The current comparative study reveals distinct approaches to cultural information and the development of intercultural communicative competence (ICC) in Bright: An English 1 and Cambridge Checkpoint English 7.

Bright: An English 1 relies heavily on visual illustrations as the primary means of introducing cultural themes. This approach makes the material more understandable and accessible for students with lower levels of English proficiency. Both textbooks encourage cultural engagement through informative texts and contextual writing tasks, yet they differ in the cultures they represent. Bright: An English 1 places greater emphasis on local culture, while Cambridge Checkpoint English 7 incorporates both international and target cultures. Because Bright An English 1 focuses on everyday situations and familiar local contexts, it is approachable but less demanding in terms of critical engagement. In contrast, Cambridge Checkpoint English 7 adopts a more holistic approach by integrating informative texts, writing tasks, and visual elements to encourage critical reflection on target and international cultures, thereby broadening students' cultural understanding.

The cognitive demand in Cambridge Checkpoint English 7 is slightly higher, as it places greater emphasis on independent analysis and language skill development through written tasks and comprehension exercises. It also includes idioms and collocations, exposing students to culturally diverse phrases that enhance both language proficiency and cultural awareness. Meanwhile, Bright: An English 1 offers components such as dialogues and habitual actions. Although narrower in focus, these

elements provide students with a glimpse into everyday cultural interactions.

Despite these strengths, neither textbook fully addresses all dimensions of ICC—particularly in fostering cultural attitudes and awareness. While Cambridge Checkpoint English 7 aligns more with the exploration and discovery dimensions, Bright: An English 1 focuses on the knowledge dimension, often lacking interactive and reflective activities that connect cultural content to students' personal experiences. This gap limits opportunities to cultivate openness, curiosity, and tolerance toward different cultures—key attitudes emphasized in Byram's (1997) ICC model. As a result, both textbooks miss chances to help students develop deeper sensitivity and awareness of cultural differences.

This study is limited by its analysis of only two textbooks, which restricts its representation of ICC integration across other instructional resources. It also excludes teacher and student perspectives, which could provide valuable insights into how ICC content is interpreted and applied in classroom practice. Future research could expand the analysis to a broader range of textbooks, examine ICC inclusion across different language proficiency levels, and incorporate teacher and student viewpoints. Such studies would offer richer guidance for selecting textbooks and designing curricula that more effectively integrate ICC, ultimately fostering students' ability to engage thoughtfully and respectfully with diverse cultures.

By highlighting how different instructional designs shape cultural engagement, this study contributes to the ongoing discussion on how English language materials can be developed and selected to better prepare learners for meaningful intercultural communication.

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