

**AN ANALYSIS OF CULTURAL CONTENTS REPRESENTED
IN READING SECTIONS OF EFL TEXTBOOKS: A CASE
STUDY OF “ACCESS 3” AND “NEW WORLD 3”**

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เรื่อง : การวิเคราะห์เนื้อหาทางวัฒนธรรมในส่วนการอ่านแบบเรียนภาษาอังกฤษ
เป็นภาษาต่างประเทศ: กรณีศึกษา “Access 3” และ “New world 3”

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คำสำคัญ : แบบเรียนภาษาอังกฤษเป็นภาษาต่างประเทศ, บทอ่าน, ประเภทและแง่มุม
ของวัฒนธรรม, การตระหนักรู้ระหว่างวัฒนธรรม

วัตถุประสงค์ในการวิจัยนี้เพื่อศึกษาประเภทและแง่มุมทางวัฒนธรรมที่ปรากฏในส่วนบทอ่านของแบบเรียนภาษาอังกฤษของนักเรียนชั้นมัธยมศึกษาปีที่ 3 ชื่อว่า Access 3 และ New World 3 และเพื่อเปรียบเทียบว่าหนังสือเรียนใดมีเนื้อหาทางวัฒนธรรมที่สามารถส่งเสริมการรับรู้ระหว่างวัฒนธรรมของนักเรียน การศึกษาครั้งนี้ได้วิเคราะห์ข้อมูลโดยใช้วิธีการวิจัยเชิงคุณภาพข้อมูลเชิงคุณภาพมุ่งเน้นไปที่รายละเอียดของเนื้อหาและข้อมูลทางวัฒนธรรม เนื้อหาทางวัฒนธรรมที่มาจากส่วนของการอ่านถูกนำมาวิเคราะห์และแยกเป็นประเภทและแง่มุมทางวัฒนธรรม ความถี่และร้อยละของประเภทวัฒนธรรมประกอบด้วย วัฒนธรรมต้นทาง วัฒนธรรมเป้าหมาย วัฒนธรรมสากลและแง่มุมทางวัฒนธรรมประกอบด้วยวัฒนธรรมขนาดใหญ่และขนาดเล็กถูกนำมาเปรียบเทียบเนื้อหาทางวัฒนธรรมที่ช่วยส่งเสริมการตระหนักรู้ระหว่างวัฒนธรรมในแบบเรียนภาษาอังกฤษเป็นภาษาต่างประเทศทั้งสองเล่ม

ผลการวิจัยพบว่าในแบบเรียนภาษาอังกฤษทั้งสองเล่มให้ความสนใจกับวัฒนธรรมเป้าหมายและวัฒนธรรมสากลในขณะที่วัฒนธรรมต้นทางถูกพบน้อยที่สุด นอกจากนี้ในแบบเรียนภาษาอังกฤษทั้งสองเล่มยังปรากฏวัฒนธรรมขนาดใหญ่เป็นส่วนมาก ซึ่งหัวข้อที่พบมากที่สุดคือ ประวัติศาสตร์/ภูมิศาสตร์ ในอีกแง่หนึ่งวัฒนธรรมขนาดเล็กไม่ถูกให้ความสำคัญและปรากฏเป็นส่วนน้อย ในส่วนของการตระหนักรู้ระหว่างวัฒนธรรมแบบเรียน New World 3 นำเสนอเนื้อหาในส่วนของประเทศของวัฒนธรรมได้อย่างสมดุลและเน้นเนื้อหาของวัฒนธรรมต้นทางที่อาจช่วยส่งเสริมความตระหนักรู้ระหว่างวัฒนธรรมของนักเรียน

ABSTRACT

TITLE : AN ANALYSIS OF CULTURAL CONTENTS REPRESENTED IN
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OF “ACCESS 3” AND “NEW WORLD 3”

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KEYWORDS : EFL TEXTBOOKS, READING PASSAGES, CATEGORIES AND
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The purposes of this study were to investigate the categories and aspects of cultures represented in reading sections of “Access 3” and “New World 3” textbooks used by grade 9 students and to compare which textbook’s contents better promote students’ intercultural awareness. This study analyzed data using qualitative research methods. Qualitative information focused on the relative details of cultural content and information. The cultural content from reading sections was analyzed and categorized according to types of culture. The frequency and percentage of cultural categories - source, target, and international cultures - and cultural aspects (big C and small c domains) were used to compare the cultural contents promoting intercultural awareness in the two EFL textbooks.

The results of the study found both textbooks paid a great deal of attention to the target and international cultures while the source culture was least represented. In addition, both of the two EFL textbooks represented the large portion of Big C culture with a history/ geography theme found to be most common. On the other hand, both textbooks neglected small c cultures. In terms of cultural awareness, the “New World 3” textbook presented well-balanced categories of culture and emphasized the source culture, which may help foster students’ intercultural awareness.

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CHAPTER 1

INTRODUCTION

1.1 Rationale of the study

In the present day, English language is extensively used around the world. Kachru (1992) described the spread of English in terms of countries using English in three circles: inner circle, outer circle and expanding circle. Thailand is included in the expanding circle, which represents countries which have never been colonized by inner circle countries that are the native English speaking such as the United States, Britain, Australia, and Canada. Although, Thailand is not in an outer circle and Thais do not use English as an official language like India and the Philippines, English plays a crucial role as Thai students need to learn it. Ministry of Education (1996) declared the policy that Thai students need to learn English as a first foreign language. Foreign languages serve as a tool for communication, education, and also creating the understanding of cultures and visions of the world community. Foreign language learners are also able to be aware of cultural diversity. According to the Basic Education Core Curriculum (2008), English is in learning area of foreign languages. English language section focuses on four major standards which are Language for Communication, Language and Culture, Language and Relationship with other Learning Areas, and Language and Relationship with Community and the World. All of the four standards emphasize on facilitating learners' communicative competence.

Language and culture are interrelated. Language learners learn the language with culture simultaneously. Byram (1989) stated that when learners learn a new language, they learn a new culture and learn how to communicate with others. Language is a reflection of culture, that is why language and culture are being identified as synonyms (Scarcella, 1992). A lack of cultural knowledge can cause the problem in the situation of contact between members of different cultures (Knapp et al., 1987). Knowing of culture is important for facilitating learning language like communication among people in context of a variety of cultural and ethnic groups within a society. As Elyas and Picard

(2010: 141) mentioned, “Teaching and learning language is morally and ethically influenced by the culture of a society, so like other languages, English should not be taught separately from its culture.” Therefore, in learning a language, students not only learn the target culture but also learn their own culture and international culture.

According to several scholars such as Pulverness (1995); Peterson (2004) and Lee (2009), culture can be divided into big “C” and small “c”. Big “C” culture refers to the culture which represents a set of facts and focuses on the products and the contributions to a society and its outstanding individuals. Small “c” culture refers to the way of life or the way of thinking of people. It involves the routine aspects of life and includes themes such as opinions, viewpoints, gestures, body posture, clothing styles, food and hobbies. In language learning, learners should be promoted about culture and familiar with custom and habits, food, holidays, life-style and general accepted worldview (Xiao, 2010). Small “c” culture which helps language learners promote their intercultural awareness should be given priority in EFL classroom (Pulverness, 1995).

Textbooks are major resource for teaching and learning English, they also include culture knowledge to learners. The cultural content in EFL textbooks can enhance students’ awareness of the difference of cultures and it makes cross-cultural understanding analysis (Arslan, 2016). Textbooks can play an essential role in supplying students with full of cultural information. In order to participate in the communication effectively, language learners may need to acquire the intercultural communicative competence which implies the ability to build a relationship while speaking language and language learners can understand the other person’s points of view. As English has become an international language, cultural awareness such as target culture and more multicultural aspects should be increased in EFL textbooks. Accordingly, good English language textbooks should reflect a diversity of cultural contexts and cross-cultural components that can raise learners’ awareness of cultural diversity in learning English. Laopongharn and Sercombe (2009) and Nipaspong (2011) mentioned that in order to enhance effective intercultural communication when selecting the textbook for teaching cultural content, the textbook must contain the content of international use of language. Cortazzi and Jin (1999) and McKay (2000) specified three categories to analyze the cultural content of English textbooks which are the source culture, the target culture, and the international target culture. These three categories need to be balance in textbooks.

The cultural categories and aspects are needed to be included in materials or textbooks to support students understanding when learning language and culture of other countries.

English teachers in the researcher's school area, the Secondary Educational Service Area Office 28 in Sisaket can freely choose the textbooks for their teaching by concerning the learning objectives according to the learning standard in the Basic Core Curriculum. Thus, "Access 3" and "New World 3" are widely used in the Secondary Education Office Service area 28 in Sisaket. Since contents in these two textbooks cover the indicators and the standard based on the Basic Core Curriculum. The two textbooks also showed prominently the full of contents and covered all English skills to help promote learners' proficiency. From their appearance, reading section is predominant in both textbooks. Rodriguez (2018) revealed that receptive skills like reading and listening are highly linked to language and cultural learning. Additionally, many English textbooks for foreign language learners provide at least one section of reading passage and questions for each unit. It shows that reading skill is one of the important skills in learning English because it not only develops students' critical thinking but it helps sharpen other skills and understand the world. According to the Basic Education Core Curriculum (2008), the goal to be achieved in learning languages of grade 9 is specified. The learners are able to use language appropriately by observing social manners and culture of native speakers and can communicate in real situations. So, the contents about language and culture are required in textbooks used by grade 9 students to promote their intercultural communicative competence and intercultural awareness.

To help students achieve the goals in their language and culture learning. The cultural contents in textbooks are helpful. The cultural aspect content like small "c" culture is very important to enhance students' cultural awareness about their own culture and to have a better cultural understanding of the other cultures. Furthermore, the content in textbooks needs to strike a balance in three categories of culture, i.e. source, international, and target cultures to support understanding of the importance of cultures by the students. An analysis of cultural content in the EFL textbooks can help teachers to select suitable textbooks for teaching and learning to help promote students' intercultural awareness. Therefore, it was interesting to analyze cultural aspects and categories which represented in reading sections of "Access 3" and "New World 3"

textbooks include reading passages, illustrations, and exercises. These two textbooks are used by grade 9 students. Moreover, this study was designed to find out the cultural contents in two EFL textbooks and compare which textbook contains more cultural contents to promote students' intercultural awareness.

1.2 Purposes of the study

The purposes of this study were: 1) to examine the aspects and categories of cultures represented in reading sections of "Access 3" and "New World 3" textbooks; and 2) to compare which textbooks "Access 3" or "New World 3" contain more cultural contents that can promote students' intercultural awareness.

1.3 Research questions

The questions of the study were as follows:

1.3.1 What aspects of culture were represented in the reading sections of Access 3 and New world 3?

1.3.2 What categories of culture were represented in the reading sections of Access 3 and New world 3?

1.3.3 Which textbook "Access 3" or "New World 3" contained more cultural contents that can promote students' intercultural awareness?

1.4 Significance of the study

This study would be a guideline for English language teachers to choose the textbook that contains culturally appropriate contents to encourage students to explore cultural diversity in the textbook, particularly those in the secondary schools that use textbooks as a main material. Moreover, it is expected that the results could provide some suggestions in teaching cultures in EFL classroom to help the students develop their cultural awareness and intercultural communicative competence.

1.5 Scope of the study

This study focused on the reading sections in "Access 3" and "New World 3" textbooks which were approved by the Ministry of Education to be used in Thai secondary schools and designed according to the Basic Core Curriculum B.E. 2551.

Reading passages, illustrations, and exercises in reading part in each unit of these two textbooks were used to investigate the cultural contents in terms of aspects and categories of culture.

1.6 Definition of terms

1.6.1 Textbooks

Textbooks refer to two EFL textbooks which are “Access 3” textbook and “New World 3” textbook used by grade 9 students in Sisaket province.

1.6.2 Reading sections

Reading sections refer to reading passages, illustrations, and exercises in each unit of two EFL textbooks.

1.6.3 Cultural contents

Cultural contents refer to cultural content based on aspects of culture under the theme of big “C” and small “c” culture and categories of culture such as Source culture, Target culture, International culture and Culture free.

1.6.4 Aspects of culture

Big “C” culture refers to the culture represents facts which mainly focuses on the products and contribution of a society relating to the themes of geography, literature, films, music, art, history, transportations, sports, education, and economy (Lee 2009, Peterson 2004).

Small “c” culture refers to invisible culture that represents everything in human life, ways of life, and way of human’s thinking including opinions, customs, lifestyles, foods, holidays, hobbies, beliefs and values (Lee 2009, Xiao, 2010).

1.6.5 Categories of culture based on Cortazzi & Jin (1999) and McKay (2000)

Source culture refers to Thai culture.

Target culture refers to English-speaking countries’ culture where English is used as a first language including American, British, Australian, and Canadian cultures.

International culture refers to a variety of cultures in English or non-English-speaking countries around the world, using English as an international language.

Culture free refers to the contents presented in the textbooks with no reference to any cultures. They are not related with any particular countries in terms of target, source, and international culture or any specific cultural information in terms of big “C” and small “c” cultures (Xiao, 2010).

1.6.6 Intercultural awareness

Intercultural awareness refers to the understanding of one’s own culture as well as other cultures.

CHAPTER 2

LITERATURE REVIEW

This chapter reviewed related literature and presented the main areas of intercultural communication and intercultural communicative competence (ICC), intercultural awareness (ICA), culture and language, culture in language teaching and learning, aspects of culture which are big “C” and small “c” cultures, the roles of textbook in language teaching and learning, source, target, and international cultures in textbook and related studies.

2.1 Intercultural communication and intercultural communicative competence (ICC)

Nowadays, intercultural communication plays a crucial role in language teaching in terms of developing learners’ relationships between people. Many scholars defined and interpreted the intercultural communication differently. Patel and Li (2011) defined intercultural communication as the interaction or intersection of some forms of culture and some forms of communication in a particular time and context. According to Byram, Gribkova and Starkey (2002), intercultural communication is the way that speakers of different languages interact with each other. They also respect in each social identities. Risager (2007) mentioned that intercultural communication emphasizes the language used in different cultural contexts and using target language as a lingua franca.

Samovar and Porter (2014) also claimed that intercultural communication is the interaction between people who belong to different cultural perceptions and symbol systems to deal with the communication situation. To sum up, intercultural communication is about people from different cultural background communicate in similar or different ways among themselves and attempt to communicate among various cultures.

Intercultural understanding is the ability to understand the perceptions of one's own culture and the perceptions of the people who belong to another culture and ability to negotiate between each other (Saint-Jacques, 2011). Intercultural understanding may contribute to successful intercultural communication.

One of the goals in learning a foreign language is to help language learners communicate effectively within cultural context of target language or other contexts (Kramsch, 1991). The ability of people to reach their goals in social life depends to a large extent on their communicative competence. The notion of 'communicative competence' was introduced by Dell Hymes in the 1960s. Hymes (1972) defined communicative competence as “a knowledge of the rules for understanding and producing both the referential and social meaning of language.” Communicative competence involved linguistic competence and performance. It encompasses a language user's grammatical knowledge as well as social knowledge about how and when to use it appropriately.

In addition, the ability of a person to succeed in communicating using the target language with people from different cultures and contexts is called intercultural communicative competence. Intercultural communicative competence has been an approach to investigate knowledge, attitudes, and behavior related to the success of intercultural communication (Baker, 2011). Chen and Starosta (1996) also classified three concepts related to intercultural communicative competence including intercultural sensitivity, intercultural awareness, and intercultural adroitness. Byram et al. (2001) claimed that intercultural communicative competence (ICC) is the ability of language learners to interpret and accept different perspectives of people from different languages and cultures to interact with others. They classified the components of ICC into three aspects including attitudes, knowledge, and skills to mediate within learners' cultures and target cultures.

So, the concept of intercultural communicative competence is the ability of a person to interact with others, to accept the perception of others and to mediate the differences of language and culture, and to aware about self and others (Byram, Zarate & Neuner, 1997). If more textbooks provided intercultural elements and teachers were more conscious of intercultural competence, it would be a beneficial advancement in teaching and learning language (Cortazzi & Jin, 1999).

To summarize, in EFL classrooms need to focus on the differences of language and culture. The goal of teaching and learning English as a foreign language is to develop the students' ability to interact with people from different cultures appropriately.

2.2 Intercultural awareness (ICA)

Chen and Starosta (1996) defined cultural awareness as the ability to understand and explain other cultures. They distinguished abilities of intercultural awareness into two elements which are self-awareness and cultural awareness.

Furthermore, Baker (2011, pp.88) defined intercultural awareness based on the previous notions of culture and language as “a conscious understanding of the role culturally based forms, practices and frames of understanding can have in intercultural communication, and an ability to put these conceptions into practice in a flexible and context specific manner in real time communication”.

According to Fenner and Newby (2006), intercultural awareness is an essential part of foreign language learning. One of many aims of intercultural awareness in language learning is to develop and enrich students' identities. They introduced some of the principles worked out during group work with foreign language teachers and educators. The discussion of teachers and educators showed that foreign language teachers are fully aware of the interrelationship between one's own culture and the target culture. Tomlinson and Masuhara (2004) also focused on intercultural awareness in language classroom in order to promote intercultural communication. They defined intercultural awareness as the knowledge of our own culture and others. In addition, the knowledge of cultures can be promoted the understanding of ourselves and others.

According to Baker (2011), EFL communication contexts need intercultural awareness. The globalization of the world leads the cultural diversity in all aspects of life even in the communication between people from different cultures. It is difficult to see the relevance in the cultural norms of English-speaking countries all over the world. So, knowledge of cultures has an important role in developing an awareness of cultural differences. The conceptions of intercultural awareness expanded the definition and explained the role of culture and language and the relationship between them in intercultural communication in Figure 2.1

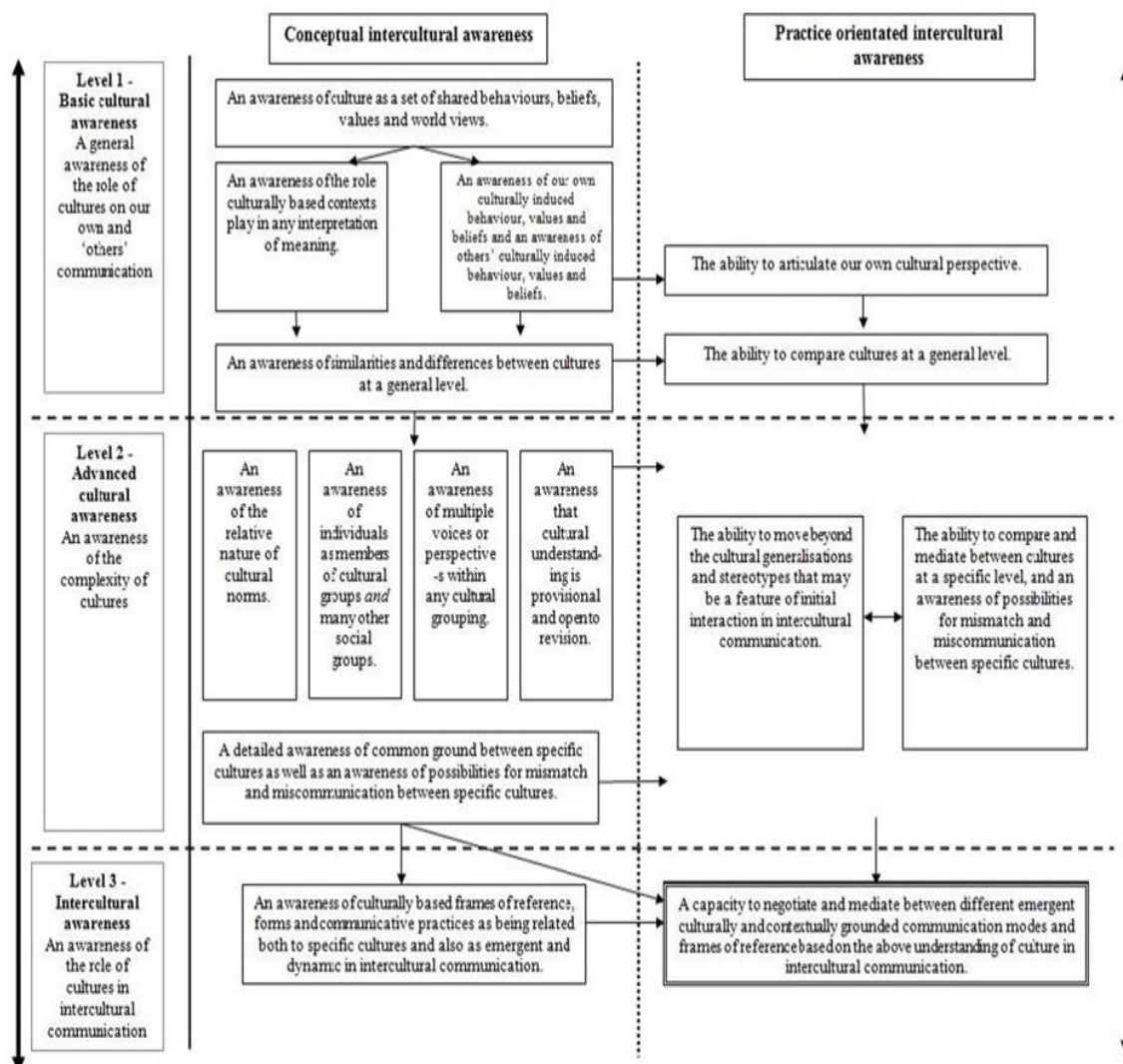


Figure 2.1 A model of intercultural awareness

Source: Baker (2011)

Baker (2011) presented a model of intercultural awareness. It consists of 12 components of intercultural awareness and showing the relationship between the role of culture and language. A model was divided into three sections. First, three levels of cultural awareness are represented, starting from basic cultural awareness to advanced cultural awareness and the third level is intercultural awareness. Second, conceptual ICA is concerned with the ability to succeed and articulate cultural attitudes and knowledge in intercultural communication. Finally, practice-oriented ICA focused on cultural skills and behavior and concerned with applying knowledge in real-time

instances of intercultural communication. For the first level, basic cultural awareness showed the general level of understanding of the role of own and others' cultures. The first culture (C1) focused on this level. The second level, advanced cultural awareness showed a complex understanding of cultures. Specific knowledge of other cultures is provided. In this level, the intercultural communicators should be able to use their cultural knowledge to make predictions for the possibility of mismatch and miscommunication between specific cultures. The final level is the most relevant to intercultural competence in the context of English as a global lingua franca. This level required the ability to negotiate and mediate between different communication modes and frames of reference at a specific level in intercultural communication.

In conclusion, intercultural awareness refers to an understanding of one's own and other cultures including the similarities and the differences between them. The knowledge of different cultures in terms of shared behaviors, beliefs, or values can be shaped a good intercultural relationship and promote effective intercultural communication. The study was to provide information into the English language teaching from the perspective of cultural contents. The cultural contents of native and non-native English countries should be transmitted through the textbooks that were used as a primary source to help promote the students' intercultural awareness.

2.3 Culture and language

The word culture has several meanings and broad concept. Many scholars defined the word culture as follow. Kramsch (1998, p.10) defined culture as “membership in a discourse community that shares a common social space and history, and common imaginings”. According to Hinkel (1999), culture refers to areas of inquiry into human societies, groups, systems, behaviors, and activities. Brown (2000, p.177) defined culture as “the ideas, customs, skills, arts and tools that characterize a given group of people in a given period of time”. Culture is the central concept in anthropology, it refers to a particular group of people's knowledge and behavior encompassing language, religion, cuisine, social habits, music, and arts (Zimmermann, 2017). Based on Moran (2001, pp.25-26), culture is defined as “A cultural phenomenon involves tangible forms or structures (products) that individual members of the culture (persons) use in various interactions (practices) in specific social circumstances and groups (communities) in

ways that reflect their values, attitudes and beliefs (perspective).” In conclusion, culture is the ways of life in which humans express themselves through behavior, language and social activities.

Scarino and Liddicoat (2009) noted that language is viewed as a code. It is made up of words and rules that connect words together. However, in terms of communication, learning a language is not only learning vocabulary and the rules for constructing sentences but also understanding the meaning and interpretation. To communicate with others, people need to know how language is used to create and represent meaning and how to use language to communicate. Moreover, language is signs that express cultural reality. Kramsch (1998) stated that language is the words people use to express facts, ideas and events that related to their knowledge about the world. Words also reflect people’s attitudes, beliefs, and their point of view that received from the others. It can be said that language and culture are complement each other. Brown (2000: 177) stated that “a language is a part of a culture, and a culture is a part of a language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture.”

In conclusion, the concepts of culture and language have several approaches to define. As seen from the above mentioned, the way of culture and language were connected. To communicate effectively, the knowledge of grammatical rules is not sufficient, the shared beliefs, norms, values in different societies must be understood. It can be said that the relationship between culture and language is the way they share human values, realities and behaviors of a social group.

2.4 Culture in language teaching and learning

As Mitchell and Myles (2004) noted, language and culture are acquired together, and they are not separate. Moreover, language and culture are linked in the sense that language expresses, embodies and symbolizes cultural reality (Kramsch, 1998). Culture and language are interrelated and culture has been taught in a foreign language classroom. Currently, language teachers should increasingly be aware that foreign languages can rarely be taught or learned without culture. Liddicoat and Scarino (2013) also mentioned the relationship between language and culture in a way that culture connects to all levels of language use and structures.

There are two important ways that the culture influences language teaching. First, linguistically culture affects semantic, pragmatic, and discourse levels of the language. Second, pedagogically culture influences the choice of language materials because cultural content and the cultural methodology are considered as parts of language teaching materials (McKay, 2003). Culture also plays an important role in language teaching and learning. The background knowledge of culture can lead to the success in language learning. Tseng (2002) claimed that language learners acquire foreign cultural knowledge in order to communicate and raise their target culture's understanding. Common European Framework of Reference noted that language users' abilities to communicate are influenced by all human competence and aspects of communicative competence.

2.5 Big “C” and small “c” cultures

The notion of culture is a relatively complicated and broad to define. Culture can be referred to the ideas and aspects of social life. Culture contains the material objects which common to the group or society. An English language teaching class is usually multicultural. Culture in language learning and teaching can be generally divided into two types: one is big “C” culture, the other is small “c” culture. Brooks (1968) noted that they are two domains that significantly play an important role in teaching foreign languages and foreign cultures. Brooks (1968) defined big “C” culture as the best in human life restricted to the elitists, it also called culture MLA: great Music, Literature, and Art of the country. Lee (2009, p.78) stated that big “C” culture is the culture that represents a set of facts and statistics relating to the arts, history, geography, business, education, festivals and customs of a target speech society. For Peterson (2004), big “C” culture is the culture relating to grand themes such as geography, literature, architecture, classical music, history, political issues, society's norms, legal foundation, core values, and cognitive processes.

For the small “c” culture, it is a culture which includes everything in the aspects and the way of life. Pulverness (1995) defined it as the ‘way of life’, daily living and cultural patterns including the routine aspects. According to Lee (2009), a small “c” culture is the invisible and deeper sense of a target culture such as attitudes or beliefs and assumptions. Lee (2009) designed 26 themes for small “c” such as freedom, privacy/

individualism, Equality/egalitarianism, fairness, competition, materialism, hard work, confrontation, novelty-oriented, self-improvement, nurture, personal control over environment, control over time, action (work)-oriented, informality, directness/ openness /honesty, high involvement, liberal, experimental, future-oriented, rules/ regulations-oriented, male-dominated, self-interest oriented, self-reliance, weak-face consciousness, and result-oriented. Peterson (2004) defined a small “c” culture as the culture which mainly focuses on everyday life, on minor or common themes, and on social interaction and communication such as opinions, viewpoints, gestures, body posture, use of space, clothing styles, food, hobbies, preferences or tastes, popular music, popular issues, and certain knowledge.

Moreover, Kramsch (2013) classified the difference between big “C” and small “c”. Big “C” culture is a humanistic concept which has been taught in schools. Big “C” culture has been adapted to teach about the history, the institutions, the literature and the arts of the target country embeds the target language but to focus on communicative competence the concept of small “c” culture has been adopted. Kramsch (2013) stated that small “c” focuses on everyday life. It is related to how people communicate in social context which included the native speakers’ ways of behaving, eating, talking, dwelling, their customs, their beliefs and values.

To clarify the differences between big “C” and small “c” cultures, the iceberg metaphor can be an example to explain both cultures. According to Hanley (1999), culture can be compared to an iceberg because the tip of an iceberg is the smallest part that what is seen from the outside but most of the iceberg is submerged. The tip of the iceberg is the same as the big “C” culture (surface culture) which represents a set of facts and statistics. It is easily seen by anyone. On the other hand, the biggest part, small “c” culture (internal culture) is underneath the water level of awareness which refers to the invisible and deeper sense of culture. (Weaver, 1999). Small “c” culture includes the way of thinking, behaving. Especially, it contains values, norms, beliefs, and assumptions. (Lee, 2009). In terms of communication, some cultural issues have an impact on interaction. To understand the social or behavior of any groups of people, it is necessary to know the values of their culture as well.

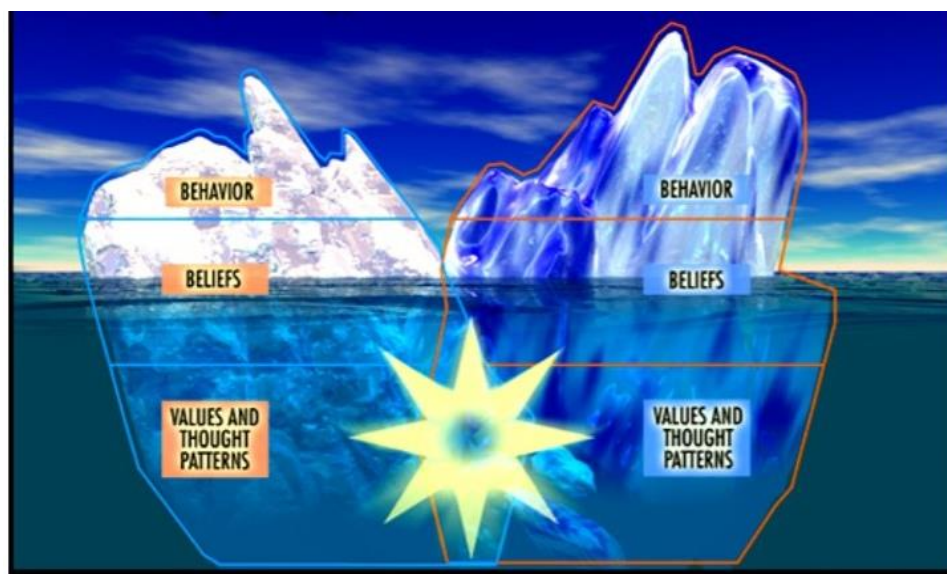


Figure 2.2 The “Iceberg Analogy” of Culture

Source: Weaver (1999)

To sum up, there are differences between big “C” and small “c”. Big “C” refers to the culture represents facts which mainly focuses on the products and contribute to a society relating to the themes of geography, literature, films, music, art, history, transportations, sports, education, and economy. Small “c” refers to invisible culture that represents everything in human life, ways of life, and way of human’s thinking including opinions, customs, lifestyles, foods, holidays, hobbies, beliefs and values.

2.6 The roles of textbook in language teaching and learning

Textbooks are a key component in most language program. They serve as the basic language input learners receive and the language practice that occur in the classroom. The textbooks are books used as a standard source of information for formal study of a subject and an instrument for teaching and learning Graves (2000, pp.175).

Textbooks are widely used as the most reliable source of learning English for non-native English speakers all over the world. Textbooks are at the heart of the language learning and teaching process and they are the gateway not only to the linguistic elements of a specific language but also to its cultural norms (Azizifar, Khoosha & Lotfi, 2010). Textbooks also play a crucial role in shaping cultural and social attitudes and molding the behavior of the learners (Ahmad, 2014). Using textbooks is an easy way to

provide learning materials in classroom. Textbooks help teachers prepare their teaching. If teachers have limited teaching experience, textbooks can serve as a medium initial teacher training.

Since the textbooks are considered as teaching and learning materials, they determine the components and method of learning. The students learn what is presented in the textbook, and the way the students learn is the way the textbooks present (Kitao & Kitao, 1997). The use of commercial textbooks in teaching language has both advantages and disadvantages, depending on how they are used and what the contexts for use. Richard (2001) identified some advantages and disadvantages of textbooks. The advantages are as follow:

- (1) They provide structure and a syllabus for a program.
- (2) They help standardize instruction like the use of textbooks can ensure that students from different classrooms receive similar content.
- (3) They also provide many learning sources such as workbooks, CDs, videos, CD ROMs, and comprehensive teaching guide which provide a rich and varied resource for teachers and learners.
- (4) They can provide support to teachers who are not native speakers. They may help teachers generate accurate language input on their own.

However, textbooks also have limitations and negative effects to learners and teachers. For example, they provide some inauthentic language in texts, dialogs and other aspects of content. The content or examples may not be relevant or appropriate to the group. Textbooks are often written for global markets. They do not often reflect the students' interests and needs.

2.6.1 Textbooks for cultural elements

According to Cortazzi and Jin (1999), EFL textbooks can be analyzed on many levels with important functions. They stated that textbooks can be a teacher, they contain material that can be used to instruct students about English speaking cultures. Textbooks can be a map that guides teachers and learners the overview of structure and cultural elements. Many textbooks provide the cultural topics in the outline of their contents. They are also a resource. The appropriate and useful materials and activities are chosen by the teachers. Moreover, textbooks are also a trainer, they are a guidance and the explanations for less experienced teachers, teachers can learn from them.

Sometimes textbooks are seen as an authority. They are variable, valid, and written by experts. The culture content in the textbooks is considered as correct content. Finally, the textbooks are also an ideology. They reflect a worldview of cultural system, a social construction that can be construct teachers and learners' view of a culture.

2.7 Source, target, and international cultures in textbooks

In regard to culture represented in teaching materials and textbooks in EFL classroom. Cortazzi and Jin (1999) classified three categories of cultural information used in teaching materials and language textbooks as follows:

Source culture refers to learners' own culture. The textbooks that contain source culture are usually produced at a national level for a particular country. The main reason for introducing the source culture in textbooks is to enhance learners' knowledge of their own culture. Learners will learn about topics and vocabularies which are related to their native background in English (McKay, 2000).

Target culture refers to English-speaking countries' culture where English is used as a first language such as the United States, United Kingdom. The textbooks in this category are most popular used as instruction materials in English language teaching classrooms for long time. Learning a target culture will develop learners' attitude toward language learning (McKay, 2002).

International target culture refers to a variety of cultures in English or non-English-speaking countries around the world, using English as an international language. The international target culture content in EFL textbooks involves textbooks that include a wide variety of cultures set in English-speaking countries or in countries where English is not the first or the second language, but is used as an international language.

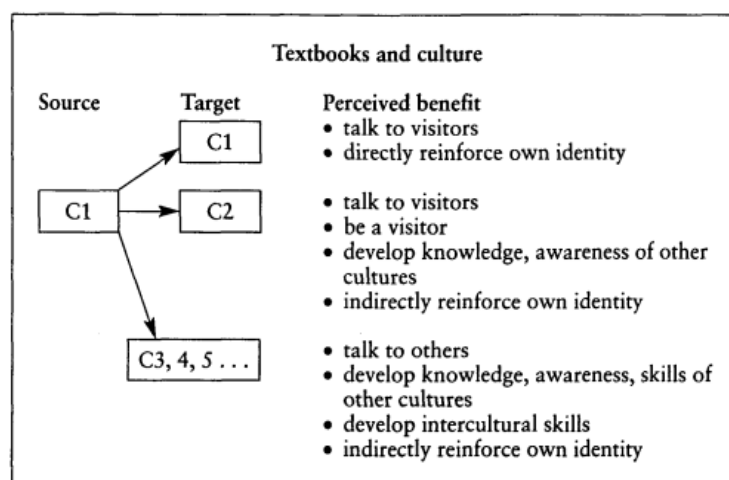


Figure 2.3 Textbooks and culture

Source: Cortazzi and Jin (1999)

According to Cortazzi and Jin (1999), Figure 2.2 has shown three patterns in English reflecting cultures. C1 refers to the source culture, C2 refers to the target culture and C3, 4, 5 refer to the international target cultures. Textbooks are also a cultural mirror. How to use the textbooks, that is on the quality of interaction among students, texts, and teachers in classroom reflected the development of intercultural skills.

2.8 Related studies

Many researchers, scholars, and language teachers have shown great interest in cultural and intercultural awareness in language teaching and learning. They have studied the cultural contents and culture-related issues in several aspects of teaching and learning context. The cultural contents analysis can be found in both international and Thai studies.

Lee (2009) investigated cultural aspects and how the textbooks teach culture in 11 high-school EFL conversation textbooks used in South Korea. The researcher analyzed the content of 11 textbooks from the culture-specific aspect of target culture learning is focused on two domains which are Big "C" and small "c" cultures. The 22 themes of big "C" domain included Races/ Geography/ historical sites, Arts/ crafts/ national treasures, Agriculture, Literature, Medicine/ science, Currency/ shopping/ market/ industry/ business, Infrastructure/ metropolitan, Education, Dress/ style/ food/ housing,

Festivals/ party/ ceremonies/ celebrations, Holidays, Postal system/ Mass communication, Various social customs, Region/ regional varieties, Regions, Sports/ leisure/ music/ recreation, Traffic/ transportation, Family, Meaning of touch/ space/ artifact, Nonverbal behaviors, Space communication, Government/ politics. For the 26 themes of small "c" were designed with references from intercultural, sociological, ethnography, and sociolinguistic perspectives. The 26 themes of small "c" culture consisted of Freedom, Privacy/ individualism, Equality/ egalitarianism, Fairness, Competition, Materialism, Hard work, Confrontation, Novelty-oriented, Self-improvement, Nurture, Personal control over environment, Control over time, Action (work)-oriented, Informality, Directness/ openness/ honesty, High involvement, Liberal, Experimental, Future-oriented, Rules/ Regulations-oriented, Male-dominated, Self-interest oriented, Self-reliance, Weak-face consciousness, and Result-oriented. The findings showed that all of the textbooks neglected small "c" culture but big "C" culture showed predominantly in the majority of textbooks. The US culture was used as the main source. This study concluded that 11 EFL textbooks in Korea did not pay attention to the small "c" domain. The textbooks were not designed to enhance learners' intercultural communicative competence or culture-specific competence. Moreover, the researcher suggested some guidelines that ELT (EFL/ESL/EIL) contemporary instructional materials need to be provided cultural content or cultural information.

Wu (2010) carried out an analysis of cultural content in China EFL reading textbooks. The research focused on analyzing the cultural content in College English (New) from the internal perspectives. The researcher collected the data of the cultural content in two ways. The one was the theme of whole unit including the gist of the pre-reading, text A and text B; the other was the cultural information in the pre-reading, text A, text B, footnotes and exercises. The criteria for textbook evaluation included eight areas was shown in the following list:

- (1) Social identity and social group (social class, regional identity, ethnic minorities)
- (2) Social interaction (differing levels of formality; as outsider and insider)
- (3) Belief and behavior (moral, religious, beliefs, daily routines)
- (4) Social and political institutions (state institutions, health, care, law and order, social security, local government)

- (5) Socialization and the life cycle (families, schools, employment, rites of passage)
- (6) National history (historical and contemporary events seen as markers of national identity)
- (7) National geography (geographical factors seen as being significant by members)
- (8) Stereotypes and national identity (What is “typical” symbol of national stereotypes)

The results revealed that the cultural content input was not received the attention in designing and organizing the College English (New). However, cultural details could be found in the pre-reading, text, footnotes and exercises. According to the analysis, it was suggested that the fifth phase of the textbook should reflect the culture of other English-speaking communities for example international cultures should be included. Moreover, the Chinese cultural content should be increased and the cultural knowledge in the part of exercise should be addressed.

The other study about cultural content in China EFL textbook was from Xiao (2010). This study was different from Wu (2010) because a listening textbook was used instead. Xiao (2010) examined cultural contents of an in-use EFL textbooks and students’ attitudes and perception towards culture learning at JiangXi University of Science and Technology, China. This study analyzed the listening textbook called “Contemporary College English for listening 3” under the theme of big “C” and little “c” cultures. There were nine themes for big “C” including politics, economy, history, geography, literature/art, social norms, education, architecture, music, and seven themes for little “c” including foods, holidays, lifestyles, customs, cultural values, hobbies, and gesture or body language. The participants were 96 English major students from three classes. They were asked to respond to the questionnaire. The findings revealed that target cultural contents, particularly the cultures of the UK and the US were focused on both the “Scripts” section for the listening tasks and the “Notes” section. Moreover, the results revealed that Big “C” culture had a high percentage than little “c” culture. Top five themes belonged to Big “C” culture were politics, education, history, music and economy. It could be inferred that the authors may not pay much attention to the important role like little “c” in the sense that it could improve learners’ communicative competence. The target culture was mainly focused in a textbook while source culture

(Chinese) and international culture were not. Finally, the students had positive attitudes toward the importance of culture and cultural learning.

The next study differed from Xiao (2010) in terms of the framework. Ahmed and Francoise (2011) investigated the textbooks from a cultural point of view and also examined whether the authors of textbooks belonging to a specific culture can present C1 (the learners' first culture) and C2 (the target culture) in an appropriate way in the textbooks. The three ESL textbooks being taught in Pakistan written by foreign authors were used. The analysis focused on cultural reflection both in text and visual material used in the ESL textbooks. The researchers concluded with the idea that ESL textbook authors should have an awareness of both C1 and C2. In this way, the authors can realize the similarities and differences between the two cultures. The researchers also suggested that the authors from both C1 and C2 should work in collaboration, in order to have culturally familiar textbooks.

Liu (2013) investigated the types of culture and kinds of culture introduced in Chinese EFL listening and speaking textbooks for a university level. A series of Chinese College English textbooks was used as the research material. There were eight books including four students' books and four teachers' manuals of Listening and Speaking 1-4 of New Horizon College English (NHCE) and Research Press. In this study, 19 themes were designed for examining aspects of culture under the terms of big "C" and little "c" culture. Twelve themes for big "C" culture included politic, economy, history, geography, literature/art, social norms, education, architecture, sports, music, movie, and science. For little "c" culture, there were seven themes including food, holiday, lifestyles, customs, values, hobbies and gestures/ body language. The results revealed that the contents of NHCE teachers' manuals were mainly related to target culture and unidentified sources of culture. The textbooks were dominated by target cultural content while international target culture and source cultural content contained a very small percentage. It was also found that under the themes of big "C" and little "c", the predominant theme was little "c" of "values". The study suggested that cultural contents in Chinese EFL textbooks could promote students' intercultural communicative competence.

The next research was from Thailand, a researcher analyzed Thai cultural aspects from EFL textbooks used by secondary school learners. Nomniam (2013) examined Thai cultural aspects in 6 English language textbooks called World Wonders 1 and My World Series 2-6 used in Kanchanaburi province. The findings showed that Thai culture in these textbooks could be classified into five main aspects, which were products (rice, sepak takraw, and tuk-tuk), practices (cooking, eating, and Thai boxing), persons (Siamese king, and Vanessa-Mae), perspectives (Thai people, traffic congestion, food, weather, and Thai language), and places (tourist sites such as Phi Phi Island and Phuket). The researcher also suggested that the English teachers should realize to raise language learners' awareness of different cultures. This study presented some potential implications for the development of culturally appropriate English textbooks for language teachers and secondary school learners in Thailand.

In the recent year, Mayangsari et al (2017) explored the cultural dimensions in EFL textbook which was used for grade 8 students in Indonesia. They divided the culture into five dimensions as follows:

(1) Products which include four aspects namely artifacts (food, document, language, money, tool), places (buildings, cities, houses), institutions (family, law, economy, religion, education, politic), and art forms (music, clothes, dancing painting, movie, architecture).

(2) Practices which involve acts (ritualized communicative practices), scenarios (extended communicative practice), and lives (stories of the member of the future).

(3) Perspectives which represent the perceptions, beliefs, values, and attitudes that underlie the products and guide people's behavior in the practice of culture.

(4) Communities which include specific social contexts such as national culture, circumstances (e.g. religious ceremonies), and group (e.g. different social clubs) in which members carry out cultural practices.

(5) Persons which refer to individual members who embody the culture and its communities in unique ways. Personal identity and life history play key roles in the development of a cultural person.

The results showed that the dimensions of products and perspectives had great role represented in the textbook "Bahasa Inggris When English Rings a Bell for Grade

Eight”. On the other hand, practices, communities and persons had less attention in this textbook.

In the next study, Chutong (2018) investigated cultural content and cultural aspect in four English for Tourism textbooks used at Suratthani Rajabhat University. The data was collected from reading passages in two commercial and two in-house textbooks. The cultural content was analyzed under the themes of Big “C” and little “c”. The results showed that there was a strong preference for the Big “C” cultural themes while the little “c” cultures were demonstrated with fairly lower frequency. In addition, sources of culture in the commercial textbooks were presented global culture, glocal culture, and Thai culture respectively. In contrast, Thai culture gained the highest frequency in in-house textbooks.

Rodrigues (2018) carried out the differences of cultural content of six B2-level textbooks for English language teaching in Spain which were in the range from 1992 to 2013. The cultural content under the terms of big “C” and small “c” cultures was also analyzed. The culture checklist contained 14 themes for big “C” categories and 15 themes for small “c” categories. The 14 themes of big “C” categories were Ethnic groups, Geography/ history/ politics/ regional variations, Arts/ crafts/ monuments/ historical sites, Literature, films, music and mass media/ Icons/ Celebrities, Currency/ shopping/ market/ housing/ transportation, Urban life/ infrastructure/ housing/ transportation, Education, Dress-style, Food, Festivals/ Celebrities/ holidays/ ceremonies, Social customs, Leisure/ sports, Family, Non-verbal communication (personal space). For small “c” categories contained 15 themes included Individualism/ collectivism, Equality, Fairness, Competition, Materialism, Confrontation, Novelty oriented (newer is better), Self-improvement, Nature (up-bringing, and education), Time, Level of formality, Communication styles, Rules-regulation oriented, Male-oriented, and Result-oriented.

The results revealed that the number of cultural occurrences recorded was 387. Culture in general occurred 56 times. The details of big “C” occurred 231 times, and small “c” occurred 100 times. It could be summarized that big “C” culture appeared more than small “c” culture in these textbooks. Products, artifacts and external behaviors were used more frequently when trying to present a specific culture.

From the review of the literature, it could be concluded that cultural contents play an important role in English language textbooks in order to enhance the communicative competence of students. As seen from the previous studies, the cultural contents in textbooks for intermediate to advanced levels were analyzed by many researchers.

So, it was interesting to analyze the cultural contents in English language textbooks for the beginning level in Thai educational context. The current research approaches the concept of culture in the view of aspects of culture; big "C" and small "c" cultures and categories of culture. The frameworks of Lee (2009), Xiao (2010), and Rodrigues (2018) were adapted to analyze the data in terms of aspects of culture. The cultural themes under big "C" and small "c" cultures covered the cultural contents in the textbooks for secondary students were selected to classify the data. Besides, the categories of culture were analyzed based on the concept of Cortazzi and Jin (1999); McKay (2000).

CHAPTER 3

RESEARCH METHODOLOGY

This chapter presented the research methodology including research design, data collection, and data analysis.

3.1 Research design

This study employed content analysis method, but it was descriptive qualitative since the purpose of this study is to gather the description about cultural contents and cultural aspects in reading sections of two EFL textbooks.

Cultural contents are required in textbooks for grade 9 students in order to promote the use of appropriate language by observing social manners and others' cultures. So, the data source in this study was two different EFL textbooks used by grade 9 students in Sisaket province. These selected textbooks were approved by the Ministry of Education to be used in Thai secondary schools and widely used in the Secondary Education Office Service area 28 in Sisaket. The first textbook was "Access 3" (3rd edition). It was written by Virginia Evans and Jenny Dooley and published by Express Publishing (Berkshire, UK). This textbook has been reprinted and distributed in Thailand by Aksorn Charoen Tat ACT. Co., Ltd. The other textbook was "New World 3" (1st edition). It was written by Manuel Dos Santos and published by McGraw-Hill Education (New York, USA). It has been reprinted and distributed by Thai Watana Panich Publishing.

The titles of units and modules of these two textbooks were shown in Table 3.1 and 3.2. As they revealed, these two textbooks provide at least one section of reading and exercise of each unit. The reading sections including reading passages, illustrations, and exercises were used to analyze the categories and types of culture.

Table 3.1 Modules and titles in “Access 3”

Module	Module title	Module	Module title
1	Lifestyles	6	Safety comes first
2	Narrow Escape!	7	Profiles
3	Travel	8	Our precious Earth
4	The media	9	Choices
5	Our future	10	It’s fun!

“Access 3” contained a starter unit and 10 modules. Every module was made up of six components which were grammar, vocabulary, reading and listening, speaking and functions, writing, and culture.

Table 3.2 Units and titles in “New World 3”

Unit	Title	Unit	Title
1	How Often Do You Work Out?	7	Have You Ever?
2	Don’t Worry! Be Happy.	8	The More, the Better
3	What Do We Need?	9	It’s Amazing!
4	Going Shopping	10	Leave My Things Alone!
5	Did You Have a Good Time?	11	What Should I Do?
6	Accidents Happen!	12	Will You Miss Me?

“New World 3” contained 12 units, each unit was made up of six components which are functions, grammar, language, vocabulary, pronunciation, reading, and writing.

3.2 Data collection

In order to collect the data, the cultural contents in reading sections including reading passages, illustrations, and exercises in each unit in “Access 3” and “New World 3” were concentrated. Reading sections were defined as follow:

Reading passages (R): reading passages/ short passages in each unit.

Illustrations (I): the photographs and images in each reading section.

Exercises (E): questions, discussion, and gap-filling tasks which are incorporated to enhance learners' comprehension.

The data of the cultural contents in two EFL textbooks was analyzed from two perspectives. The first perspective focused on the categories of culture, which included target culture, source culture, and international culture were based on the framework of Cortazzi and Jin (1999) and McKay (2000). While, Lee (2009), Xiao's (2010), and Rodriguez's (2018) concepts on themes under big "C" and small "c" cultures were adapted in order to use in the second perspective. The themes that covered the contents in EFL textbooks used by Thai students were obtained to code and categorize the data.

The textbook analysis procedure was carried out in these steps. First, the objectives of reading passages in each unit were determined. Then the reading passages, illustrations, and exercises were examined. After that illustrations, reading passages, exercises were classified and coded into the categories and aspects of culture in the framework of "Analysis criteria of categories and aspects of culture" (Table 3.3). This analysis could help the examiner counted different categories and types of culture and themes. The frequency counts would be arranged by aspects of culture in Table 3.4. In order to classify the culture categories, the names of countries appearing in each part were noted and then coded. The aspects of culture in each reading section were classified and summarized based on the main ideas and major contents of the reading passages.

3.3 Data analysis

This study employed content analysis method to gather the cultural information from textbooks. Krippendorff (2018) defined content analysis as "a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use". It provided new insights. Weber (1990) also offered a definition of content analysis as research method uses a set of procedures to make valid inferences from texts. Depending on the purposes, words, phrases, and other units of text having similar meanings classified into the same category. Weber (1990) suggested that to provide valid inferences from the text, it is important that the classification process is reliable in terms of consistency.

According to Cohen et al. (2007), content analysis is the process of four “C”s include coding, categorizing, comparing and concluding. Dörnyei (2007) stated that coding is used to reduce or simplify the data while emphasizing their specific features in order to connect them to broader concepts. Cohen et al. (2007) stated the essential features of the process of content analysis as follows:

- (1) breaking down text into units of analysis;
- (2) undertaking statistical analysis of the units;
- (3) presenting the analysis in as economical a form as possible

Based on the abovementioned frameworks, the analysis criteria was constructed for the purposes of this study. Analysis criteria of cultural contents were divided into two main groups. The first group was categories of culture which included source, target, international cultures and culture free were designed based on Cortazzi and Jin (1999)’s concept. Some reading sections did not provide any references to a specific cultural point and not related to a particular country in terms of categories of culture and types of culture, it was added in culture free category based on Xiao (2010).

The second group is aspects of culture under the themes of big “C” and small “c” which adapted from the concepts of Lee (2009), Xiao (2010), and Rodrigues (2018). For this study, 23 themes were used to investigate the aspects of culture (big “C” and small “c”). There were 12 themes for big “C” culture, and 11 themes for small “c” culture. The 12 themes of big “C” culture consisted of Economy, History/geography, Literature, Arts/crafts, Science, Music/films/mass media/celebrities, Education, Sports, Infrastructure/ metropolitan, Currency/ shopping/ market/ housing, Traffic/ transportation, and family. Moreover, the 11 themes of small “c” culture consisted of Food, Holidays/festivals, Lifestyles, Customs, Values, Hobbies, Competition, Materialism, Equality, Male-oriented, and Result-oriented.

The cultural contents in reading sections in each unit of two EFL textbooks were checked by marking in related aspects in Table 3.3. After the overall marks were gathered, the numbers of cultural contents in reading sections of two EFL textbooks were added and classified in a reading passage, illustration, and exercise part in Table 3.4.

Table 3.3 Analysis criteria of categories and aspects of culture

Book: Unit No: Topic:	Categories of culture			
	Source Culture (Thai culture)	Target Culture American culture, British culture, Australian culture, Canada culture	International Culture (Culture in countries where English is not used as first language)	Culture Free
Big “C” culture				
Economy				
History/ geography				
Literature				
Arts/crafts				
Science				
Music/ films/ mass media/ celebrities				
Education				
Sports				
Infrastructure/ metropolitan				
Currency/shopping/ market/ housing				
Traffic/ transportation				
Family				
Small “c” culture				
Food				
Holidays/ festivals				
Lifestyles				
Customs				
Values				
Hobbies				
Competition				
Materialism				
Equality				
Male-oriented				
Result-oriented				

To answer the three research questions, the data was analyzed by using a method of descriptive quantitative research. To answer the first question, data obtained from the textbook analysis, the cultural contents were analyzed into aspects of culture under the theme of big “C” and small “c”. In order to analyze the reading sections, each part was coded with the corresponding theme according to the coding guidelines (Table 3.5 and 3.6). Additionally, the cultural contents were analyzed by categorizing them into three categories included source culture, target culture, and international culture based on framework of Cortazzi and Jin (1999).

The unit of analysis was the major idea of this study. The contents were coded and classified according to words, phrases, sentences, and other units of text. This study tried to maintain objectivity and reliability in the data analysis. Two English teachers coded the data and checked for alternative explanations. There were 22 units in two textbooks. Illustrations and exercises that accompany the reading passages were also used to support the analysis of cultural content in those reading tasks. The frequency of cultural content that appeared in reading section was counted regarding the categories and the aspects of culture. The raw data were put in the table (see Appendix B). Then, they were calculated using percentages to provide support to reveal the amount of cultural information contained in textbooks.

In case of making a decision to classify the themes under big “C” and small “c”, the other source as Oxford Advanced Learner’s Dictionary, the 8th Edition was adopted to explain the definitions of each theme and distinguish that whether the cultural content belonged to that particular theme or not. The detailed definitions were shown in Table 3.5 and 3.6

Table 3.5 Definitions for 12 themes of big “C” culture

Themes	Definitions
Economy	the relationship between production, trade and the supply of money in a particular country or region
History	all the events that happened in the past, the past events concerned in the development of a particular place, subject

Table 3.5 Definitions for 12 themes of big “C” culture (Continued)

Themes	Definitions
Geography	the scientific study of the earth’s surface, physical, features, divisions, products, population
Literature/Art/Crafts	Literature: pieces of writing that are valued as works of art, especially novels, plays and poems (in contrast to technical books and newspapers, magazines)
	Art: the use of the imagination to express ideas or feelings, particularly in painting, drawing or sculpture
	Crafts: an activity involving a special skill at making things with your hands
Science	Science: knowledge about the structure and behavior of the natural and physical world, based on facts that you can prove, for example by experiments
Music/Films/Mass media /Celebrities	Music: sounds that are arranged in a way that is pleasant or exciting to listen to. People sing music or play it on instruments; <i>pop/ dance/ classical/ church music</i>
	Films: a series of moving pictures recorded with sound that tells a story, shown on television or at the cinema/movie theater
	Mass media: sources of information and news such as newspapers, television, radio, and the internet, that reach and influence large numbers of people
	Celebrities: a famous person; TV celebrities
Education	a process of teaching, training and learning, especially in schools or colleges, to improve knowledge and develop skills
Sports	activity that you do for pleasure and that needs physical effort or skill, usually done in a special area and according to fixed rules

Table 3.5 Definitions for 12 themes of big “C” culture (Continued)

Themes	Definitions
Infrastructure/ Metropolitan	Infrastructure: the basic systems and services that are necessary for a country or an organization to run smoothly, for example buildings, transport and water and power supplies
	Metropolitan: connected with a large or capital city
Currency/Shopping/ Market/Housing	Currency: the system of money that a country uses
	Shopping: the activity of going to shops/stores and buying
	Market: an occasion when people buy and sell goods
	Housing: houses, flats/apartments, etc. that people live in, especially when referring to their type, price or condition
Traffic/ Transportation	Traffic: the vehicles that are on a road at a particular time
	Transportation: a system for carrying people or goods from one place to another using vehicles, roads, etc.
Family	a group consisting of one or two parents and their children

Table 3.6 Definitions for 11 themes of small “c” culture

Themes	Definitions
Food	things that people or animals eat
Holidays/Festivals	Holidays: a period of time when you are not at work or school
	Festivals: a series of performances of music, plays, films/movies, usually organized in the same place once a year; a series of public events connected with a particular activity or idea
Lifestyles	the way in which a person or a group of people lives and works example: daily routine schedule, styles of entertainment and fashion
Customs	an accepted way of behaving or of doing things in a society or a community
Values	beliefs about what is right and wrong and what is important in life

Table 3.6 Definitions for 11 themes of small “c” culture (Continued)

Themes	Definitions
Hobbies	an activity that you do for pleasure when you are not working
Competition	an event in which people compete with each other to find out who is the best at something
Equality	the fact of being equal in rights, status, advantages, etc. example: racial/social/sexual equality/ equality of opportunity
Materialism	the belief that money, possessions and physical comforts are more important than spiritual values
Male-oriented	biased toward, dominated by, or designed for men
Result-oriented	an individual or organization that focuses on outcome rather than process used to produce a product or deliver a service.

Later, the data analyzed in the form of percentages were compared with the appearance of cultural aspects (small “c”) to show the similarities and differences in terms of intercultural representation in two textbooks. Qualitative data was emphasized on the description of cultural content which contained categories and types of culture. Moreover, the cultural details that were analyzed from the reading sections of two textbooks were represented the information of the intercultural awareness. An example of the reading section analysis in Unit One of “Access 3” textbook was shown in Table 3.7.

Table 3.7 An example of the reading section analysis in Unit One of “Access 3” textbook

Aspects	Content Summaries	Themes	Category
Reading passage	The difference daily life of two students	Lifestyles	Target (UK, Scotland)
Illustrations	London and a farm in the north of Scotland	Geography	Target (UK, Scotland)
Exercises	Dairy of Sarah and Annabel	Lifestyles	Target (UK, Scotland)

The summary of content described in Table 3.7 was “The difference daily life of two students”. The passage was about two students, Annabel who lived in London and Sarah who lived on a farm in the north of Scotland and they were swapping families and schools for a week. They described their daily life in the diary to explain what they did in each day in different country and family. The illustrations were the places in London and Scotland. The exercise focused on the questions about Sarah’s and Annabel’s diary. Moreover, the name of countries in the target culture was mentioned in this reading section.

CHAPTER 4

FINDINGS

This chapter reported the findings of the study based on the results obtained from the analysis of cultural content in two EFL textbooks used by grade 9 students. The main findings were presented in the following aspects:

4.1 Aspects of culture in the two textbooks

4.1.1 Big “C” culture

4.1.2 Small “c” culture

4.2 Categories of culture in the two textbooks

4.3 Comparing the cultural contents of two textbooks in promoting intercultural awareness

4.1 Aspects of culture in the two textbooks

To answer the first question about the aspects of culture in terms of big “C” and small “c” cultures in “Access 3” and “New World 3” textbooks, the cultural contents were categorized based on a modified version of Lee’s (2009) and Xiao’s (2010) concepts of big “C” and small “c” cultures. The distribution and percentage of these two aspects of culture and 22 themes were presented in this section. The cultural contents in each EFL textbook were analyzed from a reading skill section in each unit.

The percentage of big “C” and small “c” cultures’ representation in “Access 3” and “New World 3” textbooks were shown in Figure 4.1.

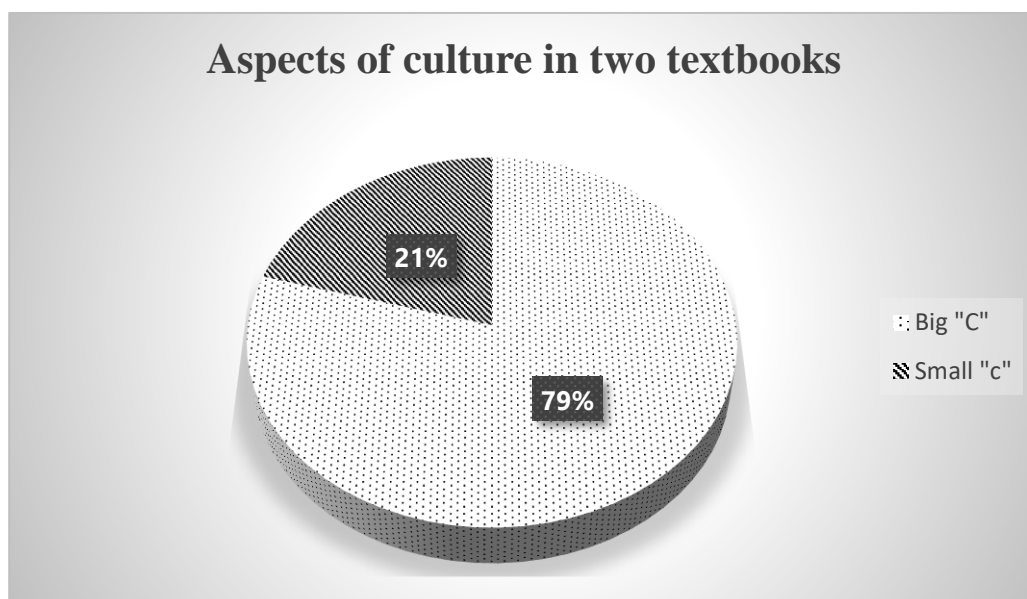


Figure 4.1 Aspects of culture in two textbooks

The results revealed that the authors of the two textbooks paid more attention to big “C” culture than small “c” culture. Both “Access 3” and “New World 3” were mainly focused on big “C” culture (79%) through reading passages, illustrations, and exercises, while small “c” culture was considered as less attention (21%).

The themes under big "C" culture were found in both two EFL textbooks. The big "C" themes found in two EFL textbooks consisted of History/ geography, Science, Music/ films/ mass media/ celebrities, Education, Sports, and Currency/ shopping/ market/ housing. Only the theme of Infrastructure/ metropolitan was found in "New World 3" textbook. The top five themes found in “Access 3” and “New World 3” textbooks were big “c” culture. Of all themes, “History/ geography” theme was ranked as top frequency occurrence with a total of 17 times in both two different textbooks. The second highest was “Science” theme, followed by “Music/ films/ mass media/ celebrities”, “Currency/ shopping/ market/ housing, and “Sports” themes respectively. There were five themes in small “c” culture that occurred in two textbooks included “Holidays/ festivals”, “Lifestyles”, “Food”, “Values”, “Materialism”, and “Equality”. The theme of “Lifestyles” was found at a high frequency among five themes.

The frequency of 22 themes under big “C” and small “c” cultures in reading sections of two EFL textbooks were presented in Table 4.1

Table 4.1 Frequency and percentage of 22 themes under big “C” and small “c” cultures in two EFL textbooks

	<div>Textbook</div> <div>Themes</div>	Access3			Total of each theme	New World3			Total of each theme	Total
		R	I	E		R	I	E		
Big “C” categories	Economy	-	-	-	-	-	-	-	-	-
	History/ geography	2	4	2	8	2	4	3	9	17
	Literature	-	-	-	-	-	-	-	-	-
	Arts/crafts	-	-	-	-	-	-	-	-	-
	Science	1	1	1	3	4	2	4	10	13
	Music/ films/ mass media/ celebrities	2	2	2	6	-	-	-	-	6
	Education	-	-	1	1	-	1	-	1	2
	Sports	1	1	1	3		1		1	4
	Infrastructure/ metropolitan	-	-	-	-	1	1	1	3	3
	Currency/shopping/ market/ housing	1	1	1	3		1	1	2	5
	Traffic/ transportation	-	-	-	-	-	-	-	-	-
	Family	-	-	-	-	-	-	-	-	-
	Total	7	9	8	24	7	1	9	26	50
		24				26				
	Percentage (%)		77.42%				81.25%			
Small “c” categories	Food	-	-	-	-	-	1	-	1	1
	Holidays/Festivals	1	-	1	2	1	-	-	1	3
	Lifestyles	1	-	1	2	-	-	2	2	4
	Customs	-	-	-	-	-	-	-	-	-
	Values	-	-	-	-	1	-	1	2	2
	Hobbies	-	-	-	-	-	-	-	-	-
	Competition	-	-	-	-	-	-	-	-	-
	Materialism	1	1	-	2	-	-	-	-	2
	Equality	1	-	-	1	-	-	-	-	-
	Result-oriented	-	-	-	-	-	-	-	-	-
	Total	4	1	2	7	2	1	3	6	13
		7				6				
	Percentage (%)		22.58%				18.75%			

Note: R= reading passage, I= illustration, E= exercise

4.1.1 Big “C” culture

Table 4.1 demonstrated the representation of the themes under big “C” and small “c” cultures in “Access 3” textbook. The big "C" theme was paid much attention in the "Access 3" textbook. Out of 10 units, the reading sections focused on big “C” culture (77.42%). The theme of “History/ geography” under the big "C" culture was observed as a high frequency (a total of 8 times) through reading passages, illustrations, and exercises.

For example, the reading passage and illustrations in unit 8. The topic of "Our precious Earth" presented the change of world effects the historical sites. The geography of three places; the Willandra Lakes Region, Australia, the Acropolis, Greece, and Tibetan Plateau, Asia was introduced. The exercise was also related to the geography of these three places.

The “Music/ films/ mass media/ celebrities” theme occurred 6 times. This theme was observed through the introduction of the American famous actor “Johny Depp”. The other topic was about news contents from newspaper and magazine on the internet in UK. The cultural contents on this theme were related to the target culture of US and UK.

The themes of “Science”, “Sports”, and “Currency/ shopping/market/ housing” show the same frequency occurrences (3 times) through reading passages, illustrations, and exercises. They involved the topic about the dangerous living things (for example, the characters of Stonefish, Irukandji jellyfish, Cone shells, and Sharks); the introduction of three kinds of extreme sports and the tips to shop smartly (the power of human to make smart buying choices).

The “Education” theme was found in the exercise provided the question about education helps everyone has equal opportunities. The exercise was designed to elicit students’ thoughts about the importance of education and how education helps people solve the problem.

Furthermore, the results shown in Table 4.1 demonstrated that reading sections in the “New World 3” textbook were emphasized on big “C” culture, devoting 26 times (81.25%). Of all the themes, the “Science” theme under the big “C” culture was found to be most frequent (a total of 10 times through reading passages, illustrations, and exercises). It was introduced by many topics related to biology (science) such as health

benefits of fruits like kiwi and mangosteen. Another topic was about teenage health which talked about the benefits of exercising and the stress problem.

The next theme that a total of times was closed to the most frequent theme was the theme of "History/geography" (9 times). They included: the history of Bangkok (the most famous tourist destination in Asia); the Sahara in Morocco; the two big cities between London and Paris; Oxford University in London, UK. It can be said that the "History/ geography" theme in this book was shown through not only target culture, but also source culture like the places in Thailand and international culture such as the places in Morocco.

The "Infrastructure/metropolitan" theme was concerned through the reading passage, illustration and exercise. It was presented by the topic of electricity in India (how people deal with the problems when the light went out).

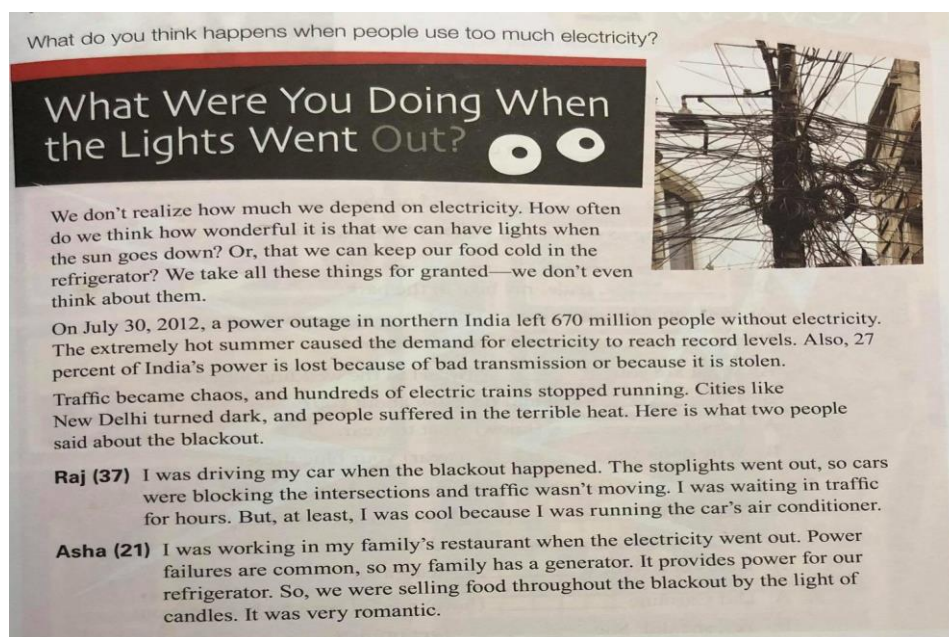


Figure 4.2 An example of big “C” culture in “New World 3” textbook under the theme of “Infrastructure/metropolitan”

The theme of “Currency/shopping/market/housing” was observed by the introduction of shopping and buying things content through illustrations and exercises. The other themes that showed the same frequency occurrence were the themes of “Sports” and “Education”. They were realized through the presented illustrations.



Figure 4.3 An example of big “C” culture in “New World 3” textbook under the theme of “Currency/shopping/market/housing”

4.1.2 Small “C” culture

As the data shown in Table 4.1, the “Access 3” textbook employed small amount of small “c” culture. It occurred only 7 times (22.58%). Four themes of small “c” culture occurred in this book included “Holidays/ festivals”, “Lifestyles”, “Materialism”, and “Equality”.

The “Holidays/ festivals” theme under small “c” culture was realized through reading passage and exercise. It was presented by the topic of the experience of Mark and his family trip. They visited the Island in Thailand.

The other theme was “Lifestyles”. It was about the daily routines of two exchange students. They described their life in a week in their own diary book to explain what they have done in each day.

The themes of “Materialism” and “Equality” were introduced by the reading passage and picture discussing in the topic of ‘the digital divide’. It was about the importance of devices like mobile phones and computers that people use to access the internet worldwide. Some people could access the internet by mobile phone but many people couldn’t afford. It caused the gap between people who could access the technology and those who couldn’t. The passage also mentioned that everyone will have equal opportunities in technology when they bridge the digital divide.

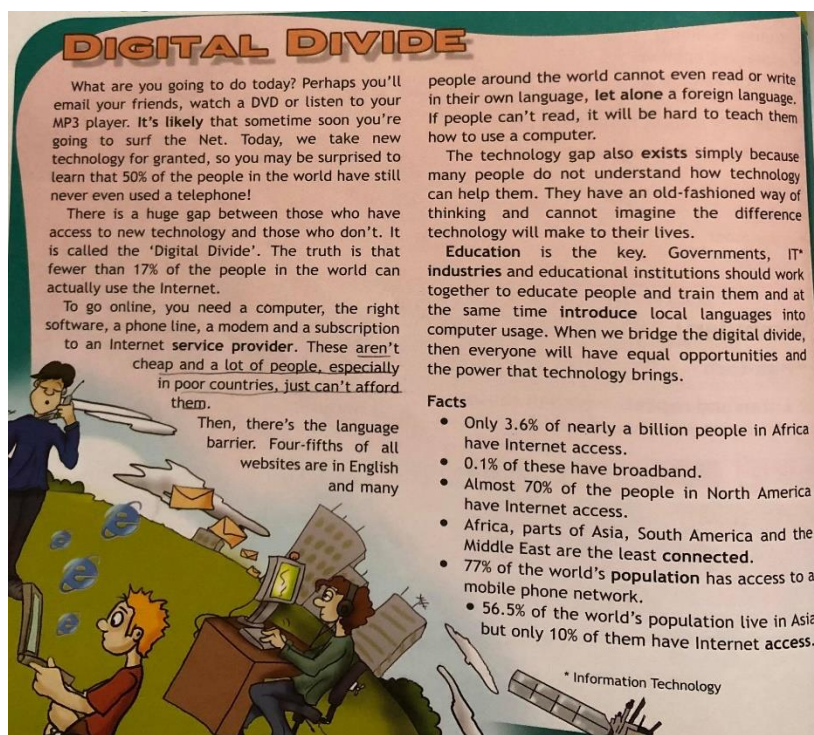
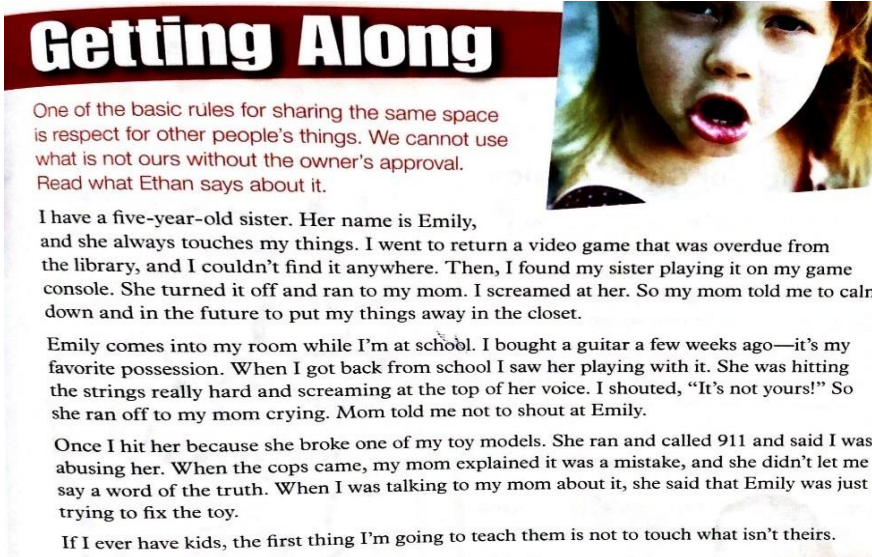


Figure 4.4 An example of small “c” culture in “Access 3” textbook under the themes of “Materialism” and “Equality”

Out of 10 themes of small “c” culture, four themes were presented in “New World 3” textbook which were “Food”, “Holidays/festivals”, “Values”, and “Lifestyles” themes. The results revealed that reading sections in “New World 3” textbook was focused on small “c” only 18.75%.

The example of reading passage from “New World 3” was about showing respect for other people’s belongings when sharing the same space with others. Emily was the example of people who didn’t pay respect to his brother’s stuff and she showed bad habits. The picture presented the little girl who was Emily. The exercise was also about the results of the wrong things Emily did. This passage brought the feature of invisible culture to allow students to understand the different practices in different communities and raise students’ awareness of how to behave in society.



Getting Along

One of the basic rules for sharing the same space is respect for other people's things. We cannot use what is not ours without the owner's approval. Read what Ethan says about it.

I have a five-year-old sister. Her name is Emily, and she always touches my things. I went to return a video game that was overdue from the library, and I couldn't find it anywhere. Then, I found my sister playing it on my game console. She turned it off and ran to my mom. I screamed at her. So my mom told me to calm down and in the future to put my things away in the closet.

Emily comes into my room while I'm at school. I bought a guitar a few weeks ago—it's my favorite possession. When I got back from school I saw her playing with it. She was hitting the strings really hard and screaming at the top of her voice. I shouted, "It's not yours!" So she ran off to my mom crying. Mom told me not to shout at Emily.

Once I hit her because she broke one of my toy models. She ran and called 911 and said I was abusing her. When the cops came, my mom explained it was a mistake, and she didn't let me say a word of the truth. When I was talking to my mom about it, she said that Emily was just trying to fix the toy.

If I ever have kids, the first thing I'm going to teach them is not to touch what isn't theirs.

Figure 4.5 An example of small “c” culture in “New World 3” textbook under the theme of “Values”

4.2 Categories of culture in the two textbooks

To answer the second research question, the results of the distributions and percentages of four categories of culture in two EFL textbooks were presented in this section. The cultural content in terms of categories of culture were derived from data analysis, which based on the frequency of occurrences and percentages in “Access 3” and “New World 3” textbooks. The four categories of culture in this study consisted of target culture, source culture, international culture and culture free categories. The cultural content was analyzed based on the framework adapted from Cortazzi and Jin (1990), and McKay (2000).

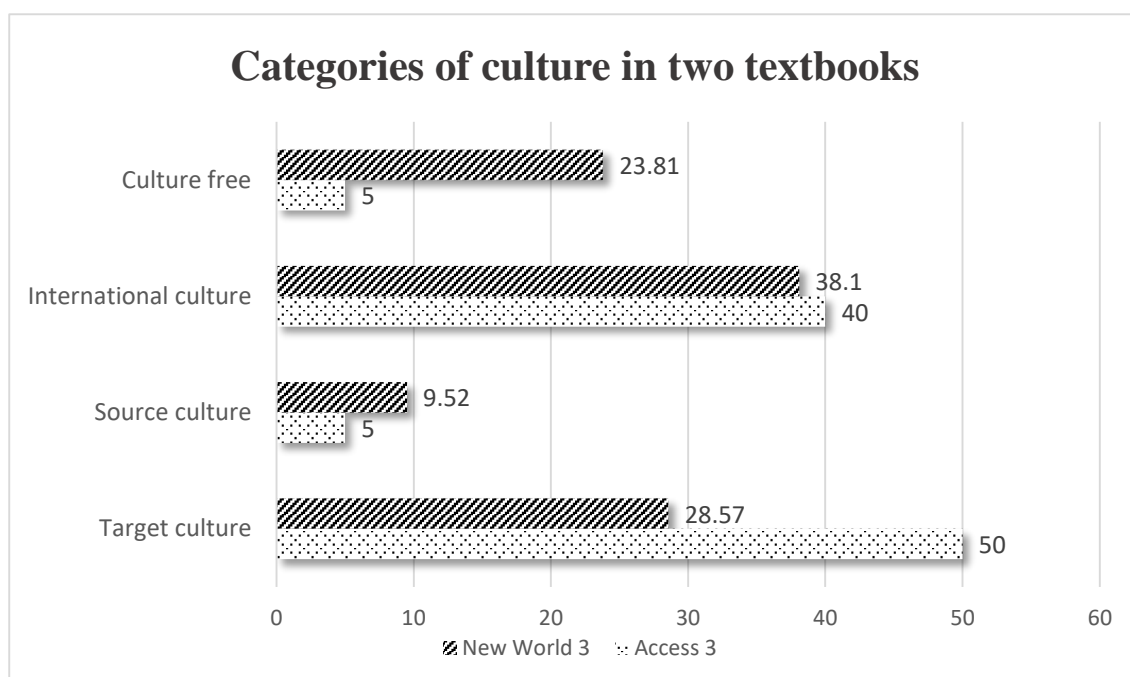


Figure 4.6 Categories of culture in the two textbooks

The data from the above findings shown in Figure 4.2 demonstrated that the two EFL textbooks provided all of the four categories of culture which were the target culture, source culture, international culture and culture free. The two EFL textbooks mainly focused on the cultural contents of target culture and international culture. On the other hand, the cultural content of Thai culture was not paid much consideration in both textbooks.

In “Access 3”, target culture was highlighted over the other three categories of culture which occupied 50% and gained higher frequency than international culture (40%), and source culture (5%). The percentage of Culture Free Category occupied (5%). It gained the same weight as the source culture.

However, in “New World 3” textbook, international culture gained the highest frequency (38.10%), and the next most frequent was target culture (28.57%), Culture Free Category gained up to 23.81%, whereas source culture occupied only 9.52%. The results showed that these two EFL textbooks focused on the cultural content of target and international cultures.

The content related to the characteristics of octopus presented through this reading passage and illustration was categorized in culture free category. The content did not mention any particular name of the country in terms of the category of culture.

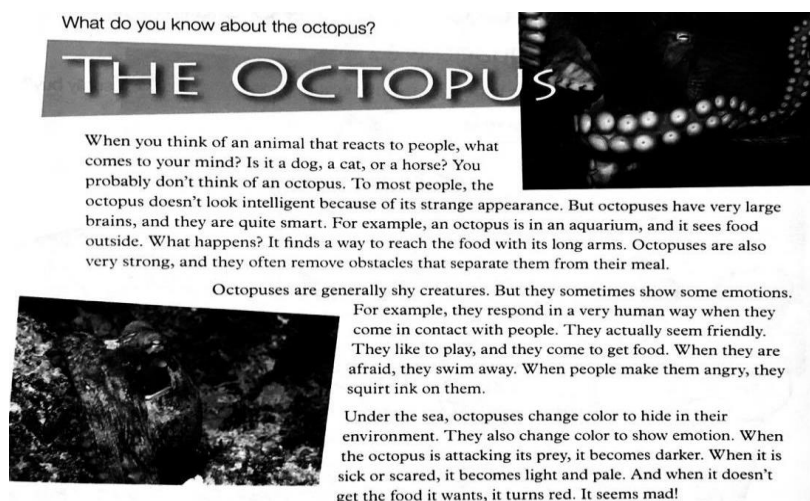


Figure 4.7 An example of “Culture Free Category” in “New World 3” textbook

The cultural content and information in terms of categories of culture in both two textbooks were focused on the cultures in English-speaking countries especially UK, and US societies respectively. Moreover, the international culture was paid considerable attention to cultural content in both “New World 3” and “Access 3” textbooks. The names and cultures of many countries such as France, China, Africa, Mexico, Greece, and Russia had appeared. Nevertheless, in two EFL textbooks, there was a lack of emphasis on source culture (Thai culture) as shown in the results. The information and content of source culture in two textbooks appeared on the topic of Thai fruits, the places in Thailand, and the history of Bangkok.

The "Access 3" textbook paid much attention to target culture. It is evident that most of the cultural content in this textbook which was written by native authors highly presented the culture of English-speaking countries. It aimed at enhancing the students' cultural knowledge of English-speaking countries. For the cultural content in “New World 3” textbook, most of the cultural contents were about international culture. This textbook was designed with the aim at enhancing the students' knowledge of various and different cultures.

4.3 Comparing the cultural contents of two textbooks in promoting intercultural awareness

Intercultural awareness is based on one's own and the target culture. The development of intercultural awareness is an understanding of one's own as well as other cultures.

Table 4.2 Comparison of cultural aspects and categories in the two textbooks

Categories of culture	Textbooks		Total
	Access 3	New World 3	
Target	10	6	16
	50%	28.57%	39.02%
Source	1	2	3
	5%	9.52%	7.32%
International	8	8	16
	40%	38.10%	39.02%
Culture Free	1	5	6
	5%	23.81%	14.64%
Total	20	21	41
	100%	100%	100%
Aspects of culture	24	26	50
	77.42%	81.25%	79%
Big C	7	6	13
	22.58%	18.75%	21%

The result from Table 4.2 showed that source culture was the least employed among the target and international cultures in both EFL textbooks because the two textbooks were commercial texts and were written by English native-speaking authors.

The "New World 3" textbook provided similar amounts of culture free and target culture. The source culture (Thai culture) was found only one time but the international culture was most found. The "Access 3" textbook had different amounts of cultural content. Target culture was found to be most frequent among three categories (50%),

and the next category was international culture occupied 40%, whereas source culture (Thai culture) was least found (5%). The results also revealed that the cultural contents in two EFL textbooks were dominated by target culture and international culture while source culture gained a small percentage.

Even though the small "c" culture can raise students' intercultural awareness, most of the content in the reading section in the two commercial textbooks focused on the big "C" culture. "Access 3" and "New World 3" textbooks did not design to promote the learners' intercultural communicative competence and raise their cultural awareness. The small "c" culture has received little attention from the authors. The big "C" was realized through all sections; reading passages, illustrations, and exercises.

To answer the third research question about the cultural contents in two EFL commercial textbooks that help promote language learners' intercultural awareness, the data which is based on the frequencies and percentages of categories and aspects of cultures revealed that the two EFL commercial textbooks mostly presented big "C" culture, target culture, and international culture. To compare between "Access 3" and "New World 3" textbooks based on small "c" culture and source culture according to promoting intercultural awareness, there was no significant difference between them. Although "Access 3" textbook presented a higher frequency of small "c" culture than "New World 3" textbook, the percentage of source culture in "New world 3" textbook was higher than "Access 3" textbook. "New World 3" and "Access 3" textbooks also paid consideration to international culture as it enhances students' learning in the diversity of cultures all over the world

However, the percentages and frequencies of categories of culture in "New World 3" were not too difference. Moreover, the "New World 3" textbook put the greater emphasis on the source culture content to allow learners understand their own culture and be able to convey their own culture to others, which can help promote students' intercultural awareness.

CHAPTER 5

DISCUSSION AND CONCLUSION

This chapter presented the discussion, pedagogical implications of this study, recommendations for further research studies and conclusion.

5.1 Discussion

5.1.1 Big “C” and small “c” cultures

The finding of two EFL textbooks analysis on reading sections revealed that both textbooks “New World 3” and “Access 3” contained a large part of big "C" culture. The investigation of the frequency of each aspect showed that the number of themes under big "C" culture was larger than small "c" culture in the two textbooks. The representation of cultural contents showed little content on small “c” culture, which is connected to gathering an understanding of various cultures and their differences.

The results of this study were in line with the studies carried out by Lee (2009) and Rodrigues (2018). The present study had similar conclusions, that those books presented the majority of cultural contents that have been devoted to big "C" target-culture learning. The cultural contents analysis in EFL textbooks done by Liu (2013) and Dehbozorgi et al (2014) were incompatible with the present finding since the findings showed that the predominant theme shown in those textbooks was little "c" culture. This finding was in agreement with many scholars' ideas that small “c” culture plays an important role in promoting language learners' intercultural communicative competence (Tomalin & Stempleski, Pulverness 1995, Lee 2009). They argued that cultural learning should focus on small “c” culture in EFL classroom to support students' ability to communicate in everyday situations and intercultural communicative competence.

Small "c" culture should be paid more attention in language teaching and learning in order to encourage learners' understanding in the ways of thinking of society. Lee (2009) highlighted that in language use, small "c" not only determines the norms of

appropriate and polite language use within the framework of a target society but also potentially creates pragmatic failure, especially in interactions with people from other cultures. So, if the learners have small "c" culture knowledge, they will understand how members of a particular group within target language society use their language to describe or function because it supports understanding of certain ways of thinking, behaving and using English language.

As a result, the EFL textbooks used in Thai secondary schools still remain the traditional methods with the focus on big "C" facts and cultural knowledge. The interesting results found in the present study showed that big "C" culture was more dominant than small "c" culture. Only five themes of small "c" culture were found in both textbooks which were "Holiday/ festivals", "Lifestyles", "Food", "Value", "Materialism" and "Equality". The rest of the themes which ranked as top 5 all belong to big "C" culture such as History/ geography, Science, Music/ films/ mass media/ celebrities, Currency/ shopping/ market/ housing, and Sport. This was in agreement with the study of Xiao (2010), the China EFL textbooks were still highlighting the introduction of big "C" culture, such as politics, history, geography, and literature.

Nonetheless, most of the themes under aspects of culture found in two textbooks were based on the topics set out in the learning indicators of grade 9 students. The missing themes under aspects of culture might be found in other textbook series used by the junior high school students. The focus of the basic core curriculum for English subject in Thailand is to promote the students' intercultural communicative competence and intercultural awareness. However, grade 9 students still use their knowledge to pass the examinations especially O-NET. Teachers also use traditional ways of teaching like using only textbooks to teach language. The real-world contextualize communication may be neglected which causes communicative failure students. So, these present findings may increase the understanding of teachers in secondary schools of English teaching to develop intercultural communication skills for students.

In conclusion, the results of this study can be inferred that the authors of these two textbooks paid little attention to the importance of small "c" culture which plays a great role in improving learners' communicative competence. The emphasis of

aspects of culture in "Access 3" and "New World 3" textbooks may need to be considered and recognized in order to promote students' intercultural awareness.

5.1.2 Source, target and international culture

The results from two EFL textbooks analysis in reading sections which consist of reading passages, illustrations, and exercises showed that target and international cultural contents occupied the number of occurrences and gained significantly higher frequency than source culture. In "Access 3" textbook, the target cultural contents gained the most frequency and followed by international culture. On the other hand, the international cultural contents in "New World 3" textbook were the most presented and were followed by target culture. The lack of source culture content and imbalanced selection of cultural categories for the two EFL textbooks might not be sufficient to develop non-native English students' ICC and raise their intercultural awareness.

The finding was similar to Xiao (2010), Liu (2013), Dehbozorgi et al (2014). They demonstrated that EFL textbooks were lack of focus on the culture of the Outer Circle countries in comparison with countries in the Inner Circle. Dehbozorgi et al (2014) reported that the target culture is highlighted over the other three categories of culture, i.e. source culture, international culture, and culture free in two Iran EFL textbooks. Liu (2013) mentioned that the textbooks were mainly focused on target cultural content. Xiao (2010) analyzed cultural contents in in-use Chinese English listening textbook, the results showed that the target culture was mainly emphasized than source and international cultures. Moreover, the result of this study in term of the target cultural contents also supported the finding of Chutong (2018) which concluded that most of the commercial English for Tourism textbooks highlighted on the British and American cultures as the target cultures of English-speaking countries. The reason that EFL textbooks focused on American and British culture because writers who are native speakers conveyed the cultural elements with the views, values, beliefs, attitudes, and feelings of their own English-speaking society such as the United States and the United Kingdom (Alptekin, 1993).

To concern with the source culture, from the results of the textbooks analysis, source culture occurred in "Access 3" textbook only 5% and 9.52% in the "New World 3" textbook. The source culture was concerned about the places in Thailand, the history

of Bangkok and Thai fruits. According to the findings of Xiao (2010), cultural learning and teaching paid attention to target culture as the primary, while source culture and international culture were given a little attention. The result of the present study also illustrated that target and international culture play a role in two EFL textbooks. This is the same as the point suggested by McKay (2002) that international culture should play an increasing role in facilitating students' Intercultural Communicative Competence (ICC) in EFL context. Moreover, the importance of cultural teaching and learning is to encourage students to recognize the diversity that exists in every culture, especially in this era of globalization.

In contrast, the study of Abbasian and Biria (2017) found that junior high school English language textbooks in Iran were designed to get students familiar with their own culture in English language. The international cultural points were paid little attention, and most of the target cultural contents were neglected. The writers required students to be prepared to transmit their own culture to other people from different countries without the understanding of their cultural points. Besides, the study of Mayangsari et al (2018) revealed that the Indonesian EFL textbook used for grade 8 students contained the content of the source culture more than the target culture. The researchers recommended that students should have experiences about the target culture to enhance intercultural competence through textbook. The researchers suggested that English textbooks should represent the balance of cultural content include source culture, target culture, and international culture to support students' intercultural competence.

Most of commercial textbooks are full of the cultural contents of the target culture and international culture. It is hard to find the source culture contents in EFL textbooks, as the commercial textbooks were written for the global market, and did not reflect the interests and needs of students in certain countries or areas. For the other concern, the objective of commercial textbooks is to be used internationally to achieve a high sales coverage rate (Richards, 2001).

To summarize, the cultural contents in two commercial textbooks; "New World3" and "Access 3" emphasized on the target and international culture. Source culture which helps students understand their own culture along with other cultures was not given a priority in both two textbooks. It is very crucial that cultural content like

categories of culture included source culture, target culture, and international culture should be considered and presented equally in the English textbooks and predominantly represented in many sections of the books. The EFL textbooks should promote English learners learn how to talk about their own culture in English to convey source culture to people in various cultures in terms to develop their intercultural awareness.

5.2 Pedagogical Implications

The results of this study have significant implications and provide some useful information about cultural contents for textbook authors, scholars, teachers of English, and also English language classroom teaching and learning to support Thai students' cultural contents and promote the diversity of cultures that represented in English teaching materials. It is crucial for English teachers to raise language learners' awareness of different cultures so that their beliefs and attitudes will not be dominated by the cultures of English-speaking countries represented in commercial EFL textbooks.

In Thailand, most of the English textbooks that are being used in secondary schools approved by the Ministry of Education are commercial textbooks have been reprinted and distributed by domestic publishing houses. However, the commercial textbooks being used in classrooms were written and designed by authors who are native speakers. The cultural content also has to be diverse without considering the need of students that are going to use language to exchange their own cultures.

From the findings, there was a small percentage of small “c” culture. The authors and stakeholders should reconsider the portion of small “c” culture and the balance of categories of culture with an emphasis on promoting students’ communicative competence and their intercultural awareness. In order to enhance students’ communicative competence, the themes of small “c” as values, customs, holidays, lifestyles should be paid greater attention. Small “c” culture is fundamental to understanding the way of thinking, behaving, the norms and values of the target culture that might differ among people of a different culture, religion, and socio-economic status.

To raise students’ intercultural awareness, teachers should pay attention to their teaching method and encourage students’ consciousness of their own culture. The cultural contents in the sense of categories of culture should be presented equally in

classrooms. Teachers can use other materials to present the diversity of cultural information to learners. Cultural content or information needs to present with illustrations, audios, and videos of the target culture so that learners can easily understand the target language. As a result, students would be able to develop their cultural awareness in order to use the source culture as a reference to compare the differences and diversity that exists in all cultures.

5.3 Recommendations for further studies

This study investigated cultural contents through reading sections in two EFL commercial textbooks used by grade 9 students. The recommendations for further study would be to compare the cultural contents presented in commercial textbooks and in-house textbooks in other grades of students in terms of categories of culture and aspects of culture. The conversation sections in the textbook could be used to investigate the students' intercultural communicative competence whether the textbooks are designed to enable students to use language in various situations.

Other ways of gathering information could be using questionnaires or interviews with the students and teachers. It is possible to draw conclusions regarding teachers' and students' expectations on culture learning, teaching, and cultural contents in textbooks.

5.4 Conclusion

This study examined the cultural contents in two EFL textbooks which are "New World 3" and "Access 3" textbooks used by grade 9 Thai students. This study aimed to investigate what categories of culture were presented in terms of target, source, and international cultures and what aspects of culture were focused on in terms of big "C" and small "c" cultures. Furthermore, the cultural contents in both textbooks were compared to investigate which textbook can promote students' intercultural awareness.

The results of the analysis of reading sections in two EFL textbooks showed that target and international cultures gained a significantly higher frequency than source culture (Thai culture). It is evident that the reading sections in the two textbooks were designed to teach the contents of various cultures with the aim of enhancing the students' understanding of the cultures of English-speaking countries. It can be assumed that

commercial English textbooks may present less of a source culture (Thai culture) for local learners. In the aspects of culture, the themes under big "C" culture were observed as a high percentage, and most of the cultural content and information appeared in the themes of History/geography, Science, Music/films/ mass media/ celebrities, Currency/ shopping/ market/ housing, and Sport.

A small percentage of small "c" was presented through the themes of Food, Holidays/festivals, Lifestyles, Values, Materialism, and Equality. Such a small portion of small "c" cultural content may be insufficient to promote students' intercultural communicative competence. Regarding the comparison of cultural contents between two textbooks in terms of promoting intercultural awareness showed that "Access 3" textbook presented a higher frequency of small "c" culture than "New World 3" textbook but the percentage of source culture in "New world 3" textbook was higher than "Access 3" textbook. However, "New World 3" textbook presented the balance of categories of culture and put the emphasis on source culture content which represented Thai culture through reading passages and exercise.

The findings may provide some insights into the cultural contents in EFL commercial textbooks. It is hoped that the finding may contribute to the implications of teaching and learning English language in Thailand. In terms of enhancing students' intercultural awareness, the students need to be able to understand and convey about their own cultural aspects in English, subsequently understand the target culture or other cultures.

So, the EFL textbooks need to represent the balance of categories in cultural content to encourage students' awareness of their own culture and cultural differences. In addition, small "c" culture content needs to gain higher attention in EFL textbooks used as primary source in language and culture learning to support students' ICC and ICA.

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APPENDICES

APPENDIX A

**The textbook analysis adapted version of Lee (2009), Xiao (2010), and
Rodriques (2018)**

The textbook analysis adapted version of Lee (2009), Xiao (2010), and Rodriques (2018)

Big “C” categories (12 themes)	Small “c” categories (11 themes)
Economy	Food
History/ geography	Holidays/ festivals
Literature	Lifestyles
Arts/crafts	Customs
Science	Values
Music/ films/ mass media/ celebrities	Hobbies
Education	Competition
Sports	Materialism
Infrastructure/ metropolitan	Equality
Currency/ shopping/ market/ housing	Male-oriented
Traffic/ transportation	Result-oriented
Family	

APPENDIX B

Textbooks analysis: Categories and types of culture in two EFL textbooks

Textbooks analysis: Categories and types of culture in two EFL textbooks

The Table of Categories of culture Analysis in two EFL Textbooks

Text books	Access 3				New World 3			
Unit	Target culture	Source culture	International culture	Culture Free	Target culture	Source culture	International culture	Culture Free
1	1	-	-	-	-	-	-	1
2	-	1	-	-	-	-	-	1
3	2	-	-	-	1	1	2	-
4	2	-	-	-	1	-	-	-
5	-	-	4	-	-	1	-	-
6	1	-	-	-		-	1	-
7	1	-	-	-		-	1	-
8	1	-	2	-	1	-	1	-
9	-	-	-	1	-	-	-	1
10	2	-	2	-	-	-	-	1
11	-	-	-	-	-	-	-	1
12	-	-	-	-	3	-	3	-

The table of comparison of categories and aspects of cultures

Categories of culture	Textbooks		Total
	Access 3	New World 3	
Target culture	10	6	16
Source culture	1	2	3
International culture	8	8	16
Culture Free	1	5	6
Total	20	21	41
Aspects of culture			
Big C	24	26	50
Small C	7	6	13
Total	31	32	63

APPENDIX C

Examples of reading sections

Example of reading section in “Access 3” textbook

UNIT
6a
Danger down under

Reading

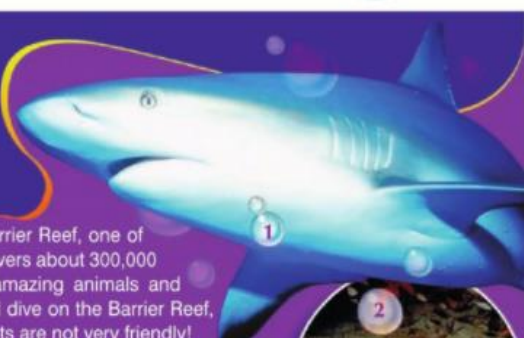
1 🎧 Which picture shows: a stonefish, an Irukandji jellyfish, cone shells, a shark? Which can: bite, sting, eat/attack you? Listen and read to find out.

Danger on the Great Barrier Reef


Australia's biggest attraction is the Great Barrier Reef, one of the wonders of the natural world. The reef covers about 300,000 square kilometres and is home to many amazing animals and plants. Although you're allowed to swim and dive on the Barrier Reef, you have to be careful as some of its residents are not very friendly!

Stonefish
The stonefish looks like a stone, just like the reef that it lives on. It also likes to sit on the sandy seabed. It has spines, though, that it uses to defend itself. They are very sharp and contain a nasty venom which can be very painful and sometimes lethal. To avoid the stonefish's nasty sting, you mustn't touch the reef while swimming and you should make sure you always wear shoes or sandals when walking in shallow, sandy water.


Irukandji jellyfish
These tiny jellyfish are the size of your thumbnail and impossible to see in the water. Don't be tricked, though, by their size! They are one of the most poisonous animals on the planet and a sting from one of them causes terrible symptoms that unless treated properly might kill you.




Cone shells
If you collect shells, you'll really appreciate these attractive colourful cone shells but be careful! They are really snail-like creatures that can give you a toxic and painful sting. If one of these innocent-looking creatures stings you, you must get to the nearest hospital as soon as possible!



Sharks
Many different sharks live on the Great Barrier Reef, but few are dangerous to humans. Shark attacks occur rarely. Still, some attacks are fatal so you should always swim, dive or surf with other people and you mustn't swim at dusk or at dawn, which is shark feeding time.





4

2 Read the text and answer the questions. Which of the creatures:

1 is small and poisonous?	4 is a beautiful colour?
2 eats in the morning & evening?	5 is like a snail?
3 can you often find on the seabed?	6 uses its spines to defend itself?

Example of reading section in “New World 3” textbook



Reading 2.7 

Curriculum Connection Geography



What do you know about the desert?

Under the Stars in the Sahara

One of the greatest experiences I've ever had was in Morocco. It was a trip to the desert. A group of us set off from Marrakesh in a minibus and headed to Merzuga, a tiny town on the edge of the Sahara Desert. The countryside on the way was very unusual. There were dry gray cliffs, and below them were lots of green palm trees.

After traveling for two days, we finally got to Merzuga. Before sunset, we boarded our camels and rode into the desert over the dunes. After two hours, we reached the camp. It was dark, cold, and I was starving. The guide brought a lamb dish, and the five of us shared from a plate eating with our hands.

After dinner, everyone went to sleep in tents, except me. I've always wanted to have the experience of sleeping in the desert, under the stars. But I didn't realize it could get so cold at night. During the day, the temperatures can reach 50° Celsius, but at night, they fall to 4° Celsius. So I took the same blanket that I used to ride the camel and wrapped myself in it to keep warm. The sky at night is amazingly clear. Suddenly, I saw a shooting star, and I made a wish: I want to come back and spend a night in the desert, but next time, in a nice warm sleeping bag.



About the Reading

1. Where did one of the writer's greatest experiences take place?
2. What was unusual about the scenery on the way?
3. How long did the camel ride last?
4. Where did the writer sleep?
5. What was the temperature like in the day?
6. What did the writer think about the sky at night?

(Unit 7, p.55)

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