Cultural Contents of an in-use EFL Textbook and English Major Students' Attitudes and Perceptions towards Culture Learning at Jiangxi University of Science and Technology, China

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ABSTRACT

Teaching culture and developing intercultural communicative competence have become the main concerns for language educators who prepared learners for the challenges of an age of globalization. Therefore, the current cultural learning and cultural contents in English textbooks are important issues to be investigated. This study analyzed cultural contents in a listening textbook, entitled *Contemporary College English for Listening 3 (Book 3),* to answer the first and second research questions: (1) What categories of cultures are presented in an in-use textbook at the university level of EFL in China? (2) What types of culture are presented in an in-use textbook at the university level of EFL in China? To reveal learners' perceptions, attitudes and expectations on cultural contents and culture learning, 96 second year students of Jiangxi University of Science and Technology in China were surveyed to answer the third and fourth research questions: (3) What are the perceptions and expectations of students towards cultural contents in their in-use textbook? (4) What are the attitudes of students towards cultural learning and abilities on cultural implementation?

The findings of the study can be summarized as follows:

1. The authors of *Book 3* paid considerable attention on culture-related contents by presenting cultural information in 65.1% of the "scripts" section for the listening tasks and 31.33% of the "notes" section in teacher's manual. The study found that a strong preference for target cultural contents, particularly the cultures of the United Kingdom and the Unites States. The target culture was focused on significantly in both the "Scripts" section for listening tasks and the "Notes" section,

while low percentage and frequency of source culture and international culture was observed. It is evident that the structure of cultural contents in *Book 3* was basically designed with the aim of enhancing the students' knowledge of English speaking countries' culture.

2. The study also found that a preference for big "C" culture learning with special reference to literature & arts, economy, politics and history. A low percentage of little "c" cultural contents were observed. A close correspondence of top 5 themes was found between' textbook contents and additional cultural knowledge provided in the teacher's manual. Except for lifestyles and values which were two themes under little "c" culture, the rest of the themes which were in the top 5 all belonged to big "C" culture, such as politics, education, history, music and economy. It can be inferred that authors of textbook may not pay great attentions to the important role that little "c" culture played in improving learners' communicative competence.

3. The students reported that the target culture was mainly focused in *Book 3* while Chinese culture and international culture were not. The students considered target culture was very important for their English learning, nevertheless, most students expected more source culture from the textbook. This suggests that the local English textbook may consider bringing more authentic source culture to fulfill the learners' needs. The top 5 expectations from the students on which themes under big "C" and little "c" cultures should be presented in the textbook were: Lifestyles, History, Value, Education and Politics. This finding was in agreement with the results of the textbook analysis which both had an inclination to big "C" culture.

4. The Students have positive attitudes towards the importance of culture and cultural learning. The majority of students perceived the current cultural learning were hindered because their teachers taught with boring and uninteresting methods and their textbooks lacked cultural contents. They preferred to have the lessons if teachers could provide cultural background related to the topics and introduced cultural knowledge by talking about current events related to culture. The students furthermore believed if the cultural knowledge learning could be set as compulsory course, it will facilitate their cultural learning more than the current situation. With respect to the ability to convey cultural knowledge to others, the students believed that they were capable of talking about target culture and Chinese culture in English.

However, for international culture, the students showed a lower level of agreement. This may be demonstrated that this group of students does not value international culture as a necessary and significant component of their English studies.

Pedagogical implications were discussed and trends for future research were recommended.

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CHAPTER 1

INTRODUCTION

1.1 Rationale of the study

The close relationship between culture and language has been generally accepted and stressed by researchers in the language education field. The reasoning is that language is embedded in a particular culture and learners inevitably learn about its underlying culture while learning a language. Language is the 'carrier' of culture, since it is through language that we learn about, share and participate in the development of culture (Duranti 1997).

Applied linguists and language teachers have become aware that a foreign language can rarely be learned without addressing the cultural background and context in which it is used. Byram (1988) supports the belief that a language cannot be taught separately from its culture. Kramsch (1998:3) identifies the ways how language and culture are bound together by indicating that people use language to express facts and ideas but also to reflect their attitudes which are gradually developed through the way that they live in communities. Moreover, language symbolizes cultural reality because people view their language as a symbol of their cultural identity. Therefore, this inseparable relationship between culture and language is always taken into account when English teaching and learning are discussed.

Although the importance of culture in teaching English as a (an) second/foreign/ International language is recognized worldwide, new problems have emerged in the practical teaching and learning process, such as what categories of culture, what types of culture, which country's culture and what scope of the culture the learners should learn in the language classroom.

Since the 1980s, target culture learning has been taught as a key element in the language classroom. Stewart (1972), for example, stated that the target-language culture should be an indispensable stage of foreign language learning. He asserted that teaching a foreign language while referring to the local culture of the learner is virtually useless. However, with the change of the role of English at the international

level, there seemed to be no sensible reason for insisting on only teaching target culture in the process of language learning. Which countries' cultures should be presented in the English classroom is debated among researchers (Judd, 1983; Phillipson, 1992; Ramirez, 1995; Simpson, 1997).

Smith (1976) defines the term 'international language' as a language which is used by people of different nations who do not share a common native language to communicate. In her book, Mckay (2002) identifies in English performed as an international language four features originally noted by Brutt-Griffer (2002). The features of an international language are: First, the international language is in demand because of the development of global integration including economic, scientific, cultural and intellectual life. Second, it establishes itself alongside other languages in multilingual contexts. Third, it is learned by people from various levels of society. Fourth, it spreads not through speaker migration but rather by many individuals acquiring the language. Above all, it seems necessary to clarify the links between the countries and cultures selected for presentation and the purpose of the education (Jenkins, 2003). Thus, as an international language, one primary function of English is to enable speakers to share their ideas and culture with people coming from a variety of linguistic and cultural backgrounds.

The above projections of four features support the pedagogical sense of English learning that: English learning should focus on improving learners' ability to understand cultures, including their own, and to use this understanding to communicate with people from other cultures successfully, namely Intercultural Communicative Competence (ICC). ICC is the complex of abilities needed to perform effectively and appropriately when interacting with others who are linguistically and culturally different from oneself (Savignon, 1997). Learning different cultures provides people with a more open-minded approach toward international understanding, better communication with people of different cultures, and understanding of one's own culture by comparing it with other cultures.

One of the aims of English majors' education in advanced institutions is to enhance ICC in terms of sensitivity, tolerability and flexibility towards cultural differences, which is stated in the national curriculum for English majors in China. The curriculum particularly emphasizes the need for students to comprehend Chinese

traditional culture and also learn about English-speaking countries' geography, history, cultural values and customs (Education Ministry of China, 2000). This requirement indicates that source culture is as important as target culture for English education in the EFL classroom.

However, according to my observation as an English teacher, the Chinese students' actual knowledge of Chinese traditional culture comprehension does not seem to meet the requirements of the Curriculum. It was observed that most students could superficially describe places of historical interest, traditional Chinese festivals and customs, henceforth referred to as little "c" culture while communicating with foreigners. But once discussions went deeper, especially when they concerned cultural implications, the students were usually unable to complete the conversation in relation to cultural information. This phenomenon reflects the incongruence between the aim of English education and students' actual performance on source culture comprehension in China.

Another conflict exists in theoretical findings and course settings in China. Based on several scholars such as Chastain (1988), Tomalin & Stempleski (1993), Pulverness (1995), culture can be divided into big "C" and little "c". Big "C" culture refers to the culture which focuses on the products and contributions to a society and its outstanding individuals. Little "c" culture refers to the 'way of life', daily living and cultural patterns including the routine aspects of life. Priority should be given to little "c" in the EFL classroom which helps language learners more (Pulverness 1995). In particular, culture learning should aim at familiarizing English learners with customs and habits, food, holidays, life-style, and generally-accepted world views. However, according to my own learning experience in university as a student, English major students in China study courses using textbooks such as *'Survey of Britain and America', 'Selected Readings of American Literature and Its History' and 'British and American Literature'* in which the contents are apparently written to focus on target culture and big "C" culture by presenting the history, geography, literature, political institutions and economy of English speaking countries. The contents in these courses suffer from similar limitations since they mostly emphasize factual knowledge and often describe the structure and functions of institutions and people's lives in a generalized way (Mountford & Wadham-Smith 2000:1). Also, in these textbooks,

culture is seen as mere information conveyed by the language, not as a feature of language itself (Kramsch 1993). In other words, although the contents of textbooks in these courses is related to culture knowledge, little "c" culture is less focused on compared with big "C" cultural information. Furthermore, they are considered to be supplementary to language teaching, not a part of it.

Language and culture learning is an overarching concept which subsumes many variables, for example, learners and teaching materials (Paige et al , 1999). It has been found that belief and attitudes are major factors within learners which impact on their language learning as well as the effort they will make (Paige et al, 1999:55). As Gardner stated, effort is combined with desire to achieve the goal of learning the language plus favourable attitudes towards learning the language (Gardner 1985). Facilitating language learning is the dominant role of teaching materials used in the foreign language classroom. The contents presented in textbooks apparently and significantly affect learners. Furthermore, teaching materials (e.g., textbooks) directly or indirectly transmit cultural values to a certain degree. This is called the 'hidden curriculum' (Cunningsworth, 1995). Risager (as cited in Cunningsworth, 1995: 90) states that

> Foreign language teaching textbooks no longer just develop concurrently with the development of foreign language pedagogy in a narrow sense, but they increasingly participate in the general cultural transmission with the educational system and in the rest of society.

In the reality of the language learning context, teaching materials vary in their content and approach to cultural aspects. In spite of the fact that EFL/ESL textbooks are generally expected to contain elements of the target culture, many studies show that target culture is not always represented. Some textbooks include a range of English-speaking cultures; others include non-English-speaking cultures as well, stressing more international uses of language. Still there are plenty of textbooks which focus on the learners' cultures. Therefore, the representation of culture seems to be more complex than what the expectation of many educators is.

In the Chinese educational system, college EFL teaching is conducted under one national syllabus-*College English Curriculum Requirement*, and only a few series of textbooks are used in universities and colleges throughout the country. Most English teachers take English textbooks as the most important references for their teaching, and no doubt, as the recipients of knowledge, students are made to spend considerable time on textbook-related study in classrooms. In China there is debate about cultural contents in English textbooks used there. A group of educators (Gao & Hu 1997, Chen 2000, Zhang & Zhu 2002) argued that target cultural contents are insufficient for English learners with the aim to obtain similar environment for learning English. Another point of view was that source culture is absent from the EFL context which causes English learners be unable to convey traditional Chinese culture. This situation resulted in this study focusing on cultural contents presented in English teaching materials in the Chinese EFL classroom.

With the understanding of the effects on language and cultural learning caused by the learners' attitudes and teaching materials contents, based on EFL setting in China, the researcher conducted the present study as a descriptive statistics research-survey and analysis. As compared with the increasing number of linguistic-related studies on textbook contents, learners' competence and teachers' acknowledge, there are few studies about the content of textbooks on the cultural aspect, particularly in China.

1.2 Purpose of the study and research questions

The main purpose of the present thesis is to examine the state of references to different cultural categories in the EFL in-use textbook as well as the learners' attitudes and expectations on cultural contents and culture learning. More specifically, the present study sought to find answers to the following questions:

1. What categories of cultures are presented in an in-use textbook at the university level of EFL in China?
2. What types of cultures are presented in an in-use textbook at the university level of EFL in China?
3. What are the perceptions and expectations of students towards cultural contents in their in-use textbook?
4. What are the attitudes of students towards cultural learning and abilities on cultural implementation?

1.3 Scope and limitation of the study

1. Due to time constraints, all the student subjects are from one university only. A larger sample from many universities could not be undertaken in the present study. Therefore, the results of the present study may not apply generally to all universities in China.

2. Although the target textbooks are used widely by many universities, there are other English textbooks that are used in Chinese EFL classrooms. Therefore, the results of the textbooks analysis will not be applied indiscriminately to those other universities in which the target textbooks are not used.

1.4 Significance of the study

This study offers insight into the cultural contents of English textbooks in-use and cultural learning at the university level in China with an aim of helping develop students' cultural awareness, improve their cultural learning and intercultural communicative competence. It is expected to offer some advice and suggestions for cultural teaching and learning in the Chinese EFL classroom.

1.5 Definition of terms

1.5.1 Types of culture

Big "C" culture refers to the culture, which focuses on the products and contribution to a society and its outstanding individuals, including politics, economy, history, literature, fine arts, sciences, geography (Chastain 1988: 303, Tomalin & Stempleski 1993:6, Pulverness 1995:9).

Little "c" culture refers to the 'way of life', daily living and culture patterns including the routine aspects of life, such as food, holidays, lifestyles, customs, values, etc.

1.5.2 Categories of culture

Source culture refers to learners' own culture.

Target culture refers to a culture where the target language is used as a first language.

International culture refers to cultures that are neither a source culture nor a target culture; these refer to a variety of cultures in English- or non-English-speaking countries around the world, which use 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 counties in terms of target, source and international culture or any specific cultural information in terms of big "C" and little "c" cultures.

CHAPTER 2

REIVEW OF LITERATURE

The concept of culture learning is broad and involves many aspects of language teaching and learning. This chapter provides a related literature review to support the study of cultural content in textbook analysis and learners' perceptions, expectations and attitudes on their ability to convey cultural knowledge in intercultural communication. Six aspects relevant to this study and previous research are reviewed to provide a general background for the study. The followings aspects will be discussed:

      2.1 Language and culture

      2.2 Culture and culture learning

      2.3 The role of textbook in language teaching and learning

      2.4 Target, source and international cultures

      2.5 Big "C" and little "c" cultures

      2.6 Related studies

2.1 Language and culture

Language is used to express thoughts and to communicate information. According to Sapir (2002), language is a purely human and non-instinctive method of communicating ideas, emotions and desire by means of voluntarily produced symbols. Language and culture are closely linked because language and culture are both integral parts of human life for communicating as supported by many scholars. Wardhaugh (2002) maintains that (1) Language determines thought and culture; (2) Language influences thought and culture; (3) Culture influences people's language; and (4) Language and culture influence each other. Hymes (1964) believes that speech is a fundamental of a human being's activity, while language is the integration of many parts of culture. Witherspoon (1980, cited in Nall & Nall, 2009:1) advocates that language and culture are highly interrelated and proposed that languages cannot

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be studied without attention to the cultures involved and languages cannot be studied in isolation from the cultures in which they are spoken.

Krech (1962) explains the major functions of language from the following three aspects: (1) Language is the primary vehicle of communication; (2) Language reflects both the personality of the individual and the culture of his history. In turn, it helps shape both personality and culture; (3) Language makes possible the growth and transmission of culture, the continuity of societies, and the effective functioning and control of social group.

In short, according to the above, there is a close relationship between culture and language. Language is a key component of culture. It is influenced and shaped by culture and is further the primary medium for spreading the culture.

2.2 Culture and culture learning

Culture is considered one of the most complicated words to define. As Street (1993) suggests, this is not an easy question to answer, particularly in an increasingly international world. On a general level, culture has been referred to as 'the ways of people' (Lado, 1957)，the ways of people accepted and prized often by people from the same group or community. Byram (1989:15) refers to culture as, "The whole way of life of the foreign country, including but not limited to its production in the arts, philosophy and 'high culture' in general". These views incorporate both 'material' manifestations of culture that are easily seen and 'non-material' ones that are more difficult to observe, as Saville-Troike (1975: 83) notes.

Anthropologists define culture as "the whole way of life of a people or group". By this notion, culture can be defined as a particular system that includes all the social practices and bonds a group of people together, and then distinguishes them from others. Hinkel (1999:1) also notes, many definitions of culture are based on attempts to inquire into human societies, groups, behaviors and activities. According to Thanasoulas (2001), culture is all the accepted and patterned ways of behavior of a given people. It is that facet of human life learned by people as a result of belonging to some particular group; it is that part of learned behavior shared with others. Not only does this concept include a group's way of thinking, feeling, and acting, but also the internalized patterns for doing certain things in certain ways.

Nevertheless, as a starting point for the following sections in this chapter, it may be useful to cite a definition which, according to those who have formulated it, 'covers most of the major territory of culture on which scholars currently agree' (Samovar, Porter & Stefani 1998: 36):

> We define culture as the deposit of knowledge, experience, beliefs, values, actions, attitudes, meanings, hierarchies, religion, notions of time, roles, spatial relations, concepts of the universe, and artifacts acquired by a group of people in the course of generations through individual and group striving.

This definition shows that culture is seen as something which is acquired or learned, and passed down from one generation to the next. Culture is seen as having to do with the material productions through which a group of people represents itself, but the definition focuses on people's knowledge, beliefs, attitudes. In linking culture to 'a group of people', the definition indicates that culture is shared by the members of a particular community, and that one community is, somehow, different from another in terms of culture (Lund, 2006).

Therefore, foreign language learning is related to culture learning, and culture has been taught in the foreign language classroom implicitly. As Kramsch (1993) maintains culture in language learning is always in the background in classrooms when language learners are looking for a good communicative competence and challenging their ability to make sense of the world around them. For English language teaching and learning, the concept of culture learning has developed over the decades.

A review of development of culture learning in English teaching and learning is required as shown in Table 2.1.

Table 2.1: Development of culture learning in language teaching (adapted from Fu, 2001)

Period	Trends/movements	Nature of culture/Focus on	Role of culture in foreign language classroom
1950s-1960s	Grammar-translation	Big "C" facts	Cultural knowledge for the reading of literature
late 60s	Audio-lingual movement	Little "c" facts Differences that might impede communication in L2	Knowledge of culture necessary for building vocabulary
1970s-1980s	Communicative competence	Language pragmatics Socio-linguistic facts (greeting, apologizing, etc.)	Knowledge of culture to avoid communication breakdown
1990s-present	Intercultural communicative competence	Process of culture learning Essential integration of language and culture	Culture = core Context and purpose for authentic language instruction

As indicated in Table 2.1, grammar-translation was the main trend of language teaching in the 1950s. Foreign language teaching centered on knowledge of grammar, vocabulary, and reading in the target language in that period. Consequently, assessment took the form of translation exercises, vocabulary lists, dictations, and fill in the blank whose purpose was to measure linguistic gains. The emphasis was on cognitive understanding and rote reproduction of language rules rather than on communicative and sociolinguistic competence. Culture learning, even though ambitiously conceptualized as "a more enlightened Americanism through adjustments to the concept of differences between cultures" (Lang, 1990), was resulting from the study of literature, geography, and other factual elements of the target culture of big "C" culture domain.

In the 1960s, culture learning was included in foreign language pedagogy. The pedagogical innovation in that age led to an increased emphasis on developing the students' practical language skills, and could be used in teaching in language classroom. In this way, one could say that culture was taught in foreign language

education in the form of the words and actions of everyday speakers in everyday life (Kramsch 1998). In the 1970s-1980s, many foreign language theorists propose the inclusion of culture in a foreign language course because language learners should learn cultural content in order to use a foreign language, and cultural insights would enhance students' ability to communicate appropriately in situations of language use (Lado 1957). Seelye (1984), for example, states that when students are equipped with this 'super goal' for the teaching of culture, they would be able to develop cultural understandings and attitudes to communicate within a society of the target language. Also, Littlewood (cited in Byram, 1997: 55) advocates the value of cultural learning, although he still 'keeps linguistic proficiency as the overall aim of communicative competence'.

The term "Communicative Competence", defined as the knowledge of both rules of grammar and language use appropriate to a given context, was firstly coined by Hymes (1972). Hymes's conceptualization of communicative competence has been further developed by researchers such as Canale and Swain (1980) and Canale (1983) who attempted to define the specific components of the construct of communicative competence. The widely cited model by Canale and Swain (1980), later expanded by Canale (1983), subsumes four competencies under communicative competence: grammatical competence, sociolinguistic competence, strategic competence and discourse competence. Grammatical competence is concerned with mastery of the language code itself, including the mastery of phonological rules, morphological rules, syntactic rules, semantic rules and lexical items. Today it is usually called linguistic competence. Sociolinguistic competence addresses the extent to which utterances are produced and understood appropriately in different sociolinguistic contexts depending on contextual factors. It focuses on the learning of pragmatic aspects of various speech acts, namely, the cultural values, norms, and other socio-cultural conventions in social contexts. Strategic competence is composed of two main strategies: (a) to compensate for breakdowns in communication due to limiting conditions in actual communication or to insufficient competence; and (b) to enhance the effectiveness of communication. And discourse competence concerns mastery of how to combine grammatical forms and meanings to achieve a unified spoken or written text in different genres.

From 1990s, Intercultural Communicative Competence (ICC) has been the core trend in language education field. According to Byram (1997), ICC requires certain attitudes, knowledge, and skills to be promoted, in addition to linguistic, sociolinguistic and discourse competence. The attitudes refer to curiosity and openness as well as "readiness to suspend disbelief about other cultures and belief about one's own" (Byram 1997: 64). For him, the acquired knowledge comprises knowledge of social groups and their products and practices in one's own and foreign countries, and, knowledge of the general processes of individual and societal interaction. The skills comprise those of interpreting and relating, discovery and interaction as well as critical awareness/political education. Byram also maintains that the FL classroom should provide sufficient opportunities for the acquisition of the abovementioned skills, knowledge and attitudes.

The abovementioned literature views bring us to the conclusion, as indicated in Lund's (2006) study, that foreign language learning is composed of several components, including grammatical competence, communicative competence, language proficiency, as well as attitudes towards cultural competence. Cultural competence, i.e., the knowledge of the conventions, customs, beliefs, and systems of meaning of another country, is indisputably an integral part of foreign language learning (Straub, 1999), and many teachers have seen it as their goal to incorporate the teaching of culture into the foreign language curriculum.

2.3 The Role of textbook in language teaching and learning

The textbooks and instruction materials are often used by language instructors for they are considered essential constituents in EFL classrooms. As Hutchinson & Torres (1994:315) suggest:

> The textbook is an almost universal element of English language teaching. Millions of copies are sold every year, and numerous aid projects have been set up to produce them in various countries…No teaching-learning situation, it seems, is complete until it has its relevant textbook.

Sheldon (1988) posits that textbooks do not only represent the visible heart of any English teaching and learning program but also offer considerable advantages for both students and teachers in ESL/EFL classroom. He also points out students often have expectations about using a textbook and believe that published materials are more systematic and credible than teacher-planned materials.

Several positive roles of textbooks in English teaching and learning context are identified by Cunningsworth (1995) as follows. A textbook is:

(1) An effective resource for self-directed learning or self-access work;

(2) An effective resource for presentation material;

(3) A source of ideas and activities for learners' practice and communicative interaction;

(4) A reference source for students on grammar, vocabulary, pronunciation and other aspects of knowledge;

(5) A syllabus where they reflect pre-determined learning objectives, and

(6) A support for less experienced teachers who have yet to gain in confidence.

While many of the aforementioned scholars point out the benefits of using ESL/EFL textbooks, there are some researchers who do not accept this view and retain some reservations. Allwright (1994), for instance, has commented that textbooks are too inflexible and generally reflect the pedagogic, psychological, and linguistic preferences and biases of their authors. In this fashion, therefore, textbooks essentially determine and control the methods, processes and procedures of language teaching and learning. Hence, the important role of textbooks in English learning and teaching entrusts the greater responsibility to the authors of textbooks and instruction materials. The contents, in both linguistic and cultural aspects, presented in textbooks should be handled with care because it has a great influence on learners.

Unlike the circumstances in western countries where the markets of instruction materials are full of competition with hundreds of publishers wanting to sell their products, the market of teaching materials in China has comparatively a more limited number of publications. Textbook writing has been designated by the State Education Commission to be designed and written by a group of ELT experts from a number of key universities. Owing to the designated nature of the textbook, the uses of textbooks

in China have the characteristic of uniformity. As Wang (1998) indicates, many universities use the same textbook for one particular course with little variation. To be exact, once the textbook has been decided, it is used for many years in succession until there is a big change in educational policy. For instance, twenty years ago, the textbook *English by Xu Guozhang* came into the textbook market in China and it dominated ELT for more than ten years. Even today, it's still used in some Adult Education Institutions and as a textbook for the in-service professionals preparing for their promotion tests.

According to Cortazzi and Jin (1999), in China, many English learners and students approach textbooks as teachers and authorities. They expect the teacher to help their knowledge expound based on the contents presented in textbooks. Many Chinese English teachers take the English textbooks as the only or indispensable resource for their everyday teaching. Students are made to spend a huge amount of time on textbook-related work in classrooms. It is not difficult to see that many teachers and students expect to cover everything in a textbook. The textbooks probably are thus viewed and accepted as facts, as authority documents both in linguistic and cultural contents. Therefore, when cultural learning is presumed, the role of textbooks in English teaching and learning is the most primary and significant in China.

It can be concluded that the textbooks indeed play a very important role in English teaching and learning. The use of textbook can be beneficial and effective for learners and teachers in many ways. However, due to the dependence on textbooks by teachers and learners and the special features of textbooks used in China, the cultural contents of textbooks have a great influence on learners.

2.4 Target, source and international cultures

The three categories of culture presented in textbook in this study were based on the idea of Cortazzi & Jin (1999). They distinguish three categories of cultural information that can be used in language textbooks and materials:

Source culture materials refer to the textbooks which present language learners' own culture. Usually, these are the textbooks that are produced at a national level for a particular country. The main purpose of this category of textbooks is to enable learners to talk about their own culture to foreign visitors to their country rather than be prepared to encounter other cultures.

Target culture materials usually focus on one or two target cultures, such as the United Kingdom, United States. The textbooks of this category are the most popular instruction materials in the EFL context. Though widely used all over the world, they are often criticized for their commercial nature and seen as publishers' promotional materials.

International target culture materials involve textbooks that include a wide variety of cultures set in English-speaking countries or in countries where English is not a first or a second language, but is used as an international language. Cortazzi & Jin (1999) maintain that the rationale for this category is that speakers who do not speak it as their first language frequently use English in international situations.

In seeking to learn a foreign language, learners generally expect that they will need to become familiar with the culture of those who speak this language as a mother tongue. In the case of English, learners of the language living in countries where English is spoken as the dominant language naturally link the notion of the 'target culture' of the English language speakers (Jahan & Roger, 2006). Aliakbari (2004) note, English teaching materials written for a purpose of global use usually adopt English names and try to present target culture. They also comment on the textbooks written by native speakers for particular countries as "there is no attempt to understand other cultures".

Prodromou (1988) and Alptekin (1993) have focused on the use of the target language culture as a vehicle for teaching the language in textbooks and suggest that it is not really possible to teach a language without embedding it in its cultural base. They argue that such a process forces learners to express themselves within a culture of which they have scarcely any experience and this may result in stereotyping. Phillipson (1992) also studies the relationship between language textbooks and the target language culture but he sees the promotion of "Western (British) global textbooks as government-backed enterprises with both an economic as well as an

ideological agenda". Clearly the arguments on whether the English teaching and learning should be related only to target culture or to other cultures are continuing among scholars. This would seem to warrant some degree of caution when using categories of culture in certain teaching and learning contexts.

To demonstrate the current sociolinguistic profile of English language on a world scale, Kachru (1985) provides a model of English users (Figure 2.1). Based on the types and nature of spread, and the functional roles of English in various cultural contexts, this model takes the form of three circles – the Inner Circle, Outer Circle, and Expanding Circle. The Inner Circle refers to countries such as the UK, USA, Canada and Australia, which have the traditional cultural and linguistic bases of English. The Outer Circle (taking in Bangladesh, India, Kenya, for instance) represents the regions which have passed through extended periods of British colonization and have subsequently institutionalized varieties of English into governmental, legal, education and literary domains. The Expanding Circle includes countries where English has various roles and is widely studied but for more specific purposes, for instance, to conduct business, to access technology, or to access printed information in a range of academic disciplines than in the Outer Circle. The 'performance' varieties of English used in the Expanding Circle often lack an official status and are typically restricted in their use (Kachru, 1985).

Figure 2.1: Kachru's categorization of countries in which English is used (from Crystal 1997:54)
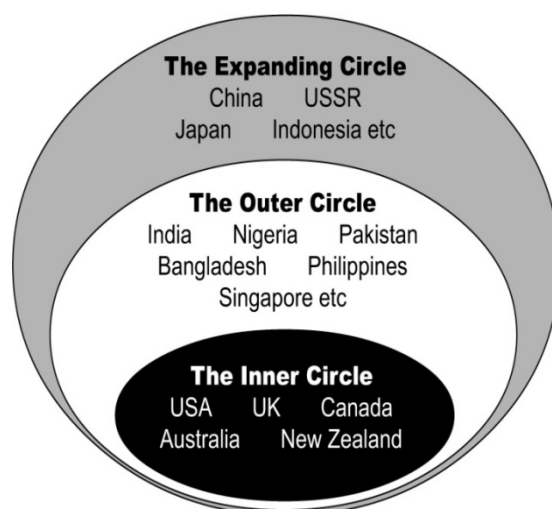
Graddol (1997) contends that today in many parts of the world the status of English is shifting, with many countries in the Expanding Circle using in within the country as well as for international communication, as in countries of the Outer Circle. Thus, the intercultural communication is not simply happening between an English native speaker and a non-English native speaker.

2.5 Big "C" and little "c" Cultures

The notion of two types of culture in the present study is based on many researchers' ideas in that culture in language teaching and learning should be divided into two types: big "C" and little "c" culture. As Brooks (1968) suggests that two domains are of major importance to teachers, one is "big-C" culture, the second is "little-c". He defined "big-C" culture as the best in human life restricted to the elitists. It is also called culture MLA: great Music, Literature, and Art of the country. According to Chastain (1988), the culture, which focuses on the products and contribution to a society and its outstanding individuals, is often referred to as large/big/capital "C" culture, including politics, economy, history, literature, fine arts, sciences, geography.

Little "c" culture was defined by Brooks (1968) as everything in human life. It is also called culture BBV: Beliefs, Behavior, and Values. Tomalin & Stempleski (1993), Pulverness (1995) further maintain that 'way of life', daily living and culture patterns including the routine aspects of life, should to be referred to culture with a small/little "c", such as food, holiday, living style, customs, values. It is seen as contributing to students' ability to "function linguistically and socially in the contemporary culture" (Chastain 1988:303).

Lafayette (1975) uses more or less the distinction of the definition of culture between language scholars and sociologists when he suggests goals for teaching culture in the foreign language classroom. In his description about big "C" culture, Lafayette indicates those that fit the big "C" category include recognizing and explaining geographical monuments, historical events and institutions, for example, administrative, political, religious, educational and major artistic monuments. The little "c" goals he suggests include recognizing and explaining everyday active

cultural patterns such eating, shopping, greeting people, etc.; every passive pattern such as social stratification, marriage, work, etc.; and acting appropriately in common everyday situations.

Before 1960s, for the most part, culture was taught as part of language teaching was "culture with a big C," which includes such areas as art and literature. For example, the Grammar-Translation Method taught culture as "intellectual refinement" and "artistic endeavor" which is often called culture with a big "C". Whereas, besides the majority of teaching methods, some others teachers taught culture as "anthropological culture" (the way of life of a target language society, or culture with a little "c"). The approach was advocated first by proponents of the Audio-Lingual Method and then by those of communicative language teaching (Brooks, 1968).

At earlier stages of language learning, the introduction of little "c" culture was intended to address the needs of these learners, by making the lessons more interesting, and therefore motivated them to continue language study (Paige et al, 1999). Then, the profession of language education gradually considered the importance of "culture with a small c" in the late 1960s and the early 1970s. Brooks (1968) argues for the importance of "culture with a small c," which includes information about everyday life and the emphasis of teaching culture in foreign language instruction was changed from "culture with a big C" to "culture with a small c". In addition, with the inclusion of authentic everyday material in EFL instruction, scholars and teachers become increasingly aware of the need to broaden their definition of culture so as to include everything related to a variety of cultures.

2.6 Related studies

2.6.1 Awareness of cultural teaching and learning

Since the eighties and nineties of last century, researchers and scholars in language education area have shown much greater cultural awareness in language teaching and learning than ever before in history and started to study the culture-related issues in teaching and learning context from many aspects.

Stapleton (2000) conducted a study on English teachers' views on cultural teaching in Japan. Twenty-eight university-level teachers in Japan responded to a

questionnaire, providing comments about the extent and nature of the culture they taught. They felt that while culture should be part of English teaching and learning classrooms, it was taught more randomly than other aspects of their teaching. They also had given serious thought and taken action to make changes in their teaching style based on the observation of their students' cultural style of learning. The findings indicated that this group of teachers felt that culture had an important role to play, yet no systematic ways of approaching teaching.

In 2004, Chen carried out a survey on teachers' and students' attitudes on culture teaching and learning in EFL classroom in China. The questionnaire respondents comprised forty English teachers, 273 Chinese university students from three local universities, and another forty-eight Chinese students studying in the UK as exchange students. The findings showed that all the respondents rated cultural learning as important or very important. Among them, 77% of teachers, 87% of abroad students and 57% of local students considered cultural learning was very important. It was also reported that Chinese students studying abroad had encountered culture shock and intercultural communication had stronger needs to learn culture than domestic students studying in a mono-cultural background. However, the results of survey on the culture contents they had taught and learned in English courses showed a conflict between teachers and students. 16% of the teachers responded that they had taught topic of "lifestyles" while only 2% of students responded that they had learned this topic from English courses. This might indicate that the teachers and students had different impressions on the cultural contents presented in English classes.

It can be deduced from Stapleton's and Chen's surveys that teachers and students become aware that cultural teaching and learning is a necessary component in English language education field. However, what kinds of cultural aspects and contents should be taught and learned were vague and unsystematic.

2.6.2 Attitudes and perceptions towards cultural learning and contents in English textbooks

Paige, Jorstad, Siaya, Klein & Colby (1999) carried out a study with the central purpose to advance culture teaching in the language education profession. They examined the studies conducted in 1994 with the identification of relevant data of cultural learning. They reached the conclusion in their final reports that in most studies relating to the cultural contents in EFL/ESL textbooks, the cultural information provided is rather shallow and simple with respect to their treatment of culture. They are therefore inadequate to the task of teaching cultural specifics in the deeper sense (values, norms, beliefs, etc.). The literature also indicates that shallow presentation of culture can reinforce inaccurate stereotypes, both positive and negative in nature. The study also revealed a serious absence of impact studies which examine the effects of different types of materials on culture.

Another study dealing with the influence of textbooks on learners in terms of cultural contents showed the significance of textbooks in cultural learning in EFL context. The Durham researchers (Byram1991, cited in Paige et al, 1999) found that the textbook was used extensively functioned as an instructional guide, and determined themes and sequence of material. Furthermore, extensive and frequent interviews with their young learners led the authors to conclude that the textbook influenced most of the internalized knowledge the students had of French culture. This they found particularly problematic because the textbook topics were frequently poorly chosen and represented a distorted view of reality by taking a tourist's perspective (e.g., focusing on topics such as restaurant meals or public transportation). The authors emphasize that the influence of the textbook on the range and depth of the cultural information should be cause for concern to all foreign language educators.

The above studies implied that although the important role of textbooks had played in English language classroom were noted, the vast majority of classroom culture teaching practice is still seen to be incidental and superficial in nature (Fu, 2001). As a result, the detailed cultural contents presented in language textbooks, has been examined by researchers.

Richards (1995) surveyed Japanese students about their life and interests in order to select contents in teaching materials that would be motivating for the students. The survey results showed that the students wanted to learn cultural content primarily about the United States, followed by Britain and China. More specifically, they were most curious about school life in the United States, American food, American music and American film. The survey results showed that the students, at least these Japanese university students, wanted to know more about target culture.

Zhang & Ma (2004) carried out a survey on the first year, second year and third year Chinese university students with different English proficiency levels about their attitudes and perceptions of the cultural content of college English teaching materials in China. The responses indicated that the cultural contents presented in current English teaching materials did not accord with the needs of students in China. Most students agree that their intentions of culture learning focus on target culture, nevertheless, over half of participants also express their preference to have multi-cultures, including source culture and international culture in teaching materials. However, according to respondents, most their textbooks are target culture oriented. The researchers concluded that the reasons might be: English learners' aims in studying are varied, which are not limited to monotonous ways of cultural contents presentation in the in-use textbooks.

Previous studies have discussed that learners agree in their positive attitudes and interests in target cultural learning in their English classroom. Through contact with people from the target culture, the learners will have a positive influence and improve attitudes towards cultural learning under certain circumstances. However, some negative effects on the learners of learning the target culture presented in English textbooks have been reported.

In the study of ESL classes in Sri Lanka, Canagarjah (1993) found that the students had negative attitudes towards the target language and culture. They discovered that this was due to the western bias of the materials. The students felt anxious and had the fear of being "absorbed" by the culture of the language they were studying. Because of these circumstances, students indicated that they favored the more traditional approach of memorizing the grammar and vocabulary while they were learning English, presumably because it was a process which allowed them to

keep a certain distance from the culture which was totally different to their traditional cultural values.

Adaskou, Britten, and Fahsi (1990) also question the notion that cultural information relating to the target culture is motivating to students. Drawing on the results of the interview with Moroccan teachers, they noted that, in general, the teachers believed that including information about the target culture, contributes to students' doubts with their own culture. The teachers also maintained that there were patterns of behavior that existed in Britain and American that many Moroccans did not want their young people to learn. Finally, the teachers believed that students would be more, not less motivated, to learn English if the language is presented in contexts that relate to their own lives as young adults rather than to see it presented in the context of an English-speaking country.

Prodromou's (1992) study focused on what culture and which culture should be integrated in the language learning. The subjects of the study are 300 students who were studying English as a foreign language in Greece. The students' responses to the importance of the cultural background, local culture (Greek culture), cross-cultural understanding and multicultural diversity were analyzed. The findings showed that over 50% of the respondents considered that the native-speaker teachers should know Greek culture in order to understand local students more. The findings also show that the respondents provided ten categories of cultural topics, ranging from English language (84%), British life and institution (60%), English/American literature (44%), American life and institution (26%) through to Culture of other countries (6%). The findings also reveal that 40% of the respondents claim that they are not interested in British culture and American topics are particularly unpopular.

However, the most remarkable study of the detailed contents of cultural teaching and learning so far within the context of Chinese foreign language teaching was conducted by Lessard-Clouston, who participated in a six-week summer programme for 110 secondary school English teachers in a provincial education college jointly run by the college and the English Language Institute/China in 1996. Sixteen teachers were randomly chosen to be interviewed by the researcher towards the end of the programme. Their answers provide the data for the research, which was attempting to find out how much the participating Chinese teachers had learned about the target

culture(American and Canadian cultures) during the summer programme and how these teachers viewed culture, culture teaching and learning in teaching and learning English language. 13 questions were designed for the interview and some relevant follow-up questions. Among these 13 questions, questions 3, 4 and 5 were particularly related to the cultural contents and cultural teaching and learning condition in China.

Question 3 asked whether the teachers teach culture in their actual classroom language teaching. 31% informants said "yes"; 50% said "seldom" and the other said "no". The most common responses to the follow-up question on which aspects of culture were taught in their actual classroom were History (31%), Literature (25%), and Work habits, People, Everyday life, Politics, Geography, and Institutions (13% each).

Question 4 asked whether their teaching materials talked about English language culture. 31% said "yes"; 38% said "no"; 19% said "seldom" and 6% gave no response. History (25%) was the most common cultural aspects offered, followed by Literature (19%), Habits, Institutions, People, and Geography (6% each).

Question 5 asked the teachers whether their students were interested in learning English language culture, and what aspects if "yes". 69% said "yes", 19% said "no" and 13% gave no response. The most common cultural aspects offered by the informants were History (25%), Youth issues (25%), Politics (13%), Geography (13%), and Economics, Education, Background, Work, Customs, Religion (6% each).

Given the brief description of the findings in Lessard-Clouston's survey, it becomes obvious that participants' support a major role of culture in their EFL classrooms, but also suggested the need for a greater understanding of how to bring culture into their own EFL classroom context. The results also revealed the major cultural aspects taught and learned in Chinese EFL classroom were related big "C" culture with the topics of History, Literature, Geography, Politics and Economic.

With the references from Lessard-Clouston (1996), Chen (2004) conducted a survey to find out whether big "C" or little "c" dominated the cultural teaching and learning in Chinese universities. The researcher designed 7 themes for Big "C" culture including music, history, geography, politics, economy, social system and another 9 themes including cultural value, daily routine, lifestyle for little "c" to investigate the attitudes of students for cultural learning in Chinese EFL classroom.

Table 2.2: Chen's (2004) themes of the big "C" and little "c" aspects of cultural learning

Big "C" categories(7 themes)	Little "c" categories(9themes)
Music	Cultural value
History	Daily routine
Geography	Lifestyle
Politics	Holiday
Economy	Food
Education	Body language
Social system	Weather
	Greeting
	Custom

The results from the survey showed that a low percentage of little "c" culture domains were considered. The top 5 topic of both big "C" and little "c" were taught in terms of frequency according to the teachers were customs (33%), social system (24%), History (22%), Literature (19%) and Education (13%). Meanwhile some teachers and students do have cultural awareness, but they get confused to what scope of culture and which culture should be learned.

2.6.3 Textbook analysis

Aliakbari (2004) investigated the way culture is addressed in ELT in Iran in general and the place of culture in ELT at the high school level of education in particular. Throughout the study, the issue was examined with reference to the relevant theoretical background and the content analysis of the prescribed English textbook. The textbook analysis was done based on a modified version of Ramirez & Halls' (1990) model with a concentration on the presentation given to various target language speaking countries or groups in the textbooks. The research findings showed that 53% of the books dealt with general, culture free passages. Texts with deleted reference were second in rank. English speaking countries, Islamic tradition and cross-cultural comparison formed only 3% of the content of each. No reference to eastern countries was found, nor was there a text exclusively dealing with Iran culture. The researcher concluded that, the treatment of cultural understanding and the development of intercultural competence still remain insufficient.

With a similar purpose, two Turkish researchers, Hamiloglu and Mendi (2010) conducted a study on content analysis related to the intercultural elements used in EFL coursebooks in Turkey. This study aimed to examine some coursebooks of English as a foreign language to see whether they involve any intercultural topics belonging to different cultures from different countries in the world as well as to what extent teaching materials used in EFL setting involve intercultural elements. Five EFL coursebooks was selected which were all published by worldwide well-known publishing houses. The results revealed that each coursebook involved intercultural topics in varying degrees. One of books *New Streetwise*, did not present any intercultural elements and focused only on cultures of the USA and England as the target culture of the main English speaking countries. *New Hotline* and *Matrix* involved 11 and 14 intercultural elements respectively. Another two coursebooks, entitled *Total English* and *Enterprise*, gained top 2 of the highest frequency of intercultural issues, with a total number of twenty-six and thirty-three respectively. For example, in *Enterprise*, cultural elements of English-speaking countries such as Australia, Scotland, New Zealand, Ireland and Canada are presented in the coursebook. Other intercultural topics are chosen from India, Japan, France, Thailand, Spain, Norway, and other thirteen countries. The cultural focus of the authors is mainly famous people, festival, hotels, holidays, food, weather and the characteristics of local people. The results of the evaluation of *Enterprise*, as Hamiloglu and Mendi reported, showed that the authors designed the coursebook successfully in terms of the number and the focus of intercultural topics used throughout the units.

In a study of Yamanaka's (2006) on evaluation of English textbooks from the viewpoint of nations in the inner, outer and expanding circles, the author selected three textbooks from junior high school and ten textbooks from senior high school. The study aimed to understand which countries are currently included in junior high and senior high school English textbooks based on Kachru's three-concentric-circles model. The frequencies of cultural items were examined in all of these English textbooks based on the nations from which various aspects of culture were found. The identification of nouns and adjectives for nations and the identification of other alternative words related to nations were examined for analysis at the lesson level. The frequencies of the cultural items of nations belong to the Inner circle showed that the dominant emphasis was on America for all grades of textbooks. There was a

marked lack of emphasis on nations in the Outer Circle in comparison with countries in the Inner Circle. Japan strongly dominates the Expanding Circle and Japanese cultural items stand at approximately 64% in textbooks. The author suggested that it would have been better if the nations of the Expanding Circle, in addition to the Outer Circle, had received a stronger focus. As English has become a global language which is used for interacting with people all over the world, it would be beneficial for young Japanese people to learn about a variety of cultures, not just those related to Inner Circle countries. Thus, a better balance in terms of the nations that are included in the textbooks would certainly enhance their content.

Zu and Kong (2009) carried out an analysis of one set of English textbooks entitled *Learning English* used for Chinese secondary school students. For the categories of culture, the researchers reported that most of these topics are concerned with the target cultures, or at least a reflection of target culture. Furthermore, the book *Learning English* provides learners with not only target culture materials, but also home culture and international culture materials. Topics related to target culture, everyday life, leisure, family relationships, social customs, holidays were presented.

Ashikaga, Fujita and Ikuta (2001) carried out a study which attempted to investigate how and to what extent cultural content is integrated into English communication textbooks for Japanese students. In the course of this investigation, the authors defined two aspects of culture: Concrete Culture and Abstract Culture which were based on the definition of culture and Allen and Valette's (1972) idea of capital "C" culture and small "c" culture. Concrete Culture (CC) refers to the tangible manifestations of a culture such as nation, history, geography and products. Abstract Culture (AC) refers to the more intangible manifestations of a culture, such as behavioral or thinking patterns. By examining seventeen English communication textbooks used in Japan, the results were reported. Based on the authors' teaching experience and previous studies, however, it was hypothesized that of the two, AC plays a more significant role in intercultural communication, and is therefore a more important factor in effective language teaching. The current seventeen textbooks emphasize CC content to a much greater extent than AC content. CC content (76%) was significantly more prevalent than AC content (24%). In addition, the authors noted that as the current study shows, however, the cultural content of the seventeen communication textbooks varies significantly from textbook to textbook. In actual

practice, textbooks are the primary source of guidance for both students and teacher, and thus selection of textbooks becomes a crucial issue.

A study of Lee (2009) collected 11 EFL high-school conversation textbooks used in Korea and examines how the textbooks teach culture. The researcher designed 22 themes for Big "C" such as geography, agriculture, education which are based on Paige *et al*. (1999) and Hinkel (2001), and 26 themes for little "c" domains such as fairness, competition, materialism and liberalism are designed with references from intercultural, sociological, ethnographical and sociolinguistic perspectives. All of which posit that culture learning/teaching and the themes to accomplish this are important for contemporary L2/FL/ELT culture acquisition.

Table 2.3: Lee's (2009) themes of the Big "C" and little "c" aspects of cultural learning

Big "C" categories(22 themes)	Little "c" categories(26 themes)
Races/ geography/historical sites	Freedom
Arts/crafts/national treasures	Privacy/individualism
Agriculture	Equality/egalitarianism
Literature	Fairness
Medicine/ science	Competition
Currency/shopping/market/ industry/business	Materialism
Infrastructure/metropolitan	Hard work
Education	Confrontation
Dress/style/food/housing	Novelty-oriented
Festivals/ party/ceremonies/celebrations	Self-improvement
Holidays	Nurture
Postal system/ Mass communication	Personal control over environment
Various social customs	Control over time
Region/ regional varieties	Action (work)-oriented
Regions	Informality
Sports/ leisure/music/recreation	Directness/openness/honesty
Traffic/transportation	High involvement
Family	Liberal
Meaning of touch/space/artifact	Experimental
Nonverbal behaviors	Future-oriented
Space communication	Rules/regulations-oriented
Government/politics	Male-dominated
	Self-interest oriented
	Self-reliance
	Weak-face consciousness
	Result-oriented

The findings of Lee's research showed that the 11 high school textbooks were remarkably limited in the number of times employed, while the majority of the cultural contents had been predominantly devoted to big "C" target-culture learning such as a set of memorisable facts and statistics in arts, history and geography without any further explication of the little "c" domain of culture. The researcher concluded that the 11 EFL textbooks in Korea were not designed to allow their adolescent learners to develop either intercultural communicative competence or culture-specific competence, that is, the little "c" domain of cultural learning.

It can be concluded from the above studies that the important role of textbooks play in English language classroom were noticed. The cultural contents presented in language textbooks, has been examined from varied aspects. The major purpose of culture-related textbook analysis aims to find out whether the cultural contents in textbooks encourage and support the learners' communicative competence and intercultural communicative competence.

2.6.4 Students' cultural implementations

Along with the development of international English teaching theories, there is a significant reform in the curriculum for English majors of higher education institutions in China. The latest version of the EFL national curriculum particularly emphasizes that students should comprehend cultures, including Chinese culture, culture of English-speaking countries and the variety of cultures. However, in a practical way, according to many studies on cultural implementation, the Chinese students' intercultural communicative competencies do not seem to meet the requirement of the curriculum.

In 2002, 126 non-English major students of Qinghua University of China attended an interview which aimed to investigate the ability to detail Chinese culture related topics in English. The researchers, Zhang & Zhu (2002) analyze the results and draw the conclusion as "most students cannot deliver Chinese culture in English".

Zhang & Ma (2004) designed an interview to examine the correlation between Chinese students' cultural implementation abilities and linguistic competence in English. First year, second year and third year Chinese university students at different English proficiency levels participated in the study. It is found that some students,

with a high level of English linguistic competence, failed to express their source cultural festivals. The researchers claimed, the disabilities on source cultural accomplishment may be caused by many reasons, but this phenomenon of weakness in cultural accomplishment should be paid attention to by teachers and researchers in language education field.

On the basis of the above findings, Deng & Ao (2005) designed a questionnaire survey in ten universities of Sichuan province in China, with the purpose of investigating the situation of Chinese cultural implementation of students who were in English program. It is found that, among the 50 participants, most of them felt a lack of knowledge of both Chinese culture and abilities to convey Chinese culture in English. Some reasons are provided, such as few opportunities to meet foreigners, heavy studying workload, which were factors that hindered the students to improve their cultural knowledge and cultural accomplishment.

In summary, it can be confidently concluded that all the research related to ability to express cultural information show that the problems do exist among Chinese English learners, which behooves us to examine the exact situation of cultural contents in textbooks.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter presents the research methodology including the research subjects, research instruments, data collection, and the data analysis procedure.

3.1 Subjects of the study

3.1.1 Material for textbook analysis

A content analysis was conducted in order to explore the nature of categories and types of culture and tasks in an in-use English textbook of an English major program in China. Under the inspection and approval of the Ministry of Education, most English teaching materials that are currently being used in China fall into two categories: international/global textbooks written by English native authors and local/locally produced textbooks written by Chinese English authors.

The material for the cultural content analysis in the current study was chosen from a popular series of textbooks used in English listening courses in universities and colleges in China, entitled *Contemporary College English for Listening*. They are local textbooks written and edited by a group of Chinese English professors, published by the *Foreign Language Teaching and Research Press of China* in 2005. This series of *Contemporary College English for Listening* (Books 1-4) are designed for juniors taking English programs at university level. Books 1-2 are designed for first year undergraduates and Books 3-4 for second year undergraduates in English major programs. Each textbook is accompanied by a teacher's manual. Tapes are available for use in conjunction with the main textbook. The textbooks cover subjects ranging from education, lifestyles and routines to politics, history and literature.

The target instructional material for content analysis of the study was *Contemporary College English for Listening 3*, designed for sophomores in their first semester of the English major program. In the academic year 2009, it was used by altogether 96 sophomores in the English major program for their English listening course in Jiangxi University of Science and Technology, China.

The *Contemporary College English for Listening 3 (Book 3)* was chosen because: (1) It was one of a popular series of textbooks widely used in universities and colleges, conforming to the national curriculum requirements of China. (2) In order to answer research question three, it was required that students recall their learning experience and provide their perceptions on the cultural content of their in-use textbooks. Since the sophomore students had studied each unit in *Book 3* in their English listening course, the students would express their perceptions on its cultural content to a complete degree and give more reliable feedback.

The *Contemporary College English for Listening*, *Book 3,* contains fifteen units with 129 listening comprehension tasks. The topics of the fifteen units are shown in table 3.1.

Table 3.1: Units and topics in the textbook

Unit	Topic	Unit	Topic
Unit 1	Higher Education	Unit 9	Computers
Unit 2	Love and Marriage	Unit 10	Changing Life
Unit 3	Film and TV	Unit 11	Business
Unit 4	Agriculture	Unit 12	Life Philosophy
Unit 5	Medical and Health Work	Unit 13	Music
Unit 6	Advertising	Unit 14	A Woman's Place
Unit 7	Fine Arts	Unit 15	News(II)
Unit 8	News(I)		

In the students' book, each unit contains four sections: objectives, listening aids, tasks, and exercises.

1. Objectives: This part describes the requirements for both listening skills and comprehension of topics. It also explains the basic requirements of the whole unit.

2. Listening Aids: It aims to help students understand the tasks in each unit by providing vocabulary and expressions.

3. Listening Tasks: Each unit contains at least seven tasks and at most eleven tasks for students to listen to and comprehend. The contents of the tasks basically center on a set topic which has been indicated in the "Objectives" part.

4. Exercises: Exercises are designed to facilitate students' comprehension on what they have heard in the listening tasks. The exercises include filling blanks, true or false questions, multiple choice questions, open-ended questions, dictation and summaries. For example, the following instructions can be found in the textbook: "Choose the best answers. Fill in the blanks with what you hear on the tape. Listen to the speech again, take notes and complete the outline. "

In the teacher's manual, there are also four sections in each unit: objectives, scripts, keys and notes.

1. Objectives: This part of the teacher's manual is the same as in the students' book

2. Scripts: In the scripts, the authors provide tape scripts for all listening tasks.

3. Keys: The answers to the exercises in the students' book are found in this part.

4. Notes: The "notes" contained in the teacher's manual aims to prepare teachers to give further explanations on listening tasks including three aspects: instruction, culture and world knowledge. Below are examples of each aspect:

Instruction: "Note-taking is an important skill that one should develop and Exercise A is designed for that purpose. Remind students that note-taking does not require complete sentences. Just jot down the key words or key phrases."

Culture: "Just as we Chinese do before the Spring Festival, westerners also buy many things before Christmas to prepare for the celebration. Therefore, it is also a chance to boost sales for various kinds of business."

World knowledge: "IQ: intelligence quotient, level of one's intelligence, measured by a special test, with 100 being the average result."

The number of listening tasks and notes in the textbooks are shown in Table 3.2 below. As seen in Table 3.2, in total there are 129 listening tasks and 150 notes in *Book 3*.

Table 3.2: The number of tasks and notes

Unit	No. of "Scripts" for listening tasks	No. of "Notes"
Unit 1 Higher Education	7	13
Unit 2 Love & Marriage	10	4
Unit 3 Film and TV	10	7
Unit 4 Agriculture	8	10
Unit 5 Medical & Health Work	8	7
Unit 6 Advertising	10	7
Unit 7 Fine Arts	7	9
Unit 8 News (I)	9	26
Unit 9 Computers	10	8
Unit10 Changing Life	8	11
Unit11 Business	9	1
Unit12 Life Philosophy	9	11
Unit13 Music	7	15
Unit14 A Woman's Place	8	10
Unit15 News (II)	9	11
Total	**129**	**150**

As seen in table 3.2, two parts, "scripts" for listening tasks and "notes", from *Book 3* in the teacher's manual were chosen for the analysis. These two sections were informative because they contained the major contents of teaching and learning, especially in terms of cultural contents. The "objectives" section in the textbook was also used as guidance before the formal analysis on each unit because "objectives" described the topics and indicated the orientation of the following tasks in the whole unit.

3.1.2 Questionnaire respondents

The questionnaire respondents in this study were 96 second year students in the English major program in Jiangxi University of Science and Technology. They were 96 students from three classes who were of a similar age (16-18 years old), sharing a similar pre-university English education background. That is, they started to learn English from the first year of their junior high school till the last year of their high school. All of them had passed the National College Entrance Examination of China. Their English proficiency was rated as intermediate to advanced compared with the

examinees in other majors. As an English major program student in Jiangxi University of Science and Technology of China, one had to get at least 100 out of 150 points in the College Entrance Examination in English. After entering the university and joining the English program, all 96 students had had the same compulsory basic courses in their first and second years. In October of 2009, all the students had just completed the *Contemporary College English for Listening, book 3* in their English listening course in the first semester of their second year. All of them were asked to respond to the questionnaires.

3.2 Research instruments

3.2.1 Textbook analysis

3.2.1.1 Construction of textbook analysis criteria

Firstly, related empirical research on the design and effectiveness of the cultural contents analysis was reviewed. Other information, such as coding procedure on the types and categories of culture were also studied.

The categories of culture, which included target culture, source culture and International culture, were based on Cortazzi and Jin's (1999) assumption on cultural information used in English language textbooks and materials. The themes related to big "C" and little "c" culture were a modified version of Chen's (2004) and Lee's (2009) concepts on themes under big "C" and little "c" cultures. In Chen's model, six themes for big "C" culture and nine themes for little "c" culture were designed. In Lee's model, twenty-two themes for big "C" and twenty-six themes for little "c" culture were designed with references from the intercultural, sociological, ethnographic and sociolinguistic perspectives which were very detailed and concrete way from a good deal of perspectives (see chapter 2 for detail themes).

Referred from Chen's (2004) and Lee's (2009), analysis criteria were set particularly for the purpose of the present study. "Analysis criteria of cultural contents (draft)" were divided into two main groups: (1) three categories of culture (source, target and international cultures) and (2) two types of culture (big "C" and little "c" culture). In the second group, seven themes were coded with Big "C" and another seven themes were coded with little "c" culture.

Table 3.3: Analysis criteria of cultural contents (Draft 1)

Unit No. Page -		Source Culture Chinese culture	Target Culture e.g. American culture, British culture, Australia culture, etc	International Culture e.g. Indian culture, Thai culture, Brazilian culture, etc
Big "C" Culture	**Politics**			
	Economy			
	History			
	Geography			
	Literature			
	Music			
	Education			
Little "c" Culture	**Food**			
	Holiday			
	Lifestyles			
	Customs			
	Cultural values			
	Hobbies			
	Gestures/ Body language			

Secondly, a pilot analysis was carried out by analyzing an English textbook for a listening and speaking course used by sophomore students in Prince of Songkla University in Thailand. After the pilot, it was found that some tasks had no reference to a specific cultural point. They could not be related to any particular country in terms of categories of culture or any specific cultural information in terms of big "C" and little "c" domains. Therefore, a new category namely "Culture Free" was added to the criteria framework. For the big "C" culture, "Social norms" and "Architecture" were added in order to examine the comprehensive classification.

Table 3.4: Analysis criteria of cultural contents (Draft 2)

Unit No.	Culture Free	Source Culture	Target Culture	International Culture	Little "c" Culture	Big "C" Culture
Task 1						
Task 2						
Task 3						
Task 4						
Task 5						
Task 6						
Task 7						
Task 8						

However, new issues emerged after analysis by using the analysis criteria (Draft 2). For example, there were some "scripts" belonging to both little "c" culture and target culture, while some "scripts" belonged to both big "C" culture and target culture. It would be redundant if a script was categorized into two categories. Therefore, the criteria (Draft 2) was reconsidered and restructured.

Finally, the formal framework of "Analysis criteria of cultural contents" was completed for the textbook analysis as shown in Table 3.5.

Table 3.5: Analysis criteria of cultural contents (Final)

Unit Task	Target Culture		Source Culture		International Culture		Culture Free
	Big C	Little c	Big C	Little c	Big C	Little c	
Task 1							
Task 2							
Task 3							
Task 4							
Task 5							
Task 6							
Task 7							
Task 8							

As shown in Table 3.5, the "Analysis criteria of cultural contents" (Final) were divided into four main categories: Target Culture, Source Culture, International Culture and Culture Free with big "C" and little "c" cultures under the first three categories. The intention was to provide a relatively comprehensive picture of the state of the categories and types of culture in the textbook. Meanwhile, in order to examine the distribution of cultural details under types of culture (big "C" and little "c"), sixteen themes were designed for the purpose. The detailed themes were:

1. Big "C" culture category (9 themes): Politics, Economy, History, Geography, Literature/Art, Social norms, Education，Architecture and Music.

2. Little "c" culture category (7 themes): Food, Holiday, Lifestyles, Customs, Values, Hobbies and Gestures/body language.

The detailed definitions and descriptions/examples of each theme are shown in Tables 3.6 and 3.7.

Table 3.6: Coding guidelines for the nine themes of big "C" culture

Themes	Definition	Examples
Politics	The activities involved in getting and using power in public life, and being able to influence decisions that affect a country or a society	Legal provision
		Political policies
		Acts of governments
		Activities of leaders of countries
		International conferences and affairs on political issues
Economy	The relationship between production, trade and the supply of money in a particular country or region	Introduction of enterprises
		Activities of enterprises
		Businesses in a country
		Statistical data of consumptions
		International economic issues
History	All the events that happened in the past, the past events concerned in the development of a particular place, subject	History of a university
		History of farming and agriculture of a country
Geography	The scientific study of the earth's surface, physical features, divisions, products, population	Geographical description of a university
Literature/ Art	Literature: pieces of writing that are valued as works of art, especially novels, plays and poems Art: the use of the imagination to express ideas or feelings, particularly in painting, drawing or sculpture	Paintings
		Sculpture and decorative arts
		Textiles and costumes
		literature
Social norms	The behavioural expectations and cues within a society or group. When and where it is appropriate to say certain things, to use certain words, to discuss certain topics or wear certain clothes, and when not to.	Advice for interviewees
		Using the appropriate questions when carrying out a management assessment
		The most important contents which should be included in a resume
Education	A process of teaching, training and learning, especially in schools or colleges, to improve knowledge and develop skills	Organization of education system
		Curriculum, courses, subject descriptions
		Education structure
		Educational institutions and organizations
Architecture	The art and study of designing buildings, the design or style of a building or buildings	Great architectural products or works
		A method or style of building
		designing and building structures
Music	Sounds that are arranged in a way that is pleasant or exciting to listen to. People sing music or play it in instruments	Types of modern music
		Traditional and classical music
		Music appreciation
		Introduction to great musical works

Note: The definitions are based on The Oxford Advanced Learner's Dictionary, 6th Edition

Table 3.7: Coding guidelines for the seven themes of little "c" culture

Themes	Definition	description
Food	Things that people or animals eat; a particular type of food	Dietary characteristics
		Etiquette when people eat
		Types of food
Holiday	A day when most people do not go to work or school, especially because of a religious or national celebration	Origin, purpose and significance of the holiday
		Symbols and signs of the holidays
		People's particular activities on the holiday
Lifestyles	The way in which a person or a group of people lives and works	Daily routine schedule
		Interpersonal interaction and social activities
		Activities and styles of family life
		Styles of Entertainment, consumption and fashion
Customs	An accepted way of behaving or of doing things in a society or a community	Wedding ceremony traditions
		Invitation card traditions
Values	Beliefs about what is right and wrong and what is important in life	Identifying what is good, beneficial, useful, beautiful, desirable, appropriate, etc. Both positive or negative values are involved
		Values for love, life, and jobs
		The new ethics, suggestions on better ethics
		Feminism and women's status in modern society
Hobbies	Activities that you do for pleasure when you are not working	TV programme Preferences
		Reading books
Gestures/ body language	a movement that you make with your hands, your head or your face to show a particular meaning	Body posture, gestures, facial expressions, and eye movements. Humans send and interpret such signals subconsciously.
		The signals from the above aspects which provide clues as to the attitude or state of mind of a person

Note: The definitions are based on The Oxford Advanced Learner's Dictionary, 6th Edition

3.2.1.2 Phase of textbook analysis

Throughout the study of textbook analysis, each script of a single listening task in fifteen units was considered a unit of study because each task was not only a basic unit of the whole target textbook but also conveyed its particular cultural information independently from the others. The process of textbook analysis consists of several basic phases.

Phase 1 Pre-Analysis: Examining the "Objective" of the target unit

The goal of this phase was to set a basic concept of cultural contents that were going to be investigated in the whole unit. Because the objectives indicated the major issues, topics, cultural information, listening skills and strategies in each unit.

Take the objectives in Unit One as an example. The seven listening tasks in Unit One concentrated on higher education and educational systems at university level. It also stated that different university systems of several countries were going to be presented. Therefore, based on the information from "objectives", the investigator had a general concept that the seven tasks in the unit probably involved target culture, international culture and the "education" theme under the big "C" culture.

Example: Unit 1 Higher Education

Objectives:
- **Listen to the materials on higher education.**
- **Compare the university systems in different countries.**
- **Understand the aims of higher education and the role of universities in society.**
- **Practise note-taking and outlining skills.**

Phase 2 Textbook Analysis: Classifying the "scripts" of listening tasks into categories and types of culture

With an approximate prediction from Phase 1, the investigator conducted the second phase to examine the main ideas presented in the tasks and to code them with the categories and types in the framework of "Analysis Criteria of Cultural Contents" (Table 3.4). Task-by-task analysis of the textbook was performed in order to obtain the counts of different categories of culture and themes under types of culture.

In order to classify the categories of culture, the names of countries appearing in the task were highlighted and then coded. To classify the themes of types of culture, based on its main ideas and major contents, each task was summarized. Following the principle of "one theme for one task", each task was then coded with the corresponding theme according to the definitions and guidance of "Coding guideline for nine themes of big 'C' culture" (Table 3.5) and "Coding guideline for seven themes of little 'c' culture" (Table 3.65) respectively. An example of the analysis of the seven tasks in Unit One is shown in Tables 3.8 and 3.9.

Table 3.8: Examining and Analyzing Table for Unit One

Unit One: Higher Education

Task	Content summaries	Theme	Category
Task 1	The history of Cambridge University	history	Target (UK)
Task 2	Walk around Cambridge town	geography	Target (UK)
Task 3	Guidelines for student visa application	/	Culture Free
Task 4	Differences between education systems in the USA and UK	education	Target (USA&UK)
Task 5	Higher education system in America	education	Target (USA)
Task 6	Education system in Tanzania	education	International (Tanzania)
Task 7	In praise of Oxford	/	Culture Free

Table 3.9: Analysis of Cultural Contents in Unit One

Unit		Target Culture		Source Culture		International Culture		Culture Free
	Task	**Big C**	**Little c**	**Big C**	**Little c**	**Big C**	**Little c**	
Unit 1	Task 1	History						
	Task 2	Geography						
	Task 3							Free
	Task 4	Education						
	Task 5	Education						
	Task 6					Education		
	Task 7							Free

An example of analysis on task one of Unit One in the textbook:

Task 1

Script

My coming to Cambridge has been an unusual experience. From whatever country one comes as a student one cannot escape the influence of the Cambridge traditions—and they go back so far! Here, perhaps, more than anywhere else, I have felt at one and the same time the past, the present and even the future. It's easy to see in the old grey stone buildings how the past has moulded the present and how the present is giving shape to the future. So let me tell you a little of what this university town looks like and how it came to be here at all.

The story of the University began, so far as I know, in 1209 when several hundred students and scholars arrived in the little town of Cambridge after having walked 60 miles from Oxford.

Of course there were no colleges in those early days and student life was very different from what it is now. Students were of all ages and came from anywhere and everywhere. They were armed; some even banded together to rob the people of the countryside. Gradually the idea of the college developed, and in 1284, Peterhouse, the oldest college in Cambridge, was founded.

Life in college was strict; students were forbidden to play games, to sing (except sacred music), to hunt or fish or even to dance. Books were very scarce and all the lessons were in the Latin language which students were supposed to speak even among themselves.

In 1440 King Henry VI founded King's College, and the other colleges followed. Erasmus, the great Dutch scholar, was at one of these, Queens' College, from 1511 to 1513, and though he wrote that the college beer was "weak and badly made", he also mentioned a pleasant custom that unfortunately seems to have ceased.

"The English girls are extremely pretty," Erasmus said, "soft, pleasant, gentle, and charming. When you go anywhere on a visit the girls all kiss you. They kiss you when you arrive. They kiss you when you go away and again when you return."

Many other great men studied at Cambridge, among them Bacon, Milton, Cromwell, Newton, Wordsworth, Byron and Tennyson.

The content summary described in Table 3.8 is "The history of Cambridge University" for task one. Task One is a person, probably a student, who came to Cambridge University, looked to the past to find the origins of distinctive aspects of the University. Furthermore, in the task the history of Cambridge was reviewed from year of 1209, followed by the development of university colleges at Cambridge. Although the lifestyles of students in the old days and greeting customs when the local girls met people were mentioned, the task was still classified under the theme of "history" because its main ideas and major contents were historical reviews.

Another example of analysis on task three in Unit One in terms of the Culture Free category is shown below.

Task 3

Script

On March 7, US Consul General David Hopper and three other officials from the Visa Section of the American Embassy met with students at Peking University. One of the officials presented "Five Secrets" for getting a student visa.

Secret One:

Get free, accurate information on applying for a student visa. Visit the US Embassy website. There is no charge for using these resources. Why pay to get the same information from other sources?

Secret Two:

Be thoroughly prepared. Make sure you bring:

- Your I-20 form (or IAP-66 form);
- Your diploma(s);
- Your standardized test score reports (TOEFL, GRE, GMAT, LSAT, etc.);
- All letters and e-mails from the school, especially those that discuss scholarships, assistantships, fellowships and other forms of financial aid;
- Evidence of funding for your studies (bank documents, etc.);
- Your business cards (if you have a job);
- Any other documents that you think might be important.

Secret Three:

Answer those questions that are asked. Don't give the visa officer a prepared speech! Here's an example of what to avoid.

Visa officer: Hi, how are you today?

Applicant: I'm going to study chemical engineering at X University.

Visa officer: X University? I've been to the campus many times.

Applicant: I will surely return to China and find a good job with a major multinational company.

Visa officer: So tell me, what color is the sky?

Applicant: I was given a teaching assistantship because the school believes my test scores and credentials are excellent.

These people are not communicating, and the applicant is not advancing his cause!

Secret Four:

Tell the truth. If the visa officer thinks you're lying, you won't get a visa.

Secret Five:

Come back to China. We mean that in two ways:

1. Come back to see your family and maintain your ties to China. Keep up your friendships and professional contacts here. Students returning on vacation don't even need to come in for an interview; they can simply use the drop-box service offered at many CITIC Bank locations.
2. Come back to China after you graduate. Use those advanced skills and theories that you learn in the US to make China a better place.

Task three presented information on "Guidelines for student visa application" for the United States in which the task presented "five secrets" for getting a student visa, which were: (1) to visit the website to get information, (2) to be thorough in preparing documents, (3) not to give the visa officer a prepared speech, (4) to tell the truth, and (5) to return to China. These "five secrets" were explained one by one in detail. Although it was about how to apply for a student visa from the American Embassy, the main ideas and major contents were defined as a type of instructional information which was not related to any culture. One could find similar guidelines when applying for visas of other countries, which indicated that "the five secrets" were not particular to American culture. Thus, task three was classified under the Culture Free category.

Phase 3 Textbook Analysis: Analyzing the "notes" and testifying to the previous analysis

As was mentioned previously in 3.1.1, the "Notes" in the teacher's manual aimed to prepare teachers by explaining more on the listening task from three different aspects by providing instruction, culture and world knowledge. Only the cultural aspect of "notes" was analyzed in this phase because they further explained and indicated the main cultural focuses in previous listening tasks. Therefore, along with the analysis on cultural information in "notes", it was worthwhile to utilizing that information to testify to the analysis results on scripts of listening tasks as well. However, not all tasks were accompanied by "notes" in the teacher's manual.

Here is an example of the analysis of "notes" of task one in Unit One in the textbook.

Notes

1 As one of the oldest universities in the world and one of the largest in the United Kingdom, the University of Cambridge is rich in history—its famous colleges and University buildings attract visitors from all over the world. Many of the University's customs can be traced to roots in the early years of the University's long history.

In this letter, a young student, who came to Cambridge, looks to the past to find the origins of much that is distinctive in the University.

2 This is the story of how the University of Cambridge began.

In 1209, several hundred students and scholars arrived in Cambridge from Oxford. They were all churchmen and had been studying in Oxford. It was a hard life at Oxford for there was constant trouble, even fighting, between the townsfolk and the students. Then one day a student accidentally killed a man of the town. The Mayor arrested him, along with three other students who were innocent, and by order of King John (who was quarrelling with the Church) they were hanged. In protest, many students left Oxford, some coming to Cambridge; and so the new University began.

3 Some great figures who once studied at Cambridge

Erasmus, Desiderius (1469—1536): Dutch humanist who was the greatest scholar of the northern Renaissance, the first editor of the New Testament, and also an important figure in patristics and classical literature

Bacon, Francis (1561—1626): English statesman, philosopher, and essayist. His essay "Of Studies" is popular among Chinese readers.

Milton, John (1608—1674): English poet and prose writer. His famous works include the epics *Paradise Lost* and *Paradise Regained*.

Cromwell, Oliver (1599—1658): Chief commander of the parliamentary forces in the English Civil Wars against Charles I. He was Lord Protector of England, Scotland and Ireland from 1653 to 1658 in place of a king during the Commonwealth.

Wordsworth, William (1770—1850): Major English Romantic poet and poet laureate of England. His *Lyrical Ballads*, written with Samuel Taylor Coleridge, helped launch the English Romantic Movement.

Byron, George Gordon (1788—1824): English Romantic poet. His major works include *Childe Harold's Pilgrimage* and *Don Juan*.

Tennyson, Alfred (1809—1892): English poet often regarded as the chief representative of Victorian poetry

Newton, Sir Isaac (1642—1727): English physicist and mathematician

There are three notes provided in the teacher's manual to facilitate the further explanations on listening task one. Note 1 was a brief introduction of the history of Cambridge University. Note 2 provided an introduction on how the University began. Note 3 gave further profiles of famous figures who once studied at Cambridge. From the first and second notes, the researcher found that the main focus in terms of cultural content were the history of the University, which was the same as the analysis of the task. This testifies to the analysis results, thus making the analysis reliable.

3.2.2 Questionnaire

3.2.2.1 Preliminary study

Before the researcher started constructing the questionnaire, the related literature was reviewed to gather details about the role of cultural learning, types of culture, categories of culture and learners' cultural implementation in English teaching and learning fields in the past. These were used for writing items in the questionnaire.

3.2.2.2 Questionnaire construction

The questionnaire adopted a three-pronged approach, including a Likert scale answer option (1-5 scale), rank order questions and an open-ended response. The questionnaire was written in Chinese to make sure its ability to convey the intended meaning.

The whole questionnaire consisted of 3 main parts (28 items):

Part 1 consisted of 20 items investigating students' attitudes towards culture learning and *Book 3* and their perception about the ability to communicate about culture. The respondents were required to express their opinions using the rating scale ranging from 5 (strongly agree) to 1 (strongly disagree).

Part 2 included 5 items related to the importance of cultural aspects which required respondents to rank them according to the degree of their perceived importance.

Part 3 contained 3 open-ended questions concerning their expectations on cultural learning in terms of categories of culture. They were also required to give reasons and support for their choices.

All items were first constructed in English and approved by the supervisory committee in order to assure content validity. The researcher then translated the items into Chinese and had them checked by three Chinese English teachers for the purpose of translation and content validity. Then the questionnaire was piloted.

3.2.2.3 Questionnaire pilot

The draft questionnaire was tried out with thirty-one English major program students in their second year at the Applied Science Institute in Jiangxi University of Science and Technology in China because they shared similar characteristics and used the same textbook in their English listening course as those in the main study. The students were asked to answer the questionnaire and specify any ambiguous or incomplete items.

In the pilot process, when the students were asked about the categories of culture, some of them showed confusion with regards to the definitions of "target culture, source culture and international culture". For example, the draft version described a question item as "It is very important for me to know the target culture". To avoid respondents' misunderstanding the meaning of "target culture and international culture", the final version was changed, so the items read "It is very important for me to know the culture of English-speaking countries, such as England, America, and Australia" and "It is very important for me to know the culture of non-English-speaking countries, such as Thailand, India and Brazil".

3.2.2.4 Description of questionnaire respondents

The number of questionnaires received in the study was 84 out of 96, representing 87.50 percent of the population. The responses were all completed. The respondents could be classified as follow:

1. Thirty out of 33 questionnaires were received from the English program class 1, representing 90.9 percent of the population of this class.
2. Twenty-six out of 31 questionnaires were received from the English program class 2, representing 83.87 percent of the population of this class.

3. Twenty-eight out of 32 questionnaires were received from the English program class 3, representing 87.5 percent of the population of this class.

3.3 Data analysis

3.3.1 Textbook analysis

To answer the first and second research questions, the data obtained from the textbook analysis were analyzed by categorizing them into culture free category, big "C" and little "c" cultures under target, source and international culture, and further quantified using frequencies and percentages to provide support in answering research questions one and two. Quantitative data concentrated on an account of the amount (percentage and frequency) of cultural information contained in the textbook. Qualitative data focused on the kind (categories and types) of cultural content and varieties (themes) of big C and little c cultures in the textbook.

3.3.2 Questionnaire

To answer the third and fourth research questions, data from the completed questionnaire were analyzed using the Statistical Package for Social Science (SPSS). The following statistical devices were employed in analyzing the data of the study.

Research Question 3: What are the perceptions and expectations of students towards cultural contents in their in-use textbook?

To answer the third question, descriptive statistics were used to compute the frequency, average scores and standard deviations. To facilitate data analysis, the means were interpreted as follows:

1.00-1.80	=	Strongly disagree
1.81-2.60	=	Disagree
2.61-3.40	=	Moderately agree
3.41-4.20	=	Agree
4.21-5.00	=	Strongly agree

In addition, the rank order scores on individual items were calculated to determine their relative importance as perceived and expected by students. Also the data responded to the open-ended questions were transcribed. Then, the information was analyzed and summarized.

Research Question 4: What are the attitudes of students towards cultural learning and abilities on cultural implementation?

To answer the fourth question, descriptive statistics were used to compute the frequency, average scores and standard deviations. To facilitate data analysis, the means were interpreted as follows:

1.00-1.80	=	Strongly disagree
1.81-2.60	=	Disagree
2.61-3.40	=	Moderately agree
3.41-4.20	=	Agree
4.21-5.00	=	Strongly agree

In addition, the rank order scores on individual items were calculated to determine their relative importance as perceived and expected by students.

CHAPTER 4

FINDINGS AND DISCUSSION

Chapter 4 reports findings and discussions of the study based on the results obtained from the analysis of the target textbook and the returned questionnaires. The main findings and discussion will be presented in the following aspects:

4.1 Findings

4.1.1 Categories of culture in the textbook

4.1.2 Types of culture in the textbook

4.1.3 The students' perceptions and expectations towards cultural contents in the textbook

4.1.4 The students' attitudes towards cultural learning and abilities on cultural implementation

4.2 Discussion

4.2.1 Target, source and international culture

4.2.2 Big "C" and little "c" cultures

4.1 Findings

4.1.1 Categories of culture in the textbook

Answers to the first research question about the categories of culture presented in an in-use listening textbook *Contemporary College English Listening 3* in Chinese EFL classroom were derived from data analysis, which were based on the percentage and frequency of occurrence of four categories of culture (Target Culture, Source Culture, International Culture and Culture Free category) from the textbook analysis. The distribution and percentages of the four categories of culture in each unit will be presented in this section.

The results of the analysis on the "Scripts" section of listening tasks in *Book 3* are presented in Table 4.1 below.

Table 4.1: Distribution and percentage of cultural contents in the scripts for the listening tasks

Unit	No. of Tasks	Target Culture Big C	Target Culture Little c	Source Culture Big C	Source Culture Little c	International Culture Big C	International Culture Little c	Culture Free
Unit 1 Higher Education	7	4				1		2
Unit 2 Love & Marriage	10	1	6				2	1
Unit 3 Film and TV	10	1	5					4
Unit 4 Agriculture	8	4						4
Unit 5 Medical& Health Work	8							8
Unit 6 Advertising	10	2	4					4
Unit 7 Fine Arts	7	3	1			3		
Unit 8 News (I)	9	6				3		
Unit 9 Computers	10	1	2					7
Unit10 Changing Life	8		5				1	2
Unit11 Business	9	3				2		4
Unit12 Life Philosophy	9		7				1	1
Unit13 Music	7	3		2		1		1
Unit14 A Woman's Place	8	1	3				1	3
Unit15 News (II)	8	1		1		2	1	4
Total	**129**	**30**	**33**	**3**	**0**	**12**	**6**	**45**
		63		**3**		**18**		**45**
Total Percentage		**23.3%**	**25.6%**	**2.3%**	**0%**	**9.3%**	**4.7%**	**34.9%**
		48.9%		**2.3%**		**14%**		**34.9%**

The data shown in Table 4.1 demonstrates that in *book 3,* target culture contents occurred in sixty-three listening tasks which occupied 48.9% and gained significantly higher frequency than international culture (14%) and source culture (2.3%). The percentage of the Culture Free Category was also examined to ascertain how much

weight was given to cultural contents. Table 4.1 presents the proportion of Culture Free Category (34.9%) to culture-related contents (65.1%) as being a minor in *Book 3*, indicating an earnest attempt by authors to integrate culture into the textbook curriculum.

To explore further whether cultural contents were presented in the "Notes" section of the teacher's manual, an analysis was conducted. Table 4.2 indicated the distribution and percentage of three different types of notes.

Table 4.2: Distribution of three types of notes in teacher's manual

Unit	No. of Notes	Instruction	Culture	World Knowledge
Unit 1 Higher Education	13	2	8	3
Unit 2 Love & Marriage	4	0	2	2
Unit 3 Film and TV	7	4	1	2
Unit 4 Agriculture	10	0	7	3
Unit 5 Medical & Health Work	7	3	0	4
Unit 6 Advertising	7	0	2	5
Unit 7 Fine Arts	9	0	4	5
Unit 8 News (I)	26	5	7	14
Unit 9 Computers	8	4	0	4
Unit10 Changing Life	11	0	3	8
Unit11 Business	1	0	1	0
Unit12 Life Philosophy	11	4	2	5
Unit13 Music	15	1	3	11
Unit14 A Woman's Place	10	0	7	3
Unit15 News (II)	11	0	0	11
Total	**150**	**23**	**47**	**80**
Total percentage	**--**	**15.33%**	**31.33%**	**53.33%**

As shown in Table 4.2, the information found in the "Notes" was classified into three types: instruction, culture, and world knowledge. Over half (53.33%) of the notes were dedicated to world knowledge, whereas 31.33% concerned cultural knowledge. The instructional notes occupied only 12.33%.

To further investigate the cultural contents, the distribution and percentage in terms of categories and types of culture for cultural type of notes in the "Notes" section were carried out.

Table 4.3: Distribution and percentage of cultural contents in the cultural type of notes

Unit	Target Culture		Source Culture		International Culture	
	Big C	Little c	Big C	Little c	Big C	Little c
Unit 1 Higher Education	7				1	
Unit 2 Love & Marriage	2					
Unit 3 Film and TV	1					
Unit 4 Agriculture	6				1	
Unit 5 Medical & Health Work						
Unit 6 Advertising		2				
Unit 7 Fine Arts	1	1			1	1
Unit 8 News (I)	3				4	
Unit 9 Computers						
Unit10 Changing Life	1	2				
Unit11 Business	1					
Unit12 Life Philosophy	2					
Unit13 Music	2				1	
Unit14 A Woman's Place	6					1
Unit15 News (II)						
Total (47 notes)	**32**	**5**	**0**	**0**	**8**	**2**
Percentage	**68%**	**11%**	**0%**	**0%**	**17%**	**4%**
Total percentage	**79%**		**0%**		**21%**	

Table 4.3 showed a detailed distribution and percentage of culture-related notes presented in the "Notes" section of the textbook. Out of 47 culture-related notes, the target culture was mainly focused on (79%), while International culture received a limited portion of attention (21%) and source culture was totally absent.

To conclude the above results, the authors of *Book 3* paid considerable attention on culture-related contents by presenting cultural information in 65.1% of the scripts for the listening tasks and 31.33% of the notes. The target culture was focused on significantly in both the "Scripts" section for listening tasks and the "Notes" section. It is evident that the structure of cultural contents in *Book 3* was basically designed with the aim of enhancing the students' knowledge of English speaking countries' culture.

4.1.2 Types of culture in the textbook

In order to answer the second research question about the types of culture in *Book 3* in terms of big "C" and little "c" culture, the distribution and percentage of these two types of culture and sixteen themes under big "C" and little "c" cultures in the textbook will be presented in this section.

To examine the percentages of types of culture, the Culture Free Category was employed to reveal the proportions of big "C" and little "c" culture as shown in Figure 4.1.

Figure 4.1: Percentage of Big "C", little "c" Cultures and Culture Free Category
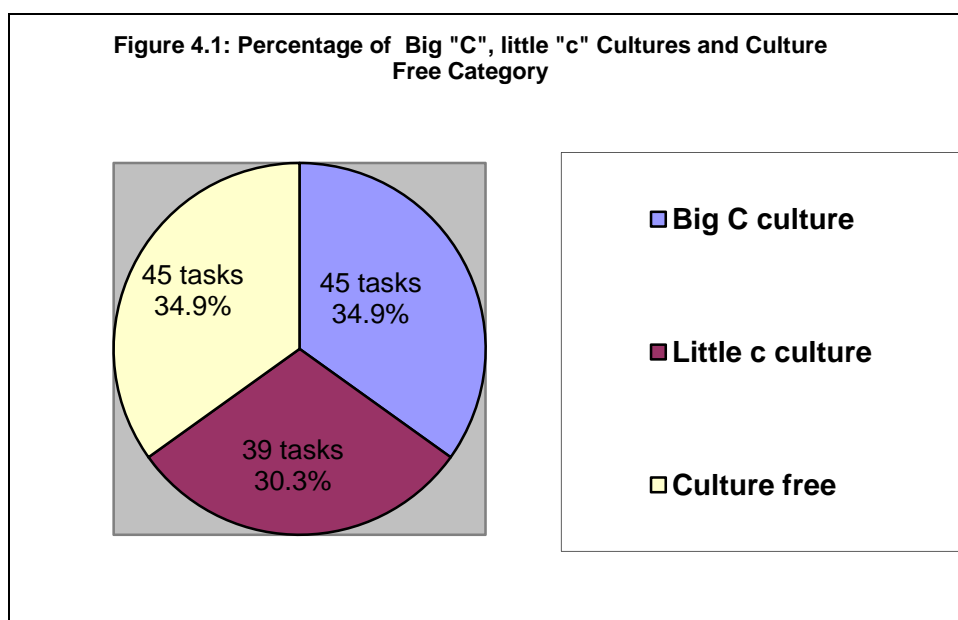
Figure 4.1 shows the percentage of big "C", little "c" cultures and the Culture Free Category. As far as the types of culture are concerned, the percentage of big "C" culture and little "c" culture are 34.9% and 30.3%, showing a slightly higher percentage of big "C" culture than that of little "c".

In order to further investigate the distribution of nine themes under big "C" culture and seven themes under little "c" culture, the frequency of occurrence for the sixteen themes in listening tasks are shown in Table 4.4.

Table 4.4: Distribution and percentage of 16 themes under big "C" and little "c" cultures

Big "C" culture (9 themes)	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Total # of each theme in units	%
Politics		1		1				9								**11**	**8.53%**
Economy				2		1					2				4	**9**	**6.98%**
Music													6			**6**	**4.65%**
Social norms			1			1			1		3					**6**	**4.65%**
Literature/Art							5									**5**	**3.88%**
Education	3													1		**4**	**3.10%**
History	1			1												**2**	**1.55%**
Geography	1															**1**	**0.78%**
Architecture							1									**1**	**0.78%**
Total # of each unit in 9 themes of big C	5	1	1	4	0	2	6	9	1	0	5	0	6	1	4	**45**	**34.90%**
Little "c" culture (7 themes)	**Unit 1**	**Unit 2**	**Unit 3**	**Unit 4**	**Unit 5**	**Unit 6**	**Unit 7**	**Unit 8**	**Unit 9**	**Unit 10**	**Unit 11**	**Unit 12**	**Unit 13**	**Unit 14**	**Unit 15**	**Total # of each theme in units**	**%**
Value		4				1	1		1	1		8		4	1	**21**	**16.28%**
Lifestyles		1	3			1				4						**9**	**6.98%**
Customs		3							1							**4**	**3.10%**
Hobbies			2			1				1						**4**	**3.10%**
Holiday						1										**1**	**0.78%**
Food																**0**	**0%**
Gestures/body language																**0**	**0%**
Total # of each unit in 7 themes of little c	0	8	5	0	0	4	1	0	2	6	0	8	0	4	1	**39**	**30.20%**

Table 4.4 demonstrates the frequency and percentage of 16 cultural themes related to the two types of culture presented in tasks in *Book 3*. Four themes of big "C" culture and two themes of little "c" ranked as the top 5 occurrences. The "Value" theme under little "c" culture ranked as top frequency, with a total of 16.28% occurrence in the textbook. The second highest was "Politics" (8.53%), followed by "Economy" (6.98%) and "Lifestyles" (6.98%), "Social norms" (4.65%) and "Music" (4.65%) respectively. The fifth was Literature/Art at 3.88%.

"Politics", "Economy", "Social norms", "Music" and "Literature/Art" are five themes under the big "C" culture which were significantly found in terms of frequency and percentage in the textbook. Most detailed contents of these five themes subjected under target culture were those of the UK and USA rather than those of Canada, Australia and New Zealand. The "politics" issues were designed in relation to target culture mostly. The political policies were identified through topics such as gun control related policies in the UK and US, policies of British farming, the tradition of the royal succession in the UK, and the nuclear testing policies of America.

The theme of "Economy" was also observed at a high frequency for the target culture. It was introduced by topics such as cattle raising business, the famous regions for different big businesses, and personal spending during holiday seasons, all related to the United States.

The "Social norms" theme was presented through topics such as U.S. film ratings, how to write a good resume and how to behave better in an interview, and what makes someone a good manager.

"Music" was observed through the introduction of the British pop stars, and American rock singers which were related to the target culture. It should be noted that, "Music" themes were presented through not only target culture, but also source culture such as Chinese pop singer Jay Chou and Chinese traditional music and international culture such as Tchaikovsky's well-known contributions to the classic music field and people's musical preferences different societies. However, looking at the whole textbook, "Music" was the only theme that employed target culture, source culture and international culture together in such a diversified way.

"Literature/Art" was about the collections in the Boston Museum in the U.S., the British female artist Beryl Cook's works, and six life paintings painted by different artists in different periods.

There were two themes in the textbook with high frequency occurrence which were under little "c" culture. Of all the themes, the "Values" theme was utilized most frequently with a total of 16.28% in *Book 3*. "Values" included people expressing their values about marriage, and an American wife's support of her husband during his career abroad, artists being valued in different ways in different societies, crisis in old-fashioned family lives in the US and UK, twelve suggestions on better ethics for U.S. society, and differences between females and males in the US.

The "lifestyles" theme was presented by topics such as what a working honeymoon was about for a British couple, TV program scheduling in the UK, and getting a suntan in the summer vacation.

As for the notes section analysis, the top five themes presented in the "Notes" section are shown in Table 4.5 below.

Table 4.5: Top five themes in culture-related notes

Rank	Themes	No. of Notes	Percentage
1	Politics	11	23%
2	Education	8	17%
3	Geography	6	13%
4	Lifestyles	5	11%
5	History	3	6%
	Literature/Art	3	6%
	Economy	3	6%
	Music	3	6%

As seen in Table 4.5, the top four themes presented in the "Notes" section of the teacher's manual were "Politics", "Education", "Geography", and "Lifestyles" with a percentage of 23%, 17%, 13% and 11% respectively. "History", "Literature/Arts", "Economy" and "Music" tied for the fifth rank of frequency in all culture-related notes at 6%. It is observed that, similarly with the distribution of the top 5 themes from analysis of the scripts for listening tasks, the majority of themes ranked as the top 5 were related to big "C" culture.

4.1.3 The students' perceptions and expectations towards cultural contents in the textbook

To answer the third research question on the students' perceptions and expectations of cultural contents in *Book 3*, the questionnaire responses were analyzed for mean scores, standard deviations and rank orders to indicate the degree of agreement about the cultural contents of the textbook. The results of questionnaire responses will be presented in three sections:

    4.1.3.1 Perceptions of cultural contents in *Book 3*

    4.1.3.2 Expectations of cultural contents in terms of big "C" and little "c" should be presented in the textbook

    4.1.3.3 Expectations of preferred categories of culture in EFL textbook

4.1.3.1 Perceptions of cultural contents in *Book 3*

Table 4.6 illustrates mean scores and standard deviations of the levels of agreement regarding perceptions of cultural contents in *Book 3* among the students.

Table 4.6: Students' perceptions of cultural contents in *Book 3*

Item	Students' perceptions	Mean scores	SD	Level of agreement
8	Cultural knowledge contents are included in most tasks.	3.30	0.98	Moderately agree
9	The culture of English-speaking countries was mainly focused upon.	3.17	1.07	Moderately agree
12	A variety of different cultures were presented.	3.15	1.05	Moderately agree
7	Compared with cultural learning, the tasks were designed with a focus of the linguistic learning.	3.13	1.10	Moderately agree
11	The culture of non-English-speaking countries was mainly focused.	2.15	0.90	Disagree
10	Chinese culture was mainly focused upon.	2.07	0.87	Disagree

According to the data from the questionnaire on items 8-12, the mean student responses were between 2.07-3.30 ranging from disagree to moderately agree levels. They moderately agreed that the culture of English-speaking countries was mainly focused on in the textbook. Conversely, the students disagreed that Chinese culture (Mean=2.07) and the culture of non-English-speaking countries (Mean=2.15) were mainly focused on. The students' responses also indicated that although they moderately agreed that "Cultural knowledge contents are included in most tasks", they still felt that "Compared with cultural learning, the tasks were designed with a focus on linguistic learning." This conflict between the amount of cultural contents and actual effects on learners' indicated that there were some problems in the cultural teaching instructions in the textbook.

4.1.3.2 Expectations of cultural contents in terms of big "C" and little "c" in the textbook

Table 4.7 illustrates the rank orders and percentages of the students' expectations towards the most preferred cultural themes to be presented in their English textbooks. The 16 themes demonstrated in Table 4.7 were the same as the ones in the textbook analysis.

Table 4.7: Ranking of students' expectations about the most preferred themes to be presented in textbooks

Rank	Theme	Big C	Little c	No. of respondents	%
1	Lifestyles		√	18	21%
2	History	√		15	18%
3	Value		√	10	12%
4	Education	√		8	9%
5	Politics	√		6	7%
6	Literature/Art	√		5	6%
	Customs		√	5	6%
7	Economy	√		3	4%
	Social norms	√		3	4%
	Music	√		3	4%
	Holiday		√	3	4%
8	Geography	√		2	2%
	Food		√	2	2%
9	Gestures/body language		√	1	1%
10	Hobbies		√	0	0%
	Architecture	√		0	0%

With respect to the data in Table 4.7, the most preferred theme to be included in EFL textbooks was "Lifestyles" (21%), followed by "History" (18%), "Values" (12%), "Education" (9%) and "Politics" (7%) respectively. Also as seen from Table 4.7, the students expected more big "C" culture than little "c" culture by comparing the rank orders of all 16 themes.

To further investigate whether there was a correspondence among students' expectation, textbook contents, and additional cultural knowledge provided in teacher's manual, a comparison of the top five themes under both big "C" and little "c" cultures was carried out as shown in Table 4.8 below.

Table 4.8: Top five themes from students, listening tasks and notes

Rank	Students' expectations	Analysis results of listening tasks	Analysis results of notes
1	lifestyles	values	politics
2	history	politics	education
3	value	economy	geography
		lifestyles	
4	education	social norms	lifestyles
5	politics	music	history
			literature/arts
			economy
			music

Note: the grey area stands for themes under big "C" culture, and the white area stands for themes under little "c" culture

Table 4.8 indicates a close correspondence among students' expectation, textbook contents, and additional cultural knowledge provided in the teacher's manual although the ranking of each theme differed. "Lifestyles" and "Values" were two themes under little "c" ranked in the top five themes. The rest of the themes which were in the top 5 all belonged to big "C" culture, such as politics, education, history, music and economy. This indicated that both students and authors of the textbook saw big "C" culture as being more important than little "c" in the EFL classroom.

4.1.3.3 Expectations of the preferred categories of culture in EFL textbooks

To examine the expectation of students regarding what categories of culture should be presented in their textbooks, the rank orders of target culture, international culture and source culture (Chinese culture) are presented in this section as seen in Table 4.9.

Table 4.9: Ranking of students' expectations about which categories of culture should be presented in textbooks

Rank	Categories of culture	No. of respondents	%
1	Target culture	69	82%
2	Source culture (Chinese culture)	14	17%
3	International culture	1	1%

According to the rank orders in Table 4.9, eighty-two percent of all 84 respondents ranked target culture as the preferred culture which should be included in their textbooks. Chinese culture was ranked second (17%). Only 1% of the respondents ranked international culture as the top one category which he or she expected from the textbook. The results of this ranking indicated that, as a part of cultural contents in textbooks, the students believed the target culture to have much more significance than Chinese culture and international culture for their cultural learning from English textbooks.

4.1.4 The students' attitudes towards cultural learning and abilities on cultural implementation

In order to answer the fourth research question on the students' attitudes towards cultural learning and identification of their abilities regarding cultural implementation, the questionnaire responses were calculated for mean scores, standard deviations and rank orders to identify the degree of agreement for cultural learning.

4.1.4.1 Attitudes towards cultural learning

In order to reveal the students' attitudes towards cultural learning, mean scores and standard deviations of the levels of agreement to cultural learning are presented. Table 4.10 illustrates mean scores and standard deviations of the levels of agreement to attitudes towards learning cultures among students.

Table 4.10: Students' attitudes towards cultural learning

Item	Attitudes	Mean scores	SD	Level of agreement
3	It is very important for me to know Chinese culture.	4.68	0.64	Strongly agree
1	I want to learn cultural contents as well as linguistic knowledge.	4.61	0.64	Strongly agree
2	It is very important for me to know the culture of English-speaking countries, such as England, America, and Australia.	4.50	0.65	Strongly agree
6	It is very important for me to know about daily living and culture patterns, such as food, holidays, lifestyles and customs.	4.44	0.61	Strongly agree
5	It is very important for me to know about the products and contribution to a society, such as politics, economy, history, literature, sciences and geography.	4.25	0.76	Strongly agree
4	It is very important for me to know the culture of non-English-speaking countries, such as Thailand, India, or Brazil.	3.51	0.67	Agree

It should be noted that, in Table 4.10, items 1-6 reflect students' positive attitudes towards studying cultures. Responses from the students for all 6 items were rated as "agree" and "strongly agree" with item means ranging from 3.51 to 4.68. The results indicated that the students were aware of cultural learning. They showed their very high interests in learning target, source, and international cultures, and both big "C" and little "c" cultures. However, when they were asked to compare three categories of culture according to the importance level, the respondents showed different interests to varying degrees.

Table 4.11 demonstrated the open-ended questions which asked for students' attitudes about which categories of culture they had tried and were willing to study in their English classroom. Additional comments and reasons from students were also required.

Table 4.11: Ranking of students' attitudes about the categories of culture they had tried to and were willing to learn

Rank	Categories of culture	No. of respondents	%
1	Target culture	83	99%
2	Chinese culture (source culture)	82	98%
3	International culture	25	30%

As seen in Table 4.11, out of 84 respondents, 99% of them reported that they had tried and were willing to learn target culture in English classroom. With a very close percentage, 98% of the students had tried and were willing to study Chinese culture. In comparison, only 30% of the students had tried and were willing to learn international culture. The findings showed that almost all respondents had more interest in the target culture and source culture than international culture in their English classroom.

According to the comments and reasons given by the students, there are typical examples as shown in Table 4.12.

Table 4.12: Students' reasons for learning categories of culture

Target culture	I can communicate with English native speakers in a better level if I know about their culture.
	Cultural knowledge is necessary for language learning. Cultural learning will enhance the understanding of the target language.
	It will be helpful to my awareness of cultural differences in the world
Source culture	As a Chinese, knowing our own culture is a "must".
	If a person does not know his/her own culture, there is no way for him/her to master a foreign language.
	It's beneficial for introducing China to the people all over the world.
	Chinese culture is necessary for me when I communicate with foreigners.
International culture	I have no extra time to learn international culture.
	It is not very importance for my English learning, so I am not interested in.
	There is no much chance for me to encounter the international cultures for my future career. It's far away from my actual life.

As seen in Table 4.12, the students considered the study of the target culture as being the most beneficial aspect of their English language learning, while source cultural learning was beneficial to understand their traditional Chinese cultural background. They also reported that source cultural learning would assist them to introduce their own culture to foreigners in an intercultural communication context. However, the majority of students lacked interests in learning about cultures of other countries. In other words, the students did not value international culture as a necessary and significant component of their English studies.

To find out the actual situations of current cultural teaching and learning in EFL classrooms in China, the students' attitudes towards teaching methods, course settings and possible factors which hindered their cultural learning were examined. The students were asked to rank the order according to the listed options. The responses are shown in Tables 4.13, 4.14 and 4.15.

Table 4.13: Students' preferences about the most helpful methods for cultural learning

Item	Methods of cultural learning	No. of respondents	%
23.1	Teachers providing cultural background related to the topic	25	30%
23.4	Teachers introducing cultural knowledge by talking about current events related to culture	21	25%
23.3	Students finding further cultural information from newspapers, magazines and books after class	18	21%
23.2	Teachers providing opportunities for discussions on cultural differences and similarities in class	11	13%
23.6	Watching movies	6	7%
23.5	Role plays	3	4%

From Table 4.13, 30% students believed that the two most helpful teaching methods for their cultural learning were "teachers providing cultural background related to the topic" and "teachers introducing cultural knowledge by talking about current events related to culture". The results indicated the responses were still used to a teacher-centered approach and relied on their teachers to convey cultural contents and knowledge to them in the class.

The needs and preferences from students on teachers' teaching methods correlates to the results shown in Table 4.14, when the students were asked to rank the possible factors which hindered their abilities to study cultures.

Table 4.14: Factors hindering students' abilities to learn about cultures

Item	Factors	No. of respondents	Percentage
24.4	Boring and uninteresting teaching methods	34	40%
24.3	Textbooks lack cultural contents	24	29%
24.2	Cultural learning is not as important as linguistic ability	10	12%
24.1	Teachers don't teach cultural information	10	12%
24.5	I have to pass exam. There is no time for culture learning.	6	7%

Refer to Table 4.14, "Boring and uninteresting teaching methods" was the most important factors which hindered the students' cultural learning. This result may explain why the students preferred their teachers to provide and introduce cultural knowledge in the class. The students also perceived that "textbooks lack cultural contents". This showed that the amount of cultural contents were not enough to study adequately.

To ascertain the students' preferences of course settings for cultural learning, they were required to rank the preferred course setting to learn about culture. The rank orders are presented in Table 4.15 below.

Table 4.15: Preferences of course setting to learn about culture

Item	What kinds of course setting do you prefer to learn about culture?	No. of respondents	Percentage
25.1	Compulsory	40	48%
25.3	Seminar with culture topics	16	19%
25.4	A supplementary exercises in the language course	13	15%
25.2	Elective	11	13%
25.5	Lectures held on weekends	4	5%

Table 4.15 showed responses' preferences on course settings to learn about culture. Nearly half of the students (48%) preferred to learn about culture in a compulsory course, indicating they believed if the cultural knowledge could be learnt in a formal course, it would facilitate their cultural knowledge more than if they learnt it at home. This finding also testified that the students had taken cultural learning seriously.

4.1.4.2 Abilities on cultural implementation

The students' attitudes on their own abilities to convey cultural communication reflected their expectations and needs on cultural learning. Therefore, mean scores and standard deviations of the levels of agreement to the students' abilities towards cultural implementation were calculated as shown in Table 4.16.

Table 4.16: Students' attitudes on their abilities of cultural implementation

Item	Abilities on cultural implementation	Mean scores	SD	Level of agreement
16	I am capable of talking about daily living and culture patterns, such as food and holiday, of China in English.	4.10	0.63	Agree
19	I don't have enough cultural knowledge to talk to them.	4.04	0.75	Agree
20	I don't have enough linguistic ability to talk to them.	4.00	0.82	Agree
15	I am capable of talking about the products and contribution to the society, such as politics and economy, of China in English.	3.86	0.71	Agree
14	I am capable of talking about daily living and culture patterns, such as food and holiday, of English-speaking countries in English.	3.67	0.92	Agree
13	I am capable of talking about the products and contribution to the society, such as politics and economy, of English-speaking countries in English.	3.20	1.05	Moderately agree
18	I am capable of talking about daily living and culture patterns, such as food and holiday, of non-English-speaking countries in English.	2.83	1.03	Moderately agree
17	I am capable of talking about the products and contribution to a society, such as politics and economy, of non-English-speaking countries in English.	2.74	0.98	Moderately agree

Regarding the data in Table 4.16, items 13-20 are related to students' abilities while communicating with foreigners. Responses from the students varied between "moderately agree" and "agree" with the item means ranging from 2.74 to 4.10. The students agreed that they were capable of talking about the little "c" and big "C" culture of China in English. They also agreed that they were capable of talking about little "c" culture of English-speaking countries in English. However, for the big "C" culture of English-speaking countries, the mean of the students' responses was 3.20 which was in a moderate level of agreement, indicating that they had less confidence to talk about big "C" cultural information.

It should be noted that, in Table 4.16, items 19 and 20 reflect students' negative attitudes on abilities for cultural communication. Generally speaking, the respondents did not have much confidence in either their linguistic or cultural abilities for intercultural communication.

4.2 Discussion

4.2.1 Target, source and international cultures

In this study, results from the textbook analysis both on the "scripts" section for listening tasks and the "notes" section showed that target cultural contents occupied more than half of the total tasks and gained significantly higher frequency than source and international cultures. Similar findings can be found in Yamanaka (2006), Zu & Kong (2009), and Hamiloglu & Mendi (2010). Yamanaka (2006) reported that there was a marked lack of emphasis on nations in the Outer Circle in comparison with countries in the Inner Circle in in-use Japanese English textbooks. Zu and Kong (2009) concluded that most of topics in the units of a Chinese secondary English textbook were concerned with target culture. In Hamiloglu and Mendi's (2010) analysis on the textbook *New Streetwise* it was found that the book did not present any intercultural elements but focused only on the cultures of the USA and England as the target cultures of the main English speaking countries.

The results gathered from the questionnaire survey indicated that the majority of the participants of the present study considered target culture as the most important culture which should be presented in their English textbooks. Furthermore, almost all students responded that they had tried to learn target culture. Similar results can be seen in Stapleton's (2000) survey on Japanese students about their interests in learning English. The Japanese students wanted to learn about the culture of the United States, followed by Britain.

Traditionally, in the EFL context, teaching and learning have been linked to target culture, which is the cultural information about English-speaking countries, such as the United Kingdom and the United States (Alptekin, 1993). Even today, many English educators and students, the same as the authors of *Book 3* and students in the present study, would follow secure traditions when facing a choice of countries and cultures in their lessons and classes.

With respect to source culture and international culture, observed from the results of textbook analysis, source culture occurred in only 2.3% of the tasks. They concerned a Chinese pop singer, Chinese traditional music and economic issues of Lenovo Group Limited of China. International culture covered 14% of the total tasks. Also from the students' perception, it was shown that students disagreed that Chinese culture and the culture of non-English-speaking countries were mainly focused on in *Book 3*.

Thus far, the above findings from both textbook analysis and questionnaire responses might bring us to the conclusions that the target culture was the primary focus relating to cultural teaching and learning, while source culture and international culture were given little attention with a small percentage of occurrences.

However, although this group of students believed that target culture was the most important information for their English studies, they showed the interest and need to learn about source culture in the EFL classroom. It is interesting to note that 98% of participants of the present survey agreed that Chinese culture (source culture) was very important in their English learning. The students also reported that they had tried to learn Chinese culture and were willing to learn it in the English classroom. This corroborated a finding of Zhang & Ma (2004) that over half of Chinese students showed their preference to have multi-cultures in teaching materials, including source culture and international culture, rather than target culture only.

Moreover, some negative effects on learners' learning target culture were reported in the studies of Adaskou, Britten and Fahsi (1990) and Canagarjah (1993), in which suggestions from their studies were given that students will be more, not less motivated, to learn English if the language is presented in cultural contexts relating to their own lives as young adults rather than to see it presented in the context of an English-speaking country.

Another result from the survey concerning the categories of culture is that there were 30% of students who had tried to learn international culture, which was a sharp contrast to 99% of the students who had tried to learn target culture and 98% of the students who had learned about Chinese culture.

The findings of the present study are incongruent with the points suggested by Crystal (1997) and Mckay (2002) that EFL should be changed and international culture should play more roles for facilitating students' International Communicative Competence (ICC). Crystal (1997) maintained that, because of the political, economic, military, scientific, technological and cultural communications with all the countries in the world, English has become one of the international languages in this age of globalization. In this globalizing process, English has been transformed into varieties of "Englishes", which play a far greater role in communications in terms of frequency, amount and significance between non-native speakers of English than native speakers. Mckay (2002) also pointed that the importance of cultural teaching and learning is to encourage students to recognize the diversity that exists within all cultures, particularly in this globalized era in which the travel and migration are much more frequent than before.

Furthermore, according to Hatoss (2004), one of the requirements of intercultural communicative competence is that an essential part of cultural learning is language learners' developing a self-awareness of their own cultural orientation in order to use this as a reference point for understanding the primary cultural orientations of the speakers of the target language. Here are two responses from the respondents of survey.

> "Chinese culture is very important for me. I can talk about Chinese culture to foreign friends and let them know more about my country." (Student A)

> "Even if I study in another country in the future, I am still Chinese, and I should never forget my own culture and keep it in mind always." (Student B)

From the responses of students, it is noted that the students of English major program, at least this group of students are well aware of their own cultural identity and the important role that source culture plays in developing international communicative competence. However, the results of textbook analysis and the students' questionnaire responses indicate that the book might not fulfill students' expectations in terms of source culture contents as the textbook contains only 2.3% of source cultural contents and 0% in the notes for teachers.

It can be argued here that the "notes" for teachers have not yet played the role which they are supposed to. The function of an ideal teacher's manual is: stating the purpose of the associated teaching materials and describing the rationale behind them. The teacher's manual encourages the development of teaching skills and assists the teacher to understand the course as a whole. It gives guidance on how to use the material and the linguistic and cultural information required to be effective (Hemsley 1997). According to these functions, as a part of the main section in teacher's manual, the "notes" should be designed for teachers to further develop their teaching skills in terms of helping students to improve linguistic knowledge, as well as listening comprehension strategies and cultural awareness. However, the source cultural contents were completely ignored in the "notes" section. The instructions on how to teach cultural knowledge were also absent from "Notes". An example of a piece of notes is shown below.

Notes

❶ The custom of bridesmaids and best men is said to have originated as a way to confuse the evil spirits. If an evil spirit arrived at a wedding to curse the bride and bridegroom, the extra people standing at the alter would confuse the spirit and drive it away, leaving the couple blessed for their new lives together. Nowadays, it is simply an honor to help the wedding couple celebrate their big day.

❷ Generally, the best man is responsible for:
—Assisting with pre-wedding activities;
—Helping the groom on the day of the wedding;
—Escorting guests to their seats at the ceremony;
—Ensuring the reception is running smoothly;
—Any other help the groom may require;
—The best man may be asked to hold the bride's ring, serve as a signing witness and toast the bride at the reception.

From the example above, one can notice that the "note" is presented to give a further cultural explanation about the bridesmaid and best man in a western style wedding ceremony. The "bridesmaid and best man" information is related to the "Custom" theme under little "c" culture, which is also an attractive topic for young adult learners who are at the age of having interests in romantic topics such as boyfriends, girlfriends, love and marriage. However, based on the way this section of notes was presented, one major issue is worth discussing: there is neither guidance nor explanation to indicate how the teachers should teach this supplemental cultural knowledge to the learners. It could be that when teaching, teachers might not include this knowledge in the lesson. As a result, students do not have an opportunity to be exposed to the cultural knowledge conveyed by this note. Also, there is no guidance for the teachers to encourage their students to reflect on the cultural knowledge or to promote their understanding of cultural differences.

As suggested in Hatoss (2004), a common problem in language textbooks is that learners are expected to pick up the cultural differences automatically without any conscious effort on the part of teachers to encourage them to reflect on the cultural knowledge, and without raising their awareness of their own culture. McKay (2002) highlights one of the principles of how cultural content should be handled in an EFL classroom. She emphasizes that the teaching materials should be designed with the aim of encouraging students to reflect on their own culture in relation to others, thus helping them to establish a sense of intercultural communication. One value of this principle is that it can make the cultural content in teaching materials to draw students' attention to their source culture, as well as the target culture and international culture in order to establish an awareness of cultural diversity. Thus, in the "Notes" for the teachers, if there are any suggestions of comparing the western wedding customs with Chinese traditional weddings, it would be a very good opportunity to facilitate students' cultural awareness about the differences between Chinese culture and other cultures. It is also a good opportunity to improve students' ability to reflect on both target culture and source culture.

Some students, with positive attitudes towards the important role of Chinese culture for their future communication with foreigners, however they responded that they seldom spent much time to study Chinese culture. The students' opinions are shown below.

> "As an English major student, Chinese culture is very important for me as well as target culture. But I don't think I need spend particular time to learn, because I am Chinese, and I learn naturally about Chinese culture as long as I stay in China." (Student C)

> "What I had known about Chinese culture was enough to communicate with those foreigners who had known nothing about Chinese culture. It is just like the native speakers know much more target culture than me." (Student D)

From the above extracts, it can be seen that students C and D were confident that they had enough knowledge of Chinese culture and believed that they were capable in transmitting it to foreigners.

In fact, these students' perception towards their actual performance of conveying Chinese culture was doubted by some researchers. There are some studies showing a different situation towards Chinese students' cultural implementation of Chinese culture. In Xiao and Petraki's (2007) research, it was found that the Chinese students encounter many difficulties when interacting with students from other countries which they ascribed to lack of knowledge of Chinese culture and experienced culture shock and differences in communication and politeness strategies. Zhang & Ma (2004) found that some students, with a high level of English linguistic competence, failed to express their source cultural festivals. For example, the students could talk about what they did during Spring Festival week, but could not give further dialed when asked about the origins and symbols of Spring Festival in English. The researchers claimed that the inabilities on Chinese cultural implementation may be caused by many reasons, but this phenomenon of weakness in cultural implementation should be paid attention to by teachers and researchers in the English language education field in China.

Based on the survey on students' expectations about the important role of textbook and instruction materials in the EFL classroom especially in China, it is apparent that the majority of this group of students expected the integration of culture in the teaching of English through the medium of the English textbook teaching. This also correlates with the findings from the survey in Lessard-Clouston (1996), who reported that the Chinese English teachers had taught cultural information or knowledge mainly through their teaching of textbook knowledge, if they ever happened to do so. Thus, it is necessary and reasonable to develop students' source cultural implementation by facilitating the related cultural contents in their English textbooks.

How possible is it to find source culture contents in EFL textbooks, as the commercial textbooks are often written for global markets, and often do not reflect the interests and needs of students in a particular country or area (Richards, 2001), especially where the cultural contents are concerned. One of the ultimate objectives of the commercial textbook is to be universally applicable to achieve a high selling coverage rate. With this guiding ideology, a commercial textbook is inevitably full of target culture, and probably good at presenting international cultures, but it is normally impossible to contain a typical source culture specially designed for one country. Therefore, it would make good sense to expect more source cultural contents from locally-made textbooks written by Chinese English educators than commercial textbooks written by English native speakers. We may also make an assumption that one of the advantages of locally-made English textbooks might be on source cultural contents presentation. Because such textbooks can make the source cultural contents more authentic and appropriate for local learners than the commercial textbooks.

This is not to make a conclusion that the locally-made textbooks should be designed with all source culture and ignore other categories of culture. It is only to suggest that the locally-made textbooks may have an advantage in taking responsibility to provide a channel for English learners to learn how to talk about their source culture in English while they study linguistic knowledge and the target culture.

In conclusion, the purposes of discussion on the categories of culture in textbooks and instruction materials are finally located in improving students' source culture identity, the awareness on cultural differences and subsequently their intercultural communicative competence.

4.2.2 Big "C" and little "c" cultures

The analysis of listening tasks indicated that big "C" culture contained a higher percentage compared with that of little "c" in "Scripts" for listening tasks. The findings of the analysis on the "notes" section also revealed that *Book 3* contained a large proportion of big "C" culture under target culture category.

This finding was in agreement with the studies carried out by Lee (2000) and Chen (2004). The textbook analysis in Lee (2000) and the survey of students' perception in Chen (2004) drew similar conclusions, that the majority of cultural contents had been predominantly devoted to big "C" target-culture learning. These results show a distinct conflict with many scholars' ideas in that little "c" culture plays a more significant role in promoting language learners' intercultural communicative competence (Chastain 1988:303, Tomalin & Stempleski 1993, Pulverness 1995). They maintain that the priority of culture learning should be given to little "c" in the EFL classroom so as to equip language learners with intercultural communicative competence. To be exact, culture learning should aim at familiarizing learners with customs, habits, food, holidays, life-style, and generally-accepted world views, etc.

Another interesting result found from the present study is the top five themes under both big "C" and little "c" cultures from students' expectations, listening tasks analysis and notes analysis are in a good match. Except for "Lifestyle" and "Value" under little "c" culture, the rest of themes which ranked as top 5 all belong to big "C" culture such as politics, education, history, music and economy. This was in agreement with my observation presented in Chapter One that the textbooks used in English courses relating to cultural knowledge in the EFL classroom in China were still highlighting the introduction of big "C" culture, such as politics, history, geography, literature. This finding was congruent with the studies carried out by Lessard-Clouston (1996). When Chinese teachers were asked whether their teaching materials talked about English language culture, history was the most common cultural aspect offered, followed by literature, habits, institutions, people, and geography. These aspects are all related to big "C" culture.

As defined in Chapter 1, big "C" culture is viewed as civilization, the great achievements of a people as reflected in their history, social institutions, works of art, architecture, music and literature. With the characteristics of big "C" culture, when it is emphasized in English teaching and learning classroom, the learners may have the idea that the culture of the target language is something to be visible and audible. The learners may also get the message that the target culture is something they need to learn but not necessarily live (Edwards & Farghaly, 2006). In other words, the students may take cultures as some existing facts to know about and no need to seek for why and how a particular culture forms.

Compared with big "C" culture, little "c" culture is particularly essential, chiefly because certain ways of thinking, behaving and using a language are a direct outcome of socio-cultural values, norms, beliefs, and assumptions. In language use, little "c" culture not only determines the norms of appropriate use within the framework of a society, but can potentially create pragmatic failure, especially in interactions with people from other cultures. With respect to communicative competence, except for grammatical competence, the other three major competences (sociolinguistic, strategic and discourse competence) have a close relationship with cultural learning, especially with the themes of little "c" culture.

For example, sociolinguistic competence includes sociocultural rules that facilitate the appropriate language use. It is the mastery of socio-cultural rules of appropriate use of a foreign language. It concerns the participants' social status, gender, age and other factors which influence styles of speech. Since different situations call for different types of expressions as well as different beliefs, views, values and attitudes, sociolinguistic is related to little "c" culture.

Strategic competence is the mastery of verbal and non-verbal communication strategies to compensate for the deficiencies in grammatical competence and sociolinguistic competence (Canale and Swain, 1980). However, as for non-verbal communication, it was found that the percentage of "gestures/body language" theme in *Book 3* was 0%. Looking at forms of non-verbal communication as an example, gestures and body language are an integral part of American culture, whose norms are implicitly understood by local people. However, people of other cultures usually have different customs in regards to the type of body language they use, whether or not

they maintain eye contact, and how close they stand to the person with whom they are speaking to in their own language. People who are unaware of such communication standards in the American culture frequently try to employ the norms of their own cultures. However, if their customs are different from those of the United States, they might give the impression of having a rude or distrustful nature (Allwright & Bailey, 1994). Therefore, to behave in a culturally appropriate manner, to understand his/her interlocutors in an intercultural communicative situation, one should know about their way of life, and then to gain successful intercultural communication, the learning about such culture in terms of non-verbal forms to the language choices becomes a very important issue in an EFL class.

A conclusion can be drawn here that the development of little "c" culture knowledge is essential for communicative social action and competence. Along with the development of studies on communicative competence, the emphasis of English teaching and learning had already shifted from grammar-focused to communication-focused since the notion of Intercultural Communicative Competence was introduced. Intercultural communication does not only happen among the people who are in high political, economic or social positions, but it takes place across a broad range of situations, from world-wide political issues on the international stage to ordering dishes while on a family vacation in another country. For ordinary people, daily life, living routines and everything related to little "c" culture are the main issues they are concerned about and which they talk about in their everyday life (Mckay, 2002).

There are at least two possible reasons behind the inclination to big "C" culture from both textbook writers and students' points of view. The first reason might be from the orientation of education system of English teaching and learning in China. The arguments of what English as a subject should emphasize and what kinds of students it should foster have been discussed for a long time, since the disadvantages of examination-oriented instruction system of EFL in China have been felt gradually. After four years of study, the English major students are expected to use the knowledge they learnt from their classes to communicate with foreigners and to deal with intercultural communication issues. In reality, it is very likely that they still. use their knowledge to pass examinations and read literature books without any intention to perform at an intercultural communication level.

As focused in the national curriculum for English majors in China, English majors' education should aim to enhance the students' Intercultural Communicative Competence (Education Ministry of China, 2000). However, students under an examination-oriented education system, EFL teaching and learning unduly values linguistic competence but neglects culture which comes with it. The students are highly motivated to achieve linguistic competence in order to achieve high scores in the tests. Chinese English teachers spend a lot of time to study how to transmit the contents and knowledge in the textbooks to students. Hence the students can achieve good points in the examinations in which the items are designed to have a close relationship to the textbook contents. Such values are also reflected by how the notes in the teacher's manual are structured in *Book 3*. Over 50% of the "notes" are related to world knowledge with the purpose of helping students to comprehend the meaning of tasks, so that they answer the exercises correctly.

The negative effects of the traditional teaching methods on the students were also reflected in the present study. The majority of students thought that the current cultural learning was hindered by bBoring and uninteresting teaching methods". Thus, they preferred teachers to provide the cultural background and talk about current events related to cultural issues. Based on theirs' needs, the students' preferences indicated that cultural teaching and learning were still unsatisfactory.

The second reason might be motivated by the traditional methods of English teaching and learning in China (Fu, 2001). In the history of English teaching and learning, China was dominantly grammar-oriented for a long time until the first movement towards communicative teaching and learning in the 1990s. This movement in China's teaching of EFL came from an educational problem that needed to be solved. This problem was the existing unsatisfactory results of the traditional grammar-oriented teaching method. Eighty-seven percent of teachers in China's middle schools adopted the traditional method for their teaching and focused only on grammar (Chen, 2000). As a result, the traditional method with the focus on big "C" facts and cultural knowledge only for the reading of literature produced unsatisfactory teaching results. Students became almost "deaf and dumb" and had little ability to speak and understand English (Tang & Ng, 1997). However, because the

communicative teaching method was new in every way, it met with considerable resistance from the start. As mentioned in their study, Campbell & Zhao (1993) declared that many teachers have tried to change the dominant teaching procedures but quickly get frustrated, lose their initial enthusiasm, and acquiesce to the traditional methods.

Thus far, the target textbook does talk about the cultures of big "C" and little "C", but as the respondents are looking for more cultural contents, they may not be adequate. Furthermore, by analyzing the close relationship between little "c" culture and communicative competence, the emphasis on big "C" culture in *Book 3* may need to be reconsidered and recognized in order to improve students' intercultural communicative awareness.

In conclusion, the four research questions aimed to explore the cultural contents in an in-use English listening textbook in China, as well as to investigate learners' perceptions and expectations of cultural contents and cultural learning. Firstly, the findings showed a preference by *Book 3* towards target culture, particularly the cultures of the United Kingdom and the Unites States. This indicated that the authors of *Book 3* followed the traditional concept that linked English learning to English-speaking countries' cultures. Secondly, it was found that the percentage of big "C" culture was higher than that of little "c" by comparing all the themes. It can be inferred that the authors of the textbook may not have paid great attentions to the important role that little "c" culture played in improving learners' communicative competence. Thirdly, the students' perceptions of the focuses in terms of the categories and themes under types of culture presented in *Book 3* were basically correlated to the findings of textbook analysis. While students were expecting more source culture from the textbook, this suggests it may be considered that the local English textbook should bring more authentic source culture to fulfill the learners' needs. Fourthly, the reports from students of the factors hindering their cultural learning, their preferred teaching methods and course settings suggest that the improvements should be made to current cultural teaching and learning in the classroom.

CHAPTER 5

SUMMARY, IMPLICATION AND RECOMMENDATIONS

This chapter presents a summary of research findings, implications of the study and recommendations for further studies. These are shown in the following sections.

      5.1 Summary of the main findings

      5.2. Implications of the study

      5.3 Recommendations for further studies

5.1 Summary of the main findings

5.1.1 This study examined an in-use university listening English textbook, entitled *Contemporary College English for Listening 3* in China to investigate what categories of culture were included in terms of target, source and international cultures and what types of culture were focused on in terms of big "C" and little "c" cultures. It was found that the target cultural contents gained significantly higher frequency than source culture and international culture. Based on the significantly higher percentage of target culture, it is evident that the structure of cultural contents is basically designed with the aim of enhancing the students' knowledge on English speaking countries' culture. For example, one of the 16 themes, "Economy", was observed by presenting topics such as a cattle raising business, prominent regions for different big businesses, and personal spending during holiday seasons, all related to the United States. The study also found that a preference for big "C" culture included learning with special reference to literature & arts, economy, politics and history. A low percentage of little "c" cultural contents were observed. It could be concluded that such a slight portion of little "c" culture may be insufficient for the students to achieve an intercultural communicative competence purpose.

5.1.2 The second aim of this study was to investigate the students' perceptions on cultural contents presented in the textbook. The students moderately agreed that the main focus of *Book 3* was the culture of English-speaking countries. Meanwhile they disagreed that Chinese culture and that of non-English-speaking countries were

mainly focused on in *Book 3*. The top 5 themes under both big "C" and little "c" culture that expected by the students in the textbook were: Lifestyles, History, Values, Education and Politics. This finding was in agreement with the results of the textbook analysis both of which had an inclination to big "C" culture.

5.1.3 With regard to students' attitudes towards the importance of culture and cultural learning, the results showed that most students had tried to and were willing to learn both target and source cultures. According to the reasons given by the students, they considered the target cultural learning the most beneficial aspect to their English, while source cultural learning was beneficial for them to understand traditional Chinese culture, thus assisting them to introduce China to foreigners in an intercultural communication context. However, the majority of students lacked interest in learning about cultures of other countries. In other words, the students did not value international culture as a necessary and significant component of their English studies.

5.1.4 As for the students' attitudes and preferences towards the current cultural teaching and learning situation, they perceived the current cultural teaching methods and course settings were possible factors hindering their cultural learning. The majority of students perceived that the current cultural studies were hindered because their teachers taught using boring and uninteresting methods and their textbooks lacked cultural contents. They preferred to have the lessons if teachers could provide cultural background related to the topics and introduced cultural knowledge by talking about current events related to culture. The students furthermore believed if the cultural knowledge learning could be set as compulsory course, it would facilitate their cultural learning more than the current situation did.

5.1.5 With respect to the ability to convey cultural knowledge to others, the students believed that they were capable of talking about both big "C" and little "c" cultures of Chinese culture in English. They also reported that they were capable of talking about little "c" culture of English-speaking countries' in English. The results also show that the respondents agreed that they lacked both linguistic and cultural ability while communicating with foreigners.

5.2. Implications of the study

The results of the current study can, to a certain degree, provide some useful information for language classroom teaching and learning and for designing instruction materials. This section suggests pedagogical implication as follows.

5.2.1 The findings of the current study show students' preferences towards target culture as well as their source culture. However, there is only a small potion of Chinese culture in both the "scripts" for listening tasks and "notes" for teachers' references in the target textbook. The authors of instruction materials should consider the reasons for Chinese students' weakness in cultural implementation and the publisher of locally-produced textbooks may take the responsibility of facilitating Chinese English learners' abilities to convey Chinese culture by presenting more Chinese cultural knowledge in textbooks. Furthermore, the guidance and instructional explanations to indicate how the teachers should teach cultural contents should be provided by the textbooks. As a result, teachers can be more aware of the important role of cultural contents and students will have opportunity to be exposed to the cultural knowledge conveyed by this note.

5.2.2 As there was a small percentage of little "c" culture, the authors of instruction materials should reconsider the portion and balance of types of culture with emphasis on fostering learners' communicative competence. Related to the themes, it was supposed that greater attention should be paid to themes such as values, customs, holidays, gestures/body language by the authors of textbooks in order to enhance students' communicative competence, such as sociolinguistic competence and strategic competence.

5.2.3 Teachers should pay attention to their teaching methods to transfer cultural knowledge to their students and also help students to analyze the factors and eliminate the possible factors which hinder their culture learning. It is very necessary that teachers make a conscious effort to encourage students to learn about and raise their awareness of their own culture. Thus, the students would be able to develop a self-awareness of their own culture in order to use source culture as a reference for comparing the differences and diversity that exist within all cultures.

5.3 Recommendations for further studies

5.3.1 The present study investigated an English listening textbook for the second year students in the English program in China. Although the study presented some results regarding cultural contents of big "C" and little "c" under target, as well as source and international culture, however, the conclusions about cultural orientation were based on only one textbook. Thus a whole series of *Contemporary College English for Listening (1-4)* should be investigated to get a better and fuller picture.

5.3.2 Another aspect to be explored is other types of textbook including local textbooks and commercial textbooks. It would be interesting to compare the cultural contents presented in commercial textbooks and local textbooks in terms of the categories of culture and types of culture. The results could be beneficial to the area of textbook editing on cultural teaching and learning.

5.3.3 Another area is to investigate the contents presented in textbooks from the aspects of culture, context and language. Whether the textbooks are designed to enable students to use the language in real-life situations, it is argued, students also need to understand the link between language, context and culture and to work with and gain insight into some of the aspects of context and culture that come into play in situations of language use (Kramsch 1993). What cultural content to include is only part of the issue; equally important is how to deal with this content in a particular context.

5.3.4 Since the present study took sophomore students in the English program from one university in China as the research subjects only, it is impossible to generalize or draw conclusions regarding similar attitudes, expectations and perceptions from all Chinese students. The results of the questionnaire might produce narrow and limited suggestions from such a small population. Thus, it would be useful to conduct similar research with a larger number of subjects from various levels of students in order to find out whether students with different levels of English proficiency show different attitudes and expectations on culture learning and cultural contents in textbooks.

5.3.5 There is conflict in the present study between the target students' beliefs and the previous researches on students' cultural implementation, especially Chinese culture. The students believe that they can convey Chinese culture. However, from some Chinese researches, it is reported that the Chinese students' abilities to talk about culture were not as good as they believed. Therefore, an examination or interview to find out students' actual abilities of cultural implementation would be necessary and interesting.

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Appendix A

**Textbook Analysis:
Categories and types of cultures in *Book 3***

Textbook Analysis: Categories and types of cultures in *Book 3*

Unit Task	Target Culture		Source Culture		International Culture		Culture Free
	Big C	**Little c**	**Big C**	**Little c**	**Big C**	**Little c**	
Unit1 Task 1	History						
Task 2	Geography						
Task 3							Free
Task 4	Education						
Task 5	Education						
Task 6					Education		
Task 7							Free
Unit2 Task 1						Value	
Task 2							Free
Task 3	Politics						
Task 4		Lifestyle					
Task 5		Value					
Task 6		Customs					
Task 7		Value					
Task 8		Value					
Task 9						Customs	
Task 10		Customs					
Unit3 Task 1	Social norms						
Task 2		Hobbies					
Task 3							Free
Task 4							Free
Task 5		Lifestyle					
Task 6							Free
Task 7		Lifestyle					
Task 8		Hobbies					
Task 9							Free
Task 10		Lifestyle					
Unit4 Task 1							Free
Task 2							Free
Task 3	Economy						
Task 4							Free
Task 5	Politics						
Task 6	Economy						
Task 7							Free
Task 8	History						

Textbook Analysis: Categories and types of cultures in *Book 3*(cont.)

Unit Task	Target Culture		Source Culture		International Culture		Culture Free
	Big C	**Little c**	**Big C**	**Little c**	**Big C**	**Little c**	
Unit5 Task 1							Free
Task 2							Free
Task 3							Free
Task 4							Free
Task 5							Free
Task 6							Free
Task 7							Free
Task 8							Free
Unit6 Task 1		Holiday					
Task 2		Lifestyle					
Task 3							Free
Task 4		Hobbies					
Task 5							Free
Task 6		Value					
Task 7	Social norms						
Task 8							Free
Task 9							Free
Task 10	Economy						
Unit7 Task 1	Literature/Art						
Task 2					Literature/Art		
Task 3					Literature/Art		
Task 4		Value					
Task 5	Literature/Art						
Task 6					Literature/Art		
Task 7	Architecture						
Unit8 Task 1	Politics						
Task 2	Politics						
Task 3					Politics		
Task 4	Politics						
Task 5	Politics						
Task 6	Politics						
Task 7					Politics		
Task 8					Politics		
Task 9	Politics						

Textbook Analysis: Categories and types of cultures in *Book 3*(cont.)

Unit Task	Target Culture		Source Culture		International Culture		Culture Free
	Big C	**Little c**	**Big C**	**Little c**	**Big C**	**Little c**	
Unit 9 Task 1							Free
Task 2							Free
Task 3							Free
Task 4							Free
Task 5	Social norms						
Task 6		Value					
Task 7		Customs					
Task 8							Free
Task 9							Free
Task 10							Free
Unit 10 Task 1		Lifestyle					
Task 2		Lifestyle					
Task 3						Lifestyle	
Task 4							Free
Task 5							Free
Task 6		Hobbies					
Task 7		Lifestyle					
Task 8		Value					
Unit 11 Task 1					Social norms		
Task 2							Free
Task 3	Economy						
Task 4	Social norms						
Task 5	Social norms						
Task 6							Free
Task 7					Economy		
Task 8							Free
Task 9							Free
Unit 12 Task 1		Value					
Task 2		Value					
Task 3							Free
Task 4		Value					
Task 5		Value					
Task 6		Value					
Task 7						Value	
Task 8		Value					
Task 9		Value					

Textbook Analysis: Categories and types of cultures in *Book 3*(cont.)

Unit Task	Target Culture		Source Culture		International Culture		Culture Free
	Big C	Little c	Big C	Little c	Big C	Little c	
Unit 13 Task 1			Music				
Task 2	Music						
Task 3			Music				
Task 4							Free
Task 5	Music						
Task 6					Music		
Task 7	Music						
Unit 14 Task 1							Free
Task 2		Value					
Task 3							Free
Task 4		Value					
Task 5	Education						
Task 6		Value					
Task 7							Free
Task 8						Value	
Unit 15 Task 1							Free
Task 2							Free
Task 3							Free
Task 4	Economy						
Task 5							Free
Task 6					Economy		
Task 7			Economy				
Task 8						Value	
Task 9					Economy		

Appendix B

Cultural Contents and Learning Questionnaire

(English Version)

Cultural Contents and Learning Questionnaire

Directions

This questionnaire is designed to gather information about the cultural contents in the **"*Contemporary College English, Listening 3*"** and cultural learning in EFL classroom in China, as well as English major students' perception and attitude towards cultural contents in listening textbook

It consists of three major parts:

Part I: Attitude towards culture learning and textbook and belief about ability to communicate about culture

Part II: Importance of Cultural aspects

Part III: Chinese culture learning and expectation on cultural knowledge

You are requested to complete the questionnaire. Please read the instruction in each part carefully and do as instructed. The response to this questionnaire will not affect your grades in any courses.

Thank you very much for your cooperation.

Jing Xiao

Part I: **Attitude towards culture learning and textbook and belief about ability to communicate about culture**

Read each item and mark √ in the column that best expresses the level of your

  agreement.

1 = strongly disagree
2 = disagree
3 = moderately agree
4 = agree
5 = strongly agree

		1	2	3	4	5
My opinion about learning English is:						
1	I want to learn cultural contents as well as linguistic knowledge.					
2	It is very important for me to know the culture of English-speaking countries, such as England, America, and Australia.					
3	It is very important for me to know Chinese culture.					
4	It is very important for me to know the culture of non-English-speaking countries, such as Thailand, India, or Brazil.					
5	It is very important for me to know about the products and contribution to a society, such as politics, economy, history, literature, sciences and geography.					
6	It is very important for me to know about daily living and culture patterns, such as food, holidays, lifestyles and customs.					
My opinion about the "*Contemporary College English, Listening 3*" is:						
7	Compared with cultural learning, the tasks were designed with a focus of the linguistic learning.					
8	Cultural knowledge contents are included in most tasks.					
9	The culture of English-speaking countries was mainly focused upon.					
10	Chinese culture was mainly focused upon.					
11	The culture of non-English-speaking countries was mainly focused upon.					
12	A variety of different cultures were presented.					
If I have a chance to talk to people from different countries, I think						
13	I am capable of talking about the products and contribution to the society, such as politics and economy, of English-speaking countries in English.					
14	I am capable of talking about daily living and culture patterns, such as food and holidays, of English-speaking countries in English.					
15	I am capable of talking about the products and contribution to the					

	society, such as politics and economy, of China in English.					
16	I am capable of talking about daily living and culture patterns, such as food and holiday, of China in English.					
17	I am capable of talking about the products and contribution to a society, such as politics and economy, of non-English-speaking countries in English.					
18	I am capable of talking about daily living and culture patterns, such as food and holiday, of non-English-speaking countries in English.					
19	I don't have enough cultural knowledge to talk to them.					
20	I don't have enough linguistic ability to talk to them.					

Part II: Importance of Cultural aspects

For each of the following items, write 1,2,3,…in the space provided in the order of its importance.

1 = the most important

21. Which culture do you think should be taught in English course?

Type of culture	Rank
Culture of English Speaking Countries (e.g. America, British, Australia, etc.)	❐
Culture of Other Countries (e.g. Indian, Thai, Brazil, etc.)	❐
Chinese Culture	❐

22. What aspects of culture do you think you should learn in English courses to facilitate your capability to communicate with people from different countries?

Aspects of culture	Rank
History	❐
Government and Politics	❐
Literature and Art	❐
Music	❐
Geography	❐
Economy	❐
Food	❐

Holiday	☐
Living style	☐
Customs	☐
Belief and value	☐
Others (please specify)……..	☐

23. Which of the following methods do you consider most helpful for your culture learning?

Learning Methods	Rank
Teachers providing cultural background related to the topic	☐
Teachers providing opportunities for discussions on cultural differences and similarities in class	☐
Students finding further cultural information from newspapers, magazines and books after class	☐
Teachers introducing cultural knowledge by talking about current events related to culture	☐
Role plays	☐
Watching movies	☐
Others (please specify)……..	☐

24. In your opinion, what are the factors hindering your ability to learn about different culture?

Factors	Rank
Teachers don't teach cultural information	❏
Cultural learning is not as important as linguistic ability	❏
Textbooks lack cultural contents	❏
Boring and uninteresting teaching methods	❏
I have to pass exam. There was no time for culture learning.	❏
Others (please specify) ……or detailed explanations of the reasons:	❏

25. What kind of course setting do you prefer to learn about culture?

Course	Rank
Compulsory	❏
Elective	❏
Seminar with culture topics	❏
A supplementary exercises in the language course	❏
lectures held on weekends	❏
Others (please specify)……..	❏

Part III: Culture Learning and Expectation on Cultural Knowledge

26. As an English major student, have you ever attempted to learn <u>Chinese culture</u>?

❐ Yes.

Reasons:_____

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❐ No.

Reasons:_____

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27. As an English major student, do you want to learn more about the culture of English-speaking countries, such as <u>Australia</u>, <u>America</u>?

    ❐ Yes.

      Reasons:

_____

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    ❐ No.

Reasons:_____

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28. As an English major student, do you want to learn more about the culture of non-English-speaking countries, such as <u>Thailand</u>, <u>Brazil</u>, and <u>Spain</u>?

☐ Yes.

Reasons:

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☐ No.

Reasons:_____

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**************THANK YOU************

Appendix C

Cultural Contents and Learning Questionnaire

(Chinese Version)

关于文化内容学习的问卷调查

本问卷旨在研究中国英语课堂中文化内容学习、收集课本"现代大学英语听力 3"中的文化内容的有关信息，同时调查英语专业学生对于英语听力课本中文化内容的期望和感想。

本问卷包括三个大方面的内容：

第一部分：对于文化的信念与态度

第二部分：文化内容的重要性

第三部分：对各文化的学习期望

请仔细阅读各部分的要求，并认真完成问卷。本问卷调查结果只用于关于英语教学中文化内容的论文研究，不会牵涉同学们的任何科目的考试成绩。非常感谢你的参与和配合！！

问卷调查人：肖静

第一部分：对于文化的信念与态度

请仔细阅读以下题目，并选择符合你同意程度的方框内画 √

1 = 完全不同意　2 = 不同意　3 = 无所谓　4 = 同意　5 = 完全同意

		1	2	3	4	5
对于学习英语，我的观点是：						
1	在学习语言知识的同时，我也想学习该语言所代表的文化。					
2	学习英语母语国家（比如英国、美国和澳大利亚）的文化是非常重要的。					
3	学习中国文化是非常重要的。					
4	学习其他国家的文化（例如泰国、印度和巴西）是非常重要的。					
5	学习政治、经济、历史、文学、科学和地理等文化内容是非常重要的。					
6	学习饮食、节日、生活方式和风俗等文化内容是非常重要的。					
关于课本"现代大学英语听力 3"，我的观点是：						
7	和文化内容的学习相比，课本是以语言内容的学习为重点。					
8	大部分的听力练习中涵盖了文化内容的学习。					
9	英语母语国的文化是该课本文化内容学习的重点。					
10	中国文化是该课本文化内容学习的重点。					
11	非英语母语国的文化是该课本文化内容学习的重点。					
12	世界不同国家的文化在该课本有所体现。					
如果有机会用英语和外国人交谈，我的观点是：						
13	我能谈论英语母语国的政治、经济、历史等文化内容。					
14	我能谈论英语母语国的饮食、节日、生活方式和风俗等文化内容。					
15	我能谈论中国的政治、经济、历史等文化内容。					
16	我能谈论中国的饮食、节日、生活方式和风俗等文化内容。					
17	我能谈论非英语母语国（其他国家）的政治、经济、历史等文化内容。					
18	我能谈论非英语母语国（其他国家）的饮食、节日、生活方式和风俗等文化内容。					
19	因为文化知识不足，这影响了我和外国人的交流。					
20	因为语言能力不足，这影响了我和外国人的交流。					

第二部分：文化内容的重要性

以下各题，请用阿拉伯数字（1，2，3，...）根据各项的重要等级不同依次排列。

   1 = 最重要

21. 你认为英语课上应该教授哪国文化？

文化类型	排序
英语母语国家的文化 (如：美国、英国、澳大利亚等)	☐
其他非英语母语国家的文化 (如：印度、泰国、巴西等)	☐
中国文化	☐

22. 为促进与来自不同国家的人用英语交流的能力，你认为以下哪些方面的文化内容应该在英语课堂上教授和学习？

文化方面	排序
历史	☐
政府和政治	☐
文学和艺术	☐
音乐	☐
地理	☐
经济	☐
饮食	☐
节日	☐
生活方式	☐
风俗	☐
信念和价值观	☐
其他（请写明）：	☐

23. 哪种学习方式对促进你的文化知识学习最有帮助？

学习方式	排序
老师讲授一些和学习主题有关的文化背景知识	☐
老师安排学生针对文化异同点进行课堂讨论	☐
学生课后从报纸杂志和书籍上搜索和学习相关的文化知识	☐
老师联系当前时事新闻介绍相关文化知识	☐
角色扮演练习	☐
看电影	☐
其他（请写明）：	☐

24. 哪些因素负面影响了你对文化知识的学习？

因素	排序
老师不教授文化知识	☐
学文化不如学语言知识重要	☐
课本中缺乏文化知识内容	☐
教学方法很无趣	☐
我要备考过级，没有时间学习文化内容	☐
其他（请写明）： 或者进一步说明以上各因素对你文化知识学习的阻碍	☐

25. 什么样的课程设置更适合文化知识的学习?

课程设置	排序
必修课	☐
选修课	☐
文化主题研讨会	☐
作为语言课的补充内容来学习	☐
周末讲座	☐
其他（请写明）：	☐

第三部分：文化学习期望

26. 作为一名英语专业的学生，你有没有曾经尝试了解中国文化？

☐ 有

原因:_____

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☐ 没有.

原因:_____

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27. 作为一名英语专业的学生，你有没有曾经尝试了解英语母语国家的文化？例如澳大利亚、美国？

　　❐ 有.

　　原因: _____

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　　❐没有.

　　原因:_____

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28. 作为一名英语专业的学生，你有没有曾经尝试了解非英语母语国家的文化？例如泰国、巴西和西班牙等等？

□ 有.

原因: _____

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□ 没有.

原因:_____

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*************谢谢你的参与************

VITAE

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