Cultural Contents in Fundamental English Coursebooks: A Study of
New Headway **and Teachers' Perceptions and Expectations**

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A Thesis Submitted in Partial Fulfillment of the Requirements for the Master of
Arts Degree in Teaching English as an International Language
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Thesis Title   Cultural Contents in Fundamental English Coursebooks:
A Study of *New Headway* and Teachers' Perceptions and
Expectations

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Major Program   Teaching English as an International Language

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I hereby certify that this work has not already been accepted in substance for any degree, and is not being concurrently submitted in candidature for any degree.

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ชื่อวิทยานิพนธ์	เนื้อหาทางวัฒนธรรมในหนังสือประกอบการเรียนรายวิชา ภาษาอังกฤษพื้นฐาน: กรณีศึกษา หนังสือเรียน *New Headway* และการรับรู้และความคาดหวังของครู
ผู้เขียน	นางสาว วันวิสา อังศุธารา
สาขาวิชา	การสอนภาษาอังกฤษเป็นภาษานานาชาติ
ปีการศึกษา	2556

บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาเนื้อหาทางวัฒนธรรมในหนังสือเรียน *New Headway* การรับรู้และความคาดหวังของครู ต่อเนื้อหาทางวัฒนธรรมใน หนังสือประกอบการเรียนรายวิชาภาษาอังกฤษพื้นฐาน และความสอดคล้องระหว่างเนื้อหาทางวัฒนธรรมที่ปรากฏในหนังสือเรียน *New Headway* และความคาดหวังของครูที่มีต่อเนื้อหาทางวัฒนธรรมใน หนังสือประกอบการเรียนรายวิชาภาษาอังกฤษพื้นฐาน

การวิจัยครั้งนี้วิเคราะห์ข้อมูลทั้งเชิงปริมาณและเชิงคุณภาพ โดยนำหนังสือเรียน *New Headway* ที่ใช้ประกอบการเรียนการสอนรายวิชาภาษาอังกฤษพื้นฐาน มหาวิ ทยาลัยราชภัฏนครศรีธรรมราช ซึ่งประกอบด้วยหนังสือสำหรับผู้เรียนจำนวนสามเล่มและหนังสือคู่มือครูจำนวนสามเล่ม มาวิเคราะห์ เนื้อหาทางวัฒนธรรม ในด้าน แหล่งที่มาของเนื้อหาทางวัฒนธรรม ซึ่งประกอบด้วยวัฒนธรรมของผู้เรียน (Source Culture) วัฒนธรรมของผู้พูดภาษาอังกฤษเป็นภา ษาแม่ (Target Culture) และวัฒนธรรมนานาชาติ (International Culture) และในด้าน หัวข้อทางวัฒนธรรม ซึ่งประกอบด้วย หัวข้อทางวัฒนธรรมที่เกี่ยวเนื่องกับ Big "C" culture และหัวข้อทางวัฒนธรรมที่เกี่ยวเนื่องกับ Small "c" culture ข้อมูลที่ได้จากครูผู้สอนรายวิชาภาษาอัง กฤษพื้นฐาน มหาวิทยาลัยราชภัฏนครศรีธรรมราช จำนวน 25 คน ที่ตอบแบบสอบถามเกี่ยวกับการรับรู้และความคาดหวังต่อเนื้อหาทางวัฒนธรรมใน หนังสือประกอบการเรียนรายวิชาภาษาอังกฤษพื้นฐาน นำมาวิเคราะห์โดยใช้ค่าความถี่และร้อยละ ข้อมูลเกี่ยวกับเนื้อหาทางวัฒนธรรมที่ปรากฏในหนังสื อเรียน *New Headway* และความคาดหวังของครูต่อเนื้อหาทางวัฒนธรรม ในหนังสือประกอบการเรียนรายวิชาภาษาอังกฤษพื้นฐาน นำมาวิเคราะห์เพื่อหาความสอดคล้อง

ผลการวิจัยสรุปได้ดังนี้

1. ในด้านแหล่งที่มาของเนื้อหาทางวัฒนธรรม พบว่าในหนังสือ เรียน *New Headway* สำหรับผู้เรี ยนทั้งสามเล่ม มีการนำเสนอ เนื้อหาที่มาจากวัฒนธรรมของผู้เรียน (Source

Culture) วัฒนธรรมของผู้พูดภาษาอังกฤษเป็นภาษาแม่ (Target Culture) และวัฒนธรรมนานาชาติ (International Culture) ในสัดส่วนที่สมดุลกัน อย่างไรก็ตาม ในหนังสือคู่มือครูทั้งสามเล่มพบว่า เนื้อหาทางด้านวัฒนธรรมส่วนใหญ่ (72%) มาจากวัฒนธรรมของผู้พูดภาษาอังกฤษเป็นภาษาแม่ (Target Culture) ในขณะที่เนื้อหาที่มาจากวัฒนธรรมนานาชาติ (International Culture) และ วัฒนธรรมของผู้เรียน (Source Culture) ปรากฏเพียง 26% และ 2% ตามลำดับ ในด้าน หัวข้อ ทาง วัฒนธรรมในห นังสือสำหรับผู้เรียน ทั้งสามเล่ม พบว่า ส่วนใหญ่ (65%) เป็นหัวข้อที่เกี่ยวข้องกับ Big "C" culture ในขณะที่หัวข้อที่เกี่ยวเนื่องกับ Small "c" culture ปรากฏในจำนวนที่น้อยกว่า มาก (35%) ในทำนองเดียวกัน ในหนังสือคู่มือครูทั้งสามเล่ม พบว่า ส่วนใหญ่ (88%) เป็น หัวข้อ ที่ เกี่ยวข้องกับ Big "C" culture ส่วนที่เหลืออีก 12% เป็นหัวข้อที่เกี่ยวเนื่องกับ Small "c" culture

       2. ในด้านการรับรู้และความคาดหวังของครูต่อเนื้อหาทางวัฒนธรรม ใน หนังสือประกอบการเรียนรายวิชาภาษาอังกฤษพื้นฐาน ในประเด็นหัวข้อทางวัฒนธรรมที่เกี่ยวข้อง กับ Big "C" culture และ Small "c" culture พบว่า ครูรับรู้ว่าหัวข้อทางวัฒนธรรมที่เกี่ยวข้องกับ Big "C" culture เป็นเนื้อหาทางวัฒนธรรมและคาดหวังว่าควรปรากฏใน หนังสือประกอบการเรียน รายวิชาภาษาอังกฤษพื้นฐาน มากกว่าหัวข้อทางวัฒนธรรมที่เกี่ยวข้องกับ Small "c" culture โดยครู รับรู้ว่าหัวข้อทางวัฒนธรรมที่เกี่ยวข้องกับ Big "C" culture จำนวน 19 หัวข้อ จาก 22 หัวข้อเป็น เนื้อหาทางวัฒนธรรม และครูคาดหวังว่าใน 19 หัวข้อนี้ มี 17 หัวข้อที่ควรปรากฏใน หนังสือ ประกอบการเรียนรายวิชาภาษาอังกฤษพื้นฐาน รวมทั้งคาดหวังว่าควรมีเนื้อหาทางวัฒน ธรรมจาก ทั้งสามแหล่ง

       3. ใน ด้านความสอดคล้องระหว่างเนื้อหาทางวัฒนธรรมที่ปรากฏใน หนังสือเรียน *New Headway* และความคาดหวังของครู ต่อเนื้อหาทางวัฒนธรรม ในหนังสือ ประกอบการเรียนรายวิชาภาษาอังกฤษพื้นฐาน พบว่า การนำเสนอหัวข้อทางวัฒนธรรม ที่เกี่ยวข้อง กับ Big "C" culture ในหนังสือเรียน *New Headway* จำนวนมากกว่าครึ่งหนึ่ง (12 หัวข้อจาก 22 หัวข้อ) สอดคล้องกับความคาดหวังของครูที่มีต่อหัวข้อทางวัฒนธรรม ในหนังสือประกอบการเรียน รายวิชาภาษาอังกฤษพื้นฐาน นอกจากนี้ การนำเสนอหัวข้อทางวัฒนธรรมที่เกี่ยวเนื่องกับ Small "c" culture ในหนังสือเรียน *New Headway* จำนวนมากกว่าครึ่งหนึ่ง (11 หัวข้อจาก 21 หัวข้อ) สอดคล้องกับความคาดหวังของครูเช่นกัน แต่เป็นไปในทิศทางตรงกันข้าม กล่าวคือ หัวข้อทาง วัฒนธรรมที่เกี่ยวเนื่องกับ Small "c" culture เหล่านี้ไม่ปรากฏในหนังสือเรียน *New Headway* และ ไม่ได้ถูกคาดหวังให้ปรากฏในหนังสือประกอบการเรียนรายวิชาภาษาอังกฤษพื้นฐาน

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Author   Miss Wanvisa Angsutara
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ABSTRACT

The aims of this study are to investigate cultural contents presented in *New Headway*, the teachers' perceptions and expectations of cultural contents in the Fundamental English coursebooks, and the congruence between the cultural contents presented in *New Headway* and the teachers' expectations of cultural contents in the Fundamental English coursebooks.

The data were qualitatively and quantitatively analyzed. First, cultural contents in *New Headway* including three student's books and three teacher's books used for the Fundamental English courses in Nakhon Si Thammarat Rajabhat University were analyzed in terms of three sources of culture—Source, Target, and International Cultures and two themes of culture—"Big C" and "Small c" cultures. Second, the data from a questionnaire administered to 25 teachers of the courses in the university to reveal their perceptions and expectations of cultural contents in the Fundamental English coursebooks were analyzed using frequencies and percentages. Finally, the data of the cultural contents presented in *New Headway* and those of the teachers' expectations of cultural contents in the Fundamental English coursebooks were analyzed for their congruence.

The results can be summarized as follows:

1.   In terms of sources of culture, the cultural contents from Source Culture, Target Culture, and International Culture were presented with a well-balanced proportion in the three student's books. However, in the three teacher's books, the majority of the cultural contents (72%) belonged to Target Culture while 26% and only 2% belonged to International Culture and Source Culture respectively. Regarding themes of culture in the three student's books, Big "C" culture was mostly

presented with 65% occurrences while Small "c" culture was observed with a much lower portion with 35% occurrences. Similarly, in the three teacher's books Big "C" culture was predominant (88%) whereas the remaining (12%) concerned Small "c" culture.

   2. With respect to the teachers' perceptions and expectations of cultural contents in the Fundamental English coursebooks, in terms of cultural themes it was found that themes under Big "C" culture were perceived and expected in the Fundamental English coursebooks to a greater degree than those under Small "c" culture. Nineteen out of 22 themes under Big "C" culture were perceived as cultural contents and 17 of them were expected in the Fundamental English coursebooks. In terms of sources of culture, all three sources of culture were expected in the Fundamental English coursebooks.

   3. Regarding the congruence between the cultural contents presented in *New Headway* and the teachers' expectations of cultural contents in the Fundamental English coursebooks, the presence of more than half of the themes (12 out of 22) under Big "C" culture in *New Headway* was congruent with the teachers' expectations of cultural contents in the Fundamental English coursebooks. The presence of more than half of the themes (11 out of 21) under Small "c" culture in *New Headway* was also congruent with the teachers' expectations but in a different direction. That is, these themes were neither presented in *New Headway* nor expected in the Fundamental English coursebooks.

ACKNOWLEDGEMENT

This study would not have been possible without the help and inspiration of the following individuals.

First and foremost, I would like to express my deepest gratitude to my advisor, Assoc. Prof. Dr. Adisa Teo, for her kindness, constant encouragement, considerable patience, and contribution to my thesis since its conception. Without her precious time, caring, support, insightful comments, and inspiring suggestions, this thesis would not have been completed.

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I would like to express my appreciation to Miss Noorulhooda Ding who shares her experiences with me during the conception and development of my thesis.

Finally, I would like to express my esteem for all my family members, colleagues and friends. They all support and understand what I have done during my study. Moreover, their encouragement made the completion of my thesis possible. Essentially, I would also like to thank my supportive and encouraging M.A friends in this program who always walked through all problems with me.

Wanvisa Angsutara

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LIST OF PAPERS

This thesis is based on the following papers:

I. Angsutara, W., & Teo, A. (in press). Cultural contents in Fundamental English Coursebooks. *NIDA Journal of Language and Communication*.

II. Angsutara, W., & Teo, A. (2013). *Teacher perceptions and expectations of cultural contents in Fundamental English coursebooks*. Manuscript in preparation.

No. 0526.09/ ๕๐๗

April 30, 2013

Faculty of Liberal Arts, Prince of Songkla Univesity
Hat Yai Campus
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Thailand

Dear Ms. Wanvisa Angsutara and Assoc. Prof. Dr. Adisa Teo,

Thank you for your article submission to *NIDA Journal of Language and Communication.*

We have the pleasure to inform you that your manuscript has been accepted for publication. It will be published in the Volume 17, Issue 19, 2013.

     Title: Cultural Contents in Fundamental English Coursebooks

     Authors: Wanvisa Angsutara, Adisa Teo

If you have any questions, please do not hesitate to contact us.

Sincerely,

(Asst. Prof. Dr. Ora-Ong Chakorn)
Editor-in-Chief
NIDA Journal of Language and Communication

1. INTRODUCTION

In this era of globalization in which people all around the world can communicate with one another using English as an international language, the topic of teaching and learning culture has become a matter of considerable interest to language educators, practitioners, and researchers (Byram, 1997; Kramch, 1993; Lee, 2009; Paige et al., 1999).

Language and culture are closely related. People use language to communicate their thoughts, ideas, feeling, values, attitudes, identity, cognition, and the way they live through the process of internationalization (Byram, 1988; Duranti, 1997; Kramsch, 1998; Moran, 2001; Smith, 1988). Therefore, to develop students' competence in English in this era, students need not only linguistic competence, but also cultural knowledge and intercultural communicative competence to interact with other interlocutors from other cultural backgrounds with mutual understanding.

Intercultural communicative competence, the ability to recognize and understand one's own and other cultures by communicating effectively and appropriately on a number of cultures (Moran, 2001), is very important and it should be promoted in an English as an international language classroom to increase understanding and avoid misunderstanding between people from different linguistic and cultural backgrounds. To develop intercultural communicative competence, we as teachers cannot teach a language separately from culture.

In order to prepare students for communication in international setting, teaching only native English speakers' culture is inadequate. Cultural knowledge from various sources and of various themes should be integrated into English courses to develop the students' intercultural communicative competence.

According to Kramsch (1993), knowing about other cultures does not necessarily mean that one must accept them. Learners' own culture should never be neglected. Learners should be encouraged to reflect upon and appreciate their own culture in relation to other cultures as well. To cultivate intercultural communicative

competence does not involve a mere presentation of facts but also to promote the learning of a critical and social process of trying to understand other cultures in relation to one's own. Consequently, in order to develop students' intercultural communicative competence, various themes and sources of culture should be included in English classes to raise their cross-cultural awareness, create harmony and succeed in communication. Especially learners should be equipped with ability to reflect on their own culture and identity when they use English in the global context (Jin & Cortazzi, 2002; Kramsch, 1993; McKay, 2002; Peterson & Coltrane, 2003; Strevens, 1980).

To develop students' intercultural communicative competence, factors such as teachers, coursebooks, and curriculum should be taken into account. Teachers are the most important resources in cultural teaching and learning in language classroom. Their knowledge, attitudes, and beliefs about the nature of language teaching as well as linguistic and cultural diversity may profoundly influence their instructions, methodology choices as well as their performance in the classrooms. Coursebooks are also important resources for the contents of language and culture (Cunningsworth, 1995; Richard & Schmidt, 2002; Sheldon, 1988). Since a language cannot be learned without an understanding of cultural contents to reach the aim of intercultural communicative competence, it is vital to carefully consider what cultural contents should be included in coursebooks. Bearing in mind the fact that teachers have a role to play in choosing coursebooks, their perceptions and expectations of cultural contents in coursebooks are important and cannot be ignored.

Although the goal of teaching English based on the curriculum of Nakhon Si Thammarat Rajabhat University is for students to comprehend Thai and other cultures, the curriculum does not specify what sources or themes of cultural contents should be taught in the English language classroom. Guidelines on sources of culture or cultural contents should be included in the coursebooks and research on cultural contents in English coursebooks is limited in Thailand.

Therefore, a study focusing on cultural contents in the Fundamental English coursebooks will fill up the gap in research on cultural contents in English courses and provide suggestions for the inclusion and evaluation of cultural contents in English teaching materials. This study aims at analyzing cultural contents in *New Headway,* a series of commercial coursebooks used for three Fundamental English courses in Nakhon Si Thammarat Rajabhat University, as well as the teachers' perceptions and expectations of cultural contents in the Fundamental English coursebooks. The result of this study can serve as an input for Nakhon Si Thammarat Rajabhat University to deal with cultural contents in teaching English as an international language. It may also provide information concerning teachers' awareness of teaching and integrating culture into English classes which is important for preparing students to communicate with people from various cultural backgrounds in cross-cultural circumstances with intercultural communicative competence.

2. OBJECTIVES OF THE STUDY

This study aims to investigate cultural contents in *New Headway*, the teachers' perceptions and expectations of cultural contents in the Fundamental English coursebooks, and the congruence between the cultural contents presented in *New Headway* and the teachers' expectations of cultural contents in the Fundamental English coursebooks. Specifically, the study addresses the following three research questions:

1. What cultural contents are presented in *New Headway*?
2. What are the teachers' perceptions and expectations of cultural contents in the Fundamental English coursebooks?
3. Is there congruence between the cultural contents presented in *New Headway* and the teachers' expectations of cultural contents in the Fundamental English coursebooks?

3. DEFINITION OF TERMS

3.1 Sources of Culture: Source Culture, Target Culture, and International Culture

According to Cortazzi and Jin (1999) and Crystal (2003), sources of cultural contents in language coursebooks and materials are classified as Source Culture, Target Culture, and International Culture. Source Culture refers to Thai culture. Target Culture refers to the culture of countries where English is used as the first language, namely America, British, Australia, Canada, New Zealand, and Ireland. International Culture refers to the culture of countries around the world excluding Thailand, America, British, Australia, Canada, New Zealand, and Ireland.

3.2 Themes of Culture: Big "C" and Small "c" Cultures

Adapted from Lee (2009), Big "C" and Small "c" cultures are defined as follows:

Big "C" culture refers to the cultural contents which focus on a set of facts and statistics relating to the following 22 themes: 'Race', 'People', 'Region', 'Geography/Historical sites/History', 'Weather/Season', 'Art/Artifact/Craft/National treasure', 'Literature', 'Agriculture', 'Medicine/Science', 'Education', Business/Shopping/Currency/Market/Industry/', 'Metropolitan/Infrastructure', 'Style/Dress/Food/Housing', 'Festival/Celebration/Ceremony/Party', 'Holiday', 'Telecommunication/Postal system/Mass communication', 'Various social customs', 'Traffic/Transportation', 'Leisure/Music/Dance/Sport', 'Family', 'Nonverbal behavior', and 'Government/Politics'. This type of culture is easily seen, readily apparent and easy to understand by learners (Lee, 2009).

Small "c" culture refers to the invisible and deeper sense of culture relating to the following 21 themes: 'Freedom', 'Individualism/Privacy', 'Equality', 'Competition', 'Materialism', 'Hard work', 'Confrontation', 'Self-improvement',

'Nurture', 'Personal control over environment', 'Control over time', 'Informality', 'Directness/Openness/Honesty', 'High involvement', 'Experiment', 'Novelty-oriented', 'Future-orientation', 'Rules/Regulation-oriented', 'Result-oriented', 'Consciousness of social face', and 'Self-reliance'. This type of culture refers to a deeper sense of cultural knowledge such as the norms of appropriateness and politeness which is important for the prevention of pragmatic failure in the case of interaction between people from different cultures (Lee, 2009; Paige et al., 1999; Tomalin & Stempleski, 1993).

4. RESEARCH METHODOLOGY

4.1 *New Headway*

New Headway is a series of commercial coursebooks used for three Fundamental English courses in Nakhon Si Thammarat Rajabhat University. It includes three student's books and three teacher's books: *New Headway: Elementary part A, Elementary part B, and Pre-intermediate part A. New Headway: Elementary part A and B* were written and edited by Liz Soars, John Soars and Amanda Maris and were published by Oxford University Press in 2006. *New Headway: Pre-intermediate part A* was written and edited by Liz Soars, John Soars and Mike Sayer and was published by Oxford University Press in 2007. These coursebooks were chosen because they were required and used in the Fundamental English courses by the majority of the students and teachers in the university. The coursebooks were designed based on the integrated syllabus. Each coursebook consists of a student's book and a teacher's book. Altogether, three student's books and three teacher's books were analyzed for cultural contents in this study.

There are altogether 20 units in the three coursebooks. In each student's book, each unit contains seven sections: grammar or language focus, vocabulary, everyday English, reading, speaking, listening, and writing. In addition, tapescripts are included at the back of each book. The teacher's book contains additional notes for teachers, which are variously termed in the book such as Extra

Information, Cultural Notes, Note, Suggestions, Background Information, About the Texts, and Language Notes.

4.2 Units of Analysis

The analysis of cultural contents in the student's books focused on 140 speaking tasks, 42 writing tasks, 99 tapescripts and 80 reading passages while that in the teacher's books focused on 42 additional notes. Altogether they constituted 403 units of analysis covering both tasks and texts. Non-linear texts such as pictures and tables which accompany the tasks and texts were also used to support the analysis of cultural contents in those tasks and texts.

4.3 Framework for Cultural Content Analysis

The cultural contents in *New Headway* were analyzed in terms of sources and themes of culture using an analytical framework based on Cortazzi and Jin (1999), Crystal (2003), and Lee (2009). The sources of cultural contents in the coursebooks were distinguished in terms of Source Culture, Target Culture and International Culture (Cortazzi & Jin 1999, Crystal 2003). The framework for the analysis of themes of culture in the coursebooks was modified from Lee's (2009) model which categorizes themes of culture into Big "C" and Small "c" cultures consisting of 22 and 21 themes respectively. The framework was tried out and revised before it was used to analyze the cultural contents in the student's and the teacher's books.

4.4 Participants of the Study

The participants of this study were selected by purposive sampling. They were 25 teachers including 20 Thai and five native English teachers in Nakhon Si Thammarat Rajabhat University who teach the three Fundamental English courses at the time of the study or have experience in teaching the courses.

4.5 Research Instrument

A questionnaire was used to examine the teachers' perceptions and expectations of cultural contents in the Fundamental English coursebooks as well as to explore their problems of and suggestions for teaching cultural contents in the Fundamental English courses. The questionnaire consists of three parts. The first part covered general information about the teachers. The second part elicited the teachers' perceptions of cultural contents relating to two themes of culture—Big "C" and Small "c" cultures and the teachers' expectations of cultural contents in the Fundamental English coursebooks relating to those two themes of culture as well as three sources of culture—Source, Target, and International Cultures. The last part of the questionnaire elicited additional data of the teachers' problems of and suggestions for teaching cultural contents in the Fundamental English courses.

To develop the questionnaire, the first version of the questionnaire was checked by a panel of three experts for content validity and revised. After that, it was tried out with 36 teachers of the Fundamental English courses in another university in which commercial coursebooks were used and then it was revised. Finally, the revised questionnaire was administered to the participants of this study.

4.6 Data Analysis

This study obtained both quantitative and qualitative data. To analyze the data, frequencies, percentages and rank orders were used to compute the descriptive statistics. The data in this study were analyzed by using the following methods:

1. To answer the first research question, cultural contents in *New Headway* were categorized in terms of sources of culture (Source, Target, and International Cultures) and themes of culture (Big "C" and Small "c" cultures) and summarized in frequencies, percentages, and rank orders.

2. To answer the second research question, the data gathered through the questionnaire administration with the teachers of English in Nakhon Si Thammarat Rajabhat University were analyzed and summarized using frequencies, percentages, and rank orders. Moreover, the qualitative data were referred to for the discussion of results of the teachers' perceptions and expectations of cultural contents in the Fundamental English coursbooks.

3. To answer the third research question, the results of cultural content analysis of *New Headway* focusing on the three student's books and the results of the teachers' expectations of cultural contents in the Fundamental English coursebooks in terms of Big "C" and Small "c" cultures were analyzed for their congruence. In this process, the qualitative data were described to present the results of the study.

5. SCOPE AND LIMITATION OF THE STUDY

This study was limited to an investigation of cultural contents in *New Headway* used as the Fundamental English coursebooks in Nakhon Si Thammarat Rajabhat University. Therefore, the results of this study may not be generalizable to other English coursebooks and other contexts.

Since the focus of this study was on the analysis of cultural contents, speaking and writing tasks, tapescripts and reading passages in the student's books, as well as additional notes in the teacher's books were chosen as units of analysis because they contained cultural contents. Other parts of the coursebooks with the objective of teaching grammatical points, explaining the meanings of new words, stress, and intonation were excluded from the analysis because they did not contain cultural contents.

It should also be pointed out that only the cultural contents presented in the three student's books will be focused on for the analysis of their congruence with the teachers' expectations of cultural contents in the Fundamental English

coursebooks. The cultural contents in the three teacher's books were excluded from the analysis because there was a limited presentation of them.

The cultural contents analysis in this study focused on sources of culture: Source, Target, and International Cultures, as well as themes of culture: Big "C" and Small "c" cultures.

The results of the teachers' problems of and suggestions for teaching cultural contents in the Fundamental English courses were not presented because they were additional data and not included in the research questions of this study. The detailed information and discussion of them appear in Angsutara and Teo (2013).

6. RESULTS AND DISCUSSION

Two papers were drawn upon in this section to address the three research questions and to discuss the results of this study. They are Cultural Contents in Fundamental English Coursebooks (Angsutara & Teo, in press) and Teacher Perceptions and Expectations of Cultural Contents in Fundamental English coursebooks (Angsutara & Teo, 2013).

6.1 Cultural Contents Presented in *New Headway*

The first research question addressed in this study was "What cultural contents are presented in *New Headway*?" The results are summarized in terms of sources and themes of culture.

6.1.1 Sources of Culture in *New Headway*: Source, Target, and International Cultures

The results of the analysis of sources of culture in the three student's books and the three teacher's books are presented in Tables 1 and 2 respectively.

Table 1 shows that in the three student's books, all the three sources of culture were presented with a well-balanced proportion. International Culture was presented in 122 (34%) tasks and texts. Source and Target Culture was presented in 116 (32%) tasks and texts each. Only seven (2%) tasks and texts belonged to an Unidentified Source of Culture.

Table 1: Sources of Culture in Student's Books

Student's Books	Number of Tasks and Texts	Source Culture	Target Culture	International Culture	Unidentified Source of Culture
Book 1	104	27	41	36	0
Book 2	131	43	34	52	2
Book 3	126	46	41	34	5
Total	361 (100%)	116 (32%)	116 (32%)	122 (34%)	7 (2%)

Taken from Angsutara & Teo (in press)

A different distribution of sources of culture was found in the three teacher's books. Table 2 shows that Target Culture was presented in 30 (72%) additional notes while International Culture was presented in a limited portion with 11 (26%) occurrences. However, Source Culture was presented only in one (2%) additional note.

Table 2: Sources of Culture in Teacher's Books

Teacher's Book	Number of Additional Notes	Source Culture	Target Culture	International Culture	Unidentified Culture
Book 1	4	0	1	3	0
Book 2	13	0	12	1	0
Book 3	25	1	17	7	0
Total	42 (100%)	1 (2%)	30 (72%)	11 (26%)	0 (0%)

Taken from Angsutara & Teo (in press)

Although the results of sources of cultural contents presented in the three student's books were different from those of Lee (2009), Xiao (2010), and Yamanaka (2006) showing that the English coursebooks used in Korea, China, and Japan mostly presented cultural contents of English-speaking countries, they support Cortazzi and Jin's (1999) suggestion that the coursebooks used in this era should reflect a range of intercultural elements in order to raise students' and teachers'

intercultural knowledge and awareness of intercultural issues as well as prepare them for communication in diversified intercultural situations by using English. However, it should be highlighted that the cultural explanations in the three teacher's books did not adequately enable teachers to provide cultural knowledge of various countries to the students because most of them focused on the cultural contents of English-speaking countries. The limited explanations of the cultural contents of other countries in the teachers' books may lead teachers to stereotype and misunderstand the cultural contents in the coursebooks. Moreover, such limited explanations may not help teachers to confidently integrate and teach cultural contents of other countries in the classroom.

6.1.2 Themes of Culture in *New Headway*: Big "C" and Small "c" Themes

The results of the analysis of themes of culture in the three student's books and the three teacher's books are presented in Tables 3 and 4 respectively.

Table 3 shows that there was a considerable amount of devotion (65%) to Big "C" culture in both tasks and texts of the three student's books. On the other hand, Small "c" culture was observed with a much lower portion of themes (35%). Fourteen out of 22 themes of Big "C" culture occurred a total of 233 times, while four out of 21 themes of Small "c" culture occurred a total of 128 times in the tasks and texts in the three student's books.

Table 3: Themes of Culture in Student's Books

Big "C" Culture		Small "c" Culture	
Theme	Frequency	Theme	Frequency
1. Style/Dress/Food/Housing	58 (16%)	1. Individualism	111 (31%)
2. Leisure/Music/Dance/ Sport	34 (9%)	2. Future-oriented	8 (2%)
3. Business/Shopping/ Currency/Market	29 (8%)	3. Nurture	5 (1%)
4. People	24 (7%)	4. Rules	4 (1%)
5. Literature	18 (5%)		
6. Metropolitan/Infrastructure	15 (4%)		
7. Geography/Historical sites/ History	12 (3%)		
8. Festival/Celebration/ Ceremony/Party	11 (3%)		

Table 3: Themes of Culture in Student's Books (continued)

Big "C" Culture		Small "c" Culture	
Theme	Frequency	Theme	Frequency
9. Holiday	11 (3%)		
10. Weather/Season	9 (2%)		
11. Art/Artifact	8 (2%)		
12. Telecommunication	2 (0.6%)		
13. Family	1 (0.2%)		
14. Region	1 (0.2%)		
Total	233 (65%)	Total	128 (35%)

Taken from Angsutara & Teo (in press)

Regarding the results of themes of culture in the three teacher's books, Table 4 illustrates that they were similar to those in the three student's books in that most cultural content, 37 out of 42 (88%) occurrences, belonged to the themes of Big "C" culture. The remaining five (12%) belonged to those of Small "c" culture.

Table 4: Themes of Culture in Teacher's Books

Big "C" Culture		Small "c" Culture		
Theme	Frequency		Theme	Frequency
1. Geography/Historical sites	11 (26%)	1.	Nurture	3 (8%)
2. Festival/Celebration/ Ceremony/Party	9 (21%)	2.	Rules	1 (2%)
3. Housing	4 (10%)	3.	Individualism	1 (2%)
4. Music/Sport	4 (10%)			
5. Business/Market	4 (10%)			
6. Metropolitan/Infrastructure	2 (5%)			
7. Literature	1 (2%)			
8. Weather	1 (2%)			
9. Art	1 (2%)			
Total	37 (88%)		Total	5 (12%)

Taken from Angsutara & Teo (in press)

Similar results can be found in Lee (2009) and Xiao (2010) showing that all of the coursebooks analyzed for EIL classrooms in Korea and China neglected the Small "c" culture learning. This indicates a conflict with suggestions of many scholars (Chastain, 1988; Tomalin & Stempleski, 1993; Pulverness, 1995) that culture learning and teaching should aim at learners' familiarization with both Big "C" and Small "c" cultures and that the priority of culture learning and teaching in the EIL

classroom should be given to Small "c" culture in order to improve learners' intercultural communicative competence and to expand their world view.

The limited presentation of Small "c" culture in the student's books and its explanation in the teacher's books may lead learners and teachers to misunderstand, stereotype and overgeneralize the cultural contents in the coursebooks. The lack of cultural knowledge or possessing inaccurate cultural knowledge can create communication failure. As an illustration, the notion of 'Privacy' under Small "c" culture is viewed differently across cultures. With the lack of this cultural knowledge or inaccurate understanding of it, one may end up asking a question concerning a matter considered private by his/her interlocutor from a different culture. The speaker may, then, be interpreted as impolite and intrusive of his/her interlocutor's private life. When learners know only linguistic competence but do not have cultural knowledge of people from different cultural backgrounds, pragmatic failure in communication may occur. Therefore, cultural contents, particularly Small "c" culture of other countries should be promoted in teaching and learning in English classes to equip learners with intercultural awareness and intercultural communicative competence to interact with others politely and appropriately.

More detailed information and discussion of the results appear in Angsutara and Teo (in press).

6.2 Teachers' Perceptions and Expectations of Cultural Contents in Fundamental English Coursebooks

The second research question addressed in this study was "What are the teachers' perceptions and expectations of cultural contents in the Fundamental English coursebooks?" The results are summarized in Tables 5-9.

6.2.1 Teachers' Perceptions and Expectations of Cultural Contents in Fundamental English Coursebooks: Cultural Themes

Table 5 shows the teachers' perceptions of cultural contents in the Fundamental English coursebooks. Under Big "C" culture the teachers perceived 19 (86%) themes as cultural contents while three (14%) were not. Under Small "c" culture, 12 (57%) themes were perceived as cultural contents whereas nine (43%) were not.

Table 5: Teachers' Perceptions of Cultural Contents

Teachers' Perceptions of Cultural Contents	Frequency and Percentage of Responses	
	Big "C" Culture	Small "c" Culture
Perceived as cultural contents	19 (86%)	12 (57%)
Not perceived as cultural contents	3 (14%)	9 (43%)
Total	22 (100%)	21 (100%)

Taken from Angsutara & Teo (2013)

Table 6 reveals the teachers' expectations of cultural contents in the Fundamental English coursebooks. Under Big "C" culture the teachers expected 19 (86%) themes in the Fundamental English coursebooks whereas only three (14%) were not. Under Small "c" culture, only nine (43%) themes were expected in the Fundamental English coursebooks while 12 (57%) were not.

Table 6: Teachers' Expectations of Big "C" and Small "c" Cultures in Fundamental English Coursebooks

Teachers' Expectations of Cultural Contents	Frequency and Percentage of Responses	
	Big "C" Culture	Small "c" Culture
Should be presented in Fundamental English coursebooks	19 (86%)	9 (43%)
Should not be presented in Fundamental English coursebooks	3 (14%)	12 (57%)
Total	22 (100%)	21 (100%)

Taken from Angsutara & Teo (2013)

In detail, Tables 7 and 8 delineate the results of the teachers' perceptions and expectations of cultural contents under Big "C" and Small "c" cultures respectively.

Under Big "C" culture, Table 7 illustrates that 19 themes were perceived by 52% to 96% of the teachers as cultural contents. However, only three themes, namely 'Medicine/Science', 'Traffic/Transportation', and 'Telecommunication/Postal system/Mass communication', were not perceived by 56% to 68% of the teachers as cultural contents.

Regarding the teachers' expectations of cultural contents in the Fundamental English coursebooks, it was found that 56% to 96% of the teachers expected 19 themes in the Fundamental English coursebooks. However, only three themes, namely 'Metropolitan/Infrastructure', 'Government/Politics' and 'Telecommunication/Postal system/Mass communication' were not expected in the Fundamental English coursebooks by 52% to 56% of the teachers.

Table 7: Teachers' Perceptions and Expectations of Big "C" Cultural Themes in Fundamental English Coursebooks

Main theme	Sub-themes	Are they cultural contents?		Should they be presented in Fundamental English coursebooks?	
		Yes	No	Yes	No
Big "C"	Festival/Celebration/Ceremony/Party	24 (96%)		24 (96%)	
	People	24 (96%)		23 (92%)	
	Various social customs	24 (96%)		22 (88%)	
	Style/Dress/Food/Housing	23 (92%)		23 (92%)	
	Family	22 (88%)		22 (88%)	
	Leisure/Music/Dance/Sport	21 (84%)		22 (88%)	
	Holiday	21 (84%)		21 (84%)	
	Region	21 (84%)		18 (72%)	
	Art/Artifact/Craft/National treasure	21 (84%)		18 (72%)	

Table 7: Teachers' Perceptions and Expectations of Big "C" Cultural Themes in Fundamental English Coursebooks (continued)

Main theme	Sub-themes	Are they cultural contents?		Should they be presented in Fundamental English coursebooks?	
		Yes	No	Yes	No
Big "C"	Race	20 (80%)		18 (72%)	
	Geography/Historical sites/History	19 (76%)		20 (80%)	
	Education	18 (72%)		21 (84%)	
	Literature	18 (72%)		20 (80%)	
	Nonverbal behavior	18 (72%)		18 (72%)	
	Business/Shopping/Currency/ Market/Industry	16 (64%)		19 (76%)	
	Agriculture	16 (64%)		15 (60%)	
	Weather/Season	14 (56%)		18 (72%)	
	Metropolitan/Infrastructure	15 (60%)			13 (52%)
	Government/Politics	13 (52%)			14 (56%)
	Medicine/Science		17 (68%)	14 (56%)	
	Traffic/Transportation		14 (56%)	14 (56%)	
	Telecommunication/Postal system/Mass communication		14 (56%)		13 (52%)

Taken from Angsutara & Teo (2013)

Under Small "c" culture, Table 8 shows that 12 themes were perceived as cultural contents by 52% to 80% of the teachers. However, nine themes, namely 'Self-improvement', 'Experiment', 'High-involvement', 'Materialism', 'Competition', 'Confrontation', 'Freedom', 'Hard work', and 'Equality' were not perceived by 52% to 60% of the teachers as cultural contents.

Concerning the teachers' expectations of cultural contents in the Fundamental English coursebooks, it was found that 52% to 72% of the teachers expected nine themes in the Fundamental English coursebooks, namely 'Consciousness of social face', 'Rules/Regulation-oriented', 'Self-reliance', 'Informality', 'Privacy/Individualism', 'Result-oriented',

'Directness/Openness/Honesty', 'Future-oriented' and 'Self-improvement'. However, 12 themes were not expected in the Fundamental English coursebooks by 52% to 64% of the teachers.

Table 8: Teachers' Perceptions and Expectations of Small "c" Cultural Themes in Fundamental English Coursebooks

Main theme	Sub-themes	Are they cultural contents?		Should they be presented in Fundamental English coursebooks?	
		Yes	No	Yes	No
Small "c"	Consciousness of social face	20 (80%)		18 (72%)	
	Rules/Regulation-oriented	20 (80%)		15 (60%)	
	Self-reliance	17 (68%)		17 (68%)	
	Informality	17 (68%)		16 (64%)	
	Privacy/Individualism	17 (68%)		14 (56%)	
	Result-oriented	17 (68%)		14 (56%)	
	Directness/Openness/Honesty	16 (64%)		16 (64%)	
	Future-oriented	13 (52%)		13 (52%)	
	Nurture	16 (64%)			13 (52%)
	Novelty-oriented	15 (60%)			13 (52%)
	Personal control over environment	13 (52%)			15 (60%)
	Control over time	13 (52%)			15 (60%)
	Self-improvement		13 (52%)	13 (52%)	
	Experiment		15 (60%)		16 (64%)
	High-involvement		14 (56%)		16 (64%)
	Materialism		14 (56%)		16 (64%)
	Competition		14 (56%)		15 (60%)
	Confrontation		14 (56%)		14 (56%)
	Freedom		14 (56%)		14 (56%)
	Hard work		14 (56%)		13 (52%)
	Equality		13 (52%)		13 (52%)

Taken from Angsutara & Teo (2013)

The results of the teachers' perceptions and expectations of cultural contents in the Fundamental English coursebooks indicate the majority of themes under Big "C" culture were perceived as cultural contents and their presence in the Fundamental English coursebooks was expected. Probably, this type of culture could be easily seen, readily apparent and easy to understand by learners. Therefore, most of the teachers in this study easily perceived these themes as cultural contents and preferred them to be presented in the Fundamental English coursebooks to a greater extent than those themes under Small "c" culture.

Although this study found that the majority of Big "C" cultural themes were perceived as cultural contents and expected in the Fundamental English coursebooks to a greater degree than Small "c" cultural themes, such findings are not in line with many scholars' (Lee, 2009; Tomalin & Stempleski 1993; Pulverness 1995) suggestions that the priority of culture learning and teaching in the EIL classroom should be given to Small "c" culture in order to develop learners' intercultural communicative competence. To enhance learners' intercultural communicative competence, both Big "C" and Small 'c' cultural themes should be presented in the Fundamental English coursebooks. The promotion of the learning of Small "c" culture, in particular, can equip learners with a deeper sense of cultural knowledge useful for effective and appropriate communication with people in cross-cultural circumstances (Lee, 2009; Paige et al., 1999; Tomalin & Stempleski, 1993).

6.2.2 Teachers' Expectations of Cultural Contents in Fundamental English Coursebooks: Sources of Culture

Table 9 shows the results of the teachers' expectations of cultural contents in the Fundamental English coursebooks in terms of sources of culture. It indicates that the teachers gave top priority to integrating the cultural contents of Target Culture in the Fundamental English coursebooks. The followings are Source Culture and International Culture respectively.

Table 9: Teachers' Expectations of Sources of Culture in Fundamental English Coursebooks

Rank Order	Source of Culture	Frequency and Percentage of Responses
1	Target Culture	25 (100%)
2	Source Culture	21 (84%)
3	International Culture	19 (76%)

Taken from Angsutara & Teo (2013)

The results of this study support Gu, Meng, and Li (2012) who also found that university teachers of English in China put emphasis on cultures of English-speaking countries. Nonetheless, it should be pointed out that although in this study all the teachers gave top priority to integrating the cultural contents of Target Culture in the Fundamental English coursebooks, their expectations of sources of culture were very high in all the three sources. This indicates that these teachers were aware of the importance of teaching culture from various countries to facilitate the development of students' intercultural knowledge for communicating with people from other backgrounds to serve the goal of teaching English as an international language.

More detailed presentation and discussion of the results appear in Angsutara and Teo (2013).

6.3 Congruence between Cultural Contents in *New Headway* and Teachers' Expectations of Cultural Contents in Fundamental English Coursebooks

The third research question addressed in this study was "Is there congruence between the cultural contents presented in *New Headway* and the teachers' expectations of cultural contents in the Fundamental English coursebooks?" The results are presented in Tables 10-12.

Overall, Table 10 shows that there was congruence between the cultural contents presented in *New Headway* and the teachers' expectations of them in

the Fundamental English coursebooks in 12 (54%) themes under Big "C" culture and only three (14%) themes under Small "c" culture. These themes were presented in *New Headway* and expected in the Fundamental English coursebooks. Interestingly, there was another area of such congruence but in a different direction in one (5%) theme under Big "C" culture and 11 (52%) themes under Small "c" culture. These themes were neither presented in *New Headway* nor expected in the Fundamental English coursebooks.

However, there was no congruence between the cultural contents presented in *New Headway* and the teachers' expectations of them in the Fundamental English coursebooks in seven (32%) themes under Big "C" culture and six (29%) themes under Small "c" culture. These themes were not presented in *New Headway* but expected in the Fundamental English coursebooks. In addition, no congruence was found between the cultural contents presented in *New Headway* and the teachers' expectations of them in the Fundamental English coursebooks in two (9%) themes under Big "C" culture and one (5%) theme under Small "c" culture. These themes, however, were presented in *New Headway* but not expected in the Fundamental English coursebooks.

Table 10: Congruence between Cultural Contents Presented in *New Headway* and Teachers' Expectations of Cultural Contents in Fundamental English Coursebooks: Overall View

Presented in *New Headway*	Expected in Fundamental English Coursebooks	Frequency and Percentage of Responses	
		Big "C" Culture	Small "C" Culture
✓	✓	12 (54%)	3 (14%)
✕	✓	7 (32%)	6 (29%)
✓	✕	2 (9%)	1 (5%)
✕	✕	1 (5%)	11 (52%)
	Total	22 (100%)	21 (100%)

Note: ✓ = Yes, ✕ = No

To conclude, although congruence was found between the cultural contents presented in *New Headway* and the teachers' expectations of cultural contents in the Fundamental English coursebooks in more than half of the Big "C"

and Small "c" cultural themes, such congruence was different in direction. That is to say, while such Big "C" cultural themes were both presented in *New Headway* and expected in the Fundamental English coursebooks, those Small "c" cultural themes were neither presented in *New Headway* nor expected in the Fundamental English coursebooks suggesting that the coursebook writers and the teachers had a similar view on cultural contents that should be covered in the English class. They prioritized themes under Big "C" culture over those under Small "c" culture. To develop learners' intercultural communicative competence, both Big "C" and Small "c" cultural themes should be presented in the coursebooks.

In detail and in terms of Big "C" culture, Table 11 shows congruence between the cultural contents presented in *New Headway* and the teachers' expectations of cultural contents in the Fundamental English coursebooks in 12 out of 22 cultural themes. These themes were both presented in *New Headway* and expected in the Fundamental English coursebooks. Another area of such congruence but in a different direction was found in another one cultural theme, namely 'Government/Politics' which was neither presented in *New Headway* nor expected in the Fundamental English coursebooks.

However, seven of the cultural themes, 'Various social customs', 'Education', 'Race', 'Nonverbal behavior', 'Agriculture', 'Medicine/Science', and 'Traffic/Transportation' were not presented in *New Headway* but expected in the Fundamental English coursebooks exhibiting incongruence between the cultural contents presented in *New Headway* and the teachers' expectations of cultural contents in the Fundamental English coursebooks. Another area of such incongruence but in a reverse direction lay in another two cultural themes, namely 'Metropolitan/Infrastructure' and 'Telecommunication/Postal system/Mass communication' which were presented in *New Headway* but not expected in the Fundamental English coursebooks.

Table 11: Congruence between Cultural Contents Presented in *New Headway* and Teachers' Expectations of Cultural Contents in Fundamental English Coursebooks: Big "C" Culture

Main theme	Sub-themes	Presented in *New Headway*	Expected in Fundamental English Coursebooks
Big "C"	Style/Dress/Food/Housing	✓	✓
	Leisure/Music/Dance/Sport	✓	✓
	Business/Shopping/Currency/Market/Industry	✓	✓
	People	✓	✓
	Literature	✓	✓
	Geography/Historical sites/History	✓	✓
	Festival/Celebration/Ceremony/Party	✓	✓
	Holiday	✓	✓
	Weather/Season	✓	✓
	Art/Artifact /Craft/National treasure	✓	✓
	Family	✓	✓
	Region	✓	✓
	Various social customs	✗	✓
	Education	✗	✓
	Race	✗	✓
	Nonverbal behavior	✗	✓
	Agriculture	✗	✓
	Medicine/Science	✗	✓
	Traffic/Transportation	✗	✓
	Metropolitan/Infrastructure	✓	✗
	Telecommunication/Postal system/Mass communication	✓	✗
	Government/Politics	✗	✗

Note: ✓ = Yes, ✗ = No

In terms of Small "c" culture, Table 12 illustrates congruence between the cultural contents presented in *New Headway* and the teachers' expectations of

cultural contents in the Fundamental English coursebooks in only three out of 21 cultural themes, namely 'Individualism/Privacy', 'Rules/Regulation-oriented' and 'Future-oriented'. These themes were both presented in *New Headway* and expected in the Fundamental English coursebooks. Interestingly, another area of such congruence but in a different direction was found in another 11 cultural themes. These themes were neither presented in *New Headway* nor expected in the Fundamental English coursebooks.

However, there was no congruence between the cultural contents presented in *New Headway* and the teachers' expectations of cultural contents in the Fundamental English coursebooks in six of the cultural themes, namely 'Consciousness of social face', 'Self-reliance', 'Informality', 'Directness/Openness/Honesty', 'Result-oriented' and 'Self-improvement'. These cultural themes were not presented in *New Headway* but expected in the Fundamental English coursebooks. Another area of such incongruence but in a reverse direction was found in another one cultural theme, 'Nurture', which was presented in *New Headway* but not expected in the Fundamental English coursebooks.

Table 12: Congruence between Cultural Contents Presented in *New Headway* and Teachers' Expectations of Cultural Contents in Fundamental English Coursebooks: Small "c" Culture

Main theme	Sub-themes	Presented in *New Headway*	Expected in Fundamental English Coursebooks
Small "c"	Individualism/Privacy	✓	✓
	Rules/Regulation-oriented	✓	✓
	Future-oriented	✓	✓
	Consciousness of social face	✗	✓
	Self-reliance	✗	✓
	Informality	✗	✓
	Directness/Openness/Honesty	✗	✓
	Result-oriented	✗	✓
	Self-improvement	✗	✓

Table 12: Congruence between Cultural Contents Presented in *New Headway* and Teachers' Expectations of Cultural Contents in Fundamental English Coursebooks: Small "c" Culture (continued)

Main theme	Sub-themes	Presented in *New Headway*	Expected in Fundamental English Coursebooks
Small "c"	Nurture	✓	×
	Novelty-oriented	×	×
	Personal control over environment	×	×
	Control over time	×	×
	Experiment	×	×
	High-involvement	×	×
	Materialism	×	×
	Competition	×	×
	Confrontation	×	×
	Freedom	×	×
	Hard work	×	×
	Equality	×	×

Note: ✓ = Yes, × = No

In conclusion, under Big "C" culture the results illustrate that based on the 14 cultural themes that were presented in *New Headway*, 12 of them were congruent with the teachers' expectations of cultural contents in the Fundamental English coursebooks while the remaining two were not. Based on the eight cultural themes that were not presented in *New Headway*, seven of them were not congruent with the teachers' expectations of cultural contents in the Fundamental English coursebooks while the remaining was. In other words, such cultural theme was neither presented in *New Headway* nor expected in the Fundamental English coursebooks.

With respect to the results under Small "c" culture, based on the four cultural themes that were presented in *New Headway*, three of them were congruent with the teachers' expectations of cultural contents in the Fundamental English coursebooks while the remaining was not. Based on the 17 themes that were not

presented in *New Headway*, six of them were not congruent with the teachers' expectations of cultural contents in the Fundamental English coursebooks whereas 11 of them were. While these six cultural themes were not presented in *New Headway* but expected in the Fundamental English coursebooks, the 11 themes were neither presented in *New Headway* nor expected in the Fundamental English coursebooks.

Although the results of this study show that more than half of the themes under Big "C" culture presented in *New Headway* were congruent with the teachers' expectations of cultural contents in the Fundamental English coursebooks, this indicates that both the authors and the teachers preferred the cultural knowledge under Big "C" culture over those under Small "c" culture to be presented in English courses. However, in intercultural setting, not only knowledge about a set of facts and statistics, but also the invisible and deeper sense of culture which can prevent pragmatic failure when learners interact with people from different cultures should be involved in English classes to promote learners' critical intercultural awareness. Moreover, learners need to become aware of their own culture as well as other cultures to promote greater mutual understanding and acceptance of differences in the multicultural society. Therefore, to develop learners' cultural knowledge, awareness, and intercultural communicative competence the cultural contents of both Big "C" and Small "c" culture should be promoted in English classes (Lee, 2009; Paige et al., 1999; Tomalin & Stempleski, 1993).

7. CONCLUDING REMARKS

This section presents a conclusion of the study, discusses pedagogical implications in terms of materials construction and teaching practice, and offers recommendations for further studies.

7.1 Conclusion of the Study

Based on the results of this study, the following conclusions can be drawn:

First, based on the results of the analysis of the cultural contents presented in the tasks and texts in the three student's books in terms of sources of culture, it was found that the cultural contents from Source Culture, Target Culture, and International Culture were presented with a well-balanced proportion. The three teacher's books, however, mainly focused on the explanations of the cultural contents of Target Culture while those of Source and International Cultures were still limited.

Although all the three sources of cultural contents were presented in the student's books, the tasks and texts were designed to teach the contents of other cultures in various themes. The explanations in the additional notes in the three teacher's books did not adequately help teachers to understand and have confidence to teach culture because they mostly focused on the cultures of English-speaking countries. Thus, the teacher's books may not be considered adequate as the main providers of information of other countries' cultures to students (Mckay, 2002).

With respect to themes of culture in terms of Big "C" and Small "c", it was found that in all the three student's books and the three teacher's books there was a strong preference for Big "C" culture and most of the cultural contents appeared to present facts, statistics, products, and contributions of Big "C" culture regarding the following themes: 'Style/Dress/Food/Housing', 'Leisure/Music/Dance/Sport', 'Business/Shopping/Currency/Market', and 'People'. However, a limited portion of themes under Small "c" culture, namely 'Individualism', 'Future-oriented', 'Nurture', and 'Rules' was observed.

Second, the survey results of the teachers' perceptions and expectations of cultural contents in the Fundamental English coursebooks show that the teachers had positive views of teaching culture. They strongly perceived Big "C" cultural themes as cultural contents and expected them in the coursebooks. They also expected cultural contents from all sources of culture in the Fundamental English coursebooks. This reflects their awareness of the importance of teaching cultural contents in the Fundamental English courses.

Third, regarding the congruence between the cultural contents presented in *New Headway* and the teachers' expectations of cultural contents in the Fundamental English coursebooks, the results show that more than half of the themes under Big "C" culture presented in *New Headway* were congruent with the teachers' expectations of cultural contents in the Fundamental English coursebooks. On the other hand, more than half of the themes under Small "c" culture were also congruent with the teachers' expectations of cultural contents in the Fundamental English coursebooks in that these themes were neither presented in *New Headway* nor expected in the Fundamental English coursebooks.

The results of this study show a distinct conflict with researchers' statements that Small "c" culture could play a more significant role in encouraging learners' intercultural communicative competence (Lee, 2009; Paige et al., 1999; Tomalin & Stempleski, 1993). Therefore, this study does not suggest a positive contribution of the coursebooks towards the development of learners' intercultural understanding because the amount of Small "c" culture presented in *New Headway* and expected in the Fundamental English coursebooks was limited. Such a slight portion of Small "c" culture may provide insufficient cultural contents to promote the learners' intercultural communicative competence and to achieve the goal of teaching and learning English as an international language.

7.2 Pedagogical Implications

7.2.1 Material Construction

First, cultural contents in coursebooks should include both Big "C" and Small "c" culture to promote the learning of facts, statistics, and products as well as culture in the deeper sense such as practice and perspective to equip students with cultural knowledge useful for avoiding pragmatic failure when communicating with people in cross-cultural context.

Second, cultural contents in coursebooks should contain a variety of sources of culture to promote learning English as an international language and to provide students with intercultural knowledge.

Third, coursebooks should explicitly inform the objectives of integrating cultural contents into the class, that is, to develop students' positive attitudes towards intercultural knowledge as well as to enable them to communicate and interact with people from other cultures appropriately and effectively. This can raise students' awareness of the importance of the learning of culture as a way to enable them to communicate cross-culturally.

Fourth, teacher's books should contain sufficient explanations of cultural contents, particularly those of Small "c" culture which can offer helpful guidelines for teachers in teaching a deeper sense of cultures to enable students to communicate appropriately. In addition, teacher's books should provide suggestions, information, and instruction on how to appropriately use and handle cultural contents of other countries. This would make it easy for teachers and learners to understand what they are doing. Illustrations and suggestions need to be appropriately adjusted to learners' own culture. Sufficient information in the form of guidelines or manuals should be provided for teachers to avoid stereotyping their teaching of cultural contents of other countries.

Finally, teacher's books should provide teachers with guidance on how to develop, measure, and monitor the development of students' intercultural communicative competence.

7.2.2 Teaching Practice

The results of this study may raise teachers' awareness of teaching cultural contents in English as an international language classroom. In addition, they may provide useful suggestions for the inclusion and evaluation of cultural contents in English teaching materials for the development of learners' intercultural communicative competence.

Moreover, the results of this study can serve as a guideline for integrating cultural themes into the Fundamental English coursebooks and in the curriculum to support teachers in preparing their students for the use of English as an international language and in developing their intercultural communicative competence. Teachers should be informed of the importance of both respecting students' own culture and including a wide variety of cultures of various countries, especially those that students will encounter in order to build up their cross-cultural understanding when English is used as an international language.

7.3 Recommendations for Further Studies

This study investigated cultural contents in *New Headway* used in a university in Thailand, Nakhon Si Thammarat Rajabhat University, as well as the teachers' perceptions and expectations of cultural contents in the Fundamental English coursebooks in terms of sources and themes of culture. Therefore, it was limited in that the findings may not be generalizable to teachers in other universities or other contexts. Many issues were beyond the scope of this investigation and deserve further research.

First, other dimensions of cultural contents such as 'Product', 'Practice', and 'Perspectives' (Moran, 2001) should be used to construct the framework for the analysis of themes of culture as well as items of the questionnaire to gain more information about cultural contents presented in coursebooks and the teacher's perceptions of cultural contents.

Second, cultural contents of other types of coursebooks such as in-house coursebooks or ones used in other levels of education should be analyzed to enrich information. Moreover, teachers' expectations of cultural contents in these types of coursebooks should be examined to provide more insights into the development of a guideline for constructing and evaluating materials and coursebooks.

Third, it would be useful to evaluate teachers' ability to teach cultural contents as well as their views on the value of integrating cultural contents in English courses. Such information would offer implications for training courses on the teaching of cultural contents.

Fourth, it may also be necessary to investigate students' attitudes toward sources and themes of culture of their interest and the congruence between student preferences for and teacher expectations of sources and themes of cultural contents in English classes. Such indication can be used as a guideline for the inclusion of cultural contents in material, coursebooks and curricular.

Finally, in order to yield a bigger picture of results, a wider range of subjects and coursebooks can be selected and the design of the study must be revised to suit the objectives of the study and the sample population.

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PAPER 1

Cultural Contents in Fundamental English Coursebooks

Cultural Contents in Fundamental English Coursebooks

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Abstract

The purpose of this study was to examine cultural contents in six commercial coursebooks for the Fundamental English courses at a university in Thailand. The cultural contents was analyzed in terms of sources and themes of culture employing the framework adapted from Lee (2009), Cortazzi and Jin (1999), and Crystal (2003). Findings showed that Source Culture, Target Culture, and International Cultures were presented in a similar frequency in the coursebooks. In addition, there was a strong preference for Big "C" themes of culture while those of Small "c" culture were demonstrated with much lower frequency. This study sheds light on cultural contents in the materials for the teaching and learning of English as well as provides implications for the teaching of cultural contents in the English language classroom especially in the context of English as an international language.

Key Words: language and culture, English as an international language, intercultural communicative competence, source of culture, theme of culture**,** cultural contents, English coursebooks

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1. Introduction

Language and culture are closely related. Language is "the carrier" of culture. People all around the world use language to reflect their value, attitude, identity, cognition, and the way they live through the process of internationalization (Byram, 1988; Duranti, 1997; Kramsch, 1998; Moran, 2001; Smith, 1988). Intercultural communicative competence is very important and should be promoted in an English as an international language classroom to increase understanding and avoid misunderstanding between people from different linguistic and cultural backgrounds. To develop intercultural communicative competence—ability to recognize and understand one's own and other cultures by communicating effectively and appropriately on several cultures (Moran, 2001), we cannot teach language separately from its culture.

In this globalization age, no one would question that English has now become an international language and plays a role as a major medium for world communication among people of different linguistic and cultural backgrounds (Jenkins, 2003; Mckay, 2002; Smith, 1988). The goal of using English as an international language is for speakers to share their ideas, and express their culture with people from various cultural and language backgrounds with mutual understanding (Kramsch, 1998).

According to Crystal (1997), English is used for communication in a wide variety of cultural context categorized as the Inner Circle, where English is used as the first language such as England, America, and Australia; the Outer Circle, where English is used as a second language such as the Philippines, India, and Singapore; and the

Expanding Circle, where English is studied as a foreign language such as Japan, Germany, and Thailand. Consequently, the responsibility of educational providers in this era is to prepare students for the world of international communication. To do so, students should be equipped with ability to use English as an international language as well as cultural knowledge and intercultural communicative competence.

As the aim of teaching English in Thailand is to prepare students for international communication, teaching cultural contents in English as an international language classroom is very important and unavoidable for developing their intercultural communicative competence. Teaching many different cultures can develop students' intercultural communicative competence and encourage them to be open-minded toward an international understanding (Savignon, 1997).

There are many important elements in language classroom such as teachers, learners, and instructional materials. Coursebooks are one of the important materials used in language classroom as a resource for the contents of language and culture (Cunningsworth, 1995; Richard & Schmidt, 2002; Sheldon, 1988). Therefore, the presence of cultural contents in coursebooks is important for the development of students' intercultural communicative competence.

Although one of the objectives of teaching English based on the curriculum of Nakhon Si Thammarat Rajabhat University is for students to comprehend Thai and other cultures, the curriculum does not specify what sources or themes of cultural contents should be taught in English language classroom. Guidelines on what sources of culture or which cultural contents should be included in the coursebooks and

research on cultural contents in English coursebooks are limited in Thailand. Therefore, in the context of Nakhon Si Thammarat Rajabhat University, there is a need for a study on analysis of cultural contents in English coursebooks. Such study is significant in that it fills up the gap in research in this important area. It also provides suggestions for inclusion and evaluation of cultural contents in English teaching materials.

The purpose of this study, therefore, is to investigate the cultural contents presented in the commercial Fundamental English coursebooks used in Nakhon Si Thammarat Rajabhat University. The main aim of this study is to examine the state of the references to sources of culture—Source, Target, and International cultures, as well as themes of cultures—Big "C" and Small "c" cultures in the commercial coursebooks.

2. Definition of Terms

2.1 Sources of Culture: Source, Target, and International Cultures

According to Cortazzi and Jin (1999), the sources of cultural information in language coursebooks and materials are classified as **Target Culture**, **Source Culture**, and **International Culture**. **Target Culture** refers to culture of first language English speaking countries such as America, Australia, and England. **Source Culture** refers to the cultural contents of the learners' own culture. **International Culture** refers to the culture that contains a variety of cultures around the world including both English and non-English speaking countries.

2.2 Themes of Culture: Big "C" and Small "c" Cultures

Big "C" culture refers to the culture which focuses on a set of facts and statistics relating to the arts, history, geography, education, business, festival, style, etc. This type of culture is easily seen, readily apparent and easy to memorize by learners (Lee, 2009).

Small "c" culture refers to the invisible and deeper sense of culture such as way of life, daily living, socio-culture, values, norm and beliefs, way of thinking, behavior, etc. Small "c" culture is very important in language learning because it not only determines the norms of appropriateness and polite language use, but it can also create pragmatic failure in the case of interaction between people from different cultures (Lee, 2009; Paige et al., 1999; Tomalin & Stempleski, 1993).

3. Scope and Limitation of the Study

This study was limited to an investigation of cultural contents in six English coursebooks used in Nakhon Si Thammarat Rajabhat University consisting of three student's books and three teacher's books. Therefore, findings of this study may not be generalizable to other English coursebooks and other contexts.

The cultural contents analysis in this study focused on sources of culture: Source, Target, and International Cultures, as well as themes of culture: Big "C" and Small "c" cultures.

Since the focus of this study was on the analysis of cultural contents, speaking and writing tasks, tapescripts and reading passages in the student's books, as well as additional notes in the teacher's books were chosen as units of analysis because they contained cultural contents. Other parts of the coursebooks with the objective of teaching grammatical points, explaining the meanings of new words, stress, and intonation were excluded from the analysis because they did not contain cultural contents.

4. Methodology

4.1 Coursebooks and Units of Analysis

The target materials for the cultural content analysis in this study were chosen from popular commercial coursebooks for three Fundamental English courses in Nakhon Si Thammarat Rajabhat University entitled "New Headway": Elementary part A, Elementary part B, and Pre-intermediate part A. "New Headway": Elementary part A and B were written and edited by Liz Soars, John Soars and Amanda Maris and were published by Oxford University Press in 2006. "New Headway": Pre-intermediate part A was written and edited by Liz Soars, John Soars and Mike Sayer and was published by Oxford University Press in 2007. These coursebooks were chosen because they were required and used in the Fundamental English courses by the majority of the students and teachers in the university. They were designed based on the integrated syllabus. Each coursebook consists of a student's book and a teacher's

book. Altogether, three student's books and three teacher's books were analyzed for cultural contents in this study.

There are altogether 20 units in the three Fundamental English coursebooks. In each student's book, each unit contains seven sections: grammar or language focus, vocabulary, everyday English, reading, speaking, listening, and writing. In addition, tapescripts are included in the back of each book. The teacher's book contains additional notes for teachers, which are variously termed in the book such as Extra Information, Cultural Notes, Note, Suggestions, Background Information, About the Texts, and Language Notes.

The analysis of cultural contents of the student's books focused on 140 speaking tasks, 42 writing tasks, 99 tapescripts and 80 reading passages while that of the teacher's books focused on 42 additional notes. Altogether they constituted 403 units of analysis covering both tasks and texts. Non-linear texts such as pictures and tables which accompany the tasks and texts were also used to support the analysis of cultural contents in those tasks and texts.

4.2 Framework for Cultural Content Analysis

In order to examine the cultural contents in the Fundamental English coursebooks, they were analyzed in terms of sources and themes of culture using an analytical framework based on Cortazzi and Jin (1999), Crystal (2003), and Lee (2009). The sources of cultural contents in the coursebooks in this study were distinguished in terms of Source Culture, Target Culture and International Culture (Cortazzi & Jin

1999, Crystal 2003). The framework for the analysis of themes of culture in the coursebooks was modified from Lee's (2009) model which categorizes themes of culture into Big "C" and Small "c" cultures consisting of 22 and 21 themes respectively.

4.3 Procedure

Since the purpose of this study was to examine the cultural contents in the Fundamental English coursebooks in terms of sources and themes of cultures, it was necessary to, first of all, establish elements in the coursebooks which contain cultural contents which, in turn, served as the units for further analysis. To do so, the researchers proceeded as follows.

Firstly, the tasks and texts in the Fundamental English coursebooks that contain cultural contents were identified. It was found that the student's books contained 361 tasks and texts with cultural contents consisting of 140 speaking tasks, 42 writing tasks, 99 tapescripts and 80 reading passages while the teacher's books contained 42 additional notes with cultural contents. Altogether they constituted a total of 403 units of analysis covering both tasks and texts which, in turn, served as units for analysis in the second phase.

Secondly, the identified tasks and texts with cultural contents in both the student's books and the teacher's books were analyzed for cultural contents in terms of sources of culture (Source, Target, and International Cultures) and themes of culture (Big "C" and Small "c" cultures).

To analyze the tasks and texts for sources of culture, three criteria were established. First, the sources of culture were evaluated based on the identification of nations or other words related to the nations such as cities, nationalities, or currencies of particular countries, or by using other alternative ways to find the origin of sources of culture. A text identified as containing 'Source Culture' is that which explicitly stated the origin or source of cultural contents related to the students' own country (Thailand) or that in which the researchers could identify Thailand as an origin of its cultural contents though the word Thailand was not explicitly stated. A task that required students to use their own information to present Thai culture was also identified as containing 'Source Culture'. A task or text that presented or in which the researchers could identify the origin or source of culture related to six countries of native English-speakers, namely America, British, Australia, Canada, New Zealand, and Ireland was identified as 'Target Culture'. A task or text which presented or in which the researchers can identify the origin of source of culture related to other countries was identified as 'International Culture'. Second, in case a task or text of each paragraph contained one theme of culture belonging to many sources of culture, it was labeled as "International Culture". Third, in case a task or text contained only a theme of culture while the source of culture could not be found, it was labeled as "Unidentified Source of Culture".

To analyze the tasks and texts for themes of culture, the following criteria were established. First, the themes of culture were examined based on the main idea. Second, to identify the themes of culture, the cultural content of each task or text was coded according to the definitions and guidance adapted from Lee (2009). Third, in

case problems arose in making a decision, dictionaries especially Oxford Advanced Learner's Dictionary (6th Edition) and Longman Dictionary of English Language and Culture (5th Edition) as well as other sources were consulted in order to distinguish whether certain cultural content belonged to a particular theme or not. Fourth, on clarification of a certain theme, cross-checking between the researchers was made in order to achieve a common agreement and validity on the cultural theme identification by subjective interpretation.

Finally, the occurrences of sources and themes of culture in the tasks and texts were summarized in frequency and percentages. It should be noted that during this procedure of cultural content analysis the themes of culture in the analytical framework were also refined and redefined to cover the presence of all the themes of cultural contents in the target coursebooks. (See Appendix for an example of the analysis of sources and themes of cultural contents in this study.)

5. Results and Discussion

5.1 Sources of Culture in Fundamental English Coursebooks: Source, Target, and International Cultures

The results of the analysis of sources of culture in the student's books and the teacher's books were presented in Table 1 and 2 respectively.

Table 1: Sources of Culture in Student's Books

Student's Books	Number of Tasks and Texts	Source Culture	Target Culture	International Culture	Unidentified Source of Culture
Book 1	104	27	41	36	0
Book 2	131	43	34	52	2
Book 3	126	46	41	34	5
Total	**361 (100%)**	**116 (32%)**	**116 (32%)**	**122 (34%)**	**7 (2%)**

It can be seen in Table 1 that there was a total of 361 tasks and texts with cultural contents in the three student's books including 104 in Book 1, 131 in Book 2 and 126 in Book 3. The results show that International Culture was presented in 122 (34%) tasks and texts which was slightly higher in frequency than Source and Target Culture each of which was presented in 116 (32%) tasks and texts. Only seven (2%) tasks and texts belonged to an Unidentified Source of Culture.

In details, the tasks and texts with International Culture did not specifically focus on the culture of any country; it presented the cultures of various countries such as France, Italy, China, Japan, Korea, Malaysia, Hungary, Norway, Spain, Germany, etc. Of the 32% of tasks and texts with Target Culture, those with the British cultural contents constituted 20% while those with the American, Irish, Canadian and Australian cultural contents were 12%. Interestingly, among 32% of the occurrences of Source Culture—Thai culture was presented only three times (1%) in the texts. The other 113 times (31%) occurred in the tasks which required students to practice speaking and writing about their own culture after learning the cultural contents of other countries.

Table 2: Sources of Culture in Teacher's Books

Teacher's Book	Number of Additional Notes	Source Culture	Target Culture	International Culture	Unidentified Culture
Book 1	4	0	1	3	0
Book 2	13	0	12	1	0
Book 3	25	1	17	7	0
Total	**42 (100%)**	**1 (2%)**	**30 (72%)**	**11 (26%)**	**0 (0%)**

In Table 2, it can be seen that the three teacher's books contained a total of 42 additional notes including four in Book 1, 13 in Book 2, and 25 in Book 3. The results show that Target Culture was presented in 30 (72%) additional notes while International Culture was presented in a limited portion with 11 (26%) occurrences and Source of Culture was presented only in one (2%) additional note.

In details, the additional notes on Target Culture mostly focused on the British cultural contents (60%) while those with cultural contents of the USA, and Ireland made up 12%. Of the 26% of the additional notes on International Culture, 7% were on the French culture while those on cultural contents of Samoa, Portugal, Italy, Croatia, China, Germany, and Morocco constituted 19%. Interestingly, there was only one (2%) note on Thai culture under Source Culture.

It should be noted that in both the student's books and the teacher's books there was a clear tendency of presenting more cultural contents when the students reached a more advanced level. Moreover, the authors paid considerably similar attention to presentations of cultural contents of International Culture (34%), Source Culture (32%) and Target Culture (32%) in the student's books. The findings were different

from Xiao's (2010) study which found that Target Culture was the main focus and occupied more than half of the total tasks in an in-use English coursebook used in China.

However, the cultural contents in the additional notes in the teacher's books mostly focused on the cultures of English-speaking countries, especially England. Similar findings can be found in Yamanaka (2006) and Xiao (2010), where most cultural contents focused on the American and British culture. In this study, there was a lack of emphasis on Source Culture and International Culture. It is evident that the explanation of cultural contents in terms of source of culture in the teacher's books was designed with the aim of enhancing the students' cultural knowledge of English-speaking countries. The reason may be that the authors were English native speakers; therefore, the presented cultural contents in the additional notes in the teacher's books mainly focused on the explanations of cultural contents of English-speaking countries.

5.2 Themes of Culture in Fundamental English Coursebooks: Big "C" and Small "c" Themes

The results of the analysis of themes of culture in the student's books and the teacher's books were presented in Table 3 and 4 respectively.

Table 3: Themes of Culture in Student's Books

Big "C" Culture		Small "c" Culture	
Theme	**Frequency**	**Theme**	**Frequency**
1. Style/Dress/Food/Housing	58 (16%)	1. Individualism	111 (31%)
2. Leisure/Music/Dance/ Sport	34 (9%)	2. Future-oriented	8 (2%)
3. Business/Shopping/ Currency/Market	29 (8%)	3. Nurture	5 (1%)
4. People	24 (7%)	4. Rules	4 (1%)
5. Literature	18 (5%)		
6. Metropolitan/Infrastructure	15 (4%)		
7. Geography/Historical sites/ History	12 (3%)		
8. Festival/Celebration/ Ceremony/Party	11 (3%)		
9. Holiday	11 (3%)		
10. Weather/Season	9 (2%)		
11. Art/Artifact	8 (2%)		
12. Telecommunication	2 (0.6%)		
13. Family	1 (0.2%)		
14. Region	1 (0.2%)		
Total	**233 (65%)**	**Total**	**128 (35%)**

Table 3 shows there was a considerable amount of devotion (65%) to Big "C" culture in both tasks and texts of the three student's books. On the other hand, Small "c" culture was observed with a much lower portion of themes (35%). Calculating the frequency, 14 out of 22 themes of Big "C" culture occurred 233 times, while four out of 21 themes of Small "c" culture occurred 128 times in the tasks and texts in the three student's books.

When all the 18 cultural themes found in the three student's books including 14 themes of Big "C" culture and four themes of Small "c" culture were rank ordered, it was found that the five most frequently occurring themes of cultural contents in the

three student's books were one theme of Small "c" culture and four themes of Big "C" culture.

"Individualism" under the theme of Small "c" culture was the most frequently found theme (111 times, 31%). It was mostly spotlighted in the output in the form of practical speaking and writing tasks in which the students present their own information about Thai culture and their perspective after learning the other cultures. "Style/Dress/Food/Housing" was the second most frequently found theme at 58 times (16%), followed by the "Leisure/Music/Dance/Sport" theme at 34 times (9%), the "Business/Shopping/Currency/Market" theme at 29 times (8%), and the "People" theme at 24 times (7%).

However, it should be noted that eight themes of Big "C" culture and 17 themes of Small "c" culture in Lee's (2009) model adapted as an analytical framework in this study were not found in the three student's books.

Table 4: Themes of Culture in Teacher's Books

Big "C" Culture			Small "c" Culture		
	Theme	**Frequency**		**Theme**	**Frequency**
1.	Geography/Historical sites	11 (26%)	1.	Nurture	3 (8%)
2.	Festival/Celebration/ Ceremony/Party	9 (21%)	2.	Rules	1 (2%)
3.	Housing	4 (10%)	3.	Individualism	1 (2%)
4.	Music/Sport	4 (10%)			
5.	Business/Market	4 (10%)			
6.	Metropolitan/Infrastructure	2 (5%)			
7.	Literature	1 (2%)			
8.	Weather	1 (2%)			
9.	Art	1 (2%)			
	Total	**37 (88%)**		**Total**	**5 (12%)**

As can be seen from Table 4, the results of the analysis of themes of culture in the three teacher's books were similar to those in the three student's books in that most cultural contents, 37 out of 42 times or 88%, belong to the themes of Big "C" culture. The remaining five times or 12% belong to those of Small "c" culture.

To explain the results in more depth, "Geography/Historical sites" was the most frequently found theme at 11 times out of 42 times (26%) of the presented cultural contents in the three teacher's books. "Festival/Celebration/Ceremony/Party" as the second most frequently found theme at nine times (21%) of the presented cultural contents followed by "Music/Sport", "Housing" and "Business/Market" each of which exhibited four mentions (10%) of the total cultural contents found. Moreover, these top five themes were of the Big "C" culture.

On the other hand, only three themes of Small "c" culture were found in the three teacher's books. That is, "Nurture" was mentioned three times (8%). "Rules" and "Individualism" were mentioned only once (2%) each.

It is noticeable from the analysis results that the majority of themes of cultural contents in both the student's books and the teacher's books were those of Big "C" culture. Interestingly, the cultural theme with the top ranking frequency in the student's books, "Individualism", belongs to Small "c" culture whereas that with the top ranking frequency in the teacher's books, "Geography/Historical sites", belongs to Big "C" culture.

Similar results can be found in Lee (2009) and Xiao (2010) showing that all of the coursebooks for EIL classrooms in Korea and China neglected the Small "c" culture learning. It shows a conflict with suggestions of many scholars (Chastain, 1988, p. 303; Tomalin & Stempleski, 1993; Pulverness, 1995) that culture learning and teaching should aim at learners' familiarization with both Big "C" and Small "c" cultures and that the priority of culture learning and teaching in the EIL classroom should be given to Small "c" culture in order to improve the learners' intercultural communicative competence and to expand their world view.

The following sections elaborate on themes of Big "C" and Small "c" cultures found in the coursebooks in this study.

5.2.1 The Big "C" Culture Presented in the Coursebooks

In the student's books, the "Style/Dress/Food/Housing" theme was the second most frequently found at 58 times. The "Style" theme covered life styles of overseas students in England living with English families, greeting styles, the way tickets were bought in England, and the way of eating food in various countries. The "Food" theme covered many countries such as African 'kuku paka', Korean 'kimchi,' Turkish 'baklava', and Portuguese 'bacalhau' and international food such as hamburgers, pizza, salad etc. The "Housing" theme covered designs of houses such as houses in England being white, "bubble houses" in Hungary, houses in Samoa, Korea, Portugal, etc.

The "Leisure/Music/Dance/Sport" theme was observed at a high frequency of 34 times. The "Music" theme presented only American and English singers and bands, while the "Dance" theme referred to various countries such as the Tango from Buenos Aries, Salsa from Havana, and Flamenco from Seville.

The "Business/Shopping/Currency/Market" theme was found 29 times. It covered England, America, and European currencies such as the Pound, the Dollar, and the Euro. The "Shopping" theme presented the activity of shopping and buying in various markets, such as the "Floating Market" in Thailand, "L' Isle-sure-la-Sorgue" in southern France, and "Souk" (the Arab word for market) in the Marrakech, Morocco.

The "People" theme was found 24 times. Famous people in various fields such as the author—Christopher Paolini (USA), the politician—Shirley Temple Black (USA), the singer—Joss Stone (England), the artist—Salvador Dali (Spain), the pilot—Amelia Mary Earhart (America) and cosmonaut—Yuri Gagarin (Russia) were presented.

The "Literature" theme was found 18 times, introducing novels, stories and cartoons such as Romeo and Juliet, Mickey Mouse, James Bond, and so on.

In the teacher's books, the "Geography/Historical sites" theme of Big "C" culture was found 11 times, presenting the geography of Croatia, England, USA, China, and France, as well as historical sites of England (historical university—Cambridge), Germany (historical university—Nuremburg), and Italy.

The "Festival/Celebration/Ceremony/Party" theme was found 9 times, presenting how some British people celebrate special occasions such as birthdays, Mother's Day,

wedding days, Halloween, Thanksgiving, Easter Day, New Year's Eve, Valentine's Day, and Christmas Day.

The "Business/Market" theme was found four times. The region, surface geography and what is sold in a market such as that in Thailand which sells local food and traditional clothing were presented.

The majority of themes of Big "C" of culture mentioned above were found in both the student's books and the teacher's books in this study. However, they were presented in a superficial way in the teacher's books. Cultural contents related to Big "C" culture should be presented with more explanation in relation to how particular Big "C" cultural contents reflect on the underlying cultural values and in-depth beliefs.

5.2.2 The Small "c" Culture Presented in the Coursebooks

In the student's books, the "Individualism" theme was mostly found at 111 times and it was mostly found in the tasks. In the texts, the theme of "Individualism" presented differences among people in various fields and countries in terms of their thinking, their personal information and their ways of doing things. In the tasks, students were trained in speaking and writing by using their own information to present their thinking, value, the way they live, their ways of doing things or to discuss other cultures by using their perspective. In contrast, other themes of Small "c" culture such as "Future-Oriented", "Nurture", and "Rules" were presented in the coursebooks only eight times, five times, and four times respectively.

In the same way, there were only three themes of Small "c" culture presented in the teacher's books: the "Nurture" theme presented the organization of Médecins Sans Frontières, an international charity which works in developing countries. The "Rules" theme presented the practice of buying medication in Britain where prescription of drugs and remedies by a doctor or dentist is required. The "Individualism" theme presented information about a blind date, an arranged meeting between people of the opposite sex who do not know each other to find out if they would like to have a relationship with each other. It is very popular for many years in the UK.

The occurrences of Small "c" culture in the teacher's books were limited, while the majority of the cultural contents were devoted to Big "C" culture. All the teacher's books neglected variation in socio-cultural values, norms, and beliefs in explaining cultural contents. In other words, there were no explanations of how people may have different values and norms depending on their socio-cultural variables such as age, gender, ethnic group, region, or social status. This finding seems to be an indication that the teacher's books contain superficial explanations of cultural contents.

This limited presentation of Small "c" culture and its explanation in the teacher's books may lead learners and teachers to misunderstand, stereotype and overgeneralize the information given in the text. These problems may cause a lack of integrating and teaching cultural contents in the classroom because teachers may not feel confident to teach them.

6. Conclusion and Implications

This study examined cultural contents in commercial English coursebooks used in Thailand. Specifically it investigated what sources and themes of culture were included that may facilitate learners' intercultural communicative competence.

In terms of sources of culture, the results of the analysis of the tasks and texts in the student's books show that International Culture gained a slightly higher frequency than Source and Target Cultures. The teacher's books mainly focused on the explanations of the cultural contents of English-speaking countries while those of Source and International Cultures were still limited.

Although many sources of cultural contents were presented in the student's books, the tasks and texts were designed to teach the contents of other cultures in various themes. The explanations in the additional notes in the teacher's books were not enough for teachers to understand and have confidence to teach cultural contents because they mostly focused on the cultures of English-speaking countries. Thus, the teacher's books may not be considered adequate for teachers who are considered the main providers of information of other countries' cultures to students (Mckay, 2002). The additional notes for teachers should contain cultural information of various sources of culture and the cultural information presented in them should be congruent with that in the student's books in terms of both sources and themes of culture so that the teacher's books can serve as helpful guidelines for teachers in teaching cultures of other countries.

With respect to themes of culture, it was found that in both the student's books and the teacher's books there was a strong preference for Big "C" culture and most of the cultural contents appeared to present facts, statistics, products, and contributions of Big "C" culture such as facts and statistics regarding "Style/Dress/Food/Housing", "Leisure/Music/Dance/Sport", "Business/Shopping/Currency/Market", and "People". A low percentage of Small "c" culture was observed with a limited portion of themes.

The results show a distinct conflict with researchers' statements that Small "c" culture could play a more significant role in encouraging learners' intercultural communicative competence (Lee, 2009; Paige et al., 1999; Tomalin & Stempleski, 1993). Therefore, the evidence from this study does not suggest a positive contribution of the coursebooks towards the learners' intercultural understanding because the Small "c" culture presented in them is limited. Such a slight portion of Small "c" culture may provide insufficient cultural contents to promote the learners' intercultural communicative competence, and to achieve the goal of teaching and learning English as an international language.

The results of the analysis of the coursebooks in this study may raise teachers' awareness of teaching cultural contents in English as an international language classroom. In addition, they may provide useful suggestions for the inclusion and evaluation of cultural contents in English teaching materials for the development of learners' intercultural communicative competence.

7. Suggestions for Further Study

This study investigated cultural contents in the Fundamental English coursebooks used in a university in Thailand in terms of sources and themes of culture. However, many issues were beyond the scope of this investigation and deserve further analysis. First, other types of coursebooks, for example an in-house coursebooks should be examined. Second, it would be useful to interview teachers on their perceptions of teaching cultural contents in the coursebooks as well as their views on the values of integrating culture in their teaching. Third, it may also be necessary to investigate the students' attitudes on which sources and themes of culture are of interest to them and whether or not their preferences agree with those cultural contents presented in the coursebooks.

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APPENDIX

An Example of the Analysis of Sources and Themes of Cultural Contents

The example below illustrates how cultural contents presented in the texts were analyzed in terms of sources of culture (Source Culture, Target Culture, and Intentional Culture) and themes of culture (Big "C" and Small "c" cultures). The texts presented in this section were drawn from the student's book, namely 'New Headway' Elementary part A, unit 4, page 33 under the topic of "My favorite season".

Daniella from Australia

I like summer best. We cook and eat in the garden, and we often go to the beach. I don't like sunbathing, but I love water sports. I go surfing and waterskiing, and I sometimes go sailing with my dad. Summer here is from December to February, so we always spend Christmas day on the beach. My cousins in England think this is very funny. They think it's always warm and sunny here in Australia, but in July and August it's sometimes cold and wet.

Sumalee from Thailand

I live in Chiang Mai in the north. We don't have four seasons, we have three – hot, rainy, and cool. I like the cool season from November to February. It's our 'winter'. It's quite hot in the daytime and it's cold at night. In February we have lots of tropical flowers – red, orange, and pink. So every year we have a beautiful Flower Festival. We sing and dance – I love it!

Axel from Norway

Here's a joke about my country: 'Winter is nine months long, and the other three months are good for skiing.' It isn't true! Here the winter months are December to February but it is often cold in spring and autumn too. Our summer is short but warm, with very long days. Spring is my favourite season. It's the best time to go skiing. I love going fast down a white mountain under a beautiful, blue sky. Sometimes you can still ski in June – isn't that amazing!

Unit 4 · Take it easy!   33

Source: Soars and Soars (2006, p. 33)

To analyze sources of culture in the three paragraphs of the texts above, the identification of the nation that indicates the origin or source of culture was used as a criterion. The results of the analysis shows that the first, the second and the third paragraph present a favorite season of Daniella from Australia, Sumalee from Thailand, and Alex from Norway respectively. The words 'Australia', 'Thailand', and 'Norway' in the three texts indicate the following sources of culture: 'Target Culture', 'Source Culture', and 'International Culture', respectively. Thus, the occurrences of sources of culture in these texts can be summarized in the table below.

Sources of Culture in Student's Books

Student's Books	Number of Tasks and Texts	Source Culture	Target Culture	International Culture	Unidentified Source of Culture
Book 1	3	1	1	1	
Book 2					
Book 3					
Total					

To analyze themes of culture, the main ideas of the texts were. As can be seen, the three texts obviously belong to the 'Season' theme of Big "C" culture, so they were identified as Big "C" cultural theme under "Season". Thus, the results of the analysis of themes of cultural contents of these texts can be summarized in the following table.

Themes of Culture in Student's Books

Big "C" Culture		Small "c" Culture	
Theme	**Frequency**	**Theme**	**Frequency**
1. Style/Dress/Food/Housing		1. Individualism	
2. Leisure/Music/Dance/ Sport		2. Future-oriented	
3. Business/Shopping/ Currency/Market		3. Nurture	
4. People		4. Rules	
5. Literature			
6. Metropolitan/Infrastructure			
7. Geography/Historical sites/ History			
8. Festival/Celebration/ Ceremony/Party			
9. Holiday			
10. Weather/Season	3		
11. Art/Artifact			
12. Telecommunication			
13. Family			
14. Region			
Total		**Total**	

PAPER 2

Teacher Perceptions and Expectations of Cultural Contents in

Fundamental English Coursebooks

Teacher Perceptions and Expectations of Cultural Contents in Fundamental English Coursebooks

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Abstract

This study aimed to examine teachers' perceptions and expectations of cultural contents in the coursebooks for the Fundamental English courses in Nakhon Si Thammarat Rajabhat University, Thailand. Cultural contents were analyzed in terms of two themes of culture—Big "C" and Small "c" and three sources of culture—Source, Target, and International Culture. The participants of this study were 25 teachers including Thai teachers and native English teachers of the Fundamental English courses in the university. Data were collected through questionnaire administration.

The findings of the study show that, as a whole, most of the teachers perceived the themes under Big "C" culture as cultural contents. They expected contents under Big "C" culture to be presented in the Fundamental English coursebooks to a greater degree than those under Small "c" culture. Regarding the teachers' expectations of sources of culture, the findings show that all three sources of culture were expected to be presented in the Fundamental English coursebooks. This study sheds light on the need for raising teachers' awareness of teaching culture in English classes. In addition, the findings of the teachers' expectations of cultural contents can be used as a guideline for the inclusion of cultural contents in materials, coursebooks and curricula.

Key Words: language and culture, English as an international language, intercultural communicative competence, themes and sources of culture, cultural content, English coursebooks, teachers' perceptions and expectations

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1. Introduction

In this globalization age, English has become an international language. It is used in countries categorized as Inner Circle countries where English is spoken as the first language such as England, America, and Australia; Outer Circle countries where English is used as a second language such as the Philippines, India, and Singapore; and Expanding Circle countries where English is studied as a foreign language such as Japan, Germany, and Thailand (Crystal, 1997; Kachru, 1986; Jenkins, 2003). At present, non-native English speakers outnumber native ones (Graddol, 1997 cited in McKay, 2002; Strevens, 1980). English is used in cross-cultural encounters among people from many different linguistic and cultural backgrounds (Kramsch, 1998). The goal of teaching English as an international language is then to create understanding and avoid misunderstanding between its users when they communicate with both native and non-native English speakers.

To teach English as an international language and to develop intercultural communicative competence which is the ability to recognize and understand one's own and other cultures by communicating effectively and appropriately on a number of cultures (Moran, 2001; McKay, 2000), teaching a variety of cultural contents should be promoted and cultural diversity should be accepted in the classroom.

According to Kramsch (1993), knowing about other cultures does not necessarily mean that one must accept them. Learners' own culture should never be neglected. Learners should be encouraged to reflect upon and appreciate their own culture in relation to other cultures as well. To create intercultural communicative competence does not involve a mere

presentation of facts but also to promote the learning of a critical and social process of trying to understand other cultures in relation to one's own. Consequently, in order to develop learners' intercultural communicative competence, various themes and sources of culture should be included in English classes. Especially learners should be equipped with ability to reflect on their own culture and identity when they use English in the global context (Jin & Cortazzi, 2002; Kramsch, 1993; McKay, 2002; Peterson & Coltrane, 2003; Strevens, 1980).

In this world of internationalization, learners need not only have linguistic competence, but also cultural competence since language and culture cannot be separated. As far as people use language as a tool to reflect their thoughts, ideas, feelings, values, attitudes, identity, cognition, and the way they live through the process of internationalization (Byram, 1988; Duranti, 1997; Kramsch, 1998; Moran, 2001; Smith, 1988), language cannot be taught separately from culture. Moreover, in order to prepare students for communication in this international setting, teaching only native English speakers' culture is not adequate. Cultural knowledge from various sources and of various themes should be integrated into English courses.

There are many important elements in language classroom such as teachers, learners, and instructional materials. In the context of the university in Thailand, teachers play a very essential role. Their knowledge, attitudes, and beliefs about the nature of language teaching as well as linguistic and cultural diversity may profoundly influence their instructions, methodology choices as well as their performance in the classrooms. Coursebooks are one of the important materials used in the language classroom as a resource for the contents of language and culture (Cunningsworth, 1995; Richard & Schmidt, 2002; Sheldon, 1988). Since the aim of teaching English as an international language is to develop students' intercultural communicative competence, it is vital to carefully consider what cultural contents should be included in coursebooks. Bearing in mind the fact that teachers have a role to play in choosing coursebooks, their perceptions and expectations of cultural contents in coursebooks are

important and cannot be ignored. Hence, a study in which teachers' perceptions and expectations of cultural contents in the Fundamental English coursebooks are explored is important in that it provides information concerning their awareness of teaching and integrating cultural contents which helps develop students' intercultural communicative competence and enables them to communicate with people in cross-cultural situations with mutual understanding.

The purpose of this study, therefore, is to investigate teachers' perceptions and expectations of cultural contents in the Fundamental English coursebooks used for the Fundamental English courses in Nakhon Si Thammarat Rajabhat University in terms of themes and sources of culture. It also aims to explore teachers' problems of and suggestions for teaching cultural contents in the Fundamental English courses.

2. Definition of Terms

2.1 Themes of Culture: Big "C" and Small "c" Cultures

Adapted from Lee (2009), Big "C" and Small "c" cultures are defined as follows:

Big "C" culture refers to the cultural contents which focus on a set of facts and statistics relating to the following 22 themes: 'Race', 'People', 'Region', 'Geography/Historical sites/History', 'Weather/Season', 'Art/Artifact/Craft/National treasure', 'Literature', 'Agriculture', 'Medicine/Science', 'Education', Business/Shopping/Currency/Market/Industry/', 'Metropolitan/Infrastructure', 'Style/Dress/Food/Housing', 'Festival/Celebration/Ceremony/Party', 'Holiday', 'Telecommunication/Postal system/Mass communication', 'Various social customs', 'Traffic/Transportation', 'Leisure/Music/Dance/Sport', 'Family', 'Nonverbal behavior', and

'Government/Politics'. This type of culture is easily seen, readily apparent and easy to understand by learners (Lee, 2009).

Small "c" culture refers to the invisible and deeper sense of culture relating to the following 21 themes: 'Freedom', 'Individualism/Privacy', 'Equality', 'Competition', 'Materialism', 'Hard work', 'Confrontation', 'Self-improvement', 'Nurture', 'Personal control over environment', 'Control over time', 'Informality', 'Directness/Openness/Honesty', 'High involvement', 'Experiment', 'Novelty-oriented', 'Future-orientation', 'Rules/Regulation-oriented', 'Result-oriented', 'Consciousness of social face', and 'Self-reliance'. This type of culture refers to a deeper sense of cultural knowledge such as the norms of appropriateness and politeness which is important for the prevention of pragmatic failure in the case of interaction between people from different cultures (Lee, 2009; Paige et al., 1999; Tomalin & Stempleski, 1993).

2.2 Sources of Culture: Source Culture, Target Culture, and International Cultures

According to Cortazzi and Jin (1999) and Crystal (2003), sources of cultural contents in language coursebooks and materials are classified as Source Culture, Target Culture, and International Culture. Source Culture in this study refers to Thai culture. Target Culture refers to the culture of countries where English is used as the first language, namely America, British, Australia, Canada, New Zealand, and Ireland. International Culture refers to the culture of countries around the world excluding Thailand, America, British, Australia, Canada, New Zealand, and Ireland.

3. Methodology

3.1 Subjects

The participants of this study were selected by purposive sampling. They were 25 teachers including 20 Thai and five native English teachers in Nakhon Si Thammarat Rajabhat University who teach the three Fundamental English courses at the time of the study or have experience in teaching the courses.

3.2 Data Collection

The data were obtained through questionnaire administration. The aim of the questionnaire was to examine the teachers' perceptions and expectations of cultural contents in the Fundamental English coursebooks as well as to explore their problems of and suggestions for teaching cultural contents in the Fundamental English courses.

The questionnaire consists of three parts. The first part covered general information about the teachers. The second part elicited the teachers' perceptions of cultural contents relating to two themes of culture—Big "C" and Small "c" cultures and the teachers' expectations of cultural contents in the Fundamental English coursebooks relating to those two themes of culture as well as three sources of culture—Source, Target, and International Cultures. The last part of the questionnaire elicited the teachers' problems of and suggestions for teaching cultural contents in the Fundamental English courses.

To develop the questionnaire, the first version of the questionnaire was checked by a panel of three experts for content validity and revised. After that, it was tried out with 36 teachers of the Fundamental English courses in another university in which commercial coursebooks were used and then it was revised. Finally, the revised questionnaire was administered to the participants of this study.

3.3 Data Analysis

The data gathered through the questionnaire administration with the teachers of English in Nakhon Si Thammarat Rajabhat University were analyzed and summarized using frequencies, percentages, and rank orders. Moreover, the qualitative data were referred to for discussion of the findings of the teachers' perceptions and expectations of cultural contents in the Fundamental English coursebooks as well as their problems of and suggestions for teaching cultural contents in the Fundamental English courses.

4. Findings and Discussion

4.1 Teachers' Perceptions and Expectations of Cultural Contents in Fundamental English Coursebooks

The findings of the teachers' perceptions and expectations of cultural contents in the Fundamental English coursebooks are presented in terms of Big "C" and Small "c" cultures, Big "C" and Small "c" cultural themes, and sources of culture in the following sections.

4.1.1 Teachers' Perceptions and Expectations of Cultural Contents in Fundamental English Coursebooks: Cultural Themes

Tables 1 and 2 present a summary of the teachers' perceptions and expectations of cultural contents in the Fundamental English coursebooks in terms of Big "C" and Small "c" cultures.

Table 1 shows the teachers' perceptions of cultural contents in the Fundamental English coursebooks. Under Big "C" culture the teachers perceived 19 (86%) themes as

cultural contents while three (14%) were not. Under Small "c" culture, 12 (57%) themes were

perceived as cultural contents whereas nine (43%) were not.

Table 1: Teachers' Perceptions of Cultural Contents

Teachers' Perceptions of Cultural Contents	Frequency and Percentage of Responses	
	Big "C" Culture	Small "c" Culture
Perceived as cultural contents	19 (86%)	12 (57%)
Not perceived as cultural contents	3 (14%)	9 (43%)
Total	22 (100%)	21 (100%)

Table 2 reveals the teachers' expectations of cultural contents in the Fundamental

English coursebooks. Under Big "C" culture the teachers expected 19 (86%) themes in the

Fundamental English coursebooks whereas only three (14%) were not. Under Small "c"

culture, only nine (43%) themes were expected in the Fundamental English coursebooks

while 12 (57%) were not.

Table 2: Teachers' Expectations of Big "C" and Small "c" Cultures in Fundamental English Coursebooks

Teachers' Expectations of Cultural Contents	Frequency and Percentage of Responses	
	Big "C" Culture	Small "c" Culture
Should be presented in Fundamental English coursebooks	19 (86%)	9 (43%)
Should not be presented in Fundamental English coursebooks	3 (14%)	12 (57%)
Total	22 (100%)	21 (100%)

In conclusion, the findings of the teachers' perceptions and expectations of cultural

contents in the Fundamental English coursebooks indicate the majority of themes under Big

"C" culture were perceived as cultural contents and their presence in the Fundamental English

coursebooks were expected. Probably, this type of culture could be easily seen, readily

apparent and easy to understand by learners. Therefore, most teachers easily perceived these

themes as cultural contents and preferred them to be presented in the Fundamental English coursebooks to a greater extent than those themes under Small "c" culture.

However, Lee (2009) suggested that the cultural contents relating to Big "C" cultural themes need to be presented with some explanations in relation to how particular Big "C" cultural themes reflects the underlying socio-cultural values, norms, and beliefs of particular countries or particular groups. Therefore, under Big "C" culture contents should be taught in-depth to promote the learning of cultural contents for mutual understanding.

The findings reported above will be explicated in the next section in which the findings of the teachers' perceptions and expectations of cultural contents in the Fundamental English coursebooks will be delineated in terms of Big "C" and Small "c" cultural themes and sources of culture.

4.1.2 Big "C" and Small "c" Cultural Themes

In detail, Tables 3 and 4 delineate findings of the teachers' perceptions and expectations of cultural contents under Big "C" and Small "c" culture respectively.

Under Big "C" culture, Table 3 illustrates that 19 themes were perceived by 52% to 96% of the teachers as cultural contents. However, only three themes, namely 'Medicine/Science', 'Traffic/Transportation', and 'Telecommunication/Postal system/Mass communication', were not perceived by 56% to 68% of the teachers as cultural contents.

Regarding the teachers' expectations of cultural contents in the Fundamental English coursebooks, it was found that 56% to 96% of the teachers expected 17 themes in the Fundamental English coursebooks. However, only three themes, namely 'Metropolitan/Infrastructure', 'Government/Politics' and 'Telecommunication/Postal system/Mass communication' were not expected in the Fundamental English coursebooks by 52% to 56% of the teachers.

Table 3: Teachers' Perceptions and Expectations of Big "C" Cultural Themes in Fundamental English Coursebooks

Main theme	Sub-themes	Are they cultural contents?		Should they be presented in Fundamental English coursebooks?	
		Yes	No	Yes	No
Big "C"	Festival/Celebration/Ceremony/Party	24 (96%)		24 (96%)	
	People	24 (96%)		23 (92%)	
	Various social customs	24 (96%)		22 (88%)	
	Style/Dress/Food/Housing	23 (92%)		23 (92%)	
	Family	22 (88%)		22 (88%)	
	Leisure/Music/Dance/Sport	21 (84%)		22 (88%)	
	Holiday	21 (84%)		21 (84%)	
	Region	21 (84%)		18 (72%)	
	Art/Artifact/Craft/National treasure	21 (84%)		18 (72%)	
	Race	20 (80%)		18 (72%)	
	Geography/Historical sites/History	19 (76%)		20 (80%)	
	Education	18 (72%)		21 (84%)	
	Literature	18 (72%)		20 (80%)	
	Nonverbal behavior	18 (72%)		18 (72%)	
	Business/Shopping/Currency/Market/Industry	16 (64%)		19 (76%)	
	Agriculture	16 (64%)		15 (60%)	
	Weather/Season	14 (56%)		(18) 72%	
	Metropolitan/Infrastructure	15 (60%)			13 (52%)
	Government/Politics	13 (52%)			14 (56%)
	Medicine/Science		17 (68%)	14 (56%)	
	Traffic/Transportation		14 (56%)	14 (56%)	
	Telecommunication/Postal system/Mass communication		14 (56%)		13 (52%)

Under Small "c" culture, Table 4 shows that 12 themes were perceived as cultural contents by 52% to 80% of the teachers. However, nine themes, namely 'Self-improvement', 'Experiment', 'High-involvement', 'Materialism', 'Competition', 'Confrontation', 'Freedom', 'Hard work', and 'Equality' were not perceived by 52% to 60% of the teachers as cultural contents.

Concerning the teachers' expectations of cultural contents in the Fundamental English coursebooks, it was found that 52% to 72% of the teachers expected nine themes in the Fundamental English coursebooks, namely 'Consciousness of social face', 'Rules/Regulation-oriented', 'Self-reliance', 'Informality', 'Privacy/Individualism', 'Result-oriented', 'Directness/Openness/Honesty', 'Future-oriented' and 'Self-improvement'. However, 12 themes were not expected in the Fundamental English coursebooks by 52% to 64% of the teachers.

Table 4: Teachers' Perceptions and Expectations of Small "c" Cultural Themes in Fundamental English Coursebooks

Main theme	Sub-themes	Are they cultural contents?		Should they be presented in Fundamental English coursebooks?	
		Yes	No	Yes	No
Small "c"	Consciousness of social face	20 (80%)		18 (72%)	
	Rules/Regulation-oriented	20 (80%)		15 (60%)	
	Self-reliance	17 (68%)		17 (68%)	
	Informality	17 (68%)		16 (64%)	
	Privacy/Individualism	17 (68%)		14 (56%)	
	Result-oriented	17 (68%)		14 (56%)	
	Directness/Openness/Honesty	16 (64%)		16 (64%)	
	Future-oriented	13 (52%)		13 (52%)	
	Nurture	16 (64%)			13 (52%)
	Novelty-oriented	15 (60%)			13 (52%)

**Table 4: Teachers' Perceptions and Expectations of Small "c" Cultural Themes
in Fundamental English Coursebooks (continued)**

Main theme	Sub-themes	Are they cultural contents?		Should they be presented in Fundamental English coursebooks?	
		Yes	No	Yes	No
Small "c"	Personal control over environment	13 (52%)			15 (60%)
	Control over time	13 (52%)			15 (60%)
	Self-improvement		13 (52%)	13 (52%)	
	Experiment		15 (60%)		16 (64%)
	High-involvement		14 (56%)		16 (64%)
	Materialism		14 (56%)		16 (64%)
	Competition		14 (56%)		15 (60%)
	Confrontation		14 (56%)		14 (56%)
	Freedom		14 (56%)		14 (56%)
	Hard work		14 (56%)		13 (52%)
	Equality		13 (52%)		13 (52%)

In conclusion, the results of the teachers' perceptions and expectations of cultural contents in the Fundamental English coursebooks under Big "C" culture indicates that from 19 out of 22 themes perceived as cultural contents, 17 of them were expected in the Fundamental English coursebooks while the remaining two were not. Two out of three not perceived as cultural contents were expected in the Fundamental English coursebooks while the remaining was not.

Regarding the 12 out of 21 themes under Small "c" culture perceived as cultural contents, eight of them were expected in the Fundamental English coursebooks while the remaining four were not. Only one out of nine not perceived as cultural contents was expected in the Fundamental English coursebooks while the remaining eight were not.

The results of the teachers' perceptions and expectations of cultural contents in the Fundamental English coursebooks indicate the majority of themes under Big "C" culture were

perceived as cultural contents and their presence in the Fundamental English coursebooks was expected. Probably, this type of culture could be easily seen, readily apparent and easy to understand by learners. Therefore, most of the teachers in this study easily perceived these themes as cultural contents and preferred them to be presented in the Fundamental English coursebooks to a greater extent than those themes under Small "c" culture.

Although this study found that the majority of Big "C" cultural themes were perceived as cultural contents and expected in the Fundamental English coursebooks to a greater degree than Small "c" cultural themes, such findings are not in line with many scholars' (Lee, 2009; Tomalin & Stempleski 1993; Pulverness 1995) suggestions that the priority of culture learning and teaching in the EIL classroom should be given to Small "c" culture in order to develop learners' intercultural communicative competence. To enhance learners' intercultural communicative competence, both Big "C" and Small 'c' cultural themes should be presented in the Fundamental English coursebooks. The promotion of the learning of Small "c" culture, in particular, can equip learners with a deeper sense of cultural knowledge useful for effective and appropriate communication with people in cross-cultural circumstances (Lee, 2009; Paige et al., 1999; Tomalin & Stempleski, 1993).

4.1.3 Teachers' Expectations of Cultural Contents in Fundamental English Coursebooks: Sources of Culture

Table 5 shows the findings of the teachers' expectations of cultural contents in the Fundamental English coursebooks in terms of sources of culture. It indicates that the teachers gave top priority to integrating the cultural contents of Target Culture in the Fundamental English coursebooks. The followings are Source Culture and International Culture respectively.

The results of this study support Gu, Meng, and Li (2012) who also found that university teachers of English in China put emphasis on cultures of English-speaking

countries. Nonetheless, it should be pointed out that although in this study all the teachers gave top priority to integrating the cultural contents of Target Culture in the Fundamental English coursebooks, their expectations of sources of culture were very high in all the three sources. This indicates that these teachers were aware of the importance of teaching culture from various countries to facilitate the development of students' intercultural knowledge for communicating with people from other backgrounds to serve the goal of teaching English as an international language.

Table 5: Teachers' Expectations of Sources of Culture in
Fundamental English Coursebooks

Rank Order	Source of Culture	Frequency and Percentage of Responses
1	Target Culture	25 (100%)
2	Source Culture	21 (84%)
3	International Culture	19 (76%)

4.2 Teachers' Problems of and Suggestions for Teaching Cultural Contents in Fundamental English Courses

The findings of the teachers' problems of teaching cultural contents in the Fundamental English courses are summarized in Table 6 illustrating that the teachers faced three problems in their teaching of cultural contents in the Fundamental English courses. These problems were related to the teachers themselves, students, and coursebooks.

First, limited knowledge of other cultures and limited ability to teach cultural contents were reported by ten teachers as their biggest problems in the teaching of cultural contents in the Fundamental English courses. The teachers mentioned that their limited knowledge of other cultures did not allow them to explain the cultural contents to their students adequately.

.   Second, the fact that the students have limited background knowledge of international culture was one of the problems of teaching cultural contents in the Fundamental English courses. This problem was mentioned by one teacher.

Third, problems related to the coursebooks were mentioned by three teachers. They stated that some cultural themes in the coursebooks such as individualism and lifestyle of people from other countries were complex and were not relevant to the students' and teachers' own culture. In addition, some authentic materials contained difficult cultural contents.

To conclude, the findings of the teachers' problems of teaching cultural contents in the Fundamental English courses show that the limitation of the teachers' knowledge of other cultures was the biggest problem.

**Table 6: Teachers' Problems of Teaching Cultural Contents in
Fundamental English Courses**

Problems	Frequency of Responses
1. Teachers' limited knowledge of other cultures and limited ability to teach cultural contents	10
2. Students' limited knowledge of international culture	1
3. Difficulty and irrelevance of cultural contents in the coursebooks and in authentic materials	3

The findings of this study were similar to those of Gu, Meng, and Li (2012) and Schulz (2007) in that most teachers of English lacked intercultural knowledge and experience of teaching culture and they were not able to make appropriate adjustments to their teaching practice and curriculum. Based on the findings, it can be said that although the teachers were aware of the teaching of cultural contents in the Fundamental English courses, they were not competent to do so.

Table 7 summarizes the teachers' suggestions for teaching cultural contents in the Fundamental English courses which relate to the purposes of teaching cultural contents, cultural contents that should be taught, and approaches to teaching them.

First, two teachers suggested that the purpose of teaching cultural contents in the Fundamental English courses be to build up harmony, peace, and mutual understanding. They suggested teaching a wide variety of cultures for intercultural communication and understanding in the Fundamental English courses.

Second, six teachers suggested the cultural contents that should be taught in the Fundamental English courses. Two of them suggested teaching cultural contents relating to Big "C" cultural themes such as food and important events. Moreover, they suggested that teachers avoid talking about the topic of religion in the classroom. This suggestion supports the findings of this study that most of the teachers expected Big "C" cultural themes to be presented in the Fundamental English courses.

However, two of them suggested that cultural contents relating to Small "c" culture such as slang, idioms, clichés, and sarcasm be taught in the Fundamental English courses. They also suggested teaching "Culture shock" as a topic in the courses. Interestingly, this finding shows that some teachers were aware of the teaching of some cultural themes relating to a deeper sense of cultural knowledge that can prevent misunderstanding and miscommunication among people from different cultural background (Lee, 2009).

Moreover, two of them stated that teachers in Thailand should pay more attention to the teaching of the cultural contents of ASEAN community. Especially, the cultural contents of ten ASEAN countries should be rapidly integrated into the curriculum to prepare the students for the upcoming ASEAN community.

Third, thirteen teachers suggested the approach to teaching cultural contents in the Fundamental English courses. One of them suggested that teachers of English be open to the

learning of other cultures and try to find appropriate ways to teach cultural knowledge of other countries.

Two of them mentioned that teachers should not focus only on teaching the rules of grammar in English classes. They should emphasize more on teaching cultural contents and teaching English for communication.

Four of the teachers suggested teaching cultural contents by using comparative approach mentioning that teachers of the Fundamental English courses should show students the similarities and differences between Thai and other cultures.

One of them suggested teaching cultural contents through popular songs. Teachers should encourage the students to learn the cultural contents presented in the songs.

In addition, five teachers suggested teaching cultural contents by using authentic materials. They recommended using multi-media materials, audio or visual aids, graded readers and English or American literature to promote the teaching and learning of culture. The teachers viewed that the cultural contents presented in authentic materials could motivate students to learn English. This is supported by Lee (2009) asserting that such authentic materials provide a great deal of information and richness of cultural input and help motivate learners to study English by introducing a slice of real life into classrooms in more complete communicative contexts. However, some of the teachers mentioned that teachers should only use this type of materials when the level of English proficiency of the learner is very high. Probably, this suggestion is a response to the problem reported by the teachers that authentic materials contain complex cultural contents.

**Table 7: Suggestions for Teaching Cultural Contents in
Fundamental English Courses**

Suggestions	Frequency of Responses
1. Purposes of teaching cultural contents in Fundamental English courses	2
2. Cultural contents that should be taught in Fundamental English courses	6
3. Approaches to teaching cultural contents	13

In conclusion, the findings of this study indicate that the teachers had positive attitudes towards intercultural understanding. They considered that intercultural communicative competence was important in English language teaching, and a wide variety of sources and themes of cultures should be covered in the Fundamental English courses.

5. Conclusions, Implications and Suggestions for Further Study

This study examined the teachers' perceptions and expectations of cultural contents in the Fundamental English coursebooks used in Nakhon Si Thammarat Rajabhat University in terms of themes and sources of cultures as well as their problems of and suggestions for teaching cultural contents in the Fundamental English courses.

The survey findings of the teachers' perceptions and expectations of cultural contents in the Fundamental English coursebooks show that the teachers had positive views of teaching culture. They strongly perceived Big "C" cultural themes as cultural contents and expected them in the coursebooks. They also expected cultural contents from all sources of culture in the Fundamental English coursebooks. Based on their suggestions, the cultural contents relating to Small "c" culture such as slang, idioms, clichés, sarcasm and cultural shock were also expected in the Fundamental English coursebooks. This reflects their awareness of the importance of teaching cultural contents in the Fundamental English courses.

Although the findings of this study showed that the teachers were aware of the importance of teaching cultural contents in the Fundamental English courses, they had limited cultural knowledge and limited ability to teach it. Therefore, to solve this problem, a course or a workshop in which teachers are trained to teach cultural contents and to integrate them into the curriculum should be organized.

Since the problem of the difficulty of cultural contents presented in the coursebooks may have caused the teachers to refuse to teach such cultural contents in their courses and to

teach more grammar and vocabulary instead, the teacher's manual should contain suggestions and instruction on how to handle the cultural contents in coursebooks as well as the role of teachers and students. Such information would make it easier for teachers and learners to make sense of the cultural contents in the class. Illustrations and suggestions need to be appropriately adjusted to learners' own culture. Sufficient information in the form of guidelines should be provided for teachers to avoid their stereotyping culture of other countries.

This study sheds light on the teachers' awareness of teaching cultural contents in the Fundamental English courses in Nakhon Si Thammarat Rajabhat University. Moreover, the finding of the teachers' expectations of cultural contents in this study can be used as a guideline for the inclusion of themes of cultural contents in the Fundamental English coursebooks and in the curriculum as a way to develop students' intercultural communicative competence and to prepare them for the use of English as an international language.

This study investigated the teachers' perceptions and expectations of cultural contents in the Fundamental English coursebooks used in Nakhon Si Thammarat Rajabhat University in terms of sources and themes of culture. Therefore, it was limited in that the findings may not be generalizable to teachers in other universities or other contexts. Many issues were beyond the scope of this investigation and deserve further research.

First, other dimensions of cultural contents such as 'Product', 'Practice', and 'Perspectives' (Moran, 2001) should be used to construct the items of the questionnaire to gain more information about different perceptions and expectations of cultural contents in the coursebooks.

Second, teachers' expectations of cultural contents of other types of coursebooks, such as in-house coursebooks or ones used in other levels of education should be examined to enrich information and provide more insights into the development of a guideline for constructing and evaluating materials and coursebooks.

Third, it would be useful to evaluate teachers' ability to teach cultural contents as well as their views on the value of integrating cultural contents in English courses. Such information would offer implications for training courses on the teaching of cultural contents.

Fourth, it may also be necessary to investigate students' attitudes toward the sources and themes of culture of their interest and the congruence between student preferences for and teacher expectations of sources and themes of cultural contents in English classes. Such indications can use as a guideline for the inclusion of cultural contents in material, coursebooks and curricular.

Finally, in order to yield a bigger picture of findings, a wider range of subjects can be selected and the design of the study must be revised to suit the objectives of the study and the sample population.

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