



**AN INTERCULTURAL ANALYSIS OF OFFICIALLY
USED ENGLISH COURSEBOOKS FOR SECONDARY
SCHOOL STUDENTS IN THAILAND**

BY

MISS THANIYA PINJINDA

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF MASTER OF
ARTS IN TEACHING OF ENGLISH AS A FOREIGN LANGUAGE
LANGUAGE INSTITUTE
THAMMASAT UNIVERSITY
ACADEMIC YEAR 2015
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THESIS

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ENTITLED

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COURSEBOOKS FOR SECONDARY SCHOOL STUDENTS IN THAILAND

was approved as partial fulfillment of the requirements for
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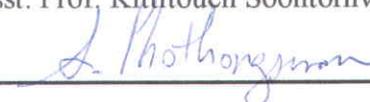
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Member and Advisor



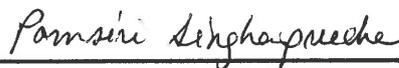
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ABSTRACT

This research employed content analysis based on the KASA framework to explore cultural contents of officially used English coursebooks for secondary school students in Thailand. The results of the study show that cultural contents regarding Knowledge of culture in the coursebooks cover 34 cultural topics, about 65% of which is behavioural cultures. Also, the coursebooks include 173 tasks concerning Attitude dealing with 22 cultural topics, the most often presented one of which deals with belief, attitude and thought, and contents regarding Attitude are mostly presented in reading tasks. Moreover, contents as regards Skills in the coursebooks are presented in 353 tasks, around 51% of which is reading tasks, dealing with 24 cultural topics, the most frequent one of which is lifestyles and living conditions. Furthermore, the coursebooks raise the students' Awareness of cultural similarities and differences in 57 tasks, approximate 67% of which is questions and answers, covering 14 cultural topics, the most frequent one of which is also about lifestyles and living conditions. Additionally, the results of the current study provide some useful information for the teachers who use the coursebooks. The teachers can see the whole picture of cultural contents presented in the coursebooks, so it will be easier for them to monitor what cultural topics the coursebooks lack so as to achieve the required standards and indicators of the Core Curriculum as well as to enable the students to be able to communicate effectively and appropriately. The teachers who use other series of coursebook can also apply the KASA framework when using their coursebooks so that they can review and monitor cultural contents presented in the coursebooks and be able to adjust their contents to improve the students' intercultural skills.

Keywords: Intercultural Analysis, KASA, Cultural Topics, English Coursebooks for Thai Students

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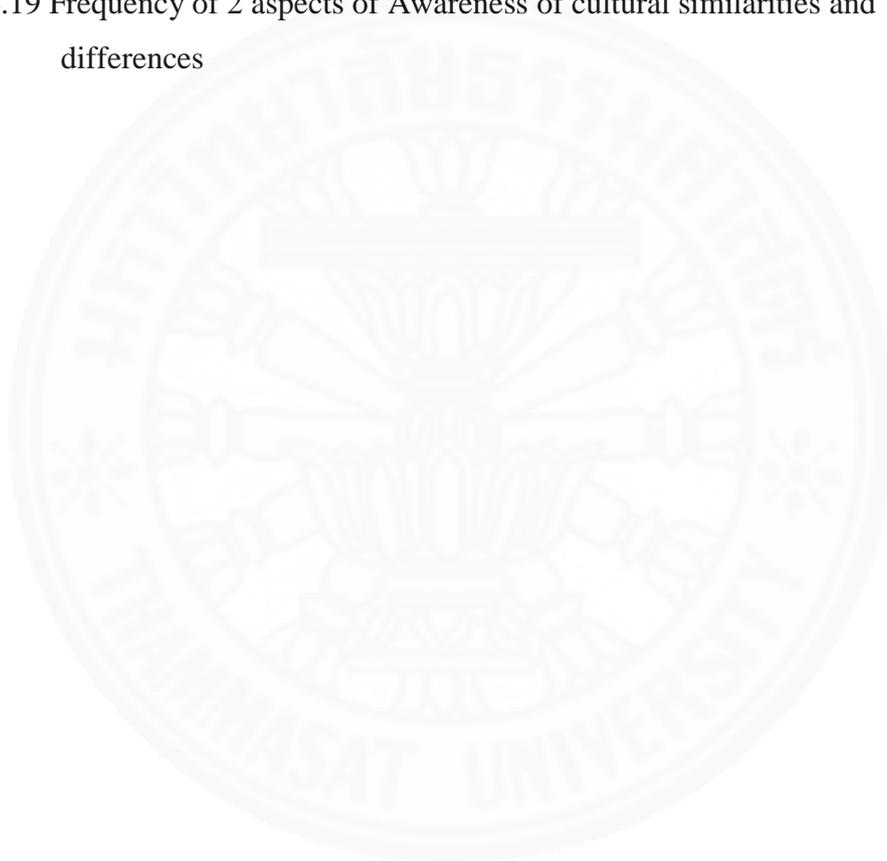
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CHAPTER 1

INTRODUCTION

1.1 Background

As the expansion of linguistic and cultural exchanges across the world has been rising since the 20th century due to economic globalisation, English language plays a crucial role in Thai society. Despite the fact that Thai is the only official language in Thailand, English language is an indispensable tool for daily life, communication, acquiring further knowledge in other disciplines, continuing higher education, and discovering all aspects of the world community. Thus, English language is prescribed as one of the eight learning areas in the Basic Education Core Curriculum A.D. 2008.

English language teaching and learning in Thailand is still mainly associated with coursebooks because they are convenient, cost-saving, and moderately effective at regulating the same syllabus. (Christenbury & Kelly, 1994) Hence, coursebooks continue to have a presence in English language classrooms in Thailand despite the fact that they are criticised for many pitfalls.

According to the Basic Education Core Curriculum A.D. 2008 (Ministry of Education Thailand, 2009a), Thai secondary schools can choose coursebooks, most of which are imported mass coursebooks coming with teacher's books written by Thai scholars, from the list provided by the Bureau of Academic Affairs and Educational Standards or develop their own coursebooks in accordance with the main contents identified in the Core Curriculum (Ibid., pp. 252-253) including:

Strand 1 language for communication: use of foreign languages for listening, speaking, reading and writing, exchanging data and information, expressing feelings and opinions, interpreting, presenting data, concepts and views on various matters, and creating interpersonal relationships appropriately;

Strand 2 language and culture: use of foreign languages harmonious with culture of native speakers; relationships, similarities and differences between languages and cultures of native speakers; languages and cultures of native speakers and Thai culture; and appropriate application;

Strand 3 language and relationship with other learning areas: use of foreign languages to link knowledge with other learning areas, forming the basis for further development, seeking knowledge and broadening learners' world views; and

Strand 4 language and relationship with community and the world: use of foreign languages in various situations, both in the classroom and the outside community and the global society, forming a basic tool for further education, livelihood and exchange of learning with the global society.

These strands prominently imply that students should acquire communicative competence with emphasis on cultural awareness, especially strand 2, language and culture. To be precise, communicative competence refers to emphasis on developing language abilities for effective and appropriate communication within cultural contexts of the target language and culture, and it also includes other specific language competencies such as grammatical, sociolinguistic, discourse, and strategic (Canale & Swain, 1980; Savignon, 1983 as cited in Moran, 2001, p. 111), while De Jong (1996, p. 76) assents to the definition by Willems (1993, p. 24): “the ability to use language appropriately and efficiently, making use of linguistic, pragmatic, discursial, strategic and social competence on the basis of sociocultural and metacommunicative awareness.”

The strand 2 also consists of 2 standards concerning the appreciation of the relationship, similarities and differences between the language and culture of Thais and those of native speakers and the ability to use language accurately and appropriately (Ministry of Education Thailand, 2009a, pp. 270, 272) which accentuates cultural awareness. The aforementioned ‘native speakers’ involve those from the ‘Inner Circle’ which refers to the traditional cultural and linguistic bases of English, e.g. Britain, USA, Australia, according to Kachru (1992, pp. 356-357).

Furthermore, the strand 2 shows that culture is significant for English language teaching (ELT), as language and culture affect one another, and they are indissociable (Chastain, 1988, p. 298; Rivers, 1981, p. 318; Kramsch, 2015, p.403) Brown (1980, p. 182). According to Chastain (1988, p. 305), culture is also essential to developing global awareness and international understanding, functioning in the target society, and stimulating and maintaining students' interests and motivation. Correspondingly, Suphattra Aksaranukhro (1989, pp. 14-15) states that cultural knowledge is virtually essential to English teaching and learning, as teaching culture can extend students' attraction, promote their understanding of cultural difference, and enhance their language skills.

Not only does culture play a vital role in overall English language teaching and learning, but it also affects the way each English language class is conducted. The teachers' culture always impacts classrooms because teachers usually control them, and teachers also bring their own cultures to class. As Moran (2001, p.3) suggests, the way teachers teach derives from their experiences as language and culture learners and their understanding of themselves.

In Thailand, culture in English language official classes refers to native speakers' culture which is defined as the ways people in the target language community live their lives including lifestyles, clothes, livelihood, recreation, expression, communication, values, thoughts, beliefs, attitude, convention, custom, tradition, festivals, celebrations, manners, etc. (Bureau of Academic Affairs and Educational Standards, 2008, p. 76). This concept of culture shares some ideas with a considerable number of definitions of culture proposed by scholars from various disciplines. The language and culture in the Core Curriculum 2008 are broadly identified as those of native speakers from the Inner Circle, so language and culture referred to in the official coursebooks vary in places of origin. As there were 43 series of official coursebooks in the academic year 2015, language and culture taught using these materials tend to be diverse indeed.

1.2 Statement of the problem

Since secondary schools in Thailand can choose English coursebooks from the list assigned by the Bureau of Academic Affairs and Educational Standards or develop their own coursebooks in accordance with the main contents identified in the Core Curriculum, language and culture taught with the coursebooks are really divergent. Hence, there have been some researchers interested in coursebook analysis on their suitability to be used in class and the concordance between cultural contents in coursebooks and those identified by the Core Curriculum, e.g. Supanee Chuaybamroong (1988), Patchara Paiboolsrinakara (1991), Kobkul Bik (2005), Suphanee Arsairach (2007), Pimlak Meesupsang (2009), Pimpaporn Puengpra (2010), and Chanaporn Chaisongkram (2011). Amongst the research on coursebooks in Thailand, there are some researchers who have studied cultural contents in coursebooks. For instance, Aksornprasert Settaprasert (1984) studied cultural contents by examining categories of cultural topics, the frequency of them, and sentence patterns used to present each cultural topic in the official coursebooks of the academic year 1983 for grade 10 students, as well as the teacher's books; and Nattaphon Pakdeecharoen (1994) conducted a thesis which analysed and categorised cultural topics on 2 series of coursebooks by using a 25 cultural topic framework developed from recommended cultural topics of Brooks (1964), Chastain (1976), Bonomo and Finocchiaro (1973), and Suphattra Aksaranukhro (1989), and he also studied the frequency of cultural contents and cultural content levels in the 2 series of coursebooks by using chi-square test.

There are also, in Thailand, some studies regarding cultural and intercultural awareness, yet they were carried out in the field of communication. To fill the gaps in the study of English coursebooks in Thailand, an intercultural research on official English coursebooks in which researchers have not taken an interest should be conducted.

1.3 Objectives of the study

This research was conducted to analyse 3 series of the officially used English coursebooks for secondary school students in Thailand, based on the KASA framework (Freeman, 1989), in order to:

1.3.1 explore Knowledge of culture (cultural topics, cultural practices, and cultural traits) in the coursebooks within a cultural topic framework adapted from elements of culture presented by Robinson (1985, pp. 7-8), the grade level and key stage indicators for secondary school students assigned in the Basic Education Core Curriculum A.D. 2008 (Ministry of Education Thailand, 2009b), and cultural topics for teaching in English language class and for ELT recommended by Brooks (1964), Bonomo and Finocchiaro (1973), and Chastain (1976; 1988);

1.3.2 find out if the coursebooks include any contents regarding Attitude (understanding the reason behind cultural traits and practices) on any cultural topics, traits, and practices, and how the coursebooks present them;

1.3.3 examine if the coursebooks include Skills (knowing how to perform cultural practices effectively) on any cultural topics, traits, and practices, and how the coursebooks present them; and

1.3.4 examine if the coursebooks raise learners' Awareness of cultural similarities and differences on any cultural topics, traits, and practices, and how the coursebooks present them.

1.4 Research questions

The following research questions were explored in this study:

1. What **Knowledge of culture** (cultural topics, cultural practices, and cultural traits) is included in the coursebooks?

2. Do the coursebooks include any contents regarding **Attitude** (understanding the reason behind cultural traits and practices)? If so, on what cultural topics, traits, and practices are they, and how do the coursebooks present them?

3. Do the coursebooks include **Skills** (knowing how to perform cultural practices effectively)? If so, on what cultural topics, traits, and practices are they, and how do the coursebooks present them?

4. Do the coursebooks raise learners' **Awareness of cultural similarities and differences**? If so, on what cultural topics, traits, and practices do the coursebooks raise such Awareness, and how do the coursebooks present them?

1.5 Scope of the study

The scope of this research includes:

1. The materials or data resources in this study included 3 coursebook series, namely coursebook A, coursebook B, and coursebook C as follows:

- (1) Coursebook A, Student Book 1, published in Thailand in 2014 by publisher T.;
- (2) Coursebook A, Student Book 2, published in Thailand in 2015 by publisher T.;
- (3) Coursebook A, Student Book 3, 6th edition, published in Thailand in 2015 by publisher T.;
- (4) Coursebook A, Student Book 4, 2nd edition, published in Thailand in 2015 by publisher T.;
- (5) Coursebook A, Student Book 5, published in Thailand in 2015 by publisher T.;
- (6) Coursebook A, Student Book 6, 2nd edition, published in Thailand in 2012 by publisher T.;
- (7) Coursebook B, Student Book 1, 2nd edition, published in Thailand in 2013 by publisher E.;
- (8) Coursebook B, Student Book 2, 2nd edition, published in Thailand in 2013 by publisher E.;
- (9) Coursebook B, Student Book 3, 3rd edition, published in Thailand in 2014 by publisher E.;
- (10) Coursebook B, Student Book 4, 5th edition, published in Thailand in 2015 by publisher E.

- (11) Coursebook B, Student Book 5, 5th edition, published in Thailand in 2014 by publisher E.;
- (12) Coursebook B, Student Book 6, 5th edition, published in Thailand in 2015 by publisher E.;
- (13) Coursebook C, Student Book 1, published in Thailand in 2015 by publisher T.;
- (14) Coursebook C, Student Book 2, published in Thailand in 2015 by publisher T.;
- (15) Coursebook C, Student Book 3, published in Thailand in 2015 by publisher T.;
- (16) Coursebook C, Student Book 4, published in Thailand in 2015 by publisher T.;
- (17) Coursebook C, Student Book 5, published in Thailand in 2015 by publisher T.; and
- (18) Coursebook C, Student Book 6, published in Thailand in 2015 by publisher T.

2. The study researched only the contents in the above-mentioned 18 student books. Workbooks, teacher's books, opinions of teachers and students who use these coursebooks were not studied.

1.6 Significance of the study

The results of the study would be guidelines on intercultural use of coursebooks for teachers who teach English language to Thai secondary school students providing further information on cultural topics for the teachers so that they could organize related cultural activities in classrooms later on. Additionally, the teachers, especially ones who use the 18 coursebooks, could apply the results of this study to their classes in order to promote their students' cultural awareness which would help the students to make sense of the underlying meanings conveyed in the messages and gain more appreciation of language in context.

1.7 Definition of terms

To avoid any misunderstandings, important terms used in this research are defined as follows:

The KASA framework, introduced by Freeman (1989), is a conceptual framework applied to assess Intercultural Communicative Competence. The framework consists of Knowledge, Attitude, Skills, and Awareness.

Knowledge of culture (with capital K) refers to knowing about cultural traits and practices, explored within a cultural topic framework adapted from elements of culture presented by Robinson (1985, pp. 7-8), the grade level and key stage indicators for secondary school students assigned in the Basic Education Core Curriculum A.D. 2008 (Ministry of Education Thailand, 2009b), Brooks' (1964) cultural topics for teaching in an English language class, cultural topics for ELT recommended by Bonomo and Finocchiaro (1973), and Chastain's (1976; 1988) recommended cultural topics for English language classes.

Cultural topics refer to subjects regarding culture that are discussed, written about, or studied.

Cultural practices refer to the full range of actions and interactions that members of a culture carry out, individually or with others. These include language and other forms of communication and self-expression as well as actions associated with social groups and use of cultural products. The practices are both verbal and nonverbal and include interpretations of time, space, and the context of communication in social situations. Cultural practices also involve notions of appropriateness and inappropriateness, including taboos. (Moran, 2001, p. 25)

Cultural traits refer to group habits or customs. (Murdock, 1932, p. 204)

Attitude (with capital A) refers to knowing why cultural practices exist.

Skills (with capital S) refers to knowing how to perform cultural practices effectively.

Awareness (with capital A) refers to knowing about cultural similarities and differences.

The coursebooks refer to the 18 officially used English coursebooks for secondary school students in Thailand in the academic year 2015 on the list assigned by the Bureau of Academic Affairs and Educational Standards.

1.8 Organisation of the thesis

This thesis is organised into five chapters. The first chapter is comprised of the background information of the study. It discusses the statement of the problem, the objectives of the study, research questions, the scope and the significance of the study, and the definitions of important terms used in the research.

The second chapter presents a review of relevant literature, including definition of culture, the relationship between language and culture, intercultural communicative competence and the KASA framework, culture in ELT classrooms, cultural topics taught in English language classrooms, roles of coursebooks in ELT classrooms, advantages and limitations of using coursebooks, coursebook evaluation, and relevant research on coursebook analysis in Thailand.

The third chapter discusses the research methodology involving data sources and samplings, coursebook analysis procedure, data analysis, and estimated duration of the study.

The fourth chapter reports the results of the study.

Finally, the last chapter presents summary, discussion, implications and recommendations for further studies, and conclusions.

CHAPTER 2

REVIEW OF LITERATURE

In researching cultural content, based on the KASA framework in officially used English coursebooks for secondary school students in Thailand, definition of culture, the relationship between language and culture, intercultural communicative competence and the KASA framework, culture in ELT classrooms, cultural topics suggested to be taught in English language classrooms, roles of coursebooks in ELT classrooms, advantages and limitations of using coursebooks, coursebook evaluation, and relevant research on coursebook analysis in Thailand should be explored.

2.1 Definition of culture

Many researchers and scholars in the field of anthropology have given a considerable number of definitions of the concept of culture, as can be seen in the often-cited work of Kluckhohn and Kroeber (even as far back as 1952), which assembled more than 160 different definitions of culture from various academic sources.

In 1871, Tylor (as cited in Andreatta & Ferraro, 2013, p.34) defined culture as “that complex whole which include knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society.”

Geertz (1973), in his book entitled ‘The Interpretation of Cultures: Selected Essays’, defined culture as:

... a historically transmitted pattern of meaning embodied in symbols, a system of inherited conceptions expressed in symbolic forms by means of which men communicate, perpetuate, and develop their knowledge about and attitudes toward life.

A scholar in the field of education, Kramsch (1998, p. 10) proposed a definition of culture as:

...membership in a discourse community that shares a common social space and history, and common imaginings. Even when they have left that community, its members may retain, wherever they are, a common system of standards for perceiving, believing, evaluating, and acting. These standards are what is generally called their ‘Culture’.

Amongst all the definitions of culture, Andreatta and Ferraro (2013, p. 34) concisely define culture as “everything that people have, think, and do as members of a society”. This definition is analogous with that of Keith (2011, p. 4), which indicates that all definitions of culture include “the notion of a group with shared behaviours, values, and beliefs that are passed from generation to generation”.

2.2 The relationship between language and culture

The relationship between language and culture has been researched on the basis of the influence of one on the other. Some scholars study how culture affects language. Despite little research conducted to explore this; there is substantial evidence proving how culture influences vocabulary. The idea was later developed into a concept called *cultural emphasis* of which a general rule is that “the vocabulary in any language tends to emphasise the words that are considered to be adaptively important in that culture”. (Andreatta & Ferraro, 2013, p. 122) The concept is rooted from Franz Boas’ tenets (1887), commonly known later as *cultural relativism*. Cultural relativism is “the anthropological attitude that a society’s customs and ideas should be described objectively and understood in the context of that society’s problems and opportunities” (Ember & Ember, 2004, p.19) However, the strong form of cultural relativism is controversial and not acceptable to many anthropologists. (Ibid.)

Language also affects culture in tandem. There is no consensus on whether language influences or determines culture, but some ethnolinguists have suggested that “language is more than a symbolic inventory of experience and the physical world, and that it actually shapes our thoughts and perceptions” (Andreatta & Ferraro,

2013, p. 123). The notion resembles the *Sapir-Whorf hypothesis*, introduced by Benjamin Lee Whorf, who pursued Edward Sapir's original formulation. Sapir and Whorf suggested that "language is more than a vehicle for communication; it actually establishes mental categories that predispose people to see things in a certain way" (Ibid.).

Besides, there was considerable research in the 20th century proving that language in foreign language learning is indissociable from culture. (Chastain, 1988, p. 298; Rivers, 1981, p. 318; Kramersch, 2015, p.403) Brown (1980, p. 182) similarly demonstrated that learning a second language implies some degree of learning a second language culture, as it involves the acquisition of a second identity which is at the heart of culture learning, that is to say, acculturation. Moran (2001, pp. 34-36) correspondingly introduces the idea that language and culture are effectively intertwined, as language is a product of the culture and a window to the culture. The close bond between language and culture could be clearly seen when economic globalisation took off in the late 1980's; the definition of language in foreign language learning contexts has changed due to the diversification of learners' needs, interests and opportunities. Culture has also become more hybrid, fragmented, and global thanks to the fluid boundaries between lived culture and the culture represented through broadcasting and Internet. (Kramersch, 2015, pp. 405-409)

Also, there is another relevant concept that should be mentioned here to emphasise the close bond between language and culture, as well as the importance of learning and teaching culture and language in tandem – that is 'cultural awareness'. Cultural awareness includes "awareness of one's own culturally-induced behaviour; awareness of the culturally-induced behaviour of others; and ability to explain one's own cultural stand point" (Stempleski & Tomalin, 1994, p. 5). This is one of the salient points any language learners should be aware of so as to communicate effectively and avoid any cultural misunderstanding and hindrances. These features of cultural awareness show some resemblance to Kramersch's (as cited in Liddicoat & Scarino, 2013, p. 91) observation on the relationship between the cultures involved in language coursebooks which are: "emphasising the similarity of the two cultures; emphasising the differences of the two cultures; and representing one culture as lacking something which is present in the other". It can be concisely concluded that

cultural awareness relates to understanding one's own culture and the target culture both in emic and etic perspectives, and being able to compare and contrast the two cultures.

2.3 Intercultural communicative competence and KASA framework

Intercultural communicative competence (ICC) is one of the ideas of connecting culture and attitude with foreign language learning and teaching. ICC was introduced by Baxter (1983), yet the concept and applications of ICC have most extensively been developed by Michael Byram since the mid 1990's. ICC has been defined and elaborated on its model by many scholars. For example, Koester and Lustig (2005, p.64) defined ICC as "a social judgment about how well a person interacts with others. That competence involves a social perception suggests that it will always be specific to the context and interpersonal relationship within which it occurs", while Fantini (2012, p. 271) briefly defines ICC as "a complex of abilities needed to perform effectively and appropriately when interacting with others who are linguistically and culturally different from oneself." Also, Fantini (2007) adapted the KASA framework and used it as a conceptual framework applied to assess ICC.

The KASA framework was initiated for language teacher education by the Faculty of the Master of Arts in Teaching (MAT) Program at the School for International Training, USA, and served as foci of the programme curriculum. (Freeman, 1989, p. 31) The framework consists of four constituents which are namely Knowledge, Attitude, Skills, and Awareness. Hockley, Laughner, Van der Horst Jensen, and White (2008, p. 23) summarised the definition of the four constituents of KASA as follows: Knowledge is defined as 'knowing what', Attitudes as 'knowing why', Skills as 'knowing how', and Awareness as 'knowing oneself'. Furthermore, the KASA framework has been adjusted and employed in various fields, especially training and communication.

Byram (1995, pp. 57-66; 1997, pp. 34-35), adapting the KASA framework, developed an ICC model which consists of 5 dimensions as follows:

1. **Savoir or Knowledge** which refers to knowledge of social processes, illustrations of those processes and their products, how other people see oneself, about other people, and social interaction;

2. **Savoir être or Attitude** which refers to attitudes and values and consists in showing curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own;

3. **Savoir apprendre / faire or Skills of discovery and interaction** which refers to the ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes, and skills under the constraints of real-time communication and interaction;

4. **Savoir comprendre or Skills of interpreting and relating** which refers to the ability to interpret a document or event from another culture, to explain it and relate it to documents from one's own; and

5. **Savoir s'engager or critical cultural awareness and/or political education (Awareness)** which means having the ability to evaluate critically and on the basis of explicit criteria perspectives, practices and products in one's own and other cultures and countries.

According to Byram's ICC tenet (1997, pp. 32-35), when people from different languages and/or countries interact socially, they bring to the situation their knowledge about their own country and that of the others. Part of the success of such interaction depends on the establishing and maintenance of human relationships, which depends on attitudinal factors. Knowledge and attitude are, in tandem, influenced by the processes of intercultural communication, that is, the skills of discovery and interaction. Finally, all of these factors should be integrated within the philosophy of political education and develop the learners' critical cultural awareness of all the cultures involved.

Additionally, Moran (2001) adopted the KASA framework and developed his own frameworks, so-called the cultural experience, cultural knowings, and the experiential learning style, in order to successfully teach culture in ELT classrooms. The frameworks define and organise culture in terms of learning engagement. The cultural knowings framework 'offers a means for describing culture in terms of what students need to do in order to learn it – their encounters with another way of life.'

(Ibid, p.15) The frameworks consist of these following four interconnected learning interactions which derive from the KASA framework:

1. Knowing about (Knowledge) which includes all activities that consist of gathering and demonstrating acquisition of cultural information (facts, data, or knowledge about cultural products, practices, and perspectives);

2. Knowing how (Skills) which involves acquiring cultural practices (behaviours, actions, skills, saying, touching, looking, standing, or other forms of doing);

3. Knowing why (Attitude) which deals with developing an understanding of fundamental cultural perspectives (the perceptions, beliefs, values, and attitudes underlying or permeating all aspects of the culture); and

4. Knowing oneself (Awareness) which concerns the individual learner's values, opinions, feelings, questions, reactions, thoughts, ideas, and cultural values; and understanding themselves and their own culture as a means to comprehend, adapt to, and integrate into the culture. (Ibid., pp. 15 – 17)

The KASA framework used to conduct cultural content analysis in this study, adopting Freeman's framework and some ICC concepts, is defined as follows:

1) Knowledge of culture (with capital K) refers to knowing about cultural traits and practices;

2) Attitude (with capital A) refers to knowing why cultural traits and practices exist;

3) Skills (with capital S) refers to knowing how to perform cultural traits and practices effectively; and

4) Awareness of cultural similarities and differences (with capital A) refers to knowing about cultural similarities and differences between the learners' culture and other cultures.

2.4 Culture in ELT classrooms

Culture plays a crucial role in ELT. Cultural misunderstanding could occur and lead to displeasure and disapproval between interlocutors despite the fact that they acquire great language skills. (Moran, 2001, pp. 1-3 and 34-35) Hence, to acquire

a language successfully, one must appreciate its culture as well. However, culture hadn't been seen inseparable from language until the 1970's when little c culture of everyday life, referring to behaviours, e.g. customs, habits, dress, foods, leisure, etc. (Stempleski & Tomalin, 1994, p. 7), initially entered the communicative frame. (Kramersch, 2011, pp.305-308)

Corbett (2003, pp. 24-30) summarised the main approaches to teaching culture in a communicative curriculum as follows:

- using culture to motivate communication;
- language learning as acculturation;
- language learning as enculturation;
- language learning as social and political education: the rise of British studies; and
- moving culture from the margins to centre.

Without culture, communicative classrooms tend to lack attraction and motivation. Also, "learners will not be able to communicate within the new culture non judgmentally, while maintaining their own identity." (Ibid., p. 24)

Apart from culture taught in coursebooks and activities in and out of classrooms, classroom culture is also significant for ELT. Classroom culture derives from the behaviour of teachers and students in class. Classroom research has revealed how behaviours in language classrooms are set within taken-for-granted frameworks of expectations, attitudes, values, and beliefs about what constitutes good learning, about how to teach or learn, whether and how to ask questions, what textbooks are for, and how language teaching relates to broader issues of the nature and purpose of education. (Cortazzi & Jin, 1996, p. 169 as cited in Dogancay-Aktuna 2005, p. 99) These behaviours reflect teachers' cultures which become cultures of learning into which students are socialised. The cultures of learning are outcomes of the educational and cultural traditions of a community or society. Students usually bring their home culture to class, as they consider it as good behaviour. (Dogancay-Aktuna, 2005, pp. 99-100) Nonetheless, such good behaviour may cause mismatches in expectations which may lead to students' confusion or failure in language classrooms

(Brown, 2000, p. 189). To conceptualise such mismatches, Hofstede's (1986) used 4 conceptual categories to study the cultural norms of 50 countries which can be described as: *individualism-collectivism* (cultures of immediate family – those of extended family, clan or organization); *power distance* (the extent to which the less powerful persons in a society accept inequality in power and consider it as normal); *uncertainty avoidance* (the extent to which people in a culture are made nervous by situations they perceive as unstructured, unclear, or unpredictable; so they try to avoid them by maintaining strict codes of behavior and a belief in absolute truths); and *masculinity – femininity* (the different social roles of the 2 biological sexes).

To teach culture in ELT, Chastain (1988, pp. 309-315) introduced and gathered these following methods to use in class and out of class:

1. The culture aside which refers to an unplanned, brief culture comment giving students bits of cultural information during the class.
2. Lecture presentations on the target language culture.
3. A slice-of-life technique which refers to presenting a small segment of life from the target language culture at the beginning or the end of class.
4. Teachers as a culture assimilator in class.
5. A culture capsule which refers to a brief description of one aspect of the target language culture followed by a discussion of the contrasts between the 2 cultures.
6. A culture cluster, which refers to a small number of separate, ten minute culture capsules, into the class format.
7. Mini-dramas or mini-skits
8. The audio-motor unit which is a technique in which students act out commands given by the teacher.
9. A critical incident in which some problems occurs in the interaction patterns of people from different cultures, and students consider the situation and comment on the cultural values.
10. The micrologue which makes culture the focus of attention during language practice.
11. Bulletin boards

12. Visual aids
13. Music and dance
14. Informant interviewing
15. Pen pals and tape exchanges
16. Special programmes and events
17. Community resources
18. Summer camps
19. Regional and state language festivals

Stempleski and Tomalin (1994) also introduced some activities to teach culture in class as follows:

1. Recognising cultural images and symbols
2. Working with cultural products
3. Examining patterns of everyday life
4. Examining cultural behavior
5. Examining patterns of communication
6. Exploring values and attitudes
7. Exploring and extending cultural experiences

Additionally, Moran (2001, pp. 137-138) summarises guidelines for teaching culture in class as follows:

1. Teaching culture consists of guiding learners through the cultural experience to develop cultural knowledge;
2. Organising the cultural experience involves joining cultural content and the learning process through the four stages of the experiential learning cycle;
3. The cultural content learners examine derives from an analysis of products, practices, and perspectives of the culture, which are set within certain communities and uniquely manifested in persons of that culture;

4. As learners move through each of the stages of the experiential learning cycle they develop cultural behaviours (knowing how), acquire cultural information (knowing about), discover cultural explanations (knowing why), articulate personal responses (knowing oneself), and, by repeatedly employing this process, build skills as culture learners (personal competence);
5. To engage in each of these stages, learners acquire the language-and-culture of participation, description, interpretation, and response;
6. The teacher needs to identify culture learning outcomes. Outcomes vary greatly depending on the educational context, the curriculum, the learners, and teachers, and they can range from culture-specific understanding in a foreign language context to assimilation into the culture in a second language context;
7. Every learner goes through the culture learning process in a unique way. Because of these individual variations, one of the primary tasks for the teacher is to help learners express and respond to their cultural learning experiences;
8. The experiential cycle, by organising the learning process into four distinct stages, delineates language-and-culture content, activities, and outcomes. Each stage –participation, description, interpretation, response– deals with a different aspect of culture and culture leaning;
9. For each stage of the cycle, the teacher needs to select and structure particular content areas, learning activities, and accompanying learning outcomes. In each stage, learners are thus engaged in distinct tasks;
10. In teaching each stage, the teacher must play different roles. These roles stem from different teaching strategies and call for different outlooks or attitudes on the teacher’s part. Teachers need to consciously interact differently with learners when teaching knowing how, knowing about, knowing why, knowing oneself. The working relationship the teacher establishes with the learners through these roles is crucial;
11. Teachers need to be versatile. They need to be able to present or elicit cultural information, coach and model cultural behaviours, guide

and conduct cultural research and analysis. They also need to be able to enter learners' world by listening, emphasising, and sharing their own experiences as culture learners so as to help learners step out of their worlds into another language, another culture; and

12. Teachers need to be learners of culture. They need to go through the cultural experience that they propose for learners in their language classes. Such experiences will help teachers learn the culture of the learners and may also help lead teachers to new areas in their own culture learning.

2.5 Cultural topics suggested to be taught in English language classrooms

Culture is extremely broad and covers many topics. To choose cultural topics for class could become an intractable problem for teachers despite following core syllabus or curriculum. Some educational scholars, thus, recommend cultural topics which should be taught in ELT classrooms. The most cited ones amongst them are Brooks's (1964, pp. 90-95), Bonomo and Finocchiaro's (1973, pp.60-63), and Chastain's (1976, p.382; 1988, p.304).

These scholars concentrate on the following topics: social interaction, language usage, social etiquette, taboos, verbal taboos, folklore, literature, discipline, important days, festivals, celebrations, holidays, religious beliefs and behaviours, leisure activities, daily routines, living conditions, science and technology, schools and education system, foods and drinks, the family, history, music, arts, dress, kinship and marriage, moral and spiritual values, attitudes, youth, the social system, customs, and non-verbal communication. See all the suggested topics in table 2.1 on pages 21 – 22.

Table 2.1

Cultural Topics Suggested to be Taught in ELT Classrooms (Cont.)

Scholars	Cultural topics							
Bonomo And Finocchiaro	7. Topics treated in greater details for secondary school students		7.1 Recreational facilities	7.2 Social relations	7.3 Leisure time activities	7.4 Customs		
	8. Miscellaneous		7.5 Moral and spiritual values		7.6 Education (Educational, Vocational)			
Chastain	1. Language	2. Careers	3. Happiness	4. The family	5. Parents	6. Success	7. War and peace	8. Ecology
	9. Retirement	10. Education	11. Relatives	12. Geography	13. Friends	14. Patriotism	15. Advertising	16. Law
	17. Religion	18. Crime	19. Population	20. The press	21. Death	22. Humour	23. Travel	24. Pets
	25. Discipline	26. Holidays	27. Clothing	28. Vacations	29. Politics	30. Eating	31. Daily routines	32. Drugs
	33. Kinetics	34. Home	35. Transportation	36. Good manners	37. Money	38. Services (e.g. medical, postal, banking, police)		
	39. Typical student activities		40. Typical conversations		41. Social interaction		42. Earning a living	
	43. The generation gap		44. The social system		45. participation in politics		46. The economic system	
	47. Women's liberation		48. Commonly known history		49. Change and programme		50. Individual liberty	
	51. Meals and drinks		52. Courtesy phrases		53. Meeting personal needs		54. Youth view of parenthood	
	55. Contemporary scene		56. Correspondence		57. Courtship and marriage		58. Leisure activities	
	59. Health and welfare		60. Youth participation in politics		61. What the typical student thinks about most			
	62. Nonverbal communication (paralanguage, kinesics and proxemics)				63. Masculine and feminine roles in the society			

Note. From *Language and Language Learning* (pp. 90-95), by N. Brooks, 1964; *The Foreign Language Learner: a Guide for Teachers* (pp.60-63), by M. Bonomo and M. Finocchiaro, 1973; *Developing Second-Language Skills: Theory and Practice* (p.382), by K. Chastain, 1976; and *Developing Second-Language Skills: Theory and Practice* (p.304), by K. Chastain, 1988.

In Thailand, cultural topics taught in the officially used English coursebooks can be seen in the grade level and key stage indicators of standard F2.1 and F2.2 within the Strand 2 Language and Culture sections assigned in the Basic Education Core Curriculum A.D. 2008. Standard F2.1 concerns the students' appreciation of the relationship between language and culture of native speakers and capacity for use of language appropriate to occasions and places, while standard F2.2 deals with the students' appreciation of similarities and differences between language and culture of native and Thai speakers, and capacity for accurate and appropriate use of language. See the grade level and key stage indicators of each standard in table 2.2 below.

Table 2.2

Indicators of Strand 2 Language and Culture

Grade level indicators			Key stage indicators
Grade 7	Grade 8	Grade 9	Grade 10 – 12
<p>Standard F2.1 1) Use polite and proper language, tones of voice, and manners in accordance with social etiquette and culture of native speakers;</p> <p>2) Describe festivals, important days, celebrations, living conditions, and traditions of native speakers; and</p> <p>3) Participate in / organise language and cultural activities according to the students' interests.</p>	<p>Standard F2.1 1) Use language, tones of voice, and manners suiting various people and occasions in accordance with social etiquette and culture of native speakers;</p> <p>2) Explain festivals, important days, living conditions, and traditions of native speakers; and</p> <p>3) Participate in / organise language and cultural activities according to the students' interests.</p>	<p>Standard F2.1 1) Choose language, tones of voice, and manners suiting various people and occasions in accordance with social etiquette and culture of native speakers;</p> <p>2) Explain living conditions, customs, and traditions of native speakers; and</p> <p>3) Participate in / organise language and cultural activities according to the students' interests.</p>	<p>Standard F2.1 1) Choose language, tones of voice, and manners suiting various people, occasions, and places in accordance with social etiquette and culture of native speakers;</p> <p>2) Explain and discuss lifestyles, thoughts, beliefs, and origins of customs and traditions of native speakers; and</p> <p>3) Participate in, make suggestions on, and organise language and cultural activities appropriately.</p>

Table 2.2

Indicators of Strand 2 Language and Culture (Cont.)

Grade level indicators			Key stage indicators
Grade 7	Grade 8	Grade 9	Grade 10 – 12
Standard F2.2 1) Tell similarities and differences between foreign and Thai pronunciation of various types of sentence, use of punctuation marks, and word orders; and 2) Compare and contrast native speakers' festivals, celebrations, important days, and living conditions with those of Thais.	Standard F2.2 1) Compare, contrast, and explain foreign and Thai pronunciation of various types of sentence and word orders; and 2) Compare, contrast, and explain living conditions and culture of native speakers and Thais.	Standard F2.2 1) Compare, contrast, and explain foreign and Thai pronunciation of various types of sentence and word orders; and 2) Compare, contrast, and explain living conditions and culture of native speakers and Thais, and apply them appropriately.	Standard F2.2 1) Explain / compare foreign sentence structures, texts, idioms, sayings, proverbs, and poems with those of Thais; and 2) Analyse / discuss similarities and differences between native speakers' and Thais' lifestyles, beliefs, and culture, and apply them appropriately.

Note. From *The Basic Education Core Curriculum B.E. 2551 (A.D. 2008) Thai Version* (pp. 203-205), by Ministry of Education Thailand, 2009b, Retrieved June 20, 2015, from http://www.curriculum51.net/viewpage.php?t_id=64

From table 2.2, it is observable that the cultural topics assigned in the grade level and key stage indicators for Thai students and the topics suggested by Brooks, Bonomo and Finocchiaro, and Chastain are remarkably homogenous. The cultural topics probably included in the officially used English coursebooks for secondary school students in Thailand involve language usage, social etiquette, festivals, important days, celebrations, living conditions, traditions, manners, customs, lifestyles, thoughts, beliefs, origins of customs and traditions, and 'culture'. Culture here is referred to in living conditions, dress, occupations, recreations, expression,

communication, values, thoughts, beliefs, attitudes, conventions, traditions, festivals, celebrations, and etiquette. (Bureau of Academic Affairs and Educational Standards, 2008, p. 76)

2.6 Roles of coursebooks in ELT classrooms

Coursebooks have multiple roles in English language teaching (ELT). As Cunningsworth (1995, pp.7, 139) said, they can serve as:

- a resource for presentation material;
- a source of activities for learner practice and communicative interaction;
- a grammatical reference source for learners;
- a source of stimulation and ideas for classroom language activities;
- a syllabus; a resource for self-learners;
- a support for less experienced teachers;
- a source of practical examples of ideas for teaching; and
- an inspiration stimulating teachers' creative potential.

Tomlinson (2011, pp. 7-22) posits a summary of material development showing many roles of coursebooks as follows:

- Materials should achieve impact;
- Materials should help learners to feel at ease;
- Materials should help learners to develop confidence;
- Materials should require and facilitate learners' self-investment;
- Materials should expose the learners to language in authentic use;
- Materials should provide the learners with opportunities to use the target language to achieve communicative purposes;
- Materials should permit a silent period at the beginning of instruction;
- Materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities; and

- Materials should provide opportunities for outcome feedback.

Richards (2008, p.1) indicates that coursebooks are a key component in most language programmes, as they serve as the basis for much of the language input for learners and the language practice occurring in class, and they may serve primarily to supplement teachers' instruction. For learners, coursebooks provide the major source of contact they have with language apart from input provision from teachers. For teachers, coursebooks may also serve as a form of teacher training.

2.7 Advantages and limitations of using coursebooks

English language teaching and learning in Thailand is still mainly associated with coursebooks. Using coursebooks in classrooms is criticised for various pitfalls such as not being adapted to the particular context and the needs, desires, and expectations of particular learners, not being able to respond to local needs or provide locally relevant contents (Liddicoat & Scarino, 2013, p.84) being too rigid, not being good at presenting multiple sides of any issue or at addressing timely and topical issues, imposing particular teaching and learning styles onto teachers and learners, lacking intercultural understanding (Davcheva & Sercu, 2005, p. 90), being rarely capable of encompassing the learner's cultural identity as part of the learning process, and merely providing the learner with superficial cultural differences at the level of observable behaviours (Pulverness, 2014, p. 427). Yet, coursebooks continue to have a presence in foreign language classrooms thanks to their various advantages.

Christenbury and Kelly (1994) discuss reasons why teachers use coursebooks in their classes – because of time and money saving, convenience, reassurance, and schools' desire to control teachers. Additionally, Graves (2000, p. 174) proposed a list of some similar advantages of using coursebooks. The list identified that using coursebooks provides a syllabus for the course, saves the teachers' time in finding or developing some materials such as a set of visual and activities, provides teachers with a basis for monitoring students' learning, and provides consistency within a programme across a given level and between levels by using the same coursebook and following a sequence.

2.8 Coursebook evaluation

There are a considerable number of mass coursebooks available for teachers to use in class despite having to choose ones following core curriculum or syllabus. Hence, many scholars research about selecting coursebooks and ways to evaluate them. Some scholars suggest a checklist or some criteria which should be considered for choosing a coursebook.

According to Ur (1998), every teacher should realise what criteria are the most important, less important or unimportant, and suggests a list of criteria. The teachers should consider their own criteria while deciding on rating each item. In the case that there are some criteria missing in a textbook, the teacher should also decide if they would use the coursebook in the class. The coursebook should contain topics and tasks, which are attractive to learners, and diversified in order to be suitable for students' levels of English, their learning styles, interests etc. Ur also suggests that the textbook has a structured and pleasant layout so that it is easy to read. Furthermore, the approach should be both educationally and socially acceptable to the target group, which is also connected to learners' interests. None of the learners appreciate long and comprehensive instructions but do appreciate good pronunciation and vocabulary explanation and practice. As for the grammar, it needs to be well presented and the coursebook should provide learners with enough practice. Additionally, a right coursebook should involve practicing all four language skills and encourage learners to develop their own learning strategies and learn how to become independent in their learning.

Cunningsworth (1995) assesses EFL teaching materials in the form of a checklist. Some questions can be answered with yes or no answers, some in quantitative terms using a five-point scale, and other questions require an evaluation or descriptive comments. He introduces 2 approaches to evaluate coursebooks which emphasise overview and contents of them separately. One approach is the *impressive overview* which provides a general impression about explicit traits e.g. covers, layouts, course packages, and coursebook components. The other approach called *in-depth evaluation* involves more focus on content such as students' learning needs, syllabus requirements, and different aspects of language used. He also recommends

that evaluation checklists should consist of some criteria regarding physical, organizational, and logistical features of coursebooks and the criteria should assess methodology, aims, approaches, social values, and the organisation of the overall curriculum. He also indicates that evaluation should take place before a coursebook is used, during its use, and after using it, in accordance with circumstances and the purposes for which the evaluation is being undertaken. According to him, the teachers should consider the language content concerning phonology, grammar, morphology, syntax, vocabulary and discourse. He also emphasises language skills, translation, and integration of skills including dictation, reading aloud, note taking, conversation etc. As far as English language is concerned, it is essential to assess what type of dialect the textbook uses, for example, class or geographic dialects, or styles (formal, neutral, informal). Especially, teachers would appreciate materials for testing, which should relate to the learners' communicative needs. (Ibid., pp. 1-7, 14)

Grant (1987) introduced a succinct evaluative approach called a CATALYST test, which stands for eight criteria we should take into consideration, which are *Communicative* (whether a coursebook is communicative and if the students will have chance to use the target language as a result of working with the coursebook), *Aims* (a coursebook needs to meet aims and objectives), *Teachability* (a coursebook needs to be structured, organized and easy to use), *(Add-ons) Availability* (available additional materials; e.g. teacher's books, cassette tapes, and workbooks), *Level*, *Your overall impression of the textbook*, *Student interest*, and *Trying and testing* (trying and testing a coursebook in real classroom). Grant also distinguishes three stages of evaluation:

1. Initial evaluation (making a rapid look at a coursebook regarding its physical features);
2. Detailed evaluation (using questionnaires containing questions on the suitability of the coursebook for learners, teachers and syllabus); and
3. In-use evaluation (using the coursebook in the classroom, discussing the issues with colleagues, and monitoring its progress in the classroom).

Apart from using criteria and checklists, several models, methods, and approaches have emerged in relation to coursebook evaluation. Green and Tanner (1998) offered a practical assessment form based on Method, Appearance, Teacher-friendliness, Extras, Realism, Interestingness, Affordability, Level and Skills. Initials

of these features collectively make up the word MATERIALS. Although these models were made up as handy tools to evaluate coursebooks, they may not be quite effective in having a deep understanding on the efficacy and the actual performance of a targeted coursebook.

McDonough and Shaw (1993) proposed a two-stage model for a thorough evaluation of coursebooks. They suggested that firstly a brief external evaluation should be conducted to have an overview of the organizational foundation of the coursebook. Then, it should be followed by a detailed internal evaluation “to see how far the materials in question match up to what the author claims as well as to the aims and objectives of a given teaching program” (Ibid., p. 64).

Abdelwahab (2013) suggested three basic methods to evaluate coursebooks. The impressionistic method, as the name suggests, involves analysing a coursebook on the basis of a general impression. He asserts that this method will not be adequate in itself and it needs to be integrated with the checklist method, which also covers the main idea of the present paper. The third one, the in-depth method, requires a profound scrutiny of representative features such as the design of one particular unit or exercise, or the treatment of particular language elements.

In terms of the period when evaluation is carried out, Cunningsworth (1995, p. 14) introduced pre-use, in-use and post-use evaluations. Pre-use evaluation is used to predict the potential performance of a coursebook. In-use evaluation is conducted “when a newly introduced coursebook is being monitored or when a well-established but ageing coursebook is being assessed to see whether it should be considered for replacement”. Post-use evaluation provides retrospective assessment of a coursebook and also serves to decide whether to use the same coursebook in the future.

As for coursebook evaluation in terms of culture, Cunningsworth (Ibid., pp. 90-92) introduces a checklist for social and cultural values in considering these issues: sexism and gender; unrepresentative negative stereotypes; gender differences in terms of ethnic origin, occupation, age, social class, and disability; the nature of the characters depicted in the coursebook; and value systems embodied in coursebooks which are those of society and social structures.

Byram (1994, pp. 51-52) in his proposed checklist examines the extent and manner in which textbooks include a focus on each of the following areas:

- Social identity and social groups, for example: social class, regional identity;
- Social interaction at differing levels of formality;
- Belief and behaviour: daily routines and moral, religious beliefs;
- Socio-political institutions, for instance: state institutions, health care, law and order;
- Socialisation and the life cycle e.g. families, schools, employment, and religion;
- National history: historical and contemporary events seen as markers of national identity;
- National geography: geographical factors seen as being significant by members of the target language community;
- National cultural heritage: cultural artefacts perceived as emblems of the national culture; and
- Stereotypes and national identity: symbols of national stereotypes.

Byram and Esarte-Sarries (1991, pp.173-184) proposed a coursebook assessment model which comprises 4 dimensions of analysis:

1. Analysis at the micro-social level of the social identity of textbook characters;
2. Analysis at the macro-social level of socio-economic, geographic and historical representations;
3. Analysis of the viewpoint taken by the author; and
4. Analysis at the intercultural level of mutual representations of foreign and native cultures.

2.9 Relevant research on coursebook analysis in Thailand

In Thailand, there have been some researchers interested in coursebook analysis, focusing on their suitability to be used in class, the concordance between cultural content in coursebooks and those identified by the Core Curriculum, and cultural content included in coursebooks as follows:

Aksornprasert Settprasert (1984) investigated cultural content based on Brooks's (1964) 64 cultural topics suggested to be taught in classrooms, examining

categories of cultural topics, the frequency of them, and sentence patterns used to present each cultural topic in 3 official English coursebooks of the academic year 1983 for grade 10 students in Thailand, as well as the related teacher's books. The results revealed that the coursebooks included 41 cultural topics, the most frequent ones of which were patterns of politeness; levels of speech; and greetings, friendly exchange, and farewell. Also, in the discussion, he indicated that the results of the study showed concordance between content included in the 3 coursebooks and the Basis Education Core Curriculum A.D. 1981, as well as the profound relationship between language and culture.

Patchara Paiboolsrinakara (1991) analysed *English for a Changing World Book 4*, an official Thai coursebook in 1991, on the accordance with the Core Curriculum by developing a questionnaire adapted from that of Yuwani Subanphat. The participants were the teachers who used the coursebook in class, educational supervisors, and himself. He also assessed the suitability of the activities in the coursebook by using Nunan's checklist for evaluating communicative tasks, and evaluated the material design, contents, and instructional properties of the coursebook by adapting the tenets of Clark and Starr, and those of Gall. The results revealed that the consistency of the coursebook contents with curriculum was fair considering the opinions of the teachers, educational supervisors, and himself in terms of ways of addressing people, greetings, farewells, ways of living, religions, holidays and important days, festivals, telling time, and social conversation. The consistency of coursebook exercise activities with communicative activity construction and evaluation methodology was fair, and the consistency of general physical properties of the coursebook selection and evaluation was near a high level. Also, the results showed that cultural contents regarding living conditions, religion, holidays, important days and festivals, and letter writing were included in a small amount. Some content was not interesting and out of date in terms of science and technology.

Nattaphon Pakdeecharoen (1994) wrote a thesis titled "Cultural content analysis of English reading text for the upper secondary school level". He analysed and categorized cultural topics on 2 series of coursebooks, one written by Thai scholars and the other by native speakers, using a cultural topic framework developed from those of Brooks (1964), Chastain (1976), Finocchiaro, and Suphattra

Aksaranukhro. He also studied the frequency of cultural content and cultural content levels in the 2 series by using a chi-square test. The results showed that the most often presented cultural topics were applied English usage, which included patterns of politeness, the morphology of personal exchange, and typical conversation; meals and drinks; and leisure time activities. There was one cultural topic which was not included in the coursebook, namely flowers and gardens.

Suphanee Arsairach (2007) produced a thesis entitled 'The analysis and evaluation of English textbooks for Prathomsuksa 4'. The thesis evaluated 3 English coursebooks approved to be used in grade 4 classrooms in Thai elementary schools by the Bureau of Academic Affairs and Educational Standards. She employed a coursebook evaluation form which was adapted from coursebook evaluation criteria of the Office of the Basic Education Commission of Thailand (2005), Grant (1987), Ur (1998), Cunningsworth (1995), Byrd (2001) and Department of Public Instruction of North Carolina, USA, in order to analyse contents included in the coursebooks in terms of objectives, topics, stories, language contents, social and cultural context, methodology, exercises and activities, and presentations. She also analysed questionnaires in order to explore the attitudes towards the coursebooks of the teachers and students who used them. The results showed that most of the cultural content presented in 2 out of 3 coursebooks, which were written by Thai authors, derived from Thai culture such as kinship, religious activities, weather and vegetation in Thailand; while cultural content of the native speakers were only slightly included in the 2 coursebooks. This made the students familiar with the content and capable of relating the contents to their own social and cultural context, and the teachers thought they were also familiar with the cultural content in the coursebooks. The other coursebook, written by foreign authors, included more cultural content of the native speakers regarding greetings and farewells, customs, traditions, festivals, and important days, some of which the students were able to understand, as they were commonly exposed to these cultures and were likely to relate them to their own social and cultural context as well as to compare and contrast cultural similarities and differences. However, the teachers and student were not accustomed to some cultural contents; for example, students serving themselves at lunchtime in school canteens.

(Ibid., pp. 216 – 232) This thesis did not provide precise cultural topics included in the 3 coursebooks.

Smart Choice Student Book 2 was analysed by Pimlak Meesupsang (2009). Her study examined aims and approaches, topics, skills, grammar, vocabulary, pronunciation, and social and cultural values by using a new developed checklist based mainly on Cunningsworth's. Regarding social and cultural values, she briefly analysed sexism and gender, inner lives of the characters, social relationships, and social and cultural differences in the coursebook.

Chanaporn Chaisongkram (2011) carried out a research paper on an analysis of *Mega Goal Book 1*, one of the official English coursebooks, by using a checklist adapted from criteria set by Cunningsworth (1995) and Daoud and Celce-Murcia (1979). She evaluated the coursebook's aims, design and organisation, skills, topics, vocabulary and structure, phonology, illustrations, and physical make-up. The research briefly indicated topics and their functions in each unit of the coursebook, and mentioned the chronology of the topics in the coursebook.

Pimpaporn Puengpra (2011) conducted a Master's project about language and cultural contents included in 7 English coursebooks for grade 10 students in Thailand in terms of the frequency of cultural topics presented in the coursebooks and the concordance between cultural contents in the coursebooks and those identified by the Basic Education Core Curriculum A.D. 2008. The research instrument was a cultural content analysis form based on suggested cultural topics for ELT classrooms proposed by Brooks, Chastain, and Bonomo and Finocchiaro, and she grouped these cultural topics according to Hammerly (1982, pp. 512 – 514) who categorised the instructional discourse on the target cultures into 3 parts, namely achievement culture (the hallmarks of civilisation), informational culture (the kind of information a society values), and behavioural culture (the knowledge that enables a person to navigate daily life). The results of the research indicated that the coursebooks mostly included cultural topics in the information culture group, which involved 17 cultural topics and that the cultural contents included in the 7 coursebooks accorded with those required as the indicators of the learning standard in the Basic Education Core Curriculum A.D. 2008.

In summary, the previous researches regarding cultural content in officially used English coursebooks for secondary school students in Thailand concentrated on the suitability of the coursebooks to be used in classrooms and the concordance between contents of the coursebooks and the Basic Education Core Curriculum, while the cultural topics included in the coursebooks were only slightly mentioned. Also, the cultural topics were categorised only in a few researches, and the sources of culture have not been thoroughly researched. Thus, this study aimed to analyse officially used English coursebooks for secondary school students in Thailand in terms of cultural topics included in the coursebooks, categorisation of the cultural topics, and task types used to present the cultural content based on the KASA framework, which has never been used as a framework in researches in Thailand regarding cultural content in coursebooks before.

Next chapter, a discussion on the research methodology of this study, with details on the overall research design, will be held.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter presents an overview of the research design of this study involving materials or data sources and sampling, coursebook analysis procedure which identifies the research instrument, data analysis, and estimated duration of the study.

The purpose of this study was to analyse cultural content included in the official English coursebooks for Thai secondary school students using content analysis based on the KASA framework.

Specifically, the study addresses the following research questions:

1. What Knowledge of culture (cultural topics, cultural practices, and cultural traits) is included in the coursebooks?
2. Do the coursebooks include any contents regarding Attitude (understanding the reason behind cultural traits and practices)? If so, on what cultural topics, traits, and practices are they, and how do the coursebooks present them?
3. Do the coursebooks include Skills (knowing how to perform cultural practices effectively)? If so, on what cultural topics, traits, and practices are they, and how do the coursebooks present them?
4. Do the coursebooks raise learners' Awareness of cultural similarities and differences? If so, on what cultural topics, traits, and practices do the coursebooks raise such Awareness, and how do the coursebooks present them?

3.1 Data sources and samplings

In the coursebook analysis, a purposive sampling technique was used to select materials to be used as data sources from 43 series of the officially used English coursebooks for secondary school students in Thailand for the academic year 2015 by considering these criteria:

1. The coursebooks are on the list of the coursebooks for Thai secondary school students approved by the Bureau of Academic Affairs and Educational Standards,

2. The coursebooks come in a full series for secondary school students in every grade level,

3. The coursebooks are available for everyone, and

4. The coursebooks are extensively used.

Based on the criteria above, the selected materials which will be data sources for coursebook analysis are 3 coursebook series: coursebook A, coursebook B, and coursebook C as follows:

- (1) Coursebook A, Student Book 1, published in Thailand in 2014 by publisher T.;
- (2) Coursebook A, Student Book 2, published in Thailand in 2015 by publisher T.;
- (3) Coursebook A, Student Book 3, 6th edition, published in Thailand in 2015 by publisher T.;
- (4) Coursebook A, Student Book 4, 2nd edition, published in Thailand in 2015 by publisher T.;
- (5) Coursebook A, Student Book 5, published in Thailand in 2015 by publisher T.;
- (6) Coursebook A, Student Book 6, 2nd edition, published in Thailand in 2012 by publisher T.;
- (7) Coursebook B, Student Book 1, 2nd edition, published in Thailand in 2013 by publisher E.;
- (8) Coursebook B, Student Book 2, 2nd edition, published in Thailand in 2013 by publisher E.;
- (9) Coursebook B, Student Book 3, 3rd edition, published in Thailand in 2014 by publisher E.;
- (10) Coursebook B, Student Book 4, 5th edition, published in Thailand in 2015 by publisher E.
- (11) Coursebook B, Student Book 5, 5th edition, published in Thailand in 2014 by publisher E.;
- (12) Coursebook B, Student Book 6, 5th edition, published in Thailand in 2015 by publisher E.;

- (13) Coursebook C, Student Book 1, published in Thailand in 2015 by publisher T.;
- (14) Coursebook C, Student Book 2, published in Thailand in 2015 by publisher T.;
- (15) Coursebook C, Student Book 3, published in Thailand in 2015 by publisher T.;
- (16) Coursebook C, Student Book 4, published in Thailand in 2015 by publisher T.;
- (17) Coursebook C, Student Book 5, published in Thailand in 2015 by publisher T.; and
- (18) Coursebook C, Student Book 6, published in Thailand in 2015 by publisher T.

3.2 Coursebook analysis procedure

An analysis of the coursebooks was based on the KASA framework to reveal the cultural content in the 18 coursebooks. The research instruments were coursebook analysis forms, using the Microsoft Excel programme. The coursebook analysis forms for Knowledge included information on book series name, unit, section, page, line, cultural and sub cultural topic, and sources of culture, and cultural contents presented in the coursebook. Cultural contents presented in the coursebook column were also used in order to yield the same results on repeated trials. The coursebook analysis forms for Attitude, Skills, and Awareness are similar to those for Knowledge, but there were columns about the reasons behind cultural traits and practices (Attitude), how to perform cultural traits and practices effectively (Skills), how the coursebooks raise the students' Awareness of cultural similarities and differences, and task types.

The coursebook analysis forms were developed in accordance with the following frameworks and procedures:

1. To analyse cultural contents presented in each section of the 18 coursebooks in terms of Knowledge of culture (cultural topics, cultural practices, and cultural traits), content analysis was conducted in accordance with a cultural topic framework which was adapted from elements of culture presented by Robinson (1985, pp. 7-8);

the grade level and key stage indicators for secondary school students assigned in the Basic Education Core Curriculum A.D. 2008 (Ministry of Education Thailand, 2009b, pp. 203-205); Brooks' (1964, pp. 90-95) 64 cultural topics for teaching in English language class; cultural topics for ELT recommended by Bonomo and Finocchiaro (1973, pp.60-63); and Chastain's (1976, p.382; 1988, p.304) 63 cultural topics recommended to be taught in English language class. The cultural framework consisted of at least 38 cultural topics as presented in table 3.1 below.

Table 3.1

Cultural Framework Used for Analysing Cultural Contents in the Coursebooks

Elements of culture	Cultural topics			
Ideas	1.belief, attitude, and thought 3.moral and spiritual values 6.religions	7.superstitions	2.conventions and religious taboos 4.social values 8.personal needs	5.gender roles 9.institution
Behaviours	1.birth 5.social etiquette 9.routines 13. important days and celebrations 15.foods and beverages 17. religious events and activities 19.school routines 21.non-verbal communication	2.death 6.the family 10.lifestyles	3.marriage 7.dress 11.language usage 14.social interactions 16.origin of customs and traditions 18.living conditions 20.life in town and country life 22.the social system	4.holidays 8.youth 12.leisure
Products	1.art 5.literature	2.artefacts 6.music	3.folklore 7.science and technology	4.history

2. After gathering all the cultural content regarding Knowledge of culture and categorizing them into cultural topics, sources and categories of cultures were also studied. Sources of culture were based on Cortazzi and Jin's (1999) assumption on cultural information used in English language textbooks and materials: source culture, the target culture, and international target cultures. As these themes relate to big C and little c cultures, cultural contents regarding Knowledge of culture are also studied in these categories.

3. To analyse cultural content presented in each section of the 18 coursebooks in terms of Attitude (understanding the reason behind cultural traits and practices), content analysis was carried out considering aspects of reasons behind cultural traits

and practices presented in the coursebooks; e.g. reasons why students need to know such cultural traits and practices, reasons why people do such cultural traits and practices in particular ways, and reasons why such cultural traits and practices were originated.

4. To analyse cultural content presented in each section of the 18 coursebooks in terms of Skills (knowing how to perform cultural practices effectively), content analysis was performed considering how the coursebooks show how to perform cultural practices, which include actions, interactions, language and other forms of communication, self-expression, actions associated with social groups and use of cultural products, nonverbal communication including interpretations of time, space, and the context of communication in social situations, notions of appropriateness and inappropriateness, and taboos effectively, as well as what not to do for such cultural practices.

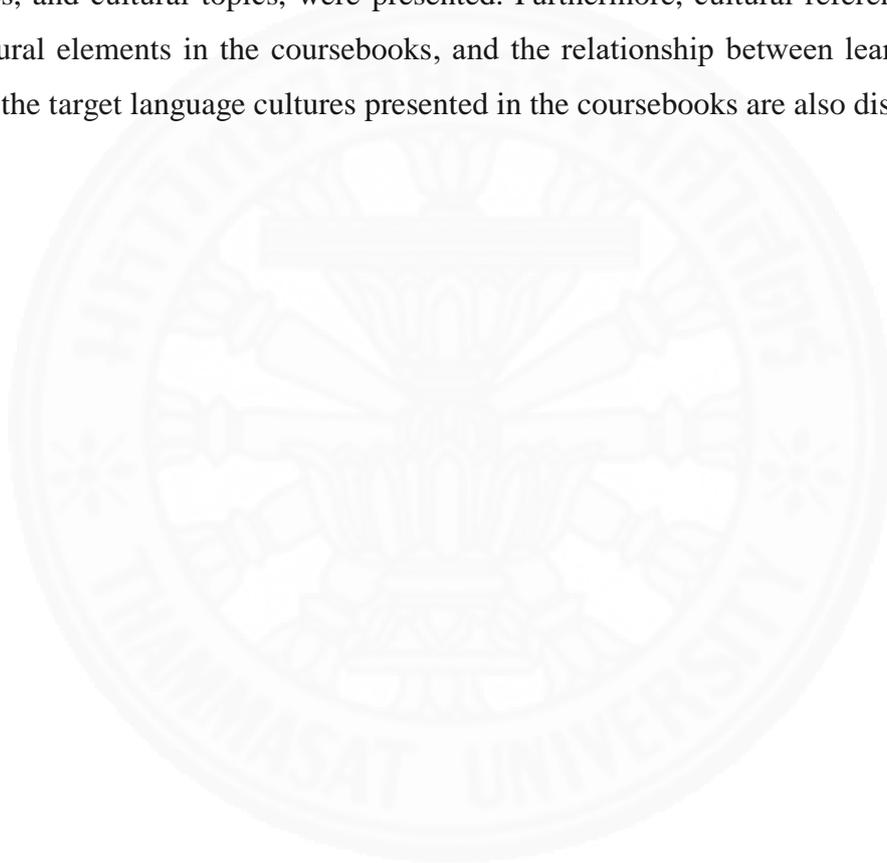
5. To analyse cultural content presented in each section of the 18 coursebooks in terms of Awareness of cultural similarities and differences, content analysis was conducted considering how the coursebooks raise students' Awareness of cultural similarities and differences; e.g. how the coursebooks signify cultural similarities and differences amongst Thai culture (source culture), the target culture, and international cultures, and if the coursebooks present, compare, and contrast cultural practices in those cultures.

6. To explore how Attitude (understanding the reason behind cultural traits and practices), Skills (knowing how to perform cultural practices effectively), and Awareness of cultural similarities and differences are presented in the 18 coursebooks, cultural contents presented in each section of the coursebooks were analysed according to task types identified by Nunan (1990; 2004) and Parrot (1993), activity types suggested by Nunan (1990) and Scrivener (2006), and types of items introduced by Harris (1969) and Buck (2001).

3.3 Data analysis

To answer the research questions, the results from the coursebook content analysis were descriptively explained and discussed in terms of Knowledge of culture

(cultural topics, cultural practices, and cultural traits) included in the coursebooks; Attitude (understanding the reason behind cultural traits and practices) included in the coursebooks and how the coursebooks present them; Skills (knowing how to perform cultural practices effectively) included in the coursebooks and how the coursebooks present them; Awareness of cultural similarities and differences included in the coursebooks and how the coursebooks present them. Also, counts of key categories, which is another goal of content analysis (Neuendorf, 2001, p.14), such as tasks, task types, and cultural topics, were presented. Furthermore, cultural references, roles of cultural elements in the coursebooks, and the relationship between learners' culture and the target language cultures presented in the coursebooks are also discussed.



CHAPTER 4

RESULTS OF THE STUDY

This chapter presents the results of the study. To be precise, the results are shown so as to answer the following research questions respectively:

1. What Knowledge of culture (cultural topics, cultural practices, and cultural traits) is included in the coursebooks?
2. Do the coursebooks include any content regarding Attitude (understanding the reason behind cultural traits and practices)? If so, on what cultural topics, traits, and practices are they, and how do the coursebooks present them?
3. Do the coursebooks include Skills (knowing how to perform cultural practices effectively)? If so, on what cultural topics, traits, and practices are they, and how do the coursebooks present them?
4. Do the coursebooks raise learners' Awareness of cultural similarities and differences? If so, on what cultural topics, traits, and practices do the coursebooks raise such Awareness, and how do the coursebooks present them?

4.1 Knowledge of culture

The results of the analysis of Knowledge of culture (cultural topics, cultural practices, and cultural traits) included in the coursebooks are to be respectively presented in terms of:

- 1) cultural topics presenting Knowledge of culture grouped according to their elements of culture (Robinson, 1985, pp. 7-8), which are behaviours (observable phenomena), ideas (non-observable phenomena), and products (observable phenomena)
- 2) cultural topics categorised in accordance with their sources of culture, which refer to 4 sources of culture: the source culture or learners' own culture, the target cultures or the cultures where the target language is used as a first language, the international target cultures assigned to cultures in English- or non-English-speaking countries around the world other than the source culture or the target languages, and

unidentified sources of culture which refer to ones with no reference to any cultures, and

3) cultural topics categorised according to big C culture and small c culture concepts which refer to literature and the arts, and everyday life respectively (Kramsch, 2015, p. 403).

4.1.1 Categorisation according to elements of culture

The content analysis of Knowledge of culture included in the coursebooks indicates that Knowledge of culture deals with 34 cultural topics which can be grouped into 3 groups: ideas, behaviours, and products according to Robinson's elements of culture (1985, pp. 7-8) as presented in table 4.1 below.

Table 4.1

Cultural Topics Regarding Knowledge of Culture Grouped according to Elements of Culture

Elements of culture	Cultural topics			
Ideas	1.belief, attitude, and thought 4.moral and spiritual values 7.religious beliefs	2.personal needs 5.social values 8. sex, gender, and sexuality	3.personal values 6.stereotype	
Behaviours	1.birth 5.politics 9. language usage 12.customs and traditions 14.habits and routines 16.religious practices and people 18. kinship, marriage, and the family 20. important days, festivals, and celebrations	2.death 6.geography 10.social etiquette 13.foods and beverages 15.non-verbal communication 17.lifestyles and living conditions	3.dress 7. leisure 11. social interaction	4.education 8.youth
Products	1.art 5.literature	2.artefacts 6.science and technology	3.folklore	4.history

Noticeably, most of the cultural topics presented in the coursebooks belong to the behaviours group adding up to approximate 60% of all the cultural topics, while cultural topics in the ideas and products groups were 23% and 17% respectively.

Moreover, the results show that the 34 cultural topics presenting Knowledge of culture in the coursebooks consisted of 605 sub-cultural topics, some of which are

overlapped, for example; amongst the cultural topics of customs and traditions and death, cultural contents about how people in a country dress for a funeral could possibly be grouped into the three cultural topics. However, the contents were grouped into the death topic within the sub-cultural topic of death rituals, and such contents were categorised under the same topic by tracing back to the previous contents by checking out the cultural contents presented in the coursebook column in the cultural analysis forms and looking in a table of all cultural and sub-cultural topics as well as a note of repetitively overlapped topics. Other ambiguous cultural contents were treated in the same way.

Additionally, there are some cultural topics with the same sub-cultural topic, since this study categorised the cultural topics according to Robinson's elements of culture tenets (ideas, behaviours, and products). For instance, the cultural topics of art and belief, attitude, and thought both have 'music' as a sub-cultural topic. They were grouped into different cultural topics because 'music' within art refers to cultural contents about 'music' as a product or observable phenomena such as song names, music styles, albums, musical instrument, etc.; while 'music' within belief, attitude and thought refers to how people think about and have attitudes towards music (the product).

The list of all cultural and sub-cultural topics showing Knowledge of culture in the coursebooks is shown in table 4.2 on pages 44 – 49.

Table 4.2

List of 34 Cultural and 605 Sub-cultural Topics Presenting Knowledge of Culture

Elements of culture	Cultural topics and Sub-cultural topics
Ideas	1. Belief, attitude, and thought
	1. airports 2. animals 3. argument 4. art 5. attitude 6. bad luck 7. beauty 8. business
	9. colours 10. dress 11. crime 12. dancing 13. death 14. deities 15. dreams 16. failure
	17. fate 18. flowers 19. games 20. ghosts 21. love 22. money 23. music 24. mystery
	25. seasons 26. pets 27. phobias 28. politics 29. symbols 30. tourism 31. praising 32. rumours
	33. cartoons 34. chance 35. holidays 36. ICT 37. peace 38. sports 39. hypnosis 40. shopping
	41. perfumes 42. education 43. foreigners 44. good luck 45. hairstyles 46. gossiping 47. judgment 48. quotations
	49. superhero 50. symmetry 51. the beach 52. travelling 53. technology 54. good works 55. coincidences 56. intelligence
	57. occupations 58. weather 59. world view 60. prediction 61. birthday celebrations 62. communicating habits
	63. comradeship and friendship 64. foods and beverages 65. invented languages 66. leisure and recreations
	67. personal's attitude 68. wizards and witches 69. outer space creatures 70. natural phenomenons
71. people's appearances 72. topics of conversation 73. transport and vehicles 74. understanding others	
75. family rules and discipline 76. respect for the natural world 77. methods of communication 78. important and famous people	
79. accommodation 80. advertisements 81. organisations 82. body decoration 83. eating habits 84. communication	
85. environment 86. films and dramas 87. gender habits 88. foreign cultures 89. foreign languages 90. gender difference	
91. generation gap 92. globalization 93. good and evil 94. living one's life 95. magic tricks 96. Murphy's Law	
97. neighbourhood 98. performances 99. personal image 100. Santa Claus 101. shooting stars 102. entertainment	
103. superstitions 104. quality of life 105. rude people 106. TV programmes 107. tricks and pranks	
108. kinship, marriage, and the family 109. youth in the press 110. making a complaint	
	2. Moral and spiritual values
	1. humanitarianism 2. philanthropist
	3. Personal needs
	1. beauty 2. body weight 3. career 4. dress 5. education 6. happiness
	7. money 8. security 9. accommodation 10. being fashionable 11. daily routines 12. health and welfare
	13. individuality 14. personal image 15. kinship, marriage, and the family

Table 4.2

List of 34 Cultural and 605 Sub-cultural Topics Presenting Knowledge of Culture (Cont.)

Elements of culture	Cultural topics and Sub-cultural topics
Ideas	4. Personal values 1. anti-materialism 2. capitalism 3. eco-friendly 4. honesty 5. materialism 6. moral of a song 7. privacy 8. vandalism
	5. Religious beliefs 1. deities 2. the Last Supper
	6. Sex, gender, and sexuality 1. gender ideology 2. women's liberty
	7. Social values 1. beauty 2. trust 3. body weight 4. honesty 5. individual liberty 6. masculine beauty 7. success in careers
	8. Stereotypes 1. the poor 2. the rich 3. gender difference 4. blond-haired people
	Behaviours
	1. Birth 1. birthday 3. birthday gifts 2. birthday celebrations 4. congratulation on birthdays 5. newborn baby celebrations
	2. Customs and traditions 1. drinking a toast 2. awards and prizes 3. class reunions 4. colours 5. fake goods 6. farewell party 7. flea markets 8. garage sales 9. giving gifts 10. giving joke gifts 11. greeting cards 12. hidden treasures 13. white lies 14. horoscope 15. land diving ritual 16. leaving home 17. names and naming 18. new home 19. tricks and pranks 20. night markets 21. paying homage 22. personification 23. raffle tickets 24. status symbols 25. visiting sick persons 26. street sales 27. taboos 28. time capsules 29. tipping 30. tossing a coin 31. asking for famous people's autographs 32. homestay and host families 33. New Year's resolutions 34. sharing a place with roommates 35. writing on the cast of a broken
	3. Dress 1. accessories 2. dress code 3. jewelry 4. clothes 5. costumes 6. uniforms 7. perfumes 8. seasonal dress 9. appropriateness 10. body decoration 11. levels of dress formality 12. make up and fashion 13. dress for particular activities and occasions.

Table 4.2

List of 34 Cultural and 605 Sub-cultural Topics Presenting Knowledge of Culture (Cont.)

Elements of culture	Cultural topics and Sub-cultural topics
Behaviours	4. Death 1. death rituals 2. resting places 3. items as regards death rituals
	5. Education 1. admission 2. campus life 3. examinations 4. dropping out 5. graduation 6. internships 7. punishment 8. scholarship 9. school lunch 10. school press 11. school reports 12. school types 13. extra classes 14. timetable 15. school routines 16. common classroom expression 17. extracurricular activities 18. lectures and classes 19. parents' school visits 20. school attendance and absence 21. rules and regulations 22. violation of rules and regulation 23. Teacher's home visits 24. class presidents 25. education system 26. foreign students 27. student exchange 28. school discipline 29. subjects and courses 30. degrees and education background 31. enrollment and course withdrawal 32. marking and academic records 33. names of faculties and studying fields 34. names of instructional materials 35. terms for calling students in each grade 36. school infrastructure and facilities 37. people in the building (names, functions, special services) 38. names of locations, buildings, rooms, and parts of the room
	6. Foods and beverages 1. containers 2. diets 3. family meals 4. the dishes 5. food waste 6. meals 7. menu 8. food and beverage types 9. globalisation of foods 10. recipes and cooking 11. types of restaurant 12. takeaway and delivery 13. foods for particular occasions 14. snacks and between meal eating
	7. Habits and routines 1. chores 2. odd jobs 3. daily routines 4. dressing habits 5. eating habits 6. exercising habits 7. working habits 8. shopping habits 9. sleeping habits 10. studying habits 11. communicating habits 12. work routines 13. topics of conversation
	8. Important days, festivals, and celebrations 1. celebrating activities 2. celebration decorations 3. Invitations and visiting 4. Naming important days, festivals, and celebrations
	9. Kinship, marriage, and the family 1. blind dates 2. dating 3. family size 4. marriage 5. proposal 6. relatives 7. spouses 8. symbiosis 9. celebrating anniversary 10. family quality time 11. family rules and discipline 12. wedding ceremonies 13. children adoption 14. dating services 15. family structure 16. kinship systems 17. marital status 18. family relationship

Table 4.2

List of 34 Cultural and 605 Sub-cultural Topics Presenting Knowledge of Culture (Cont.)

Elements of culture	Cultural topics and Sub-cultural topics
Behaviours	9. Kinship, marriage, and the family (Cont.) 19. family visiting and reunions 20. separation and divorce 21. romantic relationship and courtship
	10. Language usage 1. abbreviations 2. slangs 3. quotations 4. catchwords 5. loan words 6. jargons 7. ellipsis 8. contractions 9. exclamations 10. alphabets and letters 11. abbreviations for online chats 12. complementary closing 13. levels of formality 14. foreign languages 15. forms of address 16. invented languages 17. spoken languages 18. official languages 19. typical conversations 20. text message symbols
	11. Leisure 1. aeromodeling 2. animal riding 3. parties 4. ballet 5. pets 6. performances 7. camping 8. picnic 9. cliff hanging 10. clubs 11. races 12. cooking 13. dancing 14. radio 15. drawing 16. reading 17. eating 18. eating out 19. shopping 20. the beach 21. farm chores 22. toys 23. fishing 24. food drive 25. gambling 26. games 27. gardening 28. trekking 29. handicrafts 30. TV 31. hanging out 32. holidays 33. Internet 34. kites 35. volunteer 36. music 37. needlework 38. nightlife 39. painting 40. parachuting 41. the library 42. theme parks 43. writing 44. zorbing 45. going for a drive\ride 46. parks and playgrounds 47. animal watching 48. bungee jumping 49. circus and rodeo 50. collecting things 51. designing clothes 52. exploring caves 53. films and dramas 54. hang gliding 55. shark diving 56. space tourism 57. staying at home 58. taking photos 59. safari and wildlife parks 60. beauty salons and spas 61. doing magic tricks 62. exercise and sports 63. studying languages 64. talking on the phone 65. travel, trips, and tours 66. watching sports games 67. white-water rafting 68. zoos and aquariums 69. museums, exhibitions, and galleries
	12. Geography 1. climate 2. environment 3. wildlife 4. weather 5. natural resources 6. seasons 7. vegetation 8. stones and gems 9. geographical features 10. Natural phenomenons
	13. Non-verbal communication 1. eye contact 2. gesture and posture 3. sign language 4. proximity 5. haptic communication
	14. Religious practices and people 1. friars 2. priests 3. priestesses 4. sisters 5. religious leaders 6. religious activities

Table 4.2

List of 34 Cultural and 605 Sub-cultural Topics Presenting Knowledge of Culture (Cont.)

Elements of culture	Cultural topics and Sub-cultural topics
Behaviours	15. Politics 1. citizen's rights 2. government sectors 3. rulers 4. voting and election 5. political groups 6. governmental organisations 7. leaders of the government
	16. Lifestyles and living conditions 1. accidents 2. news 3. occupations 4. organisations 5. services 6. campaigns 7. charity 8. city life 9. cleanliness 10. stationery 11. country life 12. crime 13. day care 14. drugs 15. economics 16. emigration 17. suicide 18. the press 19. furniture 20. traffic 21. trusts 22. law 23. quality of life 24. inheritance 25. insurance 26. hygiene 27. immigration 28. agriculture and livestock 29. humanitarian causes 30. international organisations 31. methods of communication 32. keeping warm and cool 33. tobacco and smoking 34. national parks and reservations 35. sports and games equipment 36. types of restaurant 37. transport and vehicles 38. international events 39. health and welfare 40. the home, rooms, parts of it, and their uses 41. infrastructure 42. neighbourhood 43. part-time jobs 44. the community 45. working animals 46. places of interest 47. accommodation 48. advertisements 49. competitions 50. foraging culture 51. globalisation 52. household goods 53. home decoration items and products 54. books and other reading matters 55. household appliances and utensils 56. fairs, expositions, and events 57. gardens, lawns, and sidewalks 58. sports teams and organisation
	17. Social etiquette 1. expletives 2. bad habits 3. bad manners 4. train etiquette 5. coughing in public 6. doorway etiquette 7. escalator etiquette 8. queueing up 9. table manners 10. respect for places 11. expressing gratitude 12. apology and excuses 13. patterns of politeness 14. honorifics and titles 15. saying bless you to someone who has sneezed
	18. Social interaction 1. persuading 2. arguing 3. appointments 4. visiting 5. business contact 6. communicating 7. school bullying 8. congratulation 9. socialising online 10. making a request 11. making an offer 12. giving a speech 13. giving opinions 14. gossiping 15. negotiation 16. penmanship 17. interviewing 18. invitations 19. self-introduction and introduction of others 20. expressing understanding and sympathy 21. greeting, friendly exchange, and farewell 22. agreeing and disagreeing 23. asking for a suggestion 24. comradeship and friendship 25. expressing admiration 26. expressing wishes for success 27. humour and sense of humour 28. making a complaint 29. making a suggestion

Table 4.2

List of 34 Cultural and 605 Sub-cultural Topics Presenting Knowledge of Culture (Cont.)

Elements of culture	Cultural topics and Sub-cultural topics
Behaviours	19. The social system 1. royalty 2. rulers 3. social class 4. social groups 5. social class identification 6. succession to the throne
	20. Youth 1. environment 2. music 3. clothes 4. fashion 5. freedom 6. health 7. eating habits 8. home leaving 9. cyber bullying 10. ICT 11. socialising 12. the press 13. trends 14. law 15. neighbourhood 16. Chores 16. books and other reading matters 17. common habits and addictions 18. kinship, marriage, and the family 19. leisure and recreations 20. neighbourhood 21. shopping habits 22. online activities 23. part-time jobs 24. topics of conversation 25. science and technology
	Products
1. Art	1. architecture 2. cartoons 3. dances 4. drama 5. films 6. music 7. painting 8. performances 9. plays 10. sculpture 11. soap operas 12. TV programmes
	2. Artefacts 1. crosses 2. jewelry 3. ornaments 4. gold coins 5. tools of stone and bone 6. weapons
	3. Folklore 1. amulets 2. sayings 3. charms 4. national flags 5. folktales 6. handicrafts 7. idioms 8. legends 9. martial arts 10. myths 11. proverbs 12. dialects 13. traditional national costumes 14. traditional performances 15. birthday song 16. national anthems 17. street performances 18. Traditional and national foods and beverages
	4. History 1. important and famous people 2. archaeological finding 3. important historical events 4. historical documents and speeches 5. ancient civilisations of the world
	5. Literature 1. prose 2. drama 3. poetry 4. characters from literature
	6. Science and technology 1. animal hybrids 2. Inventions 3. special effects 4. vehicles 5. sports technology 6. ICT 7. medicine and medical development 8. Security technology 9. Scientific discovery and development 10. nanotechnology 11. entertainment technology 12. gadgets and devices 13. household technology 14. banking technology

The results of the study show that the cultural topics which make up most of the sub-cultural topics are (1) belief, attitude, and thought (2) leisure and (3) lifestyles and living conditions which amount to 237 sub-cultural topics or approximately 40% of all of the sub-cultural topics, while moral and spiritual values, religious beliefs, and sex, gender, and sexuality cover only 2 sub-cultural topics each which add up to 1%. See the total numbers and list of all cultural and sub-cultural topics showing Knowledge of culture in the coursebooks in table 4.3 below.

Table 4.3

<i>Total Numbers of Cultural and Sub-cultural Topics Presenting Knowledge of Culture</i>		
Cultural topics	Numbers of sub-cultural topics	Percentage (%)
Ideas		
1. belief, attitude, and thought	110	18.18
2. moral and spiritual values	2	0.33
3. stereotypes	4	0.66
4. personal needs	15	2.48
5. personal values	8	1.32
6. religious beliefs	2	0.33
7. sex, gender, and sexuality	2	0.33
8. social values	7	1.16
Sub total	150	24.79
Behaviours		
1. birth	5	0.83
2. customs and traditions	35	5.79
3. death	3	0.49
4. dress	13	2.15
5. education	37	6.11
6. foods and beverages	14	2.31
7. geography	10	1.65
8. habits and routines	13	2.15
9. important days, festivals, and celebrations	4	0.66
10. kinship, marriage, and the family	21	3.47
11. language usage	20	3.30
12. leisure	69	11.40
13. lifestyles and living conditions	58	9.59
14. non-verbal communication	5	0.83

Table 4.3

*Total Numbers of Cultural and Sub-cultural Topics Presenting Knowledge of Culture
(Cont.)*

Cultural topics	Numbers of sub-cultural topics	Percentage (%)
Behaviours		
15. politics	7	1.16
16. religious practices and people	6	1
17. social etiquette	15	2.48
18. social interaction	29	4.79
19. the social system	6	1
20. youth	25	4.13
Sub total	395	65.29
Products		
1.art	12	1.98
2.artefacts	6	1
3.folklore	19	3.14
4.history	5	0.83
5.literature	4	0.66
6.science and technology	14	2.31
Sub total	60	9.92
Total	605	100%

As for all the results of content analysis on Knowledge of culture presented in the coursebooks, see Appendix A.

4.1.2 Categorisation according to sources of culture

The cultural topics regarding Knowledge of culture presented in the coursebooks can also be categorised according to their sources of culture (Cortazzi & Jin, 1999, pp. 204-205). Sources of culture used in this research are as follows:

4.1.2.1 The source culture

The source culture in this study refers to Thai culture, as the coursebooks are used in Thailand by Thai secondary school students. The results show that the source culture (Thai culture) is shown in 28 cultural topics and 321 sub-cultural topics out of 34 cultural topics and 605 sub-cultural topics which show Knowledge of culture. Cultural content as regards artefacts, death, personal values, religious beliefs, and religious practices and people do not derive from Thai culture.

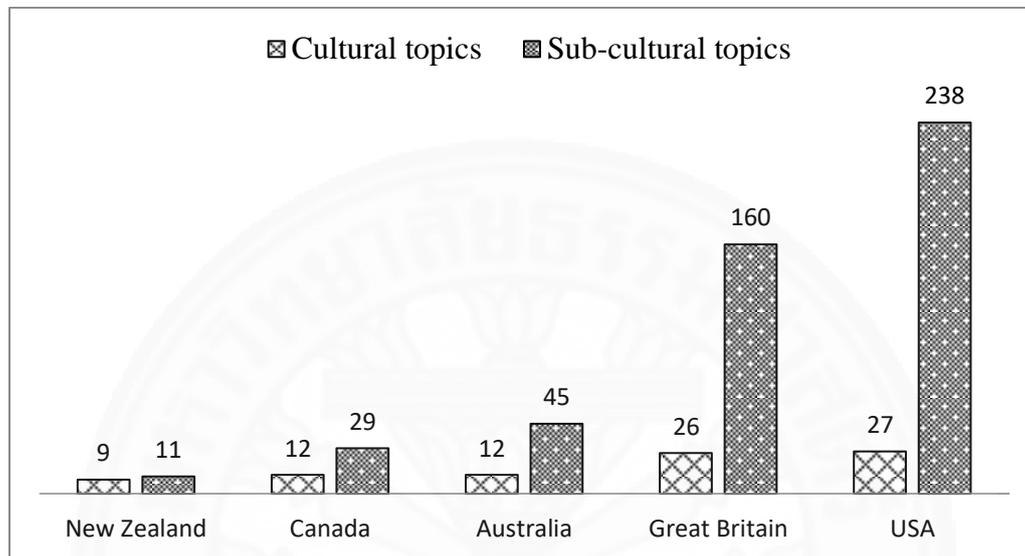
4.1.2.2 The target cultures

The target cultures here refer to cultures of the Inner Circle countries which are the US, UK, Australia, New Zealand, and Canada (Kachru, 1992, pp. 356-357). The results of content analysis indicate that Knowledge of culture is included in 29 cultural topics and 288 sub-cultural topics. Amongst all of the 34 cultural topics showing Knowledge of culture, the coursebooks do not include content from the target cultures on 5 cultural topics; namely birth, death, religious beliefs, stereotypes, and sex, gender, and sexuality.

Amongst all sources of the target cultures, the most often presented one is American culture, shown in 27 cultural topics and 238 sub-cultural topics. The least presented culture is that of New Zealand, as it appears in only 9 cultural topics – art; customs and traditions; dress; geography; language usage; leisure; lifestyles and living conditions; science and technology; and social interaction,– and 11 sub-cultural topics. See table 4.4 next page for total numbers of cultural and sub-cultural topics showing Knowledge of Culture Deriving from the Target Cultures.

Table 4.4

Numbers of Cultural Topics and Sub-cultural Topics Showing Knowledge of Culture Deriving from the Target Cultures



4.1.2.3 The international target cultures

The international target cultures refer to those in English- or non-English-speaking countries around the world other than the source culture or target cultures. The results of content analysis indicate that Knowledge of culture is presented in 33 cultural topics and 264 sub-cultural topics. Amongst all of the 34 cultural topics showing Knowledge of culture, ‘Stereotypes’ is the only cultural topic which does not include any content from the international target cultures.

The sources of the international target cultures are from 76 countries, 7 ethnic groups and 9 ancient civilisations of the world. (See table 4.5) The most often presented cultures are those of China, which are presented in 22 cultural topics and 77 sub-cultural topics, India (22 cultural topics and 54 sub-cultural topics), and France (17 cultural topics and 56 sub-cultural topics).

Table 4.5

Sources of the International Target Cultures Shown in Knowledge of Culture

Sources of the International Target Cultures Shown in Knowledge of				
Ethnic groups	1. The Inuits	2. The Maori	3. The Bedouins	4. The Mongols
	5. The Native people of America		6. The natives of Pacific Islands	
	7. The people from Polynesian islands			
Ancient civilisations of the world	1. The Inca	2. The Aztec	3. The Mayans	4. Prussia
	5. The ancient Romans		6. The ancient Egyptians	
	7. The Sumerians	8. The Anglo-Saxon	9. The ancient Chinese	
Countries around the world	1. Algeria	2. Antigua and Barbuda	3. Argentina	4. Austria
	5. Belgium	6. Belize	7. Bangladesh	8. Brazil
	9. Brunei Darussalam	10. Cambodia	11. China	12. Columbia
	13. Croatia	14. Costa Rica	15. Cuba	16. Czech Republic
	17. Côte d'Ivoire	18. Denmark	19. Ecuador	20. Dominican Republic
	21. Egypt	22. Equatorial Guinea	23. Ethiopia	24. France
	25. Germany	26. Ghana	27. Greece	28. Guatemala
	29. Iceland	30. Hong Kong	31. Hungary	32. India
	33. Iraq	34. Italy	35. Japan	36. Jordan
	37. Kenya	38. Republic of Korea	39. Libya	40. Madagascar
	41. Malaysia	42. Mali	43. Mauritania	44. Mexico
	45. Mongolia	46. Morocco	47. Namibia	48. Nicaragua
	49. Netherlands	50. Niger	51. Nigeria	52. Norway
	53. Pakistan	54. Panama	55. Peru	56. Papua New Guinea
	57. Philippines	58. Poland	59. Portugal	60. Samoa
	61. Russian Federation	62. Singapore	63. Spain	64. South Africa
	65. Sri Lanka	66. Sudan	67. Switzerland	68. Sweden
	69. Syrian Arab Republic	70. Taiwan	71. United Republic of Tanzania	72. Tunisia
	73. Turkey	74. Vanuatu	75. United Arab Emirates	76. Vietnam

4.1.2.4 Unidentified sources of culture

The results of content analysis show that contents from unidentified sources of culture dealt with 31 cultural topics out of the 34 cultural topics showing Knowledge of culture (see table 4.1 on page 42), and 456 sub-cultural topics, except the cultural topics of artefacts, non-verbal communication, and sex, gender, and sexuality.

See table 4.6 next page for numbers of cultural and sub-cultural topics presenting Knowledge of culture from each source of culture.

Table 4.6

Numbers of Cultural and Sub-cultural Topics Presenting Knowledge of Culture from Each Source of Culture

Sources of culture	Numbers of cultural topics	Numbers of sub-cultural topics
The source culture (Thai culture)	28	321
The target cultures	29	288
1. New Zealand	9	11
2. Canada	12	29
3. Australia	12	45
4. Great Britain	26	160
5. USA	27	238
The international target cultures	33	264
1-14. Algeria, Brunei Darussalam, Chad, Croatia, Côte d'Ivoire, Hungary, Libya, Mauritania, Papua New Guinea, Philippines, Portugal, Samoa, Sudan, Tunisia	1	1
15-27. Antigua and Barbuda, Denmark, Equatorial Guinea, Ethiopia, Iraq, Jordan, Madagascar, Mali, Namibia, Nicaragua, Norway, Singapore, Syrian Arab Republic	2	2
28-30. Belgium, Panama, United Republic of Tanzania	2	3
31. Malaysia	2	4
32. Mongolia	2	5
33-36. Cuba, Pakistan, Sri Lanka, Vanuatu	3	3
37-38. Belize, Niger	3	4
39. Bangladesh	3	5
40-42. Czech Republic, Guatemala, Nigeria	3	6
43. Chile	3	8
44-45. Ghana, Taiwan	4	4
46-47. Austria, Cambodia	4	5
48-49. Dominican Republic, United Arab Emirates	4	6
50. Hong Kong	5	5
51-52. Kenya, Turkey	5	10
53. Ecuador	5	11
54. Morocco	6	8
55. Costa Rica	6	12
56-57. Finland, Poland	6	13
58. Peru	6	15

Table 4.6

Numbers of Cultural and Sub-cultural Topics Presenting Knowledge of Culture from Each Source of Culture (Cont.)

Sources of culture	Numbers of cultural topics	Numbers of sub-cultural topics
59. Columbia	8	13
60. Switzerland	8	15
61. Vietnam	9	13
62-63. Netherlands, Sweden	9	17
64. South Africa	11	16
65-66. Republic of Korea, Russian Federation	11	18
67. Greece	14	35
68. Egypt	15	36
69. Brazil	16	38
70. Germany	17	38
71. France	17	56
72. Spain	18	51
73. Japan	19	45
77. Italy	19	50
75. Mexico	20	48
76. India	22	54
77. China	22	77
Unidentified sources of culture	31	456

4.1.3 Categorisation according to Big C culture and small c culture concepts

The 34 cultural topics showing Knowledge of culture can be grouped according to the concepts of big C and small c culture adapted from the tenets proposed by Peterson (2004) and Kramsch (2015) which define big C culture as literature and arts and classic or grand themes and small c culture as the culture which focuses on common or minor themes involving the routine aspects of life and encompasses everything as a total way of life or everyday life (Peterson, 2004 pp. 24-25; Kramsch, 2015, p.403) as follows:

Table 4.7

Cultural Topics Categorised according to Big C and Small c Culture Concepts

Concepts of culture	Cultural topics			
Big C culture	1. Social values 5. Politics 9. Literature 13. Religious beliefs 15. Science and technology 17. The social system 19. Belief, attitude, and thought 21. Kinship, marriage, and the family 23. Important days, festivals, and celebrations	2. Birth 6. Geography 10. History 14. Religious practices and people 16. Sex, gender, and sexuality 18. Social etiquette 20. Moral and spiritual values 22. Customs and traditions	3. Death 7. Art 11. Education 14. Religious practices and people 16. Sex, gender, and sexuality 18. Social etiquette 20. Moral and spiritual values 22. Customs and traditions	4. Folklore 8. Artefacts 12. Stereotypes 14. Religious practices and people 16. Sex, gender, and sexuality 18. Social etiquette 20. Moral and spiritual values 22. Customs and traditions
Small c culture	1. Dress 5. Habits and routines 7. Personal needs 10. Social interaction	2. Leisure 8. Personal values	3. Language usage 6. Lifestyles and living conditions 9. Non-verbal communication 11. Foods and beverages	4. Youth 6. Lifestyles and living conditions 9. Non-verbal communication 11. Foods and beverages

The results show that most of the cultural topics presenting Knowledge of culture belong to the big C culture concept (23 cultural topics, 67.64%), while there were 11 cultural topics (32.36%) representing the small c culture concept.

4.2 Attitude

The results of the content analysis reveal that contents regarding Attitude present many aspects of reasons behind cultural traits and practices within 173 tasks dealing with 22 cultural topics and 77 sub-cultural topics as can be seen in table 4.8.

Table 4.8

Cultural and Sub-cultural Topics Regarding Attitude

Cultural topics	Sub-cultural topics
1. Art	1. architecture 2. TV programmes
2. Belief, attitude, and thought	1. superstitions 2. animals 3. colours 4. politics 5. holidays 6. occupations 7. advertisements 8. exercise and sports 9. leisure and recreations 10. makeup and fashion 11. quality of life 12. science and technology 13. TV programmes
3. Customs and traditions	1. land diving ritual 2. names and naming
4. Death	1. death rituals

Table 4.8

Cultural and Sub-cultural Topics Regarding Attitude

Cultural topics	Sub-cultural topics
5. Dress	1. accessories 2. perfumes 3. makeup and fashion 4. clothes 5. body decoration
6. Education	1. punishment 2. teacher's home visits
7. Folklore	1. traditional performances
8. Foods and beverages	1. meals
9. Habits and routines	1. communicating habits 2. eating habits 3. exercising habits 4. shopping habits
10. History	1. important and famous people
11. Important days, festivals, and celebrations	1. celebrating activities 2. celebration decorations
12. Kinship, marriage, and the family	1. dating services 2. family relationship 3. separation and divorce 4. wedding ceremonies
13. Language usage	1. spoken languages 2. invented languages 3. loan words
14. Leisure	1. shopping 2. pets 3. holidays 4. races 5. volunteer 6. travel, trips, and tours 7. exercise and sports
15. Lifestyles and living conditions	1. infrastructure 2. accidents 3. competitions 4. economics 5. immigration 6. traffic 7. fairs, expositions, and events 8. accommodation 9. law 10. transport and vehicles
16. Non-verbal communication	1. gesture and posture
17. Personal needs	1. career 2. education 3. accommodation
18. Science and technology	1. ICT 2. inventions
19. Social etiquette	1. coughing in public 2. apology and excuses
20. Social interaction	1. gossiping 2. negotiation 3. business contact 4. humour and sense of humour 5. communicating
21. Social values	1. beauty
22. Youth	1. freedom 2. eating habits 3. home leaving behaviour 4. common habits and addictions 5. leisure and recreations

Furthermore, the results of content analysis indicate that amongst the 22 cultural topics regarding Attitude, the most frequent cultural topics regarding Attitude are belief, attitude, and thought (33 tasks); history (23 tasks); and lifestyles and living conditions (21 tasks) which amount to 77 tasks or 44.51%, while the least frequent ones are foods and beverages, non-verbal communication, and social values which amount to 3 tasks or 1.73%. See the frequency of cultural topics showing Attitude in table 4.9 next page.

Table 4.9

Frequency of Cultural Topics Regarding Attitude

Cultural topics regarding Attitude	Frequency (tasks)	Percentage (%)
Foods and beverages	1	0.58
Non-verbal communication	1	0.58
Social values	1	0.58
Education	2	1.16
Folklore	2	1.16
Social etiquette	2	1.16
Customs and traditions	2	1.16
Death	3	1.73
Art	4	2.31
Personal needs	4	2.31
Kinship, marriage, and the family	5	2.89
Language usage	5	2.89
Science and technology	5	2.89
Youth	6	3.47
Habits and routines	6	3.47
Important days, festivals, and celebrations	8	4.62
Social interaction	8	4.62
Dress	12	6.94
Leisure	19	10.98
Lifestyles and living conditions	21	12.14
History	23	13.29
Belief, attitude, and thought	33	19.07
Total	173	100

The results of content analysis also show that there are 173 tasks regarding Attitude which can be divided into 9 task types, namely writing tasks, speaking tasks, examples of a task, dialogues, grammar exercises, discussion tasks, questions and answers, listening tasks (audio scripts), and reading tasks. Types and frequency of each task are presented in table 4.10 next page.

Table 4.10

Types and Frequency of Tasks Showing Attitude

Task types	Frequency (tasks)	Percentage (%)
1. dialogues	2	1.16
2. examples of a task	2	1.16
3. listening tasks (audio scripts)	3	1.73
4. grammar exercises	6	3.47
5. writing tasks	7	4.05
6. speaking tasks	17	9.83
7. discussion tasks	24	13.87
8. questions and answers	28	16.18
9. reading tasks	84	48.55
Total	173	100

From table 4.10, contents regarding Attitude are most presented, in 84 reading tasks (48.55%), while dialogues and examples of a task are the least presented task types showing Attitude. (4 tasks, 2.31 %)

The content analysis also shows that the coursebooks present 9 aspects of reasons behind cultural traits and practices (Attitude) through 9 task types as follows:

1. Reasons why some cultural traits and practices exist

This aspect of Attitude is presented in 3 task types:

- reading tasks; for instance, a reading passage shows the reason why the Arc de Triomphe was constructed;

- speaking tasks; for example, a speaking task requires the students to work with a partner, ask, and answer the question ‘Are there lots of car accidents in your (the students’) country? Why or why not?’; and

- questions and answers; for example, an after reading question requires the students to answer ‘What are some reasons people have created invented languages?’

2. Reasons why some cultural traits and practices are popular

The results of the content analysis show that this aspect of Attitude is shown in 5 task types:

- questions and answers; for example, a question before reading a passage requires students to answer ‘Reality TV is popular around the world, why do you (the students) think it is so popular?’;

- discussion tasks; for example, a discussion task after a passage instructs students to ‘discuss some current reality shows. Why (some reality shows) are the most popular?’;

- grammar exercises such as a passage in a grammar exercise identified the reason why top hats became popular in England in the 1850’s;

- speaking tasks; for example, a speaking task assigns the students to look at the photographs showing different kinds of food, compare and contrast them, say which kind of food the students prefer, and answer the questions “Which kind of food shown in the photographs is more popular with teenagers in the your (students’) country and why do you (the students) think so?”; and

- reading tasks; for instance, a reading passage shows the reasons why reality TV shows are popular.

3. Reasons why people carry out some cultural traits and practices

This aspect of Attitude is presented in all of the 9 task types:

- discussion tasks such as a discussion task after reading a passage has the students discuss ‘The colour blue is generally considered an appetite suppressant. Weight loss experts suggest putting food on blue plates. Why do you (the students) think this is?’;

- questions and answers; for example, a question before reading a passage requires the students to answer ‘Have you (the students) ever painted a room? Is so, what colour did you choose and why?’;

- reading tasks; for example, a passage identified the reason why the land diving ritual is practiced in Vanuatu;

- writing tasks; for example, a writing task instructs the students to ‘brainstorm four reasons you (the students) would like to visit a place and give an example for each’ then write an essay about the place including the reasons;

- speaking tasks; for example, a speaking task has the students work with a partner and take turns to ask and answer ‘If you (the students) and a friend could go on an adventure vacation, what kind of vacation would you choose? Why?’;

- listening tasks; for example, an audio script mentions the reasons why some Eastern and Southern Europeans immigrated to the US;
- grammar exercises such as a cloze test (multiple choice) shows the reason why there are many young people on the island of Tenerife, Spain, whose lives have changed is that they are influenced by foreign tourists;
- dialogues; for example, a conversation reveals the reason why people apologise; and
- an example in a writing task shows reasons why Korean people have a brief eye contact when introducing themselves to other people.

4. Reasons why people have positive or negative attitude towards some cultural traits and practices

The results of the content analysis reveal that this aspect of Attitude is shown in 6 task types:

- discussion tasks; for example, a discussion task requires the students to discuss the questions with a friend ‘At what age do you (the students) think children should be allowed to go out without their parents? Why?’;
- speaking tasks; for instance, a speaking task instructs the students to work with a partner, ask, and answer the questions ‘What is your (the students’) biggest ambition? Why is this important to you?’;
- writing tasks; for example, a writing task orders the students to choose a sport or other recreational activity, think about why they like this sport or activity and about the steps involved in doing it, and use the chart to outline the ideas to write a how-to guide to explain how to play the sport or do the activity they choose;
- grammar exercises; for example, a cloze test (supply type) shows the reason why a person prefer travelling by bus;
- an example of a writing task shows the reason why a person loves going fishing; and
- questions and answers; for example, a schemata activating question require the students to answer ‘What kind of (TV) programme do you (the students) dislike? Why?’

5. Reasons why particular functions of some cultural traits and practices are of concern

The results of the content analysis show this aspect of Attitude once in a reading passage which presents the reason why the ancient Romans were concerned about shoes as war materials.

6. Reasons why something affects the way people perform some cultural traits and practices

The aspect of Attitude is shown once in a speaking task which requires the students to work with a partner to look at the provided list of things that may influence people when choosing the clothes they wear, decide which two the students think are the most important, and give reasons for their choices.

7. Reasons why some cultural traits and practices formed or were originated

The content analysis shows that this aspect of Attitude is presented in 3 task types:

- listening tasks; for example, an audio script mentions the reason why Irish Setters, Golden Retrievers, and Cocker Spaniels were originally bred;
- reading tasks; for example, a reading passage shows the reasons why some invented languages were originated; and
- questions and answers such as an after reading question requires the students to answer ‘What are some reasons people have created invented languages?’

8. Reasons why some cultural traits and practices are banned in other countries

The content analysis reveals that this aspect of Attitude is shown in 2 task types:

- reading tasks such as a passage presents the reason why Donald Duck was banned in Finland; and
- questions and answers; for instance, a question requires the students to answer ‘Why was Donald Duck banned in Finland?’

9. Reasons why some cultural traits and practices are effective

The results of the content analysis show this aspect of Attitude once in a discussion task which requires the students to discuss ‘Why do you (the students) think the “I LOVE YOU” virus was so effective?’

See the frequency of each aspect of Attitude presented in the coursebooks in table 4.11 below.

Table 4.11

Frequency of Aspects of Reasons behind Cultural Traits and Practices (Attitude)

Aspects of reasons behind cultural traits and practices (Attitude)	Frequency (tasks)	Percentage (%)
1. reasons why some cultural traits and practices exist	9	5.20
2. reasons why some cultural traits and practices are popular	5	2.89
3. reasons why people carry out some cultural traits and practices	100	57.80
4. reasons why people have positive or negative attitude towards some cultural traits and practices	44	25.43
5. reasons why particular functions of some cultural traits and practices are of concern	1	0.58
6. reasons why something affects the way people perform some cultural traits and practices	1	0.58
7. reasons why some cultural traits and practices formed or were originated	10	5.78
8. reasons why some cultural traits and practices are banned in other countries	2	1.16
9. reasons why some cultural traits and practices are effective	1	0.58
Total	173	100

From table 4.11, it can be concluded that the most frequent aspect of Attitude is reasons why people carry out some cultural traits and practices (100 tasks, 57.80%), while the least frequent aspects of Attitude are reasons why particular functions of some cultural traits and practices are of concern; reasons why something affects the way people perform some cultural traits and practices; and reasons why some cultural traits and practices are effective, which add up to 3 tasks or 1.73 %.

All the results of content analysis on cultural contents regarding Attitude are presented in Appendix B.

4.3 Skills

The next research question to be answered is “do the coursebooks include Skills (knowing how to perform cultural practices effectively)? If so, on what cultural topics, traits, and practices are they, and how do the coursebooks present them?” The results of the content analysis in terms of Skills (knowing how to perform cultural practices effectively) show that Skills, showing in 353 tasks, deals with 24 cultural topics and 126 sub-cultural topics as can be seen in table 4.12 below.

Table 4.12

Cultural and Sub-cultural Topics Regarding Skills

Cultural topics	Sub-cultural topics
1. Art	1. soap operas
2. Belief, attitude, and thought	1. beauty 2. colours 3. dreams 4. good luck 5. money 6. symbols 7. prediction 8. weather 9. superstitions 10. shooting stars 11. natural phenomenons
3. Birth	1. birthday 2. birthday celebrations
4. Customs and traditions	1. colours 2. giving gifts 3. new home 4. taboos 5. white lies 6. tipping 7. raffle tickets 8. land diving ritual 9. names and naming 10. personification 11. time capsules 12. sharing a place with roommates 13. hidden treasures 14. tricks and pranks 15. visiting sick persons
5. Death	1. death rituals
6. Dress	1. accessories 2. clothes 3. makeup and fashion 4. body decoration 5. dress for particular activities and occasions
7. Education	1. admission 2. punishment 3. school lunch 4. graduation 5. lectures and classes 6. education system 7. instructional materials
8. Folklore	1. traditional performances 2. charms 3. traditional and national foods and beverages
9. Foods and beverages	1. diets 2. meals 3. globalisation of foods 4. recipes and cooking
10. Geography	1. vegetation 2. natural resources 3. geographical features 4. natural phenomenons
11. Habits and routines	1. eating habits 2. daily routines 3. exercising habits 4. shopping habits 5. communicating habits
12. Important days, festivals, and celebrations	1. celebrating activities 2. celebration decorations

Table 4.12

Cultural and Sub-cultural Topics Regarding Skills (Cont.)

Cultural topics	Sub-cultural topics
13. Kinship, marriage, and the family	1. family relationship 2. family structure 3.family visiting and reunions 4. kinship systems 5. wedding ceremonies
14. Language usage	1. loan words
15. Leisure	1. picnic 2. economics 3. shark diving 4. games 5. kites 6. pets 7. exercise and sports 8. collecting things 9. travel, trips, and tours 10. watching sports games
16. Lifestyles and living conditions	1. accidents 2. law 3. crime 4. economics 5. hygiene 6.services 7. fairs, expositions, and events 8. accommodation 9. competitions 10. immigration 11. infrastructure 12. advertisements 13. globalization 14. occupations 15. neighbourhood 16. organisations 17. international organisations 18. transport and vehicles 19. children adoption 20. health and welfare 21. keeping warm and cool 22. methods of communication 23. quality of life 24. tobacco and smoking
17. Non-verbal communication	1. gesture and posture 2. haptic communication 3. proximity
18. Science and technology	1. ICT 2. special effects
19. Sex, gender, and sexuality	1. women's liberty
20. Social etiquette	1. queueing up 2. bad habits 3. table manners 4.bad manners 5. coughing in public 6. honorifics and titles 7. apology and excuses
21. Social interaction	1. business contact 2. comradeship and relationship 3. socialising online 4. making a suggestion 5. visiting 6. congratulation 7. greeting, friendly exchange, and farewell
22. Social values	1. beauty 2. honesty
23. The social system	1. social group
24. Youth	1. common habits and addictions 2. leisure and recreations

The results of content analysis show that, in 10 task types, contents regarding Skills included in the coursebooks are presented in 8 aspects as follows:

1. How people perform cultural traits and practices effectively

This aspect of Skills is presented in 10 task types:

- reading tasks; for example, a passage shows how Mexican people celebrate their birthdays including birthday items and celebrating activities;

- discussion tasks; for example, a discussion requires the students to discuss :Do you (the students) sometimes have the same dream again and again? What is it about? How do you interpret your dream?';

- writing task; for instance, a writing task instructs the students to 'write an expository essay about what different colours, symbols, customs, or gestures mean in your (the students') culture';

- listening tasks (audio scripts); for example, an audio script shows how people from Asian cultures give and receive gifts when they visit a house or are invited to visit a friend's home;

- dialogues; for example, a dialogue provides information of how Chinese people call people's names, and another dialogue shows how telemarketers advertise their products;

- questions and answers; for example, 'What are common gesture in your (the students') culture? What do they mean?', 'has anyone ever played a trick on you (the students)? If so, explain what happened.', 'What is your (the students') favourite sport? How do you play this sport?' and 'How are men most likely to bond with others?';

- grammar exercises such as a completion (supply type) fill-in grammar exercise orders the students to 'write about your (the students') usual activities' including what they do every day, three times a week, twice a week, once a week, and never do, and in a completion (supply type) fill-in grammar exercise which asks the students to complete each sentence with other, others, and another an item is 'Cover your mouth when you cough so that _____ won't catch your cold.';

- an example of a completion (supply type) fill-in exercise shows how people in France eat;

- speaking tasks; for example, a task requires the students to 'talk about your (the students') favourite pastime' including how often they do it and where they do it, and a task asks the students to role-play a situation with a partner 'You (the students) can't come to a friend's party Make up a reason and apologise for not coming'; and

- other task types such as a content activity requires the students to ‘work with your (the student’s) partners to design a new Olympics flag. What will each colour or symbol represent? Draw your (the students’) flag and explain it to your (the students’) classmates.

2. How some cultural traits and practices are shown

This aspect of Skills is presented in 4 task types:

- reading tasks; for example, some passages present how some Japanese people's attitude towards colours is shown, and how Japanese people show their honesty value;

- discussion tasks; for example, a discussion task after a reading passage asks the students to discuss ‘Which of these songs (in the passage) best reflects your (the students’) own attitude about money? Explain.’;

- writing tasks; for example, a writing task asks the students to ‘write about a popular belief in your (the students’) country’; and

- questions and answers; for example, an after reading question ‘Explain the superstitions attached to the number 4 and 13.

3. How some factors affect the way people practice some cultural traits and practices

This aspect of Skills is presented in 4 task types as follows:

- reading tasks; for example, a passage presents how the nature affects people’s attitude towards colours;

- discussion tasks; for example, a discussion task after a reading passage asks the students to ‘make a chart of colours and write what each colour represents in your (the students’) country’;

- writing tasks; for example, a writing task requires the students to write a composition giving their opinion on ‘some people believe that the weather can change our mood, while others think that the way we feel has nothing to do with the weather’; and

- questions and answers; for example, a schemata activating question before reading a passage requires the students to answer ‘Does the weather affect how you (the students) feel? How?’

4. How people in some cultures do not practice some cultural traits and practices

This aspect of Skills is once presented in a reading task which shows how people in a country tip.

5. How some cultural traits and practices serve particular functions

This aspect of Skills is presented in 5 task types:

- reading tasks; for example, a passage shows how shoes in the ancient China functioned;

- writing task; for instance, a writing task instructs the students to ‘imagine that your teacher is planning to ask the school to buy some computers for her classroom. She has asked your (the students’) class to write a report giving suggestions on how computers could be used in the classroom’;

- listening tasks (audio scripts), for example, an audio script shows how people use cotton as materials for clothes;

- questions and answers; for example, ‘Which of the following items of clothing (baseball caps and tennis shoes) do you (the students) wear? When and where do you wear them?’; and

- other task types such as a content activity requires the students to ‘find information about teas and other traditional remedies for common illnesses. Compare with your (the students’) classmate’.

6. How some people consider cultural traits and practices for a negative or positive way

This aspect of Skills is presented in 2 task types:

- discussion tasks such as a task asks the students to discuss ‘What kind of tricks do you (the students) think are alright to play? What kind do you think should not be played?’; and

- grammar exercises; for example, a grammar exercise asks the students to ‘look at the photos. What do you (the students) think is the polite/not polite thing or the right/wrong thing to do in your country?’.

7. How some cultural traits and practices affect people

This aspect of Skills is presented only in writing tasks such as a topic of writing task ‘write about a prank or hoax. Explain the effect the prank had’.

8. How some cultural traits and practices have changed their functions

This aspect of Skills is presented in 2 task types:

- reading tasks such as a reading passage shows how T-shirts changed their function from an undergarment to fashion items; and
- questions and answers; for example, ‘Explain how giving good wishes after someone sneezed became superstition.

See the frequency of each aspect of Skills presented in the coursebooks in table 4.13 below.

Table 4.13

Frequency of 8 Aspects of Skills Included in the Coursebooks

Aspects of Skills	Frequency (tasks)	Percentage (%)
1. how people perform cultural traits and practices effectively	293	83.01
2. how some cultural traits and practices are shown	26	7.37
3. how some factors affect the way people practice some cultural traits and practices	9	2.55
4. how people in some cultures do not practice some cultural traits and practices	1	0.28
5. how some cultural traits and practices serve particular functions	12	3.40
6. how people consider some cultural traits and practices for a negative or positive way	7	1.98
7. how some cultural traits and practices affect people	3	0.85
8. how some cultural traits and practices have changed their functions	2	0.56
Total	353	100

From table 4.13, the results indicate that the most frequent aspect of Skills is how people perform cultural traits and practices effectively (293 tasks, 83.01%), while the least frequent aspects of Skills are how people in some cultures do not practice some cultural traits and practices (1 task or 0.28%).

The results of the content analysis in terms of Skills also reveal that, amongst the 24 cultural topics presenting Skills presented in 353 tasks, the most frequent cultural topics are lifestyles and living conditions (41 tasks), leisure (36 tasks), and belief, attitude, and thought (35 tasks) which amount to 112 tasks (31.74%). The least frequent cultural topics are art, language usage, and the social system which occur once each and amount to 3 tasks (0.85%). See the frequency of tasks regarding Skills in table 4.14 below.

Table 4.14

Frequency of Cultural Topics Regarding Skills

Cultural topics regarding Skills	Frequency (tasks)	Percentage (%)
art	1	0.28
language usage	1	0.28
the social system	1	0.28
sex, gender, and sexuality	2	0.56
social values	4	1.13
youth	4	1.13
science and technology	6	1.70
birth	7	1.98
death	7	1.98
geography	7	1.98
foods and beverages	8	2.27
folklore	8	2.27
kinship, marriage, and the family	14	3.97
social interaction	14	3.97
education	18	5.10
social etiquette	18	5.10
dress	21	5.95
habits and routines	22	6.23
non-verbal communication	23	6.52
important days, festivals, and celebrations	24	6.80
customs and traditions	31	8.78
belief, attitude, and thought	35	9.92
leisure	36	10.20
lifestyles and living conditions	41	11.62
Total	353	100

The results of content analysis also show that 353 tasks regarding Skills can be divided into 10 task types, namely writing tasks, speaking tasks, examples of a task, dialogues, grammar exercises, discussion tasks, questions and answers, listening tasks (audio scripts), reading tasks, and other task types which include picture tasks, content activities, drawing, diagraming, making a menu, and making a recipe. Types and frequency of each task are presented in table 4.15 below.

Table 4.15

Types and Frequency of Tasks Showing Skills

Task types	Frequency (tasks)	Percentage (%)
1. examples of a task	1	0.28
2. listening tasks (audio scripts)	6	1.70
3. dialogues	6	1.70
4. speaking tasks	18	5.10
5. grammar exercises	20	5.67
6. other task types	22	6.23
7. questions and answers	27	7.65
8. writing tasks	36	10.20
9. discussion tasks	37	10.48
10. reading tasks	180	50.99
Total	353	100

From the table 4.15, the results indicate that the contents regarding Skills are most often presented in reading tasks (180 tasks, 50.99%), while the least task type is an example of a task which occurs once (0.28%).

4.4 Awareness of cultural similarities and differences

The last research question to be answered is ‘Do the coursebooks raise learners’ Awareness of cultural similarities and differences? If so, on what cultural topics, traits, and practices do the coursebooks raise such Awareness, and how do the coursebooks present them?’

The results of the analysis of Awareness of cultural similarities and differences show that the coursebooks present 57 tasks regarding Awareness on 14 cultural topics and 41 sub-cultural topics as presented in table 4.16 below.

Table 4.16

Cultural and Sub-cultural topics Regarding Awareness of Cultural Similarities and Differences

Cultural topics	Sub-cultural topics
1. Belief, attitude, and thought	1. superstitions
2. Customs and traditions	1. sharing a place with roommates 2. street sales 3. tipping
3. Education	1. school lunch 2. school routines 3. school discipline 4. lectures and classes 5. subjects and courses 6. education system 7. school infrastructure and facilities
4. Folklore	1. idioms
5. Foods and beverages	1. types of restaurant
6. Geography	1. environment
7. Habits and routines	1. daily routines 2. eating habits 3. shopping habits 4. topics of conversation
8. Kinship, marriage, and the family	1. family size 2. family structure
9. Language usage	1. spoken languages
10. Leisure	1. nightlife 2. parties
11. Lifestyles and living conditions	1. crime 2. accommodation 3. traffic 4. infrastructure 5. neighbourhood 6. quality of life 7. advertisements 8. transport and vehicles
12. Non-verbal communication	1. proximity 2. haptic communication
13. Social etiquette	1. apology and excuses 2. patterns of politeness 3. queueing up 4. honorifics and titles
14. Social interaction	1. business contact 2. comradeship and relationship 3. visiting 4. greeting, friendly exchange, and farewell

Amongst the 14 cultural topics regarding Awareness of cultural similarities and differences, the most frequent cultural topics are lifestyles and living conditions, education, social interaction, and social etiquette, which amount to 34 tasks which are approximately 60%. The least frequent ones are belief, attitude, and thought; geography; and language usage which occur once each and amount to 3 tasks (5.26%). See the frequency of tasks showing Awareness in table 4.17 next page.

Table 4.17

Frequency of Cultural Topics Showing Awareness of cultural similarities and differences

Cultural topics showing Awareness	Frequency (tasks)	Percentage (%)
folklore	1	1.75
geography	1	1.75
language usage	1	1.75
foods and beverages	2	3.51
belief, attitude, and thought	2	3.51
kinship, marriage, and the family	2	3.51
customs and traditions	3	5.26
leisure	3	5.26
non-verbal communication	4	7.02
social etiquette	4	7.02
habits and routines	5	8.77
social interaction	5	8.77
education	9	15.80
lifestyles and living conditions	15	26.32
Total	57	100

The table 4.17 reveals that the most frequent cultural topics showing Awareness are lifestyles and living conditions (15 tasks, 26.32%), while the least frequent ones are folklore, geography, and language usage which add up to 3 tasks (5.26%).

As for how the coursebooks present Awareness of cultural similarities and differences, it was found that the 57 tasks can be divided into 6 task types, namely discussion tasks, grammar exercises, questions and answers, reading tasks, writing tasks and other task types including content activities, picture tasks, and discriminating tasks. See table 4.18 next page for the frequency of task types.

Table 4.18

Types and Frequency of Tasks Showing Awareness of cultural similarities and differences

Task types	Frequency (tasks)	Percentage (%)
1. discussion tasks	1	1.75
2. reading tasks	1	1.75
3. writing tasks	3	5.26
4. other task types	5	8.77
5. grammar exercises	9	15.80
6. questions and answers	38	66.67
Total	57	100

The results show that Awareness of cultural similarities and differences is presented most in questions and answers (38 tasks, 66.67%), while the least frequent ones are discussion tasks and reading tasks which amounted to 2 tasks or 3.50%.

Additionally, the results of content analysis show that, in 6 task types, the coursebooks present cultural contents regarding Awareness of cultural similarities and differences in 2 aspects as follows:

1. Comparing and/or contrasting one's cultural traits and practices with those of other countries

This aspect of Awareness of cultural similarities and differences is presented in 6 task types below:

- questions and answers; for example, a task requires the students to answer 'Is your (the students') school the same or different from this one? How?'

- writing tasks such as a topic of a writing task requires the students to 'compare your (the students') first language with English. How is it similar? How is it different? Compare things like the pronunciation, grammar, and expressiveness of the languages.'

- grammar exercises; for instance, a grammar exercise asks the students to 'make comparisons about the following things (roads, food, the traffic, night life, cost

of living, safety, public transportation, school, and pollution). You (the students) can compare your town and other towns in your country, or your country and other countries’

- discussion tasks; for example, a task asks the students working in a group to compare and discuss ‘Do you (the students) have idioms in your language similar to those presented in the text?’

- reading tasks; for example, a passage provides a contrast between the food and weather of Thailand and that of Canada; and

- other task types; for example, a content activity and discriminating task before reading requires the students to ‘write down the possible problems you (the students) might have sharing a room or an apartment. Then compare your ideas with the texts’.

2. Comparing and/or contrasting how one practices some cultural traits and practices with how people in other countries do.

This aspect of Awareness of cultural similarities and differences is presented in 4 task types below:

- questions and answers; for example, a before reading question requires the students to answer ‘Which of the following customs (tipping, greeting, home visiting, and giving and receiving name cards) are similar in your (the students’) country?’

- writing tasks such as the topic of a writing task – Answer this question: How is your school different from Hikama’s (a Pakistani girl) and Jomo’s (a boy from Kenya);

- grammar exercises; for instance, a grammar exercise asks the students to ‘make comparisons about the following things (shopping habits and others). You (the students) can compare your town and other towns in your country, or your country and other countries’; and

- other task types; for example, a content activity requires the students to ‘research a way of life that is different from your own (the students’), like the ones on page 2 (people who live their lives by foraging). Present your findings to the class.’

See the frequency of each aspect of Awareness of cultural similarities and differences presented in the coursebooks in table 4.19 next page.

Table 4.19

Frequency of 2 Aspects of Awareness of Cultural Similarities and Differences Included in the Coursebooks

Aspects of Skills	Frequency (tasks)	Percentage (%)
1. Comparing and/or contrasting one's cultural traits and practices with those of other countries	38	66.67
2. Comparing and/or contrasting how one practices some cultural traits and practices with how people in other countries do.	19	33.33
Total	57	100

From table 4.19, the results indicate that the most frequent aspect of Awareness of cultural similarities and differences included in the coursebooks is to compare and/or contrast one's cultural traits and practices with those of other countries, which is presented in 38 tasks (66.67%). To compare and/or contrast how one practices some cultural traits and practices with how people in other countries do is presented in 19 tasks (33.33%).

All the results of content analysis on Awareness of cultural similarities and differences are shown in Appendix D.

CHAPTER 5

SUMMARY, DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS, AND CONCLUSIONS

This chapter consists of 4 sections. The first section begins with a brief summary of the research findings. Then, the research findings are discussed in the second section. The third part suggests implications and recommendations for further studies and involving parties. The last section presents conclusions.

5.1 Summary

To sum up, the results of content analysis on KASA show that:

1) Cultural contents regarding Knowledge of culture presented in the coursebooks deal with 34 cultural topics and 605 sub-cultural topics; the source culture, or Thai culture, is presented in 28 cultural topics and 321 sub-cultural topics; the target cultures, of which the most frequently presented one is that of the US, are included in 29 cultural topics and 288 sub-cultural topics. The international target cultures are from 76 countries, 7 ethnic groups, and 9 ancient civilisations of the world, shown in 33 cultural topics and 264 sub-cultural topics, and the most frequently presented ones are those of China, France, and India; and unidentified sources of culture are involved in 31 cultural topics and 456 sub-cultural topics.

2) Cultural contents regarding Attitude presented in the coursebooks are included in 173 tasks dealing with 22 cultural topics and 77 sub-cultural topics; the most frequent cultural topics are (1) belief, attitude, and thought, (2) history, and (3) lifestyles and living conditions, which amount to 44.77% of all the tasks; and contents regarding Attitude are most often shown in reading tasks (48.84%).

3) Cultural contents regarding Skills presented in the coursebooks are included in 353 tasks and texts dealing with 24 cultural topics and 126 sub-cultural topics; the most often shown cultural topics are (1) lifestyles and living conditions, (2) leisure, and (3) belief, attitude, and thought which amount to 31.36% of all the tasks; and they are most often shown in reading tasks (50.85%).

4) cultural contents regarding Awareness of cultural similarities and differences are included in 57 tasks and texts dealing with 14 cultural topics and 41 sub-cultural topics; the most frequent cultural topics are (1) lifestyles and living conditions, (2) education, and (3) social interaction and social etiquette, which amount to 59.65% of all the tasks, and they are most often shown in questions and answers (66.67%).

5.2 Discussion

From the results of the research there are some interesting issues to be discussed as follows:

5.2.1 Cultural topics and task types used to teach culture in the coursebooks

The results of this study show that there are 34 cultural topics and 605 sub-cultural topics included in the coursebooks. Most of these topics are identical to those suggested by Brooks (1964), Bonomo and Finocchiaro (1973), and Chastain (1976; 1988) as well as those presented as the grade level and key stage indicators for Thai students identified in the Basic Education Core Curriculum A.D. 2008. As the scholars suggested these cultural topics about 50 years ago, there are some emergent cultural topics as a result of scientific development, advanced technology, people's transitional or different ways of life as follows:

- *methods of communication* (a sub-cultural topic under the cultural topic of lifestyles and living conditions according to this study): the scholars suggested telephone, letters, and mailouts in the topic of methods of communication, while the coursebooks in this study present how people use automated phone answering systems, mobile phones for calling, leaving and receiving voice mails, and sending texts, and Internet for sending and receiving e-mails, using social networks and websites to communicate with one another; how ethnic people communicated or communicate; for example, the native people of America who used smoke signals, and people in Central Africa who still use drum talks; and how people in the past

communicated, for instance, the ancient Greeks who used a chain of fires on mountaintops to spread news; and

- *belief, attitude, and thought, social values, and personal values*: these cultural topics were suggested to be elaborated on regarding happiness, war and peace, and patriotism (Chastain, 1988, p. 304), but the coursebooks do not include any of these topics in 125 sub-cultural topics in belief, attitude, and thought; social values; and personal values. This might be because the scholars only proposed some relevant topics they could think of at that time or because these topics were what people of the past 50 years were interested in or valued. Also, it is likely that people nowadays tend to concentrate more on ideas than behaviour.

Moreover, task types used to teach culture in the coursebooks correspond to most of the activities for teaching culture in ELT classrooms suggested by Stempleski and Tomalin (1994, pp. 11-12):

- *Recognising cultural images and symbols*, which “introduces students to the concept of culture, and encourages them to discuss it from the start” (Ibid., p. 11), is referred to as “activities designed to help students to be accustomed to popular images and symbols, expressed in personalities, architectural features, landscape, and song.” (Ibid.) These activities are similar to many activities presented in the coursebooks. For example, a content activity instructs the students to work with their partner to design a new Olympic flag, identify what each colour or symbol represents, draw their flag, and explain it to the classmates. Another example is shown in a reading task which provides some information on Roman arches along with some pictures of them used as architectural elements of a Roman aqueduct and the Colosseum. Also, Coursebooks A and C, of which the author is the same person, have a section in each review unit presenting a song and requiring the students to discuss or answer some questions about the song.

- *Examining patterns of everyday life* which “contains activities which focus on the lifestyles of people in English-speaking cultures, and on what people in these cultures usually do in common situations” (Ibid., p.12) is presented in many task types in the coursebooks. For instance, a picture task requires the students to look at the provided pictures and information on people around the world in their daily routines, and answer which activities are the same or different in their country at particular

times. Another example is a reading task showing what the Americans do when they invite a guest to their homes: they might invite friends for a meal and the friends could not bring their family or friends with them. The American hosts do not expect to receive presents, but accept some small tokens. Also, a question after a reading task asks the students why some silly laws exist in the US.

- *Examining cultural behaviour* “contains information-oriented activities designed to raise awareness of culturally-appropriate behaviour in English-speaking countries, as well as activities involved with experiential learning and awareness of the students’ own culturally-influenced behaviour.” (Ibid.) This kind of activity is the same as some tasks used in the coursebooks in order to raise Awareness of cultural similarities and differences, such as a picture task and discriminating task which require the students to compare and contrast the students’ daily routines with those of people in Canada, the US, and UK, and a discriminating task which instructs the students to compare their leisure activities to those of people in the US and England.

- *Exploring values and attitudes*, which “contains activities designed to increase awareness of the students’ own culturally-influenced values, as well as the cultural values and attitudes of people in English-speaking cultures” (Ibid.), resembles some tasks included in the coursebooks; e.g. a reading task presents English women's values about beauty in the Elizabethan era, which considered high foreheads beautiful. They, thus, plucked inches of their front hair to achieve this look. Also, they brushed egg white over their faces in order to have a glazed look. After this reading task, there is a discussion task requiring the students to discuss what they think is currently considered the ideal of beauty in their culture.

- *Exploring and extending cultural experiences* “contains activities that allow the students to explore and to share their own experiences of the target culture.” (Ibid.) This kind of activity is presented in the coursebooks. For example, a schemata activating question requires the students to brainstorm a list of all the facts they know about the James Bond films before reading a passage about the films.

According to Stempleski and Tomalin (1994, p. 11), these activities are designed to develop “awareness of one’s own culturally-induced behaviour, awareness of the culturally-induced behaviour of others, and ability to explain one’s own cultural standpoint” (Ibid., p. 5) and are believed to raise the students’ cultural

awareness (cross-cultural awareness) which refers to: “sensitivity to the impact of culturally-induced behaviour on language use and communication” (Ibid.). Hence, the tasks and activities presented in the coursebooks can enable the students to develop their cross-cultural awareness as well.

5.2.2 Task types used to present cultural content from the source culture in the coursebooks

According to the results of the content analysis in terms of Attitude, Skills, and Awareness, as well as the researcher’s observation while analysing contents regarding Knowledge of culture, it is noticeable that contents from the source culture (Thai culture) are usually presented in these task types:

- questions and answers: at the beginning of the unit or in the introduction section of each unit, there are always some questions drawing students’ background knowledge about the theme of the unit; sometimes some questions are required before a reading task; in some coursebooks, there is a particular unit section where the students are required to answer some self-reviewing questions;

- speaking and discussion tasks also involve the source culture: the students are always asked to discuss some issues relevant to the unit themes, and sometimes compare cultural practices to those of other parts of their country or other countries; and

- writing tasks: in most of the 18 coursebooks, writing tasks require the students to write about the unit’s theme, providing their own cultural practices or traits or their own ideas.

The source culture gets some mention in *reading tasks* such as a reading passage giving some factual information about schools in Thailand; e.g. school routine, subjects, extracurriculum activities, etc.; and some *grammar exercises* show the source language as an item somewhat. For example, a grammar exercise provides the students with some sentences regarding food and cooking in different countries (including Thailand) and has them write the sentences in the passive voice form, and some exercises show some pictures of Thai traditional performances, architecture, and Buddha Image as exercise items.

5.2.3 How the coursebooks present cultural contents regarding KASA

Most of the contents in the coursebooks show Knowledge of culture but fail to provide Skills because most of them usually show superficial, simplified, and factual information. Many reading tasks give tourist information on places of interest, with some pictures and such items as a passage giving some information on Pyramids, but do not elaborate on their functions or relevant cultural practices; another reading passage presents ‘Snow White’ but does not elaborate on further details of the folktale – e.g. origin, dispersal, forms of it (books, audio books, oral literature, etc.).

Some tasks barely show Skills, even if they can raise Awareness of cultural similarities and differences. The instructions, however, have the students compare the findings with their classmates, instead of with other countries; for instance, a content activity requires the students, working in a group, to research eating and drinking habits in different countries, including on what occasions the foods are eaten or drunk, write them down, and compare them with another group.

Some tasks almost raise the students’ Awareness but fail because the instructions and questions are not clear enough. For example, a speaking task asks the students to look at 2 pictures; one is located in an operation room and the other in a hospital ward, and talk about their similarities and differences. Also, the students are required to answer a question ‘Would you expect to see the same situations in a hospital in your country?’ This question is not clear enough for the students because of the word ‘expect’.

Noticeably, 2 of the 3 coursebook series in this study are claimed to be a particular version for Thai students, but some contents are not presented as such. For example, a speaking task fails to raise Awareness of Thai students who use the coursebook because it requires the students to discuss ‘Is there a similar game to sepak takraw in your country? How is it played?’ Were the students to come from other countries than Thailand, this task would raise the students’ Awareness of cultural similarities regarding the sport. As the students who use the coursebook are Thai, the students gain Skills from this task but miss the opportunity to reflect on their own cultural practice and compare and contrast it to that of other cultures. Another example is a passage in the form of a letter which presents Chinese New Year in terms

of the date and festive foods. Most of the given information is about how Chinese people celebrate their New Year, including activities, decoration, and some Chinese taboos on the New Year. The comparison concentrates on Chinese culture, and the American New Year is little mentioned. In this case, the passage does not raise the students' Awareness of cultural similarities and differences as the given cultures are from the US and China, the provided information is not enough so as to compare and contrast with the students' culture, and there is not any task before or after the passage for the students to reflect Awareness.

In the coursebooks, there are also some implicit narratives of cultural similarities and differences between the target cultures and the international target cultures, such as a reading task presents an e-mail showing some attitudes of a person towards American culture regarding education (in terms of campus life and the relationship between teachers and students), neighbourhood, and TV programmes, but the person's culture is unidentified. This shows lack of connection between factual statements about the target cultures which makes it difficult for the students to engage critically with their own culture (Liddicoat & Scarino, 2013, p.89) or in other words, to gain Awareness of cultural similarities and differences.

5.2.4 Cultural reference of the coursebooks

It is interesting that Knowledge of culture from the 92 sources of international target cultures is presented on 33 cultural topics and 264 sub-cultural topics, while the 5 target cultures deal with 29 cultural topics and 288 sub-cultural topics. This might suggest cultural reference in the coursebooks tends to be intercultural-oriented. Nonetheless, some cultural practices and traits presented in the coursebooks from the unidentified sources of culture possibly belong to the target cultures, as the vocabulary and idioms mostly presented in the coursebooks are American. This leads to a remark on the sources of culture in the coursebooks: whose culture is actually presented? For example, some coursebooks show postcards, e-mails, or letters from a person, whose culture might be identified by provided information such as the postal address, location reference, etc., so they claim to be cultural contents derived from that person's culture. Yet, these could be the authors' cultures.

5.2.5 Unbalanced concentration on grammar, communication, and culture

Many tasks presented in the coursebooks concentrate on practicing grammar, writing, and speaking skills, so they show no interest in cultural knowledge. For instance, a grammar exercise concentrating on comparison of adjectives requires the students to make comparisons about roads, food, the traffic, shopping, nightlife, cost of living, safety, public transportation, schools, and pollution between the students' town and other towns in their country or their country and other countries not providing any information on each issue. In a speaking task, the students are required to compare 2 celebrations, one is a birthday party and the other is a party on Thanksgiving, without further details of each event. The purpose of this task is to practice speaking skill regarding picture description, so Awareness of cultural similarities and differences fails.

5.2.6 Cultural contents included in official English coursebooks for Thai secondary school students

The results of this research show that the cultural contents in the coursebooks deal with 34 cultural topics (See table 4.1 on page 42). These topics include in the grade level indicators and key stage indicators of Thai students which concentrate on polite and proper language usage, social etiquette, festivals, important days, celebrations, living conditions, traditions, lifestyles, thoughts, beliefs, origins of customs and traditions, idioms, sayings, proverbs, and poems.

Moreover, the students are required to compare and contrast festivals, celebrations, important days, lifestyles, beliefs, living conditions, idioms, sayings, proverbs, and poems of Thai culture with those of the target cultures. It is found that the coursebooks raise Awareness of cultural similarities and differences on the required cultural topics of beliefs, attitude, and thought; lifestyles and living conditions; and folklore (idioms), but they lack Awareness of cultural similarities and differences in terms of festivals, celebrations, important days, sayings, proverbs, and

poems. Instead, there are some tasks raising Awareness of cultural similarities and differences on the cultural topics of customs and traditions, education, foods and beverages, geography, habits and routines, language usage (spoken languages), leisure, non-verbal communication, and social interaction.

Additionally, it is observable that English coursebooks for Thai students in the past concentrated more on patterns of politeness, level of speech, greetings, friendly exchange, and farewell, the morphology of personal exchange, typical conversation, meals and drinks, and leisure time activities (Aksornprasert Settaprasert, 1984; Patchara Paiboolsrinakara, 1991; Nattaphon Pakdeecharoen, 1994), while the coursebooks studied in this research emphasise belief, attitude, and thought, lifestyles and living conditions, and leisure activities as can be seen in tables 4.2 – 4.3 on pages 44 – 50.

5.2.7 Other emergent issues

5.2.7.1 Varieties of English

Most of the coursebooks present American English (spelling, idioms, and vocabulary), but some British vocabulary is also presented. This might show an impact of American English manifested in American-influenced lexical choices included in the coursebooks. This impact is likely to be “a consequence of the dominant role the US plays politically and economically in the global context.” (Schneider, 2006, p.67) Also, the global dominance of American media and music industries; e.g. Hollywood films, American TV series broadcasted all around the world, and famous American songs may affect the English language choice used in the coursebooks. 2 of the 3 coursebook series were written by the same author, Manuel dos Santos. Although he, is Portugal born, was raised in South Africa, and received British education there, he has been writing global coursebooks which teach American English. However, the reasons why he chose to use American English in his coursebooks were that he had found that there were very few materials coming out of the US that were suitable for the international market owing to more focus on English as a Second Language (ESL), and that his coursebooks were the most feasible

ones in terms of focus on EFL. (Scholes, n.d.) Thus, the reason why American English is used in the coursebooks could be business-related issues.

5.2.7.2 Accuracy of the contents

Some contents presented in the coursebooks are not accurate. For example, a passage identifies that Ganesha is a Hindu god of luck, and he is recognized by his elephant head. Thus, the elephant is a symbol of good luck. Actually, Ganesha is worshiped as the God of Success, God of Obstacles, God of Arts, the Guardian deity of children, Lord of Art of Elephant, and the door-keeper (Jirassa Kachachiva, 2004, pp. 164-167); another passage presents a profile of a real famous person, but provides wrong information on him; a short passage introduces that people in most Asian countries do not touch or show any signs of affection in public and that a person should not pat a child on the head to show his affection or appreciation in Thailand. Actually, to touch or show signs of affection or appreciation for children is acceptable in Thailand as long as the person has asked for permission from the parents of the children. Some Thai parents may not allow people to touch their children because of medical and health reasons, but it is not because it is not Thai culture to do so.

5.2.7.3 Out of date contents

This is one of the pitfalls of using coursebooks: the contents become out of date unintentionally and quickly. For example, a reading passage presents contents regarding each member of the Spanish royal family, identifying that King Juan Carlos I and Queen Sophia have one son and two daughters: Prince Felipe, Princess Elena, and Princess Cristina. In fact, Prince Felipe became the King of Spain in 2014. Even though the coursebooks were first printed in 2014, their contents have unfortunately already become out of date and need revision.

5.3 Implications and recommendations of the study

The results of the current study provide some useful information for the ELT classroom. For the teachers who use the coursebooks, they can see the whole picture of cultural contents presented in the coursebooks, so it is easier for them to monitor what cultural topics the coursebooks lack so as to achieve the required standards and indicators of the curriculum as well as to enable the students to be able to communicate effectively and appropriately. The teachers who use other coursebook series can also apply the KASA framework to using their coursebooks so that they can review and monitor cultural contents presented in the coursebooks and be able to adjust their contents to improve the students' intercultural skills. Also, the policy makers and relevant administrators in Thailand can see some strength and weaknesses of the current coursebooks and consider more carefully contents of coursebooks regarding Strand 2 Language and Culture in terms of cultural contents presented in coursebooks and balancing content as regards grammar, communication, and culture in order that the students gain both communication skills as well as cultural knowledge and are able to communicate effectively and appropriately. Moreover, coursebook developers and publishers can improve cultural contents included in their coursebooks in the future according to the KASA framework or other ICC frameworks by presenting more precise information on cultural traits and practices from each source of culture, checking the validity, accuracy, and authenticity of cultural contents presented in coursebooks, and monitoring activities and tasks in coursebooks especially in terms of the purposes of tasks and cultural traits and practices they concentrate on.

As the results of this research are from only 3 coursebook series, other mass materials and local coursebooks should be explored to compare them in terms of the sources and types of culture, and how these coursebooks present cultural content to get a bigger picture of cultural content taught in Thai classrooms. Other aspects to be explored are interviewing users of the coursebooks to find out if the coursebooks achieve improvement in the students' intercultural awareness and communication skills or not, and observation of using the coursebooks in class.

From the results of this research, coursebooks developers should improve their contents in terms of balancing the concentration of coursebooks on grammar and communicative skills, and cultural knowledge, choosing contents which are not likely to be out of date too soon, rechecking the accuracy of the contents; and balancing cultural references in the coursebooks.

5.4 Conclusions

Language and culture are inseparable (Chastain, 1988, p. 298; Rivers, 1981, p. 318; Kramsch, 2015, p.403; Brown, 1980, p. 182) and they affect one another. Thus, to acquire a language successfully requires cultural knowledge of that language as well. Coursebooks are one of the common materials for language students, so they should include ample, appropriate cultural content, along with grammatical content in order to communicate effectively and appropriately. The KASA framework is a conceptual framework applied to assess ICC, or the ability to communicate and interact across linguistic and cultural borders appropriately and efficiently. (Byram, 1997) Hence, adopting the KASA framework in using coursebooks can help the students to enhance ICC and facilitate the teachers' monitoring cultural content included in the coursebooks so that they can adjust the contents to suit the students in accordance with the syllabus and Core Curriculum.

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APPENDICES

APPENDIX A

**THE RESULTS OF CONTENT ANALYSIS ON KNOWLEDGE OF
CULTURE PRESENTED IN THE COURSEBOOKS**

	Knowledge of culture		Sources of culture			
	Cultural topic	Sub-cultural topic	sc	TC	ITC	uc
1	art	architecture	/	AUS, GBR, USA	FRA, IND, the Romans, ITA, PER, JOR, ESP, Inca, GTM, EGY, MEX, CZE, ARE, CHN, JOR	/
2	art	cartoons	/	USA		/
3	art	dances				/
4	art	drama		GBR, USA		/
5	art	films	/	NZL, GBR, USA	GRC, FRA, CHN, ITA, DEU, BRA, IND,	/
6	art	music	/	GBR, USA	COL, ESP, AUT, NLD, ZAF	/
7	art	painting		USA, GBR	ITA, DEU, NLD, FRA, NOR, ESP	/
8	art	performances		CAN, GBR, USA		/
9	art	plays		GBR		/
10	art	sculpture	/	USA, GBR	CHN, ITA, DEU, AUT, FRA, BRA	/
11	art	soap operas	/	GBR, USA	MEX, BRA	/
12	art	TV programmes	/	AUS, GBR, USA	MEX, BRA, VNM, JPN, IND, ARG, SWE	/
13	artefacts	crosses			Anglo-Saxon	
14	artefacts	jewelry		GBR		
15	artefacts	ornaments			Anglo-Saxon	
16	artefacts	tools of stone and bone			ZAF	
17	artefacts	weapons			Anglo-Saxon	
18	artefacts	gold coins			the Romans	
19	belief, attitude, and thought	accommodation	/		CHN, ESP	/
20	belief, attitude, and thought	advertisements	/			/
21	belief, attitude, and thought	airports	/			
22	belief, attitude, and thought	animals	/		Asian countries	/
23	belief, attitude, and thought	argument				/

	Knowledge of culture		Sources of culture			
	Cultural topic	Sub-cultural topic	sc	TC	ITC	uc
24	belief, attitude, and thought	art	/			
25	belief, attitude, and thought	attitude				/
26	belief, attitude, and thought	bad luck	/	GBR		/
27	belief, attitude, and thought	beauty	/	USA	GRC	/
28	belief, attitude, and thought	birthday celebrations			VNM, JPN, MEX, Western countries	
29	belief, attitude, and thought	body decoration				/
30	belief, attitude, and thought	business		USA		
31	belief, attitude, and thought	cartoons	/			
32	belief, attitude, and thought	chance	/			/
33	belief, attitude, and thought	coincidences	/			
34	belief, attitude, and thought	communicating habits				/
35	belief, attitude, and thought	communication			GRC	
36	belief, attitude, and thought	comradeship and friendship		USA		
37	belief, attitude, and thought	colours	/		CHN, JPN	/
38	belief, attitude, and thought	crime				/
39	belief, attitude, and thought	dancing				/
40	belief, attitude, and thought	death		USA		
41	belief, attitude, and thought	deities			IDN	
42	belief, attitude, and thought	dreams	/		EGY, GRC, AUT	/
43	belief, attitude, and thought	dress	/			/
44	belief, attitude, and thought	eating habits	/			
45	belief, attitude, and thought	education	/	USA		/
46	belief, attitude, and thought	entertainment	/			/
47	belief, attitude, and thought	environment	/			
48	belief, attitude, and thought	failure	/			
49	belief, attitude, and thought	family rules and discipline	/			
50	belief, attitude, and thought	fate	/			/
51	belief, attitude, and thought	films and dramas	/			/
52	belief, attitude, and thought	flowers		USA		
53	belief, attitude, and thought	foods and beverages	/			/
54	belief, attitude, and thought	foreign cultures	/			
55	belief, attitude, and thought	foreign languages	/			
56	belief, attitude, and thought	foreigners			GHA	/
57	belief, attitude, and thought	games	/		KOR	
58	belief, attitude, and thought	gender difference	/			/

	Knowledge of culture		Sources of culture			
	Cultural topic	Sub-cultural topic	sc	TC	ITC	uc
59	belief, attitude, and thought	gender habits		USA		
60	belief, attitude, and thought	generation gap				/
61	belief, attitude, and thought	ghosts	/			/
62	belief, attitude, and thought	globalisation				/
63	belief, attitude, and thought	good and evil		GBR, USA		
64	belief, attitude, and thought	good luck		GBR	Asian countries, CHN, Native Americans, Middle East, EU, Scandinavian countries	/
65	belief, attitude, and thought	good works			IND	
66	belief, attitude, and thought	gossiping	/	GBR, USA	ESP, FRA	
67	belief, attitude, and thought	hairstyles				/
68	belief, attitude, and thought	hypnosis	/			
69	belief, attitude, and thought	holidays	/			
70	belief, attitude, and thought	ICT	/			/
71	belief, attitude, and thought	important and famous people	/			
72	belief, attitude, and thought	intelligence	/			
73	belief, attitude, and thought	invented languages	/			
74	belief, attitude, and thought	judgment	/			
75	belief, attitude, and thought	kinship, marriage, and the family	/	GBR, USA		/
76	belief, attitude, and thought	leisure and recreations	/			/
77	belief, attitude, and thought	living one's life	/	USA, CAN, GBR	SWE, IND, LKA	
78	belief, attitude, and thought	love	/	GBR		/
79	belief, attitude, and thought	magic tricks	/			
80	belief, attitude, and thought	making a complaint		GBR		
81	belief, attitude, and thought	methods of communication		USA		
82	belief, attitude, and thought	money	/	GBR		/
83	belief, attitude, and thought	Murphy's Law	/	USA		/
84	belief, attitude, and thought	music			DEU	
85	belief, attitude, and thought	mystery	/	GBR, USA	IND, EU, RUS, EGY	/
86	belief, attitude, and thought	neighbourhood				/
87	belief, attitude, and thought	natural phenomenons				/
88	belief, attitude, and thought	occupations	/	USA	IND, KOR, NGA	/
89	belief, attitude, and thought	organisations	/			

	Knowledge of culture		Sources of culture			
	Cultural topic	Sub-cultural topic	sc	TC	ITC	uc
90	belief, attitude, and thought	outer space creatures	/	USA		
91	belief, attitude, and thought	peace	/	GBR		
92	belief, attitude, and thought	performances	/		IDN, Native Americans	
93	belief, attitude, and thought	people's appearances	/			
94	belief, attitude, and thought	perfumes			GRC	
95	belief, attitude, and thought	personal image	/			/
96	belief, attitude, and thought	personal's attitude	/			
97	belief, attitude, and thought	pets	/			/
98	belief, attitude, and thought	phobias	/			
99	belief, attitude, and thought	politics		GBR, USA	FRA	/
100	belief, attitude, and thought	praising		GBR		
101	belief, attitude, and thought	prediction		USA		
102	belief, attitude, and thought	quality of life	/			
103	belief, attitude, and thought	quotations	/			
104	belief, attitude, and thought	respect for the natural world				/
105	belief, attitude, and thought	rude people				/
106	belief, attitude, and thought	rumours				/
107	belief, attitude, and thought	Santa Claus			FIN	/
108	belief, attitude, and thought	seasons	/			
109	belief, attitude, and thought	shooting stars				/
110	belief, attitude, and thought	shopping	/			
111	belief, attitude, and thought	sports	/	USA		/
112	belief, attitude, and thought	superhero		USA		
113	belief, attitude, and thought	superstitions	/	USA	CHN, JPN, ITA, FRA, EGY	/
114	belief, attitude, and thought	symbols	/			
115	belief, attitude, and thought	symmetry			Asian and Latin countries, Caucasians	/
116	belief, attitude, and thought	technology	/			
117	belief, attitude, and thought	the beach	/			
118	belief, attitude, and thought	topics of conversation		USA		/
119	belief, attitude, and thought	tourism	/		ESP	
120	belief, attitude, and thought	transport and vehicles	/			/
121	belief, attitude, and thought	travelling	/			
122	belief, attitude, and thought	tricks and pranks	/			
123	belief, attitude, and thought	TV programmes	/			/
124	belief, attitude, and thought	understanding others			ZAF	

	Knowledge of culture		Sources of culture			
	Cultural topic	Sub-cultural topic	sc	TC	ITC	uc
125	belief, attitude, and thought	weather	/		Scandinavian countries	/
126	belief, attitude, and thought	wizards and witches				/
127	belief, attitude, and thought	world view			ESP	
128	belief, attitude, and thought	youth in the press		USA		
129	belief, attitude, and thought		/			
130	birth	birthday	/		VNM, JPN	/
131	birth	birthday celebrations	/		VNM, JPN, MEX, DEU, Western countries, NLD	/
132	birth	birthday gifts				/
133	birth	congratulation on birthdays				/
134	birth	newborn baby celebrations				/
135	customs and traditions	asking for famous people's autographs				/
136	customs and traditions	awards and prizes	/	USA		/
137	customs and traditions	class reunions				/
138	customs and traditions	colours	/		Western countries, CHN	/
139	customs and traditions	drinking a toast			DEU	
140	customs and traditions	fake goods				/
141	customs and traditions	farewell party				/
142	customs and traditions	flea markets		USA	RUS	
143	customs and traditions	garage sales	/			/
144	customs and traditions	giving gifts	/	USA	Asian countries	/
145	customs and traditions	giving joke gifts				/
146	customs and traditions	greeting cards				/
147	customs and traditions	hidden treasures	/		the Romans	/
148	customs and traditions	homestay and host families		CAN, USA	ESP, MEX	/
149	customs and traditions	horoscope				/
150	customs and traditions	land diving ritual			VUT	
151	customs and traditions	leaving home	/			
152	customs and traditions	names and naming	/	GBR, USA, NZL	MEX, VNM, COL, CHN, ARG, BEL, BRA, IND	/
153	customs and traditions	new home				/
154	customs and traditions	New Year's resolutions	/			/
155	customs and traditions	night markets			TWN	/

	Knowledge of culture		Sources of culture			
	Cultural topic	Sub-cultural topic	sc	TC	ITC	uc
156	customs and traditions	paying homage			DEU	
157	customs and traditions	personification		USA		
158	customs and traditions	raffle tickets		USA		
159	customs and traditions	sharing a place with roommates	/	AUS, GBR, USA		/
160	customs and traditions	status symbols	/			/
161	customs and traditions	street sales	/			/
162	customs and traditions	taboos			CHN	
163	customs and traditions	time capsules	/	USA		/
164	customs and traditions	tipping	/	USA, AUS, A, CAN	CHN, BEL, GRC, ITA, JPN, ZAF, CHE	/
165	customs and traditions	tossing a coin			DEU	/
166	customs and traditions	tricks and pranks	/	AUS, GBR	SWE	/
167	customs and traditions	visiting sick persons	/			/
168	customs and traditions	white lies		USA		/
169	customs and traditions	writing on the cast of a broken leg				/
170	customs and traditions		/			/
171	death	death rituals			CHN, IND, ITA, Western countries, Asian countries	/
172	death	items as regards death rituals			EGY	
173	death	resting places			CHN, ITA, EGY	/
174	dress	accessories	/	GBR, USA	CHN, HRV, FRA, ITA, JPN, BRA, Asian countries, EGY, GRC, the Romans, CHE	/
175	dress	appropriateness	/		Arab countries, ITA	/
176	dress	body decoration	/	GBR, USA	ZAF, NER, IND, PAK, the Maori, CHN, EGY, ITA	/
177	dress	clothes	/	GBR, USA, AUS	CHN, ITA, CHE, IND, MEX, VNM, MAR, EGY, GRC, EU	/
178	dress	costumes		USA	BRA, NER	/
179	dress	dress code			EU, JPN	/
180	dress	dress for particular activities and occasions	/	USA	Western countries, KOR, JPN, CHN, Asian countries	/

	Knowledge of culture		Sources of culture			
	Cultural topic	Sub-cultural topic	sc	TC	ITC	uc
181	dress	jewelry		GBR, USA		/
182	dress	levels of dress formality				/
183	dress	make up and fashion	/	USA, GBR	EGY, FRA, GRC, the Romans, AUT, EU	/
184	dress	perfumes			EGY, GRC, the Romans, Arab, IND, CHN, JPN, ITA	/
185	dress	seasonal dress	/	NZL, GBR, USA		/
186	dress	uniforms	/	USA	EU	/
187	dress		/			
188	education	admission	/	USA, GBR		/
189	education	campus life		GBR, USA		/
190	education	class presidents	/			
191	education	common classroom expression				/
192	education	degrees and education background		USA	IND, PER	/
193	education	dropping out		USA		
194	education	education system	/	AUS, GBR, USA	PAK, KEN, ESP, DEU, GRC, the Romans, CHN	/
195	education	enrollment and course withdrawal				/
196	education	examinations	/			/
197	education	extracurricular activities	/	GBR, USA	ECU	/
198	education	extra classes				/
199	education	foreign students		AUS, GBR, USA	ESP, DOM, GHA, MEX	/
200	education	graduation	/	GBR, USA	DEU, KOR	/
201	education	internships	/		BRA	/
202	education	lectures and classes	/	USA	ECU, the Romans	/
203	education	marking and academic records		USA, GBR		/
204	education	names of faculties and studying fields		AUS, USA	IND, ITA, FIN	/
205	education	names of instructional materials	/	USA		/
206	education	names of locations, buildings, rooms, and parts of the room		GBR, USA	FIN	/
207	education	parents' school visits				/
208	education	people in the building (names, functions, special services)		USA		/

	Knowledge of culture		Sources of culture			
	Cultural topic	Sub-cultural topic	sc	TC	ITC	uc
209	education	punishment	/		the Romans	/
210	education	rules and regulations	/			/
211	education	scholarship		GBR, USA		/
212	education	school attendance and absence	/			/
213	education	school discipline	/		ECU	
214	education	school infrastructure and facilities	/		ECU	
215	education	school lunch	/		KEN	
216	education	school press	/			/
217	education	school reports		USA		/
218	education	school routines	/	GBR, USA	EGY, ECU, COL, CHN	/
219	education	school types		GBR, USA, AUS	CHN, MEX, ESP,DEU	/
220	education	student exchange	/	CAN, USA	MEX, TWN	/
221	education	subjects and courses	/	USA, GBR	BRA, ECU, GRC, the Romans	/
222	education	teacher's home visits				/
223	education	terms for calling students in each grade				/
224	education	timetable	/	USA		/
225	education	violation of rules and regulation	/			/
226	education		/			/
227	folklore	amulets			EU, Middle East	/
228	folklore	birthday song				/
229	folklore	charms	/	GBR	CHN, Asian countries, Western countries, Native Americans	/
230	folklore	dialects			IDN	
231	folklore	folktales	/	GBR	Scandinavian countries, DEU	/
232	folklore	handicrafts				/
233	folklore	idioms	/	USA, GBR		
234	folklore	legends		GBR	EGY	
235	folklore	martial arts	/			/
236	folklore	myths			North EU	
237	folklore	national anthems	/		MEX	
238	folklore	national flags		USA, GBR, AUS	CHN, MEX, ITA, FRA, TUR	

	Knowledge of culture		Sources of culture			
	Cultural topic	Sub-cultural topic	sc	TC	ITC	uc
239	folklore	proverbs		USA, GBR	JPN, ESP, DNK, ITA	/
240	folklore	sayings	/	USA, GBR		/
241	folklore	street performances				/
242	folklore	traditional and national foods and beverages	/	USA, GBR	FRA, IND, ITA, CHE, CHN, JPN, MEX, ESP	/
243	folklore	traditional national costumes			JPN	/
244	folklore	traditional performances		GBR, USA	GRC, Hawaii, RUS, ESP, IND, IDN, Native Americans	/
245	foods and beverages	containers	/	GBR, USA		/
246	foods and beverages	diets	/	US, AUS	Mediterranean countries	/
247	foods and beverages	family meals	/		DEU	/
248	foods and beverages	food and beverage types	/	GBR, USA, AUS	EU, ITA ,HKG, ESP, JPN, PER, CHN, MEX, BRA, MAR, Aztec, POL, FRA, EGY, Mayans, IND, NLD, Hawaii, Mediterranean countries, ARG, SYR, ETH, Arab countries, the Romans, TWN, KHM, Asian countries, TUR	/
249	foods and beverages	food waste			DEU	
250	foods and beverages	foods for particular occasions			DEU, many Western countries, CHN	/
251	foods and beverages	globalisation of foods		GBR, USA	CHN, DEU, TUR, ESP, JPN, IND, ITA, MEX, EU, PER, POL, FRA	/
252	foods and beverages	meals	/	USA	MEX, ESP, IND, Hawaii	/
253	foods and beverages	menu		USA		/
254	foods and beverages	recipes and cooking	/	USA, AUS	CHN, ARG, Asian countries, BRA, ARG, MEX, FRA, KHM	/
255	foods and beverages	snacks and between meal eating			CRI	/
256	foods and beverages	takeaway and delivery				/

	Knowledge of culture		Sources of culture			
	Cultural topic	Sub-cultural topic	sc	TC	ITC	uc
257	foods and beverages	the dishes	/		IND, Africa, Arab countries	/
258	foods and beverages	types of restaurant	/	USA, GBR	MEX, CHN, FRA, ARG, the Romans	/
259	foods and beverages					/
260	geography	climate			ESP, ECU, EGY	
261	geography	environment	/	USA	CHN, BRA, RUS	/
262	geography	geographical features	/	USA, AUS, NZL	BRA, ARE, PER, ARG, CHL, FRA, CHE, ITA, DEU, IDN, ISL, NLD, TUR, MEX, Hawaii, DZA, TCD, EGY, LBY, MLI, MRT, MAR, NER, SDN, TUN, VNM, BLZ, TZA, EU, Asian countries, FIN, COL, South America, DNK, RUS, MYS	/
263	geography	natural phenomenons	/	USA, GBR	Africa, ISL, JPN, PER, IND, BGD, EGY	/
264	geography	natural resources	/	CAN, USA	BRA, CRI, DEU, PER, SWE, ZAF, FRA, South America, KEN, MDG, CHN	/
265	geography	seasons		USA, CAN, GBR	ESP, JPN, EU, IND	/
266	geography	stones and gems		GBR	EGY, ZAF	/
267	geography	vegetation	/	USA	Aztec, BRA, IDN, CIV, GHA, MEX, JPN, ITA, NLD, CHN, SEA, Asian countries, CHE, EGY, natives of Pacific Islands, IND, PER, Central America, Mediterranean countries, GRC, Africa, FRA, Asian countries, South America	/
268	geography	weather	/	GBR, USA	SWE, BRA, FRA, Hawaii, MEX, IND, South America, Native Americans	/

	Knowledge of culture		Sources of culture			
	Cultural topic	Sub-cultural topic	sc	TC	ITC	uc
269	geography	wildlife	/	AUS, USA, GBR	RUS, CHN, Manjuria, TZA, BRA, CHL, NIC, ZAF, GRC, JPN, EGY, natives of Pacific Islands, Inuits, IDN, IND, ISL, ARG, Asian countries, Africa, CRI, South and Central America, Alaska, Polynesian Islands, MAR, KEN, SEA, MDG, NAM	/
270	habits and routines	chores	/			/
271	habits and routines	communicating habits	/	USA		/
272	habits and routines	daily routines	/	CAN, USA, GBR, AUS	MEX, BRA, ESP, EGY, IND, JPN, ECU	/
273	habits and routines	dressing habits			NGA	
274	habits and routines	eating habits	/	CAN, USA, AUS, GBR	EGY, TWN, MEX, NIC, ITA, Western countries, Asian countries, NLD, MAR, CRI, FRA, CHN, KHM, JPN, HKG	/
275	habits and routines	exercising habits	/	USA, AUS		/
276	habits and routines	odd jobs	/			/
277	habits and routines	shopping habits	/	CAN, USA	NGA, CHN, FRA, CUB	/
278	habits and routines	sleeping habits	/	CAN, USA	JPN	/
279	habits and routines	studying habits	/			/
280	habits and routines	topics of conversation	/	GBR		/
281	habits and routines	working habits		USA		/
282	habits and routines	work routines	/	USA		/
283	habits and routines		/			
284	history	ancient civilisations of the world			the Romans, Anglo- Saxon, Inca, IND, GRC, Persia, Mayans, Austro- Hangrian, EGY, Aztec, the Christians	/
285	history	archaeological finding				/
286	history	historical documents and speeches		USA		

	Knowledge of culture		Sources of culture			
	Cultural topic	Sub-cultural topic	sc	TC	ITC	uc
287	history	important and famous people	/	AUS, GBR, USA	HKG, ESP, NLD, ITA, MEX, CHN, KOR, FRA, COL, DEU, BGD, POL, the Romans, Mongols, CHE, RUS, GRC, EGY, Aztec, IND, ZAF, BRA, ARG, PRT, AUT, GNQ, NOR, SWE, LKA	/
288	history	important historical events		GBR, AUS	EU, DEU, FRA, GRC, ITA	/
289	history					/
290	important days, festivals, and celebrations	celebrating activities	/	USA, GBR	CHN, FRA, BRA, MEX, ESP, FIN, IND	/
291	important days, festivals, and celebrations	celebration decorations			GTM, CHN	/
292	important days, festivals, and celebrations	invitations and visiting			CHN	/
293	important days, festivals, and celebrations	naming important days, festivals, and celebrations	/	USA	CHN, BRA, MEX, GTM, VNM, ESP, FIN, IND	/
294	important days, festivals, and celebrations		/	USA	CHN, FRA, BRA	/
295	kinship, marriage, and the family	blind dates	/			
296	kinship, marriage, and the family	celebrating anniversary				/
297	kinship, marriage, and the family	children adoption		USA		
298	kinship, marriage, and the family	dating				/
299	kinship, marriage, and the family	dating services	/	USA		/
300	kinship, marriage, and the family	family quality time				/
301	kinship, marriage, and the family	family relationship	/			/
302	kinship, marriage, and the family	family rules and discipline	/			/
303	kinship, marriage, and the family	family size	/	USA	CHN, DEU, MEX, ITA, ESP, POL	/
304	kinship, marriage, and the family	family structure	/	USA	CHN, DEU, MEX, ITA	/
305	kinship, marriage, and the family	family visiting and reunions	/	USA	CHN	/
306	kinship, marriage, and the family	kinship systems	/	GBR, USA	ESP, SWE, COL	/
307	kinship, marriage, and the family	marital status	/		ESP, POL, FRA	/

	Knowledge of culture		Sources of culture			
	Cultural topic	Sub-cultural topic	sc	TC	ITC	uc
308	kinship, marriage, and the family	marriage	/	USA, GBR	EGY, the Romans, IND, ITA, Scandinavian countries	/
309	kinship, marriage, and the family	proposal		GBR		/
310	kinship, marriage, and the family	relatives	/	GBR, USA	ESP, SWE, COL, BRA, DEU, POL, ITA	/
311	kinship, marriage, and the family	romantic relationship and courtship	/	USA		/
312	kinship, marriage, and the family	separation and divorce				/
313	kinship, marriage, and the family	spouses		GBR	CUB, CZE, POL	/
314	kinship, marriage, and the family	symbiosis				/
315	kinship, marriage, and the family	wedding ceremonies	/	USA	IND, PAK, CHN	/
316	language usage	abbreviations		USA, GBR		
317	language usage	abbreviations for online chats				/
318	language usage	alphabets and letters		GBR	KHM, Rotokas	
319	language usage	catchwords				/
320	language usage	complementary closing		USA, GBR		/
321	language usage	contractions		USA, GBR		
322	language usage	ellipsis		USA, GBR		/
323	language usage	exclamations		USA, GBR		/
324	language usage	foreign languages	/			/
325	language usage	forms of address		USA, GBR		
326	language usage	invented languages		USA	RUS	
327	language usage	jargons		USA		
328	language usage	levels of formality		USA, GBR		
329	language usage	loan words	/	GBR		/
330	language usage	official languages		CAN	BRA, DOM	
331	language usage	quotations	/	USA, GBR, NZL	IND, ZAF, ESP, FRA, SWE, LKA	/
332	language usage	slangs		USA, GBR		
333	language usage	spoken languages	/	GBR	ESP, Latin Am, GNQ, PHL, RUS, IND	/

	Knowledge of culture		Sources of culture			
	Cultural topic	Sub-cultural topic	sc	TC	ITC	uc
334	language usage	text message symbols				/
335	language usage	typical conversations		USA		/
336	leisure	aeromodeling				/
337	leisure	animal riding		CAN	ARE	/
338	leisure	animal watching		AUS	PAN, KEN	/
339	leisure	ballet		AUS		/
340	leisure	beauty salons and spas	/	USA		/
341	leisure	bungee jumping	/	GBR, NZL	CHE, VUT, BRA	/
342	leisure	camping		CAN, USA		/
343	leisure	circus and rodeo		CAN		/
344	leisure	cliff hanging	/			/
345	leisure	clubs			IND	/
346	leisure	collecting things	/	GBR, USA		/
347	leisure	cooking	/	USA		/
348	leisure	dancing	/		DOM, COL	/
349	leisure	designing clothes				/
350	leisure	doing magic tricks	/			
351	leisure	drawing	/			/
352	leisure	eating		GBR		
353	leisure	eating out		USA		/
354	leisure	exercise and sports	/	AUS, CAN, GBR, USA	CHE, BLZ, CRI, DOM, CHN, natives of Pacific Islands, the Inuits, Native Americans, MEX, Central America, FRA, IDN, ITA, Asian countries, CHL, DEU, DOM, GRC, ATG,	/
355	leisure	exploring caves				/
356	leisure	farm chores				/
357	leisure	films and dramas	/	USA	MEX	/
358	leisure	fishing		CAN		/
359	leisure	food drive				/
360	leisure	gambling	/	USA, GBR, AUS		/
361	leisure	games	/	USA, GBR, CAN	CHN, KOR	/
362	leisure	gardening				/

	Knowledge of culture		Sources of culture			
	Cultural topic	Sub-cultural topic	sc	TC	ITC	uc
363	leisure	going for a drive/ride				/
364	leisure	handicrafts				/
365	leisure	hang gliding	/			/
366	leisure	hanging out	/	USA, GBR	CHN	/
367	leisure	holidays	/			/
368	leisure	Internet	/	GBR, USA		/
369	leisure	kites		USA	CHN, Polynesian Islands, ITA, the Romans, EGY, Asian countries, Hawaii,	/
370	leisure	museums, exhibitions, and galleries	/	GBR, USA	ITA, FRA, MEX, NLD	/
371	leisure	music	/	USA	COL	/
372	leisure	needlework	/			
373	leisure	nightlife	/	AUS, GBR	MEX	/
374	leisure	painting	/	USA		/
375	leisure	parachuting		USA	BRA	/
376	leisure	parks and playgrounds		USA, GBR	TZA	/
377	leisure	parties	/	USA	the Romans, ITA, NLD	/
378	leisure	performances	/	GBR, USA		/
379	leisure	pets	/	GBR, USA, AUS	FIN, CHE, Romans, CHN, Tibet	/
380	leisure	picnic	/			/
381	leisure	races	/	AUS, GBR, USA		/
382	leisure	radio				/
383	leisure	reading	/	CAN		/
384	leisure	safari and wildlife parks		USA	NAM, Africa	
385	leisure	shark diving			ZAF	/
386	leisure	shopping	/	USA		/
387	leisure	space tourism		USA, GBR	JPN, RUS	/
388	leisure	staying at home	/		CHN	/
389	leisure	studying languages			FRA	/
390	leisure	taking photos	/			/
391	leisure	talking on the phone	/			/
392	leisure	the beach	/	AUS, USA	ESP, BLZ, BRA, MEX	/
393	leisure	the library				/
394	leisure	theme parks	/			/
395	leisure	toys	/	USA		/

	Knowledge of culture		Sources of culture			
	Cultural topic	Sub-cultural topic	sc	TC	ITC	uc
396	leisure	travel, trips, and tours	/	CAN, GBR, USA, AUS	CHN, CRI, FRA, MEX, EU, BRA	/
397	leisure	trekking		CAN, USA	CHE, PER	/
398	leisure	TV	/	GBR, USA		/
399	leisure	volunteer	/			/
400	leisure	watching sports games	/		ITA, ESP	/
401	leisure	white-water rafting			CRI, CHL	/
402	leisure	writing	/			/
403	leisure	zoos and aquariums	/	USA, GBR		/
404	leisure	zorbing		NZL		/
405	leisure		/	USA	CHN	/
406	lifestyles and living conditions	accidents	/	USA	GRC, CZE, DEU, PER	/
407	lifestyles and living conditions	accommodation	/	USA, GBR, AUS	ESP, NLD, EU, ARE, PER, CHL, CHE, VNM, SWE, TUR, CZE, FRA, Hawaii, EU, ARG, JPN, BRA, FIN, PAN, CRI, South America, MNG, the Bedouins, the Christians, ATG, EGY, KHM, CHN, ARE,	/
408	lifestyles and living conditions	advertisements	/	USA, GBR		/
409	lifestyles and living conditions	agriculture and livestock	/	AUS, USA	VUT, Aztec, MEX, ESP, EU, CHN, IND, ETH, GRC, Mediterranean countries, MNG	/
410	lifestyles and living conditions	books and other reading matters	/	USA, GBR	DEU, FRA	/
411	lifestyles and living conditions	campaigns		USA		
412	lifestyles and living conditions	charity	/		NGA, BGD, DEU, ARG	/
413	lifestyles and living conditions	city life	/			/
414	lifestyles and living conditions	cleanliness		USA	MEX, BRA	/
415	lifestyles and living conditions	competitions	/	USA, GBR, AUS	ESP, COL, Asian countries, KOR, NER, VNM, JPN, FRA, Asian countries, Hawaii,	/

	Knowledge of culture		Sources of culture			
	Cultural topic	Sub-cultural topic	sc	TC	ITC	uc
416	lifestyles and living conditions	country life	/	USA		/
417	lifestyles and living conditions	crime	/	CAN, USA	HKG, SGP, JPN, ITA, ARG, MYS, FIN	/
418	lifestyles and living conditions	day care				/
419	lifestyles and living conditions	drugs				/
420	lifestyles and living conditions	economics	/	USA, GBR	CHN, African countries, CRI, JPN, GRC, the Romans, ITA, ESP, EU, IND, ARG, ZAF, FRA, Persia,	/
421	lifestyles and living conditions	emigration	/			/
422	lifestyles and living conditions	fairs, expositions, and events	/	USA, GBR	FIN, FRA	/
423	lifestyles and living conditions	foraging culture			BRA, PNG	
424	lifestyles and living conditions	furniture	/	GBR, USA	CHN	/
425	lifestyles and living conditions	gardens, lawns, and sidewalks	/			/
426	lifestyles and living conditions	globalisation	/	GBR, USA	SWE, FRA, Asian countries	/
427	lifestyles and living conditions	health and welfare	/	USA	CHN	/
428	lifestyles and living conditions	home decoration items and products	/	GBR		/
429	lifestyles and living conditions	household appliances and utensils	/	GBR, USA, AUS	NLD, EGY, IND	/
430	lifestyles and living conditions	household goods	/		CHN, JPN	/
431	lifestyles and living conditions	humanitarian causes		USA	COL	
432	lifestyles and living conditions	hygiene	/		JPN, EGY, GRC, ITA, CHN	/
433	lifestyles and living conditions	immigration	/	CAN	Eastern and Southern EU, SYR	/
434	lifestyles and living conditions	infrastructure	/	CAN	ESP, the Romans, IND	/
435	lifestyles and living conditions	inheritance		USA		/
436	lifestyles and living conditions	insurance		AUS		/
437	lifestyles and living conditions	international events			ESP	/

	Knowledge of culture		Sources of culture			
	Cultural topic	Sub-cultural topic	sc	TC	ITC	uc
438	lifestyles and living conditions	international organisations		CAN, GBR	FRA, 27 EUan countries, CHE, BGD, GRC	/
439	lifestyles and living conditions	keeping warm and cool		USA	IRQ, TUR	/
440	lifestyles and living conditions	law	/	GBR, USA	CHE, FIN, BEL, GRC	/
441	lifestyles and living conditions	methods of communication	/	AUS, USA, GBR, NZL	FIN, ESP, IND, KOR, MEX, FRA, DEU, CHL, POL, native people of America, GRC, Persia, Central Africa, ITA, KEN	/
442	lifestyles and living conditions	national parks and reservations		AUS, USA	CHL, ZAF, Africa, KEN, TUR	
443	lifestyles and living conditions	neighbourhood	/	USA, GBR, AUS	MEX, ECU, KOR, ITA, PER, FRA, NGA, ESP, POL, JPN, DEU, IDN, GTM, Hawaii, ARG, IND, NLD, RUS,	/
444	lifestyles and living conditions	news	/	USA, AUS		/
445	lifestyles and living conditions	occupations	/	AUS, CAN, GBR, USA	DOM, ITA, GRC, NLD, MEX, CHN, ESP, IND, KOR, FRA, SWE, EU, NGA, COL, CUB, BGD, DEU, POL, JPN, RUS, PRT, BRA, ARG, CRI, Polynesian Islands, WSM, PER,	/
446	lifestyles and living conditions	organisations	/	USA	COL, DEU	
447	lifestyles and living conditions	part-time jobs	/	USA		/
448	lifestyles and living conditions	places of interest	/	AUS, GBR, USA	BRA, CHN, CZE, EGY, ESP, FRA, GTM, IND, JPN, MEX, MLI, PER, Inca, TUR, VNM, ITA, JOR	/
449	lifestyles and living conditions	quality of life	/	GBR	ESP, FRA, SGP	/
450	lifestyles and living conditions	services	/	USA, NZL, GBR	FIN, ARG, KEN, ESP	/
451	lifestyles and living conditions	sports and games equipment	/	USA, AUS		/
452	lifestyles and living conditions	sports teams and organisation	/	GBR, USA	ESP	/
453	lifestyles and living conditions	stationery			HUN, GRC	/

	Knowledge of culture		Sources of culture			
	Cultural topic	Sub-cultural topic	sc	TC	ITC	uc
454	lifestyles and living conditions	suicide				/
455	lifestyles and living conditions	tobacco and smoking	/			/
456	lifestyles and living conditions	the community	/			/
457	lifestyles and living conditions	the home, rooms, parts of it, and their uses	/	USA	ESP	/
458	lifestyles and living conditions	the press	/	USA, GBR, AUS	KOR, RUS, SWE	/
459	lifestyles and living conditions	traffics	/	USA, GBR	MEX, BRA, EU, FRA, SWE, IND, ITA, JPN, GHA, ZAF, MYS, BRN, IDN	/
460	lifestyles and living conditions	transport and vehicles	/	GBR, USA, AUS	ESP, BLZ, BRA, CHL, CHN, EU, CZE, DEU, ECU, FRA, GTM, IND, ITA, JPN, MAR, MEX, NLD, PAN, PER, POL, TUR, VNM, ZAF, MYS, CRI, GRC, MNG,	/
461	lifestyles and living conditions	trusts			KEN	
462	lifestyles and living conditions	types of restaurant			FRA	
463	lifestyles and living conditions	working animals	/	CAN, USA, AUS	EU, EGY, RUS, IND, MAR, the Romans, ARE, MNG,	/
464	lifestyles and living conditions		/	GBR		
465	literature	characters from literature		USA, GBR	DEU, FRA	/
466	literature	drama		GBR		
467	literature	poetry		GBR		/
468	literature	prose		GBR, USA	FRA	/
469	literature		/			/
470	moral and spiritual values	humanitarianism			RUS, CHN	/
471	moral and spiritual values	philanthropist		USA	CHN	
472	non-verbal communication	eye contact			KOR	
473	non-verbal communication	gesture and posture	/		CHN, JPN, KOR	
474	non-verbal communication	haptic communication	/	USA	Arab countries, Asian countries, CHN, KOR, Latin countries, VNM	
475	non-verbal communication	proximity		USA	Latin countries	

	Knowledge of culture		Sources of culture			
	Cultural topic	Sub-cultural topic	sc	TC	ITC	uc
476	non-verbal communication	sign language		USA		
477	personal needs	accommodation			NLD, JPN, MNG	/
478	personal needs	beauty				/
479	personal needs	being fashionable				/
480	personal needs	body weight				/
481	personal needs	career	/	USA	ESP, IND, HKG, MEX, BRA, NLD	/
482	personal needs	daily routines				/
483	personal needs	dress				/
484	personal needs	education	/		KOR	/
485	personal needs	happiness				/
486	personal needs	health and welfare				/
487	personal needs	individuality				/
488	personal needs	kinship, marriage, and the family	/			/
489	personal needs	money				/
490	personal needs	personal image				/
491	personal needs	security				/
492	personal needs		/			/
493	personal values	anti-materialism		GBR		
494	personal values	capitalism			CHN	
495	personal values	eco-friendly				/
496	personal values	honesty				/
497	personal values	materialism				/
498	personal values	moral of a song				/
499	personal values	privacy				/
500	personal values	vandalism		GBR, USA		
501	politics	citizen's rights		USA		
502	politics	government sectors		USA, GBR		/
503	politics	governmental organisations	/	GBR, USA		
504	politics	leaders of the government	/	USA, GBR		
505	politics	political groups			DEU	
506	politics	rulers			MEX	
507	politics	voting and election	/			/
508	religious beliefs	deities			IND, GRC, the Romans, Persia	/
509	religious beliefs	the Last Supper				/

	Knowledge of culture		Sources of culture			
	Cultural topic	Sub-cultural topic	sc	TC	ITC	uc
510	religious practices and people	friars		GBR	ITA	
511	religious practices and people	priests			JPN	
512	religious practices and people	priestesses			EGY	
513	religious practices and people	religious activities				/
514	religious practices and people	religious leaders			ITA	
515	religious practices and people	sisters			IND	
516	science and technology	animal hybrids	/			/
517	science and technology	banking technology	/			/
518	science and technology	entertainment technology	/	USA		/
519	science and technology	gadgets and devices	/	USA, GBR		/
520	science and technology	household technology		CAN	TUR, CRI	/
521	science and technology	ICT	/	CAN, GBR, USA	ECU, KEN	/
522	science and technology	inventions	/	GBR, USA	CHE, DEU, FRA, ITA, the Sumerians	/
523	science and technology	medicine and medical development		GBR, USA	FRA	/
524	science and technology	nanotechnology		GBR		/
525	science and technology	scientific discovery and development	/	USA, GBR	FRA, JPN, RUS, POL	/
526	science and technology	security technology				/
527	science and technology	special effects		NZL, USA		/
528	science and technology	sports technology				/
529	science and technology	vehicles	/	USA, GBR	DEU, FRA, ITA, RUS, ZAF, JPN,	/
530	sex, gender, and sexuality	gender ideology			IND	
531	sex, gender, and sexuality	women's liberty			POL, GRC, CHN	
532	social etiquette	apology and excuses	/	USA, GBR		/
533	social etiquette	bad habits	/	USA		/
534	social etiquette	bad manners	/		KOR	/
535	social etiquette	coughing in public				/
536	social etiquette	doorway etiquette				/
537	social etiquette	escalator etiquette				/
538	social etiquette	expletives		GBR		

	Knowledge of culture		Sources of culture			
	Cultural topic	Sub-cultural topic	sc	TC	ITC	uc
539	social etiquette	expressing gratitude	/	GBR, USA		/
540	social etiquette	honorifics and titles		GBR	MEX	/
541	social etiquette	patterns of politeness				/
542	social etiquette	queueing up	/	GBR, USA	FRA	/
543	social etiquette	respect for places	/		Arab countries, ITA	
544	social etiquette	saying bless you to someone who has sneezed				/
545	social etiquette	table manners	/			/
546	social etiquette	train etiquette			JPN	
547	social interaction	agreeing and disagreeing	/	USA		/
548	social interaction	arguing				/
549	social interaction	appointments	/	USA	BRA	/
550	social interaction	asking for a suggestion	/			/
551	social interaction	business contact		USA	JPN	/
552	social interaction	communicating				/
553	social interaction	comradeship and friendship	/		Latin countries, Arab countries	/
554	social interaction	congratulation	/			/
555	social interaction	expressing admiration				/
556	social interaction	expressing understanding and sympathy	/	USA, GBR		
557	social interaction	expressing wishes for success	/			/
558	social interaction	giving a speech				/
559	social interaction	giving opinions	/			/
560	social interaction	gossiping	/			/
561	social interaction	greeting, friendly exchange, and farewell	/	GBR, USA	Arab countries, CHN, JPN, IDN, KOR, MEX, DEU, IND, MAR, ESP	/
562	social interaction	humour and sense of humour	/			/
563	social interaction	interviewing	/			/
564	social interaction	invitations	/			/
565	social interaction	making a complaint	/			/
566	social interaction	making a request	/			/
567	social interaction	making a suggestion	/	USA, NZL	Hawaii	/
568	social interaction	making an offer	/			/
569	social interaction	negotiation	/			/

	Knowledge of culture		Sources of culture			
	Cultural topic	Sub-cultural topic	sc	TC	ITC	uc
570	social interaction	penmanship	/	USA		/
571	social interaction	persuading	/			/
572	social interaction	school bullying				/
573	social interaction	self-introduction and introduction of others				/
574	social interaction	socialising online	/			/
575	social interaction	visiting	/	USA	IND	/
576	social values	beauty		GBR	CHN, EU	/
577	social values	body weight			EU	/
578	social values	honesty			JPN	
579	social values	individual liberty			GRC, the Romans	
580	social values	masculine beauty			ITA, western countries	/
581	social values	success in careers		USA, GBR	CHN, ESP	
582	social values	trust	/	USA		/
583	stereotype	blond-haired people				/
584	stereotype	gender difference	/			/
585	stereotype	the poor				/
586	stereotype	the rich				/
587	the social system	royalty	/	GBR, USA	SWE, ESP, CHN, FRA, ITA	
588	the social system	rulers	/	GBR	EGY, Aztec, MEX, CHN, ESP, FRA, IND, IRQ, ITA, Prussia, RUS, SWE, GRC, Persia, the Romans, DEU	/
589	the social system	social class		GBR	CHN, EGY, the Romans, GRC, EU, IND	
590	the social system	social class identification			CHN, EGY	
591	the social system	social groups			Romans, GRC, EGY, EU, FRA, CHN	/
592	the social system	succession to the throne			SWE	
593	youth	books and other reading matters				/
594	youth	chores				/
595	youth	clothes			EU, JPN	
596	youth	common habits and addictions	/	GBR		/
597	youth	cyber bullying	/	USA, GBR		
598	youth	eating habits	/	USA		

	Knowledge of culture		Sources of culture			
	Cultural topic	Sub-cultural topic	sc	TC	ITC	uc
599	youth	environment	/			
600	youth	fashion		USA		
601	youth	freedom	/			/
602	youth	health				/
603	youth	home leaving	/			/
604	youth	ICT		USA, GBR		/
605	youth	kinship, marriage, and the family				/
606	youth	law	/			/
607	youth	leisure and recreations	/	USA, GBR	KOR, BRA	/
608	youth	music	/	USA		
609	youth	neighbourhood	/			
610	youth	online activities		USA		
611	youth	part-time jobs	/			
612	youth	science and technology				/
613	youth	shopping habits	/			/
614	youth	socialising				/
615	youth	the press	/			/
616	youth	topics of conversation	/			/
617	youth	trends	/			/

APPENDIX B

THE RESULTS OF CONTENT ANALYSIS ON ATTITUDE PRESENTED IN THE COURSEBOOKS

1. Reasons why some cultural traits and practices exist

	Cultural topic	sub-topic	the reason behind cultural practices	task, activity types, and types of item
1	art	architecture	The reason why the Arc de Triomphe was constructed is to celebrate Napoleon I's conquest.	reading tasks
2	lifestyles and living conditions	accidents	Reasons why there are lots of car accidents in one's country	speaking tasks
3	lifestyles and living conditions	accidents	The reason why traffic accidents in the US happen is people's talking on mobile phones or sending SMS while driving.	reading tasks
4	lifestyles and living conditions	accommodation	The reason why there are many cave houses in southern Spain is the temperatures.	reading tasks
5	lifestyles and living conditions	accommodation	The reasons why there are over 10,000 houseboats in Amsterdam are the insufficiency of accommodation for people in the city, and people's preference.	reading tasks
6	lifestyles and living conditions	infrastructure	The reasons why there are blackouts in India are excessive electricity use, bad transmission, and power stealing.	reading tasks
7	lifestyles and living conditions	law	The reason why many countries have strict laws as regards names is to prevent parents from giving children ridiculous names.	reading tasks
8	lifestyles and living conditions	law	Reasons why some silly laws exist in the US.	after reading questions
9	lifestyles and living conditions	law	The reason why there are laws about names.	after reading questions

2. Reasons why some cultural traits and practices are popular

	Cultural topic	sub-topic	the reason behind cultural practices	task, activity types, and types of item
10	art	TV programmes	Reasons why reality TV is popular around the world.	before reading question
11	art	TV programmes	The reasons why Reality TV shows are popular are the way they bring instant fame to ordinary people, people's natural curiosity, and the fact that reality TV shows can help people feel good about themselves.	reading tasks
12	art	TV programmes	Reasons why some current reality shows are the most popular in one's country.	discussion task after reading a passage
13	dress	accessories	The reason why top hats became popular in England in the 1850s is that Prince Albert wore one.	a passage in grammar exercises
14	youth	eating habits	Reasons why one thinks healthy diet or fast food is popular amongst teenagers in his country.	speaking tasks

3. Reasons why people carry out some cultural traits and practices

	Cultural topic	sub-topic	the reason behind cultural practices	task, activity types, and types of item
15	belief, attitude, and thought	animals	Reasons why one believes that animals have or do not have a sixth sense.	discussion task after reading a passage
16	belief, attitude, and thought	colours	Reasons why one chooses a colour for painting a room.	before reading question
17	belief, attitude, and thought	colours	Reasons why the colour blue is generally considered an appetite suppressant.	discussion task after reading a passage
18	belief, attitude, and thought	superstitions	The reason why people believe in the cursed kimono is that people believe that many bad incidents happened because of the curse in the kimono.	reading tasks
19	belief, attitude, and thought	superstitions	The reason why people believe in bad luck 13 might derive from the ancient Egyptians' belief about the number 13 representing death.	reading tasks

3. Reasons why people carry out some cultural traits and practices

	Cultural topic	sub-topic	the reason behind cultural practices	task, activity types, and types of item
20	belief, attitude, and thought	superstitions	The reason why Chinese and Japanese associate number 4 with bad things is that number 4 sounds the same as the word for death in Chinese and Japanese languages.	reading tasks
21	belief, attitude, and thought	superstitions	The reason why people say bless you to people who have sneezed is that it was believed that evil spirits were responsible for sickness and that the soul flew out of the body when a person sneezed, and saying bless you would protect the person from being entered by evil spirits while the soul was gone.	reading tasks
22	belief, attitude, and thought	superstitions	The reason why people avoid breaking a mirror is that it was believed that a mirror was a reflection of the soul. Breaking a mirror, thus, equals doing damage to one's soul.	reading tasks
23	belief, attitude, and thought	superstitions	The reason why people believe that seeing black cats is bad luck is that it was believed that witches kept black cats as companions and the idea developed in which it was bad luck to see a black cat.	reading tasks
24	customs and traditions	land diving ritual	The reason why land diving ritual is practiced is that it is a sign of courage and strength of Vanuatu men and boys.	reading tasks
25	customs and traditions	names and naming	The reason why Epperson named soda pop popsicle is that his children referred to his invented sweet as a popsicle and the name stuck.	reading tasks
26	death	death rituals	The reason why the Chinese before the time of Emperor Qin (221-210 B.C.E.) buried slaves and soldiers with their rulers is their belief in the next life.	reading tasks
27	death	death rituals	The reason why people in many cultures wear black attire to funeral is the symbol of black as death and mourning.	reading tasks
28	death	death rituals	The reason why people in some Asian countries wear white attire to funeral is that white represents mourning.	reading tasks
29	dress	body decoration	The reason why prehistoric people in South Africa used pieces of ochre painted their body is to attract members of the opposite sex.	reading tasks

3. Reasons why people carry out some cultural traits and practices

	Cultural topic	sub-topic	the reason behind cultural practices	task, activity types, and types of item
30	dress	body decoration	The reason why, before the marriage, Indian or Pakistanis brides' hands are painted with beautiful patterns in henna is to mark the women as special.	reading tasks
31	dress	body decoration	The reasons why the Maori use facial tattoos are to show which community they belonged to and their place in that community.	reading tasks
32	dress	body decoration	The reason why people in the ancient China and Egypt wore particular nail polish is to represent social class.	reading tasks
33	dress	clothes	The reasons why women wore Corsets are to narrow their waists and enhance their busts.	a passage in grammar exercises
34	dress	clothes	The reason why babies in China wear red is that red colour means good luck.	reading tasks
35	dress	clothes	Reasons why one's classmates wear a t-shirt in particular occasions.	discussion task after reading a passage
36	dress	makeup and fashion	The reason why Ancient Egyptians rubbed ground stones on their eyelids in order to be more attractive.	reading tasks
37	dress	perfumes	The reason why the ancient Greeks, Egyptians, and Romans wore perfumes is to hide their body odour.	reading tasks
38	education	punishment	The reason why the ancient Roman teachers beat students is that the students did not pay attention or were lazy.	reading tasks
39	education	teacher's home visits	The reason why teachers visit students' homes is the students' learning problems or bad behaviours.	reading tasks
40	folklore	traditional performances	The reason why a folk dance of India is performed in September is to celebrate the arrival of autumn, and another folk dance to celebrate a recovery from a serious illness.	reading tasks
41	folklore	traditional performances	The reason why Morris dancing is practiced in the UK and US is to celebrate the changing seasons.	reading tasks

3. Reasons why people do some cultural traits and practices

	Cultural topic	sub-topic	the reason behind cultural practices	task, activity types, and types of item
42	habits and routines	eating habits	The reason why some Americans aging over 50 years old eat at a fast food restaurant is that they are with younger people, mainly grandchildren.	reading tasks
43	habits and routines	eating habits	Reasons why one is careful or not careful about the kinds of foods he eats	schemata activating questions
44	habits and routines	eating habits	Reasons why Thais eat some kinds of foods with their hands.	discussion task after reading a passage
45	habits and routines	shopping habits	Reasons why one usually goes with a certain person when going shopping for new clothes.	speaking tasks
46	history	important and famous people	Reasons why Zhang Yin and Bill Gates are famous.	a completion (supply type) fill-in exercise
47	history	important and famous people	Reasons why Pierre and Marie Curie were famous.	after reading questions
48	history	important and famous people	The reasons why Zhang Yin is famous are her fortune and business success.	reading tasks
49	history	important and famous people	The reasons why Bill Gates is famous are his fortune and expertise in computers.	reading tasks
50	history	important and famous people	The reasons why Shakira is famous are her popularity as a singer and career success as a singer and songwriter.	reading tasks
51	history	important and famous people	The reasons why Muhammad Yunus is famous are his pioneering work against the poverty which expanded from Bangladesh to the world.	reading tasks
52	history	important and famous people	The reasons why Cleopatra is famous are her important position as the last pharaoh of Egypt and her intellect and beauty.	reading tasks
53	history	important and famous people	The reason why Shah Jahan is famous is that he built the Taj Mahal, one of the most beautiful monuments in the world for his spouse in order to honour her memory.	reading tasks

3. Reasons why people carry out some cultural traits and practices

	Cultural topic	sub-topic	the reason behind cultural practices	task, activity types, and types of item
54	history	important and famous people	The reason why Giuseppe Garibaldi is famous is that he was a leader in the struggle for Italian unification and independence and the struggle for independence of Uruguay from Argentina.	reading tasks
55	history	important and famous people	The reason why Marie Curie is famous is that she was the first person to win the Nobel Prize twice.	reading tasks
56	history	important and famous people	The reason why Pierre Curie is famous is that he won the Nobel Prize for Physics for the discovery of radioactivity.	reading tasks
57	history	important and famous people	The reason why Amancio Ortega is famous is his career success.	reading tasks
58	history	important and famous people	The reason why J.K. Rowling is famous is her career success.	reading tasks
59	history	important and famous people	The reasons why Li Ka-Shing is famous are his fortune, and reputation for being honest, and generous.	reading tasks
60	history	important and famous people	The reason why Oprah Winfrey is famous is her career success.	reading tasks
61	history	important and famous people	The reason why the Beatles are famous is their popularity.	reading tasks
62	history	important and famous people	The reason why Mozart is famous is his musical intelligence.	reading tasks
63	history	important and famous people	The reason why Sir Winston Churchill is famous is his political genius.	reading tasks
64	history	important and famous people	The reason why Leonardo Da Vinci is famous is his intelligence in many different subjects.	reading tasks
65	history	important and famous people	The reason why Thomas Edison is famous is his great inventions..	reading tasks
66	history	important and famous people	The reason why Lang Lang is famous: he won at the International Competition for Young Pianists Competition in Germany since he was eleven.	reading tasks
67	history	important and famous people	The reason why Elvis Presley is famous is his career success as a rock singer superstar.	reading tasks
68	history	important and famous people	The reason why Mark Zuckerberg is famous is that he created one of the world's most popular social network websites.	reading tasks
69	important days, festivals, and celebrations	celebrating activities	The reason why Chinese people eat lotus seeds and black seaweed on New Year is that they believe they bring good luck.	reading tasks

3. Reasons why people carry out some cultural traits and practices

	Cultural topic	sub-topic	the reason behind cultural practices	task, activity types, and types of item
70	important days, festivals, and celebrations	celebrating activities	The reason why Chinese people have all the doors and the windows in the house open on New Year is that they believe that the old year can get out.	reading tasks
71	important days, festivals, and celebrations	celebrating activities	The reason why there are parades, and people dance in the streets on Bastille's Day in France is to celebrate the start of the French Revolution in 1789.	reading tasks
72	important days, festivals, and celebrations	celebrating activities	The reasons why Thai people pour water on elderly and family members are to bring good luck and celebrate the astrological New Year.	reading tasks
73	important days, festivals, and celebrations	celebrating activities	The Indians celebrate the love between Krishna and Radha on the Holi festival.	reading tasks
74	important days, festivals, and celebrations	celebrating activities	The reason why people give each other card, candy, or flowers on Valentine's Day is to show love and friendship.	reading tasks
75	important days, festivals, and celebrations	celebration decorations	The reason why Chinese celebrations are full of red is that red represents happiness and good luck in Chinese culture.	reading tasks
76	kinship, marriage, and the family	separation and divorce	Reasons why one thinks people break up.	discussion task after reading a passage
77	kinship, marriage, and the family	wedding ceremonies	The reason why brides in some cultures traditionally wear white dress is that white represents purity, innocence, and goodness.	reading tasks
78	kinship, marriage, and the family	wedding ceremonies	The reason why Chinese brides traditionally wear red is that red represents happiness and good luck in Chinese culture.	reading tasks
79	language usage	loan words	About 30% of all English words have a French origin because of the Norman invasion of England in 1066.	reading tasks
80	language usage	spoken languages	The reason why Indian people have long been Anglophones is that India was a British colony.	reading tasks
81	leisure	exercise and sports	Reasons why one thinks people have always played sports.	schemata activating questions
82	leisure	holidays	Reasons why one goes on an adventure holiday	speaking tasks
83	leisure	pets	The reason why Toy dogs are ideal apartment dogs is their requirement of little space.	a passage in the audio script

3. Reasons why people carry out some cultural traits and practices

	Cultural topic	sub-topic	the reason behind cultural practices	task, activity types, and types of item
84	leisure	pets	The reason why a mouser is kept as a pet is that they catch mice.	reading tasks
85	leisure	travel, trips, and tours	Reasons why one chose a country for a trip, when he went on the trip, how long he stays there, and how he felt about it.	speaking tasks
86	leisure	travel, trips, and tours	Reasons why one chooses a country for visiting.	speaking tasks
87	leisure	volunteer	Reasons why one thinks people do a volunteer work.	speaking tasks after reading a passage
88	leisure	volunteer	Reasons why one would volunteer for an organisation.	speaking tasks after reading a passage
89	leisure		Reasons why one chooses a particular hobby or recreation.	speaking tasks
90	lifestyles and living conditions	competitions	The reason why the first modern Olympics in 1896 included a marathon is to commemorate Phedippides', a Greek soldier, run.	reading tasks
91	lifestyles and living conditions	competitions	The reason why the Greek team always leads the procession of athletes during the opening ceremony of the Olympics Games is that the Greeks originated the Olympics.	reading tasks
92	lifestyles and living conditions	economics	The reason why metal coins of the Persians, Romans, and Greeks were lumps of silver with the head of gods and emperors stamps on them is for showing their authenticity.	reading tasks
93	lifestyles and living conditions	immigration	The reasons why some Eastern and Southern Europeans immigrated to the US are their expectations for a better life in the US.	a passage in the audio script
94	lifestyles and living conditions	traffic	The reason why people tend to walk or drive on the right is that most people are right-handed.	reading tasks
95	lifestyles and living conditions	transport and vehicles	Reasons why one chooses a method of transportation for a journey.	topics of writing task
96	lifestyles and living conditions		The reason why the lives of many young people on the island of Tenerife, Spain have changed: they are influenced by foreign tourists.	grammar exercises
97	non-verbal communication	gesture and posture	The reason why Korean people make only brief eye contact while introducing themselves: they consider staring impolite.	an example of a writing task

3. Reasons why people carry out some cultural traits and practices

	Cultural topic	sub-topic	the reason behind cultural practices	task, activity types, and types of item
98	personal needs	education	The reason why one chooses a place to continue their education.	schemata activating questions
99	science and technology	ICT	The reason why people allow viruses to infiltrate their computers is that they are tricked into it.	reading tasks
100	science and technology	ICT	Reasons why computer viruses are so widespread.	discussion task after reading a passage
101	science and technology	ICT	Reasons why one thinks people create and spread viruses.	discussion task after reading a passage
102	social etiquette	apology and excuses	The reason why people apologise is their sorrow or guilty.	dialogues
103	social etiquette	coughing in public	The reason why one covers his mouth while coughing: others will not catch his cold.	grammar exercises
104	social interaction	business contact	The reason why Japanese people give someone a name card and expect him to read it and even comment about it: to do so is considered polite for Japanese people.	reading tasks
105	social interaction	communicating	The reason why people communicate is to grow closer to other people, establish intimate relationships, share thoughts and feelings, be supportive, accomplish a task, persuade, argue, convey facts, and demonstrate knowledge.	reading tasks
106	social interaction	communicating	Reasons why people communicate.	after reading questions
107	social interaction	gossiping	Reasons why people gossip.	schemata activating questions
108	social interaction	gossiping	Reasons why people gossip.	after reading questions
109	social interaction	gossiping	The reasons why people gossip: it makes them feel like they are part of a group, they feel envious, bored, or they desire to feel superior.	reading tasks
110	social interaction	humour and sense of humour	Reasons why a TV show or comedian makes one laughs.	schemata activating questions
111	social interaction	negotiation	The reason why people negotiate is to avoid arguing.	dialogues

3. Reasons why people carry out some cultural traits and practices

	Cultural topic	sub-topic	the reason behind cultural practices	task, activity types, and types of item
112	youth	common habits and addictions	Reasons why teens are called 'the mall generation' in some countries.	after reading questions
113	youth	common habits and addictions	The reasons why some American high school students use their mobile phones more than 90 times a day are their depression and anxiety.	reading tasks
114	youth	home leaving behaviour	Reasons why one thinks some young people leave home.	discussion task after reading a passage

4. Reasons why people have positive or negative attitude towards some cultural traits and practices

	Cultural topic	sub-topic	the reason behind cultural practices	task, activity types, and types of item
115	belief, attitude, and thought	advertisements	Reasons why some kinds of items should not be advertised.	self-reviewing question
116	belief, attitude, and thought	exercise and sports	Reasons why one considers a sport as his favourite one.	schemata activating questions
117	belief, attitude, and thought	exercise and sports	Reasons why one likes a sport.	speaking tasks
118	belief, attitude, and thought	exercise and sports	Reasons why one likes a sport or recreational activity.	topics of writing task
119	belief, attitude, and thought	holidays	Reasons why one thinks a holiday is enjoyable.	discussion task
120	belief, attitude, and thought	leisure and recreations	The reason why a person loves going fishing is that it gives him time to be quiet and to unwind.	an example of a writing task
121	belief, attitude, and thought	makeup and fashion	Reasons why one likes and dislikes at all about current fashion.	discussion task

4. Reasons why people have positive or negative attitude towards some cultural traits and practices

	Cultural topic	sub-topic	the reason behind cultural practices	task, activity types, and types of item
122	belief, attitude, and thought	occupations	Reasons why one thinks police officers have an easy or difficult job.	speaking tasks
123	belief, attitude, and thought	occupations	Reasons why one would or would not like to work in the fashion business.	discussion task
124	belief, attitude, and thought	occupations	Reasons why some jobs would be very rewarding to him.	schemata activating questions
125	belief, attitude, and thought	occupations	Reasons why some jobs would not be satisfying at all.	schemata activating questions
126	belief, attitude, and thought	occupations	Reasons why one is interested in some jobs.	discussion task after reading a passage
127	belief, attitude, and thought	occupations	Reasons why one thinks an occupation is interesting.	topics of writing task
128	belief, attitude, and thought	politics	The reasons why people do not trust politicians are their corruption, broken campaign promises, and poor government services.	reading tasks
129	belief, attitude, and thought	quality of life	Reasons why one thinks some countries have the best quality of life.	before reading question
130	belief, attitude, and thought	science and technology	Reasons why some people feel afraid of new technology.	discussion tasks
131	belief, attitude, and thought	science and technology	Reasons why one thinks faster transport is better or worse than a slower one.	discussion task
132	belief, attitude, and thought	science and technology	Reasons why some people dislike the Internet.	discussion task
133	belief, attitude, and thought	science and technology	Reasons why genetic testing should be or should not be made available to everyone.	discussion task after reading a passage
134	belief, attitude, and thought	science and technology	Reasons why one thinks that it is or is not a good thing to have a kind of technology	topics of writing task

4. Reasons why people have positive or negative attitude towards some cultural traits and practices

	Cultural topic	sub-topic	the reason behind cultural practices	task, activity types, and types of item
135	belief, attitude, and thought	superstitions	Reasons why a certain Japanese kimono from the 17th century was considered bad luck before it was burned.	after reading questions
136	belief, attitude, and thought	TV programmes	Reasons why one dislikes some TV programmes.	schemata activating questions
137	foods and beverages	meals	Reasons why one thinks a meal was special.	topics of writing task
138	habits and routines	communicating habits	Reasons why one prefers socialising online to socialising with friends in person or vice versa.	topics of writing task
139	habits and routines	exercising habits	Reasons why being fit and healthy is important to one.	speaking tasks
140	important days, festivals, and celebrations	celebrating activities	The reason why, during the Chinese New Year, Chinese people prefer wearing red to any other colour, and older family members give money in red envelopes to younger members of the family is that red represents happiness and good luck in Chinese culture.	reading tasks
141	kinship, marriage, and the family	family relationship	Reasons why parents are not happy about their children staying out late in the evening.	discussion task
142	leisure	races	Reasons why one would like to watch or participate in a racing sport	schemata activating questions
143	leisure	shopping	Reasons why one enjoys shopping	speaking tasks
144	leisure	travel, trips, and tours	Reasons why one would like to visit a place.	speaking tasks
145	leisure	travel, trips, and tours	Reasons why one would like to travel to some places.	schemata activating questions
146	leisure	travel, trips, and tours	Reasons why one would like to visit some places	topics of writing task

4. Reasons why people have positive or negative attitude towards some cultural traits and practices

	Cultural topic	sub-topic	the reason behind cultural practices	task, activity types, and types of item
147	leisure	volunteer	Reasons why it is important for people to do volunteer work.	discussion task
148	leisure	volunteer	Reasons why one would like to do a volunteer work.	discussion task
149	leisure		Reasons why one thinks some people like a dangerous hobby or recreation.	speaking tasks
150	lifestyles and living conditions	accommodation	Reasons why one would like to stay at some unusual hotels.	schemata activating questions
151	lifestyles and living conditions	competitions	Reasons why most countries want to take part in the Olympics.	schemata activating questions
152	lifestyles and living conditions	transport and vehicles	The reasons why some people prefer travelling by bus are that it is comfortable, it's easy to walk about on a bus, it is safe, and they can enjoy the scenery nearby the roads.	grammar exercises which is an example of a writing task
153	personal needs	accommodation	The reasons why young Japanese people want ultra-compact houses are the raising populations in Tokyo, and their need to live close to all the amenities and excellent school system in town and to avoid long commutes into town.	reading tasks
154	personal needs	career	Reasons why one would like to have a job in the future.	discussion task after reading a passage
155	personal needs		Reasons why a personal need is important to a person.	speaking tasks
156	social values	beauty	The reason why people in Europe between 1500 and 1900 considered a plump figure as very attractive for both men and women is the widespread famine. Thus, full figures represented health and wealth.	reading tasks
157	youth	freedom	Reasons why one thinks the youth at certain age should have freedom in going out without their parents.	discussion task
158	youth	leisure and recreations	Reasons why the youth in one's country prefer to enjoy some forms of entertainment with friends rather than with their family.	discussion task

5. Reasons why particular functions of some cultural traits and practices are of concern

	Cultural topic	sub-topic	the reason behind cultural practices	task, activity types, and types of item
159	dress	accessories	The reason why the ancient Romans were concerned with shoes which were suitable for military is their concentration on expansion of power.	reading tasks

6. Reasons why something affects the way people perform some cultural traits and practices

	Cultural topic	sub-topic	the reason behind cultural practices	task, activity types, and types of item
160	dress	clothes	Reasons why something influences one when choosing clothes to wear.	speaking tasks

7. Reasons why some cultural traits and practices formed or were originated

	Cultural topic	sub-topic	the reason behind cultural practices	task, activity types, and types of item
161	belief, attitude, and thought	superstitions	Reasons why superstitious beliefs in one's culture were originated.	before reading question
162	belief, attitude, and thought	superstitions	Reasons why most superstitions form.	after reading questions
163	kinship, marriage, and the family	dating services	The reasons why two Harvard undergrads initiated computer dating are to have some fun and meet interesting people.	reading tasks
164	language usage	invented languages	The reason why Esperanto was invented is to break down language barriers and build a sense of equality and brotherhood between nations.	reading tasks
165	language usage	invented languages	The reason why Klingon was designed is to be an exclusive language that could only be spoken by the most committed Star Trek fans.	reading tasks
166	language usage	invented languages	Reasons why people have created invented languages.	after reading questions
167	leisure	exercise and sports	The reason why Dr. James A. Naismith created Basketball is that he was asked to create a game that could be played indoors during the harsh winters in the US.	reading tasks

7. Reasons why some cultural traits and practices formed or were originated

	Cultural topic	sub-topic	the reason behind cultural practices	task, activity types, and types of item
168	leisure	pets	The reason why Irish Setters, Golden Retrievers, and Cocker Spaniels were originally bred is to help hunters.	a passage in the audio script
169	lifestyles and living conditions	fairs, expositions, and events	The reason why American Wife Carrying Championships was originated might be a past practice in which men found women to marry by running to their village, picking them up, and carrying them off.	reading tasks
170	science and technology	inventions	The reason why the Sumerians invented wheels is to move heavy loads.	reading tasks

8. Reasons why some cultural traits and practices are banned in other countries

	Cultural topic	sub-topic	the reason behind cultural practices	task, activity types, and types of item
171	lifestyles and living conditions	law	The reason why Donald Duck was banned in Finland is that the cartoon character does not wear pants.	reading tasks
172	lifestyles and living conditions	law	The reason why Donald Duck was banned in Finland.	after reading questions

9. Reasons why some cultural traits and practices are effective

	Cultural topic	sub-topic	the reason behind cultural practices	task, activity types, and types of item
173	science and technology	ICT	Reasons why attaching viruses with an "I love you" e-mail is so effective.	discussion task after reading a passage

APPENDIX C

THE RESULTS OF CONTENT ANALYSIS ON SKILLS PRESENTED IN THE COURSEBOOKS

1. How people perform some cultural traits and practices effectively

	Cultural topic	sub-cultural topic	how to perform cultural practices effectively	task, activity types, and types of item
1	art	soap operas	What Mexican soaps are like: they have a lot of drama and emotion, typically boy loves girl, but his family does not accept her.	reading passages
2	belief, attitude, and thought	colours	How one interprets different colours in his culture.	topics of writing tasks
3	belief, attitude, and thought	colours	How one interprets each colour in his culture.	other task types (picture tasks)
4	belief, attitude, and thought	dreams	How flying in dreams is interpreted is that it means success, control, confidence, and complete control of something.	reading passages
5	belief, attitude, and thought	dreams	How monsters in dreams are interpreted is that they represent fears.	reading passages
6	belief, attitude, and thought	dreams	How people interpret things in dreams: snakes mean good changes in life, teeth mean worries over appearance, big waves represent emotional concerns, and falling means that one's life is out of control.	reading passages
7	belief, attitude, and thought	dreams	How one interprets his dreams.	discussion tasks after reading a passage
8	belief, attitude, and thought	dreams	How one interprets his recent dreams.	topics of writing tasks
9	belief, attitude, and thought	dreams	How one interprets dreams.	other task types (content activities)
10	belief, attitude, and thought	symbols	How different symbols are interpreted in one's culture.	topics of writing tasks

1. How people perform some cultural traits and practices effectively

	Cultural topic	sub-cultural topic	how to perform cultural practices effectively	task, activity types, and types of item
11	belief, attitude, and thought	symbols	How each symbol is interpreted in one's culture.	other task types (drawing)
12	birth	birthday	How Vietnamese consider a day as their birthdays is that they do not keep record of the exact day when children are born, so all babies turns one on their New Year, Tet.	reading passages
13	birth	birthday celebrations	How to celebrate Japanese girls' third and fifth birthdays and Japanese boys' seventh is to wear new clothes, go to a shrine with their families, and pray for a long life for them. Then there is a feast at the family home.	reading passages
14	birth	birthday celebrations	How to celebrate birthdays in Mexico is to have a birthday party usually including the game of hitting a piñata, which is a colourful container in the shape of an animal or star full of candy and treats. When children break it, they can get all the sweet.	reading passages
15	birth	birthday celebrations	How to celebrate birthdays according to German birthday traditions is to have parties and cakes with candles. The birthday person blows out candles and makes a wish. Everyone sing a birthday song. Then the birthday person opens presents.	reading passages
16	birth	birthday celebrations	How one celebrates his birthday.	discussion tasks
17	birth	birthday celebrations	How some people celebrate their birthdays: the person celebrates his 16th birthday in a theme party with all of his friends.	reading passages
18	birth	birthday celebrations	How people in one's country celebrate their birthdays.	discussion tasks
19	customs and traditions	colours	How colours are used in the West: pink is the colour for baby girls and blue for boys.	reading passages
20	customs and traditions	colours	How colours are used in China: babies wear red.	reading passages
21	customs and traditions	colours	How one uses traditional colours in his culture at weddings, birthdays, national holidays, etc.	discussion tasks after reading a passage

1. How people perform some cultural traits and practices effectively

	Cultural topic	sub-cultural topic	how to perform cultural practices effectively	task, activity types, and types of item
22	customs and traditions	giving gifts	How the Americans give or receive gifts when they visit a house or are invited to visit a friend's home is that hosts do not expect to receive presents a friend who has been invited to visit their home, but a small token for the host or hostess is usually well received.	reading passages in the listening tasks (audio script)
23	customs and traditions	giving gifts	How people from Asian cultures give and receive gifts when they visit a house or are invited to visit a friend's home is that the hosts expect to receive present from a friend who has been invited to visit their home.	reading passages in the listening tasks (audio script)
24	customs and traditions	giving gifts	How American people give gifts is to use services where people in costume deliver gifts in person and sings a song to the person who is receiving the gift.	reading passages
25	customs and traditions	hidden treasures	How hidden treasures in one's culture were practiced, including what they hid and when they were hidden.	discussion tasks after reading a passage
26	customs and traditions	hidden treasures	How ancient Romans hid their fortune: they buried coins in a large clay pot that was about 30 cm. deep in the ground.	reading passages
27	customs and traditions	land diving ritual	How the Vanuatus perform their land diving ritual is to begin building at least one tall wooden tower in each village in early April, cut vines to the right size so that the divers' head will be close enough to barely touch the ground. If a diver's hair touches the ground, the action will fertilise the ground.	reading passages
28	customs and traditions	names and naming	How Vietnamese people give each of limestone formations on Ha Long Bay a name is to base on the shape of the formation.	reading passages
29	customs and traditions	names and naming	How Chinese people call people's names is that the family name comes before the first name.	dialogues
30	customs and traditions	names and naming	How people name a sport: the marathon is named after the run of a Greek soldier.	reading passages
31	customs and traditions	names and naming	How people in Belgium named their children: until 1874, people in Belgium had to choose their children's names from a list written at the time of Napoleon.	reading passages

1. How people perform some cultural traits and practices effectively

	Cultural topic	sub-cultural topic	how to perform cultural practices effectively	task, activity types, and types of item
32	customs and traditions	names and naming	How American students call their instructors: by their first names.	reading passages
33	customs and traditions	names and naming	How Australian people name mountains: in Sydney, people name mountains according to their features such as colours seen from a distance.	reading passages
34	customs and traditions	names and naming	How Australian people name coasts: some coasts in Australia are named after events which happen there such as a coast is called the ship wreck coast.	reading passages
35	customs and traditions	new home	How people celebrate moving into a new home is to have housewarming parties.	reading passages
36	customs and traditions	personification	How the Americans personify a car: calling it with the title 'Miss'.	reading passages
37	customs and traditions	raffle tickets	How raffle tickets in the US work: tickets are sold, and people who have bought them could win according to the rules such as playing a game, answering a question, etc.	reading passages
38	customs and traditions	sharing a place with roommates	How to share a place with roommates: roommates may share the cost and use of facilities and utilities, but not personal hygiene items and foods. The chores are divided amongst them. There are agreements regarding having guests.	reading passages
39	customs and traditions	taboos	How Chinese do not practice: no cleaning is allowed on Chinese New Year.	reading passages
40	customs and traditions	time capsules	How time capsules in the US work: they bury any objects as regards daily life, and scientific development and technology into a vault. After the burial at a precise time, they unearth the objects again and see how people were and how they lived back then.	reading passages
41	customs and traditions	tipping	How American people tip waiters is to tip 15 percent of the cost of one's meal.	reading passages
42	customs and traditions	tipping	How people in one's country tip.	discussion tasks

1. How people perform some cultural traits and practices effectively

	Cultural topic	sub-cultural topic	how to perform cultural practices effectively	task, activity types, and types of item
43	customs and traditions	tricks and pranks	What a trick in one's culture is like.	schemata activating questions
44	customs and traditions	tricks and pranks	What a trick in one's culture is like.	schemata activating questions
45	customs and traditions	visiting sick persons	How people visit someone who is sick at a hospital: they buy things for the sick person.	dialogues
46	customs and traditions	white lies	How one told a white lie.	topics of writing tasks
47	death	death rituals	How Chinese people before the time of Emperor Qin (221-210 B.C.E.) performed a death ritual for their rulers was to bury slaves and soldiers with their rulers.	reading passages
48	death	death rituals	How Chinese people in the time of Emperor Qin (221-210 B.C.E.) performed a death ritual for their rulers was to bury life-size clay statues of warriors in their battledress with their rulers.	reading passages
49	death	death rituals	How Indian people dress at funerals: they wear white attire.	reading passages
50	death	death rituals	How people dress in a funeral: they wear black attire.	reading passages
51	death	death rituals	How people in Asian countries dress in a funeral is to wear white attire.	reading passages
52	death	death rituals	How people in the West dress at funerals: they wear black attire	reading passages
53	death	death rituals	How some people in the past conducted death rituals: they were buried with a bell above ground to which a string was attached. The string ran into their coffin. In case someone happened to be buried alive, the person could ring the bell to alert others and be saved from the grave.	reading passages

1. How people perform some cultural traits and practices effectively

	Cultural topic	sub-cultural topic	how to perform cultural practices effectively	task, activity types, and types of item
54	dress	accessories	How people in ancient Egypt wore shoes: sandals were mostly worn by the rich and the nobility. The sandals were made from woven palm leaves or papyrus with leather strips.	reading passages
55	dress	accessories	How one wears a baseball cap and tennis shoes, including when and where he wears them.	schemata activating questions
56	dress	body decoration	How the ancient Celtic decorated their hair was to dye their hair with bright colours, most often red and bright blue.	reading passages
57	dress	body decoration	How men in Niger decorate their bodies is to paint their faces with bright makeup and wear elaborate costumes and draw bright lines down their noses and paint patterns of white dots on their cheeks.	reading passages
58	dress	clothes	How one and his classmates consider which occasions to wear a t-shirt.	discussion tasks after reading a passage
59	dress	clothes	How one dresses, including on what occasions it is important to think carefully about what he wears and when he worries about the clothes he wears.	speaking tasks
60	dress	clothes	How some people dress, including what he wears in a particular occasion and how often he wears them.	a completion (supply type) fill-in exercise
61	dress	clothes	How one dresses, including what one wears in a particular occasion and how often he wears them.	topics of writing tasks
62	dress	clothes	How one wears a t-shirt and jeans including when and where he wears them.	schemata activating questions
63	dress	dress for particular activities and occasions	How people dress for a job interview: women wear not more than 8 cm. above the knee skirts, stockings in neutral colours, and low-heels or high heels. Their nails are well-groomed and neat. They do not wear more than 2 rings per hand or one earring per ear, and no face jewelry or ankle brace laces either. Purses and briefcases are conservative and conspicuous. Flashy colours of the attire and accessories are not recommended. For men, they wear full-body jackets, shirts with or without neckties, and a pair of formal dark lace-ups shoes or loafers. Their hairs are preferably medium length and well-groomed. Conservative colours in various shades of blue and gray are recommended.	listening tasks (audio script)

1. How people perform some cultural traits and practices effectively

	Cultural topic	sub-cultural topic	how to perform cultural practices effectively	task, activity types, and types of item
64	dress	makeup and fashion	How the ancient Egyptians decorated their bodies was to grind coloured stones into powders and rubbed on their eyelids.	reading passages
65	dress	makeup and fashion	What the current fashion fads in one's country are like.	discussion tasks after reading a passage
66	dress	makeup and fashion	What typical fashion or clothing items in one's country are like, including where they are made and what products are used.	topics of writing tasks
67	dress	makeup and fashion	How people dressed at certain period in the past, including interesting facts and pictures.	other task types (content activities)
68	education	admission	How one does on his college entrance examinations.	discussion tasks
69	education	admission	How people in some countries prepare for university admission: the person studies hard for the exams, gets good score on the exams, gets into a college, and celebrates with friends.	reading passages
70	education	education system	What schools for the ancient Greeks were like: the ancient Greek boys started school at the age of 7. The girls stayed at home and learned how to keep the house.	reading passages
71	education	education system	What schools in ancient China were like: Chinese boys started school when they were 6 years old, and they studied for free. There was only one teacher for the whole school.	reading passages
72	education	education system	What education system in a country is like.	other task types (content activities)
73	education	graduation	How people in some countries celebrate on graduation day: the graduate wears a cap and gown for the graduation, celebrates with his family, has a big party, and go on a trip after graduation.	reading passages
74	education	graduation	How some people celebrate on their graduation day: the graduate eats out with his family and close friends and goes on a trip.	reading passages
75	education	graduation	How one celebrates on his graduation.	discussion tasks

1. How people perform some cultural traits and practices effectively

	Cultural topic	sub-cultural topic	how to perform cultural practices effectively	task, activity types, and types of item
76	education	graduation	How people in one's country celebrate on their graduation days.	discussion tasks
77	education	graduation	How people in south Korea celebrate graduating from kindergarten: children wear gowns, get diplomas, and celebrate by dances and presentations.	reading passages
78	education	graduation	How American high school students celebrate their graduation: they do it with a prom which is a school dance. Proms mark the end of adolescence and high school life, and the start of a new period of work or college.	reading passages
79	education	lectures and classes	What classes of one's parents or grandparents were like, including what the class room looked like, if the teacher did most of the talking in class?	speaking tasks
80	education	lectures and classes	What classroom culture in some countries is and was like: in the past, teachers were the only one who talked in class. Now, students work in groups around tables and discuss things aloud.	reading passages
81	education	lectures and classes	What ancient Greek classes were like: the ancient Roman students usually had classes outside when the weather was good or in the teacher's house.	reading passages
82	education	punishment	How one's parents or grandparents were punished at schools.	speaking tasks
83	education	punishment	How teachers punish and punished their students: many years ago, teachers were allowed to beat students with a cane or a wooden paddle. Now, detention, doing extra academic work, and writing repetitive things are applied.	reading passages
84	education	school lunch	How Kenya students have lunch at school: they receive lunch at school every day.	reading passages
85	folklore	traditional and national foods and beverages	What a typical menu from one's own country is like, including food for breakfast, lunch, and dinner.	other task types (making a menu)
86	folklore	traditional performances	How Hopi snake dance is performed: during Hopi snake dance, members of the Hopi tribe hold snakes, which are collected before the dance, between their teeth. The following day, the snakes are released so that they can tell other animals that the Hopi are moving in rhythm with nature. The Hopi often invite members of the audience to participate in their dances.	reading passages

1. How people perform some cultural traits and practices effectively

	Cultural topic	sub-cultural topic	how to perform cultural practices effectively	task, activity types, and types of item
87	folklore	traditional performances	How British and American people perform Morris dancing: Morris dancers, known as a team, wear bells, wave handkerchiefs or sticks, and dance to a simple tunes.	reading passages
88	foods and beverages	diets	What one's daily diet is like, including how much food and drink one has in a day.	topics of writing tasks
89	foods and beverages	globalisation of foods	How Chinese food, Japanese food, and Italian food are globalised around the world: chicken masala, an Indian dish, is probably the most popular food item in England.	reading passages
90	foods and beverages	meals	What a meal with foods from different countries or one's own country is like.	other task types (making a recipe)
91	foods and beverages	meals	What one's memorable meal was like, including where he was, whom he was with, what he ate, and why it is special.	topics of writing tasks
92	foods and beverages	recipe and cooking	How to prepare foods in the healthiest way.	discussion tasks
93	foods and beverages	recipe and cooking	What a recipe for a popular or famous recipe from one's country is like.	topics of writing tasks
94	foods and beverages	recipes and cooking	What one's favourite recipe is like?	topics of writing tasks
95	foods and beverages	recipes and cooking	What recipes of foods from different countries or one's own country are like.	other task types (making a recipe)
96	geography	natural phenomenons	How one prepares for flood.	speaking tasks
97	geography	natural resources	How water and fuel are managed in one's country.	speaking tasks after reading a passage
98	habits and routines	communicating habits	How the content of men and women's talk tend to differ.	after reading questions

1. How people perform some cultural traits and practices effectively

	Cultural topic	sub-cultural topic	how to perform cultural practices effectively	task, activity types, and types of item
99	habits and routines	communicating habits	How American people use the methods of communication: they used to use public phone booths when they went outside. Now people use mobile phones and send text messages to communicate with one another.	reading passages
100	habits and routines	communicating habits	How one communicates with people he knows and those he does not and how he communicates with a foreigner.	speaking tasks
101	habits and routines	daily routines	What one's daily routines are like.	grammar exercises
102	habits and routines	daily routines	What one's own daily routines are like and how often he does each activity.	completion (supply type) fill-in a grammar exercise
103	habits and routines	daily routines	What one's daily activities are like.	discussion tasks
104	habits and routines	daily routines	What one's typical day is like.	topics of writing tasks
105	habits and routines	daily routines	What some people's routines are like?	completion (supply type) fill-in exercise
106	habits and routines	daily routines	What one's routines are like?	topics of writing tasks
107	habits and routines	eating habits	How people in a country eat particular kinds of foods.	other task types (content activities)
108	habits and routines	eating habits	How people in Morocco eat is to eat with their hands and share food from a plate.	reading passages
109	habits and routines	eating habits	How the average American eats ice-cream: an American 26 litres of ice-cream a year. The favourite flavours are vanilla and chocolate.	a completion (supply type) fill-in exercise
110	habits and routines	eating habits	How people in France eat: they eat croissant for breakfast.	an example of a completion (supply type) fill-in exercise

1. How people perform some cultural traits and practices effectively

	Cultural topic	sub-cultural topic	how to perform cultural practices effectively	task, activity types, and types of item
111	habits and routines	eating habits	How people in different countries eat, including types of food and beverage and occasions they eat them.	completion (supply type) fill-in exercise
112	habits and routines	eating habits	What some people's eating habits are like, including where they eat, what kind of food, which occasions, and with whom.	other task types (picture tasks)
113	habits and routines	exercising habits	What one's exercising habits are like, including how often he exercises and where he exercises.	speaking tasks
114	habits and routines	shopping habits	How the Americans pay for a meal is done by showing a small cardboard card (credit cards) and giving their signatures.	reading passages
115	habits and routines	shopping habits	What one's family's shopping habits are like, including who normally goes to the supermarket and what one usually buys.	schemata activating questions
116	habits and routines	shopping habits	What one's shopping habits are like, including how often he buys clothes, frequency, location, if he buy things on sale or buy things online.	speaking tasks
117	habits and routines	shopping habits	What some American people's shopping habits are like: they cannot resist the temptation for shopping. They buy a lot of thing, even if they do not need them.	reading passages
118	habits and routines	shopping habits	What some Thais' shopping habits are like, including the duration, frequency, money, and things they buy the most often. Then, present the results to the class.	other task types (survey, content activities)
119	habits and routines	shopping habits	What one's shopping habits are like: how he shops, where he shops, and what he buys.	speaking tasks
120	important days, festivals, and celebrations	celebrating activities	How people in Brazil celebrate Carnival is to dress up in costumes for the Carnival parade.	reading passages
121	important days, festivals, and celebrations	celebrating activities	How one celebrates Valentine's Day, Chinese New Year, Mother's Day, Father's Day, and Thanksgiving in his country.	schemata activating questions

1. How people perform some cultural traits and practices effectively

	Cultural topic	sub-cultural topic	how to perform cultural practices effectively	task, activity types, and types of item
122	important days, festivals, and celebrations	celebrating activities	How to celebrate a holiday in one's country, including the date, clothing, music, dancing, and foods.	topics of writing tasks
123	important days, festivals, and celebrations	celebrating activities	How people in another country celebrate their holidays.	other task types (content activities)
124	important days, festivals, and celebrations	celebrating activities	How some Americans hold Groundhog Day: the event is held on every February 2nd. It is said that on this day, when a groundhog named Phil emerges from his hole, the length of the winter can be predicted. If he sees his shadow, there will be 6 more weeks of winter. If he does not see his shadow, spring will arrive early.	reading passages
125	important days, festivals, and celebrations	celebrating activities	How one celebrates New Year's Eve.	discussion tasks
126	important days, festivals, and celebrations	celebrating activities	How some people celebrate New Year's Eve: the person takes a trip on New Year's Eve and spends it in a special place.	reading passages
127	important days, festivals, and celebrations	celebrating activities	What a special date or celebration in Thailand are like.	topics of writing tasks
128	important days, festivals, and celebrations	celebrating activities	How people in one's country celebrate Valentine's Day, New Year, Mother's Day, and Father's Day.	discussion tasks
129	important days, festivals, and celebrations	celebrating activities	How Thai people celebrate their astrological New Year: Thai people traditionally pour water on elders and family members. In the home, people clean Buddha images with scented water.	reading passages
130	important days, festivals, and celebrations	celebrating activities	How Indian people celebrate on the Holi festival: they throw colourful powders at each other.	reading passages
131	important days, festivals, and celebrations	celebrating activities	How people celebrate the Tomatina festival in Spain is to throw a lot of tomatoes at one another.	reading passages
132	important days, festivals, and celebrations	celebrating activities	How people in one's country celebrate festivals.	discussion tasks after reading a passage

1. How people perform some cultural traits and practices effectively

	Cultural topic	sub-cultural topic	how to perform cultural practices effectively	task, activity types, and types of item
133	important days, festivals, and celebrations	celebrating activities	How people around the world celebrate festivals and celebrations.	other task types (content activities)
134	important days, festivals, and celebrations	celebrating activities	How Chinese people celebrate their New Year: in China, people start celebrating New Year from the first new moon of the new year, and it lasts until the full moon. In the evening of New Year's eve, they have dinner with the family and relatives. At midnight, they set off some firecrackers and have all the doors and the windows in the house open.	reading passages
135	important days, festivals, and celebrations	celebrating activities	How Mexican people celebrate their birthdays: piñatas are a favourite part of almost any celebration in Mexico. At children's' birthday parties, a piñata is hung from a doorway or the ceiling. The children put on blindfolds, and they take turns to try and break the piñata with a stick or bat. When it breaks, candy and toys in it fall to the floor and the children scramble to collect them.	reading passages
136	important days, festivals, and celebrations	celebrating activities	How people celebrate Valentine's Day is to give each other card, candy, or flowers.	reading passages
137	important days, festivals, and celebrations	celebrating activities	How Chinese people celebrate Chinese New Year is to have parades with lanterns and an enormous dragon.	reading passages
138	important days, festivals, and celebrations	celebrating activities	How French people celebrate Bastille Day is to have parades, and dance in the streets.	reading passages
139	important days, festivals, and celebrations	celebrating activities	How to celebrate Father's Day is that family members give their fathers some gifts.	reading passages
140	important days, festivals, and celebrations	celebrating activities	How to celebrate Mother's Day is that mothers receive gifts from their family.	reading passages
141	important days, festivals, and celebrations	celebrating activities	How American families celebrate Thanksgiving Day is to get together and eat a traditional turkey dinner.	reading passages

1. How people perform some cultural traits and practices effectively

	Cultural topic	sub-cultural topic	how to perform cultural practices effectively	task, activity types, and types of item
142	important days, festivals, and celebrations	celebration decorations	How people in Guatemala decorate their neighbourhood to celebrate Easter: they decorate the streets along the route with beautiful carpets of flowers.	a passage as completion (supply type) fill-in exercise
143	important days, festivals, and celebrations	celebration decorations	How Chinese people decorate their houses for New Year: on the Chinese New Year, people decorate their rooms with red paint or wallpaper; they put happy wishes on pieces of red paper on walls and doors. Their living rooms are full of vases of flowers, plates of oranges, and a lot of candles.	reading passages
144	kinship, marriage, and the family	family relationship	How one gets along with siblings.	discussion tasks
145	kinship, marriage, and the family	family structure	What one's family structure is like.	other task types (diagraming)
146	kinship, marriage, and the family	family visiting and reunions	How often one sees his relatives and what they do together.	speaking tasks
147	kinship, marriage, and the family	kinship systems	How one identifies his uncles and aunts.	self-reviewing questions
148	kinship, marriage, and the family	kinship systems	How one identifies his cousins.	self-reviewing questions
149	kinship, marriage, and the family	kinship systems	How one identifies his nephews and nieces.	self-reviewing questions
150	kinship, marriage, and the family	kinship systems	How to explain one's kinship system by drawing his family tree.	topics of writing tasks
151	kinship, marriage, and the family	wedding ceremonies	How brides in some cultures traditionally dress in their wedding ceremony: they wear white dress.	reading passages
152	kinship, marriage, and the family	wedding ceremonies	How Chinese brides traditionally dress in their wedding ceremony: they wear red gowns.	reading passages

1. How people perform some cultural traits and practices effectively

	Cultural topic	sub-cultural topic	how to perform cultural practices effectively	task, activity types, and types of item
153	kinship, marriage, and the family	wedding ceremonies	How brides in Western countries, Korea, Thailand, Japan and China dress for their weddings: a Western bride wears white dress. In Korea and Thailand, the bride and groom wear bright colours. In Japan, they wear traditional colourful kimonos. In China, brides wear red gowns.	reading passages
154	kinship, marriage, and the family	wedding ceremonies	How Chinese conduct their wedding ceremonies: they use red as the central colour of the wedding. The bride's gown, invitations and gift boxes are in red, and the home is decorated red on the wedding day.	reading passages
155	kinship, marriage, and the family	wedding ceremonies	How wedding ceremonies are conducted in one's culture.	discussion tasks
156	kinship, marriage, and the family	wedding ceremonies	How some people conduct their wedding ceremonies: the couple has a wedding reception, leave their single life, and go away for their honeymoon.	reading passages
157	kinship, marriage, and the family	wedding ceremonies	How people in one's country conduct their wedding ceremonies.	discussion tasks
158	language usage	loan words	How English words are used in a particular area in one's language.	other task types (content activities)
159	leisure	collecting things	How some people collect things as their hobby: they collect old comics by buying them from the Internet or swapping them with other people.	a completion (supply type) fill-in exercise
160	leisure	economics	How one would protect his money if he won millions in the lottery.	discussion tasks after reading a passage
161	leisure	exercise and sports	How the natives of the Pacific Islands played soccer was to use their hand and feet played balls which were made from coconuts and pig bladders.	reading passages
162	leisure	exercise and sports	How the Inuits of northern Canada played soccer was to play on ice and use balls filled with caribou hair and grass.	reading passages
163	leisure	exercise and sports	How the Native Americans played soccer was to play balls on large fields. Matches usually lasted for more than one day. The games were so rough that the players got severely injured.	reading passages

1. How people perform some cultural traits and practices effectively

	Cultural topic	sub-cultural topic	how to perform cultural practices effectively	task, activity types, and types of item
164	leisure	exercise and sports	How people in Mexico and Central America played soccer was to use rubber balls and played in courts 40 to 50 feet long surrounded by high walls in the middle of which there was a hole in the middle of wooden ring and hit the ball through the hole of ring.	reading passages
165	leisure	exercise and sports	How American people play basketball: 2 five-player teams compete in scoring by dropping a ball into two bottomless baskets. The size of the ball is 7 inches and the weight is 600 grammes.	reading passages
166	leisure	exercise and sports	How one plays his favourite sport.	schemata activating questions
167	leisure	exercise and sports	How to play the sport or do the activity one chooses.	topics of writing tasks
168	leisure	exercise and sports	How Volleyball is played: each team has 3 players who stand on opposite sides of a five-foot high net. Each team tries to send the ball back over the net to the other team. They can use their feet, knees, backs, shoulders, and heads to touch the ball. There are passes and sets, and the rules are similar to those of volleyball. The ball is made of plastic or rattan, and it weighs 170-190 g.	reading passages
169	leisure	exercise and sports	How a popular sport in Thailand is played.	other task types (content activities)
170	leisure	exercise and sports	How a similar game to Sepak Takraw is played.	discussion tasks
171	leisure	exercise and sports	How some Australian practice tennis.	a completion (supply type) fill-in exercise
172	leisure	exercise and sports	How one practices a sport.	topics of writing tasks
173	leisure	exercise and sports	How people go karting, including locations, kinds of tracks they use, facilities in karting parks, prices, and races.	reading passages
174	leisure	games	How Korean people play video games is to go to a mall or public PC gaming rooms or watch some professional video gamers, who compete in video game tournaments, practicing their game skills. The auditions take place in malls and finals in stadiums.	reading passages

1. How people perform some cultural traits and practices effectively

	Cultural topic	sub-cultural topic	how to perform cultural practices effectively	task, activity types, and types of item
175	leisure	games	What one's favourite game is like, including its rules, how to play, how often he plays it, and needed skills to play the game.	topics of writing tasks
176	leisure	kites	How some Hawaiian people give kite-making and kite flying classes for the children.	reading passages
177	leisure	pets	How people have a symbiotic relationship with domestic dogs and cats.	discussion tasks after reading a passage
178	leisure	pets	How one's pet lives, providing its name and behaviours.	topics of writing tasks
179	leisure	picnic	How one has a picnic: to picnic successfully, one should choose kinds of food which are suitable for eating outdoor, choose the picnic spot carefully, never take fizzy drinks on a picnic to avoid wasps, check out the weather forecast, and bring wind-resistant canopies.	reading passages
180	leisure	shark diving	How to go shark diving in South Africa is to go out on a boat to a place called 'Shark Alley' and go down inside a cage. The people on the boat throw pieces of fish tied to a rope in order to attract sharks which frequently knock the cage with their heads.	reading passages
181	leisure	travel, trips, and tours	How one goes on a trip, including location and activities.	topics of writing tasks
182	leisure	travel, trips, and tours	How one's classmate goes on a trip, including the location, activities, trip members, transport, accommodation, and his feeling towards the trip.	speaking tasks
183	leisure	travel, trips, and tours	How to backpack was to travel light and to pack as little as possible.	reading passages
184	leisure	travel, trips, and tours	How one plans a trip and what safety precautions he takes while travelling	speaking tasks
185	leisure	travel, trips, and tours	How someone went on a trip.	a completion (supply type) fill-in exercise
186	leisure	travel, trips, and tours	How one went on a trip.	topics of writing tasks

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	Cultural topic	sub-cultural topic	how to perform cultural practices effectively	task, activity types, and types of item
187	leisure	travel, trips, and tours	How one went on a trip, including when he went on the trip, how long he stayed there, and how he felt about it.	speaking tasks
188	leisure	travel, trips, and tours	How to stay safe while travelling in one's country.	other task types (content activities)
189	leisure	watching sports games	How soccer fans in Italy and Spain cheer for their teams when they watch a match: they wear the club colours, paint their faces, sing, cheer, and sometimes shout at the referee.	reading passages
190	leisure		How one's classmates spend their free time.	speaking tasks
191	leisure		How one's classmates spend their free-time.	speaking tasks
192	leisure		What one's hobby or pastime is like, how much time he spends on it, how often he works at it, and what he likes about it.	topics of writing tasks
193	leisure		How one spends his free-time, including activities, duration, and frequency.	speaking tasks
194	leisure		How one practices his hobby.	topics of writing tasks
195	lifestyles and living conditions	accidents	How accidents can be prevented in one's country.	schemata activating questions
196	lifestyles and living conditions	accommodation	What one's favourite place in the house is like, including infrastructure, facilities, furniture, appliances, and utensils.	topics of writing tasks
197	lifestyles and living conditions	accommodation	How to rent an apartment in some cultures: one needs a guarantor on the contract or has to leave a three-month deposit as a guarantee.	listening tasks (audio script)
198	lifestyles and living conditions	advertisements	How one did when a telemarketing person called to sell him something.	self-reviewing questions
199	lifestyles and living conditions	advertisements	How telemarketers advertise their products is to call customers on phone, give all the details of their products or services, and persuade the customers to buy them.	dialogues

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	Cultural topic	sub-cultural topic	how to perform cultural practices effectively	task, activity types, and types of item
200	lifestyles and living conditions	children adoption	How to adopt children in the US is that American adoption agencies manage the adoption. The adopted families do not know if the children have siblings or not.	reading passages
201	lifestyles and living conditions	competitions	How people in Niger do in a beauty contest is that the contest extends for one week every year, males paint their faces with bright makeup and wear elaborate costumes, and they are judged on looks and personality by women from neighbouring groups.	reading passages
202	lifestyles and living conditions	competitions	How people perform the opening ceremony of the Olympics Games: the Greek team always leads the procession of athletes during the opening ceremony of the Olympics Games. They are followed by the other teams in alphabetical order. The hosting country goes last.	reading passages
203	lifestyles and living conditions	crime	How pickpockets work is to look for someone who looks unaware on the street, pretend to bump into the victim by accident, or might act as if they are drunk. They may ask where he is from and try to shake his hand. They, then, pretend to lose their balance and fall against him nabbing his wallet.	dialogues
204	lifestyles and living conditions	economics	How Japanese people save their money: they keep their savings at home.	reading passages
205	lifestyles and living conditions	economics	How people in China trade In China, people started using cowrie shells as money since 1200 BC. In 1000 BC, they made bronze and copper cowrie shells. Later, they used leather money. In 806 AD, they produced the first paper banknotes.	reading passages
206	lifestyles and living conditions	fairs, expositions, and events	How English people perform the Cheese Rolling event: the event, held each May in the English countryside, begins when a 6 1/2-lb. piece of cheese is rolled down an extremely steep hill. The competitors run and tumble down the hill in an effort to catch the cheese which reaches speed of up to 70 miles an hour. The winner is the person who reaches the bottom of the hill first.	reading passages
207	lifestyles and living conditions	fairs, expositions, and events	How the Americans do in the American Wife Carrying Championships in Maine: each participant navigates a difficult obstacle course that includes a 6-metre long pit with 1 metre of water, a downhill run on grass, and two leg hurdles. The participants must do the entire course carrying a woman on their backs. Dropping the wife at any point during the race results in receiving penalty points.	reading passages

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	Cultural topic	sub-cultural topic	how to perform cultural practices effectively	task, activity types, and types of item
208	lifestyles and living conditions	fairs, expositions, and events	How Finnish people do in the Sauna World Championships: the event is held in August in Finland. The participants compete to be the person who sits the longest in an incredibly hot sauna. The prize is a sauna heater.	reading passages
209	lifestyles and living conditions	fairs, expositions, and events	How Finnish people conduct the World Swamp Soccer Championship: they play soccer in the knee-deep mud, and often there is more wading and crawling than kicking the ball. The game lasts for 2 periods of 25 minutes each in a marked soccer field.	reading passages
210	lifestyles and living conditions	globalisation	How one's country fits in with the global economic system.	other task types (content activities)
211	lifestyles and living conditions	health and welfare	How Thais treat themselves or do when they get sick.	discussion tasks
212	lifestyles and living conditions	health and welfare	How some countries conduct their healthcare system: there are not enough doctors and nurses in the hospitals, but there are lots of unemployed doctors and nurses. Also, there are not enough local clinics.	a completion (supply type) fill-in exercise
213	lifestyles and living conditions	health and welfare	How one's country conducts its healthcare system.	topics of writing tasks
214	lifestyles and living conditions	hygiene	How the ancient Egyptians tried to hide their body odour.	after reading questions
215	lifestyles and living conditions	immigration	How Eastern and Southern Europeans immigrated to the US: fathers of the immigrant families often came to the US first. They then worked and sent the money for boat fares for the rest of the family.	reading passages in the audio script
216	lifestyles and living conditions	infrastructure	How the Romans constructed aqueducts which carried water to the cities was to use Roman arches.	reading passages
217	lifestyles and living conditions	international organisations	How an international organisation in Bangladesh, the Grameen Bank, works is to offer small loans to the poor for running their small businesses.	reading passages
218	lifestyles and living conditions	keeping warm and cool	How a king of Iraq kept his home cool is to import snow and put it in the walls of his summer home.	reading passages

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	Cultural topic	sub-cultural topic	how to perform cultural practices effectively	task, activity types, and types of item
219	lifestyles and living conditions	keeping warm and cool	How some people keep warm in cold conditions: they wear several layers of clothing, a hat, and good waterproof jacket. Also, they eat some sugary food.	reading passages
220	lifestyles and living conditions	law	How laws are passed in one country.	before reading questions
221	lifestyles and living conditions	law	How laws in some countries are passed: laws are created by governments, and there are generally approved by a legislative body.	reading passages
222	lifestyles and living conditions	methods of communication	How the ancient Persians communicated was to use lines of signal towers. At each one, people with powerful voices shouted a message to the next tower.	reading passages
223	lifestyles and living conditions	methods of communication	How people in Central Africa communicate is to use drum talks. They use a drum that can produce a high or low tone.	reading passages
224	lifestyles and living conditions	methods of communication	How the Internet helped one meets or reconnects with a friend.	before reading questions
225	lifestyles and living conditions	neighbourhood	What one's neighbourhood is like, including types of accommodation, opinions towards the neighbourhood, and what the neighbours are like.	discussion tasks
226	lifestyles and living conditions	neighbourhood	What one's neighbourhood is like, including places and locations?	topics of writing tasks
227	lifestyles and living conditions	occupations	How one defines the meaning of qualification.	discussion tasks after reading a passage
228	lifestyles and living conditions	organisations	How an organisation in Germany, the Berliner Tafel works: to gather leftovers from parties and buffets and distribute them to the poor.	reading passages
229	lifestyles and living conditions	organisations	How an organisation in the US works: Make-A-Wish helps children who have very serious illness fulfill their wishes, especially meeting famous people and having a special day with people of their dream career.	reading passages
230	lifestyles and living conditions	quality of life	What quality of life in Spain is like is that Spanish residents and visitors to Barcelona point out several aspects relating to everyday life, including the friendliness of people, the efficiency of the public transportation system, safety, a very rich cultural heritage, and the high quality of education.	reading passages

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	Cultural topic	sub-cultural topic	how to perform cultural practices effectively	task, activity types, and types of item
231	lifestyles and living conditions	quality of life	What the cities that offer the best quality of life in the world are like, including transportation, safety, schools, and entertainment.	other task types (content activities)
232	lifestyles and living conditions	services	How people provide an emergency service in Alaska: there is air ambulance service which helps taking people the hospital by a helicopter, a Lear jet or a smaller turbo prop plane. The journey takes a lot shorter time than other vehicles because Alaska is a very mountainous place.	reading passages
233	lifestyles and living conditions	tobacco and smoking	How people in one's country smoke in public places.	discussion tasks
234	lifestyles and living conditions	transport and vehicles	How Brazilian students in public school in poor neighbourhoods go to school: they go there by bamboo bikes which are given to them by the government.	reading passages
235	non-verbal communication	gesture and posture	How common gestures in one's own culture are identified their meanings.	self-reviewing questions
236	non-verbal communication	gesture and posture	How people in China greet: they greet with a nod or bow.	reading passages
237	non-verbal communication	gesture and posture	How Japanese people greet: they greet with long bow, palms on legs, and heels together.	reading passages
238	non-verbal communication	gesture and posture	How Korean people greet In Korea: they greet with a short bow.	reading passages
239	non-verbal communication	gesture and posture	How Thai people greet is to put palms together and bow their head, called 'wai'.	reading passages
240	non-verbal communication	haptic communication	How people in Latin countries who are friends greet one another is to kiss one another on the cheek.	reading passages
241	non-verbal communication	haptic communication	How men in Latin countries greet is to hug and slap each other on the back.	reading passages
242	non-verbal communication	haptic communication	How people in Arab countries who are friends amicably touch one another is that it is common for male friends to walk around holding hands.	reading passages

1. How people perform some cultural traits and practices effectively

	Cultural topic	sub-cultural topic	how to perform cultural practices effectively	task, activity types, and types of item
243	non-verbal communication	haptic communication	How men in Arab countries greet each other is to kiss on another on the cheek. A host may welcome his guest with a kiss on both cheeks. It is polite to do the same.	reading passages
244	non-verbal communication	haptic communication	How people in most Asian countries touch each other in public is not to touch or show any sign of affection in public.	reading passages
245	non-verbal communication	haptic communication	How Vietnamese and Chinese people allow others to touch their children is not to pat a child on the head to show affection or appreciation.	reading passages
246	non-verbal communication	haptic communication	How people in one's country touch each other to show affection in public.	discussion tasks
247	non-verbal communication	haptic communication	How people in one's country touch and backslap one another.	discussion tasks
248	non-verbal communication	haptic communication	How the Americans greet people is to shake hands when they first meet people. They might kiss family members, but not acquaintances. Touching people or holding people is not acceptable either.	reading passages
249	non-verbal communication	haptic communication	How Latin Americans show their affection is to hug and kiss in public.	dialogues
250	non-verbal communication	haptic communication	How Chinese people show their affection in public is not to hug and kiss in public as it is simply not acceptable in China.	dialogues
251	non-verbal communication	haptic communication	How Korean people greet: they greet with a short bow and handshake.	reading passages
252	non-verbal communication	haptic communication	How American people greet: people greet with a handshake.	reading passages
253	non-verbal communication	proximity	How people in Latin countries keep their distance to one another: it is common for people to stand close to one another.	reading passages
254	non-verbal communication	proximity	How the Americans keep their distance is that they like to keep their distance, and are uncomfortable if someone moves in really close. The acceptable distance is approximately 40 centimeters, about 16 inches.	reading passages

1. How people perform some cultural traits and practices effectively

	Cultural topic	sub-cultural topic	how to perform cultural practices effectively	task, activity types, and types of item
255	science and technology	ICT	How one uses technology to communicate with friends	schemata activating questions
256	science and technology	ICT	How viruses infiltrate people's computers is by being attached to e-mail messages with tricky subjects which fool the reader into opening up the attachment.	reading passages
257	science and technology	ICT	How one's computer is infected by a virus and what he does.	after reading questions
258	science and technology	special effects	How an American film director used special effects in his film is to substitute a dummy for an actress in the scene of execution.	reading passages
259	science and technology	special effects	How American filmmakers used special effects in their films is to use small models for large objects.	reading passages
260	social etiquette	apology and excuses	How British people apologise when they accidentally bump into someone is to say sorry.	reading passages
261	social etiquette	apology and excuses	How one did to apologise when doing something wrong.	self-reviewing questions
262	social etiquette	apology and excuses	How one gives a reason and apologise when he cannot come to a friend's party.	speaking tasks (role-playing)
263	social etiquette	apology and excuses	How students in one's country make their excuses to the teachers when not doing homework.	speaking tasks
264	social etiquette	apology and excuses	How people in one's country make their excuses to their boyfriends or girlfriends when not showing up for a date.	topics of writing tasks
265	social etiquette	apology and excuses	How people make their excuses when arriving late or missing work.	other task types (content activities)
266	social etiquette	apology and excuses	How some people apologised: via a letter.	a completion (supply type) fill-in exercise

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	Cultural topic	sub-cultural topic	how to perform cultural practices effectively	task, activity types, and types of item
267	social etiquette	apology and excuses	How one apologises via a letter.	topics of writing tasks
268	social etiquette	bad habits	How the Americans deal with bad habits is that they are not tolerant of lateness for social occasions, and especially for business meetings.	reading passages
269	social etiquette	coughing in public	How people do when they cough: they cover their mouth while coughing.	a completion (supply type) fill-in exercise
270	social etiquette	honorifics and titles	How people use titles is to use them with last names or with first name and last name. In greetings, use titles with last names only.	reading passages
271	social etiquette	honorifics and titles	How people use personal titles: they use personal titles to show gender and marital status.	reading passages
272	social etiquette	queueing up	How British people queue up is to wait for their turns patiently.	reading passages
273	social etiquette	queueing up	How people in one's country stand in line.	discussion tasks
274	social etiquette	table manners	How people in one's country eat with their hands while eating.	discussion tasks
275	social interaction	business contact	How Japanese people show their politeness when receiving a name card is to read it and comment about it.	reading passages
276	social interaction	business contact	How the Americans provide business entertainment is to do it in restaurants. It is not common for the Americans to bring business into their homes.	reading passages
277	social interaction	comradeship and relationship	How men achieve closeness: they do shared activities and help someone else with tasks and challenges.	reading passages
278	social interaction	comradeship and relationship	How men are most likely to bond with others.	after reading questions
279	social interaction	congratulation	How people in one's country congratulate on special occasions.	self-reviewing questions

1. How people perform some cultural traits and practices effectively

	Cultural topic	sub-cultural topic	how to perform cultural practices effectively	task, activity types, and types of item
280	social interaction	greeting, friendly exchange, and farewell	How to greet and farewell properly: greetings and saying goodbye must be used at the right time.	reading passages
281	social interaction	greeting, friendly exchange, and farewell	How Indonesian people greet is to say 'Selamat'.	reading passages
282	social interaction	greeting, friendly exchange, and farewell	How people in Mexico, Germany, India, Morocco, Spain and around the world greet.	completion (supply type) fill-in exercise
283	social interaction	greeting, friendly exchange, and farewell	How one greets in the morning.	questions with multiple choice in a grammar exercise
284	social interaction	honorifics and titles	How to use titles in Mexico for all university graduates is to use Licenciado for men and Licenciada for women.	reading passages
285	social interaction	making a suggestion	How some people give advice: to give an advice, one should understand the problem, ask the person if he wants some advice, and make it clear that the advice is just one possible solution.	reading passages
286	social interaction	socialising online	How one makes friend online.	schemata activating questions
287	social interaction	visiting	How Indian hosts do when having someone visits their homes is to call every house member to meet the guest. Then a younger member washes the feet and hands of the guest in a big bowl of water and then dries them. After that, the hosts serve food at the table.	reading passages
288	social interaction	visiting	How the Americans do when they invite a guest to their homes is that they might invite friends for a meal. The friends could not bring their family or friends with them. The hosts do not expect to receive presents.	reading passages
289	the social system	social group	How the rich ancient Roman families had privileges over other Roman people: their children received a bilingual education.	reading passages
290	youth	common habits and addictions	What the most common habits and /or addictions among young people in one's country are like.	topics of writing tasks

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	Cultural topic	sub-cultural topic	how to perform cultural practices effectively	task, activity types, and types of item
291	youth	common habits and addictions	How teenagers in one's country spend their time outside their homes, including at what time they should be back at home and what factors make them do that.	discussion tasks
292	youth	leisure and recreations	How South Korean youth spend their free time is to play computer games at PC bang with others. About 16 millions] people play video games online.	reading passages
293	youth	leisure and recreations	How teenagers in one's country spend their weekend: what is an ideal weekend, including location, activities, and facilities.	discussion tasks

2. How some cultural traits and practices are shown

	Cultural topic	sub-cultural topic	how to perform cultural practices effectively	task, activity types, and types of item
294	belief, attitude, and thought	beauty	How the ancient Greeks' attitude towards beauty was shown: the proportion is the key to beauty according to the ancient Greeks. The ideal face was two-thirds as wide as it was high.	reading passages
295	belief, attitude, and thought	colours	How some Japanese people's attitude towards colours is shown: they believe that the colour blue creates a sense of peace and tranquility in a room, so they paint rooms in blue.	reading passages
296	belief, attitude, and thought	good luck	How Chinese people show their belief in good luck: they eat lotus seeds and black seaweed on New Year for good luck.	reading passages
297	belief, attitude, and thought	money	How some songs reflect one's own attitude about money.	discussion tasks after reading a passage
298	belief, attitude, and thought	natural phenomena	How people practice their belief in rainbows: following a rainbow, if one is lucky, he will find a pot full of gold at the end.	reading passages
299	belief, attitude, and thought	prediction	How some Americans practice their belief in prediction: they hold Groundhog Day where they predict the length of the winter by observing a groundhog's behaviours.	reading passages

2. How some cultural traits and practices are shown

	Cultural topic	sub-cultural topic	how to perform cultural practices effectively	task, activity types, and types of item
300	belief, attitude, and thought	shooting stars	How some people show their belief in a shooting star: when seeing shooting stars, they make a wish.	reading passages
301	belief, attitude, and thought	superstitions	How people show their superstition about bad luck 13: they avoid labeling the 13th floor of building, and avoid labeling the 13th gate in airports, and the 13th row on airplanes.	reading passages
302	belief, attitude, and thought	superstitions	How Chinese and Japanese people show their superstition about number 4 bad association: they avoid listing the 4th floor in buildings, most products sold in packs of 3 or 5	reading passages
303	belief, attitude, and thought	superstitions	How Italian people show their superstition about evil spirit: they say bless you when a person has sneezed in order to protect the person from being entered by evil spirits while the soul was gone.	reading passages
304	belief, attitude, and thought	superstitions	How people show their superstition about mirrors related to bad luck: when breaking a mirror and one does not want to attract misfortune, he will take the mirror outside and buried in the moonlight in order to avoid having 7 years of bad luck.	reading passages
305	belief, attitude, and thought	superstitions	How Chinese and Japanese people show their superstition about number 4 bad association and bad luck 13.	after reading questions
306	belief, attitude, and thought	superstitions	How people in one's country show their belief in superstitions.	discussion tasks after reading a passage
307	belief, attitude, and thought	superstitions	How people in one's country show their belief in superstitions.	topics of writing tasks
308	belief, attitude, and thought		How people in one's country show their belief in something.	topics of writing tasks
309	folklore	charms	How people show their belief in ladybugs as a charm: if a ladybug lands on one, it will brighten his day and lessen his problems. If a ladybug lands on him when he is sick, it will take the illness away.	reading passages

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	Cultural topic	sub-cultural topic	how to perform cultural practices effectively	task, activity types, and types of item
310	folklore	charms	How British people show their belief in four-leaf clovers as a charm: people look for four-leaf clovers in the grass, and they will pick and carry them for luck and all the good things.	reading passages
311	folklore	charms	How people show their belief in wishbones as a charm: two people tug on the wishbone which is a bone from the breast of a chicken, each making a wish. After the bone breaks, the person with the bigger piece will have their wish granted.	reading passages
312	folklore	charms	How people in Scandinavian countries show their belief in acorns as a charm: they believe that the acorns bring fortune to the bearer, and placing an acorn on a windowsill of the house will protect it from lightning.	reading passages
313	folklore	charms	How people show their belief in horseshoes as a charm: they hang the horseshoe on the wall of a home or doorway to bring luck.	reading passages
314	sex, gender, and sexuality	women's liberty	What ancient Greek women's liberty was like: the ancient Greek girls were not allowed to go to school. They stayed at home with their mothers and learned how to keep the house.	reading passages
315	sex, gender, and sexuality	women's liberty	What ancient Chinese girls' liberty was like: they were not allowed to study at schools.	reading passages
316	social values	beauty	How English women's value about beauty was practiced: women in the Elizabethan era in the UK thought that high foreheads were beautiful, so they plucked inches of their front hair to achieve this look. Also, they brushed egg white over their faces in order to have a glazed look.	reading passages
317	social values	beauty	How the value of people in ancient China about beauty was practiced: it was believed that it was desirable for women to have tiny feet. This belief led to foot binding.	reading passages
318	social values	beauty	How European women's value about beauty was practiced: from the 14th to 19th centuries in Europe, women would bind their waists with corsets to make them look tiny. Between 1500 and 1900, a plump figure was considered very attractive for both men and women.	reading passages
319	social values	honesty	How Japanese people show their honesty value: after the tsunami, many Japanese residents returned many they found amongst the debris to authorities.	reading passages

3. How some factors affect the way people practice some cultural traits and practices

	Cultural topic	sub-cultural topic	how to perform cultural practices effectively	task, activity types, and types of item
320	belief, attitude, and thought	colours	How people get their attitude towards colours is that they tend to associate colours with where these colours appear in nature.	reading passages
321	belief, attitude, and thought	colours	How some Americans associate colours with their feelings: they associate red roses with passion.	reading passages
322	belief, attitude, and thought	colours	How some people in many cultures associate colours with their feelings: black symbolises death and mourning.	reading passages
323	belief, attitude, and thought	colours	How Asian people associate colours with their feelings: white represents mourning.	reading passages
324	belief, attitude, and thought	colours	How some people associate colours with their feeling and sense: white represents purity, innocence, and goodness.	reading passages
325	belief, attitude, and thought	colours	How Chinese people associate colours with their feeling and belief: red represents happiness and good luck.	reading passages
326	belief, attitude, and thought	colours	How one associates colours with his feeling, sense, belief or something else in his culture.	discussion tasks after reading a passage
327	belief, attitude, and thought	weather	How weather affect one's feeling.	before reading questions
328	belief, attitude, and thought	weather	How weather affect one's feeling	topics of writing tasks

4. How people in some cultures do not practice some cultural traits and practices

	Cultural topic	sub-cultural topic	how to perform cultural practices effectively	task, activity types, and types of item
329	customs and traditions	tipping	How people in China tip is that tipping is not practiced.	reading passages

5. How some cultural traits and practices serve particular functions

	Cultural topic	sub-cultural topic	how to perform cultural practices effectively	task, activity types, and types of item
330	dress	accessories	How shoes in the ancient China functioned: they represented social class. Ordinary people could wear straw or rough cloth shoes in blue, green, or white only. The nobles wore leather or silk shoes.	reading passages
331	dress	accessories	How baseball caps function: some people wear a baseball cap as a fashion statement.	reading passages
332	dress	accessories	How sneakers function: people around the world wear sneakers for all purposes, for example, hiking, going to the gym, and walking to the office.	reading passages
333	dress	body decoration	How nail colours functioned during the Chou Dynasty in China: nail colour represented people's social class. Lower ranking women were allowed to wear only pale colours, while royalty and the upper class wore gold and silver.	reading passages
334	dress	body decoration	How nail colours functioned in the ancient Egypt: men and women of high social rank stained their nails with red henna.	reading passages
335	dress	body decoration	How nail polish functioned in the ancient Egypt and China.	after reading questions
336	education	instructional materials	How computers could be used in the classroom.	topics of writing tasks
337	geography	geographical features	How Dutch people use canals in Amsterdam: canals in Amsterdam help protect the city, are used for transportation and for tourism.	reading passages

5. How some cultural traits and practices serve particular functions

	Cultural topic	sub-cultural topic	how to perform cultural practices effectively	task, activity types, and types of item
338	geography	vegetation	How herbs are used for medical purposes: herbs are used as medicine. For example, Asian people eat or drink a cup of ginger tea for curing sore throat. Ginseng is eaten, as it is good for colds, headaches, and the skin. Cloves are used as Chinese medicine for colds, coughs, flu, and allergies. Garlic is eaten for curing sore throat, headaches, and toothaches. Chili is eaten because it is good for digestion, the heart, fever, diarrhea, toothache, laryngitis and it helps to reduce cholesterol.	reading passages
339	geography	vegetation	How people use tea and other traditional remedies for common illnesses.	other task types (content activities)
340	geography	vegetation	How people use fruits for medical purposes.	other task types (content activities)
341	geography	vegetation	How people use cotton as materials for clothes: they harvest cotton by hand or machines, then gather it into bales. The bales are then taken to a textile mill in order to make cloth.	a passage in the listening tasks (audio script)

6. How people consider some cultural traits and practices for a negative or positive way

	Cultural topic	sub-cultural topic	how to perform cultural practices effectively	task, activity types, and types of item
342	customs and traditions	tricks and pranks	How tricks in one's culture are considered appropriate or inappropriate.	discussion tasks after reading a passage
343	non-verbal communication	gesture and posture	How people in one's culture consider if it is polite or not to point the finger at someone.	picture tasks in a grammar exercise.
344	non-verbal communication	gesture and posture	How people in one's culture consider if it is polite or not to raise one's hand to get someone's attention.	picture tasks in a grammar exercise.
345	non-verbal communication	haptic communication	How people in one's culture consider if it is polite or not to hug and kiss one the cheek.	picture tasks in a grammar exercise.

6. How people consider some cultural traits and practices for a negative or positive way

	Cultural topic	sub-cultural topic	how to perform cultural practices effectively	task, activity types, and types of item
346	social etiquette	bad manners	How one considers behaviours as bad manners in his culture.	discussion tasks after reading a passage
347	social etiquette	queueing up	How people in one's culture consider if it is polite or not to queue up getting on the bus.	picture tasks in a grammar exercise.
348	social etiquette	table manners	How people in one's culture consider if it is polite or not to eat with the hands.	picture tasks in a grammar exercise.

7. How some cultural traits and practices affect people

	Cultural topic	sub-cultural topic	how to perform cultural practices effectively	task, activity types, and types of item
349	customs and traditions	tricks and pranks	How a prank or hoax affects people who involved in it.	topics of writing tasks
350	lifestyles and living conditions	globalisation	How globalisation has affected one's country	topics of writing tasks
351	science and technology	ICT	How ICT has changed one's life and how it has influenced his life.	topics of writing tasks

8. How some cultural traits and practices have changed their functions

	Cultural topic	sub-cultural topic	how to perform cultural practices effectively	task, activity types, and types of item
352	belief, attitude, and thought	superstitions	How saying bless you to someone who has sneezed became a superstition, then a law, and finally etiquette.	after reading questions
353	dress	clothes	How T-shirts changed their functions from an undergarment to fashion item: T-shirts were initially worn as an undergarment. In the 1950's, they became fashion item as an outer garment. Since the 1960's, T-shirts have become a means of self-expression, sending advertising messages and protest with screen printed statement on them.	reading passages

APPENDIX D

THE RESULTS OF CONTENT ANALYSIS ON AWARENESS OF CULTURAL SIMILARITIES AND DIFFERENCES PRESENTED IN THE COURSEBOOKS

1. Comparing and/or contrasting one's cultural traits and practices with those of other countries

	cultural topic	sub-cultural topic	how the coursebooks raise students' Awareness of cultural similarities and differences	task, activity types, and types of item
1	belief, attitude, and thought		Comparing beliefs of one's culture to those of other countries.	other task types (content activities)
2	customs and traditions	sharing a place with roommates	Comparing problems for people in one's country who share a place with roommates to those presented in the coursebook.	before reading questions (content activities and discriminating)
3	customs and traditions	street sales	Comparing street markets in one's country to the one presented in the coursebook.	schemata activating questions (picture tasks and discriminating)
4	education	education system	Comparing and contrasting schools in one's country with those presented in the coursebook in terms of subjects, classes, and foreign students.	schemata activating questions (picture tasks and discriminating)
5	education	education system	Comparing and contrasting schools in one's country with those of Pakistan and Kenya in terms of classroom culture and daily learning duration.	topics of writing tasks
6	education	education system	Comparing schools in one's country to those of other countries.	a grammar exercise (comparison of adjectives)
7	education	lectures and classes	Contrasting one's classes in terms of languages used in class, duration of classes, how many teachers in class, and grade levels of students in the class with those of some students in Thailand and Ecuador.	after reading questions (discriminating)

1. Comparing and/or contrasting one's cultural traits and practices with those of other countries

	cultural topic	sub-cultural topic	how the coursebooks raise students' Awareness of cultural similarities and differences	task, activity types, and types of item
8	education	school infrastructure and facilities	Contrasting one's school infrastructure and facilities with those of some students in Thailand and Ecuador.	after reading questions (discriminating)
9	education	subjects and courses	Contrasting one's subjects and courses with those of some students in Ecuador.	after reading questions (discriminating)
10	folklore	idioms	Comparing idioms in one's language to those of the US and UK.	a discussion task after a reading task
11	belief, attitude, and thought	superstitions	Comparing superstitions of one's culture to those of other countries.	other task types (content activities)
12	foods and beverages	types of restaurant	Contrasting Internet cafés from one's culture from the one presented in the coursebook.	schemata activating questions (picture tasks and discriminating)
13	foods and beverages		Comparing roads in one's country to those of other countries.	a grammar exercise (comparison of adjectives)
14	geography	environment	Comparing pollution in one's country to that of other countries.	a grammar exercise (comparison of adjectives)
15	habits and routines	eating habits	Contrasting the food and weather of Thailand with those of Canada: in Canada the food is not hot, and the weather is cold.	reading tasks
16	habits and routines	eating habits	Contrasting Canadian food with Thai food.	after reading questions
17	habits and routines	topics of conversation	Comparing favourite topics of conversation in one's culture to those of people in the UK.	schemata activating questions (discriminating)
18	kinship, marriage, and the family	family size	Comparing one's family size and members to families from the US, China, Mexico, Germany and Italy	schemata activating questions (picture tasks and discriminating)
19	kinship, marriage, and the family	family structure	Comparing one's family structure to that of families from the US, China, Mexico, Germany and Italy	schemata activating questions (picture tasks and discriminating)

1. Comparing and/or contrasting one's cultural traits and practices with those of other countries

	cultural topic	sub-cultural topic	how the coursebooks raise students' Awareness of cultural similarities and differences	task, activity types, and types of item
20	language usage	spoken languages	Comparing and contrasting one's first language with English in terms of pronunciation, grammar, and expressivenesses of the languages.	topics of writing tasks
21	leisure	nightlife	Comparing the nightlife in one's country to that of other countries.	a grammar exercise (comparison of adjectives)
22	leisure	parties	Comparing and contrasting parties in one's country to the one presented in the coursebook.	schemata activating questions (picture tasks and discriminating)
23	leisure		Comparing one's leisure activities to those of people in the US, Brazil, and England.	other task types after a reading task (discriminating)
24	lifestyles and living conditions	accommodation	Comparing and contrasting one's accommodation with a house in terms of furniture, household appliances, utensils, parts of the house, rooms, home decoration items and products, gardens, and lawns.	schemata activating questions (picture tasks and discriminating)
25	lifestyles and living conditions	accommodation	Comparing and contrasting one's room with those presented in the coursebook in terms of furniture, household appliances, utensils, and home decoration items and products.	other task types (picture tasks)
26	lifestyles and living conditions	accommodation	Comparing one's room to the one presented in the coursebook in terms of furniture, household appliances, utensils, and home decoration items and products.	schemata activating questions (picture tasks and discriminating)
27	lifestyles and living conditions	advertisements	Comparing advertisements in one's culture to those presented in the coursebook.	schemata activating questions (discriminating)
28	lifestyles and living conditions	crime	Comparing and contrasting crime rate in one's country with that of Hong Kong.	questions in reading tasks (picture tasks and discriminating)
29	lifestyles and living conditions	infrastructure	Comparing roads in one's country to those of other countries.	a grammar exercise (comparison of adjectives)
30	lifestyles and living conditions	neighbourhood	Comparing one's neighbourhood to that of Brooklyn, US, and Mexico City, Mexico.	after reading questions (discriminating)

1. Comparing and/or contrasting one's cultural traits and practices with those of other countries

	cultural topic	sub-cultural topic	how the coursebooks raise students' Awareness of cultural similarities and differences	task, activity types, and types of item
31	lifestyles and living conditions	neighbourhood	Comparing one's neighbourhood to a neighbourhood.	schemata activating questions (picture tasks and discriminating)
32	lifestyles and living conditions	neighbourhood	Comparing mall activities in one's country to those presented in the coursebook.	after reading questions (discriminating)
33	lifestyles and living conditions	quality of life	Comparing and contrasting one's quality of life in terms of green areas, how people commute in the city, and infrastructure with those of the UK.	questions in reading tasks (picture tasks and discriminating)
34	lifestyles and living conditions	quality of life	Comparing the cost of living in one's country to that of other countries.	a grammar exercise (comparison of adjectives)
35	lifestyles and living conditions	traffic	Comparing and contrasting traffic in one's country with that of Mexico.	questions in reading tasks (picture tasks and discriminating)
36	lifestyles and living conditions	traffics	Comparing the traffic in one's country to that of other countries.	a grammar exercise (comparison of adjectives)
37	lifestyles and living conditions	transport and vehicles	Comparing and contrasting one's transport and vehicles with those of Japan.	questions in reading tasks (picture tasks and discriminating)
38	lifestyles and living conditions	transport and vehicles	Comparing public transportation in one's country to those of other countries.	a grammar exercise (comparison of adjectives)

2. Comparing and/or contrasting how one practices some cultural traits and practices with how people in other countries do

	cultural topic	sub-cultural topic	how the coursebooks raise students' Awareness of cultural similarities and differences	task, activity types, and types of item
39	customs and traditions	tipping	Comparing how people in one's country tips to how Chinese and American people tip.	schemata activating questions(discriminating)
40	education	school discipline	Contrasting one's school etiquette with that of some students in Ecuador.	after reading questions (discriminating)
41	education	school lunch	Comparing how students in one's country have lunch at school to how students in Kenya do.	topics of writing tasks
42	education	school routines	Contrasting one's school routines such as morning activities before classes, classroom activities, languages used in class, and duration of classes with those of some students in Thailand and Ecuador.	after reading questions (discriminating)
43	habits and routines	daily routines	Comparing and contrasting one's daily routines with those of people in Canada, the US, UK, Mexico, Brazil, Spain, Egypt, India, and Japan	schemata activating questions(picture tasks and discriminating)
44	habits and routines	shopping habits	Comparing how people in one's country shop to how people in other countries do.	a grammar exercise (comparison of adjectives)
45	lifestyles and living conditions		Contrasting one's way of life with any foraging cultures.	other task types (content activities)
46	non-verbal communication	haptic communication	Comparing how people in one's country touch each other amicably to how people in Latin countries do.	schemata activating questions(discriminating)
47	non-verbal communication	haptic communication	Comparing how people in one's country touch each other amicably to how people in Arab countries do.	schemata activating questions(discriminating)
48	non-verbal communication	haptic communication	Comparing how people in one's country touch or show affection in public to how Chinese and American people do.	schemata activating questions(discriminating)
49	non-verbal communication	proximity	Comparing how far people in one's country stay from each other to how people in Latin countries do.	schemata activating questions(discriminating)
50	social etiquette	apology and excuses	Comparing what one does when accidentally bumping into someone to what people in the UK do.	schemata activating questions(discriminating)

2. Comparing and/or contrasting how one practices some cultural traits and practices with how people in other countries do

	cultural topic	sub-cultural topic	how the coursebooks raise students' Awareness of cultural similarities and differences	task, activity types, and types of item
51	social etiquette	honorifics and titles	Comparing how people in one's country call university graduates to how people in Mexico do.	schemata activating questions(discriminating)
52	social etiquette	patterns of politeness	Comparing what one does when someone is blocking his way to what people in the UK do.	schemata activating questions(discriminating)
53	social etiquette	queueing up	Comparing what one does when queueing up to what people in the UK do.	schemata activating questions(discriminating)
54	social interaction	business contact	Comparing what one does when gives or receive a name card to what Japanese people do.	schemata activating questions(discriminating)
55	social interaction	comradeship and friendship	Comparing how friends in one's culture greet to how people in Latin countries do.	schemata activating questions(discriminating)
56	social interaction	greeting, friendly exchange, and farewell	Comparing how people in one's country greet to how people in Arab countries do.	schemata activating questions(discriminating)
57	social interaction	visiting	Comparing home visits in one's country to those of India.	schemata activating questions(discriminating)

BIOGRAPHY

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